

**NORTH DAKOTA STATE & TRIBAL COLLEGE
TRANSITION TO TEACHING
CLINICAL PRACTICE PROGRAM**

2010-2011



**NORTH DAKOTA
DEPARTMENT OF
CAREER AND TECHNICAL EDUCATION**

**State Capitol 15th Floor
Dept. 270
Bismarck, North Dakota 58505**

NORTH DAKOTA STATE & TRIBAL COLLEGE

**TRANSITION TO TEACHING
CLINICAL PRACTICE PROGRAM**



**Manual prepared by:
Bob Gette
LaDonna Elhardt**

for

**NORTH DAKOTA
DEPARTMENT OF
CAREER AND TECHNICAL EDUCATION**

**State Capitol 15th Floor
Dept. 270
Bismarck, North Dakota 58505**

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NORTH DAKOTA CAREER AND TECHNICAL EDUCATION

TRANSITION TO TEACHING/CLINICAL PRACTICE

INTRODUCTION

The primary purpose of the Transition to Teaching/Clinical Practice Program is to assist new Career and Technical Education professionals to develop into excellent instructors. The program is designed to provide significant support to new instructors as they transition from business and industry responsibilities to an educational environment.

Support for new educators will come from mentors, content specialists, teacher education supervisors, Career and Technical Education supervisors and designated administrators. The goal of the program is two-fold: 1) to assist new professionals in becoming effective teachers and 2) to assist new professionals in meeting the certification requirements as a North Dakota Career and Technical Education instructor.

The program was developed by the North Dakota Career and Technical Education Department in cooperation with the North Dakota two-year colleges, the Tribal colleges and Valley City State University. It is designed to be completed in one academic year (two semesters). Upon completion of the *Clinical Practice*, the participant will be awarded fifteen credits through Valley City State University. Twelve of the credits will be in *Clinical Practice* and will satisfy the student teaching requirement in a Bachelor's Degree at VCSU. Three credits are in *Introduction to Teaching* and satisfy an elective requirement in the Bachelor's Degree program at VCSU. In the fall of 2004, this program replaced the former Career and Technical Education certification program that required fourteen credits to be taken over a four year time period.

In addition to the mentoring and supervised classroom/laboratory instruction, the Clinical Practice Program will require the participants to attend a series of six seminars. These seminars will focus on six teaching standards designed to give purpose and direction to the teaching profession.

ACKNOWLEDGEMENTS

The process of developing the Transition to Teaching/Clinical Practice for post-secondary Career and Technology Education instructors required input from a number of sources. We wish to acknowledge Mr. August Ritter and Dr. Gerald Roth for the work they have done in developing and implementing the Transition to Teaching/Clinical Practice Program for secondary school CTE teachers. Their work and guidance was very helpful in completing this project. The program required coordination with Valley City State University. We are grateful for the guidance and cooperation we received from Dr. Larry Grooters and Mr. David Melgaard at VCSU. Also, as we worked through the project, considerable consultation took place with Mr. Mark Wilson, Assistant Director for Career and Technical Education. We are grateful for his vision, direction, and support.

North Dakota State and Tribal College Transition to Teaching/Clinical Practice Program

The *Transition to Teaching/Clinical Practice* program is designed to help develop individuals in their role as classroom instructor and advisor and assist them in meeting North Dakota Career and Technical Education certification requirements. Required seminars will be scheduled to minimize conflict with regular teaching responsibilities.

Roles and Responsibilities

Participant

Fall Semester

- The participant must meet the program requirements established by their participating college and Valley City State University. They will also meet the interim career and technical education certification requirements established by the director of career and technical education.
- The participant will complete the *Transition to Teaching/ Clinical Practice program* during their teaching time at the college and through his/her work with the mentor, designated administrator, and content specialist. In addition, seminar time will be scheduled during fall and spring semesters.
- The participant will complete the *Introduction to Teaching* class expectations by attending scheduled seminars and completing related assignments.
- The participant will attend an orientation seminar that will also be attended by the designated administrator and mentor.
- The participant agrees to be closely supervised by their mentor and administrator during the first semester. This will include a classroom observation and post conference, conducted by the mentor, once per month during the semester. The designated administrator will conduct an observation followed by a post conference in accordance with established institutional policy. The designated administrator and mentor will complete and submit an evaluation report of observations and post conferences to the *Transition to Teaching/Clinical Practice* project coordinator at the end of the semester.
- The participant will keep a binder that documents seminar materials, resources, references, assignments, observations, post conference evaluations, and useful materials received and completed throughout the program.
- The participant will observe the mentor or another instructor for an entire class period a minimum of two times per semester.
- The participant will observe an advisor/advisee conference conducted by their mentor or another teacher.

- The participant will establish rapport and work with their assigned content specialist. The content specialist will serve as a consultant offering materials and suggestions for lessons taught by the participant.

