

# **New Teacher Induction 2006 - 2007**

**In the education of children, the district's most important resource is its people.**  
*Gardner*

Induction Director: Kathy Near  
ELL Director: James Duffy  
PAL Mentors: Rhonda  
Johannes, Joyce Lynch, &  
Erich Becker

**The State of Colorado requires all teachers who hold a Provisional License to complete a State approved Induction Program. District 50's New Teacher Induction Program supports a continuum of learning and development, and is part of an ongoing commitment to the professional growth of new teachers.**

### District Program Focus and Outcomes

- Program is designed and implemented to specifically meet district and Colorado performance-based standards for teaching and content standards for learning.
- Program supports teacher's ability to nurture students' physical, cognitive, emotional, and social well being.
- Program supports teaching and learning by all students.
- Program prepares teachers to establish cooperative and collaborative relationships with parents, the community, and school professionals.
- Program is purposely well aligned with licensure requirements.
- Program prepares new teachers for their role as professionals.
- Program ensures that teachers understand their professional development and licensure requirements.

## **YEAR-ONE INDUCTION**

District 50 requires that all new teachers in the District complete LEP course (Limited English Proficiency). These site-based classes are designed to give teachers the necessary knowledge, skills, and tools to meet the needs of the diverse learners in their classrooms. *Year one of the induction program consists of participation in and completion of the LEP class, 3 written SIOP lesson plans, and reflections on the lessons.* The SIOP lessons and reflections will be submitted to your principal. The principal will review each lesson and communicate with the ELL Director and Staff Development Director regarding completion.

Attached you will find the Adams County School Dist. 50 Observational Checklist (pages 6-8) and the Sheltered Instruction Observation Protocol (SIOP) Rubric (page 9-13) to be used with Observational Checklist. These instruments will be used by your administrator as a tool for observations of your implementation of strategies learned in the class. In addition, a rubric for the lesson reflections is included. (page 5)

In addition to completion of the LEP class, teachers in their first year must complete a series of reflective conversations with their PAL mentor. Completion of these conversations will be documented by the PAL mentor.

## **YEAR-TWO INDUCTION**

The second year of the District induction program involves learning common instructional strategies that work best to improve student achievement. These strategies, the focus of induction classes, are identified in Classroom Instruction that Works by Robert Marzano, Debra Pickering, and Jane Pollock, and can be applied to all content, in all grades, with all students. These strategies are taught through three-hour modules. *Teachers are required to any attend five of these induction classes throughout the year for a total of fifteen seat hours.*

## **YEAR-THREE INDUCTION**

During the third year of induction, teachers will receive the continued support of the PAL Mentors. Teachers may also use this year to complete any induction classes still needed to fulfill the induction requirements for year-two.

## **COMPLETION OF INDUCTION**

When a teacher completes the requirements for induction, page 4 of the Induction packet must be completed. Submit the completed form, including appropriate signatures, to Kathy Near at the ESC no sooner than May 1 of your first year in the district.



**Induction Completion Form**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Year Hired Dist. 50 \_\_\_\_\_

Induction Classes Completed (Min of 5)      Date Completed (month/year)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

SIOP completion date \_\_\_\_\_

Reflective conversations with PAL Mentor completed \_\_\_\_\_

\_\_\_\_\_  
Teacher                                  Date

\_\_\_\_\_  
Principal                                  Date

\_\_\_\_\_  
PAL Mentor                                  Date

**When your induction requirements have been fulfilled, complete this form and send it to Kathy Near at the ESC.  
The completed form may not be submitted before May 1.**

## SIOP Reflection Rubric

To be used by the teacher and principal to focus discussion of SIOP lesson reflections

Level 1
<p>Level 1</p> <ul style="list-style-type: none"><li>• Reflection includes general comments that could apply to other situations as well as the one under discussion.</li><li>• Reflection demonstrates minimal analysis of the lesson's impact on student learning and possible improvements for future use.</li></ul>
Level 2
<p>Level 2</p> <ul style="list-style-type: none"><li>• Reflection accurately describes the lesson being discussed. Use a mix of content vocabulary and SIOP terms.</li><li>• Reflection demonstrates an adequate understanding of the lesson's impact on student learning and possible improvements for future use.</li></ul>
Level 3
<p>Level 3</p> <ul style="list-style-type: none"><li>• Reflection accurately describes the area being discussed. Give detailed examples, references, connections or responses to general insights. Use specific SIOP and content vocabulary.</li><li>• Analysis demonstrates an advanced understanding of the lesson's impact on student learning and possible improvements for future use.</li></ul>

**Adams County School Dist. 50**  
**Sheltered Instruction Observation Protocol (SIOP)**

Observer: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 Class: \_\_\_\_\_

Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Observation:  First  Second  Third

*Directions: Check the number that best reflects what you observe in the classroom. Cite under "Section comments" specific examples of behaviors observed.*

Total Score: / 120

% Score:

	<u>Highly</u> Evident		<u>Somewhat</u> Evident		<u>Not</u> Evident	NA
<b>I. Preparation (Lesson Planning)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
1) Clearly defined <b>content objectives</b> for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Clearly defined <b>language objectives</b> for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Clearly defined <b>skill objectives</b> for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) <b>Content concepts</b> appropriate for age and educational background level of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) <b>Meaningful activities</b> that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>						Section Score: <span style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">/ 28</span>

**II. Instruction**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	NA
<b>Building Background</b>						
8) <b>Concepts explicitly linked</b> to students' background experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) <b>Links explicitly made</b> between past learning and new concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) <b>Key vocabulary emphasized</b> (e.g., introduced, written, repeated, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

highlighted for students to see).

*Section comments:*

Section  
Score:

/
12

**Comprehensible Input**

11) **Speech** appropriate for students' proficiency level.

12) **Explanation** of academic tasks clear.

13) Uses a variety of **techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language).

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Section comments:*

Section  
Score:

/
12

**Strategies**

14) Provides ample opportunities for students to use **strategies**.

15) Consistent use of **scaffolding** techniques throughout the lesson, assisting and supporting student understanding.

16) Teacher uses a variety of **question types, including those that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions).

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Section comments:*

Section  
Score:

/
12

**Interaction**

17) Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.

18) **Grouping configurations** support language and content objectives of the lesson.

19) Consistently provides sufficient **wait time for student responses**.

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Section comments:*

Section  
Score:

/
12

<b>Practice/Application</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
20) Provides <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21) Provides activities for students to <b>apply content and language knowledge</b> in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22) Uses activities that integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>						

Section Score: / 12

<b>Lesson Delivery</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
23) <b>Content objectives</b> clearly supported by lesson delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24) <b>Language objectives</b> clearly supported by lesson delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25) <b>Students engaged</b> approximately 90% to 100% of the period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26) <b>Pacing</b> of the lesson appropriate to the students' ability level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>						

Section Score: / 16

<b>III. Lesson Review</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
27) Comprehensive <b>review</b> of key vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28) Comprehensive <b>review</b> of key content concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29) Regularly provides <b>feedback</b> to students on their output (e.g., language, content, work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30) Conducts <b>assessment</b> of student comprehension and learning of all lesson objectives (e.g., spot-checking, group response) throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>						

Section Score: / 16



**Adams County School Dist. 50**  
**Sheltered Instruction Observation Protocol (SIOP)**  
**Rubric to be used with Observational Checklist**

**Preparation (Lesson Planning)**

In reviewing the lesson plan, are the following expectations met:

- Instruction should be comprehensible to all learners.
- Learning should be interactive.
- Instruction should be cognitively challenging and promote higher order thinking skills.
- Teacher has identified the essential sub-skills implicit in the long-range curricular standards.
- Instruction should facilitate language development and academic achievement in the content area.
- The goal of instruction should be achievement of academic standards by all students.
- Culminating activities, assessments should be designed to allow all students to demonstrate knowledge.

4	3	2	1	0	NA
1) Clearly defined <b>content objectives</b> *for students. <i>*What students should know and be able to do.</i>	<b>Content objectives</b> for students implied.			No clearly defined or implied <b>content objectives</b> .	
2) Clearly defined <b>language objectives</b> *for students. <i>*What language related concepts need to be taught for the student to meet the goals of the lesson or activity?</i>	<b>Language objectives</b> for students implied.			No clearly defined or implied <b>language objectives</b> .	
3) Clearly defined <b>skill objectives</b> * for students. <i>* What higher order thinking skills are included in the lesson (e.g., problem-solving, analytical)?</i>	<b>Skill objectives</b> * for students implied.			No clearly defined <b>skill objectives</b> * for students.	
4) <b>Content concepts</b> * appropriate for age and educational background level of students. <i>* What background knowledge does the student have and what needs to be taught?</i>	<b>Content concepts</b> somewhat appropriate for age and educational background level of students.			<b>Content concepts</b> inappropriate for age and educational background level of students.	
5) <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals, manipulatives).	Some use of <b>supplementary materials</b> .			No use of <b>supplementary materials</b> .	
6) <b>Adaptation of content</b> *	Some <b>adaptation of content</b>			No significant <b>adaptation</b>	

(e.g., text, assignment, assessment) to all levels of student proficiency.

*\* Content may be adapted but has not been diminished or “watered-down” for ELL students.*

to all levels of student proficiency.

**of content** to all levels of student proficiency.

7) **Meaningful activities\*** that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.

*\*Are activities planned to promote language development, meaningful, and linked to content and language objectives?*

**Meaningful activities** that integrate lesson concepts, but provide little opportunity for language practice opportunities for reading, writing, listening, and/or speaking.

No **meaningful activities** that integrate language practice.

## **Instruction Building Background**

**In observing the lesson, how does the teacher:**

- Make connections between the content/concepts and students past experiences or background knowledge?**
- Make connections between the current lesson and previous lessons?**
- Have students make connections between the content/concept and the larger school, neighborhood, or world communities?**
- 

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
8) <b>Concepts explicitly linked</b> to students’ background experiences.	<b>Concepts loosely linked</b> to students’ background experiences.			<b>Concepts not linked</b> to students’ background experiences.	
9) <b>Links explicitly made</b> between past learning and new concepts (material, vocabulary and concepts). <i>Are links made to students’ lives and concerns, between content areas and academic language/literacy, and across content areas?</i>	<b>Few links made</b> between past learning and new concepts.			<b>No links made</b> between past learning and new concepts.	
10) <b>Key vocabulary* emphasized</b> (e.g., introduced, written, repeated, and highlighted for students). <i>* Does the lesson contain content vocabulary as well as instructional or “teaching” vocabulary?</i>	<b>Key vocabulary</b> introduced, but not emphasized.			<b>Key vocabulary</b> not introduced or emphasized.	

## Instruction Comprehensible Input

When observing a lesson, how did the teacher:

- Move from prior knowledge to new knowledge?
- Move from concrete concepts to abstract?
- Move from oral language to written language to text?
- Move from more contextual support to less contextual support?

4	3	2	1	0	NA
11) <b>Speech</b> appropriate for students' proficiency level.		<b>Speech</b> sometimes inappropriate for students' proficiency level.		<b>Speech</b> inappropriate for students' proficiency level.	
12) <b>Explanation</b> of academic tasks clear.		<b>Explanation</b> of academic tasks somewhat clear.		<b>Explanation</b> of academic tasks unclear.	
13) Uses a variety of <b>techniques</b> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language).		Uses some <b>techniques</b> to make content concepts clear.		Uses few or no <b>techniques</b> to make content concepts clear.	

## Instruction Strategies

In observing this lesson, how does the teacher:

- Have students question, self-test for understanding, and recall?
- Have students predict what will happen in the lesson, text, or activity?
- Set the framework for the lesson or activity?
- Preview the material/lesson?
- Facilitate students' thinking skills? Are they lower order or higher order thinking skills?
  - Lower order: students receive or recite pre-specified information or work through repetitive routines.

