



FLOWING WELLS SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT, INDUCTION, and MENTORING



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Flowing Wells School District

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Director of Professional Development

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FLOWING WELLS SCHOOL DISTRICT

Tucson, Arizona



FLOWING WELLS INSTITUTE FOR TEACHER RENEWAL AND GROWTH

New Teacher Induction Program

- ❖ Eight Day Induction Program
 - ◆ Four days before school begins
 - ◆ Four days during the school year (release time for new teachers)
- ❖ Classroom Demonstrations: Classrooms which model the First Days of School Procedures and Routines. New Teachers are encouraged to bring cameras or cell phones in order to photograph the rules and procedures on the walls of master teachers
- ❖ Bus tour conducted by superintendent which familiarizes new teachers with the culture and community of the district
- ❖ A graduation luncheon celebration with framed certificates for each new teacher presented by the superintendent
- ❖ Mentor in same grade level or content area
- ❖ Coaching follow-up for each new teacher with eleven classroom contacts by the full-time Professional Development Director and Professional Development Specialists
- ❖ Monthly support seminars for networking, support, and collaboration
- ❖ Induction is aligned with the Arizona Teaching Standards
- ❖ Partnership with Northern Arizona University for teachers to receive university credit for Induction
- ❖ Comprehensive on-going professional development program which meets the needs of novice to expert level teachers
- ❖ Complete support for teacher training for over twenty-five years by the Governing Board and Administration

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 Teachers Total # of hours	Induction Days 1-4 # of hours	Ongoing Training # of hours
<u>Organizational Culture:</u> Giving information to transmit the culture of the system and organization. Guidelines, expectations, policies, procedures, customs, beliefs, core values.	4 hours	3 hours	1 hour
<u>Systems Information:</u> Giving information related to procedures, guidelines, and expectations of the school district and the school.	4 hours	3 hours	1 hour Ongoing through mentorship and “New Teacher meetings”
<u>Resources:</u> Collecting, disseminating, or locating materials or other resources.	1 hour		1 hour Ongoing through mentorship and “New Teacher meetings”
<u>Instructional Information:</u> Giving information about teaching strategies or the instructional process.	28 hours	11 hours	17 hours
<u>Emotional Support:</u> Offering support by listening empathetically and sharing experiences.	3 hours	1 hour	2 hours and Ongoing at follow-up coaching and “New Teacher Meetings”
<u>Advice on Student Management:</u> Giving guidance and ideas related to discipline and managing students. *All new teachers required to read <i>First Days of School</i> by Harry Wong.	2 hours	2 hours	Ongoing at follow-up sessions and “New Teacher Meetings”
<u>Advice on Scheduling and Planning:</u> Offering information about organizing and planning the school day.	1 hour		1 hour and Ongoing through mentorship and “New Teacher meetings”
<u>Help with Classroom Environment:</u> Helping arrange, organize, or analyze the physical setting of the classroom.	2 hours	2 hours	Ongoing through mentorship and “New Teacher meetings”
<u>Demonstration Teaching:</u> Teaching while new teacher observes, preceded and followed with conferencing to focus and analyze instructional strategies.	7 hours	2 hours	5 hours
<u>Coaching:</u> Critiquing and providing feedback on the teacher’s performance.	10 hours		10 hours

	New Teachers Total # of hours	Induction Days 1-4 # of hours	Ongoing Training # of hours
<u>Advice on Working with Parents:</u> Giving help or ideas related to conferencing or working with parents.			Ongoing through mentorship and "New Teacher meetings"
<u>Special Education Issues:</u>	2 hours		2 hours and ongoing through mentorship and "New Teacher meetings"
<u>Other topics or activities:</u> <ul style="list-style-type: none"> * See attached brochure for ongoing professional development program for second year teachers and above. * New teacher contract includes four before school induction days – no extra money. * Substitutes are hired for teachers who attend workshops during school hours. * Technology Training available after first year in district. * Methods used to evaluate success: <ul style="list-style-type: none"> - Participant feedback - Teacher retention - Teachers' voluntary participation in workshops beginning in 2nd year - Recruitment numbers - Student test scores used to provide areas for professional development focus 			



Flowing Wells School District

Institute for Teacher Renewal and Growth

Professional Development Program Description

The Flowing Wells School District recognizes at a time when the needs of our students and community are great, the need for teachers with multiple skills and understanding is of utmost importance. During the 1983-84 school year, the district implemented a professional development program which addressed the renewal and improvement of instructional delivery in the classroom.

