

Cambridge - 2-day orientation schedule

DAY 1

Registration

- Pick up New Teacher Binder, The First Days of School, A Handbook for Classroom Management That Works
- Locate Name tag
- Select card from deck
- Gather food and drink

Bell Work

- Fill out 3,2,1 card - 3 things about yourself, 2 professional goals, 1 teacher that has made an impact on you and why
- Watch video commentary or music

Introductions (30 minutes)

Bernie Nikolay (20 minutes)
Welcome to the district

CNTP Goal for the Next 2 Days...

To prepare you for the first days and weeks of school and provide you the support you need to have an effective school year

Introduce people involved in New Teacher Orientation

3,2,1 (Community Builder)

Find individual with same card. Introduce yourself and share your 3,2,1 card. Have partners introduce each other to the large group sharing a piece of information about that individual.

Be a Star Thrower

Steve Andersen (10 minutes)

Personal Issues; What's Working/Not Working/Questions; Today's Agenda

Brief Review of Materials - New Teacher Binder contents, First Days of School, A Handbook for Classroom Management That Works

Assignment for Thursday - Review Binder Materials and Jot down 3 Questions on Post-It note

Outcomes for Today

- Participants will be able to...
- Identify characteristics of effective teaching
 - Understand that expectations of students will greatly influence their achievement

- Identify the most important factors governing student learning and furnish examples of how these are implemented on the first days of school
- Know principal expectations and become familiar with building specific procedures
- Utilize various district-wide technologies to aid instruction

The Effective Teacher (90 minutes)

Sharon Daly

Based on 50+ years of research...

- There are 3 basic characteristics of an effective teacher
- The most important factor governing student learning is classroom management
- Effective classroom management practices must begin on the first day of school

These three beliefs will be our focus next 2 days...

Give-One-Get-One Activity (10 minutes)

Good teacher/Effective teacher matrix - Identify 3 characteristics/descriptors of each, then move about and share characteristics/descriptors until matrix is full. Pose the following question: What is the difference between being a good teacher and an effective teacher? Group shares ideas in a "popcorn" format.

Watch video; Part 1, "The Effective Teacher," of *The Effective Teacher* (22 minutes)
[Fast forward through beginning to second Harry Wong prompt]

Follow-up Discussion (20 minutes)

Quadrant Partner - locate quadrant partner sheet. Move around finding a partner for each quadrant and write that name down. Note: Once you have agreed to be someone's quadrant 4 partner, you cannot be anyone else's quadrant 4 partner.

With your quadrant 2 partner:

1. Share one or more of your ideas, insights, or "Ahas".
2. Identify the three characteristics of an effective teacher. (pp. 10-12)
3. The effective teacher creates a classroom climate that communicates positive expectations. What might be seen in such a classroom? (pp. 37-44)

As a large group, ask for 2-3 responses to #1. Chart responses to questions #2 and #3. Post on wall.

Action Plan (40 minutes)

Materials needed: Poster paper, markers, easel paper, construction paper, glue sticks, tape, scissors, etc. Choose to work on one of the following:

1. The most successful schools have expectations that everyone will succeed. Your expectations of your students will greatly influence their achievement in your class. Prepare a statement of positive expectations you will share with your class the first day of school (pp. 37-44).

2. Looking in your own classroom, how do you want it to convey positive expectations? Develop how you will communicate in your classroom positive expectations for your

Steve Andersen, Cambridge

learning community. You may wish to design artifacts to place in your room, provide to your students, and/or create a general layout of your classroom (pp. 37-44).

BREAK

Instructional Technology (30 minutes)

Steven Frey

- Network access and applications
- Telephone access and use
- Web Resources and requests
- Skyward access and student data
- Email access
- How to ask for HELP

Building Procedures (45 minutes)

Keith Schmieder, George Smith, Bob Rosen

Participants will meet with their building principal to discuss expectations and building specific procedures

LUNCH

The First Days of School (100 minutes)

Maria Baldauf

Review the following...

Based on 50+ years of research...

