1. Effective Teacher Observations and Reflection Cycles

Improving Tier 1 instruction was a priority of the Magnet Department’s professional development during 2017-18, designed around the work of Paul Bambrick-Santoyo’s Leverage Leadership: A Practical Guide to Building Exceptional Schools (2012). The District offered PD over eight sessions and included best-practices and strategies on instruction, practice, and guidance for magnet and transition principals, coordinators, and instructional support personnel on implementing an effective teacher Observation and Reflection Cycle. The primary goals for this PD were to increase the ability to identify the key action steps in classroom observations and to have effective one-on-one reflective conversations and to develop the tools for holding teachers accountable to continual development, including specific initiatives for teachers struggling the most. Participants practiced these skills in magnet classrooms and staff monitored their effectiveness during classroom visits and structured debriefings that were incorporated into PD sessions at magnet host schools throughout 2017-18.

2. Designing Quality and Effective Tier 1 Instruction

In addition to the work done to support the effective implementation of the Observation and Reflection Cycle, the Magnet Department hosted Kim Gunn, an educational consultant who provided principals, coordinators, and instructional support personnel two sessions of professional development during the Fall of 2017 to build capacity within magnet schools. The PDs, “Teaching for Mastery Learning,” reinforced knowledge on how to support teachers in designing quality and effective Tier 1 instruction. Specific topics included:

- Knowing your standards- unwrapping and stacking the standards
- Writing objectives aligned to the unwrapped standards
- Aligning the cognitive rigor to “teach to the objective”
- Developing a set and closure to frame the objective
- Using the gradual release of responsibility cycle
- Demonstrating use of the Essential Elements of Instruction
- Increasing student engagement through the use of collaborative structures
- Focusing on assessment as a tool to increase student understanding and learning

Mrs. Gunn also led three two-day professional development opportunities available to teachers at District magnet and transition schools during weekend sessions. These sessions focused on the same topics as above, through an instructional lens.
3. Professional Learning Communities (PLCs)

Throughout the 2017-18 school year, the District provided Magnet coordinators with the opportunity to broaden their capacity as PLC facilitators through enrollment in the District’s Professional Learning Series (PLS) a District-sponsored course led by instructors trained by the New Teacher Center (NTC). PLS is broken into a two-year training, each consisting of four two-day sessions dedicated to training staff members to support teacher learning. For those Magnet coordinators enrolled in PLS Year 1, topics included learning conversation structures for planning, reflecting, and problem solving, with opportunity for observation and evidence-based feedback. Magnet coordinators participated in activities to develop comprehensive mentoring and coaching skills using the NTC Formative Assessment and Support system. This sequenced professional development explored the creation of conditions for equitable instruction, advancing instruction to support language development, differentiating instruction to support diverse learners, and mentoring as leadership. Magnet coordinators who had already participated in PLS during the 2016-17 school year participated again in PLS Year 2, building upon the comprehensive mentoring and coaching skills from PLS Year 1 using the same NTC Formative Assessment and Support system. By building their professional capacity, Magnet coordinators increased their knowledge and tools to more effectively lead fellow staff members through the PLC cycle. PLS training also is discussed in Section IV.B.4.

As part of the 2017-18 301 Pay for Performance Plan, teachers who participated in seven hours of PLC time during the course of the school year qualified for compensation. Teachers were required to submit PLC logs to site administration after each session. To support this plan and the District’s emphasis on Danielson’s Domain 3 (Instruction), the District included time for additional PLCs in the districtwide professional development calendar for early-release Wednesdays.

