

New Teacher Orientation
Tuesday, August 27, 2019

Welcome to Huntington

Today's Agenda



- New Teacher Orientation Induction Program (9:00-11:30 a.m.)
 - Welcome Message from Superintendent of Schools
 - Teaching in Huntington
- Employee First! Program (11:30-12:00 p.m.)
 - Personnel
 - Payroll
 - Benefits
- Introduction of Principals (12:00-12:15 p.m.)
- Lunch- JA STEM Cafeteria (12:15-1:00 p.m.)
- Bus Tour (1:15-2:30 p.m.)
- Closing Remarks (2:30-2:45 p.m.)

Central Office Administration



Mr. James Polansky, Superintendent



Dr. Kathleen Acker
Assistant Superintendent
Business and Administration



Mr. Chris Hender
Human Resource
Administrator



Mrs. Beth McCoy
Assistant Superintendent
Curriculum and Instruction

Secondary Building Administration



Mr. Cusack, Principal
Huntington High School



Dr. Lissette Lora, Asst. Principal
Huntington High School



Mr. Smith, Asst. Principal
Huntington High School



Mrs. Roethel, Principal
Finley Middle School



Mr. Parham, Asst. Principal
Finley Middle School

Intermediate Building Administration



Dr. Gonzalez, Principal
Woodhull Intermediate



Ms. Moro, Principal
Jack Abrams STEM Magnet

Primary Building Administration



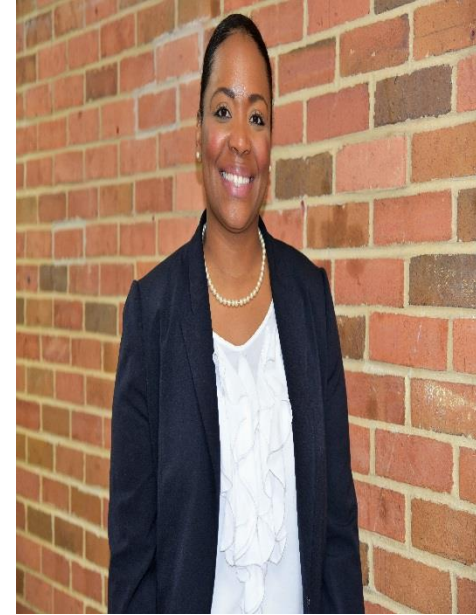
Ms. Laguarda,
Principal
Flower Hill



Mrs. Capitulo-Saide,
Principal
Jefferson



Mr. Oshrin,
Principal
Southdown



Dr. Richards,
Principal
Washington

Department Supervisors



Mrs. Klein
Director of Guidance



Mrs. Robinette
Director of Data, Testing
and Elementary Math



Mrs. Judy Moroff
Director of ESL/DL/LOTE



Mr. Reynolds
Director of Fine and
Performing Art

Department Supervisors



Mrs. Johanson
Director of STEM



Mr. Leavy
Chair of Humanities



Mr. Stein
Director of Security



Mrs. McCarthy
Director of PE/Athletics



Mrs. Aufiero
Chair Secondary Mathematics

Department Supervisors



Mrs. Rich
Director of Student
Support Services



Ms. Roth-Costello
Chairperson, Secondary CSE



Ms. Montforte,
Chairperson, K-6 CSE



Ms. Vaughans
Chairperson, CPSE- grade 4



Our Community



Mission Statement



Recognizing the strengths of our District's traditions, its history of community support, the diversity of our population and our commitment to educational excellence, **the mission of the Huntington Union Free School District is to educate students by effectively teaching an enriched body of knowledge**, through the active participation of all students, building upon their unique talents and abilities to produce creative, self-assured responsible citizens who are capable of critical thought and actions.

Every Kid Needs a Champion



Rita Pierson

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

Setting the Stage...



I. Family Partnerships

II. Starting the School Year

III. Classroom Management

IV. Professionalism

V. Teaching- Charlotte Danielson Framework

I. Family Partnerships



- Establishing a partnership with parents a priority; reach out to each parent prior to start of school year or within the first week
- Provide parents with regular, positive communications
- Provide personalized messages through home-school journals in which you communicate with parents regarding their child's interests, strengths or weaknesses and concerns
- Provide parents and caregivers with practical suggestions of how they can assist in their child's education
- Reflect on your partnership plan and fine-tune it so that it results in improved parent involvement in student academic and social success

Family Partnerships



Turn and talk with your shoulder partner...

