Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

DEVELOPED FOR

Auburn University Montgomery

APPROVED BY THE
ALABAMA OFFICE OF APPRENTICESHIP
ALABAMA DEPARTMENT OF COMMERCE

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(Registration Agency Rep)

Appendix A

WORK PROCESS SCHEDULE
Elementary School Teachers, Except Special Education

O*NET-SOC CODE: 25-2021.00   **RAPIDS CODE:** 3024CB

☒ National Occupation   ☐ State Occupation

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

1.   APPRENTICESHIP APPROACH

☐   Time-based   ☒   Competency-based   ☐   Hybrid

2.   TERM OF APPRENTICESHIP

The term of the apprenticeship is 96 competencies, supplemented by not less than 1000 total hours of related instruction.

3.   RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 apprentice(s) to 1 journeyworker(s).

4.   APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages as specified in each Employer Acceptance Agreement (Appendix D). At a minimum, each employer is required to increase the apprentice's wage at the intervals outlined below.

The entry wage must not be less than the minimum wage prescribed by the Fair Labor Standards Act, where applicable, unless a higher wage is required by other applicable Federal law, State law, or respective regulations.

Base Wage Progression		
PERIOD	**RATE**	**PROGRESSION**
Year 1	65% of entry-level teacher salary as defined by the state minimum salary schedule for classroom teachers	• Demonstrate fundamentals in all competencies and • Must have successfully completed the coursework prescribed by their institution through the end of the spring semester, thus remaining on track for graduation.

Year 2	85% of standard entry-level teacher salary as defined by the state minimum salary schedule for classroom teachers	• Demonstrate proficiency in all competencies <u>and</u> • Complete all required related technical instruction, <u>and</u> • obtain an Alabama Professional Educator Certificate to move to completion rate
Completion Wage	100% of state minimum salary schedule for classroom teachers	

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 6 months.

6. SELECTION PROCEDURES

SECTION I – MINIMUM QUALIFICATIONS

Applicants will meet the following minimum qualifications to be eligible for the pool of applicants:

A. <u>Age</u>

Applicants must not be less than 18 years of age and provide appropriate verification of age respecting Alabama state laws.

B. <u>Education</u>

Applicants must meet the following educational requirements and be able to provide an official transcript(s) for any post–high school education.

- Sufficient, transferable, and acceptable college credit hours placing the applicant within two academic years of completing a bachelor's degree in an approved teacher preparation program

<p align="center"><u>AND</u></p>

- Confirmed eligibility to be enrolled in an approved teacher preparation program at a participating institution

C. <u>Physical</u>

Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

D. <u>Other</u>
- Completion of background clearance through the Alabama State Department of Education
- Citizenship verification
- Evidence of a valid Social Security number

SECTION II – SELECTION PROCEDURES

The sponsor has adopted the following selection procedures, consistent with the requirements set forth in forth in 29 CFR § 30.10(b):

A. Applications will be accepted as specified by the sponsor.

B. Every applicant will be required to complete an application that will be made available by the sponsor.

C. Completed applications will be checked for minimum qualifications. Applicants deficient in one or more qualifications or requirements or making false statements on their applications will be disqualified and no further processing of such application will be taken.

D. In addition to the apprenticeship application, applicants must complete an application to an approved teacher education program at a participating institution and be granted admission into the training program.

E. Applicants who meet the minimum qualifications, submit the required documents [LIST REQUIRED DOCUMENTS], and have been granted admission into the teacher preparation program will be entered into the pool of eligible applicants.

F. Applicants will have the opportunity to review the standards, the sponsor's written rules and policies, and the apprenticeship agreement during the application process and prior to joining the program.

G. Employers with signed Employer Acceptance Agreements will have access to the pool of eligible applicants, including the documentation outlined above. Employers

may conduct interviews and internal human resources procedures prior to an offer of employment. Employers will inform the sponsor of those who have accepted employment as an apprentice.