Higher order: students combine facts and ideas to arrive at new meanings.

4	3	2	1	0	NA
14) Provides ample opportunities for students to use <b>strategies</b> *. <i>*Metacognitive strategies, cognitive strategies, social/affective strategies that include surveying, questioning, predicting, reading, and responding.</i>		Provides students with inadequate opportunities for students to use <b>strategies</b> .		No opportunity for students to use <b>strategies</b> .	
15) Consistent use of <b>scaffolding</b> * techniques throughout lesson, assisting and supporting student understanding. <i>*Teach, model, practice, apply. Whole group, small group, partners, independent work.</i>		Occasional use of <b>scaffolding</b> techniques.		No use of <b>scaffolding</b> techniques.	
16) Teacher uses a variety of <b>question types, including those that promote higher-order thinking skills</b> (e.g.,		Teacher infrequently poses <b>questions that promote higher-order thinking skills</b> .		Teacher does not poses <b>questions that promote higher-order thinking skills</b> .	

literal, analytical, and interpretive questions).

**Instruction  
Interaction**

When observing a lesson, how did the teacher:

- Vary grouping strategies?
- Plan for positive interdependence and individual accountability?
- Teach and model activities before asking students to do them?
- Recognize and reward effective group work?

4	3	2	1	0	NA
17) Frequent opportunities for <b>interaction</b> and discussion between teacher/student, among students, which encourage elaborated responses about lesson concepts.		<b>Interaction</b> mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts.		<b>Interaction</b> primarily teacher-dominated with no opportunities for students to discuss lesson concepts.	
18) <b>Grouping configurations</b> support language and content objectives of the lesson.		<b>Grouping configurations</b> unevenly support language and content objectives of the lesson.		<b>Grouping configurations</b> do not support language and content objectives of the lesson.	
19) Consistently provides sufficient <b>wait time for student responses</b> .		Occasionally provides sufficient <b>wait time for student responses</b> .		Never provides sufficient <b>wait time for student responses</b> .	

**Instruction  
Practice/Application**

4	3	2	1	0	NA
20) Provides <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.		Provides few <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.		Provides no <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.	
21) Provides activities for students to <b>apply content and language knowledge</b> in the classroom.		Provides activities for students to <b>apply either content or language knowledge</b> in the classroom.		Provides no activities for students to <b>apply content or language knowledge</b> in the classroom.	
22) Uses activities that integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking).		Uses activities that integrate some <b>language skills</b> .		Uses activities that apply to only one <b>language skill</b> .	

**Instruction  
Lesson Delivery**

4	3	2	1	0	NA
23) <b>Content objectives</b> clearly supported by lesson delivery.		<b>Content objectives</b> somewhat supported by lesson delivery.		<b>Content objectives</b> not supported by lesson delivery.	
24) <b>Language objectives</b> clearly supported by lesson		<b>Language objectives</b> somewhat supported by		<b>Language objectives</b> not supported by lesson	

delivery.

25) **Students engaged** approximately 90% to 100% of the period.

26) **Pacing** of the lesson appropriate to the students' ability level.

**Lesson Review**

**4**

27) Comprehensive **review** of key vocabulary.

28) Comprehensive **review** of content concepts.

29) Regularly provides **feedback** to students on their output (e.g., language, content, work).

30) Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot-checking, group response) throughout the lesson.

lesson delivery.

**Students engaged** approximately 70% of the period.

**Pacing** generally appropriate, but at times too fast or too slow.

**3**

Uneven **review** of key vocabulary.

Uneven **review** of content concepts.

Inconsistently provides **feedback** to students on their output.

Conducts **assessment** of student comprehension and learning of some lesson objectives.

**2**

**1**

delivery.

**Students engaged** approximately 50% of the period.

**Pacing** inappropriate to the students' ability level.

**0**

No **review** of key vocabulary.

No **review** of content concepts.

Provides no **feedback** to students on their output.

Conducts no **assessment** of student comprehension and learning of lesson objectives.

**NA**

**Mentor Log 2006 - 2007**  
Log must be submitted *no later than May 29, 2007*

DATE	TOPIC	CONTACT TIME

**Signatures**

**TOTAL TIME**

New Teacher \_\_\_\_\_ Date \_\_\_\_\_

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_



September 8, 2006

Dear District Mentor,

Over the past few years we have made changes to the District Mentoring program in order to maintain a state-of-the-art mentor/induction program that includes different levels of support for new teachers in the District. The purpose of the induction program is twofold: first, to support teacher growth to improve the quality of instruction; and second, to increase retention of quality teachers in the District.

In the past, mentors were required to complete a log documenting ten hours of contact time with the new teacher in order to be paid a stipend. While we recognize the commitment of our staff to support new teachers, we also recognize the need and desire by many mentors to develop their own mentoring skills. To this end, we are offering a choice to mentors. You may either continue to: **complete and submit a contact log for a stipend, or you may take part in online mentoring modules** developed by Front Range BOCES for Teacher Leadership, in collaboration with the Special Education Unit with the Colorado Department of Education, the Colorado Commission on Higher Education, the Colorado Education Association (with support from the National Education Association), the Alliance for Quality Teaching, and the School of Education at the University of Colorado at Denver and Health Science Center.

These modules will be facilitated by District personnel and the registration fee will be covered by District 50. Mentors who complete the modules will be paid a stipend. In addition, you may pay for two semester hours credit with UCD.

#### MODULES

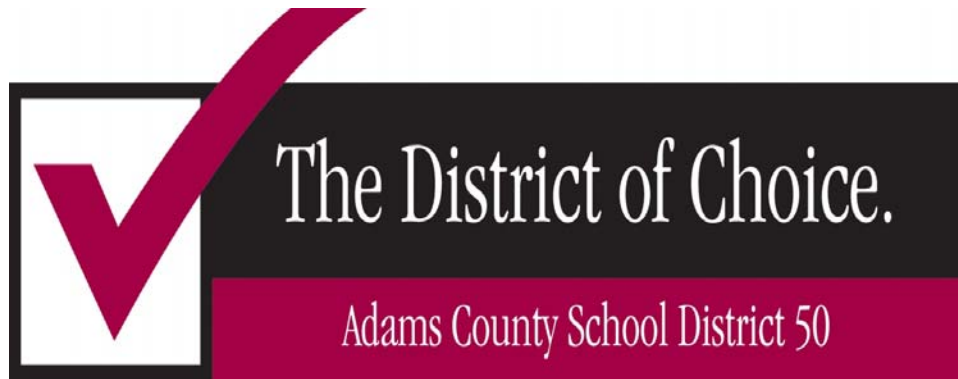
- The Many Facets of Mentoring – Mentor goals, roles, and context; beginning teacher needs.
- Foundational Roles: Establishing the Relationship - Establishing trust, focusing on adult learning, supporting goal setting and professional growth.
- Building the Toolkit: Mentoring Strategies and Support - ABCs of tools for mentoring; support along a continuum of consulting, collaboration and coaching
- Support through Observation and Coaching - Focus on classroom observations and associated coaching to foster growth and professionalism.
- Mentor Reflections and Next steps - Mentors' personal growth, reflections, and planning.

If you are interested, **please contact Kathy Near via email** for further information.

Thank you for your service to our new teachers and to Adams County School District 50.

Kathy Near  
Director of Curriculum & Staff Development

Nancy Grindberg  
HR Manager



# **NEW TEACHER TOOLKIT**



Push to Excel; Prepare to Succeed.

**August 2006**



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## **PAL MENTOR PROGRAM**

The PAL (Peer Assisted Learning) Mentoring program is available to all Adams County District 50 probationary teachers new to the profession, with a special focus on first year, first time teachers. Experienced teachers, on-special-assignment, work as mentors with new educators to help develop their skills and repertoire.

Among the support activities PAL Mentors provide are classroom observations, reflective conversations, and collaboration on lesson planning. The district mentors' role is supportive; they don't evaluate teachers, nor do they share their observations with the teachers' evaluators.

For more information contact Human Resources at 303-657-3804 or the PAL Mentor office at 303-542-4588.

## **IMPORTANT DATES TO REMEMBER**

### **District Calendar**

See Appendix A

### **Your First Week in District 50**

During your first week in District 50 you will be given many learning opportunities. Some will be opportunities to learn about the culture of your district and your new school. Some will be opportunities to learn about getting ready for your students and preparing for a successful first year here. Some of the opportunities are required and some are elective.

Adams County School District 50 provides new teachers with a menu of opportunities for a successful beginning:

- August 7, 8, & 9 New Teacher Institute at Westminster High School
- August 11<sup>th</sup> New Teacher Celebration at a nearby hotel
- August 14<sup>th</sup> Welcome Rally at Ranum High School
- August 17<sup>th</sup>, 18<sup>th</sup> Staff Development Days at each school.

### **New Teacher Institute (NTI)**

This workshop is designed to help you prepare for your first days and weeks in the classroom to get the whole year off to a good start.

NTI is for all first year teachers. New teachers join us for workshops to prepare for their first days as a teacher. These workshops will help them get ready for their students. The workshops will be held the second week of August. It's held right before new teachers report for work. Some of the topics covered are classroom management, grading, lesson planning, and working with parents. There is time built into the workshop for individual planning and preparation. NTI is not mandatory; however, attending teachers will receive a stipend for attending the valuable workshops organized by mentor teachers.

### **New Teacher Celebration**

Adams County School District 50 Administrators welcome teachers new to our District by celebrating at The Westin Westminster. New teachers will have the opportunity to meet our Superintendent, Dr. Roberta L. Selleck and learn more about our district.

### **Welcome Rally**

On Monday, August 14, we will “kick off” our school year with a Welcome Rally, led by our Superintendent, at Ranum High School, 2401 West 80<sup>th</sup> Avenue. Coffee, juice and donuts will be available in the commons beginning at 7:00 a.m. and the program will start at 8:00 a.m. Following the program, all staff will report to their respective schools and/or buildings to begin planning and preparing for the August 21st arrival of our students.

### **New Teacher Staff Development Day**

On Thursday and Friday, August 17<sup>th</sup> & 18<sup>th</sup> a Staff Development Day will be held at each school and the principal will determine the program.

### **OPEN ENROLLMENT**

Open Enrollment is your election period for health benefits and for participation in the 125 Cafeteria Plan. There is a separate Open Enrollment period for these benefits. Open Enrollment for our health/vision plan is **May 1-May 31** annually, with an effective date of July 1. Enrollment for the 125 Cafeteria Plan is **November 9-December 9** annually, with an effective date of January 1. For information contact Human Resources.

### **LOTTERY SYSTEM FOR USING CUMULATIVE LEAVE AT HOLIDAYS**

Pre and Post Holiday Usage:





Use of cumulative leave to extend a break or holiday not to exceed a total of 5 workdays will be limited through a lottery system. Teachers who wish to use cumulative leave within a week before or after a holiday or break as specified by Board policy will advise the Executive Director of Human Resources in writing at least 45 calendar days in advance. The Executive Director of Human Resources will then randomly select up to 10 teachers who will be granted such leave. Teachers will be notified of the results of the lottery no later than 40 days prior to the holiday or break. Teachers not selected by the lottery who nevertheless are absent will be docked at their per diem rate. Upon application to the Executive Director of Human Resources exceptions may be granted in cases of emergency or hardship under criteria developed by the District and WEA.

**PLACE TEST**


**Content Tests - PLACE**


**2006 - 2007 PLACE Test Information and Registration Schedule**

The Colorado Legislature passed Senate Bill 00-195 that limits Colorado's educator assessment program to content tests only, eliminating tests in basic skills, liberal arts and sciences, and professional knowledge. Please refer to the list below for the various content tests to be administered.

