

MILWAUKEE PUBLIC SCHOOLS
BELIEVE IT, ACHIEVE IT!



Teacher Induction for Urban Education Handbook

*Meeting the Technical, Emotional,
Socio-Cultural, and Standards-Based
Needs of New Teachers*



Milwaukee Public Schools

INTRODUCTION

Superintendent William G. Andrekopoulos

Dear Colleagues:

The first few years of teaching have a tremendous impact on a teacher's professional identity and professional practice. These early experiences determine not only whether individuals remain in teaching, but also the kind of teachers they become. Milwaukee Public Schools is committed to recruiting and retaining the best and brightest urban teachers who can effectively contribute to closing the achievement gaps.



*Milwaukee Public Schools
Superintendent William G. Andrekopoulos*

New teachers need orientation, explanation, advice and guidance as they take their first steps in their professional careers. Without comprehensive systems of support, novice teachers are likely to leave the profession before they become accomplished teachers. The high rate of new teacher turnover hinders the development of a stable learning community within the school and seriously compromises our students' educational opportunities.

Offering ongoing assistance, orientation and support is crucial for new teachers to *stay* in Milwaukee Public Schools and *stay committed* to providing equitable educational opportunities for all students. Since new teachers may be assigned to their schools at any time throughout the year (not just in September), a defining characteristic of a school's system of support is that it should be *ongoing*. The district, in turn, defines mentorship *not* as a single person's role but as a school's task which can be accomplished through collaboration and drawing on the distributed expertise of each of its highly skilled teachers. By providing comprehensive induction, Milwaukee Public Schools is responding to the state of Wisconsin's expectations as set out under PI34.

This handbook, which expands on the ideas introduced in the Teacher Induction brochure, offers suggestions regarding best practices in new teacher recruitment, support and retention.

Sincerely,

A handwritten signature in blue ink that reads "William G. Andrekopoulos". The signature is fluid and cursive, matching the name of the Superintendent.

William G. Andrekopoulos
Superintendent of Schools

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and Standards-Based Needs of New Teachers*

TABLE OF CONTENTS

Comprehensive Induction Support	
First Days	2
First Weeks	4
First Months	6
First Year	8
Ongoing (Years 2 to 5)	10
Characteristics of a High Performing Urban Classroom	12
Wisconsin Standards for Teacher Development And Licensure	13
Glossary	14
Important Resources on Induction	15

FIRST DAYS

FIRST DAYS

THE DISTRICT WILL:

- Welcome new teachers as members of their professional learning community
- Conduct a district level orientation (the first Thursday of every month)
 - Explain salary scale and benefit options
 - Explain MTEA roles and responsibilities
 - Explain impact of third Friday on staffing decisions
 - Distribute information regarding whom to contact for specific concerns
 - Distribute *Characteristics of a High Performing Urban Classroom*

FIRST DAYS

THE SCHOOL WILL:

- Conduct a school-level orientation
 - Greet new teachers in a welcoming manner and, led by the principal, make sure they feel a part of the school community
 - Consider holding a new teacher reception to meet the staff
 - Introduce new teachers to key people such as the Literary Coach, Math Teacher Leader, engineers, secretaries, safety aides, fellow team/grade level/subject area teachers, support staff, parent coordinators, etc.
 - Provide an information packet containing pertinent information the new teacher will need during the first few days of school, such as attendance, bus, lunch, and discipline procedures, etc.
 - Conduct a thorough tour of the building
 - Make sure new teachers know where to find necessary resources such as keys, supplies, etc.
- Welcome new teachers as members of their professional learning community
 - Make sure conversations about teaching and learning are inclusive of new teachers
 - Share the school's mission statement and philosophy
 - Foster a schoolwide sense of responsibility for creating a positive experience for new teachers
 - Conduct sharing sessions on effective classroom practices
 - Provide collaborative planning opportunities
- Make provisions for new teachers to attend a district orientation session
 - Make sure new teachers receive information on monthly district meetings in a timely manner
- Share and explain the staff handbook
 - Highlight sections of immediate importance to discuss face-to-face
 - Explain the format of the handbook for future reference
- Provide curricular materials that support:
 - Learning Targets
 - Provide district Learning Targets booklets and classroom posters
 - Provide curriculum resources beyond the teacher's manuals and clarify how the school is implementing the curriculum to address the Learning Targets
 - Classroom Assessments Based on Standards (C.A.B.S.)
 - Provide copies of established C.A.B.S. and a schedule of when to administer them
 - Include new teachers in the creation of new or updated C.A.B.S.
- Facilitate access to technology applications and software
 - Be sure new teachers have their MPS user ID, Internet access, and eSIS log-in accounts
 - Train new teachers in how to effectively use and navigate the applications and software
- Provide access to the classroom before the start of the teaching assignment
 - Take care of logistical and engineering issues such as room assignments, keys, floor cleaning, and furniture movement so new teachers can have access as early as possible

