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IN THE UNITED STATES DISTRICT COURT

FOR THE DISTRICT OF ARIZONA

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

v.

United States of America,

Plaintiff-Intervenor,

**DECLARATION OF SAMUEL
BROWN RE: OBJECTION TO
THIRD AMENDED REPORT
AND RECOMMENDATION
RELATING TO EVALUATING
TEACHERS AND PRINCIPALS
(ECF 1666)**

v.

Anita Lohr, et al.,

Defendants,

CV 74-204 TUC DCB
(Consolidated Case)

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

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1 I, Samuel Brown, declare under penalty of perjury that the following statements are
2 true:

3 1. I am above the age of 18 and am competent to make this Declaration. This
4 declaration is based upon my personal knowledge, information and belief.

5 2. I am the Desegregation Director for Defendant Tucson Unified School
6 District No. One (“TUSD”) and have held this position since February 2012.

7 3. I was personally involved in the negotiations of the USP and acted as one of
8 TUSD’s representatives during those negotiations. Special Master Hawley was not a party
9 to the USP negotiations.

10 4. During the Spring Semester of 2013, TUSD conducted the review and
11 assessment of the items in USP § IV.H.1¹ and adopted new principal and teacher evaluation
12 procedures. This effort was led by Maria Menconi, former TUSD Deputy Superintendent,
13 and John Pedicone, TUSD’s former Superintendent. ECF 1666-8 at 7-8 is a true and
14 correct copy of email communications forwarded to me by Maria Menconi on May 3, 2013
15 between herself, John Pedicone and the Special Master.

16
17 ¹ USP § IV.H.1 states:

18 ***H. Evaluation***

19 *1. By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and*
20 *principal evaluation instruments to ensure that such evaluations, in addition to*
21 *requirements of State law and other measures the District deems appropriate, give*
22 *adequate weight to:*

- 23 *(i) an assessment of*
24 *(I) teacher efforts to include, engage, and support students from diverse racial, ethnic,*
25 *cultural, and linguistic backgrounds using culturally responsive pedagogy and*
26 *(II) efforts by principals to create school conditions, processes, and practices that support*
27 *learning for racially, ethnically, culturally and linguistically diverse students;*
28 *(ii) teacher and principal use of classroom and school-level data to improve student*
outcomes, target interventions, and perform self-monitoring; and
(iii) aggregated responses from student and teacher surveys to be developed by the District,
protecting the anonymity of survey respondents.

These elements shall be included in any future teacher and principal evaluation instruments
that may be implemented. All teachers and principals shall be evaluated using the same
instruments, as appropriate to their position. [USP IV.H.1](emphasis added).

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1 5. In May 2013, TUSD communicated to the Special Master that it believed it
2 had complied with USP § IV.H.1. ECF 1666-8 at 9-11 is a true and correct copy of an
3 email from TUSD’s former legal counsel, Heather Gaines, to the Special Master that I was
4 “Cc”d on dated May 6, 2013. I never received a reply to that email from the Special Master
5 suggesting he disagreed that TUSD had complied with the teacher and principal evaluation
6 procedures provisions in the USP.

7 6. On May 9, 2013, TUSD provided the parties and the Special Master a detailed
8 memorandum and information about the District’s teacher evaluation process for the 2013-
9 2014 school year. ECF 1666-8 at 12 through ECF 1666-9 at 143 is a true and correct copy
10 of an email from Heather Gaines, to the Special Master and Plaintiffs that I was “Cc”d on
11 dated May 9, 2013.

12 7. On May 13, 2013, I met with the Special Master to discuss the information
13 provided for the teacher and principal evaluation processes. Richard Foster (TUSD
14 Program Coordinator), Maria Manconi and Heather Gaines also were present at this
15 meeting. The Special Master did not direct TUSD to prepare two additional USP plans for
16 principal and teacher evaluations during this meeting.

17 8. On May 14, 2013, TUSD provided the Special Master and the Plaintiffs with
18 a detailed memorandum regarding TUSD’s compliance with USP § IV.H.1 in relation to
19 teacher evaluations. ECF 1666-9 at ECF 144-149 is a true and correct copy of an email
20 from Heather Gaines, to the Special Master and Plaintiffs that I was “Cc”d on dated May
21 14, 2013 along with detailed memorandum attached thereto.

22 9. On May 15, 2013, TUSD provided the Special Master with the Principal
23 Evaluation Process. ECF 1666-8 at 150-197 is a true and correct copy of an email from
24 Heather Gaines to the Special Master that I was “Cc”d on dated May 15, 2013.

25 10. In July 2013, TUSD reported to the Special Master and Plaintiffs that TUSD
26 had complied with USP § IV.H.1. ECF 1666-6 at 1-3; ECF 1666-10 at 1-3 is a true and
27 correct copy of an excerpt from TUSD’s Unitary Status Plan Status Report that TUSD
28

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1 provided to the Special Master and Plaintiffs in July 2013 regarding its compliance with the
2 teacher and principal evaluations provisions.

3 11. During the fall of 2013, District personnel, including Tsuru Bailey-Jones and
4 Steve Holmes, worked on the Supportive and Inclusive Learning model and began ongoing
5 District-wide SAIL training. Attached hereto as **Exhibit A** is a true and correct copy of the
6 SAIL training materials.

7 12. On September 8, 2013, I received an email from the Special Master noting
8 that “[t]he teacher and principal evaluation processes have not been shared and therefore
9 need to be specified by the District for comment and review.” ECF 1666-10 at 12-13 is a
10 true and correct copy of that email.