Spring Semester

- The participant must meet the program requirements established by their college, the teacher education university and the North Dakota interim career and technical education certification requirements.
- The participant will complete the Clinical Practice Program. This will be accomplished during the participant's teaching time at the college and through his/her work with the mentor, designated administrator, and content specialist.
- As part of the Clinical Practice requirement, the participant will attend scheduled seminar sessions.
- The participant agrees to be closely supervised by their mentor and administrator during the second semester. This will include a monthly classroom observation and post conference conducted by the mentor. The designated administrator will conduct an observation and post conference in accordance with institutional policy. The mentor and designated administrator will complete the participant's evaluation forms and submit them to the project coordinator.
- The participant will continue to work with the assigned content specialist.
- The participant will provide documentation to the State director of Career and Technical Education verifying successful completion of the *Transition to Teaching/Clinical Practice* requirements for Career and Technical Education certification.

Mentor

Fall Semester

- The mentor must meet cooperating teacher's qualifications established by the college/university.
- The mentor will attend an orientation seminar that will also be attended by the designated administrator, content specialist, and participant.
- The mentor will agree to provide close supervision throughout the program. This will include conducting a monthly classroom observation followed by a post conference. Written reports will be submitted to the project coordinator at the end of the semester.
- The mentor will allow the participant to complete two classroom observations and post conferences of him/her self or other instructors during the semester.

- The mentor will allow the participant to observe an *advisor/advisee* conference conducted by the mentor or will arrange for the participant to observe another instructor conducting an *advisor/advisee* conference.

Spring Semester

- The mentor will agree to provide close supervision throughout the program. This will include conducting a classroom observation followed by a post conference with the participant once a month during the spring semester. Written reports will be submitted to the project coordinator at the end of the semester.
- The mentor will allow the participant to complete two classroom observations and post conferences of him/her self or other instructors during the semester.
- The mentor and designated administrator will complete the participants' evaluation forms and submit them to the project coordinator.

Designated Administrator

- The designated administrator will attend an orientation seminar that will also be attended by the mentor and participant.
- The designated administrator will conduct a participant observation followed by a post conference in accordance with institutional policy.
- The designated administrator and the mentor will complete the participant's evaluation forms and submit them to the project coordinator.

Content Specialist

- The content specialist will establish rapport with the assigned participant.
- The content specialist will serve as a consultant throughout the year.

Teacher Education Program

- The teacher education program at Valley City State University will work with the participant to develop a professional education plan of study that meets career and technical education certification and university degree requirements.
- The teacher education program will arrange for the issuance of course credit.
- The teacher education program will monitor the field experiences of the participants in the same manner as for students completing the regular student teaching experience.

Participating College (The college at which the participating instructor works)

- The participating college will submit an *Interim Certification Authorization* form to the State director of Career and Technical Education verifying their support for the *Transition to Teaching/Clinical Practice* program and requesting participant involvement in the *Transition to Teaching/Clinical Practice* program.

North Dakota Department of Career and Technical Education

- The department of Career and Technical Education will serve as the fiscal agent for the *Transition to Teaching/Clinical Practice* program.
- The CTE program supervisor will meet with the participant during the school year to determine the kinds of technical assistance and other support the participant may need.
- The CTE program supervisor and the participant will communicate to discuss any issues or questions as needed during the year.
- The CTE program supervisor may conduct an on-site visit with the participant in conjunction with his /her role as state program supervisor and may assist the teacher education program in monitoring and assessing the participant's progress.
- The Department of Career and Technical Education will certify the participant once they have completed the Clinical Practice Program.

Project Coordinator

- The project coordinator will develop a seminar schedule, timeline, and implementation plan for the *Transition to Teaching/Clinical Practice* program.
- The project coordinator will identify and hire the seminar presenters.
- The project coordinator will conduct meetings at state and tribal colleges to promote and provide information about the *Transition to Teaching/Clinical Practice* program.
- The project coordinator will organize and conduct an orientation seminar for designated administrators, mentors and participants at the start of each academic year.
- The project coordinator will work closely with the mentors to monitor the teaching experiences of the participants.
- The project coordinator will encourage and work with participants to develop and implement their comprehensive professional education plan of study.
- The project coordinator will submit a project assessment to the assistant State Director of Career and Technical Education at the end of the program year.

**NORTH DAKOTA STATE AND TRIBAL COLLEGE
TRANSITION TO TEACHING/CLINICAL PRACTICE PROGRAM**

STANDARDS AND BENCHMARKS

The Transition to Teaching Standards and Benchmarks are designed to give purpose and direction to the professional development activities offered through the Transition to Teaching/Clinical Practice Program. They will be used as follows:

- To help participants focus on the key areas of effective teaching.
- To assist the participants in identifying their areas of strength and areas where improvements are needed in instruction and professional development.
- To guide the mentors, content specialists and administrators when giving support and direction to the participating instructors.
- To provide direction in determining seminar content for participants.

THE TRANSITION TO TEACHING STANDARDS

Standard 1: DESIGN EFFECTIVE INSTRUCTION.

Standard 2: ESTABLISH AN ENVIRONMENT THAT IS CONDUCIVE TO TEACHING AND LEARNING.

Standard 3: IDENTIFY, SELECT, AND UTILIZE INSTRUCTIONAL RESOURCES THAT ENHANCE TEACHING AND LEARNING.

