



New Teacher
SUPPORT

ARIZONA NEW TEACHER SUPPORT
PROGRAM

2023–2025 District/School/Program Application

Supporting teachers where they are
along the continuum of practice



Quality induction and mentoring 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.

The Arizona New Teacher Support Program, a part of the Arizona Teacher Program, is the Arizona K12 Center's research-backed, multi-pronged approach to new teacher induction and mentoring. Formally known as the Arizona Master Teacher Program, the New Teacher Support Program provides mentors and coaches with research-based tools to support those newest to the profession and strengthens teachers' autonomy and self-efficacy to support Arizona's students.

By supporting beginning teachers, we are building the future of teacher leadership in our state. We invite Arizona districts, schools, and individual district or school programs or departments to join us in this work and build a culture of induction in their community.

— Arizona K12 Center

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, plus all 'F' schools (identified every three years)

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

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ARIZONA NEW TEACHER SUPPORT PROGRAM INTRODUCTION



OVERVIEW

The mission and purpose of the **Arizona New Teacher Support Program** is to build capacity for teacher leadership, while providing support to the newest members of the teaching profession. Experienced, accomplished teachers are placed in nonevaluative 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 Support Program** is designed to:

- Foster a spirit of accomplishment among Arizona's teachers
- Recognize the contribution of excellent teaching in our communities, and elevate the status of the profession
- Provide training and support to those who mentor beginning teachers in schools throughout Arizona, starting with those in greatest need

Arizona Beginning Teacher Induction Program Standards and Arizona's Professional Teaching Standards serve as the foundation of the **Arizona New Teacher Support Program**. 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 applies 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, 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 that learn, lead, and inspire, the **Arizona New Teacher Support Program** cultivates high-quality mentoring, coaching, and leadership practices. We work in partnership with districts, schools, and programs to create systems of ongoing professional learning that are collaborative, inquiry-focused, responsive, and reflective which are all grounded in equity.*

CORE VALUES

- Equity
- Collaboration
- Inquiry focus
- Responsiveness
- Reflective

The **Arizona New Teacher Support Program** is a two-year commitment. During this two-year cycle, applicants must agree to:

- 8 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.
- 8 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.
- 8 Ensure program lead and mentors attend all required trainings and forums. Training dates are located on the Arizona K12 Center's website: azk12.org
- 8 Assure mentors support with each beginning teacher for a minimum of two hours per week for observation, feedback, and consultation.
- 8 Work with teachers, principals, and district administrators to identify and assist in delivering professional development opportunities for beginning teachers.
- 8 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.

ELEMENTS OF SUPPORT

NEW MENTOR TEACHERS CONSORTIUM COMMUNITY INVOLVEMENT:

Two 2-day Mentor Institutes

Three 4-hour Mentor Forums

One subscription to Kiano (a data collection and management system)

\$800
PER PERSON

CONTINUING MENTOR TEACHERS CONSORTIUM COMMUNITY INVOLVEMENT:

Teachers who have been previously trained in the New Teacher Center's Professional Learning Series Year 1 and Year 2, Mentoring Foundations and Seminars, or Mentor Institute

Two 2-day Advanced Mentor Institute

One subscription to Kiano (a data collection and management system)

Three 4-hour Mentor Forums

\$800
PER PERSON

PARTICIPATING DISTRICTS/SCHOOLS/PROGRAMS RECEIVE:

4 complimentary registrations to the Arizona New Teacher Induction Network with representation from 1 program lead, 1 mentor/coach, 1 school administrator, and your choice for the fourth registrant

Complimentary for all beginning teacher professional learning opportunities offered through the Arizona K12 Center

\$75,000 per year for 2 years

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 and Mentor Forums

All continuing mentors to the program attend Advanced Mentor Institute and Mentor Forums

Team of 4 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 Kiano 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

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

PROGRAM COMPONENTS

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 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, knowledge, dispositions, and tools necessary to be prepared and ready to support the newest members of the teaching profession.

Arizona New Teacher Induction Network

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

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.

Mentor Forums

We provide mentors an opportunity to develop a community of practice 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 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.

Mentor Institute

This is a four-day training held early in the school year in two-day increments. We encourage new mentors and those who may be new to the **Arizona Teacher Program** philosophies and habits of mind to attend. 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. By the end of these four days, 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 Support

The Arizona K12 Center supports beginning teachers with enhanced professional growth and development by allowing our beginning teachers to participate in rich and thoughtful learning opportunities. Through the Beginning Teacher Series, participants can attend targeted professional development training, webinars, and networking events. We end the school year with a summer Beginning Teacher Institute, which is a multiday event that engages Arizona beginning teachers in enhancing their own professional 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.

ELIGIBILITY

The Arizona K12 Center awards financial assistance to districts/schools/programs to create and sustain an impactful induction and mentoring program.

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 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:

- 8 50% or higher free or reduced lunch
- 8 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)
- 8 A middle school or high school
- 8 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.

