MAY 2024

K-12
PRINCIPAL
REGISTERED
APPRENTICESHIP
PLAYBOOK

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

NATIONAL CENTER FOR
GROW YOUR OWN

INFO@NCGYO.ORG | NCGYO.ORG

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About NCGYO

The National Center for Grow Your Own (NCGYO) is a 501(c)(3) non-profit organization that provides technical assistance to state education and labor agencies, local school districts, and educator preparation providers that are interested in launching or expanding Grow Your Own programs and Registered Apprenticeships in the Teacher and Principal occupations. NCGYO currently operates the nation's largest Registered Apprenticeship in Teaching Networks for State , District , and Educator Preparation leaders, providing a professional learning community for 40+ states, 30+ districts, and 60+ EPPs. Read more about NCGYO's mission, staff, and work here. For inquiries about NCGYO's support services, please contact info@ncgyo.org.

ncgyo.org   @NationalGYO   info@ncgyo.org

About NDDPI

Vision
North Dakota Department of Public Instruction's (NDDPI) vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful.

Mission
NDDPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Core values
1. Build Relationships: We value meaningful stakeholder engagement at every level. Our belief is that building relationships enables long-term, sustainable progress.
2. Cultivate Opportunity: We value the free and open exchange of ideas. Our role is to cultivate opportunities between partners to benefit our young people.
3. Inspire Growth: We value inspiration and support over regulation. Our aim is to inspire and support our schools and communities as we challenge conventional standards.

    www.nd.gov/dpi/

Joint Executive Summary Letter

North Dakota has had a long history of leveraging innovative human capital practices to recruit future teachers and school leaders. North Dakota's Governor, Doug Burgum, has a saying, "Innovation over regulation," and that is something the North Dakota Department of Public Instruction has taken to heart in their work. The state has launched several Grow Your Own and registered apprenticeship in teaching cohorts for their aspiring educators.

However, every state must ensure a strong return on investment by retaining teachers that complete a Grow Your Own or registered apprenticeship programs. There is no doubt that aspiring educators from Grow Your Own and registered apprenticeship programs are going to be more focused on being great teachers without being saddled with student loan debt. However, why do many people leave their jobs? The number one reason is because of the leader they work for.

North Dakota does not have a principal shortage issue, but is always seeking to improve the quality of its school leaders. That is why any strong state or district leader should be focused on continuous improvement. We can always get better. We know that having good school leaders results in recruiting and retaining great teachers, which results in excellent outcomes for our students.

> **"**
>
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In late 2022, the North Dakota Department of Public Instruction and the National Center for Grow Your Own began conversations about leveraging the registered apprenticeship model for the profession of a school principal. In July 2023, working together with national stakeholders, including the Council of Chief State School Officers (CCSSO), the National Association of Elementary School Principals (NAESP), and the National Association of Secondary School Principals (NASSP), North Dakota received approval from the U.S. Department of Labor of our application to allow for the principal position to be eligible for registered apprenticeship. By earning this approval directly from the U.S. Department of Labor, it is now available for every state to use and leverage for their own principal pipeline work.

Therefore, we decided to take another step based on countless lessons learned, to provide this free Principal Registered Apprenticeship playbook. It is important for all programs to be customized to reflect the values and priority of your state and communities. However, we hope this playbook informs your overall framework and helps you go about the process of creating a principal registered apprenticeship program.

Sincerely,

Kirsten Baesler
Superintendent
North Dakota Department of Public Instruction

David Donaldson
Founder & Managing Partner
National Center for Grow Your Own

Introduction

As decades of research have shown, K-12 principals can have a considerable impact on student achievement and the overall success of their school communities.[1] However, looming principal shortages are of increasing concern. Results from two recent, national surveys by the National Association of Secondary School Principals indicate that nearly 78% of principals expect to leave the profession within the next 1-3 years.[2] Such projections have been accurate thus far – according to a February 2023 research brief by RAND Corporation, 16% of principals left their school in the 2021-2022 school year alone.[3]

Furthermore, many prospective principals face financial barriers to entry into the profession. The Learning Policy Institute cites student debt from principal preparation programs as a major contributing factor towards principals' concerns about compensation and finances, and many principals indicate they plan to leave their school due to these concerns.[4] Due in part to these financial barriers, the K-12 Principal occupation experiences a mismatch in racial representation compared to the student populations that are served by public schools. In 2017, whereas 52% of U.S. students identified as non-white, only 22% of principals identified as non-white.[5] To combat these trends, state and local education leaders must develop high-quality, low-cost pathways that enable diverse aspiring principals to earn their school administration credentials and be prepared to succeed in the principal role.

In July 2023, the North Dakota Department of Public Instruction (NDDPI)–under the direction of State Superintendent Kirsten Baesler and Assistant Superintendent Laurie Matzke–received approval from the United States Department of Labor's (USDOL) Office of Apprenticeship (OA) to have the occupation of a K-12 Principal become eligible for Registered Apprenticeship. NDDPI's application to USDOL, created in partnership with the National Center for Grow Your Own (NCGYO), was the first in the nation to receive approval for the K-12 Principal occupation. As a result of NDDPI's leadership, Principal Registered Apprenticeship programs across the country are now able to apply for registration at the state and federal levels, providing access to funding that previously was not available for principal preparation.

[1] Grissom, J., Egalite, A., & Lindsay, C.(2021, February). How Principals Affect Students and Schools A Systematic Synthesis of Two Decades of Research. Wallace Foundation. Retrieved July 14, 2023, from https://www.wallacefoundation.org/knowledge-center/pages/how-principals-affect-students-and-schools-a-systematic-synthesis-of-two-decades-of-research.aspx

[2] National Association of School Principals. (2021, December 8). NASSP Survey Signals a Looming Mass Exodus of Principals from Schools. NASSP. Retrieved March 31, 2023, from https://www.nassp.org/news/nassp-survey-signals-a-looming-mass-exodus-of-principals-from-schools/

[3] Superville, D. R., & Yap, L. (2023, February 16). Is This the Beginning of the Principal Exodus? Education Week. Retrieved March 31, 2023, from https://www.edweek.org/leadership/is-this-the-beginning-of-the-principal-exodus/2023/02

[4] Bartoletti, J. (2020, May 14). Supporting a Strong, Stable Principal Workforce: What Matters and What Can Be Done. Learning Policy Institute. Retrieved March 31, 2023, from https://learningpolicyinstitute.org/product/supporting-strong-stable-principal-workforce-report

[5] Hansen, M., Dews, F., & Winthrop, R. (2022, November 22). Low retention, diversity among school principals sparks need for long-term strategies. Brookings. Retrieved March 31, 2023, from https://www.brookings.edu/blog/brown-center-chalkboard/2022/11/22/1649415/

The new Registered Apprenticeship model for K-12 Principals expands upon the apprenticeship model for the K-12 Teacher occupation, which was first approved by USDOL in November 2021. NCGYO's founder served as the lead author on that application, and K-12 Teacher Apprenticeships have since been established in 30+ states and highlighted by the White House, U.S. Department of Labor, and U.S. Department of Education as high-impact methods for addressing educator workforce shortages.

The newly established Principal Registered Apprenticeship model introduces a promising opportunity to help address the critical need for experienced, diverse principals who are equipped to lead their school communities. Principal apprentices will earn their advanced degree in school leadership while completing at least one year of on-the-job training and remaining in a full-time, paid position as an assistant principal (or an analogous position) under the mentorship of an experienced principal. This new apprenticeship model will allow experienced teachers and administrators who are interested in becoming school leaders to gain the hands-on experience needed to be prepared and impactful in the principal role.

