



New Teacher
SUPPORT

ARIZONA NEW TEACHER SUPPORT
PROGRAM

2021–2023 District/School/Program Application

Supporting teachers where they are
along the continuum of practice



Dear Colleagues,

Since 2006, the Arizona K12 Center has been home to Arizona's Master Teacher Program, designed to build capacity for teacher leadership while providing support to the newest members of our profession. While this program has experienced some changes over the years, it has always stayed true to its original goals:

- fostering a spirit of accomplishment among Arizona's teachers;
- recognizing the contribution of excellent teaching in our communities, and elevating the status of the profession; and
- designating or placing a Master Teacher in schools throughout Arizona, beginning with those in greatest need.

Arizona's classrooms have changed over the past 10 years. We are seeing more and more teachers leave the profession, many mid-year, and are being replaced by others with little to no preparation. Some of our most experienced teachers are now those in their third and fourth years of teaching. The Arizona K12 Center has responded to this new reality by making changes to Arizona's Master Teacher Program to better support teachers along the continuum of practice, while working to make leadership roles available. We are also working to make this program and training more accessible to a greater number of people, and to diversify some of our learning opportunities to better meet the needs of today's schools and classrooms.

So we have replaced Arizona's Master Teacher Program with the Arizona Teacher Program and embedded within it the Arizona New Teacher Support Program. Together, these programs will continue to support those who work with both the newest members of our profession as well as those seeking National Board Certification, all the while cultivating teacher leaders. Additionally, we will continue our relationship with the New Teacher Center, and our work will continue to be grounded in standards. You will also find unique learning opportunities that address the issues of equity as well as social and emotional learning, and there will be greater flexibility for those who do this work, as well as who can apply to participate.

These changes have taken place as a result of numerous conversations with stakeholders, partners, and experts in the field. As you work through the application, please do not hesitate to reach out to our staff with any questions. Your success is our success and we are here to support you.

We encourage you to join in the **Arizona Teacher Program** by participating in the **Arizona New Teacher Support Program** as we work together to advance teaching and learning in Arizona.

Best regards,



Dr. Kathleen Wiebke, NBCT
Executive Director
Arizona K12 Center

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ARIZONA NEW TEACHER SUPPORT PROGRAM INTRODUCTION



OVERVIEW

The mission and purpose of the **Arizona New Teacher Support Program** is to build capacity for teacher leadership, while providing support to the newest members of the teaching profession. Experienced, accomplished teachers are placed in nonevaluative leadership roles in schools as mentors to those who are in the first two years of their teaching career. The Arizona K12 Center awards financial assistance to districts/schools/programs to create and sustain an impactful mentoring and induction program.

The **Arizona New Teacher Support Program** is designed to:

- Foster a spirit of accomplishment among Arizona's teachers
- Recognize the contribution of excellent teaching in our communities, and elevate the status of the profession
- Provide training and support to those who mentor beginning teachers in schools throughout Arizona, starting with those in greatest need

Arizona Beginning Teacher Induction Program Standards and Arizona's Professional Teaching Standards serve as the foundation of the **Arizona New Teacher Support Program**. Identified mentors participate in ongoing training over a two-year period. Those that successfully complete the training and other elements of the program are recognized as Arizona Master Teacher Mentors at the conclusion of the two-year cycle.

A district/school/program that applies to participate must submit a competitive application. Applications must address the issue of long-term sustainability and capacity building. Districts will decide who will serve as their mentors, however, all mentors must be licensed to teach in the state of Arizona. In addition, there must be an application process in place that addresses the skills, knowledge, and dispositions of successful mentors.

MISSION STATEMENT

*To ensure every student has access to empowered educators that learn, lead, and inspire, the **Arizona New Teacher Support Program** cultivates high-quality mentoring, coaching, and leadership practices. We work in partnership with districts, schools, and programs to create systems of ongoing professional learning that are collaborative, inquiry-focused, responsive, and reflective which are all grounded in equity.*

CORE VALUES

- Equity
- Collaboration
- Inquiry focus
- Responsiveness
- Reflective

The Arizona K12 Center hosts Arizona New Teacher Induction Network meetings in which all districts/schools/programs send a designated team. These meetings provide teams the opportunity to work with one another as well as with other experts in the field to address such issues as impact, sustainability, and capacity building.

