

FLOWING WELLS SCHOOL DISTRICT

NEW TEACHER INDUCTION – FORMAL TRAINING
 “New Teacher” includes all teachers (new OR experienced) to FW District

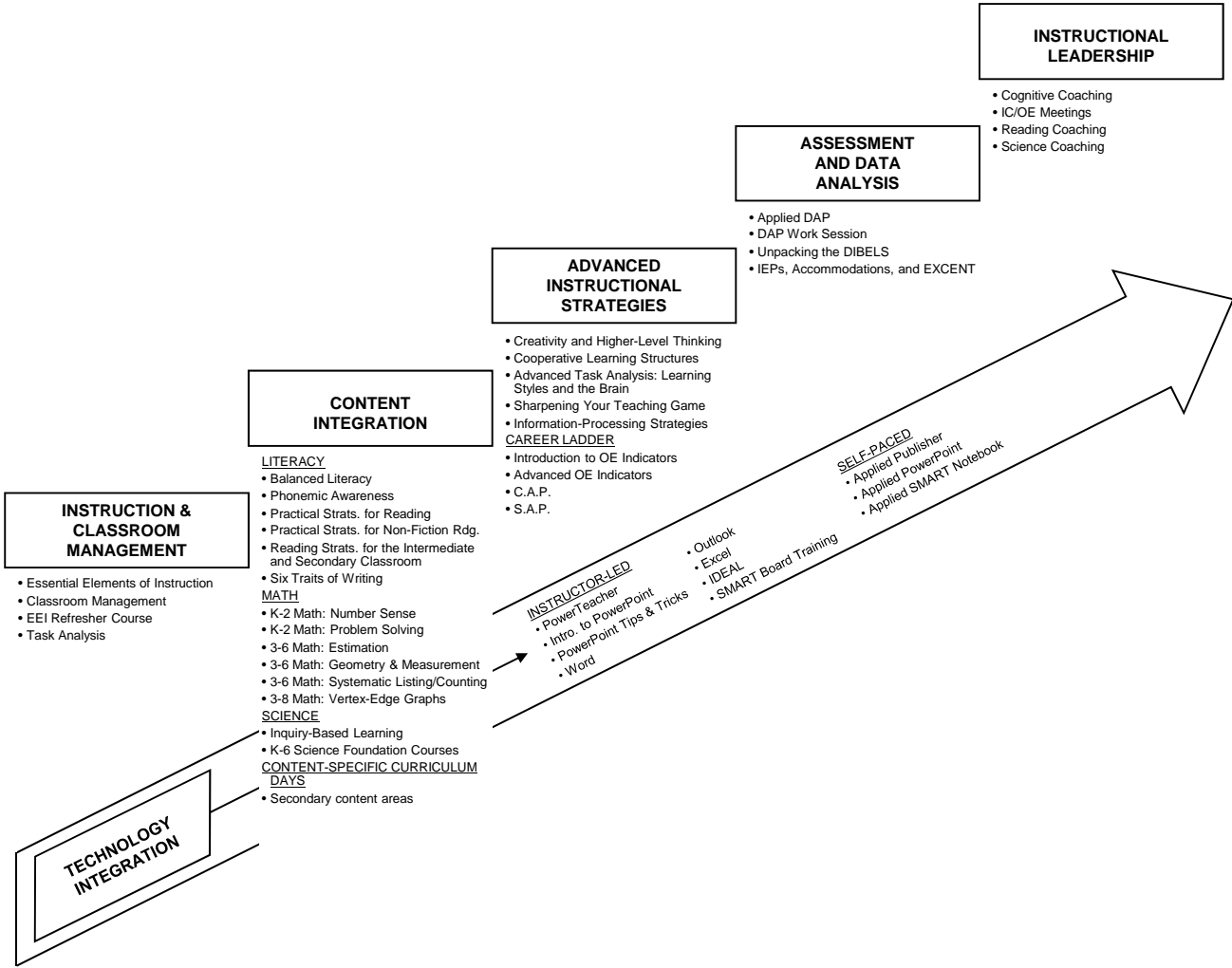
CATEGORIES OF SUPPORT (Odell)

	New Teachers # of hours	Experienced Teachers # of hours	Before School # of hours	Ongoing Training # 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 at sites – “Rookie” mtgs.
Mustering of Resources: Collecting, disseminating, or locating materials or other resources.	3 hours	3 hours	3 hours	Once a month at sites – “Rookie” mtgs.
Instructional Information: 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 <i>First Days of School</i> 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.
Demonstration Teaching: Teaching while new teacher observes, preceded and followed with conferencing to focus and analyze instructional strategies.	7 hours	7 hours	7 hours	5 hours
Coaching: Critiquing and providing feedback on the teacher’s performance.	14 hours	14 hours	1 hours	13 hours

	New Teachers # of hours	Experienced Teachers # of hours	Before School # of hours	Ongoing Training # of hours
<u>Advice on Working with Parents:</u> Giving help or ideas related to conferencing or working with parents.				Informal at sites
<u>Special Education Issues:</u>	2 hours	2 hours		Two hours and ongoing at sites
<u>Other Topics or Activities:</u> <ul style="list-style-type: none"> * See attached brochure for ongoing staff 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 beginning in 2nd year - 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.

Marzano, Pickering, & Pollock. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
 Wright, Horn, & Sanders. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.
 Brophy & Good. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 328-375). New York: Macmillan