The North Dakota K-12 Principal Registered Apprenticeship model, along with the contents of this playbook, are meant to serve as national exemplars from which education leaders can learn to design high-quality Principal Registered Apprenticeship programs within their unique local contexts. To be clear: future Principal Registered Apprenticeship models will likely look different from the model highlighted in this playbook, as individual programs will be based on state and local priorities, as well as any state-specific requirements around principal licensure/certification and Registered Apprenticeships. However, it is our goal that in using this playbook—where we highlight essential considerations and provide information on North Dakota's pioneering K-12 Principal Registered Apprenticeship model—districts, states, and preparation providers will be able to build high-quality programs rooted in best practices.

This playbook is designed to help state and local K-12 education leaders understand the process by which they can design and implement high-quality Principal Registered Apprenticeship programs. This resource will also be useful for leaders in the higher education and workforce development sectors, as it outlines partnership structures and practices that should be considered in order to build Principal Registered Apprenticeship programs that are sustainable, affordable, and transformative for future principals and the students they serve.

Roles & Key Terms

Note: The following roles and key terms include definitions provided by the USDOL's Office of Apprenticeship, as well as further context and interpretations provided by the NCGYO and NDDPI. For official definitions of the below terms, district and state leaders should refer to Title 29 Code of Federal Regulations (CFR), parts 29 and 30, as well as the USDOL's Requirements for Apprenticeship Sponsors Reference Guide. The roles and key terms listed below are capitalized throughout this document, in order to denote that they have been defined.

Roles

Each of the following individuals and entities plays an important role in the design and implementation of the Principal Registered Apprenticeship model.

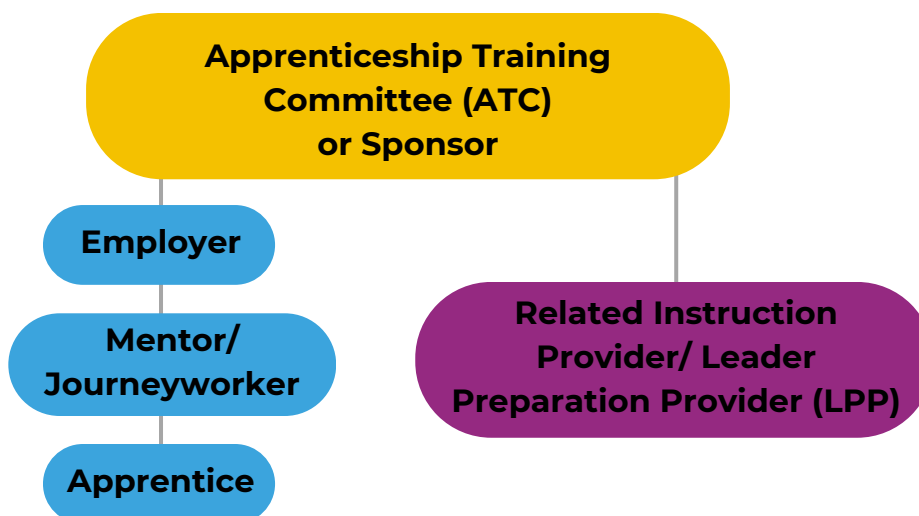|	
Apprentice	An individual who is employed by an apprenticeship Employer and meets the minimum qualifications and selection criteria described in the standards of apprenticeship. In the context of Principal Registered Apprenticeships, an Apprentice will be employed full-time within their school or district as an assistant principal (or an analogous role) while training to become a principal.
Apprenticeship Training Committee (ATC)	An Apprenticeship Training Committee, commonly referred to as an ATC, is a group of individuals, designated by the Sponsor, who serve on a Committee and act as an agent of the Sponsor in administering the Apprenticeship program. An ATC is typically composed of representatives of the Employer(s), representatives from a collective bargaining agent(s), and other individuals as determined by the Sponsor. An ATC may be required in certain states.
Employer	Any individual or organization employing an Apprentice. An Employer is responsible for providing Apprentices with employment, supervision, wages, and/or benefits. Within the context of K-12 Principal Registered Apprenticeship Programs, Employers will be public school districts and other local education agencies (LEAs), including charter management organizations (CMOs) and independent/private schools.

Roles Cont'd

Mentor/ Journeyworker

Qualified professionals who have attained the level of skill, ability, competence, and certification/licensure recognized within an industry as required for an apprenticeable occupation. In the context of K-12 Principal Registered Apprenticeships, Mentors will be fully certified/licensed principals who have agreed to support Apprentices as part of a Registered Apprenticeship Program. Mentors are also known as "Journeyworkers" within the context of Registered Apprenticeship Programs.

Related Instruction Provider / Leader Preparation Provider (LPP)

An entity that provides instruction and coursework necessary to support the apprenticeship program. In the context of Principal Registered Apprenticeships, a Leader Preparation Provider (LPP) that is approved to offer a licensure or certification program for K-12 Principals will always be the Related Instruction Provider.

Sponsor

Any association, committee, or organization that operates an apprenticeship program, in whose name the program is registered, and who assumes the full responsibility for administration and operation of the apprenticeship program. Potential sponsors include, but are not limited to, state education agencies (SEAs), state superintendents' organizations, higher education representatives, local school districts and state boards of education. NCGYO strongly recommends that SEAs pursue sponsorship as a means of ensuring quality control and statewide coherence.

Apprenticeship Training Committee (ATC) or Sponsor

Employer

Mentor/ Journeyworker

Apprentice

Related Instruction Provider/ Leader Preparation Provider (LPP)

Key Terms

Competency-Based Occupation

An occupation using an apprenticeship approach that requires the attainment of manual, mechanical, or technical skills and knowledge, as specified by an occupation standard and demonstrated by an appropriate written and hands-on proficiency measurement. The K-12 Principal occupation application that was approved by the USDOL is Competency-Based, meaning that Apprentices will demonstrate proficiency in a normed set of "On-the-Job Competencies," as assessed by their Mentor principal and/or principal supervisor. It is recommended that sponsoring education organizations take a Competency-Based approach for all K-12 Principal Registered Apprenticeships, utilizing the Professional Standards for Education Leaders developed by the National Policy Board for Educational Administration (NPBEA).

On-The-Job Competencies

Measurable and observable knowledge, skills, abilities, and behaviors that Apprentices must demonstrate in order to successfully complete their training. For the Principal Occupation, the On-The-Job Competencies should be standards-aligned and continuously assessed by the Mentor principal throughout the apprenticeship term.

North Dakota's USDOL-approved apprenticeship application for the K-12 Principal occupation includes On-The-Job Competencies that are fully aligned to the Professional Standards for Education Leaders, developed by the National Policy Board for Educational Administration (NPBEA) (see "Applying to your State Apprenticeship Agency or USDOL " and "Appendix" sections for more details and examples to consider). It is recommended that these nationally-normed, standards-aligned On-The-Job Competencies be used for all Principal Registered Apprentices moving forward.

Registered Apprenticeship Program (RAP)/ Principal Registered Apprenticeships

A Registered Apprenticeship program is an industry-driven, high-quality career pathway where Employers can develop and prepare their future workforce. Apprentices can obtain paid work experience, receive progressive wage increases, enroll in a coursework and training program, and receive a credential. RAPs are industry-vetted and approved and validated by the USDOL or a State Apprenticeship Agency. Throughout this document, RAPs in the K-12 Principal occupation are referred to as Principal Registered Apprenticeships.

Key Features of Principal Registered Apprenticeships

APPRENTICE SELECTION

Employers select high-quality candidates with teaching and/or administrative experience to serve as K-12 Principal Apprentices, allowing aspiring principals to access the education career ladder while remaining in their current school or district.

While Apprentice selection criteria for each program will be based on both Employer/Sponsor priorities and state-specific requirements for principal licensure/certification, it is recommended that Employers select candidates with at least three years of teaching experience to serve as Principal Apprentices.

