

Augusta State University
College of Education—Department of Teacher Education
MGED 4210—Middle Grades Apprenticeship
Spring 2008

Hours: 15 Semester Hours

Prerequisites: Successful completion of all components of Middle Grades Teacher Education Program

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COURSE DESCRIPTION:

1. The Apprenticeship duration is 75 consecutive days. Apprentices are expected to attend classes according to the county and school calendar. All personal absences must be made up before a completion grade for the course is granted.
2. Apprentices cannot be paid as substitute teachers.
3. Apprentices may not supervise children at any time without a certified teacher present.
4. Apprentices must contact their host school, master teacher as well as the ASU Apprenticeship Coordinator on days that s/he will be absent.

Professional dress is expected at all times. Apprentices must wear appropriate attire when engaged in the Apprenticeship course.

REQUIREMENTS:

I. Instruction

Please refer to the accompanying “*Suggested Activities for the Apprentice Teacher*” packet or pages 20 - 21 of the ASU Middle Grades Education Program Handbook which can be found at:

http://www.aug.edu/teacher_development/MiddleGradesHandbook.pdf

for the suggested teaching timeline. Please note that guidelines are *suggestions*, and Apprentice teaching timelines will ultimately be formulated by Master Teachers and Apprentices at individual sites.

It is recommended that the apprentice teach at least 75% of classes by the midterm date of **Thursday, February 28, 2008**, and 100% of the classes by the tenth week of the apprenticeship.

Lesson plans must be submitted and approved by the Master Teacher prior to teaching.

Midterm evaluations should be completed by the Master Teacher before Thursday, February 28, 2008. The Master Teacher and Apprentice will meet beforehand to discuss the evaluation thoroughly. Midterm Evaluations will be shared with the ASU Apprenticeship Coordinator during the week of February 28, 2008.

Interventions can be requested by the Master Teacher or Building Coordinator at any time. Please see pages 43 – 44 of the ASU Middle Grades Program Handbook for the Professional Qualities Intervention Plan.

II. OBSERVATIONS

The Master Teacher will formally observe at least once per week using the Lesson Feedback Form on Page 34 of the handbook.

The Apprentice also will complete the Self-Reflection Evaluation Form on Page 33 of the handbook on a weekly basis, which the ASU Apprenticeship Coordinator will periodically review and discuss.

Apprentices will observe all apprentices in the school using the Peer Feedback Form on page 32 of the handbook. If there are no fellow apprentices to observe, alternative observation arrangements can be made.

The ASU Apprenticeship Coordinator will conduct weekly observations of the Apprentice. These visits will be a combination of announced and unannounced trips. The ASU Apprenticeship Coordinator will use the Focused Observation Form on page 34 of the handbook or a modified version thereof. Documentation of each visit will be kept on file.

III. SEMINARS

Seminars will be conducted by the Building Coordinator and Master Teachers. In addition to being personally and professionally helpful, the Apprentice's attendance at these sessions is required.

Additional seminars, workshops, and conferences sponsored by ASU may also count toward seminar participation. Relevant seminars offered off-campus may also qualify if pre-approval by the ASU University Coordinator is granted.

- i. Interview and Employment Seminar: Thursday, January 24, 2008. ASU Campus.
- ii. Impacting Student Learning Conference: Saturday, March 15, 2008 ASU Campus.

IV. PORTFOLIOS

Portfolios will be shared at the Exit Conference held during the final week of apprenticeships. They should include:

- Lesson Feedback Forms as discussed earlier. The Master Teacher will have formally observed the Apprentice once per week.

- Videotaped instructional sessions with written reflections. A minimum of two tapes are required—preferably a beginning session and an ending session; a beginning, middle, and end session would be optimal, if possible.
- A copy of the Impacting Student Learning. The apprentice will have planned a 2 – 3 week unit of study in a concentration area, page 45 of the Middle Grades Handbook.
- Lesson plans and evidence of student learning.
- Samples of instructional tools developed: Dialogue Journals, informal, dated journals with reflections, comments, and questions related to the learning between the Master Teacher and Apprentice. Include a minimum of two sessions weekly.

OR

A notebook, disc, or documentation in LiveText of discussion topics listed, signed and dated by Master Teacher and Apprentice.

- Evidence of parent contacts.
- Peer Evaluations, as discussed earlier
- Self Reflections of lessons, as discussed earlier
- Final Evaluation Form completed by the Master Teacher and Apprentice.
- LiveText Portfolio will be reviewed.