

Launching A

GROW

YOUR OWN



Teacher Apprenticeship Program



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Letter from the Commissioner

In Tennessee, you can now become a teacher for free – and get paid to do so. Tennessee has pioneered a new way to develop teacher pipelines as the first state approved by the U.S. Department of Labor to establish a permanent Grow Your Own model. Tennessee is sponsoring Teacher Occupation Apprenticeship programs between school districts and Educator Preparation Providers (EPPs), **which will further the state and nation's efforts to solve teacher shortages.**

Tennessee's Apprenticeship Model aligns leading practices in teacher preparation and development with the rigors and funding of a nationally registered apprenticeship. **Tennessee is pushing to fully develop and widely expand our Grow Your Own model, designing clear pathways to leverage this game-changing opportunity for recruitment and retention.**

This is our chance to simultaneously address educator workforce needs while substantially reimagining what is possible for talent across the profession. We've established a new norm for teachers in Tennessee: no cost to entry, diminished barriers, on-the-job experience, 1:1 mentorship, and meaningful compensation.

We've eliminated the notion of a "first year teacher." Now, starting day one, every educator could have three years of classroom experience under their belt. We know how important it is for all children to have access to an excellent educator. The apprenticeship model develops highly trained, specialized educators for every district and classroom, ready to accelerate student achievement and outcomes.

This suite of materials is available to state and local education agencies, guiding users through

comprehensive manuals, templates, and frameworks to ensure strong partnerships and sound implementation. Tennessee's Grow Your Own work is a game-changer – and a lasting one, we believe. **The initial investment in quality of programming will pay-off for years** and ultimately ensure a permanent, sustainable source of effective teachers for students.



Tennessee's Grow Your Own work is a long-term play. Our future state is one of Grow Your Own bus drivers, principals, school counselors - all sustainably funded, each highly trained, and everyone fairly compensated. This work prioritizes the profession, recruiting individuals from the community, for the community.

We fundamentally believe this new model will set the course for the nation's educator pipeline – and we hope that other states join in this essential work. Learning lessons ourselves and taking cues from others, we'll continue to grow and improve. **We have a tremendous opportunity to think differently here to ensure that every child, everywhere, has the excellent educator they most need – and deserve.**

Sincerely,

Dr. Penny Schwinn

Tennessee Commissioner of Education

Executive Summary

In January 2022, the Tennessee Department of Education (TDOE) was approved by the U.S. Department of Labor to establish a permanent Grow Your Own (GYO) model that will be scaled and adopted throughout the state. Tennessee is the first state in the country to sponsor Teacher Occupation Apprenticeship programs between school districts and Educator Preparation Providers (EPPs). Tennessee's Apprenticeship Model aligns leading practices in teacher preparation and development with the rigors and funding of the national registered apprenticeship process.

This Playbook is intended to be a practical guide to support stakeholders' development and launch of a GYO Teacher Apprenticeship program, intended to generate well-trained, community representative teachers to address critical teaching shortage areas in their locale.

This Playbook is divided into three sections corresponding with each phase of program development:

PHASE 1 Getting Started

PHASE 2 Designing an Apprenticeship

PHASE 3 Launching an Apprenticeship

These sections are intended to be read and reviewed sequentially, with each phase providing specific content to guide EPP and district partnerships through key tasks in the planning process.

The Playbook is also accompanied by a customizable **GYO Teacher Apprenticeship Program Workbook**. The workbook provides a set of tools that can be tailored to fit a district's needs, putting the team in a stronger position to successfully establish and execute a GYO Teacher Apprenticeship Program.

These tools include:



A project plan template aligned with the resources included in this Playbook



A needs assessment for reviewing workforce data



A tool for identifying partners



Resources to support creating a project team & meeting cadence



A budget model



A starting communications recruiting & marketing planning tool

Where Should You Start?

Districts or EPPs may be at different stages in planning their GYO Teacher Apprenticeship Programs. The following guiding question can help direct readers to the most appropriate starting point.

Has your district/EPP already been awarded a



or already begun implementing a “Grow Your Own” program?



If No:

Districts and EPP Partners should review the entirety of this playbook, starting at **Phase 1: Getting Started.**



If Yes:

Districts/EPP Partners could jump to **Phase II: Designing an Apprenticeship, Item 2B.**

GYO partners should start reviewing content relevant to obtaining state approval for their registered apprenticeship program application. Partners are still encouraged to revisit content from Phase I to confirm they have solidified foundational elements for a successful program that will ultimately be considered in any application to the state.

Challenges to Ensuring an Effective Teacher in Every Classroom

An essential goal of TDOE's strategic plan, **Best for All**, is to provide all students with access to a high-quality education and an effective teacher in every classroom. However, nationally and statewide, EPPs report reduced enrollments, and some districts are beginning to experience staffing shortages, particularly in hard to fill areas.

Further, additional dynamics to the educator profession have created challenges to the field.



Recruitment: The Teaching Workforce Doesn't Always Reflect the Community It Serves

There is a growing discrepancy between changing student bodies and the backgrounds of the educators who serve Tennessee's students. Research indicates that a diverse teaching force can have positive impacts on students, including in the areas of academic achievement¹, discipline², and social development.³



Financial: Cost Barriers for Prospective Teachers

The financial barriers to earning a degree too often discourage prospective teachers and pose significant obstacles to completion. Students enrolled in traditional EPPs can face significant expenses - not only do they have to pay tuition to earn teacher certification, but they must also work without pay to complete required clinical experiences.⁴ Testing fees, certification costs, and the price of a degree itself quickly add up.



Representation: New Teachers Are Often Unprepared To Teach

Districts face challenges in identifying first-year or early career teaching candidates that are prepared to effectively advance student outcomes. As teachers gain experience, their students perform better across various measures of success.⁵ The inexperience and high turnover of typical first year teachers present immediate workforce challenges to ensuring that every student has a high-quality, prepared teacher in the classroom.



The Grow Your Own Teacher Apprenticeship Model:

A Solution to Recruitment, Financial, and Preparation Challenges

Grow Your Own (GYO) programs are a long-term solution for addressing local teacher shortages by increasing workforce representation of the local community, addressing cost barriers for prospective teachers, and improving the quality of teacher training. **A GYO model aims to recruit, develop, and retain teachers who are already in the community.** Effective programs provide specific training pathways for these individuals and include additional financial support, guidance, and promise of a job in the district upon graduation. GYO programs often develop and train teachers who are already community-based members that share lived experiences with their future students.

In January 2022, the state of Tennessee was approved by the U.S. Department of Labor to establish a permanent GYO Teacher Apprenticeship model (hereinafter referred to as the Tennessee Teacher Apprenticeship model). Clarksville-Montgomery County School System and Austin Peay State University's Teacher Residency program served as the first registered apprenticeship program for teaching in the country. This innovative model aligns the GYO approach of recruiting and developing teachers with the rigors and funding of the national registered apprenticeship process. **Tennessee's Teacher Apprenticeship model stands to strategically and simultaneously address the financial, recruitment, and preparation challenges systems experience to ensure greater numbers of highly-effective teachers in state for every classroom.**

The GYO Model in Action



In 2019, the Tennessee Department of Education approved its first Grow Your Own (GYO) partnership between Clarksville Montgomery County School System (CMCSS) with Austin Peay State University (APSU).

CMCSS and APSU have a cohort of future teachers who will earn a free bachelor's degree in three years, become dual certified in middle school math or science plus special education, and participate in a multi-year residency experience while being a full-time employed paraprofessional, earning a salary, health insurance, and retirement contributions.

In addition, CMCSS partners with Lipscomb University to offer future teachers with an existing degree a licensure program that includes a one-year, full-time paid residency and dual certification (K-5 and special education) at no cost to the teacher.

Rutherford County Schools also developed their own GYO model and became the state's first school district to operate as an Education Preparation Provider (EPP). You can read more on district case studies and resources in the [Accompanying Tools & Resources](#) section.

How Does Registering an Apprenticeship Enhance the Traditional GYO Model?



On-the-Job, Competency-Based Learning Approach

The Registered Apprenticeship Model ensures prospective teachers learn on-the-job. The Tennessee Teacher Apprenticeship Model is a **competency-based apprenticeship model**, meaning that it is focused on the apprentice's ability to demonstrate competencies in an observable and measurable way.⁶ Not only does the model provide districts a way to determine critical competencies for the apprentice, but it also allows the apprentice to move through related teacher education coursework upon proficiency, rather than time bound coursework and semesters.



Apprentices Can Earn While They Learn

In a registered apprenticeship, apprentices must receive increases in pay as their skills and knowledge increase. **Task 2E Role of the Apprentice Teacher Aide** details the progressive wages apprentices receive and the duties they are expected to perform as an apprentice Teacher Aide. As an incentive to candidate recruitment, apprentice teachers experience associated wage increases at the completion of each semester.



Ends in Full-Certification & Future Employment

Graduates of the Tennessee Teaching Apprenticeship Model will be fully-certified teachers in the state of Tennessee, and upon completion of the program, individuals will be eligible for a teaching position in their district.



Enables Apprentices to Graduate Within Three Years, Rather than the Traditional Four

The required minimum term of the apprenticeship is three years of job-embedded learning and related teacher education coursework instruction. Participants receive 6,000 on-the-job learning hours while they earn a four-year degree in three years.



Ensures Deep District Involvement in the Training Process

Employers are the foundation of every apprenticeship program, and the necessary workforce skills are core to any approved model. In the Tennessee Teaching Apprenticeship Model, districts play an active role, ensuring that apprenticeship teachers will meet the needs of their district when they graduate. In the model, EPPs must collaborate with districts to develop the curriculum based on the skills and knowledge most needed by teacher-apprentices.



Provides Sustainable Funding Opportunities

By registering a GYO program as an apprenticeship, funds will be allocated to the district and EPP partnership. Apprenticeships are supported by several federal grant opportunities through the U.S. Department of Labor, and are often eligible for additional state-supported funding streams. More information on the potential funding streams made available through an apprenticeship is available in **Task 2H: Build an Adequate Staffing and Budget Model**.

What is Essential to Know About Registered Apprenticeships?

A Registered Apprenticeship Program is a proven model of apprenticeship that has been validated by the U.S. Department of Labor (USDOL) or a State Apprenticeship Agency.⁷ Having registered the program through the USDOL, the Teacher Occupation Apprenticeship model meets national quality standards that are hallmarks for both employers and job seekers.

In addition to the benefits of apprenticeship, registered apprenticeships offer several other incentives for employers of all sizes:⁸

Advantages of the Registered Apprenticeship Model for Employers

 <p>Technical Assistance</p> <p>Access to a nationwide network of expertise, customer service, and support at no charge.</p>	 <p>National Credential</p> <p>Graduates receive a national, industry-recognized credential.</p>
 <p>Quality Standards</p> <p>Signifies program meets the national standards for quality and rigor.</p>	 <p>Tax Credits</p> <p>In many states, businesses can qualify for tax credits. Learn more about state tax credits.</p>
 <p>Federal Resources</p> <p>Access funding and other resources from federal programs. View the Federal Resources Playbook.</p>	 <p>Recruiting Incentives</p> <p>Veterans who qualify for the GI Bill benefits can receive monthly stipend in addition to the wages they receive.</p>

Registered Apprenticeship is a tried-and-true approach for preparing workers for jobs – and meeting the demand for a highly-skilled workforce that continues to innovate and adapt to meet the needs of the 21st century.⁹



Additional Resources

- ▶ The [U.S. Department of Labor's Quick-Start Toolkit](#) provides information and resources on how to build registered apprenticeship models and discusses some of the benefits to the model. Note, language may be geared towards other industry audiences.
- ▶ The [TDOE's Grow Your Own webpage](#) provides information on the recently approved teacher occupation apprenticeship and is updated with new developments and related opportunities.
- ▶ [Apprenticeship.gov](#) provides detailed information on the federal registered apprenticeship model, benefits, and other resources to get started.

PHASE

1

Getting Started

A Grow Your Own (GYO) Apprenticeship Program starts with the creation of a strong partnership between a district and Educator Preparation Provider (EPP). This document will refer to this partnership throughout the remainder of the text, though districts and EPPs may also seek support from additional workforce and community organizations to play supportive roles as well.

