Performance Impact Analysis Template for Teacher Development Academy

I.   Proposed Action.

The Tucson Unified School District (TUSD) proposes to create its own teacher preparation program (TUSD Teacher Development Academy) to deepen the district's recruitment pool of teachers, specifically targeting Hispanic, African American and other teachers of color. The TUSD Teacher Development Academy will expand existing internal district Grow Your Own initiatives by developing a district education program that will recruit and retain teachers for the TUSD community at no cost to participants. On February 27, 2023, TUSD received approval from the Arizona State Board of Education, confirming that the requirements for Article R7-2-604 were met, and that the district could engage in this work (Attachment C).

TUSD proposes to utilize desegregation funds to advance this effort. As per the district's commitment within the USP, the Teacher Development Academy will intentionally recruit a diverse cohort of participants in a effort to continue to increase the number of African American and Hispanic year after year that will be trained in the district's commitments. These commitments include providing a rich multicultural curriculum delivered through culturally responsive practices and in alignment with our district's values.

The District utilizes various Grow Your Own (GYO) programs to combat the teacher shortage and increase diversity to the extent possible in support of the goals of the Teacher and Administrator Diversity Plan (TADP). A number of these GYOs are offered to specifically encourage, incent, and support individuals in becoming teachers in Tucson Unified. The District actively manages targeted recruitment to offer opportunities to Hispanic and African American staff to increase the number of Hispanic and African American teachers.

One such program is called "Make the Move - General Education " and is directed to TUSD non-certified employees with a bachelor's degree to support "making the move" to become a certified teacher in our District.   Make the Move - General Education program is a four-year commitment: two years teaching on an Alternative Teaching Certificate while completing coursework toward certification and two years teaching on a Standard Teaching Certificate. Participants also will receive a stipend along with tuition reimbursement.

Since the initial implementation of Make the Move - General Education, the national and Arizona teacher shortage has only become more critical and thus the District sees the need to become even more creative in recruitment. There is a need for a second Make-the Move General Education program that would cast a different net than described above to capture potential teacher participants with an alternative avenue to teacher certification.

The Teacher Development Academy that is proposed in this PIA would be a second option for "Make the Move – General Education", expanding TUSD avenues for teacher certification and deepen the district's recruitment pool. The Teacher Development Academy differs from the other GYO described above in that recruitment will market both TUSD and non-TUSD staff with a bachelor's degree. This academy provides a fast-track program that requires a two-year commitment of course study along with 154 hours of professional development along with clinical practice at no cost to participants.

The district will engage in a targeted marketing campaign to recruit potential participants for the Teacher Development Program, where we will have informational sessions and geo-targeting campaigns to ensure that we recruit a diverse group of teachers who represent the students they serve. A specialized committee consisting of teachers, principals, and district leaders will review each application and assign points for entrance into the program.

TUSD will recruit approximately 20 participants each year for this preparation program. Participants must meet the following requirements to be considered for the academy:

- Must possess a bachelor's degree (undergraduate) degree from an accredited institution.
- Must possess a valid fingerprint card issued by the Arizona Department of Public Safety.

The program of study (Attachment A) for the TUSD Teacher Development Academy is composed of five elements represented as pillars. These pillars build participants' capacity to ensure student success. They include:

- *Responsive Instruction* will develop the participants' capacity to deliver rigorous, asset-based instruction that builds upon the strengths and identify and meets the needs of all learners.
- *Multicultural Curriculum* supports the development of positive academic and ethnic identity by providing students with material and tasks that are integrated, relevant, rigorous, and develop critical thinking skills.
- *Inclusive environments* are developed through the creation of positive learning communities where participants learn to cultivate a sense of belonging and safety for all students.
- *Learner Development* will develop participants' knowledge on how students grow and develop in areas such as cognitive, linguistic, social, emotional and physical.
- *Professional Responsibility* will develop the participants' capacity to display the highest standard of integrity and ethical conduct. Each of these pillars are supported by research-based teaching and learning principles.
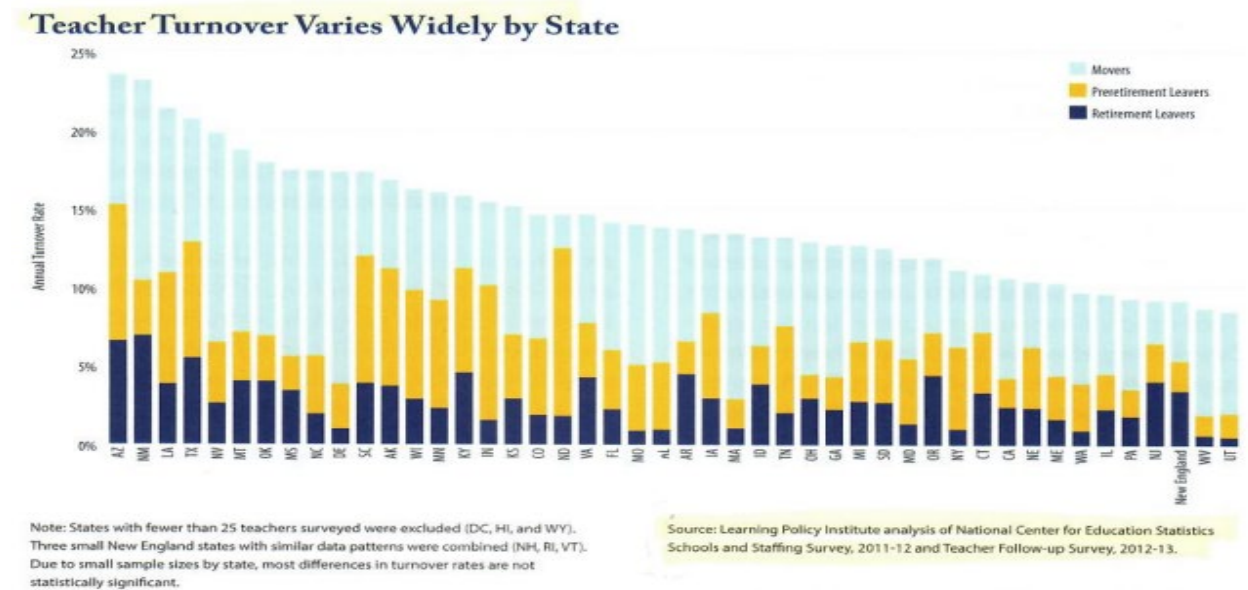
The pillars are developed throughout the program beginning with essential knowledge of the pillar and growing in complexity to in-depth knowledge. The pillars are built upon basic foundations that represent the values of the Tucson Unified School

