



*New Teacher*  
SUPPORT

ARIZONA NEW TEACHER SUPPORT

2021–2022 School/District Application

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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 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.

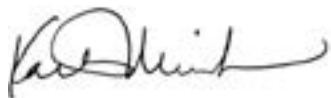
Arizona’s classrooms have changed over the past ten years. We are seeing more and more teachers leave the profession, many in mid-year, while at the same time being replaced with people with little to no preparation. Some of our most experienced teachers are now those in their third and fourth years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

So we have replaced the Master Teacher Program with the **Arizona Teacher Program**. And embedded within it is **Arizona New Teacher Support**. 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. We will continue our relationship with the New Teacher Center. Our work will continue to be grounded in standards. At the same time, we realize the needs are different from school to school so, with this new program, you will discover different tiers of support and participation. 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 attached application, please do not hesitate to reach out to our staff to answer 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 **Arizona New Teacher Support** as we work together to advance teaching and learning in Arizona.

Best regards,



Kathleen Wiebke, NBCT, Ph.D.  
Executive Director  
**Arizona K12 Center**

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# ARIZONA NEW TEACHER SUPPORT INTRODUCTION

## NEW TEACHER SUPPORT PROGRAM OVERVIEW

The mission and purpose of **Arizona New Teacher Support** is to build capacity for teacher leadership, while providing support to the newest members of the teaching profession. Experienced, accomplished teachers are placed into non-evaluative 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.

**Arizona New Teacher Support** 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.

Induction Program Standards and Arizona's Professional Teaching Standards serve as the foundation of **Arizona New Teacher Support**. 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 decides to apply 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, **Arizona New Teacher Support** cultivates high-quality mentoring, coaching, and leadership practices. We work in partnership with districts to create systems of ongoing professional learning that are collaborative, inquiry-focused, responsive, and reflective.*

### 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 will have a designated team. These meetings will 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:

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

**Arizona New Teacher Support** 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 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](http://azk12.org)
- ✓ Mentors must 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 new 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.

## TIERS OF SUPPORT

**Arizona New Teacher Support** has three tiers of participation. Applicants will decide up front which tier they are applying for. The tiers and elements are as follows:

|  | TIER 1             | TIER 2             | TIER 3           |
|--|--------------------|--------------------|------------------|
| <b>NEW MENTOR TEACHERS CONSORTIUM COMMUNITY INVOLVEMENT</b>  |                    |                    |                  |
| One 2-day Arizona New Teacher Support Foundations Training   |                    |                    |                  |
| Five 2-hour Arizona New Teacher Support Foundations Seminars   | \$1,500 PER PERSON | \$1,200 PER PERSON | \$900 PER PERSON |
| Five 5-hour Arizona New Teacher Support Mentor Forums  |                    |                    |                  |
| One subscription to Learning Zone  |                    |                    |                  |
| <b>CONTINUING MENTOR TEACHERS CONSORTIUM COMMUNITY INVOLVEMENT</b><br>Teachers who have been previously trained in The New Teacher Center’s Professional Learning Series Mentor Academies Year 1 and Year 2                      |                    |                    |                  |
| Five 5-hour Arizona New Teacher Support Mentor Forums  |                    |                    |                  |
| District Membership in the Arizona New Teacher Induction Network to connect and collaborate around mentor programming  | \$200 PER PERSON   | \$200 PER PERSON   | \$200 PER PERSON |
| <b>PARTICIPATING DISTRICTS/SCHOOLS/PROGRAMS RECEIVE</b>  |                    |                    |                  |
| 4 complimentary registrations to the Arizona New Teacher Induction Network with representation from one program lead, one mentor/coach, one school administrator, and your choice for the fourth registrant                      | ✓                  | ✓                  | ✓                |
| 2 additional complimentary subscriptions to New Teacher Center’s Learning Zone online platform   | ✓                  | ✓                  | ✓                |
| 20% discount for all beginning teacher professional learning opportunities offered through the Arizona K12 Center  |                    | ✓                  | ✓                |
| 50% discount for all beginning teacher professional learning opportunities offered through the Arizona K12 Center  |                    |                    | ✓                |
| \$75,000 per year for two years  |                    |                    | ✓                |
| <b>REQUIREMENTS</b>  |                    |                    |                  |
| All new mentors to the program attend the two-day Arizona New Teacher Support Foundations Training, five two-hour Arizona New Teacher Support Foundations Seminars, and five five-hour Arizona New Teacher Support Mentor Forums | ✓                  | ✓                  | ✓                |
| Team of four attends the Arizona New Teacher Induction Network while satisfying the designated representation requirements   | ✓                  | ✓                  | ✓                |
| Provide teacher retention data and complete all surveys and data collection protocols throughout the two-year commitment to Arizona New Teacher Support  |                    | ✓                  | ✓                |
| Commitment to implementing Arizona New Teacher Support mentoring tools, processes, and training within the district/school/program involved in the project   |                    | ✓                  | ✓                |
| Districts/schools/programs that are applying for Tier 3 participation must adhere to a 1:15 ratio for a full-time release mentor or 1:7 for a part-time release mentor   |                    |                    | ✓                |
| Mentor stipend(s) of \$5,000 per year, for designated full-time release mentors or mentor stipend of \$2,500 per year, for designated half-time release mentors  |                    |                    | ✓                |

