

Arizona **New** **Teacher** Support Program

2025-2027 Overview and **Application**



Brought to you by **NORTHERN ARIZONA UNIVERSITY**

Quality induction for new teachers is crucial for advancing education in Arizona.

Research shows the impact that comprehensive systems of support have on both teacher quality and teacher retention. In 2024, the Arizona Department of Education's Teacher Recruitment and Retention Task Force formally recommended that schools prioritize and implement "induction with robust mentoring" as part of a full retention plan.

For 20 years, the Arizona K12 Center has been at the helm of implementing quality induction and mentoring programs in Arizona's schools. **The Arizona New Teacher Support Program provides the structure, training, funding, and network to build a comprehensive, sustainable, research-based induction and mentoring program.**

This program provides instructional mentors with research-based, high-leverage tools to support those newest to the profession and strengthens teachers' autonomy and self-efficacy to support Arizona's students.

The 2025–2027 cycle of the Arizona New Teacher Support Program includes several reconceptualized components:

- To build a foundation of sustainability, tiered levels of support are now available based on the number of previous years involved in the Arizona New Teacher Support Program.
- Mentor Forums are now an extension of the specific learning in Mentor Institute and provide space for mentors to discuss learning in what is now called Mentor Institute Foundations.
- Dr. Doug Fisher, co-author of *Welcome to Teaching* and dozens of other books with Dr. Nancy Frey, is partnering with the Arizona K12 Center to lead the 2025–2026 Arizona New Teacher Induction Network events.
- Updated program requirements are detailed on page 7.

The Arizona New Teacher Support Program is not only about identifying and training mentors for our newest teachers. By supporting beginning teachers, we are building the future of teacher leadership in our state. We invite Arizona districts, schools, and individual programs and departments to join us in this work and build a culture of induction in their community.

— Daniela Robles, NBCT
Executive Director
Arizona K12 Center

OUR MISSION: To equip and empower Arizona's educators with the systems, supports, and networks to best educate students, achieve their goals, build a professional community, and stay sustained in their career.

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GLOSSARY OF TERMS

- Beginning Teacher:** A teacher with 0–2 years of classroom experience
- Coaching Cycle:** The protocol of coaching through the phases of plan/prepare, teach/assess, analyze/reflect with aligned tools.
- Comprehensive Support and Improvement (CSI) Schools:** Any Title I school with student proficiency/percent passing, English language arts and math combined, in the lowest 5% on the statewide assessment, OR any high school with a combined 5-year cohort graduation rate of 66% or less.
- High-leverage tool:** A key component of the New Teacher Center’s formative assessment system. The Planning Conversation Guide, pre-observation conversation, observation (selective scripting), post-observation co-analysis, and analyzing student learning are high-leverage tools.
- Targeted Support and Improvement (TSI) Schools:** Any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School. Subgroups, for accountability purposes, are students from major racial and ethnic groups, students with disabilities, English learners, and economically disadvantaged students.
- Mentor:** Serves in a nonevaluative role and provides instructional mentoring to beginning teachers
- Professional Development:** Comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers who are engaged in an ongoing process of critical examination and reflection of their teaching practice to find new and increasingly effective ways to improve student learning.

OVERVIEW

The Arizona New Teacher Support Program provides the structure, training, funding, and network to build a comprehensive, sustainable, research-based induction and mentoring program. While both growing capacity for teacher leadership and providing support to those newest to the teaching profession, this program works to retain and sustain Arizona's teachers, ultimately to benefit our students and communities.

Through this program, the Arizona K12 Center trains experienced, accomplished teachers to become non-evaluative, instructional mentors to those in their first two years of teaching. The Center also provides ongoing professional learning for both mentors and specifically for beginning teachers. The Arizona K12 Center awards financial assistance to support districts, schools, or departments in creating and sustaining a comprehensive mentoring and induction program.

The Arizona New Teacher Support Program is designed to:

- Build capacity in Arizona's newest teachers through research-based programming and mentoring support
- Strengthen teachers' autonomy and self-efficacy to best support Arizona's students.
- Set the foundation for Arizona's newest teachers to grow into accomplished teacher leaders
- Provide training and support to those who mentor beginning teachers in schools throughout Arizona, starting with those in greatest need
- Recognize the contribution of excellent teaching in our communities, and elevate the status of the profession

This program is based in the New Teacher Center's model and aligns with the Arizona Beginning Teacher Induction Program Standards and Arizona's Professional Teaching Standards.

While some components of the Arizona New Teacher Support Program are available to any Arizona schools, full participation in the program with its funding and multifaceted support, is limited to those selected through a competitive application process.

Applicants must submit a strong 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, districts must have 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, the Arizona New Teacher Support Program cultivates high-quality mentoring and leadership practices to build capacity for teacher leadership and provide support to those newest to the teaching profession.

