SMI
Apprentice Program
Handbook

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UCR IMPORTANT DATES

	FALL QUARTER	WINTER QUARTER	SPRING QUARTER
Quarter Begins	September 25, 2017	January 3, 2018	March 28, 2018
Instruction Begins	September 28, 2017	January 8, 2018	April 2, 2018
Holidays	November 10, 2017 November 23-24, 2017	January 18, 2018 February 19, 2018	March 30, 2018 May 28, 2018
Instruction Ends	December 8, 2017	March 16, 2018	June 8, 2018
Final Examinations	December 9-15, 2017	March 17-23, 2018	June 9-15, 2018
***For Mentor Teachers:* Quarterly Progress Reports Due**	December 11, 2017	March 19, 2018	June 1, 2018

SECTION I

Overview

Summary & Goals

Through the development of the SMI Apprentice Program, paid teacher training apprenticeship positions were created to provide opportunities for selected SMI undergraduate students to advance their field work experiences. Participants would learn about contemporary mathematics and science content plus the pedagogy for teaching the subject content through a variety of courses, seminars and joint adventures with existing projects. Apprentices are provided teaching experiences under direct supervision from public school teachers. The ultimate goal is to create academic assistance, financial support and mentoring, resulting in preparedness for each participant to consider pursuit of a teaching credential, an intern position in the public schools, admission to an advanced degree program in mathematics/science education.

The SMI Apprentice Program is part of an overall master plan to improve mathematics and science education in Riverside and San Bernardino counties. The program partners with the College of Natural and Agricultural Sciences, UCR Graduate School of Education, Riverside County Office of Education, and San Bernardino County Superintendent of Schools Office. As a result, public school students in these areas improve their interest and their abilities in mathematics and science.

The main goal of this program is to provide professional development and a mentoring setting for college mathematics/science majors who want to become teachers. The program also addresses the need to improve student achievement on tests involving mathematics and science while enriching mathematics/science content knowledge and pedagogical content knowledge of existing teachers.

This could include mathematics or science instruction, tutoring or other related activities.

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SECTION II

Apprentices

General Expectations:
Classroom Code of Conduct
& Professional Values

All Apprentices are expected to:

- Act as professional representatives of UCR.

- Dress in professional and conservative attire when working at their school site.

    Suitable Articles of Clothing:
    <u>Women</u>: Slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, blazers, casual dresses.
    <u>Men</u>: Slacks (dress pants), button down shirts, polo shirts (short sleeved shirts with a collar), blazers.

- Be punctual and prepared to observe and participate.

- Coordinate your weekly field experience hours with your assigned mentor teacher.

- Maintain regular communication with assigned mentor teacher.

- Be respectful of the teacher as s/he is teaching…NEVER interrupt during a lesson, even if you think it's a really important question…ask it later!

- Be addressed as Mr., Miss, Mrs., or Ms. by classroom students.

- Maintain professional conversation regarding instructional strategies and content.

APPRENTICE RESPONSIBILITY
CHECKLIST

☐   Adhere to terms stated in signed Contract Agreement including:
- TB Testing: In accordance with the California health and safety code as an employee or volunteer in an elementary or secondary school you must be given a TB test or have on file a certificate showing that within the last four years you have been examined and found to be free of communicable TB. The TB skin test is a two-part process: first part – skin test administered; second part -- 48 hrs afterwards – reading of the test. You must attend both days for the test to be valid.
    → <u>Arrangements for and Reporting of TB Testing:</u> Contact the SMI Resource Center You will be given two copies of your results -- one for your assigned school site and one as your personal copy. You will need to provide a copy of your TB test results to the SMI Resource Center.
- Finger Printing: In accordance with the State Department of Education regulations as an employee or volunteer in an elementary or secondary school you must be fingerprinted.
    → <u>Arrangements for Fingerprinting:</u> All apprentices will be contacted about procedures and locations for fingerprinting.
    → <u>Reporting Results:</u> Submit results to the SMI Resource Center

☐   Adhere to "General Expectations: Classroom Code of Conduct and Professional Values," which is included within this handbook.

