



Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A
WORK PROCESS SCHEDULE
K-12 TEACHER

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

This schedule is attached to and a part of these Standards for the above identified occupation.

Article I. APPRENTICESHIP APPROACH

☒ Time-based ☐ Competency-based ☐ Hybrid

The term of the K-12 teacher occupation apprenticeship is based on the apprentice's demonstration of the mastery of competencies as specified in these standards. Contingent upon receiving previous credit for prior education as outlined in these standards, competencies should be achieved during a period of no less than 2000 hours of on-the-job learning (approximately 1 year), supplemented by the required hours of related instruction which are determined by local partners and in consideration of state or regional certification standards, but that in no case will be less than the minimum required 144 hours.

Article II. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 2 Apprentice to 1 Journeyworker/Teacher.

Article III. APPRENTICE WAGE SCHEDULE

Beginning apprentice wage is not less than 40% of the local teacher starting salary on an hourly basis. Wages must show at least one progressive increase during the apprenticeship.

Local Teacher Starting Salary: \$/hour

Apprentice Wage Schedule:

Period of Training	Percent of Journey Worker's (Teacher's) Rate	Apprentice's Rate
1		\$/hour
2		\$/hour

Article IV. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 13 weeks.

Article V. SELECTION PROCEDURES

Please see page A-24.



Appendix A
ON-THE-JOB LEARNING OUTLINE
K-12 Teacher

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

Sponsors may base the Work Process Schedule on state or national teacher professional standards. The Work Process Schedule example below is based on the [*InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0*](#) (Council of Chief State School Officers, 2013). These standards and learning progressions were developed collaboratively by a wide array of experts and organizations in K-12 education and educator preparation and form the basis for many state and local standards. For each standard, InTASC delineates essential knowledge, performances, and critical dispositions that are reflected in the learning progressions.

The InTASC learning progressions apply to teachers throughout their careers, so the base level standards (level one of three) are used for apprentices. It is expected that apprentices will develop their skills within each progression during the Date of the apprenticeship.

As the sponsor, Western Kentucky University bears responsibility for ensuring that apprentices have the opportunity to practice and ultimately demonstrate mastery of the learning standards or competencies. This includes ensuring that apprentices are placed in classrooms with an experienced and accomplished mentor teacher and that these classrooms have diverse student populations, including students with disabilities and English language learners.

The mentor teacher, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard, using the learning standard and the essential knowledge, performances, and critical dispositions as a guide.

K-12 Teacher			
Job Description: Teaches one or more subjects to students at the elementary, middle, intermediate, junior high or high school level.			
RAPIDS Code: 3024CB		O*NET Code: 25-3099.00	
Estimated Program Length: 2000 hours			
Apprenticeship Type:	<input checked="" type="checkbox"/> Competency-Based	<input type="checkbox"/> Time-Based	<input type="checkbox"/> Hybrid

InTASC Standard #1: Learner Development	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Drawing on their understanding of the established knowledge base for education, including the science of learning and child and adolescent development, the apprentice observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1)		
	The apprentice actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences. (2)		
	The apprentice engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (3)		

KFFT Domain #1: Planning and Preparation	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
1B - Demonstrating Knowledge of Students	Knowledge of Child and Adolescent Development (1.B.i)		
	Knowledge of the Learning Process (1.B.ii)		

InTASC Standard #2 Learning Differences	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Drawing upon their understanding of emergent/multilingual learners, exceptional needs, and learners' background knowledge, the apprentice observes individuals and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and learning experiences. (4)		
	Recognizing how diverse learners process information and develop skills, the apprentice incorporates multiple approaches to learning that engage a range of learner preferences. (5)		
	Using information on learners' language proficiency levels, the apprentice incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (6)		
	The apprentice includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (7)		
	The apprentice applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (8)		
	The apprentice follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (9)		

KFFT Domain #1: Planning and Preparation	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
1B – Demonstrating Knowledge of Students	Knowledge of Students' Skills, Know-ledge, and Language Proficiency (1.B.iii)		
	Knowledge of Students' Interests and Cultural Heritage (1.B.iv)		
	Knowledge of Students' Special Needs (1.B.v)		