Standard 4: DELIVER INSTRUCTION TO MEET THE VARIED NEEDS OF ALL STUDENTS.

Standard 5: ASSESS STUDENT PERFORMANCE.

Standard 6: EXEMPLIFY THE ROLE OF A PROFESSIONAL EDUCATOR.

Standard 1: DESIGN EFFECTIVE INSTRUCTION

Benchmarks

- 1.1 Develop instructional goals that are based on appropriate content, are clearly stated, measurable, and understood by the instructor and the students.
- 1.2 Utilize knowledge of students' needs, interests, learning styles, and diversity when selecting teaching goals, strategies, and assessment methods.
- 1.3 Follow an approved course syllabus format that communicates instructional goals, course content, and student expectations.
- 1.4 Maintain an appropriate balance between laboratory and classroom instruction that encourages conceptual development and promotes student enthusiasm for learning.
- 1.5 Continually build on knowledge and skills learned in previous classroom and laboratory instruction.
- 1.6 Continually search for best practices.
- 1.7 Involve students in co-curricular activities that allow them to practice learned skills and concepts.

Standard 2: ESTABLISH AN ENVIRONMENT THAT IS CONDUCTIVE TO TEACHING AND LEARNING

Benchmarks

- 2.1 Organize physical space and instructional resources to facilitate effective teaching and learning.
- 2.2 Establish and implement classroom procedures.
- 2.3 Communicate positive expectations for students' success.
- 2.4 Develop a list of motivational strategies to promote an adequate level of student motivation.
- 2.5 Utilize a variety of print and online resources that assist development of a positive classroom environment.
- 2.6 Maintain a caring atmosphere that shows respect for the diverse ideas, skills, and experiences of students.

Standard 3: IDENTIFY, SELECT, AND UTILIZE INSTRUCTIONAL RESOURCES THAT ENHANCE TEACHING AND LEARNING

Benchmarks

- 3.1 Align instructional resources with course content goals, assessment strategies, and the needs of the students.
- 3.2 Identify the process used to access instructional resources and utilize resources to facilitate teaching and learning of course content.
- 3.3 Use teaching methods that effectively promote learning course content.
- 3.4 Implement research about learning theories and learning styles into daily classroom practice.
- 3.5 Identify outcomes and implement strategies used in Mastery Teaching.
- 3.6 Collaborate with your department chair to develop short-range and long-range plans for acquiring and updating instructional resources.

Standard 4: DELIVER INSTRUCTION TO MEET THE VARIED NEEDS OF STUDENTS

Benchmarks

- 4.1 Align instructional strategies with the specific content recognizing that the teaching of each concept may require multiple and varied approaches in order to be understood.
- 4.2 Design and deliver instruction in ways that facilitate active student involvement.
- 4.3 Choose teaching methods and assessment strategies that correlate with one another.
- 4.4 Use questioning as a technique for both teaching and assessing students.
- 4.5 Use technology to design, deliver and assess teaching and learning.
- 4.6 Be alert to students with special needs and make modifications in instruction and assessment to maximize their achievement.
- 4.7 Develop an understanding of students with diverse needs and utilize teaching strategies that will help them succeed.
- 4.8 Make modifications in instruction to meet changing circumstances and needs.
- 4.9 Use the results of varied assessments to improve teaching and learning.
- 4.10 Provide feedback to the students in a timely manner.

Standard 5: ASSESS STUDENT PERFORMANCE

Benchmarks

- 5.1 Identify the course content that all students need to know and select assessment strategies that are congruent with the instructional goals.
- 5.2 Provide multiple ways for students to demonstrate their knowledge, understanding, and skills.
- 5.3 Clearly communicate assessment criteria and standards to the students.
- 5.4 Maintain records of student competency levels.
- 5.5 Communicate progress to the student.
- 5.6 Utilize assessment results to guide instructional improvements.

Standard 6: EXEMPLIFY THE ROLE OF A PROFESSIONAL EDUCATOR

Benchmarks

- 6.1 Demonstrate extensive subject matter expertise and develop a plan for continuous upgrading of knowledge and skills.
- 6.2 Continuously evaluate knowledge and skills and implement change to reflect current trends in teaching and learning.
- 6.3 Participate in professional development activities that strengthen pedagogical and subject content knowledge and skills.
- 6.4 Initiate feedback on classroom performance from a variety of sources.
- 6.5 Reflect on feedback results, identify and address areas needing further development in both pedagogical and subject content knowledge and skills...
- 6.6 Model a professional image in the classroom and laboratory that is consistent with that found in the profession and in business and industry.
- 6.7 Become a team member and contribute to the growth and development of your department and the college.
- 6.8 Join and actively support local, state, and national professional organizations.
- 6.9 Assist students with their career planning and the development of their course of study.



**INTERIM CERTIFICATION
CLINICAL PRACTICE AUTHORIZATION**

North Dakota State Board for Career and Technical Education

Applicants who have entered the profession of teaching and are seeking to complete the requirements for career and technical education certification through the *Transition to Teaching/Clinical Practice* program must complete and send this form to the office of the State Director of Career and Technical Education. This form indicates support and a request for acceptance into the *Transition to Teaching/Clinical Practice* program.

