TUSD

Delivering Excellence in Education Every Day

Curriculum vs Standards

Standards

WHAT a child needs to know and do in each grade

Example
From Arizona's fourth-grade reading standards: "Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions). (4.RL.3)"
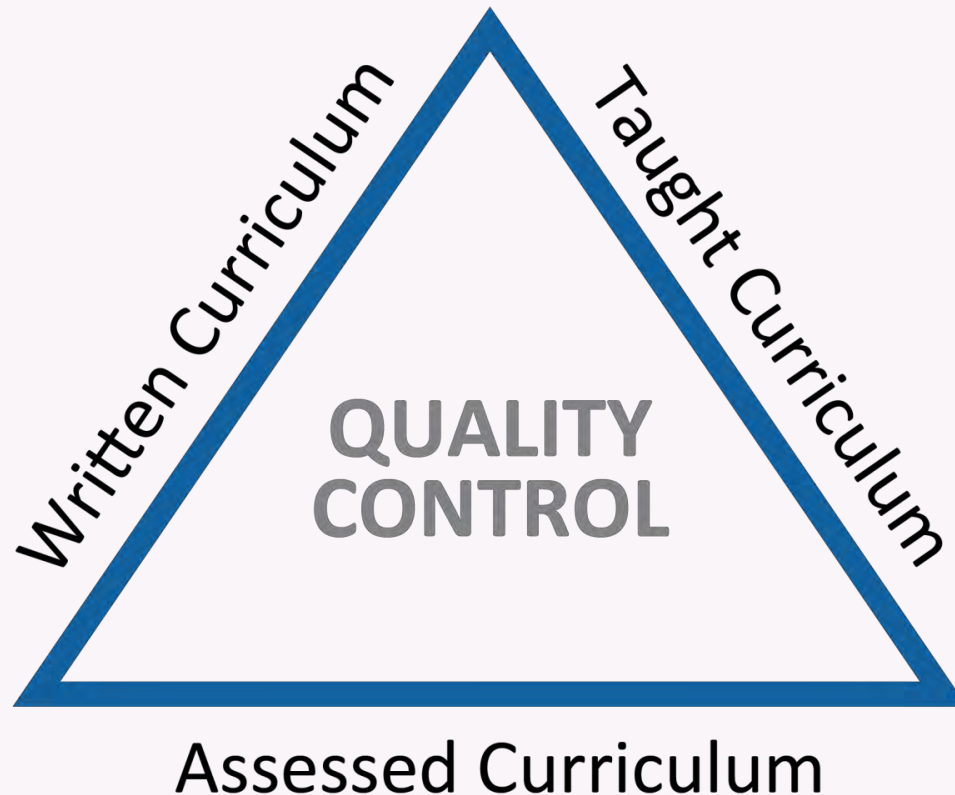
Curriculum

