



LOCAL EDUCATION AGENCIES PLAYBOOK

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growyourown.tennessee.edu

A PARTNERSHIP BETWEEN THE UNIVERSITY OF TENNESSEE SYSTEM
AND TENNESSEE DEPARTMENT OF EDUCATION

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INTRODUCTION

This workbook is intended for local educational agencies (LEAs) and charter management organizations (CMOs) to use in designing, developing, launching, scaling, and improving Grow Your Own programs that address their specific workforce development needs. Throughout this workbook, when we refer to LEA, this also includes CSOs, but for simplicity, we will use LEA to cover both types of organizations.

Staff members in the Tennessee Grow Your Own Center (TNGYOC) created this workbook to support programmatic implementation for LEA stakeholders. The work of the TNGYOC is funded through a partnership of the Tennessee Department of Education, the University of Tennessee System, the Tennessee Department of Labor and Workforce Development, and other philanthropy. Although state agencies and institutions of higher education may find this workbook informative, its primary purpose is to guide LEA leaders to fully realize the benefits of apprenticeship and pre-apprenticeship to solve the workforce development challenges they are facing.

The TNGYOC team believes strongly in the potential for each LEA to fill all vacancies with highly qualified individuals through a combination of traditional and non-traditional strategies. One of the central tenants of the GYO strategy is that because of strong connections to the local community, home-grown employees have a high likelihood of being retained. They also more equitably represent the demographics and intangible culture of their communities, all of which translates into stronger outcomes for every K-12 learner. (Appendix F)

Part 1 of this workbook starts with a “game” analogy to provide an easy-to-explain overview of the goals and roles. The rest of the workbook is aimed at supporting LEAs to leverage a tailored Grow Your Own program to strategically solve their workforce development challenges for many years into the future.

Part 2 outlines the design and development of the LEA’s Grow Your Own program. It starts by identifying existing partners and needs for new partners. It ends with all approvals and partnerships that need to be in place for a successful recruitment and launch phase.

Part 3 provides resources to LEAs. It includes recruitment tools and processes, onboarding and orientation for apprentices, onboarding for mentor teachers as well as guidance about the statewide data management platform that is operated through the Tennessee Grow Your Own Center.

Part 4 provides the ongoing structures and processes that should be established so that programs can continue to improve and expand, meeting more needs in more effective and increasingly efficient ways. This includes communication cadences to be established with local and state agencies.

PART 1: THE PLAYERS AND THE GAME

Imagine that the Grow Your Own program for your district is a game. Each LEA is assembling their own players for their team. There are certain player roles that every team needs to fill. The rules and goals of the game are the same for every team. Part one of this playbook explains the goals of the game, the rules, the roles, and some winning strategies. The other parts of this playbook are meant to guide LEAs through operational details that are outlined in part one.

Team Game Analogy

Winning: The goal is to solve teacher shortages. Your team “wins” if your schools can report zero vacancies at the beginning of the school year.

Rules: There are some rules of the game that are the same for every team, but each team has a lot of freedom to develop their own strategies and tactics if these rules are followed.

- Rule #1: Apprenticeship programs and individual apprentices must be registered with Tennessee's state apprenticeship agency.
- Rule #2: Apprentices pay little to no cost for tuition, books, fees or testing for their programs of study.
- Rule #3: Apprentices are employed by the LEA and paid a progressively increasing wage as they gain competencies.
- Rule #4: Apprenticeship must result in a recognized credential (i.e. teaching license).
- Rule #5: Apprentices must successfully demonstrate all on-the-job learning competencies accompanied by related instruction from educator preparation providers (EPPs) to complete the program. (Appendix E)
- Rule #6: Apprentices must be assigned to a primary teacher mentor by their school district, although they may receive mentoring from several qualified educators throughout their apprenticeship.
- Rule #7: Apprentices must serve in a student-facing role 5 days a week during the internship clinical experience.

The roles: There are several roles that make up your LEA's team. Some of these roles will need to be filled by people you designate from your LEA, and other roles can be filled by people from other organizations. Depending on the size of your program, the same person can fill multiple roles.