CORE VALUES

- **Centering students**
- **Collaboration**
- **Inquiry focus**
- **Responsiveness**
- **Reflective**

Arizona New Teacher Support Program participants 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 beginning teacher on their caseload. This list must be updated at the start of each semester.
- Ensure program lead and mentors attend all required trainings and meetings. Tentative training dates are listed on page 14.
- Assure mentors support each beginning teacher for a minimum of 180 minutes per month of in-classroom direct coaching support and a minimum two hours per week in service of the teacher.
- Work with teachers, principals, and district administrators to identify and assist in delivering professional development opportunities for beginning 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.
- Designate one educator as the mentor for the Arizona New Teacher Support Program who will meet expectations and requirements accordingly.
- Sign the data sharing agreement included in the sub-contract agreement.

ELIGIBILITY

The Arizona K12 Center awards financial assistance to districts, schools, and programs to create and sustain an impactful induction and mentoring program. Applicants can be a full district, a selection of schools within a district, or departments within a school or district.

Selected sites enter into a subcontract agreement with the Arizona K12 Center and Northern Arizona University, annually, for up to two years. The Center reserves the right to withdraw from an agreement if the awardee fails to meet the guidelines of the grant.

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

- 50% or higher free or reduced lunch
- 25% or higher teacher turnover (have lost and hired an average of 25% or more teachers new to the district/school/program in the last three years)
- A middle school or high school
- Impacted schools identified as Comprehensive Support and Improvement (CSI) Schools or Targeted Support and Improvement (TSI) Schools

In addition, it is expected that applicants adhere to a 1:15 ratio for a full-time release mentor or 1:7 for two half-time release mentors.

PROGRAM COMPONENTS

Program Roles

The Arizona New Teacher Support Program requires a designated program lead at each grant-recipient site and a designated program-supported mentor at each grant-recipient site. While your school may have multiple new teacher mentors and use grant monies to send all to attend professional learning events, one must be the designated Arizona New Teacher Support Program mentor.

Program Compliance Check-In Meetings

Arizona New Teacher Support Program grant recipients must attend four meetings with the Arizona K12 Center to review compliance with program standards and requirements.

Mentor Check-In Meetings

The designated Arizona New Teacher Support Program mentors must attend three check-in meetings with the Arizona K12 Center. One will specifically cover data dashboard requirements and needs; two will be focused on the mentor's professional development.

Data Dashboard

Arizona New Teacher Support Program mentors and program leads must use the Arizona New Teacher Support Program's online data dashboard as required. This includes keeping an up-to-date mentor caseload roster and documenting coaching cycles.

Professional Learning Events

The Arizona New Teacher Support Program comprises multiple professional learning events to support induction and mentoring at your site.

- **Mentoring with Impact** is a required kickoff meeting each fall that brings together all grant recipients to review the requirements and expectations for the Arizona New Teacher Support Program.
- The **Arizona New Teacher Induction Network** brings together district/school teams to explore best practices and multi-tiered support for induction in schools. A team of two, including the program lead, is required, but a team of four is encouraged. For the 2025-2026 Arizona New Teacher Induction Network series, the Arizona K12 Center is partnering with Dr. Doug Fisher, renowned educator and author.
- **Mentor Institute Foundations** is a six-day training required for new mentors in the Arizona New Teacher Support Program. Four in-person days provide focused learning for new mentors. Two virtual days, called Mentor Forum Foundations, provide time for mentors to discuss their learning and implementation of that learning with their teacher caseload. Mentors who have previously completed Mentor Institute Foundations,

whether through the Arizona New Teacher Support Program or otherwise, are not required to attend again.

- **Advanced Mentor Institute** is required for mentors who have previously attended Mentor Institute Foundations. This four-day, in-person training continues to deepen mentors' understanding of their role and how to best support beginning teachers. Mentors who have previously completed Advanced Mentor Institute, whether through the Arizona New Teacher Support Program or otherwise, are not required to attend again.
- The **Case Study Workshop** is a new requirement for all mentors. This virtual event will provide time and space for mentors to work on a case study demonstrating either their growth and development as a mentor or their impact on a particular teacher.
- The **Beginning Teacher Series** features three in-person professional learning events and a three-day summer Beginning Teacher Institute specifically designed for those newest to the profession.

Find full descriptions and tentative dates for professional learning events on pages 12-14.

