



Welcome to Island Trees!

New Teacher Orientation

August 28, 2013



Today's Agenda



- 8:00- 8:30 Breakfast and Introductions/Brief Overview of District Goals/Opening Day
- 8:30- 10:00 Technology with John Rezek (Comp. Lab)
- 10:00- 10:45 Mentoring Program (Rebecca Benjamin)
- 10:45- 11:00 United Teachers of Island Trees (Laura Marks)
- 11:00- 11:30 What We Do Best: Plan and Teach Engaging Lessons!
- 11:30 ID Badges –Central Office



Our District's Goals



- Implement Common Core Instructional Shifts in ELA, Math, and Across the Curriculum for all students
- Strengthen School/Home Connection
- Utilize Data to Drive Instruction to Improve Teaching and Student Performance
- Promote College and Career Readiness
- Increase Student Engagement/Student-Centered Learning
- Foster Grade/Department –Level Collaboration and Collegial Sharing
- Broaden Vertical and Horizontal Articulation

Instructional Shifts for the Common Core

Six Shifts in ELA/Literacy

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary

Six Shifts in Math

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

Overview of Lesson Planning

- Lesson Design – Basic Elements to include
- Observations – Danielson Rubric
- Evaluation (planbook checks)
- Reflection

BASIC ELEMENTS TO INCLUDE:

- Objectives/Student Learning Targets based on NY State and CCLS
- Content
- Assignments/Assessments/Procedures
- Accommodations/Modifications (when applicable)
- Resources/Materials

Elements of the “DANIELSON/COMMON CORE BLEND”:

- UNIT ESSENTIAL QUESTION (overarching): How does this lesson fit into the unit of study?
- NY STATE CONTENT STANDARDS/COMMON CORE STANDARDS ADDRESSED (all subjects, Literacy Standards for Subjects other than ELA)
- VOCABULARY (academic and content-specific)
- LEARNING GOALS/OBJECTIVES (what students should be able to do)
- ESSENTIAL QUESTIONS (Higher-Order)
- ACTIVITIES/LEARNING PROTOCOLS/DIFFERENTIATION
- ASSESSMENTS (formative/summative/differentiated)
- MATERIALS/RESOURCES (print/digital, etc.)
- MODIFICATIONS (when applicable)

Constant Reflection Results in Remarkable Teaching and Learning!

- How do my lessons...
 - reflect the Common Core “shifts”?
 - support 21st Century Skills?
 - reflect academic rigor?
 - engage students in collaborative learning and enhance their collaborative learning skills?
- What was the extent to which my instructional outcomes were achieved? (Danielson)
- Can my students demonstrate that they have achieved through stated learning target(s)? *(ie; I can describe the reasons an author gives to support his/her points.)*

From “Introduction to Poetry” by Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide
or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,
or walk inside the poem’s room
and feel the walls for a light switch.

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In closing....

- Questions?
- Comments?
- I am always available!

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