Tucson Unified School District Instructional Framework

The Tucson Unified School District (TUSD) Instructional Framework provides guidance and structure for intentional planning, the utilization of evidence-based teaching practices and strategies to ensure student achievement and success. The framework is designed to guide the district's goals of delivering high quality instruction while creating ideal learning environments where students feel safe, challenged and driven. This instructional framework is aligned to our principles for future-ready learning where instruction is culturally responsive and based on standards-aligned curriculum that is accessible to all students.

Compass Design

The compass design draws inspiration from the significance of a compass in that it provides guidance and direction as we reimagine and are laser focused on what teaching and learning looks like in each classroom across the district. This means that regardless of where students are enrolled, their learning experiences will be of high quality.

Learner Centered

The framework is anchored with the student at the heart of the compass, and it is encircled by learning outcomes, learner profile and culture. This signifies that our educators provide student-centered instruction to build the learner profile through their schooling experience to achieve learner outcomes. To build the learner profile, our classroom

communities and culture must foster inclusive and safe classroom environments that embrace excellence and high academic achievement.

Actions

The outer part of the framework highlights the actions that educators must engage in to enact the elements of the TUSD instructional framework. These actions are to design, facilitate, assess, and reflect which embrace the learner. These actions will in turn provide effective, culturally responsive Tier 1 instructional practices. These four actions are expected professional practices to ensure consistency in teaching and learning practices across the district. This document defines these key components in detail.

[1] *Inspired and adapted with permission from the Fortworth Independent School District Framework.*

Learner Culture and Descriptors

LEARNER OUTCOMES			
Critical Thinking	**Emotional Intelligence**	**Communication**	**Academic Preparedness**
Every learner will engage in relevant learning that allows them to develop observation, analysis, inference, and problem-solving skills and apply them to real world experiences.	Every learner will exhibit personal and social competencies by demonstrating integrity, agency, and collaborative engagement.	Every learner will use respectful language and understand and use the multiple ways in which people communicate.	Every learner will master content to prepare to transition into college and career opportunities.

Learner Profile for a TUSD Student

LEARNER PROFILE			
Thinks Critically	**Emotionally Intelligent**	**Effective Communicator**	**Academically Prepared**
• Innovative • Inquisitive • Creative • Has a Growth Mindset • Analytical • Logical reasoning to solve problems	• Empathetic • Community service • Principled • Collaborative • Acts with integrity	• Empowered • Receptive • Accepting • Confident • Self-Advocate • Active listening • Culturally Competent	• Goal oriented • Critically literate • Global Citizen • Informed Action

The TUSD Classroom Culture

POSITIVE CLASSROOM COMMUNITY AND CULTURE UTILIZING SPARKS 1			
Classroom Communities	**Classroom Environment**	**Culturally Responsive**	**Equitable Learning Environment**
Collaborative	**Safe & Accessible**	**Student-Centered**	**Academic Engagement**
Teachers create classroom communities that foster the co-construction of knowledge and embrace diverse perspectives. • Mutual Respectful communication • Collaboration among student-student and student-teacher • Awareness of self and others • Students participate in inclusive learning communities	**Teachers create safe and accessible classroom environments for student learning.** • Sense of belonging • Clear routines and procedures to maximize student independence • Space and materials are arranged and conducive to learning	**Teachers develop culturally responsive lessons and enact the SPARKS framework.** • Curriculum and activities center around students' identities, interests and knowledge while relating to real-life issues • Activities are project-based and/or inquiry lessons utilizing YPAR and/or Capstone projects • Activities promote student agency • Teacher uses both historical and contemporary perspectives to teach the lesson	**Teachers build classroom communities with high academic expectations for all students.** • High academic and behavioral expectations • Multiple modalities and opportunities for learning • Active student engagement • Opportunities for reteach and enrichment • Student voice and choice in learning

