Adopt-An-Apprentice: A Middle Level Field-Centric Model That Works!

Nancy Fordham, Ph.D., Bowling Green State University, OH
Tim Murnen, Ph.D., Bowling Green State University, OH
Ms. Jamie Fletcher, M.Ed. Springfield Middle School, Holland, OH

Jonathan Bostic, Ph.D., Bowling Green State University, OH
Joanna Weaver, Ph.D., Bowling Green State University, OH
Lance Kruse, M.Ed. University of Toledo, OH
“Apprentice” Defined

• Noun:
  a person who works for another in order to learn a trade
  • “an apprentice plumber”
  • A learner, novice

• Verb:
  to bind to or place with an employer, master craftsman, or the like, for instruction in a trade.

“He apprenticed for 14 years under a master silversmith.”
A Change in Focus

- From “field experiences” to embedded apprenticeships
- From “observations” to assisting/doing the work of the teacher
- A subtle shift in nuance:
  - Conveys the perception of teacher candidates as “do-ers” in classrooms
  - Immediately promotes the concept of help, assistance.
Blue Ribbon Panel, 2010

– Executive Summary:

“The education of teachers in the United States needs to be turned upside down. To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses”

(p. ii).
Recommendations

• Clinical experience is integrated throughout every facet of teacher education in a dynamic way. The core experience in teacher preparation is clinical practice. *Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice*” (p. 5).

• Specific sites are designated and funded to support embedded clinical preparation: *All candidates should have intensive embedded clinical school experiences that are structured, staffed, and financed to support candidate learning and student achievement*” (p. 6).
CAEP 2013

• Standard 2: Clinical Practice and Partnerships
  The provider ensures that effective partnerships and *high-quality clinical practice are central to preparation* so that candidates demonstrate the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development (p. 3).
Ohio Teacher Licensure Revised 1998

- Early Childhood:
  - Grades Pre-K – 3
- Middle Childhood:
  - Grades 4 – 9
  - Two “concentration areas” (math, science, language arts, social studies)
- Adolescence – Young Adult (AYA):
  - Grades 7 - 12
History—Timeline of Program Revisions

2011 - 2013
Discussion & brainstorming:
“How can we best prepare middle and high school teacher candidates for their careers?”
- Options?
- Conversations with faculty in other depts.

2014
Decisions made:
- Essential questions guide prep
- Blocked courses
- Embedded practicums
- 3.0 cumulative GPA
- 2.8 major GPA

Curriculum Modifications

Fall 2015
- New/modified courses
- New checksheet
- Apprentice Program Implemented

AME 2016 | Annual Conference for Middle Level Education
Austin, Texas • October 9–12, 2016
Our Vision of a Field-Based Program

**Old Model**

- Course
- Course
- Field
- Field
- Course
- Course

**New Model**

- Course
- Course
- Field Experience at the Center of Program Design
- Field Experience at the Center of Program Design

---

**Date:** 2/28/2013

**Program Name:** AYA and maybe MCE

**Name of Person Completing Form:** Tim Murnen

**Program Vision & Priorities:**

The Blue Ribbon – Panel on Teacher Preparation (www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk...715), published in November 2010, nearly 3 years ago, calls for turning Teacher Education programs “upside-down,” as noted in the vision for placing the field experience at the center of the program, replacing the distinct silos that separate content into existing courses, and developing the necessary deep, rich, genuine partnerships with the schools that take on our students.

Field Experience at the Center of Program Design:

Instead of having a course-driven program, we need to develop a field-driven program. Each semester, every student is assigned a grade-appropriate, content-appropriate placement. We ensure that the students get an urban, suburban, and rural experience. For AYA, every student will get experiences in grades 7-8, as well as 9-12. MCE students get experiences in grades 4-5, 6, 7-8, and 10-12.

With a field-driven program, there would no longer be a scheduling conflict for students who need multiple courses with field experiences in the same semester. Currently, students have multiple weeks with field experiences in the same semester. For example, students might have to choose between taking EDHD 2010, EDIS 2310, EDTL 27x0, EDFI 3030, etc. because they all require separate field experiences in the field. If the field experience was the center piece of our program, a student could take EDIS 2310 and EDFI 3030 at the same field site for one semester. This might enable us to offer the essential content in fewer classroom hours, while increasing the time in the field, and improving the value of that time in the field.
Old v. New Thinking

Former Program

• General Intro to Education
  – 20 hrs field experience
• Intermittent field hours associated with varied courses
• Late introduction to teaching disciplines
• No theme linking preparation
• Significant field exp. with methods, student teaching

New Vision

• Keep Intro to Education
• Add early coursework in teaching disciplines
• Essential questions guide preparation
• Field-centric
  – All courses share single 30-hr. practicum
• TCs “apprenticed” to CMTs
• Significant field exp. with methods, student teaching
• Co-Teaching Model
## Middle Childhood “Checksheets”

### Fall 2014

**NAME**

Bachelor of Science in Education. Leads to grades 4-8 licensure in the two concentration areas selected. This degree program is designed to be completed in 9 semesters. Changing majors, academic areas or other unforeseen circumstances may require additional semesters for completion.

<table>
<thead>
<tr>
<th>CURRICULUM CONTENT</th>
<th>16-18 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2140 Mathematical Reasoning for Educators (non-Math Concentration) OR MATH 2140 Number System for Middle Childhood (non-Math Concentrations)</td>
<td>3</td>
</tr>
<tr>
<td>MURED 2450 or KNS 2450 or ARME 2540</td>
<td>2</td>
</tr>
<tr>
<td>EDL 3101 Planes, Flurries, Word Study</td>
<td>3</td>
</tr>
<tr>
<td>EDL 3021 Computer Utilization</td>
<td>3</td>
</tr>
</tbody>
</table>

Refer to reverse side for concentration areas for your content.

<table>
<thead>
<tr>
<th>COLLEGE REQUIREMENTS</th>
<th>3 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 110(111)</td>
<td>3</td>
</tr>
</tbody>
</table>

**MG Perspective Requirements**

<table>
<thead>
<tr>
<th>GWS 1100 (0)</th>
<th>GSW 1100 (110)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A: Recommended for Math Concentration (Course A: Recommended for non-Math Concentration)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

| Quantitative Literacy |  |
|----------------------| |
| Natural Science | Elective |
| Elective | Elective |
| Social and Behavioral Sciences | Elective |
| Elective | Elective |
| Humanities and Arts | Elective |
| Elective | Elective |

**Professional Education**

<table>
<thead>
<tr>
<th>22 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3100 Introduction to Education (0)</td>
</tr>
<tr>
<td>EDUL 3109 Contemporary Perspectives on Teaching Middle Grades (0)</td>
</tr>
<tr>
<td>EDUL 3209 Introduction to Educational Tech (0)</td>
</tr>
<tr>
<td>EDUL 3219 Teaching Students in Diverse Populations</td>
</tr>
<tr>
<td>EDUL 3220 Introduction to Reading and Literacy for the Middle Grades</td>
</tr>
<tr>
<td>HDIS 3100 0 or PSYC 1101 0</td>
</tr>
<tr>
<td>ENST 4101 Educational Psychology Applied to Early Adolescents (0)</td>
</tr>
<tr>
<td>PSYC 1101 0 or JSDE 1100 0 is a prerequisite</td>
</tr>
<tr>
<td>EDUL 4201 Pedagogical</td>
</tr>
<tr>
<td>EDUL 4202 Teaching Adolescents Mid-Grade(8) (0)</td>
</tr>
<tr>
<td>EDUL 5201 Literacy for Middle Grade Contextual</td>
</tr>
<tr>
<td>Elective *Non-language arts concentrations only</td>
</tr>
<tr>
<td>EDUL 4201 Education in a Placemat Society (0)</td>
</tr>
<tr>
<td>EDUS 4990 Organization &amp; Administration of Educ</td>
</tr>
</tbody>
</table>

**Methods Block**

<table>
<thead>
<tr>
<th>16-16 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice one according to concentration areas <strong>(0)</strong></td>
</tr>
<tr>
<td>EDUL 4401 Investigations in Math</td>
</tr>
<tr>
<td>EDUL 4400 Developmental Language Arts</td>
</tr>
<tr>
<td>EDUL 4400 Science Methods</td>
</tr>
<tr>
<td>EDUL 4490 Social Studies Methods</td>
</tr>
<tr>
<td>Other required methods block courses <strong>(0)</strong></td>
</tr>
<tr>
<td>EDUL 4400 Assessment &amp; Evaluation in Education</td>
</tr>
<tr>
<td>EDUL 4490 Practicum in School Settings</td>
</tr>
<tr>
<td>EDUL 4490 Developmental Reading in the Content Areas</td>
</tr>
<tr>
<td>EDUL 4490 Applied Literacy Assessments *(0)</td>
</tr>
</tbody>
</table>

## Fall 2015

**MG Perspective (BGP) Requirements**

<table>
<thead>
<tr>
<th>Year I What does it mean to be a teacher?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 2010 Introduction to Education</td>
</tr>
<tr>
<td>EDST 2300 Intro to Educational Technology</td>
</tr>
</tbody>
</table>

**Take one block each semester**

| EDST 2520, 2530, 2540, or 2550 Intro to Subject | 4 |
| Select two (0) from each, non concentration areas: English for EDST 2410, HDIS 1100 or PSYC 110 | 3.4 |

**Year II: Who are our students?**

| EDST 2020 Teaching Adolescents | 3 |
| EDST 2030 Educational Psychology | 3 |
| EDST 2130 Teaching Students as Exceptional | 3 |

**Take one block each semester**

| EDST 2060 Schools, Society, Cultural Diversity | 3 |
| EDST 2060 Education, Culture, and Communities | 1 |

| Take one block each year, prior to EDST 2040 | |
| EDST 2420 Intro to Reading & Literacy | |

**Year III: How do I teach so all students can learn?**

| EDST 3400 Instruction & Differentiation Middle HS | 3 |
| EDST 301 Digital Text for Middle HS Teachers | 3 |

**Take one block each semester**

| EDST 3010 Physics, Fluency, & Word Study | 3 |

**Professional Education**

<table>
<thead>
<tr>
<th>39-42 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
</tr>
</tbody>
</table>

**University Requirements**

| Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements: |

**Annual Conference for Middle Level Education**

*Austin, Texas • October 9-12, 2016*
Adopt an Apprentice Logistics

• Apprentice Orientation
• Changing the conversation with schools
  – No longer asking schools to "take on" our students
  – Asking teachers: "Who wants help? We have an army of BGSU students to help you meet the learning needs of your students."
• Transportation & fees
• Faculty Course Load
• Faculty Coordinator
• GA Support:
  – Background checks
  – Field placements
  – Lanyards/Name Badges
  – School contacts
  – “Bus duty”
Marketing to Partner Schools

• Contact with school districts:
  – Emails
  – Phone calls
  – Nine face-to-face meetings with administrators & teachers

• Documents
  – Google Form: "Adopt an Apprentice Teacher"
  – Suggested apprentice activities
  – Letter to teachers

• Some personal connections yielded placements
  – Faculty relationships with schools/teachers
  – Adjunct faculty connections
  – Private schools hard to crack
  – Charter schools eager to participate!
Program Flyer
Suggested Apprentice Activities

Activities Checklist for Teacher Candidates in School Settings

Directions: Please mark an X next to the following list of tasks and activities you would like your visiting teacher candidate to be responsible for during his/her time in your school and classroom.

Candidate’s Name: ____________________________ Classroom Teacher: ____________________________

School: ____________________________________ Grade/Subject: ____________________________

- Read over a lesson to be taught in the near future. List or describe possible obstacles the students might encounter during the lesson. How might these obstacles be addressed or overcome?
- Grade and record papers/tally most missed questions.
- Work with a small group of students to help them better understand ideas from a homework assignment.
- Take notes for absent student/take responsibility for collecting and getting missed material to absent students/work with absent student to help with missed content while gone.
- Shadow one particular student through entire day; record similarities and differences from class to class.
- Observe 2 or more teachers teaching the same topic and record similarities and differences.
- Pass out, collect, organize, and/or review student papers.
- Design a new seating arrangement after becoming familiar with the students / design different grouping structures for different purposes.
- Tally interaction between males versus females, etc. Look for patterns.
- Create an exit or entrance ticket for a lesson. Analyze the data and make a recommendation.
- Other: ____________________________________________
Year 1: Fall 2015 – Spring 2016
(First Year Students Only)

**FALL 2015**
- Apprentices: 85 (29 middle)
- Schools: 5 (urban, suburban)
- Districts:
  - 2 School Districts
  - 2 Charter Schools
  - 1 Vocational School

**SPRING 2016**
- Apprentices: 200 (55 middle)
- Schools: 10 (urban, suburban)
- Districts:
  - 5 School Districts
  - 1 Faith-based school
  - 2 Charter Schools
  - 1 Vocational School
Fall 2016:
Second-Year Students Added

• Apprentices: 215 (74 Middle School)
• Schools: 27
• Districts:
  – 9 School Districts: (6 suburban, 3 rural)
  – 1 Charter School (Urban)
  – 1 Private (Suburban)
  – 1 Vocational Center (Suburban)
• Freshmen/First-year students: urban, suburban, & rural schools
• Sophomores/Second Year Students: urban & rural schools
Schedule

• Campus classes (Students take two @ 2 credit hrs. each)
  – Intro to Teaching Middle Grades Math
  – Intro to Teaching Middle Grades Science
  – Intro to Teaching Middle Grades Language Arts
  – Intro to Teaching Middle Grades Social Studies

• Practicum:
  – Tuesday or Thursday A.M.
  – 7:00 AM – 11:15 A.M.
Morning Sign-in & Departure
First-Year Students in an 8th Grade Social Studies Classroom

Analyzing test items

Teaching a brief lesson
Assisting with Small-Group Work in a Middle Grades Math Classroom
Results from Teacher Evaluations & Apprentice Surveys
Program Evaluation Data Sources

• Qualtrics Survey completed by...
  – Classroom teachers
  – Apprentices
    • Based on College’s Conceptual Framework and Dispositions Document.
      – edPREP
        » Prepared
        » Reflective
        » Engaged
        » Professional

• Anecdotal evidence:
  – Unsolicited emails/comments from...
    • candidates
    • teachers
    • administrators

• Informal faculty interviews with teachers/candidates
Teacher Survey Results (AYA & Middle)

“[Brooke] was reflective about the things that she saw in the classroom and how they related to what she was learning in her university classes. We were able to have conversations about the mathematics being taught by my student teacher. [Brooke] seems strong in her math knowledge and eager to learn methods of teaching it effectively.”

“[Ja’Quan] only did one lesson, but we were able to talk about what went well and what he thought could have been better. We also talked about some of the setbacks he had while preparing the lesson and how he overcame those setbacks.”
“He was very engaged with students. They absolutely loved working with him. He was very hands on with them any time I needed.”

“She was always engaged with the students. Even though a lot of her work was observations, when I was working on things with students, she jumped right in and helped. The students loved her.”
Outcomes/Conclusions

OVERALL QUANTITATIVE SCORE: 202/220 (92%) rated as Acceptable or Exemplary

Overall positive qualitative results: The Classroom Mentor Teachers recognize these are first-year students completing their first classroom observation and yet they are impressed and satisfied with their eagerness, motivation, and professionalism when it comes to teaching.

Overall area for improvement qualitative results: The Classroom Mentor Teachers would like to have more time with their teacher candidates to develop these skills further and work on their own areas of improvement such as becoming more comfortable in the classroom, assist the students without prompting, and teaching more activities/lessons.
Summary of Overall Comments

• They've been a big help.
• I'll take more students next year.
• I wish we could have had them longer.
• This is a great experience.
• This program is wonderful.
Survey Results Spring 2016: Middle Childhood Apprentices
1. In what program are you enrolled?
2. What is your major/concentration areas?
3. Which introductory class(es) did you take?
4. In what school were you placed?
5. When did your field experience begin?
6. Were you able to observe teaching in your practicum experience?
7. Were you able to participate in teacher-type activities?
8. Please identify the types of teaching activities in which you were engaged.
9. If you were not participating in teacher-type activities, what tasks/activities were you performing?
10. What benefits did you derive from your practicum?
11. What suggestions do you have for improving the practicum?
Most Frequent Apprentice Activities

- Grading, distributing papers/entering grades in gradebook
- Creating/assisting with small group activities
- Tutoring/reinforcing concepts with individuals, small groups
- Conducting short demonstrations and/or discussions
- Planning/teaching partial or full lessons; co-teaching
- Designing and implementing interactive learning using tools such as Kahoot, Voki, Socrativ, Edmodo, etc.
Positive Responses About Program Benefits: 87.5%

- I was able to see the many different aspects that go into teaching, such as lesson planning and prepping for classes. I was able to see when lessons go smoothly and as planned or when they do not go as planned. I was able to work with small groups and figure out how they can best be helped with the activity they were working on.

- I feel so much more confident in a classroom. My supervising teacher told me she could really see me grow this past semester.

- Found out the time it takes to grade everything!

- I was involved in team planning, making lesson plans, co-teaching, and many other things. I got the opportunity to be part of an inclusive classroom. It has sparked my new passion for co-teaching and inclusion.

- Found my stern teacher voice and learned more about my future career!

- I learned a lot, and to have early experience in the classroom helps tremendously!
Negative Apprentice Comments About Benefits: 12.5%

• I learned what not to do. The teacher I had was extremely unprofessional, and all she did was give the students worksheets to do.

• Not really any, to be honest.

• None at all. I first got placed at __________, where our teacher had a planning period. Then I got switched to _____________ to watch lectures for two weeks.

• Nothing from this field placement. I saw no teaching and was not able to participate. Only allowed to stand along the wall.
Apprentices' Suggestions

• More time in field classroom!
• Communicate visitation schedule & outline appropriate tasks for apprentices.
• Late placements.
• Buses:
  – Better prepared drivers:
    • Sometimes did not seem to know where they were going.
    • Arrived late to schools, & sometimes picked-up late.
• Candidates sometimes did not see their subject area taught.
• Eliminate some teachers/schools from placement list.
Program Challenges

• Background Checks
• Placements:
  – Sufficient number matching candidates' majors
  – Large # of SS majors
  – Intermittent/no teaching of certain subject areas in A.M.: SS, SCI, MCE
  – Time Factor
• Staffing Needs
• Communication
• Bus Schedules/reliability
• Cost
Acknowledging School Partners

Costco Sheet Cakes

School & Teacher Certificates

In Appreciation
Bowling Green State University
School of Teaching and Learning
recognizes
Arbor Hills Junior High School
as a valued partner in preparing Middle Childhood Educators for a career in education
by participating in “Adopt-an-Apprentice Teacher”
Spring 2016

The Mares, Ph.D.
Director, School of Teaching and Learning
Bowling Green State University

AMLE 2016 Annual Conference for Middle Level Education
Austin, Texas • October 9–12, 2016
Apprentice Program Benefits

Our View

• Rich classroom experiences in diverse settings
• Some candidates discussing curriculum and planning with school faculty
• Many candidates teaching/co-teaching brief lessons
• Many working with individuals/small groups
• Candidate decide early whether teaching is for them
Next Steps—Challenges & Opportunities

• Blue Ribbon Challenge--An Integrated Program?
  – BRP calls for us to develop really integrated programs where university course work is developed in coordination with teachers in schools. How do we get there?
  – SLOs? Help CMTs achieve success with students

• Compensate or Incentivize Teachers
  – What’s in it for Teachers?
  – What can we do for Teachers?
  – Is the value that Apprentices add to the classroom enough?

• Undergraduate Research
For More Information....

Contact...

• Nancy Fordham:  
  nfordha@bgsu.edu  
  419-372-9819

• Tim Murnen  
  tmurnen@bgsu.edu  
  419-372-7983
Session Evaluation

Let us know what you thought of this session. Complete an evaluation electronically on the conference app, or complete the paper evaluation located in the program book.

Professional Learning Hours

Earn professional learning contact hours to maintain your teaching certification. Write down the code for every session you attend on the card located in the program book.

Professional Learning Code:

CL-11