

REGISTERED APPRENTICESHIP PROGRAMS AND TEACHER RESIDENCIES: BUILDING SHARED UNDERSTANDINGS BETWEEN WORKFORCE DEVELOPMENT AND EDUCATION

This brief is the first in a series exploring principles that Prepared To Teach has surfaced as helpful for designing Registered Apprenticeship Programs for teacher residencies to promote and support high-quality teacher preparation systems. Sign up for [our monthly newsletter](#) for future releases.

BACKGROUNDⁱ

The recent approval of teaching as an apprenticeable field through the U.S. Department of Labor has created unprecedented opportunities to shift teacher preparation norms across the nation. Registered Apprenticeship Programs (RAPs)—federally recognized, high-quality career pathways that offer paid on-the-job training with linked coursework, culminating in credentials for practice—provide financial supports for aspirants into their chosen fields. Carpentry, meteorology, computer science, biochemistry, real estate—thousands of fields use apprenticeship models to build robust workforce pools.¹

Until recently, K-12 teacher preparation was not an apprenticeable field, despite its expectations for extended field-based practice, integrated coursework, and credentialing.² In addition to these key model features, apprenticeships and teacher preparation share a core underlying value of ensuring that future members of professions practice their craft to understand and master the work they will do before being fully licensed. This core shared value holds promise for productive linkages between teacher preparation efforts and workforce apprenticeships, especially to address one of the key differences between teacher preparation and apprenticeships: The fact that apprentices are paid employees while they learn their trade, while teachers historically have worked for free while learning theirs.

ⁱ RAPs for teachers are very new, so the field's understanding of how to build bridges between the workforce and education sectors is decidedly incomplete. Since states vary so widely in their workforce development efforts, we hope we did not inadvertently miss or misrepresent important information or nuances about these new opportunities in our effort to create a timely document for the field. If we did, we graciously welcome your suggestions and corrections so we can revise the web-based permalink.

A PRIMER ON WORKFORCE FUNDING

Because states receive and manage their own workforce dollars, the information below is not necessarily applicable in every context. Follow up with state apprenticeship and WIOA offices for more information and to learn how to connect with local workforce representatives.

U.S. Department of Labor workforce dollars offer the promise of supplemental resources for teacher preparation through apprenticeship funds and Workforce Innovation and Opportunity Act (WIOA) funds.

REGISTERED APPRENTICESHIP PROGRAM GRANTS

- Applying and becoming approved as a RAP does not guarantee funding; approval allows a program to apply for state and, sometimes, federal funding supports.
- Funding priorities for RAP dollars can vary by state.
- Eligible RAPs may have to compete for funding with other RAPs or might be funded on a first-come, first-served basis.
- Apprenticeship grant dollars can support tuition, resident pay, and/or administrative costs.
- Grants may be awarded to individual RAPs or to intermediaries who host many RAPs, such as community colleges.

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) FUNDS

- WIOA funds can support eligible candidates with unmet financial needs, including for tuition, books, fees, tests, and other program costs.
- Individuals must be enrolled in a program that meets the state's guidance for WIOA eligibility, such as preparing individuals for workforce shortage areas or preparing individuals who face challenges entering the workforce.
- Programs must register in order for their enrolled candidates to access WIOA funds. Registration as a WIOA-eligible program is not the same process as that required to become a RAP.
- Generally, students apply individually for WIOA funding, though some systems have been able to integrate WIOA into financial aid processes at higher education institutions.

