



CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

WHERE WE'VE BEEN AND WHAT'S AHEAD

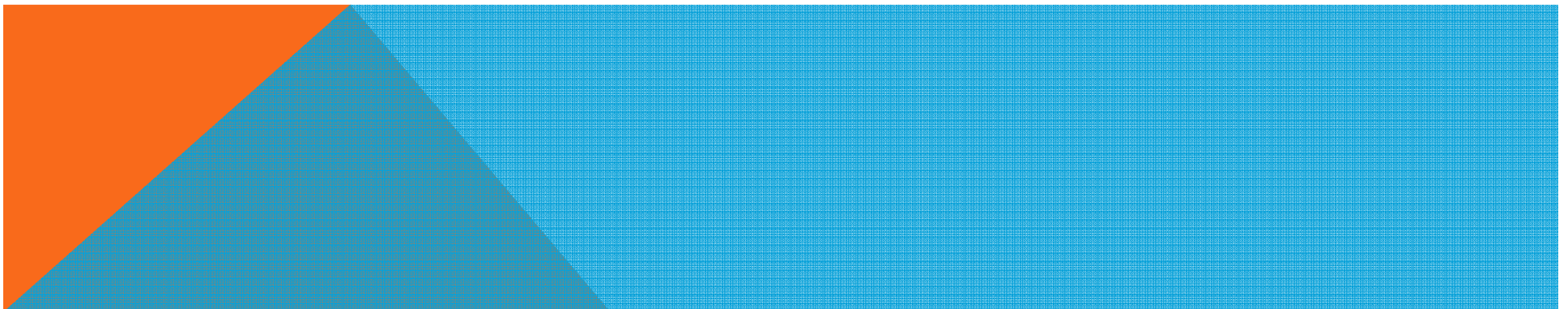
MARIA L. MENCONI, ED.D.

TUSD GOVERNING BOARD MEETING

TUESDAY, APRIL 23, 2013

“RE-BIRTH” OF PROFESSIONAL DEVELOPMENT DISTRICT SUPPORT JUNE 2011

- **Coordinating all district-level Professional Development from one department in the Deputy Superintendent’s office**
- **Including all levels from Aspiring to Mentoring**
- **Constant attention to building capacity in all positions**



School Initiatives

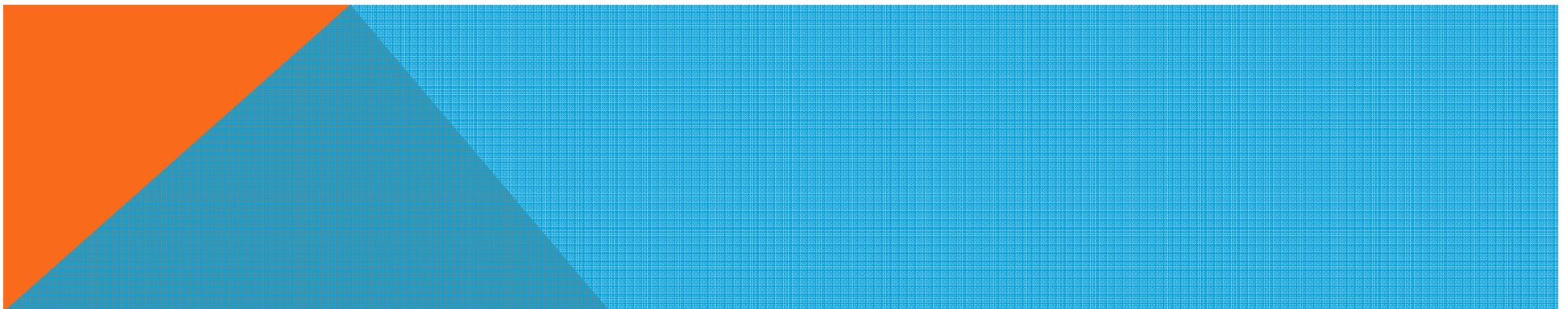
**Required training
for adoptions
and compliance**

**Restorative
Culture Systematic
Learning Supports**

**Core
Instructional
Model: Elements
of Effective
Instruction;
Classroom
Practices that
Work**

SUPPORTING EVIDENCE

“The Essential Elements of Instruction are effective almost immediately, even in a classroom with a range of levels and abilities. Any teacher who adopts them can expect to multiply the number of students who learn *within days of adopting them.*” (Focus, Mike Schmoker, p.57)



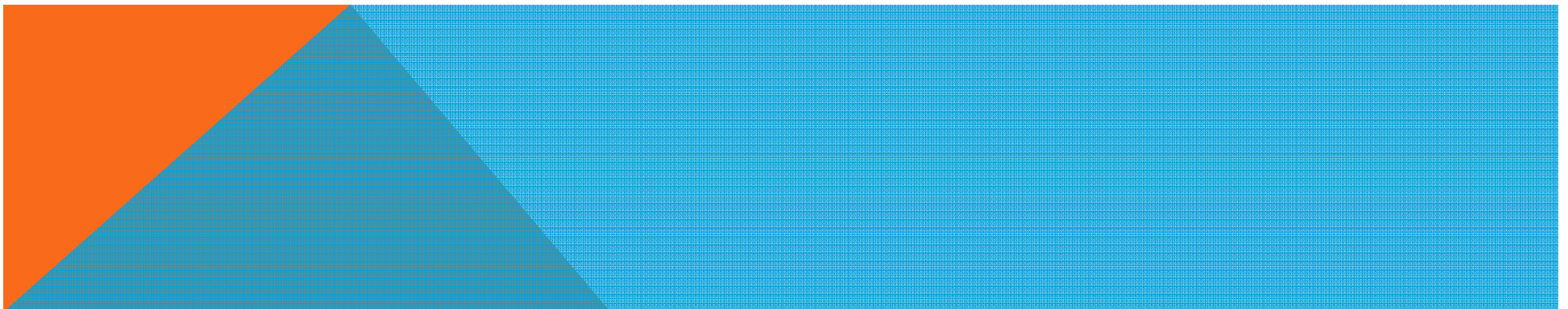
SOME IMPORTANT INVESTMENTS

EEI Investment=\$1,732,502.37

- Over 79,200 hours of staff time

TUSD Common Core Investment=\$536,296.31

- Over 24,000 hours of staff time



Curriculum, Instruction, Professional Development Strategies

PLA
Schools
Howenstine
Project MORE
Palo Verde
Rincon
*Strategies Prescribed
in SIG*

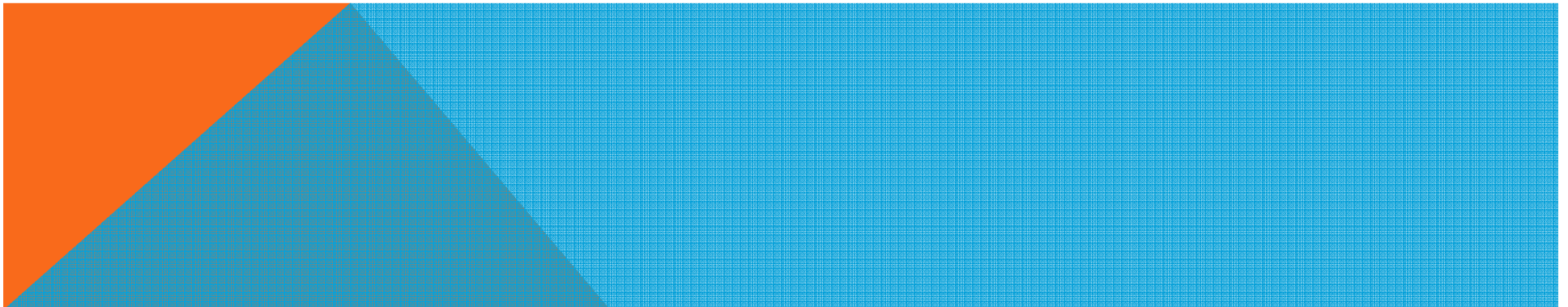
"D" Schools & Schools in Improvement
-EEI and Mathematics Supplemental Instruction & Coaching
-Increasing Principal Observation and Walkthrough Time
-Benchmark Assessments
- Jump Start and Transition Programs
-Targeted intervention groups
-Credit Recovery Options