FIRST DAYS

THE LEARNING TEAM WILL:

- Contact new teacher(s) and introduce themselves as members of the Learning Team
- Briefly describe purpose of Learning Team

FIRST DAYS

AS A NEW TEACHER, I WILL:

- Attend district orientation
 - Make arrangements to attend the next session held the first Thursday of every month
- Attend school orientation
 - Expect to be given a variety of information
 - Come prepared to take notes and ask questions
- Prepare for first few days of school
 - Organize the classroom in an inviting and encouraging way
 - Arrange furniture in an easily accessible and inviting manner
 - Plan for and set-up procedures that will minimize behavioral issues, e.g. collecting and returning papers, taking attendance, distributing supplies, etc.
- Ask for help when needed
 - Find out who in the building to consult for various needs such as supplies, curricular support, behavioral support, etc. and take advantage of their expertise
 - Consult the MPS Portal for information
 - Take part in Tapped In, an online support community for new teachers [www.tappedin.org/mps]
 - Visit the MTEA Web site and/or call the MTEA office for contract questions [www.mtea.org]
 - Identify and seek out Building Representative (BR)
- Create and maintain a positive classroom community
 - Greet students each day with a positive attitude to let them know I genuinely care about their education and well-being
 - Set and maintain clear, consistent expectations
 - Organize daily routines and procedures for efficient use of time and resources
 - Plan engaging lessons with clear objectives aimed at the MPS Learning Targets
 - Respect each child's individuality
- Provide quality instruction based on standards
 - Use my knowledge and expertise to plan engaging lessons with clear objectives based on the Learning Targets
 - Use a variety of teaching modalities to reach all students
 - Differentiate instruction when needed
 - Assess instruction based on student performance and adjust according to students' needs
- Develop relationships with parents and families
 - Welcome parents and families cordially as they stop in
 - Send out a welcome letter introducing myself and my expectations
 - Invite parents to be active members of the classroom and plan for their participation
- Prepare lessons
 - After initial orientation and getting-to-know-you activities, begin content-rich lessons without delay
 - Use my knowledge and expertise to plan engaging lessons with clear objectives based on the Learning Targets
- Reflect on practice
 - Engage in continuous and fair self-assessment through journaling, conversation with colleagues, on-line support communities, etc.
 - Make adjustments to my practice based on above reflections, assessment data and student feedback for continuous improvement
- Take time to relax
 - Manage my time to allow for leisure activities I enjoy
 - Begin developing positive relationships with school staff

FIRST DAYS

THE MTEA WILL:

- Explain MTEA roles and responsibilities
 - Greet and welcome new teachers
 - Present union information at district orientations on the first Thursday of each month such as contract basics, insurance and paycheck information, introduction to the Association's publications, etc.
 - Provide contact information and names of Building Representative (BR)
- Inform Building Representatives about new teachers' placements so they contact them and introduce themselves

FIRST DAYS

THE INSTITUTIONS OF HIGHER EDUCATION WILL:

- Encourage professors and instructors to stay connected with former students

FIRST WEEKS

FIRST WEEKS

THE DISTRICT WILL:

- Provide technology support through
 - Access to the MPS Portal
 - Access to Tapped In, an online support community
- Make available information about the Milwaukee community
 - Include information on neighborhoods, housing opportunities, restaurants, entertainment, support services, etc.

