

**Augusta State University**  
**College of Education—Department of Teacher Education**  
**ECED 4491, MGED 4210, SCED 4901 Apprenticeship**  
**FALL 2012**

**Hours:** 15 Semester Hours

**Prerequisites:** Successful completion of all components of program sequence

**Websites:** <http://college.livetext.com/>  
[http://www.aug.edu/teacher\\_development/](http://www.aug.edu/teacher_development/)

**\*Teacher candidates must purchase Live Text for use in our program and in apprenticeship. All apprenticeship requirements and electronic portfolio requirements will be submitted via LiveText (which is a requirement in the ASU Teacher Education Program). Attendance documentation will be submitted through Elroy.**

*Teacher candidates must successfully complete all requirements of apprenticeship in order to pass. If a candidate fails apprenticeship, the candidate must reapply for apprenticeship another semester. There is no guarantee that a placement can be secured for a second attempt at apprenticeship. Schools have the right to refuse placements based on previous performance. Apprenticeship can only be repeated with the approval of the faculty and chair of the department. No candidate will be allowed to attempt apprenticeship more than two times.*

**Apprenticeship & Practicum Pass/Fail Policy**

By midterm a teacher candidate must score a 3 or higher on 24 out of the 28 elements evaluated (Apprentice/Practicum Midterm Evaluation & Dispositions). If by the midterm date a candidate scores below 3 on five or more elements of the University Supervisor's Apprentice/Practicum Midterm Evaluation, the Supervisor will notify the candidate and the chair of the department that the teacher candidate is failing at that point.

**Midterm Evaluation Elements:**

Apprentice/Practicum Midterm Evaluation (University Supervisor)	25 elements
Dispositions (University Supervisor)	<u>3 elements</u>
<b>Total</b>	<b>28 elements</b>

**In order to pass the Apprenticeship/Practicum experience and to successfully graduate from this program, the teacher candidate must meet the following requirement:**

For the final assessment, the teacher candidate should score a 3 or higher on 41 of the 45 elements evaluated at the end of the apprenticeship/practicum semester (Apprentice/Practicum Final Evaluation, Impacting Student Learning, E-Portfolio, and Dispositions).

**Final Evaluation Elements:**

Apprentice/Practicum Final Evaluation (University Supervisor)	25 elements
Dispositions (University Supervisor)	3 elements
Impacting Student Learning	13 elements
E-Portfolio	<u>4 elements</u>
<b>Total</b>	<b>45 elements</b>

**Conceptual Framework: PAR**

**Element: Prepared**

**Dispositions: To think critically about the process of teaching, learning, and assessment.**

**Element: Able**

**Dispositions: To be creative, challenging, and flexible in teaching/professional practices.**

**Element: Responsive**

**Dispositions: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.**

**CANDIDATES WITH DISABILITIES:** Candidates with disabilities must meet with the Office of Disability Services in order to arrange for accommodations. Once the candidate has arranged for an accommodation letter from the Office of Disability Services, it is the candidate's responsibility to schedule an appointment with his or her instructor within two weeks in order to discuss accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment with Testing and Disability Services by calling (706) 737-1469 or by visiting their office located in Galloway Hall.

**Apprenticeship Guidelines for Teacher Candidates**

**IMPORTANT TERMS:**

- **Teacher Education Apprenticeship Coordinator: Kim Franklin**-Coordinates Apprenticeship experiences at the elementary, middle and secondary levels. The chain of command is to communicate problems with the grade level contact first and then the Apprenticeship Coordinator (if necessary).  
**Early Childhood Education Contact: \*Mrs. Carey Anne Cushman**  
**Middle Grades Contact: \*Dr. Susan Edwards**  
**Secondary Contact: \*Dr. Benita Dillard**  
**Music: \*Dr. Suzanne Hall**  
**Health and PE: \*Mr. Graeme Connolly**  
**Foreign Language: \*Dr. Christopher Botero**  
**SPED: \*Dr. Alice Pollingue**  
\*These ASU professors make the initial apprenticeship placements and serve as the contacts for the specified certification levels.
- **University Supervisor:** The ASU person hired to supervise Apprentices.
- **Partner School Network:** Partner Schools are collaborators with Augusta State University in preparing pre-service teachers for their teaching careers.
- **Building Coordinator:** This person serves as the liaison between ASU and the school.
- **Master Teacher:** A classroom teacher who has been assigned by the Teacher Education department to supervise the apprenticeship experience. These teachers have been recommended by their administrator and other teachers and have been approved through the PSN Master Teacher selection process
- **Apprentice:** Teacher candidate who will complete their apprenticeship in a Master Teacher's classroom under his/her supervision

