



Tucson Unified School District

Pilot Plan for First Year Teachers at Struggling Sites

I. USP LANGUAGE

IV. ADMINISTRATORS AND CERTIFICATED STAFF

E. Assignment of Administrators and Certificated Staff

6. *By July 1, 2013, the District shall develop a pilot plan to support first-year teachers serving in schools where student achievement is below the District average. This plan shall include the criteria for identifying the schools in which the program will be piloted in the 2013-2014 school year and for evaluation by the Office of Accountability and Research. The plan shall include professional development targeted toward the specific challenges these teachers face.*

II. EXECUTIVE SUMMARY

The purpose of this plan is to support first-year teachers serving in schools where student achievement is below the District average. This plan will outline the criterion for how schools will be identified, additional support to be provided for first-year teachers, and the criterion for how the pilot program will be evaluated.

III. IDENTIFICATION PROCESS

Schools:

By August 1, 2013, Accountability and Research (A&R) will conduct an analysis of the current AIMS scores (Spring 2013). This analysis will produce a list of schools performing below the District average in AIMS Reading; AIMS Math; and, overall AIMS. The list of schools will be provided to the Director of Professional Development.

First-year Teachers:

By August 15, 2013, the Director of Professional Development and the TUSD Induction/Mentoring Program Coordinator will cross-reference the A&R list with that of TUSD Induction/Mentoring Program participants to identify first-year teachers serving at any of the listed schools.

Accountability and Research will assist in creating a control group and a subject group for the pilot. This criterion is necessary to ensure we can evaluate the pilot at the end of the year.

IV. SUPPORT PLAN

Support for all First-Year Teachers:

Under the TUSD Induction/Mentoring Program, all first-year teachers are assigned a full-time release mentor that mentors them throughout their first year. First Year Teachers are expected to develop and follow a plan of action, which includes creating a schedule with specific times for observation cycles, feedback, weekly collaboration, creating individualized learning plans, analyzing student work and lesson analysis via video recording.

Support for Identified First-Year Teachers through the Pilot:

First Year Teachers identified to participate in this pilot, will be provided:

- additional scheduled time with mentor for implementing their action plans, and
- additional PD targeted toward the specific challenges they face at their respective sites (this is embedded into the mentoring process)

*See the table below, page 3, for a comparison between the control and pilot groups.

The table below outlines the expectations of TUSD Induction/Mentoring Program and that of the Pilot Plan for first-year teachers at struggling sites. **The underlined bolded items show how the Pilot Plan will differ from the TUSD Induction/Mentoring Program**

TUSD Induction/Mentoring Program & Control Group	Pilot Plan for first-year teachers (Subject group)
Attend 4-Day Induction Orientation	Attend 4-Day Induction Orientation
Collaborate during weekly uninterrupted sessions with mentor. Minimum 90-minutes with the expectation of 2-hours/week.	Collaborate during weekly uninterrupted sessions with mentor. <u>Minimum expectation of 3-hours /week.</u>
Complete "Class Profile"	Complete "Class Profile" and <u>update quarterly</u>
Complete an Individual Learning Plan	Complete and Individual Learning Plan
Complete up to three-cycles of "Analyzing Student Work"	<u>Complete three-</u> cycles of "Analyzing Student Work"
Complete one video recording of a lesson and debrief with mentor	<u>Complete two</u> video recording of a lesson and debrief with mentor
Teachers new to the profession (first-year teacher) attend and complete the following seminars: <ul style="list-style-type: none"> • Classroom management • Routines and Procedures 	Teachers new to the profession (first-year teacher) attend and complete the following seminars: <ul style="list-style-type: none"> • Classroom management • Routines and Procedures
	<u>Complete two classroom visitations of exemplar teachers:</u> <ul style="list-style-type: none"> • <u>One at the school</u> • <u>One at a school who is performing above the District average with similar demographics</u>
Complete survey at end of the year	Complete survey at end of the year.