What actions will you take to establish and maintain family partnerships prior to the beginning of school and throughout the year?

II. Starting the School Year



- Reach out to parents during the first week of school
- Begin to establish routines on the first day of class
- Communicate clear objectives and expectations
- Hold students responsible for following routines and rules (follow through)
- Build relationships with each student

Establish Routines/Classroom Themes



Get along-compromise
Respect - your teammates
 - the rest of class
Offer your ideas and
 thoughtful feedback
Use a plan & quiet voices
Participate actively &
 equally
Stay focused & on
 task



A Bucket Filling Classroom...

Looks like:	Sounds like:	Feels like:
<ul style="list-style-type: none"> kids sharing supplies smiles ☺ 	<ul style="list-style-type: none"> compliments kind words 	<ul style="list-style-type: none"> happy SAFE!
<ul style="list-style-type: none"> kids sticking up for a classmate who is being bullied 	<ul style="list-style-type: none"> friendly tone of voice (not sarcastic) 	<ul style="list-style-type: none"> helpful caring
<ul style="list-style-type: none"> kids writing nice notes to each other when someone spills their crayons classmates help them pick them up 	<ul style="list-style-type: none"> saying "please" and "thank you" "Do you want to play with us?" "I like your..." "Do you need help?" 	<ul style="list-style-type: none"> supportive friendly polite kind comfortable
<ul style="list-style-type: none"> kids working together 		

Establishing Routines and Relationships



- Discuss the following in groups of five:
- How will you establish routines with your class(es)?
- How much time will you spend on this daily/weekly/monthly to ensure they are established and maintained?

III. Classroom Management



1. Rules and Procedures

2. Positive Classroom Behavioral Practices

3. Teacher-Student Relationships

4. Mindfulness





Rules and Procedures

ENGAGE
ENLIGHTEN
EMPOWER

Elementary Examples (Rules)



Secondary Examples (Rules)



Our Classroom Bill of Rights

Article I. All classroom citizens have the right to learn!

Article II. All classroom citizens have the right to read!

Article III. All classroom citizens have the right to listen and be listened to.

Article IV. All classroom citizens have the right to have FUN!

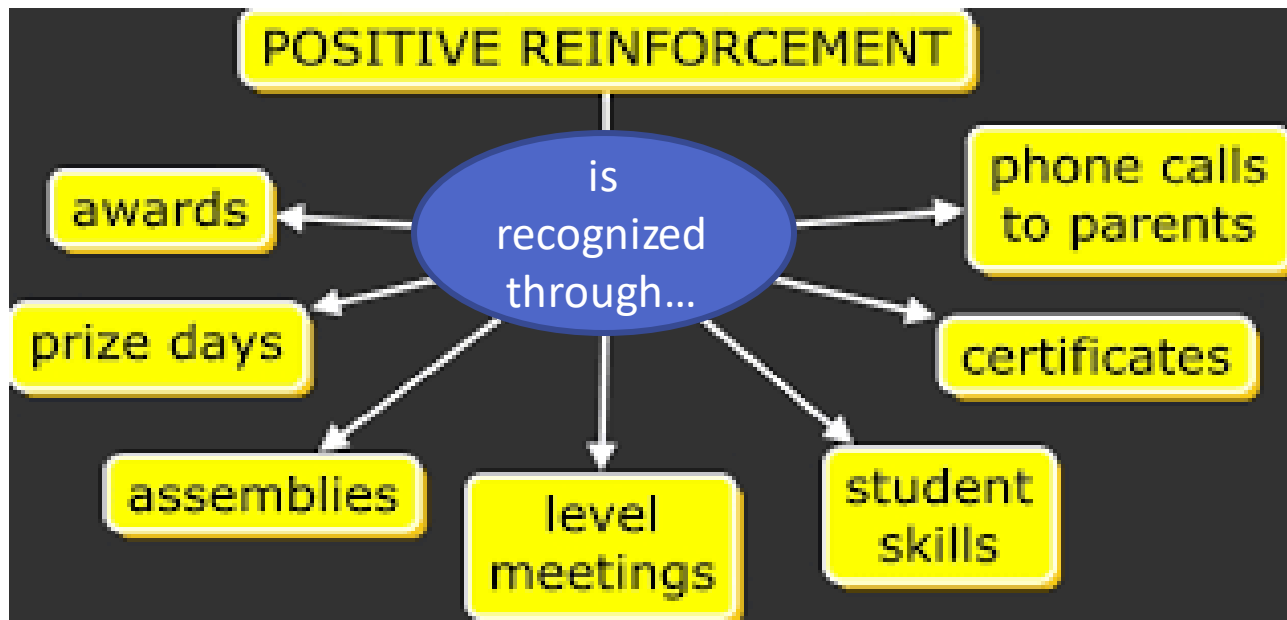
Article V. All classroom citizens have the right to ask questions.