To be eligible, the district/school/program (or specified schools within a district) must meet at least two of the following requirements:

- ✓ 50% or higher free or reduced lunch
- ✓ 25% or higher teacher turnover (have lost and hired an average of 25% or more teachers new to the district/school/program in the last three years)
- ✓ A middle school or high school
- ✓ Impacted schools identified as Comprehensive Support and Improvement (CSI) Schools or Targeted Support and Improvement (TSI) Schools

The **Arizona New Teacher Support Program** is a two-year commitment. During this two-year cycle, applicants must agree to:

- ✓ Provide a program lead for the program. This person will be the main point of contact and will be responsible for compliance of the grant as well as submission of all data.
- ✓ Provide a detailed list to the Arizona K12 Center of all mentors as well as the names and email addresses of each beginning teacher on their caseload. This list must be updated at the start of each semester.
- ✓ Ensure mentors attend all required trainings and forums. Training dates are located on the Arizona K12 Center's website: azk12.org
- ✓ Assure mentors meet with each beginning teacher for a minimum of two hours per week for observation, feedback, and consultation.
- ✓ Work with teachers, principals, and district administrators to identify and assist in delivering professional development opportunities for beginning teachers.
- ✓ Select mentors or coaches through an application process that ensures all mentors are licensed to teach in Arizona and possess the skills, knowledge, and dispositions to support the newest members of the teaching profession.

ELEMENTS OF SUPPORT

NEW MENTOR TEACHERS CONSORTIUM COMMUNITY INVOLVEMENT:

Two 2-day Mentor Institutes

Five 5-hour Mentor Forums

One subscription to Kiano (a data collection and management system)

\$850
PER PERSON

CONTINUING MENTOR TEACHERS CONSORTIUM COMMUNITY INVOLVEMENT:

Teachers who have been previously trained in the New Teacher Center's Professional Learning Series Year 1 and Year 2, Mentoring Foundations and Seminars, or Mentor Institute

Five 5-hour Mentor Forums

District Membership in the Arizona New Teacher Induction Network to connect and collaborate around mentor programming

Year 2 Advanced Mentor Institute

One subscription to Kiano (a data collection and management system)

\$200
PER PERSON

PARTICIPATING DISTRICTS/SCHOOLS/PROGRAMS RECEIVE:

4 complimentary registrations to the Arizona New Teacher Induction Network with representation from 1 program lead, 1 mentor/coach, 1 school administrator, and your choice for the fourth registrant

50% discount for all beginning teacher professional learning opportunities offered through the Arizona K12 Center

\$75,000 per year for 2 years

REQUIREMENTS:

All new mentors to the program attend Mentor Institute and Mentor Forums

Team of 4 attends the Arizona New Teacher Induction Network while satisfying the designated requirements

Provide teacher retention data and complete all surveys and data collection protocols throughout the 2 year commitment to the **Arizona New Teacher Support Program**

Commit to implementing the **Arizona New Teacher Support Program** mentoring tools, processes, and training within the district/school/program involved in the project

Districts/schools/programs must adhere to a 1:15 ratio for a full-time release mentor or 1:7 for a half-time release mentor

Provide mentor stipend(s) of \$5,000 per year for designated full-time release mentors or \$2,500 per year for designated half-time release mentors

PROGRAM COMPONENTS

All learning experiences are based on the New Teacher Center tools, curriculum, and research-based understanding of the impact of effective mentoring on beginning teachers and student outcomes. The curriculum provided during the **Arizona New Teacher Support Program** training has been adapted from the New Teacher Center's Mentor Institute professional learning offering. It was designed in a way to best meet the current context of Arizona's mentors, beginning teachers, and districts/schools/programs participating in the program. Skilled professionals associated with the New Teacher Center have worked with the Arizona K12 Center staff to ensure mentors have the skills, knowledge, dispositions, and tools necessary to be prepared and ready to support the newest members of the teaching profession.

