

## **Master Teacher Guide to Supervision of Apprentices**

**\*\*Note: Master Teachers must now pass a *Master/Mentor Training Online Test* to qualify as Master Teachers. All Master Teachers must have taken and passed the required test *before* serving as a Master Teacher. Refer to the following link for further details:**

[http://www.aug.edu/teacher\\_development/master-mentor-training.htm](http://www.aug.edu/teacher_development/master-mentor-training.htm)

### **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 teacher candidates.
- **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.
- **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

### **General Requirements for Master Teachers:**

#### **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 *Apprentices* and *Master Teachers*. Review all the information and become familiar with all the forms used.**
- **Be familiar with the *Apprenticeship Syllabus* found on the website.**
- **Master Teachers need to complete the *Master/Mentor Teacher Payment Form* and send it to Julie Gray (for stipend payment) by fax, US mail, or in person.**

## Observations/Evaluations

- Master Teachers are asked to do a **minimum of 10 lesson observation evaluations**, complete a **Midterm** and **Final Evaluation** and be available for a **midterm conference** with the teacher candidate and the University Supervisor. Directions for submitting the Midterm and Final Evaluations are available on our website under the title *Instructions for Submitting Midterm and Final Evaluations*.
- **Lesson Evaluations of teacher candidate**-The Master Teacher formally observes the apprentice at least once per week using some type of written feedback. Document each teaching observation utilizing the *Lesson Feedback/Evaluation Forms* on the ASU Teacher Education website or any other evaluation tool desired. A minimum of 10 observations are required.
- *Lesson Evaluations* are crucial and should **authentically reflect** the Apprentice's teaching in order to determine midterm and final evaluations and the final pass or fail grade.

### MIDTERM/FINAL

#### ***Midterm & End of the Semester Expectations:***

**\*Midterm is a crucial meeting to determine whether the teacher candidate is passing or failing!**

- Midterm meetings will be held one week prior to the ASU midterm date! Meeting times and dates are usually arranged through the Building Coordinator.
- Master Teachers will meet with the University Supervisor and the Apprentice for a midterm evaluation conference. Master Teachers will submit a **Midterm Evaluation** of the teacher candidate prior to the meeting. Directions for completing and submitting the evaluation are on the website. The password is confidential and will change each semester. Look for e-mail from the University Supervisor or Building Coordinator containing **confidential** user and password information during the semester. Remember to **complete all 3 sections** (*Evaluation, Dispositions, & Midterm Status*) of the evaluation. Please add comments and note absences and tardies in the *Midterm Status* section. Print a copy for your records before submitting and go over the evaluation with the teacher candidate **before** the scheduled midterm conference with the supervisor.
- The Midterm Evaluation should already be completed, submitted and reviewed before your scheduled conference. Make sure the hard copy of the Midterm Evaluation is printed and ready to be signed by all participants. 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. Remember to print a copy for your records before you submit the evaluation!
- Reminder: The Apprentice must also submit a Midterm Self-Evaluation found under the Forms Tab in their LiveText account.
- The Master Teacher's **Final Evaluation** should be submitted approximately one week before the end of the Apprenticeship experience. Final Evaluations should be completed, submitted and **discussed** by the Master Teacher and Apprentice. Directions for completing the evaluation are on the website. Remember to complete both sections (*Evaluation & Dispositions*) of the evaluation. Please add comments and note absences and tardies on the evaluation. The Master Teacher is not required to attend the Final Exit Conference unless

there have been problems during Apprenticeship. If there are problems, the meeting will be held at the Apprentice's school with appropriate personnel.

- **Interventions** with the Apprentice can be requested by the Master Teacher, Building Coordinator, Principal, or University Supervisor at any time. Please see the ASU Teacher Education website for the **Professional Qualities Intervention Plan**.

### **General Requirements for Apprentices:**

- **Be familiar with *Suggested Schedule/Activities*** found on our website.
- Professional dress is expected of the Apprentices at all times (unless the Master Teacher indicates otherwise).
- Apprentices must prepare and send home a **letter to parents** introducing themselves. Master Teacher and/or principal must approve the letter according to assigned schools' policy.

### **Teaching:**

- Apprentices should collaborate with the Master Teacher to develop a tentative schedule/timeline for taking over all duties.
- We suggest that Apprentices begin no later than the second or third week of the semester taking over a subject and then add a subject each week until they have taken over everything. Apprentices must teach all day for three consecutive weeks (**a minimum of 15 full school days**). Apprentices are required to teach a full load of classes for a minimum of three weeks, 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, communicating with parents and grading (under supervision, of course)**. Apprentices need to teach as long as possible to get a feel for a teacher's schedule. (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 students, etc...))  
Once Apprentices take over the classes, they teach full time for three weeks (15 days), **then** they begin slowly releasing the classes back to the Master Teacher in the same manner they took on the classes.
- 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 homeroom for a week teaching those content areas previously not taught **or** 2) Teach one week in each content area in another classroom.
- Apprentices should attend all department and faculty meetings and assume all the duties of their Master Teacher unless they are asked not to participate (hall monitoring, lunchroom duty, assembly duty, RTI meetings, IEP meetings, bus/car duty, PTO events, field trips, school carnivals, professional development, etc.) Apprentices are not allowed

to be on recess duty without a certified teacher present at all times (for liability reasons). (They cannot be on recess duty with a Parapro; it must be a certified teacher if they are asked to do recess duty.)