## COMPONENTS OF ARIZONA NEW TEACHER SUPPORT

All learning experiences are based on the New Teacher Center tools, curriculum, and research-based understanding of the impact of effective mentoring on new teachers and student outcomes. The curriculum provided during the **Arizona New Teacher Support Mentor Foundations Training and Seminars** has been adapted from the New Teacher Center's Professional Learning Series Year One Content (formerly known as Mentor Academy Year One). It was designed in a way to best meet the current context of Arizona's mentors, new 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, dispositions, and tools necessary to be prepared and ready to support the newest teachers of our profession.

### Arizona New Teacher Support Mentor Foundations Training

This is a two-day training held early in the year. We encourage new mentors and mentors 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 new teachers to the profession; 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 two days, mentors will be able to clearly articulate their role, have the language to use when communicating with new teachers, and have foundational tools necessary to support mentees.

### Arizona New Teacher Support Mentor Foundations Seminars

Five two-hour Mentor Foundations Seminars will be held throughout the year to extend learning that has taken place during the initial Mentor Foundations Training. These sessions will take place prior to Mentor Forums. Mentors will learn additional processes, tools, and habits of mind that will extend their ability to effectively mentor throughout the year.

### Arizona New Teacher Support Mentor Forums

Mentor Forums provide mentors an opportunity to develop a community of practices 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 on and grounded in data about the new teachers whom mentors are working with so that mentors can accurately reflect on their experiences in the field and support the development of their own practice.

### Arizona New Teacher Induction Network

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

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 those newest to our profession. This opportunity engages participants in dialogue with role-alike colleagues and helps to build an overall stronger network for supporting beginning teachers.

### New Teacher Center's Learning Zone Training

Districts selected for **Arizona New Teacher Support** will have access to an online portal developed by the New Teacher Center. The portal offers a platform for mentors and mentees to keep track of their ongoing interactions. The training is offered in the fall of the first year of the grant cycle to acclimate mentors and district leaders to the portal and the tools it offers.

### Arizona New Teacher Support Glossary of Terms

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

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

**Mentor:** provides mentoring to beginning teachers

**Professional Development:** Comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers while engaging them in an ongoing process of critically examination of their teaching practice to find new and increasingly effective ways to improve student learning

## ARIZONA NEW TEACHER SUPPORT ELIGIBILITY

The Arizona K12 Center awards financial assistance to districts/schools/programs to create and sustain an impactful mentoring and induction program (Tier 3 funding support).

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 Arizona K12 Center reserves the right to withdraw from an agreement if the awardee fails to meet the guidelines of the grant.

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

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

In addition, it is expected that Tier 3 applicants adhere to a 1:15 ratio for a full-time release mentor or 1:7 for a part-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 three 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

Note: The Arizona K12 Center believes previously identified 'Arizona Master Teachers' as well as National Board Certified Teachers (NBCTs) are preferred in these roles due to their commitment and achievements in moving the profession forward for the purpose of increasing student learning.

Please provide the names and contact information of the mentors who will perform the services of mentoring beginning teachers. Identify those who were previously identified as Arizona Master Teachers and/or National Board Certified Teachers.