SECTION III – DIRECT ENTRY

The sponsor who invokes a direct entry provision may do so without regard to the existing selection procedure or minimum qualifications used for entry into the apprenticeship program. Direct entry shall be done without regard to race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or an individual with a disability or a person 40 years old or older. The methods for direct entry are as follows:

A. An individual who is a current employee of an employer with an Employer Acceptance Agreement may be granted direct entry into the apprenticeship program.
    *   The related technical instruction provider will evaluate the employee's post-secondary transcript to grant appropriate credit from prior coursework.
    *   The employer will evaluate the employee's skills to grant appropriate credit for on-the-job learning.
    *   The sponsor will evaluate the employee's application for satisfaction of the minimum qualifications.
    Applicants for direct entry meeting the minimum qualifications may be selected for apprenticeship by a participating employer without a requirement to be placed in the pool of eligible applicants.

WORK PROCESS COMPETENCIES

Elementary School Teachers, Except Special Education

O*NET-SOC CODE: 25-2021.00   **RAPIDS CODE:** 3024CB

Work Process Guidelines:

- During the apprenticeship, the apprentice shall receive work experience and job-related education in all phases of the occupation, including safe work practices, necessary to develop the skill and proficiency of a skilled professional.
- The program sponsor must ensure apprentices are rotated throughout the various work processes to ensure a well-rounded professional upon completion of the apprenticeship and identify what methodology will be used to track progression of experience on-the-job.
- Such on-the-job learning shall be carried on under the direction and guidance of a qualified professional.

Field Training – Mentor has provided training and demonstration of task to the apprentice.
Demonstrates Fundamentals – Apprentice can perform the competency with some coaching.
Proficient in Task – Apprentice independently performs the competency properly and consistently.

Competencies: Apprentice will be able to…	Date		
	Field Training	Demonstrates Fundamentals	Proficient in Task
JOB FUNCTION 1: Employability			
1. Adapt to new, different, and changing requirements with flexibility			
2. Adhere to the Alabama Educator Code of Ethics			
3. Build and maintain positive relationships with parents			
4. Collaborate with guidance counselors regarding students' career paths			
5. Communicate progress and concerns with tact and professionalism to parents and, as appropriate, other faculty, staff, and/or administrators			
6. Confer with staff members outside of content area (media, guidance, etc.) to plan and schedule lessons following approved curricula			
7. Demonstrate commitment, positive attitude, and responsiveness to feedback regarding self-			

	development and improvement of knowledge and skills			
8.	Demonstrate active listening and effective communication in meetings and professional settings			
9.	Demonstrate proficient oral and written communication skills and comprehension of work-related documents			
10.	Discuss academic difficulties or behavioral problems with students as they arise			
11.	Display professionalism in all settings and interactions.			
12.	Display strong work ethic			
13.	Enforce all administration policies and rules governing student code of conduct			
14.	Enforce safety and security standards for students, staff, and visitors			
15.	Enter, transcribe, record, store, or maintain information in written or electronic/digital format			
16.	Maintain accurate, complete, and timely documentation of student records as required by relevant law, regulation, or district policy			
17.	Maintain professional boundaries with students			
18.	Perform administrative duties, such as assisting with monitoring students in common areas, bus loading and unloading, and schoolwide activities			
19.	Plan, prioritize, and accomplish work assignments efficiently and effectively.			
20.	Select, store, order, issue, and inventory classroom equipment, materials, and supplies			
21.	Support school culture by participating in committees, school leadership teams, and student support initiatives as needed			
22.	Use multiple technology platforms (appropriate tools or technology for the task) to plan, maintain records, and communicate			
23.	Utilize interpersonal skills to work effectively with others from diverse backgrounds			
Job Function 2: Culture and Climate				
24.	Shows connectedness to learners, interpersonal bonding			

