M E M O R A N D U M

TO: Indiana State Board of Education

FROM: Scott Bogan, Coordinator of Educator Preparation

DATE: January 25, 2016

SUBJECT: Career Specialist Pedagogy Provider Approval

The Career Specialist Permit is a renewable 2-year permit that allows an individual to teach a specific secondary content area as long as the person has met the following requirements (515 IAC 16-4-6):
- a bachelor's degree in a content area for which secondary licenses are issued with at least a 3.0/4.0 GPA;
- successful completion of the CORE content exam;
- 6,000 clock hours of verified non-teaching occupational experience in the last five years related to the content area requested for licensure (511 IAC 16-4-7).

Before the permit can be renewed, the permit holder must complete a pedagogy component that includes the areas of literacy; differentiation of instruction; classroom and behavioral management; curriculum development (lesson planning, assessment strategies, use of data to improve instruction); psychology of child development; and competence in multicultural awareness and technology in the classroom (511 IAC 16-4-6). Pedagogy may be provided by a school employer, college or university coursework or professional development, or any other entity. However, all providers must be approved by the Indiana State Board of Education following a review by the Indiana Department of Education. The DOE utilized a review team whose members included representatives from the DOE, higher education, and school administration.

This is the first time the State Board of Education has been asked to approve a career specialist pedagogy component. The career specialist permit is relatively recent; it became available with the implementation of REPA 3 on January 16, 2015.

Much like a new educator preparation program proposal, the Board will be approving a pedagogy component for those teaching under a career specialist permit. Below is the code requiring the approval process (511 IAC 16-4-6, Sec. 6. (g):
(b) **The provider of a pedagogy component must receive board approval by submitting a proposal to the department that outlines the program to be provided including content to be covered and the qualifications of**

individuals designing and providing the training. The department shall make recommendations to the board.

A copy of the entire rule is included at the end of this memo.

<u>SBOE action</u>: The DOE requests the State Board of Education approve the following pedagogy components for three (3) years:
- Floyd Central High School Career Specialist Program
- New Albany Career Specialist Permit Program

The DOE will conduct another review prior to the end of the three (3) years in order to ensure the programs are still meeting expectations. The DOE will share the results with the SBOE and recommend renewal or nonrenewal of the program(s).

An outline of both programs and the review rubric have been included for your review.

511 IAC 16-4-6 Career specialist permit
Authority: IC 20-28-2-6
Affected: IC 20-18-2-22; IC 20-20-31; IC 20-28-11.5
Sec. 6. (a) A career specialist permit is a two (2) year renewable license at the secondary level.
(b) An applicant is eligible for a career specialist permit if the applicant:
(1) has a bachelor's degree with at least a 3.0 GPA on a 4.0 scale in a content area for which secondary licenses are issued;
(2) has passed content area licensure assessments required by the department to teach in the area which the applicant intends to teach;
(3) meets the occupational experience requirement provided in section 7 of this rule.

(c) The career specialist permit is renewable.
(1) For the initial renewal, candidates must submit evidence of completion of the pedagogy component under subsection (d) during the validity of the first two (2) year permit.
(2) For all subsequent renewals, candidates must submit a professional growth plan that is documentation of professional growth experiences. The professional growth plan must include a minimum of forty (40) professional growth experience points. The professional growth experience points shall be calculated with one (1) clock hour qualifying for one (1) professional growth experience point based on, but not limited to, the following activities:
   (A) In-service workshops.
   (B) Professional workshops and conferences.
   (C) Mentoring by:
    (i) teacher who holds accomplished, professional, proficient, or practitioner license;
    (ii) building level administrator.
   (D) Cooperating teacher for any college field experience including student teaching (thirty (30) professional growth points) and practicum experience (fifteen (15) professional growth points).

(E) Workshop presentation.
  (F) Curriculum development.
  (G) Educational committee membership.
  (H) School accreditation activities.
  (I) College credit: 1 semester hour = 15 professional growth points.
  (J) Educational publication.
  (K) Educational research.
  (L) Participation in the school improvement planning process.
  (M) Professional growth experiences that improve curriculum knowledge, instructional skill, classroom management skills, or any other professional growth experiences.
(3) To qualify for renewal, completed professional growth experience points must be verified by at least one (1) of the following:
   (A) A building level administrator where the applicant is employed at the time of renewal.
   (B) For permit holders who are unemployed, the department.
(4) The building level administrator or immediate supervisor shall provide written notice to the permit holder of the verification or the refusal to verify made in subsection (3) [subdivision (3)].
(5) If an applicant is not employed at the time of renewal, the department shall verify or refuse to verify the applicant's professional growth experience points.
(6) The department shall provide written notice to the permit holder if the department denies a request under subsection (5) [subdivision (5)].

(d) A career specialist pedagogy component must be completed and must address all of the following areas:
(1) Literacy for adolescents in content areas and across the curriculum based on scientifically-based reading research.
(2) Differentiation of instruction and instructional methods, including methods for students with exceptional needs.
(3) Classroom and behavioral management, including legal rights and responsibilities of teacher and student.
(4) Curriculum development, lesson planning, assessment strategies, and using data to inform instruction.
(5) Psychology of child development, including the development of exceptional needs students.
(6) Competence in multicultural awareness and technology as an aid to education.

(e) Coursework or training towards the pedagogy component must begin by or before the first month of teaching.

(f) The career specialist pedagogy component may be delivered through school-based professional development, college or university based course work or professional development, an entity that is not an institution of higher education, or a professional education organization.

(g) The provider of a pedagogy component must receive board approval by submitting a proposal to the department that outlines the program to be provided including content to be covered and the qualifications of individuals designing and providing the training. The department shall make recommendations to the board.

(h) Completion of the pedagogy component must be verified by the board-approved provider.