COURSEWORK

Principal Apprentices complete a preparation program, offered by a state-approved Leader Preparation Provider, that results in principal licensure/certification in their state, along with an advanced degree (master's or above). Apprentices will typically complete coursework outside of the school day (nights, weekends) to accommodate full-time work.

HANDS-ON EXPERIENCE

Apprentices gain hands-on experience while serving as assistant principals (or an analogous position), for a minimum of one year, training under the guidance of a Mentor lead principal.

Key Features of Principal Registered Apprenticeships Cont'd

STANDARDS-ALIGNED COMPETENCIES

Principal Apprentices are required to demonstrate proficiency in a normed set of On-The-Job Competencies that are aligned to principal preparation standards. Following the example of North Dakota's first-in-the-country Principal Registered Apprenticeship model, it is recommended that Apprenticeship Sponsors and Employers utilize the Professional Standards for Education Leaders, developed by the National Policy Board for Educational Administration (NPBEA), as the basis for On-The-Job Competencies in the Principal occupation.

COMPENSATION

Apprentices "earn and learn" by serving as full-time assistant principals (or an analogous position) while completing their coursework and training.

Photo courtesy of the North Dakota Council of Educational Leaders.

Benefits of the Principal Registered Apprenticeship Model

PREPARATION

- Increased principal readiness
- Improved leader preparation practices statewide
- Innovation and accessibility of preparation programs
- Strong, innovative partnerships

PIPELINE

- Expanded principal pipeline
- Opportunities to earn and learn
- District recruitment and retention of talent

PROGRAM FUNDING

- Access to ongoing federal funding
- Access to new federal grants
- Access to additional state funding for education apprenticeships

PREPARATION

Increased principal readiness and retention: Whereas in some states principal candidates are required to complete less than 200 hours of clinical internship experience (if any at all), candidates enrolled in a Principal Registered Apprenticeship program must complete a minimum of one year of on-the-job training under the guidance of a Mentor principal. Further, Apprentices are evaluated continuously against a set of standards-aligned On-The-Job Competencies, receiving high-quality feedback and having meaningful opportunities to feel what it is like to conduct the core functions of a school leader throughout their preparation. As research shows, when principal candidates are better supported and given more opportunities to receive high-quality feedback during their pre-service clinical internship experiences, they are more likely to be effective and retained.

Benefits of the Principal Registered Apprenticeship Model Cont'd

Improved leader preparation practices statewide: As potential Sponsors of Principal Registered Apprenticeships, SEAs can leverage the apprenticeship model to positively influence the quality, affordability, and accessibility of LPPs across the board in their states.

Innovation and accessibility of preparation programs: The Principal Registered Apprenticeship model requires LPPs to offer coursework in a manner that is catered towards individuals working in a full-time role within a school. This model drives LPPs to expand their online, asynchronous, hybrid, and competency-based instruction methods to expand access to a wider group of candidates who are primarily learning while doing. Improving the accessibility and geographic reach of high-quality preparation programs can have a pronounced impact on rural communities in particular.

Strong, innovative partnerships: The Principal Registered Apprenticeship model encourages Employers and LPPs to work closely together and innovate in order to support both Apprentices and Mentors as working professionals. Employers and LPPs are also pushed to strengthen their existing partnerships – and explore new partnerships — as they think differently about which talent pools they can access, funding sources they can tap into, and training methods they can leverage to prepare more candidates as future principals.

PIPELINE

Expanded principal pipeline: The Principal Registered Apprenticeship model helps to address the critical need for experienced, diverse principals who are well equipped to lead their school communities. By reducing financial barriers and enabling Employers to select promising candidates from within their existing communities, Principal Registered Apprenticeships encourage educators from diverse backgrounds to pursue school leadership.

Benefits of the Principal Registered Apprenticeship Model Cont'd

Opportunities to "earn and learn": Principal Apprentices serve in paid, full-time positions while also completing their principal preparation and licensure requirements. The Principal Registered Apprenticeship model allows Apprentices to no longer have to choose between earning an income, remaining in their current school or district, and earning their advanced degree.

Recruitment and retention of both teachers and administrators: Principal Registered Apprenticeships can be impactful recruitment and retention tools for Employers because the apprenticeship model allows experienced educators and administrators to access their Employer's internal career ladder by pursuing either an apprenticeship or a mentorship position without having to leave their current school or district.

PROGRAM FUNDING

Access to ongoing federal funding: Sponsors may be able to access federal funding (~$2,000 to $6,000 per Apprentice, annually) through the USDOL, opening up new funding streams that can help to lower financial barriers for Apprentices and Employers alike.

Access to new federal grants: By building on the increasing national momentum behind Principal Registered Apprenticeships, Sponsors may be able to access new federal grants that specifically prioritize expansion of apprenticeships in the K-12 education sector. For example, in spring 2023, the USDOL's State Apprenticeship Expansion Formula (SAEF) grant offered targeted funding for states that were seeking to expand apprenticeships in the K-12 Education sector. With the approval of the K-12 Principal occupation in July 2023, Sponsors of Principal Registered Apprenticeships may now be able to access this funding on a recurring basis.

Additional state funding for education: Apprenticeship Sponsors may be eligible for additional funding from their state's department of labor or their regional workforce development boards. Recently, many state legislatures and SEAs have committed both one-time and recurring funding towards apprenticeships in the education sector.

Process for Establishing a Principal Registered Apprenticeship Program

Based on NCGYO's experience helping districts and states around the country to launch Registered Apprenticeships in the K-12 Teacher occupation, as well as North Dakota's success in designing and implementing apprenticeships in both the K-12 Teacher and K-12 Principal occupations, the process map below outlines the high-level steps education leaders should take to design and implement a high-quality Principal Registered Apprenticeship within their states and local communities with more detail in the following sections. The duration of each phase will vary depending on state and local context.

Note: NCGYO is available to serve as an ongoing technical assistance provider as leaders design and implement Principal Registered Apprenticeship programs based on their state and local contexts.

Design

Partner

Apply

Implement
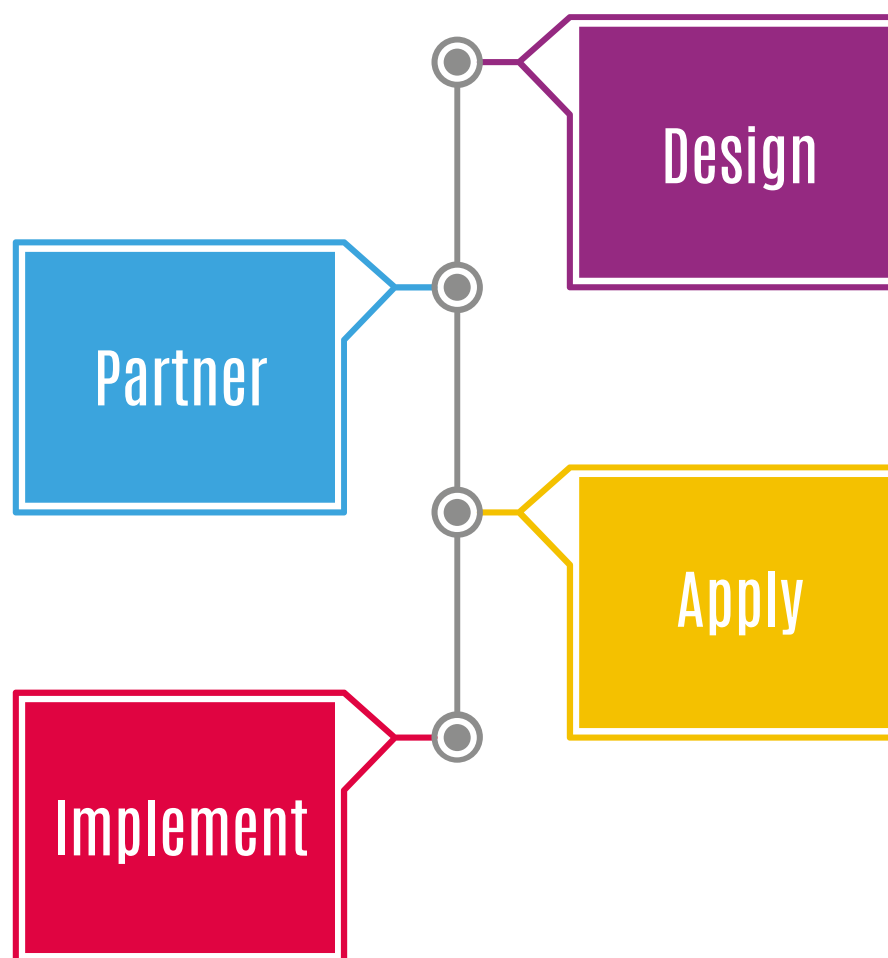
Design

- Determine the goals and overall programmatic components of your registered Principal Registered Apprenticeship program.
- Research the costs for your program, determine the financing for your program, and build a budget.