FIRST WEEKS

THE SCHOOL WILL:

- Provide one-on-one support in a variety of areas to meet new teacher needs
 - Hold individual, non-evaluative principal – new teacher meetings to establish relationships, address concerns, and provide needed support
 - Identify individuals in the building who can provide support, such as the Literacy Coach, Math Teacher Leader, support staff, and other colleagues
 - Establish regular meeting times for new teachers, including other teachers and staff members
 - Provide release time for new teachers to observe colleagues
- Share and explain the Educational Plan
 - Explain how the school is working to achieve Educational Plan goals
 - Explain how the Educational Plan is reflected in the classroom
- Share information about students in a timely manner (e.g., IEPs, cumulative folders)
 - Inform new teachers of procedures for obtaining information
 - Train new teachers in how to interpret information
- Facilitate collaboration with parents, families, and parent groups
 - Invite new teachers to parent meetings
 - Share strategies for including parents and families in students' education
- Provide an introduction to the community surrounding the school
 - Acquaint new teachers with the neighborhood in which the school is located
 - Identify the community resources available and encourage new teachers to seek out and take advantage of those resources

FIRST WEEKS

THE LEARNING TEAM WILL:

- Provide the services of a Literacy Coach and Mathematics Teacher Leader
 - Arrange regular times for in-class modeling and individual mentoring sessions
 - Make available content area resources and ideas
 - Disseminate information from district meetings, including follow-up support with implementation
 - Provide assistance with classroom management

FIRST WEEKS

AS A NEW TEACHER, I WILL:

- Check that I have completed all paperwork for insurance and benefits (within 30 days of employment)
- Read IEPs and cumulative folders
 - Ask special education teachers and office staff where to access this information
 - Ask for help in interpreting these important documents
 - Use the information to inform my instruction
- Ask for help when needed
 - Find out who in the building to consult for various needs such as supplies, curricular support, behavioral support, etc. and take advantage of their expertise
 - Consult the MPS Portal for information
 - Take part in Tapped In
 - Visit the MTEA Web site and/or call the MTEA office for contract questions
- Learn to use technology tools and applications
 - Learn the many uses of eSIS
 - Ask what software my school has available both for teachers and students
 - Identify and meet individuals in my building who can help with technology needs
- Develop relationships with parents and families
 - Establish open lines of communication with families (e.g., phone calls, newsletters, cards home, e-mail, home visits, etc.)
 - Take advantage of informal and formal opportunities for parent/family communication
 - Inquire as to the most convenient times and methods of communication
 - Invite parents to be active members of the classroom and plan for their participation
- Take time to relax

FIRST WEEKS

THE MTEA WILL:

- Include a New Teacher section in Association's publications and on Web site

FIRST WEEKS

THE INSTITUTIONS OF HIGHER EDUCATION WILL:

- Review list of new MPS hires to identify graduates
- Contact new hires in MPS to offer support and encourage them to participate in induction activities

FIRST MONTHS

FIRST MONTHS

THE DISTRICT WILL:

- Seek regular feedback from new teachers
 - During monthly orientations and through the MPS Portal
- Provide monthly new teacher support meetings

FIRST MONTHS

THE SCHOOL WILL:

- Conduct monthly induction meetings for new teachers
 - Focus on timely topics, such as: school procedures, creating a positive classroom climate, Educational Plan, parent/teacher conferences, test preparation, C.A.B.S., grading policies, report card procedures, classroom management, training in schoolwide initiatives, innovative teaching strategies, problem solving strategies, culturally responsive teaching, accessing community resources, etc.
- Ask new teachers for input on agenda items; respond to their needs