(Indiana State Board of Education; 511 IAC 16-4-6; filed Nov 18, 2014, 3:51 p.m.: 20141217-IR-511130399FRA)

Career Specialist Permit (CSP) Pedagogy Provider Approval Process
Instructions and Assessment Rubric

Initial CSPs may be renewed upon the completion of any Indiana Department of Education (IDOE) reviewed and State Board of Education (SBOE) approved pedagogy component. The rubric beginning on page 2 will be used to assess whether a proposed pedagogy program is addressing all areas (511 IAC 16-4-6) required of the pedagogy component. All areas must be evident in the materials presented before the IDOE will recommend approval to the SBOE. Any proposal not including all areas will be returned for revision and may be resubmitted for another review. Remember, all pedagogy programs must be approved by the SBOE <u>before</u> they can be offered or advertised as "state approved" pedagogy components.

<u>Instructions to institutions or entities (school districts, professional organizations, etc.) seeking approval</u>:

- Please provide evidence or documentation illustrating how your pedagogy component meets each of the six areas listed in the rubric beginning on page 2. Reviewers will need to confirm that your program is addressing each area and the more examples, details, or samples that are included, the better.
- Submit all materials electronically (email) to Scott Bogan, Coordinator of Educator Preparation at sbogan@doe.in.gov. Materials not approved will be returned via email. Programs receiving a positive review will be recommended to the SBOE for approval. See http://www.in.gov/sboe/2427.htm for meeting dates and materials. All approved programs will be listed on our website and will include the date of approval and, if applicable, date of expiration. We will process all review requests as quickly as possible but keep in mind that final approval is dependent upon the State Board of Education. Every effort will be made to include recommendations on the next board agenda.
- Please provide within your documentation:
    1.) Name of your institution/program/entity;
    2.) Provide one-page or less description of your program proposal, including format, duration, setting, etc. Draft agendas would be helpful;
    3.) A detailed description of how your program would address each of the "areas" identified in the rubric. (The rubric will be completed by the reviewers but is included for your review and preparation.)

<u>Instructions to reviewers</u>:
- Please be sure to provide your name and the date of your review at the top of the next page. Determine whether evidence is provided for each area and include comments in the third column, and "met" or "not met" in the last column. Please download and review all resources included in the chart prior to reviewing the proposal.

Required Areas	Proposal Aligns to Secondary (5-12) Developmental/Pedagogy Standards	Strengths/Weaknesses/Comments	Met/Not Met
Resources: **REPA 3 511 IAC 16-4-6** http://www.in.gov/legislative/iac/20141217-IR-511130399FRA.xml.pdf	**Secondary Education Educator Standards:** http://www.doe.in.gov/sites/default/files/licensing/ssd-secondary-education.pdf		
Area 1: **Literacy for adolescents in content areas and across curriculum based on scientifically-based reading research.**	**Standard 7: Reading Instruction** **Teachers at the secondary level have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.** **Scientifically-based reading research includes phonics; phonemic awareness; fluency; vocabulary; comprehension; interventions that are direct, explicit, and multi-sensory (as defined in 511 IAC 10.1-1-1 (27)).**		

Required Areas	Proposal Aligns to Secondary (5-12) Developmental/Pedagogy Standards	Strengths/Weaknesses/Comments	Met/Not Met
Area 2: **Differentiation of instruction and instructional methods, including methods for students with exceptional needs.**	**Standard 3: Instructional Planning and Delivery** **Teachers at the secondary level have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.**		
Area 3: **Classroom and behavioral management, including legal rights and responsibilities of teacher and student.**	**Standard 5: Learning Environment** **Teachers at the secondary level have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.** **Standard 6: The Professional Environment** **Teachers at the secondary level have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.**		

Required Areas	Proposal Aligns to Secondary (5-12) Developmental/Pedagogy Standards	Strengths/Weaknesses/Comments	Met/Not Met
Area 4: **Curriculum development, lesson planning, assessment strategies, and using data to inform decision.**	**3.1 - knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments).** **3.2 - knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning.** **Standard 4: Assessment** **Teachers at the secondary level have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.**		
Area 5: **Psychology of child development, including the development of exceptional needs students.**	**Standard 1: Student Development and Diversity** **1.5 - knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities.** **Standard 2: Learning Processes** **Teachers at the secondary level have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.**		

Required Areas	Proposal Aligns to Secondary (5-12) Developmental/Pedagogy Standards	Strengths/Weaknesses/Comments	Met/Not Met
Area 6: **Competence in multicultural awareness and technology as an aid to education.**	**1.4 - knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs.** **3.15 - knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals** **4.3 - ……… the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress…..**		

New Albany High School
New Albany High School Career Specialist (CSP) Pedagogy
1020 Vincennes Street
New Albany, IN 47150

Contact Person – Dr. Janet Page, Principal

Introduction
      The NAFC School Corporation understands the importance and positive impact that a New Teacher Induction Program plays in the preparation and retention of new teachers. The programs developed by NAFCS and New Albany High School are research based, and include specifics related to district and school based initiatives. Our New Teacher Induction Program includes:
- NAFCS District New Teacher Orientation
- NAHS New Teacher Orientation
- NAHS First and Second Year Teacher Development Programs
- Weekly Scheduled Collaboration
- Planning Period Professional Development
- Peer Classroom Observations

New Albany High School and the New Albany Floyd County School Corporation will continue to research, develop and provide training that will make a difference for new teachers and the students in their classrooms.

References used for Pedagogy

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I. New Teacher Orientation meeting NAHS   June
    Area / Standards covered
        - Area 3: Standard 5 and 6
        - Area 4: Standard 3 and 4
        - Area 5: Standard 1.5
        - Area 6: Standard 1.4, 3.15, 4.3

Goal – To reflect classroom expectations, model teacher performance expectations, simulate an actual student experience, while also acclimating the new teacher group to the culture, climate and physical structure of the building.