Partner

- Determine who will assume the roles (Sponsor, Employer(s), Related Instruction Provider) for your Apprenticeship program.
- Determine if you will work with an existing LPP, or if you will work with a new partner(s).
- Select and engage the external partners with whom you'll be working, including LPPs.
- Determine whether your state requires registration of an apprenticeship program via the USDOL, or via a State Apprenticeship Agency. This will impact which templates must be used in order to register your program, as well as the approval process you will go through as a program sponsor. More information regarding respective apprenticeship contacts within your state may be found at www.apprenticeship.gov/contact-us
- Finalize your application for Principal Registered Apprenticeship program registration in collaboration with your selected partner(s).

Leaders should strongly consider leveraging a competitive grant process (i.e., competitive RFP/RFA) to select and identify high-quality, low-cost preparation providers. NCGYO has helped various state and district partners to leverage this strategy in the past for the K-12 Teacher occupation, resulting in tuition costs being reduced to an average of less than $10,000 per participant, and as little as $3,333 per participant, for pathways leading to teacher licensure and a bachelor's degree.

Apply

- Contact and maintain regular communication with your state apprenticeship agency or USDOL to inform them of your progress or address questions you have.
- Submit your Principal Registered Apprenticeship program application to your state apprenticeship agency or USDOL.
- Respond to any feedback or edits that your state apprenticeship or USDOL representatives may have regarding your program application.
- Gain approval for your Principal Registered Apprenticeship program application.

Implement

- Implement and scale your Principal Registered Apprenticeship program, which includes:
  - Recruiting, selecting, and onboarding of candidates
  - Marketing your program
  - Providing ongoing support for apprentices and mentor principal
  - Formalizing partnership agreements between sponsors, employers, and educator preparation providers
  - Developing an ongoing sustainability and funding plan

Key Considerations for Principal Registered Apprenticeship Program Design

Note: NCGYO is available to serve as an ongoing technical assistance provider as leaders design and implement Principal Registered Apprenticeship programs based on their state and local contexts.

Responsibilities and Considerations for Principal Registered Apprenticeship Partners

There are three required roles in a Principal Registered Apprenticeship program: **Sponsor**, **Employer**, and **Related Instruction Provider**.

A recommended first step in the Principal Registered Apprenticeship program design process will be for state and district leaders to clearly establish who will occupy each of these required roles. To be clear: who serves in each role will be dependent on local and state context. There may be direct overlaps in these roles, as individual Employers may also consider serving as Sponsors. This playbook section provides an overview of the responsibilities associated with each role, as well as some guiding questions that leaders should consider during the Design and Partner phases of establishing a Principal Registered Apprenticeship program.

Sponsor Responsibilities

The Sponsor is responsible for the administration and operation of the apprenticeship program. While the Employer and the Related Instruction Provider may lead certain components of the program, the Sponsor must ensure all components are in alignment with USDOL requirements and therefore may play an active role in specifying all components of the program.

Sponsor Responsibilities Cont'd

Distinctive sponsor responsibilities include data collection, federal and/or state reporting, document storage, and monitoring overall progress of their program. Sponsors will also typically serve as the fiscal agent of an apprenticeship program, meaning that they collect and distribute federal and/or state funding tied to Apprentices. Prospective Sponsors should review the USDOL's Requirements for Apprenticeship Sponsors Reference Guide for more information.

Strategy Consideration: Serving as the Sponsor may enable an SEA to closely monitor the quality and effectiveness of Principal Registered Apprenticeships at a statewide level. As such, it is strongly recommended that SEAs occupy the role of Sponsor.

Sponsors should consider the following questions when designing a Principal Registered Apprenticeship:

Context

- Given your state and local context, which institution(s) are best positioned to serve as a program Sponsor? (i.e., SEA, individual LEAs, other entities such as Educational Service Centers).
- What are the projected principal vacancies across your state? Do you have partnerships that produce no-cost/low-cost pathways that address these projections? Are you satisfied with the quality of these programs?
- What degree(s) is/are required to become a principal in your state?
- Do you have the internal capacity and expertise to accomplish this work on your own, or will you need support from an external partner such as NCGYO?

Vision

- Whom do you wish to impact with a Principal Registered Apprenticeship pathway? Who has historically been excluded from principal positions in your state, and how might you leverage an apprenticeship pathway to make the principal occupation more equitable and accessible?
- Are there certain priority areas in which you wish to see all aspiring principals trained (e.g., science of reading, high-quality instructional materials)? How might you require or incentivize LPPs to embed these specific trainings within their curriculum?

Sponsor Responsibilities Cont'd

Actions
- How will you match LPPs and Employers? Will you run a competitive process to drive down tuition costs?
- What will be the On-the-Job Competencies for your Principal Registered Apprenticeship Program? How will you ensure those Competencies are aligned to best practice and preparation standards?
- How can you help lower out-of-pocket costs for apprentices participating in the Principal Registered Apprenticeship Program? What funding sources will you leverage to accomplish this?

Employer Responsibilities

The Employer is primarily responsible for providing Apprentices with employment, supervision, wages, and benefits. Within the context of Principal Registered Apprenticeships, Employers will be public school districts, charter management organizations, or other LEAs which will employ both Apprentices and Mentors. The Apprenticeship model enables Employers to have an active role in the recruitment, preparation, training, and placement of their future principal candidates, as Apprentices will spend at least one year training under the guidance of a Mentor lead principal while completing coursework, earning an income, and working towards proficiency on an aligned set of On-The-Job Competencies. Employers are also tasked with training Mentor principals, pairing trained Mentors with Apprentices, and ensuring Apprentices are demonstrating the expected On-The-Job Competencies in an observable way.

Strategy Consideration: Prospective Employers should consider whether they have the budgetary and personnel capacity necessary to offer a Principal Registered Apprenticeship program. Leaders should consider leveraging a variety of funding sources, talent strategies, and placement methods for Apprentices to operate a Principal Registered Apprenticeship program that will positively impact their community and support their staffing needs.

Employer Responsibilities Cont'd

Employers should consider the following questions when designing a Principal Registered Apprenticeship:

Context
- What is the capacity of your district/school to support Apprentices? How many assistant principal positions do you have, and how many lead principals are able to serve as a Mentor for an Apprentice? If you do not have assistant principal positions, do you have analogous positions that you could use or create to facilitate a full-time apprenticeship?
- What are the profiles of current educators in your district who have demonstrated promise in becoming future principals? What education background and professional experience do they have?
- What are your projected principal vacancies? Are they at the elementary level, secondary level, or both?
- Do you have partnerships that produce no-cost/low-cost pathways that address these principal shortages? With which LPPs would you want to strengthen relationships?