Partnerships should identify the key members that will work together, the workforce problem they jointly aim to solve, the target population for the program, the general roles and responsibilities between members, and an initial work plan.

The guidance documents that follow will detail key steps in creating an initial partnership agreement with links and references to more detailed information. Accompanying planning materials can be found in Phase One of the “Project Plan” tab in the [GYO Teacher Apprenticeship Program Workbook](#).



Task 1A:

Complete a District Staffing Needs Assessment

The first step in creating a GYO Teacher Apprenticeship Program is identifying the needs of the employing district. **Assessing teacher vacancies — both for the present and future projections — will help identify target numbers for recruiting program participants, potential areas to train developing teachers, and specific areas of focus for the program.** It is also important to consider what competencies and/or backgrounds are needed. For example, districts may identify teacher demographics and/or familiarity with special populations like English learners and students with disabilities as prioritized needs of focus.

GYO programs take 1-2 years before they actually address teacher shortage issues because participants need to work through the program content. Therefore, it is essential for partnerships to prioritize which areas will be supported by the sustained, long-term effort of building a robust pipeline of teacher candidates.

This resource provides guidance to partnerships on how to conduct a needs assessment of the district's staffing patterns.

Collect & Organize Data

First, districts and partners should organize, collect, and review several years of human capital data. As GYO Teacher Apprenticeship Programs are long-term pipeline initiatives, leading practices suggest that at least the last three years of data should be reviewed to identify substantial and consistent talent gaps in the district. Data should also be reviewed by grade-level, subject area, and analyzed across certification areas. Finally, data should be collected across positions. For instance, available assistant vacancies can be addressed by placing teacher apprentices in those roles as they develop subject expertise and train to become classroom teachers.

Interpret Data & Identify Needs

Once the data is collected and organized, partnerships should identify a few key focus areas for the GYO Teacher Apprenticeship Program. As partnerships review the collected data, they should consider the following guiding questions:

1. Are there any schools/subject areas/grade levels experiencing high turnover and vacancy rates?
2. Are there teachers currently teaching outside of their certification area? Are there any schools/subject areas/grade levels where this is prevalent?
3. Are individuals currently teaching with emergency credentials? Are there any schools/subject areas/grade levels where this is prevalent?
4. What is the experience level of the teaching corps in terms of years of service? Are there any schools/subject areas/grade levels with more or less experienced teachers?
5. Are there any schools/subject areas/grade levels where there is an anticipated need for recruitment based on the trend in tenure level of current teachers?
6. How does the teacher demographic profile compare to that of the students they teach? Where are there gaps?
7. How are Highly Effective (TVAAS Level 4 or 5) teachers distributed across schools/subject areas/grade levels? Are there areas where they are more concentrated compared to others? Are there highly effective teachers available to mentor apprentices in areas of program focus?

Meeting Positional Needs of Districts

Program design should consider the unique needs, interest areas, and educational backgrounds of potential apprenticeship teachers. Above all, partnerships should consider prioritizing graduates in the areas of the greatest district needs. Ultimately, the number of areas chosen should also take into account the potential size of a program that partnerships can reasonably sustain.

The data categories listed below are a helpful start as partnerships review their current landscape:

Vacancies

- Number of vacancies at the start of each year for the last three years or longer, across grade and subject areas

Retention

- Length of time instructional staff been teaching with the district overall, and at their current school, across grades and subject areas if possible

Demographics

- Race/ethnicity, gender, experience, and languages spoken of current instructional staff, across grade and subject areas
- Race/ethnicity, gender, and languages spoken of students, across grade and subject areas

Retirement/Resignation/Non-Renewals

- Number of retirements, resignations, and non-renewals for the last three years or longer, across grade-levels and subject areas

Certification Subject Area(s)

- Subject areas/grade levels teachers are endorsed in, across three or more years where possible
- Number of positions the district needs hired every year across subject areas/grade levels, across three or more years where possible

Teacher Effectiveness Ratings

- Teacher performance across grade and subject levels
- Teacher performance across standards

Task 1B:

Identify the Type of Teachers Needed in the Local Community

This section provides guidance for district and EPP partnerships to review student enrollment and graduate data to plan for which positions to focus recruitment and training efforts on.

Meeting the Need of the Local Community

Research indicates that a demographically representative teaching force can have a variety of positive impacts on students, including in the areas of academic achievement¹⁰, discipline¹¹, and social development.¹² Furthermore, there is evidence that increasing educator connection to the community can reduce teacher vacancies in rapidly demographically changing schools.¹³

Educator preparation programs can play a key role in supporting this goal by ensuring enrolling students and graduates reflect the local community, and GYO Teacher Apprenticeships are a promising lever for growing a demographically representative workforce.

One practical way EPPs can review whether they are reflecting the local community is by comparing the:

- Demographics of program enrollment and graduates
- Demographics of the state teacher workforce
- Demographics of the state population
- Demographics of the local community

EPP programs should strive to attract a diverse group of qualified individuals that reflect their local community, and GYO Teacher Apprenticeship programs that focus on increasing workforce representation can be a useful strategy for accomplishing this goal.



Additional Resources

- ▶ Comprehensive data on Tennessee EPPs, public and private, can be accessed at the [Tennessee State Board of Education's Report Card site](#).
- ▶ Most EPPs can find their own data publicly available at the [National Center for Teacher Quality's Program Diversity Database](#). This also provides the relevant benchmark data for easy comparison and review. EPPs may have more up-to-date and specific data available for review as well.

Note: While EPP programs are encouraged to recruit, admit, and develop a demographically diverse group of qualified individuals, EPPs must make decisions based on merit and must ensure that no candidate is discriminated against on the basis of the candidate's race, color, ethnicity, national origin, sex, age, or other protected category.



Task 1C:

Identify a Strong District or EPP Partner

Successful GYO Teacher Apprenticeship programs are built on the foundation of a strong partnership between Educator Preparation Providers (EPPs) and school districts. Strong district partners will have a clear sense of their employment needs and the capacity to administer this program in their district. Likewise, strong EPP partners should be flexible and creative in meeting the needs of district employers and teacher apprentices. **Above all, strong partnerships should be aligned on teacher recruitment and retention goals, maintain capacity to support and contribute to the success of the program, and demonstrate a willingness to collaborate and sustain a strong working relationship.**

This resource can be used to help identify aligned partnerships for a GYO Teacher Apprenticeship Program.

Aligned Recruitment & Retention Goals

Each partner should identify the areas of need that exist for vacancies, enrollment, and graduates' profiles to establish goals and metrics that align with attaining those needs. Ideally programs overlap the employment needs of a district with the profile of EPP graduates.

Capacity to Meet the Needs of an Apprenticeship Program

Partners will be jointly responsible for ensuring the needs of teacher apprentices can be met in order for the program to be successful. If the potential partner does not currently have the capacity, they should be able to demonstrate their ability to build capacity or scale up to meet the vision and needs of the program.



School Districts

Should Consider:

- ☀ State Board of Education's EPP Report Card
- ☀ EPPs enrollment and representation of graduates based on State Report Card data for areas of alignment
- ☀ Rate of graduates of the EPP being hired in district schools

Should Have:

- ☑ Superintendent, board leadership and key staff committed to the long-term project of a GYO Teacher Apprenticeship Program
- ☑ Leadership and staff with the available capacity to support facilitation and coordination of the project
- ☑ Highly effective teachers to serve as mentors to program participants with compensation
- ☑ The ability and budget to employ teacher apprentices as education assistants as part of a multi-year residency



Educator Preparation Providers (EPPs)

Should Consider:

- ☀ District's annual staffing and vacancy reports
- ☀ Districts hiring and representation needs based on staffing data for areas of alignment
- ☀ Rate of graduates being hired in district schools

Should Have:

- ☑ Academic Dean and institutional leadership committed to the long-term project of a GYO Teacher Apprenticeship Program
- ☑ Leadership and staff with a flexible mindset, capable of meeting the evolving needs of the district and teacher apprentices
- ☑ Degree granting program that allows for certification & multi-year residency in the subject area(s)/grade level(s) of need identified by the district
- ☑ Add-on endorsements in special education or English as a Second Language
- ☑ Course offerings to accommodate non-traditional students (e.g., evening, weekend, virtual, off-campus)
- ☑ Certification support to students for initial licensure and add on endorsement

A Willingness to Collaborate in Development & Implementation of the Program

In Tennessee, the State Board of Education requires EPPs to develop formalized (primary or state recognized) partnership agreements with any district where their enrolled students are placed for clinical experiences. To develop strong GYO Teacher Apprenticeship Programs, stakeholders should consider building on existing partnerships with evidence of good working relationships, experience negotiating program design, and familiarity with the roles and responsibilities that would provide an advanced starting position. See State Board of Education Rule ([0520-02-04-.09](#)) Partnerships.



Partnerships should consider:

- **Is there an existing formalized partnership agreement or one that exists with a local EPP or district partner?**

If so, has the partner been engaged to identify strengths, challenges and opportunities?

- What components of the existing partnership could translate well into a GYO partnership?
- What components may need to be strengthened?

- **Are any local districts or EPPs currently participating in a Tennessee GYO partnership?**

If so, what strengths and weaknesses exist with the current partnership? How can that information be useful in developing a new partnership?

- **What strengths can be drawn from other existing district and EPP partnerships?**

Additional Resources

- ▶ [TDOE's EPP Partnership webpage](#) for effective partnerships between EPPs and school districts provides a number of resources and tools for establishing partnerships.
- ▶ Education First's [Partnering on Prep Toolkit](#) provides a national perspective on leading practices for building strong district and EPP partnerships.



Task 1D:

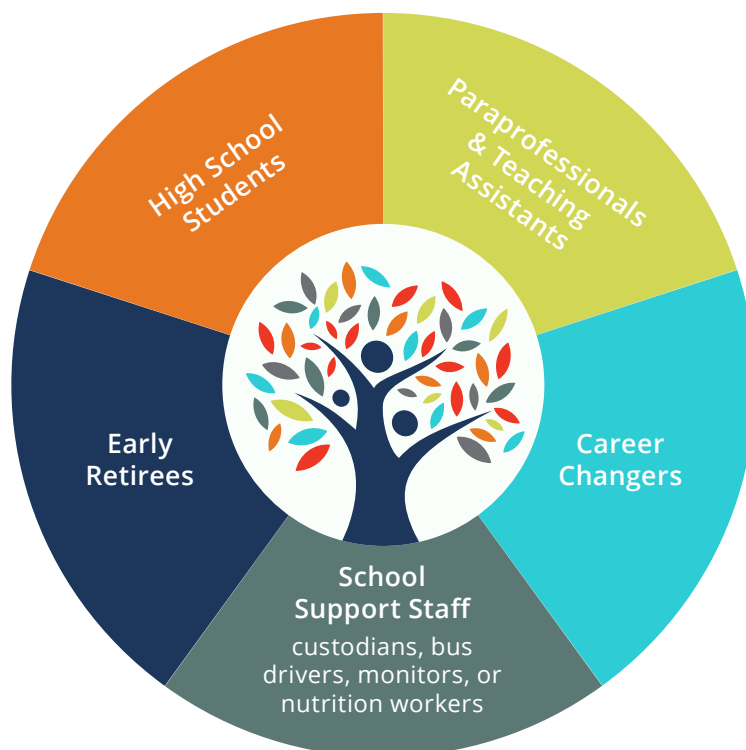
Identify a Source of Future Teachers

Focused recruitment areas for existing GYO programs include teaching assistants, paraprofessionals, custodians, bus drivers and monitors, high school students, career changers, and retirees. Chosen populations are dependent on the local context, and partnerships may have a greater chance of successful recruiting from populations who have already indicated a high-level of interest in becoming teachers, hold significant enough size as a population to warrant a program, and fit within the resource parameters of the partnership.

This section provides districts and EPPs with potential ideas for where to focus teacher recruitment for their GYO Teacher Apprenticeship Program.

Potential Focus Areas

GYO programs typically consider one or more sources of potential focus populations for their programs.



