



Wyoming Teacher Apprenticeship

an initiative of the Wyoming Department of Education and the Wyoming Professional Teaching Standards Board

On-The-Job Competencies

The following competencies are used in the Wyoming Department of Education Sample Educator Evaluation System (SEES). The apprentice should be able to document competence in all of the indicators by the completions of the apprenticeship. Some of the indicators may be met through Related Instruction courses, and others through on-the-job training, or a combination of both.

The italicized, orange notes below the indicators are samples of evidence that may be used to document competency in the criterion. This also includes references to Danielson, Marzano, or Special Education High Leverage Practices (HLP) refer to additional research-based criterion school districts use and are familiar with. The Special Education High Leverage Practices can be used for the benefit of all students, not just special needs populations.

Indicators with an asterisk denote criterion that cannot be observed. These indicators may require additional documentation or other evidence to demonstrate competency.

Standard 1: Curriculum, Instruction, and Assessment

Benchmark 1A. Apprentice demonstrates knowledge of the content and evidence-based practices.

1A.-1. Apprentice demonstrates appropriate content knowledge aligned to state standards and district curriculum.

Descriptor: Apprentice understands essential curriculum components, identifies essential prerequisites and foundations, and assesses student performance in relation to these components.

InTASC Standard #4 Content Knowledge: Danielson 1a, Marzano 4.1, SPED HLP 11.

Example evidence: classroom observations.

1A.-2. Apprentice delivers instruction that involves critical thinking, creativity, and/or collaborative problem solving.

Descriptor: Apprentice uses strategies to promote active student engagement.

InTASC Standard #5 Application of Content: Danielson 1e, Marzano 2.1 & 2.2, SPED HLP 18.

Example evidence: classroom observations, IEP meetings, lesson plans, MTSS meetings, PLC meetings, unit plans.

1A.-3. Apprentice implements evidence-based practices based on the content, the learning cycle, and/or students' needs.

Descriptor: Apprentices use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes. Apprentices match the intensity of instruction to the intensity of the student's learning and behavioral challenges.

InTASC Standard #8 Instructional Strategies: Danielson 1c & 1e, Marzano 2.7, SPED HLP 13, 15, 17, 19, 20.

Example evidence: classroom observations, conversations with Apprentice, IEP meetings, PLC meetings,

pre- or post-observation conferences.

1A.-4. Apprentice uses classroom, district, and state assessment data to inform instructional planning.

Descriptor: Apprentice uses student assessment data, analyzes instructional practices, and makes necessary adjustments that improve student outcomes.

InTASC Standard #6 Assessment: Danielson 3d & 1f, Marzano 6.1 & 6.2, SPED HLP 16.

Example evidence: classroom observations, MTSS meetings, lesson plans, PLC meetings, unit plans.

1A.-5. Apprentice uses summative and formative methods of assessment to measure student growth and progress.

Descriptor: Apprentice uses student assessment data, analyzes instructional practices, and makes necessary adjustments that improve student outcomes.

InTASC Standard #6 Assessment: Danielson 1f & 3d, Marzano 6.3, SPED HLP 16.

Example evidence: classroom observations, formative assessments, pre- or post-observation conferences.

Benchmark 1B. Apprentice makes learning accessible and meaningful for all students.

1B.-1. Apprentice clearly communicates learning objectives to students.

Descriptor: Apprentices make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts.

InTASC Standard #3 Learning Environments: Danielson 3a, Marzano 1.1, SPED HLP 16.

Example evidence: classroom observations.

1B.-2. *Apprentice differentiates learning opportunities based on evidence of students' current learning status.

Descriptor: Apprentices adapt curriculum tasks and materials for specific learning goals. Apprentices provide scaffolded supports, and flexible grouping. Apprentices use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes. Apprentices match the intensity of instruction to the intensity of the student's learning and behavioral challenges.

InTASC Standard #2 Learning Differences: Danielson 3e, Marzano 1.3 & 1.4, SPED HLP 13, 15, 17, 19, 20.

Example evidence: curriculum maps, Learning Management Systems, lesson plans, student achievement data, student learning goals, unit plans.

1B.-3. Apprentice demonstrates awareness of their student's unique interests, strengths, cultures, and values.

Descriptor: To build and foster positive relationships, Apprentices should establish age appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year.

InTASC Standard #1 Learner Development: Danielson 1b, Marzano 1.3 & 1.4, SPED HLP 17.

Example evidence: classroom observations, conversations with students, conversations with Apprentice, IEP meetings, lesson plans, MTSS meetings, PLC meetings.

Benchmark 1C. Apprentice uses technology to support student learning.

1C.-1. Apprentice facilitates learning experiences that model and promote appropriate behavior in the digital environment.

Descriptor: Apprentices explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Self-regulation and metacognitive strategy instruction is integrated into lessons on academic content through modeling and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning.

InTASC Standard #3 Learning Environments: Danielson 1d, Marzano 4.2, SPED HLP 14, 19.

Example evidence: classroom observations, conversations with students, conversations with Apprentice, online records.

1C.-2. Apprentice demonstrates knowledge of current digital learning tools to support student learning.