Action Components and Descriptors

Action	Components	District Responsibilities and Resources	Teacher Responsibilities	Alignment to District Initiatives and Resources	Indicators/Evidence (Alignment to Danielson, SPARKS, and AVID)
Design and Prepare	**Standards Alignment**	Provide District Scope and Sequence and Instructional Pacing Calendar that maps the progression of standards. Provide rigorous Quarterly Assessments that are aligned to District Pacing Calendar and Standards Plan time to review and make data-driven decisions within the District Pacing Calendar Provide professional development on expectations of learning targets and success criteria	Identify learning targets and success criteria for desired results for content Follow and adjust district pacing calendar that meets school and Scope and Sequence parameters Analyze learners' readiness utilizing multiple data points	• Danielson (domain 1) 1a, 1b, 1c,1d, 1e, 1f • SPARKS – A	• Highly leveraged standards are identified from the district's Scope and Sequence documents and on grade-level standards • Standards are unpacked into what students need to know and be able to do • Clearly defined learning target(s) are written and sequenced to align to the standards and assessments • Performance tasks and assessment items are identified to refine what students need to know and be able to do and are articulated as success criteria • Formative assessments are aligned to the skill and rigor of the standard(s) and created prior to designing the lesson • Curriculum is centered around student experiences, identities, and knowledge
	Lesson design and assessment	Ongoing Professional Development on SPARKS, cultural responsiveness, data literacy, Multicultural curriculum and Universal Design for Learning (UDL) Ongoing District training and expectations on the PLC cycle (using the TUSD PLC handbook) so that it is implemented consistently and with fidelity	Design engaging rigorous lessons that utilize TUSD's Lesson Structure as a model Lessons are framed within the context of students' cultural backgrounds	• Danielson (domain 1) 1a,1b, 1c, and 1f • AVID College and Career Readiness Framework (rigor, opportunity knowledge, student agency) • PLC handbook • SPARKS – S, A	• Teachers select culturally and linguistically responsive district instructional and curricular resources that align with the identified learning targets • Teachers write learning targets and success criteria, develop assessment(s), and design lessons utilizing district resources • Lessons reflect the rigor and complexity of the appropriate grade level standards • Formal and informal assessment data design planning takes place during regularly scheduled PLCs /CTTs • Teacher displays extensive knowledge of the important concepts in the subject • Materials accurately provide an empowering portrayal of students' cultures and other identities, including facts about major figures, contributors, and historical events relevant to students' identities
	Instructional Strategies	Provide initial and ongoing PD on WICOR and AVID strategies Provide TUSD Tier 1 Strategies resource document Provide ongoing PD on differentiated instructional strategies for all teachers	Design lessons that contain multiple types of instructional strategies that meaningfully engage and challenge students	• Danielson 1e., 2a, 2b • AVID WICOR Strategies • Tier 1 Strategies Manual • PLC Handbook • SPARKS- Teacher Manual • SPARKS – S,R, Sj	• Daily instructional lessons invite students to write, inquire, collaborate, organize, and read (WICOR) • Lessons incorporate TUSD's Tier 1 Instructional Strategies to encourage high engagement. • Lessons use high yield strategies which are culturally responsive, linguistically accommodating and differentiated based on student needs • Lessons are differentiated and varied to meet the needs of diverse student populations (i.e., ELLs, Ex-Ed, GATE) • Formal and informal assessment data results are used to plan the next instructional steps during regularly scheduled PLCs/CTTs • Lessons incorporate project-based and/or inquiry-based activities utilizing YPAR and/or Capstone projects

