



Tucson Unified School District

First Year Teacher Pilot Plan

I. USP LANGUAGE

The District shall develop a pilot plan to support first-year teachers serving in schools where student achievement is below the District average. This plan shall include the criteria for identifying the schools in which the program will be piloted in the 2013-2014 school year and for evaluation by the Office of Accountability and Research. The plan shall include professional development targeted toward the specific challenges these teachers face. **(IV.E.6.)**

II. OVERVIEW

The purpose of the First Year Teacher Pilot Plan is to provide support to first-year teachers serving in schools where student achievement is below the District average. This plan will outline the criterion for how schools and first-year teachers will be identified, providing additional support to first-year teachers, and the criterion for how the pilot program will be evaluated.

III. IDENTIFICATION PROCESS

A. Identification of Schools

By August 1, 2013 Accountability and Research (A&R) will conduct an analysis of the current AIMS scores (Spring 2013). This analysis will produce a list of schools performing below the District average in AIMS Reading; AIMS Math; and, overall AIMS. The list of schools will be provided to the Director of Professional Development and to the Deputy Superintendent of Curriculum, Instruction, and PD.

B. Identification of First-year Teachers

By August 15, 2013, the Director of Professional Development and the TUSD Induction/Mentoring Program Coordinator will cross-reference the A&R list with that of TUSD Induction/Mentoring Program participants to identify first-year teachers serving at any of the listed schools.

Accountability and Research will assist in creating a control group and a subject group for the pilot. This criterion is necessary to ensure we can evaluate the pilot at the end of the year.

IV. SUPPORT PLAN

Under the TUSD Induction/Mentoring Program, all first-year teachers are assigned a full-time release mentor that mentors them throughout their first year. First Year Teachers are expected to

develop and follow a plan of action, which includes creating a schedule with specific times for observation cycles, feedback, weekly collaboration, creating individualized learning plans, analyzing student work and lesson analysis via video recording.

V. PILOT

First Year Teachers identified to participate in this pilot, will be provided:

- additional scheduled time with mentor for implementing their action plans, and
- additional PD targeted toward the specific challenges they face at their respective sites (this is embedded into the mentoring process)

The table below outlines the expectations of TUSD Induction/Mentoring Program and that of the Pilot Plan for first-year teachers at struggling sites. **The underlined bolded items show how the Pilot Plan differs from the TUSD Induction/Mentoring Program**

TUSD Induction/Mentoring Program & Control Group	Pilot Plan for first-year teachers (Subject group)
Attend 4-Day Induction Orientation	Attend 4-Day Induction Orientation
Collaborate during weekly uninterrupted sessions with mentor. Minimum 90-minutes with the expectation of 2-hours/week.	Collaborate during weekly uninterrupted sessions with mentor. <u>Minimum expectation of 3-hours /week.</u>
Complete “Class Profile”	Complete “Class Profile” and <u>update quarterly</u>
Complete an Individual Learning Plan	Complete and Individual Learning Plan
Complete up to three-cycles of “Analyzing Student Work”	<u>Complete three</u> -cycles of “Analyzing Student Work”
Complete one video recording of a lesson and debrief with mentor	<u>Complete two</u> video recording of a lesson and debrief with mentor
Teachers new to the profession (first-year teacher) attend and complete the following seminars: <ul style="list-style-type: none"> • Classroom management • Routines and Procedures 	Teachers new to the profession (first-year teacher) attend and complete the following seminars: <ul style="list-style-type: none"> • Classroom management • Routines and Procedures
	<u>Complete two classroom visitations of exemplar teachers:</u> <ul style="list-style-type: none"> • <u>One at the school</u> • <u>One at a school that is performing above the District average with similar demographics</u>

Complete survey at end of the year	Complete survey at end of the year.
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VI. EVALUATION

At the end of the year, the Curriculum, Instruction and Professional Development Department, in conjunction with the Office of Accountability and Research (A&R), will evaluate the success of the program through two criteria:

- Comparisons of benchmark assessment data, by grade level, from First Year Teachers in low-achieving schools with the same data from First Year Teachers in low-achieving schools who participated in the pilot
- Evaluations of the end-of the-year surveys from three stakeholders (the Administrator, the Mentor, and the Teacher)