

TUSD

Tucson Unified School District

Teacher Support Plan

I. USP LANGUAGE

IV. ADMINISTRATORS AND CERTIFICATED STAFF

I. Professional Support

- 2. [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.*

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, in accordance with Governing Board policy GCO. (See Appendix A). 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. Support will be based on the 2013 Danielson Framework for Teaching.

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)

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 based on evidence (e.g., from student surveys, administrator observations, discipline referrals, etc.).
- A teacher who has self-identified and, as resources allow, may receive 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.

Danielson Levels of Performance – There are four levels of performance within the Danielson framework (see Appendix A, Plan for Improvement), referred to as “UBPD”: Unsatisfactory; Basic; Proficient; and Distinguished. The levels are used in the evaluation process to measure teacher performance under each component of the framework.

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/or 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 coach to be assigned to the 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 struggling¹, the Principal will conference with the teacher and identify targeted professional development.

¹ To the extent feasible and as resources permit, TUSD will accommodate requests from teachers who self-identify as needing support in a particular area or areas. Based on observations and/or annual evaluation, principals may also consider a teacher identified as “Developing” to receive additional support as a “Struggling Teacher.”

V. SUPPORT PROCESS

Support is aligned with the Danielson framework to ensure consistency between teacher training, teacher and principal expectations, and best practice. Principals and Teachers are expected to work collaboratively, and in a manner consistent with Governing Board Policies and Bargaining Unit Agreements, in providing and receiving the support outlined below.

A. 45-Instructional Day Improvement Plan – Teachers Identified as Having Inadequate Classroom Performance (in accordance with Governing Board policy GCO)

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 coach.

The Coach and Teacher will:

- Collaboratively design a 45-instructional day schedule to include a minimum of three face-to-face contacts between the coach 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 length of support is relevant to the extent of the support needed. The Principal (in conjunction with other staff, as appropriate) will initiate any – or any combination – of the following*:

- Assign appropriate professional development
- Review data and mentor the teacher for alternate strategies
- Assign a coach
- 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, and/or model

*If a teacher is identified as needing support due to evidence of excessive or disproportionate discipline referrals, the support provided must also include a data monitoring component to ensure that (a) the teacher is inputting referrals into the student information system, and (b) data for a comparable time frame is compared with the data that was used to initiate the referral to ensure that progress is being made.

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

VIII. MONITORING

TUSD's Academic Leadership will review and monitor information provided by Principals regarding the identification of, and support provided to, both struggling and underperforming teachers. (See Appendices A and B).

- The Office of 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.

APPENDIX A

Teacher Plan for Improvement

1. Teacher demonstrates inadequacy of classroom performance.
2. Principal requests that Professional Development assigns a Coach to the teacher.
3. Once Coach is assigned, the Plan for Improvement is developed by the Principal with input from the teacher.
4. Written Preliminary Notice of Inadequacy of Classroom Performance by Assistant Superintendent is delivered with the following attachments.
5. Evaluation.
6. Plan for Improvement (45 instructional days).
7. Copy of Preliminary Notice of Inadequacy of Classroom Performance sent to Governing Board within ten days.
8. Plan starts.
9. Coach and Principal supports are implemented and documented.
10. Plan ends.
11. After plan conclusion, formal observation and evaluation completed.
12. Within 10 days Post Observation Conference and Classification given to Teacher.

PLAN FOR IMPROVEMENT

[Teacher Name]	PLAN START DATE:	PLAN END DATE:
Teacher identified as Ineffective and referred to (insert name of coach assigned) , for supports on [date] .		
Minimum Supports:	Dates/Comments:	
Coach meets with teacher to identify the components to be targeted during the support plan period.		
Teacher and Coach revise and/or amend the teacher's Individual Learning Plan—ILP-- (in Teachscape) to reflect the targeted components.		
Teacher is assigned the following online professional development aligned to the targeted components (Teachscape Learn):		
Coach meets with teacher		
Coach observes teacher		
Coach meets with teacher to go over observation.		
Additional Supports, as prescribed:		
Teacher to attend district sponsored professional development Title: Title: Title:		
Review Professional Literature aligned to the targeted components: Title: Title: Title:		
Visit exemplar classroom evidenced in the targeted components: Teacher/School: Teacher/School:		
Co-Plan and co-teach a lesson with [Name] , focusing on [area for growth] :		
Signature/Date:	Signature:	
Teacher Name [Typed here]:	Coach [Typed here]:	
Signature:	Date:	
Evaluator Name [Typed here]:		

APPENDIX B

TEACHER SUPPORT LOG		
[Teacher Name]	START DATE:	END DATE:
Teacher is identified as needing support in one or more of the following areas (but is not identified as having inadequate classroom performance): <input type="checkbox"/> Teaching Performance <input type="checkbox"/> Classroom Management*		
Supports:	Dates/Comments:	
Principal or other staff (may include an assigned mentor) meets with teacher to identify the component(s)/area to be targeted during the support plan period.		
Principal or other staff, and Teacher, revise and/or amend the teacher’s Individual Learning Plan—ILP-- (in Teachscape) to reflect the targeted component(s)/area.		
The Principal (in conjunction with other staff) will initiate any – or any combination – of the following supports:		
Teacher is assigned the following professional development aligned to the targeted component(s)/area.		
Principal or other staff meets with teacher to review data and mentor the teacher for alternate strategies.		
Principal or other staff observes teacher.		
Principal or other staff meets with teacher to go over observation.		
Review Professional Literature aligned to the targeted component(s): Title: Title:		
Visit exemplar classroom evidenced in the targeted component(s): Teacher/School: Teacher/School:		
Co-Plan and co-teach a lesson with [Name] , focusing on [area for growth]:		
*If a teacher is identified as needing support due to evidence of excessive or disproportionate discipline referrals, the support provided must also include a data m Data monitoring component to ensure that (a) the teacher is inputting referrals into the student information system, and (b) data for a comparable time frame is compared with the data that was used to initiate the referral to ensure that progress is being made.		
Signature/Date:	Signature:	
Teacher Name [Typed here]:	Coach [Typed here]:	
Signature:	Date:	
Evaluator Name [Typed here]:		