



# Principal Apprenticeships

**2026 National Guideline Standards**

Approved and Released by the U.S. Department of Labor





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# Appendix A

## WORK PROCESS SCHEDULE

### AND

## RELATED INSTRUCTION OUTLINE

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**Appendix A**  
**WORK PROCESS SCHEDULE**  
**K-12 PRINCIPAL**  
**(Education Administrators, Kindergarten through Secondary)**  
**O\*NET-SOC CODE: 11-9032.00      RAPIDS CODE: 3055CB**

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 K-12 principal occupation apprenticeship is based on the apprentice’s demonstration of mastery of competencies as specified in these standards. Contingent upon receiving previous credit for prior education as outlined in these standards, competencies should be achieved during a period of no less than 2,000 hours of on-the-job learning, supplemented by the required hours of related instruction which are determined by local partners and consistent with state or regional certification standards, but that in no case will be less than the minimum required 144 hours. While the occupation is K-12 Principal, it is important to note that more than half of public elementary schools also include prekindergarten.

**3. RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice-to-journeyworker maximum ratio is: 2 Apprentices to 1 Journeyworker/Mentor Principal on the job site, workforce, department or plant.

**4. APPRENTICE WAGE SCHEDULE**

Apprentices shall be paid a progressively increasing schedule of wages according to the Local Educational Agency’s (LEA) salary schedule for the apprentice, an equivalent position it identifies, or a percentage of the journeyworker salary. No current employees should have a reduced salary as a result of entering the apprenticeship program, with an additional financial incentive for participation preferred. In many cases, LEAs will have to create a salary schedule for apprentices. Wages must show at least one progressive increase during the apprenticeship. Apprentices should receive the same benefits as other LEA employees with an equivalent position. Three examples that meet these requirements are included below for reference, reflecting LEAs’ varying approaches to setting these schedules.

A program sponsor working with multiple LEAs need not specify a specific salary schedule in the application for registration of its program and can instead provide broad language like that above.

In all examples below, the beginning pay for apprentices is equivalent to 53% of the estimated national average salary for principals in their first two years in the 2023-2024 school year. This is also equivalent to the estimated national average salary for teachers with five to six years of experience. In examples two and three, pay during period two is equivalent to 59% of the estimated national average salary for principals in their first two years in the 2023-24 school year. This is



equivalent to the estimated national average salary for teachers with 10-12 years of experience.<sup>1</sup> On average, principals have 11.6 years of teaching experience prior to becoming a principal.<sup>2</sup>

*Example 1: Wage increase with program completion*

This model is the most basic progression permitted, including one increase earned upon completion of the program, with no differentiation amongst apprentices.

Period of Training	Percent of Journeyworker's (Principal's) Rate	Apprentice's Rate
1	53% of journeyworker salary	\$61,332
2	<i>Upon program completion:</i>  <i>For those moving into an Assistant Principal (AP) Role: 100% of Assistant Principal Salary</i>  <i>For those moving into a Principal Role: 100% of the beginning Principal Salary</i>	  <i>For those moving into an AP Role: No national data available</i>  <i>For those moving into a Principal role: \$115,504</i>

<sup>1</sup> In this example, the apprentice's pay rate is a percentage of national average pay for principals in their first two years in the role. This estimate uses National Center for Education Statistics (NCES) National Teacher and Principal Survey (NTPS) data from the 2020-2021 school year as a base (the most recent year for which principal pay is available), and then brings it up to 2023-2024 levels and includes an additional adjustment. Specifically, principals' pay for 2020-21 is increased by 1) the rate at which public school teachers' pay increased from 2020-21 to 2023-24, as found in the National Education Association's 2023 and 2025 Rankings and Estimates Report, and 2) by the difference in pay between the NTPS estimate for teachers in 2020-21 and the NEA's estimate for 2020-21. This final step is taken because NEA data pulls directly from school districts, and therefore is considered a more reliable source of data than the NTPS, generally finding teacher pay to be higher than reported in the NTPS.

<sup>2</sup> U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2020-21.