Test Date	Standard Registration Deadline	Emergency Registration Deadline (additional fee applies)	Score Report Date for Multiple-Choice-Questions-Only Tests	Score Report Date for Tests with Performance Assignments*
	 	 		
September 16, 2006	August 25, 2006	September 8, 2006	October 2, 2006**	October 16, 2006
November 18, 2006	October 27, 2006	November 9, 2006	December 4, 2006	December 18, 2006
January 13, 2007	December 22, 2006	January 5, 2007	January 29, 2007	N/A
March 3, 2007	February 9, 2007	February 23, 2007	March 19, 2007	N/A
April 21, 2007	March 30, 2007	April 13, 2007	May 7, 2007	May 21, 2007
June 2, 2007	May 11, 2007	May 25, 2007	June 18, 2007	N/A
July 14, 2007	June 22, 2007	July 6, 2007	July 30, 2007	August 13, 2007

The deadline for submission of requests and all necessary documentation for alternative testing arrangements is the standard registration deadline. Because of space, staff, and time constraints, there can be no assurance that requests received after this deadline can be accommodated.

**Internet Registration**  
 Both registration periods. To register on the Internet, your registration must be completed by 4:00 p.m. mountain time on the applicable registration deadline.

**U.S. Mail Registration**  
 Standard registration period only. To register by mail during the standard registration period, your registration materials must be received by the standard registration deadline.



### **Telephone**

Emergency registration period only. To register by telephone, call (413) 256-2885, 7:00 a.m.–4:00 p.m. mountain time, Monday–Friday, excluding holidays. You must call by 4:00 p.m. mountain time on the emergency registration deadline.

### **Registration**

## **BASIC DISTRICT INFO**

### **District Map**

See Appendix B

### **Who's Who**

**Superintendent** – Dr. Roberta L. Selleck

**Assistant Superintendent** – Dr. Ron Cabrera (also serves as Executive Director, Learning Services)

**Executive Director, Financial Services** – Dr. Sandy Rotella

**Executive Director, Human Resources** – Dr. Pamela Swanson

**Director, Learning Services Elementary** – Dr. Oliver Grenham

**Director, Learning Services Secondary/Athletics** – Dr. Copper Stoll

**Director, Curriculum and Staff Development** – Kathy Near

**Director, Learning Services Data Assessment** – Carolyn Haug

**Director, Learning Services –Elementary/ELL** – James Duffy

**Director, Special Services** – Jackie Whittington

**Director, Communications and Community Relations** – Deb Haviland

### **Main Contacts**

**Human Resources Assistant** – Fabian Rangel III (x5061)

**Director, Special Services** – Jackie Whittington (x4528)

**Title I Coordinator** - Cindy Davis (x5039)

**Building Issues** – Contact your building secretary

**Computer Issues** – Technology Services Help Desk (x5260)

## **WORDS OF WISDOM FROM THE PAL MENTORS**

1. **YOU ARE RESPONSIBLE FOR YOUR LICENSURE!** Know what kind it is, when it expires, and what you need to do to keep it current.
2. Get to know your building secretaries and custodians. They can be a huge resource for you, not to mention the fact that they are usually wonderful people.
3. Don't be afraid to ask for help or for what you need.
4. Take time during the day to take care of you. Take a break, get out of your room, talk to your colleagues, have a snack or something to drink.
5. Enjoy your students. Some days you'll feel like they're intentionally driving you crazy. But remember that they're a big part of why you became a teacher.
6. Ask to do things that that will help your professional development. Whether it's a workshop, a study group, or a conference, take advantage of learning opportunities.
7. Get involved. Join a committee or sponsor a club or group.
8. Don't be afraid to say no. Don't overload your schedule. Commit only to those things that you can follow through on.
9. Learn about and follow your building dress code. Make sure your clothing is appropriate.
10. The computer is your friend. Read your email, respond in a timely manner, and keep your folders up to date and cleaned out.
11. Share. Ask colleagues for strategies and ideas, and pass along your own thoughts and activities. Time spent sharing is time well spent.
12. Pay attention to deadlines. Be aware of paperwork due dates, class offerings, school activities and functions.
13. Present a positive attitude. You're more likely to get positive responses if you are friendly and receptive yourself. Save complaining for your best friend.
14. Work hard. It will come back as a benefit to you and to your students.
15. Be assertive. Speak your opinion when you're asked, and don't feel compelled to do more than your fair share just because you're the new guy or gal.
16. Be sensitive to other people's feelings. They undoubtedly get angry, frustrated, and annoyed just as you do.
17. Have and be a best friend at work. Share your hopes, dreams, frustrations, and fears.
18. Communication is critical to being an effective teacher. Be open and proactive in your communication with staff, students, and parents.
19. Maximize your strengths. Remember that you're really good at some things and make sure you take the opportunity to use those powers.
20. Give yourself a break. As we all do, you're going to mess up and wish you'd done things differently. Learn from your mistakes; then let it go.
21. Be courteous. What goes around comes around.
22. Be professional. Treat your students, your colleagues, and the community at large with respect.



23. You can always learn something from staff development, even if it seems as though you've done this before.
24. Catch your students doing something good and then let them know you caught them.
25. Enjoy teaching. It's fun, exciting, energizing, and engaging. You're lucky to be in a profession that's so stimulating and that lets you have the opportunity to influence so many lives.

## **SALARY**

### **Paychecks**

You are paid on the last working day of the month. For new teachers, your first paycheck will not be issued until the end of September. All district employees are required to have their pay directly deposited into their bank account. Direct deposit authorizations will be handled during new employee orientations.

### **Salary Schedule**

See Appendix C for the current licensed salary schedule.

### **Horizontal Moves**

Licensed staff, except for Teacher in Residence or Alternative Licensure employees, is able to increase their salary once per calendar year upon completing 10 semester hours or 15-quarter hours.

Per the Negotiated Agreement, Article 33-12, Compensation, the District will recognize credits for advancement in the salary schedule subject to the following:

Course work to be used for horizontal movement (a) graduate level from an accredited institution, or (b) approved by the Colorado Department of Education for Teacher certification purposes and from a four-year accredited institution, and in either case must fit into one or more of the following categories:

- 1) Course work, which supports one's current assignment with the district.
- 2) Course work, which leads to an advanced degree in one's current assigned field in the education profession.
- 3) Course work which supports qualification for a planned change in District assignment identified through a written statement of intent.
- 4) Professionally related course work.
- 5) Exceptions: Foreign Language and Computer courses.

Upon completion of the courses, a Horizontal Move Form (obtained from Human Resources) needs to be filled out and turned in to the Human Resources Department by the 10<sup>th</sup> of the month in order to be reflected on that month's paycheck. Original transcripts should be included with the form. If original transcripts are not yet available, one of the following should be included: class registration form, a canceled

check for fees paid, an official grade report, or a statement from the instructor on the condition that an official transcript is submitted. However, original transcripts are required within 90 days of submitting the Horizontal Move Form to Human Resources.

Note: No payment for a second Master's Degree will be made unless the Superintendent has made prior approval.

### **DISTRICT ACRONYMS**

Please see Appendix D for a list of District acronyms.

### **ORDERING SUPPLIES**

How to Order Supplies for Your Classroom from the District Warehouse:

1. Ask your building secretary or department chairperson who is responsible for keeping track of your budget (budget representative, department head, etc.)
2. Find out from the budget representative how much money you have to spend on your classroom.
3. Get a copy of the warehouse catalog or find out how to find the catalog on eChalk. This information should be available through your school office.
4. Keeping in mind how much money you have to spend for the year, fill out the warehouse order form with your order. It's important to budget your money so it lasts the entire year.
5. Make a photocopy of your order for yourself so you remember what you've ordered and so you can check to see if your order is complete once it comes in.
6. Give the original order form to the budget representative.
7. The budget representative will submit the order.
8. Warehouse orders can take several weeks to come in. They will be delivered to your building/classroom.

\*Keep in mind; different buildings may have different procedures for placing warehouse orders. This list of steps is just to give you an idea of how to begin.

### **LICENSURE**

Types of Licensure:

#### **Alternative Teacher License**

- Valid for one year
- Non-renewable

This license entitles the holder to perform services as a teacher only in the area of endorsement.

Issued to an applicant who has earned a bachelor's degree from an accredited institution and possesses subject matter knowledge appropriate for teaching in the public schools; passed all portions of the assessments except the professional knowledge; agrees to participate in an on-the-job, one-year, alternative teacher preparation program; has received a contract as a full-time alternative teacher from an authorized school or school district for one full academic year.

### **Type VI Teacher Authorization**

- Valid for two years
- Non-renewable

This license entitles the holder to perform services as a teacher in any Colorado public school or school district that has a state-approved induction program.

May be issued for a period of two years to an applicant who:

- Holds or is eligible for a standard certificate or license as a teacher in another state
- Has successfully completed the State Board adopted assessments required to obtain a Provisional License.
- Meets the requirements for the Provisional License as prescribed in sections 2.03 (3) (a), (b), (c), and (d) of the Educator Licensing Rules.

The employing school district may provide induction programs for holders of the authorization. Induction programs completed while holding this authorization may apply toward the requirements for the Professional License. If an induction program was completed while holding an authorization, it need not be repeated while holding the Provisional License.

### **Provisional Teacher License**

- Valid for 3 years
- Renewable once if requirements for Professional License are not met.

This license entitles the holder to perform services as a teacher in any Colorado public school or school district that has a state-approved induction program.

Requirements: Completion of an approved program of teacher preparation or completion of an alternative teacher program, passing scores on the required PLACE assessments, Basic Skills Assessment, the Liberal Arts and Sciences, the Content Area Assessment in the specific field in which they seek a license, the Professional knowledge Assessment, and evidence of oral English proficiency.

### **Professional Teacher License**

- Valid 5 years
- Renewable

This license entitles the holder to perform services as a teacher in any Colorado public school or school district.

A Professional Teacher License may be issued to an applicant who:

- Holds a Colorado Provisional Teacher License
- Has successfully completed an approved induction program as prescribed in section 13.00 of the Colorado Educator Licensing Rules and has been recommended for the Professional License by the district providing such induction program.
- Has filed an application for the Professional License, submitted appropriate documentation necessary to determine eligibility for the license, and paid the required fees.

### **Flowchart on How to Obtain Professional Licensure**

See flowchart in Appendix E.

# NEW TEACHER INDUCTION

## 2006 – 2007

**In the education of children, the district's most important resource is its people.**

*Gardner*

Induction Director: Kathy Near  
ELL Director: James Duffy  
PAL Mentors: Rhonda Johannes,  
Joyce Lynch, & Kathy Spenard

**The State of Colorado requires all teachers who hold a Provisional License to complete a State approved Induction Program. District 50's New Teacher Induction Program supports a continuum of learning and development, and is part of an ongoing commitment to the professional growth of new teachers.**

**District Program Focus and Outcomes**

- Program is designed and implemented to specifically meet district and Colorado performance-based standards for teaching and content standards for learning.
- Program supports teacher's ability to nurture students' physical, cognitive, emotional, and social well being.
- Program supports teaching and learning by all students.
- Program prepares teachers to establish cooperative and collaborative relationships with parents, the community, and school professionals.
- Program is purposely well aligned with licensure requirements.
- Program prepares new teachers for their role as professionals.
- Program ensures that teachers understand their professional development and licensure requirements.

## **YEAR-ONE INDUCTION**

District 50 requires that all new teachers in the District complete LEP course (Limited English Proficiency). These site-based classes are designed to give teachers the necessary knowledge, skills, and tools to meet the needs of the diverse learners in their classrooms. *Year one of the induction program consists of participation in and completion of the LEP class, 3 written SIOP lesson plans, and reflections on the lessons.* The SIOP lessons and reflections will be submitted to your principal. The principal will review each lesson and communicate with the ELL Director and Staff Development Director regarding completion.