Arizona New Teacher Induction Network

This learning series provides an opportunity for four-member district teams, including a program lead, mentor/coach, school administrator, and one other member of your choice (e.g., curriculum director, assistant superintendent, principal, school board member) to learn together with a diverse network of stakeholders involved in the **Arizona New Teacher Support Program**.

These learning opportunities invite participants to engage decision-makers and practitioners in a common space and share what is making an impact on teacher retention, beginning teacher support, and, ultimately, student learning.

We believe that we learn best when we learn together. Districts/schools/programs sharing their experiences and learning help to support the growth of the profession. As the needs of beginning teachers evolve, it helps to have focused conversations and planning opportunities to support beginning teachers. This opportunity engages participants in dialogue with role-alike colleagues and helps to build an overall stronger network for supporting beginning teachers.

Mentor Forums

We provide mentors an opportunity to develop a community of practice where they digest the knowledge and skills learned; share best practices among colleagues; practice using tools and protocols to drive teacher practice forward; and identify ways of overcoming obstacles in their work. The conversation protocols used in the Mentor Forums are inquiry-based and grounded in data about the beginning teachers who mentors are working with so that mentors can accurately reflect on their experiences in the field and support the development of their own practice.

Mentor Institute

This is a four-day training held early in the school year in two-day increments. We encourage new mentors and those who may be new to the **Arizona Teacher Program** philosophies and habits of mind to attend. Covered during this time will be how to take an inquiry stance when supporting beginning teachers; strategic ways to build relationships and create entry points with teachers built on trust and confidentiality; language to speak about teaching; and how to work with teachers through inquiry cycles in the continued pursuit of improved teacher practice, leading to increased student learning. By the end of these four days, mentors will be able to clearly articulate their role, have the language to use when communicating with beginning teachers, and access foundational tools necessary to support mentees.

Beginning Teacher Series Support

The Arizona K12 Center supports beginning teachers with enhanced professional growth and development by allowing our beginning teachers to participate in rich and thoughtful learning opportunities. Through the Beginning Teacher Series, participants can attend targeted professional development training, webinars, and networking events. We end the school year with a summer Beginning Teacher Institute, which is a multiday event that engages Arizona beginning teachers in enhancing their own professional community. The Beginning Teacher Series is customized for teachers in their first two years of teaching and is an added benefit to your induction program.

GLOSSARY OF TERMS

Beginning Teacher: a teacher with 0–2 years of classroom experience

Comprehensive Support and Improvement (CSI) Schools: Any Title I school with student proficiency/percent passing, ELA and Math combined, in the lowest 5% on the statewide assessment, OR any high school with a combined 5-year cohort graduation rate of 66% or less, plus all 'F' schools (identified every three years)

Targeted Support and Improvement (TSI) Schools: Any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School. Subgroups, for accountability purposes, are students from major racial and ethnic groups, students with disabilities, English learners, and economically disadvantaged students.

Mentor: Serves in a nonevaluative role and provides instructional mentoring to beginning teachers

Professional Development: Comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers who are engaged in an ongoing process of critical examination and reflection of their teaching practice to find new and increasingly effective ways to improve student learning

ELIGIBILITY

The Arizona K12 Center awards financial assistance to districts/schools/programs to create and sustain an impactful induction and mentoring program.

Selected districts/schools/programs enter into a subcontract agreement with the Arizona K12 Center and Northern Arizona University, annually, for up to two years. The Center reserves the right to withdraw from an agreement if the awardee fails to meet the guidelines of the grant.

To qualify, the district/school/program must meet at least two of the following requirements:

- ✓ 50% or higher free or reduced lunch
- ✓ 25% or higher teacher turnover (have lost and hired an average of 25% or more teachers new to the district/school/program in the last three years)
- ✓ A middle school or high school
- ✓ Impacted schools identified as Comprehensive Support and Improvement (CSI) Schools or Targeted Support and Improvement (TSI) Schools

In addition, it is expected that applicants adhere to a 1:15 ratio for a full-time release mentor or 1:7 for a half-time release mentor.