11 13. On October 11, 2013, I sent an email to the Special Master and the parties
12 advising that TUSD planned to provide revisions to its principal and teacher evaluations in
13 April 2014, at the earliest. This email was sent in the context of TUSD’s understanding and
14 plain reading of the USP that does not require a “plan”. As a parenthetical, I noted that a
15 “deadline” for principal and teacher evaluations was understood by TUSD to mean the
16 deadline to perform *new revisions* in accordance with the USP language. Nowhere in this
17 email did I (or TUSD) assent to creating a plan, or a costly and time-consuming USP § I.D.I
18 review. ECF 1666-9; ECF1666-10 at 14-15 is a true and correct copy of that email.

19 14. In early October, I met with the Special Master in Tucson on several issues,
20 including principal and teacher evaluations. Richard Foster, a TUSD program coordinator,
21 also was present at this meeting. During that meeting, Mr. Foster and I confirmed our
22 shared understanding that separate “plans” which were not required by the language of the
23 USP would not be submitted to the Plaintiffs and Special Master for § I.D.1 review. *See*
24 Declaration of Richard Foster.

25 15. Following this meeting, on October 18, 2013, the Special Master sent an email
26 to the parties with a memorandum of timelines for “developing plans for implementing
27 numerous provisions of the USP” regarding the most recent discussions between the parties.
28 Although the October 18, 2013 memo included “Principal evaluation procedures” and

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1 “Teacher evaluation procedures” on the list of §I.D.1 items, the Special Master’s email
 2 transmitting that memo clarified that those evaluation procedures were not plans and are not
 3 subject to USP §I.D.1 review, but rather were monitored by the IC. A true and correct copy
 4 of the Special Master’s October 18, 2013 email and memo. ECF 1666-10 at 16-21. That
 5 email stated “[t]he review of [revisions to the] teacher and principal evaluation is described
 6 as procedure, what will be involved, when, etc. The IC will monitor the content and report
 7 to the Plaintiffs accordingly.” This is consistent with the plain language, and a plain
 8 reading, of the USP, which does not require a plan. Where a plan is required by the USP,
 9 the USP clearly so specifies.²

10 16. In November 2013, I discussed the status of principal and teacher evaluations
 11 with the Special Master on the telephone, and confirmed our shared understanding that
 12 principal and teacher evaluations were not a “plan” nor were they subject to §I.D.1 review.

13 17. In accordance with this understanding, in January 2014, TUSD reported in its
 14 Annual Report (ECF 1549-1) regarding its compliance with § IV.H.1, and that the review
 15 required by the USP was completed:

16
 17 During SY 2012-13, the District worked to revise the teacher and principal
 18 evaluation instruments for compliance with recently enacted state law as well
 19 as the USP. The District has performed an annual school quality survey for a
 20 number of years. A summary of which is categorized by race and ethnicity in
 21 Appendix 42 presents, in part, a summary of the survey data for SY 2012-13
 from students, broken down by ethnicity. This data can be found in more
 detail at: https://tusdstats.tusd1.org/paweb/Utility/SQS/SQS_Summary.aspx.

22 A true and correct copy of the relevant portions of TUSD’s January 2014 Annual Report
 23 (ECF 1549-1, p.36 of 73 and ECF 1552, Appendix 42, pp.1-146) may be found within the
 24 R&R. ECF 1666-10 at 22-23 and 24-170 respectively.

25
 26 ² See, e.g., ECF 1450 at § II.E.3 (“shall develop...a Magnet School Plan”); § IV.G (“the
 27 District shall develop a plan [regarding Reduction in Force]”); § V.A.2.c (“shall develop the
 28 ALE Access and Recruitment Plan”); § V.E.2.b (“shall develop a plan [regarding Dropout
 Prevention and Retention]”); § IX.A.3 (“shall develop a multi-year plan for facilities repairs
 and improvements”); § IX.B.3 (“the District shall develop a multi-year Technology Plan”).

1 18. In January 2014, a TUSD committee led by Richard Foster worked with a
2 consultant from the Danielson group to analyze TUSD's evaluation instruments.

3
4 19. In February 2014, TUSD again provided the Plaintiffs and Special Master
5 with notice of the completed status of compliance with USP § IV.H.1. This notice was
6 provided in TUSD's January 2014 USP Status Report 2, which reported the implementation
7 status of USP and USP-related activities from July 2013 through December 31, 2013, and
8 included descriptions of activities to be performed between January and July 2014. ECF
9 1666-6 at 4-5; ECF 1666-10 at 171-173.

10 20. On March 3, 2014, the Mendoza Plaintiffs and the Fisher Plaintiffs submitted
11 requests for information and objections regarding TUSD's January 2014 Annual Report
12 pursuant to USP § X.E.3. No objections or issues were raised by the Plaintiffs with respect
13 to either the Teacher Evaluation Process or the Principal Evaluation Process as described
14 in the Annual Report. No objections or issues were raised by the Plaintiffs with respect to
15 TUSD's reporting that its compliance with USP § IV.H.1 was complete.

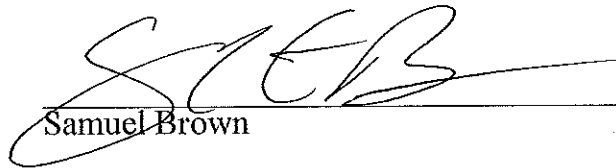
16 21. TUSD considers review and evaluation of teacher and principal evaluation
17 instruments to be an important and ongoing activity, and will continue to report on its
18 efforts in the Annual Reports and other status reports as appropriate. However, I disagree
19 that additional non-USP specified "action plans" are required, unless there is express
20 consent of all parties, and court approval, neither of which occurred in this instance.. Where
21 a plan is required by the USP, the USP clearly says so and specifies the required
22 components of the plan. *See, e.g.*, footnote 1. Indeed, it does not seem practical or wise to
23 demand that TUSD develop plans not required by the USP. Without USP language
24 requiring a plan and listing its required components, TUSD cannot know how to develop a
25 USP-compliant plan, and there is no appropriate standard of review for the Special Master
26 or the Court to determine whether such an unspecified plan is USP-compliant. The USP
27 language specifying when a plan is or is not required must be followed and not modified,
28

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1 because the USP is TUSD's roadmap to unitary status; changing major requirements in the
2 middle of the compliance process only hinders TUSD's ability to achieve unitary status.

