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**UNITED STATES DISTRICT COURT
DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs,

v.

United States of America,

Plaintiff-Intervenor,

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

CV 74-90 TUC DCB
(Lead Case)

Maria Mendoza, et al.,

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.,

Defendants.

CV 74-204 TUC DCB
(Consolidated Case)

1 **SPECIAL MASTER’S REPORT AND RECOMMENDATION RELATING**
2 **TO TRAINING FOR THE USE OF EDUCATIONAL TECHNOLOGY**

3 **Introduction**

4 On May 22, the District filed, at direction of the Court, a supplemental notice and report
5 of compliance for the professional learning plan for enhancing the ability of teachers and
6 administrators to use technology to facilitate student learning (ECF 2220). In this filing, the
7 District requested that it be awarded unitary status with respect to Section 1X, B of the USP. On
8 June 5, 2019, the Mendoza plaintiffs filed an objection to the provisions of the District’s notice
9 and report of compliance (ECF 2228).
10

11 The District’s May 22 filing is a substantial improvement of its original proposals on how
12 it would address the elements of the completion plan for training in the use of technology. But
13 there is work to do before the Court awards partial unitary status for this aspect of the USP. The
14 Mendoza plaintiffs objected that the District has not adequately addressed the following issues
15 that were dealt with by the Special Master in his March 27, R&R on this topic:
16

- 17 1. An evaluation of the efficacy of teacher technology liaisons (TTL)¹.
- 18 2. The need to enhance the ability of professional staff to use technology to facilitate
19 effective instruction.
- 20 3. The training of school administrators.

21 The Mendoza plaintiffs also object to the absence of information about the supervision
22 and professional development of the TTL.
23

24 The Special Master believes that it is not necessary for the Court to direct the District to
25 specify how TTL are supervised in the absence of evidence that there is a problem in this regard.
26

27 ¹ TTL are full time teachers who are paid a modest stipend to provide assistance to their
28 colleagues in the schools in which they themselves teach.

1 The USP specifies that the Superintendent is responsible for how the staff is organized.
2 Specification by the Court would limit the flexibility of the Superintendent's authority to organize
3 the work of the District.

4 Recommendations

5
6 *Evaluation.* It seems likely that the District did not propose an evaluation system because
7 the approach suggested by the Special Master was complicated and would delay the support
8 provided to teachers in what would've been control schools. However, the District proposes to
9 collect a significant amount of information about services provided in each school by the TTL as
10 well as how the teachers in each school use technology in instruction. This will allow the District
11 to conduct a "natural experiment" using data it proposes to collect for administrative purposes.
12 The Court should require the District to provide the outlines of an evaluation of TTL and indicate
13 that this process will be to appropriate professional development, when necessary.

14
15 *A greater focus on instruction.* In its initial proposals for courses available for teachers,
16 there were few courses and that would help teachers use technology to enhance instruction. The
17 most recent filing addresses this shortcoming but in most cases the courses involved are not
18 subject specific. Teachers will find that the general information about using technology without
19 specification of subject matter will place demands on them that many teachers will not effectively
20 pursue. The Court should require, using the concept of "content pedagogy," the provision of
21 courses about how to use technology in the subject matter that particular teachers teach (such as
22 American government or biology, etc.).²

23
24
25
26 ² There are many technology-based lesson plans available at little or no cost online that could be
27 modified by District staff. In research in which the special master collaborated, some teachers developed
28 lessons that focused on a local curriculum. These resources were shared and the developers were
recognized and rewarded for their work.

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CERTIFICATE OF SERVICE

I hereby certify that on August 5, 2019, I electronically submitted the foregoing via the CM/ECF Electronic Notification System and transmittal of a Notice of Electronic Filing provided to all parties that have filed a notice of appearance in the District Court Case.

Andrew H. Marks for
Dr. Willis D. Hawley,
Special Master