Over the last thirty years, the program has developed into a model which offers differentiated professional development matched to the level of teaching expertise. This concept was originally developed by Dr. David Berliner from Arizona State University, and Dr. Thomas McGreal from the University of Illinois. The Flowing Wells Professional Development Program provides workshops for Novice (first year), Advanced Beginners (second year), Competent (third-fifth years), and Proficient and Expert Level teachers.

The content of the workshops is based upon the different needs of teachers as they progress in their professional careers. The key concepts in each workshop reflect a "building block" framework from simple to more complex decision making. Additionally, the **INDUCTION PROGRAM** and the beginning workshops emphasize classroom performance while the

advanced workshops include training that focuses on advanced instructional strategies, various models of teaching, content and technology integration, and leadership that impacts the school, district, and community (refer to attached chart).

The Flowing Wells Program has received numerous honors over the last two and a half decades. The American Association of School Administrators recognized the Flowing Wells Institute for Teacher Renewal and Growth as the 1986 Exemplary Professional Development Program. In 1996 the *Video Journal of Education* featured the induction and mentoring components in a two-part video series which is available for purchase. Flowing Wells was also featured in an article by Dr. Harry Wong in *Educational Leadership* magazine, March 2002. Most recently, Dr. Wong's Book New Teacher Induction, How to Train, Support and Retain New Teachers, unveiled December 2002 at the National Staff Development Conference, provides a step-by-step implementation process for duplicating the key components of the Flowing Wells Program. The Arizona K-12 Center has identified Flowing Wells as one of the exemplary Induction programs in the state (information may be accessed at: www.azk12.nau.edu).

The Flowing Wells Professional Development Program:

- **INDUCTION**
- **DIFFERENTIATED AND DEVELOPMENTALLY APPROPRIATE WORKSHOP TRAINING FOR CONTINUING TEACHERS**
- **COACHING FOLLOW-UP IN THE FORM OF MENTORING AND FORMATIVE SUPERVISION**

INDUCTION

The Flowing Wells Induction Program is the transmission of the district and community culture. The major goals of this program are to build a sense of culture and to articulate the district's mission and philosophy. **INDUCTION** is a structured training program for all teachers new to the district which instructs and models "the way it is done" in the Flowing Wells School District. This program is not merely an orientation to the district's organizational pattern, but a framework of the district's vision for student learning and success.

If we don't model what
we teach, we're teaching
something else.



The Flowing Wells Professional Development Program (Continued)

The Flowing Wells Induction Program emphasizes five critical attributes that are the cornerstones of the vision:

- ◆ effective instructional practices
- ◆ effective classroom management procedures and routines
- ◆ a sensitivity and understanding of the unique community we serve
- ◆ teaching is a reflection of life-long learning and professional growth
- ◆ unity of teamwork among administration, teachers, support staff, and community members is essential (refer to attached handouts regarding **INDUCTION OVERVIEW** and **EIGHT-DAY INDUCTION SCHEDULE**).

DIFFERENTIATED AND DEVELOPMENTALLY APPROPRIATE WORKSHOP TRAINING FOR CONTINUING TEACHERS (refer to Professional Development Brochure).