Even with PLC trainings scheduled during early-release Wednesdays, the District expected magnets to go beyond the District requirement for PLC implementation. Thus, magnet coordinators submitted a fixed PLC schedule to the Magnet Department. Actual time devoted to PLCs varied by school according to a variety of factors, such as the number of elective teachers and the number of periods in the school day. PLC times also varied depending on the amount of time teachers were willing to spend after school. Added duty funds were available for those teams willing to work in PLCs beyond the school day. To assist schools in providing teachers with PLC time during the contract day, the District will be transitioning Booth-Fickett’s middle school, Dodge, and Palo Verde to seven period days beginning the 2018-19 school year. Given the emphasis on building strong PLCs, the District offered magnet coordinators professional development focused on facilitating PLCs during the first two meetings of the 2018-19 school year. This PD provided foundational knowledge for facilitators to support collaborative work with school teams and deepened magnet coordinator understanding of the six essential characteristics of PLCs, the three big ideas, the four critical questions, and the team cycle of inquiry, using the district’s PLC Guide and Rubric for schools. See Section IV.B.7 below. The District tasked Magnet coordinators with facilitating or being actively involved in PLC teams using knowledge from these professional development sessions (see below, Magnet PLC Schedules).
<table>
<thead>
<tr>
<th>School</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonillas Elementary</td>
<td>1st &amp; 3rd 1:00-2:30</td>
<td>2nd &amp; 4th 1:00-2:30</td>
<td>5th 1:10-2:40</td>
<td>3rd 8/18 1:00-2:30</td>
<td>1st 9/8 &amp; 1/19 1:00-2:30</td>
</tr>
<tr>
<td>Borton Elementary</td>
<td></td>
<td>Kinder 1st &amp; 3rd 10:00-11:30</td>
<td>2nd 11:00 – 11:30</td>
<td>3rd 11:00 – 11:30</td>
<td>4th &amp; 5th 12:30 – 2:00</td>
</tr>
<tr>
<td>Carrillo Elementary</td>
<td>Specialists 9:30-10:30</td>
<td>3rd 9:15-10:15</td>
<td>1st 9:15-10:15</td>
<td>2nd 9:15-10:15</td>
<td>5th 1:00-2:00</td>
</tr>
<tr>
<td>Cholla High</td>
<td>Small PLC groups</td>
<td>Large PLC groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis Elementary</td>
<td>4th 9:15 – 11:45 2nd 1:05-2:40</td>
<td>1st 12:10-1:15</td>
<td>3rd 10:05-10:50</td>
<td>1st 1:05-2:45</td>
<td>5th 1:05-2:45</td>
</tr>
<tr>
<td>Dodge Middle</td>
<td>Science every other Monday</td>
<td></td>
<td>LA every other wed. starting 8/30// 7th opposite Wed to LA meetings 3:00-4:00</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Drachman K-6</td>
<td>Scott/C. Flewelling 8:45-10:10</td>
<td>Carreon/Valdez 8:45-10:10</td>
<td>Dates that were indicated for hosting on campus 9/11, 9/12, 9/18, 9/19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holladay Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mansfeld Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ochoa Elementary</td>
<td>4th &amp; 5th 9:30 – 11:00</td>
<td>2nd &amp; 3rd 9:30 – 11:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palo Verde High</td>
<td>CRC LIT 8:00-9:23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pueblo High</td>
<td>Transition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>4/Zowada 1:15-1:55 4/Minker 2:00-2:40</td>
<td>3/McDonald 1:15-1:55 3/McDonald 2:00-2:40</td>
<td>5/Zittlosen 11:20-12:00 5/Zittlosen 11:20-12:00</td>
<td>3/McDonald 1:15-1:55 3/McDonald 2:00-2:40</td>
<td>3/McDonald 1:15-1:55 3/McDonald 2:00-2:40</td>
</tr>
<tr>
<td></td>
<td>8th Grade 9:00-3:50 9th Grade 3:50-6:00</td>
<td>11th Grade 11:30-2:30 11th Grade 2:30-5:30</td>
<td>1st Grade 9:40-1:40 1st Grade 1:40-4:40</td>
<td>1st Grade 9:40-1:40 1st Grade 1:40-4:40</td>
<td>1st Grade 9:40-1:40 1st Grade 1:40-4:40</td>
</tr>
<tr>
<td></td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
</tr>
<tr>
<td>Roskruge K-8</td>
<td>4th Grade 9:00-3:50 9th Grade 3:50-6:00</td>
<td>5th Grade 11:00-2:30 5th Grade 2:30-5:30</td>
<td>6th Grade 9:40-1:40 6th Grade 1:40-4:40</td>
<td>6th Grade 9:40-1:40 6th Grade 1:40-4:40</td>
<td>6th Grade 9:40-1:40 6th Grade 1:40-4:40</td>
</tr>
<tr>
<td></td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
<td>SCHEDULE SAME ALL WEEK</td>
</tr>
<tr>
<td>Safford K-8</td>
<td>Elective 1 Rm 412 9:00-11:30</td>
<td>Science Rm 201 9:30-11:30</td>
<td>Elective 3 Rm 304 1:12-2:42</td>
<td>Elective 3 Rm 304 1:12-2:42</td>
<td>K-2 Rm E102 10:30-11:30</td>
</tr>
<tr>
<td></td>
<td>Social Rm 205 9:30-11:30</td>
<td>4th Grade 10:30-11:30</td>
<td>4th Grade 10:30-11:30</td>
<td>4th Grade 10:30-11:30</td>
<td>4th Grade 10:30-11:30</td>
</tr>
<tr>
<td></td>
<td>5th Grade 1:50-2:50 5th Grade 2:50-3:50</td>
<td>5th Grade 1:50-2:50 5th Grade 2:50-3:50</td>
<td>5th Grade 1:50-2:50 5th Grade 2:50-3:50</td>
<td>5th Grade 1:50-2:50 5th Grade 2:50-3:50</td>
<td>5th Grade 1:50-2:50 5th Grade 2:50-3:50</td>
</tr>
</tbody>
</table>
District magnet schools reported more than 2,500 team hours spent in PLCs during the 2017-18 school year. In quarterly reports, each magnet school recorded the average phase of development for teams based on the five PLC components of Collaborative Culture, Guaranteed Curriculum, Common Assessment, Ensuring Learning, and Enriching Learning. Site-level PLC facilitators maintained PLC logs on each campus, which included agendas for each PLC, the date and time of the meeting, and the participants (see end, Example-Magnet PLC Log for Holladay ES). Most schools included specific details regarding data analysis and action steps.