The day will be divided into 4 periods, each 50 minutes in length:
        Period One – 8:00-8:50 (Media Center – Krammes leads – all presenters attend)

Period Two – 8:55-9:45 (B204 - Krammes)
Period Three – 9:50-10:40 (C108 – Sharon Allen's classroom – Ginkins, Givens, Vigar)
Period Four – 10:45-11:35 (A308 – Howland, Nolan, Page)

- **Period One will include the History/Culture of NAHS. No assigned seating.**

8:00   Bell ringer/Do Now/DR: Teacher Information Sheets
8:05   Introduction of Administration, New Teachers, Mentor List, Where Do I Find It?
8:15   Yearly Motivational/Message Video Clips
  - Video clip from 2nd Year – Theme "It's not how hard you get hit, but how hard you can get hit and keep moving forward" Rocky Balboa
  - Video clip from 3rd Year – Theme "What does it feel like to learn something new", Marines
  - Video clip from 4th Year – Theme "Carry On" ESPN
8:30   Brochure/Mission/Belief Statements/History Lesson
8:33   Academic Vocabulary Activity – Partners
8:36   IPads instruction activation handout
8:39   Student Engagement Activity #1 – PowerPoint
8:49   Exit Slip – Topic/Level of Understanding/One Concept I Learned/One Question I Have
8:50   Bell Rings and Dismissal by Teacher

- **Period Two will include Curriculum/Instruction at NAHS. Meet students at the door, assigned seats with student name cards on desks.**

8:55   Bell ringer/Do Now/DR: Formative vs Summative Assessment Quiz
9:00   NAFCS Shared Drive Introduction
       Pacing Guides/CFA/CSA/RCD Units of Study
       Google Docs for Data Reporting
9:10   Video clip from 1st Days of Teaching – Classroom Expectations
       Various handouts – classroom management, homework, syllabi, etc.
9:20   Teacher Effectiveness Quiz
       (3 minutes as individual, 3 minutes with partner, 4 minute discussion of correct answers)
9:30   Faculty and Student Handbooks
9:40   Exit Slip – Predict what we will learn next in this unit and why?
9:45   Bell Rings and Dismissal by Teacher

- **Period Three will include Student Development/Safety/Parent Contact at NAHS. Meet students at the door, assigned seats by month and date of birthday….do not include the year.**

9:50   Bell Ringer/Do Now/DR: Discipline Scenario Activity – What would you do?
9:55   Discipline Summary Sheet/Referral Forms
       Discipline Scenario – filling out the form
10:10 Safety Drills/Orange Folder

10:20 Practice Parent Phone Contact
- Call home to parents about good things about Katherine. Parent is positive and very thankful for the information.
- Call home to parents about good things about Charles. Parent is negative and not interested in being bothered by the school.
- Call home to parents about Harriet and her accumulated tardies. Parent is not at all interested, gets into a heated discussion about how the school only wants to hurt her kids.
- Call home to parents about Marcus and his lack of academic progress. Parent starts off defensive, but learns to appreciate that the teacher really cares about their son.

10:35 Exit Slip – Topic/Level of Understanding/One Concept I Learned/One Question I Have

- **Period Four will include SPED Introduction/Teacher Evaluation/Walk-thru Observations. Meet students at the door, ask them to sit alphabetically by first name.**

10:45 Bell Ringer/Do Now/DR: IEP form – ask them to locate specific information and circle
10:50 Introduction to NAHS SPED Program
11:00 Student Engagement Activity – Looking at IEP and 504 examples, highlight the accommodations and discuss how the accommodations would be made in your classroom.
11:15 NAHS Teacher Evaluation System
11:30 Exit Slip – What would you like to review during the next session?

- **Lunch 11:30 – 12:00 in B204**
- **Bus Tour of New Albany 12:00-1:00**

II. NAFC District New Teacher Orientation   July

    Area / Standards covered
- Area 3: Standard 6
- Area 5: Standard 2:
- Area 6: Standard 1.4 / 3.15 / 4.3

    Topics covered: Professional Learning Community Framework
                4 Essential Questions
                Cultural awareness

8:30   Breakfast

9:00-10:30   Information from Central Office Administrators
- Dr Bruce Hibbard, Superintendent
- Mrs. Michele Day, Director of Elem Education & Title I
- Dr. Rhonda Roos, Director of Middle Schools
- Dr. Louis Jensen, Director of High Schools

10:30-11:30	Bloodbourne Pathogens Workshop
	- Mrs. Andrea Tanner, School Nurse
	Pictures Taken for ID Name Badges
	- Mr. Tom Handy, Facilities Department
11:30	Lunch (SPONSORED BY NAFC EDUCATION ASSOCIATION)
12:00-12:30	Bullying / Student Confidentiality Training
12:30-1:30	Information from NAFC Education Association President,

- Joy Lohmeyer
- Meet Your Professional Organization
- How to Access Benefits (bring your SMART phone!)
- What Every New Teacher Should Know
  - Legal Issues
  - Collaboration Conversations
  - Advice / Q and A

III. First Year Teacher Meetings

    <u>Meeting #1 Classroom Management</u>   August

    Area / Standards covered

- Area 3: Standards 5 and 6

- Classroom Management
  - Mastering Classroom Management – article
  - Planning for Processing Time Yields Deeper Learning – article
  - Supporting Struggling Students with Academic Rigor – article
  - First Year Teachers: Welcome to our exciting world! – article
- 2014-15 Collaboration Calendar
- Voice mail – setup and expectations
- Emergency Drills – Orange Folder
- Reporting Accidents – Health Office
- Pacing Guides and CFA's – Shared Drive
- Positive Postcards and PAWS Program
- Open House – duties and expectations

    <u>Meeting #2 Test writing Strategies I</u>   September

    Area / Standards covered

- Area 1: Standard 7
- Area 4: Standards 3.1 and 4

- IMAP Sign-ups
- Scheduled observations of Teaching Staff

- Test Writing Strategies: Part I
    - Test preparation
    - Writing the test
    - Test questions (see handout)
    - Test Critiquing
- Positive postcards
- Mentor Program – don't be afraid to ask questions about ANYTHING!