District. Participants will implement each pillar during Learning Cycles through artifacts, and observational evidence. The program assessment cycle (Attachment B) of the implementation will be monitored by a Program Manager with the support of principals, mentors, instructors, and the TUSD Teacher Development academy staff.

II.   Issues.

The persistence of teacher shortages nationwide and in our local community, exacerbated by the Covid-19 pandemic, has created a critical need to ensure that districts such as Tucson Unified are positioned to recruit, train and retain a high-caliber teaching workforce.

As of 2012, teacher turnover rates have varied, but of all 50 states, Arizona had the highest rate of teacher turnover, making a focus on reducing attrition particularly important.

Teacher Turnover Varies Widely by State

Note: States with fewer than 25 teachers surveyed were excluded (DC, HI, and WY). Three small New England states with similar data patterns were combined (NH, RI, VT). Due to small sample sizes by state, most differences in turnover rates are not statistically significant.

Source: Learning Policy Institute analysis of National Center for Education Statistics Schools and Staffing Survey, 2011-12 and Teacher Follow-up Survey, 2012-13.

Current district data reflects that there has been steady teacher recruitment over the last three years. In School Year (SY) 2019-2020 the district recruited 144 first year teachers, in SY 2020-2021 105 first year teachers, and in 2021-2022, the district hired 161 first year teachers. Although these trends have remained somewhat consistent, every year, there are unfilled vacancies across the district. These trends emulate what is happening nationwide, and it is a call to action for the district to attract, train and retain teachers hired in the district.

In a study that analyzed why teachers leave the classroom, Rinke (2014) asserted that today's teachers envision multidimensional and dynamic career pathways. In addition, she found that it is critical for school districts and teacher preparation programs to attend

closely to teachers' intentions in the field of education and cater to the professional needs of educators in the current exploratory professional context.

By expanding an avenue for teacher certification directly with the district, organized and designed around our local context, TUSD will be better positioned to recruit teachers who will stay in the district for years to come.

III. **Objectives.**

Objective 1: Develop and design a Teacher Development academy by the end of May 2023:

- − Convening a district committee to design and finalize the development of courses for the teacher development academy.

Objective 2: Recruit a diverse cohort of participants by:
- − Engaging in a marketing campaign to recruit teacher candidates

Objective 3: Implement the teacher development academy two-year program of study in July 2023 by:
- − Hiring a program manager, identifying the facilitators that will instruct each course, setting up an educational platform to track teacher participants and candidates.

Objective 4: Monitor and evaluate the participating teachers progress in the two-year program by:
- - Supporting teacher candidates through intentional professional development
- - Tracking completion of program and evaluation of progress

IV. **USP Program Background.**

One of the provisions of the Unitary Status plan is for TUSD schools to have a racially and ethnically diverse staff based on the educational rationale that it is important for students to experience teachers of different races. The District continues to support existing Grow Your Own (GYO) programs as well as develop new partnerships with Arizona colleges and universities to enhance teacher recruitment.

Currently the District offers several Grow Your Own (GYO) Programs to combat the teacher shortage occurring in Tucson as well as across the nation. These GYOs help to decrease our teacher shortage but also to actively manage targeted recruitment to offer opportunities to Hispanic and African American staff to increase the number of Hispanic and African American teachers in our schools. Please see **https://deseg.tusd1.org/Portals/TUSD1/Deseg/docs/main/2514-4.pdf** (Exhibit 2) for more detailed information on GYOs. The EPP program will be an additional GYO program which will enhance the efforts of the HR department in recruiting teachers as well as teachers of color (TOC).

The TUSD Teacher Induction/Mentoring Programs follows the USP and provides new teachers at racially concentrated and/or underperforming schools in their first two years of teaching, with the foundation to become effective educators. These teachers are provided a teacher mentor and participate in customized training sessions that include: culturally responsive teaching practices, class management and analyzing student learning. Qualified participants in the proposed Teacher Development Academy will benefit from the Teacher Induction Program (NTIP), as well as add to its diversity. Please see Microsoft Word - First-Year Teachers Plan SY 2019-20 v2.docx (tusd1.org) for more details about this program.