Each of these potential sources of teachers presents strengths and areas for consideration. Partnerships should also consider potential differences in cost across training populations. Generally, populations with less professional and educational experience will require more funding and time to support and train to a certification level.

Potential Candidates

Chosen focus populations are dependent on the local context, and partnerships should consider whether a potential source of candidates:



Already indicates a high-level of interest in becoming a teacher.

Successful programs are often started because of a high-level of interest in employee groups in upskilling or because a large number of students are already interested in teaching pathways.



Holds significant size as a population to warrant a program.

GYO Teacher Apprenticeship Programs are a sizable investment of time and resources. Programs should seek sources of potential teachers that meet the level of investment.



Fits within the resource and time constraints of the partnership.

Partnerships that invest in high school students or those just beginning coursework should be able to support students over a long period of time. Certain populations may also require additional financial support to participate, requiring additional resource considerations.



Task 1E:

Identify a Local Workforce Development Area Partner

Local workforce boards are essential partners in advising partnerships on the value and non-negotiables of the apprenticeship model. They may also serve as a potential source of funding to support GYO Teacher Apprenticeship programming. While many districts and EPPs may not be familiar with their local workforce boards, it is important for partnerships to establish a relationship early on. Partnerships will need workforce board sign off to become a registered apprenticeship and to access additional funding through the designation. Partnerships can also leverage the board's experience from establishing apprenticeship programs across industry sectors.

What are Local Workforce Development Areas?

Local Workforce Development Areas (LWDAs) are area clusters of counties whose labor market and other employment-related factors are similar. This means each area provides workforce development and career services based on local needs. LWDAs are affiliates or partners who help operate and administer programs and services as directed from the Workforce Innovation and Opportunity Act (WIOA) at all of the local job centers throughout the state. In Tennessee, every county has one regional LWDA which services their area.

How Should I Approach Our Local LWDA?

Partnerships should initiate communication directly with both the Board Chair and Executive Director to schedule an appointment to discuss the goals and intention of the Teacher Apprenticeship Program.

Prior to reaching out to the local LWDA, the partnership should:

- Reference state resources and materials to explain the opportunity and impact
- Articulate program focus areas and potential teacher recruitment populations, with identified supporting data aligned to the chosen areas of focus
- Identify the potential district and EPP program partners
- Identify a roughly estimated timeline for program launch (i.e., school-year in which the partnership plans to launch the apprenticeship program)



The first meeting should focus on why the partnership is starting a new GYO Teacher Apprenticeship Program, the interests and commitment of each partner, the potential program focus areas, underlying data, and estimated date for program launch.

Before submitting a proposal for the apprenticeship program to TDOE, districts and EPPs will need to have sign-off from a LWDA. Engagement and buy-in throughout the proposal development is crucial to program success. Partnerships should also consult LWDA's for their apprenticeship expertise. While LWDA's typically support apprenticeships in other industries, their expertise in the federal apprenticeship model is important to supporting the proposal development.



Task 1F:

Identify Project Team Roles, Responsibilities & Meeting Cadence

Establishing the right project team and the correct division of roles and responsibilities between team members is an important task for long-term success. This resource provides districts and EPPs with optional guidance about how to structure their project teams and meeting cadence to develop their apprenticeship program.

The following details provide templates to support project preparedness, ownership, and ultimate launch. **A relevant “Project Team Roles and Responsibilities” tab can be found in the accompanying workbook to be filled out as teams decide on each component.**

Selecting Project Leads & Team Members

Note, the scale and team structure will vary significantly across districts and locales. Teams should make locally informed decisions about their own internal talent, experience, and capacity to best support the project work recognizing that each district will be unique in structure. In instances where district teams are small and many members already wear multiple hats, it will be important to partner with EPPs who are still eager to flexibly accommodate project needs.



District

- ▶ **The project lead for this team is the person who will be the main point of contact.**

This individual should be a member of the district’s executive team, and could be the district’s Chief Academic Officer, Chief Operations Officer, Head of Human Resources or Talent, or other leadership role. Ideally the project lead will oversee the district’s teacher recruitment strategy and operations and have the ability to support district resources and capacity behind the project.

- ▶ **Other team members could include individuals who can serve as a:**

- Liaison between the district and the schools within the district, such as a Chief Academic Officer, Principal Supervisor, or individual who works closely with school leadership;
- Liaison with community partners, including someone with experience in partnership development or community relations between the district and partner institutions or community organizations;
- Resource in district human resource needs and strategy, who has access to district staffing data and with experience supporting teacher training and development;
- Expertise in career and technical education, particularly those who oversee existing teacher pathways initiatives with youth;
- Project manager, ensuring the work plan is on track and communicated across the district.



EPPs

- ▶ **The EPP project lead is typically the person who oversees all educator preparation programming (i.e., the Dean of Education).**

- ▶ **Other team members could include, but not be limited to, individuals such as:**

- Other EPP administrative staff;
- Faculty, particularly those who oversee coursework development in the subject areas of focus of the program;
- A representative from institutional leadership, to ensure support and partnership from leadership;

- Staff who oversee support of student non-academic needs, in particular those responsible for supporting student retention and success;
- Community partner liaisons, particularly those with experience working with local districts and community organizations;
- Project manager, ensuring the work plan is on track and communicated across the EPP; and
- Others as helpful/supportive to the district partnership and capacity.



Workforce Board

- ▶ **The project lead for the workforce board partnership is typically the Executive Director or Board Chair.**

It is important that the person who leads this group is a person that has decision-making authority or regularly communicates with LWDA board members; and

- ▶ **A staff or board member with significant experience and expertise in developing apprenticeship models, if feasible.**

Again, districts and EPPs of certain sizes may have team representatives that represent several of these competencies. In Tennessee, flexible partnerships are essential when district members often wear multiple hats and maintain various responsibilities across the LEA.

Identifying a Project Meeting Cadence

In the GYO Teacher Apprenticeship Program Workbook, the partnership will find a meeting cadence tracker that can be used to keep track of the meetings that each team will have, in addition to full team meetings to ensure coordination across the partnership. During proposal development, it is suggested that:

- ☀ the complete district, EPP, and LWDA partnership team meets at least twice a month,
- ☀ internal teams meet more frequently, and
- ☀ all staff regularly update leadership on the project status at least monthly.

Task 1G:

Start a Project Plan

The logistics of identifying partners, developing program goals, and creating a GYO Teacher Apprenticeship Program require thoughtful planning. The purpose of the accompanying **GYO Teacher Apprenticeship Program Workbook** and specifically the **Project Plan Template** tab is to provide a visual reference of the tasks, goals, expected outcomes, and potential team members to provide a clear sense of ownership and accountability.

At a minimum, it is expected that from start to finish it will take at least a full year to adequately develop and begin to implement a GYO Teacher Apprenticeship Program. In the project plan template, the partnership will find recommended timing for each phase. The initial investment in quality of programming will pay off for years and ultimately ensure a permanent, sustainable source of effective teachers for students. Note that the time frames included in the project plan can be adjusted based on a district's specific context. Partnerships can add more tasks and activities given local context and similarly remove elements that are deemed unhelpful. Once the partnership has confirmed the milestones and activities associated with each phase and assigns an owner, they should subsequently map the projected work timeline. It is recommended that the team use the project plan as a living document, frequently referring to it when adjustments need to be made.

Regardless of what planning resource partnerships ultimately choose to use, partnerships should establish and regularly revisit a work plan to ensure key milestones are communicated and progress is made to successfully establish and implement the model.

Plan for a full year to develop and implement a GYO Teacher Apprenticeship Program.



PHASE

2

Designing an Apprenticeship

Once partnerships have come to an agreement with common goals and objectives around establishing a Grow Your Own Teacher Apprenticeship partnership, it is time to start the design of the apprenticeship model. Creating a program application to share with the Tennessee Department of Education (TDOE) is the most time-intensive and important step to launching a GYO Teacher Apprenticeship.

Teacher Apprenticeship applications should outline key details of the program, the sequence and structure of an apprentice's coursework and on-the-job learning experience, the budget and capacity partnerships are committing to the project, and specific details around the size and scope of the training effort.

Each program proposal will be evaluated specific to the application's demonstration of a high-quality, sustainable program based in local context. Applicants should review components of this playbook, consult the U.S. Department of Labor resources for establishing an apprenticeship program, and work with the TDOE GYO team to ensure they are meeting the high-expectations of both the federal and state standards for a teaching apprenticeship.

The materials that follow will provide details, information, and resources on each component of the registered apprenticeship model as well other essential areas for consideration.



Task 2A:

Determine the Right Size for Your Program

The first step to establishing a detailed program proposal is identifying how many teachers the partnership will seek to train and in what specific grade and subject areas. As outlined in **Phase One**, the decision should be made in consideration of the district's long-term hiring needs as well as the partnership's budget and capacity to support the project. This resource can be helpful in supporting partnerships with identifying an ideal cohort size for the apprenticeship program in their local context.

Revisiting Hiring Needs

Partnerships may have to choose among various shortage priority areas and train more teachers than potentially needed, understanding that even model programs have some apprentice attrition. As a result, it is recommended that the most acute priority shortage areas are identified and a goal of training in excess of 100% of the long-term projected shortage is set.

Comparing Needs Versus Capacity to Deliver

Task 2H: Building an Adequate Budget & Staffing Model discusses some areas that partnerships should consider to ensure apprentices are adequately supported and retained throughout the training process.

As staffing and program costs can be significant, partnerships should seek to find alternative funding sources to cover these costs, and/or identify staffing efficiencies that may be possible. Either way, partnerships should ensure that they have the adequate staff and support to cover the costs of training their desired number of future teachers. These considerations may encourage districts to focus on building cohort size over time and scaling up program size as the program demonstrates success and return on investment. **Above all, partnerships should ensure they have the resources to sustain their initial program size over the three-year cohort length.**



Task 2B:

Design the Apprenticeship Selection Process

Establishing the right selection process for entrance into the apprenticeship program improves the likelihood that partnerships start on the right track, meaningfully recruit, and successfully admit a promising cohort. This resource provides guidance to districts and EPPs on how to design the selection process for two separate processes:

1

Initial Selection Requirements:

The initial selection of apprentices for entrance into the apprenticeship program will allow apprentices to begin their practical experience and begin completing coursework towards earning the introductory 60 credits of the 120 credit bachelor's degree.

2

Teacher Education Selection Requirements:

The admissions process for candidate admittance into teacher education coursework comes after participants are admitted as apprentices and have earned enough college credit to begin taking higher-level teacher education coursework.

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.

Any admissions process should ensure potential apprentices:

- ☀️ Are committed to advancing in the education field
- ☀️ Demonstrate the promise to progress successfully in their coursework and have the potential to attain a bachelor's degree
- ☀️ Engage in an application process that meets all federal registered apprenticeship requirements and ensures candidates complete security clearances by Tennessee Bureau of Investigation/Federal Bureau of Investigation
- ☀️ Demonstrate evidence of the professional dispositions required of an educator
- ☀️ Can be admitted to the apprenticeship program prior to needing to meet teacher education program requirements
- ☀️ Are not discouraged from applying and participating given barriers to entry or too complicated of an admissions process.



Note, the timing of actual admission to the apprenticeship, institution, and EPP may happen at various times throughout the program and will vary across partnerships. However, partnerships should continue to reference State Board Rule ([0520-02-04-.08](#)) for minimum admission requirements to an EPP, and keep in mind potential admissions on appeal.

The information below will provide more information on how partnerships can ensure their program balances these priorities.

Meeting Federal Apprenticeship Requirements

In fulfilling federal apprenticeship requirements, programs are required to ensure the conditions in the **Meeting Federal Apprenticeship Requirements** callout box are met in the application process.

Partnerships should ensure all of these requirements are complete as they outline the admissions process. Additionally, as potential apprentices will need necessary security clearances by the FBI and TBI prior to participating in any school-based learning experiences, it is essential for partnerships to determine an applicant's ability to complete this requirement prior to admission.

Assessing a Candidate's Commitment to the Educator Profession

Partnerships should collaboratively design an application process capable of measuring a candidate's commitment to becoming a teacher as well as their ability to attain a bachelor's degree. The interview process is an essential step as prescribed by the federal registered apprenticeship requirements detailed in the callout box to the right. It can be utilized as a process for gauging candidates' knowledge of the commitment required of teachers and interest in the field. Partnerships should generate interview questions and exercises that give participants an opportunity to demonstrate their commitment to progressing through the apprenticeship process to become educators.