REQUIREMENTS

- All new and returning program leads attend program lead meetings and grant compliance review meetings
- All new mentors to the program attend Mentor Institute Foundations
- All continuing mentors to the program attend Advanced Mentor Institute
- Team of 2 attends the Arizona New Teacher Induction Network while satisfying the designated requirements
- Provide teacher retention data and complete all surveys and data collection protocols throughout the 2 year commitment to the Arizona New Teacher Support Program
- Commit to implementing the Arizona New Teacher Support Program mentoring tools, processes, and training within the district/school/program involved in the project
- Utilization of data collection and management system
- Implementation of the Arizona New Teacher Support Program mentoring tools must consist of a minimum of 85% high leverage tools
- Mentors support each beginning teacher for a minimum of 180 minutes per month of in-classroom direct coaching support and a minimum two hours per week in service of the teacher.
- Districts/schools/programs must adhere to a 1:15 ratio for a full-time release mentor or 1:7 for two half-time release mentors
- Provide mentor stipend(s) of \$5,000 per year for designated full-time release mentors or \$2,500 per year for designated half-time release mentors or comparable increase in compensation

GRANT AWARD LEVELS

Grant Award Level 1	
Requirements	Award Components
<p>Applying sites must:</p> <ul style="list-style-type: none"> • Have participated in the Arizona New Teacher Support Program for four or fewer years • Complete a competitive application • Provide signed support letters from superintendent and governing board president with application • Complete needs assessment with application (page 21) • Provide a sustainability plan with application (page 22) • Sign the NAU–district data-sharing agreement (provided to awarded sites) 	<p>Base Award: \$75,000</p> <p>Plus these items provided at no cost:</p> <ul style="list-style-type: none"> • Registration for 4 to the Arizona New Teacher Induction Network (valued at \$3,600 + hotel accommodations, if applicable) • Registration for 1 to Mentor Institute Foundations or Advanced Mentor Institute (valued at \$800) • Access to New Teacher Center data platform and tools • Registration for 10 seats total to school-year Beginning Teacher Series events and registration for 6 to Beginning Teacher Institute (2 of those with hotel accommodations) (valued at \$1,550)

Schools that apply for grant award level 1 but are not selected to receive that award level may still be selected for grant award level 2.

Grant award level 1 may be for you if:

- Your site or program has been a part of the Arizona New Teacher Support Program **four or fewer years**, typically two or fewer cycles.
- You are **beginning or continuing** to develop a new induction and mentoring program.
- You are committed to building a **robust, research-based induction** program.

Grant Award Level 2

Requirements	Award Components
<p>Applying sites must:</p> <ul style="list-style-type: none"> • Complete a competitive application • Provide signed support letters from superintendent and governing board president with application • Complete needs assessment with application (page 21) • Provide a sustainability plan with application (page 22) • Sign the NAU–district data-sharing agreement (provided to awarded sites) 	<p>Base Award: \$50,000</p> <p>Plus these items provided at no cost:</p> <ul style="list-style-type: none"> • Registration for 2 to the Arizona New Teacher Induction Network (valued at \$1,800 + hotel accommodations, if applicable) • Registration for 1 to Mentor Institute Foundations or Advanced Mentor Institute (valued at \$800) • Access to New Teacher Center data platform and tools • Registration for 10 seats total to school-year Beginning Teacher Series events and registration for 5 to Beginning Teacher Institute (valued at \$850)

Grant award level 2 may be for you if:

- Your site or program has been a part of the Arizona New Teacher Support Program **more than four years**, typically three cycles or more.
- You are **continuing** a developed induction and mentoring program.
- You are committed to building a **robust, research-based induction** program.

Customized Support for Induction and Mentoring

If the full Arizona New Teacher Support Program is not a fit for your school site or program, consider other ways the Arizona K12 Center can help expand and sustain your induction work.

Arizona New Teacher Induction Network Membership

If your site has an established robust, research-based induction and mentoring program and want to continue to learn from and share with partners across the state, bring your site's team to the Arizona New teacher Support Network. For the 2025-2026 Arizona New Teacher Induction Network series, the Arizona K12 Center is partnering with Dr. Doug Fisher, renowned educator and author. Find more details on page 12. Registration will open this summer at azk12.org/events.

Continuous Improvement

The Arizona K12 Center can work directly with your district to align your induction and mentoring support to Arizona's Beginning Teacher Induction Program Standards. Using the associated Induction Toolkit, we can assist districts in self-assessing current programming, understanding and implementing best practices related to the standards, and developing intentional instructional mentoring work.

Contracted Mentors

Looking for trained mentors to support your new teachers? Your school can contract with the Arizona K12 Center for a fully trained, part-time instructional mentor to support the new teachers on your campus.

Professional Learning Events

While some events are specific for Arizona New Teacher Support Program grant recipients, all Arizona schools and districts are welcome to participate in these professional learning events:

- **Mentor Institute Foundations**, a training held early in the school year for new mentors
- **Advanced Mentor Institute**, a training that builds on the knowledge, skills, and understanding learned in Mentor Institute
- **Beginning Teacher Series**, targeted professional learning for new teachers

These events will be posted on the Arizona K12 Center website and open for registration this summer at azk12.org/events.

