Arizona's Master Teacher Program
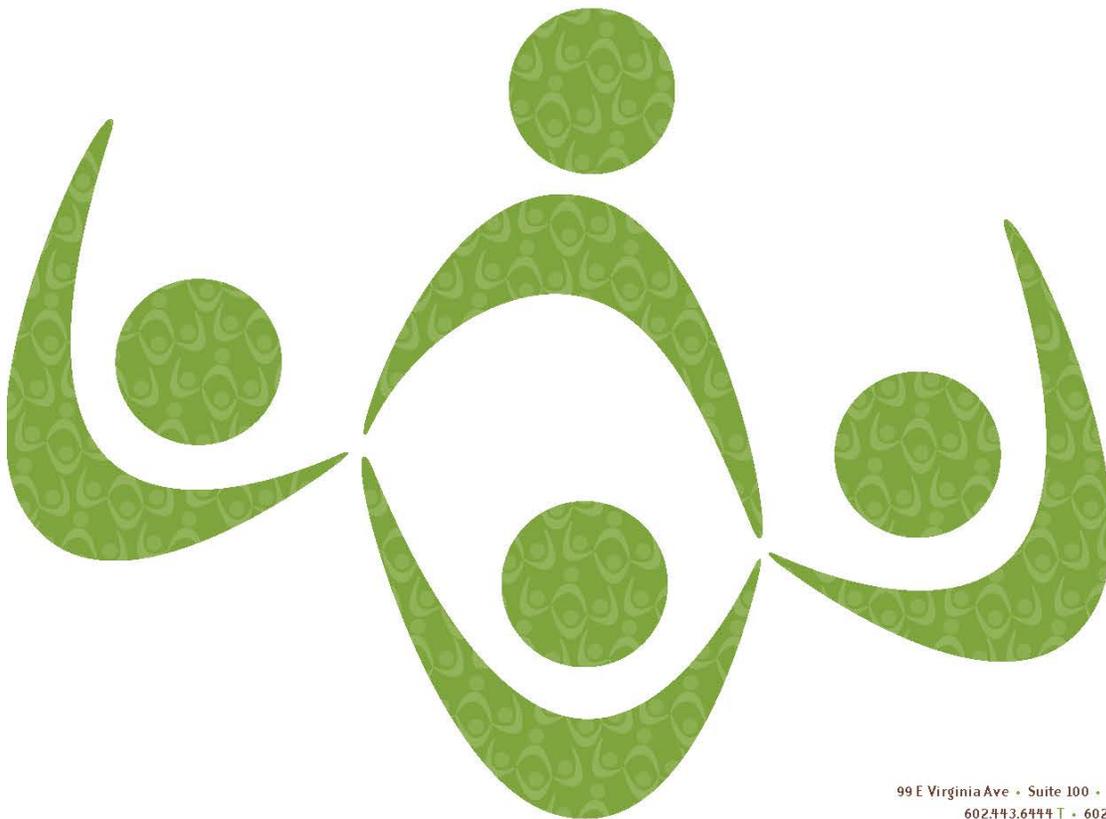
2017-2020
School/District Application

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As you complete the application it is important that you identify the path (i.e., mentoring beginning teachers or content coaching for experienced teachers) you want your program to pursue. You must select one path and create an application around that particular selection.

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Master Teacher Program Application (check one)

☐ Mentoring Beginning Teachers
☐ Content Specific Coaching (please specify)
  ☐ Mathematics
  ☐ English Language Arts

District Information

Name of District:

Address:

Number of students:

Number of buildings:

Elementary:

Middle:

High Schools:

Other (please describe):

Superintendent

Name:

Phone:

Email:

Governing Board President

Name:

Phone:

Email:

District Project Coordinator

Name:

Phone:

Email:

Qualifying Site(s)

School:

Principal contact information (for each site):

Name:

Phone:

Email:

Fiscal Director/Coordinator (if different from District Project Coordinator)

Name:

Phone:

Email:

NORTHERN ARIZONA UNIVERSITY

Section 1: Executive Summary (no more than one page)

In the Executive Summary please include the name of your school or district, how much you are requesting for each year, and a summary of your goals and outcomes for the Master Teacher Program. Provide high-level details of your vision and the primary drivers in your thinking about this work. Highlight anything particularly innovative to your approach. Also, include a description of how you currently support the professional learning of your teachers and how this program will address long-term capacity and more importantly, sustainability.

Section 2: Current to Future State (no more than three pages)

A. Problem and Needs Assessment

In this section, we would like you to describe the current ways you support your beginning *or* experienced teachers *(address only one population of teachers based on application type)*. Be sure to include information about the current state of your mentoring or coaching program. What is the problem you are planning to address and your actions for addressing the problem? What are the top challenges to the success of mentoring, including the ability to achieve the intended results within the planned timeframe? How do you plan to overcome or address them?