HOW the child is taught, including teaching materials

Example
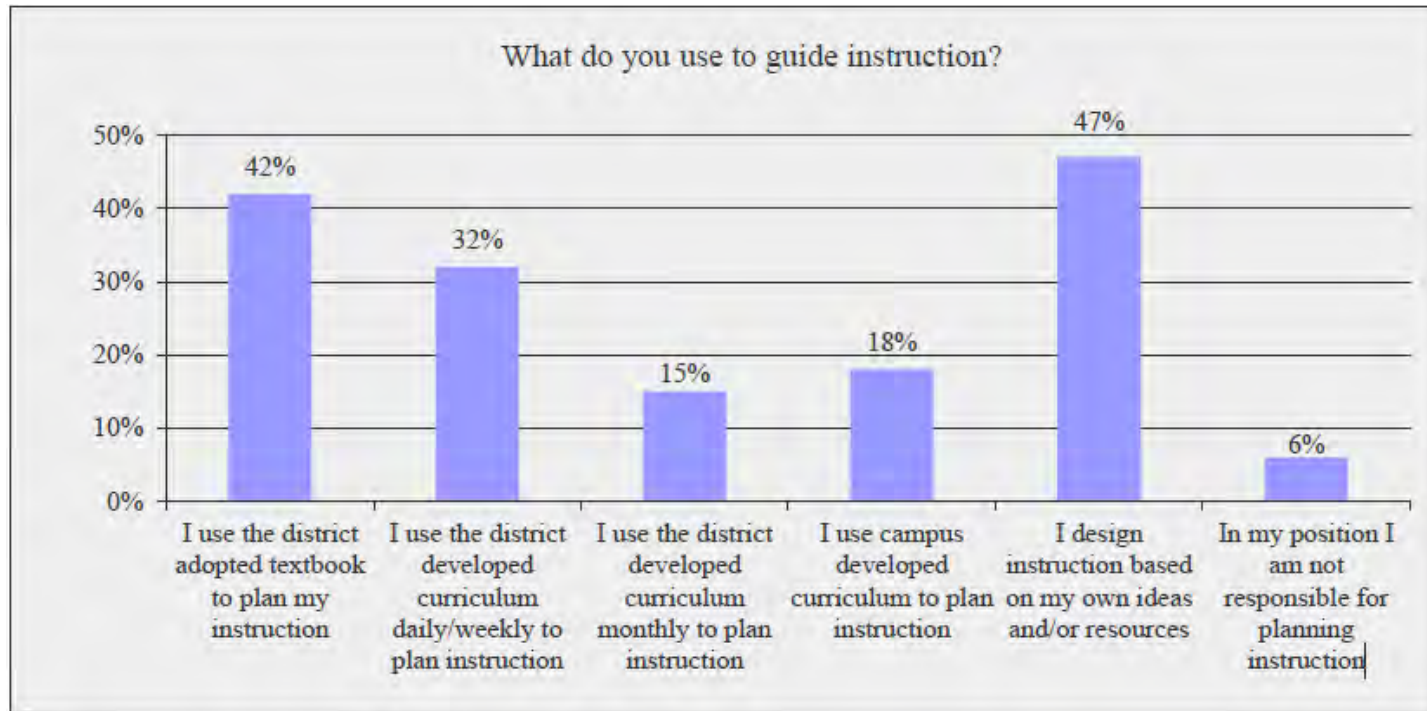-Scope and Sequence
-Curriculum Map
-District Adopted Resources
-Teacher-designed projects or
 worksheets

Apendix I-5 p. 2

Elements of Curriculum Management

Apendix I-5 p. 3

What Teachers Use to Plan Instruction

Apendix I-5 p. 4

Unitary Status and Curriculum Audit References

Unitary Status Plan

Curriculum	USP Pg. 32 & USP Pg. 38
Instruction	USP Pg. 17
PD	USP Pg. 25
Evaluation	USP Pg. 23

Curriculum Audit

Curriculum:	(Recommendation #4 on pg. 323, pg. 224-225, and pg. 228-331)
Professional Development:	(Recommendation #7 on pg. 346, pg. 176-177, and pg. 335-337)
Instruction:	(pg. 105-118, and pg. 331-334)
Assessments:	(Recommendation #6 on pg. 343, and pg.224-225)
Data:	(Recommendation #6 on pg. 343, pg. 224-225, and pg. 235)

TUSD
Delivering Excellence in Education Every Day

Apendix I-5 p. 5

Curriculum and Instruction Strategic Priorities

- **Strategic Priority #1: Curriculum** – TUSD will design an aligned, articulated and well-administered curriculum that supports academically high standards of learning for all children, integrates college- and career-ready skills, incorporates fine and performing arts and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

- **Strategic Priority #2: Instruction** – TUSD will ensure that teachers deliver challenging and engaging instruction driven by a high-quality curriculum and based on meeting the individual needs of every child.

- **Strategic Priority #3: Professional Development** – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college and career preparedness, differentiation for diverse student needs, culturally responsive teaching strategies and cohesive communities of practice.

- **Strategic Priority #4: Data** – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning, and drive instructional decisions to facilitate improved student learning.

- **Strategic Priority #5: Assessment** – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning.

TUSD
Delivering Excellence in Education Every Day

Apendix I-5 p. 6

Curriculum and Instruction Year 1 Goals

- **Curriculum** –Design a scope and sequence for all core content areas that is vertically and horizontally aligned to standards, knowledge and skills that are easily accessible and usable (electronic/ fluid/ secure). An evaluation process and rubric for yearly analysis and improvement will be put in place.

- **Instruction** – Teachers will deliver a culturally responsive curriculum through instruction that is rigorous and meets the needs of every learner (student engagement and conferencing).

- **Professional Development** – Provide purposeful centralized professional development to designated support personnel based on curriculum and instruction, with decentralized execution at the site level.

