

Apprentice Teaching

An underlying philosophy of the FSU-Teach program is that with extensive, individualized, and ongoing coaching, preservice teachers' skills will improve at an accelerated rate. The FSU-Teach Apprentice Teaching program is an important part of this coaching. In addition to the mentoring provided by the classroom teacher to which the apprentice teachers are assigned, trained observers with considerable teaching experience observe and provide extensive feedback a minimum of 10 times during the semester. All observations of an apprentice teacher throughout the semester focus on parts the Florida Educator Accomplished Practices

Because apprentice teachers have taught at various levels in previous FSU-Teach courses, they assume teaching responsibilities quickly in Apprentice Teaching, which is their final teaching semester, and maintain their role as teacher for the equivalent of two six-week grading periods. Furthermore, each required weekly seminar on campus focuses on two of the state standards for new teachers. Apprentice teachers concentrate on teaching lessons each week in which they demonstrate competency of the particular state standards.

The purpose of Apprentice Teaching is to offer FSU-Teach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations, processes, and rewards of teaching. When making placements, UTeach staff consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the UTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

Apprentice Teaching reinforces and augments teaching strategies that students have developed through their coursework and field experiences. The program also attempts to fill in any gaps in students' professional development. In particular, Apprentice Teaching focuses on classroom management and time management strategies, parent/teacher communication strategies, school culture and school dynamics that make up an effective middle school and high school system, legal and logistical issues in teaching, the final portfolio, and state certification examinations.

FSU-Teach apprentice teachers explore professional development opportunities beyond the classroom, including attending conferences, subscribing to education journals, joining professional organizations, and conducting presentations in educational settings. The goal of Apprentice Teaching is to provide the experiences, information, and coaching that will enable these students to be successful teachers who are leaders in their schools and communities.

Course Objectives: Apprentice Teaching

Students Will Be Able To:	Evidence (Student Products)
Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and	Weekly lesson plans and daily agendas Sample assessments and student artifacts Videotapes of teaching Completion of appropriate sections of the final

<p>appropriate assessments</p>	<p>portfolio Observer written feedback on teaching from the cooperating teacher, the university facilitator, and university instructors Appropriate evaluations</p>
<p>Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence</p>	<p>Written classroom rules and procedures Videotapes of teaching Completion of appropriate sections of the final portfolio Observer written feedback on teaching from the cooperating teacher, the university facilitator, and university instructors Appropriate evaluations</p>
<p>Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback</p>	<p>Weekly lesson plans and daily agendas Student work containing apprentice teacher written feedback Videotapes of teaching Completion of appropriate sections of the final portfolio Observer written feedback on teaching from the cooperating teacher, the university facilitator, and university instructors Appropriate evaluations</p>
<p>Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.</p>	<p>Participation in campus professional development days Reflection submission on the Code of Ethics and Standards Practices for Texas Educators Submission of artifacts associated with parent/teacher contacts Completion of appropriate sections of the final portfolio</p>