- **Sponsor:** The entity in this role ensures that there is fidelity to the apprenticeship model (the “rules” are followed). The sponsor also typically outlines the funding strategy. For K-12 Teacher apprenticeships in Tennessee, the Tennessee Department of Education is the sponsor. For other apprenticeship occupations (paraprofessional, early childhood educator, K-12 Principal) community colleges, employers, or EPPs may serve as sponsors.

For each of the occupations listed below, list the name of the individual player who is filling this position for your team. If you don't plan on using an occupation, use N/A.

- K-12 Teacher: TN Grow Your Own Center staff member _____
- Paraprofessional: _____
- Early Childhood Educator: _____
- K-12 Principal: _____
- State certified pre-apprenticeship: _____



- **Employer:** For the purposes of educator apprenticeships, LEAs fill the employer role. Employers are essential to thriving GYO programs because they provide the necessary infrastructure for apprentices to succeed. Learners are more successful when their employer aims to make them feel a sense of belonging in the school culture and leverages the school environment to help them overcome some of the most common barriers.

For example, occasional childcare, stable high-speed Internet, access to a computer, health insurance benefits, and schedule flexibility can all greatly increase a candidate's persistence to completion.

- LEA or CMO point of contact: _____
- School Building points of contact: _____

- **Lead School-Based Clinical Mentor:** Every apprentice needs a primary mentor teacher. If the LEA has multiple mentors, it may be useful to designate a lead mentor. This individual takes responsibility for ensuring that all mentors receive information, onboarding, ongoing training, and orientation to the apprenticeship software platform they will use to track competencies. Individuals in these roles must meet criteria outlined in 5.504. LEAs will specify the selection process for mentors. At a minimum, educators who serve as mentors must be: a) identified as a highly effective teacher as evidenced by a state-approved evaluation model; and b) appropriately licensed and endorsed in the area where they will be supervising the candidate. Mentors will be provided with release time for counseling, observation, evaluation, or other activities related to the clinical that occur during the school day.

- Lead Mentor: _____

- **Chief Financial Officer:** To fully leverage apprenticeship as a strategy and accomplish the zero-vacancy goal discussed earlier, LEAs should engage with CFOs early and often. Strategically creating or leveraging FTEs in typical shortage areas will help you win the game. The person in this position will be a thought partner in strategic staffing for the district. They should also be knowledgeable of sources of existing funding that could be used to cover wages and other expenses.

- Financial officer: _____

- **Intermediary:** Because apprenticeship programs braid many sources of state and federal funding together and comply with several sets of rules and policies, it is typical for employers and sponsors to establish an intermediary. The educator apprenticeship intermediary in Tennessee is the Grow Your Own Center (TNGYOC). A staff member from the center is on your team (at no charge) to provide technical assistance and equip you with materials, resources, connections to partners, and opportunities for funding.

- TNGYOC Staff Member: _____

Team Strategy: Winning teams start with good data and analysis. At one of your partnership meetings with the TNGYOC, be prepared to discuss existing LEA vacancy data. Additionally, collect data related to human capital and the surrounding community. *This needs analysis will help determine the highest priority roles/vacancies in your district that you would like to fill through apprenticeship.

Learn more about the Tennessee Grow Your Own Center's history and services to LEAs.

CLICK HERE

For example, what percentage of the LEA is eligible for retirement? What is the typical retention for roles, and how many of your educators are within that range? Is the surrounding community's workforce increasing or decreasing?

Consider which of the following groups you will target to recruit into apprenticeships:

- Paraprofessionals/current staff
- High School students
- Community members

Who should be involved in this needs analysis meeting to help all roles understand the challenges and opportunities in your local community?

- Human capital expertise: _____

Local Workforce Boards: Identify an individual from your local workforce development board who will be the primary point of contact for your LEA. In future phases of design, launch, and continuous improvement, you will learn more about this role.

- [Local workforce development board POC:](#) _____

LEA Leaders: Within your specific school district, in addition to personnel listed above, who else needs to champion this effort to raise awareness and rally support? In our game analogy, you might imagine these roles as the general manager for the team and the head coach for the team.

