

New Teacher Induction Syllabus of Learning

INTRODUCTION

Pittsburgh Public Schools (PPS) is committed to providing new and pre-tenured teachers across the District with ongoing and on-site supports as they begin their work as educators of Pittsburgh's children and as leaders in schools. The purpose of the New Teacher Induction Program is to provide teachers new to the profession with knowledge and resources, enabling them to develop the skills to facilitate their professional growth and to collaborate with experienced teachers across the District.

LEARNING OBJECTIVES

Pittsburgh Public Schools has developed new goals to ensure that new teachers are not only successful, but feel supported. Individual goals for the PPS Induction include providing new teachers with:

- Basic information and knowledge about the school, the District, and the students they educate in order to increase teacher effectiveness.
- An overview of professional practice within the context of the *Research-based Inclusive System of Evaluation Rubric (RISE)* and Process.
- Specific training in the curriculum they teach, the *Standards Aligned System (SAS)*, lesson design, culturally-relevant pedagogy, classroom management, and effective relationship building strategies.
- A basic understanding of the District's equity work and how it applies to students.
- Insights and encouragement from central office staff and experienced teachers throughout the District in order to achieve success as new employees.
- A community of learners with whom to share success stories and gather expertise.
- The capacity and resources to improve teaching practice and enhance student achievement.
- The desire to remain a teacher in urban education, specifically as a member of Pittsburgh Public Schools.

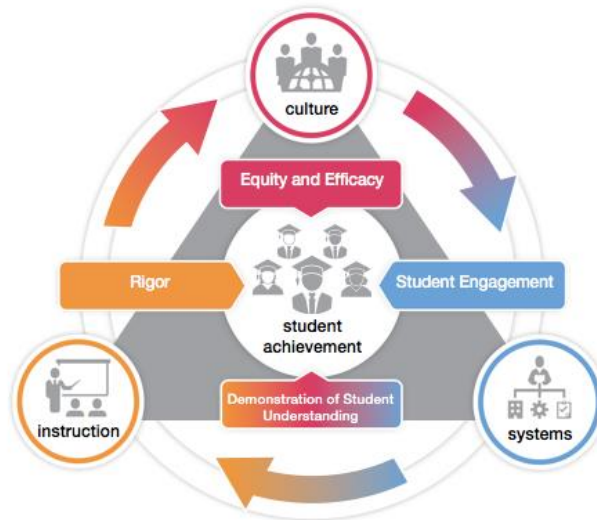
NORMS/EXPECTATIONS

- Complete all tenets of the Program within three years of hire.
- Engage as a learner in every session.
- Reflect on practice and pedagogy.
- Maintain a student-centered approach to planning and preparation.
- Commit to the racial equity and efficacy work of the District.
- Be open to feedback from and collaboration with supervisors, mentors, and peers.

FRAMEWORKS

The District's Continuous Improvement Model and the High Quality Instructional Framework will be used to situate and guide the learning of the PPS Induction Program.

Framework for High Quality Instruction



RECOMMENDED RESOURCES

The following list of resources are provided to support additional learning around the areas of study for the year:

- [*The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*](#) by Charlotte Danielson (2008).
- [*Courageous Conversations About Race*](#) by Glenn Singleton (2005).
- [*Classroom Strategies that Work*](#) by Robert Marzano (2001)
- [*Making Thinking Visible*](#) by Ron Richhart (2011)
- [*The DreamKeepers: Successful Teachers of African-American Children*](#) by Gloria Ladson-Billings (2009)