Meeting #3 Communicating Learning Goals   October
Area / Standards covered
- Area 4: Standard 3.2
- Area 6: Standard 3.15 and 4.3

Book Review Chapters 1 & 2 – "The Art and Science of Teaching"
- Chapter One – What will I do to establish and communicate learning goals, track student progress and celebrate success?
    - Communication of Learning Goals
        - Pacing Guides
        - Daily Calendar Assignments
        - Sharing Rubrics with students before assignments
        - CFA's – Pretests
        - Research and Theory that supports student learning
        - Students setting their own learning goals
    - Tracking Student Progress
        - Student Grade Sheets (notebooks)
        - CFA grade sheets
    - Celebrating Success
        - Classroom contests and drawings
        - Notes on graded papers, stickers, not grading as a negative but as a positive…what you got correct approach
        - Special activities and opportunities
        - Department celebrations
- Chapter Two – What will I do to help students effectively interact with new knowledge?
    - Presenting information to students
        - Small chunks
        - Advanced organizers – graphic organizers, teacher prepared notes, note taking formats
        - Reaching all learning modalities – Visual, Kinesthetic and Auditory
        - Questioning practices – wait time, white boards, student directed responses

- Allowing students time for reflection at the end of the day or beginning of next class – exit slips, Bingo format for Latin class
- Cooperative learning groups – by similarities, differences
- Students teaching lessons
- Posting First Quarter Grades – completed by 10/23 @ 8:00am
- Data Team Meetings and Protocols
- Mentor Teacher Program Update
- Student of the Month applications
- Positive postcards

Meeting #4 Test Writing Strategies II   November
Area / Standards covered
- Area 1: Standard 7
- Area 4: Standards 3.1 and 4

- Test Writing Strategies part II
    - Test Analysis
    - Administering the test
    - Exam feedback
- Grade Distribution Report
- "A Call to Action Transforming Grading Practices" – what do grades reflect?
- Data Analysis Meetings by Departments

Meeting #5 Student Practice and Understanding   December
Area / Standards covered
- Area 5: Standard 1.5 and Standard 2

- Video – "Letter to Me on My First Day"
- Student Evaluation of a Teacher's Performance
- Recording Semester Grades
    - Final Exams
    - Incomplete Grades: Cleaned-up by January 21st
    - Change Grade policy
- Final Exam Schedule
- Procedures for closing/delay of school
    - WNAS Radio, 88.1 FM
    - WHAS TV
    - Corporation Phone Message – Bill Briscoe
    - Two hour delay – report as soon as possible
    - Financial obligations/book collection semester courses
Book Review – "The Art and Science of Teaching" (Chapters 3 & 4)
    - Chapter Three

- Give an example of a learning activity designed to help students practice and deepen their understanding of new content.
- What conditions might make practice ineffective?
- How and why is homework assigned in your classroom?
- Why is it important to expose students to a variety of exercises?
- Chapter Four
    - Give an example of a learning activity designed to help students generate and test hypotheses about content.
    - How can graphic organizers help students as they generate and test hypothesis?
    - What are some considerations when using cooperative learning strategies and assigning groups to tasks that generate and test hypotheses?

Meeting #6 Differentiated Instruction Part I   January
Area / Standards covered
- Area 2: Standard 3

- Differentiated Instruction (part I)
- Incomplete Grades
    - Must be completed Wednesday, January 28th
    - Grade Changes (see attached form)
- Report an accident/blood spill
- Accident Report if medical attention is needed (Health Office)
- Bodily Fluids (Blood/vomit) custodian cleans up call office to have custodial staff paged Mrs. Thurston ext. 2627
- Exposure: not wearing gloves/an individual comes in contact with spill, see Mr. Vigar if you need materials
- If your injured on the job and medical attention is needed
    - Must complete form and report to Occupational Care at Northgate Center on Grantline Road
- Grade Distribution Report
- Discipline referral process
    - TTD/referral/calling home

Meeting #7 How to Engage Students   February
Area / Standards covered
- Area 2: Standard 3
- Area 3: Standard 5
- Area 4: 3.1 /3.2

Book Review – "The Art and Science of Teaching" (Chapters 5 & 6)
- Chapter Five – What will I do to engage students?
    - Are there any general characteristics that make some interactions more engaging than others?

- If midway through a lesson you notice students losing focus, how do you revive their interest in the lesson? How does or could this intervention also relate to the content you're teaching?
- How do you define student engagement? How do you monitor student engagement?
- Why does the author qualify the use of pressure and competition as engagement tools? How would you suggest ensuring that these sorts of engagement remain "mild"?
- In what ways do you try to familiarize yourself with a student's "self-system"? How could information about a student's self-system be used to refine engagement activities?

- Chapter Six – What will I do to establish or maintain classroom rules and procedures?
    - Research widely supports effective use of rules and procedures in the classroom. Identify a general rule that is central to the smooth operation and healthy environment of your school or classroom. Now consider how specific school or classroom procedures may or may not support this rule.
    - What might help first-year teachers better develop and enforce rules and procedures, especially before and at the beginning of the school year?
    - Does the link between classroom rules and procedures and those established at home have any bearing on how you would create and enforce classroom rules and procedures?
    - Imagine your ultimate synomorphic classroom setting. Are there any immediate adjustments that would make your classroom setting more compatible with your teaching style? What are the advantages and disadvantages to the classroom layouts in figures 7.1 and 7.2?
    - Different classrooms may articulate rules and procedures differently. How might teachers work together to ensure that rules and procedures are used consistently?