MENTOR SELECTION CRITERIA AND IDENTIFICATION

Mentor selection criteria include, but are not limited to, the following:

- ✓ A valid Arizona teaching certificate
- ✓ Recognition as an exemplary classroom teacher and excellent professional role model
- ✓ Current or former classroom teacher with a record of at least two years of successful teaching experience with a wide range of students
- ✓ Strong subject matter and/or grade-level appropriate knowledge
- ✓ Effective interpersonal communication
- ✓ Credibility with peers and administrators
- ✓ Respect for multiple perspectives
- ✓ Experience working effectively with linguistically and culturally diverse students
- ✓ Understands the value of confidentiality in the mentoring process and is able to maintain confidentiality in mentoring relationships
- ✓ Demonstrates commitment to personal and professional growth and learning through ongoing reflection
- ✓ Willingness to participate in professional preparation to acquire the knowledge and skills needed to be an effective mentor
- ✓ Willingness to work collaboratively with beginning teachers, mentors, and program leadership from an inquiry and strategic stance
- ✓ Knowledge of and willingness to learn about adult learning theory and beginning teacher development
- ✓ A commitment to improving the academic lives of ALL students

In addition, the Arizona K12 Center believes identified Arizona Master Teachers and/or National Board Certified Teachers are preferred in these roles due to their commitment and achievements in moving the profession forward for the purpose of increasing student learning.

PROFESSIONAL LEARNING CALENDAR

August 2021

Aug 31 Continuing Mentor Forum (Phoenix)

September 2021

Sept 13-14 Mentor Institute (Phoenix)

Sept 21-22 Arizona New Teacher Induction Network (Tucson)

October 2021

Oct 20 Mentor Forum 1 (Phoenix)

November 2021

Nov 17-18 Mentor Institute (Phoenix)

December 2021

Dec 1 Mentor Forum 2 (Phoenix)

February 2022

Feb 9 Mentor Forum 3 (Phoenix)

Feb 23 Arizona New Teacher Induction Network (Phoenix)

March 2022

Mar 30 Mentor Forum 4 (Phoenix)

May 2022

May 4 Arizona New Teacher Induction Network (Phoenix)

Dates are subject to change. Visit azk12.org/events for more information.

APPLICATION CONTENT REQUIREMENTS AND SUBMISSION

Applications should specifically address each area of the Arizona Beginning Teacher Induction Program Standards (page 27) and the Arizona Professional Teaching Standards (page 28) appropriate to the overall application, and show a comprehensive approach to developing, supporting and sustaining a mentoring program beyond the two years of grant funding and training support. A successful application demonstrates how the district/school/program supports teachers along the continuum of practice (page 29). There should be a clear plan for sustainability once the grant period concludes.

Additional Documents

- A letter of support from the superintendent
- A letter of support from the governing board president

All applications and documents must be sent in electronic form (PDF) by close of business **(5:00PM) Monday, February 22, 2021** to dbrown@azk12.org

All original signed documents must be mailed to the address below and postmarked by **Monday, February 22, 2021**.

Arizona K12 Center
99 East Virginia Avenue, Suite 100
Phoenix, AZ 85004

Applications will be reviewed and notifications made to districts/schools/programs as soon as possible, but no later than March 19, 2021. For further information or questions, please contact Danielle Brown at dbrown@azk12.org or at (602) 443-6444.

LETTERS OF SUPPORT

Eligible applicants must complete and submit their **Arizona New Teacher Support Program** application with individual letters signed by the superintendent and the governing board president that **clearly state the district's/school's/program's intent to build capacity and sustainability** while participating in the **Arizona New Teacher Support Program**.

