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NEW TEACHER INDUCTION PROGRAM

Literacy, 7-12	Professional development and training, specific to the needs of new teachers, should include the following core content:					
	Selecting and using effective pre-, during- and post-oral language strategies to engage students in purposeful speaking and listening and to develop higher-level thinking skills across curriculum areas	Selecting and using appropriate pre-, during- and post-reading instructional strategies to engage students in meaning-making from a variety of texts and to develop higher-level thinking skills across curriculum areas	Selecting and using appropriate pre-, during- and post-writing instructional strategies to engage students in creating texts to communicate meaning and to develop higher-level thinking skills across curriculum areas	Using explicit teaching and modeling of oral, reading and writing strategies, providing feedback on student practice, and assessing independent application of literacy strategies across the curriculum	Modeling metacognitive strategies to develop students' understanding of their own thinking	Selecting and using a range of student learning and curriculum-aligned resource materials
Literacy Indicators						
Literacy strategies for use in all subjects: <i>Think Literacy : Cross-Curricular Approaches, Grades 7-12</i>						
Subject-specific examples of cross-curricular strategies: <i>Think Literacy: Subject-Specific Examples</i>						
Explanation of how to integrate literacy strategies: <i>Embedding Literacy Strategies into Daily Instruction</i>						
Research on and Strategies for engaging boys in literacy: <i>Me Read? No Way!</i>						
Summary of findings on boys and literacy: <i>What Current Research Tells Us</i>						
Introduction to word walls: <i>Word Walls</i>						

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	Selecting and using effective pre-, during- and post- oral language strategies to engage students in purposeful speaking and listening and to develop higher-level thinking skills across curriculum areas	Selecting and using appropriate pre-, during- and post- reading instructional strategies to engage students in meaning-making from a variety of texts and to develop higher-level thinking skills across curriculum areas	Selecting and using appropriate pre-, during- and post- writing instructional strategies to engage students in creating texts to communicate meaning and to develop higher-level thinking skills across curriculum areas	Using explicit teaching and modeling of oral, reading and writing strategies, providing feedback on student practice, and assessing independent application of literacy strategies across the curriculum	Modeling metacognitive strategies to develop students' understanding of their own thinking	Selecting and using a range of student learning and curriculum-aligned resource materials
Cross-curricular resource on word walls and vocabulary: <i>Word Walls – A Support for Literacy in Secondary School Classrooms</i>						
Introduction to questioning: <i>Developing Thinking Skills Through Higher-Level Questioning</i>						

[Click here](#) to access French language resources to support professional development in this core content area.