RAPs will not magically create guaranteed funding streams for teacher preparation (see sidebar, A Primer on Workforce Funding), but they can increase the pool of funding that aspiring teachers might access. Perhaps more importantly, they could help promote a mindset shift in education so that aspiring teachers are no longer expected to work for free while learning to teach.³

A shift in the profession is crucial for both aspiring teachers and the students they serve. Teacher preparation programs can—and want to—create the high-quality pathways into the field that the nation needs.⁴ But high-quality pathways include extensive classroom practice under strong mentor teachers, and only individuals with economic means can afford to work for free for months on end. As a result, the economic incentive to enter teaching through fast-track programs is strong. Across the country, people with as little as a week of observation are hired with full pay and benefits to teach under provisional licensure. Underprepared teachers are less efficacious, and those from underrepresented backgrounds leave the field particularly quickly, driving teacher turnover,

dampening student outcomes, and draining the nation's pool of new teachers of color. Patterns of negative outcomes for students are especially strong in underserved communities, where underprepared teachers are most likely to find positions.⁵ Put simply, unpaid clinical preparation is a root cause of systemic inequities in education.

Fortunately, funded, year-long clinical teacher residency programs, where aspiring teachers are enrolled in district-aligned programs and work alongside

a mentor teacher for a year, offer a remedy to the system’s challenges. When funded, residencies address teacher diversity, retention, and quality issues, including in historically underserved schools and communities.⁶ Other nations that turned their education systems around embraced such preparation models; the United States can, too.⁷

RAPs offer states the opportunity to incentivize strong teacher residency models that can help them strengthen, diversify, and stabilize the teaching workforce. For example, they could sponsor RAP development sessions that promote high-quality designs, or, if RAPs are approved through a state-based, federally recognized State Apprenticeship Agency (SAA), they might design RAP applications so that only high-quality residency approaches would be eligible for RAP designation and hence be able to benefit from potential public investments in RAP preparation pathways.⁸

In this brief, we use the term “Registered Teacher Residency Apprenticeship” to signal a specific kind of RAP for aspiring teachers, one that explicitly integrates high-quality residency models into apprenticeships. The term is not an official designation, but pre-publication feedback indicated it might be useful to distinguish between general RAPs, residencies, and potential RAPs that could be designed for residencies—what we call here Registered Teacher Residency Apprenticeships.

LEVEL SETTING: UNDERSTANDING WORKFORCE AND EDUCATION TERMINOLOGY

To create strong teacher residency RAPs, states need to build bridges across workforce and education sectors. Conversations that build understandings around key terminology differences and assumptions in the two sectors can help that process. At a minimum, state education departments, teacher preparation programs, state and local apprenticeship offices, district leadership representation, and collective bargaining and professional organizations should be part of these discussions. The table below offers examples of key concepts that merit discussion across these systems, including a few key questions for consideration that stakeholders have surfaced as they have begun to design these new pathways.⁹

COMMON RESIDENCY AND APPRENTICESHIP FEATURES: CONSIDERATIONS FOR DISCUSSION AND DESIGN

FEATURE: PARTICIPANTS

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
<p>Apprentices have paid roles as employees while they pursue an articulated course of study as part of a federally approved RAP. On completion, apprentices have mastered the knowledge and skills needed for their chosen professions and qualify for positions that offer advancement in pay and responsibilities. Apprentices may be employed and enrolled as individuals or as part of a group.</p>	<p>Residents are enrolled in teacher preparation programs that specifically offer year-long clinical practice placements in partner schools and districts as part of the process of becoming certified before they can be hired as teachers-of-record, otherwise known as “classroom teachers.” Residents in graduate level programs often receive stipends that help address the cost of living while pursuing certification; undergraduate residents sometimes but less frequently receive funding. Residents are generally part of cohorts that progress through a program together.</p>

For consideration:

- The cohort-based approach to residencies offers both economic and learning benefits. How might cohorts be part of state Registered Teacher Residency Apprenticeship designs?
- How might the cohort-based enrollment of residencies interface with state and federal search tools that allow individuals to find RAPs?