ARIZONA NEW TEACHER SUPPORT PROGRAM APPLICATION



APPLICATION COVER SHEET

District:

Address, City, Zip:

Total Number of Students:

Total Number of Campuses:

Number of Elementary Schools:

Number of Middle Schools:

Number of High Schools:

Other (please describe):

Superintendent

Name:

Phone:

Email:

District Lead Mentor

Name:

Phone:

Email:

Governing Board President

Name:

Phone:

Email:

Fiscal Director/Coordinator

(if different from District Program Lead)

Name:

Phone:

Email:

District Program Lead

Name:

Phone:

Email:

Qualifying School(s):

| School | Principal Name | Email |
|--------|----------------|-------|
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HISTORY OF BEGINNING TEACHERS

Please provide a three-year history of the total number of beginning teachers (0–2 years teaching experience) in the district/school/program.

Number of Beginning Teachers (per school year)

2019–2020:

2020–2021:

2021–2022 (anticipated):

EXECUTIVE SUMMARY

In 750 words or less, please include:

- Name of the district/school/program
- Summary of the goals
- Vision surrounding this work as it relates to the program's mission and core values (page 5) and the needs of the district/school/program
- Anything particularly innovative in your approach
- Description of current beginning teacher support and how being involved in the **Arizona New Teacher Support Program** will address long-term capacity and sustainability

CURRENT TO FUTURE STATE

Problem and Needs Assessment

In 750 words or less, please describe the current state of the district/school/program support of beginning teachers. Be sure to include or identify:

- Information about the current state of any existing induction and mentoring program
- Problem(s) being addressed
- Actions for addressing the problem(s) through the **Arizona New Teacher Support Program**
- The top challenges to the success of mentoring, including the ability to achieve the intended results within the planned time frame and strategy to address them
- Eligible district(s)/school(s)/program(s) statement of eligibility and an explanation of the criteria each meets (page 10)
- How many beginning teachers (0–2 years of experience) the program will support
- How participation in the program will develop effective teachers and yield high rates of both mentor and beginning teacher retention

CURRENT TO FUTURE STATE

The Work Plan

Please provide a detailed description and overall plan on how you will meet each of your program objectives, priorities, and any district requirements (750 words or less). This should be delineated by the two-year **Arizona New Teacher Support Program** cycle. Be sure to explain how you plan to sustain the work beyond the scope of the program partnership. Key items you should address:

- Which Arizona Beginning Teacher Induction Program Standards (page 27) and Arizona's Professional Teaching Standards (page 28) will you work on during each year?
- What will be your overarching goals for each year?
- What resources are needed for each year (human, financial, and/or technological)?
- What is/has been the mentor selection plan?
- Who is responsible for the overall coordination of the program?
- How does your work plan build capacity and sustainability, and create opportunities for growth of both mentors and beginning teachers?

CURRENT TO FUTURE STATE

Mentor Selection

Provide a brief explanation (750 words or less) of how your mentor selection process aligns with recommended mentor selection criteria (page 11). Provide the names and contact information of the mentors who will perform the service of mentoring beginning teachers. Identify those who are Arizona Master Teachers and/or National Board Certified Teachers.

Mentor Name:

Mentor Email:

Additional Mentor Name (if applicable):

Additional Mentor Email (if applicable):

Mentor to Mentee Ratio (2021–2022 school year estimate):

MEASUREMENT, LEARNING, AND EVALUATION

In this section, describe the practical and useful measures (quantitative and qualitative) that will be used to monitor the overall progress toward your goals. Be sure to include information regarding which systems are in place or have to be created to measure the progress. Please include the explicit measures that the district/school/program will use to track the mentors' effectiveness.

BUDGET TEMPLATE OVERVIEW

An itemized budget must be submitted (template on page 24, example on page 25) and should describe how funds will be utilized in support of the proposed program to build capacity and sustainability within the district/school/program.

In your responses on the next page, include total project costs including funds requested from the Arizona K12 Center as well as other funds being applied to the proposed project.

Provide a description of the cost categories and how the proposed expenses were determined. Omit any categories in which there are no budgeted expenses.

