

New Teacher Induction Guidelines

2022-2023

Contacts:

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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 2-9 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 for 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.

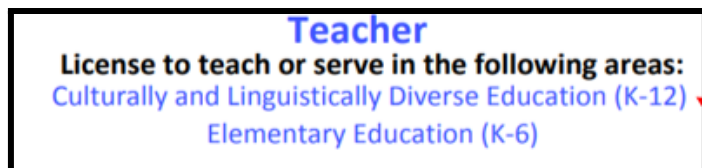
All other teachers are required to complete the entirety of the CLDE requirements of NTI within their 1st 2 years of employment with WPS.

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

Director of Culturally and Linguistically Diverse Education (CLDE)	Chadwick Anderson	CAnderson@MyWPS.org
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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.

<p>English learner professional learning designation met?</p> <p>Yes</p> <p>If No or Optional, see the attached letter.</p>	<hr/> <table> <tr> <td>Designations:</td> <td>Designation Met:</td> </tr> <tr> <td>English Learner Professional Learning</td> <td>02.15.2021</td> </tr> </table>	Designations:	Designation Met:	English Learner Professional Learning	02.15.2021
Designations:	Designation Met:				
English Learner Professional Learning	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 **LCD eWorkshop**.
- Year 2 teachers will complete the **WIDA Writing Rubric eWorkshop**.
- **15 hours of collaborative coaching** sessions during the first 3 years of employment for core content teachers.



2022-2023 Calendar and Guidelines for CLDE NTI and LCD e-workshop

Welcome to Language and Concept Development & New Teacher Institute!

WPS 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 professional learning opportunity is a professional learning community (PLC) model of learning. While each workshop contains materials about 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 e-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.

	WHAT	When
EXPLORE	You will explore videos and readings (about 1 hour)	Explore during the first week of the unit, the post and respond to other posts in Explore
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/third week of each unit
SHARE		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
Face to Face	This PD will review eWorkshop content and provide supplementary information.	Thursday, August 4, 2022 Monday, September 12, 2022 Monday, November 28, 2022 Monday, February 27, 2023
NTI Professional Development: 18 eWorkshop hours + 12 Face to Face Hours = 30 professional development hours.		

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 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 and Coaching Cycles

You will be required to complete at least 15 hours of in-class coaching and collaborative cycles with a member of the CLDE department in the next three years. You are welcome to start this work at any time, but we understand that you will be very busy during your first year with WPS. You will most likely be contacted by a member of our team this year, but you are not required to start until year two.

CLD Collaborative Coaching Cycles consist of 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)

WPS 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:	✓
NTOT 1 8/4/22	CLDE Orientation NTOT 1- 3 hour virtual face-to-face PD for year 1 new-to-district licensed staff: <ul style="list-style-type: none"> Overview of CLDE at WPS 	
LCD Getting Started Aug. '22	Complete the "First Steps" in the module, including: Pre-workshop surveys, user agreements, Meet and Greet 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?		
LCD Unit 1: Due 9/11/21	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 9/12/22	3 hour virtual face-to-face PD <ul style="list-style-type: none"> Teachers discuss and share work done in ICMEE LCD Unit 1 	
Unit 2 Guiding Question: How do I identify and make understandable the essential concepts of the curriculum?		
LCD Unit 2: Due 10/10/22	Complete EXPLORE tasks for unit 2, post to discussion Respond to multiple posts (minimum of two entries in Explore) Complete Make it work during the week, post to Share Respond to multiple partners' posts (minimum of two entries in Share)	
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?		
LCD Unit 3: Due: 11/27/22	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 11/28/22	3 hour virtual face-to-face PD <ul style="list-style-type: none"> Teachers discuss and share work done in ICMEE LCD Unit 2 & 3 	
Unit 4 Guiding Question: How can I support students in taking on the language demands of content through differentiated instruction?		
ICMEE Unit 4: Due: 12/12/22	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 5 Guiding Question: What are the 5 components of reading and how can I operationalize them to best support student learning?		
ICMEE Unit 5: 2/26/23	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 2/27/23	3 hour virtual face-to-face PD <ul style="list-style-type: none"> Teachers discuss and share work done in ICMEE LCD Units 4 & 	
Unit 6: 2/27/23	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.	

