Registered Teacher Apprentice Manual

Kansas leads the world in the success of each student.

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Kansas State Registered Apprenticeship Model

Kansas Department of Education Registered Teacher Apprenticeship Model:

A four-year competency-based registered teacher apprenticeship offers a comprehensive approach to teacher training, combining on-the-job learning, related technical instruction (college course work), mentorship, and a structured wage scale. This model is designed to provide aspiring teachers, without a bachelor's degree, the necessary skills and knowledge to obtain their degree and excel in the classroom. Additionally, this model provides districts the opportunity to promote from within and play a significant role in identifying and training their future teachers.

Overview of a Registered Apprenticeship:

A registered apprenticeship is a structured and formalized training program that combines on-the-job learning and related technical instruction. It is designed to provide individuals with hands-on experience and specialized knowledge in a specific trade or profession. Through a partnership between employers and training providers, apprentices gain practical skills, knowledge, and industry-recognized credentials. Registered apprenticeships typically have defined competency benchmarks and a set duration, during which apprentices work under the guidance of experienced mentors or journey workers. This apprenticeship model offers a pathway to develop expertise, acquire valuable work experience, and establish a strong foundation for long-term career success.

Definitions:

Apprentice: An individual who participates in a registered apprenticeship program. Apprentices gain practical skills, knowledge, and experience in a specific trade or profession by working under the guidance of experienced mentors or journey workers. They undergo a combination of on-the-job learning and related technical instruction to develop their competencies.

Clock hour(s): means the actual number of hours or time a participant spends attending the instructional portion of training designed to develop or enhance early care and education or school-age care competencies.

Competencies: The skills, knowledge, and abilities that apprentices aim to develop and demonstrate throughout the registered apprenticeship program. These competencies encompass various aspects of effective teaching, such as subject matter expertise, instructional strategies, classroom management, assessment methods, and professional dispositions.

District: A school district or educational institution responsible for implementing and supporting the registered apprenticeship program. The district collaborates with sponsors, mentors, and training providers to facilitate on-the-job learning, related technical instruction, and overall support for the apprentices.

EPP (Education Preparation Program): An Education Preparation Program refers to a teacher preparation program at a university or college accredited by the Kansas Department of Education. It provides the related technical instruction component of the registered apprenticeship, offering coursework and training in areas such as educational psychology, curriculum development, instructional strategies, assessment methods, and educational technology.

Sponsor: In the context of registered apprenticeships, a sponsor refers to the entity (often an employer or a school district) that takes on the responsibility of providing the apprenticeship program. Sponsors establish and oversee the program, ensuring that apprentices receive the necessary training, mentorship, and support to develop their skills and competencies.

Intermediary: An organization or entity that acts as a facilitator or intermediary between the sponsors, training providers, and other stakeholders involved in the registered apprenticeship program. In the context of the Kansas Department of Education's registered apprenticeship model, KSDE serves as the intermediary, coordinating the implementation and administration of the program.

Journeyworker (licensed teacher): means a worker who has attained a level of skill, abilities and competencies recognized within an industry as having mastered the skills and competencies required for the occupation. (Use of the term may also refer to a mentor, technician, specialist or other skilled worker who has documented sufficient skills and knowledge of an occupation, either through formal apprenticeship or through practical on-the-job experience and formal training.

On-the-Job Learning: A crucial component of registered apprenticeships where apprentices work in actual classrooms, observe experienced teachers, assist with

lesson planning, and gradually take on more teaching responsibilities. This hands-on experience allows apprentices to apply theoretical knowledge into practice, develop classroom management skills, and gain confidence in their teaching abilities.

Mentor Teacher: An experienced teacher who plays a pivotal role in the registered apprenticeship program. Mentor teachers are assigned to apprentices and provide guidance, support, and feedback throughout their journey. They help apprentices develop teaching skills, offer advice on lesson planning, classroom management, and instructional techniques, ensuring personalized attention and the transfer of expertise. The mentor teacher for the apprentice is not the same type of mentor as the one required for an initial teaching license.

Prior experience: refers to the relevant knowledge, skills, and work history that an individual possesses before entering the apprenticeship program. It encompasses any previous training, education, or practical experience that could be beneficial for the specific trade or occupation the apprenticeship is focused on.