Actions
- What will be the On-the-Job Competencies for your Principal Registered Apprenticeship Program? How do you ensure those Competencies are aligned to best practice and preparation standards?
- How will you ensure Mentors and other administrators are adequately trained in how to observe and assess Apprentices against these Competencies?
  - Note: Based on national best practice and North Dakota's pioneering K-12 Principal Registered Apprenticeship model, which established the K-12 Principal occupation as an apprenticeable occupation, NCGYO recommends that all Principal Registered Apprenticeships utilize On-The-Job Competencies that are adapted from NPBEA's Professional Standards for Educator Leaders. See "Appendix A" for more information regarding these Competencies.
- Will you be able to offer Apprentices progressively increasing wages as they move through each year or phase of the Principal Registered Apprenticeship program? How will you structure progressive wage increases for apprentices, given your existing salary schedule for teachers, assistant principals, principals, and other certified staff?

Employer Responsibilities Cont'd

Actions
- Progressive wage increases are a core requirement of the apprenticeship model. Apprentices must see their wages increase based on realization of competencies, hitting key program milestones (e.g., year 1, year 2, completion), or any other systematic "bump" that the Sponsor and Employer jointly determine. Check with your SAA or OA State Director on whether there are state-level distinctives around a minimum apprentice wage or minimum relative wage percentages between Apprentices and their Mentors.
- Based on existing relationships and collective bargaining agreements, will the Employer plan to operate an ATC alongside the Sponsor and any collective bargaining units/unions who will need a seat at the table as part of the Apprenticeship design and implementation process?

Related Instruction Provider Responsibilities

The Related Instruction Provider is responsible for providing coursework that leads to certification to become a K-12 Principal. The Related Instruction Provider should work closely with the Employer and Sponsor to ensure that the Apprentice's on-the-job experience aligns with their coursework, which is typically credit-bearing towards an advanced degree. In the context of Registered Apprenticeships for the K-12 Principal occupation, the Related Instruction Provider will always be an LPP that is approved to offer a training and certification program for K-12 Principals.

Strategy Consideration for Sponsors and Employers: State and local education leaders should think strategically about the preparation providers with whom they will partner, taking into account the cost, quality, and accessibility of each prospective provider. Employers and Sponsors should strongly consider leveraging a competitive selection process (i.e., competitive RFP/RFA) to identify high-quality, low-cost preparation providers.

NCGYO has helped various state and district partners to leverage this strategy in the past for the K-12 Teacher occupation, resulting in tuition costs being reduced to an **average of less than $10,000 per participant, and as little as $3,333 per participant**, for pathways leading to teacher licensure and a bachelor's degree.

Related Instruction Provider Responsibilities Cont'd

Related Instruction Providers should consider the following questions when designing a Principal Registered Apprenticeship:

Context
- What existing apprentice-like programs does your institution have for aspiring principals? What modifications would be necessary to adapt those programs into an official registered Principal Registered Apprenticeship?

Vision
- With which schools/districts would you like to expand or create new partnerships?
- What adjustments to your existing programs may be necessary in order to expand or create these new partnerships?
- How can your institution better align some of its existing goals and priorities with the goals and priorities of your school or district partners?

Actions
- How might you incorporate the full-time employment of Apprentices into your degree's required clinical experiences?
- How could you reduce program costs so that your program is accessible to all aspiring principals?
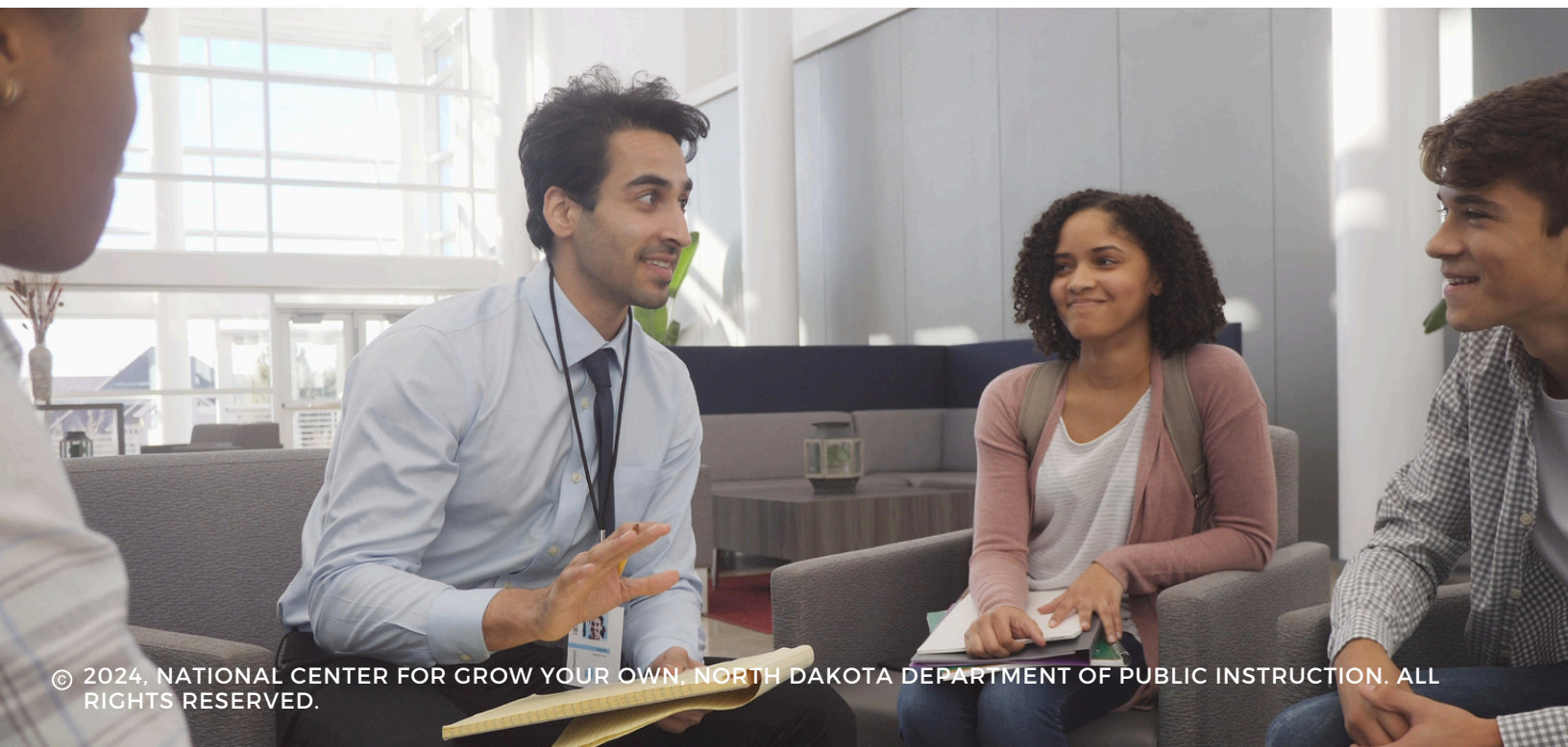
Funding Your Principal Registered Apprenticeship Program

Before officially launching a Principal Registered Apprenticeship Program, it is important that potential Sponsors, Employers, and Related Instruction Providers work together to determine how to reduce the costs of participation for Apprentices. Without intentionally seeking to lower the costs that apprentices must pay for their preparation (tuition, books, fees, etc.,), leaders will likely find that funds received as a result of apprenticeship registration will not be enough to sufficiently lower the financial barriers that could prevent promising candidates from pursuing principalship. As such, ***lowering financial barriers and the cost of preparation should be a first priority of all partners.***

Further, as federal and state labor funding is not guaranteed once an apprenticeship program is officially registered, leaders must determine how to braid various funding sources to finance their Principal Registered Apprenticeship program. Sponsors and Employers can consider tapping into existing state and federal education funding sources in order to fund initial start-up costs or ongoing costs. Sources to consider include ESSER (through September 2024) and Title IIA funds. Specifically as it pertains to Title IIA funds, states are allowed to reserve an additional 3% off the top of their Title II state allocation for leadership activities, such as a Principal Registered Apprenticeship Program. Sponsors and Employers should also consider leveraging all other available sources to help lower costs for apprentices. Sources may include state-specific apprenticeship grants, federal apprenticeship expansion grants (e.g. State Apprenticeship Expansion Formula grant), and Workforce Innovation and Opportunity Act (WIOA) funds.