### Getting Started:

- \_\_\_ Review the **Teacher Education Website** at [www.aug.edu/teacher\\_development/](http://www.aug.edu/teacher_development/) for course requirements and forms.
- \_\_\_ Begin documenting your 85 days of Apprenticeship
- \_\_\_ Fill out the **Personal Contact Information Sheet** and **Class Schedule Form** with your daily/weekly **Schedule** for the semester and send via e-mail to your ASU Supervisor by the end of the first week of the Semester or as soon as the schedule is set. Please include dates of any field trips, grade level testing, etc.
- \_\_\_ Give the **Master/Mentor Teacher Payment Form** to your Master Teacher and request they send it to Julie Gray ASAP (this will ensure they receive the \$150 stipend).
- \_\_\_ Prepare and send home a **letter to parents** introducing yourself. Master Teacher and/or principal must approve the letter according to assigned schools' policy.
- \_\_\_ Please refer to the "*Suggested Schedule/Activities for the Apprentice Teacher*" document on the Teacher Education website.\* Please note that guidelines are SUGGESTIONS, and apprentice teaching timelines will ultimately be formulated by Master Teachers and apprentices at individual sites. Teacher candidates are responsible for giving a copy of the "*Suggested Schedule/ Activities*" to their Master Teacher.
- \_\_\_ We suggest that you begin no later than the second week of the semester taking over a subject and then add a subject each week until you have taken over everything. You must teach all day for **three consecutive weeks (a minimum of 15 full school days)**.
- \_\_\_ Collaborate with your Master Teacher to develop a **tentative schedule/timeline** for taking over all duties. This schedule also needs to be e-mailed to your University Supervisor. Remember to inform your University Supervisor of any major changes in your schedule.
- \_\_\_ Begin planning for your **ISL Unit**. This is a 2 - 3 week unit and must be taught **consecutively** during your Apprenticeship experience. E-mail the dates you plan to teach the ISL (which can occur before, during or after your 3 week experience) to your University Supervisor as soon as you know them. You are responsible for **all** components of an ISL. The ISL template, Lesson Plan template, and Lesson reflection template are available in LiveText. Insert your ISL via LiveText in your E-Portfolio under the designated site on the **Additional Artifacts** page.\*See **ISL Template Instructions** on the Teacher Education website for step by step directions on creating the ISL, Lesson Plan, and Lesson Plan Reflection templates. An **ISL Checklist** is available on the Teacher Education Website among other resources.
- \_\_\_ Plan when you will videotape a minimum of two lessons and complete **Videotape Self-Reflections** on each videotaped lesson. Be sure to include a comparison in the reflection noting your overall growth between the first and second videotaped lessons. Add reflections only (not the video clips) to the E-

Portfolio under the designated site on the **Additional Artifacts** page. Use the Lesson Feedback Form for this self-reflection.

\_\_\_Make sure your Master Teacher has all important dates and a copy of forms that they are responsible for (a variety of Lesson Evaluation Forms can be found on the Teacher Education website) (a min. of one formal observation per week) and a copy of the **Apprentice/Practicum Midterm/Final Evaluation Form** would be a good source for anticipating assessment requirements.

