UTEACH APPRENTICE TEACHER HANDBOOK

INTRODUCTION

UTeach Tyler, which is part of the School of Education (SOE) at The University of Texas at Tyler (UTT), considers the field-based component of the program to be an invaluable element in the preparation of prospective teachers. The operation of the field component is coordinated between area schools and the SOE. Your school district has entered into a joint effort to assist with the teacher education program at UTT.

UTeach is an innovative program to allow mathematics and science majors to receive secondary teacher certification while earning a degree in mathematics or science. Those interested in teaching 4-8 mathematics or science are also included in UTeach. The nationally acclaimed program was initially developed at The University of Texas at Austin and has been replicated at a variety of institutions throughout the country.

This handbook serves to outline the role and responsibilities of both the assigned cooperating teacher and the apprentice teacher during the semester of apprentice teaching.

CRITERIA FOR SELECTION OF COOPERATING TEACHERS

Cooperating teachers should:

- Have at least three years of teaching experience;
- Hold a Texas teaching certificate in the field in which the student teacher is teaching;
- Teach at least 4 classes in the field of student teacher’s certification;
- Be informed on current development in the content of subject and methodology;
- Exhibit skills in positive human relations;
- Be competent and effective in classroom instruction as evidenced by the principal's evaluations;
- Be open to inquiry based instruction as well as project based learning;

COOPERATING TEACHER'S ROLE IN APPRENTICE TEACHING

The cooperating teacher's responsibilities to the apprentice teacher in the school setting include:

- Introducing the apprentice teacher to the faculty and to the school staff;
- Working with the school principal to see that the apprentice teacher is included in school events;
- Giving help and guidance in developing the appropriate attitude toward working with other faculty members and staff;
- Providing an opportunity for the apprentice teacher to see and experience the many aspects of the total job of the teacher, both in and out of the classroom;
- Providing an opportunity for the apprentice teacher to observe teaching/learning situations other than in the assigned classroom;
- Informing the principal, the UTeach Master Teacher and the UTeach University Facilitator about the progress of the apprentice teacher;

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• Seeking the principal’s help and advice about possible conflicts that may arise in regard to personality, curriculum practices, and attitudes about children and youth;
• Being open to change and approaches to teaching which are different from those commonly employed and be willing to assist the apprentice teacher in carrying out various approaches to instruction;

The cooperating teacher’s responsibilities to the apprentice teacher in the classroom setting include:

• Preparing students in the classroom for the arrival of the apprentice teacher;
• Introducing the apprentice teacher to students;
• Preparing students in the classroom for the arrival of the apprentice teacher;
• Helping students understand the purpose of apprentice teaching;
• Making a special effort to develop acceptance of the apprentice teacher as a professional;
• Providing background information about the students with whom the apprentice teacher will work;
• Providing a risk-free, non-threatening environment for the apprentice teacher;
• Making instructional materials available and opportunities to become familiar with their use;
• Being willing to allow the apprentice teacher to assume responsibility of the classroom;
• Sharing techniques and skills with the apprentice teacher;
• Stressing the importance of planning and requiring that the apprentice teacher plan carefully for teaching responsibilities;
• Acquainting the apprentice teacher with yearly plans as well as day-to-day plans;
• Providing for the apprentice teacher’s participation in planning for the classroom;
• Encouraging and assisting the apprentice teacher in managing discipline matters;
• Involving the apprentice teacher in the analysis and assessment of his or her own progress;
• Providing daily time for conference with the apprentice teacher for individual guidance and evaluation of his or her teaching activities;
• Evaluating the apprentice teacher by completing two Observation Proficiency Forms (both towards the beginning of the semester), one mid-evaluation form and one final observation form
• Providing feedback to the apprentice teacher, the UTeach Master Teacher and the UTeach University Facilitator about the apprentice teacher’s progress;
• Working closely with the UTeach University Facilitator in planning for the growth of the apprentice teacher and the evaluation of that growth;

SUPERVISION DURING STUDENT TEACHING

The cooperating teacher is responsible for daily critiques of the apprentice teacher’s performance.

UTeach University Facilitators and the UTeach Master Teacher have a primary role in the supervision and evaluation of apprentice teachers. The UTeach University Facilitator will visit with and observe the apprentice teacher a minimum of ten times during apprentice teaching. The UTeach Master Teacher will also visit a minimum of two times during the semester.