Email the Arizona K12 Center about your interest in customized support for your induction and mentoring work at info@azk12.org.

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 two 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

In addition, the Arizona K12 Center believes National Board Certified Teachers are preferred in these roles due to their commitment and achievements in moving the profession forward for the purpose of increasing student learning.

PROFESSIONAL LEARNING EVENTS

All learning experiences are based on the New Teacher Center tools, curriculum, and research-based understanding of the impact of effective mentoring on beginning teachers and student outcomes. The curriculum provided during the Arizona New Teacher Support Program training has been adapted from the New Teacher Center's Mentor Institute professional learning offering. It was designed in a way to best meet the current context of Arizona's mentors, beginning teachers, and participating districts/schools/programs.

Mentoring with Impact

This required kickoff meeting each fall brings together all grant recipients to review the requirements and expectations for the Arizona New Teacher Support Program. This day establishes group understanding of the data dashboard, coaching cycles, and other program components. Mentors will also learn about the case study writing project they will work on through the year to record their impact.

Arizona New Teacher Induction Network

This learning series provides an opportunity for district teams to learn together with a diverse network of stakeholders involved in the Arizona New Teacher Support Program. A team of two, including the program lead, is required for Arizona New Teacher Support Program participants, but the Arizona K12 Center encourages four-member district teams, including the program lead, mentor/coach, school administrator, and one other member of your choice (e.g., curriculum director, assistant superintendent, principal, school board member).

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

For the 2025-2026 Arizona New Teacher Induction Network series, the Arizona K12 Center is partnering with Dr. Doug Fisher, renowned educator and author.

NAU reserves the right to cancel or modify required event dates. For current information, please refer to the website, azk12.org/events

Mentor Institute Foundations

This six-day series includes four in-person focused learning days held early in the school year in two-day increments. Covered during this time will be how to take an inquiry stance when supporting beginning teachers; 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.

Two virtual days, called **Mentor Forum Foundations**, provide time for mentors to discuss their learning and implementation of that learning with their teacher caseload. With this community of practice, mentors will 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 Forum Foundations are inquiry-based and grounded in data about the beginning teachers who mentors are working with so that mentors can accurately reflect on their experiences in the field and support the development of their own practice.

After completing Mentor Institute Foundations, mentors will be able to clearly articulate their role, have the language to use when communicating with beginning teachers, and access foundational tools necessary to support mentees.

Advanced Mentor Institute

This learning opportunity is our next level of mentor and coaching training designed for mentors and coaches supporting beginning teachers. Utilizing the New Teacher Center philosophy and model, Advanced Mentor Institute will focus on creating conditions for equitable instruction, mentoring every learner, advancing instruction to support language development, and analyzing mentor impact. We have realigned this training to better meet the needs of Arizona teachers and mentors. The learning is sequenced to build on knowledge, skills, and understanding, all of which are critical for new teacher mentors in a range of program contexts.

**Prerequisite:* Mentor Institute must be completed prior to attending Advanced Mentor Institute. This will ensure that participants have the foundational knowledge and skills to explore these new topics.

Beginning Teacher Series

The Arizona K12 Center supports beginning teachers with enhanced professional growth and development through rich and thoughtful learning opportunities. The Beginning Teacher Series includes three targeted professional development trainings through the school year. We end the school year with a multi-day summer Beginning Teacher Institute where attendees can reflect on their past year of teaching, prepare for the one to come, and strengthen their professional learning community. The Beginning Teacher Series is customized for teachers in their first three years of teaching and is an added benefit to your induction program.

TENTATIVE PROFESSIONAL LEARNING CALENDAR

August 2025

August 28	Mentoring with Impact (Virtual)
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September 2025

September 3-4	Mentor Institute Foundations (Phoenix)
September 16-17	Arizona New Teacher Induction Network (Venue TBD)

October 2025

October 21-22	Advanced Mentor Institute (Phoenix)
October 23	Mentor Forum Foundations (Virtual)

November 2025

November 12-13	Mentor Institute Foundations (Phoenix)
November 19-20	Advanced Mentor Institute (Phoenix)

December 2025

December 3	Arizona New Teacher Induction Network (Virtual)
December 4	Mentor Forum Foundations (Virtual)
December 16	Case Study Writing Session (Virtual)

February 2026

February 3	Arizona New Teacher Induction Network (Venue TBD)
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April 2026

April 28	Arizona New Teacher Induction Network (Venue TBD)
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NAU reserves the right to cancel or modify required event dates. For current information, please refer to the website, azk12.org/events

Appendix A:

ARIZONA BEGINNING TEACHER INDUCTION PROGRAM STANDARDS

Applications to support beginning teachers should directly align to the Arizona Beginning Teacher 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 Structure – Address the structure of the program, detailing who is included as a beginning teacher, what leadership is involved in the program structure, and clarity on how the direction of the program will be determined.

