



ARCHDIOCESE *of* MILWAUKEE
CATHOLIC
Schools

NEW TEACHER ONBOARDING
Guidebook

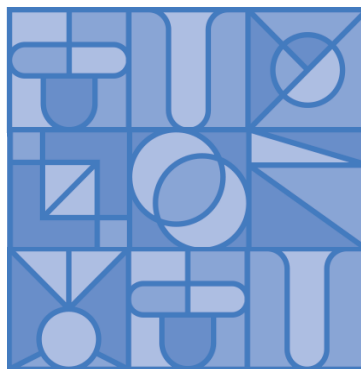
in the ARCHDIOCESE *of* MILWAUKEE

April 2023

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I. *Introduction*

Dear Principals:

The Archdiocese of Milwaukee has implemented several initiatives over the years designed to support school leaders in effectively welcoming and mentoring new teachers during their first year in the profession.

We have experienced significant shifts in the teaching landscape, based in part on the effects of the pandemic, but also reflective of shifts in the needs of teachers entering the profession. These shifts require us to rethink how we welcome and mentor new teachers.

The first step in redesigning our support of new teachers was the formation of a New Teacher Onboarding Task Force, with the initial task of creating a New Teacher Onboarding Guidebook. This document was developed with significant feedback from principals in the Archdiocese of Milwaukee to assure its relevance and usefulness.

The following guidebook is intended to provide direction for principals, coaches, mentors, and peers in effectively onboarding new teachers. It was designed to provide a framework that can be adapted to any K-12 school setting.

Supporting and retaining new teachers is critical to our profession and is a shared responsibility of every educator. We are grateful to everyone who provided input into this document and the New Teacher Onboarding Task Force that guided it from concept to completion:

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II. *Guiding Principles*

**“Catholic school education places an emphasis on the school as community—
an educational community of persons and a genuine community of faith.”**

– *Lay Catholics in Schools*, 22, 41

**“We must provide young people with an academically rigorous
and doctrinally sound program of education.”**

– *Renewing Our Commitment to Catholic Elementary and Secondary School
is in the Third Millennium*, 2005

In the Archdiocese of Milwaukee, we believe that a thoughtful and strategic approach to onboarding new teachers is critical in forming and retaining mission-driven professionals who serve in the ministry of Catholic education. While orientation when a teacher is hired is critical, the onboarding process must be intentional and sustained throughout the first years of teaching.

The *New Teacher Onboarding Guidebook* is based on the following guiding principles.

- New teachers are welcomed into a community of faith-based on the mission and vision of the school.
- Intentional onboarding is the primary responsibility of the principal.
- Supporting new teachers in developing a sense of efficacy is a shared goal for everyone in the school.
- New teachers have experiences that show they are validated and valued.
- Onboarding focuses on relationships, instructional effectiveness, and management.
- The positive impact of teacher retention on student achievement is well documented.

III. *How to Use This Guide*

Planning and Reflection Tool

Download the Planning and Reflection Tool [here](#).

How to use the Planning and Reflection Tool

This document was created and intended to align with the Teacher Effectiveness Framework (TEF). The document contains all descriptors and look-fors found in the original TEF tool with some modifications. In addition, reflection questions are included for you to consider as you work through the onboarding process.

DOMAIN 1: CLASSROOM COMMUNITY

Component 1a: Creates a faith-filled environment for learning. The teacher...

Descriptor	Look Fors	Reflection Questions
1A.1: Organizes physical space for learning	<ul style="list-style-type: none"> • Organizes space to maximize safe movement and access to all students. • Arranges the classroom in a way that facilitates movement patterns and access to resources. • Organizes instructional materials in a way that promotes their safe and efficient use. • Aligns instructional displays to current units of study and uses display space to reinforce instruction. 	<p>What are the classroom must-haves?</p> <ul style="list-style-type: none"> • How is the classroom set up? <ul style="list-style-type: none"> - Can students move safely? - Is the space too crowded or overstimulating? - Do you consider the needs of all your students including those with special needs? - Are there flexible seating options? - Are there any visual obstructions? • Where does the teacher keep their teacher materials? • Does your classroom set up align with Safeguarding Practices and Catholic Mutual policies? • What from the safety plan needs to be posted compared to accessible? • Are the following things posted/available/easily accessible places? <ul style="list-style-type: none"> - Mission statement - Fire drill / tornado drill exit map - Intruder safety plan - Classroom expectations for spaces- “must haves” - Emergency kit with class roster - Student materials • How should bulletin boards be covered? <ul style="list-style-type: none"> - How frequently should they be updated? - Are there samples of student work? - Align with the mission of the school? - Follow all school policies and Catholic Social Teachings? • Is there a prayer corner? <ul style="list-style-type: none"> - Are there specific things that need to be in it?

