



May 2007 Newsletter Update

Highlights of Upcoming Events!

- July 8-13 Camp Plug and Play 1.0**
The Creative Technology Camp for Beginners
- July 8-13 Camp Plug and Play 2.0**
Technology Camp for the Creative Teacher
- July 15-19 and October 25-17**
SEI Train the Trainers I and II
- July 18-20 and October 1-2**
Thinking Maps

did you know?

Arizona has 46 Master Teachers participating in the Governor's Master Teacher Program.



Congratulations to Arizona's newest Master Teachers!

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|-----------------------|--------------------------|
| <i>Sarah Baird</i> | <i>Deborah Lee</i> |
| <i>Holly Cluff</i> | <i>Cheryl Lee</i> |
| <i>Vicki Coash</i> | <i>Judith LeFevre</i> |
| <i>DeDe Fejes</i> | <i>Cecilia Ann Lynch</i> |
| <i>Petra Gonzales</i> | <i>Kathleen Martin</i> |
| <i>Darcy Jack</i> | <i>Jo Lynn McNeil</i> |
| <i>Anne Kerby</i> | <i>Della Morgan</i> |
| <i>Phillip Keuter</i> | <i>Marcia Zielinski</i> |

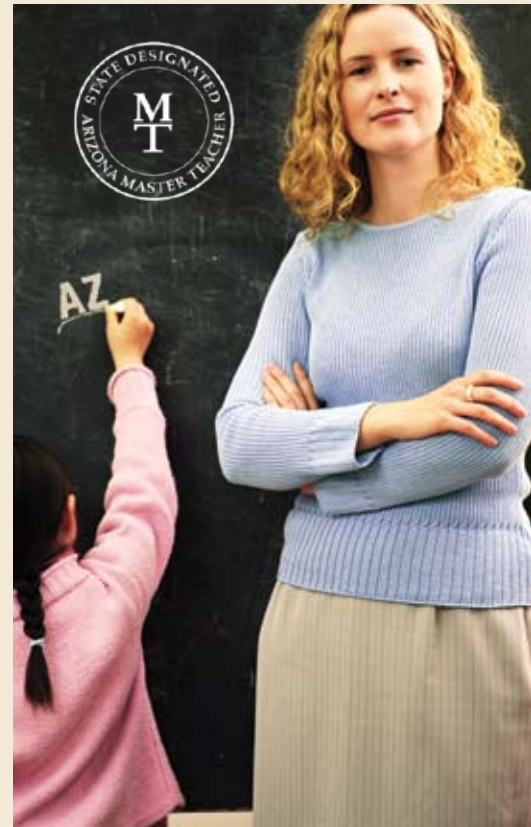
Master Teachers: Making the difference in Amphi

The Governor's Master Teacher Program is Arizona's first statewide mentoring and induction program. Master Teacher Mentors are selected and recognized for excellent teaching. They are then given training and the responsibility of guiding the newest members of the profession toward greater effectiveness and sustainability.

In the Amphitheater School District in Tucson, there are currently seven full-time Master Teachers at work at the elementary school level. They observe classroom teaching, offer feedback to teachers and model best practices. In addition, Master Teachers help their mentees use data in order to identify what is working and what is not in any given situation.

"The data we collect helps validate what we're doing," says Cathy Eiting, Chief Academic Officer for the Amphitheater School District. "It also helps us focus on areas of need." Two such areas that have been identified are: increasing student engagement and improving higher order critical thinking. Master Teachers work with their mentees to strengthen classroom performance in these areas.

What does the data say about the Master Teaching program itself? The numbers are still preliminary, but overall they are encouraging. "The early evidence is we are having very positive results," says Eiting.



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EVENT SPOTLIGHT

Mentor Academy I

- Dates** May 22-24, August 28-30, October 9-11, and January 15-17 2007
- Location I** Black Canyon Conference Center
9440 North 25th Avenue, Phoenix
- Location II** Pima Regional Support Center
6420 East Broadway, Suite A-100, Tucson
- Times** 8:00am-3:30pm
- Cost** \$885, after May 11 price is \$1085
- Deadline** 5/15/2007

Join us for this popular 12-day mentor training from the New Teacher Center (NTC). This training is designed for full-time or part-time release mentors of teachers new to the profession. Mentor Academy I consists of four, three-day sessions. The Academy's sequenced curriculum focuses on building the knowledge, skills, and understandings critical for new teacher mentors and coaches. The course content offers learning opportunities that are appropriate for a wide range of experience levels.

