


# EXHIBIT G



# Best Practices for Retention and Development of New Teachers

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October 24, 2019

# Outcomes

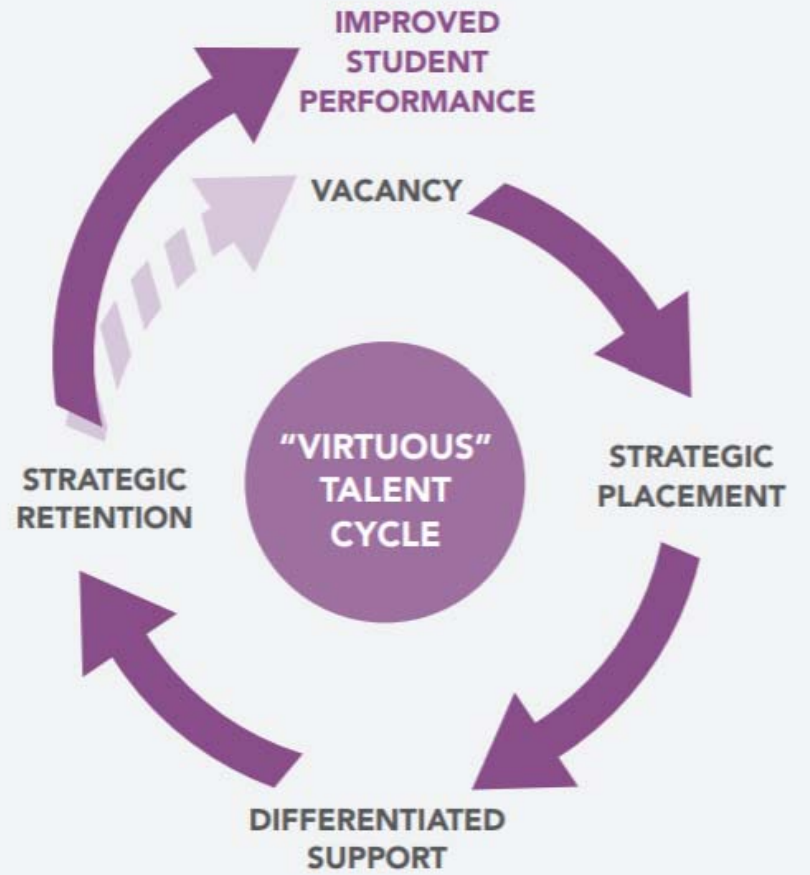
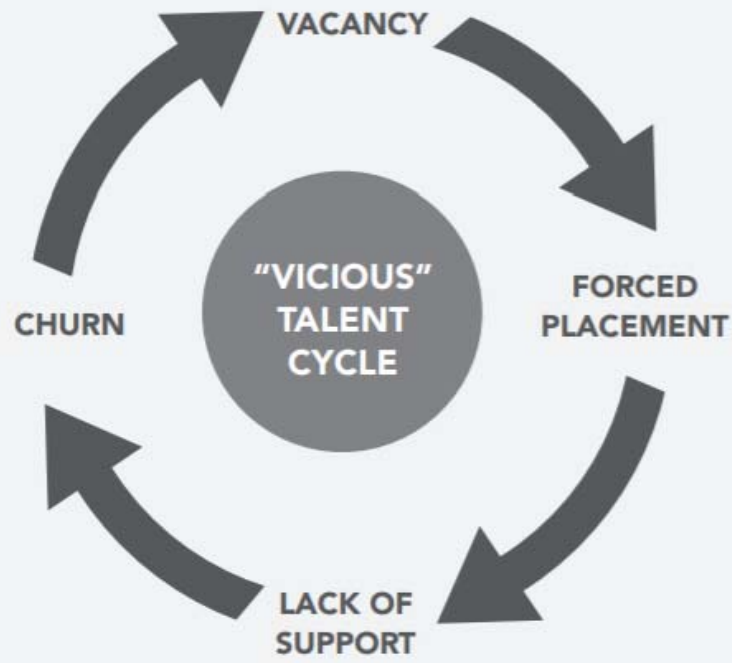
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- To understand the difference between Sheltering and Development Strategies for supporting new teachers and their impact on student learning.
- To identify Sheltering strategies to be implemented at the site level

# Arizona Teachers

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- A new report from Arizona State University’s Morrison Institute for Public Policy found more teachers are leaving the profession than are coming into it each year.
- Forty-two percent of Arizona public school teachers hired in 2013 left the profession within three years,
- Today, more than one third of Arizona teachers have been teaching for four years or less.



