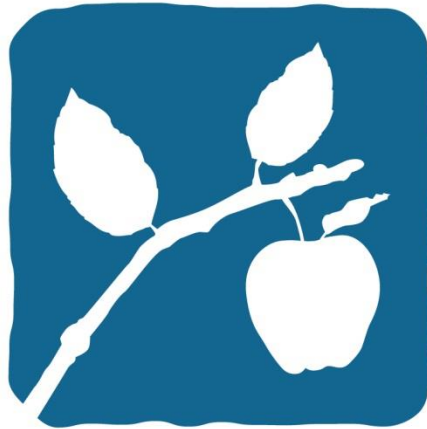


2019-20

FIRST-YEAR TEACHER MANUAL



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

**FIRST-YEAR
TEACHER**

NAME _____

SCHOOL _____

Contact Information

Erin Jacobson

Coordinator

ecjacobson@nd.gov

Phone: 701.328.9644

Fax: 701.328.9647

Marijke Leibel

Assistant Coordinator

mleibel@nd.gov

Phone: 701.328.9648

**Education Standards and Practices Board
2718 Gateway Avenue Suite 204
Bismarck, ND 58503**

Website: <https://www.nd.gov/espb>

Click on: NDTSS logo



INFORMATION

Responsibilities of ALL participants..... p. 6

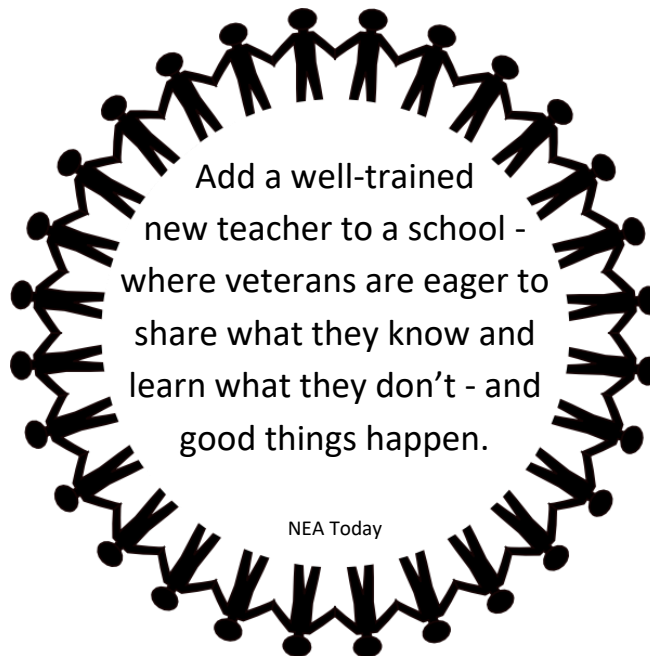
- *First-Year Teacher*
- *Mentor*
- *Administrator*
- *District*

Mentor Program Responsibilities p. 7

Teaching Standards Information p. 8

Optional Class for First-Year Teachers..... p. 10

Sharing Information/Confidentiality p. 12





North Dakota
Teacher
Support
System

**“WE WANT TO DEVELOP TEACHERS
WHO ARE THINKERS AND PROBLEM-
SOLVERS, WHO ASK QUESTIONS ABOUT
THEIR PRACTICE, AND CONSTANTLY
SEEK SOLUTIONS, WHO ARE
COMMITTED AND PASSIONATE
ADVOCATES FOR LEARNING FOR ALL
CHILDREN.”**

**NEW TEACHER CENTER
SANTA CRUZ, CA**



North Dakota
Teacher
Support
System

Mentoring

mentor: an experienced and trusted advisor

Merriam-Webster

Mentors ARE . . .

- Colleagues
- Guides
- Role models

Mentors ARE NOT . . .

- Evaluators
- Responsible for partner teacher's teaching performance/decisions



Mentoring Program Structure 2019-20

First-Year Teacher

- One-on-one conferencing
 - Minimum of 30 hours (15 per semester)
- Be observed by your mentor
 - 6 times per year
- Video Recording and Reflection
 - 2 times per year
- Observe other teachers
 - Minimum of 6 hours fall, 3 hours spring
- Triad Meeting
 - 2 times per year

An **OPTIONAL** online course is offered (2 credits per semester) to support and enhance the first-year teacher experience.

Mentor

- Complete Mentor training requirements
- One-on-one conferencing
 - Minimum of 30 hours (half by Jan. 15)
- Observe first-year teacher and provide feedback during one-on-one conferencing
 - 6 times per year
- Video Recording and Reflection
 - 2 times per year
- Triad Meeting
 - 2 times per year
- Submit stipend request 2 times per year

Administrator

- Select and enroll participants in the Mentoring Program
- Participate in online principal training
- Meet with mentor and first-year teacher in the fall and winter and verify completion of Mentoring Program activities



What the Mentor
program
does for you!

FOR ADMINISTRATORS, MENTORS, AND FIRST-YEAR TEACHERS:

- Supports by phone calls or email at any time, please contact us
- Sends monthly emails with requirements and information

MENTORS:

- Provides materials and **2** days of training for new mentors and an opportunity to earn **1** credit at the training
- Provides materials by mail to repeat mentors
- Provides professional learning online classes with the opportunity to earn a credit
- Provides a half-day seminar in October
- Pays an \$800 stipend per semester/\$900 for Advanced Mentors

FOR FIRST-YEAR TEACHERS:

- Provides a trained mentor for support and guidance
- Provides materials to help support the needs of a First-Year Teacher
- Provides an opportunity to earn **2** credits in an optional online class

FOR DISTRICT:

- Provides training for teachers to become qualified mentors
- Provides payment for **5** days of substitute pay for mentor and first-year teacher to share
- Increases teacher retention





North Dakota
Teacher
Support
System

TEACHING STANDARDS

Every district in the state uses a set of Teaching Standards for their Teacher Evaluation system.



ND Teacher Support System mentors *DO NOT* use Teaching Standards to *EVALUATE* their First-year Teacher.



Your mentor will provide you with a laminated card for the Teaching Standards being used in your district.



Potential Uses for Teaching Standards



Teacher self-assessment tool



Teacher growth tool



NDTSS Purpose is Growth not Evaluation

The purpose for Mentors using Teaching Standards is to . . .

- Dig a little deeper into how the Teaching Standards can help increase teacher effectiveness and help the Mentor to feel comfortable having conversation with the First-year Teacher using Teaching Standards.
- Understand that regardless of which standard is being used, they all cover many aspects of teaching.



North Dakota
Teacher
Support
System

Optional Online First-Year Teacher Course



- ▶ Online Course- No book or additional materials
- ▶ Earn 2 credit hours through UND for a cost of \$100 per semester
- ▶ Connect with other first-year teachers across ND
- ▶ Grading scale of Satisfactory/Unsatisfactory

Part 1: **Connecting with Others** Fall Semester

In Part 1, you will meet other Teachers in North Dakota who are navigating their first year while participating in the NDTSS Mentoring Program.

In addition to the tasks you will be doing with your mentor, you will have the opportunity to:

- Participate in an online profession learning community
- Give and get new ideas and resources
- Discuss topics including classroom management, assessing student work, and learner variability

Part 2: **Action Plan** Spring Semester

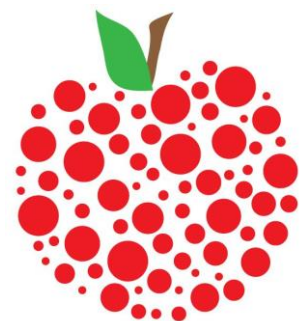
For the next part of the First-Year Teacher Course, you will choose two students and create action plans for both.

Throughout the semester, you will use progress monitoring to assess student progress and revise your plans.

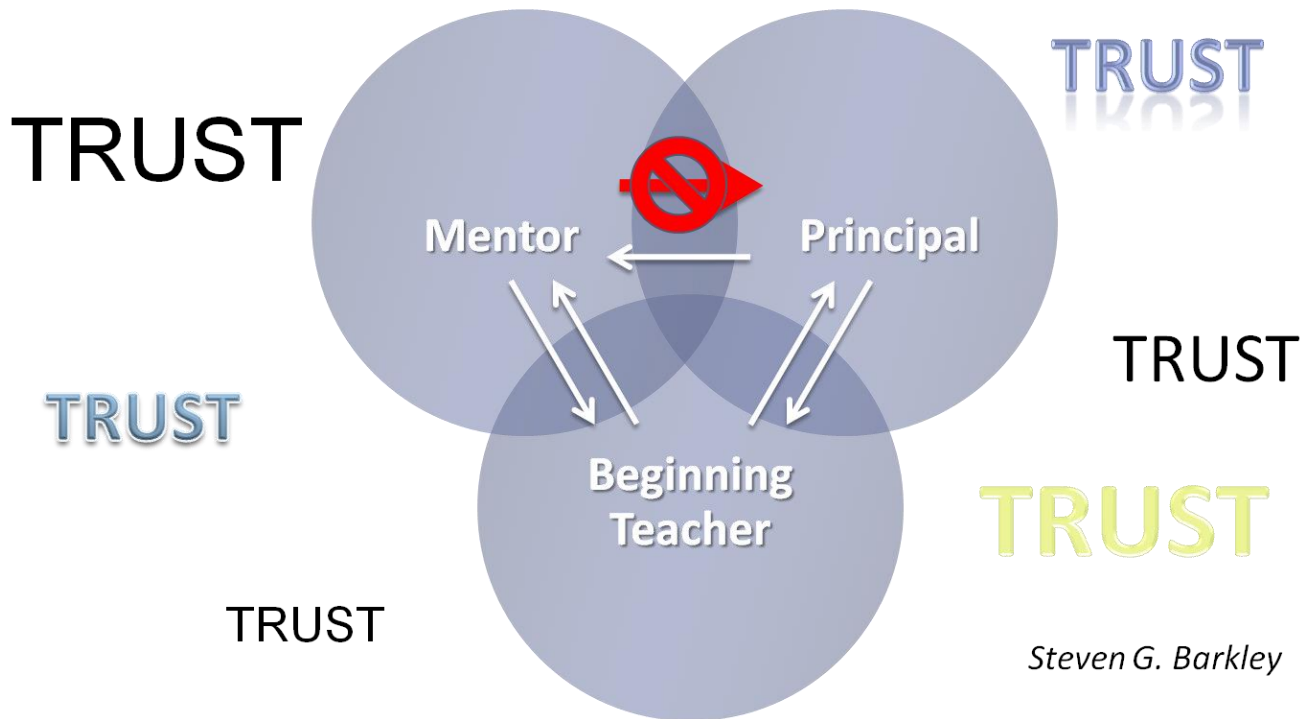
The final step will include a reflection of the effectiveness of the plan and the impact it had on student growth.

