

**THE MENTOR'S GUIDE
TO
TRANSITION TO TEACHING**



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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 2-year provisional credential issued by the North Dakota Department of Career & Technical Education (for persons in Trade, Industry, Technical, and 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 (page 13) and include:

- A full school year of mentoring by an experienced teacher 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 *Clinical Practice* (student teaching) and, if needed, 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.

MENTORING OVERVIEW

Do you remember your first year of teaching? Imagine what that year would have been like if you had not had preparation in teaching methods, exposure to a variety of instructional resources, and the experience of student teaching. This year you have the opportunity to help someone who has not had that traditional teacher preparation to move successfully through the first year of teaching.

Thank you for agreeing to mentor your school's participant in Transition to Teaching. Your role is extremely important to the participant, and it can be beneficial to you, too. If you have ever been a cooperating teacher for a student teacher, you contributed to the professional development of an individual who then went on to teach "somewhere", usually not in your school. As the mentor to a Transition to Teaching participant you will have the opportunity to contribute to the professional development of an individual who is already employed in your school and is likely to be your professional colleague for several years.

What are my responsibilities to the participant?

Your role is essentially the same as that of the cooperating teacher for a student teacher. Specific responsibilities throughout the year are spelled out in the *Roles and Responsibilities for Clinical Practice* (p.6) and the *Participant Log* (p. 28) included in this document. Your responsibilities are heaviest during the first ten weeks of T2T and then taper off during the remainder of the year.

You may often be the first source of information for your participant. There are many items that aren't covered in any new teacher orientation or school handbook, and new teachers may be reluctant to bother someone with their questions (or don't know what questions to ask). As one T2T participant observed, "*we were scheduled to meet regularly, so I didn't feel that I was bothering my mentor when I asked questions about 'little things'. I just saved all the questions and asked them at our weekly meeting.*"

As a mentor, you are a "link" to the T2T program director and the participant's university. You may notice areas where your participant is struggling and communicate this information to the program director. You will participate in the program director's on-site visits to your participant. You will also, we hope, share the successes of your participant.

How can I help someone who teaches a different subject?

If you and your participant teach different subjects, you are not expected to be a resource for subject-specific questions. The participant will have a content specialist in another school who will provide this kind of information.

Your mentoring responsibilities are more general – to help the participant develop the knowledge and skills that are important for any teacher, no matter what subject that individual teaches.

What do I get out of this experience?

1. You have the opportunity to help “grow” the kind of professional colleague you will be glad to work with in the future.
2. You have the opportunity to add to your own professional development.
 - a. Working with a new teacher often causes mentors to re-think and perhaps strengthen their own teaching practices.
 - b. Sharing information goes both ways – sometimes the participants are the ones with the new ideas that an experienced teacher can also use.
3. You may be able to earn university credit for mentoring.

STAGES OF MENTORING

Phase 1. Developing the Relationship

Goal: Establishing an environment of comfort, trust, positive rapport, and communication.

Phase 2. Determining Types of Mentor Support Needed

Goal: Tailoring support to mentee’s needs.

- Systems information (especially the unwritten policies & procedures in your school);
- Resources/materials, instructional strategies & processes;
- Emotional support;
- Student management;
- Scheduling & planning;
- Parental relationships.

Phase 3. Applying Effective Styles and Strategies

Goal: Guiding mentee to analyze and reflect on his/her teaching and its impacts. This is the point at which true professional growth begins to occur.

Phase 4. Disengaging the Relationship

Goal: Moving from a mentor-mentee relationship to one of equal professional colleagues.

At this point the mentee is familiar with the school system, the available resources and has developed his/her personal support system.

“Stages of Mentoring” information is adapted from materials provided by Loris Marcusen, ND Mentoring Coordinator with the ND Teacher Mentoring Project (a Governor’s Teacher Quality Grant Project)

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 conference 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/her self 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 in on-site assessments of the participant's progress with the program director.
- 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 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 any 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 the clinical practice. This supervision will include three full-class observations of the participant throughout the initial ten-week period. Each observation will be followed by a post 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 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 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 certain project activities for CTE participants.
- monitor all program activities.

