

**Culturally Relevant Curriculum and Instruction
Five Year Plan
Revised SY2020-21**

This document sets out the broad outlines of the District's vision for culturally relevant curriculum and instruction over the next five years.

A. Growth.

The District has seen extraordinarily rapid growth in enrollment in culturally relevant courses over the last four years. Further expansion of CR courses must continue, but forced expansion is no longer necessary. Further expansion of staff and resources will depend on increased need determined by student demand and enrollment in CR courses. In alignment with the courses offered, the district is likewise committed to supporting those courses and teachers by maintaining current levels of staffing and instructional resources necessary for their success. The district hopes to expand into content areas, grade levels and viewpoints when feasible based on student interest.

1. Continued Work with School Staff. The CRPI staff will continue to work with individual school sites to maintain current CR courses, and, where feasible, to add new courses or additional sections of existing courses.

2. Outreach and Recruitment. The success of the growth in the program over the past four years suggests that the District should continue the current practices of student and family outreach.

B. Curriculum Development.

1. New Courses. The CRPI staff will also continue to develop and add courses with current and additional ethnic viewpoints when viable (perhaps additional Native American and Asian-Pacific Islander). The CRPI Department, along with the ALE Department, has committed to the schedule for offering a CR AP course at each high school in the District, as follows:

2. Existing Courses. The CRPI staff will continue revising and updating existing course curricula to ensure compliance with new standards, and to take advantage of new research and studies on the efficacy of CR courses.

3. AP Courses. The CRPI and ALE departments work together to implement culturally relevant AACs in high schools and at schools with middle school grades, including by writing curriculum or importing elements of the culturally relevant courses (CRC) and/or Multicultural Curriculum into IB, honors, and/or advanced courses.

Recently, the District worked closely with the College Board and the CRPI department to create the first-of-its-kind course, AP English Language and Composition: CRC African

American and Mexican American Perspective at University High School (“UHS”). This course is the required English course for all UHS juniors.

Creating the CRC AP course and implementing it as the first school in the country was a complex process that took time, financial resources, and extensive work with The College Board. Expanding this course to new schools will likewise be a complex process that will take time and financial resources to implement, particularly considering the need for AP teachers and supports that may not be as readily available as they are at UHS.

Based on these factors and others the District considers in its quarterly and yearly evaluation of ALE course implementation, the District anticipates expanding the CRC AP course to one additional high school in SY2022-23, and continuing to expand to one additional school every other year until a CRC AP course is at each traditional high school in the District. The District also anticipates that implementing this course will become less complex and costly over time.

Currently, the District is considering which high schools have the greatest likelihood for successfully implementing this course within the next few years. The District anticipates the CRC AP course will first be added at Tucson High, Sabino, Palo Verde or Pueblo.

3. Dual Credit. The CRPI staff will work with the ALE Department to explore whether CR courses, including the CR AP courses, can serve as dual credit high school courses for college credit.

C. CRC Teachers.

1. Finding and Training New CRC Teachers. The District will continue to recruit and train teachers for CR courses as needed. The District is committed to maintaining the current staffing levels within CRPI and the support for CR teachers (the same ratio of Master Teachers to CR teachers) over the foreseeable future.

2. Professional Learning for CRC Teachers. The District will continue to revise and improve its professional learning for CRC teachers, in consultation with the national panel of experts. Through the use of research-based best practices, the CRPI staff will develop training modules for trainers of site or administrator professional development sessions. These trainings will implement research proven strategies in the establishment of inclusive school culture and climate and educational approaches in the areas of culturally responsive education, and restorative practices. When further expertise is required, a highly regarded scholar(s) in the field is contracted to work with the director of CRPI to inform decisions made by the committee.

Professional learning opportunities will utilize the train the trainer model of implementation and will be scheduled during the existing training schedules. Certificated staff receive training during the Wednesday in-service session at the sites. Site administrators and central leadership will receive training during regularly scheduled Instructional Leadership Academy (ILA) sessions. Classified staff receive training during monthly in-service training

provided by their respective departments. In limited cases, on-line training may be provided via the True North Logic Learning Portal.

3. Assessment of CR Teachers

The CRPI Department is expanding the assessment of CR teachers in several ways: first, it regularly conducts training for administrators in assessing CRP skills in teachers, and is using an approach for measuring the effectiveness of that training for administrators, developed over the past two years and approved by the Special Master. Second, the District has recently conducted a first round review of the District's main evaluation instrument (the TUSD Modified Danielson Framework) designed to assess CR teachers' understanding and use of CR teaching practices. The modifications this round included improving the drop-down menus available to observers, to provide more meaning feedback to teachers in CRP techniques. For a second round, the CRPI Department plans to collaborate with various entities within the district to further review and enhance the teacher evaluation tool. The CRPI Department will continue to provide training to teachers and supervising administrators on how to better assess teachers on their use of culturally responsive practices found in the modified Danielson framework. CRPI staff will work with stakeholders to propose and approve enhancements to the adopted teacher evaluation tool. Possible enhancements may include additional indicators to more clearly articulate the difference between the various levels of proficiency in each element of the modified Danielson.