<p>1A.2: Manages student behavior guided by Gospel values</p>	<ul style="list-style-type: none"> • Models and teaches Gospel values and establishes effective relationships with students. • Ensures that interactions with and among students are uniformly respectful. • Demonstrates an awareness of student behavior at all times. • Anticipates student behavioral issues and is proactive in dealing with them. • Responds quickly, consistently and effectively to inappropriate behavior. • Works with students to teach strategies for self-regulation 	<p>What are the school norms for behavior?</p> <ul style="list-style-type: none"> • Are the expectations for classroom “rules” reflective of Gospel values? • Are expected behaviors taught and re-taught to students (in a positive way)? • How are students rewarded for positive behaviors? • What system is in place for negative and positive behaviors? (Ex. Class Dojo or PowerSchool) • What are the consequences for negative behaviors/ What is the school discipline policy? Is there a progression? • When and how is the discipline policy of the school reinforced and communicated? • What resources exist to assist teachers and students in implementing strategies to improve behavior? • How are behaviors tracked? • How do we de-escalate a situation with a student?
<p>1A.3: Establishes classroom routines, rules, and procedures consistent with school policy</p>	<ul style="list-style-type: none"> • Establishes classroom rules that are clear and understood by all students and families. • Effectively uses routines and procedures, and students follow them with little prompting. 	<ul style="list-style-type: none"> • What are the suggested proactive actions that teachers should take to prevent negative behaviors? • How are teachers expected to de-escalate challenging situations?
<p>1A.4: Communicates high expectations for learning</p>	<ul style="list-style-type: none"> • Clearly communicates expectations for learning. • Encourages all students to take academic risks by attempting challenging tasks. • Plans learning experiences to intentionally incorporate rigor and relevance. • Supports students in setting learning goals. 	<ul style="list-style-type: none"> • When will new teachers be able to observe a teacher that has successfully set high expectations for student learning and engagement? • What does learning look like? • What protocols are in place school-wide to define how high expectations and learning targets are communicated to students and families? • How will students know what they are learning? How does the environment reflect an emphasis on learning? • Are there specific expectations related to instructional delivery (ex: entering activities, stations, etc.) • How/when does progress monitoring occur? • What metrics are used for progress monitoring? • What process is used for student goal-setting?
<p>1A.5: Creates a faith-filled environment that engages the whole student</p>	<ul style="list-style-type: none"> • Offers every student timely and regular opportunities to learn about and experience the nature and importance of the traditions of the Catholic faith. • Creates an environment for student prayer and reflection. 	<ul style="list-style-type: none"> • Where is your prayer corner or artifacts that show this is a Catholic school classroom? What needs to be included in this space? • What items are displayed to support traditions of the Catholic faith? • How does the environment validate each student at some point in the year? • Do students have the opportunity to help create the environment?

Component 1b: Works with families as partners in their child's education. The teacher...		
1B.1: Provides feedback of student progress to families	<ul style="list-style-type: none"> • Provides frequent information to families about the instructional program. • Communicates consistently and in a timely manner with families about student progress. • Is readily available to respond to family concerns. 	What are the expected interactions with parents by policy and tradition? Consider: <ul style="list-style-type: none"> • What is the process for communicating academic/behavioral progress? Are there forms? Timelines? • How often should a teacher communicate with families? • What are specific instances in which you should immediately contact a family? • When should teachers include their supervisor(s)? • When will teachers have the opportunity to practice simulated family conversations?
1B.2: Engages families as partners in the educational process and the life of the school	<ul style="list-style-type: none"> • Evidence exists that shows the teacher has invited families to engage in classroom and school activities. • Communicates with families in a timely manner. • Is proactive in initiating communication with families. 	<ul style="list-style-type: none"> • Should a teacher start with a phone call, email, text? • What should a teacher do if the communication is unsuccessful? • How should teachers document communications with families? • If a translator is needed, who does the teacher ask? • How are issues of custody, health, and family dynamics impacting communication with families shared with the teacher

Domain 2: Professional Life of a Catholic Educator

Component 2a: Understands school's mission and his/her role in it. The teacher...

Descriptor	Resources	Reflection Questions
2A.1: Serves as role model for Gospel values for students and families	<ul style="list-style-type: none"> • Demonstrates an awareness and willingness to serve as a role model of Gospel values for students a • Incorporates Scripture, Catholic social teaching, and the Catholic intellectual tradition into classroom teaching and school interactions. • Discusses faith with colleagues, students, and families. 	<ul style="list-style-type: none"> • How have you shared and discussed local policies related to social media use (personal and professional) and the acceptable use of technology? • How has the <i>Catholic Social Responsibility Guidebook</i> been provided as a guide for modeling of and informing instruction around Gospel values? • What are the expectations for integrating Catholic Social Teachings into all aspects of school life? • What opportunities exist for new teachers to see and hear best practices in faith-sharing with students and families? • What are the expectations of a non-Catholic teacher? <ul style="list-style-type: none"> - Mass attendance - Teaching of Religion - Evidence of prayer in the classroom • When/how/what regarding expectations for praying with your students. • How do we teach new teachers about the importance of developing themselves spiritually-especially if they are not Catholic? • How do you balance work/life?