Registered Apprenticeship: A structured and formalized training program that combines on-the-job learning and related technical instruction. It provides individuals with hands-on experience, specialized knowledge, and industry-recognized credentials in a specific trade or profession. The program is developed through a partnership between employers and training providers.

Registration of an apprenticeship agreement: means the acceptance and recording of an apprenticeship agreement by the Office of Apprenticeship or a recognized State Apprenticeship Agency as evidence of the apprentice's participation in a particular registered apprenticeship program.

Related Technical Instruction: The educational component of a registered apprenticeship program that supplements the on-the-job learning. It involves enrolling in a teacher preparation program at an accredited university or college to receive a bachelor's degree. The related technical instruction covers various topics relevant to teaching, such as pedagogy, curriculum development, instructional strategies, and educational technology.

Teacher Preparation Program: A program, offered by universities or colleges, that prepares individuals for a career in teaching. It includes coursework, practical experiences, and instruction in pedagogy, subject matter knowledge, and classroom management. In the context of registered apprenticeships, the teacher preparation

program serves as the related technical instruction component. In Kansas, it must be an accredited program by the Kansas Department of Education

29 CFR 29.2 provides a full list of definitions related to registered apprenticeships.

Components of a Registered Apprenticeship

On-The-Job Learning - 29 CFR 29.5 (b)(2)

In a competency-based model, on-the-job learning plays a crucial role. Apprentices work in actual classrooms, observing experienced teachers, assisting with lesson planning, and gradually taking on more teaching responsibilities. This hands-on experience allows apprentices to apply teaching theory and practice/approaches, develop classroom management skills, and gain confidence in their teaching abilities across a variety of classrooms within the district.

Related Technical Instruction - 29 CFR 29.5 (b)(4)

Related technical instruction complements the on-the-job learning component. Apprentices are required to complete 120 credit hours (1800 clock hours) of postsecondary instruction, which requires enrolling in a Kansas State Department of Education approved teacher preparation program at an accredited university or college to receive a bachelor's degree (K.A.R 91-1-203). By integrating theoretical knowledge with practical application, apprentices acquire a solid foundation in pedagogy.

Mentorship - 29 CFR 29.5 (b)(7)

Mentorship* is a crucial aspect of the apprenticeship program. Each apprentice is paired with a mentor teacher who provides guidance, support, and feedback throughout the four-year journey. Mentor teachers play a pivotal role in helping apprentices develop their teaching skills, offering advice on lesson planning, classroom management, and instructional techniques. The mentorship component ensures that apprentices receive personalized attention and benefit from the expertise of experienced educators.

**This mentorship is different than the mentorship required for individuals with an initial teaching license. The apprenticeship mentor/mentorship will be more involved because the apprentice will need more guidance and feedback while learning the different teaching competencies.*

Wage Scale - 29 CFR 29.5 (b)(5)

The wage scale within the apprenticeship program is structured to incentivize growth and provide financial stability. Apprentices start with a minimum base wage of $14 per hour, which increases by 2% every six months. Districts have the flexibility to set the wage scale higher than the standard, but not lower. This progressive wage scale acknowledges the increasing competence and experience of apprentices as they advance through the program.

Assessing Prior Experience - 29 CFR 29.5 (b)(12)

Assessing prior experience is an important aspect of the apprenticeship program. The evaluation of prior experience allows apprentices to receive recognition and credit for relevant teaching or educational experience they may have before entering the program. This assessment can shape their apprenticeship journey by determining the level of wages, experience, and specific areas where additional training or support may be required. By acknowledging prior experience, apprentices can build upon their existing knowledge and skills, optimizing their growth within the program.

Periodic review and evaluation of apprentices' performance - 29 CFR 29.5 (b)(6)

Periodic reviews and evaluations of each apprentice's performance are critical for tracking individual progress and identifying areas for improvement. These assessments contribute to the overall effectiveness of the apprenticeship program by ensuring that apprentices are meeting the required standards and competencies. Moreover, maintaining appropriate progress records not only aids in accountability, it facilitates informed decision-making, allowing for timely interventions and tailored support to optimize the learning journey of aspiring educators.