3
4 I declare under penalty of perjury under the laws of the United States of America
5 that the foregoing is true and correct.

6 DATED this 9th day of September, 2014.

7
8 
9 Samuel Brown

10
11
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EXHIBIT A

Creating Supportive and Inclusive Learning (SAIL) Environments: Refining Our Professional Practice



SAIL Mission

- All members of the TUSD community have a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds and individual strengths.
- All students are respected, included and valued in a culture of high expectations for behavior and learning.

Outcomes

Participants will be able to:

- Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.
- Identify fundamentals of supportive and inclusive learning environments for all students.
- Utilize the Danielson Framework as a tool to reflect on practice and develop action steps to build equitable learning environments.

Norms

- Equity of voice
- Attentive listening
- Safety of share different perspectives
- Commitment to the work
- Deferment of checking emails, texts, and the Internet
- Signal

Equality



Equity



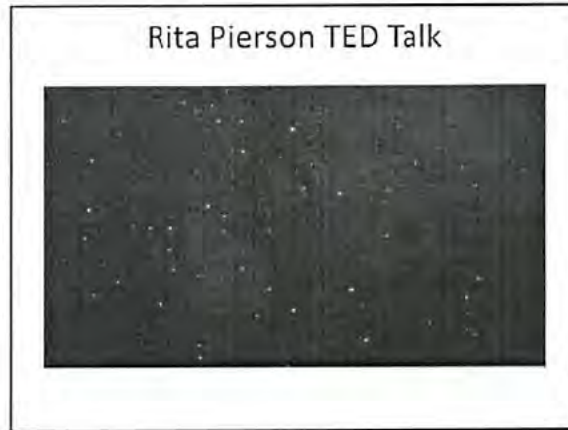
SAIL Compass partners

Please find a partner for each direction:
North, South, East, and West

- North partner: someone you know
- South partner: someone at a different level (ie: if you teach elem, find a MS/HS person)
- East partner: someone at a similar grade level, from a different school
- West partner: someone who teaches in a different area of Tucson

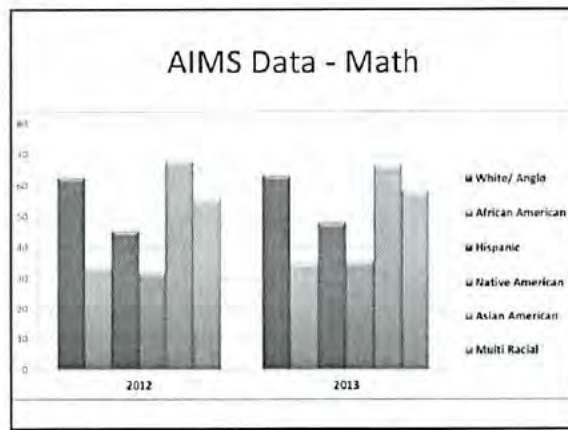
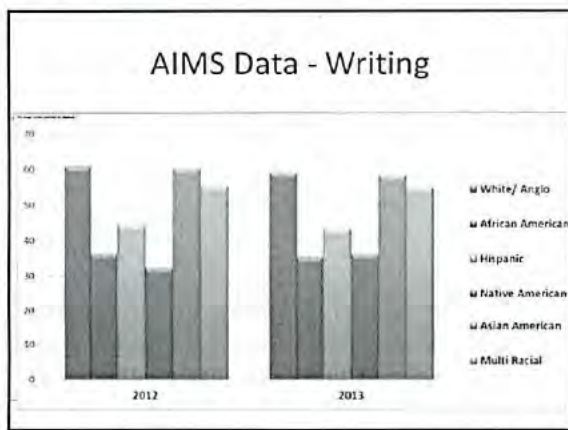
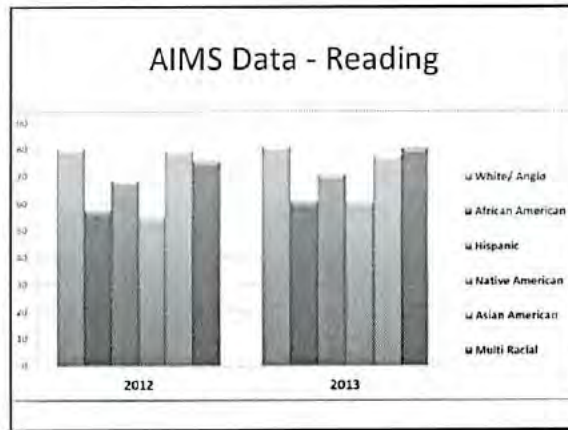
Video Engagement

- As you watch the video, jot down any connections you make regarding supportive and inclusive environments.



Video engagement

- Meet with your North partner.
- Share your important point and discuss the ways the teacher in the video exemplifies the mission of SAIL.
- Share one idea of how you currently incorporate SAIL in your practice.
- Share out. (Take a moment to jot down a strategy you might use in your practice).



TUSD 4 Year Graduation Data

Looking at the table below, what do you notice?

