

EXHIBIT F

TUCSON UNIFIED SCHOOL DISTRICT

Sheltering & Development Strategies: to Support First-Year Teachers at Underperforming & Racially Concentrated Schools

To improve the effectiveness and retention of new teachers, many K-12 leaders are investing in models that emphasize well-supported, pre-service clinical practice for first-year teachers. These models ideally provide both **shelter** (i.e. reduced workload, fewer preps, students, hours teaching, or outside-the-classroom responsibilities) and **development** (i.e. opportunities to learn and practice, observing master teachers, participating in collaborative planning, practicing skills, being observed and receiving feedback), gradually ramping up teaching responsibilities while providing expert-led, curriculum-connected professional learning support for first-year teachers. Based on identified best practices in the literature, the strategies below can be implemented at TUSD sites.

1. Sheltering Strategies (Simplifying the Job)
 - i. Reduced class size
 - ii. Reduction in number of classes taught (6-12)
 - iii. Reduced lesson planning responsibilities (K-5)
 - iv. Assigned to one classroom for all courses (6-12)
 - v. Limited number of preparations needed
 - vi. No multi-grade class assignments
 - vii. Class co-taught with another teacher
 - viii. Provided common planning time with teachers of same grade/content
 - ix. No additional first-year teachers in content or grade-level team

2. Development (Opportunities to learn in practice)
 - i. New teacher Induction before the official start of the year to become familiar with curriculum, teaching methodology, evaluation process, attendance/report cards, classroom management
 - ii. Classroom assistance/coaching from on-site support staff (AP, Dean, CSP, MTSS, Teacher Mentor, Counselor, Reading or Math Interventionist etc.)
 - iii. Follow-up of job-embedded PD with on-site support staff
 - iv. Walk-through cycle (Observe-feedback-implementation) - more frequent feedback from administrators and targeted support provided as needed.
 - v. Site-based targeted learning-i.e. weekly/monthly “boot camp/University” to support specific needs of new teachers
 - vi. Study groups and seminars through mentoring program-follow up by admin, Teacher Mentor, CSP (Increased coaching and professional development opportunities.)
 - vii. Release time to observe veteran teacher(s) at same site or other sites

Citations:

Beginning Teacher Induction: What the Data Tells Us by Richard M. Ingersoll, Phi Delta Kappan

Growing Great Teachers by David Rosenberg and Karen Hawley Miles, Growing Great Teachers toolkit