<p>A.2: Demonstrates a professional demeanor and attitude in alignment with the school's mission</p>	<ul style="list-style-type: none"> • Fully meets professional expectations. • Demonstrates a demeanor that reflects Gospel values. • Understands the school's mission and her/his role in it and contributes to a work environment that supports and expresses Gospel values 	<ul style="list-style-type: none"> • What is the process for reviewing the teacher and parent handbooks? • How is the school's mission reflected/integrated in the professional experiences of the faculty? • How are professional expectations identified and explained? <ul style="list-style-type: none"> - How are these addressed throughout the year-not just at the beginning of the year? - Where can staff find these things? - How are teachers held accountable for this? - What are the specific details of each expectation? - Are they shared in a timely manner? • Does staff utilize a colleague to review newsletters or communications that go home to parents? • Are you able to identify the best form of communication to address student/parent issues?
<p>Component 2b: Reflects on practice. The teacher...</p>		
<p>2B.1: Takes responsibility for professional growth</p>	<ul style="list-style-type: none"> • Critically reflects on her/his instructional effectiveness based on student learning data. • Responds positively to feedback. • Develops professional goals based on critical self-reflection and student learning data that align with the strategic vision of the school. 	<p>Teacher Effectiveness Framework</p> <ul style="list-style-type: none"> • What is the goal setting process for new teachers? <ul style="list-style-type: none"> - What support is provided for the creation and implementation of the goal? - Do teachers know how to create a SMART goal? - Is the Teacher Effectiveness Framework used with goal setting? - When does goal setting happen during the school year? • What are current initiatives/adoptions/programs at the school and what professional support is provided? • What is the process for requesting professional development opportunities- both time and funding? • What PD is being provided by the school/principal? • What is the expectation for the staff to get PD opportunities on their own? • Is there a timeline of required PD through the Archdiocese or school? <ul style="list-style-type: none"> - Is there any guide with additional opportunities for PD? • Is there time to collaborate with other grade level teachers in PLC's? • What opportunities exist for teachers to visit other classrooms/schools?
<p>2B.2: Demonstrates a commitment towards spiritual growth in the context of the Catholic school</p>	<ul style="list-style-type: none"> • Actively participates in the faith life of the school. • Promotes the spiritual growth of students and models the importance of prayer. 	<ul style="list-style-type: none"> • What faith formation opportunities are available for spiritual growth? • What is required/what is optional? • What is the purpose of <i>Sustaining the Mission</i> and what is my place in it? • Do we share a Catholic Identity calendar with masses, holy days, all advent and lent activities, service projects, adoration, rosary, stations, etc... on it? • Are there "buddy" teachers for non-Catholics? • How/why/where is prayer shared with students? • What is the role of the parish and the Pastor with the school?

Component 2c: Contributes to a positive school environment. The teacher...		
2C.1: Collaborates with colleagues to analyze, inform and plan	<ul style="list-style-type: none"> Actively participates in professional learning communities. Fully implements strategies to support/increase student learning as determined by the professional learning community. 	<ul style="list-style-type: none"> How are committee assignments determined? What are the goals of the committee? What are the time commitment expectations for the work? What is accreditation? What role does a new teacher play in the accreditation process? How do they “fit in”? How often do groups of teachers (by grade, level, content area, topic, task) meet to collaborate? When does collaboration take place? Is there a plan to support collaboration (time/resources)? What events are teachers required to attend? <ul style="list-style-type: none"> Is there flexibility with attending extra events? Can we compromise schedules? Is it different for part time/full time employees?
2C.2: Serves beyond the classroom in school committees/ activities/events as it relates to a positive school environment	<ul style="list-style-type: none"> Participates in school events that are beyond the requirements of her/his teaching position. Supports co-curricular and extra-curricular activities/ events. 	<ul style="list-style-type: none"> Where is this information about required/optional committees/ activities/events available (faculty handbook, school calendar, job description)? How are the details of activities/events, including the role of the teacher, communicated? How do we communicate the events that are happening? How do you plan to balance your work life with your personal life?

Domain 3: Planning & Instructional Effectiveness

Component 1a: Uses best practices to support learning. The teacher...

Descriptor	Resources	Reflection Questions
3A.1: Demonstrates knowledge of students	<ul style="list-style-type: none"> Knows, for groups of students, their levels of cognitive development and learning styles. Is aware of the different cultural groups in the class. Has a good idea of the range of interests of students in the class. Has identified “high,” “medium,” and “low” groups of students within the class. Is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning. Is aware of the special needs represented by students in the class, i.e., vision or hearing and makes adjustments accordingly. 	<ul style="list-style-type: none"> What is the process for teachers to share information regarding students to the next grade level? Where do teachers locate student profile information? Where do teachers locate student data from previous years? <ul style="list-style-type: none"> Where are IEPs, 504, ISP, etc., located? How is data interpreted (for your school)? How does the data inform my instruction? Monitor progress? Will teachers be trained on cultural differences? Which cultures/ demographics exist within your building? <ul style="list-style-type: none"> Are ELL students identified and how is that information shared with teachers? If applicable to your school, do teachers have access to the schoolwide lesson planning format and when will they be trained on the format? What criteria/norm-based assessments are administered <ul style="list-style-type: none"> What is the purpose of each? Where is the data stored?

