

The logo graphic consists of three overlapping, curved blue shapes that resemble a stylized wave or a swimmer's path. The top curve is the largest and most prominent, curving from the left towards the right. Below it, two smaller, similar curves are positioned to the right, creating a sense of movement and depth.

**S.W.I.M.**

Support with Intentional Mindset

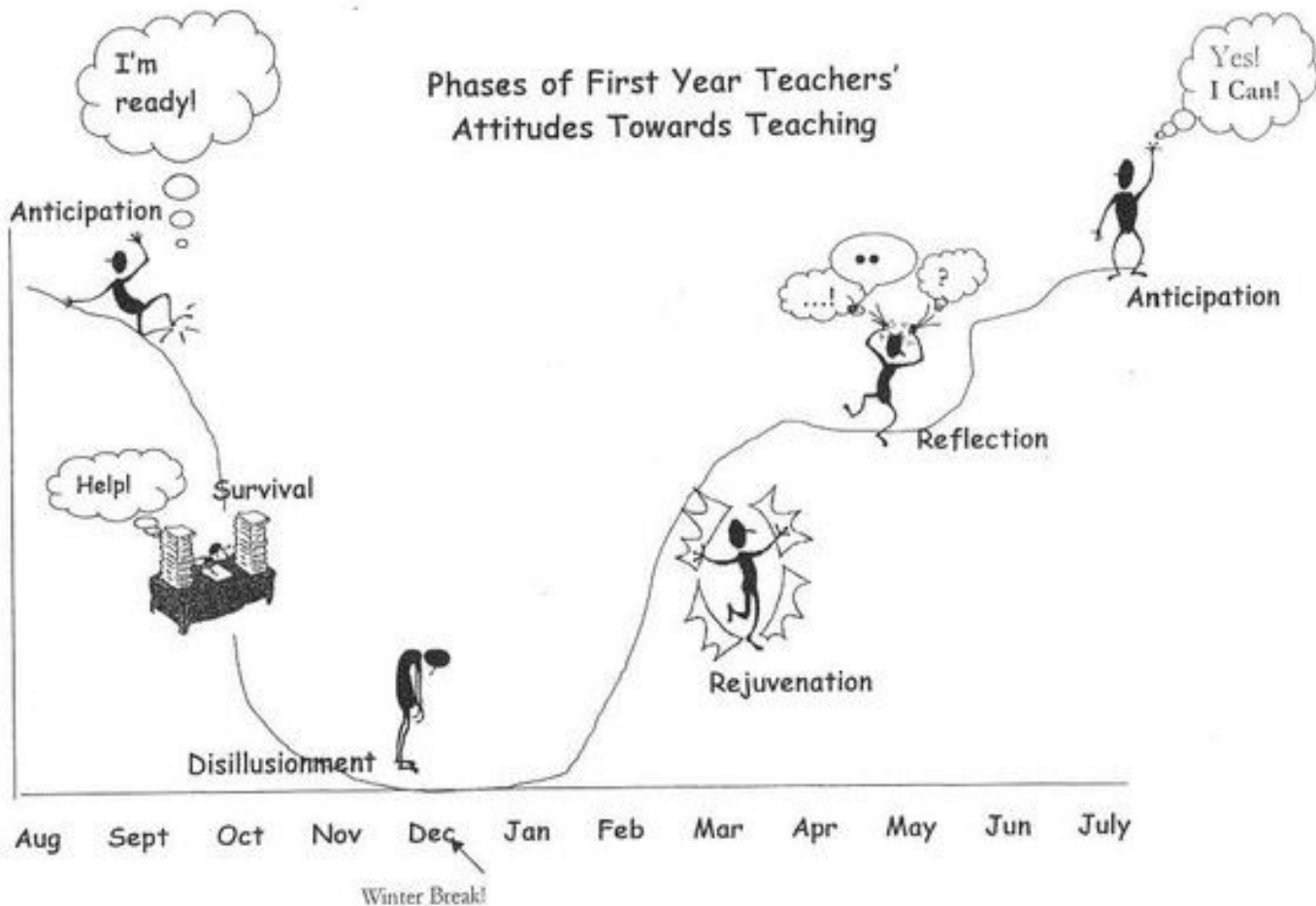
**...Because Sinking's Not an Option**

# Learning Outcomes:



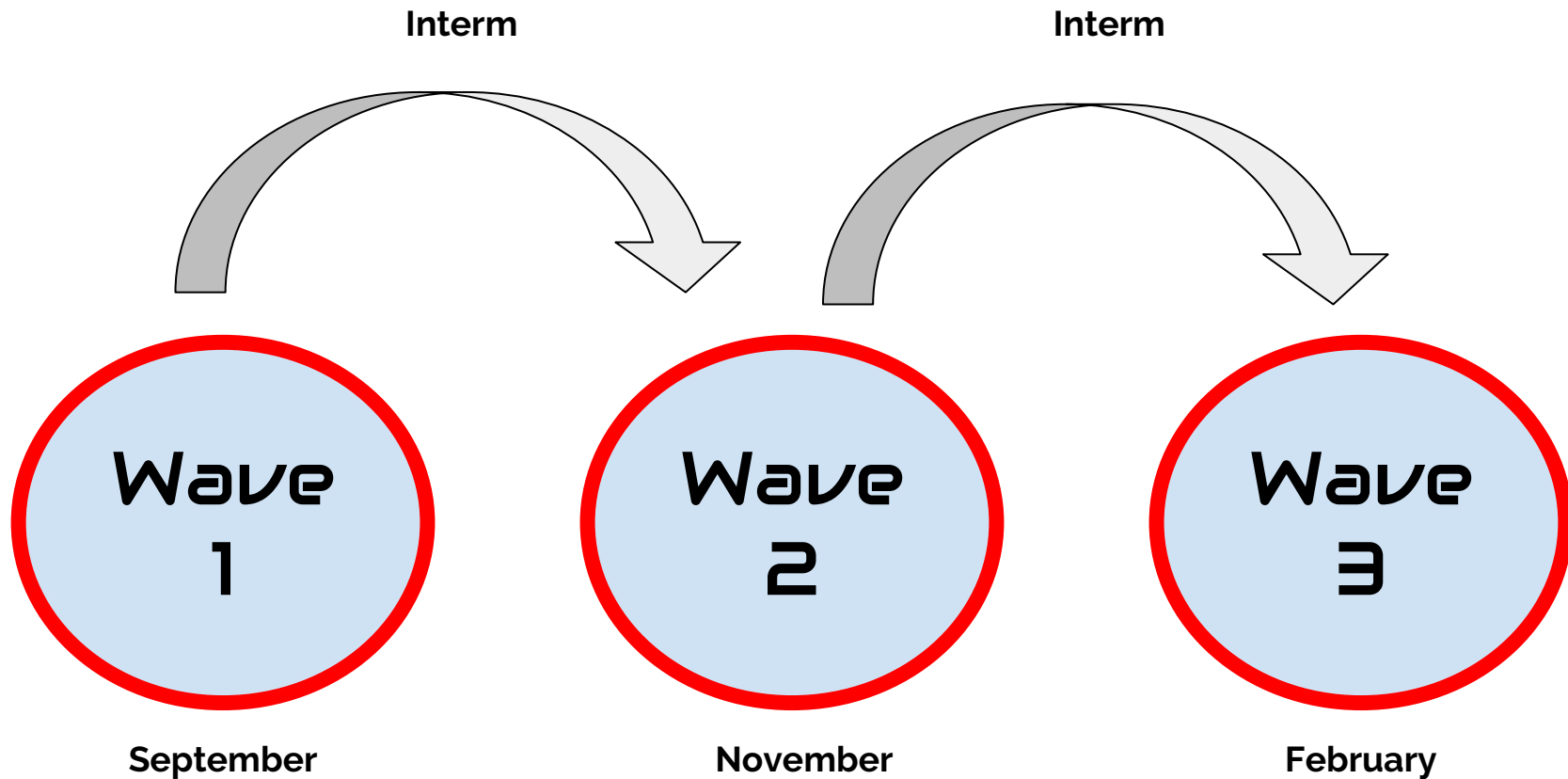
1. Develop a system for connecting new teacher learning with classroom practice, professional growth, and reflection.
2. Create a system for unpacking the professional growth goals and performance indicators into specific “look fors” for data collection.
3. Experience data collection of classroom practice evidence using the developed “look for” document aligned to new teacher professional learning goals.

# Phases of First Year Teachers' Attitudes Towards Teaching



# Purpose of SWIM

- **Provide proactive strategic support for new teachers**
- **Help strengthen district wide support with resources and fostering relationships**
- **Partnering with administrators, teacher leaders, and coordinators to encourage staff retainment of quality individuals**