Attached you will find the Adams County School Dist. 50 Observational Checklist and the Sheltered Instruction Observation Protocol (SIOP) Rubric to be used with Observational Checklist. These instruments will be used by your administrator as a tool for observations of your implementation of strategies learned in the class. In addition, a rubric for the lesson reflections is included.

## **YEAR-TWO INDUCTION**

The second year of the District induction program involves learning common instructional strategies that work best to improve student achievement. These strategies, the focus of induction classes, are identified in Classroom Instruction that Works by Robert Marzano, Debra Pickering, and Jane Pollock, and can be applied to all content, in all grades, with all students. These strategies are taught through three-hour modules. *Teachers are required to any attend five of these induction classes throughout the year for a total of fifteen seat hours.*

## **YEAR-THREE INDUCTION**

During the third year of induction, teachers will receive the continued support of the PAL Mentors. Teachers may also use this year to complete any induction classes still needed to fulfill the induction requirements for year-two.

## SIOP Reflection Rubric

<b>Level 1</b>
<p>Level 1</p> <ul style="list-style-type: none"><li>• Reflection includes general comments that could apply to other situations as well as the one under discussion.</li><li>• Reflection demonstrates minimal analysis of the lesson's impact on student learning and possible improvements for future use.</li></ul>
<b>Level 2</b>
<p>Level 2</p> <ul style="list-style-type: none"><li>• Reflection accurately describes the lesson being discussed. Use a mix of content vocabulary and SIOP terms.</li><li>• Reflection demonstrates an adequate understanding of the lesson's impact on student learning and possible improvements for future use.</li></ul>
<b>Level 3</b>
<p>Level 3</p> <ul style="list-style-type: none"><li>• Reflection accurately describes the area being discussed. Give detailed examples, references, connections or responses to general insights. Use specific SIOP and content vocabulary.</li><li>• Analysis demonstrates an advanced understanding of the lesson's impact on student learning and possible improvements for future use.</li></ul>



**Adams County School Dist. 50  
Sheltered Instruction Observation Protocol (SIOP)**

Observer: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 Class: \_\_\_\_\_ Observation:  First  Second   
 \_\_\_\_\_ Third

**Directions: Check the number that best reflects what you observe in the classroom. Cite under "Section comments" specific examples of behaviors observed.**

Total Score: 

/
120

% Score: 

--

	<b>Highly Evident</b> 4	3	<b>Somewhat Evident</b> 2	1	<b>Not Evident</b> 0	NA
<b>I. Preparation (Lesson Planning)</b>						
1) Clearly defined <b>content objectives</b> for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Clearly defined <b>language objectives</b> for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Clearly defined <b>skill objectives</b> for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) <b>Content concepts</b> appropriate for age and educational background level of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) <b>Meaningful activities</b> that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>						

Section Score: 

/
28

**II. Instruction**

**Building Background**

- 8) **Concepts explicitly linked** to students' background experiences.
  - 9) **Links explicitly made** between past learning and new concepts.
  - 10) **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see).
- Section comments:*

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Score: / 12

**Comprehensible Input**

- 11) **Speech** appropriate for students' proficiency level.
  - 12) **Explanation** of academic tasks clear.
  - 13) Uses a variety of **techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language).
- Section comments:*

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Score: / 12

**Strategies**

- 14) Provides ample opportunities for students to use **strategies**.
  - 15) Consistent use of **scaffolding** techniques throughout the lesson, assisting and supporting student understanding.
  - 16) Teacher uses a variety of **question types, including those that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions).
- Section comments:*

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Score: / 12

**Interaction**

- 17) Frequent opportunities for **interaction** and discussion between

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

teacher/student and among students, which encourage elaborated responses about lesson concepts.

18) <b>Grouping configurations</b> support language and content objectives of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19) Consistently provides sufficient <b>wait time for student responses.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>				Section Score:	/ 12	

<b>Practice/Application</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
20) Provides <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21) Provides activities for students to <b>apply content and language knowledge</b> in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22) Uses activities that integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>				Section Score:	/ 12	

<b>Lesson Delivery</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
23) <b>Content objectives</b> clearly supported by lesson delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24) <b>Language objectives</b> clearly supported by lesson delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25) <b>Students engaged</b> approximately 90% to 100% of the period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26) <b>Pacing</b> of the lesson appropriate to the students' ability level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section comments:</i>				Section Score:	/ 16	

<b>III. Lesson Review</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
27) Comprehensive <b>review</b> of key vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28) Comprehensive <b>review</b> of key content concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29) Regularly provides <b>feedback</b> to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

students on their output (e.g., language, content, work).

30) Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot-checking, group response) throughout the lesson.

Section comments:

Section Score:

/
16

**Adams County School Dist. 50  
Sheltered Instruction Observation Protocol (SIOP)  
Rubric to be used with Observational Checklist**

**Preparation (Lesson Planning)**

In reviewing the lesson plan, are the following expectations met:

- Instruction should be comprehensible to all learners.
- Learning should be interactive.
- Instruction should be cognitively challenging and promote higher order thinking skills.
- Teacher has identified the essential sub-skills implicit in the long-range curricular standards.
- Instruction should facilitate language development and academic achievement in the content area.
- The goal of instruction should be achievement of academic standards by all students.
- Culminating activities, assessments should be designed to allow all students to demonstrate knowledge.

4	3	2	1	0	NA
<p>1) Clearly defined <b>content objectives</b> *for students. <i>*What students should know and be able to do.</i></p>	<p><b>Content objectives</b> for students implied.</p>		<p>No clearly defined or implied <b>content objectives</b>.</p>		
<p>2) Clearly defined <b>language objectives</b> *for students. <i>*What language related concepts need to be taught for the student to meet the goals of the lesson or activity?</i></p>	<p><b>Language objectives</b> for students implied.</p>		<p>No clearly defined or implied <b>language objectives</b>.</p>		
<p>3) Clearly defined <b>skill objectives</b>* for students. <i>* What higher order thinking skills are included in the lesson (e.g., problem-solving, analytical)?</i></p>	<p><b>Skill objectives</b>* for students implied.</p>		<p>No clearly defined <b>skill objectives</b>* for students.</p>		

4) **Content concepts\*** appropriate for age and educational background level of students.

\* ***What background knowledge does the student have and what needs to be taught?***

**Content concepts** somewhat appropriate for age and educational background level of students.

**Content concepts** inappropriate for age and educational background level of students.

5) **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals, manipulatives).

Some use of **supplementary materials**.

No use of **supplementary materials**.

6) **Adaptation of content\*** (e.g., text, assignment, assessment) to all levels of student proficiency.

\* ***Content may be adapted but has not been diminished or “watered-down” for ELL students.***

Some **adaptation of content** to all levels of student proficiency.

No significant **adaptation of content** to all levels of student proficiency.

7) **Meaningful activities\*** that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.

\* ***Are activities planned to promote language development, meaningful, and linked to content and language objectives?***

**Meaningful activities** that integrate lesson concepts, but provide little opportunity for language practice opportunities for reading, writing, listening, and/or speaking.

No **meaningful activities** that integrate language practice.

## Instruction

### Building Background

In observing the lesson, how does the teacher:

- Make connections between the content/concepts and students past experiences or background knowledge?**
- Make connections between the current lesson and previous lessons?**
- Have students make connections between the content/concept and the larger school, neighborhood, or world communities?**
- 

**4**  
8) **Concepts explicitly linked** to students' background experiences.

**3**  
**2**  
**Concepts loosely linked** to students' background experiences.

**1**  
**0**  
**Concepts not linked** to students' background experiences.

**NA**

9) **Links explicitly made** between past learning and new concepts (material, vocabulary and concepts).

**Are links made to students' lives and concerns, between content areas and academic language/literacy, and across content areas?**

**Few links made** between past learning and new concepts.

**No links made** between past learning and new concepts.

10) **Key vocabulary\* emphasized** (e.g., introduced, written, repeated, and highlighted for students).

*\* Does the lesson contain content vocabulary as well as instructional or "teaching" vocabulary?*

**Key vocabulary** introduced, but not emphasized.

**Key vocabulary** not introduced or emphasized.

Instruction

**Comprehensible Input**

When observing a lesson, how did the teacher:

- Move from prior knowledge to new knowledge?**
- Move from concrete concepts to abstract?**
- Move from oral language to written language to text?**
- Move from more contextual support to less contextual support?**

	4	3	2	1	0	NA
11) <b>Speech</b> appropriate for students' proficiency level.			<b>Speech</b> sometimes inappropriate for students' proficiency level.		<b>Speech</b> inappropriate for students' proficiency level.	
12) <b>Explanation</b> of academic tasks clear.			<b>Explanation</b> of academic tasks somewhat clear.		<b>Explanation</b> of academic tasks unclear.	
13) Uses a variety of <b>techniques</b> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language).			Uses some <b>techniques</b> to make content concepts clear.		Uses few or no <b>techniques</b> to make content concepts clear.	

Instruction  
**Strategies**

In observing this lesson, how does the teacher:

- Have students question, self-test for understanding, and recall?
- Have students predict what will happen in the lesson, text, or activity?
- Set the framework for the lesson or activity?
- Preview the material/lesson?
- Facilitate students' thinking skills? Are they lower order or higher order thinking skills?
  - Lower order: students receive or recite pre-specified information or work through repetitive routines.

Higher order: students combine facts and ideas to arrive at new meanings.

	4	3	2	1	0	NA
14) Provides ample opportunities for students to use <b>strategies</b> *. * <i>Metacognitive strategies, cognitive strategies, social/affective strategies that include surveying, questioning, predicting, reading, and responding.</i>			Provides students with inadequate opportunities for students to use <b>strategies</b> .		No opportunity for students to use <b>strategies</b> .	
15) Consistent use of <b>scaffolding</b> * techniques throughout lesson, assisting and supporting student understanding. * <i>Teach, model, practice, apply.</i> <i>Whole group, small group, partners, independent work.</i>			Occasional use of <b>scaffolding</b> techniques.		No use of <b>scaffolding</b> techniques.	
16) Teacher uses a variety of <b>question types, including those that promote higher-order thinking skills</b> (e.g., literal, analytical, and interpretive questions).			Teacher infrequently poses <b>questions that promote higher-order thinking skills</b> .		Teacher does not poses <b>questions that promote higher-order thinking skills</b> .	

Instruction  
**Interaction**

When observing a lesson, how did the teacher:

- Vary grouping strategies?
- Plan for positive interdependence and individual accountability?
- Teach and model activities before asking students to do them?
- Recognize and reward effective group work?

	4	3	2	1	0	NA
17) Frequent opportunities for <b>interaction</b> and			<b>Interaction</b> mostly teacher-dominated with		<b>Interaction</b> primarily teacher-dominated with	

discussion between teacher/student, among students, which encourage elaborated responses about lesson concepts.

some opportunities for students to talk about or question lesson concepts.

no opportunities for students to discuss lesson concepts.

18) **Grouping configurations** support language and content objectives of the lesson.

**Grouping configurations** unevenly support language and content objectives of the lesson.

**Grouping configurations** do not support language and content objectives of the lesson.

19) Consistently provides sufficient **wait time for student responses**.

Occasionally provides sufficient **wait time for student responses**.

Never provides sufficient **wait time for student responses**.

Instruction  
Practice/Application

**4**  
20) Provides **hands-on** materials and/or manipulatives for students to practice using new content knowledge.

**3**                      **2**  
Provides few **hands-on** materials and/or manipulatives for students to practice using new content knowledge.

**1**                      **0**  
Provides no **hands-on** materials and/or manipulatives for students to practice using new content knowledge.

