THE DISTRICT WILL:
- Conduct a district level orientation (the first Thursday of every month)
  - Explain salary scale and benefit options
  - Explain MTEA roles and responsibilities
- Assign a staffing specialist
- Facilitate teaching assignments
- Provide technology support through:
  - Access to the Portal
  - An online support community
  - An E-mail account
  - Internet access
- Offer monthly support seminars
- Identify and disseminate research-proven best practices and innovations
- Distribute the Characteristics of High Performing Urban Classrooms
- Provide a multicultural teaching environment
- Seek regular feedback from new teachers
- Make available information about the Milwaukee community

THE SCHOOL WILL:
- Conduct a school-level orientation
- Welcome new teachers as members of their professional learning community
- Provide one-on-one support in a variety of areas to meet new teacher needs
- Make provisions for you to attend a district orientation session
- Share and explain the Educational Plan and Staff Handbook
- Provide curricular materials that support:
  - Learning Targets
  - Classroom Assessments Based on Standards (C.A.B.S.)
- Provide professional growth opportunities
- Facilitate access to technology applications (e.g. ESIS, MPA, SPS) and software
- Promote a culture of dialogue and reflection on classroom practice
- Promote a nurturing, supportive, and safe environment
- Provide access to your classroom before the start of the teaching assignment
- Share information about students in a timely manner (e.g. IEPs, cumulative folders)
- Conduct monthly induction meetings
- Facilitate collaboration with parents, families, and parent groups
- Provide an introduction to the community surrounding the school
- Communicate regularly and seek feedback (including a one-on-one meeting with the Principal)

THE LEARNING TEAM WILL:
- Support the implementation of the Comprehensive Literacy and Mathematics Frameworks
- Provide the services of a Literacy Coach and Mathematics Teacher Leader
- Promote the development of skills for data-driven decision making
- Share and model research-based best practices
- Identify and provide resources to support culturally responsive instruction
- Provide opportunities to observe teachers who exhibit the Characteristics of High Performing Urban Classrooms
- Connect the Educational Plan to daily teaching practice
- Communicate with you and seek your feedback on professional development needs

Need Content Ideas?
Go to the MPS Portal
“New Teacher Community”
http://mpsportal.milwaukee.k12.wi.us

Pedagogy/Behavior Concerns?
Join an online community:
www.tappedin.org/mps

Contract/Benefits Questions?
Call (414) 475-8224
AS A NEW TEACHER, I WILL:

- Submit all required paper work (using the checklist provided by Human Resources)
- Attend district orientation
- Attend school orientation
- Attend monthly support seminars
- Get ready for first few days of school
  - Prepare classroom
  - Read IEPs and Cumulative folders
- Ask for help when needed
- Learn to use technology tools and applications
- Create and maintain a positive classroom
- Provide quality instruction based on standards
- Develop relationships with parents
- Prepare lessons
- Take advantage of professional development opportunities
- Reflect on practice
- Participate in MTEA professional development
- Stay in touch with my college or university
- Take time to relax

PREPARING YOUR PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)

1st Year Reflections —
Create a system for collecting personal data:
- Set aside time to reflect
- Decide where you will write your reflections
- Plan how you will store and organize reflections

Things to look for as you reflect:
- Patterns of performance
- Areas of interest
- Compelling student or professional needs
- Effectiveness of teaching based on student learning results
- Collaboration with colleagues and parents
- The Characteristics of High-Performing Urban Classrooms

See the Department of Public Instruction’s web site for information regarding your PDP:
www.dpi.state.wi.us

Teacher Induction for Urban Education
Meeting the Technical, Emotional, Socio-Cultural, and Standards-Based Needs of New Teachers

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