- **Data** – 100% of all school sites will collect and analyze ELA and Math data.

- **Assessment** – Implement a standardized measurement system that is aligned to an articulated, clearly communicated, well-administered curriculum that effectively measures student growth and mastery learning for every student. Central administration will develop common, district-designed quarterly assessments based on district's curriculum guide. Additionally, train site-based staff on analyzing and using data to determine student growth, areas of weakness, and mastery learning.

TUSD
Delivering Excellence in Education Every Day

Apendix I-5 p. 7

Curriculum Components

DISTRICT LEVEL (Tightly held-System Standard)	SCHOOL/CLASSROOM LEVEL (Loosely held-Variable)
Ends (Curriculum and Assessment)	**Means** (Instruction and Programs)

- Mission and goals
- Standards and priorities
- Curriculum outcomes, student expectations and objectives
- Assessment: Aligned to curriculum, criterion based, benchmark, formative and diagnostic use

- Differentiation of student expectations and objectives
- Processes, procedures
- Instructional strategies and methods
- Resources, textbooks, etc.
- Programs (e.g. SuccessMaker)
- Groupings (within classroom)
- Staffing and configurations
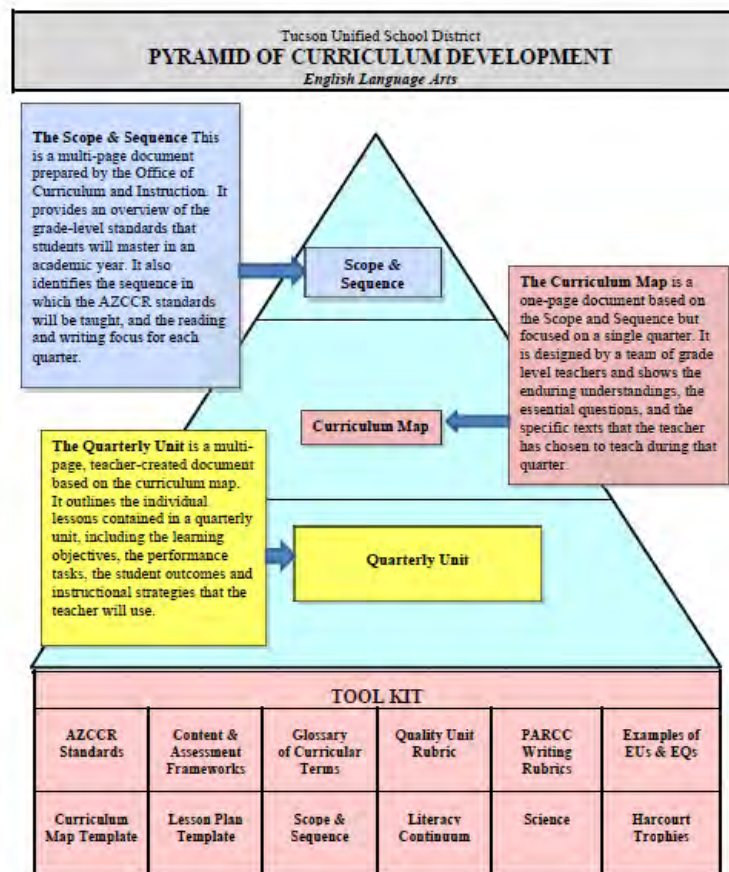- Informational diagnostic assessments

TUSD
Delivering Excellence in Education Every Day

Apendix I-5 p. 8

Curriculum Guides

- Scope and Sequence
- Curriculum Maps (samples)
- Quarterly Units (samples)
- Tool Kit
- Glossary of Terms
- Quality Rubric

Curriculum Year 1 Goal

TUSD
Delivering Excellence in Education Every Day

Apendix I-5 p. 9

Curriculum Year 1 Goal

Curriculum Year 1 Goal

Curriculum Year 1 Goal

Curriculum Year 1 Goal

TUSD Unit Quality Review Rubric

Reviewer: _____   Lesson Reviewed: _____   Date: _____

Dimension I: Does the plan align with the letter and spirit of the AZCCR Standards?

