



Great Beginnings: Systems for Success

When a teacher joins the Catalina Foothills School District, a high level of support is offered within a learning community where all professionals continue to develop their knowledge and skills throughout their careers. All CFSD teachers develop a comprehensive set of complex skills in curriculum planning, instructional practices, assessment, and classroom management. *Great Beginnings: Systems for Success* is a three-year program of development, coaching and support, and professional learning that is part of the professional work of every new teacher in the district.

Year 1 Instructional Support

- New Teacher Orientation (NTO): Teachers new to CFSD begin their contract year four days prior to the return of experienced CFSD teachers. The orientation is designed to build a sense of culture and to articulate the district's mission and vision for student learning and success. NTO focuses on curriculum and planning, effective instructional practices, assessment and grading, classroom management procedures and routines, and teaching as a reflection of lifelong learning and ongoing professional growth. In addition, teachers are given an introduction to technology resources in the district, special programs, parent communication, human resources information, and a school orientation with the principal and designated teacher leaders. Throughout NTO, new teachers interact with and are supported by content area teacher leaders, Learning Support Specialists, and Curriculum Technology Integrators.
- Curriculum Mentors: Each teacher new to CFSD is assigned a Curriculum Mentor who works with the new teacher at the beginning of the year and weekly throughout the year in the area of curriculum and instructional planning for grade level and content areas, using the CFSD Measurement Topics/Standards and Benchmarks and Deep Learning Proficiencies. New teachers will collaborate with their Curriculum Mentors to develop an annual plan, unit plans, and daily lesson plans, as needed.
- Building Mentor: New teachers to CFSD will meet as group with their building mentor monthly for the purpose of receiving support and guidance throughout the year in areas ranging from the Teacher Assessment Program (TAP) to school procedures and professional support.
- Instructional Coaching: Teachers new to CFSD will work with a Learning Support Specialist for at least one observation with pre- and post-conferences during the first semester. Additional observations and conferences will be based on teacher needs/experience. The format is a dialogue between professionals for the purpose of increasing student achievement and deepening the teacher's instructional repertoire.

Year 2 Instructional Support

Following Year 1, teachers will attend a five-day Summer Institute in June on annual/unit planning, student engagement, and other identified research-based practices.

Teachers in their second year in CFSD will participate in one professional development seminar each semester on a topic of their choice. Topics will be determined based on need and interest. Teachers will participate in one individual and/or group follow-up conference per semester after implementation from the seminar(s). Observations and additional coaching are based on teachers' needs and requests.

Year 3 Instructional Support

Following Year 2 or Year 3 teachers will attend a two-day Summer Institute in June on Differentiated Instruction. Each teacher will decide which summer they will participate.

Teachers in their third year will engage in professional collaboration with a colleague about an issue(s) of practice, which includes a training session with a Learning Support Specialist in the first semester on the tenets of collegial coaching. The teachers will participate in two coaching cycles (as observer and teacher) with a Year 3 or above colleague, one in the fall and one in the spring. At the end of the fall semester, teachers will participate in a group session to debrief the first coaching cycle with their colleague. During the second semester, teachers will participate in a group reflection session with a Learning Support Specialist.

Participation in the CFSD Great Beginnings: Systems for Success program is a requirement for all teachers working more than .4 FTE. We believe that high standards for professional performance, coupled with a high degree of support, glean exceptional results demonstrated in student learning.



GREAT BEGINNINGS: SYSTEMS FOR SUCCESS
Catalina Foothills School District

YEAR ONE INSTRUCTIONAL SUPPORT			
New Teacher Orientation (NTO)	Instructional Coaching	Curriculum Mentor	Building Mentor
<p>Teachers will attend a four-day training with the support of teacher leaders, Learning Support Specialists, and Curriculum Technology Integrators. NTO includes:</p> <ul style="list-style-type: none"> - Curriculum and Materials/ Resources - Assessment and Grading Practices - Planning and Learning Environment - Classroom Management - Technology Resources - Professionalism and Parent Communication - Human Resources Information - Special Education Information - School/Site Orientation 	<p>Teachers will work with a district Learning Support Specialist to receive feedback regarding their instructional practice through coaching. Coaching includes:</p> <ul style="list-style-type: none"> - At least one observation with pre- and post-conferences during first semester. - At least one follow-up observation with feedback. - Additional observations and conferences based on teacher needs/experience. 	<p>Teachers will be matched with a grade level/content-specific curriculum mentor at their site to provide ongoing support and assistance at the beginning of and throughout the year for curriculum planning in grade level content areas, including:</p> <ul style="list-style-type: none"> - CFSD curriculum, materials/ resources, annual plan, unit plans, daily lesson plans, etc. - Common assessments for the grade level/course curriculum 	<p>As a site-based group, teachers will attend nine monthly meetings (1-1.5 hours each) for site-specific information and problem solving with an experienced colleague in their building.</p>
YEAR TWO INSTRUCTIONAL SUPPORT			
Summer Institute	Differentiated Professional Development and Coaching		
<p>Following Year 1, teachers will attend a five-day Summer Institute in June on annual/unit planning, student engagement, and other identified research-based practices.</p>	<p><u>Professional Development Seminars:</u> Teachers will attend one professional development seminar per semester on a topic of their choice (session topics subject to change based on need and interest). Seminars may focus on the following topics:</p> <ul style="list-style-type: none"> - Checking for Understanding - Productive Group Work - Self-reflection/Self-regulation - Assessment Planning and Feedback - Questioning <p><u>Follow-up Individual and/or Group Coaching with Learning Support Specialist:</u></p> <ul style="list-style-type: none"> - One follow-up conference per semester after implementation from the seminar(s) - Observations and additional coaching based on teachers' needs and requests 		
YEAR THREE INSTRUCTIONAL SUPPORT			
Summer Institute	Collegial Coaching		
<p>Following Year 2 or 3, teachers will attend a two-day Summer Institute in June on Differentiated Instruction.</p>	<p>Teachers will engage in professional collaboration with a colleague about an issue(s) of practice, which includes:</p> <ul style="list-style-type: none"> - Training session on the tenets of collegial coaching in the first semester with Learning Support Specialist - Two coaching rounds (as observer and teacher) with a Year 3 or above colleague - Group session for a guided debrief of the first coaching cycle. - Group reflection session in second semester with Learning Support Specialist. 		