InTASC Standard #3 Learning Environments	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	The apprentice works with students in varying configurations as the apprentice's instructional skills develop, progressing from one-on-one and small group settings to instruction of an entire classroom. (10)		
	In collaboration with the mentor teacher, the apprentice sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (11)		
	The apprentice articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. (12)		
	The apprentice collaborates with the mentor teacher to develop and implement purposeful routines that support these norms. (13)		
	The apprentice communicates verbally and nonverbally in ways that demonstrate respect for each learner. (14)		
	The apprentice is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (15)		
	The apprentice manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (16)		
	The apprentice varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills. (17)		
	The apprentice provides opportunities for learners to use interactive technologies responsibly. (18)		

KFFT Domain #2: The Classroom Environment	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
2A – Creating an Environment of Respect and Rapport	Teacher Interaction with Students, including both words and actions. (2.A.i)		
	Student Interactions with One Another, including both words and actions. (2.A.ii)		
2B – Establishing a Culture for Learning	Importance of the Content and Learning (2.B.i)		
	Expectations for Learning and Achievement (2.B.ii)		
	Student Pride in Work (2.B.iii)		
2C – Managing Classroom Procedures	Management of Transitions (2.C.ii)		
	Management of Materials and Supplies (2.C.iii)		
	Performance of Non- Instructional Duties (2.C.iv)		
2D – Managing Student Behavior	Expectations (2.D.i)		
	Monitoring of Student Behavior (2.D.ii)		
	Response to Student Misbehavior (2.D.iii)		
2E – Organizing Physical Space	Safety and Accessibility (2.E.i)		
	Arrangement of Furniture and Use of Physical Resource (2.E.ii)		

InTASC Standard #4 Content Knowledge	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	The apprentice accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners. (19)		
	The apprentice draws upon initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with their mentor teacher and other colleagues on how to anticipate the learner's need for explanations and experiences that create accurate understanding in the content area. (20)		
	The apprentice uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (21)		
	The apprentice engages learners in applying methods of inquiry used in the discipline. (22)		
	The apprentice links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (23)		
	The apprentice models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (24)		
	The apprentice consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (25)		

KFFT Domain #1: Planning and Preparation	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
1A – Knowledge of Content and Pedagogy	Knowledge of Content and the Structure of the Discipline (1.A.i)		
	Knowledge of Content-Related Pedagogy (1.A.iii)		

InTASC Standard #5 Application of Content	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	The apprentice helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (26)		
	The apprentice engages learners in applying content knowledge and skills in authentic contexts. (27)		
	The apprentice engages learners in learning and applying the critical thinking skills used in the content area(s). They introduce learners to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (28)		
	The apprentice engages learners in developing literacy and communication skills that support learning in the content area(s). They help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provide practice in both. (29)		
	The apprentice provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (30)		
	The apprentice guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives. (31)		
	The apprentice structures interactions among learners and with local and global peers to support and deepen learning. (32)		

KFfT Domain #1: Planning and Preparation	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
1A – Knowledge of Content and Pedagogy	Knowledge of Prerequisite Relationships (1.A.ii)		

KFfT Domain #3: Instruction	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
3A – Communicating with Students	Expectations for Learning (3.A.i)		
	Explanation of Content (3.A.iii)		
3C – Engaging Students in Learning	Activities and Assignments (3.C.i.)		
	Grouping of Students (3.C.ii)		
	Instructional Materials and Resources (3.C.iii)		
	Structure and Pacing (3.C.iv)		

InTASC Standard #6 Assessment	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the apprentice's and learner's decision making.	The apprentice uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (33)		
	The apprentice uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. They use digital and/or other records to support their analysis and reporting of learner progress. (34)		
	The apprentice participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (35)		
	The apprentice engages each learner in examining samples of quality work on the type of assignment being given. They provide learners with criteria for the assignment to guide performance. Using these criteria, they point out strengths in performance and offer concrete suggestions for how to improve. They structure reflection prompts to assist each learner in examining their work and making improvements. (36)		
	The apprentice makes digital and/or other records of learning performance to monitor each learner's progress. (37)		
	The apprentice matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (38)		
	The apprentice engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (39)		
	The apprentice implements required accommodations in assessments and testing conditions for learners with disabilities & language learning needs. (40)		
	The apprentice differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically. (41)		

