Industrial Academy New teachers June 15

Day 1- July 31st

Make PowerPoint a larger font size

Make Sure to do more of the anchor charts.

Having the personal conversations is important.

Comment from Amber: Make sure to reassure new teachers that they are good and that they have good ideas and things to contribute to us

**Icebreaker: 25 minutes**

Use the following questions for guiding your interview.

You will have 6 minutes to gather your information.

Where did you go to school?

What led you into education?

How many years have you been in the classroom?

What is one thing people would be surprised to learn about you?

Introduce your interviewee with name and teaching assignment.

Sharing 5 minute….

New piece of paper- write down each name and one item of information.

**Information Review- Formative Assessment- Be sure to identify teaching techniques each time**

**five minutes-Debrief and hand out prizes.- Didn’t have prizes**

**Philosophy of teaching- 15 minutes**-

Clips – Mr. Kotter, Mr. Miyagi, Mr. Fenney,, Mrs. Frizzle, and Delores Umbridge?- choice of 5 names through the room

Which of the following fictional teachers do you aspire to be most like in the future and why?

Explain directions-

**Take a Stand- Good Activity- Talk and Share more at the poster (small group level)**

Write your reason-

Small group share-

Come to a consensus and

Large group share

**Split mentors/mentees here-30 minutes- mentees**

**Mentors**

**Think/write**

What strengths and or skills do you bring to the table?- self evaluation

What do you think new teachers need from you?

What obstacles may need to be addressed? Talk to principal

**pair/share -come to a consensus**- 2 minutes self- 2 minutes partner- group-

Special considerations:

**if there is time -What categories** do they fall and rank- use big paper

classroom management-formative assessment-learning strategies

Mentor teachers could be assessing themselves, the school and their department in the 3 areas.

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Answer the following questions

Eight minutes.

Finish your thought- finish your sentence.

**Think Write- at table individually**

What are your expectations for yourself this year as a teacher?

Your students?

Your fellow teachers?

Your administrators.

Parents?

**Pair and Share**

What is your area of greatest concern as a newer teacher?

How/where will you find resources to help you?

Didn’t do because of distraction (insurance) but think we need to- Prioritize- Rank on three pages of big paper as most – next and still a concern. Debriefing

Break ten minutes

2:40-3:30

Didn’t do but need to -Allow the mentor and mentee to debrief using anchor charts- discuss expectations and concerns.

5 minutes.

**Realizing Expectations**

**40 minutes**

In the real world, we have real obstacles

Open with Jamie Escalante- brief bio

Intro new teacher academy

We focusing on provide support, guidance, and encouragement for developing educators new to the district. This next activity will introduce you to the research that supports embedded professional development.

This activity may need to be cut if NTA is the end of a full day to avoid overload. We changed the way we did it- gave choice of 5 articles- read whole thing, shared in groups and then whole group- Number off the groups. need 6 copies of four articles.

Each group participant reads portion of the article and reports main points to group.

Group shares with whole group.

10 minutes to read portion

10 minutes to share.

10 minutes to share whole groups.

Research on embedded professional development, new teacher support and high impact instructional strategies, **jigsaw**

**ten minutes to read and synthesize**

**partners\_ Jigsaw**

embedded professional development, --marzano and jim knight and doug reeves

new teacher support and – wong- knight-marzano- pickering

Didn’t do due to time- high impact instructional strategies,- jigsaw people graph and consensus, categorize and ranking- movement- knight-schmoeker- heimell -doug lemov-marznao fisher and frey

**comparative to original article**

3:30-4:00

Review program expectations

overview of the resource notebooks

Wrap up**/reflect**- homework- didn’t give homework due to overload

This is part of the evaluation-write type-

**Ticket out the door- formative**

On a card-

What did you learn –

how can it be used -and what questions do you have

Questions you have?

Reflect on what you have learned?

how will you use one? Received good feedback here

MIN- materials, instruction, noise level

Teaching acroyms

blooms

TEKS

Assign Homework

August 14-pm

Day 2-

30 min.- Ideal classroom- 1. Create your ideal classroom. Describe it, draw it

2. After they have created- top 5 things that characterize your ideal classroom-

3. Create chart with stickies on the table as the label on the left. Top is what does it look like? Students? Teacher? Environment?

Talk about how you could use this in a classroom

Talk about focused discussion- what does being “on task” mean?

Talk about process of jigsaw and how you can use the same process and take the content further when students are used to the process.

Article and short break- 15 minutes to read and take a break- As they come back write big ideas on chart. 15 minutes- Share and have class take notes. Have teachers write source on top of page or have a blank for it.

Graphic Organizer- Outline/Bulleted list- Main idea and three key points, on the bottom- what questions do you still have?

10 minutes PDAS- highlight #2 as it relates to self-directed learning- remember to include raising hands as not a good strategy and possibly #4 teach expectations

How do we get there?

Show 2 clips and analyze them.

Practice using classroom management rubric tool.

Reflection to turn in: Use this to show how to scaffold questioning to higher levels of Bloom’s Taxonomy. Why is classroom management important? How does classroom management affect our goals for student progress? How have the activities that you participated in today impacted your vision of your ideal classroom? Describe the impact these activities have had on your vision of your ideal classroom?

**Before leave make an appointment for private consultation- during staff development week, 4:00 on 1 hour to 1 ½ hours**

**Homework- Reading on STOIC, classroom management plan- rules and procedures, classroom arrangement**

**Idea- script exchanges between us to include**

**Rules and procedures**

**list**

**agree and disagree cards**

**support/conflict**

outside inside circle

MIN-

Observable-

Teach procedures-

common procedures

turn in papers

absent

late work

asking question

getting up

bathroom

look for a form or handout

**Preparation and planning-**

Scope and sequence- format online- use surface to locate

Refer to curriculum binders

Identify resources and tools

TEKS- EOC released test- scavenger hunt

Lead4ward snapshot

Learning strategies website-engagement

posted to website

**Disciplinary interventions**

code of conduct-must be referred

plan for emergencies

proximity is your friend

teach appropriate behaviors

**clips doug lemov**

**role play-situation cards**

**Teacher student relationships**

professional

appropriate

code of conduct-employee handbook- if defend it don’t do it.

law or article from

**create a chart**

what would you do?

find the relationship issue?—**act out**

common problems

**Reflection card**

**Knowledge**

three – procedures that need to be taught

two- rules for your classroom

one- priority for you classroom

**Reflection log**

How does this information impact your vision of the ideal classroom?

review the day-

Article on classroom discipline-