

New Teacher Induction Guidelines

2020-2021

Contacts:

| | | |
|--|-------------------|--|
| Director of Professional Development | Mike Lynch | MLynch@MyWPS.org |
| Professional Development Admin Assistant (ERO, PowerSchool, Induction assistance) | Anna Muniz | AMuniz@MyWPS.org |
| Director of Culturally and Linguistically Diverse Education (CLDE) | Chadwick Anderson | CAAnderson@MyWPS.org |
| CLDE Coordinator | Sue Lee | SuLee@MyWPS.org |
| CLDE Coordinator | Jennifer McNally | JMcNally@MyWPS.org |

Overview & Purpose

Westminster Public Schools Teacher Induction Program supports a continuum of learning and development and is part of an ongoing commitment to the professional growth of teachers.

Requirements

→ All Licensed Staff **NEW** to Westminster Public Schools:

Year One Requirements described on page 2-5 and page 6 of this document are **mandatory**.

→ All Licensed Staff who hold an Initial License with Colorado Department of Education:

Year two and three requirements are also **mandatory** and described on Page 7 of this document. The State of Colorado requires all teachers who hold an Initial License complete a State-approved Induction Program.

District Program Focus and Outcomes

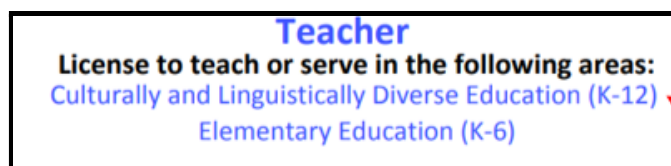
1. Program is designed and implemented to specifically meet district and Colorado performance-based standards for teaching and content standards for learning.
2. Program supports our teachers' ability to nurture students' physical, cognitive, emotional, and social well-being.
3. Program supports teaching and learning by all students.
4. Program prepares teachers to establish cooperative and collaborative relationships with parents, the community, and school professionals.
5. Program is purposely aligned with licensure requirements.
6. Program prepares new teachers for their role as professionals.
7. Program ensures that teachers understand their professional development and licensure requirements.

YEAR-ONE INDUCTION for ALL Licensed Staff New to WPS

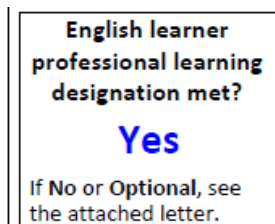
CLDE Requirements

Pathways to Complete CLDE NTI

- A. **CLDE Endorsed or Master's in CLDE** = Waiver from all CLDE NTI Requirements



- B. **"Yes" on license** = Partial Waiver: Participate in 2 years of Virtual/Face-to-face NTI CLDE PD Sessions, the WIDA eWorkshop during year 2, and 15 hours of the CLDE Collaborative Coaching cycles.



- C. **None of the above** = Complete CLDE NTI Course Requirements listed below.

CLDE NTI Course Requirements:

All Licensed Staff new to WPS who do not have a CLDE endorsement are required to complete the following course work throughout their first two years in the district.

- There are **7 required 3 hour PD classes** over the two years.
- Year 1 teachers will complete the **ICMEE LCD eWorkshop**.
- Year 2 teachers will complete the **WIDA Writing Rubric eWorkshop Empower Playlist**.
- **15 hours of collaborative coaching** sessions during the first 3 years of employment for core content teachers.

2020-2021 Calendar and Guidelines for CLDE NTI and ICMEE e-workshop

Welcome to ICMEE & New Teacher Institute!

Year 1 CLDE Requirements for NTI

ICMEE eWorkshop: Language & Concept Development (LCD)

Essential Question: How can I provide bilingual learners the greatest opportunities to acquire both the knowledge and the language needed to be successful in my classroom?

At the heart of this development, a *professional learning community* (PLC) is key. While each workshop contains information on best practices for culturally and linguistically responsive teaching, collaboration with peers around the essential learning and the work you do in your own classroom for emerging bilingual students is perhaps most crucial.