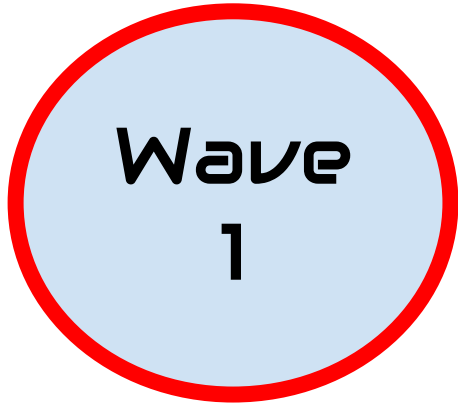


# New Teacher Expectations



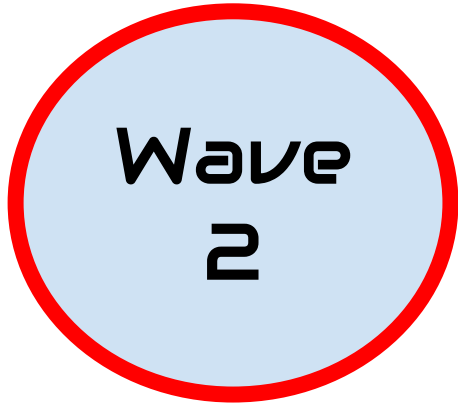
**...Because Sinking's Not an Option**

- New 1st year teacher to Raytown, with 0-4 years experience at the start of this school year must attend a total of 3 new teacher meetings offered in September, November, and February.
- If they are not able to attend any of the meetings offered through Raytown they must go to the Regional Professional Development Center(RPDC) and attend The Building Educational Support for Teaching BEST Workshops.



**September**

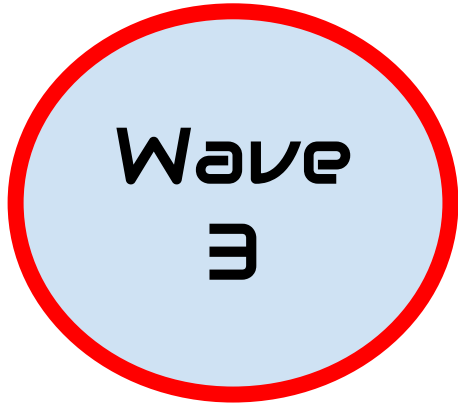
- New Teacher Meeting: September
  - RSECC - TLC
  - Secondary: 3:30 - 5:30
  - Elementary 4:30 - 6:30
- Wave 1 Topic: Classroom Structure, Organization, and Procedures
- Wave 1 Look For Visits: Begin after September Meeting
- C&IPs Meet and Share Observations, Plan for Interim Support



**November**

- New Teacher Meeting: November
  - RSECC - TLC
  - Secondary: 3:30 - 5:30
  - Elementary 4:30 - 6:30
- Wave 2 Topic: Student Behavior Management
- Wave 2 Look For Visits: Begin after November Meeting
- C&IPs Meet and Share Observations, Plan for Interim Support





**February**

- New Teacher Meeting: February
  - RSECC - TLC
  - Secondary: 3:30 - 5:30
  - Elementary 4:30 - 6:30
- Wave 3 Topic: Parent/Professional Communication & Grading
- Wave 3 Look For Visits: Begin after February Meeting
- C&IPs Meet and Share Observations, Plan for Interim Support



S.W.L.M. New Teacher Support

# WAVE #1

## Classroom Structure, Organization, and Procedures



Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Students understand and demonstrate common classroom routines and procedures.	<input type="checkbox"/> Evident <input type="checkbox"/> Not-Evident <input type="checkbox"/> Not Applicable	
Physical classroom space is organized with regard for student management, supervision, and safety.	<input type="checkbox"/> Evident <input type="checkbox"/> Not-Evident <input type="checkbox"/> Not Applicable	
Time is managed with regard to effective use of transitions in both procedural tasks and during instruction.	<input type="checkbox"/> Evident <input type="checkbox"/> Not-Evident <input type="checkbox"/> Not Applicable	
Time is well paced with regard to instructional goals, respectful tasks, and lesson objectives that promote student learning and engagement.	<input type="checkbox"/> Evident <input type="checkbox"/> Not-Evident <input type="checkbox"/> Not Applicable	
High expectations are consistently demonstrated, routinely recognized, and positively affirmed.	<input type="checkbox"/> Evident <input type="checkbox"/> Not-Evident <input type="checkbox"/> Not Applicable	

# 2

## ment

...develop, and differ in their approaches to learning. The ...to diverse learners and support the intellectual, social, and




## ation & Grading

...media communication techniques with students, supportive interaction in the classroom.  
...formative assessment strategies to assess the ...ion, monitors the performance of each student and




## STANDARDS FOR PROFESSIONAL LEARNING

*Professional learning that increases educator effectiveness and results for all students ...*

### **LEARNING**

#### **COMMUNITIES:**

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

### **LEADERSHIP:**

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

### **RESOURCES:**

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

### **DATA:**

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

### **LEARNING DESIGNS:**

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

### **IMPLEMENTATION:**

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

### **OUTCOMES:**

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.