ALL Schools
-EEI
-Core Curriculum Expectations and Training
-Formative Assessments
-Student Support Plans/Tutoring/301 Plan
-Learning Supports
For every teacher, every classroom, every day

CURRICULUM BENCHMARKS

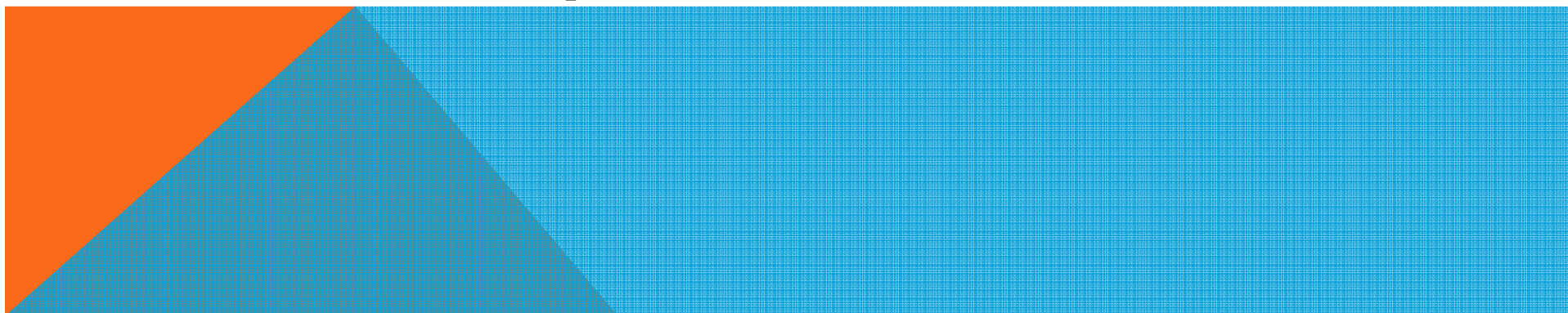
APRIL 2012

- **Language Arts K-12 and Mathematics K-8 adopted by the TUSD Governing Board on March 27, 2012**
- **Work will continue on assessment alignment, materials review and parent information documents**
- **Next task: Social Studies K-12**
 - Design of process underway



CRITICAL PROJECTS 2012-13

- **EEI Days 1-4, all staff completion**
- **Customer Service Initiative**
- **Common Core Training in Math and Language Arts in grades K-3 for full implementation; continued training in other grades**
- **ATI Blueprint assessments and related data disaggregation and analysis**
- **Deconstruction of High School ELA standards to determine HS coursework and “spread” into Social Studies and Science**
- **Multicultural and Culturally Relevant High School coursework**
- **Vertical Team Training in Mathematics for MS/HS teams**
- **Resource correlation for Mathematics Curriculum**
- **HS Mathematics Adoption**
- **New Teacher and Principal Professional Growth (Evaluation) System**

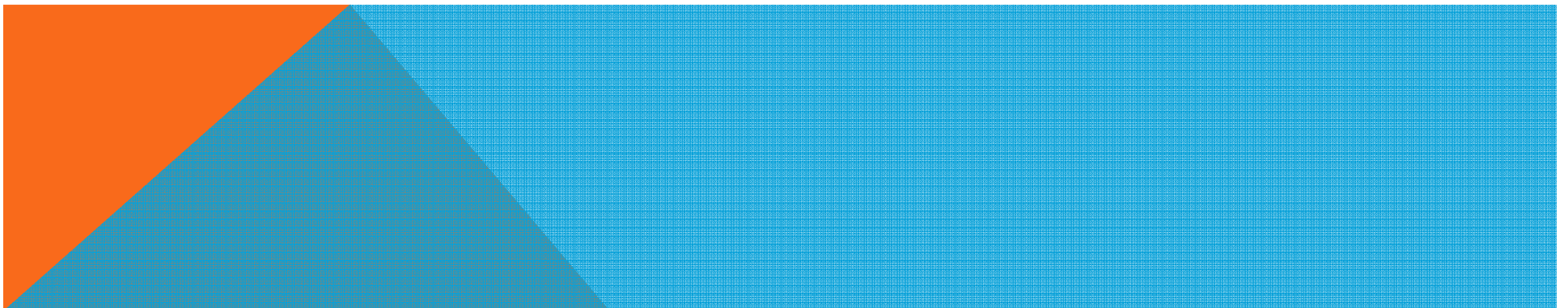


DEPARTMENT GROWTH IN CIPD

2011: Professional Development, Fine Arts, School Improvement

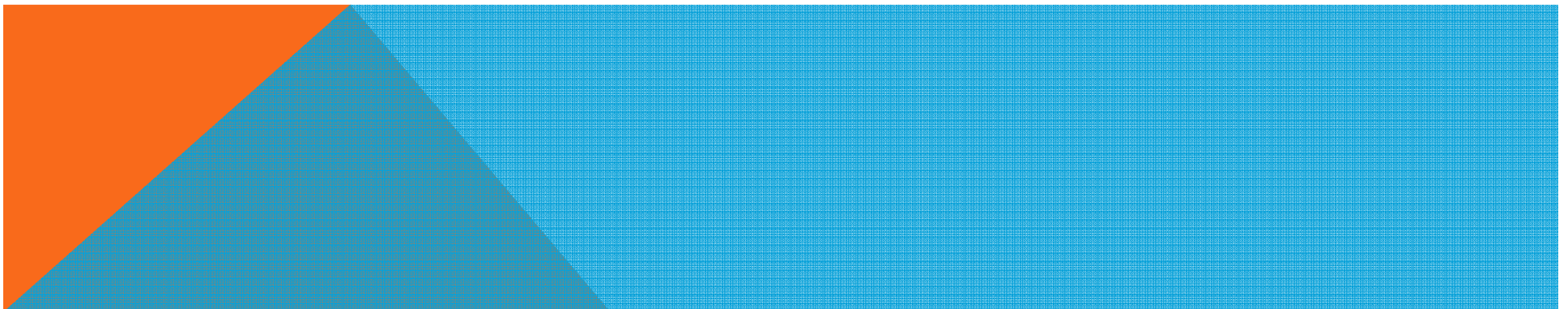
2012: Grants and Partnerships, Magnet Programs, Title I, Language Acquisition, Multicultural Curriculum, Mathematics Innovation Team

