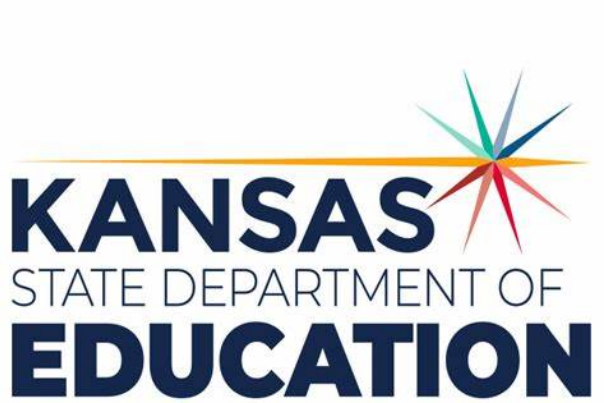
Appendix A



(Sponsor(s) with multiple occupations must complete an Appendix A for each occupation)

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Kansas
Department of Commerce

Appendix A

WORK PROCESS SCHEDULE
Teacher

O*NET-SOC CODE : 25-3099 **RAPIDS CODE: 3024**

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is 4 years with an OJL attainment of # hours, supplemented by the minimum required 1800 hours of related instruction. (Note: The competency-based training approach does not require hours.)

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 3 Apprentice(s) to 1 Journeyworker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $20/hr.

Term: hrs.	Start	1yr 6m	2yr	2yr 6m	3yr	3yr 6m	4yr	4yr 6m
Wage: $/ %	14.00	2% raise	2% raise	2% raise	2% raise	2% raise	2% raise	2% raise

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of *12 months*

6. SELECTION PROCEDURES

Kansas Department of Education (KSDE) will work with each school district to ensure public notification of the apprenticeship, the application period, and that a review of the applications is conducted to determine qualified candidates. It will be up to the district to interview and hire the apprentice based on the qualifications of the individual and the needs of the school district. Ideally, the apprentice is currently employed as a para-professional in a school district or is interested in being employed as a licensed teacher in a school district but does not have a bachelor's degree to become a licensed teacher. Individual must be at least 18 years old and must be fingerprinted and pass a KBI background check. KSDE nor the sponsor school district will discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex, (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older. The sponsor will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

Kansas
Department of Commerce

WORK PROCESS SCHEDULE

Teacher

O*NET-SOC CODE: 25-3099 **RAPIDS CODE:** 3046

Instructions for entering the Work Process Schedule:

Time-Based Occupation: Please provide the Work Process Schedule below to include the Job Tasks (left column) required to complete the apprenticeship program with the approximate amount of time (right column) the apprentice will spend in each task.

Hybrid Occupation: Please include the minimum/maximum number of hours (right column) with the breakdown of the Job Tasks and the successful demonstration of competencies described in the WPS (left column), required to complete the apprenticeship program and identify an appropriate means of testing and evaluation for such competencies.

Competency-based Occupation: Please describe competencies required for the apprenticeship (left column and identify an appropriate means of testing and/or evaluating for such competencies (right column).

Work Process Schedule:	**Approximate Hours:**
See below for complete list of compentencies	

TOTAL MINIMUM HOURS _____

Work Process Schedule

Teacher
O-Net/SOC Code: 25-3099

Required On-the-Job Learning Competencies

On-the-job–learning (OJL) work process competencies are a list of areas in which an apprentice must demonstrate proficiency to successfully complete their apprenticeship and become a licensed teacher. The individual will perform training and tasks under the supervision of a mentor to eventually meet the level "proficient in task" in each category, before completing the apprenticeship. In all cases, the apprentice is required to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning, and Instruction.

Below is an overview and detailed breakdown for each area an apprentice must demonstrate proficiency. In the detailed breakdown of each competency, a "possible evidence" section provides a variety of options for the district to introduce and track/monitor competencies. The districts are not required to use "possible evidence" tasks, however, they will need to list out all the tasks they used to introduce, monitor, and demonstrate proficiencies for each apprentice in boxes provided below each section.

Areas of Competencies:

Construct 1: Learner and Learning

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

1.1 Learner Development

- The teacher planned instruction based on the learning and developmental levels of all students.
- *Key indicators: planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.*

1.2 Learner Differences

- The teacher recognized and fostered individual differences to establish a positive classroom culture.
- *Key indicators: getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.*
-

1.3 Learning Environment

- The teacher established a classroom environment conducive to learning.
- *Key indicators: collaborating with students, establishing a safe, respectful and academically challenging environment.*

Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

2.1 Content Knowledge

- The teacher demonstrated a thorough knowledge of content.
- *Key indicators: encouraging use of multiple representations, explanations and a wide variety of*

experiences building student understanding.

