WORK PROCESS SCHEDULE
K-12 TEACHER
O*NET-SOC CODE: 25-3099.00   RAPIDS CODE: 3024CB

The below on-the-job–learning (OJL) work process competencies are intended as a guide. In all cases, the apprentice is to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning and Instruction. In addition, the apprentice will perform training and tasks under the supervision of a mentor.

Ratings are:

Field Training – Apprentice shall be exposed to and assist with task

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Mentor Sign off – Signature of mentor/supervisor who observes proficiency

Multi-Classroom Leader - MCL

Apprentices must meet to be "proficient in task" in each category, before completing the apprenticeship.

	Place a check mark in the box when completed				
Professionalism	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (principal, MCL, other teachers, college professors, and CMCSS staff) within 24-48 hours.					
Review the Professional Growth and Learning indicator of the TEAM Professionalism rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the CMCSS, school level handbook, and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					
Actively participate in bi-monthly redelivery of faculty professional learning and complete reflections of MCL use of strategies.					

Observe three parent-teacher conferences/meetings; reflect with MCL following the meeting.					
Review the Use of Data indicator on the TEAM Professionalism rubric and work with the mentor teacher to set two goals related to this indicator. Share goals with the building level administrator.					
Actively participate in bi-monthly redelivery of faculty professional learning, plan and implement use of one strategy per nine weeks and receive feedback from MCL.					
Pre-plan and role play the content of three parent-teacher conferences with MCL and actively participate in the scheduled conference; reflect with MCL following the meeting.					
Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with MCL on next steps.					
Collaborate weekly with MCL to determine instructional roles; reflect on implementation of roles before setting roles for the next week.					
Review the expectations indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with building level administrator.					
In conjunction with MCL, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with MCL on next steps.					
Review the Managing Student Behavior indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					

Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Review and make notes on curriculum documents prior to collaboration (i.e. unit starters, standards, lesson plans, etc.).					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Meet with SPED staff to review an IEP for at least one student in your class/grade level prior to attending an IEP meeting each nine weeks.					
Observe each of the following SpEd offerings within your school one time during the school year: skills-based intervention, speech and language, and extended resources.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.					
Review the IEP of each student in your class/grade level within the first nine weeks of school; discuss the use of the at-a-glance reports with the MCL.					
Observe an eligibility meeting and the follow-up IEP meeting for that same student.					
Create one school-level assessment per semester and collaborate with the MCL to ensure standard alignment before sharing with the grade level team during common planning.					
Work with MCL to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.					
Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP or 504's.					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Post daily clear learnimg target.					
Introduce and deconstruct the clear target to the class.					
Effectively distribute materials to and collect materials from students.					
Replicate established transition routines when changing activities during the day.					

Observe two lessons per nine weeks, utilizing the Explicit Direct Instruction (EDI) Observation Tool to take notes about the parts of the lesson observed.					
Reflect on EDI Observations with MCL.					
Collaborate with MCL to write one clear target per week.					
When co-teaching, refer back to the clear target at appropriate times during instruction.					
Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction.					
Observe two lessons per nine weeks to track MCL and determine the time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.					
Using the EDI framework, plan and co-teach a unit of study each nine weeks.					
Reflect on the unit of study instruction with MCL.					
Create all of the clear targets for one unit of instruction.					
Effectively refer back to clear target throughout the entire lesson.					
In addition to year two, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.					
At a minimum of two times per nine weeks, the TR/apprentice will facilitate instruction and receive feedback from MCL on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.					
Using the EDI framework, independently plan and teach a unit of study each nine weeks.					
The TR/apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback.					

RELATED INSTRUCTION OUTLINE
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The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications**.

The table below outlines coursework that can lead to a bachelor's degree toward teacher certification.
Suggested percentage of credit from Related Training Instruction and On-the-job training is included. 510 for elementary or 482 Related Training Instruction hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

College Classroom Pipeline for Elementary Education
Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours *OJT outline above*	RTI % (Credits)	OJT % (Credits)
English Comp I English Comp II Public Speaking	-At least 9 semester hours in literacy development, per IAC 282-13.	90		67% (6)	33% (3)
Statistics and Probability K-8 Teaching Math K-3	-At least 9 semester hours in mathematics per IAC 282-13	90		67% (6)	33% (3)
Modern World History American History II	-At least 9 semester hours in social sciences per IAC 282-13	90		67% (6)	33% (3)
Physical Geology Chemistry w/ Lab	-At least 9 semester hours in science per IAC 282-13	90		67% (6)	33% (3)
Introduction to Art	-Minimum of three credits to include: ● Elementary PE & Health ● Elementary Visual Art ● Elementary Performing Art	30		67% (2)	33% (1)
Intro to Special Education Theories of Learning Instructional Technology	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) -Coursework that addresses competency in a professional core curriculum per IAC	120		67% (8)	33% (4)

RA Approved Courses	IA Approved Coursework	RTI contact hours	OJT Hours	RTI %	OJT %
Classroom Evaluation Assessment	79.15(5), including, for example, courses that provide competence in: • Learner development • Learning differences • Learning environments • Content knowledge • Application of content • Assessment • Planning for instruction • Instructional strategies • Professional learning and ethical practice • Leadership and collaboration • Technology • Methods of teaching (general)				
	Pre-student teaching clinical experiences (while employed as a paraeducator)				100% (3)
	Student Teaching (while employed as a paraeducator)				100% 12
Total RTI Hours		510			
Total OJT Hours			**Estimated 2-3 years**		

College Classroom Pipeline for Secondary Education

Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours *OJT outline above*	RTI % (Credits)	OJT % (Credits)

English Comp I English Comp II Public Speaking Statistics and Probability K-8 Teaching Math K-3 Modern World History American History II Physical Geology Chemistry w/ Lab Introduction to Art	-Coursework in the Teaching Content Area (30 credit hours minimum)	302		67% (20)	33% (10)
Intro to Special Education Theories of Learning Instructional Technology Classroom Evaluation Assessment	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) -Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general	120		67% (8)	33% (4)

	Reading in the Content Areas	30		67% (2)	33% (1)
	Content Specific Methods	30		67% (2)	33% (1)
	Pre-student teaching clinical experiences (while employed as a paraeducator)				100% (3)
	Student Teaching (while employed as a paraeducator)				100% (12)
Total RTI Hours		**482**			
Total OJT Hours			**Estimated 2-3 years**		

*Course number data are available, information displayed includes the Classification of Instructional Programs (CIP) code that best represents the field of study, course, or program. CIP provides a taxonomic scheme that supports the accurate tracking and reporting of educational programs. CIP is developed and maintained by the U.S. Department of Education.