*Example 2: Wage increase with master's degree and program completion*

Under this model, apprentices with a relevant master's or equivalent degree can start the apprenticeship at level two. Individuals entering the program without such a degree can move to level two when they earn their degree, which may occur upon program completion or during the apprenticeship for those entering the program with significant credits.

Period of Training	Percent of Journeyworker's (Principal's) Rate	Apprentice's Rate
1	<i>Apprentices with a BA: 53% of journeyworker salary</i>	\$61,332
2	<i>Apprentices with a relevant Master's: 59% of principal/journeyworker salary</i>	\$68,330
3	<p><i>Upon program completion:</i></p> <p><i>For those moving into an AP Role: 100% of Assistant Principal Salary</i></p> <p><i>For those moving into a Principal Role: 100% of the beginning Principal Salary</i></p>	<p>For those moving into an AP Role: No national data available</p> <p>For those moving into a Principal role: \$115,504</p>

*Example 3: Wage increase with mastery of competencies and program completion*

Under this model, apprentices earn a wage increase upon completion of half of the competencies outlined in the On-the-Job Learning outline. Individuals with substantial relevant experience may earn a wage increase more quickly under this model.

Period of Training	Percent of Journeyworker's (Principal's) Rate	Apprentice's Rate
1	53% of journeyworker salary	\$61,332
2	<i>Upon mastery of 50% of competencies: 59% of principal/journeyworker's salary</i>	\$68,330
3	<p><i>Upon program completion:</i></p> <p><i>For those moving into an AP Role: 100% of Assistant Principal Salary</i></p> <p><i>For those moving into a Principal Role: 100% of the beginning Principal Salary</i></p>	<p>For those moving into an AP Role: No national data available</p> <p>For those moving into a Principal role: \$115,504</p>



## 5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 3 months (90 days) or, if the apprenticeship program is more than one calendar year, 25% of the length of the program.

## 6. SELECTION PROCEDURES

The sponsor (the employer, association, committee, or organization that operates a Registered Apprenticeship Program) will ensure public notification of apprenticeship positions, the application period, and that a review of applications, as appropriate, 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, and be accepted by, the educator preparation (related instruction) provider.

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 with whom apprentices will be working;
- Mechanisms for the employer and the related instruction provider to vet and select candidates collaboratively using rigorous selection processes that include interviews and portfolios or comparable assessments demonstrating previous leadership experiences and/or leadership capacity, effective and relevant interpersonal skills, and positive impact on student learning and outcomes;
- Process for the employer and related instruction provider to match principal apprentice candidates to experienced, expert educators (the mentor principals);
- 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 educator preparation program by the term prior to when the apprenticeship OJL will begin, providing time to also be accepted into the apprenticeship program. The application process should include a process to ensure an appropriate match between apprentices and mentor principals, such as an interview, and consider match based on expertise (e.g., particular skills, school level), disposition (e.g., empathy), and availability (e.g., location). Selection processes for mentor principals should consider experience (three years of successful experience as a principal preferred), track record of effectiveness as a principal, and strong interpersonal skills.

Recruitment methods will be determined in the program application process and depend on whether the apprenticeship program is designed exclusively for current district employees (e.g., teacher moving to assistant principal) or is open to candidates outside the district. 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.



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**Appendix A**  
**WORK PROCESS SCHEDULE**  
**K-12 PRINCIPAL**  
**(Education Administrators, Kindergarten through Secondary)**  
**O\*NET-SOC CODE: 11-9032.00      RAPIDS CODE: 3055CB**

Sponsors may base the Work Process Schedule on state or national education administrator professional standards. The Work Process Schedule example below is adapted from the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015).

These standards were developed by the National Policy Board for Educational Administration based on empirical research, with the input of researchers, district and school leaders, key national organizations, and the public. The National Policy Board for Education Administration (NPBEA) is a consortium of professional organizations committed to advancing school leadership. Member organizations are: American Association of Colleges of Teacher Education (AACTE); American Association of School Administrators (AASA); Council for the Accreditation of Educator Preparation (CAEP); Council of Chief State School Officers (CCSSO); National Association of Elementary School Principals (NAESP); National Association of Secondary School Principals (NASSP); National Council of Professors of Educational Administration (NCPEA); National School Boards Association (NSBA); University Council for Educational Administration (UCEA).