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Topics	Learning Objectives	Rationale / Expected Change in Participant Practice	Facilitator(s)/ Date, Time, Location	Resources Needed
FOUNDATIONAL UNDERSTANDINGS: PPS PEDAGOGY, EQUITY AND EFFICACY, STANDARDS-ALIGNED PLANNING, DIFFERENTIATION, REFLECTIVE PRACTICES				
New Teacher Kick-Off				
So You Want to be a Teacher...Are you ready for this?	<ul style="list-style-type: none"> Provide an understanding of the New Teacher Induction Program in PPS. Share expectations, norms, and guidelines for new teachers in PPS as aligned with the District's Strategic Plan (Theme #4). Engage in collaboration with colleagues and peers across schools. Explore strategies for MTSS inside the classroom that support both PSE and regular education students. 	<ul style="list-style-type: none"> Teachers need a foundational understanding of the PPS specific tools, tenets, and terminology that drive the work of the district. Without this understanding, teachers are unable to meet deadlines, plan effectively, nor adequately reflect on their practice and pedagogy. Participants will complete a PD plan for the year and use it to guide their learning throughout the 2017-18 school year. Participants will utilize the structures and processes (i.e. RISE, Bloomboard, MTSS) introduced to support teaching and learning in the classroom. 	Kellie Skweres Rachel Beers Tamara Durant Mindy Sturgess Session Offered: September 12, 2017 4:00-7:00 pm Greenway 201	<ul style="list-style-type: none"> BYOD Program of Studies Strategic Plan RISE rubric
So You Want to be a Teacher...Are you ready for this?	<ul style="list-style-type: none"> Provide strategies for setting up culturally sensitive classrooms, building effective student relationships, and teaching rituals and routines aligned with the 7Cs. Build a foundational understanding of the Equity and Efficacy work in PPS and its alignment to the District Strategic Plan. Introduce PLCs...(?) 	<ul style="list-style-type: none"> As teachers begin to build their classroom culture, it is critical that they consider their students' race, backgrounds, gender, home language, etc. to ensure that the space is inclusive and welcoming for all. Participants will engage in collaborative activities that will support their ability to foster relationships and build rapport with all of their students. Participants will design a learning environment that is student-centered and structured around explicitly taught rituals, routines, and procedures. Participants will plan activities that build critical consciousness and cultural competence for themselves and their students. 	Kellie Skweres Mr. Anthony Anderson Mr. Steve Korpa Susan Loskoch (Equity Office team member) Session Offered: September 13, 2017 4:00-7:00 Greenway 201	<ul style="list-style-type: none"> <i>Culturally-Relevant Classroom Management</i> MOU (?) Chris Emdin video "Reality Pedagogy-The 7Cs"
So You Want to be a Teacher...Are you ready for this?	<ul style="list-style-type: none"> Utilize basic iPad applications to enhance existing district curricula. Engage in work with the Moodle and eSchoolPlus and IEP Writer platforms as they 	<ul style="list-style-type: none"> Technology can be utilized to foster greater collaboration and save time within the district, when staff members are adequately trained to use it. When they aren't trained, it becomes burdensome and can belabor work while causing frustration. 	Kellie Skweres Joe Pikovsky Wayne Zientarski Bloomboard rep Becky Tress (?)	<ul style="list-style-type: none"> Bring Your Own Device (BYOD) iPads