The Magnet Department visited each school at least once per semester and made unofficial visits on an as-needed basis. To track these visits, the Magnet Department created an observation template based on the District’s rubric (see below). After visits, the observer and facilitator met to debrief the session and discuss strengths and enhancements. If needed, the Magnet Department notified school administrators and directors of any areas needing specific support.

### Magnet PLC Observation Template 2017-18

<table>
<thead>
<tr>
<th>School/Team:</th>
<th>PLC Hours:</th>
<th>Are norms reviewed/posted?</th>
<th>Are Collective Commitments communicated/posted?</th>
<th>Is there an agenda?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tucson High</td>
<td>PLC 2:00-3:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tully Elementary</td>
<td>5th 9:15-10:45 Kinder 1:00-2:30 2nd 9:45-11:15 3rd 1:00-2:30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During spring 2016, the District evaluated magnet schools’ progress in effectively implementing and utilizing PLCs. Staff also observed PLCs in the fall of 2017 and the spring of 2018. The District compared spring 2017 results with the PLC ratings from spring 2016. The average rubric ratings indicate improvement in all identified areas from over the course of the year. The graph below indicates the growth made between end-of-year reporting during the 2016-17 school year and the 2017-18 school year.

**Magnet School PLC Growth, SY2016-17 to SY2018-19**

![Average PLC Rating Comparisons, 2016-17 & 2017-18](image)
Magnet schools showed growth in all components from SY2016-17 to SY2017-18. Based on analysis of the above data and Magnet Department observations of PLCs at all magnet schools, the District focus area for magnet schools during SY2018-19 will be on common assessment. Out of the five components, this component showed the least growth (.68) and was noted as an area needing support during district observations. Particular areas of concentration will be:

1. Teams consistently apply common criteria to assess student work and discuss formative instructional practices.

2. Teams discuss common formative assessments at the Focus stage of the Inquiry Cycle; administer CFAs in the Teach stage of the Inquiry Cycle; analyze results together at the Assess stage of the Inquiry Cycle; and implement targeted re-teaching or enrichment based on collective data analysis in the Respond stage of the Inquiry Cycle.
Example-Magnet PLC Log for Holladay ES

### Holladay PLC Agenda and Minutes

**PLC Team Name:** 1 and 2 ELD  
**Members Present:** Ms. Hall, Ms. Herfkens  
**Absent:** Ms. Mills  
**Facilitator for this PLC:** Ms. Comey  

**Date:** 10-3-17  
**Time:** 12:30-2:30pm  
**Time Keeper:** Ms. Hall  

**Norms:**  
- TBA  
- Commitments TBA when Ms. Mills returns  

**WIG:**  
All students will increase a year, or a year and a half growth in reading as measured by NSGRA by May of 2018  

**Agenda:**  
- CFA analyze data (Writing and Language standard)  
- Analyze student work-writing samples  
- Writing rubric  

### PLC Focus

#### PLC Focus

<table>
<thead>
<tr>
<th>Evidence/Comments/Notes</th>
<th>Evidence/Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance is significantly impacting learning</td>
<td>1.RL.3 We want the students to know how to identify characters, setting, and main events</td>
</tr>
</tbody>
</table>

### What do students need to know and be able to do?

<table>
<thead>
<tr>
<th>Students will score 3 out of 4 for mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Hall 3</td>
</tr>
<tr>
<td>Ms. Sandy 6</td>
</tr>
</tbody>
</table>

- Instructional Strategies  
- Small group using multiple choice strategies  
- More mini-lesson  
- Graphic organizers-story maps  
- Sequencing skills B-M-E  

#### What were some of the reasons for these results?

<table>
<thead>
<tr>
<th>Reasons for these results</th>
</tr>
</thead>
</table>
| Too many students  
| Inattentive students |
• How is the task supporting the learning outcome?
• What student samples or data are we reviewing?
• What our CFA (Common Formative Assessments)?