Cohort	White	AfAm	Hisp	NatAm	Asian	ELL	SPED
2006	89.88%	84.72%	81.25%	65.60%	96.67%	65.40%	68.93%
2007	89.70%	83.13%	80.89%	68.25%	87.79%	69.02%	68.98%
2008	88.68%	76.63%	77.45%	62.18%	94.03%	55.85%	69.30%
2009	87.79%	77.82%	79.54%	72.22%	94.93%	66.91%	70.05%
2010	88.19%	81.98%	80.94%	64.35%	94.66%	65.13%	67.09%
2011	89.44%	76.27%	78.77%	62.24%	84.25%	40.18%	62.65%
2012	86.11%	76.82%	77.10%	67.01%	80.62%	32.38%	62.50%
2013	84.72%	73.89%	73.73%	58.82%	79.17%	32.00%	56.86%

Discipline Data

Six Semester Discipline Comparison for 2012-13 and 2013-14 Organized by ethnicity and categories

Ethnicity	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
	White	AfAm	Hispanic	Asian	ELL	SPED	White	AfAm	Hispanic	Asian	ELL	SPED
Exclusion	17	17	17	17	17	17	17	17	17	17	17	17
Out of School	17	17	17	17	17	17	17	17	17	17	17	17
Restitution	17	17	17	17	17	17	17	17	17	17	17	17
Expulsion	17	17	17	17	17	17	17	17	17	17	17	17
Other	17	17	17	17	17	17	17	17	17	17	17	17

- ### Closure
- Find your East partner
 - Discuss how this data connects with supportive and inclusive learning environments.
 - As professionals, how might you use this knowledge to plan for a supportive and inclusive environment.

What is a Supportive and Inclusive Learning Environment?

Supportive and Inclusive education is about the learning, engagement and inclusion of **each** learner. In fully supportive and inclusive schools, students are achieving and experiencing success, being challenged and enjoying things they are interested in. School communities foster the identity, language and culture of **each** learner. Every member of the learning community feels valued and included.

-Adapted from the work of Dr. Willis Hawley

Fundamentals of supportive and inclusive learning environments (SAIL)

1. Understanding and working with bias
2. Understanding student characteristics and needs
3. Partnering with families



- ### Understanding student characteristics and needs
- Six important inter-related pedagogical influences on student learning:**
1. Developing caring relationships with students while maintaining high expectations
 2. Engaging and motivating students
 3. Assessing student performance
 4. Grouping students for instruction
 5. Selecting and effectively using learning resources
 6. Promoting and learning from family and community engagement
- Thomas, 2011*


Recipe for Building Positive Relationships

Discreet and observable behaviors and attitudes:

- Showing empathy and compassion
- Being a safe person
- Knowing our students as individuals
- Setting high learning and behavioral expectation

Closure on Fundamentals of SAIL

- On your dry erase board, in your own words, list the 3 fundamentals.
- Now erase one, pass to the right, that person fills in the missing fundamental.
- Erase another one, pass to the right again, that person fills in the new missing fundamental.



Supportive and Inclusive Relationships

- As you think about a classroom where students feel safe and supported, what components in the Framework for Teaching stand out for you.
- Reflect Individually
- Share with an elbow partner

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <p>1b. Demonstrating Knowledge of Students</p> <p>1c. Setting Instructional Objectives</p> <p>1d. Selecting Instructional Materials</p> <p>1e. Designing Coherent Instruction</p> <p>1f. Designing Assessment</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a. Creating an Environment of Respect and Rapport</p> <p>2b. Establishing a Culture for Learning</p> <p>2c. Managing Classroom Procedures</p> <p>2d. Managing Student Behavior</p> <p>2e. Organizing Physical Space</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a. Reflecting on Teaching</p> <p>4b. Maintaining Accurate Records</p> <p>4c. Communicating with Families</p> <p>4d. Participating in a Professional Community</p> <p>4e. Seeking Student Feedback</p> <p>4f. Growing Professional Knowledge and Practice</p> <p>4g. Showing Professionalism</p>	<p>DOMAIN 3: Instruction</p> <p>3a. Demonstrating Skillful Practice</p> <p>3b. Using Assessment in Instruction</p> <p>3c. Engaging Students in Learning</p> <p>3d. Using Differentiated Instruction</p> <p>3e. Using Questioning and Classroom Discussion</p> <p>3f. Using Assessment in Learning</p> <p>3g. Using Assessment in Instruction</p> <p>3h. Demonstrating Flexibility in Instruction</p> <p>3i. Designing Student Experiences</p>

Framework Connections to SAIL

In order to create a supportive and inclusive learning environment, what components of a teacher's practice would fall in the Proficient or Distinguished levels of performance? What does this say about the interrelatedness of the components? (Reason for this is to highlight knowing students/families, see p. 31 in the Danielson book) Directions on the activity are on the next slide.

Alignment to the framework

- Break up in 4's. Identify the components in your domain that align with SAIL. Write your rationale for the components you select and share out with table partners. (130 minutes)

Understanding Culture

- What are the different ways you learn about our students?
*What takes place at the district level?
The school level? The classroom level?*

Understanding Culture

- In what ways might an understanding of culture impact instruction and student learning?
- How does understanding culture align with Domain 4 (Professional Responsibility)?

Why does culture matter?

Why Does Culture Matter?

As educators, we are committed to ensuring that all children can learn and achieve to the best of their ability.




CULTURE ACTIVITY to dig deeper 15-20 mins

District Resources



Action Step

- Turn to page 35 in the Danielson Framework for Teaching
- Read then choose an indicator
- create an action step to impact your professional practice, your students, your classroom



2/4/2014

- Sharing District Resources
- Development of Next Steps
- Principals: How will principals facilitate this in their buildings? What are some important considerations they need to keep in mind in working with their staff.
- Teachers: What are 2 or 3 action steps you will take to develop a supportive and inclusive environment for your students.

Evaluation

- Put a section in for needs

Resources

- Websites for those who want more

Creating **S**upportive **A**nd **I**nclusive **L**earning (**SAIL**) Environments Overview

SAIL Mission



Each member of the TUSD community has a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds and individual strengths.

Each student is respected, included and valued in a culture of high expectations for behavior and learning.

