



Registered Apprenticeship Standards

- National Program Standards National Guidelines for Apprenticeship Standards
 Local Apprenticeship Standards

North Dakota Department of Public Instruction

Occupation(s): TEACHER

O*NET-SOC Code(s): 25-3099.00

RAPIDS Code(s): 3024CB

Developed in Cooperation with the
U.S. Department of Labor
Office of Apprenticeship

Approved by the
U.S. Department of Labor
Office of Apprenticeship

Registered By: ***WILLIAM B. DUTTON***

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Title: State Director, North Dakota

Date: 12/02/2022

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Check here if these are revised Standards



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SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. Responsibilities of the sponsor: North Dakota Department of Public Instruction must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document "Requirements for Apprenticeship Sponsors Reference Guide."

Sponsors shall:

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these Standards and the document "Requirements for Apprenticeship Sponsors," and that meets the requirements of 29 CFR § 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship Standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices' progress in skills and technical knowledge and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these Standards, Requirements for Apprenticeship Sponsors Reference Guide, Appendix A, and any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these Standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated Standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.
- Adhere to Federal, State, and Local Law Requirements -- The Office of Apprenticeship's registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National



Program Standards of Apprenticeship) or within a particular State, and the registration of individual apprentices under the same program, does not exempt the program sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, State, and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.

The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, State, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

B. Minimum Qualifications - 29 CFR §29.5(b)(10)

An apprentice must be at least **18** years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. Please include any additional qualification requirements as appropriate:

- There is an educational requirement of *a High School Diploma. The candidate must provide an official transcript for High School and any post High School education.*
- There is a physical requirement of *being able to perform all aspects of the occupation with/without AMA accommodation.*
- The following aptitude test(s) will be administered *N/A*
- A valid driver's license is required.
- Other *Must meet admission requirements for college system conducting related instruction.*

C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The apprenticeship program(s) will select an apprenticeship training approach. The approach is notated in Appendix A, APPRENTICESHIP APPROACH. *(See Appendix A to select approach.)*

D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices will will not be paid for hours spent attending related instruction classes. The Work Process Schedule and Related Instruction Outline are outlined in Appendix A.

E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. North Dakota Department of Public Instruction will evaluate the request for credit and make a determination during the apprentice's probationary period.

Credit may be awarded for prior post-secondary and/or pre-apprenticeship coursework that directly aligns with related technical instruction. Individual must show proof of coursework completed, and the related instruction provider may make the final determination for recognition of course credit.



F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. The probationary period is notated in Appendix A, PROBATIONARY PERIOD.

G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5(b)(7)

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. The ratio is notated in Appendix A, RATIO OF APPRENTICES TO JOURNEYWORKERS.

H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. The progressive wage schedule is notated in Appendix A, APPRENTICE WAGE SCHEDULE. Equal Employment Opportunity and Affirmative Action

1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)

North Dakota Department of Public Instruction will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

North Dakota Department of Public Instruction will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9

North Dakota Department of Public Instruction acknowledges that it will adopt an affirmative action plan in accordance with 29 CFR §§ 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5th) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

3. Selection Procedures - 29 CFR § 30.10

Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). The selection procedures for each occupation for which the sponsor intends to train apprentices are notated in Appendix A, SELECTION PROCEDURES.

I. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:



- 1. Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

***U.S. Department of Labor, Office of Apprenticeship
200 Constitution Ave. NW, Washington, DC 20210
Telephone Number: (202) 693-2796
Email Address: ApprenticeshipEEOcomplaints@dol.gov
POC: Director, Division of Registered Apprenticeship and Policy
Attn: Apprenticeship EEO Complaints***

You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.

- 2. Other General Complaints.** The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within *15* days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within *30* days of receiving the written notification:

***Laurie Matzke, Assistant Superintendent
North Dakota Department of Public Instruction
600 E. Boulevard Avenue, Dept 201
Bismarck, ND 58505
lmatzke@nd.gov***

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

J. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

***William B. Dutton, ND State Director
Office of Apprenticeship
304 E. Broadway Ave. #334
Bismarck, ND 58501
701-250-4700
dutton.barry@dol.gov***

K. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.



Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

SECTION II - APPENDICES AND ATTACHMENTS

- ☒ **Appendix A** – *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*
- ☒ **Appendix B** – *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)*
- ☒ **Appendix C** – *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*
- ☒ **Appendix D** – *Employer Acceptance Agreement (For programs with multiple-employers only)*



SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) for which current apprentices and/or apprenticeship program candidates may be eligible:

- (1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program.
- (2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits a veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
- (3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

NOTE: The requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.



SECTION IV - SIGNATURES

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by *North Dakota Department of Public Instruction* on this 2nd day of December, 2022.

