THE ADMINISTRATOR'S GUIDE

TO

TRANSITION TO TEACHING

2010-11 School Year

Transition to Teaching Program Director
Dr. Larry Grooters, Valley City State University
Telephone: 701.845.7192
Email: larry.grooters@vcsu.edu
Fax: 701-845-7190

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FAQs ABOUT TRANSITION TO TEACHING

What is Transition to Teaching (T2T)?

Transition to Teaching is an alternative teacher preparation program for new, non-traditional teachers at the secondary level. Transition to Teaching allows participants to begin meeting the requirements for full licensure while carrying out their teaching responsibilities.

Transition to Teaching is conducted by Valley City State University under a grant from the North Dakota Department of Career and Technical Education and is endorsed by the Department of Public Instruction and the Education Standards and Practices Board.

Who may participate in Transition to Teaching?

Candidates for the program must meet two requirements:

- They must possess an interim/emergency license issued by the Education Standards and Practices Board (ESPB) or a provisional credential issued by the North Dakota Department of Career & Technical Education for instructors in trade, industry, technical, or health careers;
- They must be under contract to teach in a North Dakota school.

Both academic and career-technical teachers are eligible to participate.

What's involved in Transition to Teaching?

The participant will join a cohort of new, non-traditional teachers in ***clinical practice***, a combination of professional education activities and structured support. These activities are designed to address six standards of effective teaching (p.16) and include:

- A full school year of mentoring by an experienced teacher in the participant's school;
- An initial required seminar at VCSU.
- An on-line course, *Introduction to Teaching*.
- Connection to a "content specialist", an experienced teacher in the participant's subject who will be a resource person for subject-specific questions.
- Opportunities for the participant to practice and reflect on what he/she is learning;
- Professional reading and reflection.

The participant who completes all the requirements of clinical practice will earn university credit for C*linical Practice* (student teaching) and, if needed, for the course *Introduction to Teaching*. Following the clinical practice year, each participant will continue to take course work on campus or through distance education to fulfill the Degree Plan of Study prescribed by his/her university.

What is the Degree Plan of Study?

The Degree Plan of Study is a list of the subject matter and pedagogy courses the participant must complete to meet the requirements for full licensure. The plan is developed at the participant's university following a review of the participant's transcripts.

What are the administrative responsibilities for Transition to Teaching?

1. Assure that the candidate meets both requirements for participation (interim licensure by ESPB or provisional CTE credential; a contract to teach).
2. Enroll the candidate in the T2T program.
3. Provide a qualified mentor from the local instructional staff for one full school year.
4. Provide time during the school day for participant and mentor to conduct classroom observations and to confer regularly. Refer to the following "Roles and Responsibilities" document for details on required activities.
5. Provide financial support to participant, mentor, and (if necessary) content specialist. Refer to "Financing the Clinical Practice Experience" for details.
6. Conduct observations of the participant in his/her classroom and provide information to the T2T program director as specified in the "Roles and Responsibilities".

Who may serve as a mentor for Transition to Teaching?

The mentor is the equivalent of the cooperating teacher for a student teacher, and must meet the following qualifications:

- be fully licensed;
- meet qualifications for a cooperating teachers specified in ESPB Administrative Rules, Section 67.1-02-01-02 (a 2 semester- or 3 quarter-credit course in supervision of student teachers or a comparable inservice activity, such as a mentoring workshop.
- have a minimum of three years teaching experience, at least one of which is in the current school;
- display a positive attitude toward the teaching profession;
- participate in professional development activities;
- belong to professional organization(s);
- commit to the mentoring activities defined in the "Roles and Responsibilities" for a full school year;

The mentor is a role model for the new teacher and a first contact for the participant's questions about school procedures and routines. The mentor may or may not teach the same subject as the participant. If participant and mentor teach different subjects, a content specialist from another school will be identified to assist the participant with subject-specific questions.

Role Responsibilities for Transition to Teaching

Role of the Participant

Fall Semester
The participant will…

- ❑ meet the interim (emergency) licensure requirements established by the ESPB or, for Trade, Industry, Technical and Health Careers instructors, the TITH certification requirements of the Department of Career and Technical Education (DCTE).