COACHING FOLLOW-UP IN THE FORM OF MENTORING AND FORMATIVE SUPERVISION

Based upon the research of Dr. Bruce Joyce and Dr. Beverly Showers regarding the need for follow-up coaching as an essential aspect of teacher training, the

Flowing Wells District has designed an extensive system of intense, formative supervision. The coaching component incorporates pre-conferences, classroom observations, and post-conferences. These observations are not used for summative evaluations; the intent is to give teachers specific, immediate, and non-threatening feedback on their teaching performance. A cadre of “expert” level teachers serve as building level Mentors/Instructional Coordinators in addition to their regular teaching assignments. The District Professional Development Administrator facilitates the mentoring and coaching efforts.

To conclude, the Mentoring and the Coaching Follow-up are fundamental to the success of the new teacher **INDUCTION PROGRAM**.

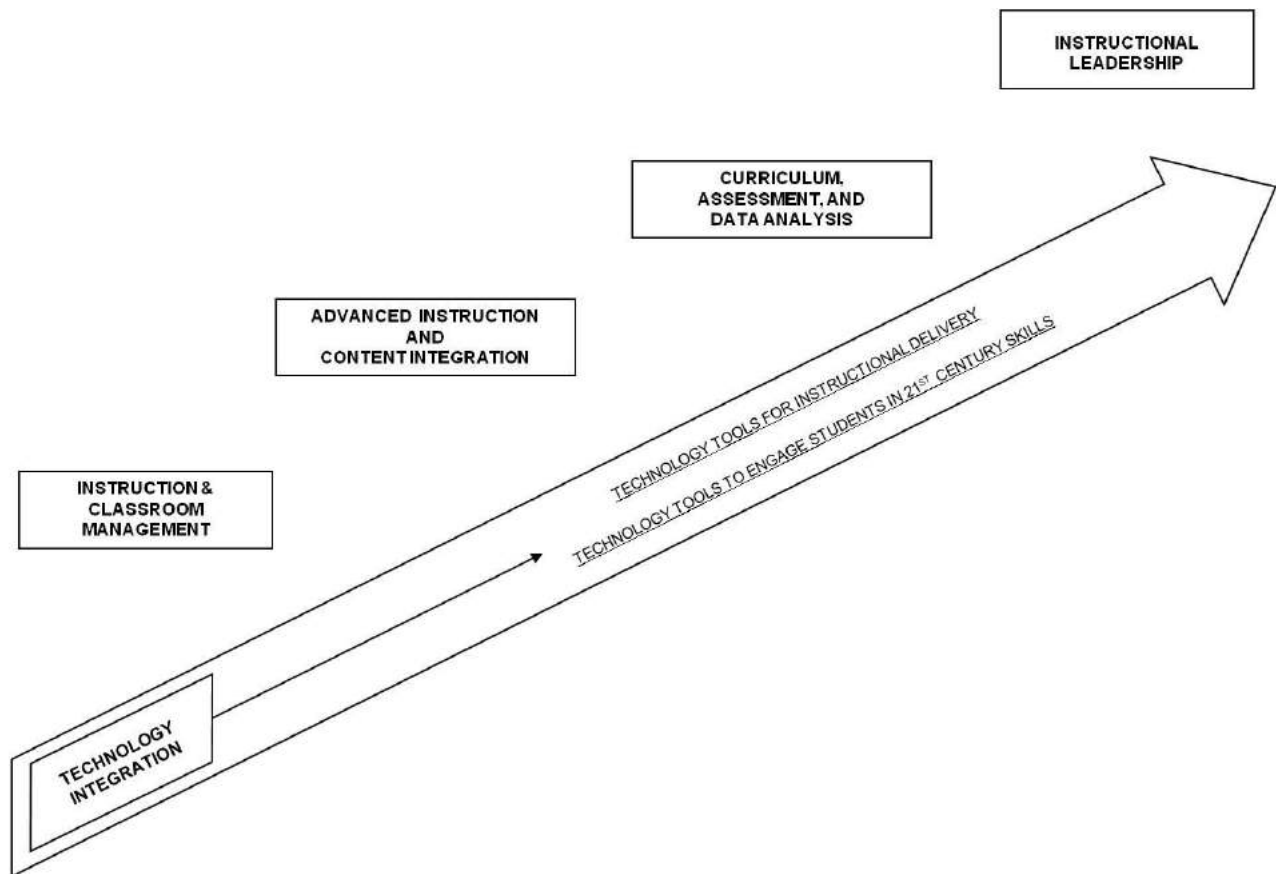


Professional Development Program Outcomes

- ◆ 100% of all new teachers to Flowing Wells attend the **INDUCTION PROGRAM** during their first year in the district.
- ◆ Approximately 70% of all Flowing Wells teachers attend professional development training each year on a voluntary basis.
- ◆ Based on feedback from school principals, the quality of teaching performance has improved significantly.
- ◆ “Proficient” and “Expert” teachers design individual growth plans based on increased awareness of teaching research and methodology. These teachers are the Mentor/Instructional Coordinators who provide the new teacher support.
- ◆ An increased ability for teachers to reflect on their instructional practices has promoted professional dialogue among teachers, support staff, and community.
- ◆ An attitude that “professional growth” is the norm for a Flowing Wells educator is evidenced by participation in after-school and summer workshops.

PROFESSIONAL GROWTH FRAMEWORK

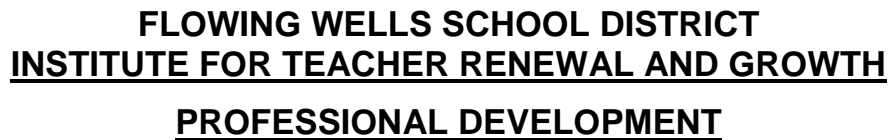
Flowing Wells Institute for Teacher Renewal and Growth



EXCELLENCE IN TEACHING

The quality of the individual classroom teacher is one of the most important variables affecting student learning (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 and curriculum knowledge, assessment, technology integration, and leadership skills.

- Brophy, J., & Good, T.L. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 328-375). New York: Macmillan.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1).
- Hanushek, E.A., Kain, J.F., & O'Brien, D.M. (2005). *The market for teacher quality*. NBER Working Paper No. 11154. Cambridge, MA: National Bureau of Educational Research.
- Marzano, Pickering, & Pollock. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
- Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12).
- Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.



