



New Teacher Induction

August, 2015

Coxsackie-Athens Schools

⇒ Current Reality

- The three big ideas that direct us.
- The four essential questions that guide us.

First Big Idea: Focus on Learning

- ⇒ We accept high levels of learning for all students as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- ⇒ We will not cheat kids.
- ⇒ Equity means all.

Second Big Idea: A Collaborative Culture

The collaborative team is the fundamental building block of an organization that is committed to high levels of learning for both students and adults. The collaborative team works interdependently to achieve common learning goals for which each member is held mutually accountable. Collaborative Teams must focus on the right things and is a means to an end. The truly effective teams work together to impact professional practice inside the classroom to impact & improve adult learning and student results.

- We will work at being collegial about classroom practices.

Third Big Idea: Focus on Results

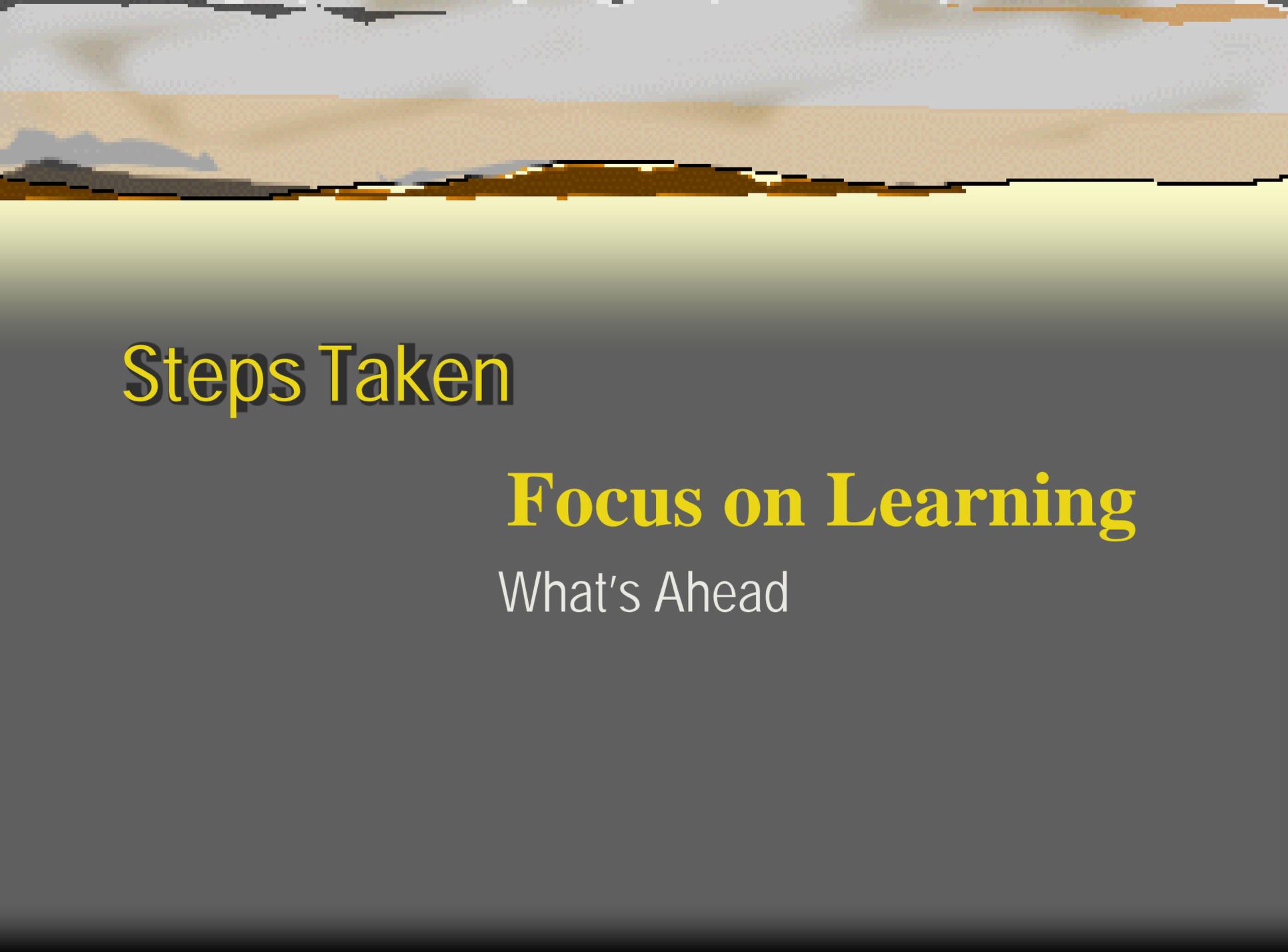
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and our school will seek relevant data and information to promote continuous improvement.

