



Meeting Agenda

Group/Team:	BOE Policy & Legislation Committee			
Location: Superintendent's Office Chase Building - Room 158 236 Grand Street Waterbury, CT	Date of Meeting: Thursday September 22, 2022	Start Time: 5:30 p.m.	Finish Time:	

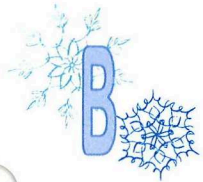
Team Norms:

1. All meetings will start on time
2. All issues will be approached with a positive attitude
3. A specific agenda will be set for all meetings
4. All teams members will agree to stay on specific agenda topics
5. Decisions regarding future directions will be based upon actual data

Purpose of Meeting – Instructional Focus:

Agenda Items – (Items should reflect next steps from previous meeting.)

[illegible]



BUS DRIVER DRUG TESTING PROGRAM UPDATE: CLEARINGHOUSE

#1

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UPDATE MAILING NO. 2

JANUARY 22, 2021

The United States Department of Transportation (USDOT) through the Federal Motor Carrier Safety Administration Agency (FMCSA) amended the rules for the commercial driver's license drug testing program to establish requirements for the Commercial Driver's License Drug and Alcohol Clearinghouse (Clearinghouse). The Clearinghouse was required to be established by federal law with the intent to improve road safety. (49 CFR Section 382.701 et seq.)

The Clearinghouse is a secure online database that gives employers, the Federal Motor Carrier Safety Administration (FMCSA), State Driver Licensing Agencies (SDLAs), and State law enforcement personnel real-time information about commercial driver's license (CDL) and commercial learner's permit (CLP) holders' drug and alcohol program violations.

The Clearinghouse contains records of violations of drug and alcohol prohibitions in 49 CFR Part 382, Subpart B, including positive drug or alcohol test results and test refusals. When a driver completes the return-to-duty (RTD) process and follow-up testing plan, this information is also recorded in the Clearinghouse.

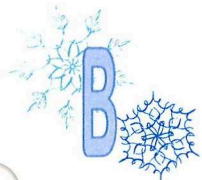
The purpose of the Clearinghouse is to maintain records of every violation of the drug and alcohol testing program in a central depository so that employers of CDL holders may have one electronic resource to use in order to determine if potential drivers and current employees have violated the USDOT drug and alcohol testing regulations. The Clearinghouse will identify drivers who move frequently and obtain CDLs in different states and link those

CDLs, in order to maintain complete and accurate information on such drivers.

The amended rules require employers to amend their drug and alcohol testing policy to include the use of the Clearinghouse.

The Clearinghouse began its operation in 2020. Every employer who employs CDL drivers must register as employers in the Clearinghouse. The website for the Clearinghouse is <https://clearinghouse.fmcsa.dot.gov/>. The employer is required, as part of the registration process, to name its employees who will have the authority to make an inquiry. For school districts this would be the superintendent and/or the transportation director, business manager or the person overseeing the transportation responsibility for the local district. The designated persons will be allowed to make the inquiries required by the regulations.

The regulations require an employer to make an inquiry to the Clearinghouse for applicants for a CDL driver position, such as school bus drivers. Information will be provided by this initial inquiry as to whether or not the Clearinghouse contains information regarding whether the driver has violated the drug and alcohol regulations which include testing positive on one of the required tests or has been found to violate one of the prohibited activities in the regulations. Prohibited activities include the use of alcohol while performing a safety-sensitive function on the job or consuming alcohol within four hours before performing a safety-sensitive function. A violation indicated in the Clearinghouse requires the employer to do a full inquiry within 24 hours in order to attain the details of the violation.



BUS DRIVER DRUG TESTING PROGRAM UPDATE: CLEARINGHOUSE

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The written consent of the driver is required prior to doing any initial or full inquiry. Failure of the driver to provide consent prohibits the employer from hiring the applicant. The purpose of doing an annual inquiry of current employees is to determine if these employees have committed any violations while working for other covered current employers. Clearinghouse information received by the employer is confidential and cannot be disclosed to another entity or to other employees who do not have the authority to hire or discipline the driver/employee.

The employers of CDL drivers are required to input information on their current employees when such employees have violated the regulations. What must be reported to the Clearinghouse include positive drug and alcohol tests required by the regulations, actual knowledge of the violations of the drug and alcohol regulations such as the use of drugs and/or alcohol prior to performing safety-sensitive functions or while on duty or the driver's refusal to be tested. Information must be posted to the Clearinghouse by the employer within three business days of the violation's occurrence.

The regulations require a prospective employer to get drug and alcohol testing information from prior employers who employed the driver within the last three years, until January 6, 2023. After that date, an employer making an inquiry to the Clearinghouse on the driver/applicant will fulfill this requirement.

Drivers are not required to register for the Clearinghouse. However, a driver will need to be registered to provide electronic consent in the Clearinghouse if a prospective or current employer needs to conduct a full query of the driver's Clearinghouse record – this includes all pre-employment queries.

A driver must also be registered to electronically view the information in his or her own Clearinghouse record. Registered drivers will have their Clearinghouse accounts and contact preferences set up, allowing them to quickly respond to query requests from employers.

Policy Implications

The regulations require the employer to state in its policy on the CDL drug and alcohol testing program information on the requirement of the employer to report violations of the program to the Clearinghouse and to include such information in the training and notice materials given to drivers as required by the regulations.

The CABA sample policy pertaining to drug and alcohol testing for school bus drivers has been revised to address the Clearinghouse requirements.

It is important that contracts entered into between the school district and a transportation carrier for bus transportation services, if the district does not run its own buses, include language pertaining to the assurance that the contractor will establish a drug and alcohol-testing program that meets the requirements of federal regulations, state statutes and the district's policy and that the contractor will actively enforce the regulations of the policy as well as state and federal requirements.

Policy #4212.42, "Drug and Alcohol Testing for School Bus Drivers," is a required policy per federal mandate. Several versions are available, including an administrative regulation. Two are presented here for your consideration and use. The new language to consider is the same for all, as well as for the administrative regulation which pertains to this policy.

January 2021

Drug and Alcohol Testing For School Bus Drivers

The Waterbury Public School district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA), as maybe amended, and applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

In addition to the above cited federal requirement, the Board of Education expects its school transportation carrier, by June 30, 2019, to provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen"), (3) notifying emergency personnel, and (4) reporting an incident involving a student's life-threatening allergic reaction.

Beginning July 1, 2019, each carrier must provide the training to school bus drivers following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

As the City of Waterbury on behalf of the Waterbury Public Schools contracts bus services with a private service provider, the Board shall ensure the provider has a drug and alcohol testing program fulfilling federal regulations, and state law pertaining to a required pre-employment and random drug testing program for drivers of school buses and school transportation vehicles (STVs) that carry ten or fewer students.

Legal Reference:

United States Code, Title 49
2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)
Code of Federal Regulations, Title 49; section 40.85
40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs
382 Controlled Substance and Alcohol Use and Testing
395 Hours of Service Drivers
Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540.
International Brotherhood of Teamsters v. Department of Transportation
932 F. 2d 1292 (1991)
American Trucking Association, Inc. v. Federal Highway Administration, (1995) WL 136022 (4th circuit)
10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans. (as amended by PA 18-185)
14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators
14-276a School bus operators and operators of student transportation vehicles: Regulations: qualifications; training; drug testing.
52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors and PA 18-185, An Act Concerning Life-Threatening Food Allergies in Schools)

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Drug and Alcohol Clearinghouse Checks for CDL Drivers

Prior to employment the District/school transportation carrier will conduct a full query of the Federal Motor Carrier Safety Administration's Drug and Alcohol Clearinghouse (Clearinghouse) to obtain information about the driver's eligibility under federal rules to perform a safety-sensitive function. The District/school transportation carrier will also contact prior employers where the applicant was a CDL driver for information to determine the driver's eligibility to perform safety-sensitive functions. (Prior employers' inquiries will continue until January 2023.)

The District/school transportation carrier will conduct a limited query of the Clearinghouse for current CDL drivers who are employees on at least an annual basis. If information exists in the Clearinghouse about a driver, the District/school transportation carrier will conduct a full query within 24 hours to determine if the driver is eligible to perform safety-sensitive functions. If the District/school transportation carrier fails to conduct the full query within 24 hours, the driver will not be allowed to perform any safety-sensitive functions until the full query is conducted and it is determined the driver may perform safety-sensitive functions.

The District/school transportation carrier will report the following information collected and maintained on each CDL driver to the Clearinghouse:

- 1. A verified positive, adulterated, or substituted drug test result;*
- 2. An alcohol confirmation test with a concentration of 0.04 or higher;*
- 3. A refusal to submit to any test required by this policy or the CDL drug testing program (49 C.F.R. Part 382, subpart C);*
- 4. An employer's report of actual knowledge of the following:*
 - a. On duty alcohol use (pursuant to 49 C.F.R. §382.205);*
 - b. Pre-duty alcohol use (pursuant to 49 C.F.R. §382.207);*
 - c. Alcohol use following an accident (pursuant to 49 C.F.R. §382.209); and*
 - d. Controlled substance use (pursuant to 49 C.F.R. §382.213).*
- 5. A substance abuse professional (SAP) (as defined in 49 C.F.R. §40.3) report of the successful completion of the return-to-duty process;*
- 6. A negative return-to-duty test; and*
- 7. An employer's report of completion of follow-up testing.*

Legal Reference:

United States Code, Title 49
2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)
Code of Federal Regulations, Title 49; section 40.85
40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs
382 Controlled Substance and Alcohol Use and Testing (*as amended*)
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CGS 10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans. (as amended by PA 18-185)

CGS 14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators

CGS 14-276a School bus operators and operators of student transportation vehicles: Regulations: qualifications; training; drug testing.

CGS 52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors and PA 18-185, An Act Concerning Life-Threatening Food Allergies in Schools)

Policy adopted by the Waterbury Board of Education on December 20, 2012, ~~and~~ revised on October 17, 2019 and D R A F T

RESOLUTION PROPOSAL FORM

Submitted by: Waterbury Board of Education

Title: Flexibility to employ individuals in career and trade fields as instructors.

Issue: Boards of education are working to provide career preparation opportunities within the comprehensive high school system but are finding it very difficult to employ individuals with both certification and trade experience. Our students will benefit greatly from learning from current practitioners in the trades. The opportunity to explore career pathways, combining education and training prepare students for a full range of postsecondary education options, including apprenticeships, fits Connecticut's educational goals.

Resolution: CABE urges the State Department of Education and the General Assembly to take action to provide flexibility to comprehensive high schools to employ individuals in career and trade fields as instructors, similar to that provided to the Connecticut Technical and Education Career System.

The above was approved by the Waterbury Board of Education at its regular meeting of July 15, 2021.

Please email Gail Heath at gheath@cabe.org

TDOE, UT System Establish the Tennessee Grow Your Own Center

Monday, May 16, 2022 | 12:00pm

\$20M Partnership to Strengthen the State's Educator Pipeline

Knoxville, TN— Today, the Tennessee Department of Education and the University of Tennessee System announced the launch of the Tennessee Grow Your Own Center, a \$20 million investment to support statewide scale for innovative educator pipeline work through Tennessee's Teacher Apprenticeship model.