- **Personnel:** Include the names of all mentors supporting the project. If utilizing funds for replacement salaries, include the names of each replacement teacher. Explain how the district will support these personnel after the life of this grant.
- **Benefits:** Include benefit rate of impacted employees.
- **Travel:** Include a brief description of the travel required for this project. Include the methodology used to calculate the mileage estimates for each trip; the assumptions used to determine the appropriate number of trips; and the rationale for how those trips will support achievement of the results. Travel costs are for a team of four to attend the Arizona K12 Center's New Teacher Induction Network meetings.
- **Mentor Stipends:** Include the name of each stipend recipient and the amount of the stipend, \$5,000 per year for designated full-time release mentors or \$2,500 per year for half-time release mentors.
- **Supplies:** Describe the project-related materials and supplies being requested, the purpose of the item(s) as related to the project, and the cost assumptions used to generate the cost estimate.
- **Professional Development:** Include a brief description of the professional development activities for mentors and beginning teachers required for this project. This should include beginning teacher professional development such as Sharpen Your Skills; Connect and Reflect Through Webinars; and Meet, Mingle, and Learn. Also include the methodology used to calculate the total cost estimates for each activity/event, including the estimated number of participants and total cost per participant. What is the rationale for how these activities will support project results? Please be sure to include the costs associated with all the **Arizona New Teacher Support Program** requirements within this application. Learn more about events at azk12.org/events.
- **Miscellaneous:** Describe the item(s) being requested, the purpose of the item(s) as related to the project, and the cost assumptions used to generate the cost estimate.

BUDGET TEMPLATE: JULY 1, 2021–JUNE 30, 2023

Your School District:

| Budget Category | YEAR 1 7/21-6/22 | YEAR 2 7/22-6/23 | TOTAL |
|--|---------------------|---------------------|-------|
| PERSONNEL | | | |
| BENEFITS | | | |
| TRAVEL (List all trips individually; mileage only) | | | |
| MENTOR STIPENDS (Provide recipient name(s)) | | | |
| SUPPLIES | | | |
| PROFESSIONAL DEVELOPMENT | | | |
| MISCELLANEOUS (List all items) | | | |
| TOTAL PROGRAM COSTS | | | |

BUDGET EXAMPLE: JULY 1, 2021–JUNE 30, 2023

Your School District: *Arizona School District*

| Budget Category | YEAR 1 7/21-6/22 | YEAR 2 7/22-6/23 | TOTAL |
|--|---------------------|---------------------|------------------|
| PERSONNEL | | | |
| <i>Juan Pérez - Half-time mentor at High School</i> | \$24,553 | \$24,553 | \$49,106 |
| <i>Jane Doe - Half-time mentor at Middle School</i> | \$28,005 | \$28,005 | \$56,010 |
| BENEFITS | | | |
| <i>Juan Pérez - benefit rate at 22%</i> | \$5,401.66 | \$5,401.66 | \$10,803.32 |
| <i>Jane Doe - benefit rate at 22%</i> | \$6,161.10 | \$6,161.10 | \$12,322.20 |
| TRAVEL (List all trips individually; mileage only) | | | |
| <i>1 roundtrip mileage to Arizona New Teacher Induction Network meeting in Tucson (222 mi x \$0.445)</i> | \$98.79 | \$98.79 | \$197.58 |
| MENTOR STIPENDS (Provide recipient name(s)) | | | |
| <i>Juan Pérez</i> | \$2,500 | \$2,500 | \$5,000 |
| <i>Jane Doe</i> | \$2,500 | \$2,500 | \$5,000 |
| SUPPLIES | | | |
| <i>Book Study for beginning teachers</i> | \$410.45 | \$410.45 | \$820.90 |
| PROFESSIONAL DEVELOPMENT | | | |
| <i>for new mentors: 4-day Mentor Institute, 5 5-hour Mentor Forums, subscriptions to Kiano (2@\$850)</i> | \$1,700 | \$1,700 | \$3,400 |
| <i>Sharpen Your Skills for 15 beginning teachers (15@\$50)</i> | \$750 | \$750 | \$1,500 |
| <i>Beginning Teacher Institute (8@\$365)</i> | \$2,920 | \$2,920 | \$5,840 |
| MISCELLANEOUS (List all items) | | | |
| <i>n/a</i> | \$0 | \$0 | \$0 |
| TOTAL PROGRAM COSTS | \$75,000 | \$75,000 | \$150,000 |