In your response, identify all the eligible sites and a state of eligibility. Provide an explanation of the criteria each site meets.

Identify how many beginning teachers (those with zero to two years of experience) or content area teachers with whom you will work. Additionally, explain how your work will create great teachers and keep educators in the profession.

B. The Work Plan

Please provide us a detailed description and overall plan about how you will meet each of the key program objectives, priorities, and district requirements. This should be delineated by years.

Key items you should address in your work plan:
- For the Mentoring path, please include which Induction Standards you will focus on *(see Appendix B)* or for the Coaching path, please indicate which InTASC Model Core Teaching Standards *(see Appendix C)* you will work on during each year. What will be the overarching goals for each year?
- What resources will you need in each year? These can be human, financial, and technological.
- Who is responsible for the overall coordination for each year?
- How does your work plan build in capacity and sustainability, create opportunities for growth, and re-focus based on teacher feedback?
- Be sure to explain how you plan to sustain the program both through the decreasing budget each year and over the long term after this funding stream is removed.

Section 3: Measurement, Learning, and Evaluation (no more than one page)

In the previous section, you described your work plan by years. Describe the practical and useful measures you will use to monitor the progress overall and the process you will use to collect the necessary data. Be sure to include information regarding what systems you have in place currently or will create to measure your progress. We will look for the explicit measures that your school/district will use to track mentors'/coaches' understanding of mentoring/coaching. We recommend using a variety of measures, which may include surveys and samples of teacher-mentor/coach work.

Section 4: Budget and Narrative

An itemized budget and narrative must be submitted (see Appendix F for templates). 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. Please describe and itemize (in detail) all of the costs associated with implementing your plan. Also, include other resources that will be allocated toward this project over the course of the three-year period.

For those applying for Master Teacher funding to support mentoring and induction and travel costs, the annual budget(s) **MUST** include:

- Mentor/Coach stipend(s) up to $5,000 per year for designated Master Teachers working in a mentor/coach capacity. The name of each stipend recipient must be provided. This cost may be fully paid from grant funds or in combination with other district funding sources. Identify source of funding.
- Travel costs for a team of four to attend the Arizona K12 Center's Arizona New Teacher Induction Network Meeting. The team should consist of a Master Teacher, Project Director, and two other members of your choice (i.e. Curriculum Director, Assistant Superintendent, Principal, School Board Member, etc.).

The annual budget(s) **MAY** include:

- Salary and Employee Related Expenses for Master Teacher(s).
- Salary and Employee Related Expenses for replacement teachers for Master Teacher(s). The names of each replacement teacher must be provided.
- Travel costs associated with attendance for Professional Learning Series, Mentor Forums, relevant conferences and/or training workshops. This may include mileage, lodging, and per diem.
- Costs to support National Board Certification. This may include fees to establish candidacy, as well as the cost of candidate support events/workshops.
- Project related materials and supplies.
- Cost of attending and/or providing professional development opportunities related to the implementation of the Master Teacher Program.
- Other costs related to the implementation of the Master Teacher Program. This may include technology (i.e. iPads, cameras), substitutes, and teacher stipends.

The annual budget(s) **MAY NOT** include:

- Indirect costs.
- Computer equipment.

Funding will be issued and administered in accordance with the Terms and Conditions of a Subcontract Agreement between the Arizona K12 Center/Northern Arizona University and the grantee districts/school, based upon meeting the criteria and maintaining all program components outlined in the agreement and approved budget.

Section 5: Application Content Requirements and Submission

A complete application must include the following:

- Applications should specifically address each area of the Standards appropriate to the overall application and show a comprehensive approach to developing, supporting, and sustaining a Master Teacher program, beyond the three years of funding.
- A needs assessment and statement of eligibility, identifying all eligible sites, as well as providing an explanation of the criteria each site meets.
- A detailed explanation of each program component and how you are addressing the component.
- The names of Master Teacher Mentors and Coaches who will be mentoring in the 2017-2018 school year.
- A statement addressing how the school/district intends to meet each of the key program objectives, priorities, and school/district requirements.
- A letter from the Superintendent and the Governing Board President.
- A detailed budget and item explanation on required form.

Submission Process:
All applications and documents must be sent in electronic form (PDF) by 4:00 pm on Friday, January 30, 2017 to aconant@azk12.org. One original copy must be postmarked by Friday, January 30, 2017 and contain all original signed documents sent to:

<div align="center">
Dr. Ali Conant
99 East Virginia Avenue, Suite 100
Phoenix, AZ 85004
</div>

Applications will be reviewed and notifications made to schools/districts as soon as possible but no later than March 27, 2017. For further information or questions, please contact Dr. Ali Conant, Arizona K12 Center Professional Learning Director at aconant@azk12.org or 602-443-6444.