Article VI. All classroom citizens have a right to homework-free weekends.

Article VII. We have the right to write!

Jillian, Theresa, Emma, Nick, Olivia, Giovanni, Amansa, Madison, Keenan, Zachary, Evan, Owen, FRESNO, Melia, Elizabeth, Socorro, Eliza, Jaden

Positive Classroom Behavioral Practices



Class Behavior Chart (example)



Weekly Progress Report

Student: _____ Reporting Period: 1 2 3 4

✓ = Satisfactory

✗ = Needs Improvement

— = Unsatisfactory

Characteristics of Work and Behavior	1	2	3	4	5	6	7	8	9
Relieves from unnecessary talking									
Gives respect/consideration for others									
Works well independently and asks help when needed									
Shows appropriate behavior in class									
Shows appropriate behavior in hallway									
Shows appropriate behavior in restroom									
Uses time wisely/works on task									
Obeys school and classroom rules									
Is cooperative									
Is attentive and follows directions									
All homework is done correctly and handed in									
Completes assignments on time									
Accepts responsibility & is prepared									

Parent Signature _____

Comments _____

- Week 1 _____
- Week 2 _____
- Week 3 _____
- Week 4 _____
- Week 5 _____
- Week 6 _____
- Week 7 _____
- Week 8 _____
- Week 9 _____

Positive Reinforcement



- Discuss in groups and list on chart paper the types of positive reinforcement systems that you plan to put in place with your class(es).
- Will you set up individual, group or whole class behavioral systems?
- How will you assess their effectiveness?

Teacher-Student Relationships



Teacher-Student Relationships



- Use specific techniques to establish an appropriate level of respect, collaboration and cooperation
- Get to know each student's likes, dislikes, sensitivities, goals
- Be aware of the needs of different types of students