As a part of the department's Best for All strategic plan, the Grow Your Own initiative aims to set a new path for the educator profession and for Tennessee to be the top state in which to become and remain a teacher and leader for all. Educators statewide work hard to advance students' academic outcomes and ensure future readiness, inspiring their growth and achievement every day.

Tennessee is the first state in the country to sponsor Teacher Occupation Apprenticeship programs between school districts and Educator Preparation Providers (EPPs). Tennessee's Teacher Apprenticeship model aligns leading practices in teacher preparation and development with the rigors of the nationally registered apprenticeship processes.

"Tennessee continues to emphasize its commitment to the educator profession and supporting our everyday heroes- our teachers- with the launch of the Tennessee Grow Your Own Center," **said Commissioner Penny Schwinn**. "We are thrilled to partner with the University of Tennessee System to bring this opportunity to every corner of the state, to strengthen the state's educator pipeline and ensure all students have access to a high-quality education."

With a presence in every county statewide and multiple campus locations—UT Knoxville, UT Chattanooga, UT Martin, and UT Southern— the University of Tennessee System will leverage the System's reach to attract more aspiring educators to the profession. The Tennessee Grow Your Own Center will develop further innovative educator credentialing, additional endorsements, and professional development that reimagines coursework and content across entry points. The center's work will support an increase in the statewide Educator Preparation Provider (EPP) enrollment, developing future educators and leaders to better support the students and state of Tennessee.

"With four educator preparation programs located across the state in Knoxville, Chattanooga, Martin and Pulaski, and UT's presence in all 95 counties through the UT Institute of Agriculture, we are truly able to reach every corner of the state to support student achievement, train high-quality teachers, and engage every school district," **UT System President Randy Boyd said**. "We value our strong relationship with TDOE, and are thrilled to be working together to better serve Tennessee students."

Primary program operations for the Tennessee Grow Your Own Center will include:

- **Lead technical assistance hub for teacher apprenticeship models.** The center will support program questions, both for aspiring educators and future programs. Serving current educators, future candidates, new and current district/EPP

partnerships, and stakeholders outside of Tennessee, the Grow Your Own Center will operate as the one-stop-shop for programmatic support and technical assistance.

- **Develop and recruit candidates.** The University of Tennessee System will operate as an EPP apprenticeship program partner, leveraging multiple campuses and coursework to operate as a statewide EPP apprenticeship administrator for districts to choose to enroll their candidates with.
- **Provide additional endorsements and generate new leadership pathway models.** The center will offer numerous options for current educators to pursue a special education (SPED) and English as a second language (ESL) endorsement or credentialed leadership pathway, at no-cost to the candidate or district.

The department will continue to set strategy and vision for the state’s educator priorities, ensuring alignment and cohesion for high-quality programming across Tennessee. Additionally, the department will continue to operate as the sponsor for all Tennessee Teacher Apprenticeship programs, reviewing applications and monitoring program quality.

Learn more about the state’s Grow Your Own initiative [here](#) . For programmatic inquiries, contact GrowYourOwn@tn.gov . For Tennessee Department of Education media inquiries, [contact Edu.MediaInquiries@tn.gov](mailto:Edu.MediaInquiries@tn.gov) .

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Tennessee Pioneers Permanent Program to Become a Teacher for Free, First State to Sponsor Registered Teacher Occupation Apprenticeship

Thursday, January 13, 2022 | 03:30pm

Expanding Grow Your Own Model to National Model; Addressing Teacher Shortages

Nashville, TN— Paving the way for teaching and educator workforce development nationwide, the Tennessee Department of Education announced today it has pioneered a new way to develop teacher pipelines, and is the first state to be approved by the U.S. Department of Labor to establish a permanent Grow Your Own model, with Clarksville-Montgomery County School System and Austin Peay State University's Teacher Residency program becoming the first registered apprenticeship program for teaching in the country. Tennessee is the first state in the country to sponsor Teacher Occupation Apprenticeship programs between school districts and Educator Preparation Programs (EPPs), which will further the state's and nation's efforts to extend the teacher pipeline and address teacher shortages.

This work builds on the state's 65 existing Grow Your Own programs, which offers free opportunities to become a teacher, currently operating in Tennessee and clears the path for any other state or territory to launch similar programs with federal approval.

"As the first state to establish a permanent teaching apprenticeship program, Tennessee has a unique opportunity to lead the nation in education and workforce development," **said Gov. Bill Lee**. "These apprenticeships will create a pipeline of experienced teachers with valuable on-the-job training and help ensure quality education for generations of Tennessee students."

"Our teachers are heroes who have a tremendous impact on our children, and Tennessee is paving the way and has become the first state in which there is a lasting program to become a teacher for free through the Teacher Occupation Apprenticeship," **said Tennessee Education Commissioner Penny Schwinn**. "By establishing a permanent Grow Your Own model, Tennesseans are innovating to provide the opportunity to become teachers for free while earning a wage. We hope states across the country will utilize this model to combat teacher shortages, remove barriers to becoming an educator for people from all backgrounds and continue to invest in the teaching profession."

"Tennessee's leadership in expanding its 'Grow Your Own' program is a model for states across the country that are working to address shortages in the educator workforce and expand the pipeline into the teaching profession. Especially in the ongoing recovery from the pandemic, this work could not be more urgent or necessary," **said U.S. Secretary of Education Miguel Cardona**. "I am proud that Tennessee is creating a bold solution to cultivate teaching talent with the support of American Rescue Plan funds, and I look forward to seeing how this apprenticeship program positively impacts teaching and learning across the

state.”

“Teachers have always been heroes and the stresses of the COVID pandemic have demonstrated just how valuable they are for the healthy development of our children,” **said U.S. Secretary of Labor Marty Walsh**. “I am proud that the Department of Labor is partnering with the State of Tennessee on this pioneering teacher Registered Apprenticeship program that will help grow a diverse, local pipeline of educators for years to come. Registered Apprenticeship has opened the doors to so many good jobs across our economy, and Tennessee’s innovative teacher apprenticeship program now offers a new pathway to the classroom at a critical time for our children, schools and communities.”