SAIL 3 hour Overview Outcomes

Participants will be able to:

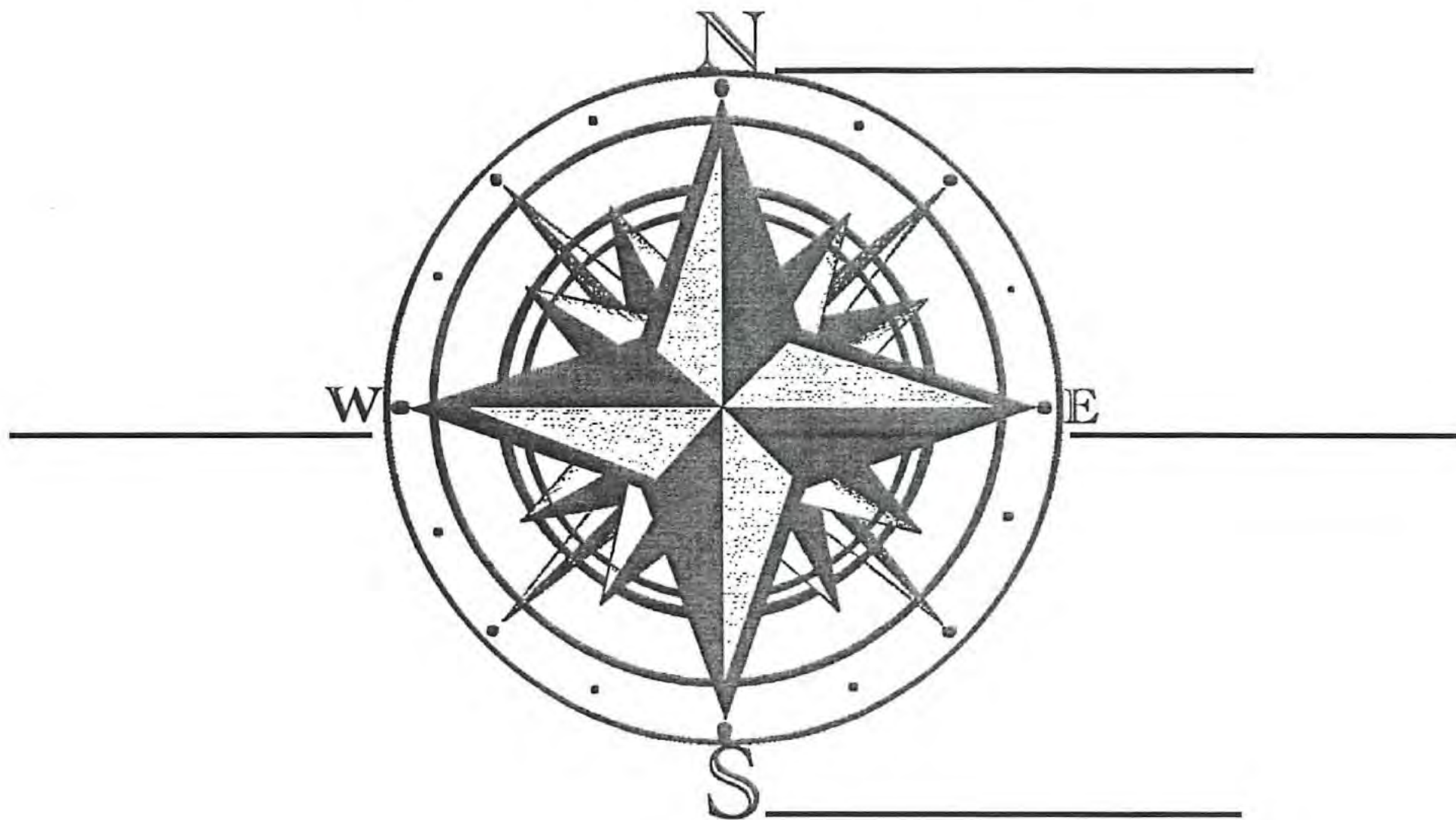
- Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.
- Identify in writing, the fundamentals of supportive and inclusive learning environments for all students.
- Utilize the Danielson Framework as a tool to reflect on practice and develop action steps to build **Supportive And Inclusive Learning (SAIL)** environments.

Norms

- Equity of voice
- Attentive listening
- Safety to share different perspectives
- Commitment to the work
- Deferment of checking emails, texts, and the Internet
- Signal