Welcome to WPS 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/>. Although we are no longer operating under the ICMEE grant, we continue to work very closely and collaboratively with Dr. Viesca and her team at UNL!

To get started, you will need to enroll in Canvas.

Enroll in Canvas

Click this link or copy and paste it into your search bar:

<https://canvas.instructure.com/enroll/HX6YEP>

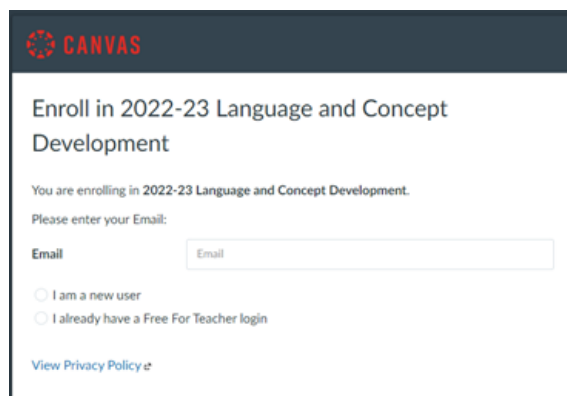
If you don't already have an account with this free Canvas website

(remember it is not the same as Canvas with any particular institution), you will need to set one up by clicking on

We recommend that you use your WPS email for this registration.

Questions?

Contact Sue Lee
Sulee@westminsterpublicschools.org
720-542-5356



The screenshot shows the Canvas enrollment page. At the top, there is a dark blue header with the Canvas logo. Below the header, the page title is "Enroll in 2022-23 Language and Concept Development". Underneath, it says "You are enrolling in 2022-23 Language and Concept Development." followed by "Please enter your Email:". There is an "Email" label and a text input field. Below the input field, there are two radio button options: "I am a new user" and "I already have a Free For Teacher login". At the bottom left, there is a link that says "View Privacy Policy".

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 Tuesday, August 2, 2022)

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) and he will schedule a 30-45 minute individualized enVision Implementation Essentials Training with you. This should occur at the beginning of second semester (January 2023).

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.

Nature and Needs of Gifted Learners + New CDE Identification Guidance for NEW Teachers -

New teachers will learn the unique characteristics of gifted learners from diverse populations. They will also be able to identify 14 areas of identification and understand the required body of evidence from CDE and WPS for PEDAL eligibility. New teachers will also understand how gifted programming works hand-in-hand with competency-based education and be able to explain programming options for PEDAL learners. ALL WPS staff members are recommended to complete this module to be able to support gifted learners across the district.

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.

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 Melisa Ellis Sandoval, Director Learning Services, msandoval@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, Executive Director , Learning Services, maubuchon@westminsterpublicschools.org, two hours must be from the In-District General Education induction courses.

2022-2023 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, Principal at Flynn a Marzano Academy
Kara Myers, District Literacy Coach

Credit: 4 Hours

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

Nature and Needs of Gifted Learners + New CDE Identification Guidance for NEW Teachers

PEDAL Course: New teachers will learn the unique characteristics of gifted learners from diverse populations. They will also be able to identify 14 areas of identification and understand the required body of evidence from CDE and WPS for PEDAL eligibility. New teachers will also understand how gifted programming works hand-in-hand with competency-based education and be able to explain programming options for PEDAL learners. ALL WPS staff members are required to complete this module to be able to support gifted learners across the district.

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

Date: January 31, 2023

Time: 4:15pm - 5:45pm

Location: Westminster High School, TBD

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

Six Step Vocabulary Instruction

General Education Course: 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.

Instructor: Dr. Justin Davis, CBS Support Coordinator

Date: February 7, 2023

Time: 4:30pm - 6:00pm

Location: Westminster High School, Library - Lab 1

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

To access **PowerSchool**:

1. Using your district credentials go to WestminsterPublicSchools.org
2. Click Online Apps
3. Look for the link to PowerSchool