

NETWORK TO TRANSFORM TEACHING

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS FEDERAL SEED GRANT

The Network to Transform Teaching (NT3) is designed to advance student learning by strengthening the structures, policies and programs that support teacher growth and development through National Board Certification and leadership opportunities. Study after study has proven that students of Board-certified teachers learn more- and the impact is greater for minority and low-income students.

The National Board is working with the following states in this \$19.4m, 2 year effort: Washington, **Arizona**, New Mexico, Illinois, Kentucky, Alabama, North Carolina, Maryland and New York along with the school districts of Clark County in Nevada and San Francisco in California. Each state picked 3 school districts for the 2016-2017 school year, in Arizona the districts were: Balsz Elementary, Phoenix Elementary and Maricopa Unified. Each state then was to pick 3 additional schools for the 2017-2018 school year; in Arizona those districts are Cartwright, Lake Havasu and **Avondale**. In addition to the districts the Arizona Department of Education and the Arizona Education Association are critical partners in this work.

Goals for the grant include:

School by school, teachers work together to improve student learning by:

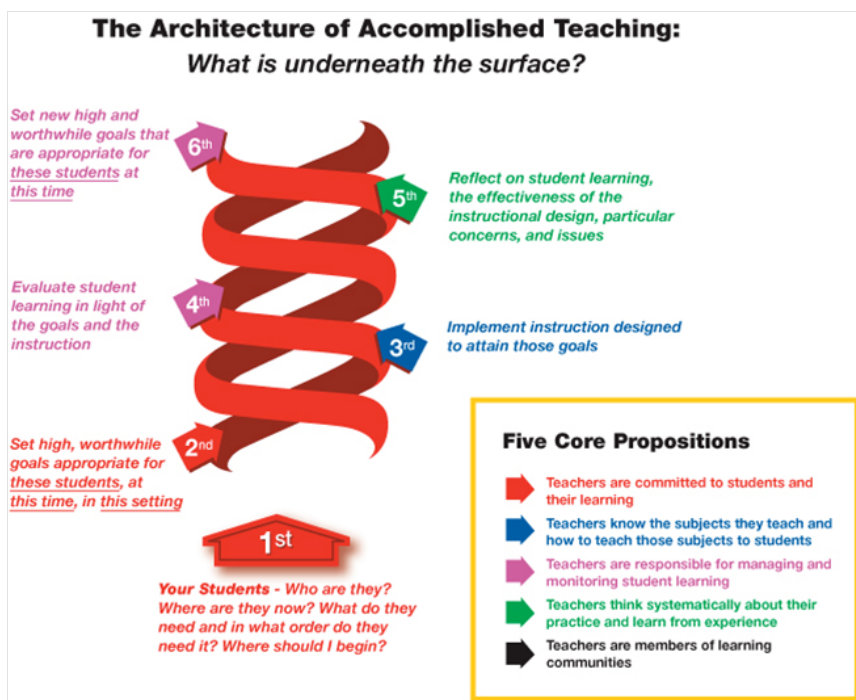
- Ensuring instructional leaders demonstrate accomplished practice and bring that knowledge to bear on the professional learning of others
- Developing collaborative teacher learning around standards of accomplished teaching, practice improvement cycles, and is tied to evidence of student learning

State and district stakeholders' work to build coherence across the career continuum by advancing structures, policies, and practices that:

- Strengthen the support new teachers receive to develop into accomplished practitioners, ready to pursue and achieve board certification
- Instructional expertise of accomplished teachers to lead professional learning of their in-service colleagues

Participating District Expectations:

- Set district-level improvement aims that are connected to the state-level goals as well as strategic initiative in their district
- Designate a senior leader to serve as a District Sponsor on behalf of the entire leadership team
- Select a day-to-day Improvement Lead to facilitate the work of the local improvement team
- Conduct tests of the recommended changes in alignment with their aims
- After successful testing and adaptation, implement the changes across the district
- Actively participate in Network Meeting webinars and Learning Sessions
- Submit monthly data and information on changes and progress
- Convene an improvement team including, teachers, principals, central office, school board, association
- Provide resources to support the improvement team, including time to devote to this effort



AVONDALE ELEMENTARY SCHOOL DISTRICT

NT₃ GRANT IMPLEMENTATION IDEAS

State and district stakeholders work to build coherence across the career continuum by advancing structures, policies, and practices that:

Strengthen the support new teachers receive to develop into accomplished practitioners, ready to pursue and achieve board certification

- Embed the NB standards and Architecture of Accomplished Teaching into the New Teacher program
- Build a year 2 curriculum to support new teachers in their 2nd year
- Using the ATLAS system as a resource for candidates/teachers (provided by NT₃)
- Send all 1st and 2nd year teachers to the Beginning Teacher Institute to learn from other NBCTs and Arizona Master Teachers

Integrate the standards for accomplished practice and the pursuit of board certification into teachers' work and school day

- Provide coaching and classroom support for candidates in their classrooms
- Embed the Architecture of Accomplished Teaching into district initiatives and leadership training
- Provide NB Pre-candidacy course for potential candidates across the district
- Fund support candidate support through the Arizona K12 Center

Leverage the instructional expertise of accomplished teachers to lead professional learning of their in-service colleagues

- Support/encourage current formal teacher leaders to pursue NB and incorporate standards into practice
- Provide coaching training to those candidates and NBCTs interested in supporting future AESD candidates
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