The Four C's of Orientation

As it pertains to initial orientation practices, the following checklists provide examples of items worth including in orientation and onboarding experiences in each of the four areas.

Clarification
Ensure that educators understand their new job and expectations by providing:

☐ An overview of critical policies for students and staff (e.g., dress code, keys and access cards, visitor policy, medication procedures, attendance procedures, purchase requests or expense reporting, supply access).

☐ How to login to and use needed technology (e.g., classroom telephone, intercom and announcements, email, software used for attendance, grades).

☐ Building tour(s), including the layout and location of classrooms, bathrooms, cafeteria, office, bus entrance(s), teacher parking, etc..

☐ Explanation and models of school and/or district approaches to curriculum (e.g., development process and expectations, existing curriculum maps and timelines, lesson plan procedures and expectations, classroom assessment system, grading procedures).

☐ Details regarding student discipline expectations and processes (e.g., behavior expectations inside and outside the classroom, expected staff supervision outside of the classroom, referral process for students with discipline issues and those with special needs).

☐ Details regarding all induction requirements and expectations, including requirements for ongoing license renewal.

☐ Details regarding administrative observation and the evaluation process.

☐ Resources and information related to professional learning expectations and available professional learning opportunities.

Compliance
Ensure that educators possess requisite knowledge related to basic legal and policy-

☐ Completing required personnel forms (e.g., I9, W-4, direct deposit, fingerprinting)

☐ Providing information on perks and benefits of employment (e.g., health insurance, retirement plans, discount programs)

☐ Distributing, reviewing, and having employees acknowledge an employee handbook.

☐ Explaining emergency procedures (e.g., fire, earthquake, intruder), security policies (e.g., building access) and school safety plans.

☐ Issuing employee ID badge, parking pass, building/classroom keys, etc..

Connection

Ensure that educators feel connected to their school community and encourage the

☐ Providing opportunities to visit with and introduce new teachers to administration, staff, and other faculty.

☐ Explaining relevant organizational charts.

☐ Introducing key personnel (e.g., district personnel, principal, secretaries, counselors, instructional coaches, mentors, custodians)

☐ Introducing and providing information on how to access mentors, instructional coaches, and others who are serving in roles that can support educator development.

☐ Introducing other faculty inside and outside grade level, discipline, and school.

Culture

Ensure that educators understand organizational norms – both formal and informal – and feel part of the school culture by:

☐ Sharing the school and/or district values, mission, vision, and goals.

☐ Sharing historical data and a perspective about the culture of the school.

☐ Sharing advantages and challenges associated with the larger school community.

☐ Setting expectations for collaboration and positive interpersonal interactions.

☐ Providing resources and opportunities for educators to engage in self-care and conveying the importance of this in educator practices.