Districts/schools/programs previously involved with the Arizona New Teacher Support Program must have completed or be in the second year of any previous cycles to apply for 2023-2025 support.

MENTOR SELECTION CRITERIA AND IDENTIFICATION

Mentor selection criteria include, but are not limited to, the following:

- 8 A valid Arizona teaching certificate
- 8 Recognition as an exemplary classroom teacher and excellent professional role model
- 8 Current or former classroom teacher with a record of at least two years of successful teaching experience with a wide range of students
- 8 Strong subject matter and/or grade-level appropriate knowledge
- 8 Effective interpersonal communication
- 8 Credibility with peers and administrators
- 8 Respect for multiple perspectives
- 8 Experience working effectively with linguistically and culturally diverse students
- 8 Understands the value of confidentiality in the mentoring process and is able to maintain confidentiality in mentoring relationships
- 8 Demonstrates commitment to personal and professional growth and learning through ongoing reflection
- 8 Willingness to participate in professional preparation to acquire the knowledge and skills needed to be an effective mentor
- 8 Willingness to work collaboratively with beginning teachers, mentors, and program leadership from an inquiry and strategic stance
- 8 Knowledge of and willingness to learn about adult learning theory and beginning teacher development
- 8 A commitment to improving the academic lives of ALL students

In addition, the Arizona K12 Center believes identified Arizona Master Teachers and/or 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 CALENDAR

September 2023

- Sept 6-7** Mentor Institute (Phoenix)
- Sept 26-28** Arizona New Teacher Induction Network (Tucson)

October 2023

- Oct 4-5** Advanced Mentor Institute (Phoenix)

November 2023

- Nov 9** Mentor Forum (Virtual)
- Nov 15-16** Mentor Institute (Phoenix)
- Nov 29-30** Advanced Mentor Institute (Phoenix)

January 2024

- Jan 30** Mentor Forum (Virtual)

February 2024

- Feb 13** Arizona New Teacher Induction Network (Phoenix)

March 2024

- March 28** Mentor Forum (Virtual)

April 2024

- April 30** Arizona New Teacher Induction Network (Phoenix)

Dates are subject to change. Visit azk12.org/events for more information.

APPLICATION CONTENT REQUIREMENTS AND SUBMISSION

Applications should specifically address each area of the Arizona Beginning Teacher Induction Program Standards (page 27) and the Arizona Professional Teaching Standards (page 28) 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. A successful application demonstrates how the district/school/program supports teachers along the continuum of practice (page 29). There should be a clear plan for sustainability once the grant period concludes.

Additional Documents

- A letter of support from the superintendent
- A letter of support from the governing board president

All applications and documents must be sent in electronic form (PDF) by close of business **(5:00PM) Wednesday, February 22, 2023** to kpaulsen@azk12.org

All original signed documents must be mailed to the address below and postmarked by **Wednesday, February 22, 2023**.

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 March 27, 2023. For further information or questions, please contact Kathleen Paulsen at kpaulsen@azk12.org or at (602) 443-6444.

LETTERS OF SUPPORT

Eligible applicants must complete and submit their **Arizona New Teacher Support Program** application with individual letters signed by the superintendent and the governing board president that **clearly state the district's/school's/program's intent to build capacity and sustainability** while participating in the **Arizona New Teacher Support Program**.

ARIZONA NEW TEACHER SUPPORT PROGRAM APPLICATION



APPLICATION COVER SHEET

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 Lead Mentor

Name:

Phone:

Email:

Governing Board President

Name:

Phone:

Email:

Fiscal Director/Coordinator

(if different from District Program Lead)

Name:

Phone:

Email:

District Program Lead

Name:

Phone:

Email:

Qualifying School(s):

School	Principal Name	Email

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)

2021–2022:

2022–2023:

2023–2024 (anticipated):

EXECUTIVE SUMMARY

In 750 words or less, please include:

- Name of the district/school/program
- Summary of the 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
- Anything particularly innovative in your approach
- Description of current beginning teacher support and how being involved in the **Arizona New Teacher Support Program** will address long-term capacity and sustainability

CURRENT TO FUTURE STATE

Problem and Needs Assessment

In 750 words or less, please describe the current state of the district/school/program support of beginning teachers. Be sure to include or identify:

- Information about the current state of any existing induction and mentoring program
- Problem(s) being addressed
- Actions for addressing the problem(s) through the **Arizona New Teacher Support Program**
- The top challenges to the success of mentoring, including the ability to achieve the intended results within the planned time frame and strategy to address them
- Eligible district(s)/school(s)/program(s) statement of eligibility and an explanation of the criteria each meets (page 10)
- How many beginning teachers (0–2 years of experience) the program will support
- How participation in the program will develop effective teachers and yield high rates of both mentor and beginning teacher retention

CURRENT TO FUTURE STATE

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 (750 words or less). This should be delineated by the two-year **Arizona New Teacher Support Program** cycle. Be sure to explain how you plan to sustain the work beyond the scope of the program partnership. Key items you should address:

- Which Arizona Beginning Teacher Induction Program Standards (page 27) and Arizona's Professional Teaching Standards (page 28) will you work on during each year?
- What will be your overarching goals for each year?
- What resources are needed for each year (human, financial, and/or technological)?
- What is/has been the mentor selection plan?
- Who is responsible for the overall coordination of the program?
- How does your work plan build capacity and sustainability, and create opportunities for growth of both mentors and beginning teachers?

