

**SCED 4901 Secondary Apprenticeship/Seminar  
(13 Semester Hours)  
Department of Teacher Education, Augusta State University**

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**Prerequisites:** Successful completion of teacher education course work and all requirements for the subject area major.

**COURSE DESCRIPTION:** Students are placed with selected master teachers for an entire semester during which time they are teaching in the curriculum areas for which they are seeking certification. During the semester the apprentice teacher, under the supervision of the master teacher, assumes the responsibilities of professional teaching practice. Students reflect on and synthesize the conceptual and theoretical constructs of pedagogy with the complexity of practice.

**ATTENDANCE POLICY:**

- A total of 85 days is required. Apprentices must be in their schools 75 consecutive days in addition to the 10 day Beginning of the Year (August) Experience.
- Apprentices are allowed to miss a total of two days during their apprenticeship. Any additional absences must be made up at the end of their apprenticeship. These two days are not to be taken at the end of the 75 days; they are intended to be used for sicknesses, emergencies, and interviews that cannot be scheduled at any other time.
- Apprentices are expected to attend classes according to the county and school calendar. All personal absences must be made up before credit is earned for the course.
- Apprentices must contact their host school, Master Teacher, AS WELL AS the University Supervisor on days that s/he will be absent.

**GENERAL APPRENTICESHIP GUIDELINES:**

- Apprentices cannot be paid as substitute teachers.
- Professional dress is expected at all times. Apprentices must wear appropriate attire when engaged in the Apprenticeship course.
- Apprentices must follow the **Code of Ethics** found in the Secondary Education Handbook: [http://www.aug.edu/teacher\\_development/ECED\\_handbook.htm](http://www.aug.edu/teacher_development/ECED_handbook.htm).
- Apprentices develop goals at the beginning of the semester. At the end of the semester, the Apprentice and University Supervisor discuss the progress toward reaching these goals.
- Apprentices will reflect on teaching and learning through weekly journals and blogs (weblogs) submitted via *LiveText*.

**INSTRUCTION AND EVALUATION**

- It is recommended that the Apprentice teach at least 75% of the day by midterm and 100% of classes no later than the tenth week of the apprenticeship.
- **Lesson Plans** must be submitted and approved by the Master Teacher prior to teaching. The Master Teacher should approve the format used for all lesson planning.
- **Midterm evaluations** should be completed by the Master Teacher and Apprentice a week before the midterm date. The Master Teacher and Apprentice meet beforehand to discuss evaluations thoroughly. Midterm Evaluations will be shared with the University Supervisor during the week of midterms.

- **Interventions** can be requested by the Master Teacher or Building Coordinator at any time. Please see the ASU Secondary Education Handbook for the **Professional Qualities Intervention Plan**.
- **Final evaluations** should be completed by the Master Teacher and Apprentice at least one week prior to the end of the semester. The University Supervisor may request to be present during this meeting.

#### **OBSERVATION AND MENTORING**

- The Master Teacher provides informal oral and written feedback on a regular basis to assist apprentices in their development as teachers..
- The Master Teacher formally observes at least once per week using some type of written feedback. See **Lesson Feedback Forms** in the handbook.
- Apprentices are encouraged to observe other apprentices in their school (if available) and use the **Peer Feedback Form** in the Handbook.
- The University Supervisor conducts periodic observations. These will be a combination of announced and unannounced visits. Documentation of each visit will be kept on file.

#### **SEMINARS**

- Seminars may be facilitated by the University Supervisor once each month. Dates and topics will be announced and/or negotiated.
- Individual conferences will be scheduled around midterm and towards the end of the semester.
- Additional seminars, workshops, and conferences sponsored by ASU or the school district may be required.

#### **IMPACTING STUDENT LEARNING REPORTS (ISL)**

- Impacting Student Learning description, components, and rubric may be found online in the Secondary Education Handbook.
- Impacting Student Learning reports will be submitted electronically via *LiveText* and burned to a CD. The CDs will be kept on file.

#### **TEACHING PORTFOLIO**

- Apprentices are expected to demonstrate their growth in skill development during the semester by compiling a teaching portfolio. Components of the portfolio include lesson and unit plans; teacher-developed materials; analysis of teaching; evidence of student learning; a copy of the Impacting Student Learning Report; feedback from the Master Teacher, peers, and University Supervisor; a copy of the completed midterm/final evaluation; journal entries; and professional development activities.
- Teaching portfolios will be discussed during the final exit interview.
- Electronic Portfolios will be presented via *LiveText* to ASU students and faculty at the end of the Apprenticeship. Date and time will be set by the University Supervisor.

#### **APPRENTICES WILL BE NOTIFIED OF THE DATE AND TIME FOR THE MANDATORY CERTIFICATION MEETING.**

#### **INITIAL CERTIFICATION CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.

2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

**IN THE SECONDARY EDUCATION HANDBOOK, PLEASE NOTE THE FOLLOWING:**

**I. GENERAL INFORMATION**

- Components of the Apprenticeship Program
- Roles and Definitions
- Conceptual Framework Principles in Action
- Guidelines for Receiving Constructive Criticism
- Suggested Activities for the Apprentice Teacher – give a copy to your Master Teacher
- Code of Ethics

**II. APPENDICES**

- Apprenticeship Contract – signed and submitted to me ASAP
- Time Documentation Sheet
- Calendar for full time teaching
- Goal Setting Form
- Professional Qualities Intervention Plan
- Lesson Feedback (Make several copies to give to your Master Teacher)
- Content Knowledge Focused Feedback
- Practice Focused Feedback
- Peer Feedback
- Focused Observation
- Final Narrative Reflection
- Impacting Student Learning Assessment and Rubric
- Apprentice Midterm and Final Evaluation