

# Apprentice Checklist

## Looking Ahead Toward A Teaching Career?

Take care of these tasks that accompany the practicum semester.

- Register, review and take the TExES. Use the SBEC Web site for materials.
- Request WINGS telementoring at <http://wings.utexas.edu/>.
- Inform potential graduation guests of your December graduation date.
- Polish your Professional Portfolio (see below).
- Review interviewing strategies.
- Apply for graduation in SZB 216.
- Update your resume and bring a snapshot of yourself to Career Day.
- Complete and submit your school district's substitute application form.
- Establish a credential file with Career Services (before you can interview on campus).
- Request an Anticipation Letter from Career Services (required by some school districts).
- Request letters of recommendation. (Evaluations cover your cooperating teacher and facilitator.)
- Apply online for SBEC teacher certification.
- Order official transcripts.
- Plan to substitute after December? You will need to attend a district substitute teacher orientation.
- Begin completing applications for teaching positions.

## Discuss with Your Cooperating Teacher

Seek clarification or elaboration when necessary as you discuss these items:

- School safety issues (in the classroom, playground, hallways, cafeteria, parking lot, and bus/car zones)
- School emergency procedures (drills, evacuation plans, dangerous weather, intruders)
- The Texas Code of Professional Ethics and Standards
- Protecting confidentiality of student and family information
- Classroom and school-wide behavior management systems
- Your resume
- Cooperating teacher's professional experiences
- Biographical information
- Teaching philosophies and vision
- Signal systems (indoor, outdoor)
- Teaching for individual differences shaped by prior learning, motivation, interests, experience, learning approaches, learning rates, cultural heritage, attention, developmental levels, linguistic characteristics, disabilities, impairments, gifts, and personality traits
- Children with special needs, noting accommodations/modifications (IEPs and 504, ADD/ADHD, health concerns)
- Curriculum integration
- Learning assessments, grading, records, documentation, computerized systems, and spreadsheets
- Dealing with death, divorce, family violence, abuse, and tragic current events
- Keeping families informed, involved and empowered through ongoing contact
- Setting developmentally appropriate, realistically high learning and behavioral expectations
- Determining student needs and interests
- Communicating behavioral and academic expectations to students
- Apprentice teacher's role when a substitute teacher is present
- Conducting class meetings
- Any rubrics, checklists or rating scales you plan to use
- Involving students in limits-setting

- Involving students in maintaining the physical classroom environment
- Classroom live animal and plant care
- How to access teaching materials, such as living science materials or math manipulatives
- Plans for addressing multicultural interests, needs, and perspectives
- Learning and behavioral contracts
- Welcoming and accommodating classroom visitors
- Welcoming and assisting new students
- Your role during parent conferences this semester
- Health and sanitation practices (emergency assistance, medication policies, medical gloves)
- Textbooks and curriculum guides
- Homework (traditional and nontraditional)
- Changing room arrangements for specific activities
- Standard school supplies
- Requesting items from home for particular lessons
- Available technology
- Forgotten lunches or learning materials
- Inviting guests for effective lessons (presentations, demonstrations, interviews, motivation)
- Volunteers
- Field trips
- Ideas for your Practicum Contribution Project

### Practicum Requirements

1.  Purchase a Practicum Kit at the UT Co-op (supplies section).
2.  Organize your Apprentice Notebook (using the Apprentice Notebook guide below and notebook labels provided). Keep contents up-to-date.
3.  Wear your official UT Apprentice Teacher badge while on your host campus.
4.  Refer to the Practicum Calendar for an overview of this semester. The calendar shows times and locations of seminars and EDC 670EB classes, events and requiring your attendance, midterm conferences, total teach window, final evaluation conferences, and graduation. Keep the calendar in your Resources section.
5.  Agree upon daily arrival and departure times with your cooperating teacher. You must be available as needed between 7:30 a.m. and 4:30 p.m.
6.  Work with your cooperating teacher to complete a Practicum Plan to show what you will teach and plan each week. Note that you will always be planning for the following week.
7.  Place the Cohort Telephone List in the Resources section of your notebook. Cohort members approved distribution of this information within the cohort. Please respect privacy by not sharing any cohort member's information with others without obtaining prior consent.
8.  Give two completed copies of your Apprentice Teacher Contact Form to your cooperating teacher (one for home, one for school).
9.  Place one completed copy of your Apprentice Teacher Contact Form in your Resources section.
10.  Read your school's Faculty Handbook and/or weekly faculty memoranda.
11.  Provide one copy of the Apprentice Teacher Contact Form, Class Schedule, Cooperating Teacher Contact Form, and the Practicum Plan to your facilitator.
12.  Provide one copy of the completed Apprentice Teacher Contact Form, Cooperating Teacher Contact Form, and Class Schedule to your program coordinator.
13.  Read the "Welcome to Apprentice Teaching" letter mailed to all apprentice teachers. If you did not receive yours, read it online at <http://www.edb.utexas.edu/career-field/student-teach.html>, and pick up an AISD Substitute Application Form in SZB 294.