Meeting Federal Apprenticeship Requirements

In fulfilling federal apprenticeship requirements, programs are required to ensure the following conditions are met in the application process:²⁷

- Public notification of apprenticeship positions on the district website and/or job board
- Sufficiently long application period, recommended to be at least two weeks
- A review of applications is conducted to determine qualified candidates
- Positions are posted on both the school district's website and the **TDOE Education Job Board**
- All applicants who complete an application, including submitting all required documents, and who meet the minimum qualifications of the job posting will be contacted for an interview
- An interview committee and standard interview guide with questions will be established
- Each qualified candidate interviewed will be rated on each of the interview questions
- Upon completion of the interview, the ratings for each question will be totaled and an overall interview score calculated. Those interviewed and receiving the highest interview scores may be requested to attend a second interview or may be offered a position in the apprenticeship program
- The sponsor or school district must make decisions based on merit and must ensure 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 will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations (CFR), part 30
- The sponsor will provide each apprentice with a copy of the Standards of Apprenticeship 29 CFR § 29.5, Requirements for Apprenticeship Sponsors Reference Guide, any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt

Determining a Candidate's Ability to Succeed in College Coursework

Before becoming a fully certified teacher, apprentices will complete a bachelor's degree and the full sequence of courses required by the EPP. While partnerships should design a comprehensive program of academic supports to usher students through completion of their coursework (as outlined in [Task 2G: Providing Comprehensive Supports for All Apprentices](#)), candidates should be able to demonstrate potential for academic success at the college level to gain admittance into a program.

To assess this, partnerships may consider requiring potential apprentices to have completed a certain number of college courses before officially becoming apprentices. This may ensure a demonstration of an ability to complete college level coursework and will also accelerate program completion. Partnerships may also consider requiring potential apprentices to complete specific introductory courses, serving as an indicator of a prospective apprentice's exposure to the field of teaching and commitment to it.

Providing an On-Ramp to Teacher Education Coursework

Some of the prospective teacher apprenticeship candidate pools from which GYO Teacher Apprenticeship Programs can recruit (detailed in [Task 1D: Identifying Future Teachers](#)) include candidates that do not have the requisite level of college coursework to immediately begin their related instruction in teacher education with an EPP partner. Partnerships should consider admitting applicants who demonstrate the promise and commitment to become teachers but may need additional support in meeting admission requirements to enter an EPP.

Partnerships can identify initial selection criteria into the apprenticeship program that will allow apprentices to begin receiving the support and learning they need to qualify for admittance into an EPP. Specific criteria that partnerships can consider for both the initial selection criteria and teacher education selection criteria are included in the table below on page 33.

Identifying Appropriate Criteria That Does Not Discourage Promising Candidates

Partnerships may consider a number of different areas for admission criteria included in the table below on page 33. Selection criteria must be determined with consideration to the intended population that partnerships are working to recruit. Until applications from potential apprentices surpass the need, partnerships should consider instituting pre-admission criteria that make it possible for a larger cohort of potential apprentices to participate.

Potential Initial Selection Criteria for Teacher Apprentices

✓ High School Grade Point Average (GPA)

This may be a useful consideration for a potential high school student focused apprenticeship program. High school student GPAs can reflect student commitment to academic study and may ensure that developing high school students will stay committed and succeed in their apprenticeship coursework.

However, for most potential GYO target recruitment populations, this area may not be as reflective of future success. Most partnerships will aim to focus on training populations that are past their high school experience, and a high school GPA may not be a relevant area for apprenticeship admissions consideration.

✓ College Coursework GPA

GPA in an apprentice's undergraduate coursework can be helpful in reflecting student commitment to academic study and may ensure that developing apprentice teachers will remain committed to the coursework. However, an analysis of research on the subject finds that performance in preparation programs is a significantly better predictor of teaching skill.¹⁴ Partnerships could instead consider an appropriate minimum GPA threshold for admission and instead raise GPA requirements as participants complete their relevant coursework for teaching.

✓ General Academic Knowledge

Traditional EPPs utilize ACT, SAT, or Praxis scores as their program admissions. Partnerships should ensure that such assessments are effective in ensuring program success rather than a barrier to entry.

While this is commonplace in higher education, partnerships should seek flexibility for populations that may not have a recent ACT score, or populations that may be less prepared for a standardized assessment. Partnerships may also consider offering potential applicants a choice between assessments.

✓ College Credit Level & Relevant Coursework Completion

Partnerships may want to consider requiring potential apprentices to have completed a certain number of college courses before officially becoming apprentices. This may ensure a demonstration of an ability to complete college level coursework and will also accelerate program completion. Partnerships may also consider requiring potential apprentices to complete specific introductory courses.

✓ Interview

Partnerships must utilize an interview process to assess potential candidates for the apprenticeship program under federal apprenticeship requirements. Interviews may provide partnerships with information on teaching interest, fit with the district, and commitment to teaching as a career.

✓ Others

Partnerships may consider a number of different areas for admission criteria not listed here. However, as noted earlier, the apprenticeship process itself is intended to serve as a process that evaluates the commitment and potential quality of prospective job candidates. Noting that the goal of GYO Apprenticeship Programs is to address shortage areas, partnerships are encouraged to think strategically about pre-requirements in their local process.



Task 2C:

Design a Program of Structured, On-The-Job Learning

Every apprenticeship program includes structured on-the-job learning, and apprentices get hands-on training from an experienced mentor at the job site. On-the-job learning is developed through mapping the skills and knowledge that the apprentice must learn over the course of the program in order to be fully proficient at the job.

This resource provides partnerships with information on how to design a program of structured on-the-job learning that will prepare apprentices to complete their requisite 6,000 hours and ultimately be proficient in the Tennessee Teacher Apprenticeship competencies. Included below is information for on-the-job learning requirements, leading practices for high-quality experiences, and recommendations for providing apprentices with excellent mentor teachers.

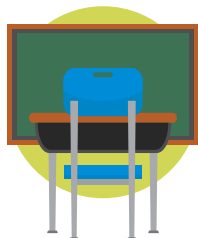
On-The-Job Learning Requirements of the Tennessee Apprenticeship Model

In the Tennessee Apprenticeship Model, apprentices are required to attain a minimum of 6,000 on-the-job learning hours, aligned with the prescribed learning hour requirements detailed in [Appendix A: Key On-the-Job Learning Resources](#). When completed in conjunction with their related academic coursework, the required hours should enable apprentices to be proficient in the apprenticeship's set of on-the-job learning competencies also included in [Appendix A: Key On-the-Job Learning Resources](#). Ultimately, proficiency in these competencies should indicate that an apprentice is ready to be a fully-certified classroom teacher.

Another foundational aspect of the Tennessee Apprenticeship Model is that every apprentice is required to have one mentor teacher they will be assigned to support as a Teaching Aide throughout the apprenticeship. The mentor teacher receives aide and a stipend. More detail regarding this role is available in [Task 2E: Role of the Apprentice Teacher Aide](#).

Leading Practices for Ensuring a High-Quality On-the-Job Learning Experience

To connect theory of practice to the realities of the classroom, supervised on-the-job learning experiences with students prior to certification is an essential component of any high quality teacher preparation program.¹⁵ Strong on-the-job teaching experiences share the following elements:



Align Related Instruction with Practical Classroom Experience

District and EPP partners should co-construct an on-the-job learning experience that provides each teacher candidate with opportunities for organized field experience placements to receive sufficient experience to make them fully proficient in areas of Professionalism, Environment, Planning, and Instruction. These experiences present opportunities to observe, practice, and demonstrate content and pedagogy. The program team should collaborate to determine how the teacher candidate will meet the required learning hours in **Appendix A: Key On-the-Job Learning Resources** during the placement residency. Ultimately, the mentor teacher will need to verify that the required hours are completed and competencies are successfully accomplished.



Enable Teacher Candidates 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. Programs should include how the teacher candidate's responsibility for making decisions for planning and instruction will increase during the placement. These could include:

- Creating effective assessments;
- Creating a classroom management plan;
- Developing and implementing effective lesson plans;
- Observing effective teaching strategies;
- Reflecting on teaching practices;
- Participating in team meetings and planning time;
- Other opportunities as determined by the local program.



Employ a Robust Evaluation & Feedback Component

The on-the-job learning experience should allow for ongoing feedback and support to teacher candidates, encouraging them to reflect on their practice and make adjustments. Mentor teachers should be trained in conducting evaluations and providing actionable feedback, encouraging teacher candidates to utilize feedback to support their greatest growth.

Examples from leading practice include the following¹⁶:

- Linking feedback to prioritized skills, such as the required apprenticeship competencies found in Appendix B
- Using a classroom observation rubric to anchor specific and consistent feedback
- Training observers to provide high-quality feedback
- Creating processes to systematize high-quality feedback

Providing High-Quality Mentor Teachers & Apprentice Support Staff

Quality mentoring and feedback are foundational components of effective teacher preparation in the Tennessee Teacher Apprenticeship model.¹⁷ The following recommendations are based on leading practices of nationally successful GYO and teacher residency programs, as well as Tennessee State Board of Education (SBE) Rules.^{18,19,20,21}

During the residency, apprentices should be supported by:

- A. A mentor teacher employed by the district and
- B. A university sponsor employed by the EPP.

Both should collaborate to set goals and objectives for the apprentice's on-the-job learning experience, examine their practice, and provide frequent, actionable feedback.

Tennessee was one of the first states to set requirements for school-based clinical mentors, and partnerships should reference the minimum requirements set forth in SBE Rule [0520-02-04-.10](#) (8), (9), (10), and (11).



Educators who serve as a school-based clinical mentor in a public school setting shall, at a minimum:

- ✔ Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate
- ✔ Have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year
- ✔ Have a minimum of three (3) years of experience as a teacher, school services personnel, or instructional leader, as applicable

Additionally, it is important for mentors and support staff to:

- ✔ Demonstrate exemplary teaching practices consistently
- ✔ Demonstrate a desire to serve as a mentor
- ✔ Demonstrate the ability to support adult learning and development
- ✔ Have sufficient teaching experience as determined by the program partnership
- ✔ Support an apprentice in delivering the instruction of students in the classroom through observation and coaching
- ✔ Provide frequent, actionable feedback to the apprentice based on observations and classroom interactions;
- ✔ Provide opportunities for the apprentice to take increasing levels of responsibility over the course of the on-the-job learning experience
- ✔ Identify opportunities for specific experiences aligned with the on-the-job learning hours detailed in **Appendix A: Key On-the-Job Learning Resources**

Leading practices suggest that the Mentor Teacher application process should include:

- ✔ A resume
- ✔ A transcript
- ✔ A statement of interest
- ✔ A recommendation or nomination from the principal
- ✔ Interviews with members of the EPP and district leadership team
- ✔ Classroom observation(s)
- ✔ Review of teacher performance data



University Supervisor

The University Supervisor is an EPP-based individual who supervises and mentors teacher candidates during on-the-job learning experiences who will be required to:

- ✔ Observe candidate instruction and student interactions
- ✔ Model, support and encourage teacher candidate during the clinical experience
- ✔ Provide ongoing and actionable feedback
- ✔ Collaborate with Mentor Teachers to set goals and examine practices

University Supervisors should meet the following criteria:

- ✔ Have knowledge of grade level/subject area of the candidate
- ✔ Have professional experience in a K-12 school setting
- ✔ Have experience supporting teacher candidates through clinical experiences
- ✔ Maintain current knowledge of effective supervision and feedback strategies

The University Supervisor application process should include:

- ✔ A resume
- ✔ A transcript
- ✔ A statement of interest
- ✔ A recommendation or nomination from their Dean or previous employer
- ✔ Interviews with members of the EPP-District team
- ✔ Review of student evaluation data (*where applicable*)
- ✔ Review of faculty observation data (*where applicable*)

Preparing, Training & Evaluating Mentor Teachers and University Supervisors

Training of Mentor Teacher and University Supervisor should be co-designed and co-led by members of the partnership team to include:

- ✔ Orientation and overview of requirements and expectations of mentor teachers, University Supervisors and teacher candidates
- ✔ Conducting teacher candidate evaluations using TEAM rubric
- ✔ Supporting teacher candidates to complete the edTPA
- ✔ Assessing professional dispositions of teacher candidates
- ✔ Use of mentoring tools and protocols
- ✔ Ongoing professional development and on site support



Task 2D:

Design a Sequence of Related Instruction

Apprentices receive related instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. In the Tennessee Teaching Apprenticeship Model, this instruction can be provided by any state approved EPP. All partners should work together to identify how to pay for the related instruction, including the cost to the employer and other funds that can be leveraged.