2.2 Innovative Applications of Content Knowledge

- The teacher provided a variety of innovative applications of knowledge.
- *Key indicators: using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.*

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Demonstration of the teacher's proficiency in Instructional Practice is evidenced by:

3.1 Planning for Instruction

- The teacher used methods and techniques that are effective in meeting student needs.
- *Key indicators: planning rigorous activities, using objectives that align with standards, meeting needs of students.*

3.2 Assessment

- The teacher used varied assessments to measure learner progress.
- *Key indicators: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.*

3.3 Instructional Strategies

- The teacher delivered comprehensive instruction for students.
- *Key indicators: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills.*

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

4.1 Reflection and Continuous Growth

- The teacher engaged in reflection and continuous growth.
- *Key indicators: engaging in ongoing, purposeful professional development, reflecting on practice and seeking professional development, analyzing and reflecting on student data to guide instruction.*

4.2 Collaboration and Leadership

- *The teacher participated in collaboration and leadership opportunities. Key indicators: collaborating with multiple stakeholders, communicating in a variety of ways, demonstrating leadership skills.*

1.1 Learner Development: The teacher planned instruction based on the learning and developmental levels of all students.

Sources of Evidence for Planning Instruction Based on the Learning and Developmental Levels of All Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planning and alignment of instruction	• Teacher lesson plans	• Lesson and unit plans reflected consistent alignment with the students' learning needs and illustrate how the teacher takes into consideration the developmental levels of all students.
Using a variety of teaching approaches and resources	• Teacher lesson and/or unit plans • Student work samples • Learning style inventories • Observations (by peers or evaluators)	• Lesson plans and student work consistently reflected a variety of approaches to help students learn. Observations or artifacts of classroom activities over a period of time provide evidence of the variety.
Adapting instruction to meet student needs	• Teacher reflection • Samples of student work • Conference notes with colleagues	• The teacher consistently reflected on instruction both during and after and provided both written and oral evidence of this.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture.

Sources of Evidence for Recognizing and Fostering Individual Differences to Establish a Positive Classroom Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of all students	• Student surveys • Student writing • Parent surveys • Student attendance data	• The teacher consistently interacted with students in a respectful manner, encouraging and respecting them as they share their thoughts and experiences.
Using knowledge of students to create a culture of respect among all students	• Student reflections/contributions of personal experience • Classroom rules • Behavior and/or office referrals	• Student writing and discussion provided consistent evidence of contributions of personal experiences to the topics being studied during class.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

1.3 Learning Environment: The teacher established a classroom environment conducive to learning.

Sources of Evidence for Establishing a Classroom Environment Conducive to Learning

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaboration with students	• Classroom rules developed collaboratively • Student surveys • Student developed rubrics	• The teacher was seen consistently involving students in various classroom activities, giving the student opportunities to give direction to their own learning.
Establishing a safe, respectful, and academically challenging environment	• Lesson plans • Classroom expectations • Observations (by peers or evaluators) • Student work samples • Feedback to students	• Student work provided consistent evidence that students are being academically challenged at their appropriate level.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.
Sources of Evidence for Showing Knowledge of Content

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of content by encouraging use of multiple representations, explanations, and a wide variety of experiences	• Lesson plans aligned to content standards • Curriculum committee work documentation • Observations of strategies used to deliver content (by peers or evaluators)	• Evidence observed shows the teacher consistently provided a variety of instructional strategies that provide students a range of experiences to learn content.
Built student understanding	• Student work samples • Student feedback and reflection pieces • Teacher developed assessments and rubrics • Student involvement in content contests	• Student work, judged according to a rubric, consistently showed understanding of key content area topics.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.

