

APPENDIX IV – 59

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"> 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. <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"> MaryCarmen Cruz 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 the Targeted Teacher Support Plan is for Instructional or Classroom Management Whether or not if you need a coach assigned to the teacher
Struggling Teachers (Bottom section on p. 34 and top section on p. 35)	<ul style="list-style-type: none"> Once evidence reveals that a teacher is struggling, the Principal will conference with the teacher and identify targeted professional development.
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"> The length of the support is relevant to the extent of the support needed. <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 share the plan with the 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)