☐ The plan targets a set of grade-level CCSS ELA/Literacy standards.
☐ The plan includes a clear and explicit purpose for instruction.
☐ The plan focuses on readings (literary and informational) that are at grade-level text complexity, quality and scope
☐ The plan integrates reading, writing, speaking and listening so that students can apply advanced literacy skills.
☐ The plan is easy to understand and use.

Comments:

Rating for Dimension II:
☐ 3—Meets most to all of the criteria
☐ 2—Meets many of the criteria.
☐ 1—Meets some of the criteria.
☐ 0—Does not meet the criteria.

Dimension II: Does the plan reflect a high level of academic rigor?

☐ The plan's instructional focus is on reading texts closely, examining textual evidence, and discerning deep meaning.
☐ The plan uses text-dependent questions to facilitate thoughtful, evidence-based discussions, and on-demand & process writings.
☐ The plan requires students to draw evidence from texts to produce writing that informs, explains, or makes an argument.
☐ The plan builds students' academic vocabulary in context through instruction.
☐ The plan provides scaffolding and support as students develop into independent readers of complex texts.
☐ The plan provides opportunities for students to build knowledge of topics or subjects by analyzing discipline-specific texts.

Comments:

Rating for Dimension II:
☐ 3—Meets most to all of the criteria
☐ 2—Meets many of the criteria.
☐ 1—Meets some of the criteria.
☐ 0—Does not meet the criteria.

Dimension III: Does the plan reflect culturally responsive education?

☐ The plan equitably cultivates students' engagement in speaking, reading and writing about texts.
☐ The plan integrates appropriate support for all students.
☐ The plan draws on students' cultural heritage and promotes a partnership between the school and students' homes.
☐ The plan provides for authentic learning, student-directed inquiry, analysis, evaluation and/or reflection.
☐ The plan uses technology and media to deepen learning and to draw attention to evidence and texts.

(including those who qualify for specialized services (ELL, GATE, SPED).

Comments:

Rating for Dimension II:
☐ 3—Meets most to all of the criteria
☐ 2—Meets many of the criteria.
☐ 1—Meets some of the criteria.
☐ 0—Does not meet the criteria.

Dimension IV: Does the plan regularly assess whether students are mastering standard-based content and skills?

☐ The plan elicits direct evidence of the degree to which students can demonstrate their mastery of grade level standards.
☐ The plan assesses student proficiency using methods that are unbiased and accessible to all students.
☐ The plan includes aligned rubrics that provide sufficient guidance for interpreting student performance.
☐ The plan uses various modes of assessment, including pre-, formative, summative and self-assessment measures.

Comments:

Rating for Dimension II:
☐ 3—Meets most to all of the criteria
☐ 2—Meets many of the criteria.
☐ 1—Meets some of the criteria.
☐ 0—Does not meet the criteria.

OVERALL QUALITY:	☐ Exemplary (20 to 17)	☐ Adequate (16 to 14)	☐ Nearly Adequate (13 to 9)	☐ Far from Adequate (8 to 0)

TUSD
Delivering Excellence in Education Every Day

Apendix I-5 p. 13

Instruction Year 1 Goal

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy **1b Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage **1c Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners **1d Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students **1e Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure **1f Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	**2a Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students **2b Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work **2c Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals **2d Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior **2e Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instruction
4a Reflecting on Teaching • Accuracy • Use in future teaching **4b Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records **4c Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program **4d Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school **4e Growing and Developing Professionally** • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession **4f Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	**3a Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language **3b Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation **3c Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing **3d Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring **3e Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

Apendix I-5 p. 14

Professional Development
Year 1 Goal

Summer Offerings

- K-5 Literacy
- 6-12 Literacy
- K-8 Mathematics
- 9-12 MSP Mathematics
- Dual Language
- ADE College and Career Readiness
- Curriculum Roll-Out
- New Teachers
- UVA Campus

List of Curriculum & Instruction Professional Development Since June 1, 2014 to present

