2011-12 New Faculty Orientation Training
-Outline of Content-

Thursday, August 18, 2011 - Day 1 of 5

8:00-8:30 Arrival/Coffee
8:30-9:00 Welcome/Opening Remarks
9:00-9:30 Introduction of New Faculty/GLCs/CASs/Directors

9:30-10:15 - Induction Program Introduction/Overview (Val Harris)

Objectives:

- Teachers will understand the design of the Induction Program
- Teachers will understand the structure and purpose of the Mentor Program
- Teachers will understand the competencies and requirements for successful completion of the Induction Program
- Teachers will be aware of responsibilities and dates for seminars, meetings, and professional growth logs
- Teachers will receive and review Induction binders

Training Essential Questions:

- In what ways will I be supported as a new hire?
- What will be expected of me as an inductee?
- How will engagement in professional growth opportunities help me to reach my required level of competency?

Induction Competencies Addressed:

- (C3-2) Teachers will develop as professional educators and complete the required PALCS Induction Program.

10:15-10:30 Break

10:30-12:00 - Moodle Training Session 1 (Sarah Aungst/Dan Slusser)

Objectives:

- Teachers will understand how to navigate within Moodle.
- Teachers will understand how their roles and capabilities change relative to the context that they are in.

Training Essential Question:

- How do my roles and capabilities in Moodle change as I navigate through different contexts?

Induction Competencies Addressed:

- (C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.

12:30-1:30 Lunch with GLCs/Tour of Facility/Dessert with Student Services

1:30-2:45 - Moodle Training Session 2 (Sarah Aungst / Dan Slusser)

Objective:
- Teachers will learn how to create and configure "Resources" for content-delivery within Moodle.

Training Essential Question:
- In what ways can I deliver information to students in Moodle?

Induction Competencies Addressed:
- (C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.

2:45-3:30 - Reading Learning-Focused Maps (Kelly Murray)

Objectives:
- Teachers will understand the different components of a Learning-Focused student learning map and course timeline.
- Teachers will be able to use the Learning-Focused student learning maps to plan instruction.

Training Essential Question:
- How does a teacher use Learning-Focused maps to plan instruction?

Induction Competencies Addressed:
- C1-3) Teachers will present evidence of planning: Topics and Concepts, Instruction of Essential Questions, and Year-Long Scope and Sequence

3:30-4:00 Faculty Handbook (Chip Harper)

Objective:
- Teachers will understand the responsibilities and expectations placed upon them by the stakeholders of the PA Leadership Charter School.

Training Essential Questions:
- What is expected of me as a PALCS teacher?

Induction Competencies Addressed:
- (C3-3) Teachers will meet responsibilities set forth in the PALCS policies and procedures manual.

Friday, August 19, 2011 - Day 2 of 5

8:00-8:15 Arrival
8:15-8:30 Ice Breaker

8:30-9:00 Who's Who?- System of Support (Val Harris)

Objectives:
- Teachers will demonstrate an understanding of our organizational structure.
- Teachers will be introduced to the various components of teams, committees, programs and functions.
- Teachers will be able to identify people and programs using the Who's Who Resource Guide.

Training Essential Questions:
- Who's Who at PALCS, what do they do, and how do I communicate most effectively?
- How do I most efficiently connect with the right person for the right need? Is there a chain of command?
- In what ways am I supported as a new teacher at PALCS?

Induction Competencies Addressed:
- (C3-2) Teachers will develop as professional educators and complete the required PALCS Induction Program.
- (C3-3) Teachers will meet responsibilities set forth in the PALCS policies and procedures manual.
- (C3-4) Teachers will demonstrate commitment to school initiatives, as contributing members of the staff.

9:00-10:15 - Moodle Training Session 3 (Sarah Aungst/Dan Slusser)

Objective:
- Teachers will understand how to create and configure "Assignment" type activities that require students to respond or give information back to the teacher.

Training Essential Question:
- What tools in Moodle are available for me to get authentic responses from students?

Induction Competencies Addressed:
- (C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.

10:15-10:30 Break
10:30-11:00 Time with the CEO

11:00-12:00- PALCS Systems (Mark Murray)

Objectives:

- Teachers will receive an overview of the Novell Network.
- Teachers will learn the nature of the PALCS Managed Workstation.

- Teachers will understand which Internet Filters are utilized by PALCS and the process for checking sites against the filter before use in curriculum.
- Teacher will learn how PALCS Google Apps is utilized by faculty and support staff.
- Teachers will be given access to an IT Who's Who Reference sheet, Inter-tel phone tips, and GroupWise 8 Quick Start Card

Training Essential Questions:

- What essential systems information should I know and practice in regards to organizing and maintaining my computer and communicating at PALCS?