3A.2: Sets instructional outcomes	<ul style="list-style-type: none"> • Ensures accurate sequencing of learning in planning. • Connects outcomes to previous and future learning. • Consistently differentiates outcomes so they are suitable to the various groups of students in the classroom. 	<p>Where do I find the standards I am responsible to teach?</p> <ul style="list-style-type: none"> • How do teachers access to the Archmil website? (how do they get a login?) • Show new teachers where to find teacher tools, standards, standards-based curriculum, and Professional Learning Series-Clarity, Part 1 • Who creates course outlines/syllabus? • What standards provide the basis of course content/outcomes? • What resources are provided to support course content? • Who do I talk to with questions? • How do teachers use the electronic grade book?
3A.3: Designs coherent instruction	<ul style="list-style-type: none"> • Designs learning activities that are matched to instructional outcomes. • Uses activities that provide opportunities for higher-level thinking. • Provides a variety of appropriately challenging resources. • Thoughtfully organizes instructional student groups to maximize learning and build on students' strengths. • Employs a well-structured lesson or unit with reasonable time allocations. 	<p>How do I design my instruction?</p> <ul style="list-style-type: none"> • What is your school's lesson plan format? • When are lesson plans due and to whom? • Is there a mentor/coach to walk through lesson planning? • How will your new teacher use scoring guides? • Do you have examples of scoring guides to give to your new teacher? • Is your new teacher expected to have a course outline/syllabus? • What does the principal want to see when he/she comes into the room? • How do you personalize your lessons to include student voice and choice?
3A.4: Transfers content knowledge to students	<ul style="list-style-type: none"> • Uses the scoring guide to identify academic vocabulary. • States clearly, at some point during the lesson, what the students will be learning. • Provides an explanation of the content that is clear and invites student participation and thinking. • Makes no serious content errors, recognizes any minor errors, and makes corrections. • Describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Uses vocabulary that is appropriate for the students' ages and levels of development and is correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. 	<ul style="list-style-type: none"> • Are teachers required to post learning targets? <ul style="list-style-type: none"> - Where do they find them? - Who writes the learning targets? • Are teachers provided instructional support/coaching as part of their first year? • Do teachers have time built into their day(s) to meet with their mentors to discuss instructional strategies, best practices in instruction, lesson planning, grade level vocabulary, etc.? • Are new teachers observed and provided feedback on a frequent/regular basis? • What is the feedback format/online program for informal visits and when do new teachers learn about the process? • Is the instructional activity being utilized in the most effective and appropriate way? • Is there a school wide approach to instruction that the teacher needs to follow? • What technology is required? • Where do teachers get tech support? • What policies exist related to remote instruction?

3A.5: Promotes learner engagement	<ul style="list-style-type: none"> • Provides multiple strategies designed to maximize student engagement, achieving a strong balance of teacher-centered instruction and student engagement through application. • Employs learning tasks that have multiple correct responses or approaches and/or encourage higher-order thinking. • Invites students to explain their thinking as part of completing tasks. • Uses materials and resources that support the learning goals and require intellectual engagement, as appropriate. • Paces the lessons and provides students the time needed to be intellectually engaged. • Uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> • Where do teachers go to find, implement, and evaluate strategies to promote learner engagement? • What collaboration is in place to help teachers reflect on strategies that best support their content? • What systems are in place to support teachers in implementing engagement strategies that are developmentally appropriate? • How is student engagement measured/evaluated? • What role does student voice have in determining how to promote engagement? • Differentiation <ul style="list-style-type: none"> - How to do this? - How to incorporate it into your lessons? - Do you provide examples? - Do you share strategies?
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DOMAIN 4: ASSESSMENT

Component 1a: Using assessment to advance student learning. The teacher...

Descriptor	Resources	Reflection Questions
4A.1: Uses assessment data to design instruction	<ul style="list-style-type: none"> • Elicits evidence of student understanding through formative assessment. • Regularly monitors the learning of students and checks for understanding using a variety of strategies to elicit student understanding. • Makes adjustments to the lesson in response to student needs and/or feedback. • Uses multiple data sources to determine understanding prior to administering summative assessments. 	<ul style="list-style-type: none"> • What training is provided for accessing assessment data (data systems)? <ul style="list-style-type: none"> - How do teachers know what adjustments to make to their instruction based upon the data? - Are there examples of strategies to use when a student needs accommodations? • What reports are most appropriate to review to support student growth? • How are formative and summative assessments used in the learning process? • How do your expected outcomes drive your lesson and unit planning? • How are assessments aligned to standards? • How is progress toward proficiency communicated through the SIS system? <ul style="list-style-type: none"> - High School -How is student progress consistently communicated to students and parents? • What are the expectations for posting assignments and assessments? • What forms of assessment does the school use? <ul style="list-style-type: none"> - What data points are expected to be used (MAP, ITBS, Forward, classroom) • Is there a policy for when students move on the MTSS/Rti pyramid? • Do teachers understand the proficiency scale?

<p>4A.2: Clearly identifies and communicates assessment criteria</p>	<ul style="list-style-type: none"> • Makes the standards of high-quality work clear to students. • Provides models or samples of what high-quality work looks like. • Makes assessment criteria comprehensible to all students. • Aligns assessments to levels outlined in the Scoring Guides. • Follows proficiency scale criteria when grading. 	<ul style="list-style-type: none"> • What is the school policy for assessment? • How does the administration provide assessment data that is pertinent for teachers? • When is the <i>Standards-Based Instruction, Assessment, and Grading for Teachers</i> reviewed to educate teachers on SBAG practices? • How do school policies/expectations/ procedures support SBAG? • How are new teachers connected with teachers who are successful in assessment? • How are grades calculated? <ul style="list-style-type: none"> - If SBG, are the grades averaged? Is the lowest score eliminated? - If not SBG, what percentage of summative vs formative assessments are there? • What is the homework policy? <ul style="list-style-type: none"> - How much homework on average, should each student be completing daily? - Are missing assignments counted towards the grade? - How long does a student have to complete an assignment? • How is re-teaching accomplished? <ul style="list-style-type: none"> - Can any assignment be redone for full credit? • What is the policy on students who miss work due to illness or vacation? • Is there a policy to follow on testing accommodations? • What types of assessments are used in the classroom? <ul style="list-style-type: none"> - Are they varied? - Are they appropriate for the skills/standards being assessed?
<p>4A.3: Provides opportunities for student self-assessment and monitoring</p>	<ul style="list-style-type: none"> • Ensures students assess their own work and make improvements; most of them do so. • Directs students to set learning goals. 	<ul style="list-style-type: none"> • Do school wide templates exist for student self-assessment? • How do students engage in formative assessment and self-reflection to monitor their progress toward proficiency? • How are teachers using the students' self-assessments? • How do students and teachers use self-assessment for future learning? • How are students involved in the assessment process? <ul style="list-style-type: none"> - Creation of assessment - Use of assessment data • Are there a variety of methods in which students self-reflect?

