



BISMARCK PUBLIC SCHOOLS

BISMARCK, NORTH DAKOTA

[Students](#) [Parents](#) [Schools](#) [Employees](#) [Visitors](#)

you are here: [Home](#) >> [Employees](#) >> [Professional Excellence](#) >> [Teacher PEP](#) >> [Induction](#)

Induction Phase

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

search >>

Employees

- Forms
- Employee Directory Search
- Staff Development
- Professional Excellence
 - Teacher PEP
 - Induction**
 - Professional Growth
 - Comprehensive Evaluation
 - Improvement Plan
 - Library PEP
 - Counselor PEP
 - Specialist PEP
 - PEP Tools
- Academic Research
- Response to Intervention

Home

- [Registration & Transfer Requests](#)
- [Construction Updates](#)
- [Bids & Requests for Proposals](#)
- [BPSAPPS.ORG](#)
- [Parent/Student PowerSchool](#)

140th Anniversary

*District Alerts & Weather

[General Information](#)

- [About Us](#)
- [Administration](#)
- [Assessment & Evaluation](#)
- [Calendars](#)
- [Contact Us](#)

- Curriculum & Instruction
- Job Opportunities
- Lunch Menus
- School Board
- School Buildings
- Strategic Plan

Departments & Programs

- Activities
- Alumni - BPS Foundation
- Business & Accounting
- Child Nutrition
- Community Relations
- District STEM Education
- English Language Learner Program
- Facilities
- Gifted/Talented Education
- Home Education
- Human Resources
- Indian Education
- Library Services
- Preschool Services: Birth to 5
- Printing
- Special Education
- Surplus Store
- Technology
- Transportation

- View News & Updates
- View Upcoming Events
- eNews
- Site Map



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.