- An effective teacher
 - Is a good classroom manager
 - Designs lessons to reach mastery
 - Has positive expectations that students will succeed
- The most important factor governing student learning is classroom management
- Effective classroom management practices must begin on the first day of school

Post-It Activity (10 minutes)

The first day of school is the most important day of the school year. It cannot be repeated. *What do students want to know on the first day of school?* Working with your quadrant one partner, write ideas on post it notes and place on easel paper. In a round robin style, each group will share ideas until all ideas are exhausted. Wrap up: What does this information tell you about how students are feeling the first days of school? What can we do to meet the needs of students?

Watch video; Part 2, "The First Days of School," of *The Effective Teacher* (36 minutes)

Follow-up Discussion (20 minutes)

1. Using the reflective prompt, write down the ideas and/or activities that you would like to implement to make your first days/week effective. Then find your quadrant 3 partner and record Top 5 list on easel paper. Hang easel paper and do a gallery walk. After the gallery walk, pose following question to large group: Did you find any useful ideas from other group's Top 5 list? What were they and how will you use/modify them in your classroom? Here are some resources to help:

- The First Days of School - pp. 3-6, 45-49, 104-127
- The First Ten Days of School - <http://teachers.net/wong/JAN05/>

Action Plan (35 minutes)

1. Melissa Pantoja scripted her first day of school. She is like a coach who scripts the first 25 plays of a game. A teacher would not "wing it" in a classroom any more than a coach would "wing it" on a football field or a pilot would "wing it" on a flight from Baltimore to Kansas City! The successful and effective teacher goes in with a plan and modifies that plan if conditions change. Check out the following resources and script your first day of school:

- First Days of School - pp. 109-111.
- Your First Day - <http://teachers.net/gazette/JUN00/covera.html>
- A First Day of School Script - <http://teachers.net/gazette/MAR03/wong.html>
- The First Five Minutes Are Critical - <http://teachers.net/gazette/NOV00/wong.html>

BREAK

Q&A; Closing; Exit Card (15 minutes)

Steve Andersen

- Address any issues from the "What's Working, Not Working, & Questions" Board
- Assign Homework for Day 2...
 - Read over New Teacher Materials and jot down 3 questions that you may have on Post It notes
 - Browse Section C in *The First Days of School*. Come back with any "Ahas," questions and/or ideas for implementation.
- Exit Card – Identify a teaching strategy that was used today that is new to you or you would like to try in your classroom and why does this teaching strategy intrigue you
- Reminder we are meeting same time and place tomorrow
- Direct to district office for tour

Facility and Community Bus Tour (45 minutes)

Bernie Nikolay

Meet by district office to board the school van and see schools and community resources

DAY 2

Registration

- Pick up Day 2 packet with color dot
- Post 3 questions from New Teacher Binder on easel
- Gather food and drink

Bell Work

- Participants will find someone with the same color dot on their Day 2 packet. Using the "Associative Framework" model, they will identify 10 characteristics of an effective classroom manager. Then participants will develop a meaningful statement that includes the characteristics in box 1 and 10. Share with group.
- Watch video commentary

Steve (10 minutes)

Personal Issues; What's Working/Not Working/Questions; Today's Agenda

Outcomes for Today

Participants will be able to...

- Differentiate between discipline and procedures and understand the need for both
- Develop an effective discipline plan
- Identify typical classroom procedures and routines and understand how to implement them successfully
- Develop classroom procedures to be used during the first days of school

Web of Teachers (Community Builder)

Have everyone stand in a circle. Holding on to the end of the string, toss it to someone. As you toss the ball of string identify something you learned from Day 1. Continue tossing the ball (holding on to the string) until everyone has had an opportunity to speak. Make the connection between the activity and the reality of teaching. *We are all connected by students, we are all connected by the passion for teaching, and we are a community of learners. If one person drops the string, a connection is broken and the web will not be as strong or effective. We are here to support, to assist, to connect, and to encourage each other as we affect the lives of students.*

Demonstration Classrooms (40 minutes; plus 10 minutes travel each way)

Sherrie Verburg (CES), Jenny Horgan-Geis (NMS), Julie Woletz (CHS)

New teachers move to respective buildings and ask office staff for directions to demonstration classroom. Experienced teacher will walk through classroom organization, procedures and routines. Opportunity for Q & A.