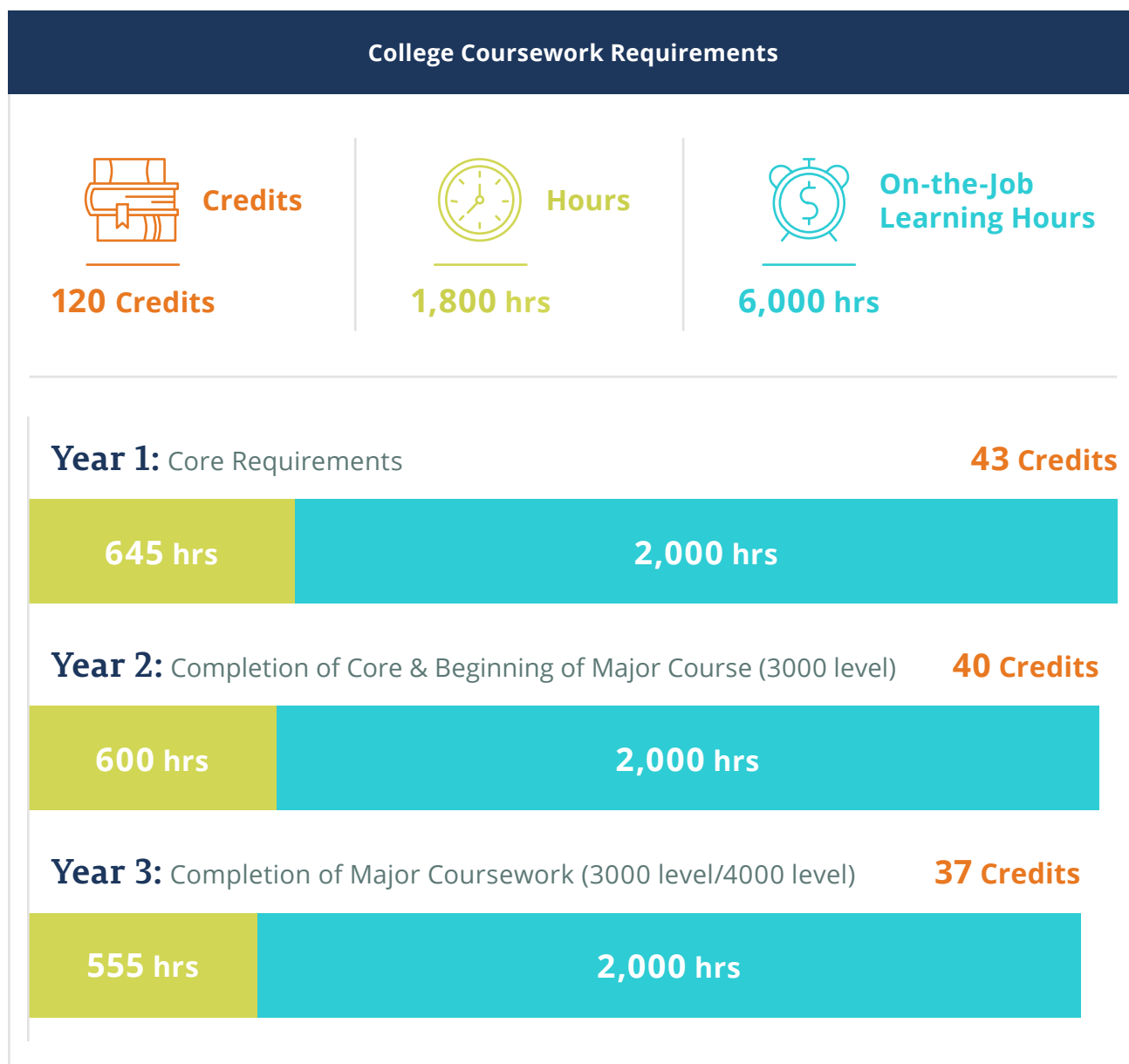
This resource provides partnerships with details of the requirements for related instruction coursework in the Tennessee Teacher Apprenticeship Model. While EPPs already have sequences of related instruction that meet state requirements for state-approved licensure programs, partnerships should seek to ensure their sequence meets the needs of program participants and can be flexible in the delivery, location, platform, and implementation.

Related Coursework Sequence in the Tennessee Teaching Apprenticeship Model

Provided by any state approved EPP, related instruction will progress the individual through the requirements of obtaining a bachelor's degree and meeting requirements for licensure. Before moving into a full-time teacher position, the apprentice will have obtained a bachelor's degree from an accredited institution and complete all state requirements for licensure. Apprentices must complete the core requirements necessary to earn a bachelor's degree (determined by the EPP's college or university requirements) and all major coursework required by the EPP.

Providing a Pathway to Earning a Bachelor's Degree Within Three Years

The table below details how the 120 undergraduate degree college coursework credit requirements of the Tennessee Teaching Apprenticeship Model can be divided and achieved within three years of study, including summers.





Task 2E:

Determine the Role of the Apprentice Teacher Aide

Providing apprentices with escalating job responsibilities where they can learn on-the-job is an essential component of the model. Apprentices are also required to receive pay and reflective increases as their skills and knowledge increase.

Associated Wage Progression

Apprenticeships start by establishing an entry wage and an ending wage. From there, programs build in progressive wage increases as skill benchmarks are attained by apprentices.

The sidebar at right details the progressive wage model in the Tennessee Teacher Apprenticeship Model that participants receive as an apprentice Teacher Aide. Apprentice teachers start earning \$14.48/hr in their first semester for their hours as a Teacher Aide, earning \$15.67 by the end of their third year in the pathway, with associated wage increases at the completion of each semester.

Apprentice Teacher Aide Wage Progression

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journey worker wage rate, which is: **\$27.42**.²⁷

Wage Progression (3-Year Term) Recommendation:

- Entry Level Wage:**\$14.48**
- 1st period:**\$14.48**
- 2nd increase:.....**\$14.63**
- 3rd increase:**\$14.76**
- 4th increase:.....**\$15.05**
- 5th increase:.....**\$15.37**
- 6th increase:.....**\$15.67**

Completion of program and placement into a teacher position:
\$27.42

Task 2F:

Identify Exit Requirements for Apprentices

In order to complete the Tennessee Teacher Apprenticeship model apprentices must have:

- ▶ Met the state credential requirements to become a licensed teacher;
- ▶ Fully completed their related instruction or EPP sequence of courses;
- ▶ Fully completed their structured, on-the-job student teaching experience;
- ▶ Met any other requirements partnerships require in their apprenticeship program.

This resource summarizes the full list of exit requirements that all apprentices must complete in order to enter the teaching profession and complete an apprenticeship program.



Meeting the State Credential Requirements to Become a Licensed Teacher

At a minimum, partnerships should support eligible candidates to attain the practitioner teacher license by ensuring their completion of the following requirements²²:

- ▶ Be at least 18 years old;
- ▶ Hold a bachelor's degree from a regionally-accredited college or university;
- ▶ Have completed an approved EPP, and be recommended for licensure by the program provider;
- ▶ Meet all professional assessment requirements as specified by the State Board of Education ([required assessment information can be found here](#)); also reference State Board Rule 0520-02-03-.02
- ▶ Meet requirements in at least one area of endorsement; and
- ▶ Ensure that the department has official transcripts of all credits earned through an institution of higher education. The transcript must be submitted by the issuing institution and/or Tennessee approved EPP to Educator.Licensure@tn.gov through an approved clearinghouse or mailed to 710 James Robertson Parkway, 9th Floor, Nashville, TN 37243.
- ▶ See related resource [here](#) for the Educator Licensure and Preparation Operating Procedures.

Partnerships should also consider how they can support participants in passing the edTPA in order to complete their apprenticeship, aligned with state requirements for becoming a teacher.

Ensuring Completion of Related Instruction or EPP Sequence of Courses

Task 2D: Design a Sequence of Related Instruction details the minimum number of required coursework hours required under the approved apprenticeship model to become a Tennessee teacher. Partnerships should refer to this document as they build their sequence of instruction.

Ensuring Completion of the Structured, On-the-Job Learning Experience

Supporting apprentices to transition through this stage will include primarily supporting apprentices in demonstrating proficiency of the apprenticeship on-the-job learning competencies and completion of the minimum number of on-the-job learning hours.

The On-the-Job Learning Hours table in **Appendix A: Key On-the-Job Learning Resources** details the federally approved 6,000 hours of on-the-job learning required for apprenticeship completion and the categories of hours to be completed. Completion of these hours must be verified and monitored by the program, utilizing schools and mentor teachers.

The Competencies Table in **Appendix A: Key On-the-Job Learning Resources** details the competencies apprentices must demonstrate mastery of in order to complete their student teaching phase of the apprenticeship program. Mentor teachers are asked to assess and verify mastery of the competencies for apprentices to move to completion.

Other Requirements

Partnerships may consider implementing additional exit requirements for apprentices that meet the needs of the local context. Above all else, partnerships should ensure that over the course of a three-year apprenticeship, participants are fully-prepared and committed to teaching in their district, reflecting the significant investment from the partnership and community.





Task 2G:

Ensure Comprehensive Support for All Apprentices

Apprentices will require support and guidance through each stage of the apprenticeship process, and in some cases, participants may require support beyond that which has been traditionally provided by an EPP. This resource offers partnerships information for how they can provide comprehensive support to all apprentices ultimately ensuring they successfully complete the apprenticeship program.

The Need for a System of Comprehensive Support for All Learners

Increasingly, higher education students did not enroll directly in college following their high school graduation, and 70% of today's college students possess non-traditional or post-traditional student characteristics.²³

Many GYO program participants will include characteristics such as:



Age 25+



Work Full Time



1st Generation College Students



Maintain Family Responsibilities



Are Not Native English Speakers

Many GYO candidates have responsibilities outside the classroom that make demands of their time and engagement, and understandably, can pose challenges to completing the program. Individuals completing coursework while working full-time or who have not been in a classroom for a period of time may need reacclimation to the learning environment.

When identifying target populations, it is important that stakeholders build in measures to reduce barriers to program design. Research suggests that investing in comprehensive, student centered supports for teacher candidates that are intentionally designed to meet their needs can support completion rates.²⁴

Engaging Apprentices to Identify Their Needs

Partnerships should engage each cohort of apprentices upon the start of their pathway to understand their needs. By meeting with and/or surveying apprentices early on, partnerships can identify what types of needs apprentices have. Partnerships should continue this engagement throughout the partnership to align with any emerging needs.

Leading Practices in Supporting the Success of All Apprentices

Programs implementing a comprehensive approach to student success (CASS programs) have proven to be a successful strategy to reduce barriers disproportionately faced by non-traditional college students and increase outcomes such as college persistence, credit accumulation and graduation rates.²⁵ There are a number of CASS programs across the country. Each vary as they are designed to meet the specific needs of the communities they serve, and local programs should consider elements key to their own context:



Provision of Social Supports

Enrolling teacher candidates in cohorts that will take courses and move through the program together creates a built in peer support system. Encouraging opportunities to connect with peers in study groups and create learning communities are strategies to foster the social connections that can enhance student experience.



Academic Support

Built-in tutoring, educational planning, advising, and support for developing academic skills (such as study habits, time management, note taking, etc.) are important components of a comprehensive approach.



Scholarship or Discounted Tuition & Fees

Implemented in the form of scholarships, grants, forgivable loans, and waivers, various options to fully cover or offset associated costs eliminates a barrier to entry for many students.