• Test format was unfamiliar
• Larger print needed
• Test needs to be “kid friendly”

CFA was looking at student produced work

1.W.3 Narrative Writing: We looked over and read the stories the students wrote and we discussed the standard and broke the standard into parts. We need to do more work to unravel the standard to break it down into manageable parts.

<table>
<thead>
<tr>
<th>What will we do when they haven’t learned it?</th>
<th>1.RF.3 Know and Apply Grade Level Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which changes in instructional practices so we need to consider?</td>
<td>MP</td>
</tr>
<tr>
<td>What Tier 1 academic or behavioral supports shall we consider?</td>
<td>Hall 5</td>
</tr>
<tr>
<td></td>
<td>Ms. Sandy 6</td>
</tr>
<tr>
<td></td>
<td>11 32%</td>
</tr>
</tbody>
</table>

Strategies:
Make a separate strategy group
Hall: Jonathan, Brianna, Khaled
Ms. Sandy: Adrian, Zarius, Ramon
Tier 1 Support: Make a separate strategy group using push sounds, Eikonin boxes and writing letter-sound correspondence

What will we do when they already know it?

We are not there yet, none of the students have met the standards

What instruction practices or academic extensions will we consider to enrich learning?

Not there yet

Assigned tasks for next meeting

CFA Dictation sentences that will assess: Capitalization, ending punctuation, high frequency words, and printing upper and lower case letters correctly

1. The man had a snack.
2. We went up the hill.
Rubric: 4 all components
3 missing one component
2 missing two components
1 missing three or more components

Materials needed for next meeting

Bring CFA performance dictation sentences

Comments: Adrian MTSS
Holladay PLC Agenda and Minutes

PLC Team Name: 2nd Grade
Members Present: Ms. Reyes, Ms. White
Facilitator for this PLC: Ms. Comey, Ms. Terry
Date: 1-16-18
Time: 9:30-11:30 am

Agenda:
- Announcements
- Highly Leveraged Standards
- ASW Pre-test for math and ELA

<table>
<thead>
<tr>
<th>PLC Focus</th>
<th>Evidence/Comments/notes</th>
</tr>
</thead>
</table>
| Reflection
  - What’s working?
  - What are instructional challenges?
| What do students need to know and be able to do?
  - What is the task of instructional focus?
  - What is the standard or learning target?
  - What are the instructional strategies?
| Math: 2.NBT.5
2.NBT.6
Mid-Module 5 Assessment Pre-test out of 25 questions
No students met the standard 100% MP
| MP less than
14
| PP 15/16/25
| P 20/21/25
| HP 22+/25
| White 13
  0
  0
  0
| Reyes 17
  0
  0
  0
| 30
  0
  0
  0
Reasons:
- Flipped the equation
- Add and subtract mixed problems
- Equation written in unfamiliar way (unknown addend)
- Working with 3 place values - 3 digits
- Did not use strategies
- Arrow strategy not taught yet
- Critical response questions - students have to explain and analyze problems

How will we know that they haven't learned it?
- How is the task supporting the learning outcome?

Strategies for teaching:
- Teach different equation combinations
- Adding and subtracting are inverse relationships and can be used to check answers
- Solve unknown number as an addend
- Example: _____ + 400 = 598
  Part + part = whole

https://synergy.tusd1.org/ST_Content.aspx
1/9/2018
- What student samples or data are we reviewing?

- What our CFA (Common Formative Assessments)?

