

## **Suggested Schedule/Activities for Apprenticeship**

### **Ten Day Beginning of the Year Experience**

- \_\_\_ Communicate with your teacher and make sure you clearly understand the expectations of the school and the Master Teacher in all areas including arrival time, lesson plan due dates, debriefing, etc.
- \_\_\_ Meet principal and staff and familiarize yourself with the layout of the school.
- \_\_\_ Observe procedures during pre-planning days.
- \_\_\_ Observe how to set up a room.
- \_\_\_ Observe organization of materials, paper work, records, lesson planning, grade book, permanent records, etc...
- \_\_\_ Learn the student's names, personalities, learning styles, personal interests, etc...
- \_\_\_ Make note of any medical problems (allergies, etc...)
- \_\_\_ Make note of students with learning disabilities, gifted, etc.
- \_\_\_ Help the master teacher and/or paraprofessional prepare for the new school year.
- \_\_\_ Review the district's student learning objectives and curriculum.
- \_\_\_ Review textbooks and other teaching materials.
- \_\_\_ Briefly visit with Specials teachers if possible and observe what is going on in music, art, computer lab, and library.

## **75 Days of Apprenticeship**

### **Phase One: Week 1-2**

- \_\_\_ Observe the Master Teacher's teaching style, classroom procedures, and management system.
- \_\_\_ Observe behavior patterns, peruse student records (with teacher approval), and learn names of students.
- \_\_\_ Compose a **letter to parents** introducing yourself with Master Teacher's assistance. Letter should be proofread and approved by Master Teacher, Building Coordinator and/or Principal according to the assigned school's policy.
- \_\_\_ Check attendance, collect materials, make announcements.
- \_\_\_ Become familiar with the needs of all children, especially exceptional children in the classroom and the programs and strategies that have been developed for them.
- \_\_\_ Begin short and long range planning.
- \_\_\_ Discuss your teaching schedule with your Master Teacher.
- \_\_\_ Complete the Personal Contact Information form and the Class Schedule Form and submit to your University Supervisor.
- \_\_\_ Plans are submitted to the Master Teacher for approval a minimum of 24 hours before teaching (follow their guidelines).
- \_\_\_ Take on one course/class around the 2nd week.

### **Phase Two: Weeks 3-4**

- \_\_\_ Teach short periods of instruction building up to full time teaching. Add another course/class the next week until you have phased into full-time teaching and your 3-week full-time responsibilities.
- \_\_\_ Check and/or grade student's work in a timely manner (with teacher's approval).
- \_\_\_ Begin teacher observations. (Apprentice Requirement)
- \_\_\_ Co-plan and co-teach lessons with Master Teacher.
- \_\_\_ Teach self-developed lessons.
- \_\_\_ Videotape and reflect on your teaching at the beginning of apprenticeship.

### **Phase Two: Weeks 5 – 12**

- \_\_\_ Continue part-time teaching.
- \_\_\_ Assume entire responsibility of the class for a **minimum of three consecutive weeks (15 days). (We recommend your Master Teacher leave the room during this three week period and have before and/or after school dialogue about the experience. It is fine if the teacher drops in periodically.)**
- \_\_\_ Invite your principal (or his/her designee) to observe at least once during the full-time teaching. This is not required for apprentices!
- \_\_\_ Videotape and reflect on your teaching toward the end of apprenticeship.

### **Phase Three: Weeks 13 – 15**

- \_\_\_ Phase out one class/one week at a time of all teaching responsibilities. Give back one class/course a week until you are phased out.
- \_\_\_ Observe other classrooms and/or grade levels.
- \_\_\_ Teacher Observations.
- \_\_\_ Finish E-Portfolio
- \_\_\_ Finish Conceptual Framework Principles: Add a description and rationale clarifying why the artifact is evidence for that particular CFP, in your portfolio.