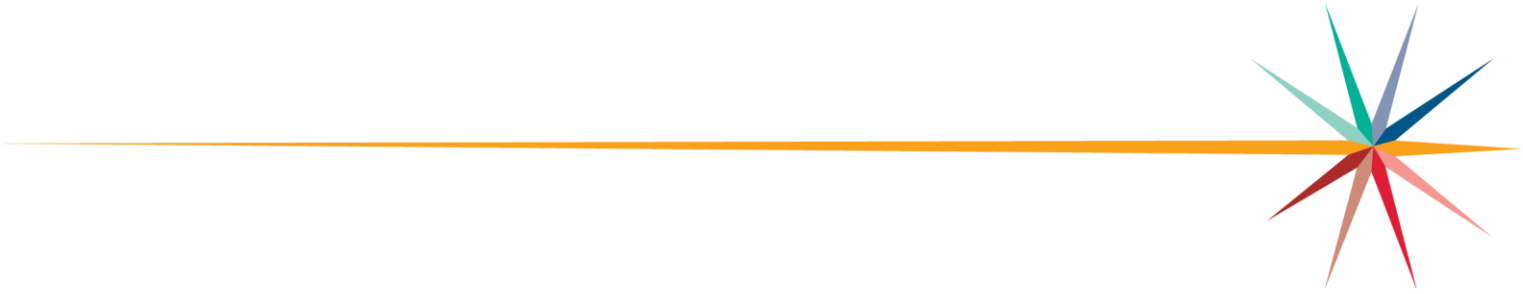
Registered Teacher Apprentice

Standards Guidance



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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.

For more information, contact:

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