



# Arizona New Teacher Project

2019-2020 School/District Application

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 of ...

- 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 the 'Arizona *NEW* Teacher Project,' 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 Project by participating in the Arizona New Teacher Project as we work together to advance teaching and learning in Arizona.

Best regards,



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

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## SECTION I PROGRAM INTRODUCTION

### A. Program Overview

The mission and purpose of the Arizona New Teacher Project 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.

The Arizona New Teacher Project 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 the Arizona New Teacher Project. 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.

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

The Arizona New Teacher Project 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.

The Arizona New Teacher Project 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**

- Consortium Community Involvement
  - For new mentors to the Arizona New Teacher Project: A two-day Arizona New Teacher Project Foundations Training; five two-hour Arizona New Teacher Project Foundations Seminars; five five-hour Arizona New Teacher Project Mentor Forums; and a subscription to the New Teacher Center's Learning Zone at the cost of \$1,500 per person
  - For continuing mentors who have been previously trained in the New Teacher Center's Professional Learning Series Mentor Academies Year 1 and Year 2: five five-hour Mentor Forums at the cost of \$200 per person
  - Membership in the Arizona New Teacher Induction Network community with stakeholders from across the state who meet five days throughout the year to connect and collaborate on mentor programming
- Participating Districts/Schools/Programs receive
  - Four 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
  - Two additional complimentary subscriptions to the New Teacher Center's Learning Zone online platform (outside of those provided to new mentors in the program)
- Requirements
  - All new mentors to the program attend the two-day Arizona New Teacher Project Foundations Training, five two-hour Arizona New Teacher Project Foundations Seminars, and five five-hour Arizona New Teacher Project Mentor Forums

- All previously trained mentors in the district/school/program (if applicable) attend five two-hour Arizona New Teacher Project Seminars. (Note: Previous training must have been the New Teacher Center's Professional Learning Series Mentor Academies Year 1 and Year 2.)
- Team of four attends the Arizona New Teacher Induction Network while satisfying the designated representation requirements
- The district/school/program will use a set of teaching standards aligning with Arizona's Professional Teaching Standards

## **TIER 2**

Tier 2 includes all elements of Tier 1 and in addition includes the following:

- Consortium Community Involvement
  - A subscription to the New Teacher Center's Learning Zone at the cost of \$1,200 per person
- Participating Districts/Schools/Programs receive
  - 20% discount on registrations for all beginning teacher professional learning opportunities offered through the Arizona K12 Center
- Requirements
  - Follow and align district mentoring work with the New Teacher Center Mentoring Standards
  - Provide teacher retention data throughout the two-year commitment to the Arizona New Teacher Project
  - Complete all Arizona New Teacher Project surveys and data collection protocols
  - Commitment to implementing Arizona New Teacher Project mentoring tools, processes, and training within the district/school/program involved in the project

## **TIER 3**

Tier 3 includes all elements of Tier 2 and in addition includes the following:

- Consortium Community Involvement
  - A subscription to the New Teacher Center's Learning Zone at the cost of \$900 per person
- Participating Districts/Schools/ Programs receive
  - \$75,000 per year for two years (Note: Year 2 award will be funded upon successful completion of Year 1 agreed upon requirements.)
  - 20% discount for all beginning teacher professional learning opportunities
  - Two additional complimentary subscriptions to the New Teacher Center's Learning Zone online platform (outside of those provided to new mentors to the program)
- Requirements
  - Provide teacher retention data throughout the two-year grant cycle

- Complete all Arizona New Teacher Project surveys and data collection protocols
- 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.
- Commitment to all mentors in the Arizona New Teacher Project utilizing tools, processes, and training within their routine work with beginning teachers.
- Mentor stipend(s) of \$5,000 per year, for designated full-time release mentors or mentor stipend of \$2,500 per year, for designate half-time release mentors

### **2019-2020 Arizona New Teacher Project Application Cover Sheet**

Name of 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:

**Qualifying School(s)**

School:

Principal contact information (for each school):

Name:

Phone:

Email:

**Fiscal Director/Coordinator (if different from District Program Lead):**

Name:

Phone:

Email:



**SECTION II**  
**EXECUTIVE SUMMARY**  
*(no more than one page)*

In the Executive Summary, please include the name of your district/school/program and the tier of support through the Arizona New Teacher Project you are applying for (see *Appendix B*). Include a summary of the goals you intend to pursue if you receive the Arizona New Teacher Project tier of support you select below. Provide high-level details of your vision surrounding this work as it relates to the mission and core values of the Arizona New Teacher Project (see *Appendix A*). Highlight anything particularly innovative to your approach. Include a description of how you currently support new teachers and how being involved in the Arizona New Teacher Project will address long-term capacity and, more importantly, sustainability.