PD Topic	Dates	Audience	# of Participants
New Principal Survial Training	June 2, 2104	Newly appointed principals	21
Teacher Evaluation – 3-Day Danielson Training	June 4-6, 2014	Newly appointed principals and assistant principals	25
UVA Revisiting EEI and 5 Levers for Teaching and Learning	June 5-6, 2014; June 12-13, 2014; July 9-10, 2014; July 17-18, 2014	UVA Schools	41; 31; 24
UVA Nuts and Bolts of Becoming a PLC	June 3-4, 2014; June 10-11, 2014; July 11-12, 2014; July 15-16, 2014	UVA Schools	41; 44; 32; 29
Move on When Reading Literary Workshops	June 9-12, 2014	K-5 Teachers	46
Language Acquisition Avenues Literacy Training	June 23-26, 2014; June 23-26, 2014	K-5 Teachers; K-5 ELD Teachers	127; 91; 94
ELA/STEM Curriculum Development	June 16-27, 2014	Curriculum writing	8
Implementing 2010 ELA Standards	July 7, 2014; July 8, 2014; July 9, 2014; July 10, 2014; July 14, 2014	K-5 Teachers	30; 30; 30; 30
ELA Integrated Writing	July 7-9, 2014; July 10-11, 2014; July 14-16, 2014; July 16-17, 2014; July 7-8, 2014	6-12 Teachers	30; 10; 11; 13; 20
K-8 Mathematics: Enhancing our Instruction	July 7-8, 2014; July 7-8, 2014; July 14-15, 2104; July 14-15, 2014; July 16-17, 2014; July 14-18, 2014	K-8 Teachers	9; 24; 26; 20; 21; 11
Language Acquisitions Dual Language: Puzzle Pieces Coming Together		K-8 Dual Language Teachers	62
Language Acquisition: 2014-15 AZELLA Placement Test Training	July 21, 2014; July 22, 2014; July 22, 2014; July 23, 2014; July 24, 2014; July 25, 2014; July 28, 2014; July 29, 2014; August 6, 2014; August 12, 2014; August 13, 2014; August 14, 2014	K-8 Teachers	27; 12; 25; 13; 20; 26; 20; 20; 17; 6; 15; 24
ADE: Discipline Literacy Training	July 9, 2014	Curriculum Facilitators	12; 12
3-Day Administrators Conference	July 14, 2014; July 15, 2014; July 16, 2014	Principals and Central Office Directors	67; 115
ADE: ELA Arizona College and Career Readiness Standards	July 21, 2014	Curriculum Facilitators	108; 114; 72
ADE: Math Arizona College and Career Readiness Standards	July 18, 2014	Curriculum Facilitators	73
Teacher Evaluation Training 3-hour Danielson Overview	July 22, 2014	New Hire Teachers	191
Day 1 – Essential Elements of Instruction (EEI)	July 23, 2014	New Hire Teachers	109
Data Dashboard Training	July 24, 2014	Principal and Assistant Principals	
Curriculum Roll Out #1	July 25, 2014	Curriculum Facilitators	116
ADE: Vertical and Horizontal Articulation	August 6, 2014	Curriculum Facilitators	79
Magnet Themes Integration with AZCCS Curriculum	August 7, 2014	Magnet Coordinators	56
Curriculum Planning Meeting	August 1, 2014	Curriculum Department	27
Curriculum Facilitator's Professional Development	August 7, 2014; August 11, 2014; August 15, 2014	Curriculum Facilitators	29; 66; 74

TUSD

Delivering Excellence in Education Every Day

Apendix I-5 p. 15

Professional Development Year 1 Goal

August 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
⇒ AZELLA Testing July 31—August 29 ⇒ Visions Diagnostics, ACHIEVE 3000 & LAS Links Testing July 31—August 22					1	2
3	4	5 **SLT**	6 **CF ADE Trng** **School Choice**	7 **CIPD Planning**	8	9
10	11 CF Orientation MC 12-3 Pillars	12 **SLT**	13 **ILT** **BLT** **MC 8-11 Plan** **School Choice**	14 **ILA Curr #2**	15 CF Curr #2	16
17	18 **Parent Link** **PILOT Begins** **Grp A EEI D2**	19 **SLT** **Grp C EEI D2**	20 Curr #2	21 LSC CRPI #1 Grp B EEI D2	22 CF Mentoring **CIPD Planning**	23
24	25 Magnet Admin 4 -7 Pillars & Mktg	26 **SLT**	27 **ILT** **BLT** **CRPI #1** **MC 8-11 Plan**	28 **ILA Curr #3**	29 CF Curr #3	30
31						

Tucson Unified School District

Master PD/Meeting Schedule
Black = SLT
Blue = ILT
Green = BLT
Aqua = ILA
Purple = CF Training
Maroon = LSC Training
Orange = Topic for ER Wednesdays
MC = Magnet Coordinators

TUSD

Delivering Excellence in Education Every Day
Grow   Reach   Succeed

Apendix I-5 p. 16

Data Year 1 Goal

2013-14   4ᵗʰ Grade Math Assessment Item

Which is the best estimate?