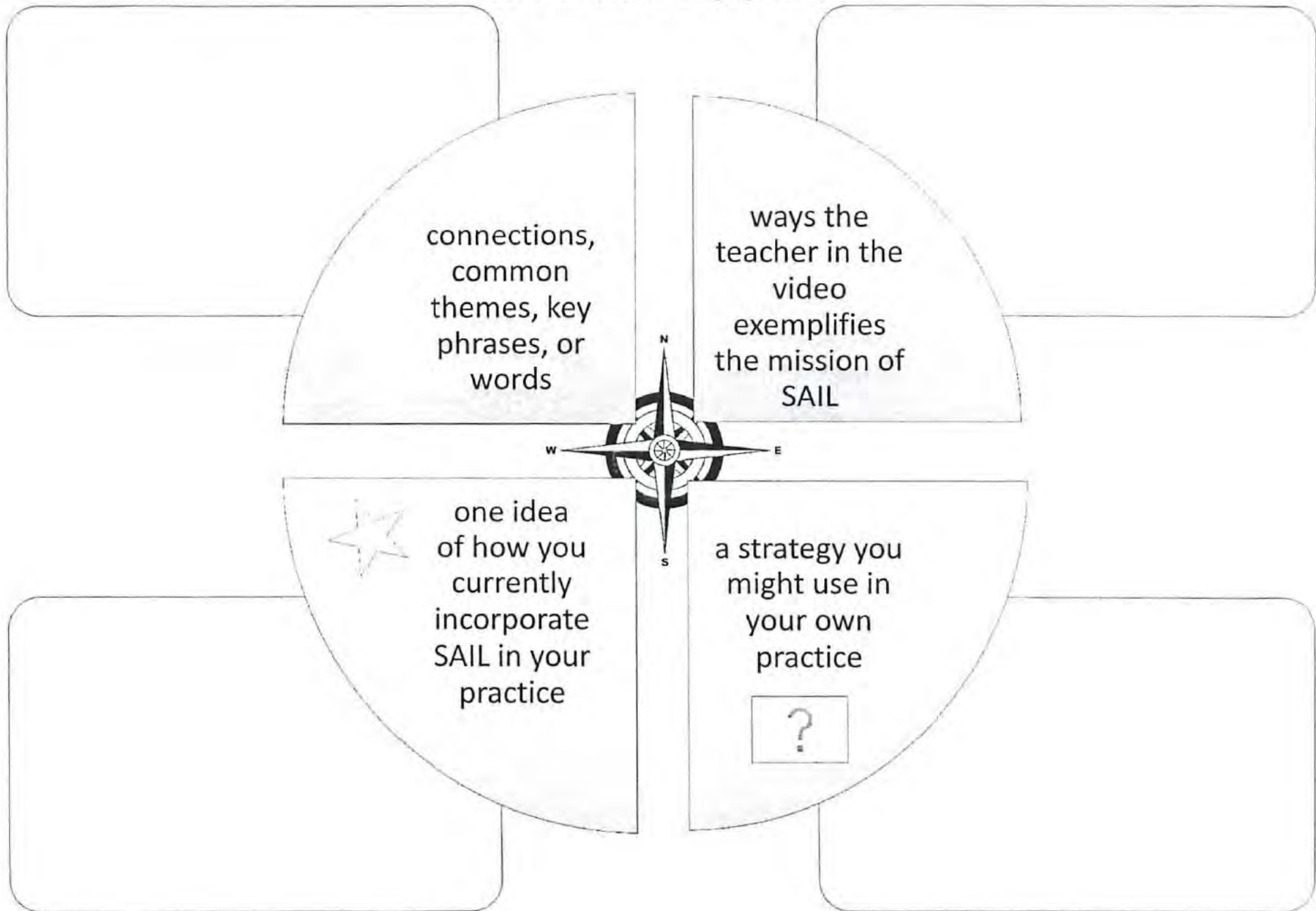


SAIL Compass partners

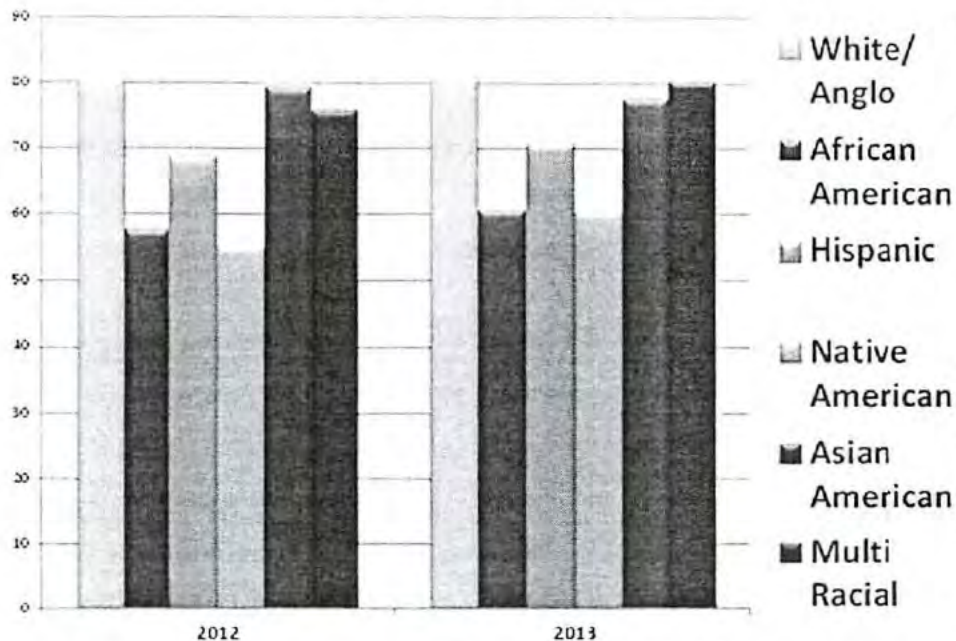


Have a stand-up conversation as to what you hope to gain from today.

