Registered Teacher Apprentice

District Guidance

Once an Apprentice has been hired.

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Once An Apprentice Has Been Hired

Getting started

Apprentice onboarding

- Review the registered teacher apprenticeship program and goals. Explain the roles and responsibilities of sponsors, mentors, and apprentices.
- Assess the apprentice's prior experience.
    - The apprenticeship is designed to take four years if the apprentice starts the program without any classroom experience or college credit earned.
        - If the apprentice has prior classroom experience as a paraprofessional or instructional aide or has earned prior college credit, this will be factored into the apprentice's program plan.
        - Review the list of on-the-job learning competencies with the apprentice and assess their proficiency in each competency area. This will identify the competencies that still need to be introduced and practiced and those the apprentice has already mastered/learned/accomplished.
        - If the apprentice has earned prior college credit, ensure they have their transcripts submitted and evaluated by the college/university teacher preparation program in which they are enrolled. Once the transcripts are evaluated and a degree plan is established, review with the apprentice the remaining credits needed to complete their bachelor's degree. It is important to the success of the apprentice that the district play an active role in the apprentices' college progress rather than leave them to figure it out for themselves.
        - Once the competencies and the college credit are assessed, the district will calculate how much prior experience should be credited to the apprentice.
- Discuss with the apprentice where they will begin on the wage scale based on their prior experience. For example, if the district awards the apprentice credit for two years of prior experience, the apprentice's starting wage would begin at the two-year wage step and not the base apprentice pay. Example: If the district progressive wage scale starts at $14/hr and has 4 steps (a pay increase every year when the apprentice demonstrates progress in the program), the apprentice would start at step 3 on the wage scale instead of step 1 (base pay is

step 1, 1 year of experience is step 1, 2 years of experience is step 2, 3 years of experience is step 3, 4 years of experience is the final step before the apprentice would complete the program and be hired as a licensed teacher.)

ADMINISTRATIVE REQUIREMENTS

- Complete the Kansas State Department of Education (KSDE) apprenticeship application with the apprentice and submit all required documentation to KSDE who will then enter the apprentice into RAPIDS (United States Department of Labor (USDOL) apprentice database).
    - Components of the Application:
        - General information about the apprentice (page 3-4)
        - On-the-Job Learning – provide a description of the on-the-job learning the apprentice will experience (page 5)
        - Mentor – provide the name and information of the apprentice's mentor and the training and guidance the mentor will provide (page 6).
        - Related Technical Instruction – list the college/university the apprentice will attend (page 7).
        - Wage Scale – Provide the starting wages and progressive wage increase the apprentice will receive as part of the apprenticeship (page 8).
        - Assessment of Prior experience – describe all the apprentice's prior experience in education and their college credits. Use this area to demonstrate the prior experience you have assessed (page 9).
        - District Assurances – list of assurances the district will follow if they decide to participate in the registered teacher apprenticeship program (page 10-11).
        - Appendix D – This document notifies the Kansas Office of Apprenticeship that your district has agreed to the teacher apprenticeship standards registered to KSDE (page 12-14).
        - Affirmative Efforts Plan – boilerplate Affirmative Efforts Plan required by the Kansas Office of Apprenticeship and the USDOL. If your district has their own Affirmative Efforts Plan, it can be submitted in place the one in the application (page 15-17).