\_\_\_**Check your ASU e-mail DAILY!!!**

\_\_\_**Concerns**-If at all possible follow the chain of command in the following order: Master Teacher, Building Coordinator, University Supervisor, Grade Level Contacts, and then Apprenticeship Coordinator (if any problems should arise during Apprenticeship.)

\_\_\_**Work on E-Portfolio**

### Attendance

- The apprenticeship duration is 75 consecutive days (plus the 10 day Beginning of the Year Experience, for a total of 85 complete days and a minimum of 680 hours). See *Dates for the Beginning of the Year Experience and Apprenticeship* on Teacher Education website under Apprentices.
- **All absences must be made up at the end of the apprenticeship. If a teacher candidate is absent or is tardy (arriving late or leaving early) they must immediately contact their school and Master Teacher and then email their University Supervisor.** There are no excused tardies or absences.
- **If a teacher candidate is absent four days they will be removed from apprenticeship.** We are asking Master Teachers to inform the ASU Supervisors after the teacher candidate's **first absence or tardy**.
- Apprentices are expected to attend classes according to the county and school calendar. All personal absences and tardies must be made up before a completion grade for the course is granted.
- Attendance must be documented through the school's attendance records as well as through *Elroy*.

### Attendance Documentation Process

- Document your 85 days of apprenticeship using the school's attendance records as well as in *Elroy*. You will document each day's attendance for a minimum of 85 full days and 680 hours. Directions are available on the website. At the end of each month the University Supervisor will verify your attendance. Your Master Teacher will also verify your attendance before your midterm conference and at the end of your apprenticeship experience. There will be a statement on your midterm evaluation indicating the number of days you have been absent and the

number of times you have been tardy. Remember that if you miss four days, you will be dropped from apprenticeship.

*\*See **Attendance Documentation Directions** on the Teacher Education website for step by step directions on documenting attendance.*

**Step 1: (10 day-Beginning of the Year)** Attendance must be documented through the school's attendance records as well as through *Elroy*. You must document the date, time arrived, and time left for each day of your experience. There are no excused absences and you must make up any time missed. At the end of the 10 day experience, you must add this information into *Elroy*. You must document a **minimum of 10 full days and a minimum of 80 hours** for this experience.

**Step 2: (75 days)** Attendance must be documented through the school's attendance records as well as through *Elroy*. You will document each day's attendance for a **minimum of 75 full days and 600 hours**. At the end of each month the University Supervisor will verify your attendance. Your Master Teacher will verify your attendance in LiveText before your midterm conference and at the end of your apprenticeship experience. There will be a statement on your midterm evaluation indicating the number of days you have been absent and the number of times you have been tardy. Remember that if you miss four days, you will be dropped from apprenticeship.

- Teacher candidates are allowed to attend 2 county job screenings without having to make that time up. However, teacher candidates are required to report to their apprentice school either before and/or after to minimize the amount of time out of the classroom (depending on the time of the screening). If a Teacher candidate wishes to attend more than two county job screenings then they may do so but will need to make up the time.

### **Teaching**

- It is recommended that the apprentice teach at least 75% of the day by midterm (according to ASU's calendar) and 100% of classes by the tenth week of the apprenticeship. Time spent performing primary teaching duties resembles the Bell curve.
- Apprentices are expected to participate in anything the Master Teacher does unless they are asked not to participate (Ex: RTI meetings, IEP meetings, bus/car duty, lunch duty, faculty meetings, PTO events, school carnivals, field trips, professional development, etc).
- Apprentices will attend all department and faculty meetings and assume all the duties of their Master Teacher unless they are asked not to participate (Ex: RTI meetings, IEP meetings, bus/car duty, lunch duty, hall monitoring, assembly duty, PTO events, school carnivals, field trips, professional development, etc).
- Apprentices should take on their first class no later than the second week of the semester and slowly take on classes until they are teaching the full load

of classes for a *minimum* of three weeks (15 full school days). They are expected to teach full-time, planning, teaching, testing, and grading (under supervision). After the three weeks of full-time teaching are complete, then the apprentices may slowly release classes back to the Master Teacher in the same manner they took on the classes. (Master Teachers should leave the classroom during the course of the three week teaching so that teacher candidates may better appreciate the full responsibility of teaching. (It is of course appropriate and expected that the Master Teacher will *occasionally* check on apprentices, evaluate lessons, work with teacher candidates, etc...)