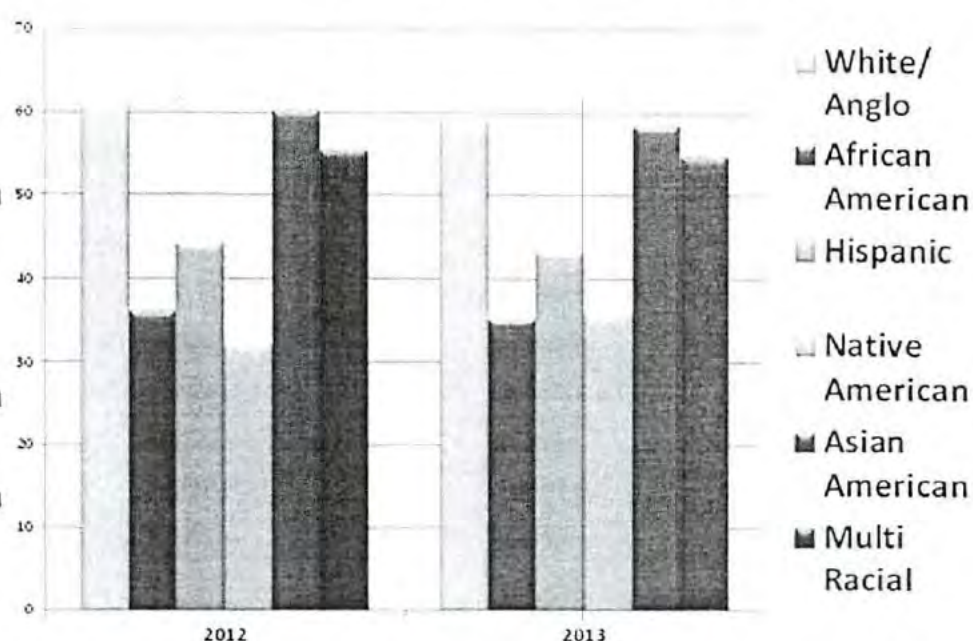
TED Talk Video Engagement



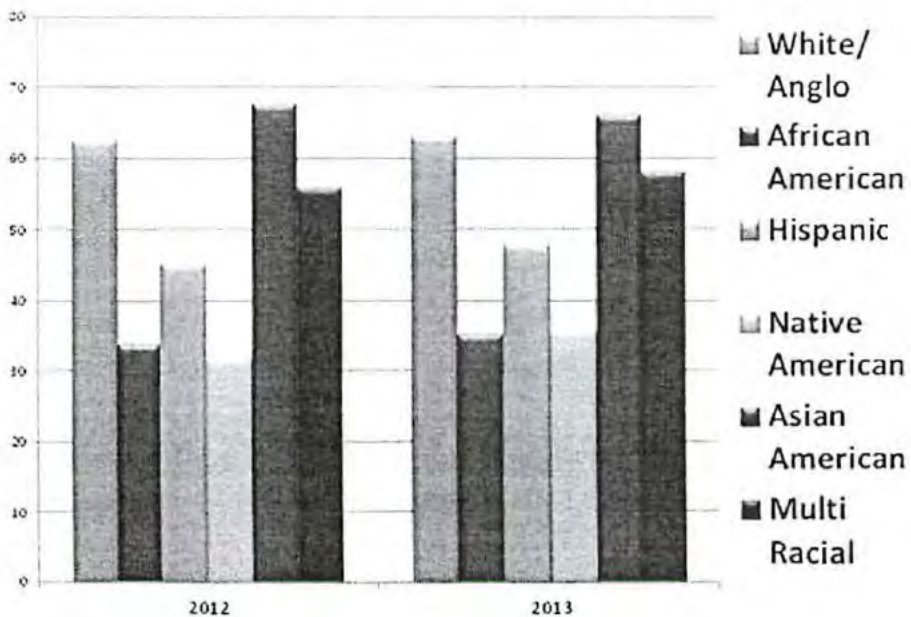
AIMS Data - Reading



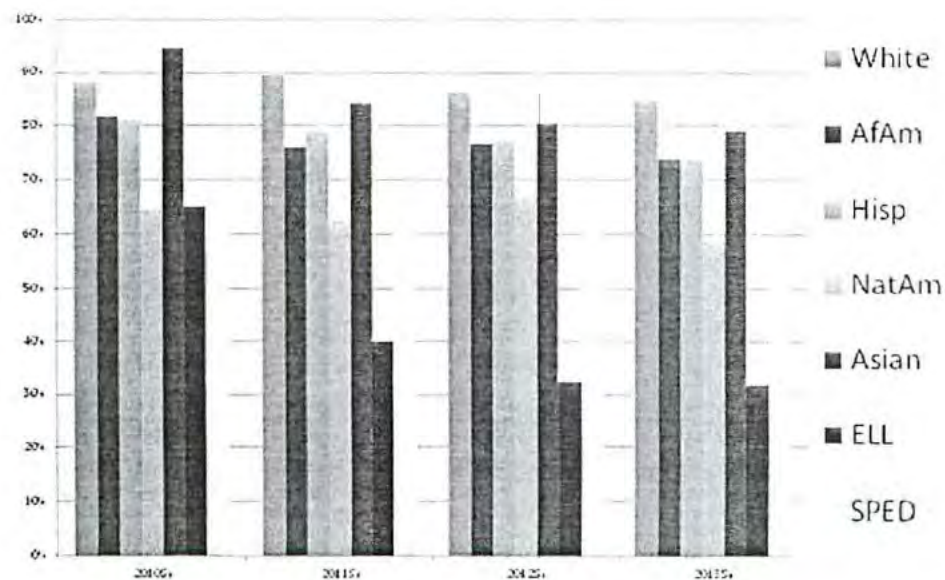
AIMS Data - Writing



AIMS Data - Math



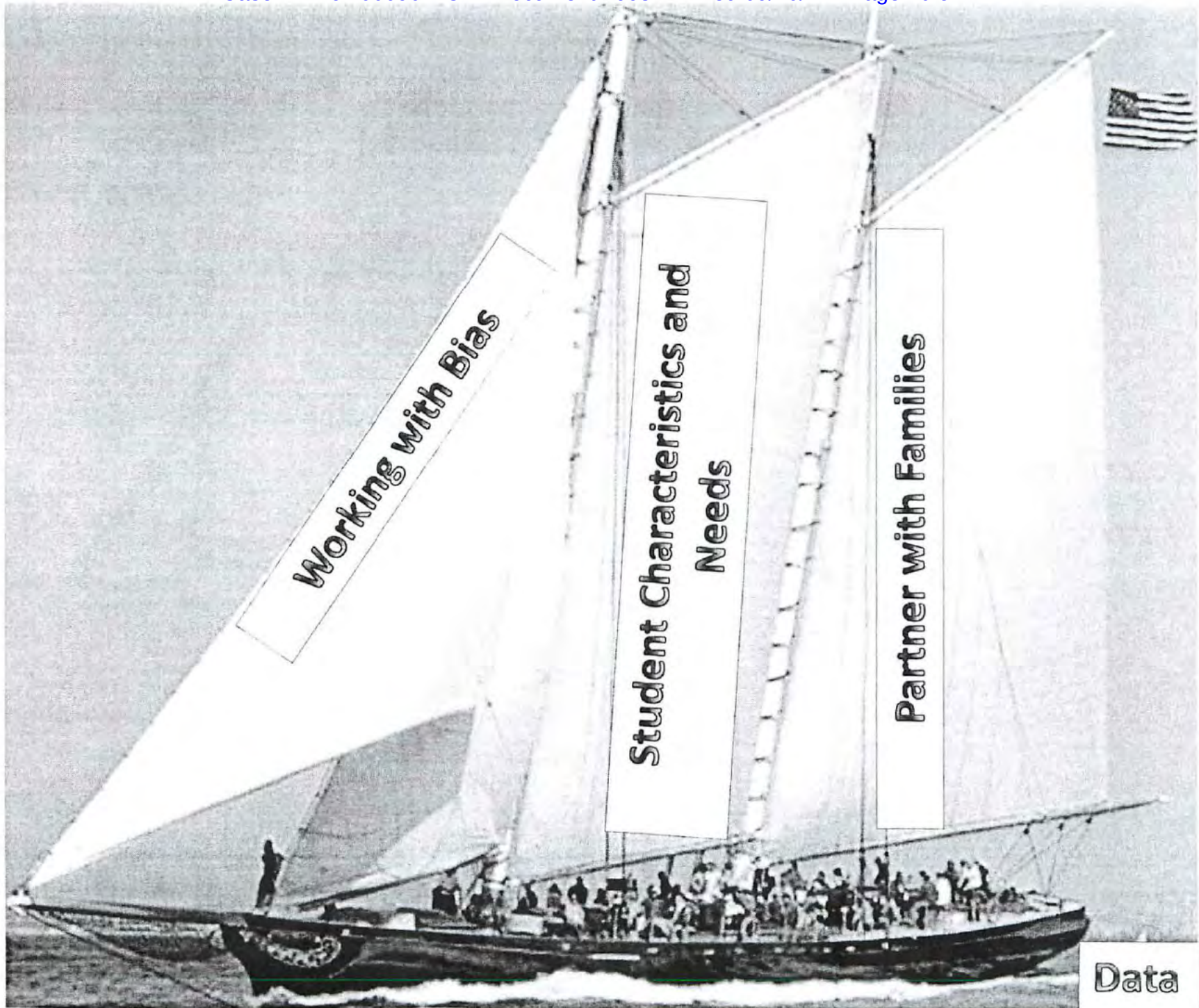
TUSD 4 Year Graduation Data 10-13



Discipline Data

1st Semester Discipline Comparison for SY 2012-13 and 2013-14 disaggregated by ethnicity and consequence

		White		African American		Hispanic/Latino		Native American		Asian Pacific American		Multi Racial	
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Enroll	N	12393	11751	3010	2920	32965	32308	2037	2039	1266	1134	1495	1554
	%	23%	22%	6%	6%	61%	61%	4%	4%	2%	2%	3%	3%
In-school Discipline	N	1683	2107	963	1227	5176	5112	384	313	116	71	261	527
	%	20%	23%	11%	13%	60%	55%	4%	3%	1%	1%	3%	6%
In-school Suspension	N	247	245	191	192	937	707	65	50	22	10	51	65
	%	16%	19%	13%	15%	62%	56%	4%	4%	1%	1%	3%	5%
Short-Term (out of School) Suspension	N	371	264	208	180	1065	749	57	74	21	12	69	63
	%	20%	20%	11%	13%	58%	56%	5%	6%	1%	1%	4%	5%
Long-Term (out of School) Suspension	N	43	24	12	20	149	104	■	■	0	■	■	■
	%	19%	15%	5%	12%	67%	65%	4%	3%	0%	1%	4%	4%



Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy </p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage </p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners </p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students </p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure </p> <p>1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning </p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students </p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and behavior • Student pride in work </p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals </p> <p>2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior </p> <p>2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources </p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching </p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records </p> <p>4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program </p> <p>4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school </p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Service to the profession </p> <p>4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations </p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language </p> <p>3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation </p> <p>3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing </p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring </p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence </p>

Supportive And Inclusive Learning (SAIL) Environments Vocabulary