Gaining efficiency in service and resource allocation through our collaboration



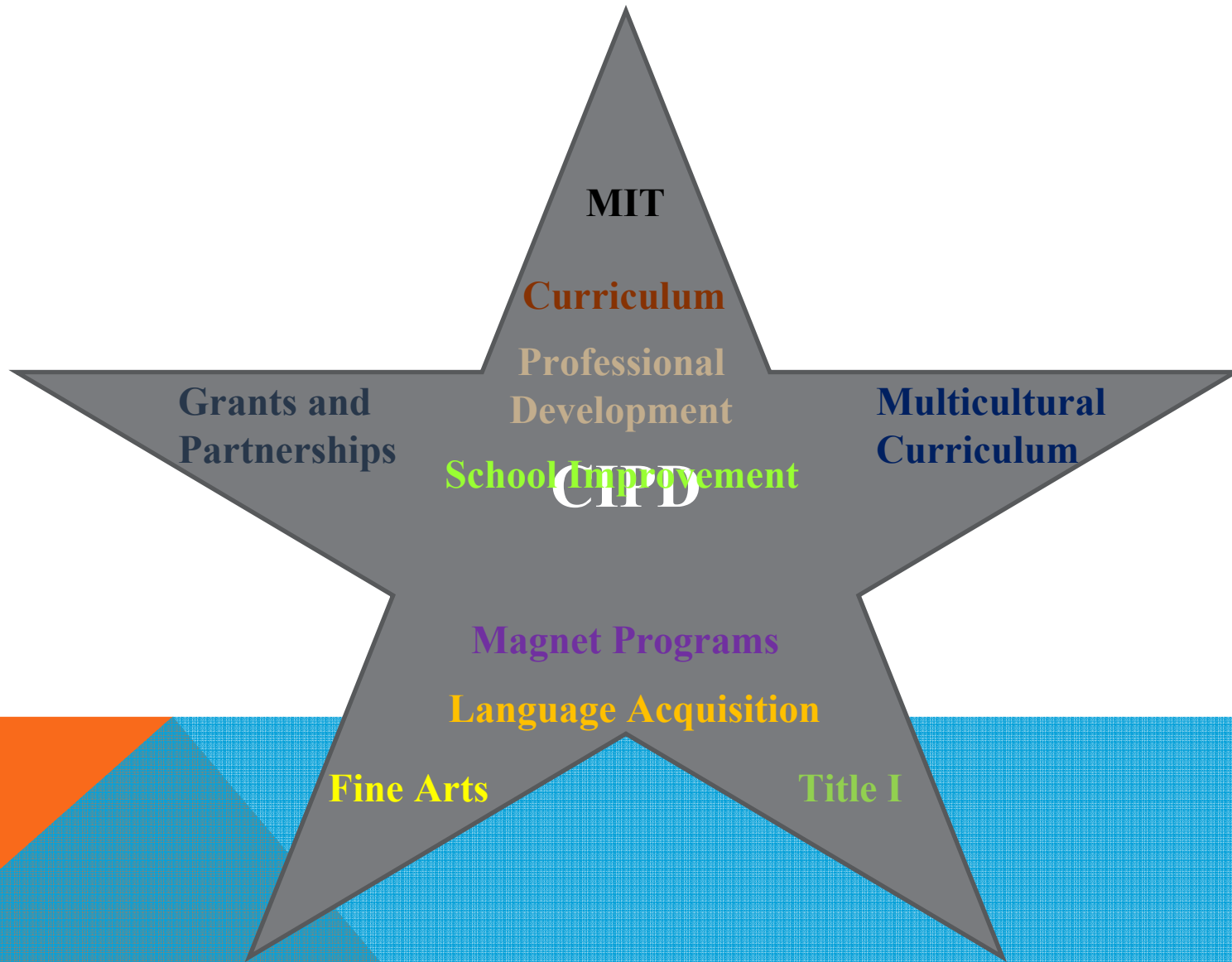
UNITARY STATUS PLAN CONNECTION

- **All Professional Development in the USP = CIPD**
- **The Multicultural and Culturally Relevant Curriculum and Culturally Responsive Pedagogy = CIPD**
- **Magnet and Dual Language Program development and extension in the USP = CIPD**
- **The Title I department's and the Mathematics Innovation Team's (MIT) support of quality first instruction to narrow the achievement gap = CIPD**
- **Fine Arts supporting Drop Out Prevention and Multicultural Studies and Grants and Partnerships seeks the additional resources to propel achievement = CIPD**

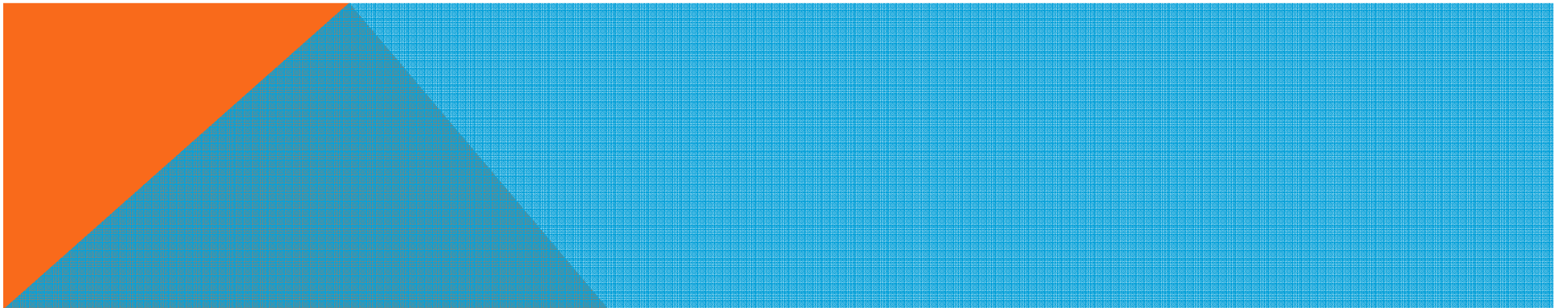


THE BIG PICTURE

All supporting quality first instruction and integral partners with the USP!

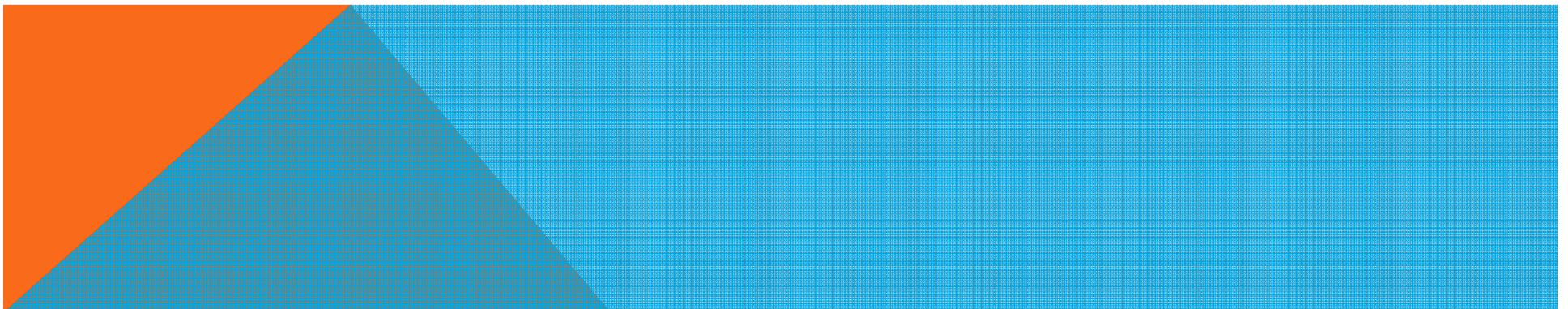


MATHEMATICS INNOVATION TEAM (MIT)



