

**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"> <li>- Curriculum and Materials/ Resources</li> <li>- Assessment and Grading Practices</li> <li>- Planning and Learning Environment</li> <li>- Classroom Management</li> <li>- Technology Resources</li> <li>- Professionalism and Parent Communication</li> <li>- Human Resources Information</li> <li>- Special Education Information</li> <li>- School/Site Orientation</li> </ul>	<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"> <li>- At least one observation with pre- and post-conferences during first semester.</li> <li>- At least one follow-up observation with feedback.</li> <li>- Additional observations and conferences based on teacher needs/experience.</li> </ul>	<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"> <li>- CFSD curriculum, materials/ resources, annual plan, unit plans, daily lesson plans, etc.</li> <li>- Common assessments for the grade level/course curriculum</li> </ul>	<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"> <li>- Checking for Understanding</li> <li>- Productive Group Work</li> <li>- Self-reflection/Self-regulation</li> <li>- Assessment Planning and Feedback</li> <li>- Questioning</li> </ul> <p><u>Follow-up Individual and/or Group Coaching with Learning Support Specialist:</u></p> <ul style="list-style-type: none"> <li>- One follow-up conference per semester after implementation from the seminar(s)</li> <li>- Observations and additional coaching based on teachers' needs and requests</li> </ul>		
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"> <li>- Training session on the tenets of collegial coaching in the first semester with Learning Support Specialist</li> <li>- Two coaching rounds (as observer and teacher) with a Year 3 or above colleague</li> <li>- Group session for a guided debrief of the first coaching cycle.</li> <li>- Group reflection session in second semester with Learning Support Specialist.</li> </ul>		