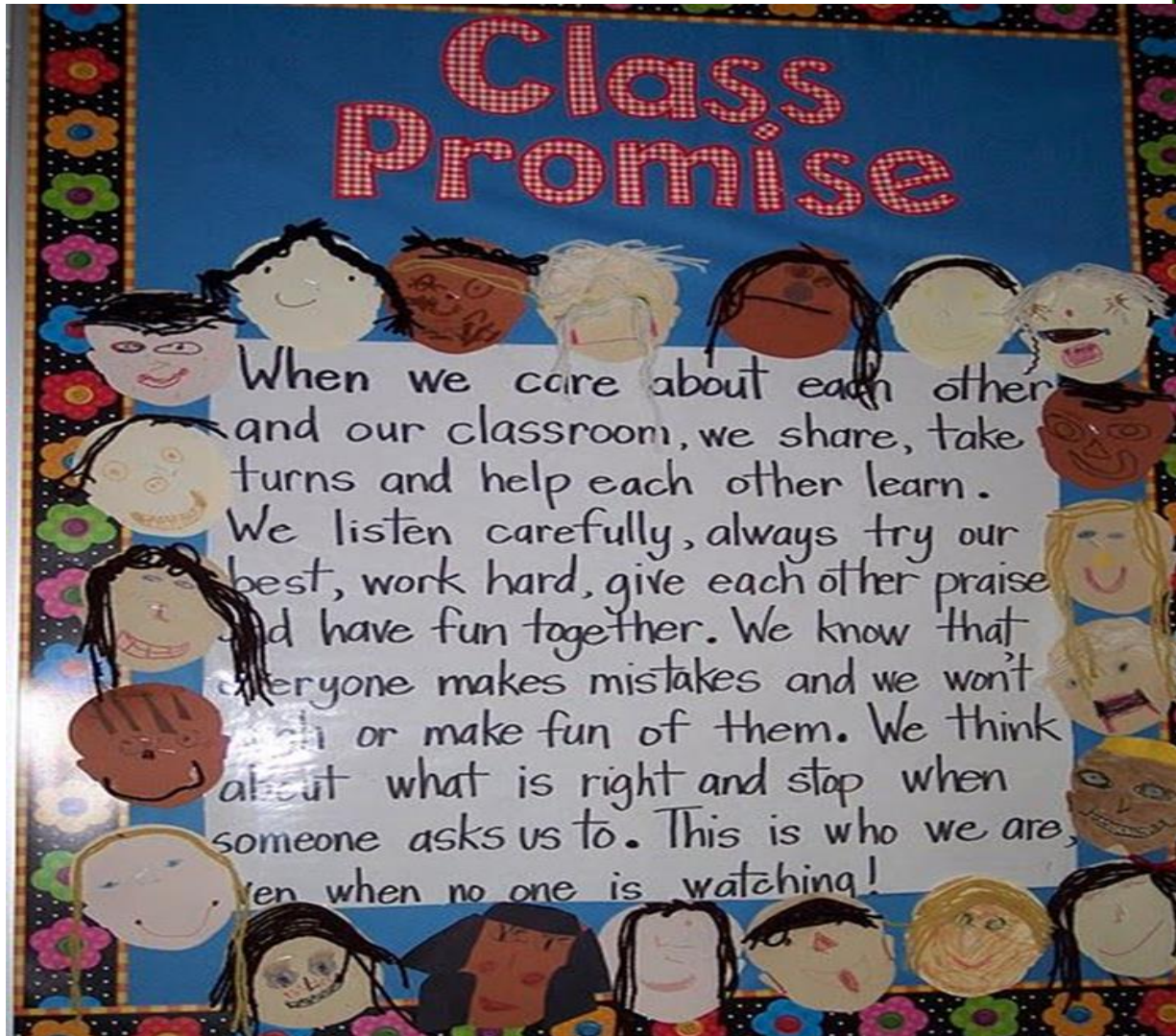
Teacher-Student Relationships



Talk to your elbow partner...

- What steps will you take to establish relationships with each student?
- Why are these relationships of utmost importance?

Classroom Pledge



Mindfulness



Mindfulness



mind·ful·ness

- 'mīn(d)f(ə)lnəs/

-*noun*

1.

- the quality or state of being conscious or aware of something.
- "their mindfulness of the wider cinematic tradition"

2.

- a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.



Mind Full, or Mindful?

IV. Professionalism



Lead by example...



- Presentation is key, you only have one chance to make a first impression
- Be prompt
- Plan ahead and be prepared
- Set clear objectives and communicate with students about those objectives
- Collaborate with staff; they are your resources
- Ask questions; look for feedback
- Demonstrate respect for all students and staff
- Be confidential

V. Charlotte Danielson A Framework for Teaching



The Framework



- Four Domains (22 Components)
- The Domains
 - Domain 1 – Planning and Preparation
 - Domain 2 – The Classroom Environment
 - Domain 3 – Instruction
 - Domain 4 – Professional Responsibilities
- The Components
 - Refer to handout in your folder “A Framework for Teaching,” by Charlotte Danielson

Common Underlying Themes



- High Expectations
- Developmental Appropriateness
- Equity
- Cultural Sensitivity
- Accommodating Individual Needs
- Appropriate Use of Technology
- Student Centered Learning Environments

A Framework for Teaching: Components of Professional Practice



Domain 1: Planning and Preparation *Components 1a-1f*

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing coherent instruction
- Designing Student Assessments

Domain 1, Planning and Preparation

Components 1a-1f



Establish Groups of Six

Each group member will:

- choose a different component of Domain 1, Planning and Preparation (1a-1f)
- jot down three – five sentences as to how you would use the Danielson Rubric to guide your lesson planning in that specific component
- share with your group the ways you would use the rubric to guide your lesson planning

A Framework for Teaching: Components of Professional Practice



Domain 2: The Classroom Environment *Components 2a-2e*

- Creating an environment of respect and rapport
- Establishing a culture of learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Domain 2: The Classroom Environment

