

# New Teacher Induction Guidelines

2021-2022

## Contacts:

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

## 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.

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## Requirements

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

Year One Requirements described on page 2-9 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 10 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

As outlined below on *Pathway A*, new teachers to WPS in possession of a current Colorado Teacher's License with a CLDE Endorsement will be waived from the CLDE requirements of NTI.

As outlined below on *Pathway B*, teachers with a "yes" designation on their current Colorado Teacher's License will receive a Partial Waiver (described below) from WPS' CLDE Requirements of NTI.

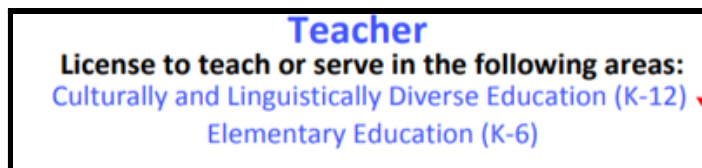
All other teachers are required to complete the entirety of the CLDE requirements of NTI within their 1st 2 years of employment with WPS.

Please contact the CLDE department with questions regarding waivers, pathways or CLDE requirements

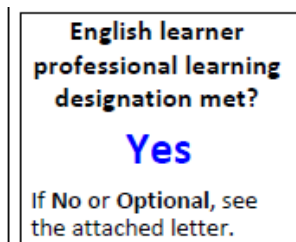
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## Pathways to Complete CLDE NTI

A. **CLDE Endorsed** = **Waiver** from all CLDE NTI Requirements



B. **“Yes” or Designation on license (as seen below)** = Partial Waiver: Waived from the Language and Concept e-Workshop. **Must 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.



Designations:

English Learner Professional Learning

Designation Met:

02.15.2021

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.

**2021-2022 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 create meaningful opportunities for multilingual learners 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, the most important part of this workshop is collaboration with peers around the essential learning and the work you do in your own classroom for emerging bilingual students.

There are five units of each ICMEE workshop, plus a sixth unit where you will synthesize your key learning. Each unit of this workshop will give you time to explore the resources and then to apply the learning to your classroom. There are three essential parts of each unit and one face-to-face session.

|   | <b>WHAT</b>  | <b>WHEN</b>   |
|---|--|---|
| <b>EXPLORE</b>  | You will explore videos and reading (about 1 hour)   | Explore during the first week of the unit, then post and respond to other posts in Explore  |
| <b>MAKE IT WORK</b>   | 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/third week of each unit.  |
| <b>SHARE</b>  |  | Post to a reflection and artifact of your Make It Work in the Share during the third/fourth week of each unit. Respond to two colleagues’ posts |
| <b>FACE TO FACE</b>   | This PD will review eWorkshop content and provide supplementary information  | Thursday, August 5, 2021<br>Monday, September 13, 2021<br>Monday, November 15, 2021<br>Monday, January 31, 2022                                 |
| <b>NTI Professional Development: 18 eWorkshop hours + 12 face to face hours<br/>= 30 Professional Development Hours</b> |  |   |

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### To write effectively on discussion boards:

- Posts should invite conversation. Pose a question, ask for an opinion, elicit feedback. Writing “This is what I did” neither encourages nor discourages conversation. Saying “I’m wondering whether any of you have had similar experiences. How did your experience influence your teaching?” begs for answers and a discussion. Also, sometimes you may not want to create a new post but rather embed your thinking into a response to someone else's post.
- Responses to posts should encourage ongoing conversation. Instead of “Good for you!” or “That’s interesting,” which effectively shuts down dialog, respond with a question or observation. Add your own experience or "aha." Ideally, the discussions will become professional conversations.
- Online etiquette prevails. Avoid all caps and don't worry excessively about the mechanics of writing, such as punctuation and spelling. Remain aware that although humor is wonderful, when it is written, it is easily misinterpreted.

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 Second Language Acquisition 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.

CLD Collaboration

You will be required to complete two CLD collaboration sessions by March 14, 2022. CLD Collaborative sessions are three parts:

Part 1 – Collaborative planning with a CLDE Specialist (30 min)

Part 2 – Observation of the lesson using the CLDE Observational Tool (60 min)

Part 3 – Reflection with the CLDE Specialist (30 min)

### My CLDE NTI ICMEE Year at a Glance & Checklist

#### ICMEE eWorkshop: Language & Concept Development (LCD)

**Essential Question:** How can I create meaningful opportunities for multilingual learners to acquire both the knowledge and the language needed to be successful in my classroom?