Action	Components	District Responsibilities and Resources	Teacher Responsibilities	Alignment to District Initiatives and Resources	Indicators/Evidence (Alignment to Danielson, SPARKS, and AVID)
Facilitate	**Aligned Instruction**	Continually update curriculum resources and communicate updates to instructional staff Provide ongoing professional development on the Language Development Approach	Deliver lessons using TUSD curriculum resources which are aligned to AZ State Standards, ELP standards and ADE Language Development Approach	• Danielson • Danielson domain 3 • AVID WICOR • SPARKS – S,P	• Learning targets(s) are clearly communicated, linked to standards, and easily identified by students • The success criteria are clear to students and the performance tasks provide evidence that students can apply their learning • The lesson connects students' prior and future learning to provide relevance and context. • Lessons focus on moving student thinking forward towards deep learning
	Engagement	Ongoing SPARKS and MC Professional Development Ongoing District Danielson calibration among administrators for consistency in evaluation, feedback, and coaching teachers	Use varied evidence-based instructional strategies to engage students in learning	• Danielson 3a and 3c. • AVID WICOR • SPARKS Manual • TUSD's Tier 1 Instructional Practices resource • SPARKS – P, K, R, Sj	• Opportunities to write, read, inquire, problem solve, and collaborate occur daily • Technology and innovative tools are used to facilitate and enhance learning • Use of effective engagement strategies and pacing that provide equitable access to learning • Linkages of the instructional purpose of the lesson to students' interests for authentic and meaningful learning • Curriculum and activities center around students' identities, interests and knowledge while relating to real-life issues • Activities are project-based and/or inquiry lessons utilizing Youth Participatory Action Research (YPAR) and/or Capstone projects. • Activities promote student agency. • Teacher uses both historical and contemporary perspectives to teach the lesson
	Student Voice	Ongoing SPARKS Professional Development Ongoing Professional Development and expectations for site leadership to provide feedback, coaching, and modeling to teachers (CIPDA)	Foster an environment where students are empowered to have voice and interact with one another	• Danielson 3b. • AVID WICOR • Character Strong Curriculum/ TUSD SEL Essential Practices • SPARKS – P, K	• Use of student-to-student and teacher-to-student questioning and discourse techniques that reflect critical inquiry in relation to the learning targets • Students are provided with choices in how they engage in the lesson • Students are co-constructors of knowledge. • Students formulate many questions, initiate topics, challenge one's thinking, and make unsolicited contributions • Teacher fosters student dialogue/voice/opinions acting as a facilitator moving towards a student-centered classroom where learning is visible

Action	Components	District Responsibilities and Resources	Teacher Responsibilities	Alignment to District Initiatives and Resources	Indicators/Evidence (Alignment to Danielson, SPARKS, and AVID)
Assess	**Goal setting**	Provide professional development on teachers setting SMART goals as part of their reflection process Provide professional development and resources for teachers guiding students through their own academic goal setting process	Actively develop and monitor individual and team SMART goals Assist students with goal setting practices and support students with monitoring achievement toward learning objectives Foster a formative approach and growth mindset to the goal setting process	• Danielson 3d. • AVID Student Agency Resources • Character Strong Curriculum Resources • SPARKS – A,K	• Goal-setting practices are used to help build self-confidence, agency, and ownership of their learning • Monitor their own learning in relation to the learning target(s) and success criteria • Articulate their goals in a way that indicates continuous focus on improvement and growth • Student-led data talks that contextualize their academic goals • Develop an action plan to reach their goals • Teacher seeks and implements student feedback surrounding lessons, assignments, and classroom environment • Teacher gives written feedback on work instead of only a numeric score • Teacher asks for student feedback through student interviews, questionnaires, exit cards, surveys regarding instruction • Teacher changes their lesson or teaching to be reflective of student feedback • Teacher uses peer reviews, teacher-student conferencing, peer tutoring, as ways to engage in progress • Goal setting practices centered around the students' academic identities
	Aligned Assessment	Provide professional development on connecting the standards to instructional delivery and utilizing appropriate resources. Provide professional development on using formative assessment in the instructional cycle	Make clear connections between the assessment items, learning objectives, and classroom instruction Understand and reflect on formative and summative assessments aligned with AZ State standards and district curriculum documents	• Danielson 3d • SPARKS – P, R, K	• Formative assessments are developed and/or utilized individually and in collaborative teams to inform instruction • Summative assessments are aligned to the standards and informed by the instruction delivered • Performance tasks and/or assessments are used to provide students with experiences that allow them to apply, analyze, evaluate, and create using their understanding. • Students are able to reflect and articulate how the assessment correlates to their previous learning targets
	Progress Monitoring	Provide professional development on data literacy	Monitor student learning and adjust instruction to address individual student needs	• Danielson 3d. • SPARKS – S, K	• Checks for understanding are used to measure student progress toward the learning target(s) • Data is used to monitor student progress toward the learning targets(s) • Students are given multiple opportunities to demonstrate learning • Students self-assess and monitor their own progress using success criteria • Teacher provides opportunities for peer-to-peer progress monitoring

