



What do new teachers need?

- Collegial school culture
- Reasonable assignments *in terms of HW*
- Clear expectations - *lesson plans? How turn in?*
- Curriculum guidance and support
- Opportunity for observations
- Feedback on classroom observations - *visit 1st year teachers often, give feedback also*
- Joint planning time *in same dept.*
- Ongoing professional development

Critical



New Teachers/Staff

The new employee should:

- feel welcome
- understand the school in a broad sense
- be clear about what the school expects in terms of work and behavior
- begin the process of socialization

Call/contact over summer
mentor relationship



Considerations for First Year Teachers

- Limited teaching responsibility - *min # of pups*
- Assistance in instructional materials
- Advice of experienced teachers
- Placement of students - *don't just give the new teacher all of the problem students*
- Orientation to the community

We want new teachers to succeed

look to retired teachers as mentors

Decide what's important for teacher to know for 1st day of class

Sample Orientation Procedures

- Benefits, Policies, Procedures, Safety Info, etc.
- Mission Statement
- Strategic Plan
- Curriculum guidelines (diocesan and state)
- Classroom management
- Instructional support systems
- School and classroom routines
- Relationship with students and parents

** Add Guidance*

Couple meetings during 1st Qtr

Orientation
Mentoring
Induction Program

* Meet with 1st Parent's Guild

* Have parents come in for part of orientation

* Bring mentors teachers in for parent - classroom visit / curriculum

should have time requirements for mentor visits to classroom

Mentoring of Teachers

- Experienced teacher
- Support groups for new teachers ^{across diocese}
- Role of mentors ^{is role of principal, diocese}
- Definition of mentoring: Mentoring is a formative program of support for first year teachers intended to improve the skill of new teachers as they make the transition from academic preparation to professional training.

- Conversational & comfortable - shared resources

- observation that's unobtrusive, during whole day, with feedback - mentors should do this too

- should be some benefit to a mentor teacher -> release time, stipend, something?

at least a year, if not longer

Moderate it, 1/2 day of subs 2/3 times a year

* new teachers -> 1st year w/ reduced or limited co-curriculars

↳ focus is on the classroom

* Mentor in Catholic Identity ^{Program} faith integration

Elements of an Induction Program

- Before-school year workshop, Welcome, Tour, etc.
- Common planning time
- Networks, study groups / Intensive professional development ^{plans}
- Mentors, facilitators, coaches
- Portfolio, video
- Demonstration classrooms
- Administrative support
- Learning circles
- Standards based assessment and evaluation

multi-year 3/5 yrs for brand new teachers

Prof Dev. Plan is critical


Induction Plan is really the job of the principal - it's the formation of the new teacher

↳ committed to system wide teacher development

The umbrella -> induced into CE community and here are the ways we will support you


are the teachers @ SPHS certified?
all Rel teachers certified as catechists?

Our Orientation program has no "fairy" component

 **Essentials for Employees**

- Mission Statement
- Contract
- Diocesan Handbook/Regulations
- Teacher/Staff Handbook
- Internet Policy
- Safe Environment Program

Critical support for teachers

 **Role Play**


A parent of a new student called the principal to complain that the IEP for her daughter is not being followed in the seventh grade class. The parent has discussed this with the teacher on a number of occasions but the teacher will not make accommodations. The parent may remove the child if her needs are not met.

He doesn't understand the IEP & accommodations
 ↳ accommodations for every class must be same
 ↳ Guidance

Support group for new teachers - work w/ IEP staff 504

Memorandum of ~~Counsel~~ Counsel

Critical

 **Teacher Contract**

- Demographic info (degree, number of years teaching, etc.)
- "CATHOLIC SCHOOL MISSION - The employee agrees to support the educational and religious beliefs of the Roman Catholic community served by the school. Further, the employee agrees to perform his/her duties in a competent and professional manner and to subscribe to the philosophy of Catholic schools (Note: Signed statement on application)"
- Reference to Handbook
- Term of the contract (September 1 - June 30)
- Compensation (include other stipends) - payment schedule
- Resignations - 3 weeks notice
- Benefits - initials if declined

good ideas to give to teachers before signing contract

Handbook

- Mission Statement
- Guiding Principles for Teachers
- Qualifications
- Selection (principal and pastor)
- Accountability
- Benefits
- Leaves and Absences
- Personnel Records
- Professional Growth
- Terms of employment (cause for suspension or termination)
- Layoffs
- Continuation of health benefits
- Sexual Harassment Policy
- Grievance Procedure
- Family and Medical Leave Act
- Protection of God's Children

Internet Safety

* Nothing in the teacher's file that they haven't seen before

Teacher Files

- Application and resume
- Certification information (state and catechist)
- Evaluations *critical part*
- Teacher agreement
- References and recommendations
- Certificates of merit, etc.
- Correspondence related to discipline matters
- Attendance
- Professional development

