



Appendix E

NATIONAL DEFINITION OF TEACHER RESIDENCIES



Appendix E

NATIONAL DEFINITION OF TEACHER RESIDENCIES OCCUPATION TITLE

O*NET-SOC CODE: 25-3099, Teachers and Instructors, All others **RAPIDS CODE:** 3024CB

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

The Pathways Alliance, which helped to develop these National Guidelines for Apprenticeship Standards in K-12 teaching, also oversaw the development of a national definition of teacher residencies to assist the field as it seeks to expand clinical preparation for pre-service teacher candidates. As described in these guidelines, registered apprenticeships in teaching rely on many elements of teacher residencies, including extended clinical preparation and close partnership between employers and related instruction providers. To provide additional context and information, the teacher residency definition is reproduced below.

● RESIDENCIES

DEFINITION OF TEACHER

There is no single “model” for residencies; they are partnerships between teacher preparation programs and school districts that are locally designed to meet the needs of the schools and communities they serve, including in rural, urban, and suburban areas. Residencies can be undergraduate, graduate or certification-only programs. They have been designed to serve candidates attracted to “Grow Your Own Programs,” four-year undergraduate college students, masters-level students, and career changers. Colleges, universities, districts, community colleges, educational service centers, and other providers offer residencies. The range of residency options across the country and the variety of emerging state policies around residencies raises a question for the field: What determines whether a particular pathway is a teacher residency? This document provides one answer to that question for leading experts and practitioners.

The Pathways Alliance definition of residencies is grounded in the following summary description:

Teacher residencies are preparation pathways that are anchored in partnership and reflect a program pre-service curriculum that is collaboratively designed by local education agencies and teacher preparation programs to meet the goals of 1) ensuring aspiring teachers have affordable, high-quality opportunities and supports while they learn to teach and 2) supporting the instructional and staffing needs of local schools and districts. In their yearlong pre-service clinical practice settings, residents **are not** teachers of record. They work alongside accomplished mentor teachers, experiencing the breadth of roles and responsibilities that teachers engage across the course of a year as educational professionals.

Four key components define residencies:

- Partnerships
- Pre-Service Curriculum
- Resident Experiences



- Mentor Teachers as Key Supports



PARTNERSHIPS

Residency partnerships are grounded in a shared vision for quality teacher preparation co-constructed with leadership from participating preparation programs and schools or school systems, which we will refer to here as local education agencies (LEAs). Partners develop goals based on what high-quality preparation looks like, linking desired preparation program goals with the needs and priorities of LEAs and their students. Partnerships embrace the twin objectives of strengthening instruction during the residency year for P-12 students and ensuring residents are provided excellent preparation experiences so they become part of a well-prepared, stable, and diverse teacher workforce that will meet the field's future instructional and staffing needs. Partners work collaboratively to enact their shared vision by aligning key program elements and building structures for ongoing collaboration, communication, and continuous improvement. The following elements help ensure the success of residency partnerships:

- **Collaboration:** Residency partnerships regularly collaborate and communicate across key stakeholders to ensure that implementation and continuous improvement processes meet stated partnership goals.
- **Representation:** Partnership representation always includes leadership from preparation programs and LEAs. Additional stakeholders engaged in partnerships often include program faculty; mentor teachers; collective bargaining units or other teacher leadership groups; state education agency leadership; potential, current, and graduated residents; community members; community-based organizations, and/or local non-profits.
- **Engaged Stakeholders:** Residency partnerships engage stakeholders to collaborate on key program elements such as pre-service curriculum alignment with clinical experiences, recruitment, assessment, candidate selection, and mentor selection and development. Collaborative designs of programmatic elements support both resident and P-12 student learning.
- **Clear Roles and Agreements:** Residency partnerships create clear agreements outlining the roles and responsibilities of all those supporting the residency, including articulation of shared responsibilities and information and data sharing protocols that can ensure a robust assessment of the residency's impact.
- **Program Sustainability:** Residency partnerships build toward long-term financial modeling and support so that quality program implementation is not dependent on short-term grants.
- **Resident Funding:** To ensure the program is financially attractive for a diverse pool of residents, partnerships design affordable programs and identify sustainable funding sources that provide residents with living stipends or wages. Ideally, because residents work directly in schools providing instructional support, at least some resident funding comes from LEAs, reflecting the residency's status as a stable part of LEAs' instructional and talent cultivation and development strategies. Funding models leverage the assets of both LEAs and preparation programs.
- **Ongoing Support:** When candidates are hired by the partnered LEA post- residency, they receive continued support opportunities beyond the year-long clinical placement.