★ Part 1 is not a prerequisite for Part 2.

Registration information will be available in September on the North Dakota Teacher Support System website. An email with registration information will also be sent to you.



SHARING INFORMATION



Clarification of firewall

- The first-year teacher may share with the mentor and the principal.
- The principal may share with the mentor and the first-year teacher.
- The mentor may only share with the first-year teacher, **NOT** with the principal.

My ability to be helpful to _____ is dependent on our relationship being built on confidentiality and trust. It is important that you know that my responsibility is to support you. I will not be evaluating you.

Mentor Signature

INTRODUCTION TO THE NORTH DAKOTA TEACHER SUPPORT SYSTEM MENTORING PROGRAM

You will want to watch this screencast early on with your mentor to make sure you understand the Program. It lasts about 10 minutes and can be counted as one of your early one-on-one conferences. Be sure to take time to ask questions.

Erin Jacobson, ND Teacher Support System Coordinator



CLICK ON IMAGE FOR LINK TO SCREENCAST



A link to the screencast will be emailed to you.





North Dakota
Teacher
Support
System

FIRST-YEAR TEACHER REQUIREMENTS

One-on-one Conferences

- Participate in **30 hours** of one-on-one conferencing time with mentor (15 hours each semester, two of which can be made up of shorter meetings; a 40-60-minute meeting, or two 30-minute meetings can count as an hour)

Observations

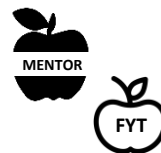
The North Dakota Teacher Support System will provide a maximum of 5 days of substitute coverage for mentors and first-year teachers to share for observation purposes. This substitute coverage may or may not be necessary to meet the following requirements. NDTSS will pay up to \$500 a pair per year for a sub.

- Be observed by your mentor
 - **6 times** per year- minimum of 15 minutes per observation
- Record your teaching and discuss with mentor
 - **2 times** per year- minimum of 15 minutes
- Observe other teachers
 - 6 hours minimum first semester
 - 3 hours minimum second semester

Online Course

- An optional online course is offered (2 credits per semester) to support and enhance your first-year experience.

ONE-ON-ONE CONFERRING



REQUIREMENTS

- The first-year teacher and the mentor will spend a minimum of 15 hours per semester in one-on-one conferencing.
- A session of 40-60 minutes may be counted as one hour. Two half-hour sessions can be counted as one hour.
- Two hours of the 15 can be made up of those short meetings in the hall, emails, or quick drop-by visits that happen in a mentoring relationship.
 - These two hours do not require **Conference Logs** and are already recorded on the **Record of One-on-one Meetings** form.
- The other 13 hours need to be documented with [Conference Logs](#).
- It is best to set a regular time to meet. Of course, your set time will have to be adjusted sometimes, but if you do not try to set a time at the end of each meeting, calendars may become full and it will be difficult to meet all the necessary time required.

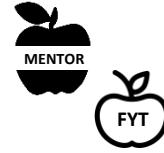


All requirements of the program remain the same whether or not the first-year teacher is participating in the optional online class through UND.

DOCUMENTATION

- During each one-on-one conference, the mentor will complete a [Conference Log](#).
- A copy of the [Conference Log](#) will be given to the first-year teacher as soon as possible after the conference.
- At the end of the conference, the meeting is documented by both teachers.
 - The first-year teacher uses [First-year Teacher Record of One-on-one Meetings](#).
 - The mentor uses **Mentor Record of One-on-one Meetings**.

ONE-ON-ONE CONFERRING



USING THE CONFERENCE LOG

- The purpose of the [Conference Log](#) is to record the highlights of the conversation so both the mentor and first-year teacher can refer to it later.
- The mentor writes on the [Conference Log](#) during the meeting and gives the first-year teacher a copy as soon as possible afterwards.
- It takes some practice on the part of some mentors to take notes on the [Conference Log](#) during the conference so do not give up if it does not come naturally at first. The process helps to clarify thoughts and to remember what was discussed.
- Refer to your teaching standards rubrics (Danielson, Marshall, Marzano)



Important Note: Use the teaching standard your district has chosen in your work. The language they are using with you will match the language used by the principal in the

ONE-ON-ONE CONFERRING GUIDELINES



HOW TO END THE CONFERENCE

Although not identified as part of the cycle, the last few minutes of a conference are very important. When brought to thoughtful closure, a first-year teacher will leave with a sense of trust and mutual accountability from the mentor.

- The first-year teacher has a specific focus for professional growth
- Specific and manageable steps have been identified
- The likelihood of implementation is increased
- Support is available if needed
- Date is set for follow-up and next cycle
- _____
- _____



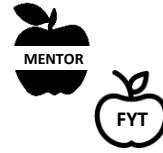
END OF THE YEAR

Even though you, as a first-year teacher, will have received a copy of the *Conference Log* each week throughout the year, we suggest the mentor give you all their copies to you at the end of the year. This helps to reinforce the idea that mentors won't be keeping documentation of their first-year teacher!



Do not share the *Conference Logs* with your administrator. If an administrator asks to see the Logs, refer him/her to the Teacher Support Coordinator.

**GUIDELINES FOR
ONE-ON-ONE CONFERRING**




Here's what counts as a conference	This does not count as conferencing time
<ul style="list-style-type: none"> • Completing a Conference Log when meeting • Pre-planning for observations/recording and post-observation/recording discussion time • Following the Reflect, Focus, Plan, and Implement cycle during your one-on-one meetings • Analyzing your first-year teacher's student work together to plan for instruction 	<ul style="list-style-type: none"> • Gathering resources for first-year teacher • Observation of first-year teacher's teaching (this counts as observation time but not as one-on-one conferencing time) • Attending observations of other teachers with first-year teacher (this is a good idea but doesn't count toward one-on-one conferencing time) • Things that your school is already paying you to do, such as PLC meetings, departments meetings, data meetings, etc. • Attending a professional development activity (or data day) together

Conference Log


- All conferences should be documented by the **MENTOR** on this form.
- You may use
 - Fillable forms online
 - NCR copies provided
 - Photo copies of the log in the back in the TAB section
- Give a copy of the log immediately to your first-year teacher.
- Logs are not submitted for stipend payment unless requested by state coordinator.





CONFERENCE LOG

REV. 03.2018



First-year Teacher _____ Mentor _____
 Date _____ Time _____ Duration _____ School _____

Progress from last conference: <i>Recommended if you haven't already touched base on implementation of plans made during last meeting.</i>		Reflect
What I feel good about: <i>Required</i>	What feels the most challenging: <i>Required</i>	
Focus for today: <i>Required</i>		Focus
Identify the teaching standard/s you are working on today: <i>Required</i>		
Evidence: <i>Use if needed</i>		
Possible solutions: <i>Use if needed</i>		Plan
Resource ideas: <i>Use if needed</i>		
Teacher's next steps: <i>Required</i>	Mentor's next steps: <i>Required</i>	
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: black; color: white; padding: 5px; font-weight: bold; margin-right: 10px;">NOTE:</div> <div style="border: 1px solid black; padding: 10px;"> If there is nothing for the mentor to do next, write "NOTHING" </div> </div>		
Next meeting date: <i>Required</i>		

Log is in
Forms TAB

Record of One-on-one Meetings




- All one-on-one meetings should be documented on this form.
- The mentor and the first-year teacher each fill out a separate form.
- Both forms will be submitted for mentor stipend at the end of each semester.
- First-year teachers will need to submit the form if enrolled in the optional first-year teacher online class.



15 meetings are required each semester, 2 of which can be short undocumented meetings.

