

Readiness Checklist for South Dakota Teacher Apprenticeship Pathway: K-12 Teachers

The below on-the-job-learning (OJL) readiness checklist is intended as a guide. In all cases, the apprentice is to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning, and Instruction. In addition, the apprentice will perform training and tasks under the supervision of a teacher apprenticeship mentor.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Mentor Sign off – Signature of mentor/supervisor who observes proficiency.

Apprentices must meet “proficient in task” in each category, before completing the South Dakota Teacher Apprenticeship. Upon completion (a check mark in each box as well as the primary mentor’s initials and date) this documentation must be shared with the dean of the teacher apprentice’s university. For Dakota State University, please scan and email this to David.DeJong@dsu.edu or mail it to the dean at 820 N. Washington Ave, Madison, SD 57042. For Northern State University, please scan and email this to Anna.Schwan@northern.edu or mail it to the dean at 1200 S. Jay St., Aberdeen, SD 57401. The deans will share this with the South Dakota Department of Education and the South Dakota Department of Labor. A good time to submit this is during the teacher apprentice’s final semester of coursework (anytime during the semester).

Teacher Apprentice’s Name (please print):

Teacher Apprentice’s School District (please print):

Mentor of the Teacher Apprentice’s Name (please print):

Semester 1

Any semester before student teaching

Continuously through apprenticeship program (mark complete at the culmination of student teaching)

During student teaching

Academic semester immediately preceding student teaching

South Dakota Readiness Checklist (This is the column that will be assessed by the primary mentor.)	Place a check mark in the box when the teacher apprentice is "Proficient in Task."	Primary Mentor's Initials and Date to Sign Off
Professionalism		
Within the first week of school, request a meeting with your building-level supervisor and mentor teacher to introduce yourself and review school expectations.		

Follow the schedule provided for daily routines, including assigned duties and meetings.		
Utilize school system email to respond to all communication from colleagues (parents, principal, other teachers, college/university professors, etc.) within 24-48 hours.		

Review Charlotte Danielson’s Framework for Teaching: Domain 4 (or your district’s equivalent) and work with your mentor teacher to set two goals related to this indicator. Share goals with the building-level administrator. If your district does not use Charlotte Danielson’s Framework, please use your district’s equivalent.		
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.		
Follow the policies and procedures as outlined in your district’s handbook and South Dakota’s Code of Professional Ethics (Chapter 24:08:03).		
Follow expectations for the daily use of time-keeping software.		
Follow expectations for the use of the substitute request system as needed.		
Attend the professional development opportunities offered by your district, by the South Dakota Department of Education, or throughout the region.		
Observe three parent-teacher conferences/meetings; reflect with your mentor teacher following the meetings.		
Review the Student Learning Objectives (SLOs) for your classroom and work with your mentor teacher to establish a plan to meet your SLOs. Share your plan with the building-level administrator.		
Implement one strategy learned through professional development opportunities per nine weeks and receive feedback from your teacher mentor.		

<p>Pre-plan and role-play the content of three parent- teacher conferences with your mentor teacher and actively participate in the scheduled conference; reflect with your mentor teacher following the meetings. Alternatively, obtain access to the “Parent Teacher Conference” simulation produced by School Sims, and experience this with your teacher mentor.</p>		
<p>Environment</p>		
<p>Support teachers in reinforcing the rules and procedures for student learning and behavior in the classroom.</p>		
<p>Follow teacher guidance to identify instructional roles throughout lessons and activities.</p>		
<p>Communicate with students using positive, professional, and compassionate language and tone.</p>		
<p>Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with your teacher mentor on the next steps.</p>		
<p>Collaborate weekly with the teacher mentor to determine instructional roles; reflect on the implementation of roles before setting roles for the next week.</p>		
<p>Review the expectations for Charlotte Danielson’s Framework for Teaching: Domain 2 (The Classroom Environment) and work with your teacher mentor to set two goals related to this indicator. Share goals with the building-level administrator. If your district</p>		

<p>does not use Charlotte Danielson’s Framework, please use your district’s equivalent.</p>		
<p>In conjunction with your teacher mentor, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with your teacher mentor on next steps.</p>		
<p>Review the expectations for Charlotte Danielson’s Framework for Teaching: Domain 2d (Managing Student Behavior) and work with your teacher mentor to set two goals related to this indicator. Share goals with the building-level administrator. If your district does not use Charlotte Danielson’s Framework, please use your district’s equivalent.</p>		
<p>Planning</p>		
<p>Review and make notes on curriculum documents prior to collaboration (i.e. unit starters, standards, lesson plans, etc.).</p>		
<p>Attend and bring required materials to grade-level collaboration and staff development.</p>		
<p>Document conversations with your teacher mentor (outside of grade-level collaborative planning) describing weekly responsibilities for roles within the classroom.</p>		
<p>Meet with SPED staff to review an IEP for at least one student in your class/grade-level prior to attending an IEP meeting each nine weeks (at any grade-level).</p>		

<p>Observe each of the following SPED offerings within your school one time during the school year: skills- based intervention, speech and language, and extended resources.</p>		
<p>Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.).</p>		
<p>Utilize backward design: Review and make notes on district and school assessments prior to common planning for a unit.</p>		
<p>Review the IEP of each student in your class/grade- level within the first three weeks of school; discuss what data needs to be collected for each student with your teacher mentor.</p>		
<p>Observe an eligibility meeting and the follow-up IEP meeting for that same student (preferably at your grade-level, but at any grade-level if necessary).</p>		
<p>Create one school-level assessment per semester and collaborate with the teacher mentor to ensure standard alignment before sharing with the grade level team during common planning.</p>		
<p>Work with the teacher mentor to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.</p>		
<p>Follow a child who has been identified through multi- tiered systems of support (or your district's equivalency) through the process: consent to test through eligibility and possible IEP.</p>		
<p>Instruction</p>		

Post daily clear target.		
Introduce and deconstruct the clear target to the class.		

Effectively distribute materials to and collect materials from students.		
Replicate established transition routines when changing activities during the day.		
Observe two lessons per nine weeks, taking notes about the five subdomains (3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, 3d: Using Assessment in Instruction, and 3e: Demonstrating Flexibility and Responsiveness) of Charlotte Danielson’s Framework for Teaching of the lesson observed. If your district does not use Charlotte Danielson’s Framework, please use your district’s equivalent.		
Reflect on two lesson observations per nine weeks with your teacher mentor.		
Collaborate with your teacher mentor to write one clear target per week.		
When co-teaching, refer back to the clear target at appropriate times during instruction.		
Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student-to- student interaction.		

Observe two lessons per nine weeks to track teacher mentor and determine the time involved in transitions, distributing materials, and the structure between the beginning, middle, and end of the lesson.		
Using Charlotte Danielson's Framework for Teaching, plan and co-teach a unit of study every nine weeks.		
Reflect on the unit of study instruction with your teacher mentor.		

Create all of the clear targets for one unit of instruction.		
Effectively refer back to clear targets throughout the entire lesson.		
During your student teaching experience, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.		
During your student teaching experience, the teacher apprentice will facilitate instruction and receive feedback (two times per nine weeks) from the teacher mentor on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.		
Using the Charlotte Danielson Framework for Teaching, independently plan and teach a unit of study every nine weeks.		
The teacher apprentice will receive feedback from the teacher mentor throughout the unit of study and make instructional adjustments based on feedback.		