## ARIZONA NEW TEACHER SUPPORT 2021-2022 LEARNING CALENDAR

Mentoring Foundations Training, Learning Zone Training, Seminars, and Forums will be held in the Arizona K12 Center Professional Learning Center.

Please Note: Dates To Be Determined in the Spring of 2021. **Attendance is a program requirement for all tiers.**

May 2021

July 2021

August 2021

September 2021

November 2021

February 2022

March 2022

May 2022

## APPLICATION CONTENT REQUIREMENTS AND SUBMISSION

### Application (pages 15–25 of this PDF)

- Applications should specifically address each area of the New Teacher Center Induction Program Standards (page 26) appropriate to the overall application and show a comprehensive approach to developing, supporting and sustaining a mentoring program, beyond the two years of tier grant funding and training support.
- A needs assessment and statement of eligibility identifying all eligible schools, as well as providing an explanation of the criteria each school meets
- A detailed explanation of each program component and how you are addressing each
- The names of potential or already selected mentors who will be mentoring during the 2021–2022 school year
- A statement addressing how the district/school/program intends to meet each of your program objectives, priorities and district/school/program requirements
- A clear alignment between the district/school/program objectives, priorities, and requirements to the **Arizona New Teacher Support** mission and core values
- An explanation of alignment between the **Arizona New Teacher Support** mentor selection criteria and current mentor identification
- A detailed budget and item explanation in (page 22) if applying for Tier 3 funding

### Additional Documents

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

All applications and documents must be sent in electronic form (PDF) by close of business **(4:00PM) Monday, January 11, 2021** to [dbrown@azk12.org](mailto:dbrown@azk12.org)

Also, the original copy must be postmarked by **Monday, January 11, 2021** and contain all original signed documents and be mailed to:

**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 15, 2021. For further information or questions, please contact Danielle Brown at [dbrown@azk12.org](mailto:dbrown@azk12.org) or at (602) 443-6447.

### LETTERS OF SUPPORT

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

# ARIZONA NEW TEACHER SUPPORT APPLICATION



## ARIZONA NEW TEACHER SUPPORT APPLICATION COVER SHEET

**District:**

Address:

Number of students:

Number of campuses:

Elementary Schools:

Middle Schools:

High Schools:

Other (please describe):

**Superintendent**

Name:

Phone:

Email:

**Governing Board President**

Name:

Phone:

Email:

**District Program Lead**

Name:

Phone:

Email:

**District Lead Mentor**

Name:

Phone:

Email:

**Fiscal Director/Coordinator:**

*(if different from District Program Lead)*

Name:

Phone:

Email:





## EXECUTIVE SUMMARY

In the Executive Summary (500 words or less), please include:

- the name of your district/school/program
- the tier of support you are applying for (page 7).
- a summary of the goals you intend to pursue if you receive support
- high-level details of your vision surrounding this work as it relates to the mission and core values (page 5)
- anything particularly innovative to your approach
- a description of how you currently support new teachers and how being involved in **Arizona New Teacher Support** will address long-term capacity and sustainability

## CURRENT TO FUTURE STATE

### Problem and Needs Assessment

In this section (500 words or less), please describe the current state of how you support your beginning teachers. Be sure to include or identify:

- information about the current state of your mentoring program
- what the problem you are planning to address is
- your actions for addressing the problem through **Arizona New Teacher Support**
- the top challenges to the success of mentoring, including the ability to achieve the intended results within the planned time frame and how you plan to overcome or address them
- eligible school(s) and a statement of their eligibility; provide an explanation of the criteria each school meets (page 10).
- how many beginning teachers (0–2 years of experience) your program will support
- how your work will develop effective teachers and yield high rates of both mentor and new 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 (500 words or less). This should be delineated by the two-year **Arizona New Teacher Support** cycle. Be sure to explain how you plan to sustain the program beyond the scope of the **Arizona New Teacher Support** partnership. Key items you should address:

- Which New Teacher Center Induction Program Standards (page 26) and/or Arizona's Professional Teaching Standards (page 27) will you work on during each year?
- What will be the overarching goals for each year?
- What resources will you need for each year? (human, financial, and /or technological.)
- What is/has been your mentor selection plan?
- Who is responsible for the overall coordination for the program?
- How does your work plan build in capacity and sustainability and create opportunities for growth for both mentors and beginning teachers?