CTE Program Supervisors

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 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..
- will conduct additional training as needed for groups of 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 all licensure aspects of clinical practice and the entire Transition to Teaching Program.
- process all requests for the clinical practice option from participants.
- maintain records of participants' successful completion of 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 with provisional credentials and ESPB for lists of teachers with 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 participants.

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

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

TRANSITION TO TEACHING

STANDARDS, BENCHMARKS & EXAMPLES OF SUPPORTING KNOWLEDGE

The Transition to Teaching Standards, Benchmarks, and Examples of Supporting Knowledge are designed to give purpose and direction to the professional development activities offered through the Transition to Teaching (T2T) Program. They will be used in a variety of ways:

- To provide direction to the program director in designing the seminars;
- To assist the participants in identifying their individual needs and assessing their progress in professional development;
- To guide the mentors, content specialists and administrators when giving support and direction to their participant.

THE 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 were edited by Karen Botine. **Updated June 2006**

Standard 1: DESIGNING INSTRUCTION

The participant will design effective instruction.

Benchmarks

- 1.1 Develop instructional goals that are based on the school/district/state/national standards, the school philosophy and the school improvement plan, that represent high expectations for students, are clearly stated and understood by the teacher and the students, and are measurable.
- 1.2 Recognize typical developmental characteristics of a given age group of students and exception to the patterns.
- 1.3 Use knowledge of student needs, interests, learning styles, ethnicity and cultural heritage in selecting the goals, and the teaching/learning and assessment strategies.
- 1.4 Follow approved formats for short and long range planning.
- 1.5 Demonstrate extensive content and pedagogical knowledge.
- 1.6 Build on knowledge from previous instruction.
- 1.7 Display continuing search for best practices.
- 1.8 Maintain a balance between hands-on and minds-on activities that encourage students' enthusiasm and conceptual development.
- 1.9 Involve students in co-curricular and/or extra-curricular activities that allow students to practice learned skills, concepts and dispositions.

Standard 1: DESIGNING INSTRUCTION

The participant will design effective instruction.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 1.1 school/district philosophy and related content standards; related state and national standards; curriculum mapping; personal educational philosophy; school improvement plan; school/district/state student assessment programs
- 1.2 developmental and psychological dimensions – Bruner, Piaget, Vygotsky, Rogers, & Gardner; influence of factors such as culture, economic status, and type of family unit on all aspects of development
- 1.3 knowledge of learning styles, learning style assessment techniques and instruments; the influence of learning styles on learning and assessment; influence of culture on teaching, learning, and assessment; how differences in needs and interests are accommodated through multiple instructional strategies
- 1.4 lesson and unit plan format prescribed by the school/district and/or utilized in the content area; value of short- and long-range planning; research on planning for instruction; resources to facilitate planning; utilizing technology to facilitate planning; strategies for assessing effectiveness of planning
- 1.5 basic knowledge of the content to be taught; strategies for measuring prior knowledge; appropriate sequence for teaching content; appropriate increments of learning; means for determining the appropriate level of difficulty of content; means for assessing effectiveness of the instructional process; traditional and technical research skills
- 1.6 value of basing instruction on prior knowledge; knowledge of prerequisite skills for current instruction; sources and procedures for identifying prerequisite skills
- 1.7 application of best educational practices; currency and variety of instructional and assessment strategies and resource materials classroom management strategies
- 1.8 research on categories of instructional strategies that affect student achievement
- 1.9 policies governing co-curricular and extra-curricular activities; knowledge of existing co-curricular and extra-curricular programs; resources and techniques for planning, establishing, and evaluating student organizations

Standard 2: ESTABLISHING THE TEACHING AND LEARNING ENVIRONMENT

The participant will establish an environment conducive to teaching and learning.