The signatories acknowledge that they have read and understand the document titled "Requirements for Apprenticeship Sponsors Reference Guide" and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

Kirsten Baester

Signature of Sponsor (designee)

Kirsten Baester
Printed Name

Laurie Matzke

Signature of Sponsor (designee)

Laurie Matzke
Printed Name

SECTION V - DISCLOSURE AGREEMENT—FOR NATIONAL PROGRAM STANDARDS AND LOCAL STANDARDS ONLY

OA routinely makes public general information relating to Registered Apprenticeship programs. "General information includes the name and contact information of the sponsor, the location of the program, and the occupation(s) offered. OA routinely publicly releases the contents of applications for National Guidelines for Apprenticeship Standards.

In addition, sponsors submitting National Program Standards or Local Standards have the option of allowing OA to share publicly the contents of a sponsor's application for registration to assist in building a high-quality National Apprenticeship System." This may include a copy of the Standards, Appendix A, and Appendix D" (as applicable), but not completed versions of ETA"Form 671 or Appendix C "Affirmative Action Plan" because those documents are submitted after a sponsor's application is approved and the program is registered. Please note that OA will consider a sponsor's application as releasable to the public unless the sponsor requests non-disclosure by signing below.

I, Laurie Matzke (Laurie Matzke, NDDPI), acting on behalf of North Dakota Department of Public Instruction request that OA not publicly disclose this application, other than general information about the program, as described above as it is considered confidential commercial information and steps are taken to preserve it. Further, I understand that if OA receives a request for this application pursuant to 5 U.S.C. 552, we may be contacted to support OA's withholding of the information, including in litigation, if necessary. I understand that my request that OA not publicly disclose this application will remain in effect, including with respect to subsequent amendments to this application, unless and until I notify OA otherwise.

Laurie Matzke

Signature of Sponsor (designee)

Laurie Matzke
Printed Name

12-5-22
Date



Appendix A
WORK PROCESS SCHEDULE
AND
RELATED INSTRUCTION OUTLINE

Teacher 3024CB



**Appendix A
WORK PROCESS SCHEDULE
Teacher**

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

Time-based Competency-based Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is competence based and is approximately 3 years in length with an OJL attainment of an estimated 4320 hours and 1845 RTI contact hours. This occupation is based on the apprentice's demonstration of the mastery of the competencies as specified in the attached Work Process and Related Instruction Schedule.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice(s) to 1 Journeyworker(s) on the jobsite.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$43,539.00/year.

West Fargo District: Step Plan	Entry	Year 1	Year 2	Year 3
A134 (HR class)- Hourly wage rates	\$16.22	\$16.71	\$17.20	\$17.69

Note that this wage schedule is based on the employer West Fargo School District. Appendix D indicates a customized wage schedule if the employer is a district other than West Fargo School District.

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 9 months.



6. SELECTION PROCEDURES

The selection procedures for this occupation are listed below:

The North Dakota Department of Public Instruction will work with participating employers to ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must be paraprofessionals working in a special education setting in a North Dakota PreK-12 school. They must also meet all admission requirements of the related instruction provider, which includes participating in a competitive application process. This includes submission of an application package that includes supporting letters from the candidate's school administrator, special education unit, and cooperating teacher.

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, part 30.



Appendix A

ON-THE-JOB LEARNING OUTLINE Teacher

O*NET-SOC CODE: 25-3099.00

RAPIDS CODE: 3024CB

Description:

The below on-the-job-learning (OJL) work process competencies are intended as a guide. In all cases, the apprentice is 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 task under the supervision of a cooperating teacher.

STUDENT LEARNING GOALS (SLG)

In TASC Standards

Standard Performances, Knowledge, and Course Tasks

TC= Teacher Candidates

OJL Hours (4320 total)

In TASC Standard 1: Learner Development. The teacher candidate demonstrates knowledge of how learners grow and develop; and designs and implements developmentally appropriate and challenging learning experiences.

Performances

- The teacher candidate regularly assesses individual and group performance to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs and that enables each learner to advance and accelerate his/her learning.
- The teacher candidate collaborates with families, communities, colleagues and other professional to promote learner growth and development.

In TASC Standard 2: Learning Differences. The teacher candidate uses professional knowledge of individual differences and diversity to ensure inclusive, successful learning environments.

Performances

- The teacher candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.



- The teacher candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- The teacher candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher candidate accesses resources, supports, and specialized assistance and services to meet learning differences or needs.

In TASC Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning.

Performances

- The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher candidate manages the learning environment to engage learners actively and equitably by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- The teacher candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.



In TASC Standard 4: Content Knowledge. The teacher candidate demonstrates knowledge and application of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches to assure mastery of the content.