Components 2a-2e



Work in Pairs

- Each group member selects two components of Domain 2, Planning and Preparation (2a-2e)
- Choose one that you believe that you are strongest in and one that you would like to improve upon
- In groups, share your 'strength' component and discuss how you will continue to enhance upon it as well as your 'weakness' and what steps you will take to progress in that area

A Framework for Teaching: Components of Professional Practice



Domain 3: Instruction

Components 3a-3e

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using Assessment in Instruction
- Demonstrating flexibility and responsiveness

Domain 3: Instruction

Components 3a-3e



Establish Groups of Five

- Count off a, b, c, d, e
- Find a section of the room for a's, b's, c's, etc.
- Use chart paper and list your specific component and ways in which you would demonstrate evidence in your classroom
- Nominate a group leader to share out

A Framework for Teaching: Components of Professional Practice



Domain 4: Professional Responsibilities

Components 4a-4f

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in the professional community
- Growing and developing professionally
- Showing professionalism

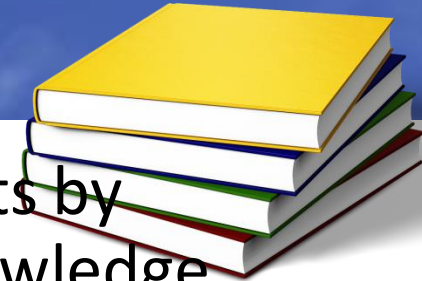
Domain 4: Professional Responsibilities

Components 4a-4f

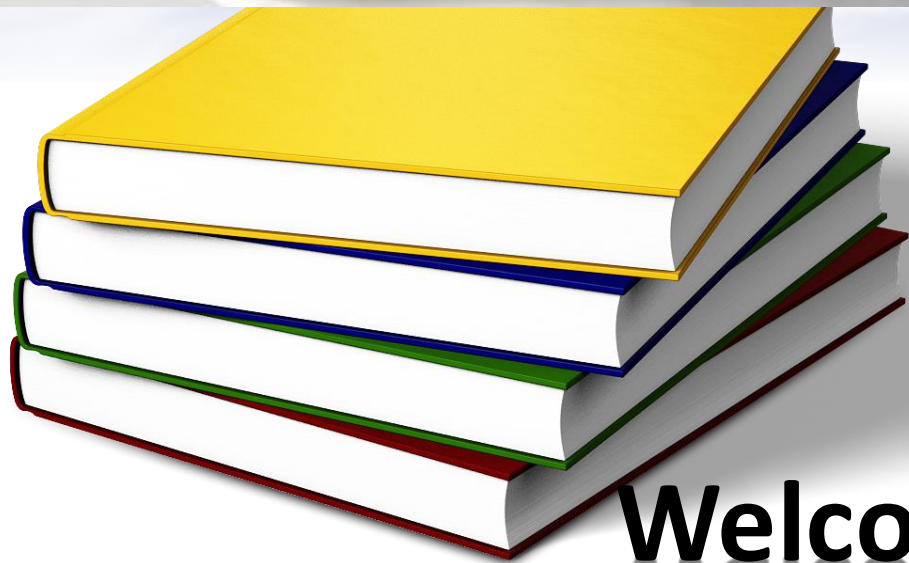


- What are the ways in which you plan to reflect on your practice?
- How will you seek advice and constructive feedback from others?
- How will you ensure that you support your own professional development?
- What steps will you take to become a part of your professional community?

Summary...



- Remember our Mission... to educate students by effectively teaching an enriched body of knowledge....
- Good Teacher/Home Partnerships benefit all students
- High Expectations for ALL
- Classroom Management and Effective Teaching will lead to great outcomes for all students
- Danielson Framework for Teaching – Research based practices that lead to positive academic outcomes for ALL students.
- [Keep Calm and Make a Difference!](#)



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2019

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- Teacher Center (11:00-12:00 p.m.)
- Lunch, JA STEM Magnet School, Cafeteria (12:00-1:00 p.m.)
- District Directors/Chairs Department Overviews (1:00-2:00 p.m.)
- New Teacher Induction and Mentoring Program (2:00-2:30 p.m.)
- Closing Remarks (2:30-2:45 p.m.)