☐   Attend Mandatory Professional Development summer training program. Dates and location will be provided by the SMI Program.

☐   Complete Field Hours: All field work hours are to be coordinated with assigned Mentor Teachers.
- Establish and complete at least 6 to 10 hours per week at the school site with assigned mentor teacher. Hours include planning meetings and independent lesson planning preparations. Check Contract of Agreement.
- Responsibilities will include:
    ➢ Field schedule: Establish a weekly schedule for each quarter with assigned Mentor Teacher
    ➢ Lesson preparation:
        → 1 hour/week with Mentor Teacher
        → Up to 1 hour/week independently
    ➢ General duties:
        → Small group lesson implementation
        → Grading students' work
        → Analyzing students' progress and planning with assigned Mentor Teacher
        → Parent-teacher conferences and/or departmental/faculty meetings

☐ Maintain good academic standing and progress in major degree requirements. Your participation cannot be continued if you are on academic probation and/or your GPA falls below the required SMI Apprentice Program requirements or Contract of Agreement.

☐ Maintain Documentation of Hours Log and Bi-Weekly Timesheet.
<u>Deadline</u>**:** Signed documentation of hours and timesheets are on a bi-weekly basis
<u>Submission Location</u>: SMI Resource Center (Documentation of Hours Form); TARS (online timesheet)
Failure to submit on time will result in delay of payment. If problem persist, written warning will be placed in your personnel file and may result in termination from the program.

(continued) APPRENTICE RESPONSIBILITY CHECKLIST

☐ Complete at least one of the following classes during Apprenticeship
- ➢ EDUC 109 – Education in a Diverse Society
- ➢ EDUC 110 – Learning Theory & Psychology in Education
- ➢ EDUC 112 – Understanding Assessment in Education
- ➢ EDUC 116 – The Exceptional Child
- ➢ EDUC 174 – Reading & Writing: Content Areas
- ➢ EDUC 175 – Language Development in Content Areas
- ➢ EDUC 176 – Language Development in Content Areas
- ➢ EDUC 177A – Language Development in Content Areas
- ➢ EDUC 177B – Language Development in Content Areas
- ➢ NASC 192 – Careers in Mathematics and Science Education

☐ Professional Development: The SMI will keep you informed of any conferences, workshops or educational related programs. If you are interested in attending any of these programs it will be **your** responsibility to contact our office for details.

☐ Classroom Evaluation Feedback: Each apprentice will be evaluated by SMI Director in his or her school site setting at least once during the Contract. This will be prearranged among the apprentice, the mentor teacher, and SMI Director. Apprentices will receive a written review of the observation. The mentor teacher will also provide a continual feedback to the apprentice.

☐ Apprentice will be required to complete a Program Participant Survey. Your identity will be kept strictly confidential and your answers only used for program evaluation purposes (unless you give us permission to do otherwise). The answers you provide on the surveys will *not* in any way affect your status as an SMI Apprentice.

SECTION III

Mentor Teachers

MENTOR TEACHERS
EXPECTATIONS & RESPONSIBILITIES

Mentor Teachers are to:

□ Remain in the classroom throughout the period Apprentice(s) is present.

□ Coordinate with Apprentice(s) to establish a schedule for classroom observation/participation for 6 to 10 hours per week, allowing Apprentice(s) to complete: 60 to 100 hours per quarter

□ Plan Apprentice classroom observation/participation based on:
   o 50% of the time: spent on teaching and/or lesson preparation.
   o 50% of the time: involved with the following activities during and/or after school:
      ✓ Tutoring (one-on-one in class tutoring or small roundtable setting)
      ✓ Attendance and participation at after school and/or Saturday events.
      ✓ Administrative assistance (grading, observing mentor teacher, assisting teacher, etc.).
      ✓ Attend teacher feedback meetings.
      ✓ Attendance at conferences or workshops that are mathematics or science education related.
      ✓ Other school related activities.

□ Maintain regular weekly communication with Apprentice(s).

□ Contact the appropriate program staff immediately with problems related to school site placements.