Standard 2: Program Vision, Model, and Institutional Commitment – Address how the program’s vision, model, and institutional commitment will support a comprehensive and sustainable teacher induction program.

Standard 3: Program Leadership and Communication – Address how the district will administer the program and communicate program goals and practices with involved stakeholders.

Standard 4: School Leader Engagement – Detail how principals and school leaders will support, promote, and develop beginning teachers.

Standard 5: Ongoing Program Assessment and Improvement – Detail how the program leader will assess the effectiveness of the program and how that information will be used to improve the overall program.

Standard 6: Program Design – Detail how the program will uphold the expectation of full-time or half-time release mentors. The detail should also include how mentors may enter and leave the role in a way that supports professional development, as well as program sustainability.

Standard 7: Instructional Mentor Selection, Assignment, and Responsibilities – Detail how mentors are selected and trained, and how caseload decisions for each mentor are determined.

Standard 8: Instructional Mentor Professional Development – Explain the professional development that mentors will be involved in and how this development directly connects to instructionally supporting beginning teachers.

Standard 9: Mentor Assessment – Explain how mentors will be assessed and what tools will be used and detail expectations for mentor growth and accountability.

Standard 10: Beginning Teacher Onboarding and Professional Learning – Explain in-depth the professional development opportunities that will be provided for beginning teachers, including how they will engage in professional development offered by the Arizona K12 Center, and how teachers are onboarded.

Standard 11: Instructionally Focused Mentoring – Detail the tools and resources that will be provided for beginning teachers/mentors to ensure their focus on instructional practice.

Standard 12: Mentoring for Equity, Diversity, and Inclusion – Detail how the induction program honors a vision that supports equitable and inclusive learning environments for all learners.

Standard 13: Structures for Beginning Teacher Professional Learning – Detail structures that are in place to ensure reflective, developmentally appropriate learning opportunities for beginning teachers; also, outline how mentors will work with beginning teachers to gather evidence and make decisions about practice that are in alignment with district goals.

Appendix B:

ARIZONA'S PROFESSIONAL TEACHING STANDARDS

Applications should directly align to Arizona's Professional Teaching Standards. Applications should specifically address selected Standards and show a comprehensive approach to developing and supporting beginning teachers.

Standard 1: Learner Development – Detail how the teacher: a) 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 b) designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences – 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 – 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 – Detail how the teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach, and create 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 – 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 – 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 their own and their learners' decision-making.

Standard 7: Planning for Instruction – 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 the learners and the community context.

Standard 8: Instructional Strategies – Detail how the teacher understands and uses a variety of instructional strategies to encourage learners to develop a 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 – Detail how the teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their 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 – 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.

Arizona **New Teacher** Support Program

2025-2028 **Application**

REQUIREMENTS AND SUBMISSION

Applications should specifically address each area of the Arizona Beginning Teacher Induction Program Standards (page 15) and the Arizona Professional Teaching Standards (page 16) appropriate to the overall application, and show a comprehensive approach to developing, supporting and sustaining a mentoring program beyond the two years of grant funding and training support. There should be a clear plan for sustainability once the grant period concludes.

A full grant application submission includes:

- **Application Contacts Pages**
- **Executive Summary**
- **Application Narrative**
- **Budget**
- **Letters of Support**

LETTERS OF SUPPORT

- An individual, signed letter of support from the superintendent
- An individual, signed letter of support from the governing board president

These letters of support should clearly state the district or school's intent to build capacity and sustainability while participating in the Arizona New Teacher Support Program.

IMPORTANT DATES

All applications and documents must be sent in electronic form (PDF) by close of business (5:00PM) Friday, March 7, 2025, to kpaulsen@azk12.org

Applications will be reviewed and notifications made to applicants as soon as possible, but no later than April 14, 2025. For further information or questions, please contact Kathleen Paulsen at kpaulsen@azk12.org or at (602) 776-4618.



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APPLICATION CONTACTS

District:

Address, City, Zip:

Total Number of Students:

Total Number of Campuses:

Number of Elementary Schools:

Number of Middle Schools:

Number of High Schools:

Other (please describe):

Superintendent

Name:

Phone:

Email:

District Full-Release Mentor

(or first Partial-Release Mentor)

Name:

Phone:

Email:

Governing Board President

Name:

Phone:

Email:

Second Partial-Release Mentor

(if applicable)

Name:

Phone:

Email:

District Program Lead for Induction

Name:

Phone:

Email:

Fiscal Director/Coordinator

(if different from District Program Lead)

Name:

Phone:

Email:

EXECUTIVE SUMMARY

Name of the district/school/program

Summary of your induction program goals

Vision surrounding this work as it relates to the program's mission and core values (page 5) and the needs of the district/school/program

HISTORY OF BEGINNING TEACHERS

Please provide a three-year history of the total number of beginning teachers (0–2 years teaching experience) in the district/school/program.