Recommended Strategy: Run a Competitive RFP or Grant Process in Order to Select Related Instruction Providers

Recommended Strategy

Running a Competitive RFP or Grant Process in Order to Select Related Instruction Providers: Sponsors and Employers should strongly consider leveraging their unique positions to select Related Instruction Providers via a competitive RFP or grant process. Related Instruction Providers (LPPs) can be selected based on their ability to offer high-quality, low-cost preparation coursework to the greatest number of Apprentices seeking their advanced degree and administrator license. Awards may then be made based on which Providers can offer the greatest number of seats and the highest quality programming for the lowest overall cost.

This strategy can significantly lower costs on the front end for Apprentices, as well as Sponsors or Employers who are electing to cover some or all of programming costs on behalf of Apprentices. As a result of a competitive process yielding lowered program costs per Apprentice, any funds received via registration for apprenticeship will have a greater impact and be more likely to cover a significant portion of tuition, textbooks, and/or fees for each Apprentice.

NCGYO has worked with various state and district partners to leverage this competitive RFP/grant strategy for the K–12 Teacher occupation, resulting in tuition costs being reduced to an average of less than $10,000 per participant, and as little as $3,333 per participant, for pathways leading to teacher licensure and a bachelor's degree. NCGYO is able to serve as a technical assistance provider supporting this strategy as Sponsors and Employers pursue Principal Registered Apprenticeships.

NORTH DAKOTA'S REGISTERED PRINCIPAL REGISTERED APPRENTICESHIP GRANT

CASE STUDY

Case Study

The first Principal Registered Apprenticeship Program in the country was approved in July of 2023.

The first Principal Registered Apprenticeship Program in the country, approved in July of 2023, is a partnership between the North Dakota Department of Public Instruction (NDDPI), North Dakota State University (NDSU), and 3 North Dakota school districts. Recognizing the need for accessible pathways to leadership positions for promising aspiring principals across the state, NDDPI launched a competitive grant process to solicit a Related Instruction Provider. In the grant, NDDPI required that Leader Preparation Programs partner with school districts to provide aspiring principals with a tuition-free education resulting in a master's degree and Level 1 Professional Principal Credential, which is a requirement for North Dakota principals. NDDPI also required that all participants be employed full-time as assistant principals, or in similar positions such as a Dean of Students, Instructional Coach, etc., in order to demonstrate job-specific competencies under the guidance of a mentoring executive principal.

Photo courtesy of the North Dakota Council of Educational Leaders.

After a period of review, NDSU won the competitive grant process, establishing programs with Central Cass Schools, Fargo Public Schools, and Wahpeton Public Schools. Up to 11 apprentices from these districts will complete 30 credits of graduate work through NDSU's program, leading to a Master's degree in Educational Leadership, at no cost to the Apprentices. The participating districts recruit talented educators from their own community, employing them as assistant principals for the duration of the minimum one-year apprenticeship. Coursework is delivered fully online, although apprentices have access to in-person professional development and other wraparound supports. The online coursework delivery model allows for NDSU to reach a much wider group of Principal candidates, providing a crucial resource particularly for rural districts in North Dakota. During the program, Apprentices gradually take on more responsibility in their school building as they progress through the program.

This new Principal Registered Apprenticeship Program model builds off NDDPI's previous work with the K-12 Teacher Apprenticeship model. By creating a Principal Registered Apprenticeship, North Dakota is working to ensure aspiring leaders have more time to be mentored under an experienced principal while removing financial barriers as they earn their master's degree in school leadership.

Registering Your Program with the USDOL or State Apprenticeship Agency

State Apprenticeship Agencies (SAAs) and USDOL Regional Offices of Apprenticeship (OAs)

All apprenticeship program applications are approved by either a USDOL OA affiliate office, or an SAA within their state. Visit this map from apprenticeship.gov to determine whether your state is an OA or an SAA state. OAs are state and regional offices of the United States Department of Labor, and they share a common application format. SAAs are state-level organizations that are authorized by the USDOL. Each SAA's application process and document requirements may be slightly different from those of the OA, but core requirements will be substantially similar and based on federal guidelines for apprenticeships. Both OAs and SAAs have State Directors, who will be your first point of contact when initiating the application process. After initial contact with the State Director, you may work with an Apprenticeship Training Representative who will guide you through the process.

Apprenticeship Application Components

The following table summarizes key application components from the USDOL template (SAA applications will be substantially similar). It is the Sponsor's responsibility to ensure the application is implemented as described, but the Sponsor should work closely with the Employer and Related Instruction Provider on program design during the application process. Please review the USDOL's Requirements for Apprenticeship Sponsors Reference Guide for more helpful background information on these key application components.

Apprenticeship Application Components

Component	Description
Minimum Apprentice Qualifications	The Sponsor indicates whether there are education requirements, physical requirements, and any other minimum qualifications. For the K-12 Principal Occupation, Sponsors may wish to consider a minimum number of years of prior experience and ability of the candidate to satisfy minimum admission requirements of the LPP.
Affirmative Action Plan	Once five (5) Apprentices are enrolled in the program, the Sponsor must submit a formal affirmative action plan to the SAA or OA.
Apprenticeship Approach	Apprenticeship programs may be competency-based (based on demonstration of skills), time-based (based on completion of hours), or hybrid (based on time and competencies). NDDPI's K-12 Principal occupation application was based on a competency-based approach, which NCGYO highly recommends for all Principal Registered Apprenticeships.
Term	Sponsors indicate the projected length of the program.
Ratio of Apprentices to Journeyworkers (Mentors)	Sponsors indicate an apprentice-to-journeyworker ratio of at least 1:1. In the most common arrangement, an assistant principal Apprentice will be paired with a mentor executive principal.
Wage Schedule	Apprentices must see their wages increase based on realization of competencies, hitting key program milestones, or any other systematic "bump" that the Sponsor and Employer jointly determine. Check with your SAA or OA State Director on whether there are state-level distinctives around a minimum apprentice wage.

Apprenticeship Application Components Cont'd

Component	Description
Probationary Period	Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or one year, whichever is shorter. According to the USDOL: *"During the probationary period, either the Apprentice or the sponsor may terminate the apprenticeship agreement, without stated cause, by notifying the other party in writing [...] When notified that an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the sponsor will determine whether the Apprentice should continue in a probationary status and may require the Apprentice to repeat a process or series of processes before advancing to the next wage classification [...] After the probationary period, the apprenticeship agreement may be canceled at the request of the Apprentice or may be suspended or canceled by the sponsor for reasonable cause after documented due notice to the Apprentice and a reasonable opportunity for corrective action. For all cancellations, the sponsor must provide written notice to the Apprentice and, within 45 days, notice to the Office of Apprenticeship of the action taken."* Individual states may have more specific guidance regarding Probationary Periods for Apprentices. Prospective apprenticeship Sponsors, Employers, and Related Instruction Providers may read more about the current federal guidance around Probationary Periods by reviewing the USDOL's <u>Requirements for Apprenticeship Sponsors Reference Guide</u>.
Selection Procedures	Beyond minimum qualifications, the Sponsor (in close collaboration with the Employer) should articulate a specific selection process for Apprentices. Common selection procedures include an information session, a nomination window, a formal review of applications, and interviews. Selection Procedures should also comply with any Affirmative Action and Non-Discrimination policies at the state and local Employer levels.