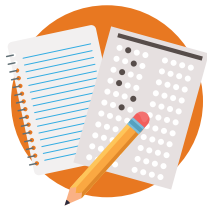
Other Financial Support

Access to funding to cover costs that may be prohibitive outside of tuition - textbooks, supplies, transportation, child care, etc. - can incentivize student's participation.



Dedicated Support Staff

Hiring or appointing an individual to support students to navigate the program from start to finish is a very useful addition to program design. Supports can be inclusive of navigating the application process, connecting students to other social or financial supports available in the community, as well as advising/coaching students on work/school/life balance.



Licensure Test Preparation Support

Providing test preparation support for licensure exams supports the needs of students that may struggle with test taking.

As mentioned in **Task 1C: Identifying a Strong District or EPP Partner**, EPPs should offer flexibility in class offerings, both in time and location. By offering coursework times after traditional hours and in flexible modalities, including online and a district-centric location, partnerships can ensure other life obligations do not prevent apprentices from success.

Programs can offer candidates a uniquely comprehensive set of intensive services to further alleviate potential barriers, and apprenticeship programs could consider including:

- Forgivable loans for tuition, fees and books
- Financial support for childcare and transportation
- Laptop loans
- Tutoring and test prep
- Additional student teaching stipends
- Monthly professional development meeting of teacher candidates to build community and engage in supplemental learning
- Regular required meetings with an assigned coordinator
- Job placement support and continuing learning opportunities after graduation



Task 2H:

Build an Adequate Budget & Staffing Model

This resource provides partnerships with guidance and sample district models. Information includes details on staff, costs, and guidance for adjusting program personnel across differently resourced communities. The resource also provides information on where partners can look for funding opportunities and how partners can appropriately braid various funding sources in the state of Tennessee.

Determining a Program Staffing Model

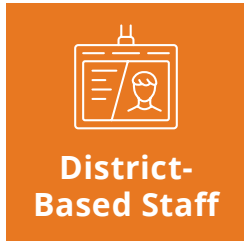
Supporting the apprenticeship with an effective staff is key to successful implementation.

Partnerships can consider the example from page 48 in the context of their own district. Salary, stipend levels, and funding available to support the apprenticeship may vary based on community. However, it is important for partnerships to consider a team of staff dedicated to supporting apprentices throughout the program.

Potential Apprenticeship Program Staffing Model

Program size should determine the number of staff needed, and a cohort of 40 apprentices could be considered as high as possible to be adequately supported by the example below. It is recommended that staff delivering and supporting related instruction should report to the EPP, and staff regularly supporting apprentices with on-the-job learning should report to the district.

It is recommended that partnerships consider hiring:



- ▶ **Educator Pipeline Facilitator(s)** to serve as a project manager and coordinator of each apprenticeship cohort, focused on recruiting and retaining apprentices.
- ▶ **Multi-Classroom Leaders** who supervise multiple teams of mentor teachers and their apprentice teacher aides, ensuring classrooms are successfully improving student outcomes.
- ▶ **Primary Mentor Teachers** who serve as apprentices' primary teacher mentors and host apprentices as teacher aides in their classrooms.
- ▶ **Secondary Mentor Teachers** who support Primary Mentor Teachers in guiding apprentices through their on-the-job learning and are assigned the apprentices as support in at least one class a day.



- ▶ **University Supervisor(s)** who oversee new teachers' performance in the classroom, provide support and counseling, and offer periodic evaluations to identify areas that need improvement.

Based on effective models, for every 40 apprentices or fewer in a cohort, partnerships could estimate the need to provide at least the following number of support staff*:

1
Educator Pipeline Facilitator
Projected Cost: ~\$60,000 annually

8
Multi-Classroom Leaders
Projected Cost ~\$6,500 per leader

40 Primary Mentor Teachers
10-20 Secondary Mentor Teachers
Projected Annual Stipend: ~\$2,000 per teacher
 The number of primary mentor teachers should be at a 1-1 ratio with apprentices, while secondary mentors can be shared across multiple apprentices.

*Determining an adequate staff to apprentice ratio is not an exact science. This ratio was determined through an analysis of the Clarksville-Montgomery model. Partnerships should design their staffing model to meet the needs and limitations of their local context.

Making a Staffing Model Work Across Differently Resourced Communities

Recognizing that local need varies in the available and interested talent pools, the graphic below includes recommendations for both scaling the staffing model up and down based on context:

Recommendations for Scaling a Staffing Model Up or Down



Recommendations for Smaller Staff Models

- ✔ Partner with other districts to help offset program costs and staffing capacity issues
- ✔ Utilize existing staff to fill some responsibilities of the apprenticeship program
- ✔ Start small with the apprenticeship cohort size and increase the scale over time as the program demonstrates results



Recommendations for Larger Staff Models

- ✔ Add additional pathways to meet all of the human capital needs in the district
- ✔ Add staff dedicated to monitoring and evaluating the program
- ✔ Include more support staff focused on supporting apprentices throughout the pathway

Identifying an Appropriate Budget Model

Successful partnerships should include a budget model that identifies how funds are allocated, what funds are tied to specific staffing, activities, and other important program components. The budget model should be frequently amended and discussed with the core team to ensure sustainability of the program.

The first step to creating a comprehensive budget model is to have an understanding of the funding sources that will help shape the overall budget. When thinking about funding sources, it is important to consider the following questions:

Q What sources of funding does the district already have available for the program?

- Can part of the district's operational budget be spent on the program?
- Federal pandemic recovery funds (ESSER) may be used to launch and sustain an apprenticeship program. Does the district have funds available to allocate from any of these sources?

Q What other sources of funding can be utilized to help fund the program?

- What are other possible local funding sources that can be used for programming?
- Are there any available state, federal, or philanthropic grant opportunities that could support this innovative program?
- Are there specific funding sources available for apprenticeship or workforce development that can be utilized?
- Are there state or national Labor Department funding opportunities for workforce development or apprenticeships?

Q What sources of funding do partnerships have available to supplement the program?

- Do any of the partners have any grant funding it could use to help fund the program, either funding dedicated to EPPs or LWDAs?
- Are there any other sources of funding the partnerships may have to help fund this program?

It is also necessary for the partnership to ensure that funds from numerous sources are being braided together in a way that does not create any undue constraints or regulations on the program.

Where Can Partners Find More Information on Available Funding?

As noted previously, there are many different potential funding sources available to support registered apprenticeship models. The chart below provides potential additional sources of funding that partnerships should investigate to support the budget for programs either before starting the partnership or in the program's annual budget for start-up and program operating costs.



Details



How to Access

U.S. Department of Labor (USDOL)

The USDOL often facilitates open funding opportunities for registered apprenticeships that include grants and contracts to support apprenticeship expansion. These opportunities change frequently but there is often at least one cycle of grants available at any time.

Partners should review [apprenticeship.gov](https://www.apprenticeship.gov) for apprenticeship eligible funding sources made available by the USDOL. Regular updates can be found on this site. When an opportunity is identified partnerships should discuss applying in partnership with the TDOE and their local LWDA.

Other U.S. Government Agencies

The USDOL is not the only federal agency providing Registered Apprenticeship and non-registered grants and contract opportunities. Many different agencies have active grants that support apprenticeships related to special populations of individuals or specific industries and regions.

Partners should visit [grants.gov](https://www.grants.gov) and/or [sam.gov](https://www.sam.gov) to view all federally funded opportunities, and all amendments and frequently asked questions pertaining to potential funding opportunities. When an opportunity is identified partnerships should discuss applying in partnership with the TDOE and their local LWDA.

Local Workforce Development Area Boards WIOA Funding

The federal Workforce Innovation and Opportunity Act (WIOA) provides local workforce development boards with federal funding to support apprenticeship expansion, specifically with supporting the costs of related training and instruction, on-the-job training, and other supportive services such as transportation and childcare.

To discuss how to access this funding partners should conduct outreach to their Local Workforce Development Area Board who receive this funding, referenced in Task 1E.

State Funding Opportunities

Both the Tennessee Department of Labor and TDOE frequently post grant opportunities related to apprenticeship and talent development.

Partners should engage with the TDOE about potential state opportunities that might be available at both the Tennessee Departments of Labor and Education.

The chart below provides potential additional sources of funding that partnerships should investigate to specifically support the tuition and other costs for individual apprentices as they progress through the EPP course of study. Eligibility will vary depending on the background of each apprentice, but should be determined in the student enrollment process in consultation with the EPP's financial aid office to maximize the benefits and reduce the costs of tuition.



Details



How to Access

TN State Tuition Assistance

The state offers tuition assistance up to \$11,600 for two years (\$5,800 per year) at the schools, institutions, and entities governed by the Tennessee Board of Regents and the University of Tennessee Board of Trustees, as well as state certified apprenticeship programs.

Partners should discuss accessing state tuition assistance programs for apprentices in partnership with the EPP's financial aid office/staff lead.

Pell Grants for Eligible Recipients

Partners may be able to access federal Pell and other federal financial aid resources to support the tuition costs of the EPP program.

Partners should discuss accessing Pell Grants and other financial aid for apprentices in partnership with the EPP's financial aid office/staff lead. Partners can also reach out to the TDOE about how other programs are utilizing financial aid to support apprentices.

GI Benefits for Veterans or Dependents

Apprenticeship participants that are veterans will have access to additional education financial benefits that can support the costs of tuition at the EPP program.

Partners should ensure there is a way to identify the veteran status of potential participants upon program enrollment and speak with the EPP financial aid office about what benefits can be utilized to support program tuition.

Federal funding for employment & training for SNAP recipients

Individuals eligible for federal SNAP benefits may also be eligible for federal workforce and training funds to support their participation in a GYO apprenticeship program.

If programs are recruiting from lower-income workforce populations they should reach out to the TDOE and their LWDA to coordinate a conversation with the Tennessee Department of Human Services around this funding might be accessed for participants.

State or local educational scholarship opportunities

Program participants may be eligible for various Tennessee state and local scholarship programs. Programs should specifically consider how participants could be eligible for the state HOPE scholarship as well as other grant programs.

State scholarship programs are listed [here](#). Programs should work with the EPP financial aid office to understand possible alignment with state and local scholarship programs and design program eligibility to encourage eligible student participation.

PHASE

3

Launching an Apprenticeship

After partnerships have reviewed a program proposal with the Tennessee Department of Education and received approval for their apprenticeship, they can prepare to launch their apprenticeship program. Creating an implementation plan is key to ensuring the goals and objectives of the program are achieved. Successful implementation plans will detail the commitments that partnerships will be making in Memorandums of Understanding (MOUs), include communication plans for advertising the program to key audiences and stakeholders, detail the commitments participant apprentices must agree to before joining the program, and include plans for sustaining a successful program over time.

The materials that follow will provide details, information, and resources on each component important to successful implementation planning.

Task 3A:

Establish an MOU Between Partners

Once partnerships have established a proposed model and are ready to launch, it is important to establish a legal agreement between partners that details program obligations and responsibilities. This resource provides partnerships with recommendations around establishing MOUs between partners, as well as recommendations for agreeing to a data sharing agreement between partners to ensure appropriate collaboration.

Establishing Partnership MOUs

Once all partners are identified and the program model is fully established, it is essential to develop and finalize a MOU between all of the parties involved. It is a recommended practice to involve your legal team early on in the drafting of these documents to ensure your organization is adequately represented and that the MOU is aligned with organizational practices and commitments.

This MOU between the district, EPP, and other key partners should outline the role and responsibilities of each party involved, commitments and expectations, and parameters of the partnership (termination, compensation, etc.). Other partners besides the district and EPP should be included if they are obligated to administer or be involved in any key responsibilities in executing the apprenticeship program.

Establishing a Data-Sharing Agreement

Partnerships should also consider establishing a data sharing agreement between the district and EPP, any other partners and/or potential research and evaluation partners. Developing a data sharing agreement is needed when partners are interested in sharing program data between each other, such as apprentice classroom performance or apprentice teacher evaluation data.