Probationary Period - 29 CFR 29.5 (b)(8)

The probationary period for the KSDE Registered Teacher Apprenticeship is one year. During the probationary period, either the apprentice or the sponsor may terminate the apprenticeship agreement, without stated cause, by notifying the other party in writing. The sponsor will keep the records for each probationary apprentice. Records may consist of periodic reports regarding progression made in both the on-the-job learning and related instruction, and any disciplinary action taken during the probationary period. Any probationary apprentice evaluated as satisfactory after a review of the probationary period must be given full credit for the probationary period and may continue in the program. When notified that an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the sponsor will

determine whether the apprentice should continue in a probationary status and whether they will require the apprentice to repeat a process or series of processes before advancing to the next wage classification. After the probationary period, the apprenticeship agreement may be cancelled at the request of the apprentice or may be suspended or cancelled by the sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. For all cancellations, the sponsor must provide written notice within 45 days to the apprentice and to the Kansas Office of Apprenticeship of the action taken.

29 CFR 29.5 which outlines all the requirements.

How to determine if an apprenticeship/apprentice is right for your district:

- Teacher shortages: If your district is experiencing a shortage of qualified teacher candidates, particularly in high-need areas such as elementary education, special education, or STEM, a registered apprenticeship program could help attract and develop new talent to fill these positions.
- Recruitment challenges: If your district is having difficulty attracting candidates with the necessary qualifications and experience to fill open teaching positions, a registered apprenticeship program can create a pipeline for developing new talent internally.
- Pathway for advancement: If your district lacks a pathway to advancement for paraprofessionals and instructional aides, utilizing a registered teacher apprenticeship program offers the right candidate a direct and structured approach to teacher development. This not only ensures a pipeline of skilled educators but also promotes a collaborative learning environment, enriching the overall quality of education within the district.

How To Select an Apprentice:

- Selecting and vetting potential apprenticeship candidates is a significant decision and can ultimately impact apprentice retention and teacher success rates. Determining how apprentices will be admitted into the program and what criteria partnerships will use to evaluate candidates is the first key transition point in any apprenticeship program.
- Establish a progressive wage scale for your apprentices. If you are using the KSDE Registered Teacher Apprenticeship Standards, the base pay for any

apprentice is $14/hr with progressive wage increases of 2% every 6 months if the apprentice demonstrates progress in their apprenticeship. Districts can opt to start the base pay at or above $14/hr, but not below. Districts are also able to establish a different progressive wage increase than the KSDE standards, as long as it is progressive (it could be a yearly wage increase instead of every 6 months).

- Establish a set of hiring standards:
- This minimum set of hiring standards must be followed, but the district can add to this list as needed:
    - 18 years of age;
    - HS diploma or GED;
    - Able to enroll in a teacher preparation program at a Kansas university/college, demonstrate the promise to progress successfully in their coursework and have the potential to attain a bachelor's degree;
    - Can complete and pass a fingerprint and background check.

Hiring an Apprentice:

- To meet federal apprenticeship requirements, programs must ensure the following conditions are met in the application process:
    - Public notification of apprenticeship positions is advertised on the district website and/or job board.
    - The length of the application period is at least two weeks.
    - A review of applications is conducted to determine qualified candidates.
    - All applicants who complete an application, including submitting all required documents, and who meet the minimum qualifications of the job posting are contacted for an interview.
    - An interview committee and standard interview guide with questions are established.
    - Background checks are conducted on all qualified candidates. This is essential because once your apprentice applies for licensure, they will have to undergo an additional background check and, if they cannot pass the licensure background check, they cannot become a licensed teacher in your district.
    - The sponsor or school district makes decisions based on merit and ensures that no candidate is discriminated against on the basis of the

candidate's race, color, ethnicity, national origin, sex, age, or other protected category.
    - The sponsor provides equal opportunity for all qualified candidates in the apprenticeship program and operates the apprenticeship program as required under Title 29 of the Code of Federal Regulations (CFR), part 30.
    - The sponsor provides each apprentice a copy of the Standards of Apprenticeship 29 CFR § 29.5, Requirements for Apprenticeship Sponsors Reference Guide, any applicable written rules and policies, and requires apprentices to sign an acknowledgment of their receipt.