   Leslie Bushong, SMI Director
   Email: leslie.bushong@ucr.edu
   Voice: (951) 827-4970
   Fax: (951)827-4971

□ Maintain current e-mail address, mailing address, and phone number with the SMI Program.

□ Involve Apprentices in school-related activities to provide professional development opportunities, when appropriate.

□ Complete formal assessment/feedback about Apprentices. Form will be distributed during the academic year.

Mentor Teachers Checklist to Receive Stipend

2017-18 Mentor Teacher's Stipend = $100 for each assigned mentee

_____ 1) **Submit to SMI Resource Center completed W-9 form** – *Due immediately*
You may either fax (951.827.4971) or email your completed scanned copy to smi@ucr.edu.

_____ 2) **Monitor and Verify SMI Mentee(s) Progress and Attendance – *Due date as specified on request from the SMI Office.*** You will need to submit End-of-the -Quarter Progress Reports of SMI Mentee form to verify Mentee's participation.

_____ 3) **Mailing of Your Stipend** Approximately three to four weeks after the academic quarter ends, your stipend check(s) will be processed and sent to you based on mailing information posted on your W-9.

TAX INFORMATION:

This is to inform you about the general treatment of your Cal Teach-SMI stipend for tax purposes, as well as your reporting and recordkeeping responsibilities.

Your Cal Teach-SMI stipend is considered to be a scholarship for tax purposes. The information provided below applies to any scholarship, fellowship, or grant, regardless of whether the award is from the University of California or from a third-party source.

Under Internal Revenue Service (IRS) regulations, you do not have to pay taxes on a scholarship to the extent the funds are used for required tuition, fees, books, supplies, equipment, or other mandatory fees for classes or enrollment. The amount of health insurance premiums you pay to the University in order to be enrolled is also considered a required fee. To the extent you use scholarship funds to pay for these types of required fees and expenses, the funds should be excluded from your taxable income.

You are required to maintain records and documentation showing that you used all or a portion of your scholarship or fellowship funds for these required purposes. Any portion of a scholarship or fellowship used to pay for other expenses (e.g., room and board, travel, and other living expenses) should be included in your taxable income for the year.

For more information on the tax treatment of scholarships and fellowships, see IRS Publication 970 (Tax Benefits for Education), which can be found on the IRS website at http://www.irs.gov/.

You should make the determination about whether your Cal Teach-SMI or other scholarship awards are taxable based upon your individual facts, not how the University may have applied your award funds to the amounts you owed the University. If you determine that a portion or all of your scholarship funds are not subject to tax, you should retain receipts and other documents that show the total amount of your qualifying (i.e., nontaxable) expenses.

The University is required by federal law to file a Form 1098-T (Tuition Statement) information return to the IRS for most students. If a return is filed, the University will also provide you with a copy of the return showing the information reported to the IRS. Depending on the UC campus you attend, either the amount of qualified tuition and related expenses paid, or the amount billed, is reported (in either Box 1 or Box 2 of the 1098-T).

Among other information, the University also is required to report the amount of all scholarships (referred to by the IRS as "scholarships or grants"), from all known sources, that the University processed on your behalf. The amounts reported on the 1098-T represent a summary of the qualified tuition and related expenses by campus, as well as any scholarships you received, based on the information on file at the UC campus you attended. Since UC Office of the President (through UCLA) will be disbursing the Cal Teach-SMI stipends regardless of the campus attended, your stipend may not appear on the 1098-T form you receive from UCR. This information may be of use to you in calculating the amount of the higher education tax credit or deduction you may be eligible to claim, but your personal financial records serve as the official supporting documentation for your federal income tax return. For more information about the education tax credit or deduction, see IRS Publication 970, which is available on the IRS website shown above.

Please note that this letter is intended only to introduce you to the tax rules applicable to recipients of scholarships. The University of California does not provide tax advice; you should contact your personal tax advisor with any questions or concerns.

Sincerely,
Bobbi McCracken
Asst. Vice Chancellor-Financial Services and Controller – UCR

SECTION IV

Forms

First and Last Name _____ **UCR SID #**_____ **Month & Year** _____

Mentor Teacher's Name_____ **School Name** _____

School District _____ **Total Number of Hours:** _____ **Subject Content** __math ___science

** **REQUIRED FOR ALL SUBMISSION:** On a separate sheet of paper, typed written descriptions and reflections about each field entry need to be accompanied with each DOH bi-weekly form.