Please mark the Arizona New Teacher Project tier you are interested in applying for through this application:

- Tier 1
- Tier 2
- Tier 3

Which other tier(s) would you be interested in receiving if not selected for your preferred tier marked above?

- Tier 1
- Tier 2
- Tier 3

Does the district/school/program applying for Tier 3 meet the Arizona New Teacher Project eligibility requirements (see *Appendix E*).

- Yes
- No
- N/A (not applying for Tier 3)

**SECTION III:**  
**CURRENT TO FUTURE STATE**  
*(no more than three pages)*

**Problem and Needs Assessment**

In this section, please describe the current state of how you support your beginning teachers. Be sure to include information about the current state of your mentoring program. What is the problem you are planning to address, and your actions for addressing the problem through the support of the Arizona New Teacher Project? What are the top challenges to the success of

mentoring, including the ability to achieve the intended results within the planned time frame?  
How do you plan to overcome or address them?

In your response, identify eligible school(s) and a statement of their eligibility. Provide an explanation of the criteria each school meets (*see Appendix E*).

Identify how many beginning teachers (0-2 years of experience) your program will support. Additionally, explain how your work will develop effective teachers and yield high rates of both mentor and new teacher retention.

## 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. This should be delineated by the two-year Arizona New Teacher Project cycle.

Key items you should address in your work plan:

- Which New Teacher Center Induction Program Standards (*see Appendix F*) and/or Arizona's Professional Teaching Standards (*see Appendix G*) will you work on during each year?
- What will be the overarching goals for each year?
- What resources will you need for each year? (These can be 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?

*Note: Be sure to explain how you plan to sustain the program beyond the scope of the Arizona New Teacher Project partnership.*

## Mentor Selection

Provide a brief explanation of how mentor selection processes align with recommended mentor selection criteria (*see Appendix H*). 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 (2019-2020 school year estimate):

**SECTION IV:  
MEASUREMENT, LEARNING, AND EVALUATION**

*(no more than one page)*

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.

**SECTION V:  
BUDGET NARRATIVE**

*(only complete if applying for Tier 3 support)*

An itemized budget and narrative must be submitted (*see Appendix J 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/itemize (in detail) all costs associated with implementing your plan, including other resources allocated toward this project, over the course of the two-year cycle.

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

- Mentor stipend(s) of \$5,000 per year for designated full-time release mentors or a mentor stipend of \$2,500 for half time release mentors. The name of each stipend recipient must be provided. This cost may be fully paid for from grant funds or in combination with other district funding sources. Identify the source of funding for the mentor stipends.
- 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).
- Travel costs and registration associated with attendance at all Arizona New Teacher Project Mentor Foundations, Mentor Seminars, and Mentor Forums. This may include mileage, lodging, and per diem costs associated with this work at the state rate in addition to registration costs. (Reference *Appendix B: Tiers of Support Through the Arizona New Teacher Project* to find requirements that align with associated budget items.)

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

- Salary and employee-related expenses for mentors
- Project-related materials and supplies
- Cost of attending and/or providing professional development opportunities related to the

implementation of the Arizona New Teacher Project

- Other costs related to the implementation of the Arizona New Teacher Project; this may include technology (iPads, cameras), substitute teachers, 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 district/school/program based upon meeting the criteria and maintaining all program components outlined in the agreement and approved budget.

## **SECTION VI: APPLICATION CONTENT REQUIREMENTS AND SUBMISSION**

A complete application must include the following:

- Applications should specifically address each area of the New Teacher Center Induction Program Standards (*see Appendix F*) 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 2019-2020 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 Project mission and core values
- An explanation of alignment between the Arizona New Teacher Project mentor selection criteria and current mentor identification
- A detailed budget and item explanation in Appendix J (if applying for Tier 3 funding support)
- 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 (4:00 pm) Monday, April 8, 2019 to [dbrown@azk12.org](mailto:dbrown@azk12.org). Also, the original copy must be postmarked by Monday, April 8, 2019 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 April 19, 2019. For further information or questions, please contact Danielle Brown at [dbrown@azk12.org](mailto:dbrown@azk12.org) or at (602) 443-6447.