- Daily Student Engagement Review
- Video – "How to Engage Underperforming Students"
- Discussion of Student Engagement Strategies

Meeting #8 Differentiated Instruction Part II   March
Area / Standards covered
- Area 2: Standard 3
- Area 4: Standards 3.1 and 4

- Differentiated Instruction (part II)
- IMAP Completion Year One

<u>Meeting #9 Developing a Relationship with Students</u>   April
Area / Standards covered
- Area 5: Standard 1
- Area 6: Standards 1.4, and 3.15

Book Review – "The Art and Science of Teaching" (Chapters 6&7)
- Chapter 7 – What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
    - What criteria do you consider when determining positive and negative consequences associated with rules and procedures? Is it always possible to apply both negative and positive consequences to a rule or procedure? Why or why not?
    - Stage and Quiroz cite their work as evidence that interventions widely used in schools do, in fact, reduce disruptive behavior. What's your reaction to this statement?
    - In your experience, how often does "withitness" come into play regarding classroom management? Do you think "withitness" can be applied and cultivated as a strategy, or do you feel it's more of a general quality a teacher either does or does not have?
- Chapter 8 – What will I do to establish and maintain effective relationships with students?
    - In this chapter's Mr. Hutchins vignette, the author talks about reciprocity between Mr. Hutchins positive overtures and students' responses. Do you find this to be true in your classroom as well? If so, how?
    - Researchers Brophy and Evertson found no relation between more affectionate teachers and student learning gains. With this in mind, think about favorite teachers you've had—How did they convey a balance of dominance and cooperation in their teacher-student relationships?
    - Bettencourt, Gillet, Gall, and Hull found that training teachers in behaviors that communicate enthusiasm had positive effects on student engagement and achievement. How have you been trained in this area? How would you suggest training teachers to communicate enthusiasm?
    - What are some of the challenges to establishing effective teacher-student relationships, when these groups come from very different cultural backgrounds? How can teacher behaviors bridge these differences?
- ECA Testing Schedules and Procedures

<u>Meeting #10 Effective Lessons</u>   May
Area / Standards covered
- Area 4: Standard 3.1
- Area 5: Standards 1 and 2

Book Review – "The Art and Science of Teaching" (Chapters 9-10)
- Chapter 9 – What will I do to communicate high expectations for all students?
    - Think about a student that struggles in one of your classes, and ask yourself, "If I believed this student was completely capable of learning this content, what would I be doing right now?" With this perspective, how might your interactions with this student change?
    - How might elaborative interrogations improve the quality of interactions with low-expectancy students?
- Chapter 10 – What will I do to develop effective lessons organized into a cohesive unit?
    - The author notes that the focus of a unit has strong implications for the flow of activity. When designing a unit, what might lead you to choose one area of focus (knowledge, issues, or student exploration) over the others?
    - This final chapter looks at all the previous chapters and design questions, and iterates how they apply to effective lesson planning and cohesive unit organization. Figure 10.3 synthesizes this work into a list of daily reflection questions. How might this list be helpful to a novice teacher? How might it be helpful to a veteran teacher?
    - How might school leaders use the information in this book to support effective teaching behaviors in their schools or districts?
- Final Exam Schedule
- Senior Grades Due
- Senior Graduation Practice
- Textbooks in INOW
- Financial obligations

IV. Second Year Teacher Meetings: 2015-16 School Year

<u>Meeting #1 Organizing the Instructional Period</u>   August
Area / Standards covered
- Area 2: Standard 3
- Area 4: Standards 3.1 and 3.2

- Planning the Instructional Period
  - Planning for Processing Time Yields Deeper Learning – article
  - Guidelines for Creating Rubrics – article
  - Classroom management checklist - handout
- NAHS Monthly Reflection Journal
- Indiana Diploma Types – IDOE website and handout
- IMAP Year 2 – School Service Assessment

Meeting #2 Intervention Strategies   September
    Area / Standards covered
- Area 2: Standard 3
- Area 3: Standard 5
- Area 5: Standards 1.5 and 2

- Special Education Information
  - Classifications/Definitions
  - INOW access to Disabilities and Accommodations
  - NAHS Pyramid of Interventions
  - Counselor Roles and Responsibilities
- Mentoring Study Halls
  - Return Assignments ASAP
  - Work with MSH teachers to help kids and yourself

Meeting #3 Cooperative Learning   November
    Area / Standards covered
- Area 2: Standard 3
- Area 4: Standards 3.1 and 3.2

- Teacher Effectiveness Quiz – handout
- Effective Teachers Make a Difference – handout
- Cooperative Learning
  - Five Steps to Implementation
  - Examples of different types of Cooperative Learning Groupings
  - Examples of different types of CL Activities
  - Madeline Hunter – Elements of Lesson Design (handout)
  - Marzano – 9 Instructional Strategies (handout)
- First 9 Week Grade Reporting Memo

Meeting #4 Reading Comprehension Strategies   December
    Area / Standards covered
- Area 1: Standard 7

- Note Taking Strategies – see handouts
- Reading Comprehension

- Redefining Reading Comprehension – article
- ACE Writing Strategy – see handouts
- Marzano Academic Vocabulary - PowerPoint

Meeting #5 Brain Research   January
    Area / Standards covered
        - Area 3: Standard 5
        - Area 5: Standards 1.5 and 2

        - Brain Based Research
            - What is Brain-Based Learning – article
            - Ten Strategies to highlight Brain-Based Learning
        - Program Planning Information
            - Sign-up sheets for Grade Levels
            - Program Planning Calendar
            - Program Planning Instructions
            - Academic Handbook

Meeting #6 Using Technology as an Instructional Tool   February
    Area / Standards covered
        - Area 2: Standard 3
        - Area 4: Standards 3.1 and 3.2

        - Using Video Clips in the Classroom
        - When to Use Video in Learning Programs – article
        - Khan Academy Introduction – demonstration
        - Building Relationships with students - handouts

Meeting #7 What is an Effective Teacher   April
    Area / Standards covered
        - Area 3: Standard 6

        - What is an Effective Teacher
            - 5 Traits of a Highly Effective Teacher – article
            - Student Evaluation of Teacher Performance
        - IMAP Completion Letter
        - IMAP Assessment Spreadsheet
        - LVIS – Initial Practitioners License conversion Proficient
          Practitioners License

Meeting #8 Closing of School   May
    Area / Standards covered
        - Area 3: Standards 5 and 6

        - Closing of school procedures – handouts
        - Final Exam Schedules

- Graduation Practice
- Senior Grades
- Textbooks in INOW
- 2nd Semester Grade Reporting Memo

V. Wednesday Collaboration

Every Wednesday are teachers collaborate with their peer for fifty minutes on the following topics: Rigorous Curriculum Design (RCD units), Common formative Assessment data discussion and using the technology in the classroom (HELEn).