Apprenticeship Application Components

Component	Description
Related Instruction Outline	The Related Instruction Outline is the course sequence from the LPP. It should include an approximate hour breakdown for each course, with a minimum requirement of 144 hours per year. Per the approved USDOL occupational standards, related instruction for Principal Registered Apprenticeships must, per USDOL guidelines, lead to an advanced degree and principal licensure/certification in the state in which the Principal Registered Apprenticeship is being created. NCGYO strongly recommends that the related instruction lead to a master's degree in Education Administration, Education Leadership, or an analogous degree that can be achieved in 1-2 years.
Work Process Schedule / On-the-Job Competencies (See "Spotlight: North Dakota's USDOL-Approved On-the-Job Competencies")	Apprentices must demonstrate proficiency in each competency to complete the apprenticeship program. While the Sponsor may use the application process as an opportunity to standardize competencies for multiple employers, the Employer is responsible for documenting when the Apprentice demonstrates each competency, so it is important the Sponsor and Employer coordinate closely. As part of the application process, Sponsors must submit a "Work Process Schedule," which is defined by the USDOL as "an outline of the tasks in which the Apprentice will receive supervised work experience and training on the job, and the allocation of the approximate amount of time to be spent in each major process ".[7]

[7] https://www.apprenticeship.gov/sites/default/files/apprenticeship-requirements-reference-guide.pdf

Spotlight

North Dakota's USDOL-Approved On-the-Job Competencies

The Principal Registered Apprenticeship model highlighted throughout this playbook, which is based on North Dakota's pioneering K-12 Principal Registered Apprenticeship model, is designed to follow On-the-Job Competencies that are fully aligned to the National Policy Board for Educational Administration's Professional Standards for Educator Leaders. These standards are under Copyright © 2015 by the National Policy Board for Educational Administration (NPBEA). All rights reserved.

Member organizations of the National Policy Board for Educational Administration include:

- American Association of Colleges of Teacher Education (AACTE)
- American Association of School Administrators (AASA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council of Chief State School Officers (CCSSO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Council of Professors of Educational Administration (NCPEA)
- National School Boards Association (NSBA)
- University Council for Educational Administration (UCEA)

See **_Appendix A: Example Work Processes and On-The-Job Competencies for the K-12 Principal Occupation_** for a detailed breakdown of North Dakota's on-the-job competencies, which may be used directly in any future apprenticeship applications and may be adapted into a checklist during program implementation. Appendix A include a proposed Work Process Schedule for a one-year apprenticeship, as well as a full set of aligned On-the-Job Competencies, which are based off of NPBEAs' Professional Standards for Educator Leaders.

Implementation & Sustainability

Launching a Successful Principal Registered Apprenticeship Program

Once a Sponsor has gained approval from their SAA or OA representative and successfully registered their Principal Registered Apprenticeship program, there are several considerations leaders should take into account in order to ensure the program is successful.

Key Considerations for Principal Registered Apprenticeship Program Implementation

Recruitment, Marketing, and Onboarding
- How does the Employer plan to recruit and select both Apprentices and Mentors?
- How will both the Sponsor and Employer communicate about and market the program?
- How will this process either mirror or differ from the Employer's typical process for recruiting, selecting, and onboarding candidates?
- What is the plan for ensuring selected Apprentices can be registered as apprentices through the USDOL or SAA? How will the Employer and Sponsor coordinate efforts to ensure that each Apprentice completes an Apprenticeship Agreement document?
  - This is a required step that must be completed and documented before Apprentices can officially begin their apprenticeship term.

Note: Selection procedures for apprentices must mirror the formal selection procedures that were outlined in the approved apprenticeship program documents. Employers should determine how they will formally implement those selection processes within their Human Resources structure.

Ongoing Support for Apprentices and Mentors
- How will the Sponsor, Employer, and Related Instruction Provider ensure that both Principal Apprentices and Mentor principals are well supported?

The role of the principal and assistant principal can be challenging and often isolating, especially for new school leaders and leaders serving in high-needs environments. Employers should consider how they can best support Apprentices' and Mentors' needs, differentiating supports based on local context and individualized needs of their school leaders.

- Wraparound supports to consider may include:
  - Childcare and transportation supports for Apprentices
  - Flexibility around when and how Apprentices can complete coursework (i.e., asynchronously, on weekends, during the summer)
  - Communities of practice for both Principal Apprentices and Mentors that facilitate teamwork, group support, and camaraderie amongst both current and future Principals within a school or district

Partnership Agreements
- Beyond any apprenticeship materials that were submitted to the SAA or OA for approval, have the partners (Sponsor, Employer, Related Instruction Provider) established a formal agreement clearly outlining key roles, responsibilities, and terms for the Principal Registered Apprenticeship?

- It is highly recommended that partners consider entering into a formal agreement (MoU, Contract, etc.) that clarifies responsibilities, establishes clear expectations around data sharing and collaboration, and document agreed-upon price points for the cost of preparation for individual Apprentices, particularly if those price points were successfully negotiated down to below the typical rate for a preparation program.

Ongoing Sustainability and Funding
- Sponsors of Principal Registered Apprenticeship programs, as well as Employers tasked with compensating both Apprentices and Mentor principals during the apprenticeship term, should collectively build a sustainability and funding plan for their Apprenticeship program, considering both immediate/front-end costs and future costs, current and prospective funding sources, and long-term goals for the program. For example, if a district leader wants to scale from 10 to 20 Apprentices completing the program each year, how will the district build a budget and internal capacity to support that growth?

Playbook Summary

01 — The K-12 Principal Registered Apprenticeship model is a cutting-edge leader preparation framework that can help LEAs in their efforts to recruit and retain more diverse, effective principal candidates who have direct ties to the local students and communities that they will serve.

02 — By registering a program as an Apprenticeship with the USDOL or SAA, program sponsors and employers can help to further eliminate financial barriers for prospective school leaders by unlocking access to federal and state funds devoted to apprentice expansion.

03 — By following the steps outlined in this playbook–Design, Partner, Apply, and Implement– local Sponsors, Employers, and Related Instruction Providers can help to ensure that registered Principal Registered Apprenticeship programs become a reality across the country

04 — Principal Registered Apprenticeships present an exciting opportunity to think differently about how we recruit, prepare, and compensate our country's next generation of school leaders. NCGYO and NDDPI are happy to discuss and partner with leaders who are interested in designing and implementing this model in order to fit their local context.

Useful Links and Reference Documents

Other Available Principal Registered Apprenticeship Documents:
- USDOL Bulletin
- North Dakota/NCGYO's Submitted Application (Includes Work Process Schedule)
- NCGYO One-Pager on the K-12 Principal Registered Apprenticeship
- USDOL Requirements for Apprenticeship Sponsors Reference Guide

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- Experience Management Institute (EXMI)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- North Dakota Council of Educational Leaders
- North Dakota United

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

NATIONAL CENTER FOR
GROW YOUR OWN

info@ncgyo.org

Appendix A

Example Work Processes and On-The-Job Competencies for the K-12 Principal Occupation

The Principal Registered Apprenticeship program model highlighted throughout this playbook is based on North Dakota's pioneering K-12 Principal Registered Apprenticeship model. This model was the first of its kind to be fully approved by the USDOL and serves as a national exemplar for what high-quality Principal Registered Apprenticeship programs could look like moving forward.

Based on the North Dakota model, it is recommended that all Principal Registered Apprenticeships align their chosen On-The-Job Competencies to the **National Policy Board for Educational Administration's** Professional Standards for Educator Leaders. These standards are under Copyright © 2015 by the National Policy Board for Educational Administration (NPBEA). All rights reserved.