V. **Impact Analysis: Impact on Protected Classes (AA, LatinX, including EL students).**

A. **Impact on Effectiveness of USP Program or Activity**

The anticipated impact of the Teacher Development Academy will expand the recruitment and retention of a diverse teaching workforce. Moreover, as part of the coursework which includes a culturally relevant and inclusive framework, the Teacher Preparation Program will engage prospective teachers in work that is designed by TUSD and for TUSD. The draft coursework and description of program is in Attachment A. Upon completion of the prep program, this cadre will have the same resources provided to them as other first year teachers including mentorship and support planning.

This program will train prospective teachers in a hands-on, supervised program to produce a high-quality teaching cadre with critical content knowledge and pedagogical skills. The impact of this program will affect some of the critical desegregation priorities of USP programs, but it does not connect to all of them.

These teachers will help to reduce the shortage of qualified teachers in the classroom and the need for substitute teachers as well as provide for increased diversity   The overall student academic performance is anticipated to improve because students will receive tailored instruction from prepared and qualified teachers. Teachers will monitor student progress through high quality and standards-based assessments at every level (formative, unit, and quarterly) throughout the year and will disaggregate the data based on subgroup and student need.

Teachers will clearly articulate and communicate expectations around achievement, classroom management, and social emotional well-being to students which will lead to more focused instruction, increased engagement and reduced disciplinary actions. Teachers will employ culturally responsive pedagogy and student engagement strategies to serve the varied needs of our diverse students. The result will increase student

achievement with more qualified teachers in TUSD who provide an inclusive classroom environment with high academic expectations.

Upon completion of the program, placement of teachers will be determined in collaboration with district leadership and school leaders with considerations for school need, student integration levels, and program priorities.

B.   Impact on Other District Programs or Obligations under the USP

The added component of a Teacher Development Academy will expand TUSD's efforts in alignment with quality of Education. The proposed robust course of study will equip future teachers to be ready to engage, enhance and empower students across our district. It will provide them with the tools necessary to provide students with quality learning experiences rooted in the TUSD strategic plan. The anticipated impact in each of the ten identified areas are listed below:

1. Compliance: TUSD's leadership team, which includes the Assistant Superintendent of Equity, Diversity, and Inclusiveness will review the progress of this program quarterly to ensure compliance to USP priorities.

2. Student Assignment: Placement of the cadre of highly qualified teachers from this program will take into account schools that have potential to increase student integration and diversity within a couple of years. Considerations might include placing groups of teachers in academically struggling schools to improve overall student achievement and school reputation which will in turn, attract diverse students and families or placing teachers in under-enrolled schools that have the potential to increase both enrollment and student diversity with a stable and qualified teacher core.

3. Transportation: There will be no impact

4. Admin/Certified staff: This innovative 'grow-your-own' program is intended to recruit and retain racially and ethnically diverse teachers with a hands-on, no cost teacher prep program. By eliminating many of the barriers to a conventional teacher prep program at the university level, prospective teachers can readily participate from all backgrounds. It will enhance the retention efforts currently in place by the HR department.

5. Quality of Education: the most significant impact on a student's learning is the quality of the teacher. (Nagel, 2019) Having qualified teachers in the classroom is

the most critical step to provide equitable access to high-quality education opportunities for all students and especially African American and Hispanic students. (Podolsky et al. 2016) Placing these teachers in classrooms will reduce the need for substitute teachers or other school staff who are asked to 'fill in' despite the fact that they have their own school job responsibilities. The net effect will result in higher graduation rates, lower dropout rates, increased proficiency in English for English Language Learners, and improved specialized instruction for targeted student groups such as Ex Ed and GATE.

6. Discipline Students who are engaged in learning in a positive environment have fewer disciplinary events. (Fredricks, et. al. 2019) The prospective teachers will receive professional development in social-emotional learning, classroom management, relevant and responsive instruction, and asset-based learning.

7. Family and Community Engagement: There will be no impact

8. Extracurricular Activities: There will be no impact

9. Facilities and Technology: There will be no impact

10. Accountability and Transparency: There will be no impact

The projected cost of the program is itemized below.

Description	Projected Cost (Per Year)
1 FTE Teacher Educator Prep. Program Manager	**$80,000**
Added Duty Hours for **prospective teacher participants**	20 Participants per year X 150 hours @$25 = $75,000 + $15,000 benefits = **$90,000**
20 Mentors, (10) PDATS, Program Managers- Course designers' stipend	$2,500 X 30 = **$75,000**
Mentors and PDATS Added Duty (30) Up to 60 hours each for teaching courses	**$45,000**
Materials and Supplies (Books for participants)	**$20,000**
Custodian (for afternoon courses in person) 0.25 FTE	**$25,000**
Professional Development ISTE Subscription	$85 per person X 60 = **$5,100**
	$340,100

C.   Data Sources

The data sources included provide a picture that the district has successfully developed, designed and delivered, a program with a similar focus. TUSD has provided a New Teacher Induction (NTI) program since 2008. This program provides individualized, mentor support to teachers in their first and second year of teaching as a certified teacher. Additionally, it provides tailored Professional Learning support. Teachers are assigned a mentor who observes their teaching and collaborates each week. Surveys from the last four years show:

Administrators noticed improvement with teachers being served by Mentors in the following areas (top 4)

	21-22	20-21*	19-20	18-19	
# Sent	77	75**	74	75**	**estimate
# Responded	48	27	52	46	
Instruction	60%	33%	75%	76%	
Classroom Management	62%	33%	71%	74%	
Lesson Planning	32%	48%	67%	59%	
Student Engagement	32%	37%	56%	65%	

 Note: Year 20-21 did not receive enough respondents (about 36%) to be considered valid data due to COVID virtual school ONLY.