FEATURE: MANAGING ORGANIZATION

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
<p>RAP sponsors can be any person, group, consortium, community-based group, intermediary, business, or organization that operates a Registered Apprenticeship Program.¹⁰ Sponsors are fully responsible for the administration and running of the RAP.</p>	<p>Residencies do not necessarily require managing organizations; they are generally seen as part of educator preparation program (EPP) designs, whether those programs are housed in higher education, districts, or alternative spaces. In residencies that offer financial incentives, there is usually a project lead. Districts and other local education agencies (LEAs), EPPs, and non-profit organizations can serve as project leads, usually driven by which organization received or controls the funding.</p>

For consideration:

- Does the state have a residency definition and a process for EPPs to become recognized as residencies?
- In states with SAAs, will EPPs be expected to register programs as residencies to be eligible for RAP status?
- Would there be there any preferred configurations for Registered Teacher Residency Apprenticeship sponsorship, such as consortia that include different partners?

FEATURE: PARTNERS

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
The U.S. Department of Labor recommend that RAP sponsors partner with workforce development boards and apprenticeship offices, providers of related instruction, collective bargaining units, and other groups that can help the apprenticeship be successful. ¹¹	High-quality residencies require collaborative, co-equal partnerships between EPPs and LEAs to ensure aspiring teachers' learning experiences are effective. Residency partnerships often include other stakeholder groups where applicable, like unions and local philanthropy.

For consideration:

- How might the kinds of collaborative approaches found in high-quality residencies and RAPs be built into a Registered Teacher Residency Apprenticeship application process?

FEATURE: STUDY

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
Classroom training is a required component of RAPs, often called “ related instruction .” It provides the background content that apprentices need to receive credentials for the specific profession an apprentice pursues. Related instruction providers may be part of or separate from the sponsor’s organization. Federal training plans exist for all approved apprenticeship occupations, which may be adopted or adapted, or RAPs may create their own plans. ¹²	Coursework is designed to scaffold content and pedagogy across a period of study to meet state and, often, national preparation program standards for disciplinary and pedagogic learning and performance. Coursework integrates theory, research, and practice by linking content and assessments with clinical experiences and by providing reflective practice experiences for residents .

For consideration:

- Do EPPs need to register as related instruction providers? If so, are there state-level processes that could facilitate registration?
- Would orientations for SAA and workforce personnel about how coursework and clinical experiences intersect for residencies be helpful?
- In states with SAAs, do state EPP approval processes ensure RAPs will meet desired residency standards?

FEATURE: PRACTICE

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
On-the-Job Training (OJT) is a major focus of RAPs, offering employment experience that builds skills towards formal credentials. OJT models can be time-based (number of hours) competency-based (completion of tasks) or hybrids. The U.S. Department of Labor has established Work Process Schedules and suggested OJT	Clinical experiences occur alongside accomplished teachers-of-record , who are the paid classroom teachers. ¹⁴ Generally designed to take place in a single setting over the course of a year, clinical experiences provide fully supported, increasingly demanding opportunities to apply coursework and reflect on practice under direct supervision of the teacher-of-record , who both supports

learning plans for all apprenticeable fields.¹³ **OJT** is paid work—at least minimum wage but usually higher, reflecting pay scales in the field. **OJT** includes appropriate supervision for the position and skill level of the apprentice. Progression through **OJT** experiences results in increasing pay levels and professional advancement.

resident learning and ensures students in the class receive quality instruction. Because teachers must meet the varied real-time needs of their students, and cannot leave the room to seek advice for how to address a particular situation, residencies are designed so that aspiring teachers work alongside **teachers-of-record** until they have completed all credentialing requirements and demonstrated competence across all standards for performance.