5,532 - 498

A) 6,000

B) 5,000

C) 4,500

D) 500

2014-15 4ᵗʰ Grade Math Assessment Item

Avery has 6 tokens. Mia has 4 times as many tokens. How many tokens does Mia have?

Write an equation that uses multiplication to show the number of tokens Mia has.

Apendix I-5 p. 17

Data Year 1 Goal

2013-14 4th Grade Reading Assessment Item

If you wanted to find words that mean the opposite of the word "familiar," which would be the best resource to use?

A) a dictionary

B) an encyclopedia

C) a thesaurus

D) an almanac

2014-15 4th Grade ELA Assessment Item

"The Crow and the Peacocks"
(a folktale by Aesop)
(adapted)

Claudio the crow walked into a yard where the peacocks often spent the afternoon. He found a number of feathers that had fallen from the peacocks' tails. Now Claudio, as a crow, was black and shiny. He was really quite pretty. But he had never seen feathers in so many colors. He tied them all to his tail. Then, he strutted toward the peacocks. At first, they thought he was a peacock, just like them. But when he came closer, they soon discovered his trick. They scolded him and pecked at him. They plucked away his borrowed plumes. So Claudio had to go back to the other crows, who had watched his behavior from a distance. They were equally annoyed with him, and told him so.

Aesop. "The Jay and the Peacock." *The Fables of Aesop.* London, 1894. Print.

1) from "The Crow and the Peacocks"

   Write about this story, answering the following questions.

   a. What is the point of view of this story?
   b. What evidence in the story supports your answer?

Apendix I-5 p. 18

Assessment

Hot Spots			
What?	**Guiding Questions**	**Data Sources**	**Why?**
Which concepts need support?	In which concept areas are students performing low? What are the Hot Spots?	AZL Letter Grade	To identify grade level trends in performance and relative growth at-a-glance
		Power Standards (WIPs)	To isolate power standards to focus on – 'biggest bang' approach
		AIMS by Concept-Ethnicity	To determine concept-level student performance by ethnicity using state data
		ATI by Concept-Ethnicity	To determine changes in concept-level student performance by ethnicity using local data
Who is at risk?	Which individual students are creating the hot spots?	AIMS by Concept-Students	To group students by concept-level needs according to state data
		ATI by Concept-Student	To modify groupings of students by concept-level according to more recent local data
		Students AIMS cohort	To identify groups of students with similar movement in performance categories over time
What are the interventions	• What resources do we have that addresses the hot spots interventions? • Are the non-mastery students currently getting the interventions that they need? • Are the mastery students currently getting the enrichments that they need?		
Reflection	• Do we know how to pull AIMS and ATI data to identify common gaps in Reading and Math among students at risk? • Is this enough information to build focused tutorial sessions? • What else do I need?		
Next Steps: Develop a plan	• How does my school look like compared to the District and the State? • How do we roll this out? • Master Plan Schedule?		

AZ Learns: Letter Grade – You will need your ADE username and password to logon: http://www.azed.gov/
TUSD STATS: Power Standards (WIPs) http://tusdstats.tusd1.org/paweb/aggA/wip/WipMain.aspx
TUSD STATS: AIMS by Concepts (ethnic groups) https://tusdstats.tusd1.org/planning/profiles/aims/aimscat_front.asp
TUSD STATS: ATI by Concepts (ethnic groups) https://tusdstats.tusd1.org/planning/profiles/aims/newtest/atiabc_front.asp
TUSD STATS: AIMS by Concepts (student list) https://tusdstats.tusd1.org/Planning/CIS/aims/class/stuaims_frontz.asp
TUSD STATS: ATI by Concept (student list) https://tusdstats.tusd1.org/Planning/CIS/aims/class/stuati_frontz.asp
TUSD STATS: TUSD STATS: Cohort Page: http://tusdstats.tusd1.org/planning/profiles/aims/cohort/Cohort.ASP

