

Registered Apprenticeship Programs for Teachers

Executive Summary

Minnesota is building its first registered teacher apprenticeship program, which allows individuals to earn while they learn and work alongside an experienced teacher. As part of the application process with the Department of Labor and Industry, a new industry (i.e. education) is required to submit standards of the profession to be used as competencies that must be met for apprentices to complete their apprenticeship program. Education stakeholders are now engaging to affirm and formalize these standards for teacher apprenticeship programs.

Recommended Statewide Teacher Competencies

The Minnesota Standards of Effective Practice were recently adopted (summer 2023) after more than three years of stakeholder input. They represent a statewide foundation for what teachers must know, understand, and apply to become a licensed teacher in the state.

The Department of Labor and Industry will look to ensure that proposed apprenticeship competencies align with the national standards for teacher apprenticeship. A crosswalk was completed between the Minnesota standards and the initial federal labor competencies. Additionally, the federal Department of Labor has agreed that the national InTASC standards (closely aligned to Minnesota standards) should be used as the foundation.

This leaves only a small subset of standards related to workforce skills not included in the Minnesota Standards of Effective Practice. The recommendation is to propose the Department of Labor and Industry adopt the Minnesota Standards of Effective Practice plus an additional set of workforce skills standards specific to an apprenticeship certification.

Minnesota Standards of Effective Practice (SEPs)

Workforce Standards

Proposed Minnesota Registered Apprenticeship Standards

Minnesota Standards of Effective Practice	Description
1) Student Learning	14 standards about how students learn
2) Learning Environment	6 standards about setting up the environment for learning
3) Assessment	8 standards about knowing how and when to assess student learning
4) Planning for Instruction	9 standards about how to lesson plan to meet the needs of all students
5) Instructional Strategies	11 standards about how to engage all students in a variety of strategies aligned to student needs

Proposed Minnesota Registered Apprenticeship Standards (Con't)

6) Professional Responsibilities	10 standards about teacher ethics and understanding aspects of the profession that impact one's teaching.
7) Collaboration & Leadership	6 standards about working with colleagues, families, and communities to improve learning
8) Racial Consciousness & Reflection	7 standards about understanding the race and bias and the importance of self-reflection
Proposed Addition to the Minnesota Standards of Effective Practice (for apprenticeship programs only)	
9) Workforce Skills	<p>9a - Participate in staff meetings, team meetings, and student support duties to create a positive school climate, such as hall monitoring, bus loading, and assisting in the school library.</p> <p>9b - Organize classroom materials and supplies to encourage use of classroom resources.</p> <p>9c - Support design and display of student work.</p> <p>9d - Plan and supervise class projects, field trips, visits by guest speakers, or other experiential activities, and guide students in learning from such activities.</p>

Important Points to Know

- Apprenticeship programs are led by the employer (in this case, districts or charter schools). The employer is responsible for tracking the completion of the apprenticeship standards for each apprentice. In education, this duty would be shared with a teacher preparation program. If the standards were adopted as proposed, education preparation programs would track the Standards of Effective Practice and districts would track, monitor, and evaluate the remaining workforce skill standards.
- Registered apprenticeship programs are eligible for Department of Labor dollars and may qualify for WIOA funding pending approval.
- Completion of an apprenticeship program in education leads to a tier 3 license and a certificate of completion of apprenticeship program.

Guiding Questions for Minnesota Apprenticeship Competencies

Education stakeholders across the state should provide their feedback on the proposed competencies for teacher apprenticeship programs. The following three questions can guide your feedback:

1. What do you hope to get out of a teacher apprenticeship program? (How is it different from the existing teacher preparation pathways?)
2. Are these workforce competencies addressing on-the-ground needs of new teachers?
3. Are there additional workforce competencies that should be included?