Sources of Evidence for Providing a Variety of Innovative Applications of Knowledge

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Use of problem solving, critical thinking skills, and technology	• Problem-solving based assignments with student responses • Student created videos	• Evidence consistently showed effective use of critical thinking skills in developing content- based assignments; questions promote evaluation and synthesis rather than recall.
Explored and delivered content through real world application of knowledge	• Portfolio of materials associated with real world application of topics of study • Feedback from community member regarding a project tied to a real-world activity	• A collection of student work over a period of time consistently showed practical application of content
Collaborated to provide cross curricular learning opportunities	• Co-Curricular performances tied to the subject area • Unit plans from collaborative planning	• Evidence from lesson plans showed students making use of a variety of content areas within one activity.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs.
Sources of Evidence for Using Methods and Techniques that are Effective in Meeting Student Needs

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planned rigorous activities	• Formative and summative assessments • Observations (by peers and evaluators) • Student work samples showing the rigor of the assignments • Teacher and student reflections	• Evidence from student work consistently showed that lessons are planned using challenging and appropriate activities.
Used objectives that align with standards	• Lesson plans noting relevant standards • Assessment data	• Assessment data consistently showed students meeting district, state, and national standards.
Met needs of all students	• Student need inventory • Individual assessment data including portfolios	• Evidence from portfolios collected over a period of time reflected student understanding of content appropriate for their individual needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

3.2 Assessment: The teacher used varied assessments to measure learner progress.

Sources of Evidence for using varied assessments to measure learner progress

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Provided opportunities for students to demonstrate learning	• Scored rubrics from performance assessments • Assessment samples (formative and summative) • Portfolios • Student presentations	• Evidence consistently showed that students have a variety of ways to demonstrate their learning: oral presentations, portfolios.
Used assessment data to inform instruction	• Teacher reflection • Lesson plans linking activities to assessment results	• Teacher consistently provided rationales for chosen activities based on student assessment results.
Provided feedback to promote student responsibility	• Written feedback on student work • Observations (by peers or evaluators) • Teacher/student conferences	• Written evidence from teacher/student conference consistently showed student identification of next steps in the learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

Sources of Evidence for Delivering Comprehensive Instruction for Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Used a variety of strategies to engage and challenge students in a variety of learning situations	• Professional growth log • Lesson plans • Observations	• Evidence from lesson plans consistently showed use of strategies to engage students in worthwhile content learning activities.
Incorporated strategies for differentiation and scaffolding for all students	• Teacher reflection • Lesson plans showing how strategies were used for scaffolding/differentiation	• Teacher consistently developed assignments that provide students with a variety of options and submission schedules.
Engaged students in higher order thinking	• Student work samples that reflect use of higher level thinking skills	• Teacher consistently provided students with problem solving activities related to the classroom content.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

4.1 Sources of Evidence for Engaging in Reflection and Continuous Growth

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Engaged in ongoing, purposeful professional learning connected to student learning	• Professional development log noting connections to classroom application of learning • Written evaluation of a professional learning experience • Professional portfolio	• Teacher consistently sought professional learning experiences (workshops, courses, and self-study) and applied the learning to classroom activities.
Reflecting on practice and actively seeks opportunities for improvement	• Lesson plans with reflections on effectiveness of lesson and ideas for future improvements • Video recording of a lesson with feedback from a peer or evaluator	• Teacher consistently welcomed feedback from peers in the development of lesson plans and the implementation of instruction and activities.
Analyzing and reflecting on student data to impact student growth	• Formative and summative assessments • Data collection device for use over an extended period of time to see student growth	• Teacher consistently collected data from a variety of sources and determined what students have and have not learned in order to address student learning needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities.

Sources of Evidence for Participation in Collaboration and Leadership Opportunities

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaborated with multiple stakeholders in school and professional activities	• Minutes of meetings: IEP, PLC, Student Improvement Team meetings • Notes from meetings with mentor • Contact logs	• Evidence shows the teacher's consistent communication with a mentor to discuss a variety of learning strategies.
Used a variety of methods of communication	• Copies of communication: emails, letters, newsletters • Log of phone calls	• The teacher consistently used a reflective journal and shared ideas from that with colleagues in a team meeting.
Demonstrated leadership skills used to support and improve student learning	• Agendas generated by the teacher in a team leadership role • Portfolio of leadership activities	• Teacher consistently initiated meetings with a variety of groups such as care givers, peers and teachers of the same content to improve student learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

Kansas
Department of Commerce

RELATED INSTRUCTION OUTLINE

Teacher

O*NET-SOC CODE: 25-3099 **RAPIDS CODE:** 3046

Instructions for entering the Related Instruction Outline for all occupation approaches:

Please provide the Related Instruction Outline to include a list of the anticipated courses, the learning objectives, and the estimated number of hours that each course will last.