Number of Beginning Teachers (per school year)

2023–2024:

2024–2025:

2025–2026 (anticipated):

APPLICATION NARRATIVE

Along with the previous forms, applicants must submit a document addressing the following points and questions. This document must:

- Be organized using the headings listed below and on page 22: Current State; Problem and Needs Assessment; The Work Plan; Sustainability Plan; and Measurement, Learning, and Evaluation
- Use the font Times New Roman at no smaller than 12-point font, or Arial font, which may be in 10-point font.
- Be submitted as a PDF file (.pdf) document.

CURRENT STATE

Describe your current beginning teacher support. Be sure to include:

- Information about the current state of any existing induction and mentoring program
- Anything particularly innovative in your approach

PROBLEM AND NEEDS ASSESSMENT

Describe the challenges you've identified in your current beginning teacher support and how the Arizona New Teacher Support Program may address those challenges.

Be sure to include or identify:

- Identified challenges/problems with your current beginning teacher support program
- What actions have you identified you need to take to address those challenges/problems and reach your overall program goals?
- How will the Arizona New Teacher Support Program address those challenges?

THE WORK PLAN

Provide a detailed description and overall plan on how you will meet each of your program objectives, priorities, any district requirements, and the goals listed in your application executive summary. This should be delineated by the two-year Arizona New Teacher Support Program cycle. Key items you should address:

- What resources are needed for each year (human, financial, and/or technological)?
- What is/has been the mentor selection plan?
- What is/has been the program lead selection process?
- Eligible district(s)/school(s)/program(s) statement of eligibility and an explanation of the criteria each meets (page 5)
- How many beginning teachers (0–2 years of experience) will the program support?
- How will participation in the program develop effective teachers and yield high rates of both mentor and beginning teacher retention?
- What evidence and data have led you to design this Work Plan?

SUSTAINABILITY PLAN

The purpose of the Arizona New Teacher Support Program is to build a comprehensive, robust, sustainable induction and mentoring program. Explain how you plan to sustain the work beyond the scope of the program partnership. How does your work plan build capacity and sustainability and create opportunities for growth of both mentors and beginning teachers? Also include any additional funding sources that currently support your program or will in the future, as you work toward sustainability.

MEASUREMENT, LEARNING, AND EVALUATION

In this section, describe the practical and useful measures (quantitative and qualitative) that will be used to monitor the overall progress toward your goals. Be sure to include information regarding which systems are in place or have to be created to measure the progress. Please include the explicit measures that you will use to track the mentors' effectiveness.

BUDGET TEMPLATE OVERVIEW

An itemized budget must be submitted (template on page 24, examples on page 25 and 26) and should describe how funds will be utilized in support of the proposed program to build capacity and sustainability within the district/school/program.

In your responses on the next page, only include proposed expenses to be covered by the Arizona K12 Center's Arizona New Teacher Support Program funding.

Provide a description of the cost categories and how the proposed expenses were determined. Omit any categories in which there are no budgeted expenses.

- **Personnel:** Include the names of all mentors supporting the project. If utilizing funds for replacement salaries, include the names of each replacement teacher.
- **Benefits:** Include benefit rate of impacted employees.
- **Travel:** Include any district reimbursable travel expenses and the methodology used to calculate mileage estimates for each trip.
- **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 per year for half-time release mentors, or comparable increase in compensation.
- **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 for mentors and beginning teachers required for this project. This should include beginning teacher professional development such as Beginning Teacher Series and Beginning Teacher Institute.
- **Miscellaneous:** 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.

BUDGET TEMPLATE: July 1, 2025 – June 30, 2027

Your School District:

Budget Category	Year 1 7/25-6/26	Year 2 7/26-6/27
PERSONNEL		
BENEFITS		
TRAVEL (List all trips individually; mileage only)		
MENTOR STIPENDS (Provide recipient name(s))		
SUPPLIES		
PROFESSIONAL DEVELOPMENT		
MISCELLANEOUS		
TOTAL PROGRAM COSTS		