KFFT Domain #1: Instruction	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
1F – Planning and Preparation	Congruence with Instructional Objectives (1.F.i)		
	Criteria and Standards (1.F.ii)		
	Design of Formative Assessments (1.F.iii)		
	Use for Planning (1.F.iv)		

KFFT Domain #3: Instruction	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
3D – Using Assessment in Instruction	Assessment Criteria (3.D.i)		
	Monitoring of Student Learning (3.D.ii)		
	Feedback to Students (3.D.iii)		
	Student Self-Assessment and Monitoring of Progress (3.D.iv)		

InTASC Standard #7 Planning for Instruction	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The apprentice uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (42)		
	The apprentice plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners. (43)		
	The apprentice identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (44)		
	The apprentice integrates technological resources into instructional plans. (45)		
	The apprentice plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (46)		
	The apprentice uses data from formative assessments to identify and make adjustments in planning. (47)		
	The apprentice identifies learners with similar strengths and/or needs and groups them for additional learning opportunities. (48)		
	The apprentice uses learner performance data and their knowledge of learners to identify learners who need significant intervention to support or advance learning. They seek assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (49)		
	The apprentice uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (50)		
	The apprentice uses information from informal interactions with families to adjust their plans and to incorporate home-based resources to provide further support. (51)		

KFFT Domain #1: Planning and Preparation	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
1C – Setting Instructional Outcomes	Value, Sequence, and Alignment (1.C.i)		
	Clarity (1.C.ii)		
	Balance (1.C.iii)		
	Suitability for Diverse Learners (1.C.iv)		
1D – Demonstrating Knowledge of Resources	Resources for Classroom Use (1.D.i)		
	Resources to Extend Content Knowledge and Pedagogy (1.D.ii)		
	Resources for Students (1.D.iv)		
1E – Designing Coherent Instruction	Learning Activities (1.E.i)		
	Instructional Materials and Resources (1.E.i)		

InTASC Standard #8 Instructional Strategies	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The apprentice directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (52)		
	The apprentice directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (53)		
	The apprentice makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (54)		
	As appropriate to the learning objective, the apprentice prepares learners to use specific content-related processes and academic language. They also incorporate strategies to build group work skills (55)		
	The apprentice analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (56)		
	The apprentice integrates primary language resources into instruction. (57)		
	The apprentice seeks assistance in identifying general patterns of need to support language learners. (58)		
	The apprentice helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. They help students learn to evaluate the trustworthiness of sources and organize the information clearly to an authentic audience. (59)		
	The apprentice poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (60)		
	The apprentice models use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts. Assigns work allowing the learners to practice doing so. (61)		
	The apprentice develops learners' abilities to participate in respectful, constructive		

	discussions of content in small and whole group settings. They establish norms that include thoughtful listening, building on one another's questioning for clarification. (62)		
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KFFT Domain #3: Instruction	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
3A – Communicating with Students	Directions and Procedures (3.A.ii)		
	Use of Oral and Written Language (3.A.iv)		
3B – Questioning and Discussion Techniques	Quality of Questions/Prompts (3.B.i)		
	Discussion Techniques (3.B.ii)		
	Student Participation (3.B.iii)		
3E – Demonstrating Flexibility and Responsiveness	Lesson Adjustment (3.E.i)		
	Response to Students (3.E.ii)		
	Persistence (3.E.iii)		

InTASC Standard #9 Professional Learning and Ethical Practice	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	The apprentice observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (63)		
	The apprentice seeks and reflects upon feedback from colleagues to evaluate the effects of their actions on learners, colleagues, and community members. (64)		
	The apprentice gathers, synthesizes, and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (65)		
	The apprentice understands and acts in accordance with ethical codes of conduct and professional standards. (66)		
	The apprentice understands and complies with laws and policies related to learners' rights and teachers' responsibilities. (67)		
	The apprentice accesses information and uses technology in safe, legal, and ethical ways. (68)		
	The apprentice follows established rules and policies to ensure learners access information and technology in safe, legal, and ethical ways. (69)		
	The apprentice recognizes how their identity affects perceptions and biases and reflects on the fairness and equity of their decisions. (70)		
	The apprentice accesses resources to deepen their understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (71)		
	The apprentice reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (72)		