25.	Expresses concern for learners' well-being			
26.	Demonstrates personal interest in learners			
27.	Demonstrates openness and approachability			
28.	Makes culturally responsive eye contact with learners			
29.	Uses words that resonate with or do not exclude learners			
30.	Accepts and supports learners to take risks voicing their opinions and asking questions			
31.	Promotes interactions that are highly supportive, friendly, and learner-centered			
32.	Asks questions that encourage learners to voice their opinions			
33.	Demonstrates a positive attitude toward the content/activity/task			
34.	Shows genuine interest in the content/activity/task			
35.	Exhibits energy that appeals to learners			
Job Function 3: Learning Dimension				
36.	Captures learners' attention to set the stage for learning			
37.	Thoroughly explains why the content or activity is important to the learners			
38.	Uses simple and direct language to provide instructions about the activity/task			
39.	Encourages learners to question each other through discussions and debate			
40.	Provides opportunities for learners use application skills to complete activities/tasks			
41.	Provides opportunities for learners to express themselves individually and collectively in a variety of ways			
42.	Describes the purpose of the lesson—why this is important to every learner's life			
43.	Makes it personal to the learners (e.g., through culture, gender, age, geography)			
44.	Incorporates a real-world aspect into the lesson			
45.	Keeps close proximity to learners			
46.	Formatively assesses learners throughout the lesson			
47.	Encourages learner self-assessment			

48.	Elicits learner questioning to determine level of understanding			
49.	Changes instructional arrangement (e.g., peer partner, groups, individual) for activities/tasks			
50.	Uses different ways to engage with use of materials (e.g., graphic organizers, visuals, text)			
51.	Changes instructional tasks (e.g., reduces number of items, modifies assignment, gives learner options)			
52.	Uses many forms of feedback			
53.	Provides learners with individualized feedback			
54.	Gives feedback that is specific to the current lesson/activity			
55.	Learners are involved in the feedback process			
Job Function 4: Essentials				
56.	Has deep understanding of their subject matter			
57.	Speaks clearly and with appropriate tone, tempo, and volume			
58.	Demonstrates new skill/concept (acquisition), applies thinking skills (application), integrates individual thinking skills (assimilation)			
59.	Uses active listening skills to understand and respond to learners			
60.	Conveys confidence in learners			
61.	Provides high levels of support through varied teaching and modes of presentation			
62.	Provides feedback to learners on personal goals and time frames			
63.	Chooses resources and materials with intentionality that enhance learning activities aligned to learning objectives and instruction			
64.	Secures a variety of resources from within and outside of the classroom that increase learner learning and engagement			
65.	Makes resources easily accessible and available to engage learners			
66.	Employs active learning strategies			
67.	Uses a variety of assessment strategies			
68.	Applies group instructional strategies to be inclusive of all learners			
69.	Ensures smooth transitions between activities/tasks			

70.	Executes efficient procedures; maintains control of classroom environment; ensures learners stay on task			
71.	Ensures group projects are organized			
72.	Dedicates/protects blocks of time to instruction with minimal interruptions			
Job Function 5: Agency				
73.	Ensures learners are working the problems, not the teacher			
74.	Facilitates inquiry-based activities/tasks			
75.	Guides learners to take charge of their learning and engagement			
76.	Allows learners to contribute to the design of lessons, projects, and/or activities			
77.	Gives learners the ability to attend to activities with the role of decision-making			
78.	Helps learners make sense of instructional concepts and create their own understandings			
79.	Provides opportunities for reflection or goal setting			
80.	Facilitates a progress-tracking process so learners know their areas of strengths or challenges			
81.	Identifies problems and generates solutions with the learner			
82.	Allows sufficient time for problem-solving			
83.	Provides encouragement when learners struggle			
84.	Gives learners guidance to be successful or to keep going			
85.	Applies strengths-based learning: active mentoring to learners, learner-led decision-making beyond academics			
86.	Acknowledges learners' personal potential			
87.	Uses and encourages positive self-talk			
88.	Promotes harmony and positivity toward learners			
89.	Shows empathy through dialogue with learners			
90.	Redirects learners if negative interactions occur			
91.	Proposes questions when engaged with groups			
92.	Upholds the role of facilitator rather than interferes with engaged groups			

93.	Suggests and promotes peer assistance			
94.	Uses discretion to address learners			
95.	Demonstrates maturity and consideration for others			
96.	Speaks respectfully to learners at all times, including when redirecting			

RELATED TECHNICAL INSTRUCTION OUTLINES

Elementary Teacher, Except Special Education

O*NET-SOC CODE: 25-2021.00   **RAPIDS CODE:** 3024CB

Related Instruction Guidelines:

- The course listings outline the related instruction that supplements the on-the-job learning. It is through the combination of both the on-the-job learning and the related instruction that the apprentice can reach the skilled level of the occupation.
- Each apprentice's attendance and progress in related education must be tracked and appropriate records maintained.
- Time devoted to the job-related education shall not be considered as part of the on-the-job learning.
- Failure on the part of the apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.