There are five units within each ICMEE workshop, plus a sixth unit intended to synthesize key learning. Each unit will allow time to explore the resources and to apply it to your classroom. In each unit, three parts exist as well as a face-to-face session.

| | WHAT | WHEN |
|---|--|---|
| EXPLORE | You will explore videos and reading (about 1 hour) | Explore during the first week of the unit, post by Friday, respond to other posts by the following Monday morning |
| MAKE IT WORK | You will apply your learning to your own teaching practice and share with your community (expect 1-2 hours to plan, execute and share) | Complete your "make it work" (often in the classroom) during the second week of each unit. |
| SHARE | | Post to the "Share" by Friday of the second week, respond to other posts by the following Monday morning |
| FACE TO FACE | This PD will review eWorkshop content and provide supplementary information | Thursday, August 6, 2020 Monday, October 12, 2020 Monday, January 11, 2021 Monday, March 8, 2021 |
| NTI Professional Development: 18 eWorkshop hours + 12 face to face hours = 30 Professional Development Hours | | |

Here is the link to ICMEE website:

<http://icmee.unl.edu/index.php?error=login>

Here is the link to the Canvas system to access your Language & Concept Development eWorkshop.

<https://canvas.instructure.com/login/canvas>

Please stick to the schedule on the attached calendar so each member of the professional learning community can fully participate in discussion.

My CLDE NTI ICMEE Year at a Glance & Checklist

| | |
|---|--|
| NTI 1 8/6/2020 | CLDE Orientation NTI - 3 Hour virtual face-to-face PD for year 1 new to district licensed staff: <ul style="list-style-type: none"> ● Importance of Knowing Learners ● Language Development Overview ● Key Instructional Strategies ● ICMEE and Canvas Overview |
| Unit 1 Guiding Question: How do distinguish the key concepts of instruction from the language used to communicate about them? | |
| ICMEE Unit 1: Aug. - Sept. | Complete EXPLORE tasks and post to discussion Respond to multiple posts (minimum of two entries in Explore) Complete Make it work and post to Share Respond to multiple partners' posts (minimum of two entries in Share) |
| Unit 2 Guiding Question: How do I identify and make understandable the essential concepts of the curriculum? | |
| ICMEE Unit 2: Sept. | Complete EXPLORE tasks and post to discussion Respond to multiple posts (minimum of two entries in Explore) Complete Make it work and post to Share Respond to multiple partners' posts (minimum of two entries in Share) |
| NTI 2 10/12/20 | 3 hour virtual face-to-face PD <ul style="list-style-type: none"> ● Teachers discuss and share work done in ICMEE LCD Units 1-2 ● Impact of teacher beliefs on student achievement ● Essential features of Sheltered Instruction |
| Unit 3 Guiding Question: How can I uncover the language demands of my instruction? | |
| ICMEE Unit 3: Oct. - Nov. | Complete EXPLORE tasks and post to discussion Respond to multiple posts (minimum of two entries in Explore) Complete Make it work and post to Share Respond to multiple partners' posts (minimum of two entries in Share) |
| NTI 3 1/11/21 | 3 hour virtual face-to-face PD <ul style="list-style-type: none"> ● Teachers discuss and share work done in ICMEE LCD Unit 3 ● Academic Language & Vocabulary ● Content and Language Objectives |
| Unit 4 Guiding Question: How can I support students in taking on the language demands of content instruction? | |
| ICMEE Unit 4: Jan. | Complete EXPLORE tasks and post to discussion Respond to multiple posts (minimum of two entries in Explore) Complete Make it work and post to Share |
| Unit 5 Guiding Question: How can teachers engage families in order to help students (and themselves) access and deepen what students know about topics of instruction? | |
| ICMEE Unit 5: Feb. | Complete EXPLORE tasks and post to discussion Respond to multiple posts (minimum of two entries in Explore) Complete Make it work and post to Share Respond to multiple partners' posts (minimum of two entries in Share) |

| | |
|---------------|---|
| NTI 4 3/8/21 | 3 hour virtual face-to-face PD <ul style="list-style-type: none"> ● Teachers discuss and share work done in ICMEE LCD Units 4-5 ● Discourse and Oral Language Development ● Classroom Community |
| Unit 6: March | This is a final synthesis of your learning. Post your reflection and artifacts of your learning to Share . Respond to multiple partners' reflections and artifacts |