Induction Competencies Addressed:

- C6-3) Teachers will show evidence of the ability to use the relevant additional available technology in order to meet their teaching responsibilities. Ex: Locker, Open Office, H Drive/My Documents

12:00-1:00 - Lunch and Discussion: Lesson Design - PPP and Scaffolding (Kelly Murray)

Objectives:
- Teachers will understand how to design a lesson using the 3P's format.
- Elementary teachers will understand how to design a lesson using the L.E.A.R.N. format.
- Teachers will have an understanding of what it means to scaffold and will design a plan for scaffolding a topic.

Training Essential Questions:
- How can teachers design effective lessons using the 3P's / L.E.A.R.N. format?
- How can teachers prepare students for difficult content?

Induction Competencies Addressed:

- C2-1) Teachers will demonstrate the effective use of the 3-P's/L.E.A.R.N. model.

- C2-2) Teachers will demonstrate the effective use of scaffolding techniques.

1:00-1:30 - A Day in the Life of PALCS' Teachers/Students * (Gina Murray, Erin Keefe)

Objectives:
- Teachers will gain a better understanding of what PALCS looks like from a student perspective.
- Teachers will gain a better understanding of what a teacher day might entail.

Training Essential Questions:
- How do I support a variety of students' needs and how they see PALCS?
- How will I structure my day in the cyber teaching environment?
- What tools do I need in order to be an effective cyber teacher at PALCS?

Induction Competencies Addressed:

- (C4-1) Teachers will recognize the impact of diversity in educational practice.
- (C4-2) Teachers will utilize tools and methods to increase student learning and engagement.
- (C4-3) Teachers will develop strategies to accommodate for individual student needs.
- (C3-1) Teachers will abide by the Pennsylvania Professional Standards and Practices, according to the Professional Code of Ethics.
- (C3-4) Teachers will demonstrate commitment to school initiatives, as contributing members of the staff.

1:30-2:15 - Assessments (Kelly Murray)

Objectives:

- Teachers will develop a perspective on the purpose of assessments.
- Teachers will understand the difference between formative and summative assessment, and know how each can be used within their classes.
- Teachers will practice developing assessments which align with standards and assessment anchors.

Training Essential Questions:

- How do teachers develop effective assessments?

Induction Competencies Addressed:

- C5-1) Teachers will develop an assessment for each topic and show evidence that the assessment directly measures students' understanding of state standards and assessment anchors.
- C5-2) Teachers will demonstrate their understanding of the functional differences between formative and summative assessments.

2:15-4:00 Moodle Training Session 4 (Sarah Aungst/Dan Slusser)

Objective:

- Teachers will understand how to configure the quiz activity and the variety of question types associated with this assessment.

Training Essential Question:

- How do I create auto-graded assessments?

Induction Competencies Addressed:

- (C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.
- (C4-2) Teachers will utilize tools and methods to increase student learning and engagement.

Monday, August 22, 2011 - Day 3 of 5

8:00-8:15 Arrival

8:15-8:45 Teacher Development/Evaluation Framework (Chip Harper)

Objectives:

- Teachers will understand the background of TDEPP and the philosophy behind it.
- Teachers will understand how the TDEPP process works.
- Teachers will understand what to expect from TDEPP as a first year teacher.

Training Essential Questions:

- How can I grow as a professional?
- In what ways can I meet and/or exceed my responsibilities as a PALCS employee?

Induction Competencies Addressed:

- (C3-3) Teachers will meet responsibilities set forth in the PALCS policies and procedures manual.
- (C3-2) Teachers will develop as professional educators.
- (C3-4) Teachers will demonstrate commitment to school initiatives, as contributing members of the staff.
- (C3-1) Teachers will abide by the Pennsylvania Professional Standards and Practices, according to the Professional Code of Ethics.
- (C3-4) Teachers will demonstrate commitment to school initiatives, as contributing members of the staff.

8:45-10:15 - Moodle Training Session 5 (Sarah Aungst/Dan Slusser)

Objective:

- Teachers will understand how to use the Forum and Glossary type activities as well as how to embed audio and video directly into Moodle.

Training Essential Question:

- How do I enhance student understanding by creating environments where they contribute to the learning environment?

Induction Competencies Addressed:

- (C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.
- (C4-2) Teachers will utilize tools and methods to increase student learning and engagement.

10:15-10:30 Break
10:30-11:00 Time with the CEO

11:00-12:00 - Planning for Instruction and Backward Design* (Kelly Murray)

Objectives:

- Teachers will understand the benefit to designing and planning instruction using the Backward Design Model.
- Teachers will understand how desired outcomes and acceptable evidence helps plan for instruction.

- Teachers will understand how understanding the Learning Focused model helps plan for instruction using the Backward Design Model.