**NA**

21) Provides activities for students to **apply content and language knowledge** in the classroom.

Provides activities for students to **apply** either **content or language knowledge** in the classroom.

Provides no activities for students to **apply content or language knowledge** in the classroom.

22) Uses activities that integrate all **language skills** (i.e., reading, writing, listening, and speaking).

Uses activities that integrate some **language skills**.

Uses activities that apply to only one **language skill**.

Instruction  
**Lesson Delivery**

**4**  
23) **Content objectives** clearly supported by lesson delivery.

**3**                      **2**  
**Content objectives** somewhat supported by lesson delivery.

**1**                      **0**  
**Content objectives** not supported by lesson delivery.

**NA**

24) **Language objectives** clearly supported by lesson delivery.

**Language objectives** somewhat supported by lesson delivery.

**Language objectives** not supported by lesson delivery.

25) **Students engaged** approximately 90% to 100% of the period.

**Students engaged** approximately 70% of the period.

**Students engaged** approximately 50% of the period.

26) **Pacing** of the lesson appropriate to the students' ability level.

**Pacing** generally appropriate, but at times too fast or too slow.

**Pacing** inappropriate to the students' ability level.



Lesson Review	4	3	2	1	0	NA
27) Comprehensive <b>review</b> of key vocabulary.			Uneven <b>review</b> of key vocabulary.		No <b>review</b> of key vocabulary.	
28) Comprehensive <b>review</b> of content concepts.			Uneven <b>review</b> of content concepts.		No <b>review</b> of content concepts.	
29) Regularly provides <b>feedback</b> to students on their output (e.g., language, content, work).			Inconsistently provides <b>feedback</b> to students on their output.		Provides no <b>feedback</b> to students on their output.	
30) Conducts <b>assessment</b> of student comprehension and learning of all lesson objectives (e.g., spot-checking, group response) throughout the lesson.			Conducts <b>assessment</b> of student comprehension and learning of some lesson objectives.		Conducts no <b>assessment</b> of student comprehension and learning of lesson objectives.	

## **FREQUENTLY ASKED INSURANCE QUESTIONS**

1. When is Open Enrollment and the effective date of the new rates?

Open Enrollment for our health/vision plan is May 1 through May 31 annually, with an effective date of July 1.

2. What does Open Enrollment mean?

Open Enrollment is your election period. It is the one time per year that an employee may change their current plan to another plan.

3. What if my spouse and/or dependents lose coverage under another plan, do I need to wait for Open Enrollment to add them to my plan?

No, this would be a Qualifying Event that allows you to add your spouse and/or children to your existing plan without waiting for the Open Enrollment period. This would also apply if you were currently on your spouse's plan and lost coverage. You would then qualify to enroll in the District's insurance plan. You must enroll within thirty (30) days of any Qualifying Event to be eligible. Some of the following events are considered a Qualifying Event:

- Loss of Coverage from another plan
- Marriage
- Change in the number of dependents, including birth and adoption

4. Is there an Open Enrollment for our dental plan?

No. An employee may enroll at any time but a waiting period of twelve (12) months may apply if the eligible employee and his/her eligible dependents did not elect to enroll in the dental plan when initially eligible. Late enrollees who are dependent children would not be covered for Orthodontic Services for a period of twenty-four (24) months. A Qualifying Event would waive the twelve (12) month waiting period.

5. How much do I pay for my insurance plans?

You find a summary of all the insurance plans and rates in your Compensation and Benefits booklet. This booklet is revised annually and distributed to your supervisor or principal at the beginning of the new school year. It is also included with the information you receive at new hire orientation.

6. If I do not elect an insurance plan, do I receive the District's contribution amount toward my salary?

No. The amount the District contributes toward benefits will not be applied toward an employee's salary.

7. How do I use my vision benefit?

Kaiser has their own eye doctors on staff. Call the Member Service phone number and ask to make an appointment for an eye exam. You can have one vision exam with a co-pay

Cigna has a list of participating eye doctors to choose from. Under this health plan, you can have one vision exam every 12 months with your co-pay at participating providers. To receive a discount on the eyewear, the employee would need to make a purchase through a participating Healthy Rewards provider. Under the Healthy Rewards program you can receive up to a 56% discount for hardware (frames, lenses and contact lenses) at participating providers. Participating providers for the Healthy Rewards discount program can be found at [www.Cigna.com/healthyrewards](http://www.Cigna.com/healthyrewards) or you can call 1-800-870-3470 for information.

## **SICK LEAVE BANK**

The Board of Education of Adams County School District 50 has established a sick leave bank for teachers. Participation in the sick leave bank is voluntary. The sick leave bank provides employees with continuous payment while absent from work due to a serious illness. All licensed employees are eligible to participate in the sick leave bank.

Licensed employees who enroll in the bank will automatically have one available day of their cumulative leave deducted and applied to the sick leave bank pool on each September 1 until the Bank has accumulated 1,500 days; and thereafter, no more days will be added until the Bank is depleted to 1,000 days except for days to be donated by new members which may be added to the Bank at any time.

Licensed employees who apply for sick leave bank benefits must have used at least 25 consecutive leave days (with any combination of cumulative leave days and/or leave-without-pay days qualifying) prior to making application to the bank. An employee can draw a maximum of 60 days each school year from the bank. A letter must accompany requests for use of sick leave bank days from the attending physician stating that the employee is unable to fulfill the employee's contractual obligation and explaining the medical reasons for the request. Further information regarding the sick leave bank may be obtained from the Human Resources Department.

### **OBTAINING A SUBSTITUTE FOR AN ABSENCE**

Before using the Substitute Automated Calling System, teachers must first register on the system.

#### **How to Register Using the Substitute Automated Calling System**

The information that follows is for the licensed staff member to use when requesting a substitute teacher to replace you at the time of an absence. If you don't qualify for a substitute, you will still need to register on the system and report absences. The system will let you select either substitute needed or no substitute needed.

Follow the steps below and if you have any difficulty using the Automated System, please call the **SUBSTITUTE HELP DESK AT: 720-542-5053.**

- Call The System phone number at **303-657-3912**
- The System will then ask you to report an absence or register as a new user.
- Make your selection by entering your PIN. **(This step is also used if you forget your Personal Identification Number. The system will play it back to you the same way as if you were registering as a new user.)**
- The system will ask for your Social Security Number. Do not enter you Social Security number. Enter your employee identification number followed by the # key.
- If the system accepts your PIN number, then it will allow you to move to the next step. If it indicates that it is an invalid number, then notify the Substitute Help Desk. It will then be fixed within 24 hours at which time you can try to register again.

- The system will then indicate your location and your teaching classification. If any of this information is incorrect, you can continue to register, but make sure you notify the Substitute Help Desk so that corrections can be made where needed.
- The system will then ask you to speak your name, (if you like how it sounds you can select or re-record). Make sure you speak clearly so the substitute can understand your name.
- The system will now give you a Personal Identification Number (PIN). Write it down, if you forget it just call the system number and it will walk you back through the steps to get it.
- You have now completed the registration part of using the system.

### **WESTMINSTER EDUCATION ASSOCIATION (WEA)**

The Westminster Education Association (WEA) is the professional association for all certified and support professionals for Adams County School District 50. It is affiliated with the Colorado Education Association, which is comprised of over 34,000 members, and the National Education Association, which is 3 million strong. The association is an advocate for all members. At the local level, the WEA represents members in contract negotiations and provides grievance representation. WEA is actively involved with the District in decision-making. The full-time release president spends a great amount of time working with the Superintendent on issues that affect the members, advocating to provide better working conditions for all.

At the state level, three full-time lobbyists work tirelessly advocating with the legislature on laws concerning education and how these will affect its membership. CEA is a strong voice in this arena. CEA legal representation concerning professional issues is also available. CEA's lawyers' expertise in school law give members the confidence in knowing they have the best protection possible, at no extra cost! Also at the state level, CEA offers programs, workshops and conferences to keep members current about work-related topics.

The National Education Association advocates for members at the national level both at the Capitol and in various coalitions throughout the country. NEA keeps members up-to-date on major education issues such as the new No Child Left Behind Act (ESEA). State and nationally held conferences that touch on a variety of educational issues are also offered to its membership.

Other benefits available to members, both from the state and national associations, are such things as financial services, various insurances from auto and home to supplemental health and long-term care, and travel and leisure discounts.

The Westminster Education Association is proud of its work with the District and the community. We are strong advocates for quality education and our commitment is reflected in our accomplishments.

**P.A.L. New Teacher Institute (N.T.I.) Evaluation  
August 2006**

Please rate the following workshop activities. Do not include your name.

**Rating Guide**

- 1 = not useful and/or helpful  
2 = somewhat useful and/or helpful  
3 = useful and/or helpful  
4 = very useful and/or helpful  
NA = Not applicable**

- |                                                                                                 |   |   |   |   |    |
|-------------------------------------------------------------------------------------------------|---|---|---|---|----|
| 1. Bell Work activities                                                                         | 1 | 2 | 3 | 4 | NA |
| 2. Harry Wong Video (Video 1 <sup>st</sup> Session – 1 <sup>st</sup> Days of School)            | 1 | 2 | 3 | 4 | NA |
| 3. <u>Right From the Beginning</u> Ideas/Strategies                                             | 1 | 2 | 3 | 4 | NA |
| 4. <u>Setting Limits in the Classroom</u>                                                       | 1 | 2 | 3 | 4 | NA |
| 5. Classroom management scenarios                                                               | 1 | 2 | 3 | 4 | NA |
| 6. Harry Wong Video (Video 3 <sup>rd</sup> session – Discipline & Procedures)                   | 1 | 2 | 3 | 4 | NA |
| 7. Practical ideas (seating charts, ½ journals, name game, etc.)                                | 1 | 2 | 3 | 4 | NA |
| 8. Networking opportunity                                                                       | 1 | 2 | 3 | 4 | NA |
| 9. DIRC tour (Elementary only)                                                                  | 1 | 2 | 3 | 4 | NA |
| 10. Gummidesic activities                                                                       | 1 | 2 | 3 | 4 | NA |
| 11. Guest speakers (Benefits, Induction)                                                        | 1 | 2 | 3 | 4 | NA |
| 12. <b>Overall evaluation of the New Teacher Institute</b>                                      | 1 | 2 | 3 | 4 | NA |
| 13. Was this workshop helpful in preparing you for your first year of teaching? Please explain. |   |   |   |   |    |
| 14. Do you have any suggestions/ comments for future New Teacher Institutes (N.T.I.)?           |   |   |   |   |    |

Grade Level (Please check one): Elementary \_\_\_\_\_ Middle \_\_\_\_\_ High \_\_\_\_\_

**NEW TEACHER ORIENTATION  
2006-2007**

**KEY**

<b>Elementary NTI</b> includes teachers assigned to elementary schools with no previous teaching experience.	<b>Elementary NTO</b> includes teachers assigned to elementary schools with prior teaching experience.	<b>Secondary NTI</b> includes teachers assigned to secondary schools with no previous teaching experience.	<b>Secondary NTO</b> includes teachers assigned to secondary schools with prior teaching experience.
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**Monday**