FIRST MONTHS

THE LEARNING TEAM WILL:

- Share and explain the Educational Plan
 - During staff meetings, reflect on and explain how the Educational Plan is relevant in the classroom
 - Help teachers reflect on implementation of the Educational Plan and data from assessments that have already occurred
- Support the implementation of the Comprehensive Literacy and Mathematics Frameworks for new teachers
- Promote the development of skills for data-driven decision making
 - Provide professional development on data analysis and its use in informing instruction
 - Engage in on-going data analysis during staff meetings
 - Provide access to other types of data, such as attendance and suspension rates
- Identify and provide resources to support culturally responsive instruction
 - Provide professional resources such as books, articles, and Web sites with follow-up discussions
 - Make available culturally responsive classroom resources
 - Allow time for new teachers to visit classrooms of teachers who practice culturally responsive pedagogy
- Provide opportunities to observe teachers who exhibit the *Characteristics of a High Performing Urban Classroom*
 - Arrange release time for new teachers to participate in observations
 - Hold reflective conversations following observation
- Connect the Educational Plan to daily teaching practice
 - Explain what an Educational Plan is and how it relates to the school's mission
 - Ensure new teachers have current copy of the Educational Plan
 - Align Educational Plan components to professional development opportunities
 - Connect the Educational Plan to Learning Walk objectives
 - Highlight connections in staff bulletins
- Communicate with new teachers and seek their feedback on professional development needs
 - Invite new teachers to attend Learning Team meetings to offer their input

FIRST MONTHS

AS A NEW TEACHER, I WILL:

- Ask for help when needed
 - Find out who in the building to consult for various needs such as supplies, curricular support, behavioral support, etc. and take advantage of their expertise
 - Consult the MPS Portal for information
 - Take part in Tapped In
 - Visit the MTEA Web site and/or call the MTEA office if I have contract questions
- Attend monthly new teacher support seminars
 - Confirm information on time and place through the MPS Portal
 - Register for seminars
 - Come prepared to be actively engaged
- Take advantage of professional development opportunities
 - Use the MPS Portal and Tapped In to find out about professional development opportunities
 - Ask the principal for time to attend if it is during the school day and/or out of the building
 - Fill out the necessary paperwork
 - Prepare meaningful lessons for the substitute if I am required to be out of the classroom
- Participate in MTEA professional development
 - Consult the MTEA Web site and read Association's publications to stay abreast of opportunities
- Maintain and strengthen relationships with parents and families by communicating regularly
- Prepare for parent-teacher conferences
- Take time to relax

FIRST MONTHS

THE MTEA WILL:

- Offer professional development opportunities
 - Ask Building Representatives to ensure that new teachers are aware of opportunities
- Continue to offer additional new teacher information in Association's publications and Web site

FIRST MONTHS

THE INSTITUTIONS OF HIGHER EDUCATION WILL:

- Provide resources to support professional development related to *Characteristics of a High Performing Urban Classroom*
 - Use existing technology options such as the MPS Portal and Tapped In
 - Offer seminars at teacher friendly times on culturally responsive topics
 - Ensure that faculty are available to work with initial teachers on Professional Development Plans (PDP)

FIRST YEAR

FIRST YEAR

THE DISTRICT WILL:

- Offer monthly new teacher support seminars
 - Set agendas based on timely topics such as parent/teacher conferences, issues raised through the MPS Portal or Tapped In, etc.
 - Invite constructive feedback
 - Offer the opportunity for small groups to discuss issues relevant to their needs
 - Guide new teacher reflection leading to development of Professional Development Plan (PDP) goals
- Identify and disseminate research-proven best practices and innovations
 - Provide professional development on topics such as culturally responsive instruction, classroom management, content-based material (e.g., Six Trait Writing), differentiated instruction, *Characteristics of a High Performing Urban Classroom*, etc., to support new teachers' ability to respond to a multicultural teaching environment
- Seek regular feedback from new teachers
 - During monthly new teacher support seminars
 - Invite feedback through the Portal

