



FLOWING WELLS SCHOOL DISTRICT



PROFESSIONAL DEVELOPMENT, INDUCTION, and MENTORING

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Flowing Wells School District

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Flowing Wells Unified School District

Institute for Teacher Renewal and Growth

Professional Development Program Description

The Flowing Wells School District recognizes at a time when the needs of our students and community are great, the need for teachers with multiple skills and understanding is of utmost importance. During the 1983-84 school year, the district implemented a professional development program which addressed the renewal and improvement of instructional delivery in the classroom.

Over the last thirty years, the program has developed into a model which offers differentiated professional development matched to the level of teaching expertise. This concept was originally developed by Dr. David Berliner from Arizona State University, and Dr. Thomas McGreal from the University of Illinois. The Flowing Wells Professional Development Program provides workshops for Novice (first year), Advanced Beginners (second year), Competent (third-fifth years), and Proficient and Expert Level teachers.

The content of the workshops is based upon the different needs of teachers as they progress in their professional careers. The key concepts in each workshop reflect a “building block” framework from simple to more complex decision making. Additionally, the **INDUCTION PROGRAM** and the beginning workshops emphasize classroom performance while the

advanced workshops include training that focuses on advanced instructional strategies, various models of teaching, content and technology integration, and leadership that impacts the school, district, and community (refer to attached chart).


The Flowing Wells Program has received numerous honors over the last two and a half decades. The American Association of School Administrators recognized the Flowing Wells Institute for Teacher Renewal and Growth as the 1986 Exemplary Professional Development Program. In 1996 the *Video Journal of Education* featured the induction and mentoring components in a two-part video series which is available for purchase. Flowing Wells was also featured in an article by Dr. Harry Wong in *Educational Leadership* magazine, March 2002. Most recently, Dr. Wong’s Book New Teacher Induction, How to Train, Support and Retain New Teachers, unveiled December 2002 at the National Staff Development Conference, provides a step-by-step implementation process for duplicating the key components of the Flowing Wells Program. The Arizona K-12 Center has identified Flowing Wells as one of the exemplary induction programs in the state (information may be accessed at: www.azk12.org/)

The Flowing Wells Professional Development Program

- >INDUCTION
- >DIFFERENTIATED AND DEVELOPMENTALLY APPROPRIATE WORKSHOP TRAINING FOR CONTINUING TEACHERS
- >COACHING FOLLOW-UP IN THE FORM OF MENTORING AND FORMATIVE SUPERVISION