PRE-SERVICE CURRICULUM

The teacher residency pre-service curriculum includes tightly integrated program coursework and clinical placement experiences and reflects the shared goals of the residency partnership. The pre-service curriculum, grounded in research, embodies the needs and priorities of the partner LEA and



its students and addresses certification requirements and professional standards for teacher preparation. The following elements help ensure curricular designs maximize a residency's impact:

- **Shared Curricular Vision:** Working from the goals of the residency partnership, stakeholders collaborate to design a shared vision of candidates' development and learning outcomes within the program's scope and sequence of coursework and clinical experiences.
- **Connected Pre-Service Curriculum:** The pre-service curriculum and the clinical experiences are interdependent and complementary. Coursework sequencing provides a logical scaffold for residents' clinical experiences and aligns with work in the clinical placement. LEAs' priorities, student learning needs, P-12 pre-service curriculum and standards, and the communities and cultures where residents will be teaching influence the scope and sequence of the preparation program's residency pre-service curriculum.
- **Engaged Learning:** Residents have practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development. Program pedagogies provide residents the opportunity to learn in the ways they are expected to teach. Course faculty, supervisors, and mentors ensure that the resident learning experiences and feedback are aligned and coherent across the coursework and clinical experience.
- **Integrated Assignments and Assessments:** Assignments and performance assessments for residents are applied to and/or integrated with clinical experiences, identifying and supporting resident learning and development needs.
- **Exploration and Reflection:** The residency provides opportunities to explore additional teaching spaces/learning environments to enable residents to reflect on current P-12 educational practices for both typical and exceptionally developing students, their own professional identities and roles, as well as the range of cultural and linguistic identities of their students.

RESIDENT EXPERIENCES

Residents are not teachers of record. The residency structure involves at least a full academic year of preservice preparation while the resident works alongside an accomplished mentor teacher and takes aligned coursework. Programs are designed to give residents the necessary time and resources to engage fully and benefit from the residency experience. The following elements have proved central to effective residency experiences:

- **Clinical Expectations:** Because residents are not teachers of record, mentor teachers continue to act as teachers of record during the residency placement, serving as the lead teacher ultimately responsible for student learning within the classroom. Residents' instructional responsibilities increase over time as their skills develop through the scope and sequence of the program's pre-service curriculum. The full complement of residency clinical placement experiences and program coursework leads to initial teacher certification upon successful completion of the program.
- **Compensated Roles:** Residents may serve in occasional or part-time paid roles that complement their residency placement (e.g., occasional substitutes, part-time paraprofessionals, tutors, after-school program staff), but those roles are designed to not detract from their primary responsibilities as residents.
- **Full-Year Placements:** Residents' clinical placements align with teachers' work weeks. At least 50% of residents' clinical placement time (using the local teacher's workweek hours as a benchmark) is alongside a mentor teacher, supporting the full arc of student development



across the curriculum for the resident's content/licensure area(s) is pursuing. Ideally, residencies follow the P-12 calendar rather than the preparation program's calendar and have placements aligned with LEA partners' grade and content areas of highest need.

- **Mentorship:** Residents' primary clinical placements are with a mentor teacher who facilitates connections between clinical experiences, coursework, and resident performance assessments. Mentor teachers work closely with preparation program supervisors and other program faculty to support residents' learning.
- **Support for Residents' Learning:** Residents are supported in their development of reflective practice and other key knowledge, skills, and mindsets that impact P-12 student outcomes. Residency program faculty monitor residents' lived experiences to ensure coherence and alignment between what residents learn in their coursework and their clinical placement experiences.
- **Engagement in School Communities:** Residents are deeply integrated into their school communities, engaging in the full range of teachers' professional and community activities, such as family-teacher conferences, individualized educational program meetings, grade-level or subject area team meetings, school-wide duties, and extracurricular events.
- **Cohorts:** Wherever possible, residents learn as part of a cohort to facilitate professional collaboration in their coursework and clinical placements.
- **Residency Partnership Schools:** Designating specific schools to host cohorts of residents can ensure residents are prepared in well-aligned, supportive sites. Ideally, such partnership schools are equity-oriented and serve students from diverse backgrounds. In addition to allowing residents to experience the many facets of the school experience beyond a single classroom, partnership schools can offer opportunities for programs and P-12 school and district staff to work together to support school improvement initiatives.