For consideration:

- Do the federal Work Process Schedules for K-12 teachers and their suggested OJT learning plans align with state expectations for pre-service teacher performance? If not, can the state create suggested OJT learning plans?
- What kinds of professional advancement within the residency experience might be compatible with state standards for credential completion before being a teacher-of-record? (also related to Credentials & Pay)

FEATURE: SUPERVISION

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
<p>Supervisors of OJT are identified based on the type of work that an apprentice will be doing. Some types of work may need, and therefore have, more supervision than other types of work. Supervisors provide feedback on apprentice's work.</p>	<p>Supervision includes both the teacher-of-record responsible for the class and a clinical supervisor from the preparation program who work together to ensure resident growth and competence. Clinical supervisors often are responsible for leading reflective practice activities directly arising from the clinical experience, ensuring linkages between coursework and practice.</p>

For consideration:

- Since apprentices are paid employees, how might the RAP process integrate the required supervision EPPs must provide with supervision the employer will provide?
- Could performance standards attached to competencies serve as indicators of readiness to advance in pay and responsibilities? (also related to Readiness to Practice)

FEATURE: DURATION

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
<p>Hours and competencies for OJT expectations vary by state and trade. Federally established minimums for RAPs include 2000 hours, or one year, of OJT and 144 hours of related instruction. Expectations for duration of apprenticeships set forth in federal Work Process Schedules often extend over the course of several years.</p> <p>A new version of RAPs, Industry-Recognized Apprenticeship Programs (IRAPs), could establish different duration standards, as set by an approved Standards Recognition Entity (SRE).</p>	<p>Because of the need for integration between clinical experiences and coursework, residency programs are conceived of as holistic; required coursework and clinical experiences together comprise the duration of a residency.</p> <p>Required clinical experience hours in EPPs generally only count classroom instruction, which excludes many experiences such as professional development, extracurricular activities, lesson planning, and parent communication. Published requirements for coursework hours can vary according to the certification(s) and degree(s) associated with the residency, whether programs count</p>

coursework requirements such as general baccalaureate and disciplinary learning as part of program requirements, and whether prerequisite coursework completed prior to the residency is required and counted in the total program hours.

For consideration:

- Because of the integrated nature of coursework and clinical experiences in residencies, could Registered Teacher Residency Apprenticeships propose models that blend OJT and related instruction requirements for RAPs?
- How might states want EPPs to “count” coursework hours? Should general education requirements, disciplinary major requirements, and previously completed coursework be considered?
- Does it make sense for the state, or a consortium of states, to apply for SRE status and design an IRAP that more accurately reflects the duration and requirements within the teacher preparation field?

FEATURE: CREDENTIALS & PAY

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
<p>Nationally recognized credentials are part of RAP requirements. RAPs provide progressive experiences that qualify individuals for higher paying work, including during the RAP itself. RAPs often include “stackable” credentials that support job and pay advancement.</p>	<p>The design of certifications focuses on different student populations, whose teachers require different skill sets. As a result, residencies require full credentials to ensure competence before independent practice. Pay scales for graduates of residencies are generally locally determined and associated with seniority and education instead of with specific credentials. Credential requirements vary by state and are not necessarily portable to other states.</p>

For consideration:

- Could performance standards attached to competencies serve as indicators of readiness to advance in pay and responsibilities? (also related to Supervision)
- How might Registered Teacher Residency Apprenticeships facilitate state certification reciprocity?

FEATURE: FUNDING SOURCES

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
<p>Apprentices are paid by their employers in recognition of the work they do in their OJT roles. Funding sources for that pay may, but do not necessarily, include RAP grants designed to incentivize workforce development, either in general or in particular field. States have many intermediaries who receive workforce funds to support apprentices, including community colleges and regional workforce boards; these groups sometimes support apprenticeship pay. States also offer tax credits for employers who hire apprentices and direct tuition supports for apprentices enrolled in RAPs.¹⁵</p>	<p>Most residencies historically have been funded through state and federal grants or through philanthropy, sources that have not offered sustainability. Absent grants or special district contracts, residents pay their own tuition, often with significant state, federal, and institutional financial aid offsetting costs. When residents receive compensation for their work in schools, funding generally comes through LEA dollars and is often connected to separate paid roles and work, such as substitute teaching. Where partnerships do offer stipends, funding levels typically range between \$10,000 and \$20,000 a year. A small subset of residency partnerships use a fully-funded hire model, where residents serve in paid positions in the school, with funding coming from LEAs’ regular budgets.¹⁶</p>