- Data is our friend
- It's not about us, it's about the students

Characteristics of our Schools

How we want to work

- ⇒ Shared Mission(purpose), vision(clear direction), commitments(values) and goals(timelines, outcomes, and targets)
- ⇒ Collaborative Culture
- ⇒ Collective Inquiry
- ⇒ Learning by Doing-Action Orientation
- ⇒ Continuous Improvement
- ⇒ Results Orientation

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Steps Taken

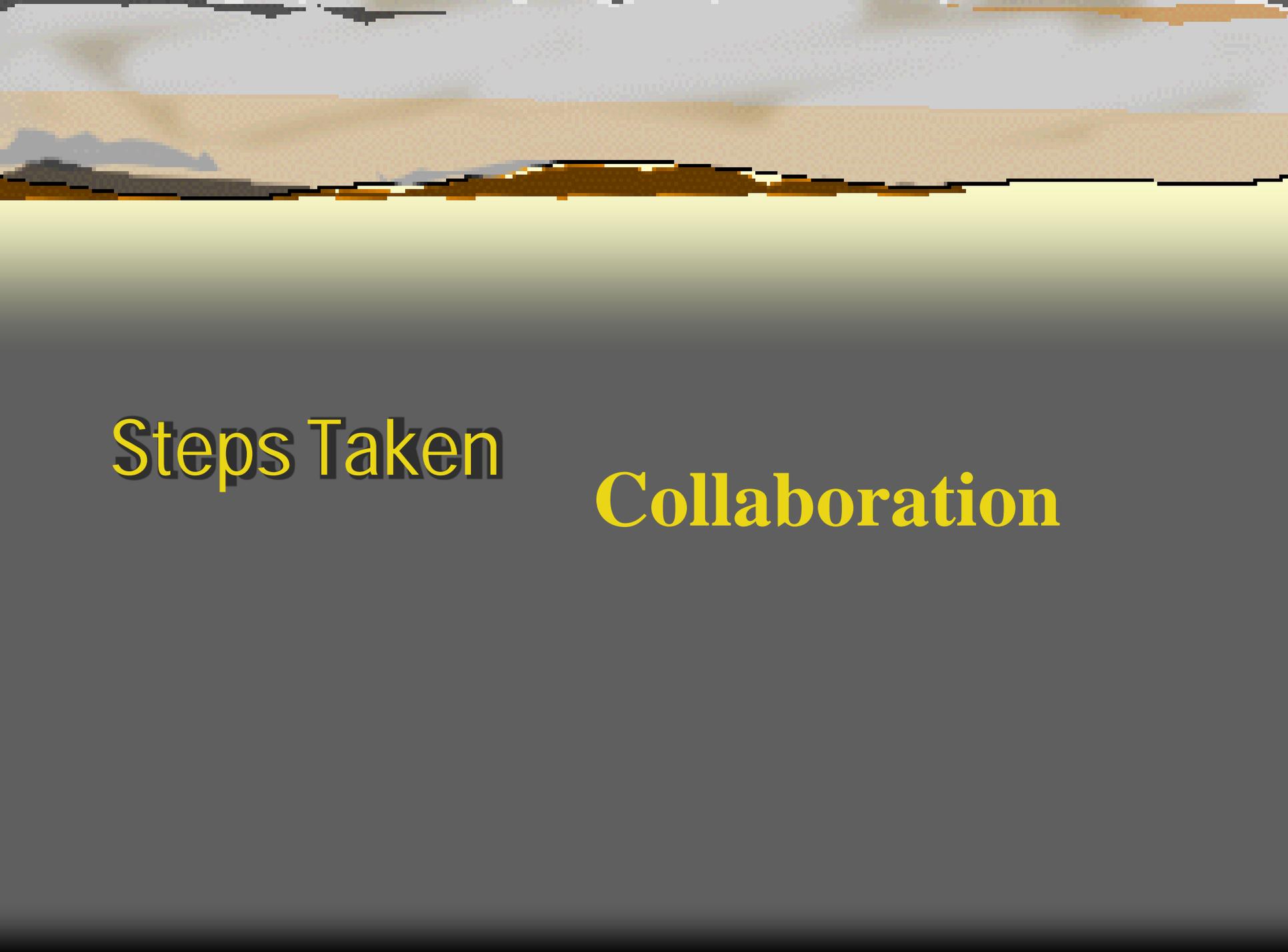
Focus on Learning

What's Ahead

Essential Questions

- What do we want all students to learn?
- How will we know if they have learned it?
- How will we respond when they don't?
- How will we meet the needs of those who "already know?"



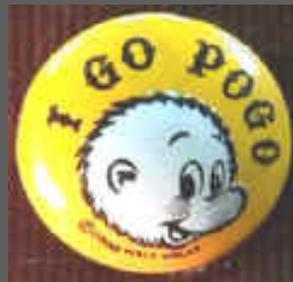


Steps Taken

Collaboration

None of us
is as smart
as all of us.