        - USDOL Form 670 – Program Registration and Apprenticeship Agreement. This document is used to collect the apprentices demographic information and reiterate specifically how much prior experience was credited by the district and the wage scale (page 18-20).
            - Once the entire KSDE apprentice application is entered into the USDOL RAPIDS system, the district and apprentice will receive a copy of this completed document to digitally sign.
        - Training Agreement – Training agreement that explains the roles and responsibilities of both the district and apprentice (21-22).
- *DO NOT EMAIL KSDE THE APPLICATION.*
    - *Email apprenticeship@ksde.gov to receive instructions on submitting the application. KSDE has a secure portal to submit applications to ensure all PII is safeguarded.*
- RAPIDS is the Registered Apprenticeship Partners Information Database System. It is the primary platform used to manage apprentices and all program information. KSDE and USDOL will use this system to house all apprentice information, data, progress, and program information.
- Ensure the apprentice has registered on KansasWorks, which is the Kansas Office of Apprenticeship's apprentice database. It is also a requirement for any apprentice wanting to use the services of the local workforce boards.
- KSDE will email a copy of the completed US DOL form 671 to the district and the apprentice. This form is the official apprenticeship agreement between the sponsor (school district) and the apprentice. Its completion is a requirement by the USDOL. Make sure and read through it carefully to ensure all information is correct before you and the apprentice sign it.
- Establish a relationship between the apprentice and the Local Workforce Development Board prior to the apprentice's first day of work.
    - There are five Local Workforce Development Boards (LWDB) in the State of Kansas, each operated by a separate non-profit, 501(c)(3) organization and serving a specific geography. These LWDBs are charged with overseeing investments of federal, state and local workforce funds within that geography as well as serving the needs of job seekers and employers to develop talent that meets the needs of the local economy. For apprentices, these supports may include tuition assistance and/or

supportive services such as funds to pay for uniforms, books and other training-related fees, digital supports for training purposes such as Internet stipends or computer equipment vouchers, and/or transportation and childcare stipends.

- Provide the apprentice with a list of organizations that provide college tuition assistance.
    - FAFSA
    - Kansas Teach Service Scholarship
    - Kansas Promise Act Grant
    - Kansas Ethnic Minority Scholarship
    - Veteran education benefits
    - Kansas Department of Commerce Teacher Apprenticeship Grant
- Provide the teacher apprentice a thorough orientation of the school district, its policies, procedures, culture, and expectations.

EXPECTATIONS AND EVALUATION

- Explain the requirements for completing the registered teacher apprenticeship program, including completion of all coursework, classroom experience, and other program requirements to each apprentice. Standards can be found here.
- Introduce your district's assessment rubric and conduct regular observations. The competencies KSDE used in the registered apprenticeship standards were the KEEP2 rubric, so if your district currently uses the KEEP2 rubric as your assessment standard in your district, continue to use it. However, if your district uses a different rubric such as McRel, Marzano, NEE, etc., you are allowed to use your own assessment rubric, as long as it matches the competencies within KEEP2.
    - Once you introduce the assessment rubric to your apprentice, work with the apprentice and mentor teacher to develop a long-term training plan. The goal of the long-term training plan is to provide a roadmap for you and the apprentice to know when certain competencies will be introduced, practiced, and observed for proficiency. This ensures the district, and the apprentice are on the same page regarding goals and expectations of training and completion.
    - KSDE has a sample evaluation/observation tool and guide on the apprenticeship website. Districts can use the tools for observations and evaluations, as a guide on how to implement an evaluation and

observation system for pre-licensed individuals, or as a template to develop its own system.
    - District/building administrators should conduct formal and informal observations throughout the school year of the apprentice to ensure they are learning and practicing the skills/competencies they are required to learn. The apprentice should receive consistent feedback on their progress throughout the semester, so they know the areas in which they are successful and where they can improve.
        - <u>It is essential at least one formal evaluation is conducted and documented for every wage increase the apprentice is given (as documented in the wage scale).</u>
            - Documented evaluations demonstrate growth for both the district and the apprentice. They also justify the wage increases the apprentice receives for performance. Conducting formal evaluations allows the apprentice to know the areas in which they as succeeding and those that need growth and provides the district with a progress report for the apprentice.
- Establish system for tracking RTI (apprentice's college/university) progress (signed FERPA release) to ensure your apprentice is succeeding in their college courses.
    - Best practice is to require the apprentice to submit their college transcript at the end of each semester to show they've completed and passed all courses.
    - The goal for your apprentice to succeed. Attending school full-time while working full-time is not easy. Districts are encouraged to build time into the apprentice's day to complete college course work.

MENTORING

- Introduce the apprentice to their mentor teacher(s).
    - Clarify the mentor teacher's role and responsibilities and provide guidance for the mentor on how to support the apprentice.
    - The mentor teacher should be an experienced teacher who is willing to provide regular support, guidance, and feedback to the apprentice.
    - Provide mentor training through a district-created training program or an outside provider with an approved KSDE mentor plan.

