

**TEACHER
(Competency-Based)**

APPENDIX A

O*NET CODE 25-2021.00/25-2022.00/25-2031.00

Competency/performance-based apprenticeship occupations are premised on attainment of demonstrated, observable and measurable competencies. In competency/performance-based occupations apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion.

This training outline is a minimum standard for Work Processes and Related Instruction. Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

WORK PROCESSES

A. Knowledge of Students and Student Learning

1. Demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of students.
2. Design instruction that reflects the multiple experiences, strengths, interests, and learning needs of students.
3. Plan and deliver instruction for individual students or groups of students both independently and under the guidance of the Attending Teacher.
4. Employ various teaching methods to allow for differentiation, various learning styles, and equitable access to instructional material.
5. Create opportunities for students to engage in self-directed learning.

B. Managing and Monitoring Student Learning

1. Plan and deliver formative assessments for individual or groups of students under the guidance of the Attending Teacher to measure learning and develop next steps.
2. Use data to adapt instruction to meet learning needs or provide enrichment opportunities.
3. Use multiple measures and multiple formats, to maintain clear documentation of student growth.

4. Provide, through clear communication, timely, specific and actionable feedback to students on their daily performance and assessments.
5. Allow for multiple pathways to learning.
6. Engage students in self-assessment of learning goals, strategies, and outcomes.

C. Helping Create and Maintain a Safe, Engaging, Culturally Responsive Learning Environment

1. Set high expectations and clear standards for all learners.
2. Create a mutually respectful and supportive learning environment to include all students.
3. Create a climate of acceptance and respect.
4. Promote student curiosity and enthusiasm where students can openly express their ideas.
5. Organize and utilize available resources to create a safe, productive learning environment and physical space.

D. Reflective Practitioner

1. Reflect on instructional practice to improve effectiveness and guide professional growth.
2. Adjust goals and strategies based on analysis of formal and informal evidence of student learning.
3. Set professional goals and monitor progress to continuously improve instructional practice.

E. Member of Learning Community

1. Engage and collaborate with the Attending Teacher or other colleagues to have a positive impact on student learning.
2. Collaborate with the Attending Teacher, families, and the larger community to support student learning.

F. Use and Integration of Technology

1. Demonstrate knowledge and understanding of technological and information literacy and how they affect student learning by using technological tools and a variety of communication strategies to engage students.

G. Substituting for the Teacher (as permitted by facility policies/regulations and program agreement)

1. Fill in for Attending Teacher in cases of short-term absence.

2. Continue instructional activities with students.

Approximate Total Hours 1200 - 2800

Apprentices in this Competency-Based Program shall participate in no fewer than 1,200 documented hours of on-the-job training, and until they have demonstrated a competency for each skill in the Work Processes, with the understanding competency will be demonstrated reasonably proximate to the maximum on-the-job training hours. Competency Assessment referenced in Appendix B.

Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to <https://dol.ny.gov/public-work-and-prevailing-wage>.

TEACHER
APPENDIX B
RELATED INSTRUCTION

Workplace & Safety

1. Dignity for All Students Act
2. Right-to-Know
3. Child Abuse Identification and Reporting
4. Sexual Harassment Prevention Training – MUST comply with Section 201-g of the Labor Law
5. School Violence Prevention and Intervention
6. All additional training required for NYS employment and NYS teacher certification

Skills and Theory

1. Candidates must complete a New York State registered teacher preparation program pursuant to section 52.21 of the Commissioner’s regulations. Registered programs include, but are not limited to, coursework requirements that cover topics such as:
 - a. Knowledge of Students
 - i. Growth and development in the grade band of the certificate sought
 - b. Content Knowledge
 - i. Knowledge base for assisting students in meeting the State learning standards in the grade band and subject area of the certificate sought
 - c. Student Learning
 - i. Human Development including the impact of culture, heritage, and socioeconomic level on learning and the skill of creating respectful classroom communities
 - ii. Assessment including the skill of using data to inform practice
 - iii. Curriculum development and instructional planning including the skill of designing and delivering differentiated instruction
 - iv. Literacy development and language acquisition for native speakers and students learning English as a

new language including the skill of developing the listening, speaking, reading, and writing abilities of all students

- v. Students with disabilities including the skill of co-teaching and applying positive behavioral supports
Technology tools and skill in using them to acquire information, communicate, and enhance learning
- vi. Classroom management including the skill to stimulate and sustain student interest, cooperation, and achievement that prepares students for productive work, citizenship in a democracy, and continuing growth
- vii. Productive relationships and interactions among the school, home, and community including the skill of collaborating with other school staff, families, and communities to support growth and development and enhance learning

Competency Assessment

1. Observation tool completed by the school-based mentor and/or college-based supervisor
2. Assessment(s) where candidates reflect on their practice and student learning (e.g., Teacher Work Sample)
3. Recommendation for Initial NYS teacher certification from the registered institution of higher education teacher preparation program partner
4. All required NYS certification exams for Initial teacher certification

Other topics as necessary

A minimum of 144 hours of Related Instruction must be available for each apprentice each year.

Appendix B topics are approved by New York State Education Department.