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APPRENTICE TEACHING REQUIREMENTS

Attendance

All apprentice teachers are required to keep an attendance log. This log is to be signed by the cooperating teacher each week and submitted at the final seminar. Apprentice teachers may be absent for only three days from the classroom. Make-up days must be completed for more than three absences from apprentice teaching. Make-up days are to be completed after the final seminar and should be documented on an additional page. This additional page should be submitted to the UTeach Master Teacher upon completion of the make-up days. Cooperating teachers should sign the additional page when the make-up days have been completed.

Apprentice teachers are not permitted to leave early or report late.

Apprentice teachers are excused from their assigned classroom for the UTT Education Career Fair. If they do not attend they are expected to remain in their assigned classroom.

RESPONSIBILITIES OF THE APPRENTICE TEACHER

The apprentice teacher will:

- Demonstrate professional behavior at all times;
- Attend and satisfactorily complete all requirements of student teaching and the EDUT 4170 seminar.
- Become familiar with and abide by all district and school policies.
- Be knowledgeable about the community, school building, staff, schedules, and established procedures;
- Be regular and punctual in attendance. Notify the UTeach Master Teacher and the cooperating teacher as soon as possible if he/she must be absent.
- Conform to the established dress and grooming expectations of the school faculty;
- Observe and respect the teacher’s plans for seating, routine activities, grading, managing, teaching, and assessment. When there is a difference of opinion, the apprentice teacher should defer to the cooperating teacher’s plans;
- Prepare lessons as suggested by the cooperating teacher and bring additional ideas and strategies to the classroom from university courses and other sources;
- Submit weekly lesson plans according to the school’s requirements;
- The apprentice teacher should submit all lesson plans/activities to the cooperating teacher for approval at least 24 hours before implementation;
- Actively seek constructive suggestions and include them in subsequent planning and teaching;
- Reflect on and evaluate lessons, and plan for improvement through reflections;
- Volunteer to help with classroom tasks. Demonstrate initiative and eagerness to help. Never administer or be a witness to corporal punishment;
• Attend all day or evening school-sponsored activities including professional meetings and in-service programs;

APPRENTICE TEACHING SCHEDULE

The following is a recommended plan for the apprentice teacher to gradually integrate into classroom activities.

It is recommended that the cooperating teacher assume the responsibility of team leader in making the instructional decisions during the first half of the apprentice teaching experience. The apprentice teacher should assume this leadership during the final half of the experience.

A. (Week 1)
   1. Learn the names of each learner in the class or classes.
   2. Help individual learners with specific learning assignments.
   3. Take over some routine classroom duties such as attendance, etc.
   4. Become acquainted with daily and weekly routines.
   5. Share in planning.

B. (Week 2)
   1. All of the activities in Section A.
   2. Become responsible for lesson planning and implementation of one class. Cooperating teachers assist as team members.
   3. Additional activities as appropriate.

C. (Week 3)
   1. All of the activities in Sections A and B.
   2. Become responsible for the planning of two classes. Cooperating teachers assist in classrooms as aides.
   3. Additional activities such as tutoring may be included.

D. (Weeks 4-15)
   1. All of the activities in Sections A, B, and C.
   2. Become responsible for the planning of four classes.
   3. Additional activities as appropriate.

E. (Week 15)
   The apprentice teacher will also observe for one day during this final week in other classrooms this week.

SUBSTITUTE TEACHING

Apprentice teachers are subject to very specific rules about substitute teaching. UTT apprentice teachers may only substitute one day during the semester of student teaching. The following legal restrictions must be strictly followed:

LEGAL ISSUES FOR APPRENTICE TEACHERS

An apprentice teacher is not considered to be serving as a substitute if the apprentice teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for
part of the day but is in the building or is engaged in an approved activity related to apprentice teaching, including conferring with a university supervisor or attending a professional development seminar to improve supervisory skills related to apprentice teaching.

An apprentice teacher is considered to be serving as a substitute if:

1. the cooperating teacher is absent from school, no other teacher is provided as a substitute, and the apprentice teacher is responsible for one or more classes; OR
2. the apprentice teacher is taken from the classes of the assigned cooperating teacher and placed in another classroom in place of the regular teacher under conditions in which the regular teacher is either absent from school or performing duties requiring absence from the regularly assigned teaching station.