- ❑ enroll in his or her university for credit in *Clinical Practice* and (if needed) the course *Introduction to Teaching*.

- ❑ develop a Degree Plan of Study with his/her university advisor. (The Degree Plan of Study specifies the subject matter and pedagogy courses that must be completed in order to satisfy the university's requirements for teacher education.)

- ❑ fulfill the requirements for the course "*Introduction to Teaching*" by participating in the scheduled seminar(s), on-line course activities, and completing all assignments.

- ❑ be closely supervised by the mentor and building administrator during the initial ten weeks of clinical practice. This will include a minimum of one full-class observation weekly by the mentor and three full-class observations during the ten weeks by the building administrator. Each observation will be followed by a post conference.

- ❑ keep a log of observations and conferences as well as a journal record of discussion items and reflections on daily events.

- ❑ observe the mentor or another teacher for an entire class period at least weekly during the first ten weeks, followed by a post conference with the mentor.

- ❑ continue to meet weekly with the mentor following the first ten weeks of Clinical Practice. Conferences will include review and discussion of the participant's journal notes and other questions, concerns, or accomplishments.

- ❑ prepare for and conduct parent/teacher conferences and reflect on the experience in discussion with the mentor.

- ❑ observe or participate in an IEP meeting.

- ❑ make the initial contact and establish a working relationship with the assigned content specialist. The content specialist will serve as a resource for questions and concerns related to the participant's instructional content area.

Role of the Participant
(continued)

Spring Semester
The participant will…

- ❑ enroll for *Clinical Practice* credit at his/her university.
- ❑ complete all assignments and attend any scheduled seminars.
- ❑ meet at least once per month with the mentor and continue to document the meetings on the log and in the journal.
- ❑ continue to work with the assigned content specialist as needed.

Role of the Mentor

Fall Semester
The mentor will…

- ❑ provide close supervision of the participant for the initial ten weeks of clinical practice, including a minimum of one full-class observation of the participant per week followed by a post conference.
- ❑ submit reports to the participant's university as requested, and if necessary, to the program director.
- ❑ allow one full-class observation per week of him/herself during the first ten weeks and/or recommend other teachers for the participant to observe. Each observation will be followed by a post conference.
- ❑ following the completion of the initial ten week requirements, participate in a weekly review and discussion of participant's journal notes and other questions, concerns, or accomplishments for the remainder of the semester.
- ❑ assist the participant in preparing for parent/teacher conferences.
- ❑ arrange for the observation of an IEP meeting by the participant if the participant is not asked to contribute to an IEP.
- ❑ participate in on-site assessments of the participant's progress with the program director.
- ❑ communicate any concerns to the program director.

Spring Semester
The mentor will…

- ❑ conduct monthly meetings with the participant.
- ❑ participate with the program director in on-site assessments of the participant's progress.
- ❑ communicate any concerns to the program director.

Role of the Content Specialist

The content specialist will…

- ❑ establish a relationship with the assigned participant(s) at the beginning of the school year. Initial contact is to be made by the participant.
- ❑ serve as a resource to the assigned participant(s) on course content and other issues related to the management and delivery of the instructional program.
- ❑ identify and facilitate connections with other experienced instructors who can also serve as resource or support persons for the participant.

Role of the Building Administrator

The building administrator will…

- ❑ assure that the participant meets the requirements for interim license or CTE credential, and possesses the appropriate license or credential.
- ❑ assign a mentor for the participant. The mentor shall meet the following requirements:
  The mentor shall meet qualifications for a cooperating teachers specified in ESPB Administrative Rules, Section 67.1-02-01-02 (a 2 semester- or 3 quarter-credit hour course in supervision of student teachers or a comparable inservice activity, such as a mentoring workshop.
- ❑ secure a content specialist for any academic participant. (The CTE supervisors will secure content specialists for CTE participants.)
- ❑ assure that the participant completes the Interim Licensure Clinical Practice Authorization (SFN 52869) as soon as possible, and endorse the request.
- ❑ assure that both participant and mentor have time during the school day to complete observation and conference requirements.
- ❑ provide close supervision of the participant during the initial ten weeks of clinical practice, including three full-class observations of the participant during the initial ten-week period, and following each observation with a conference with the participant.
- ❑ complete participant evaluation forms as required by the Transition to Teaching program, and if requested, by the participant's university.