CURRENT TO FUTURE STATE

Mentor Selection

Provide a brief explanation (750 words or less) of how your mentor selection process aligns with recommended mentor selection criteria (page 11). Provide the names and contact information of the mentors who will perform the service of mentoring beginning teachers. Identify those who are Arizona Master Teachers and/or National Board Certified Teachers.

Mentor Name:

Mentor Email:

Additional Mentor Name (if applicable):

Additional Mentor Email (if applicable):

Mentor to Mentee Ratio (2023–2024 school year estimate):

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 the district/school/program will use to track the mentors' effectiveness.

BUDGET TEMPLATE OVERVIEW

An itemized budget must be submitted (template on page 24, example on page 25) 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, 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 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. Explain how the district will support these personnel after the life of this grant.
- **Benefits:** Include benefit rate of impacted employees.
- **Travel:** Include a brief description of the travel required for this project. Include the methodology used to calculate the mileage 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. Travel costs are for a team of four to attend the Arizona K12 Center's New Teacher Induction Network meetings.
- **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.
- **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. Also include the methodology used to calculate the total cost estimates for each activity/event, including the estimated number of participants and total cost per participant. What is the rationale for how these activities will support project results? Please be sure to include the costs associated with all the **Arizona New Teacher Support Program** requirements within this application. Learn more about events at azk12.org/events.
- **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, 2023–JUNE 30, 2025

Your School District:

Budget Category	YEAR 1 7/23–6/25	YEAR 2 7/23–6/25	TOTAL
PERSONNEL			
BENEFITS			
TRAVEL (List all trips individually; mileage only)			
MENTOR STIPENDS (Provide recipient name(s))			
SUPPLIES			
PROFESSIONAL DEVELOPMENT			
MISCELLANEOUS (List all items)			
TOTAL PROGRAM COSTS			

BUDGET EXAMPLE: JULY 1, 2023–JUNE 30, 2025

Your School District: Arizona School District

Budget Category	YEAR 1 7/23–6/24	YEAR 2 7/24–6/25	TOTAL
PERSONNEL			
<i>Juan Pérez - Half-time mentor at High School</i>	\$24,553	\$24,553	\$49,106
<i>Jane Doe - Half-time mentor at Middle School</i>	\$28,005	\$28,005	\$56,010
BENEFITS			
<i>Juan Pérez - benefit rate at 22%</i>	\$5,401.66	\$5,401.66	\$10,803.32
<i>Jane Doe - benefit rate at 22%</i>	\$6,161.10	\$6,161.10	\$12,322.20
TRAVEL (List all trips individually; mileage only)			
<i>1 roundtrip mileage to Arizona New Teacher Induction Network meeting in Tucson (222 mi x \$0.445)</i>	\$98.79	\$98.79	\$197.58
MENTOR STIPENDS (Provide recipient name(s))			
<i>Juan Pérez</i>	\$2,500	\$2,500	\$5,000
<i>Jane Doe</i>	\$2,500	\$2,500	\$5,000
SUPPLIES			
<i>Book Study for beginning teachers</i>	\$795.45	\$795.45	\$1,590.90
PROFESSIONAL DEVELOPMENT			
<i>for new mentors: 4-day Mentor Institute, 5 4-hour Mentor Forums, subscriptions to Kiano (2@\$800)</i>	\$1,600	\$1,600	\$3,200
<i>Professional Development Opportunities (9@\$376.11)</i>	\$3,385	\$3,385	\$6,770
MISCELLANEOUS (List all items)			
<i>n/a</i>	\$0	\$0	\$0
TOTAL PROGRAM COSTS	\$75,000	\$75,000	\$150,000

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.

Appendix C: ARIZONA TEACHER PROGRAM OVERVIEW

The **Arizona New Teacher Support Program** is part of the broader **Arizona Teacher Program**, which builds capacity for teacher leadership, while providing support to the newest members of the teaching profession. It is an initiative of the Arizona K12 Center and Northern Arizona University. Learn more at azk12.org.



Supporting teachers where they are
along the continuum of practice



Aspiring Teacher GROWTH

- Fueled for Success
- Arizona Teacher Residency

New Teacher SUPPORT

- Comprehensive Mentoring and Induction
- Arizona New Teacher Induction Network

National Board GUIDANCE

- Fee Assistance
- Comprehensive Candidate Support

Teacher Leader DEVELOPMENT

- Teacher Solutions Team
- Instructional Mentor/Coach Development