**8/7/06**

	<b>WELCOME ALL</b> 8:00 - 8:30	<b>CONTINENTAL BREAKFAST</b>		
8:00 AM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
8:30 AM	Literacy	Literacy	SIPP; C <sup>2</sup> D <sup>3</sup> ; NWEA	SIPP; C <sup>2</sup> D <sup>3</sup> ; NWEA
9:00 AM	Framework	Framework		
9:30 AM	ROOM 3 S&T	ROOM 3 S&T	ROOM 1J	ROOM 1J
10:00 AM	8:30 - 11:00	8:30 - 11:00	8:30 - 11:00	8:30 - 11:00
10:30 AM				
11:00 AM	LUNCH -ALL	LUNCH -ALL	LUNCH -ALL	LUNCH -ALL
11:30 AM	on your own	on your own	on your own	on your own
12:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
12:30 PM	New Teacher Institute class	SIPP; C <sup>2</sup> D <sup>3</sup> ; NWEA	Reading in the Content Area	Reading in the Content Area
1:00 PM				
1:30 PM				
2:00 PM	12:00 - 3:30	12:00 - 3:30	12:00 - 3:30	12:00 - 3:30
2:30 PM				
3:00 PM	ROOM 1D & 1E	ROOM 1J	ROOM 3 S&T	ROOM 3 S&T
3:30 PM				

**Tuesday**

**8/8/06**

8:00 AM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
8:30 AM	DRA	DRA	New Teacher Institute class	Work in Building
9:00 AM				
9:30 AM				
10:00 AM	8:00 - 12:00	8:00 - 12:00	8:00 - 12:00	8:00 - 12:00
10:30 AM				
11:00 AM	ROOM 3 S&T	ROOM 3 S&T	ROOM 1D & 1E	
11:30 AM				
12:00 PM	LUNCH -ALL	LUNCH -ALL	LUNCH -ALL	LUNCH -ALL
12:30 PM	on your own	on your own	on your own	on your own
1:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
1:30 PM	New Teacher Institute class	Benefits, Lottery, Sub Line, HR questions	Vocabulary; Essential Learnings	Vocabulary; Essential Learnings
2:00 PM				
2:30 PM				
3:00 PM	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30
3:30 PM	ROOM 1D & 1E	ROOM 1 J	ROOM 3 S&T	ROOM 3 S&T

**NEW TEACHER ORIENTATION  
2006-2007**

**Wednesday**

**8/9/06**

8:00 AM	<b>Elementary NTI</b> eSIS - Tech Services	<b>Elementary NTO</b> VOICES	<b>Secondary NTI</b> New Teacher Institute class	<b>Secondary NTO (A &amp; B)</b>
8:30 AM	8:00 - 10:30			6 Trait
9:00 AM		8:00 - 9:00	8:00 - 12:00	8:00 - 12:00
9:30 AM		ROOM 1F		
10:00 AM				
10:30 AM		Work in Building	ROOM 1D & 1E	ROOM 1J
11:00 AM	DIRC Tour			
11:30 AM	10:30 - 11:30	9:00 - 12:00		
12:00 PM	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>
12:30 PM	on your own	on your own	on your own	on your own
1:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO )</b>
1:30 PM	DWA	DWA	6-Trait	Benefits, Lottery, Sub Line
2:00 PM	1:00 - 2:15	1:00 - 2:15		HR questions
2:30 PM	ROOM 3 S&T	ROOM 3 S&T	ROOM 1 J	ROOM 1G
3:00 PM	<b>Everyday Math</b>	<b>Everyday Math</b>		
3:30 PM	2:15 - 3:30	2:15 - 3:30	1:00 - 3:30	1:00 - 3:30

**Thursday**

**8/10/06**

8:00 AM	<b>Elementary NTI</b> New Teacher Institute class	<b>Elementary NTO</b> eSIS - Tech Services	<b>Secondary NTI</b> New Teacher Institute class	<b>Secondary NTO</b>
8:30 AM		8:00 - 10:30		Avid Strategies
9:00 AM			8:00 - 12:00	ROOM 1J
9:30 AM	8:00 - 12:00			8:00 - 11:00
10:00 AM				
10:30 AM		DIRC Tour	ROOM 1D & 1E	VOICES
11:00 AM	ROOM 1D & 1E	10:30 - 11:30		ROOM 1F
11:30 AM				11:00 - 12:00
12:00 PM	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>
12:30 PM	on your own	on your own	on your own	on your own
1:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
1:30 PM			eSIS -Tech Services	eSIS -Tech Services
2:00 PM	Open Court	Open Court	1:00 - 3:00	1:00 - 3:00
2:30 PM	ROOM 3 S&T	ROOM 3 S&T		
3:00 PM			DIRC Tour	DIRC Tour
3:30 PM	1:00 - 3:30	1:00 - 3:30	3:00 - 3:30	3:00 -3:30

**Friday**

**8/11/06**

8:00 AM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
8:30 AM	Check-in	Check-in	Check-in	Check-in
9:00 AM	8:00 - 10:30	8:00 - 10:30	8:00 - 10:30	8:00 - 10:30
9:30 AM	Breakfast at the Westin Westminster	Breakfast at the Westin Westminster	Breakfast at the Westin Westminster Hotel	Breakfast at the Westin Westminster Hotel
10:00 AM	Hotel	Hotel	Westin Westminster Hotel	
10:30 AM	10:30 - 11:00	10:30 - 11:00	10:30 - 11:00	10:30 - 11:00
11:00 AM	WEA	WEA	WEA	WEA
11:30 AM	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>
12:00 PM	on your own	on your own	on your own	on your own
12:30 PM				
1:00 PM	Your own bldg.	Your own bldg.	Your own bldg.	Your own bldg.
1:30 PM	to set up your	to set up your	to set up your	to set up your
2:00 PM	room	room	room	room
2:30 PM				
3:00 PM				
3:30 PM	12:30 - 3:30	12:30 - 3:30	12:30 - 3:30	12:30 - 3:30

**NEW TEACHER ORIENTATION  
2006-2007**

**KEY**

<b>Elementary NTI</b> includes teachers assigned to elementary schools with no previous teaching experience.	<b>Elementary NTO</b> includes teachers assigned to elementary schools with prior teaching experience.	<b>Secondary NTI</b> includes teachers assigned to secondary schools with no previous teaching experience.	<b>Secondary NTO</b> includes teachers assigned to secondary schools with prior teaching experience.
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**Monday**

**8/7/06**

	<b>WELCOME ALL</b> 8:00 - 8:30	<b>CONTINENTAL BREAKFAST</b>	
8:00 AM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>
8:30 AM	Literacy	Literacy	SIPP; C <sup>2</sup> D <sup>3</sup> ; NWEA
9:00 AM	Framework	Framework	SIPP; C <sup>2</sup> D <sup>3</sup> ; NWEA
9:30 AM	ROOM 3 S&T	ROOM 3 S&T	ROOM 1J
10:00 AM	8:30 - 11:00	8:30 - 11:00	8:30 - 11:00
10:30 AM			
11:00 AM	LUNCH -ALL	LUNCH -ALL	LUNCH -ALL
11:30 AM	on your own	on your own	on your own
12:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>
12:30 PM	New Teacher Institute class	SIPP; C <sup>2</sup> D <sup>3</sup> ; NWEA	Reading in the Content Area
1:00 PM			Reading in the Content Area
1:30 PM			
2:00 PM	12:00 - 3:30	12:00 - 3:30	12:00 - 3:30
2:30 PM			
3:00 PM	ROOM 1D & 1E	ROOM 1J	ROOM 3 S&T
3:30 PM			

**Tuesday**

**8/8/06**

8:00 AM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
8:30 AM	DRA	DRA	New Teacher Institute class	Work in Building class
9:00 AM				
9:30 AM				
10:00 AM	8:00 - 12:00	8:00 - 12:00	8:00 - 12:00	8:00 - 12:00
10:30 AM				
11:00 AM	ROOM 3 S&T	ROOM 3 S&T	ROOM 1D & 1E	
11:30 AM				
12:00 PM	LUNCH -ALL	LUNCH -ALL	LUNCH -ALL	LUNCH -ALL
12:30 PM	on your own	on your own	on your own	on your own
1:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
1:30 PM	New Teacher Institute class	Benefits, Lottery, Sub Line, HR questions	Vocabulary; Essential Learnings	Vocabulary; Essential Learnings
2:00 PM				
2:30 PM				
3:00 PM	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30
3:30 PM	ROOM 1D & 1E	ROOM 1 J	ROOM 3 S&T	ROOM 3 S&T



**NEW TEACHER ORIENTATION  
2006-2007**

**Wednesday**

**8/9/06**

8:00 AM	<b>Elementary NTI</b> eSIS - Tech Services	<b>Elementary NTO</b> VOICES	<b>Secondary NTI</b> New Teacher Institute class	<b>Secondary NTO (A &amp; B)</b>
8:30 AM	8:00 - 10:30			6 Trait
9:00 AM		8:00 - 9:00	8:00 - 12:00	8:00 - 12:00
9:30 AM		ROOM 1F		
10:00 AM				
10:30 AM		Work in Building	ROOM 1D & 1E	ROOM 1J
11:00 AM	DIRC Tour			
11:30 AM	10:30 - 11:30	9:00 - 12:00		
12:00 PM	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>
12:30 PM	on your own	on your own	on your own	on your own
1:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO )</b>
1:30 PM	DWA	DWA	6-Trait	Benefits, Lottery, Sub Line
2:00 PM	1:00 - 2:15	1:00 - 2:15		HR questions
2:30 PM	ROOM 3 S&T	ROOM 3 S&T	ROOM 1 J	ROOM 1G
3:00 PM	<b>Everyday Math</b>	<b>Everyday Math</b>		
3:30 PM	2:15 - 3:30	2:15 - 3:30	1:00 - 3:30	1:00 - 3:30

**Thursday**

**8/10/06**

8:00 AM	<b>Elementary NTI</b> New Teacher Institute class	<b>Elementary NTO</b> eSIS - Tech Services	<b>Secondary NTI</b> New Teacher Institute class	<b>Secondary NTO</b>
8:30 AM		8:00 - 10:30		Avid Strategies
9:00 AM				ROOM 1J
9:30 AM	8:00 - 12:00		8:00 - 12:00	8:00 - 11:00
10:00 AM				
10:30 AM		DIRC Tour		VOICES
11:00 AM	ROOM 1D & 1E	10:30 - 11:30	ROOM 1D & 1E	ROOM 1F
11:30 AM				11:00 - 12:00
12:00 PM	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>
12:30 PM	on your own	on your own	on your own	on your own
1:00 PM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
1:30 PM			eSIS -Tech Services	eSIS -Tech Services
2:00 PM	Open Court	Open Court	1:00 - 3:00	1:00 - 3:00
2:30 PM	ROOM 3 S&T	ROOM 3 S&T		
3:00 PM			DIRC Tour	DIRC Tour
3:30 PM	1:00 - 3:30	1:00 - 3:30	3:00 - 3:30	3:00 -3:30

**Friday**

**8/11/06**

8:00 AM	<b>Elementary NTI</b>	<b>Elementary NTO</b>	<b>Secondary NTI</b>	<b>Secondary NTO</b>
8:30 AM	Check-in	Check-in	Check-in	Check-in
9:00 AM	8:00 - 10:30	8:00 - 10:30	8:00 - 10:30	8:00 - 10:30
9:30 AM	Breakfast at the Westin Westminster	Breakfast at the Westin Westminster	Breakfast at the Westin Westminster Hotel	Breakfast at the Westin Westminster Hotel
10:00 AM	Hotel	Hotel	Westin Westminster Hotel	
10:30 AM	10:30 - 11:00	10:30 - 11:00	10:30 - 11:00	10:30 - 11:00
11:00 AM	WEA	WEA	WEA	WEA
11:30 AM	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>	<b>LUNCH -ALL</b>
12:00 PM	on your own	on your own	on your own	on your own
12:30 PM				
1:00 PM	Your own bldg.	Your own bldg.	Your own bldg.	Your own bldg.
1:30 PM	to set up your	to set up your	to set up your	to set up your
2:00 PM	room	room	room	room
2:30 PM				
3:00 PM				
3:30 PM	12:30 - 3:30	12:30 - 3:30	12:30 - 3:30	12:30 - 3:30

**P.A.L. MENTOR PROGRAM EVALUATION  
2006 - 2007**

Please answer the questions below regarding your experience with the P.A.L. Mentor Program and your P.A.L. Mentor (**NOT YOUR BUILDING MENTOR**).