	 Shelter	 Development
<b>Definition:</b>	Simplifying the job	Training and learning
<b>Improves:</b>	Retention	Effectiveness
<b>Why:</b>	Teachers will stay if their workload is manageable while they improve their craft.	Teachers will become more effective with increased coaching and professional learning opportunities.
<b>Example approaches:</b>	<ul style="list-style-type: none"> <li>• Rookies teach a reduced load, giving them fewer students and more free periods</li> <li>• Rookies have reduced lesson planning responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Rookies receive weekly cycles of observation, feedback, and coaching from instructional experts</li> <li>• Rookies have protected time weekly to observe a mentor teacher model excellent teaching</li> </ul>

# Tucson Unified Sheltering and Development Strategies

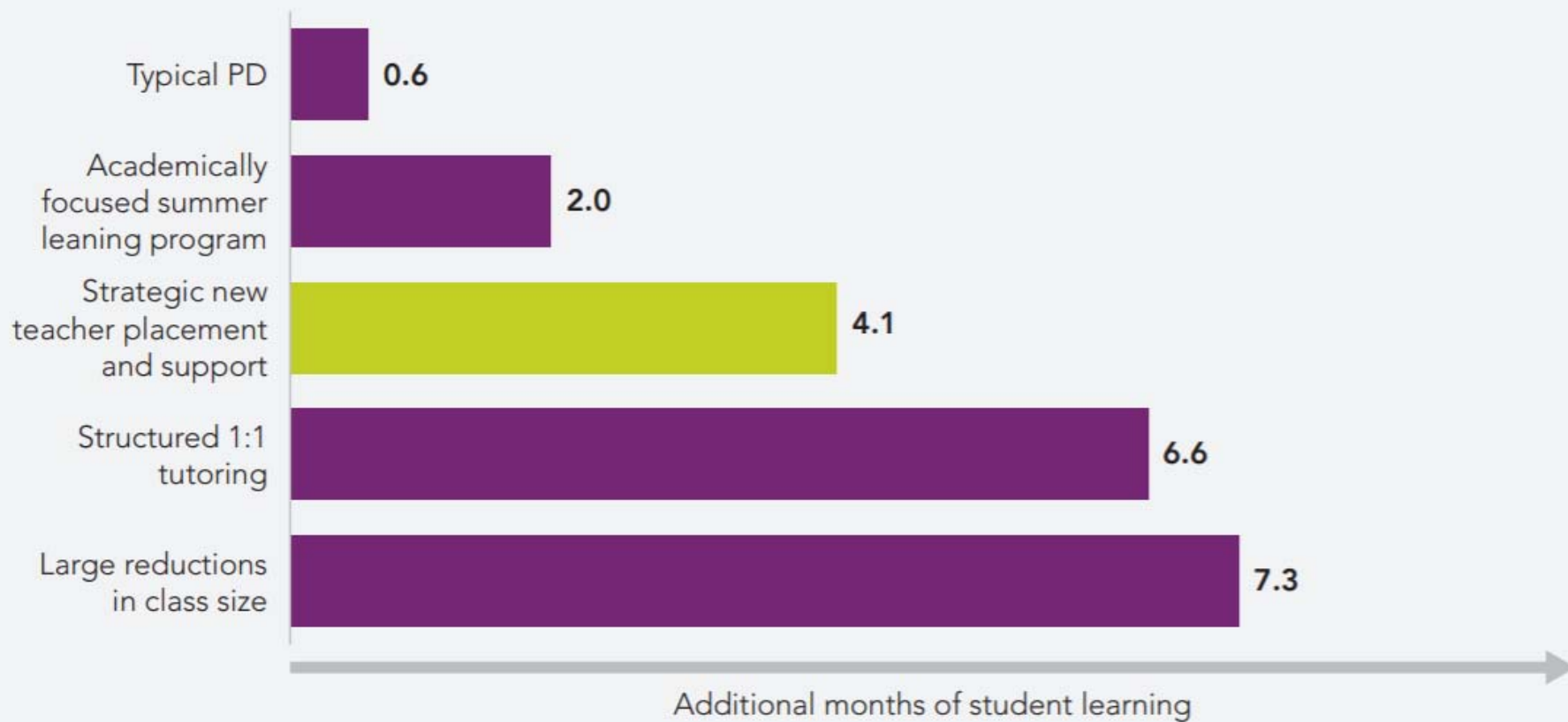
## TUCSON UNIFIED SCHOOL DISTRICT

### 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. (Growing Great Teachers by Rosenberg and Miles) Below are some strategies that can be implemented at TUSD sites.

1. Sheltering Strategies (Simplifying the Job)
  - i. Reduced class size (HR Form)
  - ii. Reduction in number of classes taught (HR Form) (6-12)
  - iii. Reduce lesson planning responsibilities (elementary)
  - iv. Assigned to one classroom for all courses (6-12)
  - v. Limited number of preparations needed (HR Form)
  - vi. No additional first year teachers (HR Form)
  - vii. No combined grade level class (HR Form)
  - viii. Class co-taught with other teacher (HR Form)
  - ix. Common planning time with teachers of same grade/subject (Beginning Teacher Induction: what the data tells us by Ingersoll)
  
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

### PROJECTED IMPACT OF VARIOUS STRATEGIES TO SUPPORT ROOKIE TEACHERS (IN MONTHS OF ADDITIONAL STUDENT LEARNING)





# Current Practices

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- Individually: Use the “Brain Writing” graphic organizer to identify at least 3 current practices of “Sheltering Strategies” you currently use by putting individual practices on a post it on the left side.
- Pass your paper to the person on the right.