Discipline and Procedures (100 minutes)

Sheryl McCarthy

Pre-Thinking Activity – Mind Dump (5 minutes)

A mind dump is quickly identifying (no evaluation) all things that COULD be used/needed to be effective for the following statement; What do YOU need to establish an orderly environment in your classroom? List ideas on page located in packet.

Watch video; Part 3, "Discipline and Procedures," of *The Effective Teacher* (36 minutes)

Follow-up Discussion (15 minutes)

With quadrant 1 partner(s)...

1. Discuss the following statement, "An effective teacher MANAGES a classroom. An ineffective teacher DISCIPLINES a classroom." How is this indication of teacher effectiveness? (pp. 147-174) Popcorn ideas into large group.

Mix with another quadrant group (groups of four)...

2. Discuss the difference between discipline and procedures and why both are needed. (pp. 147-174) Share small group ideas with the larger group. Chart ideas.

Action Plan (45 minutes)

Materials needed: Poster paper, markers, easel paper, construction paper, glue sticks, tape, scissors, etc. Choose to work on one of the following:

1. Brainstorm classroom rules, consequences and rewards appropriate to your grade level. Then develop a discipline plan for your classroom. When and how will you introduce/teach the discipline plan? Will students receive a copy of the plan? How will you notify parents of your discipline plan? (pp. 147-163) After your plan is complete, elicit support with your building administrator.
2. Procedures make a classroom comfortable and secure because everyone knows what's expected of them and what's going to happen. Brainstorm possible classroom procedures. What procedures would you teach on the first day of school; the first week? Select one of your procedures. Describe how you would introduce/teach your procedure? (pp. 165-219) Will students receive a copy of your classroom procedures?

New Teacher Employment Expectations & Resources (20 minutes)

Steve Andersen

Why do we have the CNTP; CNTP mission and purpose; How will we support you; What is expected for you to grow professionally; New Teacher Binder Resources (address these topics through the Post-It questions from assignment)

- Aid in transition; provide support; enhance and energize both new hire and mentor; support includes weekly mtg with mentor, monthly support seminars, pdp support, opportunities to go into classrooms

LUNCH

Q&A; Closing; Exit Card (30 minutes)

Steve Anderson

- Address issues - What's Working/Not Working/Questions
- Thank you's to those involved in training and participants dedication to the profession
- Introduce mentors to whole group
- Give direction for afternoon activities in classrooms. Work with mentor on any questions regarding facility resources and/or information presented, mentor checklist can be used for direction, prepare your classroom (pp. 80-123)
- Exit Card – What is the most pressing activity that you would like to complete first with your mentor? Provide think time.
- End with "Teacher – A Noble Profession"

Preparing Your Classroom for the First Days of School (approx 2-3 hours)

New Teacher & Mentor

- Prepare classroom space
- Become familiar with environment and resources
- Review discipline plan and procedures
- Share curriculum maps
- Develop lessons for the first couple weeks of school

Tricks of the Trade and other Teaching Tidbits

Maria Baldauf

On the clipboard with all the emergency information that's found in each classroom, I like to also clip copies of each of my class lists for each hour. That way, when there is a fire drill etc..... I just have to grab the clipboard and go. I have all the emergency information, and a copy of whatever hour's class I have with me.

"I like to give each class a list of the things we're going to try to accomplish by the end of the hour. It lets them see what we'll be doing that day, and they don't have to ask me as soon as they walk in the classroom."

Mary Doyle

Something I would like to add is more about transitioning from one task to another. Middle school students need to hear specific directions such as, "Now close that folder, put it aside and take out your math book. Turn to page 21." Allow a reasonable amount of time for all students to be at that point. I often see this overlooked by substitutes and students get off track or become anxious if it's not clear to them where the class is at.

Joy Borchardt

One of the most productive tips I received and incorporated into all grade levels is individual conferencing with students. It can be challenging to work one on one conferencing in each quarter, but the benefits are many. Larry Wilson encouraged me to try it, and it has been a huge plus.