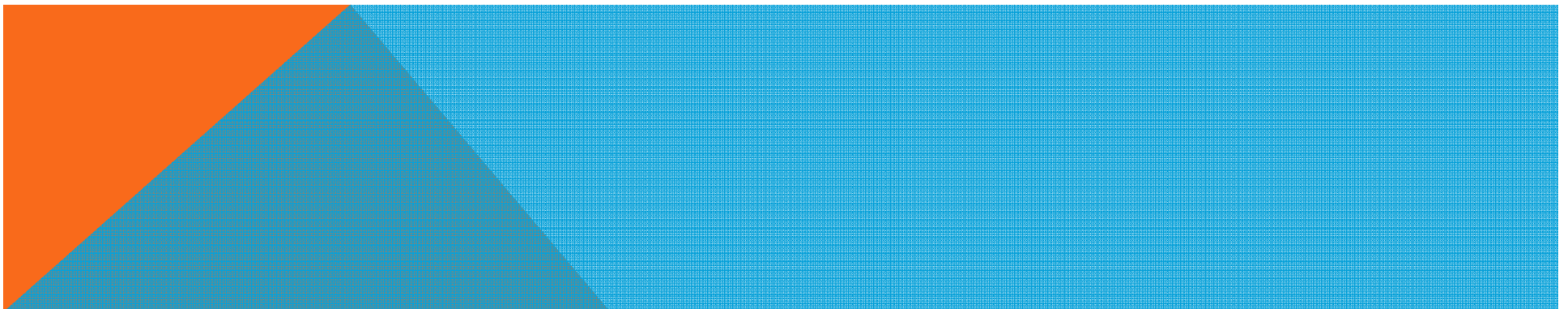
TUSD'S MATH INNOVATION TEAM E-SOURCES

- **Curriculum Maps (Year-at-a-Glance)**
- **Curriculum Unit Guides**
 - Essential Concepts and Questions
 - Vocabulary
 - Common Student Misconceptions
 - Print resources
 - Instructional resources (many teacher created)
 - Web resources
 - ✓ Interactive tools and games
 - ✓ Lessons and tasks
 - ✓ Multimedia
 - ✓ Professional development
- **Collaboration platform (calendar and discussion boards)**



HOW DID WE GET HERE???

- **District need for a guaranteed curriculum**
- **Lack of Common Core-aligned math resources**
- **Build teacher capacity**
- **Share best practices**
- **Our work was influenced by:**
 - ✓ *The Dana Center - www.utdanacenter.org*
 - ✓ *Georgia Dept. of Education*
 - ✓ *The Common Core Toolbox - www.ccsstoolbox.org*
 - ✓ *MIT and a cadre of dedicated TUSD teachers*



LET'S GO ON A TEST DRIVE...

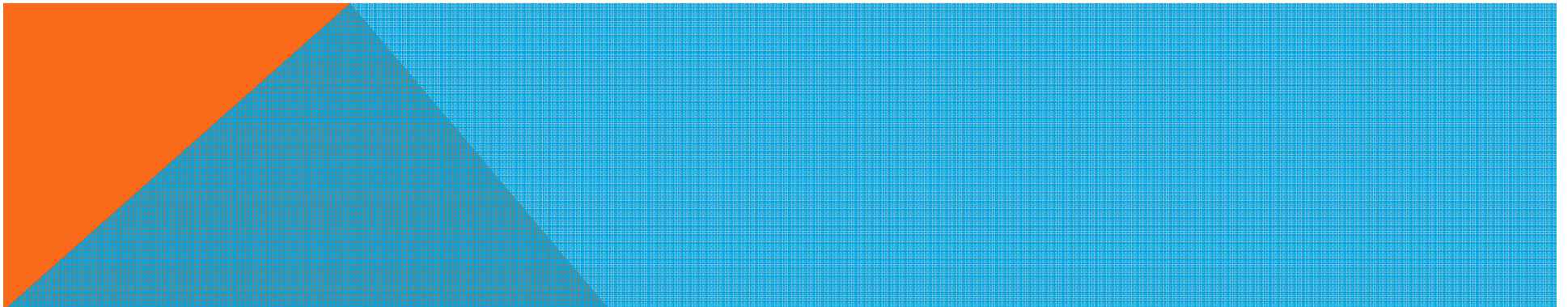
TUSD
Math eSource



<http://spdev/MIT/MathK12/SitePages/Home.aspx>

OPENING MINDS THROUGH THE ARTS (OMA)

Featured in *Good Music, Brighter Children*, Sharlene Habermeyer
in publication




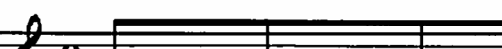
OPENING MINDS THROUGH THE ARTS (OMA)


ATI Music/Visual Arts Test

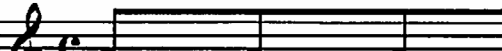
- ✓ Developed by OMA staff
- ✓ Focuses on analysis, synthesis, creativity and problem solving
- ✓ Promotes writing skills as well as knowledge of the Fine Arts

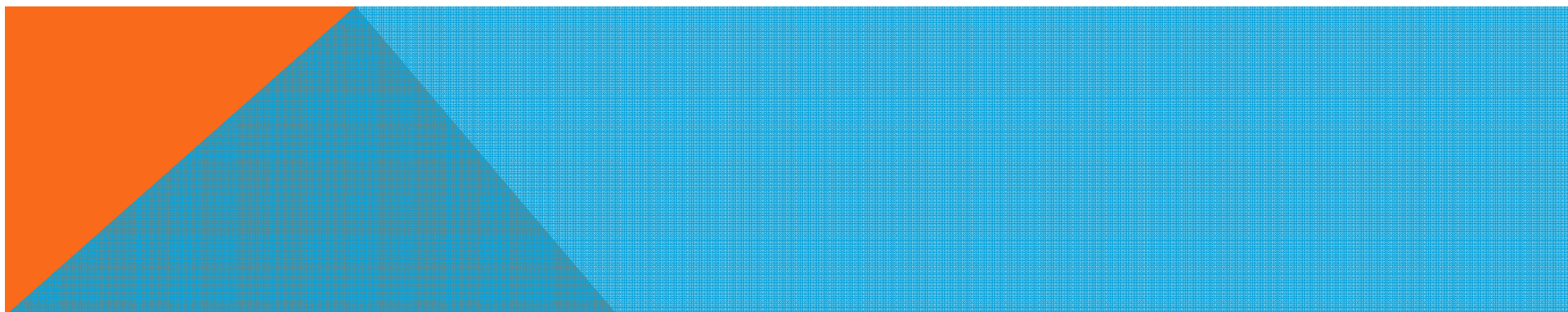
Which of the following rhythmic examples shows a "short-short-long-short-short-long" pattern?

A) 

B) 

C) 

D) 



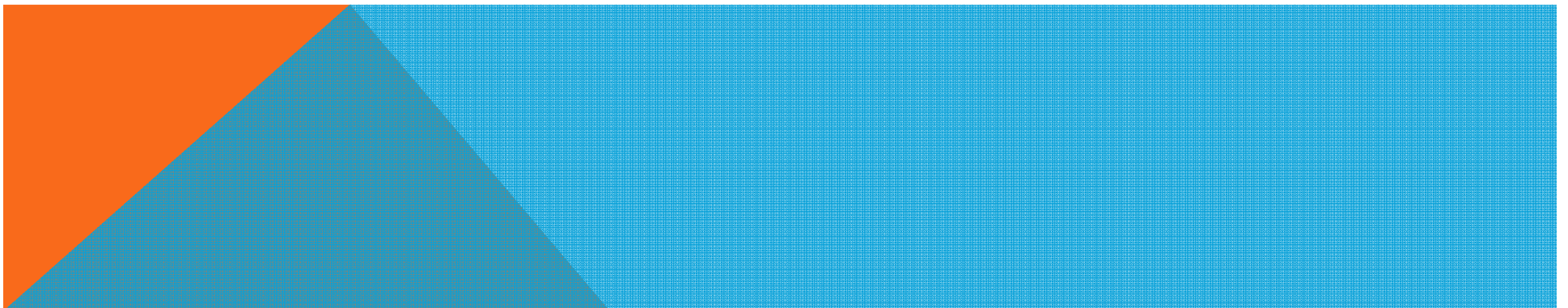
OPENING MINDS THROUGH THE ARTS (OMA)

If you were composing music to the following story, explain how/why you would choose the tempo for each part.

Beginning: A burglar is sneaking around a museum.

Middle: The alarm goes off and the police start to chase the burglar.

End: The police are given a parade for catching the art thief.



OPENING MINDS THROUGH THE ARTS (OMA)

Smith, Jessie Wilcox. *Alice in Wonderland*. 1923. Web. 30 December 2012.