	Novices (1st year teachers)	Advanced Beginners (2nd year teachers)	Competent (3rd year teachers)	Proficient and Expert (4th – 8th year +)
Workshops	Induction <ul style="list-style-type: none"> ▪ Procedures/Routines ▪ Instruction ▪ Community Culture ▪ Lesson Delivery Models ▪ Management 	Intermediate Instruction <ul style="list-style-type: none"> ▪ EEI Refresher Course ▪ Class Management ▪ Task Analysis Content Areas <ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Science ▪ Math 	Advanced Instruction <ul style="list-style-type: none"> ▪ Cooperative Learning ▪ Creativity and Higher-Level Thinking Content Areas, continued Curriculum Development and Assessment	Curriculum Development and Assessment, continued Data Analysis Instructional Coaching and Supervision Reading Coaching Science Coaching
Key Concepts	<ul style="list-style-type: none"> ▪ Engaging all students ▪ Assessment ▪ Classroom mgmt. ▪ Planning skills ▪ Basic instructional delivery ▪ Special education modifications 	<ul style="list-style-type: none"> ▪ Basic learning theory ▪ Variables of classroom management ▪ Curriculum sequence ▪ Content area adaptations 	<ul style="list-style-type: none"> ▪ Higher-level thinking ▪ Transfer theory ▪ Teaching of concepts and processes ▪ Student self-esteem ▪ Designing rigorous and relevant curriculum 	<ul style="list-style-type: none"> ▪ Teaching of concepts and processes continued ▪ Designing rigorous and relevant curriculum, continued ▪ Data-based decision making ▪ Mentoring ▪ Coaching ▪ Leadership theories
Follow-Up Coaching Mentors Instructional Coaches	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> ▪ 4 classroom observations and conferences with PD Director/Specialist ▪ 1 “SPA” day with mentor ▪ Ongoing contacts with mentor <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> ▪ 2-3 observations (Principal) & Student Achievement Action Plan 	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> ▪ 3 classroom observations with site-based Instructional Coach ▪ 1 observation of a mentor ▪ 1 observation by a mentor ▪ Additional follow-up based on workshop participation <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> ▪ 2-3 observations (Principal) & Student Achievement Action Plan 	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> ▪ 2 classroom observations with site-based I.C. ▪ Additional follow-up based on workshop participation <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> ▪ 2-3 observations (Principal) & Student Achievement Action Plan 	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> ▪ Informal peer coaching ▪ Additional follow-up based on workshop participation <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> ▪ Alternative evaluation: 1 observation (Principal) & Student Achievement Action Plan ▪ Traditional evaluation: 1-2 observation (Principal) & Student Achievement Action Plan

