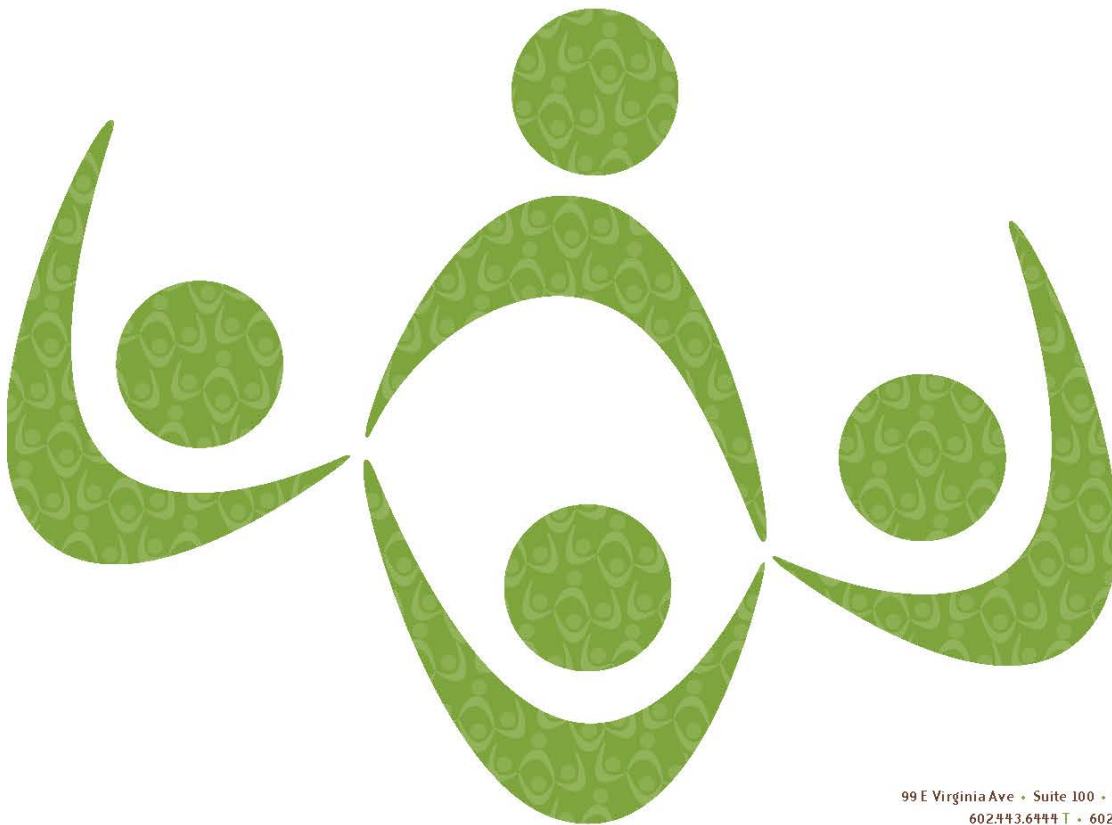


Arizona's Master Teacher Program

2016–2017
Overview of Roles



Overview

Since 2006, the Arizona K12 Center has been home to Arizona's Master Teacher Program. The mission and purpose of the Arizona Master Teacher Program is to build capacity for teacher leadership while providing support to the newest members of the teaching profession. Arizona's Master Teacher Program places experienced, accomplished teachers into non-evaluative leadership roles in schools as mentors or coaches for their peers.

The 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.
- Designate or place a Master Teacher in schools throughout Arizona, beginning with those in greatest need.

This program also provides assistance for teachers to seek National Board Certification, an advanced teaching credential that demonstrates a teacher's ability to meet high and rigorous standards. Through this process, teachers must demonstrate a strong command of content, ability to design appropriate learning experiences that advance student learning, and use of assessments to inform instructional decision-making. Teachers must also be able to demonstrate partnerships with colleagues, parents, and the community that impact student learning.

We know student learning increases when a child has a high-quality teacher. A teacher's practice improves when it is supported through a collaborative work environment that provides ongoing mentoring or coaching. The Arizona Master Teacher Program provides Master Teachers the tools and resources needed to assist their peers to become exceptional teachers and leaders in the profession. When we support all teachers to improve their practice... we are creating outstanding learning environments for students that yield success!

Program Goals

The Arizona Master Teacher Program has three goals. Schools/districts applying to participate will need to address each goal area as a part of their request for funding.

1. Provide ongoing support to new and experienced teachers through two pathways.
 - a. *Mentoring services to beginning teachers in their first three years of teaching* utilizing a trained mentor who is released from their regular teaching responsibilities. Full-time release mentors will maintain a ratio of 15 beginning teachers to one mentor. For those with half-time release, the caseload is reduced to seven beginning teachers to one mentor.
 - b. *Coaching for experienced teachers in the content areas of English Language Arts or Mathematics* utilizing a trained coach who is released from their regular teaching responsibilities. Full-time release coaches will maintain a ratio of 30 teachers to one mentor. For those with half-time release, the caseload is reduced to 15 teachers to one mentor.
2. Create pathways to accomplished teaching by providing funding assistance and candidate support for cohorts of teachers to pursue National Board Certification.
3. Implement the use of the *Professional Learning Plan* for all Arizona Master Teachers and those they support with embedded professional learning opportunities for both groups to build capacity and sustainability in identified schools and/or districts, while meeting the goal of building teacher leaders and supporting the participating teachers to improved practice.