Apprentices must demonstrate competencies required for each standard to complete the apprenticeship. Apprentices may functionally serve in a range of roles and titles while participating in the apprenticeship, if the appropriate release time is provided and/or if the role is appropriately structured to allow for the development of these skills. Depending on state certification requirements, this may include roles with responsibilities similar to those of a K-12 principal, such as assistant or vice principal, dean, director of special education, director of English Learners, or instructional coach. Apprentices should not serve as the principal-of-record.

To maximize the impact of the on-the-job learning an apprenticeship provides, apprentices should be immersed in this learning full-time. However, there may be circumstances that make a full-time apprenticeship impossible. In these cases, roles should be structured to support as much on-the-job learning and time with the journeyworker principal as possible.

It is recommended that current classroom teachers serving as full-time teachers-of-record do not concurrently serve as a principal apprentice for two important reasons. First, they would need substantial release time built into their daily schedule to support progress towards the minimum 2,000 hours that apprentices will need to successfully develop and demonstrate the required competencies for each standard working under the guidance of the journeyworker principal. Secondly, their first priority as the teacher-of-record is to their students, which would make prioritizing the learning around the administrative competencies more difficult. Programs are encouraged to recruit current teachers as apprentices. Once recruited, teachers may either transition into one of the roles listed above (if they meet state certification requirements), be assigned a separate apprentice title, or take on a new title, such as “teacher on special assignment.”

As this is a competency-based program, apprentices serving in different roles and entering the program with varying years of teaching or other relevant experience may achieve these competencies more or less quickly. In all cases, program sponsor(s) bear responsibility for ensuring that apprentices have the opportunity to practice and ultimately demonstrate mastery of the competencies. This includes ensuring that apprentices serve in schools led by experienced and accomplished mentor principals and that these schools have diverse student populations reflective of the population the participating district serves, including students with disabilities and English language learners. The journeyworker/mentor principal, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each competency. At no point during the apprenticeship should the apprentice be the principal-of-record serving a school in K-12.



Apprentices in this competency-based apprenticeship program shall participate in no fewer than 2,000 documented hours of on-the-job training, and will have demonstrated each of the competencies listed in the table below, beginning on page A-8. Testing and evaluation of the competencies include:

1. Completion of a state-approved educator preparation program in school administration;
2. Recommendation for full state administrator certification from the related instruction provider/educator preparation program;
3. Passing all state-required principal/school administrator certification exams;
4. Completion of all state requirements for certification or licensure for a K-12 principal/school administrator;
5. Signature on work process schedule from the journeyworker/mentor principal or supervising faculty member from the participating related instruction provider/educator preparation program, indicating that the apprentice has demonstrated adequate mastery of each competency. This process may include ongoing coaching, course correction before final sign-off, as well as the use of evidence-based instruments and rubrics aligned to competencies.

*Example: Apprenticeship Competency Rating Chart*

This is a customizable example of a Competency Rating Chart for an apprenticeship program. This format enables mentors and supervisors to assess apprentices across key skill areas using a clear rating scale.

<b>1</b>	<b>Needs Improvement:</b> Requires significant guidance
<b>2</b>	<b>Developing:</b> Beginning to show understanding
<b>3</b>	<b>Competent:</b> Meets expectations with occasional support
<b>4</b>	<b>Proficient:</b> Consistently meets expectations independently
<b>5</b>	<b>Excellent:</b> Exceeds expectations and mentors others



**Occupation: Education Administrators, Kindergarten through Secondary (K-12 Principal)**

**Job Description:** The Education Administrator (School Principal) will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.

