

## GUIDE TO SUPERVISION OF APPRENTICES FOR UNIVERSITY SUPERVISORS

### 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: \* Ms. 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: \*Mr. 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. University supervisors should meet with them every time they visit the school and encourage the teacher candidates to discuss any issues that arise with the building coordinator first and then the supervisor.
- **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 PDS Master Teacher selection process
- **Apprentice:** Teacher candidate who will complete their apprenticeship in a Master Teacher's classroom under his/her supervision

### Getting Started:

- Prior to the beginning of the semester: Become familiar with the *Teacher Education website* (T for Teacher Education) at [www.aug.edu/teacher\\_development/](http://www.aug.edu/teacher_development/) referencing Apprenticeship and University Supervisors. Review all the information and become familiar with all the forms used.
- Obtain an *identification badge* for visiting schools (see Administrative Secretary).
- Note important dates – particularly *midterm, finals, and ISL, E-Portfolio due dates* as well as the due date for semester grades. These dates can be found on the ASU Registrar's website as well as the Teacher Education website.
- Be familiar with the *Apprenticeship Syllabus*
- Obtain the most current *Class Roster* from Elroy (under My Courses).

To access the pictorial class rolls; log in to *My ASU*, click on the Elroy tab, click on “Faculty” and then select either the Summary *\_\**or*\*\_*Detail Pictorial Class Rolls,

\*Some notes: \*\_

Pictorial class rolls are considered sensitive student data. Please handle appropriately.

Faculty members are only allowed to see pictorial rolls for the classes assigned to them.

Some students may not have photos available for publication.

- One *Mandatory Apprenticeship Meeting* will be scheduled each semester to go over the *Apprenticeship requirements*. Please schedule your own *section* meetings at the beginning of each semester to go over pertinent information that relates to your expectations. Emphasize the 85 days/680 hours apprentice requirement and necessary documentation.
- Collect the *Personal Contact Information Sheet* (for candidates as well as the Master Teachers) and the *Class Schedule Form* from the apprentices. The forms are found on our website.
- Meet with Master Teachers, Building Coordinators, and Principal (if possible) at each school on your first visit and leave contact information as well as checking understanding of their obligations for the semester. Show them the Teacher Education website information for Master Teachers. Review Apprenticeship requirements, forms found on Teacher Education website, and emphasize importance of lesson evaluations (min. of 10) authentically reflecting the Apprentice in order to determine midterm and final pass or fail grade. Remind Master Teachers to complete the *Master/Mentor Teacher Payment Form* and send it to Julie Gray (for \$150 stipend payment).
- Early in the semester, refer the Master Teachers (those assigned teacher candidates) to the *Suggested Schedule/Activities* for candidates taking over the classroom and teacher candidates to the *Apprenticeship Exit Interview E-Portfolio Checklist* as well as the *ISL Checklist* found on the Teacher Education Website. Master Teachers and Apprentices have their own resource links found on the Teacher Education website.
- Meet the Principal at each school. Give your contact card to them and ask them to contact you if any problems arise.

#### **To Request Travel Reimbursement:**

1. **To Request Travel Reimbursement:** By the end of each month, submit an auto mileage expense report (see ASU Home page, click “T” for *Travel Expenses* and use “*Travel Expense Statement*”) to the Teacher Education Office Coordinator (Quentin Hunter- fax # -706-729-2276 or e-mail- [ghunter@aug.edu](mailto:ghunter@aug.edu)).

### **Important Information:**

#### **ISL:**

- The major project for the Apprenticeship Experience is the **Impacting Student Learning** assignment. Apprentices are expected to analyze the impact of their teaching of one content area or subject on one class of students for a span of two to three weeks. They are to collect, analyze, and discuss the findings from pre and post assessment data as well as data from formative and summative assessments. This project must be submitted via LiveText prior to the final conference. Students must use **detailed daily lesson plans** for the ISL unit. A **lesson plan template** and **reflection** is available in LiveText under Apprenticeship/Practicum documents.