Please provide the following information about the clinical practice placement and signatures

Name of instructor/participant _____

Academic year clinical practice plan will be accomplished 2010-2011 _____

Name of college at which instructor is employed _____

Signatures

I have read and understand the requirements of the *Transition to Teaching /Clinical Practice* program and request authorization approval by the State Board for Career and Technical Education.

Instructor participating in clinical experience _____

Mentor assigned on-site _____

Administrator/Supervisor _____

For State use only

The above named applicant is authorized to participate in the *Transition to Teaching/Clinical Practice* program for the purpose of obtaining Career and Technical Education certification.

NDCTE, Executive Director

Return completed Form To:
Wayne Kutzer, State Director
Career and Technical Education
State Capitol Dept. 270
600 East Boulevard Avenue
Bismarck, ND 58505-0610

For Information Contact:
Robert Gette
Clinical Practice Coordinator
rgette@wah.midco.net
or
701-640-1506

**NORTH DAKOTA
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION
POSTSECONDARY CERTIFICATION STANDARDS**

Length of Credential:

- Provisional—2 years
- Regular—5 years

Level of Education:

- Minimum of an associate degree or its equivalent.
- Any instructor who does not possess a degree in education takes part in the Postsecondary Clinical Practice Program, with possible additional courses as specified by the SBCTE, **or** complete a program of study equivalent to the Clinical Practice Program as determined by the SBCTE.

Who Needs to be Certified:

- All full-time postsecondary CTE instructors teaching in a CTE discipline.
- Any instructor who teaches less than full time shall be certified if he/she is responsible for curriculum development in the content area and/or designing assessment of student performance.

Industry Certification:

- **Industry Instructor Certified**
 - Instructors may have achieved an industry instructor certification through a national accreditation. Instructors with these certifications will be reviewed on an individual basis for exemption to the Clinical Practice.
 - Industry instructor certifications may need to complete possible additional courses as specified by the SBCTE.
- **Content Certified**
 - Required where such industry certification is necessary to teach a course (i.e. ASE certification to teach automotive technology, CCNA certification to teach Cisco networking).
 - Certifications must be earned during the 2-year provisional certificate.

Renewal Requirements:

- 120 clock hours of professional development specific to teacher's content area and/or related to instructional delivery methods must be earned for each five-year renewal period (college credit can also be earned to satisfy this requirement with 1 semester hour equaling 15 clock hours).
- Industry certification must be kept current as specified by the appropriate industry and/or national program standards .



NORTH DAKOTA DEPARTMENT OF CAREER AND TECHNICAL EDUCATION
**INSTRUCTIONS FOR TRADE, INDUSTRY, TECHNICAL,
 & HEALTH CAREERS TEACHER CERTIFICATION**

<http://www.nd.gov/cte/teacher-cert/>

Send all application materials and fees to:
 Tony Scheerz, Trade & Industry Supervisor
 Department of Career and Technical Education
 600 E. Boulevard Ave. Dept. 270
 Bismarck, ND 58505-0610

SECONDARY INSTRUCTORS

1) New Applicant

- a. **Application:** Complete the “Application for Career and Technical Education Teacher Certification (SFN 5415)” found on our website.
- b. **Verification of Employment:** 8,000 hours of work experience in the occupational field to be taught must be verified within the last eight (8) years. Complete the top portion of the “Occupational Work Experience Verification (SFN 50986)” found on our website, and have the employer(s) complete the bottom half. Collect and return with your application.
- c. **Transcripts:** Include copies of transcripts verifying college degrees and/or credits earned.
- d. **Training:** Include copies of current training/certification/license required for the occupational field to be taught. (Ex: ASE, NATEF, AWS, Nursing License, etc.)
- e. **Background Check:** Contact our office for a Fingerprinting Procedures packet. All applicants who will be teaching in a high school must have the fingerprinting and background check satisfactorily completed prior to being issued the license. **Allow six (6) weeks for results.** If you are or have been a licensed teacher in North Dakota, you may omit this step, and include a copy of your most recent North Dakota teaching license.
- f. **Fee:** See the table below for the appropriate fee.

2) Renewal Applicant

- a. **Renewal Application:** Complete the “Renewal Application for Career and Technical Education Teacher Certification (SFN 51688)” found on our website.
- b. **Continuing Education:** Include copies of transcripts and/or certificates verifying credits and hours earned.
 - 1. Regular (5-year) licensed instructors must complete four (4) semester credits and sixty-four (64) clock hours of in-service related to the occupational area.
 - 2. Provisional (2-year) licensed instructors must complete the Clinical Practice program within the 2-year provisional period in order to move to regular certification status.
- c. **Training:** Include copies of current training/certification/license required for the occupational field to be taught. (Ex: ASE, NATEF, AWS, Nursing License, etc.)
- d. **Fee:** See the table below for the appropriate fee.

Fees for Secondary Teacher Licensure

(Make check or money order payable to Education Standards and Practices Board.)