<b>RAPIDS Code:</b> 3055CB	<b>O*NET Code:</b> 11-9032.00: Education Administrators, Kindergarten through Secondary
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**Estimated Program Length:** 2,000 Hours

**Apprenticeship Type:**     Time-based     Competency-based     Hybrid

Standard	Competencies	Date Achieved	Initials
<p><b>Standard 1: Mission, Vision, and Core Values</b></p> <p><b>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</b></p>	<p>Effective leaders:</p> <p>a) Develop an educational mission for the school to promote the academic success and well-being of each student.</p> <p>b) In collaboration with members of the school and the community, and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</p> <p>c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; the educational opportunities students need to meet their full potential; openness, caring, and trust; and continuous improvement.</p> <p>d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.</p> <p>e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.</p> <p>f) Develop shared understanding of and commitment to mission, vision, and core</p>		



	<p>values within the school and the community.</p> <p>g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.</p>		
<p><b>Standard 2: Ethics and Professional Norms</b></p> <p><b>Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</b></p>	<p>Effective leaders:</p> <p>a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.</p> <p>b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</p> <p>c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.</p> <p>d) Safeguard and promote the values of democracy, individual freedom and responsibility, fairness, inclusiveness, and community.</p> <p>e) Lead with interpersonal competence and develop productive relationships with all populations of students, staff, and families by communicating effectively, cultivating interpersonal awareness, and building trust. Programs should provide clear guidance and aligned training to ensure apprentices can interpret and apply these expectations consistently and meaningfully across school contexts.</p> <p>f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.</p>		
<p><b>Standard 3: Equal Educational Opportunity</b></p> <p><b>Effective educational leaders promote each student’s academic success and well-being by providing full and equal access to</b></p>	<p>Effective leaders:</p> <p>a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture, experiences, and context.</p> <p>b) Recognize, respect, and employ each student’s strengths, differences, experiences,</p>		



<p><b>educational opportunities.</b></p>	<p>and culture as assets for teaching and learning.</p> <p>c) Ensure that each student has access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.</p> <p>d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.</p> <p>e) Hold and cultivate asset-based perspectives of students, families, and communities.</p> <p>f) Promote the preparation of students to live productively in and contribute to the varied contexts of a global society.</p> <p>g) Act with self-awareness, competence and responsiveness in their interactions, decision making, and practice.</p> <p>h) Address matters of fairness and respect in all aspects of leadership.</p>		
<p><b>Standard 4: Curriculum, Instruction and Assessment</b></p> <p><b>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</b></p>	<p>Effective leaders:</p> <p>a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are relevant to students’ lives and experiences.</p> <p>b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p> <p>c) Promote instructional practice that is consistent with the best available research and evidence on the science of learning and development, effective pedagogy, and addressing the needs of each student.</p> <p>d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>e) Promote the effective use of technology in</p>		



	<p>the service of teaching and learning.</p> <p>f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p> <p>g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p>		
<p><b>Standard 5: Community of Care and Support for Students</b></p> <p><b>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</b></p>	<p>Effective leaders:</p> <p>a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each and every student.</p> <p>b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.</p> <p>c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.</p> <p>d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning, positive social and emotional development, and a sense of belonging.</p> <p>e) Cultivate and reinforce student engagement in school and positive student conduct.</p> <p>f) Ensure that the school’s learning environment values and celebrates the backgrounds and languages of all students.</p>		
<p><b>Standard 6: Professional Capacity of School Personnel</b></p> <p><b>Effective educational leaders develop the professional capacity and practice of school personnel to promote</b></p>	<p>Effective leaders:</p> <p>a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff, reflecting the communities they serve, and form them into an educationally effective faculty.</p> <p>b) Plan for and manage staff turnover and succession, providing opportunities for</p>		



<p><b>each student's academic success and well-being.</b></p>	<p>effective induction and mentoring of new personnel.</p> <p>c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.</p> <p>d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p> <p>e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.</p> <p>f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p> <p>g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.</p> <p>h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.</p> <p>i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.</p>		
<p><b>Standard 7: Professional Community for Teachers and Staff</b></p> <p><b>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</b></p>	<p>Effective leaders:</p> <p>a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, collaboration, and student learning.</p> <p>b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.</p> <p>c) Establish and sustain a professional culture</p>		