Each quarter's conference has a different focus, based upon the current area of study; however, all provide a platform for goal setting/evaluation. It's a time when I ask them how they feel the class/project/assignment/quarter is going for them. It is a time for them to ask me questions, offer ideas/suggestions and provide feedback on the class. I also ask if there is something that I can do to help them be more successful, as well as what they can do to be more successful. It is an ideal venue for addressing concerns (positive and negative) related to academics and behavior. I always find at least one strength or positive to address. The one on one conferencing has been a HUGE positive, and has allowed me to build stronger connections with my students. They actively seek out the time. This takes several days to achieve, so I schedule independent activities/work time that enables me to meet with kids. It is well worth the time and effort.

Dory Lewis

I make an overhead with the names of the students in each class-one overhead for each class. When I need to do flexible groupings, I highlight the student's name with an overhead marker so they know which group they are in. For example, orange=the "got it" group and blue=the "didn't get it" group. If I do not have the groups' agenda printed out for them, I write each groups' agenda, or activities, on the whiteboard in the same color. I leave the overhead on for awhile. This way I do not have to keep answering the question "In which group am I?".

OVER→

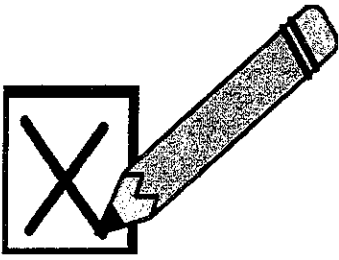
Steve Anderson
Cambridge

I use 3 x 5 cards instead of popsicle sticks. The students can write their own names on them and pass them in (saves me time). I use these for a variety of things.:

- a. Randomly call on students.
- b. Write notes on the card concerning the individual student. I sometimes make notes when I call on them (not understanding, did not answer, etc.)
- c. I arrange the cards for a seating chart before entering it on Skyward. For me, it is easier to visualize where the students are and then move the card appropriately.

Kristen Stilling

I don't have many tricks since I'm new but one thing I use that other teachers showed me is writing assignments on the whiteboard in a designated spot. Also, having a form that they use for when a student is absent that is tacked to a board somewhere in the room with any handouts or worksheets and the homework is written on it.



Procedures Checklist for Getting School off to a Good Start

- I have a method in place for assigning seats the very first day.
- I have a plan in place so students get right to work as they enter my classroom.
- I have "warm-ups or "bellwork" to use daily to start instruction.
- I know how I am going to greet the class.
- I have a clear set of expectations for all students and will teach these expectations during the first week of class.
- I will post routines and procedures so students can refer to them when needed.
- I have a signal to quiet the class and will teach it and use it as needed.
- I have arranged my classroom to promote learning.
- I have my classroom set up to convey the message that learning is important.
- I have a clear understanding of what's expected of me in my role.

Adapted from resource www.newteacher.com

M6HS

Checklist for New Educators

	Contact information & notes
Building	
<input type="checkbox"/> Access to the building	
<input type="checkbox"/> Cost of lunch	
<input type="checkbox"/> Daily schedule	
<input type="checkbox"/> Keys	
<input type="checkbox"/> Mailboxes	
<input type="checkbox"/> Organization of teams	
<input type="checkbox"/> Parking	
<input type="checkbox"/> PBS structure	
<input type="checkbox"/> Staff lounge & lunchrooms	
<input type="checkbox"/> Staff restrooms	
People	
<input type="checkbox"/> Administrators	
<input type="checkbox"/> Clerical staff	
<input type="checkbox"/> Custodial staff	
<input type="checkbox"/> Department chair and/or team leader	
<input type="checkbox"/> Direct supervisor, if not the head principal	
<input type="checkbox"/> Union representatives	
Procedures	
<input type="checkbox"/> Academic and Behavioral referrals	
<input type="checkbox"/> Connecting with the principal	
<input type="checkbox"/> Emergency contact information & procedures	
<input type="checkbox"/> Evaluation procedure	
<input type="checkbox"/> Field trips	
<input type="checkbox"/> Hall pass procedures and location of extras	
<input type="checkbox"/> Laminating	
<input type="checkbox"/> Library operations	
<input type="checkbox"/> Making copies	
<input type="checkbox"/> Subs and sub folders	
<input type="checkbox"/> Supervision expectations for lunchroom, recess, busses	
<input type="checkbox"/> Taking attendance	
<input type="checkbox"/> Voice mail	
Materials	
<input type="checkbox"/> Location of lesson planner	
<input type="checkbox"/> Location of office and school supplies	
<input type="checkbox"/> Location of textbooks and teaching materials	
<input type="checkbox"/> Map of the building	
<input type="checkbox"/> School and district calendar	
<input type="checkbox"/> Staff roster	

