



SCUSD Curriculum & Instruction and Multilingual Literacy Offices



Tywanda Walker-Belton was born and raised in Sacramento, CA. She graduated from California State University Sacramento in 2003 and became an intern for Sacramento City Unified School District. Her career began as a kindergarten teacher at Father Keith B. Kenny Elementary School where she became successful at building relationships with students and their families which proved to be instrumental in student achievement. Over 90% of her students were at or above proficiency by year's end.

Tywanda has taught Kindergarten, First, Second, Third, and Sixth grades. A pivotal year came in 2009 as she set out to tackle the challenge of teaching first graders after spending 3 years as a sixth grade teacher. Being able to help students unlock the phonetic code and unleash their ability to read started a fire and a passion in her that still burns. Building confidence with decoding energized and rejuvenated student learning.

When she returned to kindergarten, the next year having the knowledge of what students needed to know for first grade she raised her expectations of what her kindergarten students should do by the end of the year. She learned gradual release of responsibility to create independent learners which made it possible for differentiated small group instruction and progress monitoring through formative and summative assessments. Her kindergarteners were able to write paragraphs independently by January. A small group of students from that kindergarten class took an End of First Grade exam and scored in the 90th percentile. As a 3rd grade teacher she also saw huge growth in student achievement with 2 students moving from below basic to advanced and nearly all students reporting 20% or more growth by year's end.

In 2013, she was introduced to Balanced Literacy where students are able to practice skills at their own reading and writing level and use the structures of the text they read as models for writing. She was amazed at the quality of the writing students produced using this method of teaching and Balanced Literacy was quickly added to her list of passions. As a second grade teacher, she was able to use a balanced literacy approach and differentiating Foundational Skills instruction to help a student with no letter recognition read grade level text by the end of the year.

She now gets to spread her passion for excellent instruction as an English Language Development (ELD) and English Language Arts (ELA) Training Specialist. In her role as a Training Specialist, she has taught teachers how to effectively implement the Common Core and English Language Development Standards using strategies that optimize student success and achievement. She currently supports teachers at 8 school sites in addition to creating and facilitating District-wide Professional Learning.

Types of Support Available	Structure of Support Available
<ul style="list-style-type: none"> ● Co-Teaching ● Lesson Study and PDSA Cycles ● Demonstration Lessons (planning and debrief) ● Data Analysis and Planning ● Lesson Observation with specified feedback ● Unit Planning 	<ul style="list-style-type: none"> ● Before School ● During the school day ● During Prep Time ● After School ● Release Time (available for EL-focused work)