Descriptor: Apprentices select and implement assistive and instructional technologies to support the needs of all students. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation

InTASC Standard #3 Learning Environments: Danielson 1d, Marzano 4.2, SPED HLP 19.

Example evidence: classroom observations, conversations with students, conversations with Apprentice, online records.

Standard 2: Learning Environment

Benchmark 2A. Apprentice sets high academic expectations and provides support(s) when needed.

2A.-1. Apprentice establishes and communicates high academic expectations for the class and each student.

Descriptor: To build and foster positive relationships, Apprentices should establish age appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year.

InTASC Standard #3 Learning Environments: Danielson 2a & 2d, Marzano 1.1 & 1.4, SPED HLP 7.

Example evidence: classroom observations, conversations with Apprentice.

2A.-2. Apprentice provides appropriate additional academic support to students as needed.

Descriptor: Apprentices use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes. Apprentices match the intensity of instruction to the intensity of the student's learning and behavioral challenges.

InTASC Standard #7 Planning for Instruction: Danielson 1d & 2c, Marzano 3.2, SPED HLP 13, 15, 17, 19.

Example evidence: classroom observations, conversations with students, conversations with Apprentice, MTSS meetings, PLC a meetings.

2A.-3. Apprentice ensures that all students have opportunities to comment and ask questions.

Descriptor: Apprentice asks questions of all students with the same frequency and depth and monitors the quality of participation. Apprentice's questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves and the larger world.

InTASC Standard #3 Learning Environments: Danielson 3b, Marzano 2.4 & 2.5, HLP Leading a discussion, Implementing norms and routines for discourse, Eliciting and interpreting.

Example evidence: classroom observations, conversations with students, conversations with Apprentice.

Benchmark 2B. Apprentice sets high expectations for student behavior to foster an inclusive classroom environment.

2B.-1. Apprentice provides directions and procedures that are clear and anticipates the needs of the students.

Descriptor: Apprentice communicates the goals and objectives and learning activities and outlines an instructional pathway for students to meet the established criteria for success. Apprentice reviews expectations regarding rules and procedures to ensure their effective execution.

InTASC Standard #8 Instructional Strategies: Danielson 3a, Marzano 5.2, SPED HLP 16.

Example evidence: classroom observations, conversations with Apprentice, individualized learning plans, lesson plans, written IEPs.

2B.-2. Apprentice organizes and manages a safe classroom environment to promote student cognitive, social, emotional, and physical development.

Descriptor: Apprentice models, encourages, explicitly teaches, and reinforces curiosity, critical thinking reasoning, and reflection to support student success and their social, emotional, and academic growth. The Apprentice demonstrates awareness of the classroom environment and monitors the effect on students' behavior.

*InTASC Standard #3 Learning Environments: Danielson 2b, Marzano 1.4, SPED HLP 7
HLP Implementing organizational routines.*

Example evidence: classroom observations.

2B.-3. Apprentice establishes and communicates high behavioral expectations for the class and each student.

Descriptor: Apprentice establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.

*InTASC Standard #3 Learning Environments: Danielson 2a, Marzano 5.2, SPED HLP 7
HLP Implementing organizational routines.*

Example evidence: classroom observations, conversations with Apprentice.

2B.-4. Apprentice models principles of conflict resolution.

Descriptor: Apprentice models, explicitly teaches, and reinforces habits that promote learning, ethical behavior, and citizenship. A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

InTASC Standard #3 Learning Environments: Danielson 2a, 2d, Marzano 5.6.

Example evidence: classroom observations, conversation with Apprentice, conversations with students.

2B.-5. Apprentice creates, models, and fosters an environment of mutual respect and rapport.

Descriptor: Apprentice models explicitly teaches, and reinforces habits that promote learning, ethical behavior, and citizenship. Apprentice-student and student-student interactions demonstrate

caring and respect, and honor the dignity of each member of the community. Apprentice uses verbal and nonverbal behaviors that indicate value and respect for students, and monitors the quality of relationships in the classroom.

InTASC Standard #3 Learning Environments: Danielson 2a, 2d, Marzano 1.4, SPED HLP 7.

Example evidence: classroom observations.

2B.-6. The Apprentice ensures the physical space is accessible to all students.

Descriptor: Apprentice organizes a safe physical layout of the classroom to facilitate movement and focus on learning. The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

InTASC Standard #3 Learning Environments: Danielson 2e, Marzano 5.1, SPED HLP 13.

Example evidence: classroom observations, conversations with students.

Benchmark 2C. Apprentice cultivates relationships with others to support student learning and development.

2C.-1. *Apprentice communication is respectful of diverse needs, cultures, and values.

Descriptor: Apprentice interacts with families and the community in ways that respect their values and cultural backgrounds. Apprentice communicates individual students' progress to parents/guardians in a timely and professional manner.

InTASC Standard #10 Leadership and Collaboration: Danielson 4c, Marzano 7.2.

Example evidence: blogs, conversations with guardians, emails, newsletters, parent/Apprentice conferences, vlogs, webpages, written communications with guardians.

2C.-2. * Apprentice demonstrates support of school and community partnerships that promote student learning.