Related Instruction Descriptions:	**Approximate Hours:**
See below for full description of RTI	

TOTAL MINIMUM HOURS 1800

Work Process Schedule

K-12 Teacher
O-Net/SOC Code: 25-3099

The goal of the Teacher Apprenticeship RTI is for an individual to be able to attain an initial teaching license based on Kansas Regulator Requirements. An individual who does not have a bachelor's degree will be pursuing that bachelor's degree as part of a teacher preparation program at either a community college (if they do not have an associates) or a four-year university.

If an individual has a bachelor's degree but not in education, multiple non-traditional pathways exist for that individual to receive their initial teaching license, however, in all the pathways they must attend a four-year university for additional course work. Nearly all of the non-traditional pathways lead to a master's degree in education, however, despite leading to a master degree, once they complete their degree and testing requirements, they will be granted an initial teaching license by KSDE, which is the end goal of the apprenticeship.

Tradition Pathway to an Initial Teaching License

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

Total hours 1,800 (120 credit hours)

	Credits	*Hours*
Year 1: General Education	*30*	*450*
Year 2: Completion of General Education and Beginning Core Requirements	*31*	*465*
Year 3: Completion of Core Requirements and Beginning Major Coursework	*30*	*450*
Year 4: Completion of Major Coursework	*29*	*435*
Total Credits	*120*	*1800*

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved Kansas EPP. The below schedule is just an example of a four years of a bachelor's degree program based on a four-year program of study. All KSDE approved bachelor's degree programs require 120 credit hours and a standardized general education, core, and major curriculum, though some class titles/numbers may differ between colleges/universities.

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Below is a sample 120 Credit Hour (1800 Clock Hour) Bachelors in Education for anyone pursing an initial teaching license without a Bachelors Degree.

First Year

Fall Semester		**Hours**
ENGL 101	College English I	3
MATH 111	College Algebra (C or better required)	3
GEN ED - FYS	First Year Seminar - See list	3
PSY 111	General Psychology	3
SOC 111 (or) ANTH 102	Intro to Sociology (or) Cultural Anthropology	3
	Credit Hours	**15**
Spring Semester		**Hours**
ENGL 102	College English II	3
COMM 111	Public Speaking	3
GEN ED - Fine Arts	Fine Arts Gen. Ed - See list	3
STAT 370	Elementary Statistics (Fulfills a three-hundred level general education course)	3
CI 270	Intro to Education Profession (B- or better required)	3
	Credit Hours	**15**

Second Year

Fall Semester		**Hours**
HIST 131 (or) HIST 132	U.S. Colonial to 1865 (or) U.S. since 1865	3
MATH 501	Elementary Mathematics (C or better required)	5
CI 345	Integrated Learning through the Arts (B- or better required)	2
CESP 334	Intro to Diversity: Human Growth and Development (B- or better required. Also fulfills a three-hundred level general education course)	3
BIOL 106	Human Organism	3
	Credit Hours	**16**

Spring Semester		**Hours**
CI 519	Mathematical Investigations (C or better required)	3
CI 416	Classroom Management (B- or better required)	2
CI 401	Family Collaboration in Schools and Community (B- or better required)	3
GEOL 300 (or) BIOL 370	Energy, Resources and Environment (or) Intro to Environmental Science (Fulfills a three-hundred level general education course)	3
GEOG 125 (or) GEOG 210	Principles of Human Geography (or) Intro to World Geography	3
CI 203	Self-Care for Today's Educator (B- or better)	1
	Credit Hours	**15**

Year Three

Fall Semester		**Hours**
CI 311	Intro to Diversity: Field Experience (B- or better required)	1
CI 320	Intro to Diversity: Exceptionalities (B- or better required)	2
CI 321	Intro to Diversity: Cultural Issues (B- or better required)	2
CI 329	Universal Design for Learning (B- or better required)	1
CI 520	Physical Science in the Elementary Classroom	3
CI 324	Linguistics for Elementary Teachers (B- or better required)	3
CI 313	Reading & Writing Exceptionalities (B- or better required)	2
	Credit Hours	**14**

Spring Semester		**Hours**
CI 504	Special Ed Law (B- or better required)	3
CI 402E	Instructional Strategies, Assessment and Management (ISAM): Elemenary Teaching Early Literacy K-2 (B- or better required)	3
CI 402J	Instructional Strategies, Assessment and Management (ISAM): Elementary Social Studies (B- or better required)	3
CI 411A	Preteaching Internship: Elementary Core IIA (B- or better required)	2
CI 403	Learning and Educational Assessment (B- or better required)	2
CI 323	Technology Seminar in Elementary Education (B- or better required)	1
Electives	Electives for 120 hours	2
	Credit Hours	**16**