Things to consider:

- Capacity to support apprentices: Does your district have the necessary resources and expertise to support a registered apprenticeship program, including qualified mentor teachers and effective training and professional development programs? It's important to assess the district's capacity to provide a high-quality apprenticeship experience for aspiring teachers.
- Funding the apprentice position: Many paraprofessionals and instructional aides in districts are paid using money for special education provided by the state due to the services they offer the district. In a registered apprenticeship, apprentices in the early years of their apprenticeship may still be providing special education services for the district, and that pool of money can be used to fund the apprenticeship position. Additionally, if the apprentice is pursuing special education licensure and is providing special education services for the district during their on-the-job learning, the district can use their special education money to fund the apprenticeship position. However, if the apprentice is in a general education classroom during their on-the-job learning, the district may not be able to use their special education money to fund the position. The district will need to use money from other sources, like unfilled FTE positions, to fund the apprentice for the duration of their apprenticeship.

Frequently Asked Questions (District):

Why should our school district consider implementing an Registered Teacher Apprentice program?

Answer: Incorporating a Registered Teacher Apprentice (RTA) program into the school district's plans is crucial for tackling teacher shortages, enhancing diversity, and attracting seasoned educators. This initiative provides a structured pathway for career progression towards acquiring a teaching license within the district. Furthermore, embracing programs like "Grow your own" not only fosters community engagement but also actively nurtures local talent, ensuring a sustainable and well-prepared pool of qualified educators. By investing in these initiatives, the district fosters a robust educational ecosystem that benefits both educators and the communities they serve.

How does an RTA program differ from traditional teacher preparation programs?

Answer: RTA programs typically combine classroom-based instruction with on-the-job training, offering hands-on approach with a longer duration and more classroom experience compared to traditional teacher education. The RTA program allows districts to develop a pathway to licensure for their paraprofessionals and instructional aides who do not have bachelor's degrees. It also allows districts to play a significant role in training.

What are the potential benefits of having apprentice teachers in our district?

Answer: Having an apprentice in your district allows you to play a significant role in training and supporting an individual who is working to become a licensed teacher in your district. It also allows your district to have a path to career advancement for qualified candidates.

Are districts obligated to hire an apprentice in their district once they become a licensed teacher?

Answer: There needs to be a reasonable expectation of employment in your district if an apprentice completes an apprenticeship in your district.

What are the eligibility requirements for potential teacher apprentices in an RTA program?

Answer:

- 18 years of age;
- HS diploma or GED;
- Able to enroll in a teacher preparation program at a Kansas university/college, demonstrate the promise to progress successfully in their coursework and have the potential to attain a bachelor's degree;
- Can complete and pass a fingerprint and background check.

How does the mentorship component work in an RTA program?

Answer: The district will assign a mentor teacher with a professional license to the apprentice. The mentor teacher should be an experienced teacher who is willing to provide support, guidance, and feedback to the apprentice. The mentor will play a role in guiding and providing valuable feedback to their apprentice. They will also consult with the building administrator, or whoever is conducting evaluations and observations but will not be providing the evaluations themselves.

It is ideal that the apprentice have the same mentor throughout the entirety of their apprenticeship, however, mentors can be changed if needed.

How long does it typically take for an individual to complete an RTA program and become a fully licensed teacher?

Answer: The apprenticeship would ideally take four years if an individual was hired as an apprentice with no classroom experience (either as a para or instructional aide) and no college credit prior to starting as an apprentice. However, depending on the years of experience in a district and the number of college credits attained prior to starting the apprenticeship, the apprenticeship could take less than four years. It is essential prior to the start of an apprenticeship that the district meet with the apprentice to discuss their prior classroom experience and college credit to determine whether the duration of the apprenticeship can be shortened depending on the apprentice's prior experiences.

Is there a minimum duration an individual must be in the apprenticeship program to complete it?

Answer: Yes, an individual must be employed by a school district for a full calendar year to complete apprenticeship.

What should the on-the-job learning in the district look like for the apprentice?

Answer: If the apprentice starts with no classroom experience, it is highly recommended that they spend the first year as a para-professional to experience life in a district and working with kids. As the apprentice progresses through the program, they should be given additional experiences like developing lesson plans, grading assignments, leading a classroom discussion or lesson. It is at the district's discretion to provide the best opportunities and experiences for the apprentice teacher, so they are ready to take on all the requirements and responsibilities of the teacher of record, once they are licensed. During the apprenticeship, the apprentice will never be the teacher of record.

Are apprentices required to be only in one classroom throughout their on-the-job learning?

Answer: No, the district is encouraged to move the apprentice around into various classrooms (that are appropriate to the licensure endorsement area they are pursuing) to ensure they have a wide variety of experiences.

