

New Teacher seminars provide ongoing support to improve teaching and student achievement through the following topics:

- Promoting Positive Classroom Environments
- Communicating with Parents
- Assessing Student Understanding & Achievement
- Matching Instruction to Student Needs
- Self-Reflection and Goal Setting

Purpose

- To provide an opportunity for mentors and beginning teachers to learn how to improve teacher practice to impact student learning in relation to the Wisconsin Teacher Standards (WTS).
- To provide a springboard for future dialogues and work between the beginning teacher & mentor. To share ideas and resources with others in and across roles and experiences.
- To reflect on personal practice and set goals for growth in promoting positive classroom environments.

Logistics:

You may register for the all of the seminars at once or may do so individually. BT and Mentor Seminars will be held from 4:30-6:30 p.m. A light supper will be served from 4-4:30 p.m. Participants will be separated into three rooms: K-5th grade, 6th-12th grade and Special Ed/Early Childhood. Each seminar will be offered at a northeast and southwest location. For each seminar, participants may choose the date and site which is most convenient for them. There is one graduate credit available for BT's and mentors who attend all five seminars. Credit information will be available at the first seminar.

The mission of the School District of West Allis - West Milwaukee, et al, in partnership with family and community, is to provide challenging curriculum and engaging instruction so that every student may attain academic success.



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**The School District of
West Allis West Milwaukee**



Beginning Teacher Induction Program

What is the purpose of the New Teacher Induction Program?

The purpose of our teacher induction program is to improve student learning by supporting the development of an inspired, dedicated, and highly-qualified teaching force. Teachers are not “finished products” when they complete a teacher preparation program. Guided entry into teaching, via mentored induction, provides a systemic approach to teaching quality, teacher satisfaction and student achievement.

“New teachers quickly, and with no small amount of surprise, come to recognize that teaching is psychologically, intellectually and physically arduous. New teachers also believe that they already ought to know how to do things which they have never done before. Another characteristic of new teachers is the sense that there are easily developed, immediately available strategies that can be used to transform their classes into some ideal condition.” Murphy, Covin & Morey, 1990. When faced with the reality of teaching and the inherent complexity of the tasks new teachers may find themselves working in a “survival” mode or being disillusioned with teaching very early in their first year.

Knowing that the first years of teaching are make or break years for all teachers our district is dedicated to supporting new teachers, challenging them and facilitating their vision of professionalism and effective teaching.



What are the basic components of the New Teacher Induction Program?

Orientation is provided at the district level and at the school level to guide the new teacher through the procedures, expectations and how to's of the district. Orientation is meant to take away the concerns of “Will I know what to do, when to do it or how to do it?” Information on attendance procedures, grading procedures, how to obtain materials, and individual teacher concerns about payroll, benefits and substitute teachers are samples of the work done in orientation.

Mentoring is a key component to our induction program. Each new teacher will be assigned a mentor teacher who has been a successful teacher in our district for a minimum of five years and has had significant training in the mentoring process for beginning teachers. For beginning teachers the benefits of a mentoring experience include: increased efficacy as problem solvers and decision makers, higher engagement in collaborative exchanges and increased likelihood of remaining in teaching.

Support Seminars are the third component of the new teacher induction program. There are five seminars held throughout each school year. The seminar is designed for your specific level K-5 or 6-12. The seminars go into depth in the areas of classroom management, instruction and assessment. Mentor's attend seminars with new teachers and spend half the session learning with the new teachers and the other half of the session developing their own mentoring skills.

What are the responsibilities of a New Teacher in Induction?

Attend new teacher orientation week the third week of August

Work effectively with your mentor daily/weekly throughout your first year

Attend and participate in the five new teacher seminars throughout your first year

Attend a minimum of two seminars at Cardinal Stritch University provided by SEWNTP.

SOUTHEASTERN WISCONSIN NEW TEACHER PROJECT (SEWNTP)

SEWNTP: Transforming Education: One New Teacher at a Time

The Southeastern Wisconsin New Teacher Project is a program supporting mentors and the new teachers with whom they work. Cardinal Stritch University is in partnership with the New Teacher Center at University of California, Santa Cruz/New Teacher Center-Wisconsin. Cardinal Stritch University and area school districts in southeastern Wisconsin have joined together as a consortium to meet districts' mentoring and new teacher induction needs.