Mentor

First-year Teacher



MENTOR RECORD OF ONE-ON-ONE MEETINGS
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 59229 (03-2016)

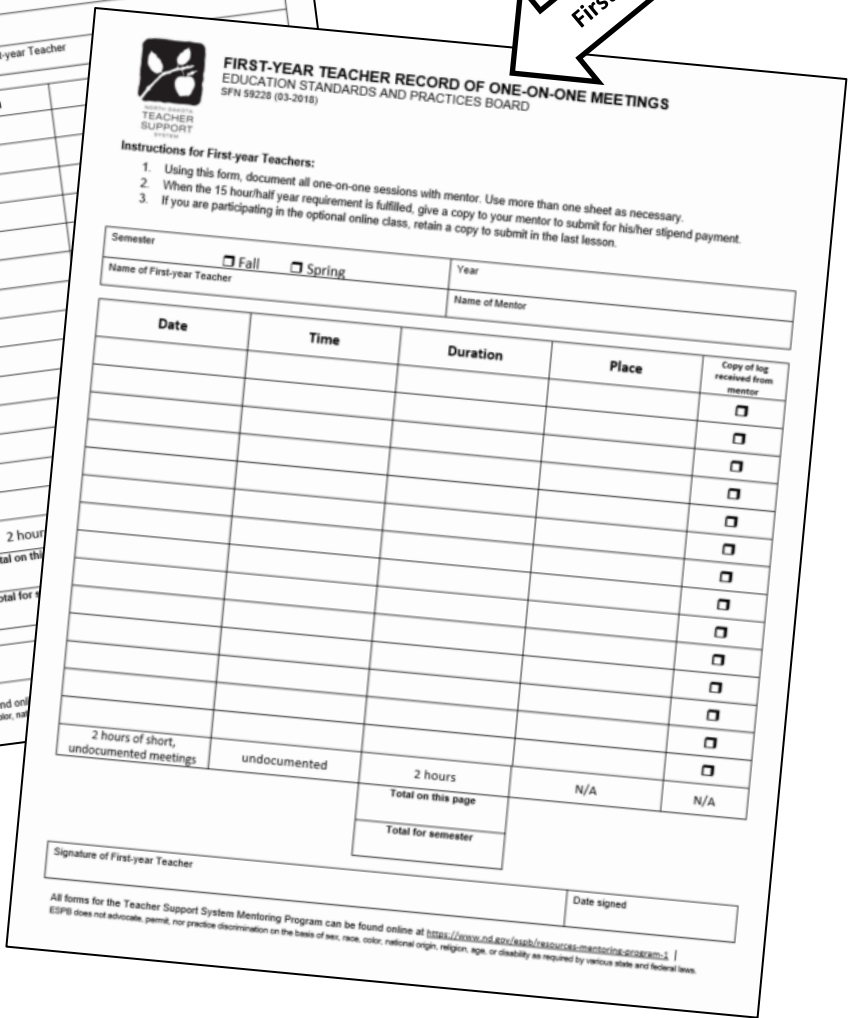
Instructions for Mentors:
1. Using this form, document all one-on-one sessions with first-year teacher. Use more than one sheet as necessary.
2. When the 15 hour/half year requirement is fulfilled, attach this form to SFN 59233 Request for Payment of Mentor Stipend (along with other required forms) and present to the first-year teacher's building administrator for verification.

Semester Fall Spring Year _____
Name of Mentor _____ Name of First-year Teacher _____

Date	Time	Duration
2 hours of short, undocumented meetings	undocumented	2 hours
Total on this page		
Total for semester		

Signature of Mentor _____

All forms for the Teacher Support System Mentoring Program can be found online at <https://www.nd.gov/espb/resources/mentorng-program>. ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.



FIRST-YEAR TEACHER RECORD OF ONE-ON-ONE MEETINGS
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 59228 (03-2016)

Instructions for First-year Teachers:
1. Using this form, document all one-on-one sessions with mentor. Use more than one sheet as necessary.
2. When the 15 hour/half year requirement is fulfilled, give a copy to your mentor to submit for his/her stipend payment.
3. If you are participating in the optional online class, retain a copy to submit in the last lesson.

Semester Fall Spring Year _____
Name of First-year Teacher _____ Name of Mentor _____

Date	Time	Duration	Place	Copy of log received from mentor
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
2 hours of short, undocumented meetings	undocumented	2 hours	N/A	<input type="checkbox"/>
Total on this page			N/A	<input type="checkbox"/>
Total for semester				<input type="checkbox"/>

Signature of First-year Teacher _____ Date signed _____

All forms for the Teacher Support System Mentoring Program can be found online at <https://www.nd.gov/espb/resources/mentorng-program>. ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.

Forms are in **Forms TAB**

OBSERVATION REQUIREMENTS

1. THE MENTOR WILL OBSERVE THE FIRST-YEAR TEACHER SIX TIMES DURING THE YEAR.
2. THE FIRST-YEAR TEACHER WILL OBSERVE OTHER TEACHERS FOR 9 HOURS PER YEAR.
 - FIRST SEMESTER (MINIMUM OF 6 HOURS REQUIRED)
TO BE COMPLETED BY JANUARY 15
 - SECOND SEMESTER (MINIMUM OF 3 HOURS REQUIRED)
TO BE COMPLETED BY THE END OF THE YEAR



VIDEO RECORDING REQUIREMENTS



1. THE FIRST-YEAR TEACHER WILL VIDEO RECORD HIS/HER TEACHING. THE MENTOR AND THE FIRST-YEAR TEACHER WILL EACH WATCH THE RECORDING AND THEY WILL DISCUSS IT TOGETHER TWICE PER YEAR.
 - OCTOBER
 - FEBRUARY



REQUIREMENTS FOR WHEN THE MENTOR OBSERVES THE FIRST-YEAR TEACHER



OBSERVATION REQUIREMENTS

- The mentor will observe in the first-year teacher’s class a minimum of 6 times (in September, October, November, January, March and April).
- It is important to do the first observation as early in September as you can, so you have a better feel for the classroom during your discussions with your first-year teacher.
- The observation should last a minimum of 15 minutes.
- Observations need planning and follow-up conferences.

DOCUMENTATION OF OBSERVATION TIME

- Actual observation time is documented on
 - [Record of Observation and Recording - Fall](#)
 - [Record of Observation and Recording - Spring.](#)
- Planning and follow-up conversations are documented as one-on-one conferencing time.



The Teacher Support System DOES NOT pay for travel for observations.

MENTOR OBSERVATION OF THE FIRST-YEAR TEACHER



THE PROCESS

- During a one-on-one conference, you will set the focus for an observation based on a need that has arisen during the conference.
- Select the time for the observation.
- Use [Potential Focus Ideas \(p. 29\)](#) and [Guiding Questions \(p. 30\)](#) pages for suggestions for planning the observation.
- Refer to the [“Tools” TAB](#) for helpful ideas and choose the best tool to use for gathering evidence of the focus.
- The observation should last a **minimum of 15 minutes**. The length is dependent on the focus of the observation. The mentor will collect and document evidence related to the focus.
- Have a follow-up one-on-one conference as soon as possible after the observation, using your data and the [Protocol for the Post-Observation Conference \(p. 31\)](#) sheet to guide discussion.

VIDEO RECORDING



REQUIREMENTS

- The first-year teacher will record his/her teaching and discuss it with the mentor twice per year (in October and February).
- Recording sessions must be at least 15 minutes long.
- It is most effective for both mentor and first-year teacher to watch the recording and take notes prior to meeting for the post-conference.

PROCESS

- Meet with your first-year teacher and use the [Potential Focus Ideas for Observations/Recordings \(p. 29\)](#) and [Guiding Questions for Pre-Observation Discussion \(p. 30\)](#) sheets for suggestions to choose a focus for the recording.
- Select the time for the observation.
- Choose the best tool to use for gathering evidence of the focus. You may use any observation tool you prefer. It may be helpful to watch the recording again together at the Post-Conference meeting.

DOCUMENTATION OF RECORDING

- Actual recording time is documented using these forms:
 - [Record of Observation and Recording - Fall](#)
 - [Record of Observation and Recording - Spring](#)
- Planning and follow-up conversations are documented as one-on-one conferencing time.



VIDEO RECORDING GUIDELINES



Any video recording device may be used, such as your cell phone, iPad, a school camera, etc.

VIDEO RECORDING HINTS

- Do a practice run in the classroom before the actual session.
- Use a tripod or set the recording device down to avoid shakiness.
- Be aware if a parent may have signed a document not allowing their child to be recorded.



VIDEO: *Chelcie Glazier, teacher at Pringle Elementary School, talks about her participation in Salem-Keizer Public School's Mentor Program.*

<https://drive.google.com/file/d/0B1OgCurVopovS2pnUktpWkFqOVk/view>

FIRST-YEAR TEACHER OBSERVATION



This is a special opportunity as part of professional development to observe and learn from other professionals sharing their practice, strategies and more.



REQUIREMENTS

- The first-year teacher will observe in other classrooms
 - *FIRST SEMESTER*- Minimum of **6 hours**
 - *SECOND SEMESTER*- Minimum of **3 hours**

DOCUMENTATION OF OBSERVATION TIME

- Actual observation time is documented on
 - [Record of Observation and Recording - Fall](#)
 - [Record of Observation and Recording - Spring](#)
- Planning and follow-up conversations are documented as one-on-one conferencing time.

FIRST-YEAR TEACHER OBSERVATION OF OTHER TEACHERS

OPTIONS



- The first-year teacher can observe their mentor or other teachers.
- If arrangements can be made, it can be valuable for both the first-year teacher and the mentor to observe together, although this is not required for our program.
- A first-year teacher may also want to observe a meeting, such as a team meeting or IEP before he/she would have to participate in one.

PROCESS

- During a one-on-one conference, you will set the focus for an observation based on a need that has arisen during the conference.
- The mentor and first-year teacher will together decide whom to observe. Mentors can be very helpful in suggesting teachers to observe, as well as helping to make arrangements.
- Choose the best tool to use for taking notes during the observation. Emphasize how important it is to write things down, so they do not forget when they get back.
- The first-year teacher conducts the observation.
- During your next one-on-one conference, the two of you will discuss what was observed. The meeting should be scheduled soon after the observation.

