APPENDIX IV – 59
Targeted Teacher Support Plan

The following is clarifying information and steps to work with teachers who have been identified as a Struggling Teacher.

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**Source:** Teacher Evaluation Process: A Tucson Unified School District Model for Measuring Educator Effectiveness: Teacher Support Plan Appendix F (pp. 33-40)

<table>
<thead>
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<th>Section</th>
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<td><strong>II. Overview:</strong> (p.33) (Paragraph 2 – third sentence)</td>
<td>• Struggling Teachers needing support (but not identified as having inadequate classroom performance) will receive targeted professional development, and other research-based supports identified by the supervising administrator as appropriate. Support will be based on the 2013 Danielson Framework for Teaching. A teacher can go on a Targeted Teacher Support Plan at any time during the evaluation stage.</td>
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| **Notify Professional Development** | • MaryCarmen Cruz must be notified of the following:  
  - Name and grade level of the teacher(s) for whom you will be placing on a Targeted Teacher Support Plan  
  - The start and end date of the Targeted Teacher Support Plan  
  - Whether the Targeted Teacher Support Plan is for Instructional or Classroom Management  
  - Whether or not if you need a coach assigned to the teacher |
| **Struggling Teachers** (Bottom section on p. 34 and top section on p. 35) | • Once evidence reveals that a teacher is struggling, the Principal will conference with the teacher and identify targeted professional development. |
| **V. Support Process:** B. Targeted Professional Development – Teachers Identified As Needing Support (But not Identified as Having Inadequate Classroom Performance) (Bottom of p. 35 and all of page 36) | • The length of the support is relevant to the extent of the support needed. The length of the plan needs to be aligned to the area identified as needs improvement.  
  **Example: Classroom Management**  
  - Minor Improvement: 1-2 weeks with specific strategies to improve upon  
  - Major Improvement: 3-4 weeks- possibly phase in or scaffold the strategies with benchmark check-ins. |
| **Appendix B: Teacher Support Log (p. 40)** | • Complete the Teacher Support Log with the teacher and share the plan with the assigned coach. |
| **Implementation of the Targeted Teacher Support Plan** | • Implement the Targeted Teacher Support Plan through the determined time frame as noted on the Teacher Support Log.  
  • The coach turns in the completed Teacher Support Log to site-administration at the end of the plan.  
  • If the teacher needs more support at the end of the plan, another Teacher Support Plan can be written. |

**Additional Information:**

- **Governing Board Policy GCO (Evaluation of Certificated Staff Members)**  
  **Section:** Inadequacy of Classroom Performance  
  
  Classroom performance is considered to be inadequate when a teacher is rated as Ineffective or when a teacher is rated in the lower two categories (Developing or Ineffective) for two consecutive years.

- A teacher can be placed on a **45 Instructional Day Improvement Plan (Plan for Improvement)** after:  
  - You have completed the full evaluation cycle which included scoring all four of Danielson’s Domains in Teachscape  
  - The final classification includes the student growth points  
  - Meets the definition in Governing Board Policy GCO (above)