- Apprentices may cover a class at the discretion of the administrator but cannot be paid as substitute teachers.

#### **Observations/Evaluations:**

- Apprentices must observe three other teachers (besides the Master Teacher) and complete an observation form on them (observe effective teaching strategies, classroom management, etc...).
- The Apprentice will videotape a minimum of two lessons and complete **Videotape Self-Reflection Forms** on each videotaped lesson.
- The Apprentice is required to inform the Master Teacher of all important dates and 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 sample copy of the **Evaluation Form for Apprenticeship** would be a good source for anticipating upcoming assessments.
- The Apprentice should extend an invitation to the **School Administrator** to evaluate their teaching during Apprenticeship. The administrator may use the evaluation form of their choice. They are **NOT** required to evaluate Apprentices.

#### **Parent Contact:**

- The Apprentice should keep copies and/or take photos of their evidence of **parent contacts** (3 samples) and any other materials relevant to the apprenticeship requirements for their E-Portfolio.

#### **Lesson Plans:**

- **Daily Lesson plan formats** will vary and may be prepared in any form agreed upon by the Master Teacher and Apprentice, but must be prepared for every class taught by the Apprentice. We suggest Apprentices use the format the Master Teacher uses (unless they are asked to create more detailed plans) on a daily basis. However, Apprentices must use the detailed lesson plan format available in LiveText when teaching the ISL. **Lesson Plans** must be submitted and approved by the Master Teacher prior to teaching (according to assigned school policy). Apprentices 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**. Apprentices are expected to plan, modify, teach and reflect on their experiences. 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 desk at all times for the Supervisor to look at while observing in the classroom.**

#### **Impacting Student Learning Assignment**

- 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 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. Candidates must use detailed lesson plans for the ISL unit. A **lesson plan & reflection template** is available in LiveText under Apprenticeship/Practicum documents.

### **E-Portfolio**

- The graduation project for the Apprenticeship Experience is the **Electronic Portfolio** Assignment. Apprentices are expected to add to their E-Portfolio by collecting, analyzing, and reflecting on a variety of data they have gathered from their teaching experience.

### **Teacher Education Attendance Policy:**

- *Apprentices* are required to document their attendance including the beginning of the year 10 day experience. They must document the date, time arrived, and time left for each day of their experience. There are no excused absences and they must make up any time missed. They must document a minimum of 10 full days and a minimum of 80 hours for the Beginning of the Year experience and a minimum of 75 full days and 600 hours for the 75 consecutive days Apprenticeship experience for a minimum total of **85 days and 680 hours**. At the end of every month the University Supervisor will verify the apprentice's attendance in Pipeline.
- Master Teachers will verify the Apprentice's attendance in LiveText before the midterm conference and at the end of the apprenticeship experience. There will be a statement on the midterm and final evaluation indicating the number of days the Apprentice has been absent and the number of times tardy. Remember that if an Apprentice misses four days, they will be dropped from Apprenticeship.
- Remember candidates are required to be in their respective schools 85 days. If a candidate is absent or tardy (arriving late or leaving early) they must immediately contact their school and Master Teacher and then e-mail 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 candidate is absent four days, they will be removed from Apprenticeship. Please contact the University Supervisor after the *first* absence or tardy to ensure we are informed of attendance issues immediately. Teacher candidates (whether employed or not) must submit Attendance Documentation via Pipeline throughout the semester and Master Teachers will verify their attendance on the midterm and final evaluations.
- 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.

## **Important Apprenticeship Dates (Teacher Candidate Calendar)**

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

- | _____  | - | _____  |
|--------|---|--|
| County |   | Dates  |
| ▪      |   | First day you report to school _____                                       |
| ▪      |   | End of 10 day Beginning of the Year Experience _____                       |
| ▪      |   | First day of 75 consecutive days _____                                     |
| ▪      |   | ASU Mandatory Apprenticeship Meeting _____                                 |
| ▪      |   | Seminar attendance dates _____   |
| ▪      |   | Take over first subject (by 2nd or 3 <sup>rd</sup> week of semester) _____ |
| ▪      |   | School attendance dates checked monthly _____                              |
| ▪      |   | ISL unit teaching dates _____  |
| ▪      |   | ISL due date _____   |
| ▪      |   | Min. of 3 Weeks Full-Time Teaching- Dates _____                            |
| ▪      |   | Videotape a lesson (beg. of apprenticeship) _____                          |
| ▪      |   | Midterm conference _____   |
| ▪      |   | ASU Midterm date _____   |
| ▪      |   | Videotape a lesson (end of apprenticeship) _____                           |
| ▪      |   | ISL Conference (Spring Apprentices only) _____                             |
| ▪      |   | E-Portfolio due date (end of 13th week of semester) _____                  |
| ▪      |   | Final Exit Conference date _____   |
| ▪      |   | Final Day of Apprenticeship _____  |
| ▪      |   | Certification Meeting _____  |
| ▪      |   | Graduation _____   |

*Revised Kim Franklin April 2011*