Apendix I-5 p. 19

Organizational Structure Issues

Missing Key Positions:
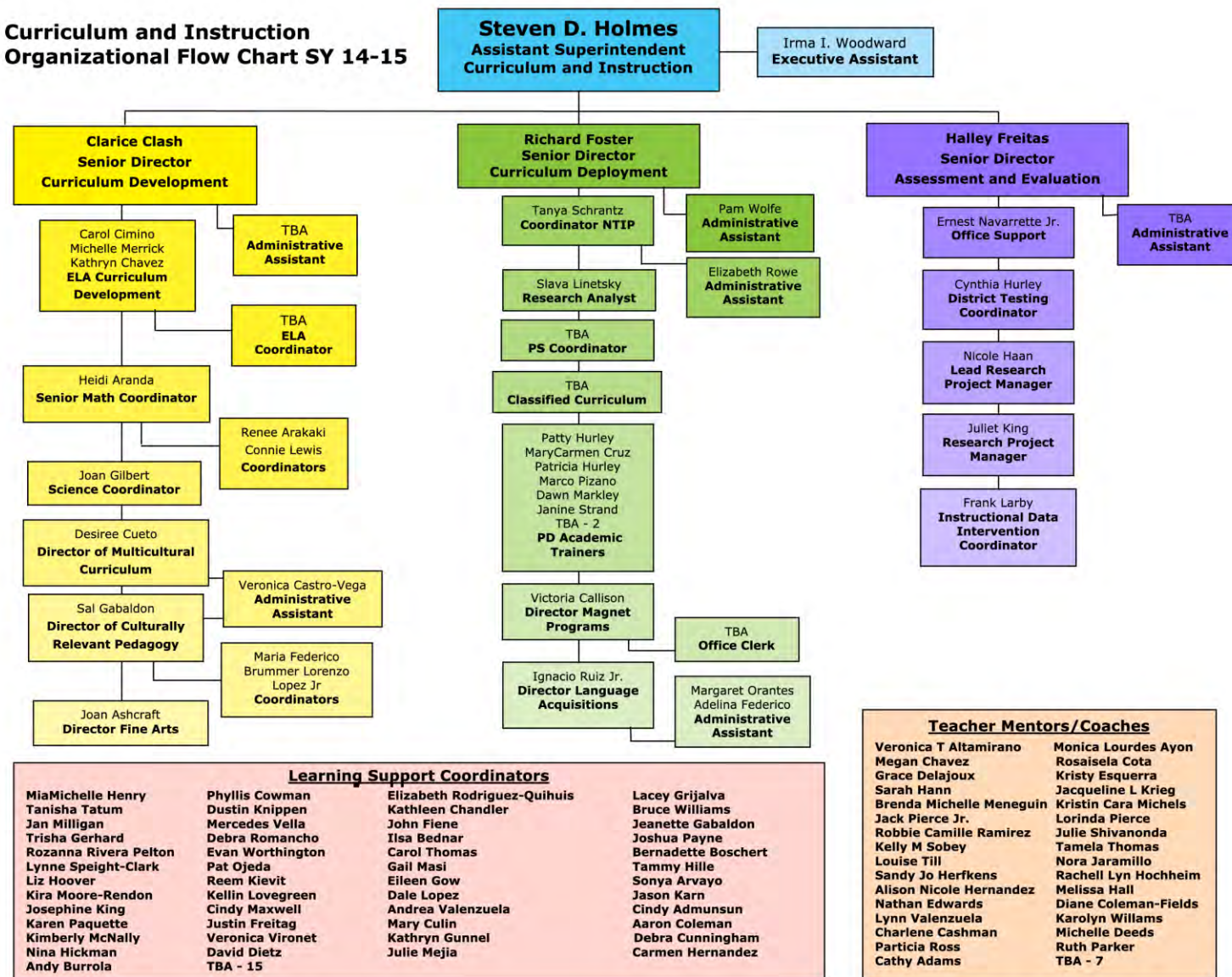- Curriculum design, development and alignment
- Curriculum deployment (support and delivery)
- Curriculum and program assessment and evaluation

Instructional Support Roles Not Site-Based
- Duplicative roles and responsibilities (i.e.. LSC, NTM, PDAT, etc.)
- Conflicting lines of authority

Job descriptions inadequate for position control and position qualifications (PP 45-62)

Apendix I-5 p. 20

Curriculum and Instruction Organizational Flow Chart SY 14-15

Steven D. Holmes — Assistant Superintendent Curriculum and Instruction
Irma I. Woodward — Executive Assistant