“Apprenticeships are a long-proven method to grow a skilled and qualified workforce,” **said Tennessee Labor and Workforce Development Commissioner Jeff McCord**. “Working with the Tennessee Department of Education to develop a registered apprenticeship program for teachers is the next step in Tennessee’s workforce development journey. This innovative approach will serve to recruit new talent and help to create a workforce pipeline into the state’s school districts for years to come.”

In October 2020, the Tennessee Department of Education launched the first round of Grow Your Own partnerships to strengthen the teacher pipeline through 65 partnerships between 14 EPPs and 63 school districts and a total initial investment of federal relief funding that will exceed \$20M. The Grow Your Own model is designed to foster partnerships between EPPs and districts to provide innovative, no-cost pathways to the teaching profession by increasing EPP enrollment and growing the supply of qualified teachers.

Apprenticeship programs are high-quality, industry-driven, work-based learning pathways that provide individuals with hands-on work experience while earning a wage that increases during the progression of the program. The Teacher Occupation Apprenticeship will provide a national model and permanent Grow Your Own pathway for Tennesseans to become teachers for free and obtain high-quality jobs in their own communities.

The Tennessee application included support from the American Association of College for Teacher Education; American Association of School Administrators; American Association for Employment in Education; Chiefs for Change; Council of Chief State School Officers; Deans for Impact; Education Trust; National Center for Teacher Residencies; National Education Association; New America; Professional Educators of Tennessee; Tennessee Educators of Color Alliance; Tennessee Education Association; Tennessee Organization of School Superintendent; and Tennessee School Boards Association.

“Clarksville-Montgomery County School System wants to thank the Tennessee Department of Education for sponsoring the Teacher Occupation Apprenticeship. Clarksville-Montgomery County Instruction Department partnered with Austin Peay State University and Workforce Essential to submit the first application for this apprenticeship in 2019,” **said Dr. Sean Impeartrice, Chief Academic Officer, Clarksville-Montgomery County School System**. “The Tennessee Department of Education took our initial work and garnered national support and completed the process for acceptance with United States Department of Labor. Clarksville-Montgomery County Schools values the Department of Education recognizing and supporting our work in the area of ‘Grow Your Own’ teacher residency through the class-size waiver, GYO grants, and now Teacher Occupation Apprenticeship.”

“The impact of Tennessee becoming the first state to register teaching as an apprenticeship allows aspiring educators to gain valuable experience in classrooms with stellar teachers over an extended period while being paid,” **said Dr. Jean Luna-Vedder, Chief of Student Readiness, Tennessee Department of Education**. “Tennessee’s innovative Grow Your Own model combats teacher shortages and furthers the state’s efforts to ensure we have a high quality and skilled workforce that positively impacts our students.”

To learn more about the Grow Your Own program, click [here](#) . For additional information about apprenticeship programs and opportunities in Tennessee, click [here](#) .

For Tennessee Department of Education media inquiries, contact Edu.MedialInquiries@tn.gov.

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Case Study:

GYO Apprenticeship in Action: The Clarksville- Montgomery Model

Introduction

In January 2022 the state of Tennessee was approved by the U.S. Department of Labor (USDOL) to establish a permanent Grow Your Own (GYO) model that can be adopted throughout the state, with the Clarksville-Montgomery County School System (CMCSS) and Austin Peay State University's (APSU) Teacher Residency program becoming the first registered apprenticeship program for teaching in the country. 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 of the national registered apprenticeship process.

This brief document highlights the key details of the CMCSS and APSU Teacher Residency Program, the first registered apprenticeship program for teaching in the country and discusses the key lessons learned by the district in building their model.

The Need

The Clarksville-Montgomery school district faced their own teacher shortage of about 80 teachers by the 2019-20 school year due to several factors including a growing student population. An acute area of shortage was in elementary and special education certified teachers.

After considering potential sources of new teaching talent, the Clarksville-Montgomery County district identified that both district staff and students were interested in and good candidates for potential teaching opportunities. As a result, the district geared a GYO program towards both populations.

The Early Learning Teacher Residency (ELTR) Program that evolved from this need is the program Clarksville-Montgomery chose to first register as an apprenticeship program.

The Early Learning Teacher Residency Program (ELTR)

ELTR is a partnership created in Spring 2019 with APSU, which provides 20 recent high school graduates and 20 district teacher's aides with an accelerated, free path to become full-time school system teachers in just three years. The program specifically targets minority and first-generation college students, increasing diversity both within the school system and at APSU.

Snapshot: Clarksville-Montgomery County Grow Your Own Apprenticeship



20 high school students
and 20 district
teacher aides



Elementary and
Special Education
Certification



Free tuition,
three-year program
of study

Highlights of the Clarksville-Montgomery County/Austin Peay Partnership

Providing Wraparound Supports for Residents

Many of the partnership's apprentices require support and guidance through each stage of the apprenticeship process, and depending on the target recruitment background for apprentices, require support above and beyond that which is provided by a traditional EPP.

Because of this, the partnership took several steps to provide extra support, including:

- Hiring Education Pipeline Facilitators to support the retention and needs of all participating apprentices. These individuals have backgrounds in academic coaching, and are available for apprentices as they progress through their coursework and learning experience.
- Providing tutorial sessions in between classes to support learning and reinforce concepts.
- Intensively support apprentices until they reach a 3.0 grade point average after earning 12 credits or more, then beginning gradual release of support.
- Pull apprentices out of on-the-job learning experiences if they are struggling with their academic coursework until they are able to catch up.
- Partnered with AVID Research Group to evaluate their success in supporting student success.