Year Four

Fall Semester		**Hours**
CI 402U	Instructional Strategies, Assessment and Management (ISAM): Intermediate Literacy (3-6) (B- or better required)	3
CI 402M	Instructional Strategies, Assessment and Management (ISAM): Elementary Mathematics (B- or better required)	3
CI 402S	Instructional Strategies, Assessment and Management (ISAM): Elementary Science (B- or better required)	3
CI 411B	Preteaching Internship: Elementary Core IIB (B- or better required)	2
CI 427	Philosophy, History and Ethics of Education (B- or better required)	3
HPS 425	Methods in Physical Education and Health (B- or better required)	2
	Credit Hours	**16**

Spring Semester		**Hours**
CI 446	Elementary Teaching Internship and Classroom Management Seminar (B- or better required)	2

CI 447	Elementary Teaching Internship (B- or better required)	11
CAS 501	Teacher Licensure Capstone	0
	Credit Hours	**13**

Non-Traditional Pathways to an Initial Teaching License

Restricted Teaching License

The Restricted Teaching License nontraditional pathway is intended to respond to school districts' needs in hiring qualified, licensed teachers. It is designed to recruit mid-career professionals who have a bachelor's, master's degree, or equivalent coursework in a content area they want to teach and are seeking a career change.

Heritage language speakers with a bachelor's degree or higher can also utilize the restricted licensure to teach their native languages.

This pathway provides an opportunity for these individuals to have immediate access to start teaching under restricted license while completing professional education pedagogy course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. The degree or equivalent coursework must be in a regular education content area (endorsement area) you want to teach, OR be a heritage language speaker,
C. GPA of 2.75, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,
D. Passing score for the Praxis II content assessment in the content area, AND
E. Supervised practical training experience must be completed under the collaboration of the supporting institution and hiring school district before restricted teaching license can be issued.
F. Accepted into an approved restricted program
G. Employed with a KSDE accredited school district

Sample Degree Plan Restricted License:

YEAR 1

- ALTC 800 Induction 2 cr. hrs.
- ALTC 801 Introduction to Teaching 3 cr. hrs.
- ALTC 804 Understanding the Learner 3 cr. hrs.
- ALTC 809 Supervised Practicum I 1 cr. hrs.

- ALTC 802 Planning for Instruction Or BUED 802 (Business Ed Students Only) 3 cr. hrs.
  ALTC 810 Supervised Practicum II 1 cr. hrs.

YEAR 2

- ALTC 803 Understanding Foundations of Education 2 cr. hrs.
- ALTC 806 Improving Instruction through Reading/Writing 2 cr. hrs.
- ALTC 805 Working with Diverse and Exceptional Learners, 3 cr. hrs.
- ALTC 811 Supervised Practicum III 1 cr. hrs.
- ALTC 807 Becoming a Reflective Teacher 2 cr. hrs.
- ALTC 812 Supervised Practicum IV 1 cr. hrs.

T2T Licensure Classes Total Credits: 24 cr. hrs.

Education (Secondary and PK-12 Transition to Teaching) Masters – MSE

Master's Classes:

- AEP 803 Educational Research 3 cr. hrs.
- AEP 859 Curriculum Planning and Evaluation 3 cr. hrs.
- AEP 800 Innovative Technology Integration 3 cr. hrs.
- AEP 855 Educational Leadership 3 cr. hrs.

MSE Courses: 12 cr. hrs.
MSE Degree Total: 36 cr. hrs.

Limited Residency License (LRL)

The Limited Residency License (LRL) is a nontraditional pathway intended to respond to school districts' need to hire qualified, licensed teachers in the Special Education content area. It is designed to recruit individuals that have working experience, usually as a para educator, in the Special Education field or equivalent experience in a noneducation setting.

This pathway provides an opportunity for these individuals, after they have completed a minimum or six (6) credit hours in the program, to then have access to start teaching under a Limited Residency License while completing professional education pedagogy and Special education course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. GPA of 2.50, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,

C. Completed the first semester (minimum of 6 credit hours)
D. Employed with a KSDE accredited school district.
E. Accepted into an approved LRL program