Action	Components	District Responsibilities and Resources	Teacher Responsibilities	Alignment to District Initiatives and Resources	Indicators/Evidence (Alignment to Danielson, SPARKS, and AVID)
Reflect	**Teacher Reflection**	Provide professional development on data literacy Site administrators ensure time is provided for PLC process and reflection	Analyze assessment results and adjust instruction accordingly	• Danielson 4a. • Danielson domain 4 • SPARKS – A, K	• Formative assessment data is used to inform instruction throughout unit of study • Summative assessment data are used to analyze learning by standard and to identify individual student's needs for intervention and/ or enrichment • Growth data are used to identify individual student needs for intervention and to create growth targets for students • Performance task data are used to inform instruction to measure whether students have an appropriate level of understanding to be able to apply their learning in new situations • Teacher seeks and considers student feedback surrounding lessons, assignments, and classroom environment
	Team Reflection	Provide professional development on data literacy Site administrators ensure time is provided for PLC process and reflection	Collaboratively analyze assessment results to determine individual and grade level/content trends	• Danielson 4a. • SPARKS – A,K	• Assessment data is analyzed during PLC meetings to determine the implications for classroom practice • Assessment data is used to guide planning conversations and to give new perspectives on student learning around effective strategies • Student work is analyzed to gain an understanding of students' thinking to determine if misconceptions need to be corrected or to solidify correct thinking • TEAM seeks and considers students' feedback surrounding lessons, assignments, and classroom environment • Team constructs new understandings regarding their learning
	Student Reflection		Provide timely feedback for student reflection	• Danielson 4a. • SPARKS - S, A	• Teacher provides student opportunities to reflect on their learning. • Students receive clear and specific feedback that informs their progress toward the learning targets(s) • Student uses success criteria to self-monitor towards the learning target daily • Teacher offers self-reflective prompts, rubrics, success criteria or checklists that develop opportunities for growth in students' academic and ethnic identity

Exemplar Instructional Delivery Model

1. DESIGN AND PREPARE: Standards Based Learning Targets and Success Criteria

- Planned lessons are standards aligned, student centered, and are based on deep understanding of standards.
- Utilizes backwards design to align the lesson to the culminating activity/assessment with specified learning targets and success criteria.
- Scaffolds targeted knowledge/skills and differentiates instructional strategies to students' prior knowledge, ability, and language levels. Students' Funds of Knowledge are incorporated.
- Ensures students are engaged in productive struggle from lesson beginning to end.
- Identify grade-level high leverage standards detailed on the district scope and sequence and pacing calendar.
  - Unpack the standard(s) into what students need to know and be able to do
  - Review assessment items to determine what students need to know and be able to do
  - Write and sequence learning targets and success criteria to align to standards
- Lessons are framed within the context of students' cultural backgrounds, and curriculum choices reflect multiple points of view.

Adequate time needs to be set aside for lesson preparation, during contractual time, whether it is created individually or in a collaborative structure (in and outside of PLCs).