New Applicant License (2-year Provisional)	\$100.00
Moving from 2-year to 5-year License	\$125.00
5-year License Renewal	\$125.00
2-year Substitute License Renewal	\$50.00
New T&I Endorsement	\$75.00

POST-SECONDARY INSTRUCTORS

1) New Applicant

- a. **Application:** Complete the “Application for Career and Technical Education Teacher Certification (SFN 5415)” found on our website.
- b. **Transcripts:** Include copies of transcripts verifying college degrees and/or credits earned.
- c. **Training:** Include copies of current training/certification/license required for the occupational field to be taught. (Ex: ASE, NATEF, AWS, Nursing License, etc.)

2) Renewal Applicant

- a. **Renewal Application:** Complete the “Renewal Application for Career and Technical Education Teacher Certification (SFN 51688)” found on our website.
- b. **Continuing Education:** Include copies of transcripts and/or certificates verifying credits and hours earned.
 1. Regular (5-year) licensed instructors must complete 120 clock hours of in-service related to the occupational area and/or instructional methods. (College credit can be used for this requirement, with one (1) semester hour equal to fifteen (15) clock hours.)
 2. Provisional (2-year) licensed instructors must complete the Clinical Practice program within the 2-year provisional period in order to move to regular certification status.
- c. **Training:** Include copies of current training/certification/license required for the occupational field to be taught. (Ex: ASE, NATEF, AWS, Nursing License, etc.)

Note: There is no fee for Post-Secondary Instructor Certification.



APPLICATION FOR CAREER AND TECHNICAL EDUCATION CERTIFICATE/CREDENTIAL/ENDORSEMENT

Department of Career and Technical Education SFN 5415

State Capitol 15th Floor
600 East Boulevard Ave Dept 270
Bismarck ND 58505-0610
Phone 701-328-3180
Fax 701-328-1255

[In compliance with the Federal Privacy Act of 1974, the disclosure of the individual's social security number on this form is mandatory pursuant to 26 U.S.C. Sec. 3402. The individual's social security number will be used for identification purposes.]

SECTION ONE	Legal Name	Former Name, If Applicable	Social Security Number
	Address	City, State	Zip Code
	Email Address	Work Telephone Number	Home Telephone Number

Are you employed, or being offered employment for, a teaching position in an approved Career and Technical Education program?
 No Yes (If yes, please list school/institution, program area and administrator's name below)

School/Institution	Program Area	Administrator
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Certification is requested for:

Agriculture Education	Diversified Occupations	Marketing Education
Business & Office Technology	Family & Consumer Sciences Occupational	Special Needs
Career Clusters	Health Careers	Technology Education
Career Advisor	Information Technology	Trade, Industry, Technical Career
* Career Development		

Attach copies of college transcripts, current teaching certificates and/or licenses, or *counseling credential, if applicable.

Check the level(s) of education for which certificate/credential/endorsement is requested: Secondary Postsecondary Adult

In what occupation do you have wage earning experience?	How many years of experience do you have in this occupation?
---	--

Did this work experience include supervision of other employees? No Yes (Explain, giving dates and number of persons supervised)

Are you willing to take a competency test pertaining to the subject matter you will teach? No Yes

EDUCATION – COLLEGE OR UNIVERSITY (Attach Transcripts)

SECTION THREE	Name and Location	Number of Semester Hours	Dates Attended	Degrees Received	Major Subject

TEACHING AND EDUCATIONAL SUPERVISION EXPERIENCE

SECTION FOUR	Name and Location of School/Institution	Date		Teaching or Educational Supervision Experience
		From	To	

REFERENCES

SECTION FIVE	Name	Address	Phone Number	Occupation	

WORK EXPERIENCE OTHER THAN TEACHING AND EDUCATIONAL SUPERVISION

Describe employment or occupational history listing the last six years of work history, most recent first.

SECTION SIX

Name and Address of Employer	Dates of Employment		Number of Hours Employed	Job Title
	From Month/Year	To Month/Year		

TRAINING VERIFICATION

Any non-college credited in-services, conferences, workshops and training sessions you have attended in the last five years. Attach completion certificates and/or signed verification letters for each session listed. Copy form as needed.

SECTION SEVEN

Name of Training Session		Session Provider	
Location of Session	Date Attended	Hours Earned	CEU's Earned
Brief Description of Session			
Name of Training Session		Session Provider	
Location of Session	Date Attended	Hours Earned	CEU's Earned
Brief Description of Session			
Name of Training Session		Session Provider	
Location of Session	Date Attended	Hours Earned	CEU's Earned
Brief Description of Session			

Signature of Applicant

Date

STATE USE

Approved

Disapproved

Comments _____

Signature of Supervisor

Date

**CAREER AND TECHNICAL EDUCATION
CLINICAL PRACTICE
SEMINAR SCHEDULE 2010-2011**

- Seminar I** *Designing Effective Instruction*
September 24, 2010 – Bismarck State College
(Presenter-Jacqueline Owen)
- Seminar II** *Establishing an Environment Conducive to Teaching and Learning*
October 22, 2010 – Valley City State University
(Presenter- Dave Bass)
- Seminar III** *Instructional Resources that Enhance Teaching and Learning*
November 19, 2010 – Bismarck State College
(Presenter – Dave Bass)
- Seminar IV** *Delivering Instruction to Meet the Varied Needs of Students*
January 28, 2011 – Valley City State University
(alternate storm date-Feb 4)
(Presenter-Bunnie Johnson-Messelt)
- Seminar V** *Assessing Student Performance*
February 25, 2011 – Bismarck State College
(Presenter- Patricia Gegelman)
(alternate storm date-Mar 4)
- Seminar VI** **Exemplify the Role of a Professional Educator**
April 1, 2011 – Valley City State University
(Presented by VCSU Education Department)

Note: Seminars will run from 9:00 am to 3:30 pm each time.

