

# DRAFT NEW TRADE

## TEACHER RESIDENT (Competency-Based)

### APPENDIX A

O\*NET CODE 25-9041.00

**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.

**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://www.labor.ny.gov/workerprotection/publicwork/PW\\_faq1.shtm](https://www.labor.ny.gov/workerprotection/publicwork/PW_faq1.shtm)*

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### APPENDIX B RELATED INSTRUCTION

#### Workplace & Safety

- Dignity for All Students Act
- Right-to-Know
- Child Abuse Reporting
- Sexual Harassment Prevention Training – MUST comply with Section 201-g of The Labor Law

#### Skills and Theory

- Knowledge of Students
  - Child or Adolescent Development
    - *As related to specific certification area developmental level (Childhood 1-6 or 7-12 Adolescents)*
    - **Equity: Culturally Sustaining and Responsive Practice for Diverse Learners**
- Managing and Monitoring Student Learning
  - Assessment
  - Curriculum and Methods Study
  - **Literacy for Native Speakers and Students Learning English as a New Language**
  - **Students with Disabilities**
  - Literacy
  - Special Education
  - Technology Tools
  - Classroom Management

#### Competency Assessment

- **Local IHE Assessment(s):** for example, Teacher Work Sample
- **Recommendation for Initial NYS Teaching Certification from the accredited Institution of Higher Education teacher preparation program partner**
- Teacher Performance Assessment (edTPA) or other required NYS Certification exams for Initial Certification

Other topics as necessary

A minimum of 288 hours of Related Instruction must be available for each apprentice.