Rigorous Curriculum Design (RCD units)
- Thirteen (13) Wednesdays scheduled for the 2015-16 school year
Area / Standards covered
- Area 1: Standard 7
- Area 2: Standard 6
- Area 4: Standards 3.1. 3.2 and Standard 4

Common Formative Assessment Data Discussion
- Seven (7) Wednesdays scheduled for the 2015-16 school year
Area / Standards covered
- Area 2: Standard 3
- Area 4: Standard 4

Using technology in the classroom (HELEn)
- Nine (9) Wednesdays scheduled for the 2015-16 school year
Area / Standards covered
- Area 1: Standard 7
- Area 2: Standard 3
- Area 3: Standard 5
- Area 4: Standard 4
- Area 6: Standards 3.15 and 4.3

VI. Professional Prep periods

Planning period Professional Development is utilized 6 times per year. Topics include: Technology, English Language Learners, Multicultural Awareness, Congressional Medal of Honor Training, Rigorous Curriculum Design and Literacy.

Session One – Midterm Progress in the Classroom
Area / Standards covered
- Area 2: Standard 3
- Area 3: Standard 5 and 6
- Area 5: Standard 1.5 and 2

Session Two – Technology
Area / Standard covered
- Area 6: Standard 4.3

Session Three – English Language Learners, Multicultural Awareness, Literacy for all Students
Area / Standard covered
- Area 1: Standard 7
- Area 6: Standard 1.4 and 3.15

Session Four – Congressional Medal of Honor Training, Literacy
Area / Standard covered
- Area 1: Standard 7
- Area 4: Standard 3.1 and 3.2
- Area 6: Standard 1.4

Session Five – Rigorous Curriculum Design
Area / Standard covered
- Area 4: Standard 3.1, 3.2 and 4

Session Six – Rigorous Curriculum Design
Area / Standard covered
- Area 4: Standard 3.1, 3.2 and 4

VII. Classroom observations

New teachers to New Albany High School conduct Peer Classroom Observations once per semester or twice per year. New teachers are given ½ Professional Development time to visit scheduled classrooms. Classroom schedules include:
- One period visit to a like student demographic classroom.
- One period visit to a like academic discipline classroom.
- One period visit to a completely different student demographics and academic discipline classroom.
Area / Standard covered
- Area : Standard

Floyd Central High School
Floyd Central High School Career Specialist (CSP) Pedagogy
6575 Old Vincennes Road
Floyds Knobs, IN 47119

Contact Person – Dr. Rob Willman, Assistant Principal

Introduction

The NAFC School Corporation understands the importance and positive impact that a New Teacher Induction Program plays in the preparation and retention of new teachers. The programs developed by NAFCS and Floyd Central High School are research based, and include specifics related to district and school based initiatives. Our New Teacher Induction Program includes:
- ➢ NAFCS District New Teacher Orientation
- ➢ FCHS New Teacher Orientation
- ➢ FCHS First and Second Year Teacher Development Programs
- ➢ Weekly Scheduled Collaboration
- ➢ Peer Classroom Observations

Floyd Central High School and the New Albany Floyd County School Corporation will continue to research, develop and provide training that will make a difference for new teachers and the students in their classrooms.

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I. New Teacher Orientation meeting FCHS   July
      Area / Standards covered
- Area 3: Standard 5 and 6
- Area 4: Standard 3 and 4
- Area 5: Standard 1.5
- Area 6: Standard 1.4, 3.15, 4.3

Goal – To reflect classroom expectations, model teacher performance expectations, simulate an actual student experience, while also acclimating the new teacher group to the culture, climate and physical structure of the building.

- 8:30 Teachers will meet in the A101 to begin with and receive materials: IPAD, set up google classroom accounts, handouts, INOW access (Dr.Willman and Dr. Voelker will distribute)
- 8:45 Once teachers are ready, Mr. Willman and Mr. Voelker will tour the office area and introduce teachers to office personnel.
- 9:00 Dr. Willman and Dr. Voelker will guide the teachers to the Media Center for the first presentation. Mrs. Whaley and will determine seating arrangements.
- 9:05: The Culture and History of FCHS with Mrs. Whaley and Mr. Cerqueira
- 9:45 Mrs. Whaley will escort the teachers to F 108. Along the way, she will show them landmarks in the spine such as the campus store, the book store, the planetarium, the cafeteria, and the teacher's lounge
- 10:00 Period Two will include Curriculum/PLC/Administrivia by Dr. Willman. Teachers will sit in order of birthdays (months not years)
- 10:45 Dr. Willman will escort the teachers to Jennifer Gohmann's room after allowing them a 10 minute restroom break.
- 11:00 Dr. Voelker will present on referrals, classroom management and dealing with parents. Dr. Voelker will determine seating arrangements.
  - This part of the day will focus on classroom management and how to develop a positive learning environment. Much of the philosophy will be based on Harry Wong's *The First Day of School.*
- 11:45 Dr. Voelker will escort the teachers to the A 101 where they will meet up with mentors. Mentors will then take new teachers to lunch at a restaurant at Highlander Point.

