



Tucson Unified School District

Plan for First Year Teachers at Struggling Sites  
USP Section IV.10

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 provided for first-year teachers, and the criterion for how the program will be evaluated.

Identification Process

Schools:

All TUSD schools will be targeted.

First-year Teachers:

The Director of Professional Development and the TUSD Induction/Mentoring Program Coordinator will identify first year teachers and provide the teacher with a mentor.

Support Plan

Given:

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.

Plan:

For SY 2015-16 the NTIP will follow the USP and “provide new teachers (i.e., teachers in their first two years of teaching) with the foundation to become effective educators”. Due to this the plan for first year teachers at all schools will be to complete the requirements of the TUSD Induction/Mentoring Program.

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

Implementation:

All first year teachers will participate in this plan.

Expectations of TUSD Induction/Mentoring Program

The table below outlines the expectations of TUSD Induction/Mentoring Program and the expectations of the Plan for first -year teachers

<b>TUSD Induction/Mentoring Program 1<sup>st</sup> Year Teacher Plan Expectations</b>
Attend 4-Day Induction Orientation
Collaborate during weekly uninterrupted <b>sessions</b> with mentor. Minimum 90-minutes with the <b>expectation</b> of 2-hours/week.
Complete “Class Profile” and update quarterly
Complete an Individual Learning Plan
Complete three-cycles of “Analyzing Student Work”
Complete one <b>video</b> recording of a lesson and debrief with mentor
Teachers new to the profession attend and complete the following seminars: <ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Routines and Procedures</li> </ul>
<b><u>Complete two classroom visitations of exemplar teachers:</u></b> <ul style="list-style-type: none"> <li>• <b><u>One at the school</u></b></li> <li>• <b><u>One at a school who is performing above the District average with similar demographics</u></b></li> </ul>
<b><u>Professional Learning Communities</u></b> <ul style="list-style-type: none"> <li>• <b><u>Formed based on student and teacher data</u></b></li> <li>• <b><u>Ongoing professional learning for teachers for the purpose of improving instruction and student learning</u></b></li> </ul>

Complete survey at end of the year
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Evaluation:

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 success of the program through two criteria:

- All participants will show a 10% growth from Quarter 1 Benchmarks to Quarter 3 Benchmarks
- Evaluations of the end-of-the-year surveys from three stakeholders (the Administrator, the Mentor, and the Teacher)
- Attendance rates and achievement data will be used in relationship to their schools risk factor to determine the impact on of the program on first year teachers