SEMINAR DESCRIPTION

The Transition to Teaching/Clinical Practice Program contains a series of six seminars. These seminars are based on the Standards and Benchmarks outlined in this manual. There will be three seminars scheduled in each of the two semesters. Each seminar will focus on a single standard and will be presented by an educator or educators who have significant experience and expertise relating to the standard being addressed. Resource material will be provided for the participants. Seminars will begin with follow up and review of previous presentations to address any questions that participants may wish to ask.

The seminar topics are:

- I. Designing Effective Instruction
- II. Establishing an Environment Conducive to Teaching and Learning
- III. Instructional Resources that Enhance Teaching and Learning
- IV. Delivering Instruction to Meet the Varied Needs of Students
- V. Assessing Student Performance
- VI. Exemplify the Role of a Professional Educator

SEMINAR I

DESIGN EFFECTIVE INSTRUCTION

Benchmarks

- 1.1 Develop instructional goals that are based on appropriate content, are clearly stated, measurable and understood by the instructor and the students.
- 1.2 Utilize knowledge of students' needs, interests, learning styles and diversity in selecting teaching goals, strategies, and assessment methods.
- 1.3 Follow an approved course syllabus format that communicates instructional goals, course content and student expectations.
- 1.4 Maintain an appropriate balance between laboratory and classroom instruction that encourages conceptual development and promotes student enthusiasm for learning..
- 1.5 Continually build on knowledge and skills learned in previous classroom and laboratory instruction.
- 1.6 Continually search for best practices.
- 1.7 Involve students in co-curricular activities that allow them to practice learned skills and concepts.

SEMINAR II

ESTABLISH AN ENVIRONMENT THAT IS CONDUCTIVE TO TEACHING AND LEARNING

Benchmarks

- 2.1 Organize physical space and instructional resources to facilitate effective teaching and learning.
- 2.2 Establish and implement classroom procedures.
- 2.3 Communicate positive expectations for students' success.
- 2.4 Develop a list of motivational strategies to promote an adequate level of student motivation.
- 2.5 Utilize a variety of print and online resources that assist development of a positive classroom environment.
- 2.6 Maintain a caring atmosphere that shows respect for the diverse ideas, skills and experiences of students.

SEMINAR III

IDENTIFY, SELECT, AND UTILIZE INSTRUCTIONAL RESOURCES THAT ENHANCE TEACHING AND LEARNING

Benchmarks

- 3.1 Align instructional resources with course content goals, assessment strategies, and the needs of the students.
- 3.2 Identify the process used to access instructional resources and utilize resources to facilitate teaching and learning of course content.
- 3.3 Use teaching methods that effectively promote learning course content.
- 3.4 Implement research about learning theories and learning styles into daily Classroom practice.
- 3.5 Identify outcomes and implement strategies used in Mastery Teaching.
- 3.6 Collaborate with your department chair to develop short-range and long-range plans for acquiring and updating instructional resources.

SEMINAR IV

DELIVER INSTRUCTION TO MEET THE VARIED NEEDS OF STUDENTS

Benchmarks

- 4.1 Align instructional strategies with the specific content recognizing that the teaching of each concept may require multiple and varied approaches in order to be understood.
- 4.2 Design and deliver instruction in ways that facilitate active student involvement.
- 4.3 Choose teaching methods and assessment strategies that correlate with one another.
- 4.4 Use questioning as a technique for both teaching and assessing students.
- 4.5 Use technology to design, deliver, and assess teaching and learning.
- 4.6 Be alert to students with special needs and make modifications in instruction and assessment to maximize their achievement.
- 4.7 Develop an understanding of students with diverse needs and utilize teaching strategies that will help them succeed.
- 4.8 Make modifications in instruction to meet changing circumstances and needs.
- 4.9 Use the results of varied assessments to improve teaching and learning.
- 4.10 Provide feedback to the students in a timely manner.

SEMINAR V

ASSESS STUDENT PERFORMANCE

Benchmarks

- 5.1 Identify the course content that all students need to know and select assessment strategies that are congruent with the instructional content goals.
- 5.2 Provide multiple ways for students to demonstrate their knowledge, understanding, and skills.
- 5.3 Clearly communicate assessment criteria and standards to the students.
- 5.4 Maintain records of student competency levels.
- 5.5 Communicate progress to the student.
- 5.6 Utilize assessment results to guide instructional improvements.

