TUSD

Tucson Unified School District

Teacher Support Plan

I.   USP LANGUAGE

The District shall develop a plan for and implement strategies to support underperforming or struggling teachers regardless of their length of service. Teachers shall be referred to the program by school- or District-level administrators based on evidence (*e.g.*, from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and mentor support. The support program shall utilize research-based practices such as those embodied in Peer Assistance and Review programs. **(IV.I.2.).**

II.   OVERVIEW

The Teacher Support Plan outlines a program for all teachers within the school district regardless of their length of service who may be underperforming or struggling. Teachers may be referred to the program either for having been identified as having inadequate classroom performance (underperforming), or as being identified as needing support (struggling).

Underperforming Teachers referred for inadequate classroom performance will be placed on a 45-instructional day plan for improvement. **(See Appendix A)**. Support will be based on the 2013 Danielson Framework for Teaching.

Struggling Teachers needing support (but not identified as having inadequate classroom performance) will receive targeted professional development, and other research-based supports identified by the supervising administrator as appropriate.

The dates outlined in this plan are set out as guidelines to facilitate efforts to meet desegregation obligations under the Unitary Status Plan. These dates are not binding regarding the District's obligations under state statute, District policy, or employee agreements.

III.   DEFINITIONS

Underperforming Teacher
- Teachers referred for inadequate classroom performance (as defined by Governing Board policy GCO)
- A teacher whose evaluation score (preliminary or final) is 39 points or less (Evaluation scores are made up of student growth data plus observation scores)

Struggling Teacher
- Teachers needing support (but not identified as having inadequate classroom performance)
- A teacher who has been identified by a site or central administrator as needing support in one or more areas.

Danielson Framework for Teaching
A research-based set of components of instruction grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities.

IV.   REFERRAL PROCESS

Teachers shall be referred to the support program by school- or District-level administrators based on evidence (*e.g.*, from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and mentor support.

Underperforming Teachers

Administrator Observations and/or Annual Evaluations

If a principal identifies a teacher as "Underperforming," the principal (evaluator) will begin the Plan for Improvement process outlined in Appendix A by initiating the request for a mentor to be assigned to this teacher for the duration of the improvement plan.

Struggling Teachers

Observations, Evaluations, or Data Identifies an Area, or Areas, in need of Support

Once evidence reveals that a teacher is struggling, the Principal will conference with the teacher and identify targeted professional development

V.   SUPPORT PROCESS

A. 45-Instructional Day Improvement Plan – Teachers Identified as Having Inadequate Classroom Performance

The Principal and the Teacher will:
- Identify the components to be targeted during the support plan period.
- Identify any supports to be provided in addition to the support provided by the mentor.

The Mentor and Teacher will:
- Collaboratively design a 45-instructional day schedule to include a minimum of three face-to-face contacts between the mentor and the teacher, including one observation with feedback.
- Revise and/or amend the teacher's Individual Learning Plan-ILP (Teachscape Learn) that reflects the targeted components, and
- Utilize the online professional development aligned to the targeted components (Teachscape Learn)

B. Targeted Professional Development – Teachers Identified as Needing Support (But not Identified as Having Inadequate Classroom Performance)

The Principal (in conjunction with other staff, as appropriate) will initiate any or all of the following:
- Assign appropriate professional development
- Review data and mentor the teacher for alternate strategies
- Assign a mentor
- Observe best practices
- Attend district sponsored professional development
- Review professional literature aligned to the targeted components
- Visit exemplar classroom evidenced in the targeted components
- Co-plan, co-teach, model…

VI.   SUPPORT PROVIDERS

Support Providers (aka coaches/mentors) will be selected from, but will not be limited to, those who received professional development on the Danielson Framework for Teaching. Coaches/Mentors include, but are not limited to:

- Teachers/Coaches
- Teacher Mentors
- Language Acquisition Coaches
- Professional Development Academic Trainers
- Program Coordinators
- Directors

VII.   CASELOAD

- Teacher/Coach: no more than 10 referrals at any given time (site specific)
- Teacher Mentors: will manage their caseload as assigned via the New Teacher Induction Program, and may not coach any of their mentees.
- Other as assigned

VI.   MONITORING

- Professional Development will run monthly observation reports from Teachscape (if report is available).
- The monthly report run the last week of the month and will be cross-referenced with the referrals received from sites.
- The Office of Professional Development will notify principals and their supervisor of any disparities between the report and the referrals within the first week of the subsequent month.
- The principal's supervisor will take appropriate action in accordance with Governing Board Policies and Regulations.