

NATIONAL GUIDELINES FOR APPRENTICESHIP STANDARDS K-12 TEACHER OCCUPATION

ESSENTIAL INFORMATION FOR EDUCATOR PREPARATION PROGRAMS

OVERVIEW

The [Pathways Alliance](#), a national coalition of K-12 and higher education organizations, convened a [working group](#) to draft National Guidelines for Standards for K-12 Teacher Apprenticeships (NGS) for registered apprenticeships in K-12 teaching. This working group was co-chaired by representatives of the American Association of Colleges for Teacher Education (AACTE), Deans for Impact, and the National Center for Grow Your Own. The guidelines have been approved and published by the U.S. Department of Labor.

This fact sheet summarizes key information from the NGS for educator preparation programs. Anyone interested in applying for a registered apprenticeship should read the [entire NGS](#).

Apprenticeship Terms

Apprentice = Candidate

Journeyworker = Mentor Teacher

On-the-job Learning (OJL) = Clinical Practice

Related Instruction = Educator Preparation Program (EPP) Coursework

Work Process Schedule = Teacher Professional Standards

Essential Elements of a Registered Apprenticeship in K-12 Teaching

- At least one K-12 school year of paid on-the-job learning (OJL) under the supervision of a journeyworker who is the teacher of record
- A journeyworker-to-apprentice ratio of no more than 1:2
- Completion of a bachelor's degree either before entering or as a result of the apprenticeship
- Satisfaction of all requirements for full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification
- Demonstration of the competencies described in the Work Process Schedule, as determined by the journeyworker in collaboration with a supervising faculty member from the participating educator preparation program (EPP)
- Progressively increasing levels of responsibility and autonomy during OJL, but at no time should the apprentice be the teacher of record
- Satisfactory completion of all related instruction required by the EPP

Duration of the Apprenticeship

Appendix A of the NGS describes OJL and related instruction. K-12 teaching apprenticeships are classified as **competency-based**, so completion of the program is dependent on the apprentice demonstrating mastery of the competencies described in the Work Process Schedule. It is expected that apprentices will need at least one school year of full-time OJL to demonstrate these competencies. Based on this, the estimated program length is 2,000 hours, which may include professional development opportunities and preparation for classroom work, as well as classroom duties. If a program is longer than one year, OJL may be part-time.

Work Process Schedule

To demonstrate how a Work Process Schedule may be structured, *Appendix A* of the NGS uses the [InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0](#). Applicants may substitute other state or national standards. To satisfy the InTASC Standards, apprentices must be placed in diverse classrooms that include students with disabilities and English learners.

Related Instruction

The apprenticeship must include **at least 144 total hours** of related instruction. A three-credit, one-semester course typically requires three hours in class per week during a 15-week semester, or 45 total hours of class time. Related instruction is determined by one or more of the following:

- *the apprentice's chosen degree program and credential area, and the participating EPP's requirements*
- *coursework already completed by the apprentice and accepted for transfer*
- *state requirements for approved EPPs*
- *state teacher licensure requirements*

Regardless of the type of degree to be awarded, OJL and related instruction are designed to be **interdependent and complementary**. The employer and EPP should work in partnership to co-construct the apprenticeship experience so that OJL and related instruction are mutually reinforcing. See [Toward a National Definition of Teacher Residencies](#) for additional information.

Program Admission

Program sponsors must establish an **affirmative action plan** as described in *Appendices A and C* of the NGS to ensure that apprentices reflect the local population and increase the diversity of the teacher workforce in terms of gender, race/ethnicity, linguistic diversity, and disability status. Apprentices also must meet any **hiring and admission requirements** established by the employer and EPP.

Program Wages and Costs

Apprentices must be paid a **progressively increasing wage** that is based on a percentage of the local teacher starting salary and that is equal to or higher than the pay rate for paraprofessional staff. The NGS is silent on how the cost of related instruction is paid. However, most teacher apprenticeship programs use a combination of financial aid, institutional funds, and apprenticeship funding to defray all or most of the cost of attendance.

Within this basic framework, and consistent with the NGS, EPPs and their K-12 partners have the flexibility to design programs to meet local needs. Programs may be undergraduate or graduate and may focus on any specialization within K-12 teaching. For examples, see [Pathways Apprenticeship Models](#).

[MORE ON THE NATIONAL GUIDELINES](#)