IDEAS

- Observe how things happen in another school or district
- Look for classroom management structures at any grade level
- Observe your students in other settings (PE, Music, etc.)
- Observe an IEP (for both general ed and special ed)
- Other ideas: _____



FIRST-YEAR TEACHER OBSERVATION OF OTHER TEACHERS

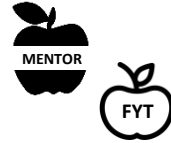


1. Prior to the observation, decide a date and a time with the teacher you will be observing. At this meeting, discuss the focus of the observation. This is important and will help you make the most of your experience; choose something that is important to you in your work. It is easy to get distracted and not pay attention to what's important for you if you do not have a clear focus.
2. Make arrangements with the teacher you observed for a follow-up discussion of the observation.
3. Position yourself to observe all the action or whatever your focus is.
4. Take notes because it can be difficult to remember everything when you get back to your own classroom.
5. Record non-verbal behavior by both students and the teacher.
6. A thank you note is appreciated and helps to build your network of support.
7. Make the most of this wonderful opportunity to learn from others.

The mentor and first-year teacher going as a pair to an observation makes for rich discussion afterwards.

POTENTIAL FOCUS IDEAS FOR OBSERVATION AND RECORDING SESSIONS

- ❖ Teacher-Student interactions
- ❖ Gender-specific attention (boys/girls)
- ❖ Student time on task
- ❖ Teacher proximity to students
- ❖ Wait time
- ❖ Questioning skills (level of questioning/equity)
- ❖ Student responses (count/quality)
- ❖ Reinforcement/feedback to students
- ❖ Use of motivation (type, equity)
- ❖ Instructional techniques (variety/appropriateness)
- ❖ Frequency of interrupters (OK, uh)
- ❖ Planning
- ❖ Environment
- ❖ Professionalism
- ❖ Entry points that were discussed during a one-on-one conference
- ❖ _____
- ❖ _____





GUIDING QUESTIONS FOR Classroom Pre-Observation

(Optional for use with the *Conference Log*)

Lesson Summary

What is the lesson about? Content . . .

- What class will I be observing?
- Tell me about the lesson you want me to see.
- What is the goal/objective you have for the lesson?
- How will you know that you have met that objective?
- What led up to this lesson?

Student details

Find out about the students in the classroom.

- How do you plan to accommodate the diverse learners in this lesson?
- What is important for me to know about this class?
- Are there any special circumstances I should be aware of?

Focus information

Clarify the focus of the observation and have the first-year teacher decide on the data to collect.

- What kind of information/data would you like me to gather for you?
- Is there a specific student behavior(s) I should watch for?
- Is there a specific teacher behavior(s) I should watch for?
- What questions do you want to answer with the information?
- Is there something you are wondering about?

Follow up/closure

Make an appointment for the next meeting to share the gathered information.

- When should we meet to discuss the information/data I gather?
- Remind the teacher about confidentiality of the information you are gathering.
- Clarify how the information will be shared.

PROTOCOL FOR

Classroom

Post-Observation

(Optional use with the *Conference Log*)



Recall data to support those impressions and assessments

Invite the teacher to recall specific evidence or observations.

- In what ways did they meet or not meet your expectations and learning goals? How do you know?
- In what ways did you adjust your lessons? How did that work?
- Let's take a quick look at your students' work. What does it tell us about their understanding of the concepts?

Summarize impressions of the lesson

Invite the FYT to talk in general terms about the lesson.

- How do you think the lesson went?
- How do you feel about the lesson?
- What caused you to think/feel that way?

Analyze the observation data

Talk about the data in relation to the area(s) of focus.

- What do you notice?
- What seems surprising or unexpected?
- What are some patterns or trends?

Synthesize learnings, draw conclusions, set next steps

Invite your teacher to use the data and its analysis to guide their next steps.

- What conclusions can you draw?
- How might you support your students in moving forward in their learning?
- What factors might you consider as you plan future lessons?

Reflect on the coaching process and propose refinements

- What feedback do you have about our work together?
- In what ways does this process support your professional growth?
- What thoughts do you have about the next time?



How will I remember everything?

No worries- we are here to support you all year long!

Each month a newsletter will arrive in your email inbox.

A monthly newsletter is sent to Administrators, Mentors and First-Year Teachers to keep the lines of communication open and effective.

Newsletters include:

- Reminders of upcoming requirements
- Words of encouragement
- Resources



Check your school email often.

If you are not receiving our emails, please let us know.



Forms for First-year Teachers


All forms are available and fillable on our website at <https://www.nd.gov/espb/first-year-teachers>

Purpose	Form to use	Form #	Who fills it out	Submitted to
Conferencing	<i>Conference Log</i> (Required)	No number	Your mentor will fill it out during your one-on-one conferences and give you a copy.	Only if requested by State Coordinator
	<i>First-year Teacher Log of One-on-one Meetings</i> (Required)	SFN 59228	You keep track of your one-on-one conferences here. Your mentor will keep his/her own records.	You will give one copy to your mentor to submit with his/her request for payment of the stipend at the end of each semester. You will also scan and submit this at the end of the semester for the optional online course.
Observations	<i>Record of Observation and Recording</i> (Required) (There are Fall and Spring versions.)	Fall SFN 59279 Spring SFN 60347	You and your mentor together. You will need administrator signature for verification.	Your mentor will need to submit for payment of the stipend at the end of each semester. You will also scan and submit this at the end of the semester for the optional online course.
Sub Reimbursement	<i>Reimbursement for Substitute Pay</i> (Optional)	SFN 60159	Mentor and / or First-year Teacher	Principal, then to NDTSS Coordinator

Conference Log


- All conferences should be documented by the **MENTOR** on this form.
- You may use
 - Fillable forms online
 - NCR copies provided
 - Photo copies of the log in the back in the TAB section
- Mentors should give a copy of the log immediately to their First-year Teacher.
- Logs are NOT submitted for the Mentor's stipend payment unless requested.





CONFERENCE LOG

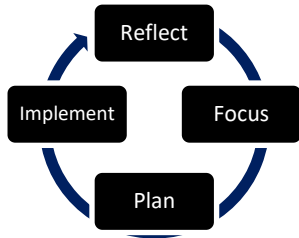
REV. 03.2018



First-year Teacher _____ Mentor _____

Date _____ Time _____ Duration _____ School _____

Progress from last conference: <i>Recommended if you haven't already touched base on implementation of plans made during last meeting.</i>		Reflect
What I feel good about: <i>Required</i>	What feels the most challenging: <i>Required</i>	
Focus for today: <i>Required</i>		Focus
Identify the teaching standard/s you are working on today: <i>Required</i>		
Evidence: <i>Use if needed</i>		
Possible solutions: <i>Use if needed</i>		Plan
Resource ideas: <i>Use if needed</i>		
Teacher's next steps: <i>Required</i>	Mentor: NOTE: If there is nothing for the mentor to do next, write "NOTHING"	
Next meeting date: <i>Required</i>		



CONFERENCE LOG

REV. 03.2018



First-year Teacher _____ Mentor _____

Date _____ Time _____ Duration _____ School _____

Progress from last conference: <i>Recommended if you haven't already touched base on implementation of plans made during last meeting.</i>		Reflect
What I feel good about: <i>Required</i>	What feels the most challenging: <i>Required</i>	
Focus for today: <i>Required</i>		Focus
Identify the teaching standard/s you are working on today: <i>Required</i>		
Evidence: <i>Use if needed</i>		
Possible solutions: <i>Use if needed</i>		Plan
Resource ideas: <i>Use if needed</i>		
Teacher's next steps: <i>Required</i>	Mentor's next steps: <i>Required</i>	
Next meeting date: <i>Required</i>		



FIRST-YEAR TEACHER RECORD OF ONE-ON-ONE MEETINGS
 EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 59228 (03-2018)

Instructions for First-year Teachers:

- Using this form, document all one-on-one sessions with mentor. Use more than one sheet as necessary.
- When the 15 hour/half year requirement is fulfilled, give a copy to your mentor to submit for his/her stipend payment. Retain a copy to submit for your online class.

Semester <input type="checkbox"/> Fall <input type="checkbox"/> Spring	Year
Name of First-Year Teacher	Name of Mentor

Date	Time	Duration	Place	Copy of log received from mentor
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
2 hours of short, undocumented meetings	undocumented	2 hours	N/A	N/A
		Total on this page		
		Total for semester		

Signature of First-year Teacher	Date signed
---------------------------------	-------------

All forms for the Teacher Support System Mentoring Program can be found online at <https://www.nd.gov/esp/esp/resources-mentoring-program-1>
 ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.

Record of Observation and Recording Form



- All observations should be documented by the MENTOR on this form.
- Instructions are at the top of each form.
- This will be submitted for mentor stipend at the end of each semester.
- First-Year Teachers will need to get a copy of this form from their mentor to submit in the last lesson, if they are enrolled in the optional online class.



Important difference is that the number of hours for first-year teacher observations are 6 hours the first semester and 3 hours the second semester.

RECORD OF OBSERVATION AND RECORDING - FALL SEMESTER
 EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 59279 (03-2018)

RECORD OF OBSERVATION AND RECORDING - SPRING SEMESTER
 EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 59279 (03-2018)

6 hours

3 hours



RECORD OF OBSERVATION AND RECORDING - FALL SEMESTER
 EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 59279 (03-2018)



Instructions for Mentor:

1. Document the time you spend on Observations and Recording to fulfill your requirements.
2. Give a copy of the completed form to your first-year teacher.
3. Attach this form to SFN 59233 Request for Payment of Mentor Stipend (along with other required forms) and present to the first-year teacher's building administrator for verification. When signed, send to ND Teacher Support System office.