Identifying Creative Funding Sources

The partnership identified several creative funding sources to supplement the funding dedicated to the program. This included:

- Applying to the Tennessee Department of Education for and receiving a class-size waiver to increase the class size of classes with teacher residents, saving more money for the program.
- Partnering with the teacher's association to pay for textbooks.
- Starting the program at Title 1 schools, allowing Title 1 Funds to be used for staff and program support.
- Working closely with their local workforce development area board to identify additional funding sources after apprenticeship approval.

Taking a Strategic Approach to Partnership

The Clarksville-Montgomery district identified that finding the right EPP partner would be crucial in creating a successful GYO Program. The partners took several key early steps to ensure a successful partnership:

- **Existing partnership.** The district reached out to existing educator preparation providers that they already had relationships and experience working with. Both partners felt a strong sense of urgency right away, critical to advancing the work.
- **Starting small.** By starting small, with just 14 students, the district and APSU were able to resolve early growing pains more easily and build a successful partnership.
- **Being patient.** Both the district and EPP recognize they operate in two different bureaucracies. Professors have lots of autonomy, and districts can have many priorities at once. It was important for partners to have patience for their two different communities.

Setting Generous Selection Criteria

The partnership decided to be flexible in setting admission criteria for new apprentices and for apprentices to gain admittance into the teacher education program. In order to enter the program, participants only need a 2.5 GPA in 12 credits of college coursework, a completed introductory college course in teacher education, and to pass the FBI/TBI Security Clearance. To gain admission into teacher education participants must have a minimum 2.75 gpa on introductory college coursework, a passing Praxis 1 score, or a score of 21 or higher on the ACT. By keeping admissions criteria simply the program can recruit from a broader range of potential teachers and encourage participants to enroll.

Investing in Key Support Staff for the Program

Clarksville-Montgomery has pioneered the use of an Educator Pipeline Facilitator to, among other responsibilities, track and support retention of apprentices. Support for retention includes ensuring the comprehensive needs of apprentices are met throughout the apprenticeship process. This is a promising model for staffing support to ensure the learning needs of all apprentices are met throughout the program. Doing so will increase the ability of apprentices to complete their apprenticeship program, thus also increasing the number of teachers available to fill critical shortage areas. The district also created specific positions to mentor apprentices and support lead teachers in classrooms with apprentices to ensure on-the-job learning and mentorship is successful.

Allowing Participants to Graduate in Three Years

This partnership recognized the need for the district to hire apprentice teachers as soon as possible, and thus drove to create a pathway for apprentices to complete their undergraduate degree in education within three years, by conducting classes between school semesters and at offering classes at flexible times for participants.

Utilizing a Teacher Aide Role for On-the-Job Learning

The district utilizes apprentices as teacher aides, allowing apprentices to be deeply involved in classroom instruction and planning throughout their apprenticeship program.

Additional Clarksville-Montgomery County Grow Your Own Apprenticeship Resources

This section provides an example of the Clarksville-Montgomery County three-year schedule related instruction that provides apprentices with the requisite 120 undergraduate degree credits. It also includes sample job descriptions utilized in the Clarksville-Montgomery Grow Your Own Apprenticeship Program.

Three-Year Schedule of Related Instruction

Austin Peay State University - K-5 CMCSS Teacher Pipeline Program

First Year: Fall 1	First Year: Fall 2	SC	First Year: Spring 1	First Year: Spring 2	SC	First Year: Summer 1	First Year: Summer 2	SC
	MATH 1410 - Structure of Math System I	3	ENGL 1020 - Composition II	MATH 1550 - Statistics & Probability for K-8	6	ENGL 2330 - Topica in World Literature	MATH 1420 - Structure of Math System II	6
ENGL 1010 - Composition 1	BIOL 1010/1011 - Principles of Life w/lab	7	HIST 2020 - American History II	CHEM 1710 - Intro to Chem and Lab	7	Music 1035 - Introduction to Music	HHP 1250 - Wellness Concepts & Practices	6
HIST 2010 - American History 1	WinterMester	3		MayMester				
ENGL 1010 - Composition 1	BIOL 1010/1011 - Principles of Life w/lab	2		SPED 2300 - Intro to Special Education	3			
TOTAL SCH: 15			TOTAL SCH: 16			TOTAL SCH: 12		
Second Year: Fall 1	Second Year: Fall 2	SC	Second Year: Spring 1	Second Year: Spring 2	SC	Second Year: Summer 1	Second Year: Summer 2	SC
EDUC 4440 - Theories of Learning	GEOL 1040/1041 - Physical Geology	7	EDUC 3070 - Instructional Strategies	MATH 4100 - Teaching Math in K-3	6	RDG 4050 - Literature for Children	Geography 1020	6
ART 1035 - Introduction to Art	HIST 2320 - Modern World History	6	EDUC 4270 - Classroom Evaluation & Assessment	EDUC 3040 - Instructional Technology	6	SPED 3300 - Mild/ Moderated	Linguistics 4050	6
	WinterMester							
	COMM 2045 - Public Speaking	3						
TOTAL SCH: 15			TOTAL SCH: 12			TOTAL SCH: 12		
Third Year: Fall 1	Third Year: Fall 2	SC	Third Year: Spring 1	Third Year: Spring 2	SC	Third Year: Summer 1	Third Year: Summer 2	SC
RDG 4010 - Teaching Language Arts: K-6	EDUC 4160 - Teaching Diverse Students	6	EDUC 4080 - Classroom Organization &	RDG 4030 - Literacy Upper Grades	6	SCI 4020 - Teaching Science I: K-6	SPED 4340 - Behavioral Exceptionalities	6
RDG 4020 - Teaching Reading	SPED 3100 - Early Childhood SPED	6	SPED 4340 - Effective Inclusion Strategies	MATH 4150 - Teaching Math in 4-6	6	EDUC 4040 - Teaching Social Studies: K-6	EDUC 4300 - Essentials of Teaching English Language	6
TOTAL SCH: 12			TOTAL SCH: 12			TOTAL SCH: 12		