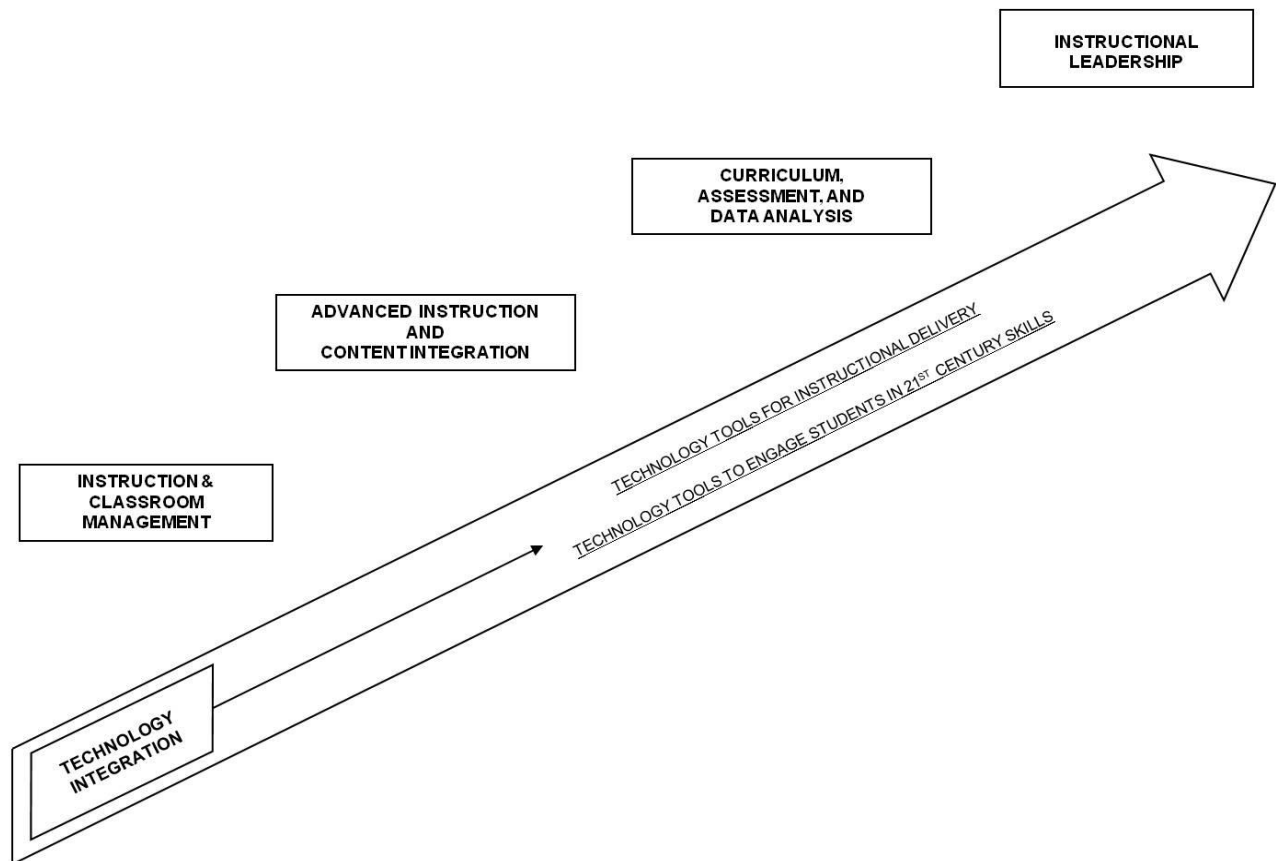
INDUCTION

The Flowing Wells Induction Program is the transmission of the district and community culture. The major goals of this program are to build a sense of culture and to articulate the district’s mission and philosophy. **INDUCTION** is a structured training program for all teachers new to the district which instructs and models “the way it is done” in the Flowing Wells School District. This program is not merely an orientation to the district’s organizational pattern, but a framework of the district’s version for student learning and success.

If we don’t model what we teach, we’re teaching something else. 

PROFESSIONAL GROWTH FRAMEWORK

Flowing Wells Institute for Teacher Renewal and Growth



EXCELLENCE IN TEACHING

The quality of the individual classroom teacher is one of the most important variables affecting student learning (see references below). Excellence in teaching is a journey, not a destination. In Flowing Wells School District, we believe that ongoing professional growth is essential to cultivate this excellence and to maximize student achievement. Masterful teachers continuously add to their repertoire through deliberate efforts to improve their instruction, classroom management, content and curriculum knowledge, assessment, technology integration, and leadership skills.

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Hanushek, E.A., Kain, J.F., & O'Brien, D.M. (2005). *The market for teacher quality*. NBER Working Paper No. 11154. Cambridge, MA: National Bureau of Educational Research.

Marzano, Pickering, & Pollock. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12).

Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.



FLOWING WELLS SCHOOL DISTRICT
INSTITUTE FOR TEACHER RENEWAL AND GROWTH
PROFESSIONAL DEVELOPMENT



Teacher Induction	→ Teacher Leadership			
	NOVICES (1 st year teachers)	ADVANCED BEGINNERS (2 nd year teachers)	COMPETENT (3 rd year teachers)	PROFICIENT AND EXPERT (4 th – 8 th year+)
Workshops	Induction <ul style="list-style-type: none"> • Procedures/Routines • Instruction • Community Culture • Lesson Delivery Models • Management 	Intermediate Instruction <ul style="list-style-type: none"> • EEI Refresher Course • Class Management • Task Analysis Content Areas <ul style="list-style-type: none"> • Reading • Writing • Science • Math 	Advanced Instruction <ul style="list-style-type: none"> • Cooperative Learning • Creativity and Higher-Level Thinking Content Areas, continued Curriculum Development and Assessment	Curriculum Development and Assessment, continued Data Analysis Instructional Coaching and Supervision Reading Coaching
Key Concepts	<ul style="list-style-type: none"> • Engaging all students • Assessment • Classroom mgmt. • Planning skills • Basic instructional delivery • Special education modifications 	<ul style="list-style-type: none"> • Basic learning theory • Variables of classroom management • Curriculum sequence • Content area adaptations 	<ul style="list-style-type: none"> • Higher-level thinking • Transfer theory • Teaching of concepts and processes • Student self-esteem • Designing rigorous and relevant curriculum 	<ul style="list-style-type: none"> • Teaching of concepts and processes continued • Designing rigorous and relevant curriculum, continued • Data-based decision making • Mentoring • Coaching • Leadership theories
Follow-Up Coaching Mentors Instructional Coaches	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> • 4 classroom observations and conferences with PD Director/Specialist • 1 “SPA” day with mentor • Ongoing contacts with mentor <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • 2-3 observations (Principal) & Student Achievement Action Plan 	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> • 3 classroom observations with site-based Instructional Coach • 1 observation of a mentor • 1 observation by a mentor • Additional follow-up based on workshop participation <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • 2-3 observations (Principal) & Student Achievement Action Plan 	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> • 2 classroom observations with site-based I.C. • Additional follow-up based on workshop participation <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • 2-3 observations (Principal) & Student Achievement Action Plan 	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> • Informal peer coaching • Additional follow-up based on workshop participation <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Alternative evaluation: 1 observation (Principal) & Student Achievement Action Plan • Traditional evaluation: 1-2 observation (Principal) & Student Achievement Action Plan
Classroom	→ District/Community			