III. *How to Use This Guide*

Implementation Checklist with Timeline

Download the Implementation Checklist with Timeline [here](#).

How to Use the Implementation Checklist with Timeline

This document was designed to guide your planning for onboarding your new teachers. This is intended to be a “guide.” After reviewing the descriptors, determine when these would be best addressed based on your school. Select who will be responsible and share copies of this document for everyone involved in the process - the responsible party, teacher, mentor, coach, etc. Note: Add or move actions to adapt the timeline for your school.

UPON HIRE			
Descriptor	Actions	Responsible Party	Initial and date when completed
Domain 1: Classroom Community Component 1a: Creates a faith-filled environment for learning. The teacher... Organizes physical space for learning	<ul style="list-style-type: none"> • Tour model classroom. • Review required postings. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Transfers content knowledge to students	<ul style="list-style-type: none"> • Describe any school wide approach to instruction. • Review how new teachers are supported through coaching, mentoring, etc. • Explain how new teachers are observed and provided feedback. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Promotes learner engagement	<ul style="list-style-type: none"> • Describe the systems in place to support teachers in implementing engagement strategies that are developmentally appropriate. • Explain resources for differentiation and how to access them. 		
BEFORE FIRST DAY WITH STUDENTS			
Domain 1: Classroom Community Component 1a: Creates a faith-filled environment for learning. The teacher Manages student behavior guided by Gospel values	<ul style="list-style-type: none"> • Model teaching Gospel values and establishing effective relationships with students. 		
Domain 1: Classroom Community Component 1a: Creates a faith-filled environment for learning. The teacher Establishes classroom routines, rules, and procedures consistent with school policy	<ul style="list-style-type: none"> • Review school discipline plan including positive reinforcers and negative consequences and discipline progression. 		

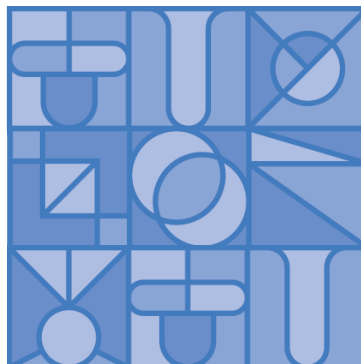
Domain 1: Classroom Community Component 1b: Works with families as partners in their child's education. The teacher Provides feedback of student progress to families	<ul style="list-style-type: none"> • Describe the expected interactions with parents by policy and tradition. • Practice/role play simulated family conversations. • Show how to document communications with families. 		
Domain 1: Classroom Community Component 1b: Works with families as partners in their child's education. The teacher... Engages families as partners in the educational process and the life of the school	<ul style="list-style-type: none"> • Explain how student progress is consistently communicated to students and parents. 		
Domain 2: Professional Life of a Catholic Educator Component 2a: Understands school's mission and his/her role in it. The teacher... Serves as role model for Gospel values for students and families	<ul style="list-style-type: none"> • Share local policies related to social media use (personal and professional) and the acceptable use of technology. • Provide the <i>Catholic Social Responsibility Guidebook</i>. • Explain the expectations for integrating Catholic Social Teachings into all aspects of school life. 		
Domain 2: Professional Life of a Catholic Component 2a: Understands school's mission and his/her role in it. The teacher... Demonstrates a professional demeanor and attitude in alignment with the school's mission	<ul style="list-style-type: none"> • Review the teacher and parent handbooks. • Explain how professional expectations are identified throughout the year. 		
Domain 2: Professional Life of a Catholic Component 2c: Contributes to a positive school environment. The teacher... Serves beyond the classroom in school committees/ activities/ events as it relates to a positive school environment	<ul style="list-style-type: none"> • List and explain the required/optional committees/activities/events available. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Demonstrates knowledge of students	<ul style="list-style-type: none"> • Explain how teachers locate student profile information and data. • Describe how student test data is used to drive instruction. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Sets instructional outcomes	<ul style="list-style-type: none"> • Explain where to find the standards required. • Demonstrate how to access the Archmil website. • Model how to use the electronic grade book and explain guidelines for updating, attaching standards, etc. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Transfers content knowledge to students	<ul style="list-style-type: none"> • Describe any school wide approach to instruction. • Review how new teachers are supported through coaching, mentoring, etc. • Explain how new teachers are observed and provided feedback. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Promotes learner engagement	<ul style="list-style-type: none"> • Describe the systems in place to support teachers in implementing engagement. strategies that are developmentally appropriate. • Explain resources for differentiation and how to access them. 		

