

# FLOWING WELLS SCHOOL DISTRICT INSTITUTE FOR TEACHER RENEWAL AND GROWTH

## **STAFF DEVELOPMENT**

Teacher Induction — · · — · · — · · — · · — · · — · · → Teacher Leadership

|   | Novices (1 <sup>st</sup> year teachers)  | Advanced Beginners (2 <sup>nd</sup> year teachers)  | Competent<br>(3 <sup>rd</sup> year teachers)   | Proficient<br>(4 <sup>th</sup> year +)  | Expert<br>(8 <sup>th</sup> year +)   |
|---|--|---|--|---|--|
| Workshops   | Induction     Procedures/Routines     Instruction     Community Culture  | Intermediate Instruction  EEI Refresher Course  Class Mgmt.  Task Analysis  Content Areas  Reading  Writing  Science  Math                          | Advanced Instruction  Cooperative Learning  Creativity and Higher-Level Thinking  Learning Styles  Information Processing Strategies  Content Areas, continued | <ul> <li>Advanced Instruction, continued</li> <li>Content Areas, continued</li> <li>Data Analysis</li> </ul>  | <ul> <li>Cognitive Coaching</li> <li>Clinical Supervision</li> <li>Reading Coaching</li> <li>Science Coaching</li> </ul>                                       |
| Key Concepts  | <ul> <li>Engaging all students</li> <li>Assessment</li> <li>Classroom mgmt.</li> <li>Planning skills</li> <li>Basic instructional delivery</li> <li>Special education modifications</li> </ul> | <ul> <li>Basic learning theory</li> <li>Variables of classroom management</li> <li>Curriculum sequence</li> <li>Content area adaptations</li> </ul> | <ul> <li>Higher-level thinking</li> <li>Transfer theory</li> <li>Teaching of concepts and processes</li> <li>Student self-esteem</li> </ul>                    | <ul> <li>Higher-level thinking</li> <li>Transfer theory</li> <li>Teaching of concepts and processes</li> <li>Student self-esteem</li> <li>Data-based decision making</li> </ul> | <ul> <li>Mentoring</li> <li>Coaching</li> <li>Leadership theories</li> </ul>   |
| Follow-Up<br>Coaching<br>Coach<br>Instructional<br>Coordinators | Formative  4 classroom observations and conferences with Director 2 "SPA" days with coach Ongoing contacts with mentor  Summative 2 observations (Principal)                                   | Formative  3 classroom observations (with site- based Instructional Coach) 2 observations by coach  Summative 2 observations (Principal)            | Formative  2 classroom observations with I.C. One additional pre/post conference 2 Career Ladder observations  Summative 1-2 Observations (Principal)          | Formative Peer coaching One I.C. observation Career Ladder student achievement project  Summative Alternative evaluation designed by teacher & principal                        | Formative Peer Coaching One I.C. scheduled contact Career Ladder student achievement project  Summative Alternative evaluation designed by teacher & principal |

Classroom — · · — · · → · · District/Community

#### FLOWING WELLS SCHOOL DISTRICT

#### NEW TEACHER INDUCTION - FORMAL TRAINING

"New Teacher" includes all teachers (new OR experienced) to FW District

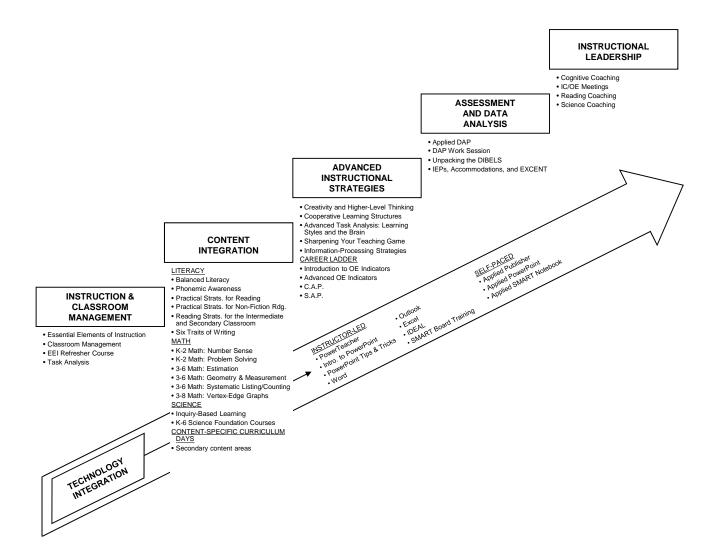
#### CATEGORIES OF SUPPORT (Odell)

