The Network for Enhancing Teacher Quality (NET-Q) is a combination of programs and partnerships, initiatives and incentives, all working to ensure that more teachers are prepared and supported for teaching high-need subjects in high-need schools.

When teachers succeed, their students succeed.
What are Cross Career Learning Communities?
Cross Career Learning Communities (CCLCs) are professional learning communities that bring novice and veteran teachers together with university faculty to:

- Focus on student learning
- Engage in reflective practice and collaboration
- Mentor and retain teachers in high-need schools

CCLCs rest on the belief that, together, we are smarter than any of us is alone. For this reason, CCLCs often contribute to a more collaborative school culture, a decrease in teachers' sense of isolation, and an increase in their job satisfaction and retention in the teaching field.

What do educators say about CCLCs?
Faculty members leave CCLC sessions feeling like they know more about their colleagues, have helped a colleague with a professional dilemma, and have picked up some good ideas for their own practice.

- High School Assistant Principal

Protocols make meetings more efficient. I can sit down with teachers in my grade level, look closely at a piece of student work, and have ideas for teaching kids the next day.

- Elementary Classroom Teacher

The week of CCLC professional learning was the best professional learning experience I have had in my 23+ years in education — and it was in the summer!

- Middle School Principal

My CCLC is a safe place to get feedback on my own work before I go public with it.

- Elementary Academic Coach

What is at the heart of CCLC?

Shared Norms and Values
CCLC members form and are guided by shared norms and values — including ground rules for dialogue, participation and confidentiality — that support open discussion and honest feedback.

Reflective Practice
Educators engaging in reflective practice talk about what they do and why they do it. Their instructional decisions are driven by data, observation and dialogue.

Protocols
Protocols feature agreed-upon guidelines for specific conversations about teaching and learning. They can be used for exploring student and educator work, give feedback or discuss professional articles. Protocols build collegial skills and habits, ensure equity in participation and create time for reflection and listening.