SEMINAR VI

EXEMPLIFY THE ROLE OF A PROFESSIONAL EDUCATOR

Benchmarks

- 6.1 Demonstrate extensive subject matter expertise and develop a plan for continuous upgrading of knowledge and skills.
- 6.2 Continuously evaluate pedagogical knowledge and skills and implement change to reflect current trends in teaching and learning.
- 6.3 Participate in professional development activities that strengthen pedagogical and subject content knowledge and skills.
- 6.4 Initiate feedback on classroom performance from a variety of sources.
- 6.5 Reflect on feedback results, identify and address areas needing further development in both pedagogical and subject content knowledge and skills.
- 6.6 Model a professional image in the classroom and laboratory that is consistent with that found in the profession and in business and industry.
- 6.7 Become a team member and contribute to the growth and development of your department and college.
- 6.8 Join and actively support local, state, and national professional organizations.
- 6.9 Assist students with their career planning and the development of their course of study.

TRANSITION TO TEACHING/CLINICAL PRACTICE

MENTOR or OTHER INSTRUCTOR OBSERVATION

(2 per semester)

Instructor _____ Mentor/Instructor Observed _____
College _____ Department _____ Date _____
Course _____ Classroom _____ Laboratory _____

Directions: The participant is to complete two observations of their mentor or another college instructor each semester. Complete this form each time as a means of documenting teaching techniques that you observe and possibly may use in your classroom or laboratory.

Planning:

Comments

- _____ Identifies objectives for instruction
- _____ Prepares appropriate lesson plan
- _____ Shows creativity in lesson design
- _____ Considers student interests, needs, abilities
- _____ Assembles all needed materials
- _____ Provides for active student involvement
- _____ Considers appropriate use of reinforcing activities
- _____ Plans for a variety of teaching strategies and resources

Implementing:

Comments

- _____ Provides effective instruction
- _____ Follows lesson plan sequence
- _____ Meets student developmental needs
- _____ Speaks clearly and effectively
- _____ Exhibits enthusiasm
- _____ Provides directions and explanations in a clear manner
- _____ Uses positive and productive classroom management techniques
- _____ Makes effective use of technology
- _____ Demonstrates effective questioning skills
- _____ Utilizes opportunities for impromptu or situational teaching
- _____ Demonstrates understanding of diverse cultures
- _____ Is aware of physical and learning environment factors
- _____ Understands the content of lessons

Evaluating:

Comments

- _____ Checks for understanding
- _____ Determines student attainment of key objectives
- _____ Reviews or re-teaches when necessary
- _____ Provides feedback to the students
- _____ Shares evaluation results with students in an appropriate manner

Techniques to consider adopting in my classroom:

Signatures: _____
Instructor/Participant Date Mentor or Instructor Observed Date

Transition to Teaching/Clinical Practice

INSTRUCTOR/PARTICIPANT MONTHLY PROGRESS OBSERVATION

(Complete each month or 4 times per semester)

Instructor _____ College _____

Course _____ Mentor _____ Date _____

Directions: This form is designed to be used by the mentor to evaluate the instructor/participant progress in the development of teaching competencies monthly during each semester. A copy of the completed observation is to be sent to the *Transition to Teaching* project coordinator. A rating system of 5-1 with five meaning “highly successful” and one meaning “need’s improvement” is available. Rate the instructor/participant by circling the most appropriate number and by the addition of comments at the end of the evaluation. Competencies that do not apply may be left blank.

- | | |
|--|----------------|
| I. <u>PERSONAL</u> | <u>Monthly</u> |
| A. Personal Appearance
Exhibits good taste and maintains an appearance appropriate for the teaching position | 5 4 3 2 1 |
| B. Classroom Personality and Attitude
Is mentally alert; has sense of humor; exercises self control; is poised and confident; is cheerful; maintains positive attitude | 5 4 3 2 1 |
| II. <u>PROFESSIONAL</u> | |
| A. Promise of Future Growth
Making progress in clinical practice; identifying and overcoming weaknesses; building on strengths | 5 4 3 2 1 |
| B. Responsibility and Dependability
Carries out assigned tasks; accepts responsibility; volunteers for assignments; shows leadership | 5 4 3 2 1 |
| III. <u>CLASSROOM MANAGEMENT AND TEACHING COMPETENCE</u> | |
| A. Knowledge of Subject Matter
Has an understanding and a working knowledge of content in teaching area | 5 4 3 2 1 |
| B. Ability to Plan and Organize Materials for Teaching Purpose
Makes adequate plans for teaching; selects material with due regard for individual differences; organizes material effectively | 5 4 3 2 1 |
| C. Ability to Implement Teaching Strategies
Has general mastery of methods; is able to create effective learning situations; maintains proper balance between teacher/student activity; provides for individual differences and learning styles; implements appropriate use of technology | 5 4 3 2 1 |
| D. Ability to Evaluate Teaching and Learning Situations
Is able to evaluate student progress and attainment of course objectives and competencies | 5 4 3 2 1 |

- E. Communication Skills 5 4 3 2 1
Presents ideas simply and clearly; uses language effectively;
demonstrates proper written and oral skills

