WORK PROCESS SCHEDULE K-12 TEACHER

O*NET-SOC CODE: <u>25-3099.00</u> RAPIDS CODE: <u>3024CB</u>

The below on-the-job—learning (OJL) work process competencies are intended as a guide. In all cases, the apprentice is to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning and Instruction. In addition, the apprentice will perform training and tasks under the supervision of a mentor.

Ratings are:

Field Training – Apprentice shall be exposed to and assist with task

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Mentor Sign off – Signature of mentor/supervisor who observes proficiency

Multi-Classroom Leader - MCL

Apprentices must meet to be "proficient in task" in each category, before completing the apprenticeship.

	Place a	check mark in the			
2 () !!	completed			0 1	
Professionalism	Field	Demonstrates	Proficient	Completion	Mentor Sign
	Training	Fundamentals	in Task	Date	off
Within the first week of school, request a					
meeting with your building level supervisor					
and mentor teacher to introduce yourself and					
review school expectations.					
Follow the schedule provided for daily					
routines, including assigned duties and					
meetings.					
Utilize school system email to respond to all					
communication from colleagues (principal,					
MCL, other teachers, college professors, and					
CMCSS staff) within 24-48 hours.					
Review the Professional Growth and Learning					
indicator of the TEAM Professionalism rubric					
and work with MCL to set two goals related to					
this indicator. Share goals with the building					
level administrator.					
Utilize FERPA guidelines to ensure the					
separation of personal and professional					
relationships.					
Follow the policies and procedures as outlined					
in the CMCSS, school level handbook, and					
Agency Code of Ethics.					
Follow expectations for the daily use of time-					
keeping software.					
Follow expectations for the use of the					
substitute request system as needed.					
Actively participate in bi-monthly redelivery of					
faculty professional learning and complete					
reflections of MCL use of strategies.			_		

	ı	T	T	T	T
Observe three parent-teacher					
conferences/meetings; reflect with MCL					
following the meeting.					
Review the Use of Data indicator on the TEAM					
Professionalism rubric and work with the					
mentor teacher to set two goals related to this					
indicator. Share goals with the building level					
administrator.					
Actively participate in bi-monthly redelivery of					
faculty professional learning, plan and					
implement use of one strategy per nine weeks					
and receive feedback from MCL.					
Pre-plan and role play the content of three					
parent-teacher conferences with MCL and					
actively participate in the scheduled					
conference; reflect with MCL following the					
meeting.			- 6		
Environment	Field	Demonstrates	Proficient	Completion	Mentor Sign
	Training	Fundamentals	in Task	Date	off
Support the teacher in reinforcing the rules					
and procedures for student learning and					
behavior in the classroom.					
Follow teacher guidance to identify					
instructional roles throughout lessons and					
activities.					
Communicate with students using positive,					
professional, and compassionate language and					
tone.					
Review an individualized behavior intervention					
plan (formal or informal), assist the teacher in					
collecting student data, and reflect with MCL					
on next steps.					
Collaborate weekly with MCL to determine					
instructional roles; reflect on implementation					
-					
of roles before setting roles for the next week.					
Review the expectations indicator in the					
Environment domain of the TEAM General					
Educator Rubric and work with MCL to set two					
goals related to this indicator. Share goals with					
building level administrator.					
In conjunction with MCL, identify a student in					
need of an individualized behavior					
intervention plan, collaborate to establish and					
communicate expectations of the plan, collect					
student data, and reflect with MCL on next					
steps.					
Review the Managing Student Behavior					
indicator in the Environment domain of the					
TEAM General Educator Rubric and work with					
MCL to set two goals related to this indicator.					
Share goals with the building level					
administrator.					
	I	ı	l .	ı	l

Planning	Field	Demonstrates	Proficient	Completion	Mentor Sign
	Training	Fundamentals	in Task	Date	off
Review and make notes on curriculum					
documents prior to collaboration (i.e. unit					
starters, standards, lesson plans, etc.).					
Attend and bring required materials to grade					
level collaboration and staff development.					
Document conversations with MCL (outside of					
grade level collaborative planning) describing					
weekly responsibilities for roles within the					
classroom.					
Meet with SPED staff to review an IEP for at					
least one student in your class/grade level					
prior to attending an IEP meeting each nine					
weeks.					
Observe each of the following SpEd offerings					
within your school one time during the school					
year: skills-based intervention, speech and					
language, and extended resources.					
Prepare lesson materials (i.e. make copies,					
gather materials, set up learning stations, etc.)					
Utilize backwards design: Review and make					
notes on district and school assessments prior					
to common planning for a unit.					
Review the IEP of each student in your					
class/grade level within the first nine weeks of					
school; discuss the use of the at-a-glance					
reports with the MCL.					
Observe an eligibility meeting and the follow-					
up IEP meeting for that same student.					
Create one school-level assessment per					
semester and collaborate with the MCL to					
ensure standard alignment before sharing with					
the grade level team during common planning.					
Work with MCL to collect data related to the					
goals of the IEP of at least one student and					
determine the effectiveness of the					
intervention.					
Follow a child who has been identified through					
multi-tiered systems of support (MTSS) through the process: consent to test through					
eligibility and possible IEP or 504's.					
Instruction	Field	Domonstratos	Drofisiont	Completies	Montor Cian
IIISU UCUOII		Demonstrates Fundamentals	Proficient in Task	Completion	Mentor Sign off
Post daily clear learning target	Training	r'unuamentais	in Task	Date	UII
Post daily clear learnimg target. Introduce and deconstruct the clear target to					
the class.					
Effectively distribute materials to and collect					
materials from students. Replicate established transition routines when					
changing activities during the day.	<u> </u>			<u> </u>	

Observe two lessons per nine weeks, utilizing			
the Explicit Direct Instruction (EDI)			
Observation Tool to take notes about the parts			
of the lesson observed.			
Reflect on EDI Observations with MCL.			
Collaborate with MCL to write one clear target			
per week.			
When co-teaching, refer back to the clear			
target at appropriate times during instruction.			
Within district resources, choose the most			
effective materials to support the lesson			
objective, engage students, and provide			
opportunities for student to student			
interaction.			
Observe two lessons per nine weeks to track			
MCL and determine the time involved in			
transitions, distributing materials, and the			
structure between beginning, middle, and end			
of the lesson.			
Using the EDI framework, plan and co-teach a			
unit of study each nine weeks.			
Reflect on the unit of study instruction with			
MCL.			
Create all of the clear targets for one unit of			
instruction.			
Effectively refer back to clear target			
throughout the entire lesson.			
In addition to year two, choose the most			
effective materials that are challenging, elicit a			
variety of thinking, and incorporate			
opportunities for blended learning.			
At a minimum of two times per nine weeks,			
the TR/apprentice will facilitate instruction			
and receive feedback from MCL on time			
involved in transitions, distributing materials,			
and the structure between beginning, middle,			
and end of the lesson.			
Using the EDI framework, independently plan			
and teach a unit of study each nine weeks.			
The TR/apprentice will receive feedback from			
MCL throughout the unit of study and make			
instructional adjustments based on feedback.			
· · ·	1		

RELATED INSTRUCTION OUTLINE K-12 TEACHER

O*NET-SOC CODE: <u>25-3099.00</u> RAPIDS CODE: <u>3024CB</u>

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications**.

The table below outlines coursework that can lead to a bachelor's degree toward teacher certification.

Suggested percentage of credit from Related Training Instruction and On-the-job training is included. 510 for elementary or 482 Related Training Instruction hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

College Classroom Pipeline for Elementary Education

Minimum course work shall include but not be limited to the following:

		Example Method of Delivery			
		Department of Labor		Colleges/U	Jniversities
			Office of Apprenticeship		
		RTI contact	OJT Hours	RTI %	OJT %
RA Approved Courses	IA Approved Coursework	hours	*OJT outline above	(Credits)	(Credits)
English Comp I	-At least 9 semester hours in	90	ubove	67% (6)	33% (3)
2.18.13.11 comp 1	literacy development, per IAC			0770 (0)	3370 (37
English Comp II	282-13.				
Public Speaking					
Statistics and	-At least 9 semester hours in	90		67% (6)	33% (3)
Probability K-8	mathematics per IAC 282-13				
Teaching Math K-3					
reaching wath K-5					
Modern World History	-At least 9 semester hours in	90		67% (6)	33% (3)
·	social sciences per IAC 282-13				
American History II					
Physical Geology	-At least 9 semester hours in	90		67% (6)	33% (3)
Cl : . /	science per IAC 282-13				
Chemistry w/ Lab	Baising of the second day to	20		670/ (2)	220/ /4)
Introduction to Art	-Minimum of three credits to include:	30		67% (2)	33% (1)
	iliciade.				
	Elementary PE &				
	Health				
	 Elementary Visual Art 				
	Elementary Performing				
	Art	420		670/ (0)	220/ /4)
Intro to Special Education	-Coursework related to Human Relations and Differentiated	120		67% (8)	33% (4)
Luucation	Instruction per IAC 281-79.15(2)				
Theories of Learning					
Ü	-Coursework that addresses				
	competency in a professional				

Instructional	core curriculum per IAC			
Technology	79.15(5), including, for			
reclinology	example, courses that provide			
Classroom Evaluation				
	competence in:			
Assessment	Learner development			
	 Learning differences 			
	 Learning environments 			
	 Content knowledge 			
	 Application of content 			
	 Assessment 			
	Planning for			
	instruction			
	 Instructional strategies 			
	 Professional learning 			
	and ethical practice			
	Leadership and			
	collaboration			
	 Technology 			
	 Methods of teaching 			
	(general)			
	Pre-student teaching clinical			100% (3)
	experiences (while employed as			
	a paraeducator)			
	Student Teaching (while			100% 12
	employed as a paraeducator)			
Total RTI Hours		510		
Total OJT Hours			Estimated 2-3	
			years	

College Classroom Pipeline for Secondary Education
Minimum course work shall include but not be limited to the following:

		Example Method of Delivery			
		_	nt of Labor prenticeship	Colleges/Universities	
		RTI contact hours	OJT Hours *OJT outline	RTI % (Credits)	OJT % (Credits)
RA Approved Courses	IA Approved Coursework	nours	above	(Credits)	(Creares)
Prerequisite: 10 courses in the content field to be taught.	-Coursework in the Teaching Content Area (30 credit hours minimum)	302		67% (20)	33% (10)

Intro to Special Education Theories of Learning Instructional Technology Classroom Evaluation Assessment Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) Coursework that addresses competency in a professional core curriculum per IAC 79.15(3), including, for example, courses that provide competence in: Learner development Learning differences Learning environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OIT Hours	Intro to Special Education	-Coursework related to	120		67% (8)	33% (4)
Theories of Learning Instructional Technology Classroom Evaluation Assessment	intro to special Education		120		07% (8)	33% (4)
IAC 281-79.15(2) -Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: - Learning differences - Learning environments - Content knowledge - Application of content - Assessment - Planning for instruction - Instructional strategies - Professional learning and ethical practice - Leadership and collaboration - Technology - Methods of teaching (general) - Reading in the Content Areas 30 - Content Specific Methods - Pre-student teaching clinical experiences (while employed as a paraeducator) - Total RTI Hours - Coursework that addresses competency in a professional core content on axions and professional core content of the provide c	The suite of Leaveine					
Classroom Evaluation Assessment Classroom Evaluation Assessment Competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: Learner development Learning environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OIT Hours Courses that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, and core curriculum per IAC 79.15(5), including, for example, and core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: Learning differences Learning development Footneth Specific Methods Sometime in the Content Specific Methods Sometime in the Content Areas and collaboration in the Content Area in the Content Area in the Content Specific Methods Total OIT Hours Total OIT Hours Estimated 2-3	Theories of Learning					
-Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: • Learner development • Learning differences • Learning environments • Content knowledge • Application of content Areas • Planning for instructional strategies • Professional learning and ethical practice • Leadership and collaboration • Technology • Methods of teaching (general) Content Specific Methods Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Figure 42 Fixed Professional Fixed Profe	to show ship and To show the sec-	IAC 281-79.15(2)				
Classroom Evaluation Assessment core curriculum per IAC 79.15[5], including, for example, courses that provide competence in: • Learner development • Learning differences • Learning environments • Content knowledge • Application of content • Assessment • Planning for instruction • Instructional strategies • Professional learning and ethical practice • Leadership and collaboration • Technology • Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Total RTI Hours Total OJT Hours Competency in a professional core curriculum per IAC 79.15[5], including, for example, courses that provide competency in a professional core curriculum per IAC 79.15[5], including, for example, courses that provide competency including in a professional and evening and ethical practice 6. Content Specific Methods 30 67% (2) 33% (1) 67%	Instructional Technology					
Assessment core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: • Learner development • Learning differences • Learning environments • Content knowledge • Application of content • Assessment • Planning for instruction • Instructional strategies • Professional learning and ethical practice • Leadership and collaboration • Technology • Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Estimate 2-3						
79.15(5), including, for example, courses that provide competence in: Learner development Learning differences Learning environments Content knowledge Application of content Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Learning differences Learning differences Learning differences Learning differences Learning differences Learning develope Application of content season Learning for instructional strategies Professional learning and ethical practice Leadership and collaboration Total RTI Hours Total OJT Hours Estimated 2-3						
example, courses that provide competence in: • Learner development • Learning differences • Learning environments • Content knowledge • Application of content • Assessment • Planning for instruction • Instructional strategies • Professional learning and ethical practice • Leadership and collaboration • Technology • Methods of teaching (general) Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Value (Value) - Learning différences - Application of content of c	Assessment	I				
provide competence in: Learner development Learning differences Learning environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Passimate A survey Fistimated 2-3						
Learner development Learning differences Learning environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Figure 482 Estimated 2-3		I				
development Learning differences Learning environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Estimated 2-3						
Learning differences Learning environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Estimated 2-3 Learning environments Figure 1 Figure 2 Figure 2 Figure 3 Figure 3 Figure 3 Figure 4 Figure 4 Figure 4 Figure 4 Figure 4 Figure 4 Figure 5 Figure 4 F						
Learning environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Figure 2 Figure 2 Figure 3 Figure 3 Figure 3 Figure 3 Figure 4 Figure 5 Figure 4 Figure 4 Figure 4 Figure 4 Figure 4 Figure 5 Figure 4 Figure						
environments Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Content knowledge Application of content Areas and such as a paraeducator) Estimated 2-3						
Content knowledge Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Total RTI Hours Content Specific Methods Student Teaching (while employed as a paraeducator) Total OJT Hours Assessment Flanching (content knewledge) Flanchi		_ =				
Application of content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Planning for instruction Instruction Strategies Professional learning and ethical practice Leadership and collaboration Fechnology Methods of teaching (general) Forward F						
content Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Total RTI Hours Total OJT Hours Planning for instructional experiences (while employed as a paraeducator) 482 Fishinated 2-3		_				
Assessment Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Assessment Planning for instruction Instructional Strategies Professional learning and ethical practice Action 1						
Planning for instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Total RTI Hours Planning for instructional strategies Professional learning and ethical practice Leadership and collaboration Trechnology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Estimated 2-3		content				
instruction Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas Content Specific Methods Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Instruction Instructi						
 Instructional strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Gontent Specific Methods Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours India Prestimated 2-3 Estimated 2-3 						
strategies Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Find Strategies Professional learning and ethical practice 67% (2) 33% (1) 67% (2) 33% (1) 100% (3) 100% (3) 100% (12)						
Professional learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Professional learning and ethical practice Leadership and collaboration 67% (2) 33% (1) 67% (2) 33% (1) 67% (2) 33% (1) 100% (3) 100% (3) 100% (12) 100% (12)		Instructional				
learning and ethical practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours learning and ethical practice Leadership and collaboration 67% (2) 33% (1) 67% (2) 33% (1) 100% (3) 100% (3) 100% (12)						
practice Leadership and collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Practice Leadership and collaboration 67% (2) 33% (1) 67% (2) 33% (1) 100% (3) 100% (3) 100% (12)		Professional				
■ Leadership and collaboration ■ Technology ■ Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours ■ Leadership and collaboration ■ 67% (2) 33% (1) ■ 67% (2) 33% (1) ■ 100% (3) ■ 100% (3) ■ 100% (12) ■ 100% (12) ■ 100% (12)						
collaboration Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Collaboration Feaching (ageneral) 67% (2) 33% (1) 67% (2) 33% (1) 100% (3) 100% (3) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12) 100% (12)		I				
 Technology Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Estimated 2-3 Estimated 2-3						
● Methods of teaching (general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours ● Methods of teaching (general) 67% (2) 33% (1) 67% (2) 33% (1) 100% (3) 100% (12) 100% (12) Estimated 2-3						
(general) Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Reading in the Content Areas 30 67% (2) 33% (1) 100% (3) 100% (3) 100% (12) Estimated 2-3		 Technology 				
Reading in the Content Areas 30 Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Reading in the Content Areas 30 67% (2) 33% (1) 100% (3) 100% (3) 100% (12) Estimated 2-3		 Methods of teaching 				
Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Content Specific Methods 30 Fre-student teaching clinical 100% (3) 100% (3) 100% (12) 100% (12) Estimated 2-3		(general)				
Content Specific Methods 30 Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Content Specific Methods 30 Fre-student teaching clinical 100% (3) 100% (3) 100% (12) 100% (12) Estimated 2-3						
Pre-student teaching clinical experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Pre-student teaching clinical 100% (3) 100% (12) 100% (12) 100% (12) Estimated 2-3			+			
experiences (while employed as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Estimated 2-3			30		6/% (2)	
as a paraeducator) Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Estimated 2-3						100% (3)
Student Teaching (while employed as a paraeducator) Total RTI Hours Total OJT Hours Estimated 2-3						
employed as a paraeducator) Total RTI Hours 482 Total OJT Hours Estimated 2-3						1000((:-)
Total RTI Hours 482 Total OJT Hours Estimated 2-3		l				100% (12)
Total OJT Hours Estimated 2-3		employed as a paraeducator)				
			482			
years	Total OJT Hours					
				years		

^{*}Course number data are available, information displayed includes the Classification of Instructional Programs (CIP) code that best represents the field of study, course, or program. CIP provides a taxonomic scheme that supports the accurate tracking and reporting of educational programs. CIP is developed and maintained by the U.S. Department of Education.