28) from *Alice in Wonderland*

What happened right before this picture?

29) from *Alice in Wonderland*

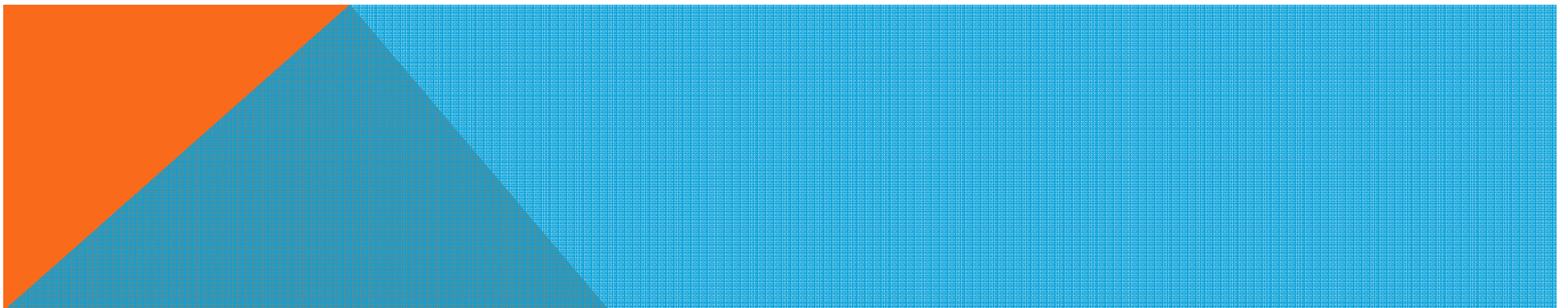
Which principle of Balance is represented in the image?

- A) Radial
- B) Asymmetrical
- C) Color
- D) Symmetrical

30) from *Alice in Wonderland*

How does the artist convey the meaning in the image?

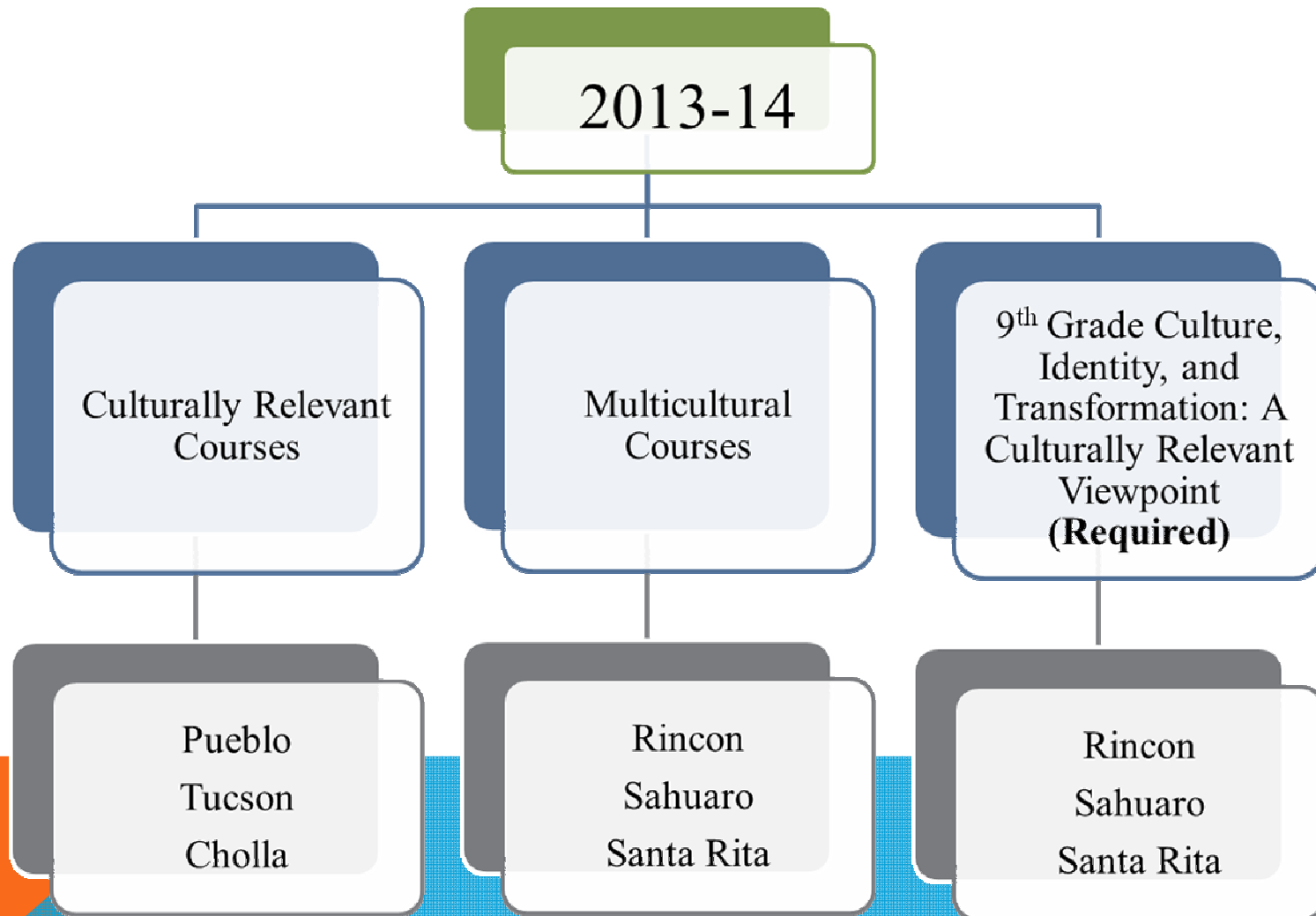
MULTICULTURAL & CULTURALLY RELEVANT CURRICULUM



Multicultural and Culturally Relevant Curriculum Design Process

October & November 2012	Identify and Recruit Multicultural Course Development Team
October 2012 – February 2013	Identify and Recruit Curriculum Review Teams
October & November 2012	Identify and Recruit Multicultural Team
November & December 2012	Multicultural Course Planning
January 2013	Identify and Recruit Culturally Relevant Curriculum Teams
January 2013	Planning for Culturally Relevant Curriculum Courses
February 2013	Curriculum Design for Culturally Relevant and Multicultural Courses
March 2013	1st Curricular Review for Culturally Relevant and Multicultural Courses Scholars from Arizona State University and the University of Arizona
March and April 2013	1st Curricular Review for Culturally Relevant and Multicultural Courses Returned and Recommendations Implemented
April 2013	2nd Curricular Review for Culturally Relevant and Multicultural Courses: National Team
April 2013	2nd Curricular Review Returned for Culturally Relevant and Multicultural Courses: National Team
April and May 2013	Recommendations from the 2nd Curricular Review for Culturally Relevant and Multicultural Courses Implemented
May 2013	3rd Curricular Review for Culturally Relevant and Multicultural Courses: Arizona Department of Education, TUSD Governing Board and Community
May 2013	3rd Curricular Review Returned for Culturally Relevant and Multicultural Courses: Arizona Department of Education, TUSD Governing Board and Community
May 2013	Recommendations from the 3rd Curricular Review for Culturally Relevant and Multicultural Courses Implemented
May 2013	Culturally Relevant and Multicultural Courses submitted for Governing Board Approval
May thru July 2013	Culturally Relevant and Multicultural Content Construction ; possible materials selection