Job Descriptions

Primary Mentor Teacher

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM CLARKSVILLE, TENNESSEE JOB DESCRIPTION

Job Title: Primary Mentor Teacher

Department: Instruction

Date: N/A

Reports To: Building Principal

Grade: Addendum to Middle School Teacher

Purpose of Job

The Primary Mentor Teacher (PMT) leads at least two Teacher Residents in developing the Apprenticeship Competencies for EMTR. The PMT teaches students and is assigned, at least, two Teacher Residents in which they co-plan with one period of the day, co-teach on a gradual release basis two periods of the day. The PMT works with school administration to guide the rest of the Teacher Residents school day in the areas intervention and support amongst the teachers on the PMT team.

Additional Responsibilities:

In addition to the description duties above the PMT will be responsible for participating in professional development as selected by the district instruction department annually.

Minimum Qualifications:

- 3 years of successful teaching experience
- Qualitative evaluation component averaging above expectations for the last 2 years
- Evidence of successful leadership experience/roles within the school

Supplement: The MCL will earn a base salary as determined by the certified teacher pay grid plus a supplement of \$3,000. Performance criteria of the PMT position is reviewed on an annual basis to determine eligibility.

Employee's Signature

Supervisor's Signature

Date

Date

Secondary Mentor Teacher

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Secondary Mentor Teacher **Department:** Instruction
Date: N/A **Reports To:** Building Principal
Grade: Addendum to Middle School Teacher

Purpose of Job

The Secondary Mentor Teacher (SMT) assists the Primary Mentor Teacher (PMT) in leading a Teacher Resident in developing the Apprenticeship Competencies for EMTR. The SMT teaches students and is assigned a Teacher Resident at least one period of the day. The SMT would guide a minor portion of a Teacher Residents school day in the areas intervention and/or support in their assigned classes.

Additional Responsibilities:

In addition to the description duties above the SMT will be responsible for participating in professional development as selected by the district instruction department annually.

Minimum Qualifications:

- 1 years of successful teaching experience
- Qualitative evaluation component averaging above expectations for at least one year
- Desire to grow in leadership experience/roles within the school

Supplement: The MCL will earn a base salary as determined by the certified teacher pay grid plus a supplement of \$1,000. Performance criteria of the PMT position is reviewed on an annual basis to determine eligibility.

Employee’s Signature

Supervisor’s Signature

Date

Date

Multi-Classroom Leader

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM CLARKSVILLE, TENNESSEE JOB DESCRIPTION

Job Title: Multi-Classroom Leader

Department: Instruction

Date: N/A

Reports To: Building Principal

Grade: Addendum to Elementary General Teacher

Purpose of Job

The Multi-Classroom Leader (MCL) leads a team of teachers and Teacher Residents responsible for multiple classrooms to meet the principal's standards of accountability. The MCL teaches students but is assigned a lesser teaching load (typically <50%) enabling the MCL to perform team leadership functions. The MCL organizes the team to review student progress and adapt instruction to ensure improved outcomes for every student. The MCL is accountable for learning and development of all students taught by team members. S(he) establishes team member roles and goals annually, and determines how students spend time according to team member strengths. S(he) can provide feedback to the principal in developing the team as well as provides professional development to team members when required. The MCL is responsible for planning with team members to develop expertise of the team as it relates to the content knowledge of the subject matter.

Additional Responsibilities:

In addition to the description duties above the MCL will be responsible for participating in professional development as selected by the district instruction department annually.

Minimum Qualifications:

- 3 years of successful teaching experience
- Qualitative evaluation component averaging above expectations for the last 2 years
- Evidence of successful leadership experience/roles within the school

Supplement: The MCL will earn a base salary as determined by the certified teacher pay grid plus a supplement of \$6500. **Performance criteria of the MCL position is reviewed on an annual basis to determine eligibility.**

Employee's Signature

Supervisor's Signature

Educator Pipeline Facilitator

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM CLARKSVILLE, TENNESSEE JOB DESCRIPTION

Job Title: Educator Pipeline Facilitator

Department: Instruction

Reports To: Director of Federal Programs

Date Reviewed: N/A

Purpose of Job

The purpose of this job is to ensure the effective implementation and operation of the district's classified employees to teacher and student to teacher pipelines to maximize systemic recruitment and retention efforts. Duties and responsibilities include regular communication with the Director of Federal Programs, the Director of Professional Learning, Senior Instructional Team administrators, Human Resources personnel, Nashville Teacher Residency-Clarksville Teaching Fellows, Educator Preparation Providers and district staff to identify and employ best practices for teacher pipeline development. This position is responsible for the effective planning, marketing, implementation, and facilitation of the paraprofessional to teacher recruitment pipeline and student to teacher pipeline under the guidance of the Director of Federal Programs.

Essential Duties & Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Provides leadership and oversight to district teacher recruitment pipelines for paraprofessionals.
- Establishes and maintains effective communication with Human Resources and Educator Preparation Providers to maintain alignment with district goals and to ensure effective implementation of each teacher pipeline.
- Collaborates with district leaders, university partners, and outside partners in long-term goal setting and planning to ensure effective, proactive approaches to paraprofessional to teacher and student to teacher pipeline recruitment and retention efforts.
- Collaborates with the Director of Professional Learning to ensure alignment of the paraprofessional to teacher and student to teacher pipelines with district strategic work and best practices for teacher development.
- Effectively markets and implements various teacher pipeline programs to ensure program sustainability to meet district recruitment and diversity goals.
- Monitors program implementation to ensure quality and fidelity implementation to include but not limited to site visits and teacher candidate observations with effective feedback to support professional growth.