Year	
Name of Mentor	Mentor's School
Name of First-year Teacher	First-year Teacher's School

MENTOR OBSERVES FIRST-YEAR TEACHER (15 minute minimum each observation)

Month	Date	Time of Observation	Duration of Observation	Observation Focus
September				
October				
November				

FIRST-YEAR TEACHER IS RECORDED (15 minute minimum)

Month	Date	Time of Recording	Duration of Recording	Date of Discussion with Mentor
October				

FIRST-YEAR TEACHER OBSERVES OTHER TEACHERS (minimum of 6 hours required first semester)

Month	Date	Time of Observation	Duration of Observation	Name of Teacher Observed	Observation Focus
Total hours observed =					

We certify the above is an accurate report of our observation experiences.

First-year Teacher Signature	Date
Mentor Signature	Date
Building Administrator Signature	Date

For questions, contact Erin Jacobson, NDTSS Coordinator at 701.328.9644 or ecjacobson@nd.gov
 All forms for the Teacher Support System Mentoring Program can be found online at <https://www.nd.gov/espb/resources-mentoring-program-1>
 ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.



RECORD OF OBSERVATION AND RECORDING - SPRING SEMESTER
 EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 60347 (03-2018)



Instructions for Mentor:

1. Document the time you spend on Observations and Recording to fulfill your requirements.
2. Give a copy of this completed form to your first-year teacher
3. Attach this form to the SFN 59233 Request for Payment of Mentor Stipend (along with other required forms) and present to the first-year teacher's building administrator for verification. When signed, send to Teacher Support System office.

Year	
Name of Mentor	Mentor's School
Name of First-year Teacher	First-year Teacher's School

MENTOR OBSERVES FIRST-YEAR TEACHER (15 minute minimum each observation)

Month	Date	Time of Observation	Duration of Observation	Observation Focus
January				
March				
April				

FIRST-YEAR TEACHER IS RECORDED (15 minute minimum)

Month	Date	Time of Recording	Duration of Recording	Date of Discussion with Mentor
February				

FIRST-YEAR TEACHER OBSERVES OTHER TEACHERS (minimum of 3 hours required second semester)

Month	Date	Time of Observation	Duration of Observation	Name of Teacher Observed	Observation Focus
Total hours observed =					

We certify the above is an accurate report of our observation experiences.

First-year Teacher Signature	Date
Mentor Signature	Date
Building Administrator Signature	Date

For questions, contact Erin Jacobson, NDTSS Coordinator at 701.328.9644 or ecjacobson@nd.gov

All forms for the Teacher Support System Mentoring Program can be found online at <https://www.nd.gov/espb/resources-mentoring-program-1>
 ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.

Reimbursement for Substitute Pay Form

- Mentors and First-Year Teachers will use this form to keep track of substitute time for observations.
- Each Mentor and First-year Teacher pair will have \$500 to share.
- Instructions are on the top of the form.
- Your principal will need to sign and submit.



REIMBURSEMENT FOR SUBSTITUTE PAY
 EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 60159 (03-2018)

INSTRUCTIONS FOR MENTORS AND FIRST-YEAR TEACHERS:

- Use the chart below to keep track of substitute time during the year and submit to your principal in the spring.

INSTRUCTIONS FOR PRINCIPAL:

- Complete and sign form.
- By June 6:** Fax to 701.328.9647 **OR** scan and email to ecjacobson@nd.gov
OR mail to Erin Jacobson, ND Teacher Support System, 2718 Gateway Avenue, Suite 204, Bismarck, ND 58503

School Year 20__ - 20__	Name of District	Name of School
Name of First-year Teacher		Name of Mentor
Name of Principal		

Date	Substitute name	Duration	Reason for substitute

Daily Rate (including benefits)
\$

X

Number of Days

=

Total Amount
\$

I am requesting reimbursement as specified above (up to \$500) for substitute pay to cover Teacher Support System Mentoring Program activities.

Signature of Principal	Date signed	For Use by Teacher Support System APPROVED FOR TEACHER SUPPORT PAYMENT] DATE: CODE: 611
Telephone Number		
*Required Check should read "Pay to the order of"		
*Required Address where check should be sent		

PLEASE SUBMIT BY JUNE 6

All forms for the Teacher Support System Mentoring Program can be found online at <https://www.nd.gov/esp/teacher-support-system-mentoring-program-1>. ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.



REIMBURSEMENT FOR SUBSTITUTE PAY
 EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 60159 (03-2018)

Instructions for Mentors and First-year Teachers:

1. Use the chart below to keep track of substitute time during the year and submit to your principal in the spring.

Instructions for Principal:

1. Complete and sign form.
2. **By June 6:** Fax to 701.328.9647 **OR** scan and email to ecjacobson@nd.gov
OR mail to Erin Jacobson, ND Teacher Support System, 2718 Gateway Avenue, Suite 204, Bismarck, ND 58503

School Year 20__ - 20__	Name of District	Name of School
Name of First-year Teacher		Name of Mentor
Name of Principal		

Date	Substitute name	Duration	Reason for substitute

Date	Substitute name	Duration	Reason for substitute

Daily Rate (including benefits) \$	X	Number of Days	=	Total Amount \$
---------------------------------------	---	----------------	---	--------------------

I am requesting reimbursement as specified above (up to \$500) for substitute pay to cover Teacher Support System Mentoring Program activities.

Signature of Principal	Date signed
Telephone Number	
*Required Check should read "Pay to the order of"	
*Required Address where check should be sent	

For Use by Teacher Support System
APPROVED FOR TEACHER SUPPORT PAYMENT

DATE:

CODE: **611**

PLEASE SUBMIT BY JUNE 6

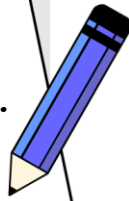


HELPFUL INFORMATION AND ADVICE FROM MENTORS

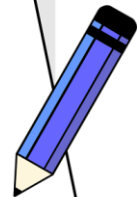
Getting to Know You	p. 45
FYT Orientation to School & District.....	p. 46
FYT Need to Know this NOW	p. 47
Questions, Levels of	p. 48
Special Ed (Classroom Teachers Need to Know)	p. 49
Teaching Environment Profile	p. 50
Website Specific to ND Schools.....	p. 51
FYT Inventory.....	p. 52
Establishing Procedures & Routines.....	p. 53
Substitute Teacher Lesson Plans	p. 54
Appropriate Relationships with Students	p. 55
Tips for Success and Leadership	p. 56
In Your Mind's Eye.....	p. 57
License Renewal	p. 58

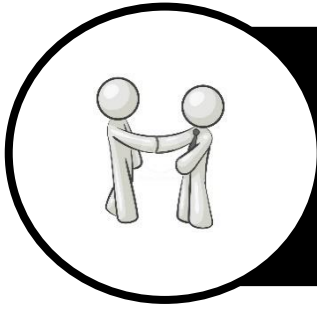
The greatest cause
of conflict is unmet
expectations.

The greatest cause
of unmet
expectations is
unclear expectations.



The better you
identify the cause of
the behavior, the
better you can
create an
intervention.





GETTING TO KNOW YOU

FOR BOTH MENTOR AND FIRST-YEAR TEACHER

PERSONAL

Name

Birthdate

Hometown

High School

College/s

Activities/hobbies/interests

PROFESSIONAL

Current School Position

Extra Duties

What inspired you to enter the teaching profession?

What have been some high points/low points in your education career?

What is your vision of the ideal classroom?

MENTOR

PROGRAM

Tell me about a teacher who made a significant impact on your life. Who was it? What did he/she do?

What are your expectations of this mentoring program?

How might I best support you?

Describe how you feel about feedback. "It's best when . . ." "It's best delivered in the form of . . ."

Is there anything else I should know that would facilitate our working relationship?

FIRST-YEAR TEACHER ORIENTATION TO THE SCHOOL AND DISTRICT

Things to Know About your New School

- Phone, email, website address of school
- Number of students enrolled in the school
- Organization of school classrooms - number, shape of school, teachers per grade level
- Special programs or activities in the school
- What teachers are most proud of in the school
- How the school relates to other schools in the district



Introduce the First-Year Teacher to:

- Principals and assistant administrators
- Department chairs
- Teachers in the building by grade level or department
- Specialist teachers (art, music, computer, physical education, etc.)
- Special services (LD, Speech, ED etc.)
- Support specialists (guidance, psychologist, counselor, nurse, etc.)
- Support personnel (secretaries, aides, paraprofessionals)
- Custodians and lunchroom employees
- Building-based support teams
- Police officers
- Other colleagues in building or district that could be a valuable resource



Building Floor Plan and School Organization

- Map of school with room numbers and exits clearly labeled
- Map of schoolyard, where buses drop off, and where students enter and exit
- Policies for setting up classrooms

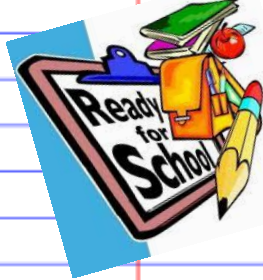


Teacher Union Information and State Licensing Information

- Representatives
- Understanding paying dues
- Reviewing the teacher contract and state requirements



FIRST-YEAR TEACHERS NEED TO KNOW THIS - NOW



Materials

- Class lists
- Curriculum guides for grade levels
- Materials - supplies for classroom projects, bulletin boards, etc.
- Mission statements and vision statements
- PowerSchool information
- Report cards and parent communication
- Schedules (daily, weekly, block, holiday)
- State policy for reporting abuse, neglect or other legal issues
- Substitute teacher expectations
- Teacher-student handbook - classroom and school rules, policies, behavior and classroom expectations

Procedures and School Culture Protocol

- Classroom cleanup expectations
- Copy machine - procedures, copyright laws, etc.
- Dress code
- Drills - tornado, fire, lockdown, etc.
- First aid procedure
- Getting support for students in crisis
- Guidelines for referring students for special services or extra help
- Guidelines for referring students for misbehavior
- Hours expected to be in building
- How to use the library to enhance teaching resources
- Instructional resources
- Keys - explain access points and hours
- Library - policies, checkout, classroom use, etc.
- Other school customs for holidays or staff birthdays, etc.
- Parking
- Protocols and expectations that are not written (how teachers get lunch and where they eat, etc.)
- Sending students to the nurse
- Share the model your school is using, i.e., workshop, project based learning
- Student attendance and tardy procedures
- Supervisory duties and expectation for first-year teachers
- Use of classroom phones

**START
HERE!**

Four Levels of Questions



1 One right answer:

- Where do I find the copy machine?
- What do I do when I am sick?