- LEA Champion: _____
- LEA Primary point of contact: _____
- Any other leaders: _____

Other Entities in the League

Up to this point, all the players in the game have been local, but in any game, there are external forces that impact the outcome. There are several national organizations that support the efforts of educator workforce development via non-traditional pathways. Staff in the TNGYOC maintain regular connection with these entities to facilitate alignment with national policy and funding opportunities.

- **Policy and practice:** [Comprehensive Center Network \(CCNetwork\)](#), [Educator Registered Apprenticeship Intermediary \(ERA\)](#), [Registered Apprenticeship Industry Intermediaries \(RTI\)](#)
- **Technology:** [Mursion](#), [GoReact](#), [Study.com](#)
- **EPP Innovation:** [Competency-Based Education Network \(CBEN\)](#), [Council for Adult and Experiential Learning \(CAEL\)](#), [Council for the Accreditation of Educator Preparation \(CAEP\)](#), [American Association of Colleges for Teacher Education \(AACTE\)](#)
- **Research and federal grants:** [American Institutes for Research \(AIR\)](#), [UF Collaboration for Effective Educator Development, Accountability, and Reform \(CEEDAR\) Center](#), [Jobs for the Future \(JFF\)](#)
- **Philanthropy:** [Ascendium](#)
- **Local Educational Foundations and/or Partnerships**

Your LEA Team

All the points of contact you identified in part one are on your team. Make a team roster and gather their email addresses. Throughout this workbook, you will be encouraged to communicate with your entire team. This roster is your team.

The district's superintendent, school board, and administrative supervisors should be informed and committed to the long-term success of Registered Teacher Apprenticeship. Identify and engage staff who have the available capacity to support the facilitation and coordination of this project.

PART 2: PROGRAM PLANNING AND LAUNCH FOR LEAS

The goal for this part of the workbook is to complete the Pathways and Partners (P&P) Matrix provided in Appendix A. LEAs should not complete this matrix in isolation. This tool is intended to be the end result of collaboration with the TNGYOC and other partners. To establish a new GYO program or to scale an existing program, the TNGYOC recommends the following process.

TNGYOC can provide examples, resources, information, and step by step expertise for all the steps in this process.

1. Gather a few people within your LEA to review Part 1 and fill out as many roles as possible.
2. Schedule an initial meeting with the TNGYOC to review your program's current status and goals.
3. With staff from the TNGYOC,
 - a. complete any known aspects of the P&P matrix (Workbook page 9).
 - b. confirm (or gain) approval for your apprenticeship program with TDOE & DLWD.
 - c. confirm (or establish) partnership agreements and MOUs with providers of related instruction.
 - d. complete EPP addendum to add additional partners.
 - e. celebrate approval if it's happening for the first time.
4. Establish the goals for your program. With TNGYOC, based on your needs analysis data,
 - a. identify short-, mid-, and long-term staffing needs and goals
 - b. identify funding for positions, related instruction, and mentoring
 - c. identify existing partnerships that are working well
 - d. identify gaps in the P&P matrix where new partnerships would be beneficial
 - e. establish a timeline for launching the next phase of your strategy
 - f. establish [recruitment strategies](#) and processes for the upcoming school year
 - g. establish a plan for [mentor training](#) and [wraparound services](#) for apprentices
5. Present a plan to your LEA's leadership team that includes a communication plan.
 - a. How will your LEA communicate with the entire community?
 - b. What will other school and district leaders want to know?
 - c. How will the LEA leaders keep school leaders informed?
 - d. How will the LEA leaders keep directors of schools informed?
6. Prepare to launch recruitment for the upcoming school year, and kick-off the communication plan. Provide your goals, plans, P&P matrix and timeline to your entire GYO Program team identified in Part 1.
7. Resources for recruitment are in Part 3 of this workbook.