NEW TEACHER INDUCTION PROGRAM



- ◆ Seven Day Induction Program
 - ◇ Four days before school begins
 - ◇ Three days during the school year (release time for new teachers)

- ◆ Classroom Demonstrations: In August, classroom teachers model the first days of school procedures and routines. New teachers are encouraged to bring cameras or cell phones in order to photograph the rules and procedures on the walls of master teachers

- ◆ Bus tour conducted by superintendent which familiarizes new teachers with the culture and community of the district

- ◆ A graduation luncheon celebration with framed certificates for each new teacher presented by the superintendent

- ◆ Mentor in same grade level or content area

- ◆ Coaching follow-up for each new teacher with ten classroom contacts by the Professional Development Director and Professional Development Specialists

- ◆ Monthly support seminars for networking, support, and collaboration led by site administrators

- ◆ Induction is aligned with the Arizona teaching standards

- ◆ Comprehensive on-going professional development program which meets the needs of novice to expert level teachers

- ◆ Complete support for teacher training for over thirty years by the Governing Board and Administration

FLOWING WELLS SCHOOL DISTRICT

NEW TEACHER INDUCTION – FORMAL TRAINING

“New Teacher” includes all teachers new to FW District

	NEW TEACHERS Total # of hours	INDUCTION DAYS 1-4 # of hours	ONGOING TRAINING # of hours
Organizational Culture: Giving information to transmit the culture of the system and organization. Guidelines, expectations, policies, procedures, customs, beliefs, core values.	4 hours	3 hours	1 hour
Systems Information: Giving information related to procedures, guidelines, and expectations of the school district and the school.	4 hours	3 hours	1 hour Ongoing through mentorship and “New Teacher Meetings”
Resources: Collecting, disseminating, or locating materials or other resources.	1 hour		1 hour Ongoing through mentorship and “New Teacher meetings”
Instructional Information: Giving information about teaching strategies or the instructional process.	28 hours	11 hours	17 hours
Emotional Support: Offering support by listening empathetically and sharing experiences.	3 hours	1 hour	2 hours and Ongoing at follow-up coaching and “New Teacher Meetings”
Advice on Student Management: Giving guidance and ideas related to discipline and managing students. *All new teachers receive an advance copy of <i>First Days of School</i> by Harry Wong.	2 hours	2 hours	Ongoing at follow-up sessions and “New Teacher Meetings”.
Advice on Scheduling and Planning: Offering information about organizing and planning the school day.	1 hour		1 hour Ongoing through mentorship and “New Teacher Meetings”
Help with Classroom Environment: Helping arrange, organize, or analyze the physical setting of the classroom.	2 hours	2 hours	Ongoing through mentorship and “New Teacher Meetings.”
Demonstration Teaching: Teaching while new teacher observes, preceded and followed with conferencing to focus and analyze instructional strategies.	7 hours	2 hours	5 hours
Coaching: Critiquing and providing feedback on the teacher’s performance	10 hours		10 hours