*20-21 had 52% Collaboration with Peers improvement in top 4

Survey results from 1st and 2nd year teachers in Mentor Program

	21-22	20-21	19-20	18-19
# Sent	281	274	293	344
# Responded	134	203	211	132
Agreed/strongly agreed Mentor met their needs as a growing professional	88.08%	93.59%	92.90%	94.67%
Agreed/strongly agreed teacher had productive working	89.58%	93.59%	94.99%	96.95%

relationship with their Mentor				
Agreed/strongly agreed that working with their Mentor positively impacted their instructional practice	86.14%	92.61%	93.34%	95.42%
Teacher was returning with TUSD next year	78.37%	88.68%	81.04%	75%

Percent of Teachers who participated in Mentor Facilitated Seminars and Study Groups (based on those who responded to the survey)				
	21-22**	20-21	19-20	18-19
Teachers attended various Mentor PD	87.7% Seminars 27.05% Study Groups	70.44% Seminars 36.95% Study Groups	63.03% Seminars 26.64% Study Groups	67.42% Seminars 66.67% Study Groups

**includes COLE
Seminars for years 18-19, 19-20, 20-21 do NOT include COLE attendees.

The Teacher Development Academy participants will receive mentoring support through the New Teacher Induction Program. The data sources above reflect positive sentiment around having mentoring support for new teachers.

D. Assumptions

Nationally, schools are experiencing a teacher shortage that negatively impacts student achievement. Innovative practices are needed to encourage new teachers to join the profession. The Teacher Development Academy provides a hands-on opportunity to bring teachers into the profession in an expedited manner. Additionally, the innovative program is cost effective for prospective teachers because no tuition is required, it is more flexible than traditional teacher preparation programs, and it places them within a supervised school clinical context to practice their newly acquired pedagogical knowledge and skills.

**E.	Research Based Sources**

New teachers face multiple professional stressors in education including classroom management, student discipline, new content and standards expectations, long hours, poor pay, and extra workload to cover ongoing teacher shortages. Additionally, teachers need to provide high-quality, culturally relevant instruction that connects student experiences to real-world problems and solutions for greater engagement. To recruit and retain teachers with these skills, innovative methods are needed. Prospective teachers, especially those from lower/middle income households, may not be able to attend college-based traditional teacher preparation programs because of barriers such as cost, time of day that courses are offered, or the length of the conventional prep programs. Conversely, this program provides a fast-track program in teaching and learning that is tightly integrated with clinical practice and prioritizes instructional content to include cultural competencies, funds of knowledge, social-emotional learning, and data-driven decision-making. The clinical practices will prepare prospective teachers to be successful for the kinds of schools in which they will teach. Mentors will provide ongoing supervision and support to ensure that classroom pedagogical and management issues are solved as soon as they arise.

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López, F., González, N., [t]Delcid, G., [t]Raygoza, C., [t]Hutchings, R., & López, L. (2022). Race-Reimaged Self-Determination Theory: Elucidating how ethnic studies promotes student identity and learning outcomes using mixed-methods. *Contemporary Educational Psychology.* https://doi.org/10.1016/j.cedpsych.2022.102119

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Matthews, J., & López, F. (2018). Speaking their language: The role of cultural content integration and Spanish language for mathematics achievement among Latino children. *Contemporary Educational Psychology*, 57, 72-86.

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Podolsky, A., Darling-Hammond, L., Doss, C. and Reardon, S. (2016). California's positive outliers: districts beating the odds. Learning Polciy Institute. May 16. https://learningpolicyinstitute.org/product/positive-outliers-districts-beating-odds-report

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VI.   <u>Conclusion</u>.

With the addition of a targeted in-district teacher preparation program, TUSD will be better equipped to recruit and retain teachers based on our diverse local context with the creation and implementation of the Teacher Development Academy.

Date: March 7, 2023
Prepared by: Flori Huitt, Assistant Superintendent for Curriculum and Instruction
Reviewed and Approved: Dr. Trujillo March 3/21/23

