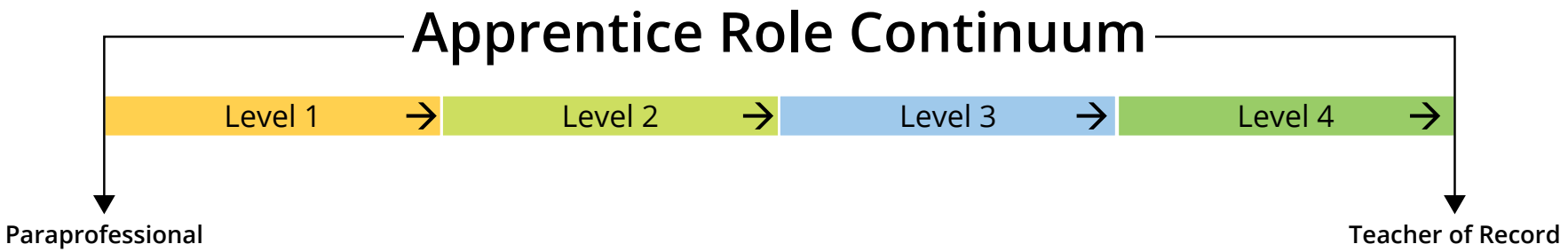
Kansas Registered Teacher Apprenticeship Model

Potential Roles for Apprentices Within a District Based on Experience in a District and College Credit

This matrix is to be used only as a general guide. It is at the discretion of the district to determine the appropriate apprenticeship level based on each apprentice's unique experience to provide the most robust on-the-job learning experience. For example, it would not make sense for an individual with 10+ years of experience as a paraprofessional and no college credits to start at a level 1.

Paraprofessional/Instructional Aid Experience

College Credit Hours	No experience	1-2 years	3-4 years	5+ years
0-30	Level 1	Level 1	Level 2	Level 2
30-60	Level 1	Level 2	Level 2	Level 3
60-90	Level 2	Level 3	Level 3	Level 3
90-120	Level 3-4	Level 3-4	Level 4	Level 4



Different Levels of Apprentices and Their Potential Role Within a District

The terms beginning, developing, and proficient are used to address the apprentice's skill level in regard to KSDE's Registered Teacher Apprentices Sample Evaluation Observation Tool.

Beginning	Developing	Proficient
Competency introduced. Apprentice is learning the competency and opportunity to practice skills are limited.	Apprentice understands the competency but struggles to apply skills in the classroom on a consistent basis.	Apprentice understands the competency and applies skills consistently in the classroom.

Level 1	Level 2	Level 3	Level 4
The apprentice is introduced to the classroom experience by completing duties aligned with those of a paraprofessional. By the end of the year the apprentice's progression should be tracking at the "beginning" level for each of the 10 competencies. Keep in mind the apprentice's college course work will likely cover general education requirements only with little or no pedagogical instruction.	The apprentice's duties will likely continue to align with those of a paraprofessional; however, the apprentice's focus should be on developing skills related to each of the 10 competencies. By the end of the year, the apprentice should begin tracking at the "developing" level for some of the competencies. Keep in mind the apprentice's college course work will likely cover general education requirements only with little or no pedagogical instruction.	At this level, the apprentice's daily duties should reflect a mixture of paraprofessional duties with a deeper focus on developing the skills aligned with the "developing" level for each of the 10 competencies. By the end of the year, the apprentice should be tracking at the "developing" level for all competencies. During Level 3, the apprentice is not in a formal clinical experience (student teaching or practicum) with the college/university, but many aspects of their job in the district should resemble a clinical experience. At this level, the apprentice should have significant experience in the district and should be enrolled in teacher preparation courses. At Level 3, the apprentice should be honing and practically applying knowledge gained through the teacher preparation program.	At this level, the apprentice's daily duties should be aligned with those of a teacher of record, while continuing to fulfill paraprofessional duties as needed. During this year, the apprentice should begin tracking at the "proficient" level in each of the 10 competencies. During Level 4, the apprentice will complete the college/university required clinical experience (student teaching or practicum). The apprentice will be evaluated by the educator preparation program and the district. By the end of Level 4, the apprentice should be at the proficient level for each of the 10 competencies.

At the beginning of each year, sit down with the apprentice to review the evaluation rubric/competencies and the apprentice's college coursework. Set quarterly/semester/yearly on-the-job learning goals. Begin to introduce competencies and provide opportunities for the apprentice to learn. The district determines the duties and goals for the apprentice and provides time and support for the apprentice to reach those goals.

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