Benchmarks

- 2.1 Model genuine caring and respect for the diverse ideas, skills and experiences of individual students. Require the same of the students in the classroom.
- 2.2 Develop and maintain an atmosphere of trust and respect.
- 2.3 Use teaching methods that demonstrate the importance of the students learning the course content.
- 2.4 Communicate to the students positive expectations for their success.
- 2.5 Establish and implement, with student input, classroom procedures for group work, transitions, distribution of materials and resources, and performing non-instructional duties.
- 2.6 Develop and implement, with student input, a classroom management plan that is based on the school/district discipline policy.
- 2.7 Organize instructional resources and physical space to facilitate effective teaching and learning.
- 2.8 Engage students in designing the learning environment.

Standard 2: ESTABLISHING THE TEACHING AND LEARNING ENVIRONMENT

The participant will establish an environment conducive to teaching and learning.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 2.1 types of diversity – ethnic, cultural, developmental, gender, abilities, interests, and physical, mental or emotional impairments; implications of diversity for teaching and learning; laws and regulations that influence how certain types of diversity must be addressed in the classroom
- 2.2 variables critical to a trusting relationship; importance of modeling desired behaviors by the teacher and students
- 2.3 relationship between the importance of content and its application; relationship between enthusiasm shown by the teacher and student performance; appropriate ways to recognize student success
- 2.4 knowledge level of the students; order in which concepts and skills are to be taught; relationship between teacher expectations and student performance
- 2.5 strategies for: organizing group work (e.g. – pre-teaching the rules), distribution and collection of materials, and performing non-instructional tasks; research on the relationship between classroom organization, instructional time, and student performance
- 2.6 behavioral characteristics of students at a given age or grade level; comfort level of the teacher relative to: classroom noise level, interruption by students, movement of students in the classroom, etc.; characteristics of various classroom management programs; school/district discipline policies; relationship between teacher preparation (teaching/learning strategies) and student behavior; influence of classroom design and arrangement
- 2.7 safety requirements for storing and/or utilizing materials and equipment or for conducting potentially hazardous activities; school/district policies on the use of materials and equipment; environmental needs of individual students; availability of materials and equipment at a given time (sharing with other instructors); influence of classroom design
- 2.8 relationship between the physical environment and motivation for teaching/learning; relationship between student support and student involvement in developing the teaching/learning environment

Standard 3: IDENTIFYING, SELECTING AND USING INSTRUCTIONAL RESOURCES

The participant will identify, select and use instructional resources to enhance effective teaching and learning.

Benchmarks

- 3.1 Align instructional resources with the goal(s) and objective(s) of the lesson, the instruction and assessment strategies, and the needs and interests of the students.
- 3.2 Use instructional resources found within the building, school district, region, state and/or national levels in ways that facilitate the teaching/learning of course content. Establish a procedure to identify and access the resources.
- 3.3 Establish and maintain school- and individual program-based student organizations to enhance teaching and learning opportunities for teachers and students.
- 3.4 Establish and maintain community-based support groups to enhance teaching and learning opportunities for teachers and students.
- 3.5 Develop short and long-range plans for acquiring and updating instructional resources.
- 3.6 Maintain accurate records of instructional resources.

Standard 3: IDENTIFYING, SELECTING AND USING INSTRUCTIONAL RESOURCES

The participant will identify, select and use instructional resources to enhance effective teaching and learning.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 3.1 procedure for aligning lesson goals and objectives, instructional and assessment strategies, resources, and student needs; best educational practices for the respective course; school/district prescribed instructional resources for respective course
- 3.2 names of resource persons or organizations located within and outside the school/district; sources for content-related print, audio-visual, and manipulative materials located within and outside the school/district; policies and financial resources for securing instructional resources; sources of grants; grant-writing skills; policies and procedures for field trips; proficiency in using technology to secure human and material resources
- 3.3 school policies and regulations that govern student organizations; student organizations presently existing in the school; names of student organizations whose goals and activities would enhance instruction and achievement in the respective discipline; regional, state, and national affiliations of existing or potential student organizations
- 3.4 school policies and regulations that govern the establishment of sponsorships for student organizations; roles and responsibilities of advisory committees; present sponsors of student organizations and/or student activities; existing advisory committees for school programs and student groups or organizations; school policies and regulations that govern the establishment of field-based student education programs
- 3.5 systems for inventorying various types of resources; proficiency in using technology to facilitate accurate record keeping
- 3.6 current inventory of instructional materials; funding sources and amount of available funds for expanding and/or replacing instructional resources; school/district policies and procedures for replacing instructional resources; inventory requirements specified by funding sources

Standard 4: DELIVERING INSTRUCTION

The participant will deliver effective instruction.