Arizona K12 Center Role

- Support Master Teachers who mentor and/or coach by providing the tools and training necessary for their roles.
- Support teachers applying for Master Teacher status as well as those seeking National Board Certification.
- Assess all Master Teacher applications and return results to applicants; notify schools/districts of those that are successful.
- Facilitate training of all Master Teachers who will be mentoring or coaching through qualified providers.
- Provide opportunities for school and district site administrators to participate in trainings.
- Distribute resources to schools/districts according to the agreements with the schools/districts and Northern Arizona University.

School District Role

- Provide a 1:15 ratio of mentor to beginning teacher with a full-time Master Teacher mentor, or 1:7 for a part-time Master Teacher mentor for the *Beginning Teacher Mentoring Pathway*.
- Provide a 1:30 ratio of coach to teacher with a full-time Master Teacher coach or 1:15 for a part-time Master Teacher coach for the *Content Coaching Pathway*.
- Provide a stipend for each mentor and/or coach identified in the grant. Provide the Arizona K12 Center the amount paid out as a stipend and the funding source being utilized.

Project Director Role

- Provide a detailed list to the Arizona K12 Center of all Master Teachers who are active mentors or coaches.
- Be responsible for compliance of grant as well as submission of all data.
- Ensure Master Teachers enroll and attend all required trainings and forums. Training dates are located on the Arizona K12 Center's website at azk12.org.
- Work with Master Teachers, site, and district administrators to identify and assist in delivering professional development opportunities for teachers.
- Select mentor/coaches from the respective pools of Master Teachers that have been identified.
- Set aside time for beginning teachers and/or experienced teachers being coached to meet with one another, as well as time for designated mentors and coaches to meet. These groups should meet at least quarterly. Provide these dates to the Arizona K12 Center.
- Submit an annual synopsis of the school/district's goals and sustainability plan around the Master Teacher Program.
- Submit a superintendent letter of support.
- Submit a proposed budget, mid-year expenditure report, and final expenditure report of the Master Teacher Program.

Principal Role

- Ensure Master Teachers attend all required trainings and forums. Training dates are located on the Arizona K12 Center's website at azk12.org.
- Work with teachers, site, and district administrators to identify and assist in delivering professional development opportunities for teachers.
- Set aside time for beginning teachers and/or experienced teachers being coached to meet with one another, as well as time for designated mentors and coaches to meet. These groups should meet at least quarterly. Provide these dates to the Arizona K12 Center.

- As part of the mentoring and induction path, participate in the Arizona K12 Center's Arizona New Teacher Induction Network.
- Submit an annual synopsis of the school/district's goal and sustainability plan around the Master Teacher Program.
- Provide opportunities of support and off-site professional development for Master Teachers.
- Listen to the concerns of Master Teachers and maintain confidentiality of Master Teachers.
- Honor commitments and agreements of Master Teachers.
- Understand and support the rationale for confidentiality between the beginning teachers and Master Teachers as either coaches or mentors.
- Build Master Teacher - Principal relationships through communication, collaboration, and coordination.
- Understand that Master Teachers are not to be utilized as evaluators.
- Set aside time to meet with Master Teachers.
- Implement site policies, structures, and procedures that support beginning teachers and experienced teachers receiving coaching.
- Complete Principal Impressions data protocol from the Arizona K12 Center.

Master Teacher Role

- Provide a detailed list to the Arizona K12 Center of all the names and emails of each teacher on their caseload. This list must be updated at the start of each semester.
- Master Teachers who are
 - *Mentoring beginning teachers* must meet with each beginning teacher for a minimum of two hours per week for observation, feedback, and consultation.
 - *Coaching experienced teachers* must meet with each teacher on their caseload for a minimum of one hour per week for observation, feedback, and consultation.
- Attend all required trainings and forums. Training dates are located on the Arizona K12 Center's website at azk12.org.
- Utilize the Arizona K12 Center's *Professional Learning Plan (PLP)* for self-reflection and for the teachers they support.
- Use the *New Teacher Center's Formative Assessment System Data Tools for Program Data Gathering* as well as report all data requested for program evaluation.
- Ensure teachers submit the required data and case studies on an annual basis.
- Complete all data protocols requested from the Arizona K12 Center.
- Build teacher/mentor/coach relationships through communication, collaboration, and coordination.
- Create and maintain confidentiality with beginning teachers.

For More Information

Please contact Dr. Ali Conant, Arizona K12 Center Professional Learning Director, at aconant@azk12.org or 602-443-6444.