

HISD

TEACHER SUPPORT

TEACHER EXCELLENCE



New Teacher Saturday Learning Session Overview

ACADEMIC YEAR: 2015-2016

Session	New Teacher Saturday Learning		
Session Leader	Varies		
Description	<p>Want to be stronger at implementing classroom management approaches, differentiating instruction or utilizing student performance data?</p> <p>You will be able to enhance your skills in these areas and more at the New Teacher Saturday Learning! Workshop topics range from tight transitioning to A4E to TADS Talk. Participants will receive a \$50.00 stipend. Register in e-TRAIN via #PD1124.</p>		
Standards	<p>The content for New Teacher Saturday is aligned with the HISD Teacher Appraisal and Development System Instructional Practice and Professional Expectations Criteria:</p> <ol style="list-style-type: none"> 1. PL-2-Collects, tracks, and uses student data to drive instruction 2. PL-3-Designs effective lesson plans, units, and assessments 3. I-2-Checks for student understanding and responds to student misunderstanding 4. I-5-Maximizes instructional time 5. I-9-Sets and implements discipline management procedures 6. 1-10- Builds a positive and respectful classroom environment 7. PR-9-Participates in professional development and applies learning 		
Content Strands	<p>Participants will learn how to</p> <ul style="list-style-type: none"> • Improve instructional techniques through a variety of strategies in the areas of classroom management, collaborative grouping, and maximizing instructional time • Utilize A4E to monitor and target critical academic performance strands for different student groups • Understand the details of the teacher appraisal and development system; IP (Instructional Practice), PE (Professional Expectations) and SP (Student Performance) 		
Schedule	Saturday, December 5, 2015	8:30am - 1:30pm	Ryan PD Center 4001 Hardy Street Houston, TX 77009
Resources, Materials, & Texts	<ul style="list-style-type: none"> • https://docs.google.com/document/d/1rKXZQIZeOtECfT2iy-T9eeS1anJUDpgH_avLCj31sj0/edit 		