<table>
<thead>
<tr>
<th>End of Module 5 Pre-test</th>
<th>ELA: 2.RL2.5 Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM 0, 1, 2/5</td>
<td>PP 3/5</td>
</tr>
<tr>
<td>White: 4 31%</td>
<td>3 23%</td>
</tr>
<tr>
<td>Reyes: 13 72%</td>
<td>3 17%</td>
</tr>
<tr>
<td>17 17%</td>
<td>6 4</td>
</tr>
</tbody>
</table>

**Reasons:**
- Question types: pick two were difficult
- With 5 questions can’t miss more than 2 to be not proficient
- Students used own interpretation and made incorrect assumptions
- Example: Trees turn brown they are dead
- Students need to be able to identify the beginning of a story
- Strategies: Teach beginning, middle and end
- Use graphic organizers comparing and eventually VENN diagrams
- Teach vocabulary: lesson, moral, central message, what did they learn?

**What will we teach for ELA?**

- Daily 5
- Restart stamina as students are not following norms
- Focus lessons need to be short and on-going
- Accountability for students
- Need and ways to confer with students, needs to be happening every day
- Use of daily notebooks were discussed
- Homework other than reading was discussed

**Assigned tasks for next meeting**
- Bring materials and check lists and standards

**Materials needed for next meeting**
- Engage Modules

**Additional Comments:**
Holladay PLC Agenda and Minutes

PLC Team Name: 5th grade
Members Present: Ms. Reeves
Absent: Ms. Kunnie, Ms. Hixon

Date: 11-30-17
Time: 9:45-11:45 am

Facilitator for this PLC: Ms. Comey
Time Keeper:

Norms:
- Be on Time 9:50am
- No multi-tasking, mindful use of technology, be in the present
- Equity of voice balancing, not talking too much or talking over others
- Balancing negative talk with positive talk
- Stick to the agenda 50% ELA and 50% Math and be prepared with data and materials that have been previewed

WIG:
All students will increase a year and a half growth in reading as measured by NSGRA by May of 2018

Agenda:
- Announcements
- Where are we?
- What are we going to review for the benchmarks
- Writing
- CFA Post for Division and Pre-for Fractions

<table>
<thead>
<tr>
<th>PLC Focus</th>
<th>Evidence/Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td></td>
</tr>
<tr>
<td>- What's working? Challenges?</td>
<td>Steve is acting out and being immature is taking up a lot of time to get him back on task Reeves</td>
</tr>
<tr>
<td>- Ms. Kunnie the whole class is different without Pamela, the climate and culture is completely changed</td>
<td></td>
</tr>
<tr>
<td>What do students need to know and be able to do?</td>
<td>5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators</td>
</tr>
<tr>
<td>- Targeted Learning Goal: +, −, equivalency, unit fractions, unit makes up a whole, size of a fraction is proportional to the whole</td>
<td></td>
</tr>
<tr>
<td>- Task is to teach fractions in a way that students can understand and build on their knowledge of math</td>
<td></td>
</tr>
<tr>
<td>- Strategies: Exploratory learning</td>
<td></td>
</tr>
</tbody>
</table>
Case 4:74-cv-00090-DCB   Document 2126-1   Filed 10/01/18   Page 263 of 364

- Area model, linear model, area, and the circular model, giving students practice with different areas in multiple of was
- Using manipulatives
- Anchor charts
- Candy Hershey bar math
- Beyond Pizza and Pies
- Real-life representations of fractions
- Fraction kits and games

Reasons for Results
Students have “holes” in their learning, some students are still acquiring addition and subtraction facts, some students cannot make a ten or identify a ten. Some students have weak base-ten knowledge to build on Connection to decimals, and connection to money

What will we do when they don’t know it?
Quick Write: How many ways can you make a dollar?
How many ways can we make fraction?
Students need multiple ways to practice

What instruction practices or academic extensions will we consider to enrich learning?

Assigned tasks for next meeting
Need a CFA post for Decimals
Need a CFA pre-for Fractions
Kunnie’s Class-give a quick dip-stick assessment with decimals, and try and to a small intervention with those kids before the benchmark
Use Q3 to review decimals as students need to have this skill

Materials needed for next meeting

ELA: Students are struggling with the standards and common core. Per Reeves, SchoolCity ELA assessment is difficult for students as they cannot dig deeper into understanding
Example: Inferencing, problem solving, citing reasons and evidence and support with details
Had a long conversation about book sorting, book themes, types of books, how books are constructed (Spider and the Fly)
Read more picture books when you have the time
Read Aloud every day
5.RI 2 Determine the main idea of a text and explain how they are supported by the key details
5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question
5.W.2 a-e Write informative texts to examine a topic and convey ideas and information clearly
Using the writing prompt to teach how to write to a prompt and to organize an informational essay to include both structure and content
Reading:
Using schoolcity sample text and questions to help students quote from text and ask and answer questions