Attachment A

Program of Study

The program of study for the Tucson Unified Teacher Preparation Program is designed in elements represented as pillars. Each element consists of various components of research-based teaching and learning principles. These elements and their respective components are developed throughout the program beginning with essential knowledge of the element and growing in complexity to in-depth knowledge. The elements are built upon basic foundations that represent the values of the Tucson Unified School District. Participants will implement each element during Learning Cycles through artifacts, and observational evidence. The assessment of the implementation will be monitored by principals, mentors, instructors, and the TUSD Teacher Development academy staff.
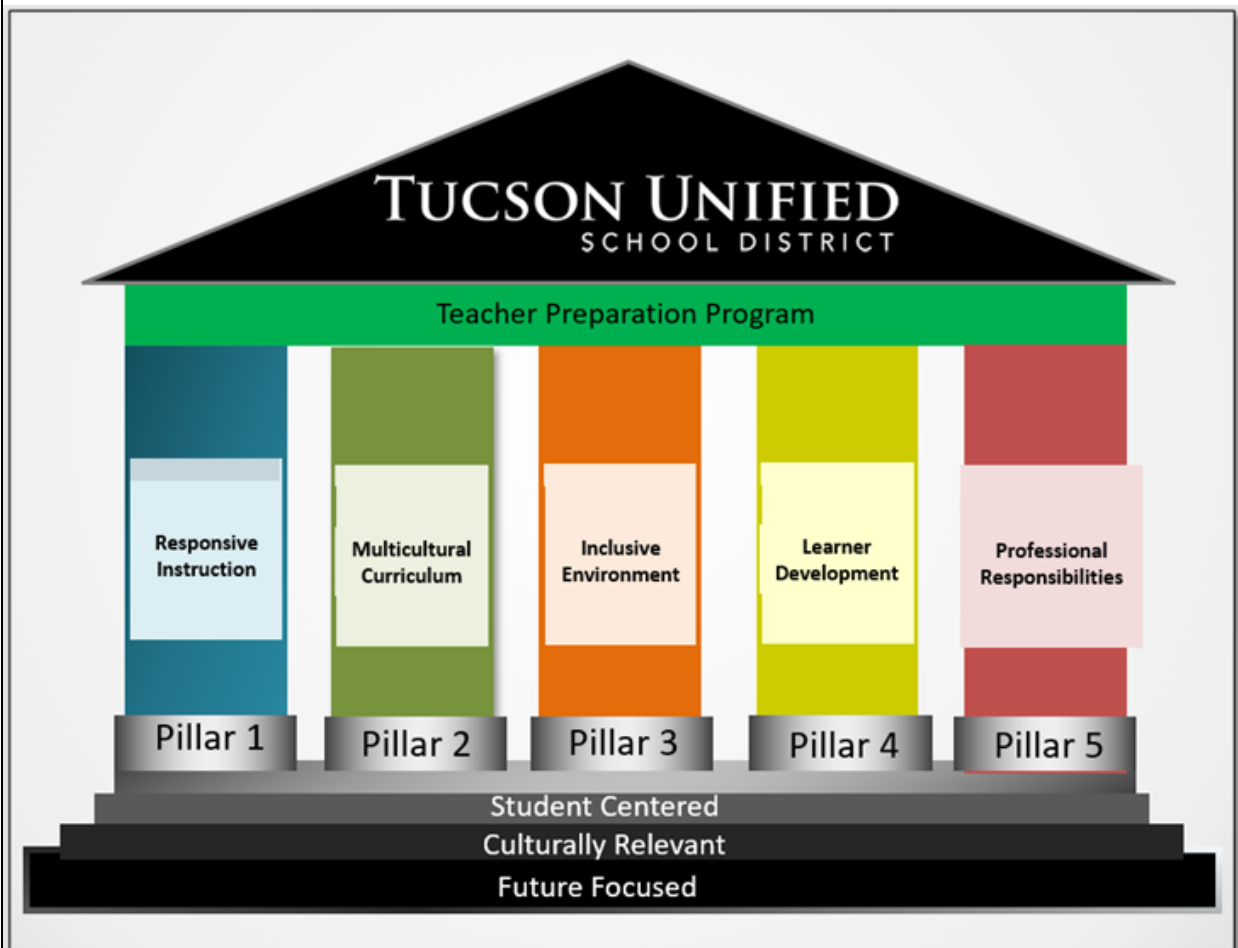
The sequence of courses is intended to build teacher capacity and understanding of the elements to ensure student success. Although each element will be addressed at each session and integrated throughout, elements and their respective components will be emphasized in identified sessions as they are connected closely to specific topics.

The 5 Elements are:

- Responsive Instruction
- Multicultural Curriculum
- Inclusive Environment
- Learner Development
- Professional Responsibilities

Responsive Instruction advances strategies for knowledge of co-creation for all learners. This constructivist approach facilitates academic and ethnic identity development to promote high levels of engagement. Critical thinking strategies are integrated to increase rigor in all content areas. Differentiated instruction supports academic excellence for every learner. Responsive Instruction consists of seven components. These components are: Inclusive Practices, Equitable Instruction, Assessment, Technology Integration, Literacy, Content Instruction and Intervention Practices at all Tiers.

Multicultural Curriculum is culturally relevant to promote engaging and challenging learning that connect and reflect students' lived experiences. Our curriculum meets grade level expectations and advances enrichment beyond grade level for all students. The interdisciplinary approach facilitates depth of content knowledge and skill development. Moreover, curriculum is anchored in social justice toward civic engagement providing opportunities to apply skills thus creating purposeful and meaningful learning. Multicultural Curriculum consists of four components. Those components are: Guaranteed and Viable Curriculum, Diversity, Lesson Planning and Future Focused Learning.

Inclusive Environments are nurtured through the creation of positive learning communities to establish a sense of belonging for all students. Inclusive spaces cultivate restorative environments that are socially, emotionally, and physically safe thus encourage intellectual risk-taking. Family and community partnerships are integral for building home and school connections. Inclusive Environments consist of five components. These components are Positive Learning Environments, Student Centered, Fostering Authentic Relationships, Social Emotional Learning, School Culture and Climate.

Learner Development knowledge helps teachers understand how students grow and develop in areas such as cognitive, linguistic, social, emotional, and physical. Teachers learn about milestones and how each child learns these skills at their own pace. This knowledge helps teachers assess the strengths and needs of their learners. It also informs teachers instructional planning decisions as they build on these strengths and needs. Learner Development consists of 3 components. These components are: Basic Language Acquisition Theory, Social and Emotional Development, Child Development and developmentally appropriate practices.

Professional Responsibilities define a teacher who upholds professional standards of practice and policy. Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures. Professional

Responsibility consists of six components. These components are: Students, Staff, Family, Site, District, and Profession.