CLDE NTI Year 2

Assessment and Literacy Development for English Learners

Student Portrait: Three target students at various language levels for the year. You will submit work at various times during the year to the Empower Activity entitled:

- Submit student assets portrait (steps 1-4) in Empower by Oct. 31
- Submit fall observations by Jan 1
- Submit winter observations by March 1
- Submit spring observations by March 31

WIDA Writing Rubric eWorkshop Playlist in Empower:

Complete Module 1 and article by the end of Winter Break

- Log In by Nov. 13
- Module 1 Reflection by Nov. 13
- Module 1 Video and Activities by Nov. 30
- WIDA Writing For a Purpose Article by Jan. 1

Complete Module 2 by the end of Spring Break

- Module 2 Reflection by Jan. 15
- Module 2 Video and Activities by Feb. 19
- WIDA Writing Planning, Analysis, and Feedback by March 31

Continue Collaborative Coaching Cycles - 15 hours over the course of the first 3 years for core content teachers only.

Participate in all Virtual/Face to Face Meetings:

- NTI 5 – Sept. 7, 2020
- NTI 6 – Jan. 11, 2021
- NTI 7 – March 8, 2021

Other REQUIRED YEAR ONE course details:

enVision Essentials -(Required all K-5 and all secondary math teachers)

enVision Course Descriptions

Program Activation:

This course is intended to kick off your instruction with enVision. During the training you will learn the key elements of the topic and lesson structure, dive into digital resources on Savvas Realize and print components, and explore innovative ways to strengthen your instruction in mathematics. When you complete this session you will understand the program components, instructional design, and be able to utilize tools for student engagement. (This class was held on 8/17/20)

Implementation Essentials

Teachers will dive deeper into the instructional features that will make the enVision program most successful for you and your students. As you navigate through the print and digital program features, you will dive into topics and lessons so you can integrate the instructional support embedded in the program, learn how to use resources that will take your students to the next level of learning, and explore ways to enhance instruction for digital or in-person learning.

Literacy Block Design with Wonders 2020 (for Elementary Classroom Teachers & Interventionists)

This Empower playlist training was designed to support teachers with evidenced-based practices that will enhance our core resource. After completing the Empower playlist training, teachers will have the guidance and resources to ensure that planning is evident for all components of a strong literacy block in their lesson design.

Not required, but recommended in year one -

CBS Toolkit Training -

This is an online, self-paced induction course, that can be completed through an Empower playlist via the PowerSchool course. The assignments are designed to help teachers explore, understand, and implement the components of creating a learner-centered classroom in our Competency-Based system. Teachers will be creating their own reference guides to use as they explore each of the components of our CBS Toolkit. This Empower playlist also provides the opportunity to learn the “student side” of Empower. It will strengthen your understanding of the steps your students need to take to submit assignments in the Empower playlists you create for them.

YEARS TWO & THREE INDUCTION (For Colorado Initially Licensed Teachers Only)

General Education Courses

The second year of the district’s induction program involves learning common instructional strategies that work best to improve student achievement.

These strategies are offered throughout the PowerSchool course offerings. Teachers are required to attend courses offered in PowerSchool throughout the year for a **total of fifteen hours** at the end of year 3. **Required courses that you complete during Year One, with the exception of the CLDE courses, count towards fulfilling this requirement.**

PowerSchool courses will be continually updated throughout the year. *Licensed staff may start taking classes during their first year if they prefer.*

Important Information:

Special Services Educators

Special Services Educators are required to take a minimum of two Special Services Induction Courses (6 hours), and the remainder of the required classes can be fulfilled

from the General Education induction category (15 hours total). These may come from outside of the in-district induction courses, but must be pre-approved by Steve Sandoval, Director of Special Services ssandoval@westminsterpublicschools.org

School Counselors

School counselors are required to take five classes (or 15 hours total). 6 hours may come from outside of the In-District induction courses but must be pre approved by Sandy Steiner, Director, Post-Secondary and Workforce Readiness, ssteiner@westminsterpublicschools.org, Two classes must be from the In-District General Education category.