PART 3: RECRUITING APPRENTICES AND ONBOARDING MENTORS

This part of the workbook covers processes and tools for recruiting new apprentices and mentors, orienting both groups to the GYO program, and onboarding them to the data management platform and expectations for engaging with other partners. Everything in Part 3 is designed to help apprentices and mentors feel well supported throughout the school year.

1. [Recruitment process](#). Use as much or as little of this process as needed for your context. At a minimum, review the Aspiring Apprentice Checklist with your TNGYOC regional manager. This resource explains the standard operating procedure for engaging with EPPs. TNGYOC has the following resources available to support your recruitment process:
 - a. Invitation email to gather interest from existing school personnel
 - b. Aspiring Apprentice interest form with automated responses to respondents.
 - c. Agenda for an LEA-led interest meeting
 - d. Aspiring Apprentice checklist for qualified candidates.
 - e. [EPP program one-pagers](#) to aid in decision-making
 - f. [Cost estimator calculator](#) and [Sources of Funding](#) for apprentices and LEA POCs.
 - g. Acceptance and denial letter templates to be customized, see Appendix B
 - h. Ideas for signing ceremonies, social media, and celebrations.
2. [A Teaching as a Profession \(TAP\) playbook](#) to [recruit from the HS population](#).
3. Apprentice orientation and ongoing support plan
4. Mentor description, orientation and ongoing support plan, see Appendix C.
5. Team report: After the school year begins, provide a high-level report to your GYO Program team roster from Part 1.





PART 4: PARTNERSHIP DEVELOPMENT

If we think about to our game analogy from Part 1, getting to zero vacancies is certainly going to require strong partnerships. Winning teams have excellent personal trainers, coaches, consultants, and service personnel. In this part of the workbook, we explore partnerships you have currently and new partnerships you may need to develop to achieve the goal of a strong educator workforce development pipeline.

- Engaging with local workforce board and state office of apprenticeship
- Ongoing LEA/EPP communication and continuous improvement
 - Annual primary partnership agreement
- Monthly connections with the TN GYO Center
 - Attend the monthly GYO Connect calls
 - Participate and share your learning
 - Attend GYO office hours
- Proactive communication with school board and district leaders
- Annual communication calendar to show engagement with key stakeholders
 - One-on-ones with LEAs and EPPs
 - Annual survey results to review data and plan for next steps

APPENDIX AND ACCOMPANYING RESOURCES

- Appendix A: Pathways and Partners Matrix
- Appendix B: LEA Apprentice Acceptance and Denial Email Templates
- Appendix C: Apprentice Mentor Description
- Appendix D: LEA Apprentice Recruitment Email Newsletter/Template
- Appendix E: Challenges to Ensuring an Effective Teacher in Every Classroom
- Appendix F: The Grow Your Own Teacher Apprenticeship Model: A Solution to Recruitment, Financial, and Preparation Challenges
- Appendix G: What is Essential to Know About Registered Apprenticeships?
- Appendix H: Key On-the-Job Learning Resources
- Appendix I: References

Appendix A

Pathways and Partners Matrix

This is the Pathways and Partners (P&P) matrix for _____ school district's Grow Your Own program.

Instructions: In the column on the left (Partners), enter the names of schools, colleges, local organizations, 3rd party entities, and vendors that support candidates to become educators or leaders. Each of the four pathways represents an entry point for a candidate. For each partner you identify, mark an X or a brief description under the pathway supported by that partner.

Goal: Before launching, an LEA should know which pathways and partners they intend to engage with in year 1, year 2 etc. A robust workforce development strategy would include identified partners who can serve candidates entering the program in any of the four pathways.

		PATHWAYS			
		Pre-Apprenticeship	0-60 credit hours	60-120 credit hours	Post-baccalaureate
PARTNERS	LEA's Participating Schools				
	Acme Elementary				
	Community Colleges				
	Sample Community College				
	Educator Preparation Providers				
	Academy University				
	Local Workforce and Community Based Organizations				
	Mid-central local workforce board				
	Project Inspire/AmeriCorps				
	Funding Sources				
	GYO Scholarships				
State and federal financial aid					
Wraparound Supports and Services					
Tutoring					
Afterschool childcare					
Emergency fund					

Appendix B

LEA: Apprentice Acceptance Email Template

Dear [Aspiring Apprentice's Name],

I hope this message finds you well. I am thrilled to inform you that you have been selected as an apprentice for our school district's Grow Your Own (GYO) program for this year! Upon successful completion of the GYO Registered Apprenticeship program, you'll gain eligibility to apply and interview for open Teacher of Record positions within our district. Congratulations on this exciting achievement!