	NEW TEACHERS Total # of hours	INDUCTION DAYS 1-4 # of hours	ONGOING TRAINING # of hours
<u>Advice on Working with Parents:</u> Giving help or ideas related to conferencing or working with parents.			Ongoing through mentorship and "New Teacher meetings".
<u>Special Education Issues:</u>	1 hour		1 hour Ongoing through mentorship and "New Teacher meetings".
<u>Other topics or activities:</u> See Professional Development brochure for ongoing professional development program for second year teachers and above. <ul style="list-style-type: none"> * New teacher contract includes four before school induction days – no extra money. * Substitutes are hired for teachers who attend workshops during school hours. * Methods used to evaluate success: <ul style="list-style-type: none"> – Participant feedback – Teacher retention – Teachers' voluntary participation in workshops beginning in 2nd year – Recruitment numbers – Student test scores used to provide areas for professional development focus 			

CATEGORIES OF SUPPORT (Odell)

INDUCTION OVERVIEW 7 DAYS

(refer to attached daily schedules for specific times and topics)

All teachers new to the district are required to attend four days of inservice prior to the return of the continuing teachers. A first year teacher's contract includes four additional days to meet this expectation. Each new teacher is given a copy of Your First Year, by Todd Whitaker, prior to the start of the **INDUCTION** training.

DAY 1 – Focus: Community Building and Instruction

- A. Welcome by Superintendent
Introduction of all Central Administration and Secondary Principals,
The feeling of “family” or “team” is stressed
- B. Introduction of all new teachers
Pictures are taken and displayed
Organization of cooperative, new teacher groups (preK-12)
Team building and collegial support are stressed
- C. Day 1 Content – Instructional Practices: Essential Elements of Instruction, Objectives, and Task Analysis
- D. Instructors – Professional Development Director and Professional Development Specialists

DAY 2 - Focus: Community Building and Instruction

- A. Introduction of all Elementary Principals
- B. Instructional Practices: Active Participation, Anticipatory Sets, and Closures
- C. Analysis of a Master Teacher Video Lesson
- D. Instructors – Master Classroom Teacher in addition to the Professional Development team

DAY 3 – Focus: Instruction, Procedures, and Flowing Wells Culture

- A. Teaching Practicums in small, cooperative groups
- B. Flowing Wells Culture: Professionalism, Establishing Classroom Culture, Flowing Wells Bus Tour of District (led by Superintendent)
- C. New Teacher Breakfast – sponsored by Flowing Wells Educational Association

DAY 4 – Focus: Culture, Classroom Management, and Procedures

- A. Essential Procedures for early success: Bellwork, Signal, Dismissal, Materials Management, etc.
- B. Demonstration classrooms are visited by all new staff. Master teachers at the elementary, junior high, and high school levels model the First Day Procedures and Routines used at the beginning of the year.
- C. Explanation & Demonstration of district-adopted Discipline with Dignity model of management.
- D. Follow-up Coaching and Mentorship explained and organized for the school year (five visits per teacher by coaches).
- E. During the afternoon, new teachers return to their individual classrooms for preparation.

DAYS 5, 6, and 7 – Focus: Instruction and Classroom Management

- A. The days are scheduled throughout the year (once per quarter).
- B. Follow-up days include On-site Demonstration Classrooms in Instruction, varied Instructional Approaches, Cognitive Rigor, Assessment, Special Education, and Motivation & Retention Theories
- C. Day 7 includes:
 - Celebration of Learning (Luncheon) with Governing Board Members, Central Administration, Principals, and Assistant Principals
 - Address to new teachers by Superintendent
 - Teacher Awards (framed certificates) presented by Superintendent



Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Professional Development Training Team:

Tricia Gutierrez, Director of Professional Development
Megan Larson, Professional Development Specialist
Demetria Murray, Professional Development Specialist
Anna Heyer, Professional Development Specialist
Nate Rios, HS Social Studies Teacher and Instructional Coach

Monday, July 27, 2020

8:00 – 8:15	Refreshments	
8:15 – 9:30	Welcome Introductions <ul style="list-style-type: none">Dr. David Baker, SuperintendentDr. Kevin Stoltzfus, Associate SuperintendentDr. Kim Parkinson, Assistant SuperintendentMrs. Stacy Trueblood, Chief Financial OfficerDr. Audrey Reff, Director of Federal ProgramsMr. Jim Brunenkant and High School Administrative TeamMr. Chris Nogami, Principal of Sentinel Peak HSMr. Chad Miller and Junior High Administrative Team Professional Development Team Norms and Agenda Team Building and Class Building	Tricia
9:30 – 9:40	Break	
9:40 – 10:40	Overview: A Schema for Effective Teaching and Learning	Tricia
10:40 – 11:30	Formulating Two-Part Instructional Objectives	Megan
11:30 – 12:45	Lunch	
12:45 – 1:45	Teaching to an Objective <ul style="list-style-type: none">Four Teacher Actions	Demetria and Anna
1:45 – 1:55	Break	
1:55 – 3:05	Introduction to Lesson Design and Task Analysis	Tricia
3:05 – 3:15	Answering the Essential Question	Tricia
3:15 – 3:30	Coaching and Mentorship Logistics	Tricia and Anna
	Homework <ul style="list-style-type: none">Complete the task analysis for your mini-lessonBring a bag stocked with three items	



Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Professional Development Team:

Tricia Gutierrez Megan Larson
Nate Rios Demetria Murray

Tuesday, July 28, 2020

8:00 – 8:15	Refreshments	
8:15 – 9:30	Introductions, Part II <ul style="list-style-type: none">• Dr. Sue Shinn, Director of Emily Meschter Early Learning Center• Ms. Kristy Dale, Principal of Centennial Elementary School• Mr. Dax Valles, Principal of Davis Elementary School• Dr. Tamára McAllister, Principal of Douglas Elementary School• Ms. Tabettha Finchum, Principal of Hendricks Elementary School• Mr. Alan Schmidt, Principal of Laguna Elementary School• Mr. Henry Linker, Principal of Richardson Elementary School Team Building: What's My Bag? Class Building: Mix-Freeze-Group Agenda	Tricia
9:30 – 9:45	Break	
9:45 – 10:00	Analysis of a Lesson	Tricia
10:00 – 11:15	Active Participation	Megan
11:15 – 12:30	Lunch	
12:30 – 1:30	Anticipatory Set	Nate
1:30 – 1:40	Break	
1:40 – 2:40	Closure	Tricia
2:40 – 3:10	Return to Analysis of a Lesson	Tricia
3:10 – 3:15	Answering the Essential Question	Tricia
3:15 – 3:30	FW: There's an App for That	Dr. Parkinson
	Homework <ul style="list-style-type: none">• Bring materials to teach your lesson to two students• Skim Madeline Hunter Article FYI... <ul style="list-style-type: none">• FWEA Breakfast tomorrow: Doors open at 7:15. Dress professionally.• FW District Bus Tour tomorrow afternoon (1:45 – 3:30)	



Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION AND CULTURE

Professional Development Team:

Tricia Gutierrez
Nate Rios

Megan Larson
Demetria Murray

Wednesday, July 29, 2020

8:00 – 8:15	Group Photo at FW High School campus commons	
8:15 – 8:30	Agenda Review <ul style="list-style-type: none">Teacher Actions and Congruency	Demetria
8:30 – 8:40	Directions for Teaching Practicum Transition and Stretch Break	Demetria
8:40 – 10:40	Teaching Practicum: Rounds 1 through 6 (various locations)	
10:40 – 10:45	Debrief the Practicum and Set Goals (PDC)	Tricia
10:45 – 11:45	The Importance of Culture <ul style="list-style-type: none">ProfessionalismCreating Classroom CultureBuilding Relationships	Dr. Baker Tricia Megan Nate
11:45 – 12:00	Answering the Essential Question	
12:00 – 3:30	District Scavenger Hunt <ul style="list-style-type: none">Self-PacedLunch Included	
	Homework: <ul style="list-style-type: none">Review <i>Your First Year</i> (Whitaker, 2016), chapters 2 and 4	
	FYI... <ul style="list-style-type: none">Demo “First Day of School” tomorrow – bring questions regarding procedures of interest for master teachers	



Teacher Induction Program

TODAY'S FOCUS: PROCEDURES AND MANAGEMENT

Professional Development Team:

