

Innovation Zone

Targeted Teacher Support Plan

The following is clarifying information and steps to work with teachers who have been identified as a Struggling Teacher.

Source: Teacher Evaluation Process: A Tucson Unified School District Model for Measuring Educator Effectiveness: Teacher Support Plan Appendix F (pp. 33-40)	
Section	Information
II. Overview: (p.33) (Paragraph 2 – third sentence)	<ul style="list-style-type: none"> • <i>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.</i> <p>A teacher can go on a Targeted Teacher Support Plan at any time during the evaluation stage.</p>
Notify Professional Development	<ul style="list-style-type: none"> • Richard Foster must be notified of the following: <ul style="list-style-type: none"> ○ Name and grade level of the teacher(s) for whom you will be placing on a Targeted Teacher Support Plan ○ The start and end date of the Targeted Teacher Support Plan ○ Whether or not if you need a coached assigned to the teacher
Struggling Teachers (Bottom section on p. 34 and top section on p. 35)	<ul style="list-style-type: none"> • <i>Once evidence reveals that a teacher is struggling, the Principal will conference with the teacher and identify targeted professional development.</i>
V. Support Process: B. Targeted Professional Development –Teachers Identified As Needing Support (But not Identified as Having Inadequate Classroom Performance) (Bottom of p. 35 and all of page 36)	<ul style="list-style-type: none"> • <i>The length of the support is relevant to the extent of the support needed.</i> <p>The length of the plan needs to be aligned to the area identified as needs improvement.</p> <p>Example: Classroom Management</p> <ul style="list-style-type: none"> ○ Minor Improvement: 1-2 weeks with specific strategies to improve upon ○ Major Improvement: 3-4 weeks- possibly phase in or scaffold the strategies with benchmark check-ins.
Appendix B: Teacher Support Log (p. 40)	<ul style="list-style-type: none"> • Complete the Teacher Support Log with the teacher and assigned coach.
Implementation of the Targeted Teacher Support Plan	<ul style="list-style-type: none"> • Implement the Targeted Teacher Support Plan through the determined time frame as noted on the Teacher Support Log. • The coach turns in the completed Teacher Support Log to site-administration at the end of the plan. • If the teacher needs more support at the end of the plan, another Teacher Support Plan can be written.

Additional Information:

- **Governing Board Policy GCO (Evaluation of Certificated Staff Members)**
Section: Inadequacy of Classroom Performance
Classroom performance is considered to be inadequate when a teacher is rated as Ineffective or when a teacher is rated in the lower two categories (Developing or Ineffective) for two consecutive years.
- A teacher can be placed on a **45 Instructional Day Improvement Plan (Plan for Improvement)** after:
 - You have completed the full evaluation cycle which included scoring all four of Danielson’s Domains in Teachscape
 - The final classification includes the student growth points
 - Meets the definition in Governing Board Policy GCO (above)