MENTORS

Mentor teachers are the teachers of record in residents' primary clinical placements and are foundational to residents' clinical practice experiences. Mentors are skilled P-12 teachers who can articulate their instructional practices and decisions and collaborate with, observe, evaluate, and coach residents, monitoring resident progress and providing strategic feedback for growth and development. Residents and mentors use resident performance data and guidance from program faculty to ensure residents are gradually taking on teaching responsibilities in the classroom aligned with the program's expectations for resident learning. A robust framework for mentors' roles in residencies includes the following elements:

- **Compensation:** Mentor teachers are recognized and compensated for their dual responsibilities as classroom teachers and school-based clinical educators in the residency program. Their roles are designed to ensure they have the time to engage with their residents fully. Ideally, mentor teachers' roles and compensation are integrated into districts' teacher professional development and teacher leadership frameworks.
- **Selection:** Residency programs recruit and select mentors who demonstrate student-centered instructional practices that meet the needs of all students. Mentors possess the knowledge, skills, and dispositions to positively impact student and resident learning and development. Mentor teachers' educational approaches align with the residency partnership's vision.
- **Professional Learning and Leadership:** Mentor teachers engage in professional learning opportunities, collaborating and reflecting with other mentor teachers to promote self-efficacy and enhance instructional coaching, leadership, adult development, and relationship-building skills. Their expertise may be recognized at the school, district, state



and/or national level, for example, through National Board Certification, state mentor teacher certification and/or a teacher leadership role in the district.

- **Pre-Service Curriculum and Mentorship:** Mentor teachers receive support in understanding the teacher residency pre-service curriculum and the integration of program coursework with the clinical placement experience. They ensure residents have the time and support to learn, plan, rehearse, and enact the practices articulated in the shared vision of candidate development and learning outcomes.
- **Clinical Experience:** In the classroom, mentor teachers facilitate residents' learning and practice by making their tacit knowledge explicit through modeling, co-planning, co-teaching, and reflection. Mentors ensure residents engage in practice-based learning that focuses on P-12 student learning, prepares them to meet certification requirements, and helps them master professional standards for teacher preparation. Mentors also support residents' development of positive professional relationships and networks across the school and district.
- **Assessing Candidates:** As school-based clinical educators, mentor teachers share responsibility for assessing residents' progress, communicating regularly with program faculty, in particular with field supervisors, to provide meaningful, coordinated feedback to residents about their progress.



Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A

WORK PROCESS SCHEDULE

OCCUPATION TITLE

O*NET-SOC CODE: 25-3099, Teachers and Instructors, All others

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 at least one full school year of paid on-the-job learning(OJL)/clinical practice working alongside a mentor teacher who is the teacher of record for the classroom. The apprentice must demonstrate the competencies described in the Work Process Schedule over the course of at least one K-12 academic year. Total time spent in the apprenticeship program, including during the school day, in professional learning opportunities, and in preparation for classroom work, must be at least 2,000 hours.

The apprenticeship must result in full state licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification.

Either at the time of entry into the apprenticeship program, or upon completion of the apprenticeship, apprentices must hold at least a bachelor's degree. To reiterate, at no point during the apprenticeship should the apprentice be the teacher-of-record.

RATIO OF APPRENTICES TO JOURNEYWORKERS (MENTOR TEACHERS): The apprentice to mentor teacher ratio is no more than two (2) apprentices to one (1) mentor teacher in a single classroom.

3. APPRENTICE WAGE SCHEDULE

All apprentices should be paid a wage, specified as a percentage of the entry-level teacher wage, that is equal to or higher than the rate for paraprofessional staff. Ideally, the wage should meet or exceed living wage standards for the locality (see <https://livingwage.mit.edu/>) and should include benefits.