## CURRENT TO FUTURE STATE

### Mentor Selection

Provide a brief explanation (500 words or less) of how mentor selection processes align 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 were previously identified 'Arizona Master Teachers' and/or National Board Certified Teachers (NBCTs).

Name:

Email:

Campuses Served:

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

## MEASUREMENT, LEARNING, AND EVALUATION

In the previous section, you described your work plan by years. In this section, describe the practical and useful measures (quantitative and qualitative) that you will use to monitor your overall progress toward your goals. Be sure to include information regarding which systems you have in place or have to create to measure your progress. We will also be looking for the explicit measures that your district/school/program will use to track mentors' understanding of mentoring.

## BUDGET NARRATIVE (ONLY COMPLETE IF APPLYING FOR TIER 3)

### Budget Narrative Template:

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

**Direct Cost Details:** 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 direct-cost categories of the budget and how you arrived at the proposed expenses. Feel free to omit any categories in which there are no budgeted expenses.

- **Personnel and Benefits:** 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.
- **Travel:** Include a brief description of the travel required for this project. Include the methodology used to calculate the total cost 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.
- **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 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 required for this project. Include the methodology used to calculate the total cost estimates for each activity/event, including the estimated number of attendees and total cost per attendee. What is the rationale for how those meetings will support project results? Please be sure to include the costs associated with all **Arizona New Teacher Support** requirements associated with the tier you are applying for within this application.
- **Travel costs for a team of four to attend the Arizona K12 Center's New Teacher Induction Network meetings.** The team should consist of the program director, a mentor/coach, a school administrator, and one other member of your choice (i.e., curriculum director, assistant superintendent, principal, school board member).
- **Other Direct Costs:** 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.

**ARIZONA NEW TEACHER SUPPORT BUDGET TEMPLATE**  
**JULY 1, 2021-JUNE 30, 2022** (ONLY COMPLETE IF APPLYING FOR TIER 3 SUPPORT)

Your School District

| Budget Category  | YEAR 1<br>7/21-6/22 | YEAR 2<br>7/22-6/23 | TOTAL |
|--|---------------------|---------------------|-------|
| <b>PERSONNEL</b><br><i>Mentor teacher name, # FTE</i><br><i>Replacement teacher name, # FTE</i>  |                     |                     |       |
| <b>BENEFITS</b><br><i>Mentor name, benefit rate%</i><br><i>Replacement teacher name, benefit rate %</i>  |                     |                     |       |
| <b>TRAVEL</b> (List all trips individually)<br><i>In state (to include lodging, mileage, per diem)</i><br><i>Out of state (to include airfare, ground transportation, lodging, per diem)</i> |                     |                     |       |
| <b>MENTOR STIPENDS</b> (Provide recipient name(s))<br><i>Mentor Teacher Name(s)</i>  |                     |                     |       |
| <b>SUPPLIES</b><br><i>Project related materials and supplies</i>   |                     |                     |       |
| <b>PROFESSIONAL DEVELOPMENT</b><br><i>Title of activity/event; number of participants; cost/participant</i>  |                     |                     |       |
| <b>OTHER</b> (List all items)  |                     |                     |       |
| <b>TOTAL PROJECT COSTS</b>   |                     |                     |       |