Only a limited number of spaces are available. This is a wonderful opportunity for schools and districts looking to start a mentoring program. While the cost of this training includes all the materials for the participant, participating schools/districts must agree to purchase the NTC padfolios for each of its new teachers. For more information please contact info@azk12.org.

Making the difference in Amphi

Test scores are up

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Amphi uses the Northwest Evaluation Association Measure of Academic Progress (MAP Test) as benchmark assessments in grades 2 through 9. According to the results obtained this year, 95% of the classrooms whose teachers worked with a coach experienced an increase in their average Rasch Interval Unit (RIT) scores between the fall and winter testing. Almost half (45%) of those classrooms showed increases that were larger than those of classrooms who did not have coaching intervention.

The feedback from teachers and principals has been positive as well. At first, there were some questions, according to District Superintendent, Vicki Balentine. "Implementing the program required some changes in the use of personnel," says Balentine. "Some people thought: 'Oh no, I'm losing resources.'"

Now the value of the Master Teacher program at Amphi has become evident, and all the participating schools want to continue. Although the program is technically a non-classroom budget item, it may be one of the most cost effective methods to enhance classroom results.

"We have 30 years of research that shows only 5% of professional development will be implemented in classrooms without this coaching component," says Balentine.

"Mentors provide one of the highest forms of professional development," Eiting explains. "They let teachers practice and refine skills that change teacher behavior for the benefit of students."

In Amphi, as throughout Arizona, the Master Teacher program is on the increase.

Balentine and Eiting hope to add two Master Teachers next year to work in the district's middle schools.

Master teacher profiles

Dana Kuhn

Dana Kuhn is in her twelfth year of teaching, currently at Salt River High School in the Salt River Pima-Maricopa Indian Community. A Master Teacher, Kuhn mentors four second-year teachers working at the school.

Kuhn's goal in mentoring is to simply hold on to as many good teachers as possible. She says: "A lot of teachers come to teaching and are disillusioned right away. It's hard, it's very challenging dealing with young people."

Kuhn should know. She quit in her second year of teaching, feeling frustrated, exhausted and overwhelmed. She went so far as to submit her letter of resignation.

"Every day I would cry at lunch. I was thrown in to teaching a subject I wasn't comfortable with," she says. "It happens all the time."

But her school wouldn't let her quit. A more seasoned teacher became an informal mentor to Kuhn, helping her work through her difficulties. As a result, an outstanding career in teaching was rescued from oblivion and nurtured into being. Which is precisely the outcome Kuhn works toward with her mentees.

Deborah Mayher

Deborah Mayher is a Master Teacher in the Window Rock Unified School District. Her father was a teacher, a principal and then a superintendent. So, Deborah was determined not to teach. As she puts it: "I swore I'd never be in education."

She worked as a secretary for a time, but eventually her passion caught up with her. She has taught for 16 years, starting in kindergarten, then third grade, and most recently in high school.

About mentoring, she says: "When you're helping a teacher, you're helping all their students as well. So it feels like you're getting to a larger group of students."

Mayher is currently mentoring 16 teachers, some of whom have students in common. By a conservative estimate, through mentoring, she is touching the lives of over 500 students.

Darlene Mansouri

Darlene Mansouri has been teaching for 18 years and mentoring, in one fashion or another, for a decade. She has worked as an Instructional Coach, a Reading Facilitator and a Career Ladder Facilitator. In 2006, she was named a Master Teacher at Helen Keeling Elementary School in Tucson.

Her purpose is a clear one: "I want to make sure that the teachers who really have the true passion, the internal drive to do this work, stay with education. Because that's what we need."

Mansouri finds that her biggest challenge as a Master Teacher is helping new teachers keep the big picture of their career in mind. "First and second year teachers are in day-to-day survival mode," she says. "I have to try to help them not get bogged down in attendance, paper work, or a difficult student. I try to remind teachers of their passion, to reconnect them with their vision."



Are you Master Teacher material?

The Arizona K-12 Center is currently seeking to identify Master Teachers and prepare them to serve as mentors. Our goal is to place a Master Teacher in every school, beginning with those schools that are most in need. If you have the following, you can apply to become a Master Teacher:

- At least five years of experience.
- Strong evaluations.
- Demonstrated student achievement and growth.

If selected, you would:

- Serve for three years as a Master Teacher Mentor and provide defined mentoring for new teachers in a building/district.
- Participate in state-sponsored professional development for mentors.
- Provide at least half-time release for Master Teacher Mentoring.



Need more info?

Programs, conferences and more information is available at our website www.azk12.org.