Performances

- The teacher candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promotes each learner's achievement of content standards.
- The teacher candidates engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- The teacher candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- The teacher candidate recognizes when learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
- The teacher candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing concepts in the discipline, and appropriateness for his/her learners.
- The teacher candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- The teacher candidate creates opportunities for students to learn, practice, and master academic language in their content.
- The teacher candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Student Teaching:

- Takes responsibility for evidence-based strengths and weaknesses in his/her own practices, engaging in ongoing professional learning.
- Practices the profession in an ethical manner, considering the effects of his/her decisions and actions on others.
- Seeks appropriate leadership roles and opportunities to advance the profession.
- Takes responsibility to communicate and collaborate in positive ways that will benefit students and the learning community



- Focus on diversity issues including learning differences, family structure, culture and ethnicity, special needs, and intelligence.
- Practice critical reading, communication and collaboration, and problem solving in small and full class discussions of daily decision-making in the student teaching classroom.
- Use knowledge of the following concepts of assessment in their classwork and case studies: informal/formal assessment, formative/summative assessment; norm referenced/criterion referenced assessment; monitoring and adjusting instruction based on assessment information; and design of assessment tools.
- Promote and Model Digital Citizenship and Responsibility and ISTE Standard 5: Engage in Professional Growth and Leadership
- Identify goals for first year of teaching
- Describe professionalism and ethics by writing a response to a case study that deals with ethical decisions of teachers
- Identify components of a professional learning community to learn/explore/discuss during the process of student teaching
- Design inclusive learning experiences (Evidence of Student Learning)
- Identify strategies for classroom management (Evidence of Student Learning)
- Assess student learning and identify strategies for improvement of student learning (Evidence of Student Learning)
- Teacher candidates will identify solutions to an education-themed case study which highlights an ethical dilemma.
- Write three goals (and explanations) for their first year in the classroom.

Teacher candidate submissions during Student Teaching:

- Previous Goals and Student Teaching Autobiography (first week)
- Agreement of Duties and Responsibilities (first week)
- Hours Log (updated weekly)
- Schedule (first week)
- Self-Assessment (mid-term, final, and narrative/goal setting)
- Feedback form for Cooperating Teacher
- Feedback form for University Supervisor



A teacher work sample including:

- A description of the diversity in their classroom, with particular attention to those students who would benefit from differentiation or accommodation
- A unit plan including unit objectives and unit assessments
- One lesson plan from that unit
- A pre- and post-assessment instrument tool and description
- Samples of student work with analysis of error patterns
- The results of pre- and post-assessment for the whole class or the individual student
- A reflection on the results of their pre-and post-assessment. This reflection should include:
 - an analysis of error patterns or level of performance
 - an action plan for next steps for those students who did not demonstrate an appropriate level of achievement

In TASC Standard 5: Application of Content. The teacher candidate makes connections among concepts and uses differing perspectives to engage learners.

Performances

- The teacher candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- The teacher candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- The teacher candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- The teacher candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- The teacher candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- The teacher candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.



- The teacher candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- The teacher candidate develops and implements supports for learner literacy development across content areas.

In TASC Standard 6: Assessment. The teacher candidate can articulate and use multiple methods of assessment.

Performances

- The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- The teacher candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- The teacher candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- The teacher candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- The teacher candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

In TASC Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.

Performances

- The teacher candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.



- The teacher candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- The teacher candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- The teacher candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialist, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- The teacher candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

In TASC Standard 8: Instructional Strategies. The teacher candidate plans and uses a variety of instructional strategies to encourage learners to develop deep comprehension and apply knowledge in meaningful ways

Performances

- The teacher candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher candidate engages all learners in developing higher order questioning skills and metacognitive processes.
- The teacher candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher candidate uses a variety of instructional strategies to support and expand learners'



communication through speaking, listening, reading, writing, and other modes.

- The teacher candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.)

In TASC Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice.

Performances

- The teacher candidate engages in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- The teacher candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- The teacher candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- The teacher candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build strong relationships and create more relevant learning experiences.
- The teacher candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

In TASC Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning.

Performances

- The teacher candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- The teacher candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- The teacher candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.



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- The teacher candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
 - Working with school colleagues, the teacher candidate builds ongoing connections with community/resources to enhance student learning and well-being.
 - The teacher candidate engages in professional learning, contributes to the knowledge and skills of others, and works collaboratively to advance professional practice.
 - The teacher candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
 - The teacher candidate uses and generates meaningful research on education issues and policies.
 - The teacher candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
 - The teacher candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
 - The teacher candidate takes a leadership role at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.



Appendix A

**RELATED TRAINING OUTLINE
OCCUPATION: Teacher**

O*NET-SOC CODE: 25-3099.00

RAPIDS CODE :3024CB

The related instruction for this occupation will progress the individual through the requirements of obtaining a bachelor's degree in education. Before moving into a full-time teacher position, the individual will have obtained a bachelor's degree from an accredited institution and complete all state required certifications.

