

Apprenticeship I Packet

Yá'át'ééh,

This packet contains:

- Desired outcomes for Apprenticeship I.
- Roles and Responsibilities of the Teacher Candidate, Mentor, and Faculty Supervisor.
- Administrative forms that the Teacher Candidate is responsible for:
 - Apprenticeship History
 - Need to Know
 - Timecard
- Formative and Summative Observation Assessments.
- Teacher Candidate Self-Assessment.

If you have questions, consult the College Supervisor for Apprenticeship, or see me.

Sincerely,

Apprenticeship I

Candidate Learning Outcomes

InTASC standard	NES Professional Knowledge–Elementary Test Competency	Course Outcomes
<p>The Learner and Learning #3: Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Student Learning and Development 0001 Understand processes of human development, variations in student development, and how to apply this knowledge to provide instructional environments and experiences that promote all students' development and learning. 0002 Understand learning processes, factors that can affect student learning and performance, and how to apply this knowledge to provide instructional environments and experiences that promote all students' learning and achievement.</p>	<p>Nitsáhákees:</p> <ul style="list-style-type: none"> • Demonstrate elementary-level content knowledge. <p>Nahat’á:</p> <ul style="list-style-type: none"> • Design and plan instruction. <p>liná:</p> <ul style="list-style-type: none"> • Implement and manage instruction and assessment. <p>Siih Hasin:</p> <ul style="list-style-type: none"> • Demonstrate professionalism.

Apprenticeship I Roles and Responsibilities

Dates	Teacher Candidate	Mentor Teacher	College Supervisor
1 st two weeks	<ul style="list-style-type: none"> • Focus on mentor’s expectations and management of classroom routines. • Become familiar with students and mentor’s teaching plans (lesson plan requirements and format, monthly plan, unit plan, and/or yearly plan). 	<ul style="list-style-type: none"> • Review school policies and procedures. • Introduce Teacher Candidate to building colleagues and other personnel. • Introduce Candidate as teacher. • Model lessons – provide feedback to Candidate. 	<ul style="list-style-type: none"> • Observe at least one hour per week each week. In the first meeting, go over packet. • Ensure initial forms are completed: Apprenticeship History, Need to Know, and Mentor Agreement. • Review how timesheets are completed and signed-off for each week. • Assemble Teacher Candidate’s Field Experiences folder.
2 nd two weeks	<ul style="list-style-type: none"> • Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures. • Prepare materials, evaluate students' work, make bulletin boards, review performance based and/or standardized tests. • Participate (but not necessarily lead) in classroom instruction and management – by teaching small group lessons that the mentor develops. 	<ul style="list-style-type: none"> • Model lessons – provide feedback to Candidate. • Review Candidate’s written plans – offer suggestions. • Observe Candidate's lessons – offer both oral and written feedback. 	<ul style="list-style-type: none"> • Observe at least one hour per week each week. • Complete a formal observation of Candidate and complete an observation form. • Talk with Candidate and Mentor about what is working and challenges.
3 rd two weeks	<ul style="list-style-type: none"> • Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures. • Prepare materials, evaluate students' work, make bulletin boards, review performance based and/or standardized tests. • Lead in classroom instruction and management – plan and teach small group lessons. 	<ul style="list-style-type: none"> • Model lessons – provide feedback to Candidate. • Review Candidate’s written plans – offer suggestions. • Observe Candidate’s lessons – offer both oral and written feedback. • Complete and discuss with Candidate Summative Observation Assessment. 	<ul style="list-style-type: none"> • Observe at least one hour per week each week. • Continue with formal observations and documentation. • Ensure all forms are completed and assembled in the Candidate’s folder.

Apprenticeship I History

Candidate _____ Mentor _____

Date _____ Semester _____

Directions. *This form is for documenting important information from your Mentor Teacher about your Apprenticeship I classroom. Keep the original. Make a copy for your College Supervisor. Complete prior to the end of the first week of Apprenticeship I.*

Classroom Setting

- A. Grade level: K 1 2 3 4 5 6 7 8
- B. Subjects (Middle/junior high only) _____
- C. Classroom organization:
 Self-contained (all subjects) Departmentalized
 Resource (pull-out) Itinerate (roving)
- D. Language emphasis:
 English only English and Navajo (indicate %'s _____)
 Navajo only
- E. Indicate approximate percentage of ethnic representation in this classroom:
 Navajo Other American Indian Anglo
 African-American Asian Other (indicate): _____
- F. Identify the type(s) of learning exceptionalities in this classroom:
 Mainstreamed MR E/BD LD Severe G&T
- G. Identify the full range of academic abilities in this classroom:
 Full range Average Remedial Gifted/honors
- H. Instructional format (allocate 100 points among the formats listed below):
 Lecture/discussion Questioning/discussion Learning centers
 Contracts/projects Inquiry/problem-solving Tutorials
 Cooperative learning Thematic units