If a cooperating teacher cannot perform regularly assigned duties as a result of illness of the teacher or a member of the teacher's family, a death in the teacher's family, or other cause for which the district excuses teachers from duties, the apprentice teacher may serve as a substitute teacher for not more than one day if:

1. a substitute teacher is not immediately available;
2. the apprentice teacher has been in that student teaching assignment for a minimum of fifteen (15) school days;
3. the cooperating teacher, the principal, and the university supervisor agree that the apprentice teacher is capable of successfully handling the teaching responsibilities;
4. a certified classroom teacher in an adjacent room or a member of the same teaching team as the apprentice teacher is aware of the absence of the cooperating teacher and agrees to assist the apprentice teacher, if needed;
5. the principal of the school or the principal's representative is readily available in the building.

An apprentice teacher will not be paid for any service rendered while serving as a substitute teacher.

EVALUATION OF THE APPRENTICE TEACHER

The evaluation of an apprentice teacher must be continuous and, most importantly, should include self-evaluation. This evaluation should be conducted jointly with the classroom teacher. Each cooperating teacher is requested to complete two Observation Proficiency Forms (towards the beginning of the semester), one mid-evaluation and one final evaluation. The Master Teacher will distribute the forms near the beginning of the apprentice teaching experience along with a timeline for completion.

The UTeach apprentice teacher receives a grade of either "credit" or "no credit." If a grade of "no credit" is assigned, the student will be required to repeat the experience during another semester. Prior to repeating apprentice teaching, the UTeach apprentice teacher may be required to complete additional activities designed to strengthen observed weaknesses. The apprentice teaching experience

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may be repeated in its entirety or in part depending on a cooperative decision made by the cooperating teacher, the UTeach Master Teacher and the College of Education and Psychology Committee on Students.
# Paperwork Schedule Guideline

## Cooperating Teacher

<table>
<thead>
<tr>
<th>Week of Apprentice Teacher Field Experience and Due Date</th>
<th>Forms Used and Turned in to UTeach Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None Required</td>
</tr>
<tr>
<td>2</td>
<td>None Required</td>
</tr>
<tr>
<td>3</td>
<td>Focused Proficiency Observation – <strong>Subject Matter Knowledge</strong></td>
</tr>
<tr>
<td>4</td>
<td>Focused Proficiency Observation – <strong>Professional Responsibilities</strong></td>
</tr>
<tr>
<td>5</td>
<td>Email Jaclyn Pedersen (<a href="mailto:jpedersen@uttyler.edu">jpedersen@uttyler.edu</a>) about concerns, questions, and comments related to the Apprentice Teacher and your experience up until this time.</td>
</tr>
<tr>
<td>6</td>
<td>None Required</td>
</tr>
<tr>
<td>7</td>
<td><strong>Teacher Development Rubric (Mid Semester Evaluation)</strong></td>
</tr>
<tr>
<td>8</td>
<td>None Required</td>
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<tr>
<td>9</td>
<td>None Required</td>
</tr>
<tr>
<td>10</td>
<td>None Required</td>
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<tr>
<td>11</td>
<td>None Required</td>
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<tr>
<td>12</td>
<td>None Required</td>
</tr>
<tr>
<td>13</td>
<td>None Required</td>
</tr>
<tr>
<td>14</td>
<td><strong>Final Evaluation Form (ORIGINAL SIGNATURES BY ALL)</strong></td>
</tr>
<tr>
<td>15</td>
<td>None Required</td>
</tr>
</tbody>
</table>

Three copies of each form will be needed; one for Ms. Pedersen, one for your Apprentice Teacher and one for the University Facilitator. The form for Ms. Pedersen can be given to your Apprentice Teacher to turn in or emailed to jpedersen@uttyler.edu. Please keep copies for your records as well as give one to your Apprentice Teacher and University Facilitator. Feel free to ask the Apprentice Teacher to make these copies and distribute them to the appropriate people.

Please contact Jaclyn Pedersen ([jpedersen@uttyler.edu](mailto:jpedersen@uttyler.edu) or 903-565-5881 (office) or 903-570-6104 (cell)) if you are at any time unable to complete the schedule as indicated above.