Partnerships should consider sharing data regarding apprentice performance in the EPP, program retention statistics over time, and teacher graduate student results over time. The list below identifies considerations for establishing a data-sharing agreement :

Step One: Identify the specific data needed to be shared between partners

Step Two: Identify each organization that oversees each set of data that needs to be shared

Step Three: Identify the individuals that need to be responsible for developing, reviewing, and approving the data sharing agreement

Step Four: Develop, share, and agree to the data sharing agreement between partners



Task 3B:

Create a Communications, Recruitment & Marketing Plan

Identifying a comprehensive and detailed communications, recruitment and marketing plan for a teacher apprenticeship program is a significant step to launching and implementing a successful program. There are key messages that should be heard by various audiences, and partnerships will need to be thoughtful about ensuring their communications arrive to and resonate with the appropriate stakeholders. This resource describes several areas partnerships may want to consider in a comprehensive communications plan.

Recruiting Apprentices

An advantage of the GYO model is directly recruiting from local populations of staff and students that are predisposed to work in the district. However, partnerships will likely still need to market and recruit potential teacher apprentices beyond the district.

Considerations for creating a marketing plan for apprentices includes the following:



Convene & Listen:

Partnerships should aim to convene and listen to the target recruitment population through surveys, forums, and other tools. Partnerships should also seek other partners, such as community-based organizations, that might support recruitment and communication to intended audiences.



Saturate In Multiple Formats:

Programs should seek to identify several different recruitment formats directly targeted to the population the apprenticeship is geared for.

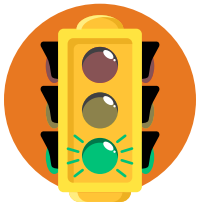
Potential strategies include:

- ▶ Distribute and post flyers throughout the district and community;
- ▶ Share with community organizations, houses of worship, or public forums;
- ▶ Create a recruitment video with information and testimonials from teachers or former teacher apprentices;
- ▶ Utilize career counselors and other staff for student recruitment;
- ▶ Host informational sessions in accessible locations;
- ▶ Send recruitment materials home to students or employees.



Focus on Simple Messages:

It is important to clearly communicate the straightforward benefits of any program. Promoting aspects like “Free Tuition,” “Learn and Earn,” or “Earn a Teaching Degree Right Here in the District,” can appeal to potential apprentices.



Clear Away Obstacles:

Partnerships should consider how they can make it easier for potential apprentices to apply. Appropriately lengthed applications online, advertised through various print and digital formats (QR codes, social media, etc.) are important.



Address Concerns:

Communications should also address concerns potential teacher apprentices may have about the program. Programs should be proactive about sharing information on costs, time commitment, and other FAQs.



Celebrate National Apprenticeship Week (NAW):

NAW is a nationwide celebration where industry, labor, workforce, education, and government leaders host events to showcase the successes and value of Registered Apprenticeship. NAW is an opportunity to get creative, uplifting local stories and continued impact. Resources are available [here](#) for registering an event, submitting a proclamation, or partnering with existing plans.

Recruiting Program Staff

Partnerships may also find that the positions from which they are recruiting may have their own workforce shortage challenges. Partnerships should take a thoughtful approach to recruiting potential staff utilizing the same leading practices listed in the previous section.

Internal Communication

Partnerships should also consider developing robust plans for ensuring there is sufficient internal communication about the proposed program and the benefits of the Tennessee Teacher Apprenticeship approach. Strong internal communication will not only positively impact program apprentices and staff recruitment, but also ensure the program has supporters across the district and EPP. Partnerships should consider highlighting the new apprentices and positive impact the program will have for the school district.



Communicating Your Program to the Community

Finally, it is essential to communicate the program and its benefits to key stakeholders - such as school boards, local elected officials, and community leaders - who can ultimately support and champion the program's purpose and outcomes.

Doing so will support recruitment and program sustainability over time. It can also be an easy communications win for districts and EPPs, demonstrating their commitment to recruiting staff from the local community and promotion of an innovative approach to solving district issues. Partners should each seek to engage their own community of stakeholders early and often, utilizing the LWDA to engage with the business community and other partner organizations to reach a broader audience.



Task 3C: Define Apprentice Expectations & Responsibilities

Establishing clear expectations and responsibilities between partnerships and apprentice participants is foundational for ensuring that apprentices are ready to commit to the program and make the best use of partnership resources. This resource provides information for districts on how to identify clear expectations and responsibilities and establish them through a MOU.

Identifying a Participant MOU

An MOU between the partners and apprentices when they commit to the apprenticeship will ensure that participants are aware of the commitments they are making, understanding the investments partnerships are making in their success.

As with the program MOU, it is a leading practice to involve your legal team early on in the drafting of this document to ensure your organization is adequately represented and the MOU is aligned with organizational practices and commitments. The MOU between the district and each teacher apprentice should outline teacher candidate expectations and requirements for becoming a teacher after the program. It may also include commitments for participants to reimburse the partnership for training costs if they do not complete the program.

Potential Participant Requirements

Partnerships should consider what expectations they should require participants to commit to when they sign up for the apprenticeship program, such as:

- **Apprenticeship Roles & Wages:** Clear details regarding what role apprentices may take during the apprenticeship (most often teacher aides) and the wage progression scale they will receive during their work
- **Admission & Apprenticeship Exit Requirements:** Detailed information regarding the admission and exit requirements for apprenticeship candidates
- **Future Teaching Role:** Clarification on the offer that will be made to teacher apprentices after completion of the apprenticeship, and what commitments districts can or cannot make regarding those teaching roles
- **Reimbursement for Training:** Information if a partnership intends to require apprentices that do not finish the program, or choose employment outside of the district, to reimburse the program for any associated costs (Praxis, certification fees, etc)



Task 3D:

Create a Plan to Regularly Measure Program Impact

Many recent state grants have incorporated requirements for partnerships to track participant data. However, partnerships will need to move past tracking surface level outputs in order to collect meaningful data to assess if partnerships are meeting their intended goals. Developing rigorous evaluations of GYO programs to measure impact will be an essential part of ensuring their effectiveness and garnering support for growth and sustainability. This resource provides guidance to districts and EPPs for adequately measuring impact and evaluating program success over time.

Criteria to Utilize in Measuring Impact

To move towards measuring impact, partnerships should - as a start - consider the following three categories of information in the design of the program's data collection and evaluation strategy:

1. Intended Program Impact and Outcome

Specifically define what the program does, the goal(s) the program intends to achieve, and how the program plans to go about accomplishing these goals.

2. Indicators of Success

Establish a set of metrics on which to evaluate the program's success. What would it look like when the program achieves the intended goals? What measures really matter in relation to the intended outcomes?

- Establish common performance measures that can be standardized across GYO partnerships to facilitate comprehensive program evaluations.
- Consider both output and outcome measures, short term and long term impacts.

3. Indicator Measures

How did the performance demonstrate key indicators above?

- Design ongoing data collection routines to regularly evaluate effectiveness.
- Collect participant and other stakeholder feedback through surveys, interviews, focus groups, document reviews, etc.

Ongoing evaluation provides partnerships the data needed to guide and inform program decisions while engaging in continuous improvement towards meeting stated goals and objectives.

The partnership should consider effectiveness across groups of candidates, such as pre-program candidate surveys, residency surveys, and supervisor surveys.

In order to successfully measure the impact of a GYO program, it is important to include measures that are aligned to the [Council for the Accreditation of Education Preparation \(CAEP\) Standards](#). The standards set a framework that ensures that all new teachers are prepared to effectively educate a diverse group of students and meet the needs of Tennessee’s local education agencies (LEAs) by promoting continuous improvement of EPPs. EPPs in Tennessee are required to demonstrate alignment to the CAEP standards every seven years either through a comprehensive review process managed by the TDOE or a national accreditation review process facilitated by CAEP. By ensuring that the success metrics and standards and impact metrics are aligned, partnerships can move beyond evaluating surface level outputs. Further, the partnership team will be in a better position to consistently and concisely keep track of the evidence needed to meet CAEP expectations, ensuring the program is preparing students to be successful teachers.

Below is a table that includes targeted data collection questions that are aligned with the CAEP standards. The questions outlined below will help teams collect qualitative and quantitative data. Some of the data being collected for each standard is already being collected if the partnership team followed each step in this guidebook, specifically the needs assessment (i.e the needs of the local community). There may be a need to develop other mechanisms for collecting additional data (i.e. recruitment process survey to understand the applicants’ experience)

Targeted Data Collection Metric & Question

Standard 1



Content & Pedagogical Knowledge

Q. Student GPA:

What percentage of students are passing their courses?
What percentage of students are not passing their courses?

Q. Pre & Post Test Scores:

Was there an increase in the performance of the student before the program and after?

Q. Professional Development Engagement:

What is the number of students participating in professional development opportunities?

Standard 2



Clinical Partnerships & Practice

Q. Partnership Effectiveness:

What is the experience of the clinical educators throughout the process of developing high-quality clinical practice? How is collaboration fostered? Do they feel it is a collective effort?

What supports are in place to help clinical educators improve? How often do clinical educators participate in activities designed to improve their ability to support candidates?

How does the partnership share and use observation, feedback, and candidate perception data to make improvements to the overall clinical experience?

Standard 3



Candidate Recruitment, Progression, & Support

Q. Recruitment Effectiveness:

How long did it take to recruit a diverse pool of candidates? How long did it take to onboard participants? What was the recruitment experience for applicants? What is the demographic makeup of the current candidate pool? Was the candidate pool reflective of the needs of the local community?

Q. Retention:

How many students started the program? How many students completed the program?

Q. Student Experience and Support:

What supports are in place to help students improve? How often do they have to attend support activities? Did the student feel supported throughout the program? What were some of the challenges they faced and how were they addressed?

Standard 4



Program Impact

Q. Program Preparation Effectiveness:

How well are candidates performing once they complete the program? What percentage of candidates are passing the necessary exams? Do they score higher on tests compared to teachers that were traditionally trained? What is the percentage of completers employed for at least two years?

Q. Employer Satisfaction:

How satisfied are the employers with the candidates preparation for their assigned responsibilities in working with diverse K-12 students and their families? Do employers feel that candidates that participated in this program are well prepared to be a teacher in the community they are serving?

Q. Candidate Satisfaction:

Does the candidate feel like the program effectively prepared them to become a successful teacher? How prepared does the candidate feel?



Standard 5



Quality Assurance System (QAS) & Continuous Improvement

Q. Quality Assurance System Effectiveness:

What are the key measures being monitored in the quality assurance system? Is the data being monitored easily accessible by key stakeholders?

Q. Stakeholder Involvement:

What external and internal stakeholders are involved in the program? How are they involved? How satisfied are the stakeholders with their engagement?

Standard 6



Fiscal & Administrative Capacity

Q. Administrative Capacity:

How many administrative staff are there on the district and EPP level? Does it match the scale of the program's operations?

What are the conditions of the campus and school facilities, equipment, and supplies to support candidates in meeting standards?

Please note that this is not an exhaustive list and can and should be adjusted based on local needs.

Additional Resources

- ▶ [2019-20 Tennessee Comprehensive Review Handbook for Educator Preparation Providers](#): The Tennessee Comprehensive Review Handbook was generated to support EPPs that are preparing for an upcoming state-managed comprehensive review during the 2019-20 academic year.



Task 3E:

Apply for a Registered Teacher Apprenticeship

After a partnership has spent significant time identifying local needs to design a strategic GYO Teacher Apprenticeship Model, they will still need to formally apply to the TDOE as the sponsor for their program's approval as a registered apprenticeship. The following steps should be taken:

1. Complete an Intent to Apply:

As soon as a partnership is ready to begin **Phase Two: Design an Apprenticeship** of the "Playbook for Launching a Grow Your Own Teacher Apprenticeship Program," they should complete an Intent to Apply through the TDOE's GYO [webpage](#). This will trigger outreach from the department for ongoing touchpoints for programming questions and assistance. Touchpoints are designed to ensure the district and EPP partnership is on track for a strong application and sound program that meets the expectations and standards of the department.

2. Utilize Department Resources:

Applicants should ensure they have reviewed all available resources for their program's design. This playbook is one of several supporting materials for interested partnerships. TDOE's **GYO webpage** includes additional and ongoing items for review.