Culture: A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

Cultural responsiveness: The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. Cultural responsiveness involves exploring and honoring your own culture, while at the same time learning about and honoring other people's cultures.

Cultural sensitivity: The ability to be open to learning about and accepting of different cultural groups.

Discrimination: To make a difference in treatment on a basis other than individual character; or, behaviors directed towards people on the basis of their group membership.

EEL: The Essential Elements of Instruction is a decision making model which identifies the critical attributes of effective teaching. The elements include: Select Objectives at the correct level, Teach to the Objective, Use Principles of Learning, and Monitor and Adjust.

Equality: The same treatment given to all members of the group.

Equity: The treatment of individuals and groups characterized by fairness, justice, and equal access to opportunity.

Framework for Teaching: Research-based set of components of instruction developed by Charlotte Danielson, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

SAIL: Supportive and inclusive learning environment that focuses on learner based approaches that emphasize students' cultural assets, backgrounds, and individual strengths.



Action Steps

Indicator:



Tasks (to reach objective)	Success Criteria	Time Frame	Resources Needed

There are risks and costs to a program of action. But they are far less than the long range risks and costs of comfortable inaction.
 -John F. Kennedy



SAIL Overview Evaluation

Instructions: Please indicate your level of agreement with the statements listed below	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives for the learning were clearly identified and achieved.					
2. Participation and interaction were encouraged.					
3. The topics covered were relevant to my work.					
4. This learning opportunity will be useful in my work.					
5. The materials, handouts and use of media were useful and relevant.					
6. The content was well organized and easy to follow.					
7. The trainers were experienced in the topic.					
8. The allotted time for the learning was appropriate.					
9. This course helped increase my knowledge, skills or attitudes toward the topic.					
10. I would be able to transfer my learning to another person.					

11. What do you feel were the most valuable aspects of this learning opportunity?

12. What recommendations do you have for enhancing the learning?

13. What commitments have you made to apply the learning?