Can the district use the apprentice as an emergency substitute?

Answer: It is not recommended that the district use the apprentice in a substitute role.

Can the district use money earmarked for special education to fund the apprentice position?

Answer: Special education expenses, including staff pay, may be paid out of the Special Education Fund. Special education costs are related to the additional services required by an Individualized Education Program (IEP) in order for an identified student to receive a free and appropriate public education. Expenditures must be proportionate to the portion of the expense related to special education, meaning that if a para works 80% of their time assisting with special education services, then 80% of their pay may come from the Special Education Fund.

How will the university know that our district has an apprentice enrolled in their program?

Answer: Once KSDE receives the district's apprenticeship application, which identifies the university/college the apprentice will be attending, KSDE will notify the university and establish contact between the university and the district to ensure that all parties can establish lines of communication.

Will the requirements and student teaching experience change for an individual in the apprenticeship program?

Answer: No, since many non-traditional pathways to the initial teaching license already exist, universities have implemented the use of multiple practicums for work within the classroom in lieu of the traditional student teaching experience. However, it is essential that the district works closely with the apprentices' chosen university to know what the university's specific requirements are to help shape the most useful experience for the apprentice.

What happens if an apprentice decides the apprenticeship program is not for them or has to be fired from the district, which would end the apprenticeship for that individual?

Answer: If an individual must take a leave of absence from work within the district or the apprenticeship, their progress in the apprenticeship can be suspended. If the apprentice is able to return at a later date, their progress would be resumed where it ended. If an individual decided to voluntarily stop being part of the apprenticeship, it does not mean their employment in the district must end or their pursuit of a bachelor's degree. It just means that they will not receive the same level of support from KSDE, local workforce boards or the district. If an individual is terminated from their position of employment for cause, the district will need to notify KSDE, so KSDE can remove them from the apprenticeship in the USDOL RAPIDS system. Finally, an individual being terminated from employment in the district does not affect their relationship with the university/college they are attending. It is up to the university/college to determine the individual's enrollment status based on their own set of academic criteria. The individual would just not receive any further support from the district or KSDE.

What is the annual/semi-annual reporting requirement for districts 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 to KSDE to apprentice@ksde.gov confirm the apprentice is making progress. The assurance statement can be found here.

Before implementing an RTA program, it's essential for school districts to carefully consider these questions and consult with relevant education authorities to tailor the program to their specific needs and circumstances. For any questions or concerns, please contact apprenticeship@ksde.gov

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.
        - 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).
            - 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.

Apprentice Checklist for the Registered Teacher Apprenticeship Process

Read through the checklist and ensure you have completed each step as part of the Registered Teacher Apprenticeship Program

- ☐ Secure district employment as a teacher apprentice.
- ☐ Complete Apprenticeship Application with hiring district.
- ☐ Have district assess your prior experience.
- ☐ If you have prior experience as a paraprofessional or instructional aide in a K-12 classroom, discuss it with the district administration and have them use the apprentice competencies to assess your current skill set and how they can build training experiences for you in areas in which you lack experience or proficiency.
- ☐ Register with 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.
- ☐ Contact your Local Workforce Development Board
    - 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 both job seekers and employers to develop talent that meets the needs of the local economy. Part of this work includes providing resources for eligible job seekers and apprentices who need support in order to meet their employment and training goals. For qualified job seekers and 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.

Choose a college/university and enroll.

Community Colleges:

- Allen Community College
- Barton Community College
- Butler Community College
- Colby Community College
- Cowley College
- Dodge City Community College
- Garden City Community College
- Hutchinson Community College
- Independence Community College
- Johnson County Community College
- Neosho County Community College

Four-Year Universities:

- Emporia State University
  - **Endorsement Areas**: Elementary; Elementary Unified; English Language Arts (secondary); History, Government, and Social Studies (secondary)
- Fort Hays State University
  - **Endorsement Areas**: Early Childhood; Earth and Space Science; Elementary; Elementary and Special Education; English Language Arts; Secondary World Language (Spanish); History, Government, and Social Studies; Business Education
- Kansas State University
  - **Endorsement Area**: Elementary
- MidAmerica Nazarene University
  - **Endorsement Area**: Elementary Unified (Dual endorsement ELED & SPED)
- Newman University
  - **Endorsement Area**: Elementary
- Ottawa University
  - **Endorsement Areas**: Elementary; English/ELA; History/Social Studies; Mathematics
- Southwestern College
  - **Endorsement Area**: Elementary Education
- Sterling College
  - **Endorsement Area**: Elementary Education