2 Several options but one right answer in this school:

These are items for which at one time there were many different approaches, but chaos reigned. So, the principal or the faculty decided to use one approach. Even though there are other ways to do it, we do it this way and there's a reason.

- How much can I change my classroom?
- When should I call a parent of a misbehaving kid?

***Levels 3 and 4 questions are the ones that keep teaching interesting and challenging. These are the types of questions that new teachers need a mentor for!**

3 Consensus on best practice but using best practice requires professional judgment:

- Are there certain ways I should use cooperative learning?
- How can I motivate a student who is uninterested?

4 No consensus on best practice, so our professional judgment and caring about kids and each other is all we have to guide us:

- How can I keep track of the whole class and keep every student engaged productively when I am working with an individual student?
- How much time should I reserve for hands-on activity in my lessons?

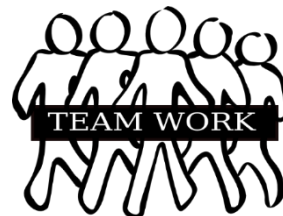
Barry Sweeny

What Teachers Need to Know about their Students in Special Education

- How do I access the student records and current IEP's for the students in my class?
- What programs, materials and strategies are used for the students? How can I get familiar or receive training on the strategies my students require?
- What type of data collection is expected for my students?
- How do I collaborate with other teachers about the needs of the students? What is the process in this building/district?
- What is the problem solving/referral process used by the district?
- What do all the acronyms mean in the district as it relates to special education?

How do I prepare for:

- my first parent meeting
- the profile meeting
- participating in an IEP



TEACHING ENVIRONMENT PROFILE

Complete these questions with help from your mentor.
Please consult with administrators and colleagues to answer them.

Looking at your Classroom and School

Teacher _____ School(s) _____
Grade(s) _____ Subject _____
Mentor _____ Mentor's School _____
Date _____

School Information

1. The school is (check all that apply):

_____ Title I school-wide program

_____ Title I targeted assistance

2. This school has (check all that apply):

_____ Multi-age/Multi-grade classes

_____ Department groupings

_____ Professional Learning Communities (PLC)

_____ Special Services (LD, Gifted, Speech, OT/PT, other)

_____ Instructional Coaches (Math, Reading, other)

_____ Support Staff (provide names):

Administrative Assistants _____

Counselors _____

Case Managers _____

School Psychologist _____

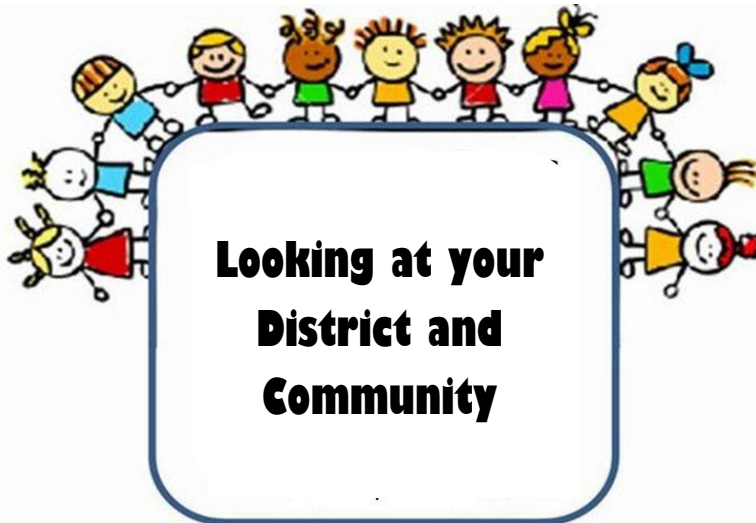
School Nurse _____

Instructional Assistants _____

3. Number of students who attend this school: _____

4. Number of teachers at your grade level or department: _____

5. What is the mission for your school?



Consult the North Dakota Kids Count database at

<http://datacenter.kidscount.org/>

INVENTORY FOR FIRST-YEAR TEACHERS



Please choose the response for each item that most closely indicates your level of need for assistance.

1 = little or no need, 2 = some need, 3 = significant need, 4 = very high need.

	1	2	3	4
Communicating with teachers/administrators	_____	_____	_____	_____
Communicating with parents	_____	_____	_____	_____
Classroom management and/or organization	_____	_____	_____	_____
Instructional resources and materials	_____	_____	_____	_____
Planning for instruction	_____	_____	_____	_____
Time management	_____	_____	_____	_____
Stress management	_____	_____	_____	_____
Motivating students	_____	_____	_____	_____
Understanding the curriculum	_____	_____	_____	_____
Teaching to the standards	_____	_____	_____	_____
Using a variety of teaching methods	_____	_____	_____	_____
Using student data to drive instruction	_____	_____	_____	_____
Meeting individual needs	_____	_____	_____	_____
Understanding the teacher evaluation process	_____	_____	_____	_____
Understanding legal rights and responsibilities	_____	_____	_____	_____
Learning about the district's special services	_____	_____	_____	_____

Additional questions or concerns:

ESTABLISHING PROCEDURES AND ROUTINES



This works well for subs, too!

Discuss your plans for dealing with the following procedures and routines in your classroom. In some cases, your building already has specific procedures in place that you will need to follow. In other cases, you should develop your own procedures, before your students arrive, to make your classroom an effective place (and help you keep your sanity)!

Entering classroom	Exiting classroom	Movement in hallways
Lunch procedures (teacher & student)	Tardy issues	Transition between classes, subjects
Early dismissal / Late start	Hall passes	Lockers
Use of restrooms	Teacher lesson plans	Giving directions
Grouping students	Keeping students' attention	Keeping students on task
Student participation	Talking among students	Interruption of Instruction
Behavior consequences	Small group work	Independent work
Using assignment log	Turning in assignments	Checking assignments
Returning assignments to students	Late assignments	Make up work
Assignments finished at different times during class	Use of library	Use of phone / Cellphones
Use of computers	Study hall / Directed studies	Sharpening pencils / School materials
Students' desks	Field trips	Food / Drink in classrooms
Keeping room in order	Fire/Tornado/Disaster Drills & Procedures	Other



SUBSTITUTE TEACHER LESSON PLANS

(Sub in a Tub)

Sooner or later it will happen- you will wake up and cannot absolutely, positively, no matter what, make it to school that morning. You need to be prepared and develop a substitute teaching lesson plan. The following information should be in your "sub in a tub".

SCHEDULES

- Bell schedule
- Daily schedule
- Lunch schedule

STUDENT INFORMATION

- Class list
- Special needs students
- Seating chart

LESSON PLANS

- Two days of plans
- Do not make it "busy work"
- Extra activities

PROCEDURES

- Before school and dismissal procedures
- Classroom procedures
- Attendance and lunch count procedures (computer use)
- Discipline procedures
- Emergency procedures

WHO CAN HELP

- Names of reliable students who can help
- Name of a teacher who can help

OTHER

-
-
-

HOW APPROPRIATE ARE YOUR RELATIONSHIPS WITH STUDENTS?

No one wants to be accused of misconduct, but all teachers are vulnerable to allegations of improper relationships with students. To avoid this and to become an effective teacher instead, let the characteristics in the lists that follow guide your interactions with students.

IN APPROPRIATE RELATIONSHIPS, THE TEACHER . . .

- Serves as a friendly adult whose primary concern is a child's best interests.
- Guides students as they learn to make good choices.
- Protects students from harm.
- Is familiar with students' social, academic, and behavioral circumstances.
- Helps students develop insights into the world around them.
- Provides encouragement as students work to achieve goals.
- Makes students aware of strengths and helps them correct weaknesses.
- Can say no in a firm and pleasant way.
- Treats students with respectful courtesy and expects to be treated likewise.
- Empowers students by having high expectations for success.



IN INAPPROPRIATE RELATIONSHIPS, THE TEACHER . . .

- Assumes a parental role.
- Shares too much personal information.
- Becomes hostile to certain students.
- Connects with students inappropriately on social media.
- Is alone with students.
- Loses sight of the immaturity of a child.
- Socializes with students.
- Is popular for all the wrong reasons.
- Allows students to invade personal space.
- Tries to be the students' friend.