**Submit completed copy to College Supervisor
Will be filed in Candidate's Folder**

Practicum I

"I Need to Know"

Candidate _____ Mentor _____

Date _____ Semester _____

Directions. *This form is for documenting important information from your Mentor Teacher about your Practicum I classroom. Keep the original, and make a copy for your University Supervisor. Use additional sheets if necessary and attach. Complete prior to the end of the first week of Practicum I.*

1. When is the best time for us to get together to talk about and plan for teaching?
2. Where do I park? Where and with whom do I sign in?
3. Whom should I call if I am going to be absent or late? What is the number?
4. May I call you (the Mentor Teacher) at home? What is your number?
5. Do you have any special considerations or "pet peeves" that I should take into consideration (for example, punctuality, dress, interactions in the classroom, etc.)?
6. Do you coach a sport, sponsor a club, chair a committee, or participate in other extra-curricular activities at school? If so, may I observe and/or participate? When would be a good time? Where should I report?
7. May I have a tour of the building and/or campus? When would be a good time?
8. Will you introduce me to people at the school whom I need to know?
9. Are there any children at your school with special needs? What must I know about them?

Practicum I Timecard

Candidate _____ Mentor _____

Date _____ Semester _____

Directions to the Teacher Candidate. *Specify the week, indicate daily check in and check out times, and have your Mentor Teacher initial each day in the spaces below. Turn in to your University Supervisor prior to the last week of the semester. Add additional sheets if make-up time is necessary.*

Week	Mon	Tue	Wed	Thu	Fri
1st two weeks					
2nd two weeks					

**Submit completed copy to College Supervisor
Will be filed in Candidate's Folder**

Apprenticeship I

Formative Observation Assessment

Candidate _____

Mentor _____

Date _____

Semester _____

Directions to observer. Choose from among the criteria below to identify aspects of instruction that are working, and one aspect that can be improved. Identify next steps on the following page.

Things that are working

Things to work on

1. Designs and plans instruction

- a. Specifies desired learning outcomes for lessons
- b. specifies teaching procedures for lessons
- c. Specifies resources for lessons
- d. Specifies procedures for assessing student progress
- e. Plans for student diversity, abilities, and styles
- f. Addresses all levels of students' knowledge and understanding

2. Creates and maintains a positive learning climate

- a. Uses K'è to relate to students
- b. Communicates enthusiasm for student learning

- c. Demonstrates warmth and friendliness
- d. Shows sensitivity to needs/feelings of students
- e. Provides feedback to students about behavior
- f. Maintains positive classroom behavior
- g. Manages disruptive behavior

3. Implements and manages instruction and assessment

- a. Begins lessons effectively
- b. Presents information clearly
- c. Gives clear directions and explanations
- d. Uses student responses/questions
- e. Maximizes opportunities for all to participate

- f. Provides student feedback throughout lesson
- g. Promotes student retention and understanding
- h. Uses effective closure/summarization techniques
- i. Uses instructional material effectively
- j. Uses instructional technology effectively
- k. Promotes individual student learning
- l. Uses teaching methods appropriately/effectively
- m. Uses instructional time effectively
- n. Demonstrates knowledge of subject
- o. Manages conditions for teaching and learning

Teacher Candidate's next steps

Observer's next steps

Next visit _____

Focus _____

Apprenticeship I

Summative Observation Assessment

Candidate _____ Mentor _____

Date _____ Semester _____

Directions to Mentor Teacher. For each criterion, provide a number related to the scale below, or check the box, that best approximates the performance of the Teacher Candidate. **Complete and discuss with Candidate Teacher in last week of Apprenticeship I.**

5 = candidate uses this skill appropriately and consistently with a high degree of competence and confidence

4 = candidate uses this skill appropriately and consistently

3 = candidate uses this skill appropriately

2 = candidate is beginning to incorporate this skill in her/his instructional repertoire

1 = candidate has not developed or used this skill

NA = not applicable or not observed

1. Designs and plans instruction.

- a. Specifies desired learning outcomes for lessons.....
- b. Specifies teaching procedures for lessons.....
- c. Specifies resources for lessons.....
- d. Specifies procedures for assessing student progress.....
- e. Plans for student diversity, abilities, and styles
- f. Addresses all levels of students' knowledge and understanding