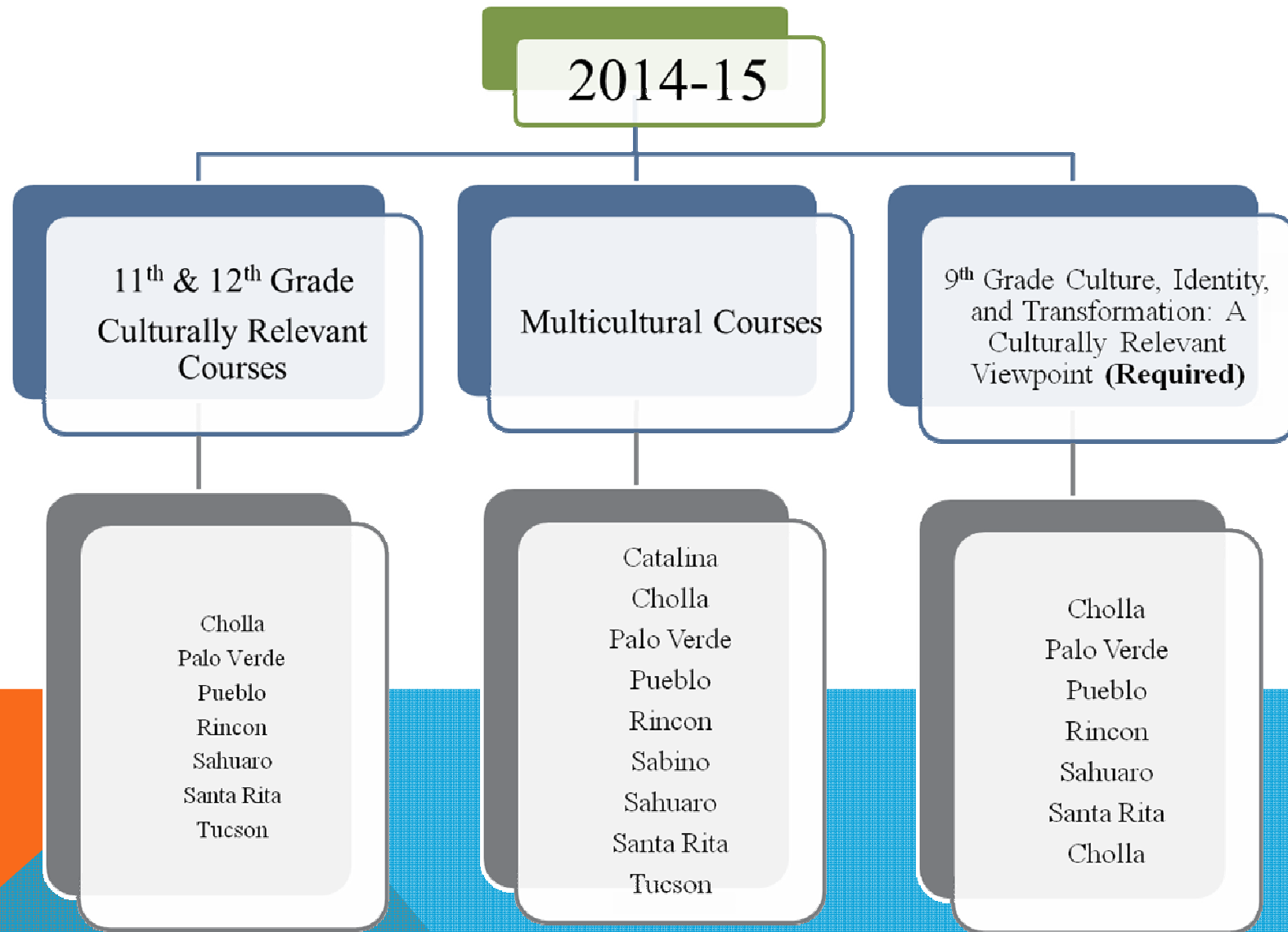
MULTICULTURAL AND CULTURALLY RELEVANT COURSE IMPLEMENTATION FOR 2013-14 SY



MULTICULTURAL AND CULTURALLY RELEVANT COURSE IMPLEMENTATION WITH COURSE NAMES FOR 2013-14 SY

Cholla	Pueblo	Tucson	Rincon	Sahuaro	Santa Rita
<ul style="list-style-type: none"> •English 5, 6 Culturally Relevant African American Viewpoint •English 7, 8 Culturally Relevant African American Viewpoint •English 5, 6 Culturally Relevant Mexican American Viewpoint •English 7, 8 Culturally Relevant Mexican American Viewpoint •U.S Government Culturally Relevant Mexican American Viewpoint •U.S Government Culturally Relevant African American Viewpoint •U.S History Culturally Relevant Mexican American Viewpoint 	<ul style="list-style-type: none"> •English 5, 6 Culturally Relevant Mexican American Viewpoint •English 7, 8 Culturally Relevant Mexican American Viewpoint •U.S Government Culturally Relevant Mexican American Viewpoint •U.S Government Culturally Relevant African American Viewpoint •U.S History Culturally Relevant Mexican American Viewpoint •U.S History Culturally Relevant African American Viewpoint 	<ul style="list-style-type: none"> •English 5, 6 Culturally Relevant African American Viewpoint •English 7, 8 Culturally Relevant African American Viewpoint •English 5, 6 Culturally Relevant Mexican American Viewpoint •English 7, 8 Culturally Relevant Mexican American Viewpoint •U.S Government Culturally Relevant Mexican American Viewpoint •U.S Government Culturally Relevant African American Viewpoint •U.S History Culturally Relevant Mexican American Viewpoint •U.S History Culturally Relevant African American Viewpoint 	<ul style="list-style-type: none"> •U.S History Multicultural Viewpoint •U.S Government Multicultural Viewpoint •Culture, Identity and Transformation: A Culturally Relevant Viewpoint – All 9th Graders 	<ul style="list-style-type: none"> •U.S History Multicultural Viewpoint •U.S Government Multicultural Viewpoint •Culture, Identity and Transformation: A Culturally Relevant Viewpoint – All 9th Graders 	<ul style="list-style-type: none"> •U.S History Multicultural Viewpoint •U.S Government Multicultural Viewpoint •Culture, Identity and Transformation: A Culturally Relevant Viewpoint – All 9th Graders

MULTICULTURAL AND CULTURALLY RELEVANT COURSE IMPLEMENTATION FOR 2014-15 SY



MULTICULTURAL AND CULTURALLY RELEVANT COURSE IMPLEMENTATION FOR 2015-16 SY

2015-16

11th & 12th Grade
Culturally Relevant Courses

Multicultural Courses

9th Grade Culture, Identity, and
Transformation: A Culturally
Relevant Viewpoint **(Required)**

All High Schools

All High Schools

All High Schools

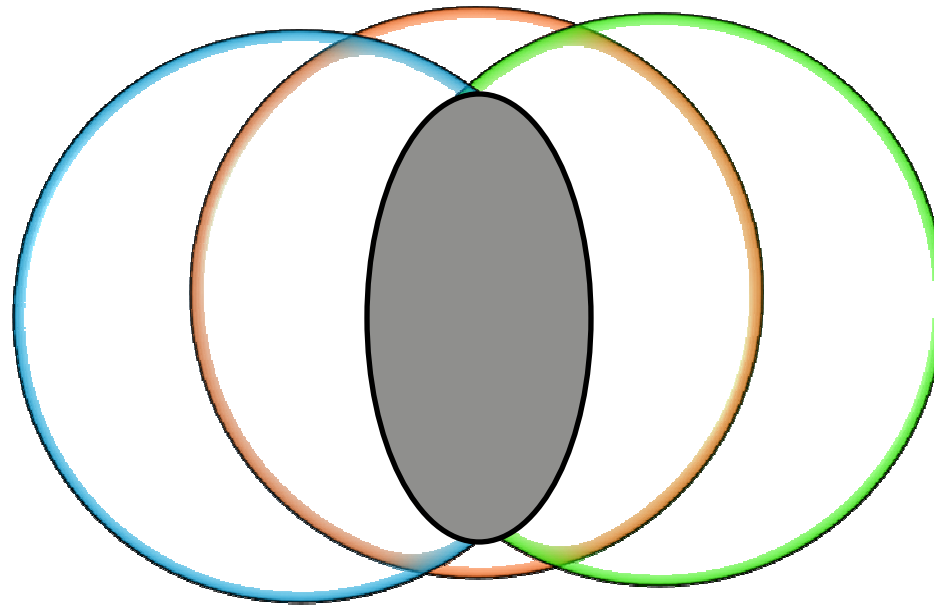
THE RE-FRAMING OF PRESENT 2013-14 ACADEMIC INITIATIVES

