

A newsletter brought to you by the Joint Apprenticeship and Training Committee (JATC)

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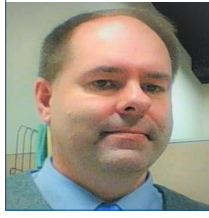
DECEMBER, 2024



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JATC Member
Woodburn SD



Woodburn SD
Training Agent



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JATC ADDS MATHEMATICS ENDORSEMENT

A Word from JATC Member, Nikki Tucker & EPP Partner Kevin Carr, Pacific University



Mathematics is among the high needs teaching areas identified by the U.S. Department of Education, along with science, special education, and bilingual education. Oregon shares these needs. Woodburn SD #103 (WSD), a regional leader in supporting biliteracy for all of its HS graduates, has a very high need for new middle and high school mathematics teachers with strong bilingual education skills. *Nikki Tucker, Woodburn SD*

The JATC voted to approve the addition of a Mathematics Endorsement and in August 2024, Santiago Loera was registered as an apprentice with the Woodburn SD and began his related training

instruction with Pacific University in their Advanced Mathematics MAT program. Providing a highly supported, paid pathway to teacher licensure for mathematics teachers would support Woodburn and other LEAs in meeting their goal of providing strong mathematics instruction for all students. *Kevin Carr, Pacific University*



Registered Teacher Apprentice — Santiago Loera, Adv. Mathematics, Woodburn SD



Prior to my role as an apprentice I wasn't involved in anything related to what I'm currently doing. I had taken a year off from school after graduating from OSU in March of 2023 and was working at a cannery. My mind wasn't fully made up about becoming a teacher but regardless of that I decided to apply for MAT programs. Fortunately I was given the opportunity to do this apprenticeship and there was no way I was going to say no. Now as an apprentice I'm serving my school/students by supporting students in class. I enjoy working in small groups and working one on one with those who need help. I've been able to use my bilingualism to support students both in English and Spanish. I've also had the opportunity to gain some experience teaching mini lessons. After completing the program I hope to become a high school math teacher but I am also open to

teaching middle school math. I feel that this program has helped me gain useful experience at an accelerated pace compared to a traditional MAT program. *Santiago Loera, Teaching Apprentice*

Subject Matter Expert/Mentor — Chelsea Frankovich

My role is to model effective teaching and learning in the classroom. I also provide opportunities to collaborate on curriculum creation and decisions. In addition, Santiago has been teaching mini lessons and full period lessons within the context of co teaching. A benefit of being a mentor is the chance to be more reflective in my practice. A challenge is the worry of if I am providing all the necessary learning to my apprentice. The experience in the apprenticeship program has been positive. I enjoy co-teaching and co-collaborating. Teaching should never be done in isolation!

Chelsea Frankovich, SME for Santiago Loera



Registered Teacher Apprentice — Wendy Barnwell, SPED, SOESD



I have worked with the RRSd for 8 years as a Special Education Instructional Aide in the resource department. Currently, I work with 9th-12th-grade high school students as a push in SPED IA and help run a study skills class. I help support the inclusive Special Education classroom with a push in junior high students and an Emergency Substitute when needed. I provide a safe environment for students to talk to and approach me. Upon completing the program, I want to be a special education resource teacher who supports all students, with or without disabilities. I would love to continue working at Rogue River Jr/Sr High School. I love the atmosphere, and the students in this community have my heart. I want my classroom to be a safe and welcoming UDL-style learning environment for students and peers.

Wendy Barnwell, Teaching Apprentice

Subject Matter Expert/Mentor — Nicole Bourdon

My role in supporting Wendy is helping her understand her responsibilities as a future special education teacher. She has also asked for guidance with classwork that she has from college. It has been so great to work with her to both challenge her to be her best as well as myself. Challenges come throughout the day as we both balance work and this program. My experience with this program has been great. It was a little rocky at the start as it was new to me. Now that I have been working through it for several months, I feel confident that this is a positive experience and will continue to be for those in the program and those who will take it in the future. I hope that this program gains traction and more have the opportunity to be involved in this. This is a great hands-on experience for those that are already involved with students and wants to further their experience and education. *Nicole Bourdon, SME for Wendy Barnwell*