| Week                                    | To Do:   | ✓ |
|---|--|---|
| NTI 1<br>8/5/21                         | CLDE Orientation NTI 1- 3 hour <b>virtual face-to-face</b> PD for year 1 new-to-district licensed staff: <ul style="list-style-type: none"> <li>Overview of CLDE at WPS</li> </ul> |   |
| ICMEE<br>Getting<br>Started<br>Aug. '21 | Complete the "First Steps" in the module, including: Pre-workshop surveys, user agreements, Meet and Greet<br>Review "What is ICMEE" materials, and the workshop as a whole.       |   |

**Unit 1 Guiding Question:** How do I connect with students and families to identify assets and funds of knowledge to guide my instruction and build community?

|                                    |   |  |
|------------------------------------|---|--|
| ICMEE<br>Unit 1:<br>Due<br>9/13/21 | Complete <b>EXPLORE</b> tasks and post to discussion<br>Respond to multiple posts (minimum of two entries in Explore)<br>Complete <b>Make it work</b> and post to <b>Share</b><br>Respond to multiple partners' posts (minimum of two entries in <b>Share</b> ) |  |
| NTI 2<br>9/13/21                   | 3 hour <b>virtual face-to-face PD</b> <ul style="list-style-type: none"> <li>Teachers discuss and share work done in ICMEE LCD Unit 1</li> </ul>  |  |

**Unit 2 Guiding Question:** How do I identify and make understandable the essential concepts of the curriculum?

|                                     |  |  |
|-------------------------------------|--|--|
| ICMEE<br>Unit 2:<br>Due<br>10/18/21 | Complete <b>EXPLORE</b> tasks for unit 2, post to discussion<br>Respond to multiple posts (minimum of two entries in Explore)<br>Complete <b>Make it work</b> during the week, post to <b>Share</b><br>Respond to multiple partners' posts (minimum of two entries in <b>Share</b> ) |  |
|-------------------------------------|--|--|

**Unit 3 Guiding Question:** How can I uncover the language demands of my instruction and write effective content and language objectives to support and assess student learning?

|                                      |   |  |
|--------------------------------------|---|--|
| ICMEE<br>Unit 3:<br>Due:<br>11/15/21 | Complete <b>EXPLORE</b> tasks and post to discussion<br>Respond to multiple posts (minimum of two entries in Explore)<br>Complete <b>Make it work</b> and post to <b>Share</b><br>Respond to multiple partners' posts (minimum of two entries in <b>Share</b> ) |  |
| NTI 3<br>11/15/21                    | 3 hour <b>virtual face-to-face PD</b> <ul style="list-style-type: none"> <li>Teachers discuss and share work done in ICMEE LCD Unit 2 &amp; 3</li> </ul>  |  |

**Unit 4 Guiding Question:** How can I support students in taking on the language demands of content through differentiated instruction?

|                                      |   |  |
|--------------------------------------|---|--|
| ICMEE<br>Unit 4:<br>Due:<br>12/13/21 | Complete <b>EXPLORE</b> tasks and post to discussion<br>Respond to multiple posts (minimum of two entries in Explore)<br>Complete <b>Make it work</b> and post to <b>Share</b><br>Respond to multiple partners' posts (minimum of two entries in <b>Share</b> ) |  |
|--------------------------------------|---|--|

**Unit 5 Guiding Question:** What are the 5 components of reading and how can I operationalize them to best support student learning?

|                             |   |  |
|-----------------------------|---|--|
| ICMEE<br>Unit 5:<br>1/31/22 | Complete <b>EXPLORE</b> tasks and post to discussion<br>Respond to multiple posts (minimum of two entries in Explore)<br>Complete <b>Make it work</b> and post to <b>Share</b><br>Respond to multiple partners' posts (minimum of two entries in <b>Share</b> ) |  |
| NTI 4<br>1/31/22            | 3 hour <b>virtual face-to-face PD</b> <ul style="list-style-type: none"> <li>Teachers discuss and share work done in ICMEE LCD Units 4 &amp;</li> </ul>   |  |
| Unit 6:<br>March            | This is a final synthesis of your learning. Post your reflection and artifacts of your learning to <b>Share</b> .<br>Respond to multiple partners' reflections and artifacts.   |  |

## Welcome to ICMEE Language and Concept Development eWorkshop!

We are very excited to partner with the International Consortium for Multilingual Excellence in Education or ICMEE for short! ICMEE is housed within the University of Nebraska-Lincoln. To learn more about this project, visit the following website: <https://cehs.unl.edu/icmee/>

To get started, please watch the following webinar: <https://youtu.be/2ZP7a69oOVk>

There are three major steps to complete to get started with your eWorkshop that are addressed in the webinar.

**STEP ONE** – Registering in the ICMEE database

**STEP TWO** – Taking the Pre-Surveys that must be completed before you begin your eWorkshop

**STEP THREE** – Registering in Canvas and enrolling in your eWorkshop

Please be sure to complete each of these things to get started with the eWorkshop.