FIRST YEAR

THE SCHOOL WILL:

- Provide professional growth opportunities
 - Provide release time and encourage new teachers to attend professional development workshops
 - Offer relevant professional development sessions at the school level
 - Provide services of the Literacy Coach and Math Teacher Leader
- Conduct monthly induction meetings
 - Ask new teachers for input on agenda items; respond to their needs
 - Focus on timely topics, such as: school procedures, creating a positive classroom climate, parent/teacher conferences, test preparation, C.A.B.S., grading policies, report card procedures, classroom management, training in school wide initiatives, innovative teaching strategies, problem solving strategies, curriculum mapping, etc.

FIRST YEAR

THE LEARNING TEAM WILL:

- Provide opportunities and arrange release time for new teachers to observe teachers who exhibit the *Characteristics of a High Performing Urban Classroom*
- Connect daily practice, Learning Walks, and professional development opportunities to the Educational Plan.

FIRST YEAR**AS A NEW TEACHER, I WILL:**

- Attend monthly new teacher support seminars
 - Confirm information on time and place through the MPS Portal
 - Register for seminars
 - Come prepared to be actively engaged
- Ask for help when needed
 - Find out who in the building to consult for various needs such as supplies, curricular support, behavioral support, etc., and take advantage of their expertise
 - Consult the MPS Portal for information
 - Take part in Tapped In
 - Visit the MTEA Web site and/or call the MTEA office for contract questions
- Reflect on practice as a basis for future development of PDP
- Take advantage of professional development opportunities
 - Use the MPS Portal and Tapped In to find out about professional development opportunities
 - Ask the principal for time to attend if it is during the school day and/or out of the building
 - Fill out the necessary paperwork
 - Prepare meaningful lessons for the substitute if I am required to be out of the classroom
 - Use Curriculum Design Assistant (CDA) as a resource to prepare lessons
- Take time to relax

FIRST YEAR**THE MTEA WILL:**

- Offer professional development opportunities
 - Make new teachers aware of professional development opportunities through WEAC

FIRST YEAR**THE INSTITUTIONS OF HIGHER EDUCATION WILL:**

- Provide resources to support professional development related to the *Characteristics of a High Performing Urban Classroom*
 - Use existing technology options such as the MPS Portal and Tapped In
 - Offer seminars at teacher friendly times

ONGOING (YEARS 2 TO 5)

ONGOING

THE DISTRICT WILL:

- Continue to provide technology support through the MPS Portal and Tapped In
- Continue to offer monthly new teacher support seminars
- Continue to provide professional development opportunities for initial educators
- Provide forum to discuss progress in PDP goals
- Provide opportunities for administrators to participate in PDP reviewer training
- Provide opportunities for teachers to participate in PDP reviewer training
- Identify administrator for initial teachers' PDP team

ONGOING

THE SCHOOL WILL:

- Provide support for PDP
- Allocate resources to ensure that initial educators can be successful
- Provide one-on-one support in a variety of areas to meet initial educator needs
- Align professional development opportunities to the *Characteristics of a High Performing Urban Classroom*
- Encourage new teachers to make connections between the Educational Plan and their PDP goals
- Communicate regularly and seek feedback from initial educators (including a one-on-one meeting with the Principal)
 - Use venues such as staff meetings, coaching and mentoring sessions, monthly induction meetings, team/department/grade level meetings, visits with Principal, etc.