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved North Dakota Education Preparation Provider. The schedule below is an example of a three-year program.

<i>Credit hours given in parentheses</i>	Summer	Fall	Spring
Year 1 CBEs Sped 110, 141, 410, Ed 282, 284 & 322* only for PTP track General education requirements (38 credits)	Sped 140 (3) Sped 233 (1) Ed 260 (2) CBEs Praxis I	Sped 202 (3) Ed 260L (0) * Sped 310 (3) CBEs Praxis I Apply to Teacher Education	Sped 201 (3) Sped 420 (3) ED 320 (2) Ed 321L Ed 282L CBEs
Year 2	Sped 299/SS 283 (3) Sped 302 (3)	Eled 352 (3) Sped 379 (3) Ed 284L Math 277 (3)	Sped 442 (3) Sped 444 (3) Sped 494 (2) Ed 342L
Year 3	Ed 380 (3) Sped 445 (3)	Sped 340 (4) Sped 441 (3) Sped 494 (2)	Ed 484 (2) Ed 495 (10) Ed 323L
Total Credits	123 credit hours (~1,845 contact hours)		
<p><i>*Note that candidates may apply for credit of previous course work. The 123 credit hours includes general education requirements and any transfer of credits, from related instruction provider or from another institutions. Candidates with high levels of prior credit may experience a consolidated pathway.</i></p>			

**General Education**

General Education Courses 38

Required Special Education Core

ELED 352	Foundations of Reading	3
MATH 277	Mathematics for Elementary Teachers I	3
SPED 110	Introduction to Exceptional Children	3
SPED 141	Development of Young Children	2
SPED 201	Applied Behavior Analysis for Teachers	3
SPED 202	Intro to Sensory Disabilities	3
SPED 233	Experience In SPED	1
SPED 302	Language and Communication Interventions	3
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	3
SPED 340	Assessment in SPED	4
SPED 379	Leadership in SPED	3
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	3
SPED 420	Inclusive Practices	3
SPED 441	Methods for High Incidence Disabilities	3
SPED 442	Methods for Low Incidence Disabilities	3
SPED 444	Transition to Adult Life	3
SPED 445	Collaboration in Special Education	3
SPED 494	Practicum In Special Education	4

Professional Education Sequence

PSY 255	Child & Adolescent Psychology	3
or SPED 140	Human Development	
SS 283	Diversity in America	3
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 322	Data Driven Integrated Instruction	2
ED 484	Student Teaching Seminar: K12	2
ED 495	Student Teaching, Special Areas	10

Total Credit Hours 123

Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

North Dakota Department of Public Instruction

In collaboration with
West Fargo Public Schools

Developed in Cooperation with:

**U.S. DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP**



Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by the North Dakota Department of Public Instruction and agree(s) to carry out the intent and purpose of said Standards for the Teacher Occupation and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards. **West Fargo Public Schools** has been furnished a copy of the Standards, has read and understands them, and requests authorization to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline. The employer further agrees to follow the selection procedures per the approved Standards or develop alternative selection procedures in the Employer Acceptance Agreement that are consistent with the requirements set forth in 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer or the Office of Apprenticeship.

<i>On behalf of the employer, West Fargo Public Schools</i>	
Print name:	Date:
Employer Representative Title: Employer Address: 207 Main Avenue West City/State/Zip: West Fargo, ND 58078 Phone number: 701-356-2009 Email address: info@west-fargo.k12.nd.us	
Signed:	

<i>On behalf of the sponsor, North Dakota Department of Public Instruction</i>	
Print name:	Date:
Signed:	



**EMPLOYER MODIFICATIONS TO
STANDARDS OF APPRENTICESHIP AND APPENDICES**

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

Employer employs 943 journeyworkers (teachers). Employer employs 1,699 total workers.

Related Instruction Hours Provided: during Work Hours / during Non-Work Hours /
X Both

Standards of Apprenticeship

SECTION I, SUBSECTION 3. – SELECTION OF APPRENTICES

X will / will not utilize the Selection Procedure on **Appendix A**.

SECTION I, SUBSECTION D. – RELATED INSTRUCTION

Apprentices will / **X will not** be paid for hours spent attending related instruction classes during non-work hours.

Appendix A Changes – Wage Scale – Work Process Schedule – Related Instruction Outline

Appendix A, Section 4 (Apprentice Wage Schedule), is amended as follows:

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current journeyworker wage rate, which is:

\$43,539.00/year.

West Fargo Apprenticeship Wage Schedule	Step 1	Step 2	Step 3	Step 4
	\$15.53/hour	\$16.71/hour	\$18.71/hour	\$25.71/hour*

*Note that the step 4 rate, with a \$7 per hour increase, is earned upon the apprentice successfully earning their North Dakota teaching license. The apprentice may transition into a full-time teacher position instead and be placed along the annual teacher salary schedule.