Heather Lott
MMSD

Month	Phase	Suggestions for Principals	Seminar and Mentoring Focus
August	Anticipation	<ul style="list-style-type: none"> ▪ Welcome celebration & introduction to colleagues ▪ Orientation to the school culture & procedures ▪ Information about Teacher Evaluation 	<ul style="list-style-type: none"> ▪ Classroom set-up & planning ▪ Connecting with colleagues
September	Survival	<ul style="list-style-type: none"> ▪ Provide support for establishing classroom climate. ▪ Encourage connections with resources (administration, mentor, colleagues, and curriculum materials). ▪ Share ideas for the Open House / Go-to-school night. 	<ul style="list-style-type: none"> ▪ Content Standards, Curriculum ▪ Assessment strategies
October	Survival	<ul style="list-style-type: none"> ▪ Encourage personal health and wellness. ▪ Provide procedures for grade reporting. ▪ Provide opportunities to visit classrooms that model teaching standards. ▪ Share expectations and strategies for Parent teacher conferences. 	<ul style="list-style-type: none"> ▪ Parent-teacher conference strategies ▪ Teaching standards ▪ Classroom visits
November	Disillusionment	<ul style="list-style-type: none"> ▪ Minimize extra responsibilities. ▪ Check in with mentors and new educators (triad or lunch together). ▪ Meet in person to set up the formal evaluation. ▪ Share the policy about holiday celebrations and gift-giving/receiving. ▪ Send a note of encouragement to new educators. Publicly highlight the strengths they bring to the school. 	<ul style="list-style-type: none"> ▪ Student assessment and reporting strategies ▪ Classroom environment – what to do about established behavior patterns ▪ Continuum of teacher performance ▪ PDP
December	Disillusionment	<ul style="list-style-type: none"> ▪ Minimize extra responsibilities. ▪ Check in with mentors and new educators (triad or lunch together) ▪ Meet in person to follow up on the formal evaluation. ▪ Check in about plans for the break. ▪ Provide encouragement and concrete support for NE. ▪ Offer to help. 	<ul style="list-style-type: none"> ▪ Understanding Assessment ▪ Data analysis – looking at student work and other data to inform instruction
January	Disillusionment	<ul style="list-style-type: none"> ▪ Minimize extra responsibilities. ▪ Set up the second formal evaluation. ▪ Encourage health and wellness. (both mental and physical) ▪ Provide guidelines about grade reporting, final exams. 	<ul style="list-style-type: none"> ▪ Meeting the needs of all students ▪ Classroom observations & modeling
February	Rejuvenation	<ul style="list-style-type: none"> ▪ Celebrate the ½-year mark by highlighting specific successes at a lunch or breakfast including mentors. ▪ Set up the second formal evaluation. 	<ul style="list-style-type: none"> ▪ Instructional methods ▪ Lesson planning that works ▪ Classroom observations & modeling
March	Rejuvenation	<ul style="list-style-type: none"> ▪ Meet in person to follow up on the formal evaluation. ▪ Hold an information session to talk about the contract process for the coming year. 	<ul style="list-style-type: none"> ▪ Classroom observations and looking at student work.
April	Reflection	<ul style="list-style-type: none"> ▪ Ask about their greatest areas of growth. ▪ Talk about summer professional opportunities. 	<ul style="list-style-type: none"> ▪ Outline a PDP goal and plan.
May	Reflection	<ul style="list-style-type: none"> ▪ Check in with new educators and mentors about the PDP goals they are writing together. ▪ Provide updates about the coming school year. 	<ul style="list-style-type: none"> ▪ Celebrate professional growth. ▪ Solidify the PDP goal and plan.
June	Reflection / Anticipation	<ul style="list-style-type: none"> ▪ Recognize and bring closure to the school year. ▪ Ask for feedback to inform your school's induction program. 	<ul style="list-style-type: none"> ▪ Celebrate; bring closure to the school year and mentoring.