Appendix A:

ARIZONA BEGINNING TEACHER INDUCTION PROGRAM STANDARDS

Applications to support **beginning teachers** should directly align to the Arizona Beginning Teacher Induction Program Standards. Applications should specifically address each area of the Standards and show a comprehensive approach to developing, supporting, and sustaining a teacher induction program.

Standard 1: Program Structure – Address the structure of the program, detailing who is included as a beginning teacher, what leadership is involved in the program structure, and clarity on how the direction of the program will be determined.

Standard 2: Program Vision, Model, and Institutional Commitment – Address how the program’s vision, model, and institutional commitment will support a comprehensive and sustainable teacher induction program.

Standard 3: Program Leadership and Communication – Address how the district will administer the program and communicate program goals and practices with involved stakeholders.

Standard 4: School Leader Engagement – Detail how principals and school leaders will support, promote, and develop beginning teachers.

Standard 5: Ongoing Program Assessment and Improvement – Detail how the program leader will assess the effectiveness of the program and how that information will be used to improve the overall program.

Standard 6: Program Design – Detail how the program will uphold the expectation of full-time or half-time release mentors. The detail should also include how mentors may enter and leave the role in a way that supports professional development, as well as program sustainability.

Standard 7: Instructional Mentor Selection, Assignment, and Responsibilities – Detail how mentors are selected and trained, and how caseload decisions for each mentor are determined.

Standard 8: Instructional Mentor Professional Development – Explain the professional development that mentors will be involved in and how this development directly connects to instructionally supporting beginning teachers.

Standard 9: Mentor Assessment – Explain how mentors will be assessed and what tools will be used and detail expectations for mentor growth and accountability.

Standard 10: Beginning Teacher Onboarding and Professional Learning – Explain in-depth the professional development opportunities that will be provided for beginning teachers, including how they will engage in professional development offered by the Arizona K12 Center, and how teachers are onboarded.

Standard 11: Instructionally Focused Mentoring – Detail the tools and resources that will be provided for beginning teachers/mentors to ensure their focus on instructional practice.

Standard 12: Mentoring for Equity, Diversity, and Inclusion – Detail how the induction program honors a vision that supports equitable and inclusive learning environments for all learners.

Standard 13: Structures for Beginning Teacher Professional Learning – Detail structures that are in place to ensure reflective, developmentally appropriate learning opportunities for beginning teachers; also, outline how mentors will work with beginning teachers to gather evidence and make decisions about practice that are in alignment with district goals.

Appendix B:

ARIZONA'S PROFESSIONAL TEACHING STANDARDS

Applications should directly align to Arizona's Professional Teaching Standards. Applications should specifically address selected Standards and show a comprehensive approach to developing and supporting beginning teachers.

Standard 1: Learner Development – Detail how the teacher: a) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; and b) designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences – Detail how the teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments – Detail how the teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge – Detail how the teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach, and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content – Detail how the teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Standard 6: Assessment – Detail how the teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide their own and their learners' decision-making.

Standard 7: Planning for Instruction – Detail how the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, as well as knowledge of the learners and the community context.

Standard 8: Instructional Strategies – Detail how the teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice – Detail how the teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration – Detail how the teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and advance the profession.

Appendix C: ARIZONA TEACHER PROGRAM OVERVIEW

The **Arizona New Teacher Support Program** is part of the broader **Arizona Teacher Program**, which builds capacity for teacher leadership, while providing support to the newest members of the teaching profession. It is an initiative of the Arizona K12 Center and Northern Arizona University. Learn more at azk12.org.



Supporting teachers where they are
along the continuum of practice