Read each statement and circle your response. **You do not need to include your name.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
1. My P.A.L. mentor met my needs.	SA	A	D	SD	NA
2. I grew professionally through my interactions with my P.A.L. mentor.	SA	A	D	SD	NA
3. My P.A.L. mentor helped me work through problems/issues.	SA	A	D	SD	NA
4. My P.A.L. mentor addressed my specific needs.	SA	A	D	SD	NA
5. My P.A.L. mentor was accessible.	SA	A	D	SD	NA
6. I could talk openly and honestly with my P.A.L. mentor.	SA	A	D	SD	NA
7. When I asked for resources (names, materials, information), my P.A.L. mentor helped me find them.	SA	A	D	SD	NA
8. My P.A.L. mentor helped me understand the evaluation tool and its 5 standards (knowledge of content, instructional practices and methodology, classroom management, classroom management, assessments, and professional responsibilities).	SA	A	D	SD	NA
9. My P.A.L. mentor gave me useful feedback.	SA	A	D	SD	NA
10. My students' achievement was positively affected through the support provided by my P.A.L. mentor.	SA	A	D	SD	NA
11. My P.A.L. mentor increased my effectiveness as a first year teacher.	SA	A	D	SD	NA
12. The P.A.L. mentor program was beneficial to me.	SA	A	D	SD	NA
13. The time I spent with my P.A.L. mentor was worthwhile.	SA	A	D	SD	NA

**Please continue the evaluation on the back.**

## **POSITION DESCRIPTION PAL MENTOR**

### **POSITION QUALIFICATIONS:**

#### **Education and Certification:**

- **Minimum of 5 years experience**
- **Holds a Colorado Teacher License**

#### **Experience:**

- **Knowledge of group dynamics and ability to facilitate groups**
- **Knowledge and experience in research based instructional practices**
- **Knowledge of and experience with adult learners**
- **Skills and experience in instruction**
- **Ability to plan for or conduct adult learning opportunities**
- **Demonstrated high performance in the teaching profession**
- **Experience in leading staff development and curriculum/instruction activities**
- **Able to demonstrate and articulate state-of-the art pedagogy in delivery of instruction**
- **Thorough working knowledge of the district's curriculum**
- **Demonstrates and ability to analyze and interpret data for the purposes of program and instructional improvement**
- **Possesses strong communication and facilitation skills**
- **Strong organization skills**
- **Demonstrates strong leadership skills**
- **Demonstrates understanding and ability to lead in the areas of adult learning theory and effective staff development models**
- **Experience and/or skills working with culturally diverse populations**

#### **Additional Expectations:**

- **Develop and maintain positive working relations with schools and District**
- **Maintain a close working relationship with Human Resources and Learning Services**
- **Work with Staff Development Coordinator on District Induction Program**
- **Participate in District committees where necessary to facilitate Induction of new teachers**
- **Designs and delivers staff development for Retention Liaisons and first, second and third year teachers**
- **Provides support for the district's New Teacher Induction Program**
- **Works in a team environment**
- **Provides data to support district retention efforts of new staff**
- **Serves as a resource for administrators and teachers**
- **Accountable for the achievement of the program's goals and objectives**

## **PERFORMANCE STANDARDS AND CRITERIA:**

### **1. Standard of Excellence for PAL Mentors**

**The PAL Mentor models and sets high standards of excellence to ensure quality experiences that lead to success for all**

- A. Uses evaluations and surveys to analyze and develop goals and action plans for program improvement and development**
- B. Delivers professional development that aligns with program implementation and development**
- C. Coaches effective practices**
- D. Understands and demonstrates the effective use of technology related to district communication through Outlook and basic use of district programs as needed**

### **2. Standard of Team and Relationships**

**The PAL mentor communicates and collaborates across the organization and community with the intent of building trust, developing meaningful relationships, involving others in decision making, sharing information, and fostering teamwork.**

- A. Empowers others to take responsibility for own professional growth**
- B. Utilizes leadership skills to effectively work as a team**
- C. Communicates honestly, clearly, and directly in both oral and written form**
- D. Plans and utilizes a communication system with all stakeholders**
- E. Works cooperatively with district divisions**

### **3. Standard of Character**

**The PAL mentor models strong character, behaves ethically, and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others**

- A. Examines his or her personal beliefs and articulates values which contribute to success for all**
- B. Treats all members of the organization fairly, equitably, with integrity, and in a caring manner**
- C. Exercises good judgment and takes responsibility for actions**

### **4. Standard of Diversity**

**The PAL mentor recognizes, values and supports individual diversity throughout the community, while striving to provide fair and equitable treatment and consideration for all.**

- A. Recognizes and promotes the contributions of individual diversity**

### **5. Standard of Personal Growth**

**The PAL mentor is a continuous learner who encourages and supports the personal and professional growth of self and others.**

- A. Inquires about, reflects on and acts to improve personal performance, the performance of new teachers, and the overall performance of the district**
- B. Recognizes and provides professional development opportunities for new teachers that enhances performance quality and professional growth**
- C. Provides mentoring that enhances performance qualities in personal growth and satisfaction**

- D. Promotes instructional practices that align with district standards**
- E. Understands and promotes professional growth through the use of the district evaluation tool resulting in increased student achievement**

**6. Standard of Management**

The Pal mentor encourages and supports the creation of an effective learning environment and professional development.

- A. Understands and promotes instructional strategies, best practices, available resources, and the district direction and focus**
- B. Completes reports in a timely manner**
- C. Responds to all communication needs and requests in a timely manner**
- D. Attends meetings on time, actively engages in the activities, and follows through on resulting commitments, anticipates and plans for all scheduled needs and implements actions in a timely manner; responds to unanticipated events in a thoughtful and organized manner**

**Adams County School Dist. 50  
Sheltered Instruction Observation Protocol (SIOP)  
Rubric to be used with Observational Checklist**

**Preparation (Lesson Planning)**

**In reviewing the lesson plan, are the following expectations met:**

- Instruction should be comprehensible to all learners.**
- Learning should be interactive.**
- Instruction should be cognitively challenging and promote higher order thinking skills.**
- Teacher has identified the essential sub-skills implicit in the long range curricular standards.**
- Instruction should facilitate language development and academic achievement in the content area.**
- The goal of instruction should be achievement of academic standards by all students.**
- Culminating activities, assessments should be designed to allow all students to demonstrate knowledge.**

4	3	2	1	0	NA
1) Clearly defined <b>content objectives</b> *for students. <i>*What students should know and be able to do.</i>		<b>Content objectives</b> for students implied.		No clearly defined or implied <b>content objectives</b> .	
2) Clearly defined <b>language objectives</b> *for students. <i>*What language related concepts need to be taught for the student to meet the goals of the lesson or activity?</i>		<b>Language objectives</b> for students implied.		No clearly defined or implied <b>language objectives</b> .	
3) Clearly defined <b>skill objectives</b> * for students. <i>* What higher order thinking skills are included in the lesson (e.g., problem-solving, analytical)?</i>		<b>Skill objectives</b> * for students implied.		No clearly defined <b>skill objectives</b> * for students.	
4) <b>Content concepts</b> * appropriate for age and educational background level of students. <i>* What background knowledge does the student have and what needs to be taught?</i>		<b>Content concepts</b> somewhat appropriate for age and educational background level of students.		<b>Content concepts</b> inappropriate for age and educational background level of students.	
5) <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals, manipulatives).		Some use of <b>supplementary materials</b> .		No use of <b>supplementary materials</b> .	

6) **Adaptation of content\***  
(e.g., text, assignment, assessment) to all levels of student proficiency.

*\* Content may be adapted but has not been diminished or “watered-down” for ELL students.*

Some **adaptation of content** to all levels of student proficiency.

No significant **adaptation of content** to all levels of student proficiency.

7) **Meaningful activities\*** that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.

*\*Are activities planned to promote language development, meaningful, and linked to content and language objectives?*

**Meaningful activities** that integrate lesson concepts, but provide little opportunity for language practice opportunities for reading, writing, listening, and/or speaking.

No **meaningful activities** that integrate language practice.

## Instruction

### Building Background

**In observing the lesson, how does the teacher:**

- Make connections between the content/concepts and students past experiences or background knowledge?**
- Make connections between the current lesson and previous lessons?**
- Have students make connections between the content/concept and the larger school, neighborhood, or world communities?**
- 

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
8) <b>Concepts explicitly linked</b> to students' background experiences.			<b>Concepts loosely linked</b> to students' background experiences.		<b>Concepts not linked</b> to students' background experiences.	
9) <b>Links explicitly made</b> between past learning and new concepts (material, vocabulary and concepts). <i>Are links made to students' lives and concerns, between content areas and academic language/literacy, and across content areas?</i>			<b>Few links made</b> between past learning and new concepts.		<b>No links made</b> between past learning and new concepts.	
10) <b>Key vocabulary*</b> <b>emphasized</b> (e.g., introduced, written, repeated, and highlighted for students). <i>* Does the lesson contain content vocabulary as well as instructional or “teaching” vocabulary?</i>			<b>Key vocabulary</b> introduced, but not emphasized.		<b>Key vocabulary</b> not introduced or emphasized.	

**Instruction  
Comprehensible Input**

When observing a lesson, how did the teacher:

- Move from prior knowledge to new knowledge?
- Move from concrete concepts to abstract?
- Move from oral language to written language to text?
- Move from more contextual support to less contextual support?

4	3	2	1	0	NA
11) <b>Speech</b> appropriate for students' proficiency level.		<b>Speech</b> sometimes inappropriate for students' proficiency level.		<b>Speech</b> inappropriate for students' proficiency level.	
12) <b>Explanation</b> of academic tasks clear.		<b>Explanation</b> of academic tasks somewhat clear.		<b>Explanation</b> of academic tasks unclear.	
13) Uses a variety of <b>techniques</b> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).		Uses some <b>techniques</b> to make content concepts clear.		Uses few or no <b>techniques</b> to make content concepts clear.	

**Instruction  
Strategies**

In observing this lesson, how does the teacher:

- Have students question, self-test for understanding, and recall?
- Have students predict what will happen in the lesson, text, or activity?
- Set the framework for the lesson or activity?
- Preview the material/lesson?
- Facilitate students' thinking skills? Are they lower order or higher order thinking skills?
  - Lower order: students receive or recite pre-specified information or work through repetitive routines.
  - Higher order: students combine facts and ideas to arrive at new meanings.

4	3	2	1	0	NA
14) Provides ample opportunities for students to use <b>strategies</b> *. <i>*Metacognitive strategies, cognitive strategies, social/affective strategies that include surveying, questioning, predicting, reading, and responding.</i>		Provides students with inadequate opportunities for students to use <b>strategies</b> .		No opportunity for students to use <b>strategies</b> .	
15) Consistent use of <b>scaffolding</b> * techniques throughout lesson, assisting and supporting student understanding. <i>*Teach, model, practice, apply.</i>		Occasional use of <b>scaffolding</b> techniques.		No use of <b>scaffolding</b> techniques.	



*Whole group, small group, partners, independent work.*

16) Teacher uses a variety of **question types, including those that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions).