CRP

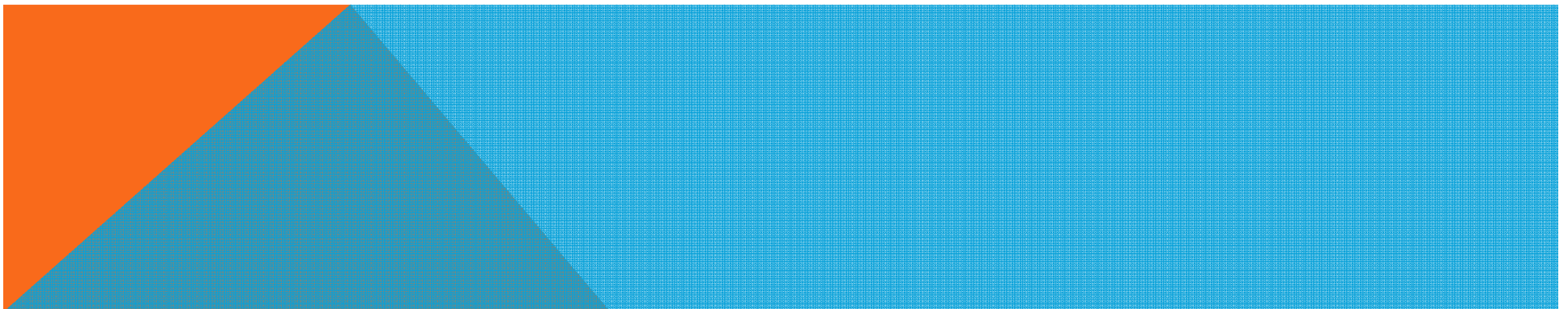
(Culturally Relevant /Responsive Pedagogy)

EEI

(Essential Elements of
Instruction)

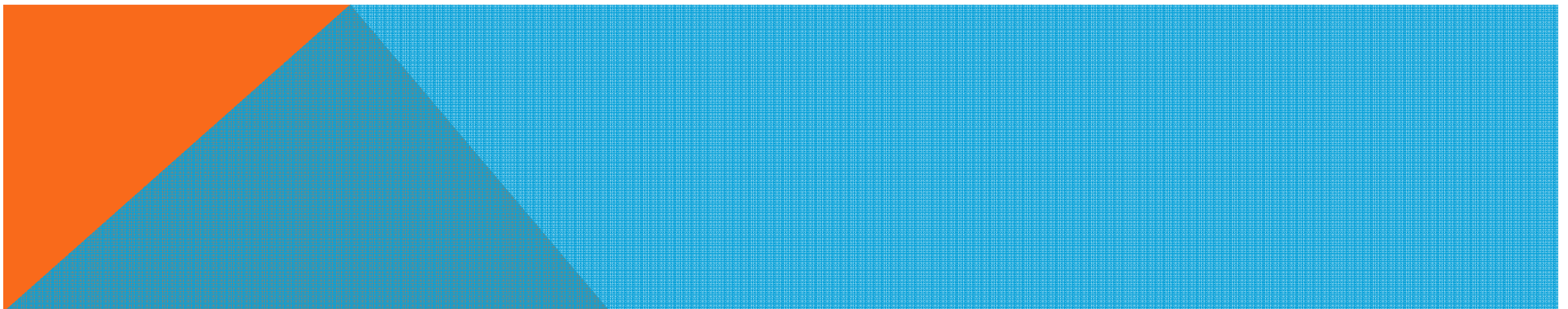


Common
Core
Standards



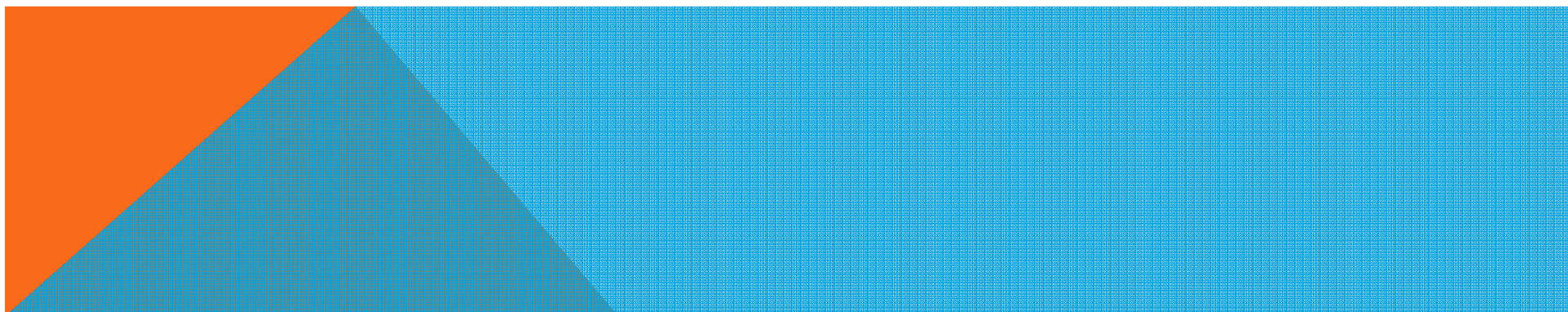
LOOKING AHEAD TO PARCC: THE ASSESSMENT FOR THE COMMON CORE STANDARDS

- Administered to grades 3-11 in 2014-15 based on the CCSS for each grade level
- ELA and Math will be administered in 2 Components:
 - Performance Based Assessment (PBA) after 75% of the school year
 - End of Year Assessment after 90% of the school year
- PARCC Sample Items may be found at the following website:
 - <http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-ebsr-literary-analysis-task-vocabulary>



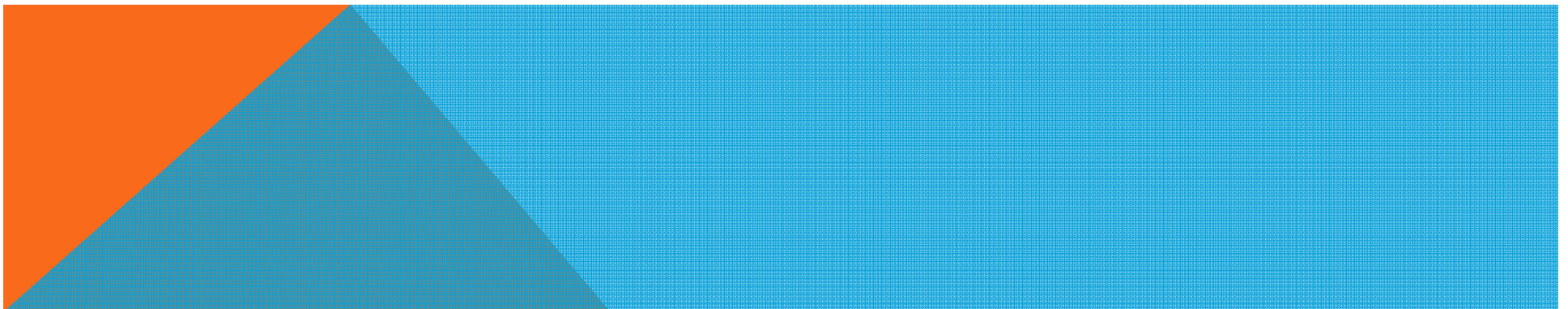
PARCC IMPLICATIONS: ELA/MATH

- ELA/Literacy PBA's will include 3 types of tasks: a research simulation, a literary analysis and a narrative task
- ELA/Literacy EOY's will include 4 or 5 texts (both literary and informational) with short answer and informational questions
 - Social Studies, Science and Technical information in grades 6-11
- ELA/Literacy results will be based on a composite of Reading and Writing scores
- The composite will be scored with a scale score and to 5 performance levels (Performance Level Descriptors or PLD's), PLD names not yet formalized; Reading and Writing categories will also receive a scale score
- Math PBA's will include both short and extended response questions on mathematics conceptual knowledge and skills and math practices
- Math EOY's will be short answer responses on mathematics conceptual knowledge and skills
- Overall mathematics results will be scored with a scale score and to 5 performance levels, PLD names not yet formalized