For consideration:

- How might EPPs collaborate with and tap into the kinds of financial supports that community colleges have for RAPs?
- What level of workforce funding might the state identify to specifically support Registered Teacher Residency Apprenticeships? Could those dollars be recurring?
- How might the state ensure Registered Teacher Residency Apprenticeships maximize qualified apprentices' access to financial aid and WIOA dollars?
- How might RAP dollars be braided with some of the cost-efficient residency models that exist?
- How could RAP policies help support shifts in LEAs to begin to hire residents as employees?

FEATURE: READINESS TO PRACTICE

REGISTERED APPRENTICESHIP PROGRAMS	TEACHER RESIDENCIES
Competency-based performance through OJT ensures readiness to practice, along with any exams if required.	Residents must successfully complete coursework and clinical experiences , including formal performance assessments. In addition, they must achieve passing scores on state-required exams.

For consideration:

- Will federal competency-based task completion records suffice for credentialing, or will residents need to meet performance assessment standards?
- Could performance standards attached to competencies serve as indicators of readiness to advance in pay and responsibilities? (also related to Credentials & Pay)
- Would supervisory approval be required from both EPPs and LEAs for a resident to complete a program? If so, how might disagreements in assessments of candidates' readiness to practice be resolved?

Developing Registered Teacher Residency Apprenticeships that pay residents, whether through workforce dollars, LEA investments, or a combination of funds, can help states ensure teacher preparation programs serve the learning needs of both residents and P-12 students and create a strong, diverse teacher workforce. Paid apprenticeships value what strong residency partnerships know to be true: Residents' work in schools during their preparation year is an integral part of instruction, school improvement, and student supports. The nation's future teachers merit these investments.¹⁷ ■

NOTES

¹ Office of Apprenticeship, “Apprenticeship Occupations,” Text, Apprenticeship.gov, accessed May 25, 2022, <https://www.apprenticeship.gov/apprenticeship-occupations>.

² “GYO Apprenticeship Sponsor Letter.Pdf,” accessed May 10, 2022, <https://www.tn.gov/content/dam/tn/education/grow-your-own/GYO%20Apprenticeship%20Sponsor%20Letter.pdf>.

³ The Sustainable Funding Project, “For the Public Good: Quality Preparation for Every Teacher” (New York, NY: Bank Street College, 2016), <https://www.bankstreet.edu/innovation-policy-and-research/sustainable-funding-project/publications/for-the-public-good/>; Charlotte Wells et al., “Five Domains for Teacher Preparation Transformation” (New York, NY: Prepared To Teach, Bank Street College of Education, March 2021), <https://bankstreet.us17.list-manage.com/track/click?u=3d387362aab7834170822ccee&id=c1051d2002&e=363bc9bd99>; Hannah Dennis and Karen DeMoss, “The Residency Revolution: Funding High-Quality Teacher Preparation” (New York, NY: Prepared To Teach, Bank Street College of Education, April 2021).

⁴ Holmes Group, “Tomorrow’s Teachers: A Report of the Holmes Group” (East Lansing, MI: Holmes Group, Inc., April 1986), <http://bit.ly/2RwJ5EI>; AACTE Clinical Practice Commission, “A Pivot toward Clinical Practice, Its Lexicon, and Renewing the Profession of Teaching,” Draft Executive Summary (Washington, D.C., 2017), <https://bit.ly/3b4hF2V>; “National Center for Teacher Residencies (NCTR),” 2021, <https://nctrresidencies.org/>.

⁵ Jessica Cardichon et al., “Inequitable Opportunity to Learn: Student Access to Certified and Experienced Teachers” (Palo Alto, CA: Learning Policy Institute, 2020); Desiree Carver-Thomas and Linda Darling-Hammond, “Teacher Turnover: Why It Matters and What We Can Do about It” (Palo Alto, CA: Learning Policy Institute, August 2017), <http://bit.ly/2w691jU>.