Wages must show at least one progressive increase during the apprenticeship. Below is an example of a wage schedule:

Insert Schedule

4. PROBATIONARY PERIOD

Apprenticeship programs must last for at least one full school year. Every applicant selected for apprenticeship will serve a probationary period, which may not exceed 25 percent of the length of the program, or 1 year whichever is shorter.

5. SELECTION PROCEDURES

Please see page A-9.



Appendix A

ON-THE-JOB LEARNING OUTLINE

OCCUPATION TITLE

O*NET-SOC CODE: 25-3099, Teachers and Instructors, All others **RAPIDS CODE:** 3024

Work Process Schedules can be determined by the State Apprenticeship Agency or through the Federal Apprenticeship Office.

Applicants may base the Work Process Schedule on state or national teacher professional standards. The Work Process Schedule example below is based on the [InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0](#) (Council of Chief State School Officers, 2013). These standards and learning progressions were developed collaboratively by a wide array of experts and organizations in K-12 education and educator preparation and form the basis for many state and local standards. For each standard, InTASC delineates essential knowledge, performances, and critical dispositions that are reflected in the learning progressions.

The InTASC learning progressions apply to teachers throughout their careers, so the base level standards (level one of three) are used for apprentices. It is expected that apprentices will develop their skills within each progression during the course of the apprenticeship.

In all cases, program sponsor(s) bear responsibility for ensuring that apprentices have the opportunity to practice and ultimately demonstrate mastery of the learning standards or competencies. This includes ensuring that apprentices are placed in classrooms with an experienced and accomplished mentor teacher and that these classrooms have diverse student populations, including students with disabilities and English language learners.

The mentor teacher, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard, using the learning standard and the essential knowledge, performances, and critical dispositions as a guide.

Work Process Schedule:

The Learner and Learning	Learning Progression (Level One)
<u>Standard #1: Learner Development.</u> The apprentice 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.	Drawing on their understanding of the established knowledge base for education, including the science of learning and child and adolescent development, the apprentice observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. The apprentice actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences. The apprentice engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker.
<u>Standard #2: Learning Differences.</u> The apprentice uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Drawing upon their understanding of emergent/multilingual learners, exceptional needs, and learners' background knowledge, the apprentice observes individuals and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and learning experiences. Recognizing how diverse learners process information and develop skills, the apprentice incorporates multiple approaches to learning that engage a range of learner preferences. Using information on learners' language proficiency levels, the apprentice incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. The apprentice includes multiple perspectives in the presentation and discussion



of content that include each learner’s personal, family, community, and cultural experiences and norms.

The apprentice applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families.

The apprentice follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress.

Standard #3: Learning Environments.

The apprentice 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

The apprentice works with students in varying configurations as the apprentice’s instructional skills develop, progressing from one-on-one and small group settings to instruction of an entire classroom.

In collaboration with the mentor teacher, the apprentice sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families.

The apprentice articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. The apprentice collaborates with the mentor teacher to develop and implement purposeful routines that support these norms.

The apprentice communicates verbally and nonverbally in ways that demonstrate respect for each learner.

The apprentice is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment.

The apprentice manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time.

The apprentice varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills.

The apprentice provides opportunities for learners to use interactive technologies responsibly.

Content

Standard #4: Content Knowledge.

The apprentice understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

The apprentice accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners.

The apprentice draws upon initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with their mentor teacher and other colleagues on how to anticipate the learner’s need for explanations and experiences that create accurate understanding in the content area.

The apprentice uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

The apprentice engages learners in applying methods of inquiry used in the discipline.

The apprentice links new concepts to familiar concepts and helps learners see them in connection to their prior experiences.

The apprentice models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning.

The apprentice consults with other educators to make academic language



accessible to learners with different linguistic backgrounds.

Standard #5: Application of Content.

The apprentice 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.

The apprentice helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas.

The apprentice engages learners in applying content knowledge and skills in authentic contexts.

The apprentice engages learners in learning and applying the critical thinking skills used in the content area(s). They introduce learners to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues.

The apprentice engages learners in developing literacy and communication skills that support learning in the content area(s). They help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provide practice in both.

The apprentice provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor.

The apprentice guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives.

The apprentice structures interactions among learners and with local and global peers to support and deepen learning.