- Apprentices may cover a class at the discretion of the administrator but cannot be paid as substitute teachers.
- For liability reasons, apprentices may not supervise children by themselves at recess. A certified teacher must be present at all times with the apprentice if they are helping with recess duty.
- **Early Childhood Apprentices** assigned to a “Block Class” that only covers one or two content areas will complete the majority of their experience in this classroom. They will plan, teach, and implement all apprenticeship requirements in this room. When the required three weeks experience is finished then the apprentice will either 1) Follow their home room for a week teaching those content areas previously not taught **or** 2) Teach one week in each content area (not already taught) in another classroom.
- Extend an invitation to the **School Administrator** to evaluate your teaching during your Apprenticeship. The administrator may use the evaluation form of their choice. They are NOT required to evaluate you.
- Professional dress is expected at all times (unless your Master Teacher has indicated otherwise). Apprentices must wear appropriate attire when engaged in the apprenticeship course.

### Lesson Plans

- **Lesson Plans** must be submitted and approved by the Master Teacher prior to teaching (according to assigned school policy). The Master Teacher should approve the format used for all lesson planning. Teacher candidates may use their Master Teacher’s lesson plan format (except during the ISL) unless instructed otherwise. Teacher candidates should be involved in lesson planning with the teacher, the grade level, and **independently** to authentically experience the process however the candidate is ultimately **responsible for planning and preparation as she/he takes on each subject**. Teacher candidates are expected to plan, modify, teach and reflect on their experiences.
- **Lesson plan formats** will vary. We suggest you use the format your Master Teacher uses (unless you are asked to create more detailed plans) for daily lesson planning. However, for the ISL assignment you must use the detailed Lesson Plan template available in LiveText under the Apprenticeship/Practicum documents. See the **Lesson Plan & Reflection Format** available in LiveText as well as the **Lesson Plan Format Explanations’** attachment found on the Teacher Education website.

## Observations/Evaluations

### *Master Teacher:*

- **Lesson Evaluations of Teacher Candidate (minimum of 10)**-The Master Teacher formally observes the apprentice at least once per week using some type of written feedback. See **Lesson Feedback Forms** on the ASU TE website. A minimum of 10 observations are required. Formally observe apprentice at least once before midterm. (Teacher Candidate will scan into their E-Portfolio under designated site on the **Additional Artifacts** page.)
- **Midterm Evaluation of Teacher Candidate** should be completed by the Master Teacher a week before the midterm date. The Master Teacher and apprentice meet beforehand to discuss evaluations thoroughly. Midterm Evaluations will be shared with the ASU Apprenticeship Supervisor before midterm. See *Midterm/Final: View/Print/Scan Master Teacher Evaluation into E-Portfolio* on the Teacher Education website under Apprentices, to print a hard copy of evaluation. Bring a copy to the conference. (Teacher candidate will insert into their E-Portfolio under the designated site on the **Additional Artifacts** page.)
- **Final Evaluation of Teacher Candidate** should be completed by the Master Teacher before Final Exit Conferences are held. The Master Teacher and apprentice should discuss the evaluation thoroughly. (Teacher candidate will insert into their E-Portfolio under the designated site on the **Additional Artifacts** page after the Final Exit Conference.)
- **Dispositions** of Teacher Candidate are evaluated as part of the midterm and final evaluations. Candidates are expected to demonstrate the professional dispositions of Prepared, Able, and Responsive. These professional attitudes, values, and beliefs are seen in the candidates' verbal and nonverbal interactions with students, other educators, parents, colleagues, and community. Apprentices are assessed formally on these using the professional dispositions rubric in the midterm and final evaluations.
- **Interventions** can be requested by the Master Teacher, Building Coordinator, Principal, or University Supervisor at any time. Please see the ASU website for the **Professional Qualities Intervention Plan**.