Date	Time In	Time Out	Total Hours *(round to nearest qtr of the hr)*	Type of Activities (check all that apply)			Mentor Teacher's Signature
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	

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Date	Time In	Time Out	Total Hours *(round to nearest qtr of the hr)*	Type of Activities (check all that apply)			Mentor Teacher's Signature
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
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				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	
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				__ observed __assist in lesson(s) __planned lesson(s) __implemented lesson(s)	__parents mtg(s) __PLC mtg(s) __school staff mtg(s)	__school site training(s) __district training(s) __conference training(s)	

_____**Total Number of Hours for the Reporting Month**

SMI Supply Request for Classroom Project

STEP #1: APPROVAL FORM

Please complete the following information for approval to purchase classroom supplies needed for an upcoming lesson plan you and your mentor teacher would like to implement.

PLEASE PLAN AHEAD to allow adequate time for review of your request.

Student's Name _____

Social Security Number _____

Mentor Teacher's Name _____

Date of Submission: _____

I. Proposed Lesson Plan: Your proposed lesson plan should explain the purpose and outcome of the lesson. Describe below your proposed lesson plan <u>and</u> attach a formally written lesson plan (5 E or Madeline Hunter lesson design format). *Your lesson plan submission may be displayed in the SMI Resource Center Library if this funding request is approved.*

_____

_____

_____

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_____

_____

SMI Supply Request for Classroom Project (continued)

II. Proposed Budget Plan: The budget needs to correspond with your proposed lesson plan. **Maximum reimbursement per student each quarter is $25.00** (keep this in mind if you plan to submit multiple classroom supply requests).

Proposed Items to Purchase	Projected Cost of Purchases (include tax, delivery, other applicable charges)	Proposed Vendors

III. Proposed Date to Implement Lesson Plan _____

IV. With my signature, I agree to follow my proposed lesson plan if approved by SMI. Also, I agree to allow SMI to store and share my lesson plan in its Resource Library located both online and in its Resource Center.

_____   _____

Student's Signature   **Date**

----SMI OFFICE USE ONLY----

☐   Approved by _____Date_____

☐   Not Approved:
Explanation_____

SMI Supply Request for Classroom Project
STEP #2: REIMBURSEMENT FORM

Submission of this form will not be accepted unless you received SMI approval from STEP #1: APPROVAL FORM.

Student's Name _____

Social Security Number _____

Mentor Teacher's Name _____

Date of Submission: _____

Itemize and detail expenses incurred for implementing your lesson plan proposed in STEP #1: APPROVAL FORM

Date Purchased	Purchased Items	Actual Cost (include tax, delivery, other applicable charges)	Vendor Used

Date Lesson Plan was Implemented_____

Signature Verification: By signing below, you are authenticating the accuracy of the above information.
Mentor Teacher's Signature _____