	<p>of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; fair and ethical practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</p> <p>d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.</p> <p>e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.</p> <p>f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p> <p>g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p> <p>h) Encourage and support faculty-initiated improvement of programs and practices</p>		
<p><b>Standard 8: Meaningful Engagement of Families and Community</b></p> <p><b>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.</b></p>	<p>Effective leaders:</p> <p>a) Are approachable, accessible, and welcoming to all families and members of the community.</p> <p>b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p> <p>c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p> <p>d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.</p> <p>e) Create means for the school community to</p>		



	<p>partner with families to support student learning in and out of school.</p> <p>f) Understand, value, and employ the community’s social, intellectual, and political resources to promote student learning and school improvement.</p> <p>g) Develop and provide the school as a resource for families and the community.</p> <p>h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.</p> <p>i) Advocate publicly for the needs and priorities of students, families, and the community.</p> <p>j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</p>		
<p><b>Standard 9: Operations and Management</b></p> <p><b>Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</b></p>	<p>Effective leaders:</p> <p>a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.</p> <p>b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.</p> <p>c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.</p> <p>d) Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.</p> <p>e) Protect teachers’ and other staff members’ work and learning from disruption.</p> <p>f) Employ technology to improve the quality</p>		



	<p>and efficiency of operations and management.</p> <p>g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.</p> <p>i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p> <p>j) Develop and manage productive relationships with the central office and school board.</p> <p>k) Develop and administer systems for fair and productive management of conflict among students, faculty and staff, leaders, families, and community.</p> <p>l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.</p>		
<p><b>Standard 10: School Improvement</b></p> <p><b>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</b></p>	<p>Effective leaders:</p> <p>a) Seek to improve the school for each student, teachers and staff, families, and the community.</p> <p>b) Use methods of continuous improvement to achieve the vision, fulfill the mission, promote the core values of the school, and meet federal, state, and local requirements.</p> <p>c) Create the conditions for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.</p> <p>d) Engage with constituencies in an ongoing collaborative process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for</p>		



	<p>continuous school and classroom improvement.</p> <p>e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p> <p>f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.</p> <p>g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.</p> <p>h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.</p> <p>i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p> <p>j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p>		
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**Appendix A**  
**RELATED INSTRUCTION OUTLINE**  
**K-12 PRINCIPAL**  
**(Education Administrators, Kindergarten through Secondary)**  
**O\*NET-SOC CODE: 11-9032.00      RAPIDS CODE: 3055CB**

At the time of entry into the apprenticeship program, apprentices must hold at least a bachelor's degree, full state certification or licensure as a K-12 teacher or Pupil Personnel Service provider (or other state-designated titles) such as school counselor, school psychologist, school social worker, etc. and have at least 3 years of full-time equivalent experience serving in a K-12 teacher or PPS role.

The related instruction for the occupation of K-12 principal is designed to guide apprentices through completing all state requirements for certification or licensure for a K-12 principal and qualify them to obtain full principal certification or licensure in their state. Typically, the apprentice will also earn a master's degree in a specialty of education (e.g., school leadership) or post-master's certificate from a state-approved principal preparation program during the apprenticeship.

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 the participating educator preparation program's requirements;
- requirements for the student's field of study (e.g., school leadership);
- state requirements for approved principal preparation programs;
- state principal licensure requirements;
- coursework already completed by the apprentice and accepted for transfer to a participating college, university, or other state-approved principal preparation program;
- credit provided to the apprentice for previous work experience.

Regardless of the type of degree to be awarded, on-the-job learning (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. At no point during the apprenticeship should the apprentice be the principal-of-record for a K-12 school.