Instructional Practice

Standard #6: Assessment.

The apprentice understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the apprentice's and learner's decision making.

The apprentice uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective.

The apprentice uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. They use digital and/or other records to support their analysis and reporting of learner progress.

The apprentice participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data.

The apprentice engages each learner in examining samples of quality work on the type of assignment being given. They provide learners with criteria for the assignment to guide performance. Using these criteria, they point out strengths in performance and offer concrete suggestions for how to improve. They structure reflection prompts to assist each learner in examining their work and making improvements.

The apprentice makes digital and/or other records of learning performance so that they can monitor each learner's progress.

The apprentice matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth.

The apprentice engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.

The apprentice implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs.

The apprentice differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.



Standard #7: Planning for Instruction.

The apprentice 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.

The apprentice uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.

The apprentice plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners.

The apprentice identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress.

The apprentice integrates technology resources into instructional plans.

The apprentice plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests.

The apprentice uses data from formative assessments to identify and make adjustments in planning.

The apprentice identifies learners with similar strengths and/or needs and groups them for additional learning opportunities.

The apprentice uses learner performance data and their knowledge of learners to identify learners who need significant intervention to support or advance learning. They seek assistance from colleagues and specialists to identify resources and refine plans to meet learner needs.

The apprentice uses data on learner performance over time to inform planning, making adjustments for recurring learning needs.

The apprentice uses information from informal interactions with families to adjust their plans and to incorporate home-based resources to provide further support.

Standard #8: Instructional Strategies.

The apprentice 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.

The apprentice directs students' learning experiences through instructional strategies linked to learning objectives and content standards.

The apprentice makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.

As appropriate to the learning objective, the apprentice prepares learners to use specific content-related processes and academic language. They also incorporate strategies to build group work skills.

The apprentice analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs.

The apprentice integrates primary language resources into instruction.

The apprentice seeks assistance in identifying general patterns of need in order to support language learners.

The apprentice helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. They help students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience.

The apprentice poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting.

The apprentice models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so.

The apprentice develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. They establish norms that include thoughtful listening, building on one another's



questioning for clarification.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice.

The apprentice uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

The apprentice observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice.

The apprentice seeks and reflects upon feedback from colleagues to evaluate the effects of their actions on learners, colleagues and community members.

The apprentice gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.

The apprentice understands and acts in accordance with ethical codes of conduct and professional standards.

The apprentice understands and complies with laws and policies related to learners' rights and teachers' responsibilities.

The apprentice accesses information and uses technology in safe, legal and ethical ways.

The apprentice follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways.

The apprentice recognizes how their identity affects perceptions and biases and reflects on the fairness and equity of their decisions.

The apprentice accesses resources to deepen their understanding of the cultural, ethnic, gender and learning differences among learners and their communities.

The apprentice reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners.

Standard #10: Leadership and Collaboration.

The apprentice collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

The apprentice participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners.

The apprentice participates in school-wide efforts to implement a shared vision and contributes to a supportive culture.

The apprentice elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth.

The apprentice uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community.

TOTAL MINIMUM HOURS: 2,000



Appendix A
RELATED INSTRUCTION OUTLINE
Teachers and Instructors, All others
O*NET-SOC CODE: 25-3099, RAPIDS CODE: 3024

Either at the time of entry into the apprenticeship program, or upon completion of the apprenticeship, apprentices must hold at least a bachelor's degree. To reiterate, at no point during the apprenticeship should the apprentice be the teacher-of-record.

The apprenticeship will result in apprentices completing all requirements for full state certification or licensure. Typically, the apprentice will earn a bachelor's degree or higher in a specialty of education (e.g., elementary education, special education) from a state-approved educator preparation program during the course of the apprenticeship. In cases when an apprentice already holds a bachelor's degree or higher, they may complete a state-approved educator preparation program that does not result in the awarding of a degree.

The apprenticeship program must include at least 144 total hours of related instruction. Academic program schedules and structures vary, but a three-credit, one semester course typically requires three hours in class per week during a 15-week semester, or 45 total hours of class time.