As a next step, you will need to apply with our district's partnering Educator Preparation Program (EPP), (EPP name). Please find all the necessary information and instructions in this [GYO website link](#). Please look for (EPP name's) one-pager. Additionally, you will need to complete the steps outlined in the GYO Aspiring Apprentice Checklist, which you can access [here](#).

In the coming weeks, please look for upcoming information about your assigned mentor teacher as well as details regarding the apprentice induction. These will be critical components of your apprenticeship, helping you to integrate into the program and begin your journey towards becoming an educator.

We are excited to have you join our program and look forward to supporting you on your journey. Should you have any questions or need further assistance, please do not hesitate to reach out.

Once again, congratulations on your selection, and welcome to the GYO registered teacher apprenticeship program!

Best regards,

[Your Name]

[Your Title]

[School District Name]

[Contact Information]

LEA: Apprentice Denial Email Template

Subject: Notification Regarding Your GYO Apprenticeship Application

Dear [Aspiring Apprentice's Name],

I hope this message finds you well. We appreciate your interest in the Grow Your Own (GYO) apprenticeship program and your commitment to pursuing a career in education.

After careful consideration, we regret to inform you that you were not selected as an apprentice for our school district this year. We understand this news may be disappointing, but we want to encourage you to continue your educational journey and explore other opportunities.

You are still eligible to attend college, and we recommend reaching out to the university to inquire about financial aid options and payment plans. Many universities offer a variety of resources to help students manage their educational expenses, and their financial aid office can provide you with detailed information and assistance.

We also want to inform you that GYO apprenticeship openings are available annually. We strongly encourage you to consider re-applying for the program next year. Your passion and dedication are highly valued, and we believe you have the potential to make a significant impact in the field of education.

Thank you once again for your interest in the GYO apprenticeship program. We wish you the best of luck in your future endeavors and hope to see your application again in the future.

Warm regards,

[Your Name]

[Your Title]

[School District Name]

[Contact Information]

Appendix C

Apprentice Mentor Description



Audience: Potential/interested mentor teachers

Mentor Teacher Role:

Learning experiences in the school are designed to provide apprentices with the opportunity to observe, work alongside, and collaborate with highly-skilled mentor teachers who are committed to helping them master assigned competencies as well as the art and science of teaching. The clinical nature of Tennessee's Registered Teacher Apprenticeship Program provides apprentices with experiences designed to enable them to learn on-the-job as they expand their career in the teaching profession by obtaining either a bachelor's degree and teacher licensure or a post-baccalaureate licensure program.

Mentor teachers hold an important role in the journey of an apprentice and are asked to provide both informal and formal feedback to apprentices through a variety of measures. This feedback includes specific tasks aligned to apprenticeship competencies and indicators of professionalism.

Mentor teachers are expected to attend professional development sessions. These sessions are hosted virtually and are facilitated by (). The professional development sessions provide the opportunity for mentor teachers to connect, collaborate and discuss culturally responsive coaching practices, instructional practices, and specific topics related to mentoring apprentices in Tennessee's Registered Teacher Apprenticeship Program. See the [GYO Mentor Training Guide](#) for more information and resources that are in use across the state.

Mentor Teacher Qualities

- Develop strong relationships with students and colleagues
- Strong interpersonal skills
- Clear communication
- Desire to learn and grow as an instructional coach
- Ability to provide coaching and feedback

Mentor Compensation

- Your school district will provide a stipend for your role as a mentor teacher

Mentor Teacher Professional Development

Mentor teachers are eager to hone their teacher leadership skills through professional development/professional learning communities which explore:

- Building relational trust and rapport with a mentee and other professionals in an effective coaching relationship.
- Effective practices in a culturally inclusive classroom such as co-planning, co-teaching, and co-assessment.
- Tools for creating a strong observational cycle.
- Coaching an individual on pedagogical cycles including: teaching & learning, data, goal setting and other effective practices an educator can use in the classroom to better serve his/her students, as well as in the profession of teaching.