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FLOWING WELLS SCHOOL DISTRICT
1556 W. Prince Rd.
Tucson, Arizona 85705

FLOWING WELLS INSTITUTE
FOR TEACHER RENEWAL AND GROWTH

INDUCTION OVERVIEW (8 DAYS)

(refer to attached daily schedules for specific times and topics)

All teachers new to the district are required to attend four days of inservice prior to the return of the continuing teachers. A first year teacher's contract includes four additional days to meet this expectation. Each new teacher is required to read The First Days of School, by Dr. Harry Wong, prior to the start of the **INDUCTION** training.

DAY 1 – Focus: Community Building and Instruction

- A. Welcome by Superintendent and the Governing Board President
Introduction of all Central Administration, Principals, Directors of Maintenance,
The feeling of “family” or “team” is stressed
- B. Introduction of all new teachers
Pictures are taken and displayed
Organization of cooperative, new teacher groups (K-12)
Team building and collegial support are stressed
- C. Day 1 Content – Instructional Practices: Essential Elements of Instruction,
Objectives, and Task Analysis
- D. Instructors – Professional Development Director, Professional Development
Specialists and Master Classroom Teachers

DAY 2 - Focus: Community Building and Instruction

- A. Introduction of all Elementary Principals
- B. Instructional Practices: Active Participation, Anticipatory Sets, and Closures
- C. Analysis of a Master Teacher Video Lesson

DAY 3 – Focus: Instruction, Procedures, and Flowing Wells Culture

- A. Teaching Practicums in small, cooperative groups
- B. Essential Procedures for early success: Bellwork, Signal, Dismissal, etc.
- C. Flowing Wells Culture: Professionalism, Establishing Classroom Culture, Flowing Wells Bus Tour of District (led by Superintendent)
- D. New Teacher Breakfast – sponsored by Flowing Wells Educational Association

DAY 4 – Focus: Culture, Classroom Management, and Procedures

- A. Demonstration classrooms are visited by all new staff. Master teachers at the elementary, junior high, and high school levels model the First Day Procedures and Routines used at the beginning of the year.
- B. Explanation & Demonstration of district-adopted Discipline with Dignity model of management.
- C. Harry Wong DVD – Discipline Plan, Rules, and Consequences
- D. Follow-up Coaching and Mentorship explained and organized for the school year (five visits per teacher by coaches).
- E. Slates and Markers distributed to all new teachers to encourage the use of student Active Participation
- F. During the afternoon, new teachers return to their individual classrooms for preparation.

DAYS 5, 6, 7, and 8 – Focus: Instruction and Classroom Management

- A. The days are scheduled throughout the year (September, November, January, and March).
- B. Follow-up days include on-site Demonstration Classrooms in Instruction, varied Instructional Approaches, Cognitive Rigor, Assessment, Special Education, and Motivation & Retention Theories
- C. Day 8 includes:
 - Celebration of Learning (Luncheon) with Governing Board Members, Central Administration, Principals, and Assistant Principals
 - Address to new teachers by Superintendent
 - Teacher Awards (framed certificates) presented by Superintendent



New Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Professional Development Training Team:

Tricia Gutierrez, Director of Professional Development

Megan Larson, Professional Development Specialist

Demetria Murray, Professional Development Specialist

Anna Heyer, Professional Development Specialist

Nate Rios, HS Social Studies

Monday, July 27, 2015

8:00 – 8:15	Refreshments	
8:15 – 9:30	Welcome Introductions <ul style="list-style-type: none">• Dr. David Baker, Superintendent• Dr. Kevin Stoltzfus, Assistant Superintendent• Dr. René Ground, Superintendent of Human Resources• Mrs. Stacy Trueblood, Director of Business and Finance• Mrs. Audrey Reff, Director of Federal Programs• Mr. Jim Brunenkant and High School Administrative Team• Mr. Alan Schmidt, Director of Sentinel Peak HS• Dr. Kim Parkinson and Junior High Administrative Team Professional Development Team Norms and Agenda Team Building and Class Building	Tricia
9:30 – 10:30	Overview: A Schema for Effective Teaching and Learning	Tricia
10:30 – 10:40	Break	
10:40 – 11:30	Formulating Two-Part Instructional Objectives	Megan
11:30 – 12:45	Lunch	
12:45 – 1:45	Teaching to an Objective	Megan and Anna
1:45 – 1:55	Break	
1:55 – 3:10	Introduction to Lesson Design and Task Analysis	Tricia
3:10 – 3:30	Answering the Essential Question	Tricia
	Homework <ul style="list-style-type: none">• Complete the task analysis for your mini-lesson• Bring a bag stocked with three items	



New Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Professional Development Team:

Tricia Gutierrez Megan Larson
Nate Rios Demetria Murray

Tuesday, July 28, 2015

8:00 – 8:15	Refreshments	
8:15 – 9:30	Agenda Introductions, Part II <ul style="list-style-type: none">Ms. Sue Shinn, Director of Special Education and Early LearningMr. Lyle Dunbar, Principal of Richardson Elementary SchoolMr. Pete Wells, Principal of Hendricks Elementary SchoolMs. Jackie Camacho, Principal of Laguna Elementary SchoolMs. Kristy Dale, Principal of Centennial Elementary SchoolMr. Chad Miller, Principal of Davis Elementary SchoolMs. Tamara McAllister, Principal of Douglas Elementary School Team Building: What's My Bag? Class Building: Mix-Freeze-Group	Tricia
9:30 – 9:45	Break	
9:45 – 10:00	Analysis of a Lesson	Tricia
10:00 – 11:15	Active Participation	Megan
11:15 – 12:30	Lunch	
12:30 – 1:15	Closure	Tricia
1:15 – 1:30	Break	
1:30 – 2:45	Anticipatory Set	Nate
2:45 – 3:15	Return to Analysis of a Lesson	Tricia
3:15 – 3:30	Answering the Essential Question	Tricia
	Homework <ul style="list-style-type: none">Finish Task Analysis revisionsBring materials to teach your lesson to two studentsSkim Madeline Hunter Articles FYI... <ul style="list-style-type: none">FWEA Breakfast tomorrow: Meet at the PDC at 6:55. Dress professionally.FW District Bus Tour tomorrow afternoon (1:45 – 3:00)Demo "First Day of School" on Thursday; bring a camera	



New Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION AND PROCEDURES DISTRICT AND CLASSROOM CULTURE

Professional Development Team:

Tricia Gutierrez
Nate Rios

Megan Larson
Anna Heyer

Anna Heyer

Wednesday, July 29, 2015

7:00 – 8:00	FWEA Breakfast in High School Cafeteria	
8:00 – 8:20	Agenda Review <ul style="list-style-type: none">• Content-Based Class Builder: Find Someone Who• Teacher Action Self-Assessment	Demetria
8:20 – 8:30	Directions for Teaching Practicum	Tricia
8:30 – 8:35	Transition and Stretch Break	
8:35 – 10:35	Teaching Practicum: Rounds 1 through 6 (various locations)	
10:35 – 10:45	Debrief the Practicum and Set Goals (PDC)	Tricia
10:45 – 11:30	The Importance of Culture <ul style="list-style-type: none">• Professionalism	Dr. Baker and Tricia
11:30 – 12:45	Lunch	
12:45 – 1:45	The Importance of Culture (cont.) <ul style="list-style-type: none">• Creating Classroom Culture	Megan and Nate
1:45 – 3:25	FW Bus Tour	Dr. Baker
3:25 – 3:30	Answering the Essential Question	Tricia

Homework:

- Review *The First Days of School* (Wong & Wong, 2009), chapter 20

FYI...