Pogo



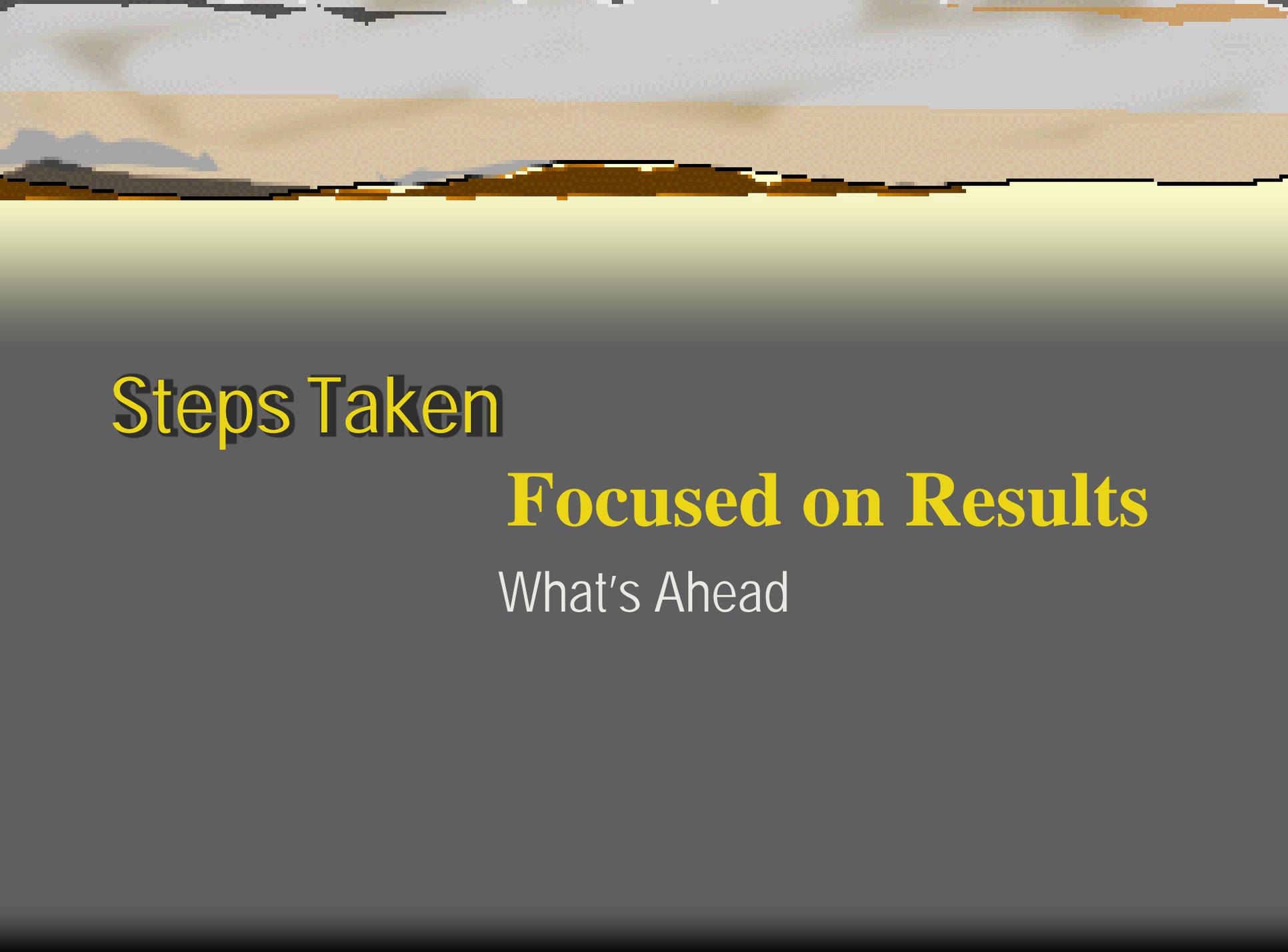
Together, We All learn

- ⇒ Ultimately there are two kinds of schools; learning enriched schools and learning impoverished schools. I have yet to see a school where the learning curves...of the adults were steep upward and those of the students were not. Teachers and students go hand and hand as learners...or they don't go at all.

Roland Barth

Collaboration

- ⇒ Essential and proven to sustain school improvement.
 - Schools cannot help students achieve high levels if teachers work in isolation.
 - Schools improve when teachers are given the time and support to work together.
 - Schools must identify and implement practices for raising student achievement.