TIPS FOR SUCCESS AND LEADERSHIP

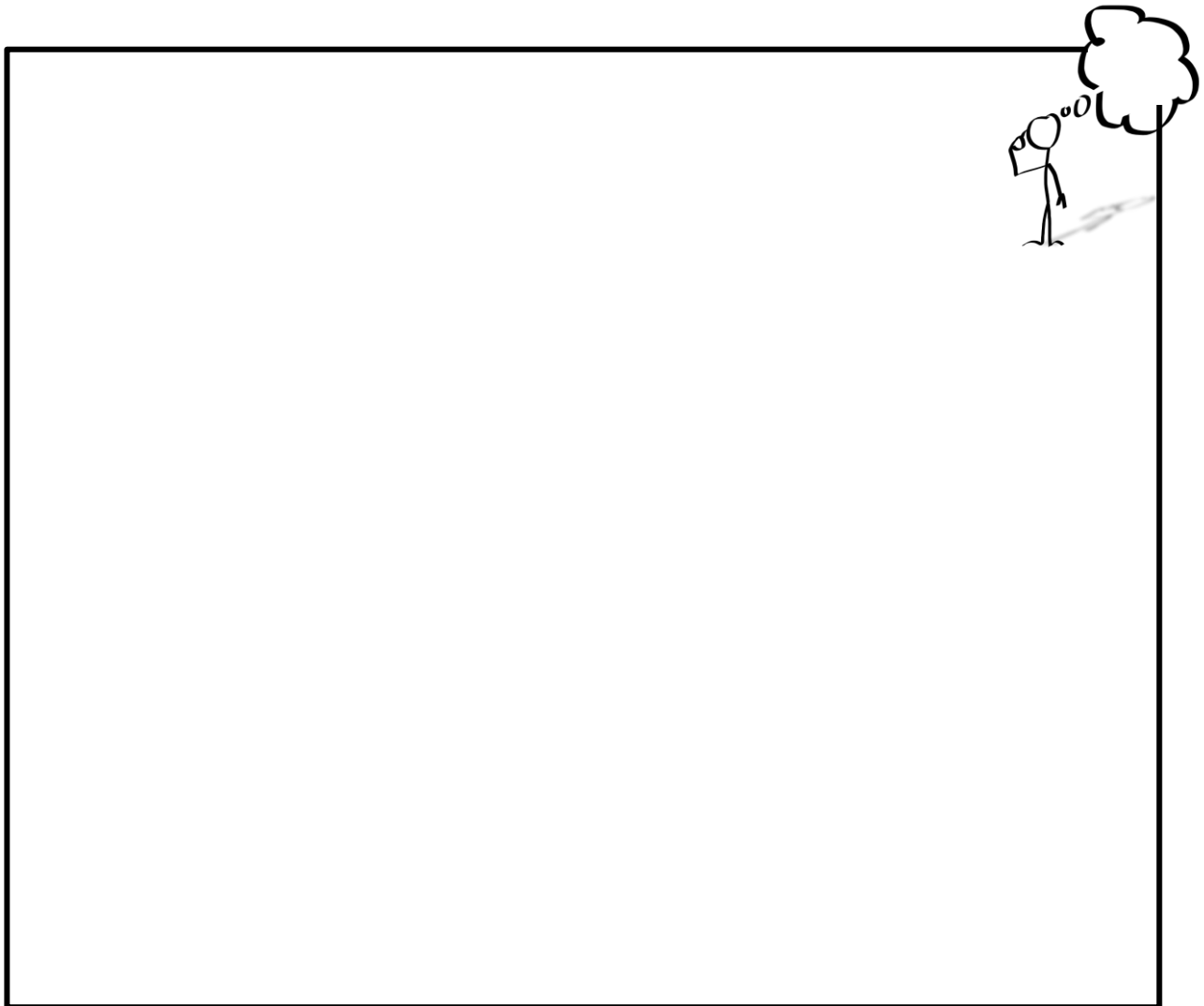


Smile	Do you know it takes fewer facial muscles to smile than to frown?
Be early	Being early for an appointment shows you are a responsible, dependable person.
Look sharp	The way you look and carry yourself will have a lot to do with your growth on the job and the model you set for your students.
If you don't know, ask	Never be afraid to ask questions. Questions show people you are interested in learning. A simple question can save you from making many mistakes.
Learn to listen	Listening is a learned skill and must be practiced.
Be a self-starter	Don't depend on someone to always tell you what to do next. Self-starters go beyond what is expected.
Do it right the first time	Think through a project before beginning and the ending will bring good results.
Don't argue, but do suggest	Arguing causes the other person to stop listening and start defending. A suggestion causes people to talk, share, and find solutions.
Watch your body language	How many times have you heard, "Actions speak louder than words"? Your words may say one thing, but how you look gives immediate visible feedback.
Don't hesitate to volunteer	Don't be afraid to do a little extra. Look at extras as opportunities.
Be willing to stay late	Sometimes the job requires more than your normal day. Staying late shows you are an individual who looks beyond the present job to further opportunities.
Always give 100%	If you always give your best, that's how you will be known. It's to you that people will look for dependability and growth potential.
Take care of yourself	Make sure you take time to enjoy life.

In Your Mind's Eye

Picture you, your students, and the classroom learning environment at the end of the school year. What would students know and be able to do as a result of having spent the school year with you? How will they be different? How will you measure success?

Describe what you hope to see and hear happening at the end of the school year.



During our work together, we will try to design and implement plans that can make your hopes and dreams a reality.



License Renewal

Renewals can be completed online at

<https://secure.apps.nd.gov/dpi/ndteach/Login.aspx>

- ❖ Can renew 6 months prior to expiration date, which is one's birth date
- ❖ Complete application as you would like your name reflected on license

\$50 2-Year License: For those who have completed less than 18 months of contracted teaching time in North Dakota on a full North Dakota license or for those who have met all requirements of their Interim Reciprocal Plan.

\$125 First 5-Year License: For those who have successfully completed 2 academic years, or 18 months, of full-time contracted teaching in North Dakota on a full North Dakota License.

\$70 2-Year Out-of-State Reciprocal License: For those who do not hold a valid license in another state and have not met their reciprocal plan requirements. Attach updated Interim Reciprocal Plan and transcripts reflecting completed coursework and/or test scores. A total of two reciprocal licenses can be issued, allowing up to four years to complete all reciprocal plan requirements.

\$70 2-Year Other State Educator License: For those who have not met the requirements of their reciprocal plan, and currently hold a license in another state that has been valid for less than 18 months **OR** for those who hold 2-year OSEL license and have completed less than 18 months of contracted teaching time in North Dakota.

\$175 5-Year Other State Educator License: For those who have not met the requirements of their reciprocal plan, and currently hold a license in another state that has been valid for more than 18 months **OR** for those who hold a 2-year OSEL license and have completed 2 academic years, or 18 months, of full-time contracted teaching in North Dakota.

Please contact Amy Folkestad at afolkestad@nd.gov (701.328.9643) for questions regarding the application process or Mari Riehl at mbriehl@nd.gov (701.328.9645) regarding your Interim Reciprocal Plan or adding an endorsement.

As of June 2018: Subject to change

**THE FOLLOWING TOOLS ARE
OPTIONAL**

**COLLECTING
DATA**



**CLASSROOM
OBSERVATIONS**

Observing a Veteran Teacher p. 60

Observation Notes..... p. 62

Classroom Observation Log..... p. 63

Observation Data Gathering & Analysis p. 64

Peer Observation Reflections p. 65

If you and your group, an observer would see and hear..... p. 66

Planning Process Chart p. 67

OBSERVING ANOTHER TEACHER

Name _____ Date _____ School _____

Teacher observed _____ Grade Level/Subject _____

1. What do you notice about the classroom environment? How does it support learning?
2. What do you notice about the routines and procedures? How do they support student independence?
3. What classroom management techniques does the teacher use? In what ways does the teacher foster social and emotional well-being?
4. What do you notice about the transitions? What factors allow them to be successful in their use of time and efficiency?
5. What teaching strategies does the teacher use? What are some examples of differentiating instruction?

Observation Notes

Teacher name: _____ Observer: _____

Grade level/Subject area: _____ Date: _____

Observation Focus: _____

Time	Teacher	Student

New Teacher

Classroom Observation Log

Date _____ Teacher Observed _____ School _____

Observation Focus _____

What did you observe?

- Evidence of a standards-based classroom
- Student centered learning
- Instructional methods
- Classroom organizational systems
- Classroom arrangement

What did you learn?

How can you apply this to your own classroom?