Descriptor: Apprentice collaborates with professionals to increase student success. Organizes and facilitates effective meetings with professionals and families. Collaborates with families to support student learning and secure needed services. Interprets and communicates assessment information with stakeholders to collaboratively design and implement educational programs.

InTASC Standard #10 Leadership and Collaboration: Danielson 4d, Marzano 8.2, SPED HLP 1, 2, 3, 5.

Example evidence: emails, PLC meetings, staff meetings, written communications with community partners.

2C.-3. Apprentice proactively advocates in a professional manner for all students by communicating student needs to relevant individuals.

Descriptor: Apprentice actively advocates for students, their families, and colleagues and leads in taking action on their behalf. Apprentice communicates individual students' progress to parents/guardians in a timely and professional manner.

InTASC Standard #10 Leadership and Collaboration: Danielson 4f, Marzano 7.2, SPED HLP 1, 2, 3, 5.

Example evidence: classroom observations, staff meetings, IEP meetings, PLC meetings, written communications with staff.

2C.-4. Apprentice uses effective verbal, nonverbal, and written communication.

Descriptor: Apprentice uses verbal and nonverbal behaviors that indicate value and respect for students.

Apprentices interact with families and communities in ways that respect their values and cultural backgrounds.

InTASC Standard #9 Professional Learning and Ethical Practice: Danielson 4c, Marzano 1.4, SPED HLP 1, 2.

Example evidence: classroom observations, teaching material samples, conversations with students

2C.-5. Apprentice develops students' interpersonal and group communication skills.

Descriptor: Apprentice models, explicitly teaches, and reinforces habits that promote learning, ethical behavior, and citizenship. Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

InTASC Standard #3 Learning Environments: Danielson 2a, 2d, Marzano 5.6, SPED HLP 9.

Example evidence: classroom observations, conversations with students, conversations with Apprentice, lesson plans, unit plans.

Standard 3: Professional Collaboration and Growth

Benchmark 3A. Apprentice engages in reflective practices and activities to grow and develop professionally.

3A.-1. Apprentice actively participates in and implements school and/or district priorities.

Descriptor: Apprentice participates in district and school initiatives at a level consistent with his or her talents and availability. Apprentice contributes to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

InTASC Standard #9 Professional Learning and Ethical Practice: Danielson 24d, Marzano 8.3.

Example evidence: district meetings, PLC meetings, staff meetings, Professional Responsibilities checklist

3A.-2. Apprentice is open to constructive feedback from colleagues, mentors, and/or administrators.

Descriptor: Apprentice seeks opportunities to receive and provide feedback and works collaboratively and constructively to utilize feedback effectively. Apprentice seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other Apprentices in such a manner as to enhance pedagogical skill.

InTASC Standard #9 Professional Learning and Ethical Practice: Danielson 14e, Marzano 8.4, SPED HLP 2.

Example evidence: PLC meetings, staff meetings.

3A.-3. Apprentice maintains appropriate content knowledge.

Descriptor: Apprentice understands essential curriculum components, identifies essential prerequisites and foundations, and assesses student performance in relation to these components. Apprentice makes strategic decisions on content coverage (i.e., essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.

InTASC Standard #9 Professional Learning and Ethical Practice: Danielson 4e, Marzano 8.4, SPED HLP 11, 13.

Example evidence: classroom observations, Curriculum Council Committee meetings, MTSS meetings,

professional development documentations.

3A.-4. Apprentice contributes to and supports team planning, and implements collaborative decisions.

Descriptor: Apprentice leads and participates in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes. Apprentice interprets assessment information for stakeholders (i.e., other professionals, families, students) and involves them in the assessment, goal development, and goal implementation process.

InTASC Standard #10 Leadership and Collaboration: Danielson 4d, Marzano 8.3, SPED HLP 2, 5.

Example evidence: PLC meetings, staff meetings.

Professional Responsibilities

Apprentice complies with and supports rules, procedures, policies, statutes, regulations, and licensure standards (site, district, state, and/or federal).

	Yes	No	Comment, if no.
Apprentice maintains records as required.			
Apprentice abides by applicable law, policy, and procedures.			
Apprentice is punctual and reliable with duties and paperwork.			
Apprentice complies with district staff attendance policy.			
Apprentice has reviewed and complies with Professional Teaching Standards Board (PTSB) regulations and code of conduct.			
Apprentice maintains confidentiality.			
Apprentice demonstrates honesty and integrity.			
Apprentice demonstrates support for the school's mission and vision.			
Apprentice is professional, considerate, and respectful in all educational settings and when representing the district.			
Apprentice participates in and applies professional development aligned to school and/or district priorities.			
Apprentice demonstrates fair, equitable, and appropriate treatment of all students.			

The InTASC Standards were developed by the Council of Chief State School Officers. These are overarching standards used by educator preparation programs to ensure that completers of their programs have met these standards. These standards will be met both by Related Instruction courses and on-the-job training throughout the apprenticeship program.

InTASC Standards
10 Standards
<p>Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>
<p>Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>
<p>Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>
<p>Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>
<p>Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>
<p>Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>
<p>Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<p>Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>
<p>Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>