D. Administrators, Certificated Staff, and Classified Staff

1. New Employee Onboarding

As part of the district's commitment to ensure capacity and sustainability in implementing culturally responsive practices, CRPI staff will strengthen and regularize training in culturally relevant practices for all new employees at the time of orientation or soon thereafter. Through a collaborative effort between the departments of Professional Development, Culturally Responsive Pedagogy and Instruction, Curriculum and Instruction, and New Teacher Induction/Mentoring, new teachers will receive training on CRP during the new teacher induction training, while administrators will be trained during the new administrator training during the back to school professional development sessions. New classified employees will receive training during the orientation process through their specific departments. This training will be delivered by a variety of personnel, but will be overseen by CRPI.

2. Administrator Training on the Teacher Evaluation Tool

CRPI has developed and will continue to refine and implement professional learning for administrators on assessing CR practices of CRC teachers. The training will be provided during four sessions of Instructional Leadership Academy. Site administrators will receive training on the CR addition to the TUSD Modified Danielson Framework, paying focused attention on the culturally responsive language and observable actions identified. These

training sessions will provide practice on norming of observable actions for increased validity of the evaluation tool. Resources will be provided to assist evaluating administrators on identifying the indicators of distinguished instruction in alignment with culturally responsive pedagogy.

Administrators will continue to be trained on the alignment of the teacher evaluation tool with the district administrator evaluation process. They will work with the Professional Standards for Educational Leaders, which are the current standards used to evaluate administrators. The goal is to create a vertical articulation between the Modified Danielson and the administrator evaluation process to focus on increase student achievement. Using engaging activities, administrators will use strategies such as role-play to increase proficiency in assessing teacher instruction. Utilizing the trainer-of-trainer model, administrators will deliver this professional development to their staff on district-identified dates.

The CRPI Department developed and is using an approach for measuring the effectiveness of training for administrators, developed over the past two years and approved by the Special Master. The results of the measurement of effectiveness are analyzed each year for insights on modifying the training program for administrators.

3. CR Practices Extended Support: Instructional Coaching

The development of capacity in CR practices is a process requiring continued support and resources to maintain any progress gained. As part of this continued alignment of the support systems, close collaboration between CRPI, New Teacher Induction/Monitoring Program, Multi-Tiered System of Support, Professional Development and Curriculum & Instruction is essential to the delivery of a consistent district message as it relates to instruction. These entities will collaborate to deliver consistent and complimentary instructional training to MTSS, CSP and Teacher Mentors through the CIPDA Academy training sessions.

E. Continued Improvement in Data Collection and Analysis

While there are numerous qualitative measures to assess the effectiveness of the CR initiative, the long-term impact of culturally responsive practices emerge in the quantitative data. The data points that often reflect the impact of CR include but are not limited to; higher attendance rate, increased GPA, higher graduation rates, increased college-going rates, reduced incidents of student discipline, and increased scores on standardized and benchmark tests.

The limitation in assessing the CR initiative lies in the difficulty in disaggregating the various elements comprising this approach. The implications of this approach are far reaching and may not clearly link the causal effect. For instance, a restorative approach to a disciplinary infraction, combined with positive teacher-student relationships might manifest itself in increased attendance, leading to improved performance in math scores.

While isolating the cause and effect connection with specific aspects of this approach is difficult, research shows that these approaches are effective in increasing student achievement and significantly reducing the “achievement gap.”

In SY2020-21, the District conducted a preliminary analysis of data regarding attendance, GPA, and graduation rates to assess the effectiveness of the CR initiative, but the results were not conclusive, and the District does not believe that the positive impacts of CR courses were reflected in the results of that study. The District will continue to collect data for additional studies, and currently plans a more comprehensive study after the SY2023-24 school year, using data for matched cohorts of students over a longer period than with the initial study. Because the pandemic’s effects may overwhelm impacts from CR courses, the District believes that it needs to develop new longitudinal data for particular cohorts beginning after the pandemic (for at least a three year period after SY2020-21) to ensure that impacts of CR courses are properly recognizable.

F. Research & Development

Data informed analysis highlights gaps in existing tools, illustrating the need to revise or create new tools required in the implementation of new strategies to address areas of concern. Through a collaborative process, in conjunction with the director of CRPI, and working with the A& E Department, the CRE Implementation and Monitoring Committee will develop new tools, strategies and trainings necessary to address the needs identified in the analysis phase of this process.