Steps Taken

Focused on Results

What's Ahead

Staying on Track

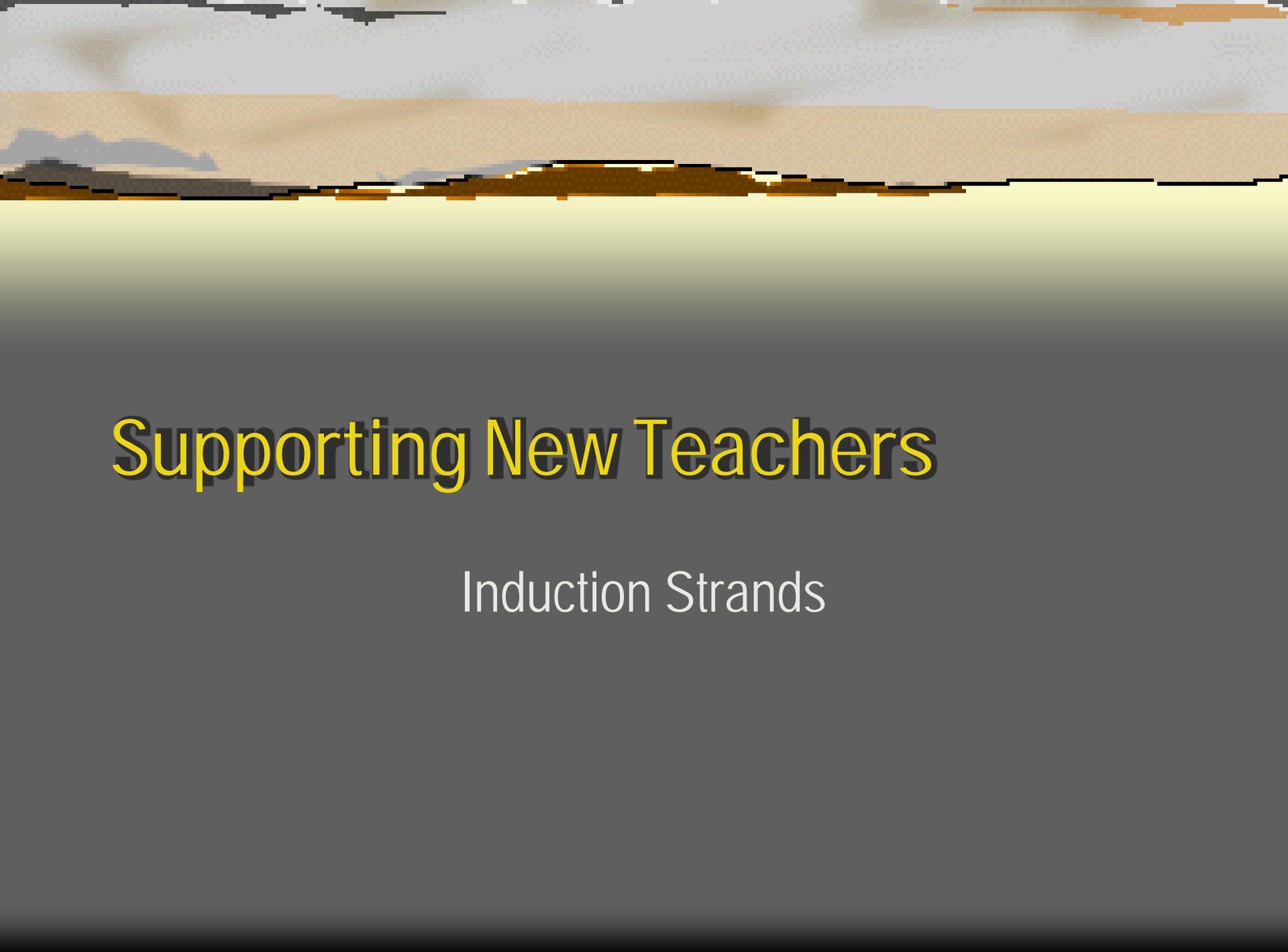


We can be better than we presently are.

All facets of school operation must be open to examination and change.

Change in accordance with the best research literature.

Keep our focus on our outcomes.



Supporting New Teachers

Induction Strands

Strand 1

Classroom Relationships

- ⇒ Equity for all
 - Creating a needs full filling classroom that produces quality work from each student.
- ⇒ Lead, not boss
- ⇒ Having high expectations and helping students get there.

Strand 2

Learning

- ⇒ Curricular Planning
 - What do you want all kids to know and be able to do?
 - How will you help them learn?
- ⇒ Assessment
 - How will you know they have learned?
 - How will you communicate their results?
- ⇒ Interventions
 - What will you do when students do not learn?
- ⇒ Enrichment
 - How will you stretch those students who already know?
- ⇒ Results
 - What drives the engine.

Strand 3

Adult Relationships

- ⇒ Mentor
- ⇒ Classroom visits
- ⇒ Collaboration
 - What is an effective team?
 - Being collegial as well as congenial
 - Collective Inquiry
 - Using data to help the team
- ⇒ Behavior → Attitude → Reality



A large, bright yellow smiley face with a thick black outline. The face has two small black dots for eyes and a wide, curved black line for a smiling mouth. The text "Let's Get Started" is written in a blue, sans-serif font across the center of the face.