Required instruction is determined by one or more of the following:

- the apprentice's chosen degree program and credential area, and the participating educator preparation program's requirements
- coursework already completed by the apprentice and accepted for transfer to a participating college, university, or other state-approved educator preparation program
- requirements for the student's major field of study (e.g., elementary education, special education, secondary mathematics)
- state requirements for approved educator preparation programs
- state teacher licensure requirements

Regardless of the type of degree to be awarded, OJL/clinical experience and related instruction are designed to be interdependent and complementary. The employer/sponsor(s) and related instruction provider should work in partnership to co-construct the apprenticeship experience so that OJL and related instruction are mutually reinforcing. See [*Toward a National Definition of Teacher Residencies*](#), reproduced in Appendix E, for additional information on collaborative program design and implementation.

Below are examples illustrating some of the types of courses that apprentices may complete in the specialty of elementary education. It is not intended as a complete list.

- foundations of education
- learning theory and human development
- principles and methods of teaching
- teaching of reading, mathematics, science, and social science in elementary schools
- assessing language and literacy
- classroom management
- teaching students with disabilities in elementary classrooms
- language variation and multilingualism in elementary classrooms

In addition to coursework and on-the-job learning, the employer and related instruction provider will assist apprentices in satisfying the requirements for full licensure, including by helping apprentices prepare for any required assessments.



SELECTION PROCEDURES

The sponsor will ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must meet the minimum qualifications described in the Registered Apprenticeship Standards or published documents for the Registered Apprenticeship program.

The employer must approve all apprentices. In addition, apprentices must meet all admission requirements of the educator preparation provider, which may include participating in a competitive application process.

The selection process should be grounded in the following principles:

- Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working
- Mechanisms for the employer and the related instruction provider to vet and select candidates collaboratively
- Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation

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.

The application process will be timed so that applicants can gain admission to the apprenticeship program and to the educator preparation program by the term prior to the term in which the apprenticeship OJL will begin (i.e. spring or summer for programs beginning in late summer/fall). The application process should include a process to ensure an appropriate match between apprentices and mentor teachers, such as an interview.

Recruitment methods will depend on whether the apprenticeship program is designed exclusively for current school employees (e.g., paraprofessionals) or is open to the general public. In either case, the sponsor will abide by the affirmative action plan described in Appendix C. In all cases, sponsors will seek to recruit apprentices who are reflective of the local community and who increase the diversity of the teacher workforce in terms of gender, race/ethnicity, linguistic diversity, and disability status.



Registered Apprenticeship Standards

For Programs with Collective Bargaining Agreements

- ☐ National Program Standards ☒ National Guidelines for Apprenticeship Standards
☐ Local Apprenticeship Standards

Pathways Alliance Apprenticeships Working Group

Occupation: Teachers and Instructors, All others

O*NET-SOC Code: 25-3099, RAPIDS Code: 3024

Developed in Cooperation with the
U.S. Department of Labor
Office of Apprenticeship

Approved by the
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☐ Check here if these are revised Standards



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SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. Responsibilities of the sponsor: _____(*Sponsor*) must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document “Requirements for Apprenticeship Sponsors Reference Guide.”

Sponsors shall:

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure supervised on-the-job learning experiences are primary to any additional duties apprentices may take on in their role as a member of the school community, including serving as a tutor or substitute teacher.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these Standards and the document “Requirements for Apprenticeship Sponsors,” and that meets the requirements of 29 CFR § 29.7. Sponsors may utilize Form ETA 671 for this purpose, which is available upon logging into RAPIDS. Register all apprenticeship Standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices’ progress in skills and technical knowledge, and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Make a good faith effort to obtain approval for educational assistance for a veteran or other individual eligible under chapters 30 through 36 of title 38, United States Code, and will not deny the application of a qualified candidate



who is a veteran or other individual eligible for educational assistance described in the above for the purpose of avoiding making a good faith effort to obtain approval.

- Provide each apprentice with a copy of these Standards, Requirements for Apprenticeship Sponsors Reference Guide, Appendix A, and any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these Standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated Standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.
- Adhere to Federal, State, and Local Law Requirements -- The Office of Apprenticeship's registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National Program Standards of Apprenticeship) or within a particular State, and the registration of individual apprentices under the same program, does not exempt the program sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, State, and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.