- Effectively mentors teacher candidates in a residency model. As needed, designs and oversees contracted mentors to support the program.
- Facilitates mentor training aligned to best practices for adult learning and supporting developing educators.
- Establishes processes and procedures to document mentoring and issues appropriate credit or compensation to mentees and mentors.
- Maintains candidate licensure status and supports received while sharing updated information with Human Resources and Instruction personnel.
- Evaluates and reports program effectiveness to include measures of participation, professional growth, and retention.
- Schedules and co-facilitates interest meetings for residency and teacher pipeline cohorts.
- Responds to inquiries from candidates and participants of the r teacher pipeline programs.
- Receives and reviews applications submitted by candidates interested in teacher pipeline programs.
- Verifies eligibility for acceptance into the specific program. Schedules and facilitates the interview process with potential candidates.
- Organizes interview results to track responses and to ensure fidelity to the selection process.
- Involved in hosting on-site tutoring sessions for candidates enrolled in district-supported Educator Preparation Provider pipeline programs.
- Organizes and sustains documentation of tutoring sessions, textbook distribution, communication with university representatives, etc.
- Informs the Chief Academic Officer and Director of Federal Programs of cohort members requiring extensive academic support.
- Sustains communication with the cohort members regarding scheduling changes, upcoming deadlines, etc.
- As needed, serves as a liaison between the paraprofessional and the Educator Preparation Provider.
- Communicates employment status changes to appropriate Human Resources personnel and the Educator Preparation Provider.
- Conducts exit interviews with exiting program participants to gather input regarding the pipeline experience.
- Performs other duties as required.

Minimum Training & Experience Required to Perform Essential Job Functions

- Bachelor's Degree, valid Tennessee teaching license, and a minimum five years of exemplary teaching experience preferred or other career experiences aligned to the job responsibilities.
- Experience with strategic planning, goal setting, and/or program leadership preferred.

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



Technical Assistance

Access to a nationwide network of expertise, customer service, and support at no charge.



National Credential

Graduates receive a national, industry-recognized credential.



Quality Standards

Signifies program meets the national standards for quality and rigor.



Tax Credits

In many states, businesses can qualify for tax credits. Learn more about state tax credits.



Federal Resources

Access funding and other resources from federal programs. View the Federal Resources Playbook.



Recruiting Incentives

Veterans who qualify for the GI Bill benefits can receive monthly stipend in addition to the wages they receive.

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:

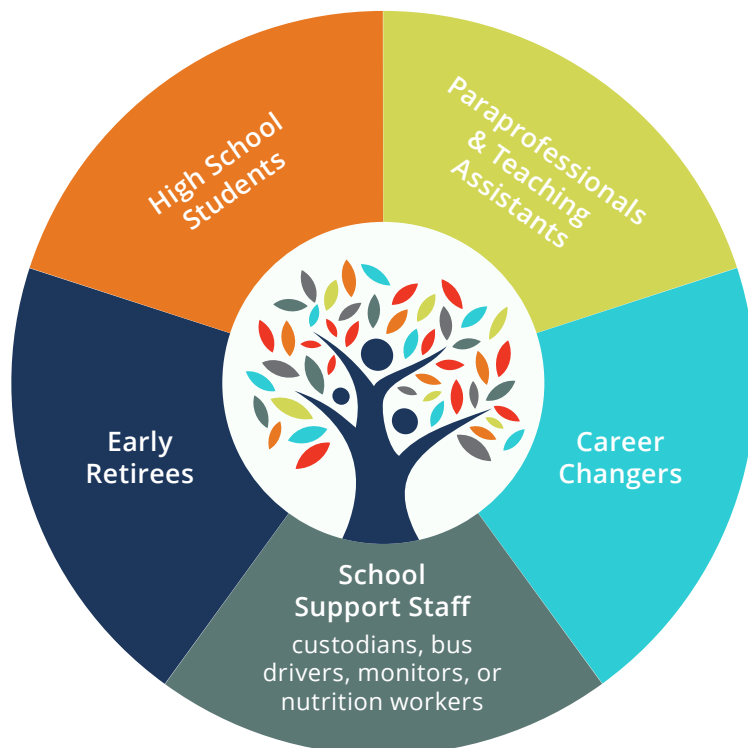
Identify a Source of Future Teachers

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 LWDAs for their apprenticeship expertise. While LWDAs 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 Apprentice 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.

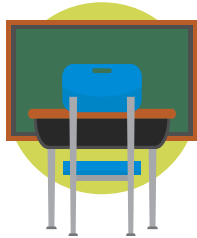
On-The-Job Learning Requirements of the Tennessee Apprenticeship Model

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:

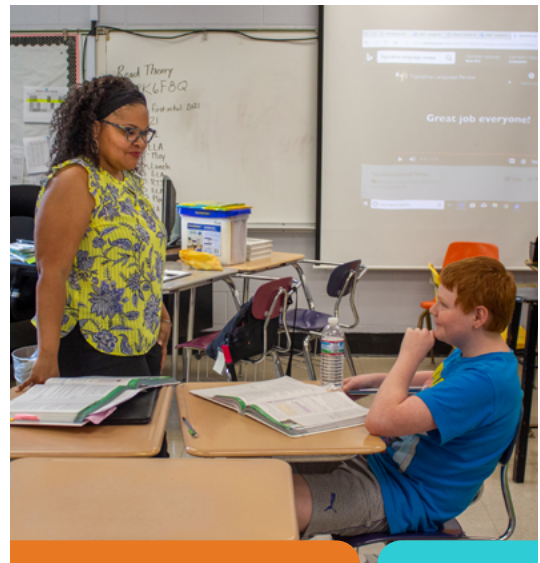
- ✓ Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate
- ✓ Have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year
- ✓ Have a minimum of three (3) years 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.