Early Childhood Teachers

Early Childhood Teachers are required to take five courses (or 15 hours total). 6 hours may come from outside of the In-District induction courses but must be **pre-approved** by Mat Aubuchon, Director, Elementary Education, maubuchon@westminsterpublicschools.org, Two hours must be from the In-District General Education induction courses.

2020-2021 Induction Course Offerings Overview

Courses & Dates are subject to change, please refer to PowerSchool course offerings throughout the school year for the most up-to-date information. Any course approved in PowerSchool is acceptable towards the 15 hour requirement in years two and three.

(See page 12 for PowerSchool login information)

✓ CBS Toolkit Training: Empower Playlist

This is a unique self-paced **online** induction class, which can be completed through an Empower playlist. The assignments are designed to help new teachers explore, understand, and implement the components of creating a learner-centered classroom in our CBS system. Teachers will be creating their own reference guides to use as they explore each of the components of our CBS Toolkit. This Empower playlist also provides the opportunity to learn the "student side" of Empower. It will strengthen your understanding of the steps your students need to take--to submit assignments in the Empower playlists you create for them.

Instructors: Kara Myers and Shawn Barnes, Literacy Instructional Coaches

Credit: 4 Hours

***Check PowerSchool Course Offerings tab to enroll**

✓ **Classroom Management Boot Camp: Pilot Program**

General Education Course: This crash course in Classroom Management is open to induction teachers in years 1, 2, or 3. Blended in nature, we will be meeting in-person in October with independent online study in Empower ongoing until program completion. This pilot program will be a trial run of the course - helping to build a meaningful, user-friendly course that helps address the basics of student management, classroom culture, and behavioral interventions. The course promotes learning by doing, where the real learning coincides with classroom instruction.

Instructor: Dr. Justin Adcock, Assistant Principal at Skyline Vista

***Check PowerSchool Course Offerings tab to enroll**

✓ **Learning through Play and Exploration**

Special Services Course: Attendees will learn appropriate practices in planning, implementing, and creating routines, activities and environments that encourage exploration, social engagement, language, motor and cognitive development

Instructor: Heidi Blair, Ed.S., Special Education Coordinator

Jen Keyes, M.A., Principal of Early Learning Center at Gregory Hill

***Check PowerSchool Course Offerings tab to enroll**

✓ **Depth and Complexity - Thinking Tools to Increase Rigor**

PEDAL Course: Participants will learn to add more rigor into their classroom instruction by utilizing the Depth and Complexity Tools. The Depth and Complexity Tools are visual prompts designed to help students understand concepts at higher levels of depth of knowledge. These tools allow students to think critically and dig deeper into concepts. The prompts can be differentiated for all learners without adding hours of planning time. The depth and complexity tools can be used in cooperative groups, whole class or for individual student extensions.

Instructor: Jen Rizzo, M.A., PEDAL Coordinator

***Check PowerSchool Course Offerings tab to enroll**

✓ **Developing an Understanding of Behavior and Key Strategies to Effectively Manage Challenging Behaviors**

Special Services Course: Developing a deeper understanding of the root cause of maladaptive behaviors that students display is the first step in being able to effectively address behaviors and intervene appropriately. Participants will learn how to access why a student is displaying challenging behavior and key strategies and interventions to effectively manage challenging behaviors when they occur within the classroom.

Instructor: Lesley Rodell, MSW, LCSW, Instructional Services Center Coordinator

***Check PowerSchool Course Offerings tab to enroll**

~6-Step Vocabulary Methodology: Extending Beyond the First Step

General Education Course: Direct teaching of vocabulary might be one of the most under-used instructional activities in K-12 education. You will learn how to teach vocabulary without ever mentioning a definition. The process is highly student-centered.