Benchmarks

- 4.1 Demonstrate a belief that every child is capable of learning.
- 4.2 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.
- 4.3 Design and deliver instruction in ways that facilitate active student involvement in both processes.
- 4.4 Use the results of assessments at different levels and in a variety of ways to improve teaching and learning.
- 4.5 Choose teaching and assessment strategies that are compatible with one another.
- 4.6 Provide opportunity for students to accept responsibility for their learning.
- 4.7 Use questioning as a technique for both teaching and assessing students.
- 4.8 Make modifications on the existing lesson plan to meet changing circumstances.
- 4.9 Provide high quality feedback to the students in a timely manner.

Standard 4: DELIVERING INSTRUCTION

The participant will deliver effective instruction.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 4.1 students learn in a variety of ways; importance of accommodating the varying needs and interests of all students; relationship between student expectation and student performance
- 4.2 relationship between teaching strategies and course content; importance of repeated experiences with new learning; importance of giving oral and written directions clearly and precisely; anticipating possible student misunderstanding; terminology pertinent to the class
- 4.3 importance and process of involving students in the selection of goals, instructional and assessment strategies, and instructional resources; connection between minds-on/hands-on activities and mental engagement; various “teacher directed” and “student directed” teaching/learning strategies and functions of each; design and functions of groups to enhance engagement
- 4.4 strategies for assessing instructional goals; appropriate student performance level for a given standard; authentic assessment methods
- 4.5 relationship between student learning, assessment, and individual student needs
- 4.6 strategies that teach students how to learn – note taking, graphic organizers, etc.; variation in time students need to learn; importance of clarifying student expectations
- 4.7 levels or types of questions (Bloom’s Taxonomy, etc.); strategies for facilitating dialogue (discourse) among students and between teacher and students to promote questioning; managing student participation in discussion; using questioning as an assessment strategy; three second wait-time and translation wait time; equitable distribution of questions; monitoring questioning patterns
- 4.8 “teachable moments”; factors that influence the pace of instruction; addressing unanticipated events that impact class schedules or student attention; importance of and preparation of “Plan B”
- 4.9 value of constructive feedback to all students; qualities of effective feedback (accurate, constructive, substantive, specific and timely, provided on all significant work)

Standard 5: ASSESSING STUDENT PERFORMANCE

The participant will apply effective student assessment strategies.

Benchmarks

- 5.1 Identify the course content that all students need to know and/or be able to do.
- 5.2 Select assessment strategies that are congruent with the instructional goals, both in content and process.
- 5.3 Involve students in developing the assessment criteria and standards.
- 5.4 Clearly communicate assessment criteria and standards to the students.
- 5.5 Provide alternative ways for students to demonstrate their knowledge, understandings and skills.
- 5.6 Utilize an assessment for different purposes in different situations.
- 5.7 Communicate progress to the student and his/her parent(s) or guardian(s) and other appropriate audiences.