Student's Signature _____

SMI Exam & Professional Development Reimbursement Program

	Funded Activities	Exam Registration Cost Coverage	Requirements
Tier 1	CBEST	$41	• Provide passage and payment documentation for Tier 1 exam • Complete EDUC 3 (minimum C grade) • Complete EDUC 4 (minimum C grade) **or** Complete Peer Mentor Program (2 or more terms) • Maintain an updated SMI Program Plan
Tier 2	Up to first CSET math/science subtests	$99/math $99/science (before 8/7/17 exams) $133/science Subtest I (after 8/6/17 exams) $134/science Subtest II (after 8/6/17 exams)	• Provide passage and payment documentation for Tier 2 exam(s) • Complete EDUC 3 (minimum C grade) • Complete EDUC 4 (minimum C grade) **or** Complete Peer Mentor Program (2 or more terms) • Maintain an updated SMI Program Plan • Pass CBEST exam (documentation required)
Tier 3	Up to second and third CSET math/science subtests	$99/math $99/science (before 8/7/17 exams) $133/science Subtest I (after 8/6/17 exams) $134/science Subtest II (after 8/6/17 exams)	• Provide passage and payment documentation for Tier 3 exam(s) • Complete EDUC 3 (minimum C grade) • Complete EDUC 4 (minimum C grade) **or** Complete Peer Mentor Program (2 or more terms) • Maintain an updated SMI Program Plan • Pass CBEST (documentation required) • Pass one CSET math/science subtest exam (documentation required)
Post-Tier: Professional Development (PD)	One or more of these activities: -Additional CSET math/science subtests - Professional development workshops/conferences - Professional affiliation memberships - Scholarly STEM-EDUC journals	$125/year	• Complete EDUC 3 (minimum C grade) • Complete EDUC 4 (minimum C grade) **or** Complete Peer Mentor Program (2 or more terms) • Maintain an updated SMI Program Plan • Participant of the SMI Apprentice Program **or** Attend 4 TTSM general meetings • Pass CBEST (documentation required) • Pass 1 CSET math/science subtests (documentation required) • Minimum GPA of 2.7 • Attend PD event in-full • Debrief with SMI advisor after PD event

SPECIAL NOTE: All students approved for reimbursements are required to agree to 1) complete an SMI Exam Reimbursement Survey, and 2) allow SMI to identify him/her as a successful examinee for various SMI publications.

PROCEDURE

REQUEST FOR REIMBURSEMENT:

Complete and submit the following materials to the SMI Resource Center (1315 Pierce Hall)
   a. W-9 Form (http://smi.ucr.edu/pdf/w09form.pdf)
   b. CBEST/CSET test results *(For verification purposes, SMI will gladly make a copy from the original document.)*
   c. Submit original receipt of exam payment (e-mail confirmation from CBEST/CSET).
   Policies and procedure are subject to changes due to resource limitations.

SECTION V

Professional Development Opportunities

General Timeline

The SMI Apprentice Program promotes apprentices to participate in a variety of professional development events. Based on funding availability, Apprentices are often supported by the Apprentice Program at the hourly rate. As details become available, you can expect to receive details via email about the professional development opportunities listed below along with other unlisted ones.

FALL 2017
- STEP Conference for Teachers
- Road To Teaching Conference
- NASCAR Community Activities
- RCOE STEM Symposium
- STEMapalooza
- California Mathematics Council (CMC)

Winter 2018
- MaTHink Conference

Spring/Summer 2018
- REEL Conference
- Better Together Conference
- SMI-SALSA
- Environmental Science Education Summer Institute

SECTION VI

Scholarship Opportunities

SCHOLARSHIP OPPORTUNITIES

SMI Tiered Scholarship Program

The SMI Program is committed to offer financial support to its student participants who demonstrate commitment and progress to becoming future secondary level STEM educators. Calls for scholarship applications will be announced on SMI's Listserv, website, and Facebook. To more information, please visit http://smi.ucr.edu/scholarships-smi.html.

Knowles Science Teaching Foundation (KSTF)

The KSTF Teaching Fellowship is explicitly designed to meet the needs of beginning high school science and mathematics teachers as they earn a teaching credential and through the early years of their careers. The fellowship awards include:

- Tuition assistance for teaching credential
- Monthly stipend
- School-site mentor support
- Instructional materials support
- Room, board, and travel expenses for summer professional development and fellows' meetings
- Membership in a professional organization
- Fellowships are renewable for up to five years

For more information, please visit, http://www.kstf.org/.

Woodrow Wilson-Rockfeller Brothers Fund Fellowships for Aspiring Teachers of Color:

The Woodrow Wilson National Fellowship Foundation established these fellowships to help recruit, support, and retain individuals of color as K-12 public school teachers in the United States. The fellowship awards include:

- a $30,000 stipend to apply toward the cost of a master's degree at a participating graduate program
- preparation in a high-need public school
- support throughout the three-year teaching commitment
- guidance toward teaching certification
- lifelong membership in a national network of Woodrow Wilson Fellows who are intellectual leaders

For more information, please visit, http://www.woodrow.org/teaching-fellowships/wwrbf/.