Related Instruction Delivery Methods:

- **(CBA) Competency-Based Assessment-** Instruction will occur primarily in an on-the-job setting and will be documented and evaluated using portfolios, teaching artifacts, and other processes defined by the institution.
- **(VAS) Virtual Asynchronous-** Instruction is delivered as online distance-learning without expectation of a common meeting time or requirement for live interaction.
- **(VS) Virtual Synchronous-** Instruction is delivered as online distance-learning with a designated meeting time and may include a requirement for live participation.
- **(FF) Face to Face-** Instruction is delivered in person with a designated meeting location and time.
- **(HY) Hybrid-** Instruction is delivered in a combination of formats with 51% being face to face and the remainder in any other virtual format.
- **(FE) Field Experience-** An opportunity to apply knowledge gained in the classroom with supervised practice in the field. Field experience may be a corequisite component with instruction delivered in any other method.
- **(CE) Clinical Experience-** An on-the-job learning activity in which a student gains supervised work experience related to the field of study.

Auburn University at Montgomery

Hours Instruction Provided: ☐During Work Hours ☐During Non-Work Hours ☒Both
RTI Provider Name: Auburn University at Montgomery
Contact Name: Dr. Brooke A. Burks
Contact Phone: 334.244.3435
Contact Email: bburks1@aum.edu
Contact Address: P.O. Box 244023, Montgomery, AL 36124-4023

Elementary Education

Course Code	Course Title	Delivery	Credit Hours	Seat Hours
OPTIONAL SUMMER SEMESTER- YEAR 1				
MATH 1310	Math for Elementary Ed I	FF	3	45
	Additional Core Courses (if needed)			
FALL SEMESTER- YEAR 1 (15)				
FNDS 2010	Social Foundations of Education	VAS, CBA	3	45
FNDS 2120	Child & Adolescent Growth & Development	VAS	3	45
FNDS 2140	Educational Psychology	VAS	3	45
SPRING SEMESTER – YEAR 1 (15)				
READ 3300	Methods of Teaching Literacy	FF	9	135
ELEM 3000	Teaching Creative Arts	FF	3	45
SUMMER SEMESTER – YEAR 1 (9)				
INST 4703	Educational Technology	VAS, CBA	3	45
FNDS 4800	Measurement and Evaluation	VAS	3	45
FALL SEMESTER – YEAR 2 (15)				
ELEM 3400	Methods of Teaching Elementary Social Studies	FF	3	45
ELEM 4200	Methods of Teaching Elementary Science	FF	3	45
ESPE 3760	Survey of Exceptionalities	VAS	3	45
PHED 2203	Wellness (or other approved Education Elective)	VAS	3	45
SPRING SEMESTER – YEAR 2 (15)				
ELEM 4100	Methods of Teaching Elementary Math	FF	3	45
ELEM 3914	Practicum in Education	CE	3	45
SUMMER SEMESTER – YEAR 2 (15)				
PHED 2130	Health and Physical Education in Elementary	VAS	3	45
FNDS 3200	Principals of Teaching in the Elementary Classroom	FF		
FALL SEMESTER – YEAR 2.5 (15)				
ECEL 4924	Professional Internship in Childhood Education	CE	9	135
ECEL 4453	Professional Development Seminar	FF*	3	45
		TOTALS	63	945

FF=Face-to-Face evening class. FF*= Currently offered during school day. VAS=Virtual Asynchronous.

CBA=Competency-Based Assessment. CE=Clinical Experience.