Training Essential Question:
- How can teachers effectively plan for instruction?

Induction Competencies Addressed:

- C1-1) Teachers will demonstrate their understanding of the principals of "Backward Design" through unit planning.
- C1-2) Teachers will be able to identify desired outcome, acceptable evidence, and their path of instruction for each topic.

12:00-1:00 Lunch with Grade Level Coordinators

1:00-3:00 - Moodle Training Session 6 (Sarah Aungst/Dan Slusser)

Objective:
- Teachers will have the opportunity to catch up and clarify knowledge gained in previous sessions.

Training Essential Question:
- What did I miss? Where do I need clarification?

Induction Competencies Addressed:
- C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.
- C4-2) Teachers will utilize tools and methods to increase student learning and engagement.

3:00-4:00 Ed Tech Training (IT and/or Mark Murray)

Objective:
- Teachers will understand how the Locker is incorporated within curriculum development and assessment.
- Teachers will understand how to access and use their Locker accounts.

Training Essential Questions:
- What tools are available to enhance my curriculum development?

Induction Competencies Addressed:
- C6-3) Teachers will show evidence of the ability to use the relevant additional available technology in order to meet their teaching responsibilities. Ex: Locker

Tuesday, August 23, 2011 - Day 4 of 5

8:00-8:15 Arrival

8:15 - 10:15 Moodle Training Session 7 (Sarah Aungst/Dan Slusser)

Objective:

- Teachers will learn how to leverage tools in Moodle and MSIS to manage their students and course content efficiently.

Training Essential Question:

- How do I best use the tools available to me to make my work processes more efficient?

Induction Competencies Addressed:

- (C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.

10:15-10:30 Break
10:30-12:00 Employee Benefit Information (Mr. Donald Drain/ B&D Business Services)
12:00-1:00 Lunch / Q&A Questions

1:00-2:30 -PALCS Community Training (Mark Murray)

Objectives:

- Teachers will learn how to set up classrooms in PALCS Community.
- Teachers will learn how to use Community to manage an online chat with students, and to use Community as a means of enhancing curriculum.

Training Essential Question:

- How do I effectively use Community as a teaching tool and manage classroom participation?

Induction Competencies Addressed:

- (C6-2) Teachers will show evidence of the ability to use the available technology in PALCS Community.
- (C4-2) Teachers will utilize tools and methods to increase student learning and engagement.

2:30-3:30 Ed Tech Training (IT and/or Mark Murray)

Objective:

- Teachers will understand how PALCS Blogs can be incorporated into their online courses
- Teachers will learn about web-authoring, screencasting tools, and digital-story telling tools.

Training Essential Questions:

- What tools are available to enhance my curriculum development?

Induction Competencies Addressed:

- C6-3) Teachers will show evidence of the ability to use the relevant additional available technology in order to meet their teaching responsibilities. Ex: PALCS Blogs, Web-Authoring tools, Screencasting, Digital-Story Telling

3:30-4:00 Payroll/Human Resources/Benefits Q&A

Wednesday, August 24, 2011 - Day 5 of 5

8:00-8:15 Arrival
8:15-8:45 Time Management/Organizational Responsibilities (Val Harris/Mark Murray)

Objectives:

- Teachers will understand how to create a task list and prioritize the tasks within the list.
- Teachers will understand how to embrace strategies that will help them to manage time effectively throughout each work day.
- Teachers will understand how to keep a clutter-free and organized physical and virtual environment.

Training Essential Question:

- How do successful teachers organize time and space efficiently to meet and exceed daily, weekly, and long-term responsibilities?

Induction Competencies Addressed:

- C3-3) Teachers will meet responsibilities set forth in the PALCS policies and procedures manual.
- C6-1) Teachers will demonstrate the ability to utilize their computer system effectively.

8:45-12:00 - Moodle Training Session 8 (Sarah Aungst/Dan Slusser)

Objective:

- Teachers will understand how Moodle integrates with PALCS Mail, how to grade assignments, and how to add HTML blocks to enhance the course overview page.

Training Essential Questions:

- How do I make my course really live and breathe?
- What can I do to make my course more interactive and dynamic for my students?
- How can I effectively grade student assignments?

Induction Competencies Addressed:

- (C6-1) Teachers will show evidence of the ability to use the available technology in Moodle.
- (C4-2) Teachers will utilize tools and methods to increase student learning and engagement.
- (C6-3) Teachers will show evidence of the ability to use the relevant additional available technology in order to meet their teaching responsibilities (ex: Locker, OpenOffice, My Documents, PALCSmail, etc.)

12:00-1:00 Lunch/Special Education Q&A

1:00-1:30 Moodle Q&A
1:30-4:00 Cubicle Time for set-up, organization, planning, PALCS Community practice or Moodle work