The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, State, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

B. Minimum Qualifications - 29 CFR § 29.5(b)(10)

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. So that apprentices have adequate time to learn, practice, and master under the tutelage of a qualified mentor teacher the knowledge, skills, dispositions and/or competencies that ensure they are safe to practice, as described in Appendix A, an apprentice may not serve as the teacher of record.

Please include any additional qualification requirements as appropriate:

- ☐ Either at the time of entry into the apprenticeship program or upon completion of the apprenticeship, apprentices must hold at least a bachelor's degree.
- ☐ Apprentices must be admitted to a state-approved educator preparation program that is a partner in the registered apprenticeship and that results in full state licensure or certification, excluding emergency, temporary, provisional, or other sub-standard certification.
- ☐ Other state, employer, or educator preparation program requirements:

(List all other requirements)

C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The apprenticeship program(s) will select an apprenticeship training approach. The approach is notated in Appendix A, APPRENTICESHIP APPROACH.

D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)



Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices ☐ **will** ☒ **will not** (*choose one*) be paid for hours spent attending related instruction classes. The Work Process Schedule and Related Instruction Outline are outlined in Appendix A.

E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. _____ (*Sponsor*) will evaluate the request for credit and make a determination during the apprentice's probationary period.

Additional requirements for an apprentice to receive credit for previous experience (optional): _____

F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)

Every applicant selected for apprenticeship will serve a probationary period, which may not exceed 25 percent of the length of the program, or 1 year, whichever is shorter. The probationary period is notated in Appendix A, PROBATIONARY PERIOD.

G. Ratio of Apprentices to Journeyworkers (Mentor Teachers) - 29 CFR § 29.5(b)(7)

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers (mentor teachers) for adequate supervision. The ratio is notated in Appendix A, RATIO OF APPRENTICES TO JOURNEYWORKERS (MENTOR TEACHERS).

H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)

All apprentices should be paid a wage, specified as a percentage of the entry-level teacher wage, that is equal to or higher than the rate for paraprofessional staff. Ideally, the wage should meet or exceed living wage standards for the locality (see <https://livingwage.mit.edu/>) and should include benefits.

Wages must show at least one progressive increase during the apprenticeship.

I. Equal Employment Opportunity and Affirmative Action

1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)

_____ (*Sponsor*) will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

_____ (*Sponsor*) will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

[Optional] The equal opportunity pledge applies to the following additional protected bases (as applicable per the sponsor's state or locality):

2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9

_____ (*Sponsor*) acknowledges that it will adopt an affirmative action plan in accordance with Title 29 CFR §§ 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's



registration or by two years from the date of registration of the program's fifth (5th) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

3. Selection Procedures - 29 CFR § 30.10

Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). The selection procedures for each occupation for which the sponsor intends to train apprentices are notated in Appendix A, SELECTION PROCEDURES.

J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

For all issues covered by a Collective Bargaining Agreement (CBA), apprentices must seek resolution through the applicable procedures contained in the CBA. (*if applicable, see Requirements for Apprenticeship Sponsors Reference Guide*)

1. **Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

U.S. Department of Labor, Office of Apprenticeship

200 Constitution Ave. NW, Washington, DC, 20210

Telephone Number: (202) 693-2796

Email: Address: ApprenticeshipEEOcomplaints@dol.gov

Point of Contact: Director, Division of Registered Apprenticeship and Policy

Attn: Apprenticeship EEO Complaints

You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.

2. **Other General Complaints.** The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within 15 days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within 30 days of receiving the written notification: (*To be completed by Sponsor*)

Name: _____

Address: _____

Telephone Number: _____

Email Address: _____

Any complaint described that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

K.



L. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below: *(To be completed by the Registration Agency)*

Name: .
Address: _____

Telephone Number: ____
Email Address: _____

M. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)

Consistent with state teacher licensure and educator preparation program approval policies, states must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal state, as well as applicable state laws, regulations, and policies for reciprocity of full state teacher licensure and educator preparation program approval.

SECTION II - APPENDICES AND ATTACHMENTS

- ☐ **Appendix A** – *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*
- ☐ **Appendix B** – *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)*
- ☐ **Appendix C** – *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*
- ☐ **Appendix D** – *Employer Acceptance Agreement (For programs with multiple-employers only)*
 - ☐ **Appendix E** – *National Definition of Teacher Residencies*



SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) for which current apprentices and/or apprenticeship program candidates may be eligible:

- (1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;
- (2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
- (3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

NOTE: The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.