2. Creates and maintains a positive learning climate.

- a. Uses K'è to relate to students.....
- b. Communicates enthusiasm for student learning
- c. Demonstrates warmth and friendliness.....
- d. Shows sensitivity to needs/feelings of students
- e. Provides feedback to students about behavior
- f. Maintains positive classroom behavior.....
- g. Manages disruptive behavior

3. Implements and manages instruction and assessment.

- a. Begins lessons effectively
- b. Presents information clearly
- c. Gives clear directions and explanations.....
- d. Uses student responses/questions
- e. Maximizes opportunities for all to participate
- f. Provides student feedback throughout lesson
- g. Promotes student retention and understanding
- h. Uses effective closure/summarization techniques
- i. Uses instructional material effectively.....
- j. Uses instructional technology effectively
- k. Promotes individual student learning.....
- l. Uses teaching methods appropriately/effectively
- m. Uses instructional time effectively.....
- n. Demonstrates knowledge of subject
- o. Manages conditions for teaching and learning

4. Demonstrates professionalism.

<p>a. Attendance // Frequently absent // Rarely absent // Exemplary attendance</p>	<p>b. Punctuality // Frequently late // Generally punctual // Always on time</p>	<p>c. Professional appearance // Occasionally inappropriate // Usually dressed OK // Always appears in professional manner</p>
<p>d. Oral expression // Makes frequent errors // Inarticulate // Articulate // Expressive, animated</p>	<p>e. Written expression // Contains frequent errors and is unclear // Is organized and expressive // Communicates effectively to parents, administrators, and colleagues</p>	<p>f. Tact and judgment // Thoughtless: insensitive to others // Sometimes insensitive and disruptive // Maintains good relations with others // Diplomatic, highly sensitive to others</p>
<p>g. Reliability // Sometimes fails to complete assigned tasks // Sometimes needs to be reminded // Responsible: attends to tasks on schedule // Self-starter: perceives needs and attends to them</p>	<p>h. Self-initiative // Passive: depends on others for direction, ideas, guidance // Has good ideas, works with limited supervision // Creative and resourceful, implements plans independently</p>	<p>i. Self-confidence // Anxious: often appears self-conscious, nervous // Arrogant: has unfounded beliefs in abilities // Usually confident and comfortable in classroom // Realistically self-assured: competently handles class demands</p>
<p>j. Collegiality // Prefers to work in isolation // Reluctant to share ideas and materials // Often participates in team efforts // Willingly shares ideas and materials</p>	<p>k. Student interactions // Can appear threatening or antagonistic to students // Shy: hesitant to work with students // Relates easily and positively with students // Outgoing: actively seeks opportunities to work with students</p>	<p>l. Responsive to students // Does not attempt to accommodate needs of unique learners // Makes negative comments about students' abilities to learn // Usually accepts responsibility for all students' learning // Consistently responds to learning needs of all students</p>
<p>m. Responsive to feedback // Defensive: unreceptive to feedback // Receptive but doesn't implement suggestions // Receptive and adjusts performance accordingly // Eager: solicits suggestions and feedback from others</p>		<p>n. Ability to reflect and improve performance // Reluctant to analyze teaching performance // Makes some effort to review teaching skills // Actively seeks ways to assess teaching abilities // Consistently deepens knowledge of classroom practice and students' learning</p>
<p>o. Professional characteristics: A = always, U = usually, S = seldom ___ Commitment: demonstrates genuine concern for students and is dedicated to the teaching profession ___ Creativity: seeks opportunities to provide unique learning experiences and develops imaginative lessons ___ Flexibility: responds to unforeseen circumstances in an appropriate manner and modifies plans or actions when necessary ___ Integrity: maintains high ethical and professional standards and responds to district policies appropriately ___ Organization: is efficient; successfully manages multiple task simultaneously and establishes/ maintains effective classroom routines and procedures ___ Perseverance: strives to complete tasks and improve teaching skills ___ Positive disposition: possesses pleasant interpersonal skills; is patient, resilient, optimistic, and approachable</p>		

This form will be completed online by Candidate's Mentor Teacher

Practicum I

Teacher Candidate Self-Assessment

Candidate _____ Mentor _____

Date _____ Semester _____

Directions to the Teacher Candidate. *Answer the questions below after you have received and discussed your Summative Observation Assessment from your Mentor Teacher. Add additional sheets if necessary. Turn in to your University Supervisor prior to the last week of the semester.*

Please comment on your professional and personal strengths.

In what areas can you improve?

How can Apprenticeship I be improved?

**Submit completed copy to University Supervisor
Will be filed in Candidate's Folder**