### *Apprentices:*

- **Apprentice Midterm Self-Evaluation** – Self-Evaluation should be completed at Midterm. (Submit via Live Text under Forms Tab) (Inclusion in E-Portfolio is optional.)
- **Apprentice Final Self-Evaluation** – Self-Evaluation should be completed before the Final Exit Conference. (Submit via Live Text under Forms Tab) (Inclusion in E-Portfolio is optional.)
- **Dispositions** of Teacher Candidate are self-evaluated as part of the midterm and final evaluations. Candidates are expected to demonstrate the professional dispositions of Prepared, Able, and Responsive. These

professional attitudes, values, and beliefs are seen in the candidates' verbal and nonverbal interactions with students, other educators, parents, colleagues, and community. Apprentices are assessed formally on these using the professional dispositions rubric in the midterm and final evaluations.

- **Apprentice Evaluation of Master Teacher-** is to be completed by the teacher candidate at the end of apprenticeship. (Submit via Live Text under Forms Tab.)
- **Apprentice Evaluation of University Supervisor-** is to be completed by the teacher candidate at the end of apprenticeship. (Submit via Live Text under Forms Tab.)
- **Observations of PSN Teachers-**Apprentices will observe 3 teachers (besides their Master Teacher) at their assigned school using one of the Lesson Feedback Forms. Note effective teaching strategies, classroom management and environment, etc... (Teacher candidate will insert into their E-Portfolio under the designated site on the **Additional Artifacts** page.)
- **Videotape Reflections-**Videotape two instructional lessons and write reflections on the lessons. A minimum of two tape recordings are required—a lesson from the beginning of apprenticeship and a lesson from the end of apprenticeship. Be sure to include a comparison in the reflection noting your overall growth between the first and second videotaped lessons. The video recordings do not have to be submitted but must be used to write your reflections. The written reflections must be included in the E-portfolio under the designated site on the **Additional Artifacts** page.

*University Supervisors:*

- **University Supervisor Lesson Evaluations of Teacher Candidate-**The ASU Apprenticeship Supervisor will conduct periodic observations/visits (approximately every two weeks) of the apprentice. These visits will be a combination of announced and unannounced trips. Documentation of each visit will be kept on file. (Minimum of 3 formal lesson evaluations) (Teacher candidate will insert into their E-Portfolio under the designated site on the **Additional Artifacts** page.)
- **Midterm Evaluation/Conference-**University Supervisor will complete a midterm evaluation and conduct a conference at the school with apprentice and Master Teacher. (Teacher candidate will insert into their E-Portfolio under the designated site on the **Additional Artifacts** page.)
- **Final Exit Interview & Evaluation-**University Supervisor will complete a final evaluation and evaluate apprentice's e-portfolio and ISL via Live Text and conduct a conference with the teacher candidate either at the school or at the University. (Teacher candidate will insert the Final Evaluation into their E-Portfolio under the designated site on the **Additional Artifacts** page after the Final Exit Conference.)

- **Dispositions** of Teacher Candidate are evaluated as part of the midterm and final evaluations. Candidates are expected to demonstrate the professional dispositions of Prepared, Able, and Responsive. These professional attitudes, values, and beliefs are seen in the candidates' verbal and nonverbal interactions with students, other educators, parents, colleagues, and community. Apprentices are assessed formally on these using the professional dispositions rubric in the midterm and final evaluations.
- **Apprentice Teacher Guarantee Form-** Must be signed electronically by the University Supervisor only. This form is attached to the Final Evaluation in Live Text.

## **OTHER REQUIREMENTS:**

### **SEMINARS**

**Seminars-**Attend all **seminars** scheduled by your Building Coordinator and record the date attended, seminar title, and time frame for each meeting in a word document and insert in the **Other Documents** section on the **Additional Artifacts** page of the E-Portfolio.