Tricia Gutierrez
Demetria Murray

Megan Larson
Anna Heyer

Thursday, August 1, 2019

8:00 – 8:15	Refreshments	
8:15 – 8:30	Content-Based Class Builder: Corners Agenda	Tricia
8:30 – 9:00	Procedures – Jigsaw Activity	Megan
9:00 – 10:30	Demonstration Classrooms: First Day of School and Procedures <ul style="list-style-type: none">• Pre-K – 2nd Grade: Hendricks, Room 13, with Roxanna Young• 3rd – 6th Grade: Davis, Room 11, with Matt VanDerlaske• 7th – 8th Grade: FWJH, Room C-7, with Wendy Nogami• 9th – 12th Grade: FWHS, Room 28, with Rachel Lodge	
10:30 – 10:45	Break	
10:45 – 11:00	Debriefing the Demo Classrooms	Megan
11:00 – 11:30	Discipline with Dignity <ul style="list-style-type: none">• Strategies for Positive Management	Tricia
11:30 – 11:45	Complete Feedback Form Next Steps	Tricia
11:45 – 12:15	Answer the Essential Question Closure on Induction Week	Tricia
12:15 – 1:30	Lunch	
1:30 – 3:30	Return to Schools for Classroom Preparation	

HAVE A WONDERFUL FIRST WEEK WITH STUDENTS!!!

Homework:

- Implement EEI and Classroom Management skills!
- Be prepared to meet with your coach 😊



Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION LESSON AND UNIT DESIGN

Instructors:

Tricia Gutierrez
Anna Heyer

Megan Larson
Demetria Murray

Dr. Kevin Stoltzfus
Dr. Sue Shinn

Thursday, September 24, 2020

7:30 – 7:45	Refreshments	
7:45 – 8:15	Agenda Explanation of Observation Assignment Team Builder: Rolling Review Class Builder: Dance Card Partners/Legendary Teachers	Tricia
8:15 – 8:30	Exceptional Student Services IEPs and TATs	Dr. Shinn
8:30 – 9:00	Lesson/Unit Design <ul style="list-style-type: none">Bloom's Cognitive Process Dimensions	Tricia
9:00 – 10:30	Congruency Revisited <ul style="list-style-type: none">StandardsObjectivesQuestionsAssessments	Megan <i>(Math breakout with Demetria)</i>
10:30 – 10:45	Break	
10:45 – 11:30	Lesson/Unit Design <ul style="list-style-type: none">Essential Questions	Dr. Stoltzfus
11:30 – 12:45	Lunch	
12:45 – 1:15	Active Participation Revisited	Anna
1:15 – 2:00	Direct Instruction – Forms of Practice	Tricia & Megan
2:00 – 2:45	Monitor and Adjust	Tricia
2:45 – 3:00	Closure on the Day	
	Homework <ul style="list-style-type: none">Two Master Teacher Observations (with forms)	



Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Instructors:

Tricia Gutierrez

Megan Larson

Demetria Murray

Anna Heyer

Thursday, November 19, 2020

7:30 – 7:45 Refreshments

7:45 – 8:00 Agenda
Discussion of Master Teacher Observations Tricia

8:00 – 8:45 Review of Lesson Design
• Kahoot
• Evaluating a Non-Example Tricia and Megan

8:45 – 9:15 Anticipatory Set Revisited Tricia

9:15 – 9:30 Break

9:30 – 10:30 Closure Revisited Megan

10:30 – 11:30 Retention Theory Demetria

11:30 – 12:45 Lunch

12:45 – 2:45 Instructional Delivery Approaches
• Cooperative Learning
• Close Reading and Concept Attainments
• Inquiry
• Investigations Math Tricia
Megan
Anna
Demetria

2:45 – 3:00 • Closure on the Day Tricia

Homework

- Select 3 new strategies and implement them in your classroom and lesson planning.

FYI: Our March date...

- is graduation: dress to impress
- is our induction final exam
- will include classroom visitations



Teacher Induction Program

TODAY'S FOCUS: ESSENTIAL ELEMENTS OF INSTRUCTION

Instructors:

Tricia Gutierrez
Megan Larson

Demetria Murray
Anna Heyer

Friday, March 25, 2021

7:30 – 7:45	Refreshments	
7:45 – 8:00	Agenda, Bellwork, and Class Builder	Tricia
8:00 – 9:30	Motivation Theory	Megan
9:30 – 11:20	Classroom Visitations <ul style="list-style-type: none">• See schedule for placement and times	
11:20 – 11:30	Debrief of Classroom Visitations	Tricia
11:30 – 11:45	Transition to the Board Room	Tricia
11:45 – 2:00	Graduation Luncheon (Board Room) <ul style="list-style-type: none">• Graduation Speech: “Moments!”• Certificates and Closing Remarks	Dr. Baker
2:00 – 2:45	Final Exam	
2:45 – 3:00	Closure, Self-Reflection, and Next Steps	Tricia

Homework:

- Culminating Writing Assignment
- Workshop Registration Form