## **SECTION VII: APPENDICES**

Please include items H-J with your application. Items A-K are included for the purpose of completing the application.

- A. Arizona New Teacher Project Mission Statement and Core Values
- B. Tiers of Support Through the Arizona New Teacher Project
- C. Components of the Arizona New Teacher Project
- D. Glossary of Terms
- E. Arizona New Teacher Project Eligibility
- F. New Teacher Center Induction Program Standards
- G. Arizona's Professional Teaching Standards
- H. Mentor Selection Criteria and Identification
- I. History of Beginning Teachers
- J. Budget and Narrative Template
- K. Arizona New Teacher Project 2019-2020 Learning Calendar

## Appendix A: Arizona New Teacher Project Mission Statement and Core Values

Mission: To ensure every student has access to empowered educators that learn, lead, and inspire, the Arizona New Teacher Project 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

## Appendix B: Tiers of Support Through the Arizona New Teacher Project

### TIER 1

- Consortium Community Involvement
  - For new mentors to the Arizona New Teacher Project: A two-day Arizona New Teacher Project Foundations Training; five two-hour Arizona New Teacher Project Foundations Seminars; five five-hour Arizona New Teacher Project Mentor Forums; and a subscription to the New Teacher Center's Learning Zone at the cost of \$1,500 per person
  - For continuing mentors who have been previously trained in the New Teacher Center's Professional Learning Series Mentor Academies Year 1 and Year 2: five five-hour Mentor Forums at the cost of \$200 per person
  - Membership in the Arizona New Teacher Induction Network community with stakeholders from across the state who meet five days throughout the year to connect and collaborate on mentor programming
- Participating Districts/Schools/Programs receive
  - Four 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
  - Two additional complimentary subscriptions to the New Teacher Center's Learning Zone online platform (outside of those provided to new mentors in the program)
- Requirements
  - All new mentors to the program attend the two-day Arizona New Teacher Project Foundations Training, five two-hour Arizona New Teacher Project Foundations Seminars, and five five-hour Arizona New Teacher Project Mentor Forums
  - All previously trained mentors in the district/school/program (if applicable) attend five two-hour Arizona New Teacher Project Seminars. (Note: Previous training must have been the New Teacher Center's Professional Learning Series Mentor Academies Year 1 and Year 2.)
  - Team of four attends the Arizona New Teacher Induction Network while satisfying the designated representation requirements
  - The district/school/program will use a set of teaching standards aligning with Arizona's Professional Teaching Standards

### TIER 2

Tier 2 includes the all elements of Tier 1 and in addition includes the following:

- Consortium Community Involvement
  - A subscription to the New Teacher Center's Learning Zone at the cost of \$1,200 per person
- Participating Districts/Schools/Programs receive
  - 20% discount on registrations for all beginning teacher professional learning opportunities offered through the Arizona K12 Center

- Requirements
  - Follow and align district mentoring work with the New Teacher Center Mentoring Standards
  - Provide teacher retention data throughout the two-year commitment to the Arizona New Teacher Project
  - Complete all Arizona New Teacher Project surveys and data collection protocols
  - Commitment to implementing Arizona New Teacher Project mentoring tools, processes, and training within the district/school/program involved in the project

### **TIER 3**

Tier 3 includes the all elements of Tier 2 and in addition includes the following:

- Consortium Community Involvement
  - A subscription to the New Teacher Center's Learning Zone at the cost of \$900 per person
- Participating Districts/Schools/ Programs receive
  - \$75,000 per year for two years (Note: Year 2 award will be funded upon successful completion of Year 1 agreed upon requirements.)
  - 20% discount for all beginning teacher professional learning opportunities
  - Two additional complimentary subscriptions to the New Teacher Center's Learning Zone online platform (outside of those provided to new mentors to the program)
- Requirements
  - Provide teacher retention data throughout the two-year grant cycle
  - Complete all Arizona New Teacher Project surveys and data collection protocols
  - 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.
  - Commitment to all mentors in the Arizona New Teacher Project utilizing tools, processes, and training within their routine work with beginning teachers.
  - Mentor stipend(s) of \$5,000 per year, for designated full-time release mentors or mentor stipend of \$2,500 per year, for designate half-time release mentors



## Appendix C: Components of the Arizona New Teacher Project

All learning experiences below 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 Project 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 Project **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 Project 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 Project **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 Project **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 the Arizona New Teacher Project.