II. NAFC District New Teacher Orientation   July
Area / Standards covered
- Area 3: Standard 6
- Area 5: Standard 2:
- Area 6: Standard 1.4 / 3.15 / 4.3

- Topics covered: Professional Learning Community Framework
  - 4 Essential Questions
  - Cultural awareness

8:30   Breakfast

9:00-10:30   Information from Central Office Administrators
  - Dr Bruce Hibbard, Superintendent
  - Mrs. Michele Day, Director of Elem Education & Title I
  - Dr. Rhonda Roos, Director of Middle Schools
  - Dr. Louis Jensen, Director of High Schools

10:30-11:30   Bloodbourne Pathogens Workshop

- Mrs. Andrea Tanner, School Nurse

Pictures Taken for ID Name Badges
- Mr. Tom Handy, Facilities Department

11:30   Lunch (SPONSORED BY NAFC EDUCATION ASSOCIATION)

12:00-12:30   Bullying / Student Confidentiality Training

12:30-1:30   Information from NAFC Education Association President,
- Joy Lohmeyer
- Meet Your Professional Organization
- How to Access Benefits (bring your SMART phone!)
- What Every New Teacher Should Know
    - Legal Issues
    - Collaboration Conversations
    - Advice / Q and A

III. First Year Teacher Meetings

Meeting #1   August
Area / Standards covered
- Area 3: Standards 5 and 6
- Topics Covered
    o This session deals primarily with procedures and policies of the school.
    o We also discuss teacher expectations for Open House
        ▪ Be the expert
        ▪ Reassure and inform the parent about your class

Meeting #2:   August

Review Items below that were introduced in opening day meeting:

- 2014-15 Collaboration Calendar
- Voice mail – setup and expectations
- Emergency Drills – Orange Folder
- Reporting Accidents – Health Office
- Pacing Guides and CFA's – Shared Drive
- Positive Postcards and PAWS Program
- Open House – duties and expectations
- Subfolder
- Classroom observations
- Professional competencies

Meeting #2   August
- Area / Standards covered
    Area 1: Standard 7
    Area 4: Standards 3.1 and 4
- Topics covered
    o Teacher evaluation: Professional Competencies

- o Sub folder
- o Positive postcards
- o Follow-up on Mentor Program – don't be afraid to ask questions about ANYTHING!

Meeting #3   September
Area / Standards covered
- Area 1: Standard 3.1 and 3.2
- Area 5: Standards 1.5 and 2

- Topics covered
  - o Google Drive
  - o Safety Drills
  - o Core competencies
    - Learning: We accept learning as the fundamental purpose of our district and therefore are willing to examine all practices in light of their impact on learning.
    - Collaboration: We are committed to working independently to achieve our collective purpose through the implementation of *systems thinking*. We cultivate a *collaborative culture* through the development of high performing teams.
    - Results: We assess our effectiveness on the basis of **results** rather than intentions. We demonstrate high expectations of individuals, teams, schools, and district leaders. We seek relevant data and information and use that information to promote continuous improvement.

Meeting #4   September

- Area / Standards covered
  - o Area 1: Standard 7
  - o Area 4: Standard 3.1 and 3.2

- Topics covered
  - o The full day in-service will cover 2 areas of focus for our school
    - Rigorous Curriculum Design (RCD): Our high school engagement coach will train new faculty members in the philosophy of Larry Ainsworth. Currently our staff is revising units of curriculum based on this philosophy.
      - Teachers learn about "performance tasks and performance assessments" and come to a better understanding of the standards for which they are held accountable as well as supporting standards that may cover.
      - Many of the performance tasks and activities in an RCD involve the reading and writing about relevant complex texts.

- - New teachers are also instructed in areas that fulfill 3.1 and 3.2. They leave the RCD training with a working knowledge of unpacked standards, scope and sequence for example. They also have a better understanding of the value of a clear and shared curriculum.
    - School writing plan: new teachers are instructed on the school expectations of writing. We require students to write in each class. *Writing Assignments* at the high school level will cover one of the following text types and purposes:
      - Argumentative (grades 9-12) writing pieces (Standard 1)
      - Persuasive (writing pieces (Standard 1)
      - Informative/Explanatory writing pieces (Standard 2)
      - Narrative writing pieces, (Standard 3)
    - New teachers will be instructed on the expectations of the school writing plan. This area will address written literacy. Usually by the first week of November, new teachers are to submit the writing plan for each class they teach to the Assistant Principal of Staff Development.

Meeting #5   October

- Area / Standards covered
  - Area 1: Standard 7
  - Area 5: Standard 1.5 and 2
- Topics covered
  - Role Competencies:
    - Instruction: teachers will clarify what students must learn and the strategies for learning.
      - Part of the teacher evaluation is the expectation that they "introduce the reading of complex texts with in-depth discussion and writing tasks. This standard is clarified through giving examples of the above. Furthermore, teachers are exposed to the "Close Reading" technique of Kristina Smekens.
    - Assessment: Teachers monitor learning.
  - Test Writing (Part I)
    - The purpose of a test is feedback, not a grade
    - Test prep
    - Test blueprint
    - Levels of questions (Bloom's)
    - Types of questions
  - How to enter quarter grades

- Area / Standards covered
    - Area 2: Standard 3
    - Area 5: Standard 1.5 and 2

  - Topics covered
    - Role Competencies Part II
      - Interventions: How do teachers:
        - Provide additional help to those who are not proficient?
          - This are will be addressed in giving teachers thoughts on what they can do to address students who struggle.
        - Provide extended learning for students who are proficient/advanced?
          - Teachers address what they can do to challenge students who have met or exceeded standards.
        - Support the school-wide system of interventions?
        - Maintain effective communication with parents?
    - Test Writing Part II
      - Test analysis
      - Administering the test
      - Critiquing the test
      - Exam feedback and review
    - Procedures for closing/delay of school
      - WNAS Radio, 88.1 FM
      - WHAS TV
      - Corporation Phone Message – Bill Briscoe
      - Two hour delay – report as soon as possible
      - Financial obligations/book collection semester courses

New Teacher Observation Day   November

- Area / Standards covered
    - Area 2: Standard 3

Teachers will be assigned to observe an experienced teacher in the building. An administrator will assign these teachers. They will be asked to pay particular attention to areas of classroom management and instructional strategies.