Section 6: Appendices

Please include items D through G with your application. Items A through C are included for the purpose of completing the application.

Appendix A: Glossary of Terms

Qualifying Score: raw exercise score outlined by the National Board for Professional Teaching Standards.

Beginning Teacher: a teacher with zero to three years of classroom experience.

Mentor: an identified Arizona Master Teacher; provides mentoring to beginning teachers (zero to three years of classroom experience).

Coach: an identified Arizona Master Teacher; content coaching experienced teachers in a designated content area.

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 examining their teaching practice to find new and increasingly effective ways to improve student learning.

Appendix B: 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 Induction Standards and show a comprehensive approach to developing, supporting, and sustaining a Teacher Induction Program.

Induction Standard 1: Program Vision, Goals, and Institutional Commitment – the application should address how the funding will support a comprehensive and sustainable Teacher Induction Program.

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

Induction Standard 3: Principal and Site Leadership Engagement – the application should detail how principals and site leaders will support, promote, and develop beginning teachers.

Induction Standard 4: Program Assessment, Evaluation, and Accountability Structural – the application should detail how data related to program implementation and impact will be collected and communicated to all stakeholders.

Induction Standard 5: 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.

Induction Standard 6: Mentor Professional Development and Learning Communities – the application should explain the professional development that Mentors will be involved in and how Mentors will participate in learning communities outside their school/districts to help refine their skills and practice.

Induction Standard 7: Teacher Assessment System – 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 the Teacher Assessment System).

Induction Standard 8: Beginning Teacher Professional Development and Learning Communities – the application must explain in depth the professional development opportunities that will be provided for beginning teachers and how beginning teachers will participate in learning communities designed with their needs in mind.

Induction Standard 9: Focus on Instructional Practice – the application must detail the tools and resources that will be provided for beginning teachers to help them focus on and improve Instructional Practice.

Induction Standard 10: Focus on Equity and Universal Access – the application should detail how the induction program honors a vision that supports equitable and inclusive learning environments for all learners.

Appendix C: InTASC Model Core Teaching Standards

Applications to support content coaching for experienced teachers should directly align to the InTASC Model Core Teaching Standards. Applications should specifically address each area of the InTASC Model Core Teaching 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 leaner progress, and to guide the teacher's and leaner'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, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix D: Names of Master Teachers and email addresses of those who will be providing the services of mentoring beginning teachers or content coaching to experienced teachers

Please provide the names and contact information of the Master Teachers who will perform the services of mentoring beginning teachers OR provide content coaching to experienced teachers.

Appendix E: History of Beginning Teachers

Please provide a three-year history of the total number of beginning teachers (those with zero to three years teaching experience) or experienced teachers who received support in the specified content area in your district or school and the anticipated numbers for the 2017-18 school year.

School Year	Number of Beginning Teachers (0-3 years teaching experience) OR Content Area Teachers (Received Support in Specified Content Area)
2015-2016	
2016-2017	
2017-2018 (anticipated)	

Appendix F: Budget Template

Budget Narrative Template:

Direct Cost Details: *In your responses below, 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 Master Teachers 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 rationale for determining the stipend amount.

SUPPLIES: Describe the project related materials and supplies being requested, the purpose of the item(s) as it relates 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?

OTHER DIRECT COSTS: Describe the item(s) being requested, the purpose of the item(s) as it relates to the project, and the cost assumptions used to generate the cost estimate.

Budget Category	YEAR 1 7/17-6/18	YEAR 2 7/18-6/19	YEAR 3 7/19-6/20	TOTAL
BUDGET TEMPLATE Arizona Master Teacher Program July 1, 2017 - June 30, 2020 *(Your School District)*				
PERSONNEL				
Master Teacher, # FTE Replacement Teacher Name, # FTE				
Subtotal Personnel				
BENEFITS				
Mentor Name, benefit rate % Replacement Teacher Name, benefit rate				
Subtotal Fringe Benefits				
TRAVEL *list all trips individually				
In-State (to include lodging, mileage, per diem)				
Out-of-State (to include airfare, ground transportation, lodging, per diem)				
Subtotal Travel				
MENTOR STIPENDS *provide recipient name(s)				
Master Teacher Name(s)				
Subtotal Stipends				
SUPPLIES				
Project related materials and supplies				
Subtotal Materials and Supplies				
PROFESSIONAL DEVELOPMENT				
Title of activity/event; # of participants; cost/participant				
Subtotal Professional Development				
OTHER *list all items individually				
Item description				
Subtotal Other				
TOTAL PROJECT COSTS				

Appendix G: Letters of Support

Eligible applicants must complete and submit their Master Teacher Funding Request with letters signed by the Superintendent and the President of the Governing Board that clearly state the school or district's intent to build capacity and sustainability while participating in the Master Teacher Program.