#### **Lesson Plans:**

- Daily Lesson Plans may be prepared in any form agreed upon by the Master Teacher and Apprentice, but must be prepared for every class taught by the teacher candidate. A **lesson plan template** can be downloaded from *LiveText*. Master Teachers must approve all lesson plans at least three days prior to the implementation of the lesson. University Supervisors will review lesson plans as often as they wish, but certainly on the days they observe the Apprentice teaching. **Lesson Plans should be available on the teacher's desk at all times for the Supervisor to look at while observing in the classroom.**

#### **Teaching & Attendance:**

- Apprentices should attend all department and faculty meetings and assume all the duties of their Master Teacher (hall monitoring, lunchroom duty, assembly duty, etc.). Refer to **Suggested Schedule/Activities** which should be shared with Master Teachers (those with teacher candidates) early in the semester.
- Apprentices should take on their first class no later than the second or third week of the semester and slowly take on classes until they are teaching the full load of classes. The sooner Apprentices take on a full load, the more valuable the experience. Apprentices are required to teach a full load of classes for a minimum of three weeks (15 full school days), but this is only a minimum. They are expected to teach full-time as long as possible to gain insight and experience. Taking on a class means being fully responsible for planning, teaching, testing, and grading (under supervision, of course).
- Apprentices need to teach as long as possible to get a feel for a teacher's schedule. Once they take over the classes, they teach full time for three weeks (15 days), when they begin slowly releasing the classes back to the Master Teacher in the same manner they took on the classes. Remember students are required to be in their respective schools **85 days** (including the Beginning of the Year 10 day experience). All **absences must be made up** at the end of the Apprenticeship. If a student 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 so teacher candidates must make up all accumulated absences and/or tardies. **Teacher candidates' tardies can be made up with extra hours but absences must be made up by adding the missed days to the end of the Apprenticeship experience.** If a student is absent four days or more they will be removed from Apprenticeship. Ask Master Teachers to contact you after the *first absence* or *tardy* to ensure you are informed from the beginning of the Apprenticeship experience. Teacher Candidates must submit Attendance Documentation via Elroy throughout the semester.

- Teacher candidates are allowed to attend 2 county job screenings without having to make that time up. However, 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 candidate wishes to attend more than two county job screenings then they may do so but will need to make up the time.

### Seminars:

- Teacher candidates are required to attend a **minimum of 10 hours of seminars** each semester. Seminars include any type of professional development that the teacher candidates attend through their apprentice school, school district, or ASU. Students are required to record the date attended, seminar title, and time frame for each meeting in a word document and attach to the *Additional Artifacts* page. This requirement is listed on the *Apprenticeship Exit Interview E-Portfolio Checklist* which supervisors will check at the end of the semester and attendance will be verified by seminar instructors through sign in sheets. The candidates should make sure they sign in for each seminar. See *Calendar-Seminars* on the Teacher Education website.
- **\*\*Note: Master Teachers must now pass a Master/Mentor Training Online Test to qualify as Master Teachers. It is your responsibility to ensure all of your Master Teachers have taken the required test. Refer to the following link:[http://www.aug.edu/teacher\\_development/master-mentor-training.htm](http://www.aug.edu/teacher_development/master-mentor-training.htm) for further details.**

### Supervision:

- (*Attendance*) Ask the Master Teacher to contact you after the Apprentice's first absence or tardy to ensure you are informed about any attendance issues immediately.
- Check Apprentice's attendance in Elroy at the end of each month. (See *Attendance-Accessing Teacher Candidate Documentation* on the Teacher Education website.)

- **(Observations/Evaluations)** Visit each school once every two weeks on announced and unannounced visits. Document your visits and any observations or concerns. See Teacher Education website for *Supervisor Documentation form*.
- Observe each Apprentice teaching at least 3 times during the semester. Apprentices should be observed a minimum of 30 minutes per observation. Document each teaching observation utilizing the *Lesson Evaluation Forms* provided on the website. Give a copy of your evaluations to the candidate and make a copy for your files as soon as possible. This copy should be filed in the teacher candidate's folder at ASU at the end of the semester. Plan to observe your candidates *at least one time prior to Midterm*.
- The University Supervisor must observe each candidate a minimum of 3 times however if the candidate is struggling then the University Supervisor must continue to provide support and observations/evaluations throughout the semester. If the candidate is failing at midterm and chooses to continue then the University Supervisor must continue to supervise and provide support as stated above.
- **(Interventions & Withdrawals)** If ANY **significant issues** arise during the semester, document the concerns as well as meet with the teacher candidate, Master Teacher and any other pertinent personnel such as the Building Coordinator or administrator. If the problem persists or is serious in nature contact the Grade Level Contact person immediately. The candidate must be informed of issues as they arise and an attempt must be made (and documented) to intervene and assist the candidate. All unofficial and official **“interventions”** should be documented and shared with the Grade Level Coordinator (and placed in the candidate's ASU file). If a teacher candidate is **withdrawn from Apprenticeship**, fill out the withdrawal form located on the Teacher Education website and notify Dr. Wilson & the Apprenticeship Coordinator (Kim Franklin). If a candidate is withdrawn for any reason prior to midterm, midterm evaluations must still be completed by the Master Teacher and the University Supervisor. The candidate will be given either a U (unsatisfactory performance during apprenticeship) or a W (withdrawal under special circumstances) but not a WF. Notify Julie Gray concerning certification issues, take the withdrawal form to the Teacher Education Office Manager to obtain Dr. Wilson's signature, and make a copy to be placed in the candidate's file. The original will be sent to the Registrar's office. Periodically check to see if the candidate was removed from your roles in Elroy to make sure the process has been completed. If an intervention was conducted then the appropriate form and all other documentation including any written e-mails or letters from the Master Teacher, Building Coordinator, Principal, etc. must be placed in the teacher candidate's file.
- **(Midterm & Final Evaluations/Conferences)** \***Mid-Term is a crucial meeting to determine whether the candidate is passing or failing.**
- Schedule *midterm* meetings one week prior to the official midterm date! Have candidates sign-up for dates and times the first two weeks of the semester or ask the Building Coordinator to set up a schedule. You will meet with the Master Teacher and Apprentice to discuss the *Midterm Evaluation*. The *Midterm Evaluation* by the Master Teacher should have already been completed, submitted in LiveText and discussed with the teacher candidate before the scheduled