BUDGET TEMPLATE Example, Grant Level 1: July 1, 2025–June 30, 2027

Your School District: ARIZONA SCHOOL DISTRICT

Budget Category	Year 1 7/25-6/26	Year 2 7/26-6/27
PERSONNEL <i>JUAN PÉREZ - HALF-TIME MENTOR AT HIGH SCHOOL</i> <i>JANE DOE - HALF-TIME MENTOR AT MIDDLE SCHOOL</i>	<i>\$24,553</i> <i>\$28,005</i>	<i>\$24,553</i> <i>\$28,005</i>
BENEFITS <i>JUAN PÉREZ - BENEFIT RATE AT 22%</i> <i>JANE DOE - BENEFIT RATE AT 22%</i>	<i>\$5,401.06</i> <i>\$6,161.10</i>	<i>\$5,401.06</i> <i>\$6,161.10</i>
TRAVEL (List all trips individually; mileage only) <i>1 ROUNDTrip TO ARIZONA PROFESSIONAL DEVELOPMENT MEETING IN TUCSON (222 MI X \$0.67)</i>	<i>\$148.74</i>	<i>\$148.74</i>
MENTOR STIPENDS (Provide recipient name(s)) <i>JUAN PÉREZ (stipend paid through grant funds)</i> <i>JANE DOE (stipend paid through district funds)</i>	<i>\$2,500</i> <i>\$0</i>	<i>\$2,500</i> <i>\$0</i>
SUPPLIES <i>WELCOME TO TEACHING BOOK (AMAZON), \$31.96 X 72)</i> <i>MENTOR PD SUPPLIES (AMAZON): NOTEPADS, FOLDERS, STICKY NOTES, EXPO MARKERS, MR. SKETCH MARKERS</i>	<i>\$2,301.12</i> <i>\$169.98</i>	<i>\$2,301.12</i> <i>\$169.98</i>
PROFESSIONAL DEVELOPMENT <i>COGNITIVE COACHING (\$725 X 2)</i> <i>TEACHER LEADERSHIP INSTITUTE (\$445 X 8)</i> <i>ADE PROFESSIONAL DEVELOPMENT (\$375 X 2)</i> <i>ARIZONA TEACHER SUMMIT (\$725 X 2)</i>	<i>\$1,450</i> <i>\$3,560</i> <i>\$750</i> <i>\$0</i>	<i>\$0</i> <i>\$3,560</i> <i>\$750</i> <i>\$1,450</i>
MISCELLANEOUS <i>N/A</i>	<i>\$0</i>	<i>\$0</i>
TOTAL PROGRAM COSTS	<i>\$75,000</i>	<i>\$75,000</i>

****Total costs cannot exceed \$75,000.00 for each year.****

BUDGET TEMPLATE Example, Grant Level 2: July 1, 2025–June 30, 2027

Your School District: **ARIZONA SCHOOL DISTRICT**

Budget Category	Year 1 7/25-6/26	Year 2 7/26-6/27
PERSONNEL <i>DEVIN JONES</i> <i>-PARTIAL SALARY, FULL-RELEASE MENTOR</i>	<i>\$30,000</i>	<i>\$30,000</i>
BENEFITS <i>DEVIN JONES -PARTIAL BENEFITS, RATE OF 22%</i>	<i>\$6,600</i>	<i>\$6,600</i>
TRAVEL (List all trips individually; mileage only) <i>1 ROUNDTRIP TO ARIZONA PROFESSIONAL DEVELOPMENT MEETING IN TUCSON (222 MI X \$0.67)</i>	<i>\$148.74</i>	<i>\$148.74</i>
MENTOR STIPENDS (Provide recipient name(s)) <i>DEVIN JONES</i>	<i>\$5,000</i>	<i>\$5,000</i>
SUPPLIES <i>WELCOME TO TEACHING BOOK (AMAZON), \$31.96 X 72)</i> <i>MENTOR PD SUPPLIES (AMAZON): NOTEPADS, FOLDERS, STICKY NOTES, EXPO MARKERS, MR. SKETCH MARKERS</i>	<i>\$2,301.12</i> <i>\$190.14</i>	<i>\$2,301.12</i> <i>\$190.14</i>
PROFESSIONAL DEVELOPMENT <i>COGNITIVE COACHING (\$725 X 2)</i> <i>TEACHER LEADERSHIP INSTITUTE (\$445 X 8)</i> <i>ADE PROFESSIONAL DEVELOPMENT (\$375 X 2)</i> <i>ARIZONA TEACHER SUMMIT (\$725 X 2)</i>	<i>\$1,450</i> <i>\$3,560</i> <i>\$750</i> <i>\$0</i>	<i>\$0</i> <i>\$3,560</i> <i>\$750</i> <i>\$1,450</i>
MISCELLANEOUS <i>N/A</i>	<i>\$0</i>	<i>\$0</i>
TOTAL PROGRAM COSTS	<i>\$50,000</i>	<i>\$50,000</i>

****Total costs cannot exceed \$50,000.00 for each year.****

SCORING RUBRIC

The scoring rubric below aligns with sections of the full grant application. A full grant application submission includes:

- Application Contacts Pages
- Executive Summary
- Application Narrative
- Budget
- Letters of Support

If districts have previously participated in the Arizona New Teacher Support Program and failed to meet subcontract expectations and requirements, that past performance will be factored into final scoring consideration.