The PD sessions addressing the knowledge, skills, and dispositions necessary for mentoring teachers new to the profession including: student teachers, new teachers, and teachers on an alternative certification pathway. The course focuses on coaching adult learners and how to provide feedback and support to colleagues for improving instructional and professional practices.

Professional Development Options:

Q: What is my role as a mentor teacher?

A: As a mentor teacher, you have relevant expertise and knowledge to share with aspiring teachers. You actively model excellence in instructional practice, and provide teaching opportunities, feedback, and support as teacher candidates develop their professional practice. You're also positive about the field of education and encouraging to those wishing to enter. Mentor teachers play the role of instructional coach and cheerleader.

The expectation is to meet weekly with your apprentice to discuss the competencies. Each week, you will determine which competencies to focus on. At the end of that week, you should check back in with your apprentice to determine which tasks were completed, progress made towards the competency, and track that in the platform.

Q: What are the mentor teacher meetings/PD sessions?

A: These sessions are an opportunity for mentor teachers to connect, collaborate, and share. We've designed these sessions to be valuable for all mentor teachers.

Appendix D

LEA Newsletter/Recruitment Email Template

Subject: Become a Teacher with Our Registered Teacher Apprenticeship Program!

Dear [Recipient],

Do you, or someone you know, aspire to become a teacher? We want to help you achieve that goal!

(District Name), like many districts nationwide, is facing a teacher shortage. One contributing factor is the traditional path to teacher certification, which requires a bachelor's degree and significant classroom time. However, the state of Tennessee offers a Registered Teacher Apprenticeship Program that provides an alternative pathway to becoming a teacher. This program allows apprentices to earn a paycheck during the day while gaining classroom experience in a classified position, and take college courses in the evenings with other teacher apprentices across the state. Apprentices can immediately apply what they learn in real-time as they enter the classroom the next day.

Teacher degree apprentices can:

Take college classes for their teacher licensure in the evenings and online.

Work in the classroom for their local school district while completing their degree and licensure.

Receive support from a mentor teacher throughout the program.

This program is perfect for:

Recent or soon-to-be high school graduates.

Paraprofessionals, instructional assistants, and other school-based support staff already working in an educational environment.

Career-changers, parents, or retirees with life and work experience who are strong teacher candidates but need a pathway to a teaching degree that keeps them in the workforce.

For more information about our registered teacher apprenticeship program with (District Name), please contact (Name/Title) at (Contact Info). Also, please complete the [Aspiring Apprentice Profile](#) for more information.

We look forward to helping you on your journey to becoming a teacher!

Best regards,

[Your Name]

[Your Title]

[Contact Information]

Appendix E

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 development³.

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.



Appendix F

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.

Appendix G

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 Agency⁶. 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:⁷

- **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.⁸

What are the Components of Registered Apprenticeships?

1. **Employer Involvement**
 - a. Employers (districts) are the foundation of every registered Apprenticeship program.
2. **Structured On-the-Job Training**
 - a. Apprentices receive job-embedded training from an experienced mentor teacher.
3. **Related Instruction**
 - a. Apprenticeships combine on-the-job learning with focused coursework through EPPs.
4. **Compensation for Skill Gains**
 - a. Apprentices receive wage increases as they gain higher level skills
5. **National Occupational Credential**
 - a. Programs lead to a nationally-recognized credential, signifying to employers that apprentices are well-qualified.

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.

Appendix H

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 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:

- T Field Training:** Apprentice is exposed to and assist with task.
- F Demonstrates Fundamentals:** Apprentice can perform the task with some coaching.
- P 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.					
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 (i.e. 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 coteach 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.					

Appendix I

References

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