Let's Get Started

Classroom Relationships

First Day & Week

- ⇒ Nothing like first impressions.
- ⇒ Have in place a plan.
 - Seating
 - General expectations, or how to have them established
 - “We will...”
 - Harry Wong meets William Glasser
- ⇒ Procedures
 - Everything needs a procedure
 - Kids like knowing boundaries

Before Students Arrive

- ➔ Arrange your room in a manner that supports classroom management.
 - Easily see all students
 - Students can see all demonstrations
 - Materials are accessible
 - Easy to organize students into different group settings
 - No visible distractions

First Day

- ⇒ Have a seating chart. Have desks labeled with name tags & be ready for the student not on your roster.
- ⇒ Greet each student when they enter the room.
- ⇒ Tell the students something about yourself. Have them do a brief get acquainted or re-acquainted activity. You'd be surprised even in a small school how little they know about each other, even at secondary level.
- ⇒ Present and discuss the classroom expectations. Tell them they will have an opportunity later to modify the expectations.

First Week

- ⇒ Introduce any new students and take time to have class learn something about them.
- ⇒ Review & practice classroom routines.
- ⇒ Go over classroom expectations and discuss the rationale with them. Change them if necessary if students request.
- ⇒ Go over grading procedures, invite discussion.
- ⇒ Continue with activities that allow students to get to know you and themselves better.

Expectations & Procedures

- ⇒ Beginning of day or period
 - Transition from unstructured time
 - “Sponge” activities-review previous learning
 - Exchange of materials-homework
 - Dealing with students who are tardy.
- ⇒ End of Day or period
 - Picking up room, chairs
 - You dismiss, not the bell. Make sure real closure occurs, students will know what is expected of them prior to coming to class the next day.

Procedures

⇒ Transitions

- Leaving the room and returning to the room.
- Bathroom
- Emergency procedures-fire, lockdown
- Classroom helpers
- PA announcements

⇒ Use of materials

- Distributing and collecting materials
- Storage of materials
- Teacher's desk & computer
- Pencil sharpener, drinking fountain



Involving Students

- ⇒ Let them alter expectations
- ⇒ Keep expectations and expectations in the positive
 - Instead of “no put-downs” say instead “We will respect everyone.”
- ⇒ Keep expectations to a few. Remind them they will be courteous and will not need the expectations.
- ⇒ expectations can be re-visited and new ones added if needed.

Quality Classroom

- ⇒ Warm & supportive
- ⇒ Students only asked to do useful work.
- ⇒ Students always expected to do their best.
- ⇒ Students are asked to evaluate their work and improve it.
- ⇒ Quality work is expected and is never destructive.

Let the Students Know

- ⇒ Who you are
- ⇒ What you stand for
- ⇒ What you will ask them to do.
- ⇒ What you will do for them.
- ⇒ What you will not do for them.

Quality Schoolwork

- ⇒ Done in school-you monitoring the learning.
- ⇒ Discuss what quality is.
- ⇒ Practice doing quality work
 - Choose an assignment they agree is useful
 - Have them complete it and turn in when they think it is quality work.
 - Don't grade it yet.
 - Ask them to improve it. Have them explain to you or another student how they improved it.
 - Settle for improvement now, don't push for quality.
 - Signing their name-what it means.

Grading & Homework

- ⇒ The single most important decision you will make.
- ⇒ The power of zero
- ⇒ Why grade?
- ⇒ It's okay to make them do it again... & again.
 - Why we should accept only mastery.
- ⇒ Can only be done at home-enrichment
- ⇒ How much do you want them doing away from you?

Next Steps

- ⇒ We will meet about every six weeks to build shared knowledge through collective inquiry.
- ⇒ Together we will learn by doing and develop a core set of competencies and vocabulary.
- ⇒ “We are the first generation of teachers who are responsible for ALL kids learning.”
- ⇒ We will exceed that challenge, *one student at a time.*

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Resources

- ⇒ Quality School Outline
- ⇒ Classroom Instruction Packet
- ⇒ Unit Level, Planning Model for Instruction
- ⇒ Assessment Cycle Packet and Supporting Materials