

# **Exhibit C**

## Teacher Mentor Explanation

### Recommendation

Recommendation 2: The District should identify the number of mentors for each of the two programs supporting beginning teachers and allocate the funds needed.” Att. B, p. 5.

TUSD Response: The District has identified the number of mentors for the beginning teacher support program and has allocated the funds needed to support the number of mentors identified. The District will provide a more detailed explanation of its analysis of related issues raised by the Special Master – namely – the number of teacher mentors necessary to provide a mentor-to-teacher ratio of 1:10 for mentors supporting teachers in low-achieving schools, and the financial and human resource costs of providing teacher mentors in the manner suggested by the Special Master.

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### Explanation

Tucson Unified School District’s current and continuous model for providing support to new teachers (teachers in the first two years of the profession) is a ratio of 15 new teachers to 1 teacher mentor (15:1). This model is aligned to the New Teacher Center model for which TUSD’s model is based upon. It is also in alignment with Peer Assistance and Review models throughout the country. This information was previously provided to the SMP.

The support for first year teachers has been integrated into the New Teacher Induction Program. The first year teachers at “low achieving” schools received additional time with an assigned teacher mentor. The Special Master has asked for a cost comparison for a ratio of 10:1 for new teachers in “low achieving schools” and across the new teacher induction program.

The set of identified “low achieving” schools aligns with the identified “Support and Innovation” identified schools (orange and red highlighted schools) with the addition of identified magnet schools.

Coordinator	Coordinator	Coordinator	Coordinator	.5 FTE Coordinator	Director	Coordinator	Coordinator
Fruechtendler	Hughes	Soleng Tom					PRIVATE SCHOOLS (34)
Doolen	Collier	Sabino					
Borman	Sewell	UHS					
Davis	CE Rose	Dodge					
Carillo	Tolson	Drachman				Rincon	
Robins	Whitmore	Marshall				Cholla	
Warren	Howell	Wheeler	Miller			Agave	
Lineweaver	McCorkle	Bonillas	Miles			Borton	
Dunham	Gale	Tucson High	Gridley			Grijalva	
Tully	White	Erickson	Kellond	Project MORE	Lawrence	Mission View	
Davidson	Henry	Banks	Roberts-Naylor	TAP	Maldonado	Lynn Urquides	
Sahuaro	Myers-Ganoung	Van Buskirk	Boothe Fickett	Cragin	Cavett	Hudlow	
Steele	Mansfield	Pistor	Pueblo High	Santa Rita	Johnson	Holladay	
Roskruge	Magee	Oyama	Bloom	Catalina	Valencia	Robison	
Blenman	Wright	Vesey	Pueblo Gardens	Palo Verde	Ochoa	Manzo	
Ford	Hollinger	Maxwell	Vail				
Utterback	Dietz	Safford	Secrist				
	Every two weeks	1x per month	5x per year	3x per year	1x per year		
	6 schools	11 schools	35 schools	32 schools	9 schools		

First Year Teachers in Low Achieving Schools SY 2016-17	
School	First Year Teachers
Catalina High School	8
Cavett Elementary School	2
Dietz K8 School	3
Holladay Intermediate Magnet School	5
Johnson Elementary School	1
Lawrence Intermediate School	1
Maldonado Elementary School	0
Manzo Elementary School	0
Ochoa Community Magnet School	1
Palo Verde High Magnet School	0
Pueblo High Magnet School	2
Robison Magnet School	4
Safford K8 Magnet School	2

Santa Rita High School	0
Secrist Middle School	1
Utterback Middle Magnet School	2
Valencia Middle School	1
<b>Total</b>	<b>33</b>

One of the 18 allocated teacher mentors was reassigned to support the GATE program. Of the remaining 17 allocated mentors, only 14 are filled at this time. The table below shows the current caseloads.

<b>SY 2016-17 Teacher Mentor Caseloads</b>		
<b>Teacher Mentor</b>	<b>Full Caseload</b>	<b>Number of 1<sup>st</sup>-Year Teachers at "low achieving" schools</b>
M. B.	18	2 (Utterback)
D. C.	20	2 (Pueblo)
B. D.	20	4 (3-Dietz: 1-Robison)
J. F.	20	1 (Cavett)
L. H.	25	9 (7-Catalina: 2-Safford)
An. He.	19	0
An. Hi.	19	7 (3-Holladay: 1-Ochoa: 3-Robison)
J. J.	18	2 (1-Johnson: 1-Lawrence)
B. L.	19	1 (Catalina)
R. M.	18	1 (Valencia)
J. M.	18	3 (2-Holladay: 1-Cavett)
K. P.	18	0
S. P.	21	1 (Secrist)
K. V.	21	0
TBA #1		
TBA #2		
TBA #3		
L. T.	Assigned to GATE	
<b>Total: 18</b>	<b>274</b>	<b>33</b>

The following tables show the cost difference from current allocations to 10:1 at low achieving schools and throughout the new teacher induction program. The increased cost to staff teacher mentors as proposed by Dr. Hawley is either an additional \$163,860 (and three more mentors, in addition to the three existing vacancies) or an additional \$600,820 (and eleven more mentors, in addition to the three existing vacancies) as shown in the Table 4.

<b>Table I - Current Allocation</b>				
<b># of allocated Teacher Mentors</b>	Average Salary w/Benefits	Total Cost	# New Teachers	Current ratio
<b>17</b>	54620	<b>928540</b>	274	19.57
<b>Currently only have hired 14 mentors. Fourteen was used to determine the current ratio.</b>				

<b>Table 2 - Allocation with 10:1 at low achieving school and 15:1 for the rest</b>				
<b># of Mentors Low Achieving</b>	Average Salary w/benefits	Total Cost	# New Teachers	Proposed ratio
<b>3</b>	54620	163860	32	10.66
<b># Required to serve the remaining new teachers</b>	Average Salary w/benefits	Total Cost	# New Teachers	Proposed ratio
<b>17</b>	54620	928540	242	14.23
<b>20</b>	54620	<b>1092400</b>		

<b>Table 3 - Allocation of 10:1 across the New Teacher Induction Program</b>				
<b># of mentors required at 10:1</b>	Average Salary w/benefits	Total Cost	# New Teachers	10:1 ratio
<b>28</b>	54620	<b>1529360</b>	274	9.78

(#1) Current	(#2) 10:1 @ low Achieving 15:1 rest Cost	(#3) 10:1 across the program Cost	Difference from current to #2	Difference from current to #3
<b>\$928,540</b>	<b>\$1,092,400</b>	<b>\$1,529,360</b>	<b>\$163,860</b>	<b>\$600,820</b>

There are several challenges with scenario 2 and 3. First is funding: what will the District eliminate from the USP Budget to provide an increase of \$163,860 or \$600,820? Second, Teacher Mentor positions are non-classroom positions that utilized certificated teachers and therefore add to classroom vacancies at a time when there is a teacher shortage in TUSD, in Arizona, and nationwide. TUSD's efforts to fill teaching vacancies would therefore conflict with efforts to increase the number of teacher mentors. TUSD recommends staying with the current model. TUSD will work to fill the existing teacher mentor vacancies to implement the 1:15 ratio – as aligned with the New Teacher Center model for which TUSD's model is based upon (and that is aligned with Peer Assistance and Review models throughout the country). Third, the existing rationale from the Special Master's recommendation – that TUSD should use a 1:10 ratio because that is what it uses for CRC teachers – is not research-based, the District's existing rationale (based on the New Teacher Center model) is research-based. In the absence of a compelling reason, the District does not recommend abandoning the existing research-based approach in favor of an approach that is not research-based.