This requirement is listed on the **Apprenticeship Exit Interview E-Portfolio Checklist** and attendance will be verified by seminar instructors through sign-in sheets. **Make sure you sign in for each seminar for attendance verification.**

- Apprentice teacher candidates are required to attend a minimum of **10 hours of seminars** each semester. Seminars include any type of professional development that you attend through your apprentice school, school district, and/or ASU. Additional seminars, workshops, and conferences sponsored by ASU or the school district may also count toward seminar participation.
- Seminars will be conducted by the Building Coordinator, Master Teachers, and ASU. In addition to being personally and professionally helpful, the apprentice's **attendance at these sessions is required.**

### **EVIDENCE OF PARENT CONTACTS**

- Keep copies and/or take photos of your **evidence of parent contacts** (sampling). A sampling is considered a minimum of 3 artifacts.
- Letter to the parents, notes to parents, newsletters, phone logs, parent/teacher conferences, etc... are examples of parent contact and should be included in the E-Portfolio. You should not use photographs of students in your E-Portfolio **or** if you have received written permission from the parents as allowed by the school's policy, then you must black out the faces. Student names, family names, and teacher names also need to be blacked out on phone logs, conference sheets, etc... (Teacher

candidate will scan a sampling into their E-Portfolio under the designated site on the **Additional Artifacts** page.)

**\*A good sampling would be three or more artifacts.\***

**\*\*DO NOT use an artifact more than once in your E-Portfolio. \*\***

### **MIDTERM/FINAL**

- You will meet with your University Supervisor and your Master Teacher for a midterm evaluation conference. This conference will be held at your school approximately one week prior to midterm. The Master Teacher's **Midterm Evaluation** of you should be submitted prior to the conference and a hard copy brought to the conference. *See **Midterm/Final: View/Print Master Teacher Evaluation into E-Portfolio*** on the Teacher Education website under Apprentices, to print a hard copy of evaluation. Remember to print a copy for your records!
- You will also meet with your University Supervisor for a **Final Exit Conference**. This conference will be held at Augusta State University or your school approximately one week before the end of your Apprenticeship experience. The Master Teacher's **Final Evaluation** should be submitted before the end of the Apprenticeship experience and prior to the Final Exit Conference.

### **ISL**

- **ISL (Impacting Student Learning)**. The apprentice will plan and implement a 2-3 week (whole class) unit of study in a content area in which they will be certified. It must be taught consecutively during your apprenticeship experience. Teacher candidates will use the ISL template, lesson plan template, and lesson plan reflection template provided in Live Text. The ISL can be taught anytime during apprenticeship before, during, or after the full-time 3 week teaching experience. Students are required to turn in detailed daily plans and daily reflections using the Lesson Plan Template and Lesson Reflection Template provided in LiveText for the ISL. See rubrics in LiveText for assessment of ISL and E-Portfolio. (Teacher Candidates will attach the ISL in the E-Portfolio on the **Additional Artifacts** page.)

*\*See **ISL Template Instructions** on the Teacher Education website for step by step directions on creating the ISL, Lesson Plan, and Lesson Plan Reflection templates.*