        - KNEA Mentor Training –
    - Kansas Mentor & Induction Center (Wichita State University)
    - Develop a detailed plan for the apprentice's training and progress. The plan should outline the goals, objectives, activities, and timeline for completion. The sample observation and evaluation tool provides a blueprint that can be used for the apprentice's training. The district is also free to create its own training plan, based on the KEEP rubric.
    - The mentor teacher should collaborate with the building administrator conducting the apprentice's observations and evaluations but should not be the one doing the evaluation.

Training and Development

- Detail the training and development opportunities available to teacher apprentices, including workshops, conferences, and other professional development opportunities.
    - Classroom Experience: Outline the expectations for classroom experience, including the classes the apprentice will be assisting with, the number of hours of observation and instruction, and the assessment of the apprentice's teaching practice.
    - Curriculum and Instruction: Provide resources and guidance on curriculum and instruction, including lesson planning, assessment, and differentiated instruction.
    - Classroom Management: Offer guidance on classroom management, including behavior management strategies, creating a positive learning environment, and responding to diverse student needs.
    - Professionalism: Emphasize the importance of professionalism, including punctuality, communication skills, and ethical behavior.
    - Provide Professional Development: Provide ongoing professional development opportunities for the teacher apprentice. This may include attending district in-service training, workshops, conferences, or other relevant training programs.
        - If the district is enrolled in a structured literacy training program, the apprentice should be enrolled in the structured literacy program.

- Observe the Apprentice: Conduct regular observations of the apprentice's teaching practice. Provide constructive feedback and guidance to help the apprentice improve their skills.
- Support the Apprentice: Provide support and resources to help the teacher apprentice succeed. This may include access to technology, materials, and instructional resources.
- Assessment and Evaluation: Detail the assessment and evaluation process for teacher apprentices, including performance evaluations, and feedback from mentors.
- Evaluate Progress: Regularly evaluate the apprentice's progress toward their goals and objectives. Use this information to provide feedback and adjust the training plan as needed.
- Provide Feedback: Provide regular feedback to the teacher apprentice about their performance, progress, and areas for improvement. Encourage the apprentice to reflect on their practice and to seek out opportunities for growth and development.
- Enable Apprentice to Assume Increased Responsibility
    - Teacher candidates should be working collaboratively with their mentor teacher as an instructional team and should have ongoing opportunities to apply content and pedagogical knowledge. The apprentice's responsibility for making decisions regarding planning and instruction will increase during the placement.*** This could include:
        - Creating effective balanced assessments.
        - Creating a classroom management plan.
        - Developing and implementing effective lesson plans to deliver standards-based quality instruction.
        - Observing effective teaching strategies.
        - Structured Literacy.
        - Reflecting on teaching practices.
        - Participating in team meetings and planning time.
        - Other opportunities as determined by the local program.
- Celebrate Success: Celebrate the teacher apprentice's successes and accomplishments. Recognize their achievements and contributions to the school district and to the profession of teaching.

****Align Related Instruction with Practical Classroom Experience – Ideally district and EPP partners should co-construct an on-the-job learning experience that provides each apprentice with opportunities for organized field experience placements to ensure they are fully proficient in the areas of Professionalism, Environment, Planning, and Instruction. These experiences present opportunities to observe, practice, and demonstrate content and pedagogy. The district supervisor/mentor teacher should collaborate to determine how the apprentice will meet the required competencies during the apprenticeship. Ultimately, the mentor teacher/district administrator will need to verify that the required competencies are successfully mastered.*

Frequently Asked Questions (District has hired an Apprentice)

What is the role of an apprentice teacher in our school district?

Answer: Apprentice teachers are individuals in training to become licensed educators. They work under the guidance of experienced teachers, gaining practical classroom experience while completing their teacher preparation program. They are never the teacher of record.

What standards should we use to assess our apprentice and measure their progress?