- meeting. Make sure the hard copy of the Midterm Evaluation is signed by all participants. University Supervisors as well as teacher candidates are also required to complete a midterm evaluation. It is *very important* at this point to determine whether the Apprentice is passing or failing at midterm (and *indicate* that on the evaluation form). This meeting is held at the respective schools of the Apprenticeship teacher candidates. \*Remind Master Teachers that attendance information must be added at the bottom of the form.
- Schedule ***Final Exit Interviews*** during or shortly after the midterm meeting. Schedule your final conference(s) no later than the last week of the semester. These meetings can be scheduled as a whole group meeting allowing each teacher candidate to showcase some aspect of their E-Portfolio or can be scheduled individually. This meeting can be held at ASU and does not need to include the Master Teacher UNLESS there are problems that have arisen over the course of the semester and in that case, the meeting should be held with appropriate personnel. University Supervisors as well as Master Teachers and teacher candidates are also required to complete a final evaluation of the teacher candidate and submit via LiveText.
  - Teacher candidates' **E-Portfolios** are due in their entirety by midnight at the end of the 13<sup>th</sup> week of the semester. Grade the e-portfolio and ISL by using the *Electronic Portfolio Rubric and ISL Rubric* attached to the E-Portfolio as well as the *Apprenticeship Exit Interview E-Portfolio Checklist* available on the Teacher Education web site. (The *ISL Checklist* is a resource that may also be helpful as you grade. It can be found on the Teacher Education web site.)
  - 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 their choice. Middle and Secondary Apprentices are required to have 3 ISLs (including the apprenticeship ISL) in their content areas. The apprenticeship ISL must be in the content area they are being certified in. Checking off the *Other Program Requirements* on the *Apprenticeship Exit Interview E-Portfolio Checklist* affirms that this requirement has been met.
  - At the time of the scheduled EXIT Conference, all requirements should have already been completed and submitted via *LiveText & Elroy* (See *Apprenticeship Exit Interview E-Portfolio Checklist*). Final attendance documentation will be submitted by the candidate and checked by the Supervisor at the end of the Apprenticeship experience.
  - (**Grades**) Post final satisfactory or unsatisfactory (S or U) grades via Elroy prior to ASU deadlines. See the **Pass/Fail policy** posted on the website and listed on the Apprenticeship syllabus
  - Put a copy of the *Apprenticeship Exit Interview E-Portfolio Checklist* and any other documents pertaining to the experience in the student's file.

**Calendar**

*\*Fill-in calendar with important dates and times:*

- First day apprentices report to school:

\_\_\_\_\_

County - date

- End of 10 day beginning of the year experience \_\_\_\_\_
- First day of 75 consecutive days \_\_\_\_\_
- ASU Mandatory Apprenticeship Meeting \_\_\_\_\_
- Date apprentices take over first subject (by 2<sup>nd</sup> or 3<sup>rd</sup> week of semester) \_\_\_\_\_
- Check Apprentice’s attendance in LiveText at the end of each month \_\_\_\_\_
- Min. of 3 Weeks Full-Time Teaching Dates \_\_\_\_\_
- Dates for teaching ISL \_\_\_\_\_
- ISL Due Date \_\_\_\_\_
- Midterm conference \_\_\_\_\_
- ASU Midterm date \_\_\_\_\_
- E-Portfolio due date (by 13<sup>th</sup> week of semester) \_\_\_\_\_
- PDS Meetings \_\_\_\_\_
- Final Exit Conference date \_\_\_\_\_
- Final Day of Apprenticeship:

\_\_\_\_\_

County - date

- Final Grades Due \_\_\_\_\_