- F. Classroom Management and Discipline 5 4 3 2 1
Is fair and just in dealing with students; creates positive learning
environment; understands students and their needs; is concerned for
safety of students; has the interest and cooperation of students; develops
responsibility in students

IV. COMMENTS

Strengths and Opportunities for Improvement:

Instructor/Participant signature Date

Mentor signature Date

TRANSITION TO TEACHING/CLINICAL PRACTICE

ACTIVITY LOG--FALL SEMESTER 2010-2011

Participating Instructor

Mentor

SEPTEMBER:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

OCTOBER:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

NOVEMBER:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

DECEMBER:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

VCSU Teacher Education

Supervisor Visit: _____

VCSU Super. Initials

Advisor/Advisee Conference

Observation: _____

*Please submit a signed original of this form to
the Transition to Teaching/Clinical Practice
Coordinator at the end of the Fall Semester*

Participant's Signature

Date

Mentor's Signature

Date

TRANSITION TO TEACHING/CLINICAL PRACTICE

ACTIVITY LOG--SPRING SEMESTER 2010-2011

Participating Instructor

Mentor

JANUARY:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

FEBRUARY:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

MARCH:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

APRIL:

Date:

Notes:

Observation by Mentor: _____
Post-Conference: _____
Evaluation Form: _____
Observe Mentor or other instructor: _____
Update Binder: _____

Participant Initials

Mentor Initials

VCSU Teacher Education

Supervisor Visit: _____

VCSU Super. Initials

Advisor/Advisee Conference

Observation: _____

Final Evaluation: _____

Please submit a signed original of this form to the Transition to Teaching/Clinical Practice Coordinator at the end of the Spring Semester

Participant's Signature

Date

Mentor's Signature

Date

MENTOR **(Cooperating teacher)**

The mentor is in a unique position to facilitate the professional growth of the new instructor (student teacher) through a satisfying clinical Practice experience. The mentor can demonstrate in a practical way the many challenges of teaching, the responsibilities that must be assumed, and the magnitude of the job. Much of the success of the clinical practice experience depends upon the development of a close relationship/partnership between the mentor and the participant.

The mentor also has the responsibility of communicating the progress of the new instructor to the *Transition to Teaching/Clinical Practice* project coordinator. The mentor, the project coordinator, and the university teacher education supervisor must work effectively together to facilitate a successful clinical practice experience.

A. Interpersonal Relationship with Instructor/Participant

The orientation period will afford the mentor an opportunity to dispel some of the anxieties that the instructor/participant may possess. The mentor should:

- 1) become acquainted with the instructor/participant's personal and educational background.
- 2) accept the instructor/participant as a co-worker, but recognize the leadership responsibilities required to be a mentor.
- 3) welcome and introduce the instructor/participant to the staff.
- 4) provide information concerning school policies and regulations.
- 5) be available for support, suggestions, and conferences.
- 6) notify the project coordinator and university supervisor of progress or concerns.

B. Classroom Procedures and Techniques

The mentor serves as a model for the instructor/participant by developing insight into successful teaching styles and by providing an understanding of the *Transition to Teaching/Clinical Practice* program. To introduce classroom procedures and techniques, the mentor can:

- 1) demonstrate successful planning and teaching styles.
- 2) point out a variety of methods for presentations and laboratory experiences.
- 3) provide support and stress the use of a variety of materials including technology.
- 4) exhibit skill in effective classroom management.
- 5) demonstrate and review effective assessment strategies.
- 6) utilize the reflective thinking process.

C. Guidance of the Instructor/Participant

A mentor should provide an atmosphere which is conducive to personal exploration, allows freedom to experience trial and error, and further discovery of effective and personalized teaching style. The mentor should:

- 1) acquaint the instructor/participant with routine matters.
- 2) share in planning, implementing and evaluating strategies.
- 3) encourage the instructor/participant to develop and implement his or her own ideas.
- 4) provide continuous feedback.
- 5) cooperatively help set short and long range goals and formulate a philosophy of education.
- 6) exhibit a professional attitude and image.

D. Evaluation of the Instructor/Participant

Evaluation of the instructor/participant must be a continuous and on going process throughout the clinical practice experience. The main purpose of the evaluation is to provide the instructor/participant with verbal and written feedback so he or she recognizes their strengths and weaknesses and can set goals for improvement in areas of weakness. Mentors are asked to complete observation forms monthly on the instructor/participant's performance. These forms help the instructor/participant realize what progress is made and what needs to be done to continue toward successful completion of the *Transition to Teaching/Clinical Practice* program.

- 1) Informal observation/assessment may include the following:
 - a. daily exchange of teaching ideas and suggestions.
 - b. brief conferences following teaching experiences.
 - c. use of audio and video tapes.
- 2) Formal observation and evaluation should include the following:
 - a. monthly prearranged conferences to discuss the instructor/participant observations, issues and concerns, and progress.
 - b. completion of the ongoing Transition to Teaching/Clinical Practice expectations and forms.
 - c. completion of Final Instructor/Participant Evaluation form to be sent to the project coordinator and then to the university for placement in the instructor/participants placement file. The mentor and the instructor/participant should confer as this final step is completed.