Domain 4: Using assessments to advance student learning. The teacher... Uses assessment data to design instruction	<ul style="list-style-type: none"> • Describe how formative and summative assessments are used in the learning process. • Show where data reports are located and identify which are most appropriate to review to ensure student growth. • Model how expected outcomes drive lesson and unit planning. • Identify the expectations for posting assignments and assessments. • Explain the proficiency scale. 		
Domain 4: Using assessments to advance student learning. The teacher... Clearly identifies and communicates assessment criteria	<ul style="list-style-type: none"> • Review the <i>Standards-Based Instruction, Assessment, and Grading for Teacher Handbook</i>. • Connect the new teachers with teachers who are successful in assessment. • Explain how grades are calculated. • Articulate the following policies: homework, re-teaching, missing school (illness or vacation). 		
Domain 4: Using assessments to advance student learning. The teacher... Provides opportunities for student self-assessment and monitoring	<ul style="list-style-type: none"> • Share school wide templates student self-assessment and reflection. • Demonstrate how self-assessments and reflections are used for future learning. 		
BEFORE FIRST PARENT CONFERENCES			
Domain 1: Classroom Community Component 1b: Works with families as partners in their child’s education. The teacher Provides feedback of student progress to families	<ul style="list-style-type: none"> • Describe the expected interactions with parents by policy and tradition. • Practice/role play simulated family conversations. • Show how to document communications with families. 		
Domain 1: Classroom Community Component 1b: Works with families as partners in their child’s education. The teacher... Engages families as partners in the educational process and the life of the school	<ul style="list-style-type: none"> • Explain how student progress is consistently communicated to students and parents. 		
Domain 2: Professional Life of a Catholic Component 2b: Reflects on practice. The teacher... Takes responsibility for professional growth	<ul style="list-style-type: none"> • Explain the goal setting process for new teachers including support for creating a SMART goal. • Share an example of a SMART goal. • Review the Teacher Effectiveness Framework. • Describe formation opportunities (required/ optional). • Explain the role of the parish and the Pastor with the school? 		
Domain 2: Professional Life of a Catholic Component 2c: Contributes to a positive school environment. The teacher... Collaborates with colleagues to analyze, inform and plan	<ul style="list-style-type: none"> • Explain committee assignments and time commitments. • Describe the accreditation process. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Sets instructional outcomes	<ul style="list-style-type: none"> • Explain where to find the standards required. • Demonstrate how to access the Archmil website. • Model how to use the electronic grade book and explain guidelines for updating, attaching standards, etc. 		

Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Designs coherent instruction	<ul style="list-style-type: none"> • Give examples of exemplar school wide lesson planning formats and scoring guides. • Share expectations and due dates for lesson planning. • Identify a teacher who models what it means to design coherent instruction and set up a time for them to meet. 		
BEFORE ADVENT			
Domain 2: Professional Life of a Catholic Component 2b: Reflects on practice. The teacher... Demonstrates a commitment towards spiritual growth in the context of the Catholic school	<ul style="list-style-type: none"> • Share opportunities to engage in Advent activities personally. • Share expectations for the celebration of Advent in individual classrooms and school-wide. 		
BEFORE CHRISTMAS BREAK			
Domain 2: Professional Life of a Catholic Component 2b: Reflects on practice. The teacher... Takes responsibility for professional growth	<ul style="list-style-type: none"> • Encourage reflection on successes and challenges so far. • Identify and celebrate positive aspects of performance. • Communicate any concerns about teacher performance and offer suggestions for growth. • Review the SMART goal and the data that supports progress towards the goal. • Give “permission” to disengage from professional responsibilities during the Christmas break and focus on rest and rejuvenation. 		
BEFORE LENT			
Domain 2: Professional Life of a Catholic Component 2b: Reflects on practice. The teacher... Demonstrates a commitment towards spiritual growth in the context of the Catholic school	<ul style="list-style-type: none"> • Share opportunities to engage in Lenten activities personally. • Share expectations for the celebration of Lent in individual classrooms and school-wide. 		
BEFORE CONTRACTS			
Domain 2: Professional Life of a Catholic Component 2b: Reflects on practice. The teacher... Takes responsibility for professional growth	<ul style="list-style-type: none"> • Discuss the vision for the upcoming year and identify any changes in responsibilities that may impact the coming contract. - For example: new initiatives, change in job responsibilities, upcoming accreditation/ self-study, etc. 		
BEFORE TESTING (TIMELINE VARIES BASED ON ASSESSMENTS ADMINISTERED)			
Domain 4: Using assessments to advance student learning. The teacher... Uses assessment data to design instruction	<ul style="list-style-type: none"> • Provide training on administration of assessment. (Refer to “Throughout the year” for use of assessment data.) 		