**Related Instruction Example**  
*Austin Peay State University, Tennessee*

**Program Course Schedule**

<b>Term</b>	<b>Leadership</b>	<b>Instruction &amp; Supervision</b>	<b>Operations</b>
<b>Fall I</b>	<i>Organizational Theory and Leadership Identity</i>		<i>School Law Policy, and Ethics</i>
<b>Fall II</b>		<i>Instructional Leadership in Teaching and Learning</i> <i>Data and Decision-Making for School Improvement</i>	
<b>Spring I</b>		<i>School Program Administration and Leadership</i> <i>Human Resources Leadership and Administration</i>	
<b>Spring II</b>	<i>Leading Schools and Communities</i>		<i>Educational Resource Management</i>
<b>Summer</b>	<i>Research-Based Leadership for School Improvement</i>		<i>Schoolwide Interventions and Inclusive Practices</i>

**Total Related Instruction Hours:** 450 (30 graduate credit hours)



## Course List and Credits:

Course Title	Credits
<i>Organizational Theory and Leadership Identity</i>	3
<i>School Law, Policy, and Ethics</i>	3
<i>Instructional Leadership in Teaching and Learning</i>	3
<i>Data and Decision-Making for School Improvement</i>	3
<i>School Program Administration and Leadership</i>	3
<i>Human Resources Leadership and Administration</i>	3
<i>Educational Resource Management</i>	3
<i>Leading Schools and Communities</i>	3
<i>Research-Based Leadership for School Improvement</i>	3
<i>Schoolwide Interventions and Inclusive Practices</i>	3
Total	30 credits / 450 hours



# Registered Apprenticeship Standards For Programs with Collective Bargaining Agreements

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

## *Pathways Alliance*

**Occupation: For All Occupations Listed in These Standards**

**O\*NET-SOC Codes: *See Appendix A***

**RAPIDS Codes: *See Appendix A***

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

Approved by the  
U.S. Department of Labor  
Office of Apprenticeship

Certified By: ***MEGAN BAIRD*** \_\_\_\_\_

(For Government Use Only)

Signature: *Megan Baird* \_\_\_\_\_

*(Sign here for National Guidelines  
for Apprenticeship Standards Only)*

Title: *Acting Administrator*

Office of Apprenticeship

Date: *4/23/2026*

Certification Number: *C-2023-16*

Check here if these are revised Standards



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### SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

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**A. Responsibilities of the sponsor:** *Insert Local Sponsor Here* 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 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 and 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. Please include any additional qualification requirements as appropriate (optional):

There is an educational requirement of 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.

There is a physical requirement of being physically capable of performing the essential functions of the apprenticeship program, with or without reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

The following aptitude test(s) will be administered \_\_\_\_\_

A valid driver's license is required.

Other: 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.

The apprenticeship must result in full state K-12 teacher 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. During the apprenticeship, apprentices spend at least one K-12 academic year of paid on-the-job learning (OJL)/clinical practice working alongside a mentor teacher who is the teacher of record for the classroom. On-the-job learning (OJL)/clinical practice involves duties during the school day, professional learning opportunities, and preparation for classroom work.

*(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 not** 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. **Insert Local Sponsor Here** 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):

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**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 - 29 CFR § 29.5(b)(7)**

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

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

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. The progressive wage schedule is notated in Appendix A, APPRENTICE WAGE SCHEDULE.

**I. Equal Employment Opportunity and Affirmative Action**

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

**Insert Local Sponsor Here** 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.

\_\_\_\_\_ 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):

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

\_\_\_\_\_ 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 (5<sup>th</sup>) 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 Standards and Quality  
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:

Name: Erin Mote  
Address: 240 Jay Street  
Brooklyn, NY 11201  
Telephone Number: 443-928-6427  
Email Address: erin@innovateedunyc.org

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. 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: \_\_\_\_\_

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

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.

**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)*



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### 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 a 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 its application for registration and of these Standards, including all attachments. The Pathways Alliance and \_\_\_\_\_ (Union or Labor Organization) hereby adopt these Standards of apprenticeship on this 16th day of April 2026.

\_\_\_\_\_  
*Signature of Management (designee)*

\_\_\_\_\_  
*Signature of Labor (designee)*

Erin Mote  
*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*



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**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*