KFFT Domain #4: Professional Responsibilities	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
4A – Reflecting on Teaching	Accuracy (4.A.i)		
	Use in Future Teaching (4.A.ii)		
4E – Growing and Developing Professionally	Enhancement of Content Knowledge and Pedagogical Skill (4.E.i)		
	Receptivity to Feedback from Colleagues (4.E.ii)		
4F – Showing Professionalism	Integrity and Ethical Conduct (4.F.i)		
	Service to Students (4.F.ii)		
	Advocacy (4.F.iii)		
	Decision Making (4.F.iv)		

InTASC Standard #10 Leadership and Collaboration	Learning Progression (Level One)	Mentor Teacher Signature	Date
The apprentice collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	The apprentice participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (73)		
	The apprentice participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (74)		
	The apprentice elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (75)		
	The apprentice uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community. (76)		

KFFT Domain #4: Professional Responsibilities	Accomplished (Level Three)-Measured During Instructional Observations	Mentor Teacher Signature	Date
4C – Communicating with Families	Information About the Instructional Program (4.C.i)		
	Information About Individual Students (4.C.ii)		
	Engagement of Families in the Instructional Program (4.C.iii)		
4D – Participating in a Professional Community	Relationships with Colleagues (4.D.i)		
	Involvement in a culture of Professional Inquiry (4.D.ii)		
	Service to the School (4.D.iii)		
	Participation in School and District Projects (4.D.iv)		
4E – Growing and Developing Professionally	Service to the Profession (4.E.iii)		

	Additional Competencies – ELED 345	Mentor Teacher Signature	Date
	Identify and describe the skills and personality traits of effective teachers and explain their importance.		ELED345
	Use professional language to describe elementary curriculum, instruction, and assessment.		ELED345
	Use principles of effective teaching to evaluate their own teaching and the teaching of others.		ELED345
	Develop general and specific strategies to address student diversity in the elementary school classroom.		ELED345
	Plan clear, coherent, and standards-based elementary lessons.		ELED345
	Describe and evaluate examples of research-based teaching strategies for elementary teachers.		ELED345
	Apply principles of assessment and classroom management to practical classroom situations.		ELED345
	Teach a content lesson consistent with principles of effective teaching and learning.		ELED345

	Additional Competencies - SPED 335	Mentor Teacher Signature	Date
	Develop a teaching philosophy that reflects appropriate attitudes toward students with disabilities and their inclusion in regular education.		SPED 335
	Review state and federal laws/legislation impacting the education of students with disabilities.		SPED 335
	Identify and discuss multicultural aspects resulting in over representation of minority or culturally diverse populations in special education classes.		SPED 335
	Summarize the collaborative roles of general education teachers, special education teachers, related service providers and parents impacting effective inclusion.		SPED 335
	Discuss the role of educational assistants, or paraprofessionals, in the delivery of educational programs to students with disabilities.		SPED 335
	List the definition, prevalence, identification, and characteristics of students with disabilities in the classroom.		SPED 335
	Create a file of special teaching strategies found to be effective with students with disabilities in accessing the KY Academic Core Standards.		SPED 335
	Identify effective strategies used to adapt selected curriculum materials.		SPED 335
	Discuss strategies for socially integrating students with disabilities in the general education classroom.		SPED 335
	Discuss strategies for meeting the needs of students with disabilities and their families.		SPED 335
	Identify major organizations and advocacy groups supportive of students with disabilities.		SPED 335
	Demonstrate professional dispositions in all settings (i.e. attendance, respect, dependability, preparedness, collegiality, etc.)		SPED 335



APPENDIX A
RELATED INSTRUCTION OUTLINE
K-12 Teacher

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

Either at the time of entry into the apprenticeship program, or upon completion of the apprenticeship, apprentices must hold at least a bachelor's degree.

The apprenticeship will result in apprentices completing all requirements for full state certification or licensure. Typically, the apprentice will earn a bachelor's degree or higher in a specialty of education (e.g., elementary education, special education) from a state-approved educator preparation program during the Date of the apprenticeship. In cases when an apprentice already holds a bachelor's degree or higher, they may complete a state-approved educator preparation program that does not result in the awarding of a degree.