BEFORE CHECK OUT			
Domain 2: Professional Life of a Catholic Component 2b: Reflects on practice. The teacher... Takes responsibility for professional growth	<ul style="list-style-type: none"> • Solicit feedback from the teacher about the year as well as the onboarding process. • Brainstorm together ways to improve or supplement the process. 		
THROUGHOUT THE YEAR - MENTOR CHECK INS			
Domain 1: Classroom Community Component 1a: Creates a faith-filled environment for learning. The teacher Manages student behavior guided by Gospel values	<ul style="list-style-type: none"> • Model teaching Gospel values and establishing effective relationships with students. 		
Domain 1: Classroom Community Component 1a: Creates a faith-filled environment for learning. The teacher Establishes classroom routines, rules, and procedures consistent with school policy	<ul style="list-style-type: none"> • Review school discipline plan including positive reinforcers and negative consequences and discipline progression. 		
Domain 1: Classroom Community Component 1b: Works with families as partners in their child's education. The teacher Provides feedback of student progress to families	<ul style="list-style-type: none"> • Describe the expected interactions with parents by policy and tradition. • Practice/role play simulated family conversations. • Show how to document communications with families. 		
Domain 1: Classroom Community Component 1b: Works with families as partners in their child's education. The teacher... Engages families as partners in the educational process and the life of the school	<ul style="list-style-type: none"> • Explain how student progress is consistently communicated to students and parents. 		
Domain 2: Professional Life of a Catholic Educator Component 2a: Understands school's mission and his/her role in it. The teacher... Demonstrates a professional demeanor and attitude in alignment with the school's mission	<ul style="list-style-type: none"> • Review the teacher and parent handbooks. • Explain how professional expectations are identified throughout the year. 		
Domain 2: Professional Life of a Catholic Component 2b: Reflects on practice. The teacher... Takes responsibility for professional growth	<p>Teacher Effectiveness Framework</p> <ul style="list-style-type: none"> • Explain the goal setting process for new teachers including support for creating a SMART goal. • Share an example of a SMART goal. • Review the Teacher Effectiveness Framework. 		
Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher... Designs coherent instruction	<ul style="list-style-type: none"> • Give examples of exemplar school wide lesson planning formats and scoring guides. • Share expectations and due dates for lesson planning. • Identify a teacher who models what it means to design coherent instruction and set up a time for them to meet. 		

<p>Domain 3: Planning & Instructional Effectiveness Component 1a: Uses best practices to support learning. The teacher...Promotes learner engagement</p>	<ul style="list-style-type: none"> • Describe the systems in place to support teachers in implementing engagement strategies that are developmentally appropriate. • Explain resources for differentiation and how to access them. 		
<p>Domain 4: Using assessments to advance student learning. The teacher...Uses assessment data to design instruction</p>	<ul style="list-style-type: none"> • Describe how formative and summative assessments are used in the learning process. • Show where data reports are located and identify which are most appropriate to review to ensure student growth. • Model how expected outcomes drive lesson and unit planning. • Identify the expectations for posting assignments and assessments. • Explain the proficiency scale. 		
<p>Domain 4: Using assessments to advance student learning. The teacher...Clearly identifies and communicates assessment criteria</p>	<ul style="list-style-type: none"> • Review the Standards-Based Instruction, Assessment, and Grading for Teacher Handbook. • Connect the new teachers with teachers who are successful in assessment. • Explain how grades are calculated. • Articulate the following policies: homework, re-teaching, missing school (illness or vacation). 		
<p>Domain 4: Using assessments to advance student learning. The teacher...Provides opportunities for student self-assessment and monitoring</p>	<ul style="list-style-type: none"> • Share school wide templates student self-assessment and reflection. • Demonstrate how self-assessments and reflections are used for future learning. 		