Member organizations of the National Policy Board for Educational Administration include:

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- National Council of Professors of Educational Administration (NCPEA)
- National School Boards Association (NSBA)
- University Council for Educational Administration (UCEA)

The following table provides an **example** on-the-job–learning (OJL) work process schedule, based on NPBEAs' Professional Standards for Educator Leaders, for a **one-year** Principal Registered Apprenticeship. The below Work Process Schedule and Competencies intended as a guide and example that Sponsors and Employers may follow. Individual program lengths and resulting On-the-Job learning hours may differ from what is shown below, and thus the work process schedule would be adjusted accordingly.

In all cases, the Apprentice is to receive sufficient experience to make them fully proficient in all areas. 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 of the Competencies, before completing the apprenticeship.

For implementation purposes, the Employer should track when each of the following have been met for each competency, verified by Mentor sign-off:
- Field Training – Apprentice is exposed to and assist with task
- Demonstrates Fundamentals – Apprentice can perform the task with some coaching.
- Proficient in Task – Apprentice performs task properly and consistently.

Example: Work Process Schedule

Work Process	Hours
Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	100
Standard 2. Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	100
Standard 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	100
Standard 4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	300
Standard 5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	100
Standard 6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	200
Standard 7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	100
Standard 8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	200
Standard 9. Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well- being.	400
Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	400
TOTAL	2,000

Example: On-The-Job Competencies

Standard 1. Mission, Vision, and Core Values

a. Develop an educational mission for the school to promote the academic success and well-being of each student.

b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2. Ethics and Professional Norms

a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.

b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c. Place children at the center of education and accept responsibility for each student's academic success and well-being.

d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Example: On-The-Job Competencies Cont'd

Standard 3. Equity and Cultural Responsiveness

a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h. Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4. Curriculum, Instruction and Assessment

a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e. Promote the effective use of technology in the service of teaching and learning.

f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

Example: On-The-Job Competencies Cont'd

Standard 4. Curriculum, Instruction and Assessment Cont'd

    g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5. Community of Care and Support for Students

    a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

    b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

    c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

    d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

    e. Cultivate and reinforce student engagement in school and positive student conduct.

    f. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6. Professional Capacity of School Personnel

    a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

    b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

    c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

    d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

    e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

Example: On-The-Job Competencies Cont'd

Standard 6. Professional Capacity of School Personnel Cont'd

    f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

    g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

    h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

    i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7. Professional Community for Teachers and Staff

    a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

    b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

    c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

    d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

    e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

    f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

    g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

    h. Encourage faculty-initiated improvement of programs and practices.

Example: On-The-Job Competencies Cont'd

Standard 8. Meaningful Engagement of Families and Community

a. Are approachable, accessible, and welcoming to families and members of the community.

b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e. Create means for the school community to partner with families to support student learning in and out of school.

f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g. Develop and provide the school as a resource for families and the community.

h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i. Advocate publicly for the needs and priorities of students, families, and the community.

j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9. Operations and Management

a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

Example: On-The-Job Competencies Cont'd

Standard 9. Operations and Management Cont'd

    e. Protect teachers' and other staff members' work and learning from disruption.

    f. Employ technology to improve the quality and efficiency of operations and management.

    g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

    h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

    i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

    j. Develop and manage productive relationships with the central office and school board.

    k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

    l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10. School Improvement

    a. Seek to make school more effective for each student, teachers and staff, families, and the community.

    b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

    c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

    d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

    e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

    f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

Example: On-The-Job Competencies Cont'd

Standard 10. School Improvement

 g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

 h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

 i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

 j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Appendix B

Example: North Dakota's Approved Related Instruction Outline for the K-12 Principal Occupation

The related instruction offered as part of a Principal Registered Apprenticeship program should allow Principal Apprentices to complete all requirements necessary for certification to become a K-12 Principal, which may include obtaining an advanced degree. In the context of Registered Apprenticeships for the K-12 Principal occupation, the Related Instruction Provider will be a LPP that is approved to offer a training and certification program for K-12 Principals.

The tables below provide an example of the approved coursework sequence that Principal Apprentices in North Dakota must complete as part of their participation in a Principal Registered Apprenticeship Program. The below Related Instruction Outline is intended as a helpful description of what a typical Principal Registered Apprenticeship Program's coursework requirements may look like in North Dakota. Individual program lengths and requirements will differ from state to state, and thus the below tables are intended as an example only. Individual related instruction outlines would be adjusted accordingly based on state requirements, program lengths, and state certification requirements for the K-12 Principal occupation.

Before moving into a full-time K-12 principal position, apprentices in North Dakota will have obtained a master's degree from an accredited institution and complete all state-required certifications/licensure requirements. The academic training for the instruction requirement under the North Dakota Registered Principal Apprenticeship Program must be conducted by an accredited college/university that is an approved North Dakota Education Preparation Provider.

The schedule below is an example of a 30-credit program, offered by the University of North Dakota.

Total hours: 450 (30 credit hours)

Code	Title	Credits
EDL 512	Leading K-12 Classroom Assessment and Grading	3
EDL 513	Leading K-12 Curriculum and Instruction	3
T&L 532	Leading K-12 Educator Learning	3
T&L 569	Action Research	3
or		
T&L 579	Inquiry into Professional Practice	3
EDL 997	Independent Study	2
or		
T&L 997	Independent Study	2
EDL 501	Leadership and Organizational Behavior	3
EDL 514	Supervision and Staff Development	3
EDL 519	Principalship	3
EDL 593	Internship in Educational Leadership	4
EFR 506	Multicultural Education	3
TOTAL CREDITS		**30**

Please find below a coursework alignment that shows how multiple IHEs current course offerings align to NDDPI's required standards to meet the North Dakota, Level I Professional Principal Credential.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

DIVISION OF STUDENT SUPPORT & INNOVATION
OFFICE OF SCHOOL APPROVAL & OPPORTUNITY

Elementary and Secondary Principal Credential Coursework Alignment

DPI REQUIRED CONTENT AREAS (NELP)	NDSU Fargo	UND Grand Forks	University of Mary	MSU Moorhead	Montana State University Bozeman	Concordia University St. Paul	USD Vermillion Vermillion, SD	University of Phoenix	Grand Canyon University
Mission, Vision, and Improvement	EDUC 730	EDL 501	EDU 665 or EDU 805	ED 630	EDLD 507	ED 550	EDAD 742	ADMIN 518 or ADM 512	EAD 501
Ethics and Professional Norms	EDUC 731	EDL 515	EDU 531 or EDU 915	ED 635	EDLD 532	ED 508	EDAD 740 EDAD 701 EDAD 794	ADM 516	EAD 530
Equity, Inclusiveness, and Cultural Responsiveness	EDUC 736	EDL 519	EDU 567 or EDU 955	ED 631	EDLD 520	ED 507	EDAD 710	ADMIN 570	EAD 505
Learning and Instruction	EDUC 732	EDL 512 or EDL 513	EDU 641 or EDU 870	ED 632	EDLD 565	ED 554	EDAD 716	ADMIN 524 or CUR 506 or EDUC 522	EAD 520
Community and External Leadership	EDUC 712	EDL 519	EDU 642 or EDU 801	ED 794	EDLD 565	ED 502	EDAD 740	ADMIN 575	EAD 513
Operations and Management	EDUC 738	EDL 516	EDU 632 and EDU 634 or EDU 840	ED 636	EDLD 555	ED 557	EDAD 794	ADMIN 536	EAD 510
Building Professional Capacity (supervision)	EDUC 735	EDL 514	EDU 545 or EDU 527	ED 640 and ED 644	EDLD 508	EDL 556	EDAD 714	ADMIN 560 or ADM 511	EAD 523
Internship	EDUC 794	EDL 593	EDU 692 (K-8) or EDU 693 (5-12)	ED 794	EDLD 574	ED 590 ED 521	EDAD 794		EAD 519 EAD 529 EAD 539

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