Teacher infrequently poses **questions that promote higher-order thinking skills.**

Teacher does not poses **questions that promote higher-order thinking skills.**

**Instruction  
Interaction**

**When observing a lesson, how did the teacher:**

- Vary grouping strategies?**
- Plan for positive interdependence and individual accountability?**
- Teach and model activities before asking students to do them?**
- Recognize and reward effective group work?**

4	3	2	1	0	NA
17) Frequent opportunities for <b>interaction</b> and discussion between teacher/student, among students, which encourage elaborated responses about lesson concepts.		<b>Interaction</b> mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts.		<b>Interaction</b> primarily teacher-dominated with no opportunities for students to discuss lesson concepts.	
18) <b>Grouping configurations</b> support language and content objectives of the lesson.		<b>Grouping configurations</b> unevenly support language and content objectives of the lesson.		<b>Grouping configurations</b> do not support language and content objectives of the lesson.	
19) Consistently provides sufficient <b>wait time for student responses.</b>		Occasionally provides sufficient <b>wait time for student responses.</b>		Never provides sufficient <b>wait time for student responses.</b>	

**Instruction  
Practice/Application**

4	3	2	1	0	NA
20) Provides <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.		Provides few <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.		Provides no <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.	
21) Provides activities for students to <b>apply content and language knowledge</b> in the classroom.		Provides activities for students to <b>apply</b> either <b>content or language knowledge</b> in the classroom.		Provides no activities for students to <b>apply content or language knowledge</b> in the classroom.	
22) Uses activities that integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking).		Uses activities that integrate some <b>language skills.</b>		Uses activities that apply to only one <b>language skill.</b>	

## Instruction

### Lesson Delivery

4	3	2	1	0	NA
23) <b>Content objectives</b> clearly supported by lesson delivery.		<b>Content objectives</b> somewhat supported by lesson delivery.		<b>Content objectives</b> not supported by lesson delivery.	
24) <b>Language objectives</b> clearly supported by lesson delivery.		<b>Language objectives</b> somewhat supported by lesson delivery.		<b>Language objectives</b> not supported by lesson delivery.	
25) <b>Students engaged</b> approximately 90% to 100% of the period.		<b>Students engaged</b> approximately 70% of the period.		<b>Students engaged</b> approximately 50% of the period.	
26) <b>Pacing</b> of the lesson appropriate to the students' ability level.		<b>Pacing</b> generally appropriate, but at times too fast or too slow.		<b>Pacing</b> inappropriate to the students' ability level.	

### Lesson Review

4	3	2	1	0	NA
27) Comprehensive <b>review</b> of key vocabulary.		Uneven <b>review</b> of key vocabulary.		No <b>review</b> of key vocabulary.	
28) Comprehensive <b>review</b> of content concepts.		Uneven <b>review</b> of content concepts.		No <b>review</b> of content concepts.	
29) Regularly provides <b>feedback</b> to students on their output (e.g., language, content, work).		Inconsistently provides <b>feedback</b> to students on their output.		Provides no <b>feedback</b> to students on their output.	
30) Conducts <b>assessment</b> of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson.		Conducts <b>assessment</b> of student comprehension and learning of some lesson objectives.		Conducts no <b>assessment</b> of student comprehension and learning of lesson objectives.	



10) **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see).  
*Section comments:*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section Score: 

/ 12
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**Comprehensible Input**

11) **Speech** appropriate for students' proficiency level.

12) **Explanation** of academic tasks clear.

13) Uses a variety of **techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

*Section comments:*

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Score: 

/ 12
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**Strategies**

14) Provides ample opportunities for students to use **strategies**.

15) Consistent use of **scaffolding** techniques throughout the lesson, assisting and supporting student understanding.

16) Teacher uses a variety of **question types, including those that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions).

*Section comments:*

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Score: 

/ 12
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**Interaction**

17) Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.

18) **Grouping configurations** support language and content objectives of the lesson.

19) Consistently provides sufficient **wait time for student responses**.

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12
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Section comments:

Section  
Score:



**Practice/Application**

20) Provides **hands-on** materials and/or manipulatives for students to practice using new content knowledge.

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21) Provides activities for students to **apply content and language knowledge** in the classroom.

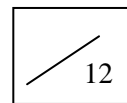
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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22) Uses activities that integrate all **language skills** (i.e., reading, writing, listening, and speaking).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section comments:

Section  
Score:



**Lesson Delivery**

23) **Content objectives** clearly supported by lesson delivery.

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24) **Language objectives** clearly supported by lesson delivery.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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25) **Students engaged** approximately 90% to 100% of the period.

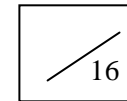
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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26) **Pacing** of the lesson appropriate to the students' ability level.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section comments:

Section  
Score:



**III. Lesson Review**

27) Comprehensive **review** of key vocabulary.

4	3	2	1	0	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28) Comprehensive **review** of key content concepts.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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29) Regularly provides **feedback** to students on their output (e.g., language, content, work).

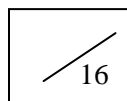
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30) Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson.

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Section comments:

Section  
Score:





**ADAMS STATE COLLEGE  
COURSE PROPOSAL**

- I. Course Prefix and Number:** ED589
- II. Course Title:** Induction: Classroom Strategies that Work
- III. Credit (Adams State College):** 1.0 hour or 2.0 hours
- IV. Semester and Year:** Fall 2006 - Spring 2007
- V. Days and Dates:** Teachers can opt to take classes that fit their personal professional growth plan. Therefore, they can take a combination of these 3-hour sessions: September 25; October 9, 16, 18, and 30; November 1, 8 and 16; December 4, 5, 14 and 18, 2006; January 18, 25 and 30; February 1, 8 and 27; March 2, 10, 11, 13 and 19 and April 10, 16 and 30, 2007.
- VI. Instructor:** Kathy Near
- VII. Location:** Adams County School District 50
- VIII. Office Hours:** By appointment
- IX. Telephone:** (303) 428-3511
- X. Prerequisites:** Valid Colorado Teaching Certificate or License
- XI. Course Description:** The purpose of this course is to give new teachers support and skills necessary to make a successful transition into the teaching profession. The course design is based on the work of Robert Marzano and Debra Pickering. Each session is three hours in length. Topics include: Homework and Practice; Nonlinguistic Representations; Identifying Similarities and Differences; Vocabulary; Summarizing and Note Taking; Differentiated Instruction; Reinforcing Effort and Providing Recognition; Cooperative Learning; and Generating and Testing Hypotheses Part I and II.. This course is part of the District induction program.
- XII. Course Objectives:** Participants will:
- 1) Take acquired knowledge and skills back to their respective classrooms,
  - 2) Increase their knowledge and skills in order to successfully teach students from diverse backgrounds.
- XIII. Course Syllabus:**  
**Homework and Practice**  
Think back to your years of experience – as a student – as the recipient of homework assignments. Try to describe the types of assignments that enhanced your learning. This class will present strategies that will help you develop educationally sound homework assignments.  
Date: September 25 and October 9, 2006  
Time: 4:10 – 5:40 PM  
Location: DIRC

### **Nonlinguistic Representations**

Nonlinguistic representations are powerful ways to learn and recall information. This class will present specific ways that linguistic experiences could be even more effective by guiding students to generate and use nonlinguistic representations.

Date: October 16 **and** October 30, 2006

Time: 4:10 – 5:40 PM

Location: DIRC

### **Identifying Similarities and Differences**

Identifying Similarities and Differences Part 1 develops teacher understanding and presents both teacher directed and student directed assignments in comparing and classifying information and metaphors and analogies.

Date: November 8 **and** 16, 2006

Time: 4:10 – 5:40 PM

Location: DIRC

### **Vocabulary**

Direct teaching of vocabulary might be one of the most underused instructional activities in K-12 education. You will learn how to teach vocabulary without ever mentioning a definition. The process is highly student-centered.

Date: December 4 **and** December 18, 2006

Time: 4:10 – 5:40 PM

Location: DIRC

### **Reinforcing Effort and Providing Recognition**

This course discusses the potential influence of reinforcing students' effort and providing recognition for their accomplishments.

Date: January 18, 2007 **and** February 1, 2007

Time: 4:10 – 5:40 PM

Location: DIRC

### **Summarizing and Note Taking**

This class covers the potential positive effect of summarizing and note taking on student learning, why the two are closely related and the benefits of teaching these skills to your students.

Date: February 27 **and** March 13, 2007

Time: 4:10 – 5:40 PM

Location: DIRC

### **Cooperative Learning**

This course discusses one of the most popular and one of the most effective classroom instructional strategies: cooperative learning.

Date: October 18 **and** November 1, 2006

Time: 4:10 – 5:40 PM

Location: DIRC

### **Setting Objectives and Providing Feedback**



Students learn most efficiently when they know the goals and objectives. This session explains that setting objectives and providing regular, valuable feedback can have a positive effect on students' learning.

Date: December 7 **and** 19, 2006

Time: 4:10 – 5:40 PM

Location: DIRC

### **Generating and Testing Hypotheses Part 1**

Research shows that asking students to explain their hypotheses and conclusions enhances their learning. This session addresses 3 different types of tasks you can use with students to engage them in generating and testing hypotheses: systems analysis, problem solving, and decision making.

Date: March 19 **and** April 10, 2007

Time: 4:10 – 5:40 PM

Location: DIRC

### **Generating and Testing Hypotheses Part 2**

Research shows that asking students to explain their hypotheses and conclusions enhances their learning. This session addresses 3 different types of tasks you can use with students to engage them in generating and testing hypotheses: historical investigation, experimental inquiry and invention.

Date: April 16 **and** 23, 2007

Time: 4:10 – 5:40 PM

Location: DIRC

### **XIV. Course Requirements:**

- 1) Each student is expected to attend 5 sessions, for 1 semester hour credit, or 10 sessions, for 2 semester hours credit, and participate in class discussions and activities.
- 2) Assignments:
  - a) Each participant must develop a lesson applying the strategy for classroom use.
  - b) Each participant must apply the lesson in their classroom and write a reflection on the outcome.
  - c) Each participant will share the lesson with the class on day two of each session.

### **XV. Assignments, Evaluation Procedures and Grading Policy:** Grading is Pass/Fail and comprised of the following elements:

Lesson development	50
Sharing of lesson	<u>50</u>
Total Points Possible	100

80-100 = Pass, >80 = Fail.

## Building Orientation Suggestions New Teacher Orientation

Principals,

As you know, your new teachers will be returning to your building after the Welcome Back Rally on \_\_\_\_\_. Several of you asked for ideas about what to cover with the teachers before releasing them to work in their rooms. Because the PAL Mentors work so closely with new teachers and are aware of their needs, I asked them to brainstorm a list of possible items to cover.

- District and building mission
- Computers: access, logging on, e-mail addresses and accessing e-mail
- Phone usage and numbers
- Building tour to include: lounge, restrooms, location of materials and books, support personnel
- Library: sign-up for use, material and AV check out
- Parking
- Purchasing: warehouse and outside the district policies and procedures
- District standards
- Xerox use
- Building protocols
- Work requisitions
- Duties: where, when
- Dress code
- Contract day: arrive and departure time, time building opens and closes
- Keys
- Substitute requests
- Discipline policies
- School Calendar
- Staff meetings

## FOCUSED REFLECTIVE FEEDBACK PROMPTS

### IS – Instructional Strategy

1. What various things do you consider when planning cooperative learning interaction among students?
2. What criteria do you use to decide instructional strategies to meet the needs of individual students?
3. What criteria do you consider when grouping students for a learning activity?
4. What are various ways you consider diagnosing learning differences?

### LE – Learner Engagement

1. How do you help students see connections between prior learning and a new lesson?
2. How do you determine your response to a student who makes an error?
3. What thought processes do you use as you plan the flow of your instructional time blocks?
4. How do you decide the method by which students give constructive feedback to their classmates following an oral presentation?

### SLE – Survey of Learning Environment

1. What thinking is behind your planning for your physical classroom arrangement?
2. How do you decide which seating arrangements you use to facilitate different kinds of student interaction?
3. How do you decide whether or not to post student work?
4. What are the various things you consider as you make classroom resources available for independent student work?