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	<p>relate to New Teacher Induction and teaching and learning in the classroom.</p> <ul style="list-style-type: none"> Introduce the micro-credentialing process via Bloomboard and explain its connection to the RISE process. 	<ul style="list-style-type: none"> Participants will practice navigating the Moodle site, set up their iPads, and utilize various technology applications to plan for more effective student engagement. 	<p>Session Offered: September 14, 2017</p> <p>4:00-7:00</p> <p>Greenway 201</p>	
ESSENTIAL QUESTION 1: What Learning Designs and Protocols have the greatest effect on teacher practice?				
RISE UP Session #1				
Eliminate the One and Done...It's all about the Planning!	<ul style="list-style-type: none"> Introduce tools and protocols to support the process of backwards mapping using PA state standards. Provide strategies for planning coherent and culturally-responsive instruction. 	<ul style="list-style-type: none"> Understanding standards is essential to understanding what students are expected to know and be able to do. Unwrapping standards is a process that helps to inform the teaching and assessing of necessary content. The unwrapping standards protocol is also the first part of the backmapping process which allow teachers to plan out a year with purpose and focus. Teachers will engage with the unwrapping standards protocol and practice using standards from their own content/gradeband. Teachers will begin to design a course map that is aligned to PA standards and differentiated to meet the needs of their student population. 	<p>Jamilla Rice Kellie Skweres STEAM teacher (Nicole Finden) Kashif Henderson</p> <p>Session Offered: September 19, 2017 January 17, 2018 4:30-7:00 pm</p> <p>Greenway 201</p>	<ul style="list-style-type: none"> Unwrapping Standards Protocol Backmapping Tool: Course Map Becky Gaertner: Planning video Strategic Plan RISE rubric study guide BYOD
Micro-credential 1 Aligning Assessments to Standards	<ul style="list-style-type: none"> Utilize unwrapping standards protocol to practice designing assessments. Reflect on teaching and learning using data collected from assessment tool. 	<ul style="list-style-type: none"> Being able to design and utilize assessments correctly is necessary in order to have a positive impact on student outcomes. Teachers must use assessments to differentiate and modify instruction daily, not just at the conclusion of a unit to assign a grade. Teachers will describe a lesson and reflect on its effectiveness, based on data collected from student work. Teachers will make instructional decisions and plan for differentiation in upcoming lessons. 	<p>Kellie Skweres Dr. Shana Nelson Tamara Durant</p> <p>Due date: October 17, 2017 February 21, 2018</p> <p>Bloomboard</p>	<ul style="list-style-type: none"> Evidence of student learning
ESSENTIAL QUESTION 2: What types of resources support an inclusive and restorative classroom environment?				
RISE-UP Session #2				

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<p>Classroom Management 101...Know who you're talking to.</p>	<ul style="list-style-type: none"> Develop strategies for building a proactive and responsive learning space. Describe ways to learn about students' lives and use that information to design the classroom environment. Provide information and resources to assist in the planning, implementing, and executing of a positive classroom culture. 	<ul style="list-style-type: none"> Based on observational data, new teachers struggle the most with classroom management issues—particularly in high needs' schools. Teachers do not know enough about the communities and personal lives of the students they teach and often plan their lessons through a deficit lens. Participants will be introduced to tools which will strengthen their capacity to build effective relationships with their students and opportunities for student voice and student choice. 	<p>Kellie Skweres LES Devin Browne Steve Korpa</p> <p>Session Offered: October 17, 2017 February 21, 2018 4:30-7:00</p> <p>Greenway 201</p>	<ul style="list-style-type: none"> BYOD Good Morning Teacher Key and Peele: Substitute teacher/In Living Color: "Endangered Species" <i>Beginning of the Year Classroom Management</i> <i>Avoiding the Power Trap...</i> Video: Boston 24/7 RISE rubric study guide Strategic Plan
<p>Micro-credential 2: Building Student Ownership in Classroom Culture</p>	<ul style="list-style-type: none"> Explain how relationships with students in respective classrooms are built. Reflect on the effectiveness of the current classroom environment. 	<ul style="list-style-type: none"> Participants will have the information and tools provided during the session to begin implementing into their classrooms. Teachers can "try these out" and then share their stories via Bloomboard. This will give them a chance to synthesize and reflect on what they learned while also receiving feedback on their work. 	<p>Kellie Skweres Dr. Shana Nelson Tamara Durant</p> <p>Due Date: November 21, 2017 March 21, 2017</p> <p>Greenway 201</p>	<ul style="list-style-type: none"> Teacher Reflection
<p>ESSENTIAL QUESTION 3: How can teachers' capacity to implement effective pedagogical practices be strengthened and enhanced?</p>				
<p>RISE-UP Session #3</p>				
<p>So what's in it for me...Delivering Impactful Instruction.</p>	<ul style="list-style-type: none"> Explain how to differentiate a lesson via content, process, or product and how to use Bloom/DOK to build complexity and rigor in lessons. Describe how utilizing Vygotsky's research Zone of Proximal Development can effectively guide instructional practice. Define what Culturally Relevant Pedagogy is and how to apply to classroom practice. Provide information and tangible resources to assist in the planning, implementing, and executing of Differentiated Instruction. 	<ul style="list-style-type: none"> Being able to design differentiated and relevant learning experiences for all students is a critical component of CRP. It is also necessary for authentic engagement, which based on RISE data, is missing from many PPS classrooms. Participants will navigate their way through a differentiated task so that they can "feel" what it is like to be over or under scaffolded throughout the course of their work. Participants will then refer to their Course Map and find specific tasks that require differentiation and modify them accordingly. Participants will also go back to their Course Map from session #1 and revise a Performance task in order to make it more culturally responsive. 	<p>Kellie Skweres PSE Kashif Henderson Jamilla Rice</p> <p>Session Offered: November 21, 2017 March 21, 2018 4:30-7:00</p> <p>Greenway 201</p>	<ul style="list-style-type: none"> BYOD Course Map (from session #1) Donovan Livingston video <i>Using Blooms to Differentiate</i> <i>Culturally-Relevant Pedagogy: It's just good teaching.</i> Gloria Ladson-Billings video RISE rubric study guide Strategic Plan