V. SUPPORT PLAN

At the end of the year, the Curriculum, Instruction and Professional Development Department, in conjunction with the Office of Accountability and Research (A&R), will evaluate the program through two criteria:

- Comparisons of benchmark assessment data, by grade level, from First Year Teachers in low-achieving schools with the same data from First Year Teachers in low-achieving schools who participated in the pilot
- Evaluations of the end-of-the-year surveys from three stakeholders (the Administrator, the Mentor, and the Teacher)

VI. IDENTIFIED SCHOOLS

Subject Group	# of First Year Teachers	Control Group/Subject	# of First Year Teachers
Banks Elementary		Blenman Elementary / Reading	
Booth/Ficket K-8		Bonillas Elementary / Reading	
Catalina Magnet High		Doolen Middle / Reading	
Cavett Elementary		Dunham Elementary / Reading	
Cholla Magnet High		Erickson Elementary / Reading	
Cragin Elementary		Ford Elementary / Reading	
Davidson Elementary		Grijalva Elementary / Reading	
Dietz K-8		Miller Elementary / Reading	
Direct Link II		Myers Elementary / Reading	
Holladay Elementary		Naylor K-8 / Reading	
Lawrence 3-8		Ochoa Elementary / Reading	
Lynn Elementary		Steele Elementary / Reading	

Subject Group	# of First Year Teachers	Control Group/Subject	# of First Year Teachers
Maldonado Elementary		Van Buskirk Elementary / Reading	
Mansfeld Middle		Vesey Elementary / Reading	
Manzo Elementary		Wright Elementary / Reading	
Marshall Elementary		Direct Link I / Math	
McCorkle K-8		Tucson Magnet High / Math	
Meredith K-12			
Mission View Elementary			
Oyama Elementary			
Palo Verde Magnet High			
Pistor Middle			
Project MORE			
Pueblo Gardens K-8			
Pueblo Magnet High			
Rincon High			
Robison Elementary			
Safford K-8 Magnet			
Santa Rita High			
SW Alternative			
TAPP			
Tolson Elementary			
Utterback Magnet Middle			
Valencia Middle			

**Pilot Plan for First Year Teachers at Struggling Schools
Student Achievement Comparison Tables**

ATI Benchmark (Pre – Post) Mean Comparison

Marked means are significantly different at $p < .05$

Group	Math Pretest		Math Posttest		Reading Pretest		Reading Posttest	
	Means	N	Means	N	Means	N	Means	N
Subject	48.47	1227	48.51	1227	48.55	1073	49.13	1072
Control	53.66	513	53.55	514	54.72	401	53.36	401
All	50.00	1740	50.00	1741	50.23	1474	50.29	1473

AIMS (Pre – Post) Mean Comparison

Marked means are significantly different at $p < .05$

Group	Reading Pretest		Reading Posttest		Math Pretest		Math Posttest	
	Means	N	Means	N	Means	N	Means	N
Subject	49.31	1861	49.70	1130	48.94	1967	49.06	1352
Control	51.92	671	50.68	500	52.83	736	52.09	610
All	50.00	2532	50.00	1630	50.00	2703	50.00	1962

--Pretest 2013 AIMS

--Posttest 2014 AIMS

ATI – AIMS Composite Mean Comparison

Marked means are significantly different at $p < .05$

Group	Reading Pretest		Reading Posttest		Math Pretest		Math Posttest	
	Means	N	Means	N	Means	N	Means	N
Subject	49.21	1979	49.26	1682	48.84	2285	48.89	1827
Control	52.12	732	51.73	675	52.38	928	52.30	786
All	49.99	2711	49.97	2357	49.86	3213	49.92	2613

DIBELS Mean Comparison

Marked means are significantly different at $p < .05$

Group	Beginning		End	
	Means	N	Means	N
Subject	1.70	173	1.69	163
Control	2.17	141	2.46	148
All	1.91	314	2.06	311

--Intensive = 1

--Strategic = 2

--Core = 3

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-All Benchmark and AIMS scores were rescaled to “T-Scores” by grade and subject (*Mean = 50; SD = 10*)

ATI Benchmark (Pre – Post) Gain Comparison

Marked means are significantly different at $p < .05$

Group	Math Gains		Reading Gains	
	Means	<i>N</i>	Means	<i>N</i>
Subject	.047	1226	.574	1066
Control	-.121	513	-1.363	401
All	-.002	1739	.044	1467

AIMS (Pre – Post) Gain Comparison

No significant differences

Group	Reading Gains		Math Gains	
	Means	<i>N</i>	Means	<i>N</i>
Subject	1.400	604	2.150	820
Control	.355	267	2.682	368
All	1.079	871	2.315	1188

DIBELS Gain Comparison

Marked means are significantly different at $p < .05$

Group	DIBELS Gains*	
	Means	<i>N</i>
Subject	-.400	145
Control	.688	125
All	.104	270

* DIBELS gains based on the following:

Beginning	End		
	Intensive	Strategic	Core
Intensive	-1	1	3
Strategic	-2	0	2
Core	-3	-1	1

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