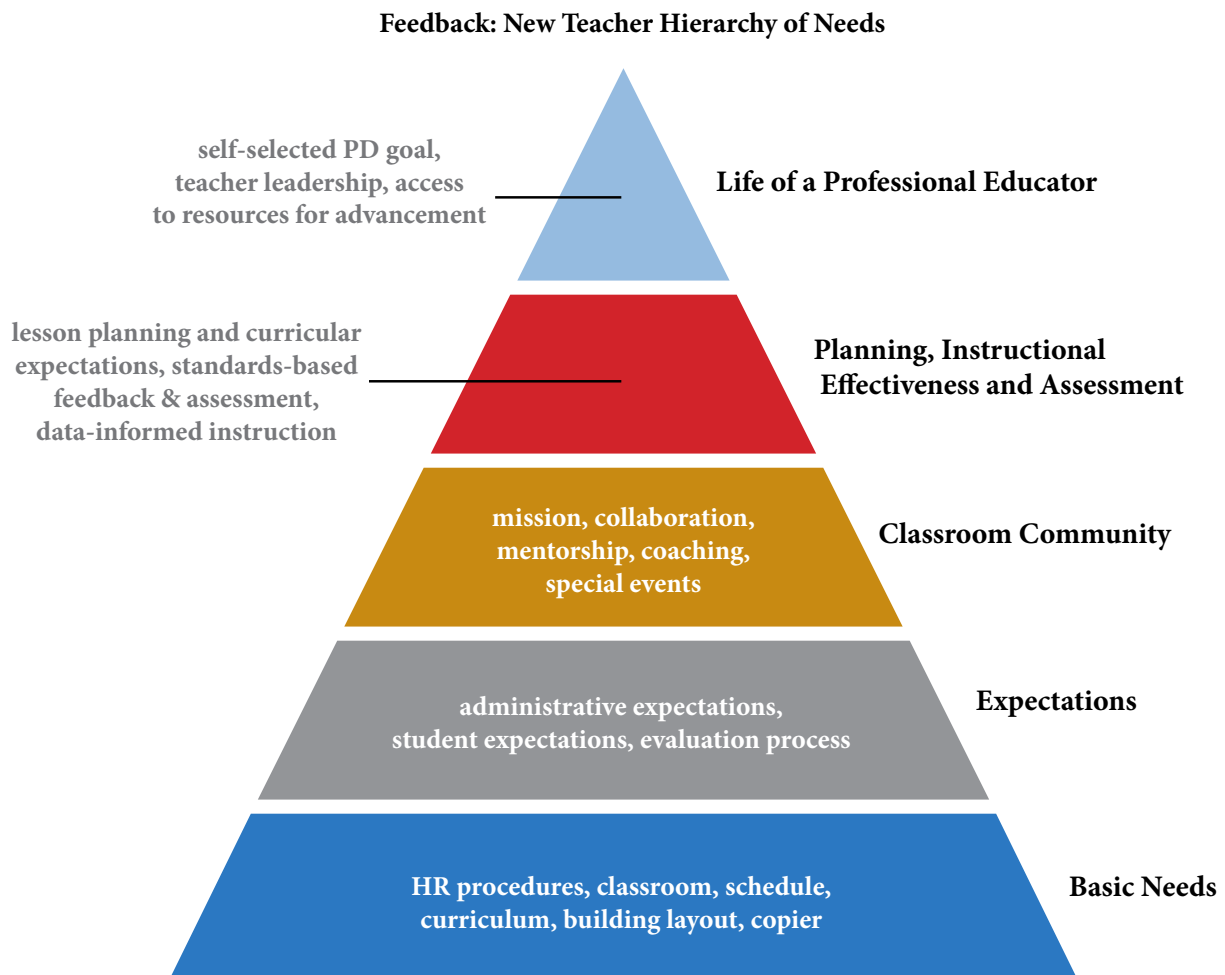


IV. Feedback: The Key to Success

Feedback in the Onboarding Process

The primary indicator of an effective onboarding process is a new employee's lived experience. To what extent do your employees feel supported in October, long after the initial barrage of paperwork and the honeymoon phase with students? Or in March when everyone is counting the days to spring break? Successful onboarding demands a sustained partnership between the school and employee; as such, obtaining regular feedback from the employee is the most direct path toward understanding the usefulness of that new partnership.

Onboarding responsibilities can be more easily quantified and then shared when broken down into categories. Here's one example of how these responsibilities could be categorized and prioritized:



Adapted from The New Teacher Project (TNTP) website: "New Teacher Onboarding and Cultivation"

IV. *Feedback: The Key to Success*

New employees will be able to formulate questions around the first two categories. For example, they will have an awareness that they don't know how to clear the jammed copier or where to find digital curriculum files. (Whether or not they feel comfortable actually asking depends on the structures and contacts provided.) However, new employees are less likely to be able to articulate questions about community, academic goals, or professional growth goals in the absence of directives. How would a new employee know how your school's mission's statement is lived out? Or how student achievement goals have changed since last year? The reality behind this hierarchy is that schools are likely to get some feedback on the foundational levels but are also less likely to have feedback loops in place to find out how new employees learned about community, goals, and professional development. In the absence of those feedback mechanisms, new employees will come to their own conclusions based on how leadership spends their time and the types of requests that are made to new employees.

While there are a number of effective approaches to obtaining feedback from new employees, schools would be wise to use a variety of methods and a team of staff members to collect information. Your school may want to choose a feedback strategy and specific contact connected to each category listed above.

Here are a few effective practices to consider when obtaining feedback related to your school's onboarding process:

1. *Create mechanisms that allow for specific feedback related to the quality of programming.*

Sample questions to consider:

- Which task (in a given category) required the most time from the new employee?
- Did new staff members need to seek out information and resources beyond what was directly provided? If so, where did new staff members go to obtain that information?
- To what extent did the onboarding process (in one category) make it easier to eventually shift into another category?
- What did new employees learn about their daily workload during the onboarding process?
- Which onboarding activities provided new employees with a greater sense of confidence?

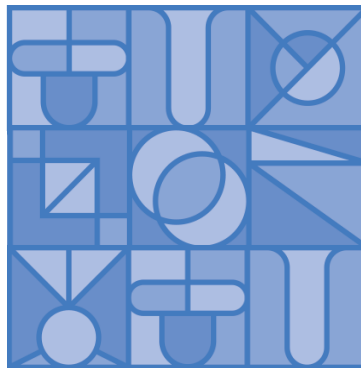
IV. *Feedback: The Key to Success*

2. *Develop space for feedback in a timely fashion.*

Feedback is most accurate when collected in close proximity to the actual experience. That being said, the feedback loop means nothing if the new employee is so overwhelmed that they give rave reviews just to expedite the process and get back to work. Be mindful of the new employee's workload, the timely demands of the overall school calendar, and create space for substantive engagement.

3. *Keep broader organizational goals in mind when collecting feedback.*

Even if your onboarding process needs major work, engaging in strategic feedback loops with your new employees sends a signal that your school takes organizational advancement seriously and values the lived experience of each staff member. An improved onboarding process has the potential to increase staff retention and, in doing so, improve student performance and minimize financial losses associated with staff recruitment and training.



V. Resources

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Reference Documents:

[Archdiocese of Milwaukee Teacher Effectiveness Framework](#)

[National Standards and Benchmarks for Effective Catholic Schools](#)

The **NSBECS Benchmarks** that specifically relate to the onboarding of new teachers are:

- 5.2 The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.
- 6.3 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.
- 6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.
- 6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

V. Resources

Professional Organization Recommendations:

[National Association for the Education of Young Children](#)

[National Catholic Education Association](#)

[National Standards for the Social Studies](#)

[National Science Teaching Association](#)

[National Council of Teachers of English](#)

[National Council of Teachers of Mathematics](#)

[American Society of Health and Physical Educators](#)

[American Council on the Teaching of Foreign Languages](#)

[Wisconsin Music Educators Association](#)

[National Art Education Association](#)

[International Society for Technology in Education](#)

[Wisconsin Technology Education Association](#)