Sample Degree Plan

Course	Title	Credits	Grade	Estimated Date of Completion	Date of Completion
SPED 801	Legal/Professional Issues in Special Education	3		Semester 1	
SPED 806	Methods/Materials for Exceptional Students	3		Semester 1	
	Apply for KSDE Limited Residency License				
SPED 802	Theories of Exceptionalities	3			
SPED 804	Behavior Management in Schools/Practicum & KEEP	3			
SPED 832 or READ 851	Teaching Reading in Special Education & KEEP OR Science of Language and Literacy I (if you have completed LETRS training)	3			
SPED 805	Assessment/Lab in Special Education	3			
SPED 867	Consult. / Collab. In High Incidence SPED	3			
SPED 803	Special Education Research	3			
	SPED Elective	3			
SPED 860	Transition: Early Childhood to Adulthood & KEEP	3			
	SPED Elective	3			
SPED 839	Practicum in Special Education II	3			

Six hours of Electives are required

Electives	Length
SPED 810: Technology in Special Education	8 weeks
SPED 823: Foundation in Autism Spectrum Disorder and Leadership	8 weeks
SPED 824: Strategies for Leaders and for Working with Individuals with Autism Spectrum Disorder	8 weeks
SPED 825: Assessment in Autism	8 weeks
AEP 800: Innovative Technology Integration	8 weeks
AEP 855: Educational Leadership	8 weeks
AEP 859: Curriculum and Evaluation of PK-12 Schools	8 weeks
AEP 866: Fostering Engagement in Today's Learners	8 weeks
AEP 867: Instructional Design and Assessment	8 weeks
AEP 880: Cultural Diversity	8 or 16 weeks
READ 852: Science of Language and Literacy II (if you have completed LETRS Volume 2)	

Limited Elementary Residency Program (LERP)

The limited Elementary Residency Program (LERP) is a nontraditional pathway intended to respond to school districts' need to hire qualified, licensed teacher for elementary positions. It is designed to recruit mid-career professionals who have a bachelor's or master's degree and are seeking a career change.

This pathway provides an opportunity for these individuals, after they have completed a minimum or six (6) credit hours in the program, to then have access to start teaching under a Limited Elementary Residency License while completing professional education pedagogy course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. GPA of 2.50, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,
C. Completed the first semester (minimum of 6 credit hours)
D. Employed with a KSDE accredited school district.
E. Accepted into an approved LERP program

Sample Degree Plan

MASTERS OF SCIENCE IN EDUCATION (MSE)
Elementary Education (PreK-6) Transition to Teaching (T2T) - Track 1 Limited Elementary Registered Program (LERP)

ELED (PreK-6) Certification Courses (27 hours)

Semester Offered	**Preliminary Semester** (8 credit hours)	**Cr. Hrs.**
(1st 8 weeks) F, S	TEEL 836 Introduction to Teaching in the Elementary Grades	2
(2nd 8 weeks) F, S	TEEL 842 Advanced Mathematics for Elementary Grades	2
F, S, U	TEEL 860 Advanced Classroom Management	3
F, S	TEEL 870 Mentoring Seminar I	1
Semester Offered	**1st Semester Teaching** (9 credit hours)	**Cr. Hrs.**
(1st 8 weeks) F, S	READ 853 Advanced Science of Reading 1 (SoR 1)	3
(2nd 8 weeks) F, S	TEEL 857 Advanced Science of Reading 2 (SoR 2)	3
(2nd 8 weeks) F, S	TEEL 843 Advanced Science for Elementary Grades	2
F, S	TEEL 878 Supervised Practicum / Mentoring Seminar II (Starting Fall 2025)	1

Semester Offered	2nd Semester Teaching (7 credit hours)	Cr. Hrs.
F, S, U	TEEL 859 Advanced Diverse & Exceptional Learners	3
F, S, U	TEEL 837 Curriculum Integration in the Elementary Grades for Holistic Learning	3
F, S	TEEL 872 Mentoring Seminar III	1
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	Before enrolling in Semester 3, students should complete the Elem Educ Praxis Exams	
Semester Offered	**3rd Semester Teaching** (3 credit hours)	**Cr. Hrs.**
F, S	TEEL 876 Apprenticeship in Education / PPAT	2
F, S	TEEL 873 Mentoring Seminar IV	1
	Students seeking additional hours for financial aid should contact the Teacher Education Chair for more information.	

****MSE Degree Completion Courses** (9 hours)

Semester Offered	Courses	Cr. Hrs.
F, S, U	TEEL 820 Research Methods in Educ.	3
F, S, U	AEP 858 Data Analysis and Assessment	3
F, S, U	AEP 867 Instructional Design and Assessment	3

**Students will be eligible for the MSE degree after successful completion of the 9 hours above and passing a comprehensive examination.