Clarice Clash — Senior Director Curriculum Development
- Carol Cimino, Michelle Merrick, Kathryn Chavez — ELA Curriculum Development
- TBA — Administrative Assistant
- TBA — ELA Coordinator
- Heidi Aranda — Senior Math Coordinator
- Renee Arakaki, Connie Lewis — Coordinators
- Joan Gilbert — Science Coordinator
- Desiree Cueto — Director of Multicultural Curriculum
- Veronica Castro-Vega — Administrative Assistant
- Sal Gabaldon — Director of Culturally Relevant Pedagogy
- Maria Federico, Brummer Lorenzo, Lopez Jr — Coordinators
- Joan Ashcraft — Director Fine Arts

Richard Foster — Senior Director Curriculum Deployment
- Tanya Schrantz — Coordinator NTIP
- Pam Wolfe — Administrative Assistant
- Slava Linetsky — Research Analyst
- Elizabeth Rowe — Administrative Assistant
- TBA — PS Coordinator
- TBA — Classified Curriculum
- Patty Hurley, MaryCarmen Cruz, Patricia Hurley, Marco Pizano, Dawn Markley, Janine Strand, TBA - 2 — PD Academic Trainers
- Victoria Callison — Director Magnet Programs
- TBA — Office Clerk
- Ignacio Ruiz Jr. — Director Language Acquisitions
- Margaret Orantes, Adelina Federico — Administrative Assistant

Halley Freitas — Senior Director Assessment and Evaluation
- Ernest Navarrette Jr. — Office Support
- TBA — Administrative Assistant
- Cynthia Hurley — District Testing Coordinator
- Nicole Haan — Lead Research Project Manager
- Juliet King — Research Project Manager
- Frank Larby — Instructional Data Intervention Coordinator

Learning Support Coordinators

MiaMichelle Henry	Phyllis Cowman	Elizabeth Rodriguez-Quihuis	Lacey Grijalva
Tanisha Tatum	Dustin Knippen	Kathleen Chandler	Bruce Williams
Jan Milligan	Mercedes Vella	John Fiene	Jeanette Gabaldon
Trisha Gerhard	Debra Romancho	Ilsa Bednar	Joshua Payne
Rozanna Rivera Pelton	Evan Worthington	Carol Thomas	Bernadette Boschert
Lynne Speight-Clark	Pat Ojeda	Gail Masi	Tammy Hille
Liz Hoover	Reem Kievit	Eileen Gow	Sonya Arvayo
Kira Moore-Rendon	Kellin Lovegreen	Dale Lopez	Jason Karn
Josephine King	Cindy Maxwell	Andrea Valenzuela	Cindy Admunsun
Karen Paquette	Justin Freitag	Mary Culin	Aaron Coleman
Kimberly McNally	Veronica Vironet	Kathryn Gunnel	Debra Cunningham
Nina Hickman	David Dietz	Julie Mejia	Carmen Hernandez
Andy Burrola	TBA - 15		

Teacher Mentors/Coaches

Veronica T Altamirano	Monica Lourdes Ayon
Megan Chavez	Rosaisela Cota
Grace Delajoux	Kristy Esquerra
Sarah Hann	Jacqueline L Krieg
Brenda Michelle Meneguin	Kristin Cara Michels
Jack Pierce Jr.	Lorinda Pierce
Robbie Camille Ramirez	Julie Shivanonda
Kelly M Sobey	Tamela Thomas
Louise Till	Nora Jaramillo
Sandy Jo Herfkens	Rachell Lyn Hochheim
Alison Nicole Hernandez	Melissa Hall
Nathan Edwards	Diane Coleman-Fields
Lynn Valenzuela	Karolyn Willams
Charlene Cashman	Michelle Deeds
Particia Ross	Ruth Parker
Cathy Adams	TBA - 7

Revised 8/8/2014 iw

Apendix I-5 p. 21

Looking Ahead

- Update Curriculum Policies

- Develop learning management system

- Create additional site-based curriculum maps and units

- Provide ongoing targeted professional development to sites to support the implementation of the curriculum

- Implement Diversity and Unit Quality Rubric

- Align next-generation assessments to curriculum

- Infuse culturally responsive practices and multicultural resources into the curriculum

TUSD
Delivering Excellence in Education Every Day

Apendix I-5 p. 22