        - University of St. Mary
            - Endorsement Areas: Elementary Education, Elementary Unified
        - Washburn University
            - Endorsement Area: Elementary Education
        - Western Governors University
            - Endorsement Areas: Elementary Education; Special Education; Special Education and Elementary Education; Mathematics (Middle or Secondary); Science Education (Secondary – Multiple Disciplines)
        - Wichita State University
            - Endorsement Areas: Early Childhood Unified; Elementary Education; Middle Level Math; Middle Level Science
    - ☐ Complete FAFSA – Without completing this, you will potentially miss out on significant financial options for tuition.
    - ☐ Apply for any scholarships/grants that are applicable to you:
        - Kansas Teach Service Scholarship
        - Kansas Promise Act Grant
        - Kansas Ethnic Minority Scholarship
        - Veteran education benefits
    - ☐ Once you are enrolled in a college/university, provide your district with a copy of your degree plan, so they know how many prior college credits you have and how many credits you have till you will need to complete your bachelor's degree.
    - ☐ Meet with your mentor and district administrator to build a training plan for your apprenticeship.
        - This training plan provides the roadmap for the completion of your apprenticeship. It helps you and the district know all the steps it will take to complete the apprenticeship.
- Make sure to be in regular communication with your mentor, district administrator, college advisor, and professors.
- Discuss with the district administration and your mentor a plan for formal evaluations and observations.
- Submit your transcripts to the district after each semester.
- Always advocate for yourself and your success.

Frequently Asked Questions (Apprentice):

I want to be an apprentice but do not currently work in a district, can I still be in the apprenticeship program?

Answer: No, all apprentices need to be hired as full-time employees of a school district and it is the responsibility of the district to reach out to KSDE if they are interested in participating in the apprenticeship program.

What are my responsibilities as an apprentice teacher in a K-12 school?

Answer: The responsibilities of apprentices in each district is to work and learn. It is essential you meet with your district administration at the start of your apprenticeship to learn your roles and responsibilities within the district. It is also important you meet with your mentor and district administrator on a regular basis to ensure you are progressing in your apprenticeship.

How can I build a positive and effective working relationship with my mentor teacher?

Answer: Establish open communication by actively seeking feedback and being receptive to feedback.

Show initiative and a genuine interest in learning from your mentor by proactively engaging in professional development opportunities, attending workshops, and staying informed about current educational practices.

Foster a collaborative and supportive atmosphere by expressing gratitude for your mentor's guidance, sharing your own insights, and working together to create a positive and enriching learning environment for both mentor and mentee.

**Funds are subject to availability*

What university or college should I attend?

Answer: If you do not have an associate's degree or 60 college credits, it is highly recommended you attend a community college first to get an associate's degree in either the early childhood, elementary, or secondary education pathway.

If you have an associate's degree or more than 60 credit hours, decide what endorsement area you want to pursue and see which teacher preparation programs participating in the registered apprenticeship offer that particular endorsement area. If multiple universities offer the same endorsement area you are interested in, it is

important to compare all aspects of the program and university to determine which is a best fit for you.

Participating colleges/universities.

Do I need to complete the FAFSA?

Answer: Completing the Free Application for Federal Student Aid (FAFSA) is important for all college students as it serves as the gateway to accessing various federal and state financial aid programs, including grants, loans, and work-study opportunities. Completing the FAFSA ensures students maximize their eligibility for financial assistance, alleviating the burden of tuition costs and fostering equal access to higher education. For more information, visit: studentaid.gov

How will my progress and performance be assessed during the apprenticeship?

Answer: The district will track your progress and should meet with you regularly.

What qualifications and credentials will I earn upon successful completion of the apprenticeship?

Answer: An apprentice will earn a bachelor's degree, a Kansas apprentice certificate, and be eligible to apply for a Kansas teaching license.

For any additional questions or concerns, please contact apprentice@ksde.gov

For more information, contact:

Registered Teacher Apprenticeship
Teacher Licensure
(785)296-1862
apprentice@ksde.gov

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