SECTION IV PART 1 – COLLECTIVE BARGAINING PROVISIONS

The employer or employer association must furnish to any union that is a collective bargaining agent of the employees to be trained a copy of its application for registration and of these Standards, including all attachments. The _____ (*Sponsor, Sponsor Association, or Organization*) and _____ (*Union or Labor Organization*) hereby adopt these Standards of apprenticeship on this _____ day of Month Year.

Signature of Management (designee)

Signature of Labor (designee)

Printed Name

Printed Name

Signature of Management (designee)

Signature of Labor (designee)

Printed Name

Printed Name

SECTION IV PART 2 – SIGNATURES

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by _____ (*Sponsor*), on this _____ day of (Month Year). The signatories acknowledge that they have read and understand the document titled “Requirements for Apprenticeship Sponsors Reference Guide” and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

Signature of Sponsor (designee)

Signature of Sponsor (designee)

Printed Name

Printed Name



SECTION V - DISCLOSURE AGREEMENT—FOR NATIONAL PROGRAM STANDARDS AND LOCAL STANDARDS ONLY (Optional)

OA routinely makes public general information relating to Registered Apprenticeship programs. General information includes the name and contact information of the sponsor, the location of the program, and the occupation(s) offered. **OA routinely publicly releases the contents of applications for National Guidelines for Apprenticeship Standards.**

In addition, sponsors submitting National Program Standards or Local Standards have the option of allowing OA to share publicly the contents of a sponsor's application for registration to assist in building a high-quality National Apprenticeship System. This may include a copy of the Standards, Appendix A, and Appendix D (as applicable), but not completed versions of ETA Form 671 or Appendix C "Affirmative Action Plan" because those documents are submitted after a sponsor's application is approved and the program is registered. **Please note that OA will consider a sponsor's application as releasable to the public unless the sponsor requests non-disclosure by signing below.**

I, _____ (*Sponsor Representative*), acting on behalf of _ (*Sponsor*) request that OA not publicly disclose this application, other than general information about the program, as described above as it is considered confidential commercial information and steps are taken to preserve it. Further, I understand that if OA receives a request for this application pursuant to 5 U.S.C. 552, we may be contacted to support OA's withholding of the information, including in litigation, if necessary. I understand that my request that OA not publicly disclose this application will remain in effect, including with respect to subsequent amendments to this application, unless and until I notify OA otherwise.

Signature

Date

Printed Name



Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

ADOPTED BY

(BRAZOSPORT INDEPENDENT SCHOOL DISTRICT)

DEVELOPED IN COOPERATION WITH THE
U. S. DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP



Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by **Brazosport Independent School District** and agree(s) to carry out the intent and purpose of said Standards for **(K-12 TEACHER (O-NET Code 25-3099.00))** and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards. The undersigned employer further agrees to allow the **Brazosport Independent School District** to access the employer's records to confirm compliance with the terms of the Apprenticeship Standards and requirements of 29 CFR Part 29, subpart A, and Part 30. (Brazosport Independent School District) have furnished a copy of the Standards and have read and understood them, and requested certification to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline including the rotation of tasks. The employer further agrees to follow the selection procedures per the approved Standards consistent with the requirements set forth in 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer, or the Registration Agency.

Mr. Danny Massey

(Print Name of Employer Representative)

Mr. Danny Massey

(Print Name of Sponsor Representative)

Signed: _____

(On Behalf of Employer)

Signed: _____

(On Behalf of Sponsor)

Date: 05.01.23 _____

Date: 05.01.23 _____

Employer Title: **Superintendent of Schools** _____

Name of Company: Brazosport Independent School District _____

Address: 301 West Brazoswood Drive _____

City/State/Zip Code: Clute, Texas 77531 _____

Phone Number: 979.730.7000 _____

Fax: 979.266.2405 _____ Email: dmassey@brazosportisd.net _____

NAICS Code (Optional): Click or tap here to enter text.

Employer Identification Number (Optional): Click or tap here to enter text.

cc: Registration Agency