

TUCSON UNIFIED

SCHOOL DISTRICT

Plan for First-Year Teachers at Racially Concentrated and/or Underperforming Schools and Second Year Teachers Who Receive Unsatisfactory End of First Year Evaluation

The purpose of this plan is to support first-year teachers serving in schools that are racially concentrated and/or underperforming. 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. This plan also addresses continuing support for second-year teachers who receive an unsatisfactory end-of-first-year evaluation.

Identification Process

Schools:

All TUSD schools with first-year teachers that are racially concentrated and/or underperforming.

First-Year Teachers:

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

Support Plan

Under the TUSD Induction/Mentoring Program, all first-year teachers are assigned a full-time release mentor that mentors them throughout their first year. Teacher Mentor caseloads are designed with the following criteria: first-year teacher mentor ratios 1:10 at underperforming and racially concentrated schools, 1:15 (2 points) at all other schools; second-year teacher mentor ratios 1:15 (2 points) at underperforming and/or racially concentrated schools, 1:15 (1 point) at all other schools.

Teacher Mentors prioritize time to teachers teaching both reading and math at schools labeled underperforming and/or racially concentrated. 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 2024-25 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 that utilizes the New Teacher Center (NTC) research based whole-system approach to improve student learning by accelerating the effectiveness of beginning teachers.

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 TUSD Induction/Mentoring Program
1st Year Teacher Plan Expectations

TUSD Induction/Mentoring Program 1st Year Teacher Plan Expectations
Attend 4-Day Induction Orientation
All first-year teachers will be in a cohort that customizes Classroom Management and Curriculum training sessions.
These sessions include the following:
Classroom Management:
1. Wong’s e-Learning “THE Classroom Management Course”
Curriculum:
1. TUSD Student Centered Instruction

- a. TUSD's Multicultural Curriculum
- b. Culturally Relevant Pedagogy and Instruction/SPARKS
- c. Using District Platforms (Canvas, Clever, and Synergy)

Collaborate during weekly-uninterrupted sessions with a mentor
Minimum 90- minutes with the expectation of 2-hours/week
Teachers at RC and UP sites minimum of 2- 4 hours/week

Use tools that provide the opportunity to consider and reflect upon equitable practices for students, such as "Holistic Student Survey" and "Accommodations and Data Collection"

Complete a "Teacher Individual Progress Plan"

Use tools that provide the opportunity to analyze student learning through formal and informal assessments, such as "Student Learning Analysis", "Opportunities to Respond", and "Reflective Lesson Analysis"

Complete one video recording of a lesson and debrief with mentor (optional)

Complete the following professional development:

- Lesson Planning
- IEP Writing (for Exceptional Education teachers)
- General Education Teacher's Guide to Special Education
- Wong's e-Learning "THE Classroom Management Course"

Complete two classroom visitations of exemplar teachers, preferably at schools with similar demographics

Complete end of the year program/teacher practice evaluations

Evaluation:

At the end of the year, the Coordinator of the NTIP will evaluate the success of the program through two criteria:

- Analyze surveys of the effectiveness of the Mentor Program from three stakeholders (the Administrator, the Teacher Mentor, and the Teacher)
- Analyze teacher practice (by Teacher Mentors) to improve instructional capacity through a pre- and post-observational rubric based on five components of the Danielson Rubric: 1e, Designing Coherent Instruction; 2c, Managing Classroom Procedures; 2d, Managing Student Behavior; 3c, Engaging Students in Learning; 3d, Using Assessment in Instruction.

Second -Year Teachers who scored below “basic” proficiency on EOY (1st year) assessment:

The TUSD Induction/Mentoring Program Coordinator will identify second- year teachers who scored unsatisfactory on the post-observation rubric from the previous year. In collaboration with their mentor, these teachers will develop an Teacher Individual Progress Plan (TIPP) to develop goals and action steps for improving their teaching practice in the areas where they scored unsatisfactory in their first year EOY assessment (Designing Coherent Instruction, Managing Classroom Procedures, Managing Student Behavior, Engaging Students in Learning, and Using Assessment in Instruction).

Teachers will be assigned to attend specific professional development seminars and study groups that specifically target the components in which they scored as “unsatisfactory”. Lesson Planning and Student Engagement will be emphasized and offered more frequently as these are components that first-year teachers struggle with more. Additional elements that may be included in the ILP are more time to collaborate with peers, as well as time to observe exemplar teacher on or off school site.

In addition to the identification of additional professional development, the teacher mentor will maintain the level of support received by a 1st year teacher and provide teachers with the planning, observation, analysis, and feedback cycle until satisfactory progress is shown (achieving a Basic proficiency score).