### STEP ONE – Registering in the Database

Register in the ICMEE database at <https://icmee.unl.edu>

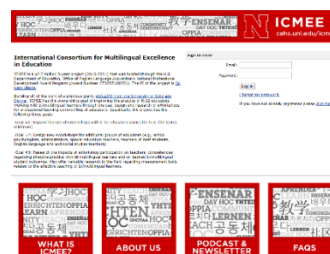
Go to the website listed above and follow the directions for new users to register.

You will need to enter some personal information. Please be sure to enter a full email address to receive an important login email.

Your Group ID is: \_\_\_\_\_

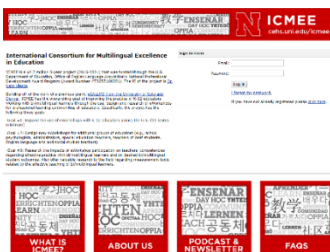
You will also need a verification code (listed on the page) to ensure that you are a human (not a robot).

Once you enter this information, an email will be sent to the email that you entered. It will have a link to the database (to log in again) as well as your username (your email address) and a password.



### STEP TWO – Taking the Pre-eWorkshop Surveys

Please return to the ICMEE database and complete all of the requested surveys before you get started. These data are very important for our reporting needs to our funders, which allow UNL to offer these eWorkshops free of cost. Enjoy!

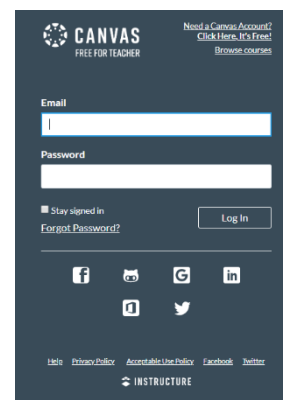


### STEP THREE – Enrolling in Canvas

After taking the survey in the ICMEE database, you will find the link to enroll in Canvas.

If you don't already have an account with this free Canvas website (remember it is not the same as Canvas with any particular institution), you will need to set one up by clicking on [Need a Canvas Account?](#) in the upper right corner of the screen.

We recommend bookmarking this webpage as you will be returning here to complete the ICMEE eWorkshop. Also, it is very important that you keep a record of the email and password for this account so you can easily log in each time. Canvas will send you an email that you will need to respond to complete your registration for a new account.





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## 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 Friday, August 6, 2021)

If you are a new teacher that started after this date, please email Jeff Raposa ([jraposa@westminsterpublicschools.org](mailto:jraposa@westminsterpublicschools.org)) and he will schedule a 30-45 minute individualized Program Activation Training with you.

##### **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.

If you are a new teacher of math, please email Jeff Raposa ([jraposa@westminsterpublicschools.org](mailto:jraposa@westminsterpublicschools.org)) and he will schedule a 30-45 minute individualized enVision Implementation Essentials Training with you.

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## 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. Complete the first two playlists: titled Year One.

**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.

### Six Step Vocabulary Instruction-

Learn about Marzano’s six-step framework of effective vocabulary instruction to build language and reading skills! Each session will provide strategies and tools that you can use immediately with students! Get new ideas and share your own in this combination of direct instruction, guided practice, and self-paced learning.

**\*Check PowerSchool Course Offerings tab to enroll**, PowerSchool courses will be continually updated throughout the year.

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## 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](mailto: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](mailto:ssteiner@westminsterpublicschools.org), Two classes must be from the In-District General Education category.

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## **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](mailto:maubuchon@westminsterpublicschools.org), Two hours must be from the In-District General Education induction courses.

## **2021-2022 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 asynchronous **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 is a (self-paced) crash course in Classroom Management. The Empower playlist was designed to be meaningful and user-friendly, while addressing the basics of student management, classroom culture, and behavioral interventions. The course promotes learning by doing, where the real learning coincides with classroom instruction. The instructors can be reached at any time throughout the course to discuss the content or problem-solve a scenario with you.

Instructor: Dr. Justin Adcock, Assistant Principal at Orchard Park Academy  
Kara Myers, District Literacy Coach

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

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### 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

Date: Wednesday, January 26, 2022

Time: 4:00pm

Location: Zoom <https://mywps.zoom.us/j/92075040908>

**\*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

Date: Wednesday, February 9, 2022

Time: 4:15pm - 5:45pm

Location: Westminster High School, Room A-105

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

To access **PowerSchool:**

1. Using your district credentials go to [WestminsterPublicSchools.org](https://WestminsterPublicSchools.org)
2. Click Online Apps
3. Look for the link to PowerSchool