Induction Program Goals (within Executive Summary)

Score	Description
5	Goals are clearly defined, with measurable expected outcomes for both mentors and beginning teachers. Strong connection to the program’s overarching vision.
4	Goals are clearly stated, but some are not as measurable or specific towards intended outcomes.
3	Goals are present but lack clarity or are not fully measurable. It is difficult to understand the expected outcomes of the goals.
2	Some goals are mentioned but are not clearly tied to specific outcomes or are vague in nature.
1	Goals are poorly defined or lacking measurable outcomes.
0	No clear goals or expected outcomes are provided.

Induction Program Vision (within Executive Summary)

Score	Description
5	The vision is clearly defined, addressing how it strongly relates to the Arizona New Teacher Support Program's mission and core values. The description clearly shows the connection to the needs of the district/school.
4	The vision provided shows the district's/school's connection to the Arizona New Teacher Support Program's mission and core values. Some details may be missing or unclear.
3	The vision covers key aspects connected to the Arizona New Teacher Support Program's mission and core values but lacks depth or does not provide enough details to be clear.
2	The vision is incomplete or only addresses partial connection to the Arizona New Teacher Support Program's mission and core values. There is little or no connection.
1	The vision is vague or lacks sufficient connection to the Arizona New Teacher Support Program's mission and core values.
0	No vision is provided or the description is minimal and lacking in critical information.

CURRENT STATE (within Application Narrative)

Score	Description
5	The description provided for current beginning teacher support is thorough, well-organized, specific, and clear.
4	The description provides a broad overview with some details about current beginning teacher support.
3	The description provided for current beginning teacher support is limited. Sufficient detail or clarity is missing.
2	Some aspects of current beginning teacher support are provided. The overall description is vague and lacks the clarity to understand the current state.
1	The description provided does not adequately provide the information needed to understand the current state of beginning teacher support.
0	No description is provided about the current state of beginning teacher support.

PROBLEM AND NEEDS ASSESSMENT (within Application Narrative)

Score	Description
5	Key challenges are thoroughly identified with thoughtful, well-developed solutions provided.
4	Challenges are identified and addressed, but some solutions may lack detail or feasibility.
3	Challenges are mentioned but solutions are underdeveloped or vague.
2	Some challenges are described, but no solutions are provided, or the solutions are unclear.
1	The challenges and solutions are not adequately addressed.
0	No discussion of challenges or solutions is provided.

THE WORK PLAN (within Application Narrative)

Score	Description
5	The plan is well-organized with specific actions, timelines, and milestones for each year of the program. Responsibilities are clearly assigned.
4	A clear implementation plan is provided, but some details or milestones are not fully fleshed out.
3	The implementation plan is outlined but lacks sufficient detail or clarity in certain areas.
2	The plan is mentioned, but major aspects of implementation are missing or unclear.
1	The implementation plan is incomplete or unclear.
0	No implementation plan is provided.

SUSTAINABILITY PLAN (within Application Narrative)

Score	Description
5	A comprehensive sustainability plan is provided, detailing long-term strategies, funding sources, and integration into district plans. Long-term goals are clearly defined with strong connection to the district's broader teacher retention and development strategy.
4	A strong sustainability plan is provided but may lack some details or specific funding strategies beyond the scope of the program partnership. Long-term goals are defined but may lack the details or connections to district strategies. No implementation plan is provided.
3	The sustainability plan is described but lacks depth or clarity. The details provided may not be enough to fully understand the sustainability of this program. Long-term goals are mentioned but lack clarity or are not well connected to district strategies.
2	Limited information on sustainability; missing key components or long-term goals are unclear or underdeveloped.
1	Sustainability is not adequately addressed. No clear long-term goals are provided.
0	No sustainability plan is provided.

MEASUREMENT, LEARNING, AND EVALUATION (within Application Narrative)

Score	Description
5	Comprehensive qualitative and quantitative measures are described with clear methods for tracking progress and gathering feedback. It is clear which systems are currently in place and which systems need to be implemented.
4	Measures for progress are clearly outlined, but some details may need further clarification.
3	Some measures of progress are described but lack clarity or depth.
2	Limited measures are mentioned, with little detail on how progress will be tracked.
1	Few or no measures of progress are described.
0	No measures of progress are provided.

BUDGET

Score	Description
5	The budget is detailed, aligned with program goals, and clearly demonstrates how the funds will be distributed.
4	The budget is clear but may lack some details or include minor discrepancies with program goals.
3	The budget is provided but lacks clarity or does not fully align with the program's goals.
2	The budget is incomplete or does not clearly explain how funds will be allocated.
1	The budget is unclear and/or lacks essential details.
0	No budget is provided.



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