⁶ Kay Sloan et al., “A Different, More Durable Model” (San Francisco, CA: Rockman et al, September 2018), <https://files.eric.ed.gov/fulltext/ED593903.pdf>; National Center for Teacher Residencies, “Teacher Residency Impact & Results,” NCTR, April 17, 2017, <http://bit.ly/2DW6RHn>; Roneeta Guha and Tara Kini, “Teacher Residencies: Building a High-Quality, Sustainable Workforce” (Palo Alto, CA: Learning Policy Institute, 2016), <https://tinyurl.com/yrth7be9>.

⁷ Pasi Sahlberg, *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* (New York, NY, 2011), <https://bit.ly/2jjnlHO>; Marc S. Tucker and Linda Darling-Hammond, *Surpassing Shanghai: An Agenda for American Education Built on the World’s Leading Systems* (Cambridge, MA: Harvard Education Press, 2011); Linda Darling-Hammond et al., *Empowered Educators: How High-Performing Systems Shape Teaching Quality around the World* (San Francisco, CA: Jossey-Bass, 2017); National Conference of State Legislatures, “No Time to Lose: How to Build a World-Class Education System State by State” (Washington, D.C.: National Conference of State Legislatures, August 2016), http://www.ncsl.org/documents/educ/Edu_International_Final_V2.pdf.

⁸ Office of Apprenticeship, “Apprenticeship System,” Apprenticeship.gov, 2022, <https://www.apprenticeship.gov/about-us/apprenticeship-system>; “Tennessee Pioneers Permanent Program to Become a Teacher for Free, First State to Sponsor Registered Teacher Occupation Apprenticeship,” accessed April 25, 2022, <https://www.tn.gov/education/news/2022/1/13/tennessee-pioneers-permanent-program-to-become-a-teacher-for-free--first-state-to-sponsor-registered-teacher-occupation-apprenticeship-.html>.

⁹ We view these questions as starting points, and not at all as exhaustive. If you have suggestions for other helpful questions states might engage, please feel free to email them to us so we can incorporate them in future resources: PreparedToTeach@bankstreet.edu.

¹⁰ Office of Apprenticeship, “Apprenticeship Partners,” Apprenticeship.gov, accessed May 26, 2022, <https://www.apprenticeship.gov/employers/registered-apprenticeship-program/partner>.

¹¹ Office of Apprenticeship.

¹² See, e.g., Office of Apprenticeship, “Apprenticeship Occupations: Middle School Teacher,” Apprenticeship.gov, accessed May 26, 2022, <https://www.apprenticeship.gov/apprenticeship-occupations>.

¹³ See, e.g., Office of Apprenticeship.

¹⁴ This document uses the term “classroom,” but some certifications in teaching, especially for early care and education, require placements in other educational settings. In addition, clinical experiences often include additional placements and experiences in different grades, subject areas, and settings to ensure residents understand the full range of educational responsibilities they will assume as teachers.

¹⁵ Office of Apprenticeship, “State Tax Credits and Tuition Support,” Text, Apprenticeship.gov, accessed May 26, 2022, <https://www.apprenticeship.gov/investments-tax-credits-and-tuition-support/state-tax-credits-and-tuition-support>.

¹⁶ Hannah Dennis, Karen DeMoss, and Divya Mansukhani, “The Affordability Imperative: Creating Equitable Access to Quality Teacher Preparation” (New York, NY: Bank Street College of Education, Prepared To Teach, April 2021); Hannah Dennis and Karen DeMoss, “Simple Shifts: Creating Paid Roles to Support Aspiring Teachers” (New York, NY: Bank Street College of Education, Prepared To Teach, April 2021).

¹⁷ Dennis and DeMoss, “The Residency Revolution”; Guha and Kini, “Teacher Residencies.”