Induction Phase

Who:
Teachers during their first three years in the Bismarck Public School District will be in the Induction Phase.

Purpose:
- To ensure that the Bismarck Public School's standards for effective teaching are understood, accepted and demonstrated.
- To provide support for teachers new to the Bismarck Public Schools.
- To provide accountability for decisions to continue employment.

What:
- Portfolio
  - Documentation and support of professional competencies and growth
- Participation in BPS Mentoring Program for new teachers
- Journal
  - Reflective writing by staff members

Method:
- Classroom observation with feedback
- Review of portfolio
- Discussion of reflection of professional practices
- At the end of third year developing professional development goals

Steps 1 & 2 apply to all years of the Induction Phase. The focus of steps 1 & 2 are to help teachers understand all aspects of teaching and for administrator to provide timely and specific feedback to new teachers.

Documentation & Reflection

Teachers employed with Bismarck Public Schools will familiarize themselves with the Framework for Teaching in the Professional Excellence Program. Principals, working with teachers in the Induction Phase, will discuss and review the indicators and process to be used during the school year. Several forms have been provided to assist principals and teachers in this process. Using these forms, the principal will assist teachers in designing strategies that ensure an understanding of the Framework for Teaching during the Induction Phase. These "tools" are found below and in the tool section. The administrator and teacher should select the appropriate "tools" to help the new teacher document and reflect on their teaching experiences in the Bismarck Public School District. The use of individual forms in the Tool kit are not required.

Step 2 - Classroom Observation

Induction Year 1 - Specific Domains Level of Performance Rating Sheets

For first evaluation prior to December 15 the administrator will complete a classroom observation and evaluate each teacher new to the Bismarck Public School District on the following components:

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport
Component 2b: Establishing a Culture for Learning
Component 2c: Managing Classroom Procedures
Component 2d: Managing Student Behavior

For second evaluations which must be completed prior to March 15 the administrator will complete another classroom observation and evaluate the new teacher on the following components: (The administrator can also include any or all of the components from the first evaluation.)

Domain 3: Instruction
Component 3a: Communicating with Students
Component 3b: Using Questioning and Discussion Techniques
Component 3c: Engaging Students in Learning
Component 3d: Using Assessment in Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

Induction Year 2 - Specific Domains

For the first evaluations in December administrators would evaluate teachers on the following components:

Domain 1: Planning and Preparation
1a: Demonstrating Knowledge of Content & Pedagogy
1b: Demonstrating Knowledge of Students

Domain 4: Professional Responsibilities
4b: Maintaining Accurate Records

Induction Year 2 - Specific Domains Level Specific Domains for Second Evaluations in March

For second evaluation by March 15- the administrator would evaluate the teacher on the following components:

Domain 1: Planning and Preparation
1c: Setting Instructional Outcomes

Induction Year 3 - Specific Domains Level of Performance Rating Sheets

For the first evaluations in December administrators would evaluate teachers on the following four components:

Domain 1: Planning and Preparation

Domain 3: Curriculum and Instruction

Domain 4: Professional Responsibilities

For the final evaluation in year 3 in March - the administrator would choose five components from the previous seventeen areas that have previously been evaluated. This final evaluation for teachers in the induction phase will give them an overview of how they are doing in all areas of teaching and is a good stepping stone to put together a professional growth plan for the following school year and evaluation cycle.