Role of the Teacher Education Program

The teacher education program will…

- ❑ work with the participant to develop a Degree Plan of Study that includes all of the subject matter and pedagogy courses needed to meet the requirements for regular licensure.
- ❑ issue course credit for *Clinical Practice* and *Introduction to Teaching*.
- ❑ monitor the clinical practice experience of the participant in the same manner as for students completing the regular student teaching experience.
- ❑ provide documentation to ESPB verifying the participant's successful completion of the clinical practice and other requirements for regular licensure.

Role of the Local Education Agency
or
Career & Technology Center

The LEA/Career & Technology Center will…

- ❑ submit the *Interim Licensure Clinical Practice Plan Authorization* (SFN 52869) to the ESPB requesting the clinical practice option for the participant and verifying local support of the clinical practice requirements.
- ❑ contract with the mentor (for all participants) and content specialist (for academic participants) and will compensate each as recommended by the Transition to Teaching program.

Role of the
Department of Career and Technical Education (DCTE)

The Department of Career & Technical Education will…

- ❑ serve as the fiscal agent for the Transition to Teaching program and fund designated project activities for CTE participants.
- ❑ monitor all program activities.

<u>CTE Program Supervisors</u>
Each CTE supervisor with a participant in the program will…

- ❑ meet with the participant(s) from the CTE program area early in the school year to determine what kinds of technical assistance and other support each participant needs.
- ❑ secure a content specialist for the participant at the beginning of the school year.
- ❑ provide technical assistance and support on-site and/or by phone/e-mail to CTE participants.
- ❑ assist the teacher education program in monitoring and assessing participant progress.
- ❑ conduct additional training as required for groups of CTE participants with similar needs.
- ❑ inform the project director of identified participant needs that might be included or reviewed during clinical practice activities.

Role of the
Education Standards and Practices Board (ESPB)

The ESPB will…

- ❑ monitor licensure aspects of clinical practice and the entire Transition to Teaching Program.
- ❑ process requests for the clinical practice option from participants.
- ❑ maintain records of participants' successful completion of the clinical practice and progress in meeting the requirements for regular licensure.

Role of the Program Director

The Program Director will…

- ❑ recruit teachers for the Transition to Teaching program
    a. contact CTE supervisors for lists of candidates wih provisional credentials and ESPB for lists of teachers on interim/emergency licenses
    b. contact school administrators to inform them of the Transition to Teaching program
    c. provide program information to candidates and assist them in making contacts and registering at the university of their choice

- ❑ work with school administrators to secure mentor and content specialist for each participant

- ❑ visit each participant at least twice (once each semester) to monitor the mentored field experience, assist with the degree plan of study, and resolve any difficulties encountered by the participant

- ❑ maintain records on each participant and inform the CTE supervisors of any concerns regarding their CTE participants

- ❑ work as a liaison for Valley City State University in the program

- ❑ submit a program assessment to the Department of Career and Technical Education at the close of each program year.

TRANSITION TO TEACHING

Financing the Clinical Practice Experience - Secondary Level

ESEA Title II, Part A funds may be used.

Cost Category	Possible Funding Source(s)
Participant Tuition a. CTE participants will qualify for stipends upon successful completion of clinical practice requirements. b. Tuition rates vary by university. For participants enrolled at Valley City State University, a reduced fee will be charged for the 15 credits that include *Clinical Practice* and the course *Introduction to Teaching*.	**Participant** and/or **LEA**
Participant/Mentor Travel to Seminar(s) There will be a required seminar at VCSU in early September. A spring seminar may also be scheduled.	**LEA** *LEAs may include CTE participant travel on the revised budget (state funds) for the participant's CTE program.* *Travel for mentors who are CTE instructors may also be included on the revised budget for the mentor's CTE program.* *Perkins funds may also be used for CTE mentors and participants.*
Mentor Stipend - $800 recommended Because of the tuition reduction, VCSU does not provide a payment to the LEA for cooperating teacher/mentor. Other universities <u>may</u> provide a payment as they do for cooperating teachers.	**LEA** *If a CTE participant is mentored, Perkins funds may be used for the mentor's stipend.*
Content Specialist Stipend - $350 recommended	**Dept. of CTE** *(for CTE participants)* **LEA** *(for academic participants)*
Substitute Teacher for Participant or Mentor	**LEA**