|   | New<br>Teachers<br># of hours | Experienced Teachers # of hours | Before<br>School<br># of hours | Ongoing<br>Training<br># of hours                |
|---|-------------------------------|---------------------------------|--------------------------------|--|
| Organizational Culture: Giving information to transmit the culture of the system and organization. Guidelines, expectations, policies, procedures, customs, beliefs, core values. | 7 hours                       | 7 hours                         | 5 hours                        | 2 hours  |
| Systems Information: Giving information related to procedures, guidelines, and expectations of the school district and the school.  | 7 hours                       | 7 hours                         | 7 hours                        | Once a month<br>at sites –<br>"Rookie" mtgs.     |
| <u>Mustering of Resources</u> : Collecting, disseminating, or locating materials or other resources.  | 3 hours                       | 3 hours                         | 3 hours                        | Once a month<br>at sites –<br>"Rookie" mtgs.     |
| <u>Instructional Information</u> : Giving information about teaching strategies or the instructional process.   | 21 hours                      | 21 hours                        | 21 hours                       | 14 hours   |
| Emotional Support: Offering support by listening empathetically and sharing experiences.  | 2 hours                       | 2 hours                         | 2 hours                        | Ongoing at follow-up sessions and "Rookie" mtgs. |
| Advice on Student Management: Giving guidance and ideas related to discipline and managing students.  *All new teachers required to read First Days of School by Harry Wong.      | 4 hours                       | 4 hours                         | 4 hours                        | Ongoing at follow-up sessions and "Rookie" mtgs. |
| Advice on Scheduling and Planning: Offering information about organizing and planning the school day.  *See Mustering of Resources section.                                       | 3 hours                       | 3 hours                         | 3 hours                        | Ongoing at sites and "Rookie" mtgs.              |
| Help with Classroom Environment: Helping arrange, organize, or analyze the physical setting of the classroom.  *See advice in Student Mgmt. section.                              | 4 hours                       | 4 hours                         | 4 hours                        | Ongoing at sites and "Rookie" mtgs.              |
| <u>Demonstration Teaching</u> : Teaching while new teacher observes, preceded and followed with conferencing to focus and analyze instructional strategies.                       | 7 hours                       | 7 hours                         | 7 hours                        | 5 hours  |
| <u>Coaching</u> : Critiquing and providing feedback on the teacher's performance.   | 14 hours                      | 14 hours                        | 1 hours                        | 13 hours   |

|  | New<br>Teachers | Experienced Teachers | Before<br>School | Ongoing<br>Training |
|--|-----------------|----------------------|------------------|---------------------|
|  | # of hours      | # of hours           | # of hours       | # of hours          |
| Advice on Working with Parents:  |                 |                      |                  |                     |
| Giving help or ideas related to  |                 |                      |                  | Informal at sites   |
| conferencing or working with parents.  |                 |                      |                  |                     |
| Special Education Issues:  | 2 hours         | 2 haura              |                  | Two hours and       |
|  | 2 hours         | 2 hours              |                  | ongoing at sites    |
| Other Topics or Activities:  * See attached brochure for ongoing staff development program for second year teachers and above. |                 |                      |                  |                     |
| year teachers and above.   |                 |                      |                  |                     |
| <ul> <li>New teacher contract includes four<br/>before school induction days – no<br/>extra money.</li> </ul>                  |                 |                      |                  |                     |
| <ul> <li>Substitutes are hired for teachers who<br/>attend workshops during school<br/>hours.</li> </ul>                       |                 |                      |                  |                     |
| <ul> <li>Technology Training available after first year in district.</li> </ul>  |                 |                      |                  |                     |
| * Methods used to evaluate success:  |                 |                      |                  |                     |
| - Participant Feedback   |                 |                      |                  |                     |
| - Teacher retention  |                 |                      |                  |                     |
| <ul> <li>Teachers' voluntary participation<br/>beginning in 2<sup>nd</sup> year</li> </ul>                                     |                 |                      |                  |                     |
| - Recruitment numbers  |                 |                      |                  |                     |
| - Student test scores used to provide areas for staff development focus  |                 |                      |                  |                     |

# PROFESSIONAL GROWTH FRAMEWORK

## Flowing Wells Institute for Teacher Renewal and Growth



#### **EXCELLENCE IN TEACHING**

One of the most important variables affecting student learning is the quality of the individual classroom teacher (see references below). Excellence in teaching is a journey, not a destination. In Flowing Wells School District, we believe that ongoing professional growth is essential to cultivate this excellence and to maximize student achievement. Masterful teachers continuously add to their repertoire through deliberate efforts to improve their instruction, classroom management, content knowledge, assessment, technology integration, and leadership skills.