Stoughton New Educator Orientation 2012-2013

WHAT ADMINISTRATORS WOULD LIKE YOU TO KNOW

(but other teachers might not tell you or even be aware of themselves).

I know because I asked the administrators.

Here are the “complete the sentence” responses from individual administrators:

I knew I hired the right person when...

Mrs. ____, River Bluff Principal: I knew I hired the right person when...

“I saw the new teacher smiling and laughing during the school day and building relationships with even the most challenging of students.”

Mr. _____, River Bluff Asst. Principal: I knew I hired the right person when...

“the students are excited about learning.”

Mr. ____, High School Principal: I knew I hired the right person when...

“student are excited about learning in their class and when good, consistent and positive communication occurs with student and families.”

Mr. _____, High School Asst. Principal: I knew I hired the right person when...

“she incorporates technology seamlessly into student instruction”

Mr. _____, High School Asst. Principal: I knew I hired the right person when... “I

hear students in the classroom collaborating to solve a problem; I see students engrossed in their learning; students tell me that “so and so’s” room is a safe and enjoyable place to be; students are learning at high levels; that’s when I know I hired the right person. It’s all about the students.”

Mr. _____, Fox Prairie Principal: I knew I hired the right person when...

*I see colleagues renewed to have new ideas and new energy come into our building

*I know she or he returns parent calls or e-mails within 24 hours or less

*That new person is brave enough to ask any question .. even ones they think they should already know the answer to

*That new person plans lessons like crazy, but presents it like improv.

* I sit back on June 15th after the smoke has cleared and think, “wow, we really did hire some kick-ass teachers this year.”

The following responses were also administrator suggestions.

They are not all- encompassing, but a good start:

- **Students are always your number one priority.**
- **Stand at door between classes.** *Watch hallways. Stop dangerous behavior. You haven't had to do this much in life but now it is your job to keep children safe. They don't always think about consequences of their actions. Even high school kid's brains are not yet wired to respect consequences. That's why they drive fast and take other risks. Bullying happens under the radar in most cases. Keep your rabbit ears up and watch for signs that a student may be feeling sad or uncomfortable.*
- **Answer emails carefully and timely.** *If you are asked a question, respond. Even if you have to say, I got your message and am looking into it. Re-read them before pressing send. If you are frustrated or angry, wait to send. Or let someone else read it first (Linda is always happy to help). It's hard to undo something offensive. Always read to see if there is possibly another way the message could be interpreted that isn't your intent. Sometimes autocorrect can get you in real trouble. Technology is great but you have to be careful. Along those lines, time to check and clean up your **facebook page**. Is there information there that students or parents could access and find offensive? How will you handle students that ask to friend you? Parents?*
- **Cell phones.** *Off and never should be answered in classroom. No reading or texting when students are present. Check messages at end of day.*
- **Computer:** *stay off the computer when students are in the room. Unless it is to access Smartboard or something else relating to instruction.*
- **Dress:** *We don't have a dress code here in this district but it is a good idea to think about how you will come across to students. Do you want to be one of them? Or do you want to show you are the one in charge? It's somewhat subliminal, actually. You can create some discipline without even saying a word. Just by how you look. A tie can go a long way toward creating respect. You will see others dressing very casually but you might want to consider your own dress. One parent wrote a comment on a post conference report: How can you sit across from me in blue jeans and expect me to respect you? Parents notice. Students notice. Administrators notice.*
- **Who do you ask for help?** *. Use chain of command: always start with immediate supervisor- don't go over someone's head. Always ok to say, is this a question for you or is there someone else I should ask? Assistant principals before principals. Unsure? Ask Linda*
- **Faculty meetings-** *stay the entire time. No cell phones. No sidebar conversations. Be polite.*
- **Professional day/Inservice-** *not days for dental appts., etc., if possible. It's not that you "can't" have an appointment on these days, but, it doesn't go unnoticed.*
- **Accommodate parents**
- **Lunch cards-** *you should be able to put a check in the lunch service mailbox with your name and school. Ask someone in your building the correct procedure.*
- **Fob** *Only works for your assigned school(s). They should not be used on holidays.*
- **Name badge** *wear each day*