3. Submit Formal Application:

The district superintendent should submit an application to the Commissioner of Education and email it to GrowYourOwn@tn.gov. At minimum, the application should include:

- ▶ **Demonstration of a Needs Assessment**
including significant district data (past and future) and student performance data
- ▶ **Selection Process**
including the intentional design and plans for candidates to the program
- ▶ **Program Design**
justifying the locally designed program to build strong candidates
- ▶ **Program Supports**
explaining the barriers and provisions the program seeks to address
- ▶ **Apprenticeship Requirements**
documenting the steps and parameters the candidates and program will meet within state and federal apprenticeship requirements
- ▶ **Evaluation & Impact**
outlining the partnership's steps to ensure greatest outcomes
- ▶ **EPP/LEA Primary Partnership Agreement**
ensuring the department has proper documentation of the partnership
- ▶ **Partnership MOU**
providing the agreement set forth by the EPP, district, and others

Multiple TDOE members will review the application, including representatives from the Office of Academics, Office of Preparation and Performance, Office of Statewide Supports, Office of Student Readiness, and Office of the Commissioner.

Members will evaluate the comprehensive application based on a rubric system. The Commissioner of Education will review the recommendations of the review committee before issuing notice of approval, need for additional documentation, or request for resubmission.

Appendix



Accompanying Tools & Resources





Appendix A:

Key On-the-Job Learning Resources

Introduction

This resource provides several key documents partnerships should review and consider as they develop their apprenticeship proposal.

TABLE A: On-the-Job Learning Competencies detail the on-the-job learning work process competencies that have been approved by the USDOL as work competencies for the Teacher Occupation in Tennessee. These should be used to guide the development of the On-the-Job learning experience and partnerships should ensure apprentices will be successfully proficient in each competency by the end of the apprenticeship.

TABLE B: On-the-Job Learning Competencies for Clarksville-Montgomery Partnership’s ELTR Pathway (Early Learning Teacher Residency) describes a sample three-year progression of how competencies can be developed in apprentices over the course of three-years. .

TABLE C: On-the-Job Learning Hour Requirements details how the competencies should be taught on-the-job across the required number of hours for apprentice on-the-job learning. These should drive the design of how on-the-job learning takes place.

Table A:

Required On-the-Job Learning Competencies

The below on-the-job-learning (OJL) work process competencies are intended as a guide. In all cases, the apprentice is required to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning, and Instruction. In addition, the apprentice will perform training and tasks under the supervision of a mentor.

Apprentices must meet to be “proficient in task” in each category, before completing the apprenticeship.

Ratings are:



Field Training:
Apprentice is exposed to and assist with task.



Demonstrates Fundamentals:
Apprentice can perform the task with some coaching.



Proficient in Task:
Apprentice performs task properly and consistently.





Completion Date:
Date apprentice completes final demonstration of competency.




Mentor Sign off:
Signature of mentor/supervisor who observes proficiency.

Place a check mark in the box when completed

 Professionalism	T	F	P	Completion Date	Mentor Sign off
Within the first week of school, ask for a school/district handbook that offers procedures and protocols. Set a meeting with your building level supervisor and mentor teacher to introduce yourself and review handbook expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (principal, MCL, other teachers, college professors, district staff) within less than 24 hours.					
Review the Professional Growth and Learning indicator of the TEAM Professionalism rubric to ask clarifying questions and set two goals.					

Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the district/school level handbook, and Tennessee Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					
Actively participate in bi-monthly redelivery of faculty professional learning and complete reflections of MCL use of strategies.					
Observe three parent-teacher conferences/meetings; reflect with MCL following the meeting.					
Review the Use of Data indicator on the TEAM Professionalism rubric and work with mentor teacher to set two goals related to this indicator. Share goals with building level administrator.					
Actively participate in bi-monthly redelivery of faculty professional learning, plan and implement use of one strategy per nine weeks and receive feedback from MCL.					
Pre-plan and role play the content of three parent-teacher conferences with MCL and actively participate in the scheduled conference; reflect with MCL following the meeting.					
 Environment	T	F	P	Completion Date	Mentor Sign off
Support lead teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.					
Communicate with students using positive, professional, and compassionate language and tone.					
Review an individualized behavior intervention plan (formal or informal), assist lead teacher in collecting student data, and reflect with MCL on next steps.					

Review the expectations indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with building level administrator.					
In conjunction with MCL, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with MCL on next steps.					
Review the Managing Student Behavior indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					
 Planning	T	F	P	Completion Date	Mentor Sign off
Review and deeply internalize the components of the lesson with the goal of student mastery of enduring understanding. Make notes on curriculum documents prior to collaboration (ie. unit starters, standards, lesson plans, etc).					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Meet with SPED staff to review an IEP for at least one student in your class/grade level prior to attending an IEP meeting each nine weeks.					
Observe each of the following SPED offerings within your school one time during the school year: skills-based intervention, speech and language, and extended resources.					
Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.					

Review the IEP of each student in your class/grade level within the first nine weeks of school; discuss the use of the at-a-glance reports with the MCL.					
Observe an eligibility meeting and the follow-up IEP meeting for that same student.					
Create one assessment per semester and collaborate with the MCL to ensure standard alignment before sharing with the grade level team during common planning.					
Work with MCL to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.					
Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP.					
 Instruction	T	F	P	Completion Date	Mentor Sign off
Collaborate weekly with MCL to determine instructional roles; reflect on implementation of the role before setting roles for the next week.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Introduce and deconstruct the clear target to the class.					
Effectively distribute materials to and collect materials from students.					
Replicate established transition routines when changing activities during the day.					
Observe two lessons per nine weeks, utilizing the Explicit Direct Instruction (EDI) Observation Tool to take notes about the parts of the lesson observed.					
Reflect on EDI Observations with MCL.					

Collaborate with MCL to write one clear target per week.					
When co-teaching, refer back to the clear target and student goal at appropriate times during instruction.					
Observe two lessons per nine weeks to track MCL and determine the time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.					
Using the EDI framework, plan and co-teach a unit of study/preparation each nine weeks.					
Reflect on the unit of study instruction with MCL.					
Create all of the clear targets for one unit of instruction.					
Effectively refer back to clear target throughout the entire lesson.					
In addition to year two, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.					
At a minimum of two times per nine weeks, the TR/apprentice will facilitate instruction and receive feedback from MCL on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.					
Using the EDI framework, independently plan and teach a unit of study each nine weeks.					
The TR/apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback.					

Table B:

Apprenticeship Competencies for Clarskville-Montgomery's ELTR Pathway



Training Date

Date Model Classroom Leader (MCL) or school administration provided training and demonstration of task to the apprentice/teacher resident (TR).



Proficient in Task

Apprentice performs task properly and consistently.



Completion Date

Date apprentice completes final demonstration of competency.



Demonstrates Fundamentals

Apprentice/TR can perform the task with some coaching.



Professionalism

Year 1

- Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.
- Follow the schedule provided for daily routines, including assigned duties and meetings.
- Utilize school system email to respond to all communication from colleagues (principal, MCL, other teachers, college professors, CMCSS staff) within 24-48 hours.
- Utilize FERPA guidelines to ensure the separation of personal and professional relationships.
- Follow the policies and procedures as outlined in the CMCSS, school level handbook, and Tennessee Code of Ethics.
- Follow expectations for the daily use of time-keeping software.
- Follow expectations for the use of the substitute request system as needed.

Year 2

- Review the Professional Growth and Learning indicator of the TEAM Professionalism rubric and work with MCL to set two goals related to this indicator. Share goals with building level administrator.
- Actively participate in bi-monthly redelivery of faculty professional learning and complete reflections of MCL use of strategies.
- Observe three parent-teacher conferences/ meetings; reflect with MCL following the meeting.

Year 3

- Review the Use of Data indicator on the TEAM Professionalism rubric and work with mentor teacher to set two goals related to this indicator. Share goals with building level administrator.
- Actively participate in bi-monthly redelivery of faculty professional learning, plan and implement use of one strategy per nine weeks and receive feedback from MCL.
- Pre-plan and role play the content of three parent-teacher conferences with MCL and actively participate in the scheduled conference; reflect with MCL following the meeting.



Environment

Year 1

- Support teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.
- Follow teacher guidance to identify instructional roles throughout lessons and activities.
- Communicate with students using positive, professional, and compassionate language and tone.

Year 2

- Review an individualized behavior intervention plan (formal or informal), assist teacher in collecting student data, and reflect with MCL on next steps.
- Collaborate weekly with MCL to determine instructional roles; reflect on implementation of role before setting roles for the next week.
- Review the expectations indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with building level administrator.

Year 3

- In conjunction with MCL, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with MCL on next steps.
- Review the Managing Student Behavior indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with building level administrator.



Planning

Year 1

- Review and make notes on curriculum documents prior to collaboration (ie unit starters, standards, lesson plans, etc).
- Attend and bring required materials to grade level collaboration and staff development.
- Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.
- Meet with SPED staff to review an IEP for at least one student in your class/grade level prior to attending an IEP meeting each nine weeks.
- Observe each of the following SPED offerings within your school one time during the school year: skills-based intervention, speech and language, and extended resource.
- Prepare lesson materials (ie make copies, gather materials, set up learning stations, etc.)

Year 2

- Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.
- Review the IEP of each student in your class/ grade level within the first nine weeks of school; discuss the use of the at-a-glance reports with the MCL.
- Observe an eligibility meeting and the follow-up IEP meeting for that same student.

Year 3

- Create one school-level assessment per semester and collaborate with the MCL to ensure standard alignment before sharing with the grade level team during common planning.
- Work with MCL to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.
- Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP.



Instruction

Year 1

- Post daily clear target.
- Introduce and deconstruct the clear target to the class.
- Effectively distribute materials to and collect materials from students.
- Replicate established transition routines when changing activities during the day.
- Observe two lessons per nine weeks, utilizing the Explicit Direct Instruction (EDI) Observation Tool to take notes about the parts of the lesson observed.
- Reflect on EDI Observations with MCL.

Year 2

- Collaborate with MCL to write one clear target per week.
- When co-teaching, refer back to the clear target at appropriate times during instruction.
- Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction.
- Observe two lessons per nine weeks to track MCL and determine the time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.
- Using the EDI framework, plan and co-teach a unit of study each nine weeks.
- Reflect on the unit of study instruction with MCL.

Year 3

- Create all of the clear targets for one unit of instruction.
- Effectively refer back to clear target throughout the entire lesson.
- In addition to year two, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.
- At a minimum of two times per nine weeks, the TR/apprentice will facilitate instruction and receive feedback from MCL on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.
- Using the EDI framework, independently plan and teach a unit of study each nine weeks.
- The TR/apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback.

Table C:

On-the-Job Learning Hour Requirements

- 1,500 hrs** | **Concepts for Beginner Teachers**
- Expectations of first- and second-year teachers
 - Critical attributes of domains, components, and elements
 - Innovative ideas in teaching
 - State curriculum frameworks and lesson design
 - Expectations related to district-wide initiatives practices, policies, and procedures
 - School resources that are available to assist students in crisis
 - Work/life balances for teachers
 - Navigation of the standards aligned systems and websites
 - Understanding the public-school education system and its influence
- 100 hrs** | **Safety Training**
- School district specific training will be provided
- 1,700 hrs** | **Classroom Management**
- Classroom management tips and techniques
 - Application of best practices in time management in and outside of classroom
 - Challenging lesson plans for diverse student populations
 - Virtual and traditional classroom settings
- 500 hrs** | **Becoming a Career Ambassador**
- Personality traits and career choices for students
 - Myers Briggs Type Indicators / Strong Interest Inventory
 - Career readiness awareness and application
- 700 hrs** | **Workplace Trends & Needs**
- Workplace/industries and their needs
 - Basics of Employment Law/Dos and Don'ts
 - Role of the Human Resources Manager
 - What employers need from HS graduates
- 500 hrs** | **Summer Rotations/Work**
- Preparing the summer rotation/journaling and reporting
 - Collaboration with other teachers/teamwork
 - Internet resources
- 1,000 hrs** | **Presentation Skills in the classroom**
- Best practices in training and workforce development
 - Application of training techniques in the classroom

Total Hours: 6,000

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