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 the Arizona New Teacher Project 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.

## **Appendix D: Arizona New Teacher Project 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*

## Appendix E: Arizona New Teacher Project 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.

## Appendix F: 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 G: 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 H: 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.

Name:

Email:

Campuses Served:

Mentor to Mentee Ratio (2019-2020 school year estimate):

## Appendix I: History of Beginning Teachers

Please provide a three-year history of the total number of beginning teachers (0-2 years teaching experience) in your district or school and the anticipated numbers for the 2019-2020 school year.

School Year	Number of Beginning Teachers
2017-2018	
2018-2019	
2019-2020 (anticipated)	

## Appendix J: Budget and Narrative Templates

### 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 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 rationale for determining the stipend amount.
- **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 Project requirements associated with the tier you are applying for within this application.
- **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.

<b>Arizona New Teacher Project</b> <b>BUDGET TEMPLATE</b> <b>July 1, 2019 – June 30, 2020</b> <b>Your School District</b>			
Budget Category	YEAR 1 7/19-6/20	YEAR 2 7/20-6/21	TOTAL
<b>PERSONNEL</b>			
Mentor, # FTE	-	-	-
Replacement teacher Name, # FTE	-	-	-
<b>Subtotal Personnel</b>	-	-	-
<b>BENEFITS</b>			
Mentor name, benefit rate%	-	-	-
Replacement teacher name, benefit rate %	-	-	-
<b>Subtotal Benefits</b>	-	-	-
<b>TRAVEL</b>			
*List all trips individually			
In state (to include lodging, mileage, per diem)	-	-	-
Out of state (to include airfare, ground transportation, lodging, per diem)	-	-	-
<b>Subtotal Travel</b>	-	-	-
Mentor stipends *Provide recipient name(s)			
Mentor Teacher Name(s)	-	-	-
<b>Subtotal Stipends</b>	-	-	-
<b>SUPPLIES</b>			
Project related materials and supplies	-	-	-
<b>Subtotal Supplies</b>	-	-	-
<b>PROFESSIONAL DEVELOPMENT</b>			
Title of activity/event; number of participants; cost/participant	-	-	-
	-	-	-

<b>Subtotal Professional Development</b>	-	-	-
OTHER *List all items individually			
	-	-	-
<b>Subtotal Other</b>	-	-	-
<b>TOTAL PROJECT COSTS</b>	-	-	-

## Appendix K: Letters of Support

Eligible applicants must complete and submit their Arizona New Teacher Project 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 the Arizona New Teacher Project.

## Appendix L: Arizona New Teacher Project 2019-2020 Learning Calendar

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

*Please Note: The days and times of these events will be finalized and sent to participating districts/schools/programs in June 2019, as they are subject to change. Attendance is a program requirement for all tiers.*

Month	May 2019	June 2019	July 2019
	Mentor selection information Zoom meeting (early May)  Grant district year ahead program overview Zoom (mid/late May)		Grant district data collection Zoom meeting (late July)
Month	August 2019	September 2019	October 2019
	Mentoring Foundations August 27-28, 8:00am-3:30pm  Learning Zone Training August 27, 4:00pm-6:00pm	AzNTIN September 10-11(Tucson) 8:00am-3:30pm  Seminar 1: September 17 Forum 1: September 17	
Month	November 2019	December 2019	January 2020
	Seminar 2: November 19 Forum 2: November 19		
Month	February 2020	March 2020	April 2020
	AzNTIN: February 19 (Phoenix)  Seminar 3: February 25 Forum 3: February 25	Seminar 4: March 24 Forum 4: March 24	
Month	May 2020	June 2020	July 2020
	AzNTIN: May 12 (Phoenix)  Seminar 5: May 5 Forum 5: May 5		