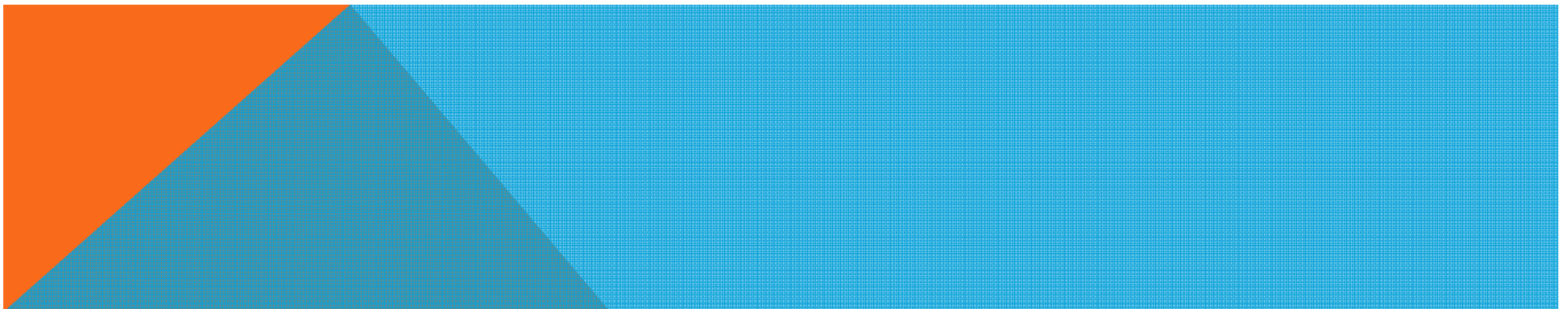
PERFORMANCE LEVEL DESCRIPTORS (AS OF OCTOBER 2012)

Level	Descriptor
5	Distinguished command of the knowledge, skills, and practices of the CCSS at their grade level
4	Strong Command of the knowledge, skills, and practices of the CCSS at their grade level. This is the proposed level for a Career and College Readiness Determination
3	Moderate Command.....
2	Partial Command.....
1	Minimal Command.....



PARCC ADMINISTRATION

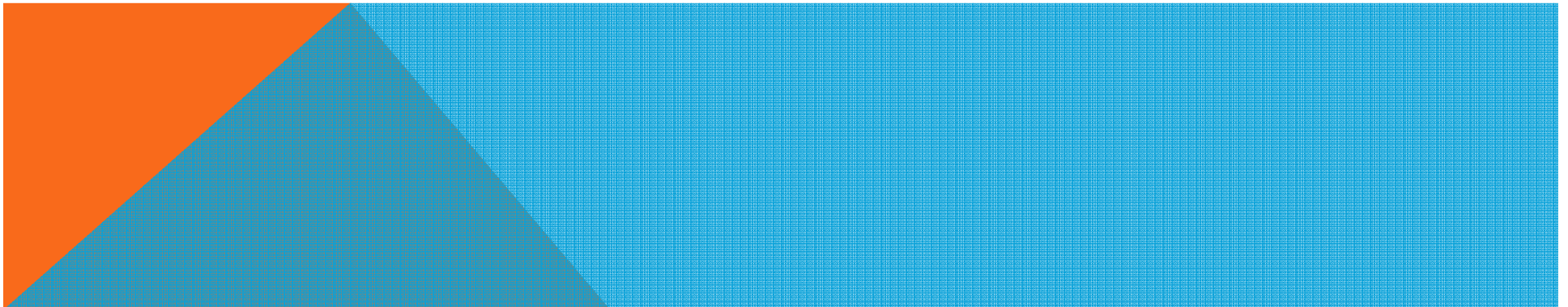
- **9 sessions per grade level**
- **5 PBA Sessions**
 - 3 ELA and 2 Math
- **4 EOY Sessions**
 - 2 ELA and 2 Math
- **20 day windows for each (PBA and EOY)**
- **Technological Administration Only*: Paper/pencil version as required in IEP or when school is given permission by SEA**



ESTIMATED TESTING TIME PER GRADE LEVEL +

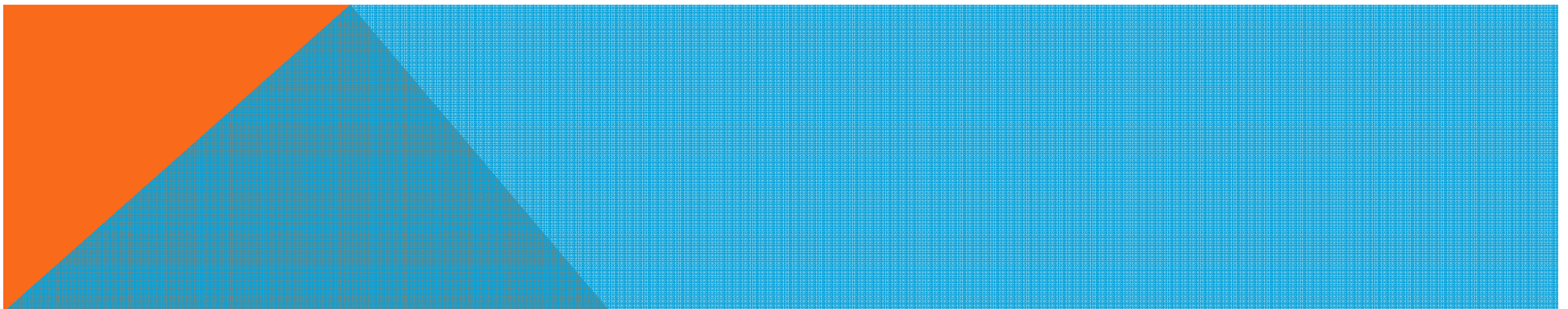
Grade Level	Time for ELA and Math PBA's and EOY's
3	8 hours
4-5	9 hours and 20 minutes
6-8	9 hours and 25 minutes
9-10	9 hours and 45 minutes
11	9 hours and 55 minutes

+ = additional set amounts of time for completion if warranted



CIPD VALUES

- **Providing foundational instructional strategies training and follow up as needed by every teacher, in every classroom, every day**
- **Providing Core Curriculum training and follow up as needed by every teacher, in every classroom, every day**
- **Providing an understanding of culturally responsive teaching as needed by every teacher, in every classroom, every day**
- **Providing training and support as the state and district move towards new professional growth systems for teachers and principals**
- **All CIPD departments supporting quality first instruction and performing as integral partners with the USP**
- **Gaining efficiency in service and resource allocation through departmental collaboration**



The background features a large orange shape on the right and a blue textured shape on the left, both meeting at a diagonal line. The word "QUESTIONS?" is centered in a bold, black, sans-serif font.

QUESTIONS?