le Authorizing Transition to Teaching

67.1-02-04-07. Clinical practice option. Applicants who have entered the profession of teaching through alternative access licensure under section 67.1-02-04-01, elementary, middle, or secondary endorsement under chapter 67.1-02-03, or trade, industry, technical, and heath occupations interim licensure under section 67.1-02-04-06 and are seeking to complete the requirements for regular licensure under section 67.1-02-02-02 may meet the student teaching requirement through a supervised clinical practice option meeting the following conditions:

1. The applicant requesting the clinical practice option must hold a valid regular elementary license, a valid alternative access license or a valid trade, industry, technical, and health occupations interim license and be employed under contract by an approved school during the clinical practice. The clinical practice option is not intended to be used by applicants who are not under contract and would not need release time from those contracts to complete a regular student teaching experience.

2. The clinical practice option must be approved by the education standards and practices board before it begins as part of the applicant's program of study toward regular licensure and must be conducted under the supervision of a state-approved college of teacher education. Criteria and evaluations for successful completion of the clinical experience must parallel and meet or exceed those the college of teacher education applies to student teaching experiences and the clinical practice must be at the appropriate grade levels for the licensure sought.

3. The school employing the applicant and the applicant must submit letters to the education standards and practices board requesting the clinical practice option and verifying their support of the agreement.

4. The clinical practice option must require a minimum of ten weeks of close supervision, which includes an equitable combination of daily meetings with or observations of the applicant at the beginning of the experience, by an onsite teacher meeting the qualifications for cooperating teachers under section 67.1-02-01-02 and by the school building principal or other supervisor responsible for evaluations of teachers under North Dakota Century Code sections 15.1-15-01 and 15.1-15-04 and must include onsite visits by college supervisors which meet or exceed the requirements for student teacher supervision under section 67.1-02-01-03.

5. The clinical practice option includes mentoring of the applicant for at least one school year by the onsite cooperating teacher and may also include mentoring by an offsite content area specialist. The mentoring occurs outside of the applicant's regular teaching assignment time and meets or exceeds the contact that would occur in a ten-week, full-time student teaching experience.

6. Upon completion of the clinical practice option, documentation of evaluations and transcripts verifying successful completion of the clinical practice will be provided through the college of teacher education to the education standards and practices board.

7. Applicants holding valid alternative access licensure under section 67.1-02-04-01 or trade, industry, technical, and health occupations interim licensure under section 67.1-02-04-06 who have successfully completed all of the other requirements for regular two-year initial licensure under section 67.1-02-02-02, except for ten weeks of supervised student teaching, may use the successful clinical practice meeting the conditions of this section to fulfill the student teaching requirement.

History: Effective August 1, 2002; amended effective July 1, 2004; April 1, 2006
General Authority: NDCC 15.1-13-09, 15.1-13-10
Law Implemented: NDCC 15.1-13-10

TRANSITION TO TEACHING STANDARDS

Standard 1: **DESIGNING INSTRUCTION**

The participant will design effective instruction.

Standard 2: **ESTABLISHING THE LEARNING ENVIRONMENT**
The participant will establish an environment conducive to teaching and learning.

Standard 3: **IDENTIFYING, SELECTING AND UTILIZING INSTRUCTIONAL RESOURCES**
The participant will identify, select and use instructional resources to enhance effective teaching and learning.

Standard 4: **DELIVERING INSTRUCTION**
The participant will deliver effective instruction.

Standard 5: **ASSESSING STUDENT PERFORMANCE**
The participant will apply effective student assessment strategies.

Standard 6: **THE PARTICIPANT AS PROFESSIONAL EDUCATOR**
The participant will exemplify the role of a professional educator.

The Standards and Benchmarks were developed by August Ritter and Gerald Roth, Transition to Teaching program directors from 2001-2005, and edited by Karen Botine. **Updated June 2006**