- Now review the other persons practices and comment or make connections to your own or add ideas on post its.
- As a group, categorize the practices on chart paper.



# HR Form

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### CERTIFICATION FOR FIRST YEAR TEACHERS AT RACIALLY CONCENTRATED OR UNDERPERFORMING SCHOOLS

Date: \_\_\_\_\_ School: \_\_\_\_\_  
Year: \_\_\_\_\_ Position: \_\_\_\_\_  
Teacher: \_\_\_\_\_

The undersigned certifies that the first-year teacher listed above may serve at the school above for the following reason:

\_\_\_\_\_ The school is racially concentrated or underperforming, and a qualified, more experienced applicant was not available.

**OR**

\_\_\_\_\_ The school is racially concentrated, has three years of above District average scores in ELA and Math, and the first year teacher promotes a diverse teaching staff.

What steps were made to fill the position with a more qualified and/or more experienced candidate?

\_\_\_\_\_

This first year teacher will receive the induction training and enhanced mentoring provided to first year teachers at racially concentrated or underperforming schools. In addition, the undersigned further certifies that District staff met with school leadership to discuss sheltering strategies to mitigate the effects of the lack of experience of this first year teacher, including the strategies referenced below. For schools with 3 years of above average AzMERIT proficiency, sheltering strategies are not required. The results of the discussion are indicated by check marks below:

**SHELTERING/MITIGATION STRATEGIES:**

- Reduced class size
- Reduction in number of classes taught
- Assigned to one classroom for all courses
- Limited number of preparations required
- Common planning time with teachers of same grade/content
- No additional first-year teachers in content or grade-level team
- No multi-grade class assignments
- Class co-taught with another teacher
- Reduced lesson plan responsibilities

Additional Information: \_\_\_\_\_

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# Reflection

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What practices might you implement as a  
result of your work today?