Observation Data Gathering and Analysis

Teacher _____ Date _____ Time _____

Grade/Subject _____

Standard(s) addressed _____

Number of Students _____ Other information _____

Observation Data of Significance (Teacher, Student, Student Work, and Environment)	Comments/Questions (After Lesson)

Adapted from *Just ASK Publications*

Peer Observation Reflections

Teacher Observed _____

Date _____

Grade _____ Subject _____

Observation Focus _____

Ahas!	Questions that surfaced
Resources I liked	Ideas to use in my classroom

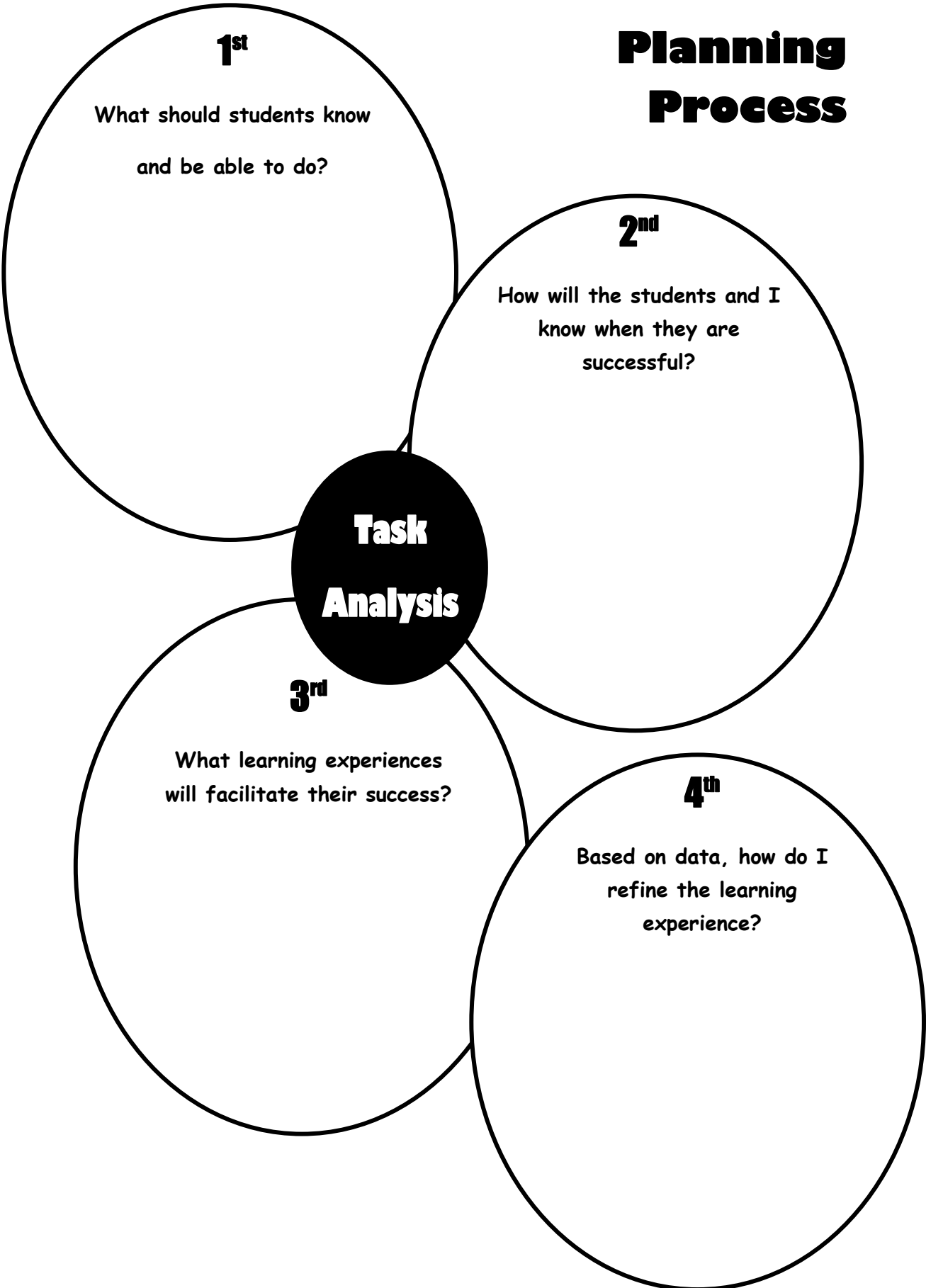
If you and your group were

(Name task or skill)

an observer would . . .

See	Hear

Planning Process

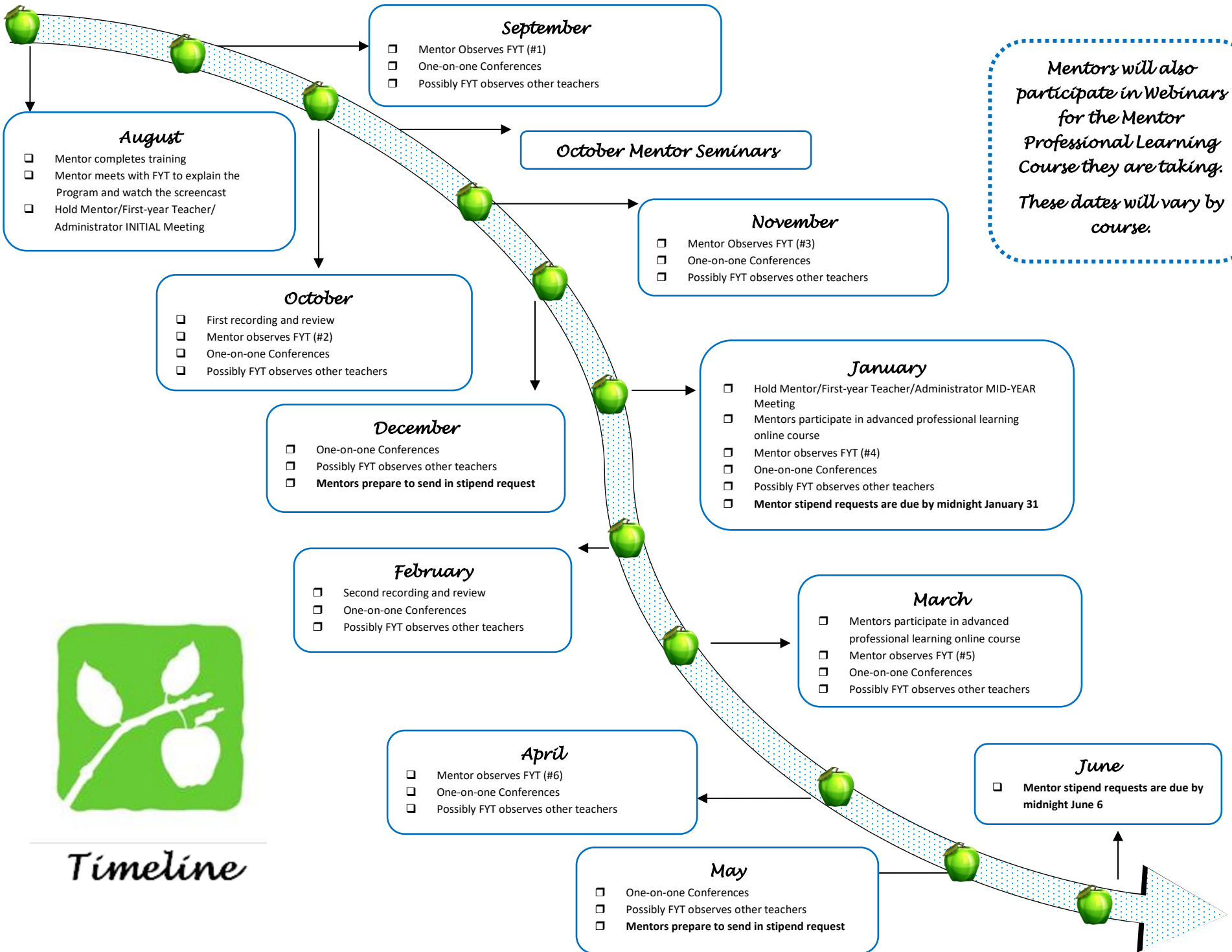




FIRST-YEAR TEACHER TIMELINE



<p align="center">Fall Semester</p> <p align="center">One-On-One Conferences- 15 hours each semester Mentor Observation- 3 times per semester FYT Observation of Other Teachers- minimum 6 hours</p>	
August	<input type="checkbox"/> Mentor and FYT meet to discuss the program and watch screencast <input type="checkbox"/> Hold Initial Triad meeting
September	<input type="checkbox"/> Register for the FYT Course Part 1 (optional) <input type="checkbox"/> Mentor observes FYT (#1) <input type="checkbox"/> One-on-one conference <input type="checkbox"/> FYT observes other teachers
October	<input type="checkbox"/> FYT Course begins <input type="checkbox"/> First FYT video recording and debrief with Mentor <input type="checkbox"/> Mentor observes FYT (#2) <input type="checkbox"/> One-on-one conference <input type="checkbox"/> FYT observes other teachers
November	<input type="checkbox"/> Mentor observes FYT (#3) <input type="checkbox"/> One-on-one conference <input type="checkbox"/> FYT observes other teachers
December	<input type="checkbox"/> One-on-one conferences <input type="checkbox"/> FYT observes other teachers
<p align="center">Spring Semester</p> <p align="center">One-On-One Conferences- 15 hours each semester Mentor Observation- 3 times per semester FYT Observation of Other Teachers- minimum 3 hours</p>	
January	<input type="checkbox"/> FYT Course Part 1 concludes <input type="checkbox"/> Register for FYT Course Part 2 (optional) <input type="checkbox"/> Hold MID-YEAR Triad meeting <input type="checkbox"/> Mentor observes FYT (#4) <input type="checkbox"/> One-on-one conference <input type="checkbox"/> FYT observes other teachers
February	<input type="checkbox"/> FYT Course Part 2 begins <input type="checkbox"/> One-on-one conferences <input type="checkbox"/> Second FYT video recording and debrief with Mentor <input type="checkbox"/> FYT observes other teachers
March	<input type="checkbox"/> Mentor observes FYT (#5) <input type="checkbox"/> One-on-one conferences <input type="checkbox"/> FYT observes other teachers
April	<input type="checkbox"/> Mentor observes FYT (#6) <input type="checkbox"/> One-on-one conferences <input type="checkbox"/> FYT observes other teachers
May	<input type="checkbox"/> FYT Course Part 2 concludes <input type="checkbox"/> One-on-one conferences <input type="checkbox"/> FYT observes other teachers



Mentors will also participate in Webinars for the Mentor Professional Learning Course they are taking. These dates will vary by course.



Timeline