## E-PORTFOLIO

- Your E-Portfolio must be entirely on Live Text. Artifacts can be scanned into the electronic portfolio. It must be sent by the end of the 13<sup>th</sup> week of the semester to your University Supervisor, (Sunday, November 18, 2012). \**Late Submissions* will not be accepted. If you do not turn in your ISL/Electronic Portfolio by the deadline, it will not be graded and you will fail.
- The University Supervisor will evaluate it using the “**Initial Certification Portfolio Rubric**” (available on the Teacher Education website). The rubric is attached to the E-Portfolio. Portfolios will be shared at the Exit Conference held near the end of Apprenticeship. \*Early Childhood Apprentices are required to have 5 ISLs (including the apprenticeship ISL) in the 4 content areas of math, science, social studies, and literacy in their E-Portfolio. The apprenticeship ISL can be in the content area of your choice. Middle and Secondary Apprentices are required to have 3 ISLs (including the apprenticeship ISL) in their content(s) areas. The apprenticeship ISL must be in the content area you are being certified in. You must use detailed lesson plans for the ISL unit. The Lesson Plan template can be found on LiveText.
- Rubrics for the ISL and E-Portfolio are attached to the E-Portfolio template and are also available on the Teacher Education web site.
- **Conceptual Framework Principle (PAR)** requires a written description and rationale (**a minimum of 3 sentences**) clarifying **what** the artifact is and **why** the artifact is evidence for a particular CFP. *Note: Attach a minimum of 3 artifacts per standard (Prepared, Able, & Responsive) and only use an artifact once in the e-portfolio. A minimum of 10 artifacts will put a candidate in consideration for exemplary status on the rubric depending on the quality.*
- \*PAR (prepared, able, responsive) is the *conceptual framework principle* outlined by the College of Education. The professional *dispositions* expected of ASU teacher candidates as outlined by the College of Education are the definitions of PAR. See **Resources: PAR with Artifact Examples** on the Teacher Education website under Apprentices for tips and examples.
- *Dispositions = definitions*
  - 1) **P – Prepared** – Critical thinkers about the process of teaching & learning
  - 2) **A – Able** – Creative, challenging, flexible in the education process
  - 3) **R – Responsive** – Empathetic, inclusive, enthusiastic in relations with students, parents & peers

*The following items need to be added to your E- Portfolios **during** Apprenticeship:*

- 1. Master Teacher Lesson Evaluations of Teacher Candidate** (May use Lesson Feedback Forms.) The Master Teacher will have formally observed the Apprentice once per week. At least one observation should be conducted before midterm. The Master Teacher can use any type of written feedback he/she desires. (Scan into the portfolio- min. of 10)
- 2. Master Teacher Midterm Evaluation of Teacher Candidate**
- 3. Master Teacher Final Evaluation of Teacher Candidate** (*Insertion in E-Portfolio is teacher candidate responsibility and should be completed after the final Exit Conference!*)
- 4. University Supervisor Lesson Evaluations of Apprentice** (Scan into the portfolio-minimum of 3)
- 5. University Supervisor Midterm Evaluation of Teacher Candidate**
- 6. University Supervisor Final Evaluation of Teacher Candidate** (*Insertion in E-Portfolio is teacher candidate responsibility and should be completed after the final Exit Conference!*)
- 7. Apprentice Observations of PSN Teachers** Teacher candidates will complete 3 observations of teachers at their assigned school other than their Master Teacher. (Teacher candidate will scan into the E-Portfolio.)
- 8. Apprenticeship ISL (Impacting Student Learning).** The apprentice will have planned and implemented a 2 – 3 week (whole class) unit of study in any subject using data from one class period for ISL purposes. Your lesson plans must be more detailed in the ISL than the daily lesson plan format you use in the school systems. Use the ISL template and lesson plan template provided in Live Text.
- 9. Videotape Reflections** (minimum of 2) Apprentice will videotape two full lessons and use the recordings to write the reflections. One lesson should be recorded at the beginning and one at the end of Apprenticeship. (Insert the written reflections but not the videotape on the **Additional Artifacts** page in the E-Portfolio.)
- 10. Evidence of Parent Contacts** (\*sampling) A good sampling would be three or more artifacts.
- 11. Mandatory School Seminars** (minimum of 10 hours)
- 12. Attendance Documentation** – Attendance must be documented through the school's attendance records as well as through *Elroy*. (85 full school days required) You will not insert the attendance document in the E-Portfolio but you will complete the form in *Elroy*.

**After you have completed your apprenticeship, a mandatory certification meeting will be held at ASU. Julie Gray is our certification officer**  
Contact Info: 706-667-4491 [jgray@aug.edu](mailto:jgray@aug.edu) [www.aug.edu/teacher\\_certification](http://www.aug.edu/teacher_certification)

SEE THE CALENDAR ON THE FOLLOWING PAGE.