Standard 5: ASSESSING STUDENT PERFORMANCE

The participant will apply effective student assessment strategies.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 5.1 school/district curriculum and assessment plan; significance and accuracy of information; student's content knowledge, understanding, thinking process, and disposition
- 5.2 relationship of assessment to the learning of course content; opportunity each student had to learn the content being assessed; assessment strategies, such as rubrics, that reflect authentic, real-world applications of knowledge and understanding; time-efficiency of assessment strategies; time needed for students to complete assessment
- 5.3 using assessment results to guide students in evaluating, reflecting on, and improving their work
- 5.4 methods for orienting students to types of assessment and content; bias in scoring processes; design of scoring guides, feedback systems, and reporting
- 5.5 recognizing and eliminating cultural, ethnic, and gender stereotypes from assessments; accommodating needs of exceptional students; types of student assessment (selected response; short answer, constructed response; products and constructed response; performance)
- 5.6 correlation between diversity in instructional goals and diversity in assessment strategies; each instructional goal can be assessed in some way; appropriateness of assessment strategies to different types of goals; using assessment results to plan for individuals or groups; what is being assessed and by whom; appropriate uses of assessment data
- 5.7 what assessment information to keep on each student; credibility and usefulness of information to its consumers (students, parents, teacher, administrators, policy makers, etc.)

Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR

The participant will exemplify the role of a professional educator.

Benchmarks

- 6.1 Maintain accurate records of student progress, and their instructional and non-instructional activities.
- 6.2 Use a variety of media to communicate with parents and guardians, and to provide information about the program to the general public.
- 6.3 Actively contribute to the school and community.
- 6.4 Use technology appropriately to design, deliver and assess teaching and learning, and to access professional development opportunities.
- 6.5 Demonstrate a positive attitude (disposition) toward life-long learning.
- 6.6 Obtain evaluative feedback on classroom performance through a variety of sources as a foundation for initiating and maintaining a professional development plan.
- 6.7 Participate in professional development activities that strengthen pedagogical and subject content knowledge.
- 6.8 Join and actively support local, state and/or national professional organizations.

Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR

The participant will exemplify the role of a professional educator.

Examples of Specific Knowledge that Support the Standards and Benchmarks

- 6.1 procedures to accurately and effectively communicate with students, parents and others with vested interest; systems to maintain: records of students' skill development and participation in co-curricular or related extra-curricular activities, records of out-of-class activities, inventories of supplies and materials, teacher's non-instructional duties; opportunities provided for students to maintain and contribute to non-instructional records
- 6.2 systems for communicating to parents on: grading procedures, homework expectations, classroom management, student progress/success or needed improvement; use of communication procedures such as: newsletters, back-to-school night, parent-teacher conferences, telephone and e-mail contacts, class open house for viewing students' projects, science fairs and art shows; using parents and community members as resource persons in the classroom
- 6.3 contributions to the school, such as: serving on and/or leading committees, assisting with extra-curricular activities, participating in parent groups or organizations, welcoming and/or mentoring new teachers, providing supervision at student events outside of school hours; contributions to the community, such as: participating in community functions and events, belonging to and/or leading community organizations
- 6.4 create student materials; short- and long-range planning and implementation of such plans; use databases to keep student grades and other records; integration of curriculum; provide opportunities for students to become actively engaged in their learning and create their own knowledge through technology; use the internet as a resource for lesson plans and assessment strategies, to conduct research on instructional content, and to participate in discussions on topics related to the content area or pedagogy
- 6.5 continued development of professional skills; commitment to staying at the top of the profession; exercise leadership; knowledgeable about instructional content and the latest research in pedagogy; concerned for the well-being of students; advocate for all students; demonstrate commitment to professional standards in problem solving and decision making; maintain an open mind and a willingness to attempt new approaches

(continued on next page)

Standard 6: Examples of Specific Knowledge that Support the Standards and Benchmarks

(continued from previous page)

- 6.6 understand the process and merits of reflection; solicit feedback relative to teaching strengths and areas of improvement from students, parents and other educators; augment formative self evaluation (through video and tape recording of teaching) with the expertise of professional outside evaluators; progress from reflecting on feedback to identifying and addressing areas that need further development in pedagogical and subject content knowledge; develop short- and long-range professional development plans with a built-in monitoring system to measure and record growth
- 6.7 conduct research and share results with colleagues; periodically serve as cooperating teacher for student teachers; join or organize a support group; participate in peer coaching; access current information through attendance at local, regional, state and national conferences, as well as through personal study (reading professional literature, listening to tapes, viewing videos); observe effective teachers; share knowledge/expertise by contributing to publications and making presentations
- 6.8 involvement in relevant local, regional, state, and national professional organizations; knowledgeable about the benefits of belonging to a professional organization; support professional organizations through active involvement (beyond attendance at meetings)