ONGOING

THE LEARNING TEAM WILL:

- Continue to support the implementation of the Comprehensive Literacy and Mathematics Frameworks
 - Literacy coach and Math Teacher Leader make themselves available for coaching in the frameworks and providing follow-up support
- Continue to provide the services of a Literacy Coach and Mathematics Teacher Leader
 - Arrange regular times for in-class modeling and individual mentoring sessions
 - Make available content area resources and ideas
 - Disseminate information from district meetings, including follow-up support with implementation
 - Provide assistance with classroom management
- Continue to promote the development of skills for data-driven decision making
 - Provide professional development on data analysis and its use in informing instruction
 - Engage in on-going data analysis during staff meetings
 - Provide access to data such as attendance and suspension rates
- Continue to share and model research-based best practices
- Continue to support culturally responsive instruction
 - Provide professional resources such as books, articles, and Web sites with follow-up discussions
 - Make available culturally relevant classroom resources
 - Allow time for initial educators to visit classrooms of teachers who practice culturally responsive pedagogy

ONGOING**AS AN INITIAL EDUCATOR, I WILL:**

- Continue to consult the MPS Portal and Tapped In
- Develop and implement PDP and select peer teacher team member and IHE representative
- Ask for help when needed
- Continue to improve my lessons
 - Use my knowledge and expertise to plan engaging lessons with clear objectives aimed at the Learning Targets
 - Refine my instructional strategies and lesson plans
- Take advantage of professional development opportunities that address PDP goals
 - Ask the principal for time to attend if it is during the school day and/or out of the building
 - Prepare meaningful lessons for the substitute if I am required to be out of the classroom
- Reflect on practice
 - Engage in continuous and fair self-assessment through journaling, conversation with colleagues, on-line support communities, etc.
 - Make adjustments to my practice based on above reflections, assessment data and student feedback
 - Continuously reflect on my practice to improve it
- Take time to relax

ONGOING**THE MTEA WILL:**

- Offer a variety of professional development opportunities

ONGOING**THE INSTITUTIONS OF HIGHER EDUCATION WILL:**

- Provide resources to support professional development on *Characteristics of a High Performing Urban Classroom*
 - Use existing technology options such as the MPS Portal and Tapped In
 - Offer seminars at teacher friendly times
- Conduct ongoing focus groups and surveys of new teachers to inform teacher education programs
- Support new teachers in the PDP process
- Provide opportunities for IHE representatives to become PI 34 PDP reviewers



MILWAUKEE PUBLIC SCHOOLS CHARACTERISTICS OF A HIGH PERFORMING URBAN CLASSROOM

Active Engagement of Student Learners

Teachers empower students to achieve at their highest levels. Teachers use in-depth knowledge of content areas and a literacy-based focus to facilitate students' active engagement in learning.

(Wisconsin Teacher Standards 1, 2, 4, 5, 6)

Cultural Responsiveness

Teachers know the diverse racial, ethnic, socio-economic and cultural backgrounds of their students and embed this knowledge throughout the curriculum to foster high levels of student learning.

(Wisconsin Teacher Standards 2, 3, 5, 6, 7, 10)

High Expectations Based on Learning Targets

Teachers and students hold and communicate high expectations for complex student learning based on the MPS Learning Targets.

(Wisconsin Teacher Standards 1, 2, 3, 4, 5, 7)

Strategic Instructional Choices

Teachers ensure that all students are meaningfully challenged. Teachers strategically select methods, differentiate instruction, and use technology to foster student learning.

(Wisconsin Teacher Standards 1, 3, 4, 5, 7, 8)

Routine Use of a Variety of Assessments

Teachers and students use multiple sources of data to assess progress and guide the effectiveness of instruction.

(Wisconsin Teacher Standards 2, 7, 8, 9)

Partnerships With Families and the Community

Teachers initiate, develop and maintain positive working relationships with all students' families and the broader urban community to support student learning.

(Wisconsin Teacher Standards 7, 9, 10)

Collaboration With Colleagues

Teachers develop and maintain productive professional working relationships with colleagues to enhance student learning.

(Wisconsin Teacher Standards 9, 10)

Impassioned, Engaged Adult Learners

Teachers are invested adult learners who motivate their students to become impassioned, engaged learners.