The apprenticeship program must include at least 144 total hours of related instruction. Academic program schedules and structures vary, but a three-credit, one semester Date typically requires three hours in class per week during a 15-week semester, or 45 total hours of class time.

Required instruction is determined by one or more of the following:

- the apprentice's chosen degree program and credential area, and the participating educator preparation program's requirements
- Datework already completed by the apprentice and accepted for transfer to a participating college, university, or other state-approved educator preparation program.
- requirements for the student's major field of study (e.g., elementary education, special education, secondary mathematics)
- state requirements for approved educator preparation programs.
- state teacher licensure requirements.

Regardless of the type of degree to be awarded, OJL/clinical experience and related instruction are designed to be interdependent and complementary. The employer/sponsor(s) and related instruction provider should work in partnership to co-construct the apprenticeship experience so that OJL and related instruction are mutually reinforcing.

Provider: Western Kentucky University	
Name: College of Education and Behavioral Sciences – School of Teacher Education	
Address: 1906 College Heights Blvd #61030	
Email: denis.george@wku.edu	Phone Number: (270) 745-2164
Suggested Related Instruction Hours:	

Elementary Education

*CIP Code	Date Title	Semester Hours	Contact Hours
13.0101	EDU 250 Discover Teaching: Introduction to Teacher Education	3	45
13.0604	EDU 260 Classroom Assessment	3	45
13.0101	EDU 350 Student Diversity and Differentiation	3	45
13.0101	EDU 360 Behavior and Classroom Management in Education	3	45
13.1202	ELED 345 Foundations of Elementary Teaching	3	45
13.1202	ELED 365 Teaching Methods for Elementary Teachers	3	45
13.1202	ELED 405 Teaching Mathematics in the Elementary Schools	3	45
13.1202	ELED 406 Teaching Science in the Elementary School	3	45
13.1202	ELED 407 Materials and Methods in Social Studies	3	45
13.1202	ELED 465 Data-Driven Decision-Making in Elem. Education	3	45
13.0101	EDU 489 Student Teaching Seminar	3	45
13.1202	ELED 490 Student Teaching	5	75
13.1001	SPED 335 Foundations of Special Education	3	45
13.1315	LTCY 320 Foundations of Teaching Literacy in the Elem. Grades	3	45
13.1315	LTCY 420 Literacy Methods in the Elementary Grades	3	45
42.0101	PSY 310 Educational Psychology: Development and Learning	3	45
Total Hours		50	750



SELECTION PROCEDURES

The district will ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must meet the minimum qualifications described in the Registered Apprenticeship Standards or published documents for the Registered Apprenticeship program. Simultaneously to the apprenticeship period, a candidate must complete the requirements for a certified teacher under Kentucky's Education Professional Standards Board and attain (or have previously attained) a bachelor's degree.

In addition, apprentices must meet all admission requirements of the WKU School of Teacher Education which includes the following:

- Demonstrates evidence of meeting all pre-requisite competencies listed in the Related Instruction Plan (shown below) corresponding to grades 9-11.
- Holds a high school diploma or GED.
- Passes a criminal background check, criminal abuse and neglect check, and physical exam in accordance with Kentucky regulations pertaining to school employees.
- Meets WKU requirements for admission into the College of Education
- Meets minimum requirements for the PRAXIS CORE or its equivalent as designated by the EPSB at the time of program admission.
- Demonstrates critical InTASC dispositions as measured by three independent recommendations.
- Is recommended for admission by the selection committee based on:
 - Review of portfolio evidence
 - Interview

The selection committee follows the following guiding principles in the selection process:

- Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.
- Mechanisms for the employer and the related instruction provider to vet and select candidates collaboratively.
- Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation.

The district provides equal opportunity for all qualified candidates in the apprenticeship program and operates the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The district seeks to recruit apprentices who are reflective of the local community and who increase the diversity of the teacher workforce in terms of gender, race/ethnicity, linguistic diversity, and disability status. The district Affirmative Action Plan appears below.



DISTRICT AFFIRMATIVE ACTION PLAN