- Demo "First Day of School" tomorrow; bring a camera
- We will schedule follow-up coaching tomorrow; bring a calendar and your teaching schedule if available



New Teacher Induction Program

TODAY'S FOCUS: CLASSROOM CULTURE, MANAGEMENT, and PROCEDURES FOLLOW-UP COACHING

Professional Development Team:

Tricia Gutierrez
Demetria Murray

Megan Larson
Anna Heyer

Dr. David Baker

Thursday, July 30, 2015

8:00 – 8:15	Refreshments	
8:15 – 8:30	Content-Based Class Builder: Corners	Tricia
8:30 – 9:00	Procedures – Jigsaw Activity	Megan
9:00 – 10:30	Demonstration Classrooms: First Day of School and Procedures <ul style="list-style-type: none">• Pre-K – 2nd Grade: Hendricks, Room 13, with Roxanna Young• 3rd – 6th Grade: Davis, Room 11, with Matt VanDerlaske• 7th – 8th Grade: FWJH, Room C-4, with Erin Kearney• 9th – 12th Grade: FWHS, Room 28, with Rachel Lodge	
10:30 – 10:45	Break	
10:45 – 11:00	Debriefing the Demo Classrooms: Top Five Procedures	Megan
11:00 – 11:30	Discipline with Dignity <ul style="list-style-type: none">• Strategies for Positive Management	Tricia
11:30 – 11:45	Overview of the District's Mentor Program	Anna
11:45 – 12:05	The District's Perspective on Coaching	Dr. Baker and Tricia
12:05 – 12:30	<ul style="list-style-type: none">– Answer the Essential Question– Sign up for First Round of Coaching– Complete Online Feedback Form– Watch Harry Wong Video	Tricia, Megan, Anna, and Demetria
12:30 – 1:45	Lunch	
1:45 – 3:30	Return to Schools for Classroom Preparation	
	Homework: <ul style="list-style-type: none">• Implement EEI and Classroom Management skills!• Mark your calendar: Next EEI workshop days are on 9.17, 11.19, 1.14, and 3.17!	



New Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION LESSON AND UNIT DESIGN

Instructors:

Tricia Gutierrez
Anna Heyer

Megan Larson
Demetria Murray

Dr. Kevin Stoltzfus
Audrey Reff

Thursday, September 17, 2015

7:30 – 7:45	Refreshments	
7:45 – 8:15	Rotating Review and Sharing Agenda Explanation of Observation Assignment	Tricia
8:15 – 8:45	Structuring Direct Instruction	Tricia
8:45 – 10:15	Advanced EEI Strategies: <ul style="list-style-type: none">• Active Participation• Anticipatory Sets• Closures	Megan and Anna
10:15 – 10:30	Break	
10:30 – 11:15	Lesson/Unit Design <ul style="list-style-type: none">• Bloom's Cognitive Process Dimensions	Tricia
11:15 – 12:30	Lunch	
12:30 – 1:15	Lesson/Unit Design <ul style="list-style-type: none">• Developing Essential Questions	Kevin
1:15 – 1:30	Break and Transition to Break-Out Locations	
1:30 – 2:45	Lesson/Unit Design – Rubric Scoring <ul style="list-style-type: none">• Pre-K – 2nd : ESS Conference Room (<i>Tricia</i>)• 3rd – 6th : Board Conference Room (<i>Audrey Reff</i>)• 7th – 12th : PDC (<i>Megan and Anna</i>)• JH/HS Math : Back Table of PDC (<i>Demetria</i>)	
2:45 – 3:00	Closure on the Day Homework <ul style="list-style-type: none">• Two Master Teacher Observations (with forms)	



New Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Instructors:

Tricia Gutierrez
Anna Heyer

Megan Larson
Angela Vargas – Special Education Teacher, EMELC

Demetria Murray

Thursday, November 19, 2015

7:30 – 7:45	Refreshments	
7:45 – 8:00	Agenda and Bellwork Discussion of Master Teacher Observations	Tricia
8:00 – 9:30	Special Education <ul style="list-style-type: none">• Laws and Responsibilities• Accommodations	Angela
9:30 – 9:45	Break	
9:45 – 11:30	Motivation Theory <ul style="list-style-type: none">• Digital Synthesis Project	Megan
11:30 – 12:45	Lunch	
12:45 – 1:45	Retention	Tricia
1:45 – 1:50	Break	
1:50 – 2:50	Introduction to Cooperative Learning Structures <ul style="list-style-type: none">• Philosophy• Three Structures (Content: EEI Review)	Anna
2:50 – 3:00	Closure on the Day	Tricia
	Homework <ul style="list-style-type: none">• Select 3 motivation and retention techniques and implement them in your classroom and lesson planning.	
	FYI... <ul style="list-style-type: none">• January EEI Session is Picture Day!• Classroom Visitations, Part II: Focus on Lesson Design	



New Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Instructors:

Tricia Gutierrez
Megan Larson

Demetria Murray
Anna Heyer

Thursday, January 14, 2016

7:30 – 7:45	Refreshments	
7:45 – 8:15	Agenda and Bellwork Explanation of Classroom Visitations	Tricia
8:15 – 8:45	Photographs (in Board Room)	Paula and Amal
8:45 – 9:30	Introduction to Inductive Learning: Concept Attainment	Megan
9:30 – 10:20	Lesson/Unit Design <ul style="list-style-type: none">Hess Cognitive Rigor Matrix	Tricia
10:20 – 10:30	Break	
10:30 – 11:15	Lesson/Unit Design – Congruency of: <ul style="list-style-type: none">StandardsQuestionsAssessments	Tricia and Megan Demetria (Math group)
11:15 – 2:00	Lunch and Classroom Visitations <ul style="list-style-type: none">See Handout for Assigned Rooms	
2:00 – 2:10	Break	
2:10 – 2:20	Debriefing the Classroom Visitations	Tricia
2:20 – 2:50	Lesson/Unit Design <ul style="list-style-type: none">Pre-assessment	Anna
2:50 – 3:00	Closure on the Day	Tricia
	Homework: <ul style="list-style-type: none">Study for the Final Exam FYI... <ul style="list-style-type: none">Final ExamGraduation Luncheon	



New Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Instructors:

Tricia Gutierrez
Megan Larson

Demetria Murray
Anna Heyer

Thursday, March 17, 2016

7:30 – 7:45	Refreshments	
7:45 – 8:15	Agenda, Bellwork, and EEI Review	Tricia
8:15 – 9:15	Introduction to Inquiry-Based Instructional Model	Anna
9:15 – 9:30	Break	
9:30 – 10:00	Monitor and Adjust	Tricia
10:00 – 10:45	Evaluating and Revising a Non-Example <ul style="list-style-type: none">Civil War Lesson	Megan
10:45 – 11:30	Final Exam	
11:30 – 11:35	Transition to the Board Room	Tricia
11:35 – 2:00	Graduation Luncheon (Board Room) <ul style="list-style-type: none">Graduation Speech: "Onward!"Certificates and Closing Remarks	Dr. Baker
2:00 – 2:10	Break and Transition to PDC	
2:10 – 3:00	Closure, Self-Reflection, and Next Steps	Tricia
	Homework: <ul style="list-style-type: none">Culminating Writing AssignmentWorkshop Registration Form	