**ARIZONA NEW TEACHER SUPPORT BUDGET EXAMPLE**

Your School District

| Budget Category  | YEAR 1<br>7/19-6/20                        | YEAR 2<br>7/20-6/21                        | TOTAL                  |
|--|--|--|------------------------|
| <b>PERSONNEL</b><br><i>Juan Pérez - Half time mentor at High School</i><br><i>Jane Doe - Half time mentor at Middle Schools</i>  | \$24,553                                   | \$24,553                                   | \$49,106               |
| <b>BENEFITS</b><br><i>For above 0.5 FTE positions at 22%</i>   | \$11,562.76                                | \$11,562.76                                | \$23,125.52            |
| <b>TRAVEL</b> (List all trips individually)<br><i>1 car mileage to NTIN in Tucson and 2 days in Phoenix</i>  | \$179.24                                   | \$179.24                                   | \$358.48               |
| <b>MENTOR STIPENDS</b> (Provide recipient name(s))<br><i>stipends for 0.5 FTE mentors (2@\$2,500)</i><br><i>stipends for peer mentors (10@\$1,000)</i>   | \$5,000 (ATP)<br><i>paid with Title II</i> | \$5,000 (ATP)<br><i>paid with Title II</i> | \$10,000               |
| <b>SUPPLIES</b><br><i>n/a</i>  | \$0  | \$0  | \$0                    |
| <b>PROFESSIONAL DEVELOPMENT</b><br><i>for new mentor/peer mentors: 2-day ATP training, 5 2-hour seminars, 5 5-hour forums, subscriptions to Learning Zone (5@\$900)</i><br><i>for continuing mentor/peer mentors 5 5-hour forums (6@\$200)</i> | \$4,500<br><br>\$1,200                     | \$4,500<br><br>\$1,200                     | \$9,000<br><br>\$2,400 |
| <b>OTHER</b> (List all items)<br><i>n/a</i>  | \$0  | \$0  | \$0                    |
| <b>TOTAL PROJECT COSTS</b>   | \$75,000                                   | \$75,000                                   | \$150,000              |

# APPENDICES

## Appendix A: NEW TEACHER CENTER INDUCTION PROGRAM STANDARDS

Applications to support beginning teachers should directly align to the New Teacher Center's 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 Vision, Goals, and Institutional Commitment** – The application should address how the involvement will support a comprehensive and sustainable Teacher Induction Program.

**Standard 2: Program Leadership and Communication** – The application should address how the district will administer the program and communicate program goals and practices with all involved stakeholders.

**Standard 3: School Leader Engagement** – The application should detail how principals and school leaders will support, promote, and develop beginning teachers.

**Standard 4: Mentor Roles and Responsibilities, Selection, Assignment, and Assessment** – The application should describe, in detail, how mentors are selected and trained, and how caseload decisions for each mentor are determined.

**Standard 5: Mentor Professional Learning, Learning Communities, and Onboarding** – The application should explain the professional development that mentors will be involved in and how they will participate in learning communities outside their districts/schools to help refine their skills and practice. The application should also include information regarding how mentors are onboarded.

**Standard 6: Mentor Formative and Summative Assessment** – The application should explain how mentors will be assessed and what tools will be used. The application may detail expectations for mentor growth and accountability.

**Standard 7: Beginning Teacher Professional Development, Learning Communities, and Onboarding** – The application must explain in-depth the professional development opportunities that will be provided for beginning teachers and how they will participate in learning communities designed with their needs in mind. The application should also include information regarding how teachers are onboarded.

**Standard 8: Instructionally Focused Formative Assessment of Beginning Teacher Practice** – The application should clearly define how beginning teachers will be assessed and what tools will be used (you may wish to include artifacts that will help to explain.)

**Standard 9: Instructional Mentoring for Optimal Learning Environments** – The application must detail the tools and resources that will be provided for beginning teachers/mentors to help them focus on creating an optimal learning environment.

**Standard 10: Instructional Mentoring for Diversity, Equity, and Inclusion** – The application should detail how the induction program honors a vision that supports equitable and inclusive learning environments for all learners.

## Appendix B: ARIZONA'S PROFESSIONAL TEACHING STANDARDS

Applications to support content coaching for experienced teachers should directly align to the Arizona's Professional Teaching Standards. Applications should specifically address each area of the Standards and show a comprehensive approach to developing, supporting, and sustaining a Teacher Content-Specific Program.

**Standard 1: Learner Development** – The application should detail how the teacher: 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 designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences** – The application should 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** – The application should 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** – The application should detail how the teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, and creates 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** – The application should 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** – The application should 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 the teacher's and learner's decision-making.

**Standard 7: Planning for Instruction** – The application should 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 learners and the community context.

**Standard 8: Instructional Strategies** – The application should detail how the teacher understands and uses a variety of instructional strategies to encourage learners to develop 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** – The application should detail how the teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her 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** – The application should 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

**Arizona New Teacher Support** is part of the broader **Arizona Teacher Program**. The **Arizona Teacher Program** 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](http://azk12.org)