The yearly program design outlines the sessions, content and their connection to the elements and their respective components.

Participating teachers will take courses that launch at the July Institute and continue to deepen and build through Professional Learning Days. Participants will apply the content through Learning Cycles in which they will bring Artifacts and Evidence of application that they process at the Learning Cycles. These courses are intended to (1) Build some theoretical foundations and (2) build practical and applicable foundations

During the course sequence, teachers will be assigned completion requirements that will demonstrate that they have a strong foundation as set forth by each course.

- Field and Capstone experiences
- SEI endorsement requirements
- Evidence of data literacy instruction
- Evidence of technology integration instruction
- Description of the assessment of student progress toward competencies
- Description of the plan to evaluate the program

Preliminary attachments that support this sequence and are in alignment with the district's strategic plan as well as our instructional framework are included in this application.

1. *SPARKS Framework*
2. *Tier 1 Strategies Document*
3. *District's Strategic Plan*
4. Modified Danielson Framework

Responsive Instruction

Inclusive Practices

- Universal Design for Learning
  - Exceptional Learners
    - Implementing IEP's
    - Implementing 504's
  - The Gifted Learner
  - English Language Learners
- **Sheltered Instruction Observation Protocol 45 hours**

Equitable Instruction

- SPARKS Framework for Culturally Responsive Instruction
  - **S**tudent Centered
  - **P**ositive Learning Communities
  - **A**cademic and ethnic identity development through cultural content integration
  - **R**igor through critical thinking integration
  - **K**nowledge co-creation

- **S**ocial justice/civic engagement
  - AVID Elementary Foundations
- WICOR (Writing, Inquiry, Collaboration, Organization, Reading)

Assessment
  Balanced Assessment Framework
Technology Integration
Literacy
  - Science of Reading
  - **Arizona Reading Fundamentals 45-hour courses**
  - **Dyslexia Training 45-hour courses**
  - Kindergarten Entry Assessment

Content Instruction
  - Mathematics Instruction and Practices
  - Three-Dimensional Science Instruction
  - Inquiry
  - Problem Based Learning
  - Social Studies
  - Interdisciplinary approaches
  - Inquiry
  - PE/Health
  - Social Emotional Learning

Intervention practices at all tiers
  - Small Group Instruction
  - Evidence Based Strategies and Programs
  - Diagnostics
  - Progress Monitoring

Multicultural Curriculum

Guaranteed and Viable Curriculum
  - Backwards mapping curriculum in order to develop lesson plans
  - Implementing Adopted Materials with Integrity

Diversity
  - Selecting Relevant Curriculum Materials
  - Intersectionality
  - Identity development

Lesson Planning
  - Unpacking Standards
  - Defining Learning Targets and Success Criteria
  - Unpacking Standards

Future Focused Learning
  - Problem Based Learning
  - Personalized Learning
  - Social Emotional Learning
  - Funds of Knowledge

Inclusive Environments

Positive Learning Environment
- o Classroom Management
- o Physical Classroom Setup
- o Classroom safety

Student Centered
- o Knowing your students
- o Funds of Knowledge

Fostering Authentic Relationships
- o Student to Student and Student to Teacher Relationships
- o Restorative Practices

Social Emotional Learning
- o Restorative Practices
- o Conflict Resolution

School Culture and climate
- o Positive Behavior Intervention and Support

Learner Development

Basic Language Acquisition Theory
Social and Emotional Development
Child Development and developmentally appropriate practices

Professional Responsibilities

Students
- o Exceptional Education commitments
  - • Addressing IEPs/504's in the classroom
  - • IEP meetings
- o Grading
- o Board Policy
- o Synergy
- o Attendance
- o Multi-Tiered System of Support
  - • 45 Day new screeners

Staff
- o Working with other adults in the classroom (Teaching assistants, EXED specialists, Interventionists, coaches)
- o Professional Learning Communities
- o Professional Development

Family
- o Communicating with Families
- o Family Engagement

Site
- o Danielson Evaluation

District	○ Lesson Planning ○ Mandatory Reporting ○ Suicide Prevention Training ○ Professional Development

Tentative Schedule

Dates	Hours	Total Hours
10 days (2 weeks) before contract	10 days x 7 hours	70 hours
4 PL days	4 days x 7 hours	28 hours
Learning Cycle 2 x per month from September to March	7 months x 4 hours per month	28 hours
Memorial Day week (after regular contract)	4 days x 7 hours	28 hours
Total Program Hours		**154 hours**

Year 1 Program Design

Course	Time	Objectives/Content
Day 1 July Institute	7 hours	• Introduction to Program and Tucson Unified School District. • Learner Development: growth and development with cognitive, linguistic, physical, social and emotional areas. • Overview of SPARKS Framework for Culturally Responsive Instruction • AVID Elementary Foundations Part I • What is Culture and how does culture impact teaching and learning? • Curriculum 101 (differentiated for those teaching ELs) • Introduction to the Science of Reading: The Challenge of Learning to Read Part 1 (Volume 1: Unit 1) AND The Speech Sounds of English (Volume 1: Unit 2 Part A (.5)) • Lesson planning for effective instruction. (Learning Targets and Success Criteria, Assessment, Scaffolding, Student Engagement, Questioning and Feedback) • Digital Platforms to enhance learning • SIOP Lesson Preparation and Building Background • Classroom Management basics to start the year. • TUSD procedures: attendance, grades (Synergy)
Day 2 July Institute	7 hours	
Day 3 July Institute	7 hours	
Day 4 July Institute	7 hours	
Day 5 July Institute	7 hours	
Day 6 July Institute	7 hours	
Day 7 July Institute	7 hours	
Day 8 July Institute	7 hours	
Day 9 July Institute	7 hours	
Day 10 July Institute	7 hours	