14.  Print and study the Apprentice Teacher Handbook and the Code of Ethics for Texas Educators at <http://www.edb.utexas.edu/career-field/handbook.html#anchor558996>.
15.  Accept responsibility for following all policies presented in the sites given above, and for following instructions provided by your program coordinator and facilitator.
16.  Use the Cooperating Teacher Checklist as a reference and a reminder to request assistance with items not yet covered.
17.  Introduce yourself cheerfully to others on your host campus. Be sure to include these members of the school faculty and staff: principal, administrative assistant, counselor, nurse, custodian, and media specialist/librarian. A list of faculty names may be available on school Web sites.
18.  Arrange for a tour of the school.
19.  Direct several activities planned by your cooperating teacher to help you get to know your students.
20.  Obtain as much information about the school as possible, using the school and district Web sites (if available).
21.  Tour the school attendance zone.
22.  Complete the Class Profile (TxBESS) form with assistance from your cooperating teacher and office staff. Do not worry if some information is unavailable.
23.  Use your dialogue journal for frequent, brief written communication with your cooperating teacher.
24.  If you are in an AISD school, show your cooperating teacher this site: <http://www.edb.utexas.edu/career-field/dayoff.html> to review the information about a day off for cooperating teachers during your total teach period. Be certain to complete the substitute application form (mailed with the "Welcome to Student Teaching" letter; if you did not receive the letter, request an additional copy in SZB 294).
25.  Take inventory of materials available in the classroom.
26.  Explore your school library collection. Do not overlook professional materials.
27.  Become familiar with procedures for using the classroom library and other materials.
28.  Use your **Guide to Lesson Planning** and the form/template provided for lesson plans. A briefer format may be approved by cooperating teachers for some areas as the semester progresses.
29.  Note any questions or concerns for discussion with your cooperating teacher and/or UT facilitator in your personal notebook.
30.  Visit your district's media center and the Graphics Lab at ESC Region XIII.
31.  Use the Definitions of Behavioral Verbs for Lesson Planning list at <http://www.adprima.com/lesson.htm>. These will help you write many objectives and incorporate higher levels of cognition in planning and teaching.
32.  Download the TEKS for your grade level from the TEA Web site at <http://www.tea.state.tx.us/teks/> Drag a TEKS file to your computer desktop so you will never need to type out TEKS on your lesson plans. Print these or photocopy your cooperating teacher's TEKS. You will also need the TAKS Booklet document for your notebook's Resources section, available at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.
33.  Download and print TAKS Reading Grade 3 and Writing Grade 4. You will need these for an upcoming seminar and EDC 670EB class.
34.  Review the document titled Observing a Parent Conference.
35.  If apprenticing in AISD, visit <http://www.austinschools.org/matrix/curricdownload.htm>, select your grade level and download the file, naming it AISD MATRIX and IPGs.
36.  Print your school district's calendar for your notebook's Resources section.
37.  Provide advance notification to your cooperating teacher for anticipated absence or schedule changes due to events such as the UT Mandatory Apprentice Orientation Meeting, Mandatory Professional Development, and Career Day.
38.  Videotape at least two of your lessons. Complete a lesson critique using the forms provided. (See Photographing, Video/Audio Taping below.)

39.  Make an effort to provide volunteer services. Keep a record on the Volunteer School and Community Service form. Ask your cooperating teacher to initial each entry and to sign at the bottom of the form before final evaluations occur.
40.  Visit each special class with your students at least twice. Observe carefully and note significant student behaviors. Note teaching practices that occur in such contexts.
41.  Include music and/or art in at least two lessons.
42.  Integrate technology!

## Interviews, Resumes, Portfolios

### Evidence of:

- writing skills
- knowledge base
- organization
- curriculum integration
- inclusion
- enthusiasm
- teaming
- self-evaluation
- technology
- leadership
- achievement
- initiative
- innovation

### Examples of:

- units of instruction
- planning materials
- teaching style & strategies
- age-appropriate materials
- student work
- writing samples
- teaching philosophy
- personal statement/goals
- teacher journal
- summative appraisals
- classroom photographs
- résumé; transcripts
- references; credentials

The Career Services Web site offers some tips on resumes at <http://www.edb.utexas.edu/career/tips/resume.html>, and also includes factors considered by employers. The contents of your Apprentice Notebook and your projects from courses can also be helpful as you organize your portfolio. You may choose to include: