



**OREGON TEACHING
APPRENTICESHIP**
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An Evaluation Guide: Registered Teaching Apprenticeship Holistic Assessment & Evaluation Handbook

MA# 1149

Joint Apprenticeship & Training Committee (JATC)

K-12 Teacher - Preliminary Teaching License

Teaching Apprenticeship Concept Adopted by the Commission: June 2023

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Introduction

The state of Oregon, under the leadership of the Teacher Standards and Practices Commission (TSPC) and in partnership with other state agencies and educators, has devoted considerable resources towards the development of the **Holistic Framework and Competencies for Preliminary Licensure** within the Registered Teaching Apprenticeship Program aimed at enhancing student learning outcomes and supporting the Apprentice on their journey to becoming a fully credentialed teacher in Oregon.

The holistic framework and competencies encompass a wide range of skills and experiences, including, but not limited to, building content and professional knowledge in both traditional college classrooms and/or nontraditional learning settings and intensive K-12 classroom settings under the guidance of licensed professionals. For example, each Apprentice must complete a specific number of On-the-Job Training (OJT) hours in a K-12 classroom setting, Related Training (RT) hours (e.g., teaching methods coursework), as well as meet all Oregon Administrative Rule (e.g., [OAR 584-210-0030](#)) requirements related to program completion and licensure. The result of this work is captured in the Holistic Framework and Competencies for Preliminary Licensure, shown in Table 1, which also aligns with the Oregon Bureau of Labor & Industries approved Registered Teaching Apprenticeship Standards.

Table 1

The Holistic Framework and Competencies for Preliminary Licensure

| Phases | Steps | Responsibility Target (+/- 10 percentage points of % indicated) | Equivalent Experience Credit** | Education Level Targets | OJT Hours | RT Hours | | | | Assessments | | | | |
|--|---|---|---|---|--|------------------------|-----|--|---------|---------------------------------|---|--|-----|--|
| | | | | | On the Job (OJT) Hours/Work Processes *** | Related Training Hours | / | Related Training Semester Unit Equivalency | Prereqs | # of Competencies Measured **** | Target Performance Level Points from Rubric Measure | University Observations/Evaluations and Program and Licensure Required Assessments | | |
| Phase I OBSERVATION & PREREQUISITES | 1 | OBSERVATIONAL LEVEL (Paraprofessional) | Paid Instructional Paraprofessional or other similar instructional profession | 13+ years of formal education (High School Diploma/GED) | 200 | 180 | OR | 6 | 30 | 9 | 6 | - | | |
| | | PREREQUISITE COURSEWORK | | | | | | | | | | | | |
| Phase II PRACTICUM & CO-TEACHING PROGRESSION <i>No one can be placed in this Apprenticeship model higher than Phase II</i> | 2 | Introduction to Practicum & Co-Teaching (Paraprofessional with limited exposure to co-teaching until appropriate content knowledge requirements completed) | Paid Instructional Paraprofessional or other similar instructional profession | 13+ years of formal education or equivalent | 250 | 180 | OR | 6 | | 17 | 12 | - | | |
| | 3 | Co-teaching LEVEL 1 (25% co-teaching) | Paid teaching, co-teaching, or small group instruction experience aligning to sought license level | 13.5 + years of formal education or equivalent | 250 | 180 | OR | 6 | | 27 | 20 | - | | |
| | N/A | Probationary Period Ends @ 700 hrs.* Pay Bump | | | | | | | | | | | | |
| | 4 | Co-teaching LEVEL 2 (25%-50% co-teaching) | Paid teaching, co-teaching, or small group instruction experience aligning to sought license level | 14 + years of formal education or equivalent | 200 | 150 | OR | 5 | | 31 | 24 | - | | |
| | 5 | Co-teaching LEVEL 3 (50%-100% co-teaching) | Paid teaching, co-teaching, or small group instruction experience aligning to sought license level (with planning experience) | 14 + years of formal education or equivalent | 200 | 150 | OR | 5 | | 45 | 35 | - | | |
| | Phase III CLINICAL PRACTICE PROGRESSION | 6 | CLINICALS LEVEL 1 (25-50% on their own, 50-75% co-teaching) | N/A | 15 + years of formal education or equivalent | 300 | 150 | OR | 5 | | 40 | 35 | Yes | |
| 7 | | CLINICALS LEVEL 2 (50-100% on their own, 0-50% co-teaching) | N/A | 15+ years of formal education or equivalent | 300 | 150 | OR | 5 | | 60 | 50 | Yes | | |
| Phase IV PROVISIONAL LICENSE or CLINICAL INTENSIVE PROGRESSION <i>"Teacher of Record" vs. Not</i> | N/A | <u>Track 1</u> | <u>Track 2</u> | N/A | Minimum Requirements: 1700 OJT hours Track 1: bachelor's degree Track 2: On track to complete bachelor's degree by STEP 10 (16-17+ years of formal education or equivalent) | | | | | | | | | |
| | | Teacher of Record: Bachelor's Degree, substantial endorsement coursework, and job offer | Clinical Intensive: Substantial progress towards degree and endorsement requirements | N/A | | | | | | | | | | |
| | | Pay bump Track 1 | Pay bump Track 2 | N/A | | | | | | | | | | |
| | 8 | PROVISIONAL LICENSE LEVEL 1 (Restricted License Only) Teacher of Record (Mentor Supported) | CLINICALS LEVEL 3 (50-100% on their own, 0-50% co-teaching) | N/A | | | | | | | | | | |
| 9 | PROVISIONAL LICENSE LEVEL 2 (Restricted License Only) Teacher of Record (Mentor Supported) | CLINICALS LEVEL 4 (50-100% on their own, 0-50% co-teaching) | N/A | 350 | 120 | OR | 4 | | 48 | 75 | TBD | | | |

| | | | | | | | | | | | | | |
|-----------------------------|-----------|--|---|-------|--|-------|-----|----|----|---|----|----|-----|
| | 10 | PROVISIONAL LICENSE LEVEL 3 (Restricted License Only) Teacher of Record (Mentor Supported) | CLINICALS LEVEL 5 (50-100% on their own, 0-50% co-teaching) | N/A | Bachelor's degree or higher and program coursework completed | 400 | 120 | OR | 4 | | 48 | 98 | TBD |
| Flex Training | | FLEX Related Training Hours to Support Candidate Needs -these will not impact the candidate's ability to progress through the Steps as long as they meet the minimums at each level. | | | | - | 300 | OR | 10 | | 0 | | |
| Phase V Graduate of Program | Completed | PRELIMINARY LICENSE with Added Endorsement | N/A | Total | 2800 | 1,830 | - | 60 | 30 | - | - | - | - |

Notes: *See handbook for more information about the probationary period; all prerequisite coursework must be completed by the end of Step 3.

**JATC may not place any candidate above a Step 5 for their initial entry point.

***For candidates who entered the program with more than 1100 OJT hours, the JATC may consider a portion of any unapplied equivalent experience hours towards the 2,800 OJT requirement in cases where the candidate has completed Step 8 and has exceeded all of the competency target performance levels (120% of target) for Steps 8-10, including completing all of the Related Training Hours. Regardless, all candidates must complete at least 1,000 OJT hours in the Apprenticeship program with no unresolved unsatisfactory marks.

****Most competencies are measured more than once.

There are five phases to the Registered Teaching Apprenticeship program, and within each phase there are steps that must be completed. For example, in Step 1, the Apprentice is an observer in the classroom for 200 hours (OJT hours) while they simultaneously complete some of their related training hours (e.g., 180 hours or about 6 or more semester units) and prerequisite coursework. The Apprentice must complete the specified hours in both areas (OJT & RT hours) and meet the competency benchmark measurement before they are eligible for rerating (e.g., eligible to move to the next step). All prerequisite courses must be completed prior to the end of Step 3.

Because the Joint Apprenticeship and Training Committee (JATC) may evaluate previous coursework and experience for equivalency, not all Apprentices will enter the pathway or complete the program at the same pace. For example, an Apprentice that has already completed 30 semester units of endorsement-aligned content knowledge coursework through a bachelor's program or higher may be eligible for 900 hours of credit (e.g., 30 Semester or 45 Quarter Units) towards the RT hours requirements. Likewise, Apprentices that have previous job experience aligned with the equivalent experience column of the Holistic Framework and Competencies for Preliminary Licensure table may receive some On-the-Job hourly credits for this experience. When an Apprentice has previous coursework or experience making them eligible for credit for prior learning and/or experience, the JATC will need to use the competencies and rubric with input from the Apprentice to best determine which have been met through this previous experience and use that information to determine placement. *Ultimately, the JATC will determine initial placement of Apprentices with input from [TSPC Apprentice Placement Guide](#) and the Navigator/Advisor assigned to the Apprentice.* The TSPC-approved Multiple Measures assessment options ([see TSPC website EPP Resource page](#)) should be used to determine content knowledge equivalency. For candidates who have met the testing requirement through a TSPC-approved standardized test, a 30-semester hour credit (e.g. 600 RT hours) or the equivalent in quarter hours may be applied. The JATC should use the Equivalent Experience Credit column in Table 1 to determine experience credits; however, no Apprenticeship candidate can be placed above Step 5 for their initial placement into the program and must complete at least 1000 hours of On-the-Job experience.

Regardless of the situation, the provided framework should guide the decisions for initial placement and for rerating and support needed along the way. **All candidates must complete at least 2800 OJT hours and 1830 RT hours and meet the competency requirements to be eligible for an evaluation for program completion by their Related Training Provider (Educator Preparation Provider).** Part of the evaluation for completion requires the Apprentice to demonstrate they have met all TSPC program and licensure requirements, including completing a bachelor's degree. Apprentices should work with their Navigator/Advisor and Related Training Supervisor to ensure these requirements are met by the end of the program timeline.

This handbook will focus on supporting the implementation and assessment of competencies within the Registered Teaching Apprenticeship in Teaching program. These assessments run parallel to the TSPC and university-required assessments but do not replace them. All Apprentices must complete and pass a series of clinical observation evaluations, a performance assessment, and a content knowledge assessment *or its equivalent* as defined in Oregon Administrative Rule (e.g., [OAR 584-220-0015](#)), most of which will occur at Step 6 or after.

Competency Domains & Levels

The role of K-12 educators is crucial in shaping future generations and preparing Oregon students for a successful life. To support Apprentices in developing the necessary skills and knowledge for success, Oregon has identified five competency domain areas. These domains draw on best-practice and Apprenticeship models and help Apprentices master the competencies required to succeed in their chosen field.

The TSPC-identified competency domains include **Planning and Preparation, Instruction, Classroom and School Environment, Professional Responsibilities, and Demonstration of Student and Apprentice Learning.** A full list of competencies are available in Appendix C. By mastering these competency areas, Apprentices will feel confident and thrive in their teaching career. Equipping themselves with these skills and knowledge, the Apprentice will learn to guide students through the learning process, unlock their potential, and foster a supportive and positive learning environment.

The TSPC unveiled the first public draft of the competencies and rubric for the Oregon Registered Teaching Apprenticeship in November 2023, after conducting a meticulous review of various standards, frameworks, and assessments within the education field, including but not limited to Danielson's Framework, InTASC Standards, Educator Competencies for Personalized Learning-Centered Environments, Framework for 21st Century Learning, CASEL Classroom Components, ISTE Standards for Educators, and Oregon state teacher evaluation exemplars. This extensive review culminated in the development of an agreed upon set of competencies that can effectively support student learning.

As a K-12 educator, it is important to have a strong understanding of the five core domains. Each of these domains includes a comprehensive list of competencies that are required for success in the field. While these competencies may vary slightly depending on local contexts, they are essential for all educators. To help ensure that Apprentices are able to build the necessary skills and knowledge, each domain includes two levels of competencies: Level One and Level Two.

Level One competencies focus on building foundational skills and knowledge, while Level Two competencies are more advanced and require a deeper understanding of each domain. Apprentices will be asked to complete a set of observations and exercises as part of their Level One competency requirements.

For the Related Training Providers and their Training Agent partners, it is important to expand on these competencies as needed to address local contexts and ensure that all educators have the skills and knowledge they need to succeed in the classroom. A detailed list of beginning (e.g., Level One) and advanced competencies (e.g., Level Two) are hyperlinked in [Appendix C](#).

Assessments and Timing

Effective teaching is the single most important factor in determining a student's academic success. As such, it is crucial to have reliable evaluation processes in place to assess the effectiveness of educators within a school. Measuring teacher effectiveness can take many different forms, including classroom observations, professional disposition evaluations, valid and reliable evaluations, professional development, surveys, and student growth data. It is often recommended to use a combination of these approaches to gather data from multiple sources and gain a well-rounded view of a teacher's effectiveness.

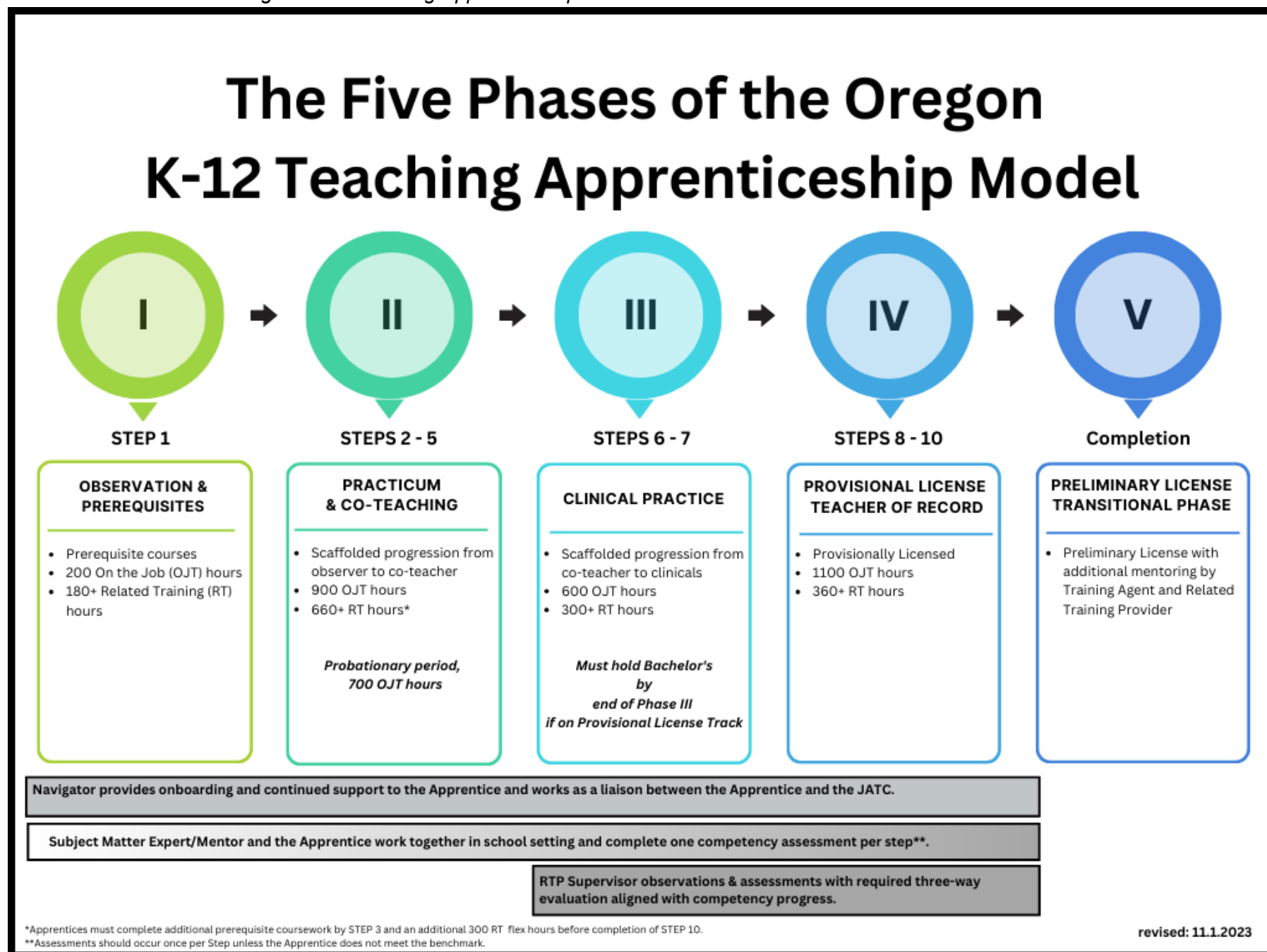
To support this effort, TSPC has developed a rubric and assessment schedule that allows Apprentices to reflect on their competencies in various areas. Each Apprentice will take an active role in the evaluation process and receive support from both their Subject Matter Expert/Mentor, Related Training Supervisor, and their assigned Navigator/Advisor.

Keep in mind, the TSPC guidelines indicate that Apprentices **will not** be evaluated for every competency at each step of their training. Instead, crucial competencies will be assessed based on a schedule. These work processes, competency exercises and measurements are separate from the Related Training (EPP) measures required during the Apprentice's clinical practice period.

Figure 1 shows the Five Phases of the Oregon K-12 Teaching Apprenticeship Model. The gray bands along the bottom of the figure highlight how the support and evaluation requirements relate to the phases of the program. For example, the Navigator/Advisor in most cases will begin working with Apprentices before they formally enter the program and be a support to them throughout their journey. The Related Training Provider (RTP) Supervisor (e.g., university supervisor) will support the candidate during the clinical practices and through to licensure. These unique program elements will allow the candidate to apply the knowledge learned and receive support in much more sustained ways than a traditional program would.

Figure 1

The Five Phases of the Oregon K-12 Teaching Apprenticeship Model



The rubric and assessment schedule as provided in Table 2 serves as a roadmap for the SME, the Navigator/Advisor, and the Apprentice, outlining the intended timing for competency exercises and measurements.

Table 2

Schedule and Benchmarks of Competency Measurements

| Step | Competencies Measured* | # of Competencies to Complete at this Step | Benchmark Points for this Set of Competencies | Target Performance Level for Measured Competencies |
|------|---|--|---|---|
| 1 | C 3, C 56, C 67, C 68, C 69, C 71, C 72, C 73, C 76 | 9 | 6 | Field Training Level |
| 2 | C 3, C 8, C 12, C 33, C 34, C 54, C 55, C 56, C 58, C 67, C 68, C 69, C 71, C 72, C 73, C 74, C 76 | 17 | 12 | Field Training Level |
| 3 | C 1, C 2, C 3, C 5, C 6, C 7, C 8, C 12, C 33, C 34, C 47, C 54, C 55, C 56, C 57, C 58, C 60, C 67, C 68, C 69, C 71, C 72, C 73, C 74, C 75, C 76, C 78 | 27 | 20 | Field Training Level |
| 4 | C 1, C 2, C 3, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 35, C 38, C 47, C 54, C 55, C 56, C 57, C 58, C 59, C 60, C 67, C 68, C 69, C 71, C 72, C 73, C 74, C 75, C 76, C 78 | 31 | 24 | Field Training Level |
| 5 | C 1, C 2, C 3, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 30, C 31, C 32, C 35, C 36, C 37, C 38, C 39, C 40, C 41, C 42, C 43, C 44, C 45, C 46, C 54, C 55, C 56, C 57, C 58, C 59, C 60, C 67, C 68, C 69, C 70, C 71, C 72, C 73, C 74, C 75, C 76, C 77, C 78 | 45 | 35 | Field Training Level |
| 6 | C 1, C 2, C 3, C 4, C 6, C 7, C 8, C 9, C 10, C 11, C 30, C 31, C 32, C 35, C 36, C 37, C 39, C 40, C 41, C 42, C 43, C 44, C 45, C 46, C 54, C 55, C 56, C 58, C 59, C 67, C 68, C 69, C 70, C 71, C 72, C 73, C 74, C 75, C 76, C 77 | 40 | 35 | Field Training Level |
| 7 | C 1, C 2, C 6, C 7, C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 39, C 40, C 41, C 42, C 43, C 44, C 45, C 46, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 76, C 77, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86 | 60 | 50 | Emerging on Demonstrating Fundamentals Level |
| 8 | C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86, C 89 | 47 | 70 | Demonstrating Fundamentals Level |
| 9 | C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86, C 89, C 90 | 48 | 75 | Emerging on Proficient Level |
| 10 | C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86, C 89, C 90 | 48 | 98 | Proficient Level |

Keep in mind that at Step 1, the Apprentice is an observer. At Step 2, they are an observer and teaching assistant, beginning to gain skills leading to co-teaching in appropriate areas. At each Step 3 through 5, the Apprentice gains more responsibility, including co-teaching responsibility, as they also gain content and pedagogical knowledge and increase the number of competencies completed. By Step 6 they are ready for their targeted clinical practice experience where they will assume some full teaching responsibility with supervision and support from both the Subject Matter Expert and the Related Training Supervisor. At the end of Step 7, Apprentices enter one of two tracks depending on whether they enter the profession on a provisional license or not. The competencies and the associated rubrics align with this progression in responsibility.

The Apprentice and the Subject Matter Expert complete a rubric assessment towards the end of each step. The Related Training Supervisor will conduct the program-required assessments during the clinical practices Steps 6 and 7, and beyond as appropriate. The Related Training Supervisor is encouraged to discuss with the Apprentice and the Subject Matter Expert the results of the competency assessments during their observation and evaluation period, thus working to individualize the support for the candidate based on what has been occurring during the field and clinical exercises. The Related Training Supervisor may advise the Apprentice and Subject Matter Expert on other evidenced-

based practices that may be utilized to support areas of need. Any unresolved plans for improvement should be discussed during the clinical practices periods, and input from the Related Training Supervisor and the Navigator/Advisor as appropriate. The next section will detail the role of each evaluator including the Apprentice's role in assessment.

The Role of the Subject Matter Expert (SME)/Mentor

The SME/Mentor is assigned to the Apprentice by the Training Agent. Throughout the program, the SME will provide feedback, answer questions regarding continuous improvement goals and re-rating, and assist the Apprentice toward meeting the licensure requirements. In accordance with [OAR 584-400-01406\(B\)](#), the SME must provide formal observations and evaluations of the Apprentice's classroom teaching and provide specific feedback to the Apprentice using the competencies and rubrics provided. It is encouraged that the SME works with the Related Training Provider Supervisor and the Navigator/Advisor or authorized designee to ensure the Apprentice moves successfully through the program. The SME also plays an integral role in developing any plans of action along with the other JATC team members when unsatisfactory marks have been documented. In addition, during Steps 6 and 7, in accordance with [OAR 584-400-01406\(B\)](#), the SME must complete formal observations of the Apprentice's clinical practices work and provide specific feedback to the Apprentice using the designated observation/evaluation tool.

The Role of the Navigator/Advisor and JATC Administrator

The role of the Navigator/Advisor, or, in the absence of one, the "Authorized Designee", will be to support the candidate in implementing their individualized plan and assess whether all program documents and requirements will support the candidate in achieving completion of the Apprenticeship. This person will review and sign the Quarterly Progress Record and support the SME and Apprentice in developing plans of action to support any unsatisfactory marks or other concerns that are documented. The Navigator/Advisor or authorized designee will meet on occasion with the SME and Apprentice to ensure that the candidate is progressing in their program. The Navigator/Advisor will act in an advisory role in making a recommendation, as appropriate, of Apprentice program completion alongside the Related Training Provider (EPP), including any determinations regarding passing probationary status.

The Role of the Related Training Provider (EPP) Supervisor

The role of the Related Training Provider Supervisor (e.g., EPP Supervisor) in assessment of performance begins in the clinical practices Steps 6 and 7. In accordance with [OAR 584-400-01406](#) (6)(A), the RTP Supervisor must conduct observations and evaluations of the Apprentice during their formal clinical practice during Steps 6 and 7, and provide specific feedback to the Apprentice using the RTP (EPP) observation/evaluation tool. It is encouraged that the RTP Supervisor works with the SME and the Navigator/Advisor or authorized designee to ensure the Apprentice moves successfully through their program.

The Role of the Apprentice

The role of the Apprentice in the assessment and evaluation of competencies and skills is an active one. The Apprentice should review and reference the competencies early in programming and continue to revisit these requirements to ensure that they are making progress towards meeting each of the competencies. The Apprentice will want to facilitate conversations with their SME to ensure scheduling needs are met. The Apprentice should alert the SME if there are concerns or areas where additional support may be needed. Prior to completing each step and before a re-rating can occur, the Apprentice should rate themselves on each of the required competencies for their current step and schedule a meeting with their SME to discuss their own perceptions of progress alongside the SME perceptions of progress. Ultimately, the SME will determine final scores that get reported on the quarterly progress record (QPR). The Navigator/Advisor may assist the SME and Apprentice in determining final scores as appropriate. If the Apprentice has received any unsatisfactory marks with a "0" score, they can expect to have a support plan created to address areas for growth. The Apprentice should provide input on any support plan that is developed.

Directions for Completing a Rubric Measure

It is important for the Apprentice and the Subject Matter Expert to review the competencies early and frequently throughout the program to anticipate training and scheduling needs that will support meeting the identified benchmarks. A check-list has been provided to assist with implementing the assessments (see Appendix A). The TSPC recommends ***no more than one rubric assessment per step***, with the exception of cases where candidates fail to meet the benchmark for progressing to the next step, in which case more than one assessment may be warranted to reevaluate progress and readiness for the next step. It is ideal to complete an assessment towards the end of each step when the candidate is nearing the completion of the On-the-Job Hours and Related Training requirements for the specified step.

The Apprentice and the Subject Matter Expert should complete the rubrics for the identified competencies separately before meeting to discuss their ratings. Any discrepancies or differences should be discussed, and the SME will ultimately determine the final score recorded for the Apprentice, considering any additional input from the Apprentice, Related Training Supervisor, and the Navigator as appropriate. Scores may be averaged where the SME feels appropriate. Any unsatisfactory performance or progress marks must include a support plan for improvement, and the Navigator should be notified immediately in such cases. The Quarterly Progress Record (QPR) form should be used as a guide for each assessment and re-rating.

Rubric Design

Each competency is rated using the TSPC-provided rubric. There are five proficiency levels possible for each competency, except where noted in the rubric (e.g., many of the Level One competencies do not require higher proficiency levels). The proficiency categories and points that an Apprentice receives for each proficiency level are listed as follows:

Proficiency Levels as Measured by Rubric:

- Incomplete Training or Not Applicable (Score 0)
- Field Training (Score 1)
- Demonstrating Fundamentals (Score 2)
- Proficient (Score 3)
- Exceeds (Score 4)

Apprentices may begin with no experience or training; however, they should increase their level of proficiency (e.g. moving from a 0 to a higher number) as they progress in the program. Apprentices and Subject Matter Experts (SME) should refer to the rubric for the specific description of expectations for each competency being measured (see appendices). If a candidate receives a score of 0 with an unsatisfactory mark, an improvement plan must be implemented with the support of the SME and JATC assigned Navigator/Advisor. **Any unsatisfactory marks not remedied within 200 OJT hours or within the probationary period will be referred to the JATC to determine next steps.**

Appendix A: Apprentice & Subject Matter Expert Evaluation Checklist and Rubric Schedule

Thank you for agreeing to host an Apprentice in your classroom for their Apprentice teaching experience. The following is a checklist that should assist you and the Apprentice in completing assessments and other processes as described in this handbook.

At beginning of each of the Steps:

- Review the full list of Preliminary Teaching License Competencies and the competencies for the associated endorsement and rubric measures linked in Appendix C of this handbook.
- Discuss and develop a schedule to complete the required training and competencies for the current step. Data from the [Quarterly Progress Record \(QPR\)](#) will guide these discussions.

At beginning and throughout the Steps:

- Work on completing/meeting the competencies for the current step within the OJT hour requirements. SME should support training and referring the Apprentice to the appropriate professional when needed.
- Preview the required competencies for the next step (not the current step) and discuss and anticipate scheduling and support needs.
- Check-in between Apprentice and Subject Matter Expert at halfway point to OJT hours step completion to ensure on track to complete; make adjustments as appropriate. This meeting can occur during one of the weekly meetings to discuss responsibilities (as described in Level One Competency 3). If there are significant concerns that the Apprentice will not be completed within the timeframe or will not meet the competency scoring requirements or there are unsatisfactory performance concerns, the Apprentice and SME should notify the Navigator for guidance immediately.

Nearing Completion of each of the Steps:

- Assessment of competencies; the Apprentice and the SME complete rubric for required competencies for the current step. The results are discussed and recorded on the Quarterly Progress Record (QPR) (see guiding questions for rubric review below). Note: the SME determines final score on each competency with input from Apprentice, and the Navigator when appropriate. The score is entered on the Scoring Worksheet and the Apprentice and SME should maintain a copy of what is entered.
 - If the candidate does not meet the benchmark, the Navigator should be notified. A support plan for improvement/progress should be discussed and agreed upon. Any unsatisfactory scores should be handled according to JATC policy.
- Review and complete Quarterly Progress Record (QPR) as appropriate to timing.
- Repeat the entire process for the next step.

Guiding Questions to Support Step Evaluation/Progression

1. In reviewing the competencies that must be evaluated during this Step, what went well (from Apprentice and SME perspective)?

SME: What was a key strength(s) of your Apprentice? Be sure to reference competencies.

Apprentice: What are your strengths? What is going well in reference to competencies being measured?

2. SME: Are there areas where the Apprentice is wanting more support? Do you have any advice for the Apprentice to support their professional development (remember to reference competency areas)?

Apprentice: Are there areas where you feel confused or are struggling? Where are you wanting more support or guidance?

3. Apprentice and SME: Has a support plan for improvement been implemented due to a previous unsatisfactory mark? Discuss progress towards plan goals.

SME: Has the Apprentice completed the expectations of the support plan for improvement? Can the unsatisfactory mark be removed? If not, discuss options with the JATC navigator.

4. Apprentice and SME: Discuss the scores of all required competency measures for the current step and areas where measurements weren't taken. SME will determine the final score and total all scores to determine if the candidate meets scoring requirements for the Step. The data is recorded on the scoring worksheet (see appendices) and the next due [Quarterly Progress Record \(QPR\)](#). If any unsatisfactory marks are indicated, be sure to notify the JATC navigator and ask for additional support. Additionally, a plan to support addressing unsatisfactory marks should be developed within two weeks of the unsatisfactory mark. All final scores and notes for each competency as recorded on the worksheet should be included in the Apprentice's portfolio for reference.

5. Repeat checklist at end of each step.

Appendix B: Scoring Worksheet

| Step | Competencies Measured* – links to competency rubrics below table | # of Competencies to Complete at this Step | Benchmark Points for this Set of Competencies | Apprentice's Score | Unsatisfactory Marks (Y or N) | Notes: |
|------|---|--|---|--------------------|-------------------------------|--------|
| 1 | C 3, C 56, C 67, C 68, C 69, C 71, C 72, C 73, C 76 | 9 | 6 | | | |
| 2 | C 3, C 8, C 12, C 33, C 34, C 54, C 55, C 56, C 58, C 67, C 68, C 69, C 71, C 72, C 73, C 74, C 76 | 17 | 12 | | | |
| 3 | C 1, C 2, C 3, C 5, C 6, C 7, C 8, C 12, C 33, C 34, C 47, C 54, C 55, C 56, C 57, C 58, C 60, C 67, C 68, C 69, C 71, C 72, C 73, C 74, C 75, C 76, C 78 | 27 | 20 | | | |
| 4 | C 1, C 2, C 3, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 35, C 38, C 47, C 54, C 55, C 56, C 57, C 58, C 59, C 60, C 67, C 68, C 69, C 71, C 72, C 73, C 74, C 75, C 76, C 78 | 31 | 24 | | | |
| 5 | C 1, C 2, C 3, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 30, C 31, C 32, C 35, C 36, C 37, C 38, C 39, C 40, C 41, C 42, C 43, C 44, C 45, C 46, C 54, C 55, C 56, C 57, C 58, C 59, C 60, C 67, C 68, C 69, C 70, C 71, C 72, C 73, C 74, C 75, C 76, C 77, C 78 | 45 | 35 | | | |
| 6 | C 1, C 2, C 3, C 4, C 6, C 7, C 8, C 9, C 10, C 11, C 30, C 31, C 32, C 35, C 36, C 37, C 39, C 40, C 41, C 42, C 43, C 44, C 45, C 46, C 54, C 55, C 56, C 58, C 59, C 67, C 68, C 69, C 70, C 71, C 72, C 73, C 74, C 75, C 76, C 77 | 40 | 35 | | | |
| 7 | C 1, C 2, C 6, C 7, C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 39, C 40, C 41, C 42, C 43, C 44, C 45, C 46, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 76, C 77, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86 | 60 | 50 | | | |
| 8 | C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86, C 89 | 47 | 70 | | | |
| 9 | C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86, C 89, C 90 | 48 | 75 | | | |
| 10 | C 8, C 13, C 14, C 15, C 16, C 17, C 18, C 19, C 20, C 21, C 22, C 23, C 24, C 25, C 26, C 27, C 28, C 29, C 48, C 49, C 50, C 51, C 52, C 53, C 58, C 61, C 62, C 63, C 64, C 65, C 66, C 67, C 68, C 70, C 71, C 72, C 73, C 74, C 79, C 80, C 81, C 82, C 83, C 84, C 85, C 86, C 89, C 90 | 48 | 98 | | | |
| | *C87, C88, and other JATC identified competencies will be determined as appropriate. | | | | | |

Rubric links for each Step Level can be found within the following hyperlinked document:
[Holistic Framework & Evaluation Schedule \(Rubrics & Placement Worksheet\)](#)

Appendix C: [Hyperlink to Full Set of Teaching Competencies for Preliminary Licensure](#)

[Preliminary Teaching License Competencies & Rubric](#) (Elementary, ESOL, & SPED)