		• 45 Day new screener • Evaluation Process: Danielson Framework
Day 11 PL Day August	7 hours	Cultivating Positive relationships SIOP Comprehensible Input Science of Reading Part 2: The Speech Sounds of English (Volume 1: Unit 2 Part B (.5))
Learning Cycle 1 Sept	2 hours	Classroom Management: Student Interview and Profiles
Learning Cycle 2 Sept	2 hours	Classroom Management: Student Interview and Profiles
Learning Cycle 3 Oct	2 hours	Classroom Management: Student Interview and Profiles
Day 12 PL Day October		Science of Reading Part 3: Teaching Beginning Phonics, Word Recognition and Spelling (Volume 1: Unit 3 Part A(.5)) Responsive Instruction/Multicultural Curriculum: 1st quarter data results
Learning Cycle 4 Oct	2 hours	Responsive Instruction/Multicultural Curriculum: Lesson Design for Tier 1 Instruction (Learning Targets and Success Criteria, Assessment, Student Engagement, Questioning and Feedback).
Learning Cycle 5 Nov	2 hours	Responsive Instruction/Multicultural Curriculum: Lesson Design for Tier 1 Instruction (Learning Targets and Success Criteria, Assessment, Student Engagement, Questioning and Feedback).
Learning Cycle 6 Dec	2 hours	Responsive Instruction/Multicultural Curriculum: Lesson Design for Tier 1 Instruction (Learning Targets and Success Criteria, Assessment, Student Engagement, Questioning and Feedback).
Learning Cycle 7 Dec	2 hours	Responsive Instruction/Multicultural Curriculum: Lesson Design for Tier 1 Instruction (Learning Targets and Success Criteria, Assessment, Student Engagement, Questioning and Feedback).
Learning Cycle 8 Jan	2 hours	Responsive Instruction/Multicultural Curriculum: Lesson Design for Tier 1 Instruction (Learning Targets and Success Criteria, Assessment, Student Engagement, Questioning and Feedback).
Day 13 PL Day January		Responsive Instruction/Multicultural Curriculum: Understanding data to create small groups, using small group instruction to meet the needs of your students, developing targeted instruction SIOP Comprehensible Input Science of Reading Part 4 : Teaching Beginning Phonics, Word Recognition and Spelling (Volume 1: Unit 3 Part B (.5))
Learning Cycle 9 Jan	2 hours	Responsive Instruction/Multicultural Curriculum: Understanding data to create small groups, using small

		group instruction to meet the needs of your students, developing targeted instruction
Learning Cycle 10 Feb	2 hours	Responsive Instruction/Multicultural Curriculum: Understanding data to create small groups, using small group instruction to meet the needs of your students, developing targeted instruction
Learning Cycle 11 Feb	2 hours	Responsive Instruction/Multicultural Curriculum: Understanding data to create small groups, using small group instruction to meet the needs of your students, developing targeted instruction
Learning Cycle 12 Mar	2 hours	Responsive Instruction/Multicultural Curriculum: Understanding data to create small groups, using small group instruction to meet the needs of your students, developing targeted instruction
Day 14 PL Day March	2 hours	Science of Reading Part 5: Advanced Decoding, Spelling and Word Recognition (Volume 1: Unit 4 Part A (.5)) SIOP: Strategies End of year Assessments, Planning, Revisiting Classroom Management to stay focused until the end of the year.
Learning Cycle 13 March	2 hours	Celebration of Learning Artifacts and Celebrations of Learning, Goal reflection.
Memorial Day week (May/June Institute)	7 hours 7 hours 7 hours 7 hours	Reflection, Goal Setting, Planning Inquiry and Problem Based Learning Science of Reading Part 6: Advanced Decoding, Spelling and Word Recognition (Volume 1: Unit 4 Part B (.5)) AND The Mighty Word: Oral Language and Vocabulary (Volume 2: Unit 5 (1.0)) SIOP Interaction and Practice/Application

Year 2 Program Design

Course	Time	Objectives/Content
Day 1 July Institute	7 hours	Tier 1 Instruction: Universal Design for Learning (including meeting the needs of all learners (EXED
Day 2 July Institute	7 hours	Tier 1 Instruction: Interdisciplinary Curriculum and Problem Based Learning
Day 3 July Institute	7 hours	Tier 2 and 3 Intervention (identifying a focus, frequency, intensity, progress monitoring)
Day 4 July Institute	7 hours	Learner Development: Implementing developmentally appropriate and challenging learning experiences.
Day 5 July Institute	7 hours	Curriculum 102: Backwards Design, Progressions and Unpacking Standards
Day 6 July Institute	7 hours	Science of Reading Part 7: Digging for Meaning: Understanding Reading Comprehension (Volume 2/Unit 6 (1.0))
Day 7 July Institute	7 hours	SIOP Lesson Delivery and Review and Assessment