Instructor: Dr. Justin Davis, Creative Arts Pipeline Coordinator

***Check PowerSchool Course Offerings tab to enroll**

✓ Gradual Release of Responsibility in a Learner Centered Classroom

General Education Course: In a system, where time is the variable and learning is the constant, instruction needs to be more focused and intentional to move students toward independence and mastery. This course will introduce an instructional framework that allows students to learn with a variety of instructional supports: teacher modeling, guided practice, collaborative practice, and independent practice.

Instructors: Shawn Barnes, Instructional Coach and Barbara Hubbs, AP at Flynn a Marzano Academy

***Check PowerSchool Course Offerings tab to enroll**

~Countering Implicit Bias: Building your Racial Equity Toolkit

General Education Course: In this workshop, educators will confront their own implicit biases, learn the basics of white fragility and structural racism and gain strategies and tools to advance racial justice in their classroom or worksite. Note: we do ask that participants take an online survey of implicit bias prior to the workshop.

Outcomes:

- Each participant will develop at least three strategies to use to combat institutional racism and advance racial justice.
- Participants will gain tools to create their own anti-racism training for your classroom, school, local or school district.
- Participants will reflect on their own journey through an equity lens to counter implicit bias.
- Build your network of allies in the fight against racism.

Instructors: Fran Groff-Gonzales, WEA President, Former WPS Teacher

***Check PowerSchool Course Offerings tab to enroll**

To access PowerSchool -

- WPS Main Page, Online Apps, PowerSchool (Use district credentials to login)

Or

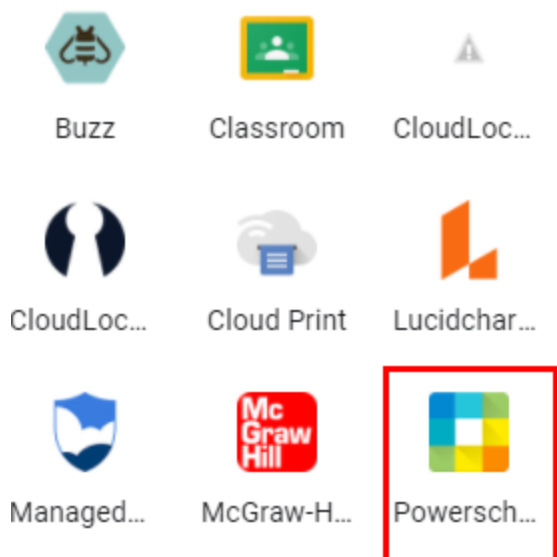
- Sign in to Google home page (using district credentials)

Images

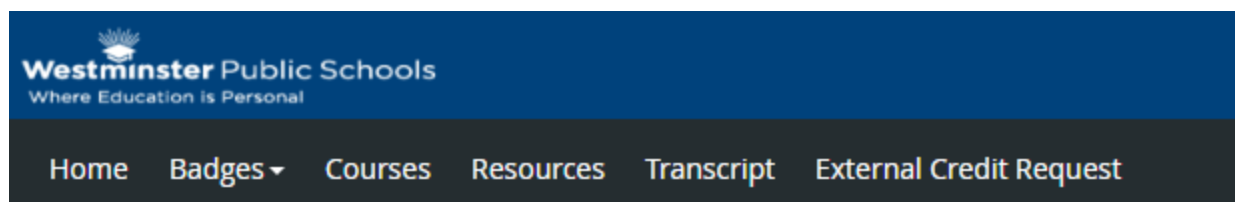


- Then click on the “waffle”

- Scroll down to the PowerSchool Icon



- Click on the Courses Tab



- Search by Course Name or Click Show All to view all

Course Search

Search for a course or section.

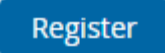
Search



Courses PD Playlist

[Advanced Search](#) [Show All](#)

Register

- Look for the  button
- Follow prompts to register for a class
For assistance registering for a class contact Anna Muniz