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CLINICAL PRACTICE LOG (Fall Semester)

Participant: _____

Mentor: _____

Week #1	Date/Time	Notes
Observation by Mentor	_____	_____
Post-Conference	_____	_____
Observation of Mentor or Other Instructor	_____	_____
Post-Conference	_____	_____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials) _____ (mentor initials)

Week #2	Date/Time	Notes
Observation by Mentor	_____	_____
Post-Conference	_____	_____
Observation of Mentor or Other Instructor	_____	_____
Post-Conference	_____	_____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials) _____ (mentor initials)

Week #3	Date/Time	Notes
Observation by Mentor	_____	_____
Post-Conference	_____	_____
Observation of Mentor or Other Instructor	_____	_____
Post-Conference	_____	_____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials) _____ (mentor initials)

CLINICAL PRACTICE LOG (Fall Semester)

Week #4	Date/Time	Notes
Observation by Mentor	_____	_____

Post-Conference	_____	_____

Observation of Mentor or Other Instructor	_____	_____

Post-Conference	_____	_____

<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials) (mentor initials)

Week #5	Date/Time	Notes
Observation by Mentor	_____	_____

Post-Conference	_____	_____

Observation of Mentor or Other Instructor	_____	_____

Post-Conference	_____	_____

<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials) (mentor initials)

Week #6	Date/Time	Notes
Observation by Mentor	_____	_____

Post-Conference	_____	_____

Observation of Mentor or Other Instructor	_____	_____

Post-Conference	_____	_____

<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials) (mentor initials)

CLINICAL PRACTICE LOG (Fall Semester)

Week #10	Date/Time	Notes
Observation by Mentor	_____	_____

Post-Conference	_____	_____

Observation of Mentor or Other Instructor	_____	_____

Post-Conference	_____	_____

<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials) (mentor initials)

Week #11	Date/Time	Notes
Review Journal	_____	_____

		_____ (participant initials) (mentor initials)

Week #12	Date/Time	Notes
Review Journal	_____	_____

		_____ (participant initials) (mentor initials)

Week #13	Date/Time	Notes
Review Journal	_____	_____

		_____ (participant initials) (mentor initials)

Week #14	Date/Time	Notes
Review Journal	_____	_____

		_____ (participant initials) (mentor initials)

CLINICAL PRACTICE LOG (Fall Semester)

	Date/Time	Notes
Parent-Teacher Conference Observation	_____	_____ _____
IEP Meeting Observation	_____	_____ _____
Content Specialist Contacts	_____	_____ _____ _____
Program Director Visit	_____	_____ _____ _____ _____ (participant initials) (program director initials)
University Supervisor Visit	_____	_____ _____ _____ _____ (participant initials) (university supervisor initials)
CTE Supervisor Visit (for CTE instructors only)	_____	_____ _____ _____ _____ (participant initials) (CTE supervisor initials)

END OF FALL SEMESTER!!!

Participant Signature _____ **Date** _____

Mentor Signature _____ **Date** _____

CLINICAL PRACTICE LOG (Spring Semester)

	Date/Time	Notes
Administrator Observation	_____	_____
Post-Conference	_____	_____
Review Written Evaluation	_____	_____
		_____ (participant initials) _____ (administrator initials)
Content Specialist Contacts	_____	_____
	_____	_____
	_____	_____
		_____ (participant initials)
Program Director Visit	_____	_____
		_____ (participant initials) _____ (program director initials)
University Supervisor Visit	_____	_____
		_____ (participant initials) _____ (university supervisor initials)
CTE Supervisor Visit (for CTE instructors only)	_____	_____
		_____ (participant initials) _____ (CTE supervisor initials)

END OF SPRING SEMESTER!!!

Participant Signature _____ **Date** _____

Mentor Signature _____ **Date** _____