Answer: Since the apprenticeship is competency based, KSDE used the KEEP2 rubric as the list of competencies in which an apprentice must become proficient. If you are using a rubric other than KEEP2, please provide a copy of it as part of your apprenticeship application, to ensure it is on file with KSDE and USDOL. Once an initial assessment is completed, the district should develop an on-the-job learning plan for the apprentice to ensure they are exposed to each competency and are given sufficient opportunity to become proficient in each. It is essential to build a training plan for each apprentice based on their current level of experience. An individual who has no prior classroom experience is much different than a paraprofessional who has multiple years of experience. Make sure to provide each apprentice an honest assessment of their skills and then build a plan for them to become proficient in all the competencies within your assessment rubric. Additionally, make sure their mentor plays a significant role in helping introduce and teach the competencies. The building/district administrator should conduct multiple observations and provide

valuable feedback over the course of a semester to ensure the apprentice is learning and progressing in their skills. Transparency is an important tool in the on-the-job learning process for each apprentice.

What if my district uses something other than the KEEP2 rubric?

Answer: The four main competencies/constructs the KEEP2 rubric assess are Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. If your assessment tool addresses these competencies/constructs in a demonstrable way, you are free to use your own assessment tool. However, if you are using a rubric other than KEEP2, please provide a copy of it as part of your apprenticeship application, to ensure it is on file with KSDE and USDOL.

What are the district reporting requirements to KSDE?

Answer: This reporting is done every six months, no later than January 31st and July 31st of each year, ensuring that KSDE receives accurate and up-to-date information on the apprentices' development, accomplishments, and areas of focus. Districts will ensure apprentice competencies are assessed on a bi-annual basis and reported to KSDE. Districts will submit an assurance statement (located on the KSDE apprentice website) to KSDE to confirm the apprentice is making progress. The assurance statement should be submitted to apprentice@ksde.gov .

How should we select and assign mentors for our apprentice teachers?

Answer: Districts should consider the mentor's expertise, availability, and compatibility with the apprentice. Mentor training should also be offered and highly encouraged for any individual who has not had mentor experience. To be eligible to serve as a mentor, the individual must possess a professional license and should be an experienced, highly effective educators who is willing to support and guide apprentice teachers in their professional development.

What is the expected timeline for apprentice teachers to obtain full teaching credentials?

Answer: If the apprentice enters the program with no classroom experience and/or no college credit, it should take approximately four years to obtain full teaching credentials. If the apprentice begins the program with prior classroom experience as a paraprofessional or instructional aide and some college credits, it could take less than four years for the apprentice to complete the program.

What kind of support and resources should we provide to apprentice teachers during their training period?

Answer: Apprentice teachers should have access to professional development, ongoing mentorship, necessary instructional materials, and a supportive learning environment to help them succeed. It is recommended the district provide some opportunities/time to work on their college courses during the day. Supporting the apprentice and helping to facilitate their success provides districts with well-trained fully licensed teachers who know the district.

How do we assess the progress and performance of apprentice teachers?

Answer: Regular observations and evaluations with administrators and feedback sessions with mentors help assess the progress and areas for improvement of apprentice teachers. KSDE has provided an assessment and evaluation tool for districts to use if they choose.

Does the apprentice need to work during the summer?

Answer: It is highly recommended districts provide apprentices with any working opportunities available in the district during the summer in order to provide them as much relevant experience as possible. If there are no available work opportunities during the summer, you will need to provide the apprentice and KSDE with a letter that confirms their employment is still active and that they will have full time employment once the district resumes school activities in the fall.

Are there any state or national requirements for apprentice teacher programs that we need to meet?

Answer: Yes, please reference the introduction to the Kansas Registered Apprenticeship Standards Guide.

How can districts ensure their teacher apprenticeship programs remain beneficial to the apprentice teachers and the district?

Answer: Regularly solicit feedback from apprentice teachers, mentors, and administrators to make necessary adjustments, and identify areas for improvement. Districts can tailor their apprentice training program to meet their specific needs.

By addressing these questions, school districts can provide valuable support and guidance to apprentice teachers and ensure a successful transition into the teaching profession while meeting their district's educational goals.

For more information, contact:

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