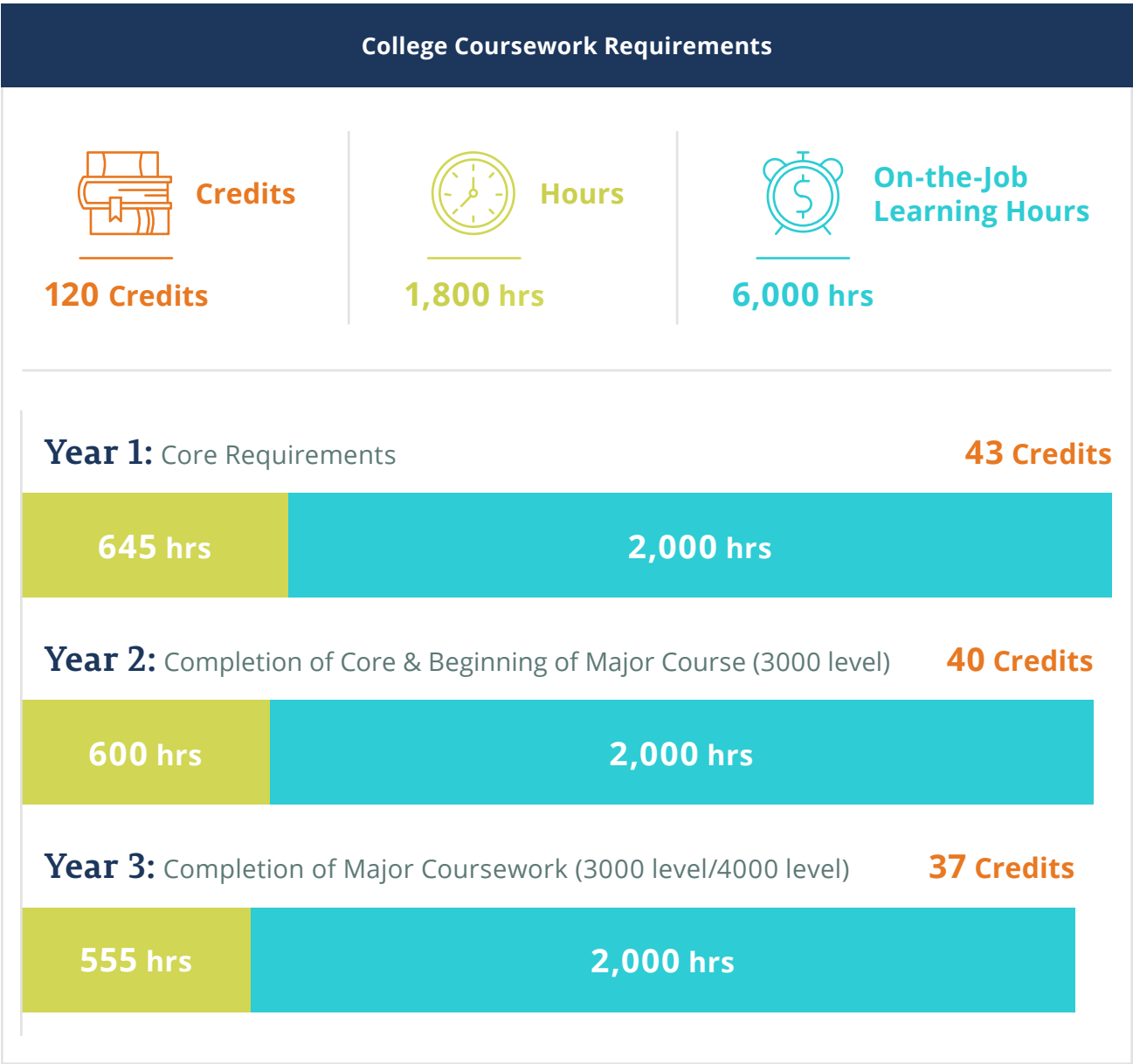
This resource provides partnerships with details of the requirements for related instruction coursework in the Tennessee Teacher Apprenticeship Model. While EPPs already have sequences of related instruction that meet state requirements for state-approved licensure programs, partnerships should seek 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.



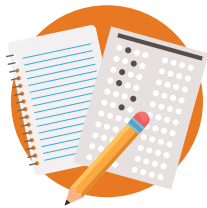
Other Financial Support

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

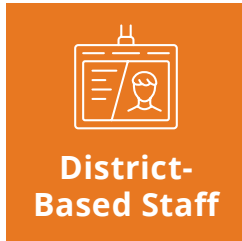
Supporting the apprenticeship with an effective staff is key to successful implementation.

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)	Partners should review 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	Partners should visit grants.gov and/or 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	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	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.

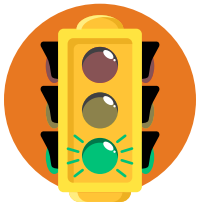
Potential strategies include:

- ▶ 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

T

Training Date

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

P

Proficient in Task

Apprentice performs task properly and consistently.



Completion Date

Date apprentice completes final demonstration of competency.

F

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • School district specific training will be provided
1,700 hrs	Classroom Management <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Personality traits and career choices for students • Myers Briggs Type Indicators / Strong Interest Inventory • Career readiness awareness and application
700 hrs	Workplace Trends & Needs <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Preparing the summer rotation/journaling and reporting • Collaboration with other teachers/teamwork • Internet resources
1,000 hrs	Presentation Skills in the classroom <ul style="list-style-type: none"> • Best practices in training and workforce development • Application of training techniques in the classroom

Total Hours: 6,000

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