2. FACILITATE: Activation of Learning

- Prepare students for learning by posing an essential question that motivates and captures student attention. The essential question is relevant to student lives and bridges their lived experiences with the upcoming learning.
- Teacher clearly communicates learning targets and success criteria to students in student friendly language.
- Access and build upon prior knowledge that all students need to engage productively in planned lesson tasks
- Example strategies include quick writes, Think-Pair-Share, use of open-ended questions, use of essential questions, AVID, GLAD strategies.

Approximately **10%** Instructional Time

3. FACILITATE: Modeling

- Teacher models the skill or concept targeted in the lesson while laying foundations for scaffolding and gradual release of learning to students by referencing the success criteria.
- Teacher models the thinking process, skill, or concept and situates it within the lesson's design – Project-based, Inquiry-based, Blended, etc.
  - Concept or skill is broken down in scaffolded sub-skills outlined in the lesson planning phase
  - Presentation is highly focused
  - Uses resources and examples that are relevant and includes positive portrayals of people of color.
  - Examples and non-examples are modeled
  - Involves frequent repetition and checks for understanding
- Example strategies include Culturally Responsive strategies – SPARKS, Think-Aloud, Collaborative conversations, Mnemonic Devices, use of visuals, GLAD strategies, SIOP, AVID WICOR Strategies.

Approximately **25%** Instructional Time

4. FACILITATE: Interactive Practice

- Teacher engages students in the co-construction of the modeled concept/skill and provides high-level support. Interaction is teacher-student and student-student.
- Student voice is evident through active collaboration to make predictions, plan, debate next steps, ask questions, and support each other's learning.
- Teacher scaffolds with questioning prompts, cues, and visual supports.
- Teacher prompts students to work on all tasks and persevere even when the tasks are challenging.
- Practice includes repeated modeling or practicing in various contexts.
- Example strategies include Culturally Responsive strategies SPARKS, Probing Questions, Cooperative Structures (Jigsaw, Roundtable, Expert Groups, Think-Pair-Share etc.), use of visuals, GLAD strategies, SIOP, AVID WICOR Strategies
- Learning tasks require high-level student thinking and invite students to explain their thinking.
- Teacher supports projects as a facilitator allowing students autonomy while working on their projects.
- Teacher and students use the success criteria to self-assess progress towards learning targets.

Approximately **25%** Instructional Time

5. ASSESS: Practice Independent of Teacher

- Demonstrates understanding of the lesson's learning targets, concept or skill individually, in pairs, or small groups with minimal guidance from the teacher.
- Interaction is student-teacher, student-student, and teacher-student.
- Students work individually, in pairs, or small groups to complete a task aligned to the lesson target(s) that results in a product. Tasks provide opportunities for cultural identity development. SPARKS
- Students demonstrate understanding through speaking, writing, visual forms, and/or technological applications.
- Product designed to measure progress in the modeled context and additional contexts.
- Teacher observes, provides individual support, and elicits feedback to inform next steps.
- Example strategies include: Culturally Responsive strategies SPARKS, Writing to demonstrate learning, Cooperative Structures (Value Lines, Corners, Think-Pair-Share etc.), Gallery Walks. GLAD strategies, SIOP, AVID WICOR Strategies
- Students use the success criteria to self-assess progress towards learning targets.

Approximately **25%** Instructional Time

6. ASSESS AND REFLECT: Closure

- "Check for Understanding" that measures student progress towards the lesson goals, provokes reflection, creates a bridge to future learning, and informs next instructional steps.
- Teacher gives information with which a learner can confirm, add to, overwrite, fine-tune, or restructure information in memory
- Students use the success criteria to self-assess progress towards learning targets.
- Teacher provides timely and specific feedback to students and focuses on learning outcomes.
- Various formative assessment types that include peer and self-reflection i.e., exit tickets, rubrics, 3.2.1, Fishbowl, quick write, etc.
- More Holistic reflection that is not always centered around data.

Approximately **15%** Instructional Time