Day 8 July Institute	7 hours	Restorative Practices and Conflict Resolution Professional Learning Communities and Analyzing Student Work
Day 9 July Institute	7 hours	
Day 10 July Institute	7 hours	
Day 11 PL Day August	7 hours	Developing Academic and Ethnic Identity and Funds of Knowledge Science of Reading Part 8: Text-Driven Comprehension Instruction (Volume 2: Unit 7 Part A (.5))
Learning Cycle 1 Sept	2 hours	SEL: Student Identity and Family Engagement
Learning Cycle 2 Sept	2 hours	SEL: Student Identity and Family Engagement
Learning Cycle 3 Oct	2 hours	SEL: Student Identity and Family Engagement
Day 12 PL Day October		Science of Reading Part 9: Text-Driven Comprehension Instruction (Volume 2: Unit 7 Part B (.5)) Interdisciplinary Curriculum and Problem Based Learning
Learning Cycle 4 Oct	2 hours	Interdisciplinary Curriculum and Problem Based Learning: Implementation of Science Unit
Learning Cycle 5 Nov	2 hours	Interdisciplinary Curriculum and Problem Based Learning: Implementation of Science Unit
Learning Cycle 6 Dec	2 hours	Interdisciplinary Curriculum and Problem Based Learning: Implementation of Science Unit
Learning Cycle 7 Dec	2 hours	Interdisciplinary Curriculum and Problem Based Learning: Implementation of Science Unit
Learning Cycle 8 Jan	2 hours	Interdisciplinary Curriculum and Problem Based Learning: Implementation of Science Unit
Day 13 PL Day January		Science of Reading Part 10: The Reading-Writing Connection (Volume 2: Unit 8 Part A (.5)) Developing Tier 2 and 3 Research Based Practices and Digital Platforms for Intervention
Learning Cycle 9 Jan	2 hours	Implementing Tier 2 and 3 Intervention
Learning Cycle 10 Feb	2 hours	Implementing Tier 2 and 3 Intervention
Learning Cycle 11 Feb	2 hours	Implementing Tier 2 and 3 Intervention
Learning Cycle 12 Mar	2 hours	Implementing Tier 2 and 3 Intervention
Day 14 PL Day March	2 hours	Science of Reading Part 11: The Reading-Writing Connection (Volume 2: Unit 8 Part B (.5))
Learning Cycle 13 March	2 hours	Celebration of Learning Student Growth narratives

Memorial Day week (May/June Institute)	7 hours 7 hours 7 hours 7 hours	Reflection/Planning Grade Level Collaborative Planning Interdisciplinary curriculum development

Attachment B: Program Assessment

The TUSD Teacher Development Academy Program Manager will monitor the Participating Teachers to ensure that the candidate is on track to meet the requirements of the program. The Teacher Development Academy will subscribe to the 5 Step Cycle that drives evaluation

processes depicted below.

Self-Assessment:

    1. Complete an Individual Self Assessment in collaboration with the program manager for developing goals and action steps for successful completion of **Tucson Teacher Development Academy** program.

        a. Participating educators will analyze student data, reflect on their performance, and propose a student learning goal and a professional practice goal. (Form: *Self-Assessment and Goal Setting)*

Goal Setting and Plan Development

    2. The Teacher Development Academy program manager will meet with participating teacher cohort and help them identify how to integrate the program's course of study into the goals and plans each individual teacher is making.

        a. Participating teachers will identify needs and goals for students, analyze data, and plan for successful completion of program

        b. Participating teachers will refine goals and identify measures and evidence for evaluating student learning and develop their Individual Educator Plan. The Program manager will provide feedback, ensure timely support and collect evidence of teacher performance toward goals. (Form: *Goal Setting and Educator Plan Form*)

Plan Implementation

    3. Participating teachers will collect evidence of practice and log progress toward goal attainment. The program manager will provide feedback, timely support and resources, and conduct walkthroughs to collect evidence of performance and progress.

        a. Participating teachers will maintain and upload a log of their hours and successful completion of the course of study, artifacts, and capstone projects that will come together as a final portfolio and be evaluated by the Program Manager as evidence of completion of hours and depth of knowledge of the targeted skills. (Form: *Observation Evidence Collection Tool*)

Formative Evaluation

4. **Program manager** will assess educator progress toward attaining goals that were set in the Educator Plan form.
   a. Participating teachers will present a final capstone project that will include evidence of all of their artifacts, final portfolio, and logged professional hours to obtain certification approval from the district. (Form: *Formative Evaluation Form for Teacher Development Academy Program and Evaluation Tracking Sheet*)

Summative Evaluation

5. Program manager will analyze participating teacher's evidence and performance and submit a recommendation for a teaching certificate through the Arizona Department of Education. (Form: Summative Evaluation Form and Recommendation)

Arizona Department of Education
Education Recruitment & Retention

EDUCATOR PREPARATION PROGRAM APPROVAL
Pursuant to Article R7-2-604

PROFESSIONAL PREPARATION INSTITUTION:	**Tucson Unified School District**
EDUCATOR PREPARATION PROGRAM NAME:	**Teacher Development Academy**
CERTIFICATE TYPE:	**Classroom-Based** **Elementary Education, Grades K-8**

The Professional Preparation Institution has met all requirements defined by ARTICLE R7-2-604 and has been approved by the Arizona State Board of Education for a period not to exceed six years. Each approved program shall submit a biennial report to the Department, documenting program activities for the previous two years.

SBE Approval Date:	February 27, 2023
Expiration Date:	June 30, 2028
Biennial Reporting Date One:	February 28, 2025
Biennial Reporting Date Two:	February 28, 2027

Congratulations,

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Educator Preparation Programs
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602-542-5687

Arizona State Board of Education: Agenda/Meeting Documentation