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<p>Micro-credential #3: Planning and Implementing Culturally Relevant Pedagogy</p>	<ul style="list-style-type: none"> Engage in personal self-reflection while isolating race and its impact. Describe the race and background of the students served. Design a CRP lesson utilizing tools provided in session #3. 	<p>In order for teaching and learning to occur for all, students need to feel valued, respected, and an integral part of the classroom culture. As teachers, it is important to understand how they show up for students and then subsequently, how their actions, beliefs, and behaviors shape the teaching and learning in their classrooms.</p>	<p>Kellie Skweres Dr. Shana Nelson Tamara Durant</p> <p>Due Date: December 19, 2017 April 18, 2018</p>	<ul style="list-style-type: none"> Teacher Reflection
<p>ESSENTIAL QUESTION 4: How can observations and feedback be utilized to foster collaboration and collective efficacy?</p>				
<p>RISE-UP Session #4</p>				
<p>Observations, Conferences, and Evaluations...Oh my! Taking the fear out of the end of year.</p>	<ul style="list-style-type: none"> Prepare for receiving feedback via observational cycles with administration. Practice tagging evidence and mapping evidence to the RISE rubric. Explain how the end of year process and RISE observations connects to the Career-Ladder Salary Scale. 	<ul style="list-style-type: none"> New teachers in particular struggle with the observation process. Because they are often unfamiliar with the language of the RISE rubric and what constitutes "Distinguished," "Proficient," etc. they find engaging in cycles with their principals intimidating and daunting. Participants will engage in a "practice" observation through the eyes of an administrator in order to demystify the procedure. New teachers also lack an understanding of how their observation data connects to the new salary scale and when they have opportunities for advancement. Participants will learn about this first-hand from HR and then have the chance to vet specific questions so that they can plan accordingly for the end of year. 	<p>Kellie Skweres Shannon Plush Lynne Casselbury</p> <p>Session Offered: December 19, 2017 April 18, 2018 4:30-7:00</p> <p>Greenway 201</p>	<ul style="list-style-type: none"> BYOD Teacher Video Video observation forms RISE rubric study guide Strategic plan
<p>Showcase of Learning</p>	<ul style="list-style-type: none"> Prepare for receiving feedback via observational cycles with administration. Reflect on work completed throughout Induction 	<ul style="list-style-type: none"> Participants will present and share portfolio with peers and administrators. 	<p>Virtual</p>	<ul style="list-style-type: none"> Computer Lab