- want application to be standard from teacher to teacher
- transcripts

Teacher has right to respond to a correspondence from principal

15 hrs each year
5 hrs of Catechist certification

Lesson Plans - should keep copies of teachers' lesson plans for 3-5 years

might have to "till the soil"

Organizational Change
John Kotter

- Establish a Sense of Urgency - create a need for change - we've got to do something about this
- Form a Powerful Guiding Coalition - "people on board" - faculty, parents, board
- Create a Vision "Commit to Educate" - look at way to do things differently, together
- Communicate that vision
- Empower Others to Act on the Vision - establish full force - business, community, school, leaders → strategic plan goals
- Plan for and Create Short-term Wins - celebrate success along the way - need dots of accomplishment
- Consolidate Improvements and Keep the Momentum for Change Moving
- Institutionalize the New Approaches

diffusion / school board

Stakeholders
loyal resistance

"Our Iceberg is Melting" book



"Student learning depends
On teachers learning all the time.
We must make professional
learning an everyday
experience for all educators."
- Michael Fullen

culture of learning amidst
the faculty

Develop Habits of Mind



Professional Development

- Context: Integrated with School Improvement - input from faculty
- Design: Active, Sustained Learning by all teachers
- Professional Learning Communities
- Principles:
 - Commitment to Learning by teachers
 - Collaboration work together
 - Advance the Learning Community by into it

Defour

"Learning for the sake of teaching"

Defour - Professional Learning Communities



Learning Organization

- A learning organization "is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights."
 - Ensure student learning
 - Culture of collaboration among teachers - get across boundaries, departments
 - Focus on results

How to get faculty involved w/
enrollment & retention?

Are we doing things well enough for 21st century and parents who are choosing an investment in our school?

(4)

NYS - 15 hours for certification

"Informed Educator" article

Professional Learning Community

- A clear, group purpose centered on student learning
- Physical environment supporting teacher interaction
- Teachers learning as a group and reflecting together on teaching strategies
- Teachers collectively examining student learning and the needs of students
- Staff working collaboratively, supported by leadership that shares decision making

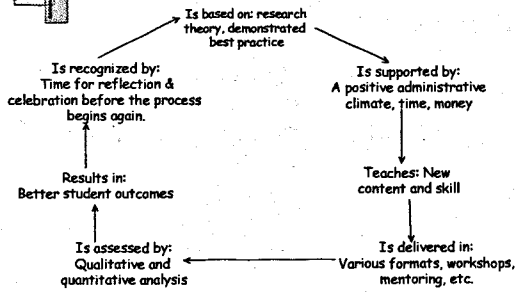
look at student work - what does this say about our teaching?

Must address the culture of the school -> very hard for long-term principal to bring about serious change

CC admin or emails to parents?

This school in Lynn, MA - mission, identity, teaching/learning
School should offer to help support prof. development - workshops financially

Staff Development



This is an outstanding explanation for staff development
Have teachers share their prof. dev. with the other faculty




The science teacher on staff did not attend the diocesan Faith Formation Day. A meeting is called so that the principal can discuss this with the teacher. The Faith Formation Day is scheduled by the Catholic School Office every other year. It is the expectation that all teachers attend this event.

Important to have meeting of significance in principal's office - not classroom

Emphasizing the expectation beforehand, if absent you'll need documentation

Structure of faculty mtgs: more than litany of announcements
↳ fact format every time
↳ recommend 1x month


PD360 - online prof. dev.

 **Classified Employees - Support Staff**


- On-the-job training
- Off-the-job training
- Apprenticeship training

Should have prof. dev. also
Custodians
kitchen staff too


Business Model but

 **Management by Objectives**

- Requires the principal to set specific measurable goals with each employee and then periodically discuss progress toward these goals



Teachers ^a "data based, measurable goals"
Set measurable goals of
discuss progress on them
What else do you have to
measure teachers by?

 **MBO**

- Set the school's goals
- Set department/grade level goals
- Discuss department/grade level goals
- Set teacher goals
- Conduct performance reviews and measure the results
- Provide feedback

EOY might be a good time
to do this

How will you know that you've
accomplished a goal?

Effective goal-setting
SMART

Specific
Measurable
Attainable
Relevant
Timely

Personally &
↑ as teacher in
CATE school

Individual Professional Development Plans

- IDPD Goals - in form of measurable teacher outcomes
- Professional Activities
- Implementation
- Reflection
- IPDP Review

Set CATE Idet & write function into
Prof dev. goals

Case Study 3 Due Tuesday, July 13

Tuesday, July 13

- Chapter 8: Sean Foster
Sue Graham
Fr. Bolding
- Role Play: Brittany Riesenber
Susie Hatcher