Meeting #7   December

- Area / Standards covered
  - Area 5: Standard 1.5 and 2
  - Area 6: Standards 1.4, 3.15 and 4.3
- Topics covered
  - Performance indicators
    - District Graduation Rate
    - District ECA Scores
    - Writing
    - Checking for Understanding
    - Performance Tasks
  - Developing Relationships: This section comes from a book by John Hattie called *Visible Learning and the Science of What We Learn*
    - This book and chapter of focus looks at ways to improve relationships with students based on student need and background.
  - How to input semester grades

Meeting #8   January

- Area / Standards covered
  - Area 6: Standards 1.4, 3.15 and 4.3
  - Area 2: Standard 3

- Topic covered
  - How We Learn – Robert Marzano, Research and Theory
    - This part of the in-service extends from the previous instruction on how to improve relationships with students. It helps teachers better identify learning styles and interest.
    - This in-service also addresses sound instructional strategies that help teachers deliver instruction in an engaging way.

Meeting #9   February
- Area / Standards covered
  - Area 6: Standards 1.4, 3.15 and 4.3
  - Area 3: Standard 5 and 6
- Topics covered
  - The entire evaluation will be reviewed so teachers will know what to expect.
  - How Do I Feel? This material is taken from *The Highly Engaged Classroom*, by Robert Marzano
    - This area continues to develop a teacher's skill in nurturing a relationship with students.

Meeting #10   March

- Area / Standards covered
  - Area 2: Standard 3
  - Area 3: standard 5 and 6

- Topics covered
  - How Do I Feel? This material is taken from *The Highly Engaged Classroom*, by Robert Marzano
  - Recording 3rd term grades

Meeting #11~~0~~   April

- Area / Standards covered
  - Area 3: Standards 5 and 6
  - Area 5: Standards 1.5 and 2
- Topic
  - Is This Important? This material is taken from *The Highly Engaged Classroom*, by Robert Marzano

Meeting #11   May

- Areas / Standards covered
  - Area 6: Standard 4.3
- Topics covered
  - Close of School Procedures
  - Student Evaluation of Teaching
  - Celebration

IV. Second Year Teacher Meetings: 2016-2017 School Year

Meeting #1   August
  Area / Standards covered
  - Area 2: Standard 3
  - Area 4: Standards 3.1 and 3.2

  - Topics covered
    - IMAP Year 2 – School Service Assessment
    - What is a Grade?
    - Introduction to book study on *Mindset*, by Carol Dweck

Meeting #2   September
  Area / Standards covered
  - Area 2: Standard 3
  - Area 3: Standard 5
  - Area 5: Standards 1.5 and 2

  - Topics covered

- Special Education Information
    - Classifications/Definitions: Teachers will be informed of school personnel who handles and organizes special education and 504's as well as special education terminology.
    - INOW access to Disabilities and Accommodations
    - FCHS Pyramid of Interventions
    - Counselor Roles and Responsibilities
- Mentoring Study Halls
    - Return Assignments ASAP
    - Work with MSH teachers to help kids and yourself

<u>Meeting #3</u>   October

Area / Standards covered
- Area 2: Standard 3
- Area 4: Standards 3.1 and 3.2

- Topics Covered
    - First 9 Week Grade Reporting Memo
    - Book Talk on Chapters 1-3 of *Mindset*

<u>Meeting #4</u>   November

Area / Standards covered
- Area 1: Standard 7
- Topics covered
    - Brain research
    - Planning the Instructional Period
    - Indiana Diplomas

<u>Meeting #5</u>   January

Area / Standards covered
- Area 3: Standard 5
- Area 5: Standards 1.5 and 2

- Book talk on *Mindset* – periods 4-6

<u>Meeting #6</u>   March

- Area / Standards covered
    - Area 2: Standard 3
    - Area 4: Standards 3.1 and 3.2
- Topics covered
    - Interacting with students
    - Teacher evaluation review
    - School- wide interventions

<u>Meeting #7</u>   April

Area / Standards covered
- Area 3: Standard 6

- Book Talk on *Mindset* – chapters 7-9
- IMAP
    - IMAP Completion Letter
    - IMAP Assessment Spreadsheet
    - LVIS – Initial Practitioners License conversion Proficient Practitioners License

Meeting #8 Closing of School   May
       Area / Standards covered
- Area 3: Standards 5 and 6

- Closing of school procedures – handouts
- Final Exam Schedules
- Graduation Practice
- Senior Grades
- Textbooks in INOW
- 2nd Semester Grade Reporting Memo

V. Wednesday Collaboration

Every Wednesday are teachers collaborate with their peer for fifty minutes on the following topics: Rigorous Curriculum Design (RCD units), Common formative Assessment data discussion and using the technology in the classroom (HELEn).

Rigorous Curriculum Design (RCD units)
- Thirteen (13) Wednesdays scheduled for the 2015-16 school year
    - Area / Standards covered
        - Area 1: Standard 7
        - Area 2: Standard 6
        - Area 4: Standards 3.1. 3.2 and Standard 4
    - Rigorous Curriculum Design is a philosophy that each department uses in writing curriculum. New teachers are trained in this area – usually in September of their first year. Our Engagement Coach fulfills this role.

Common Formative Assessment Data Discussion
- Seven (7) Wednesdays scheduled for the 2015-16 school year
    - Area / Standards covered
        - Area 2: Standard 3
        - Area 4: Standard 4

Using technology in the classroom (HELEn)
- Nine (9) Wednesdays scheduled for the 2015-16 school year
  Area / Standards covered
  - Area 1: Standard 7
  - Area 2: Standard 3
  - Area 3: Standard 5
  - Area 4: Standard 4
  - Area 6: Standards 3.15 and 4.3
- Teachers will be trained specifically in the following applications during the first semester: Remind, Nearpod and Google Classroom. During the second semester, teachers will explore different apps that will help improve student engagement or their relationship with their students.

-