(Wisconsin Teacher Standards 1, 2, 3, 5, 6)

WISCONSIN STANDARDS FOR TEACHER DEVELOPMENT AND LICENSURE

- 1 Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2 Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3 Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4 Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
- 5 Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6 Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7 Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- 8 Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- 9 Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- 10 Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.



Wisconsin Department of Public Instruction Administrative Code:
Chapter PB4, Subchapter II (PI 34.02).

Glossary of Terms

CABS: Classroom Assessments Based on Standards

Cumulative Folder: Documentation of a student's educational history (sometimes called a "cum folder")

CDA: Curriculum Design Assistant — Sample lesson plans developed by MPS teachers available online

DPI: Wisconsin Department of Public Instruction — Web site: <http://dpi.wi.gov/index.html>

Educational Plan: Strategic plan developed by each school aimed at improving students' academic achievement

eSIS: Student data management system in MPS

Learning Targets: Grade level academic expectations developed by MPS and aligned with Wisconsin Academic Content Standards

Learning Team: School-based team made up minimally of the principal, the Literacy Coach, and the Mathematics Teacher Leader. Its purpose is to support the improvement of teaching and learning through analysis of school-level data

Learning Walk: Non-evaluative reflective tool to help teachers improve their practice

Literacy Coach: A highly trained, school-based teacher who is a member of the school's Learning Team and who engages colleagues in collaborative problem-solving and inquiry-oriented conversations about literacy in order to change instructional practices that improve student achievement

Math Teacher Leader: A classroom teacher identified as a member of a school's Learning Team who articulates the school's mathematics goals and objectives and provides leadership in mathematics teaching and learning

MPA: Milwaukee Partnership Academy — Community collaboration among the schools, MTEA, colleges/universities, and business and community leaders to improve the quality of teaching and learning in MPS. Web site: <http://www.uwm.edu/Org/MPA/index.htm>

MPS Portal: A comprehensive environment for accessing applications, communications and productivity tools and job specific information. The MPS Portal is designed to help teachers and principals manage day-to-day activities

MTEA: Milwaukee Teachers' Education Association — Web site: <http://www.mtea.org>

PDP: Professional Development Plan. To move to the Professional Educator License stage, the initial educator must complete a PDP to demonstrate increased proficiency and professional development based on the Wisconsin Educator Standards

Six Trait Writing: A research-based writing model that assesses student performance in each of the six main components (traits) of writing. The six traits are: ideas, organization, voice, word choice, sentence fluency and variety, and conventions.

Tapped In: Online support community for new teachers — Web site: www.tappedin.org/mps

WEAC: Wisconsin Education Association Council — Web site: <http://www.weac.org/>

Important Resources on Induction

- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.
- Johnson, S. M., & Kardos, S. M. (2002). Keeping new teachers in mind. *Educational Leadership*, 59(6), 12-16.
- Johnson, S. M., & The Next Generation of Teachers. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.
- Johnson, S. M., Kardos, S. M., Kauffman, D., Liu, E., & Donaldson, M. L. (2004). The support gap: New teachers' early experiences in high-income and low-income schools. *Educational Policy Analysis Archives*, 12(61). Retrieved May 13, 2005 from <http://epaa.asu.edu/epaa/v12n61/>
- National Commission on Teaching and America's Future. (2005). *Induction into learning communities*. Washington, D.C.: Author. Retrieved November 8, 2005 from http://www.nctaf.org/documents/nctaf/NCTAF__Induction__Paper__2005.pdf
- Teachers for a New Era – <http://www.teachersforanewera.org/>
- The New Teacher Center at the University of California-Santa Cruz – Teacher Induction Resources: http://www.newteachercenter.org/ti__articles.php

See the Department of Public Instruction's Web site
for information regarding your PDP:

www.dpi.state.wi.us



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Principal and Teacher Quality Work Group

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