DPI Online Orientation
for T-RAP and GYO EPPs

Operationalizing the Teacher Apprenticeship Program

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AGENDA

Part 1: *Recruitment and Selection*

Part 2: *Wraparound Supports*

Part 3: *Partner and Apprentice Agreements*
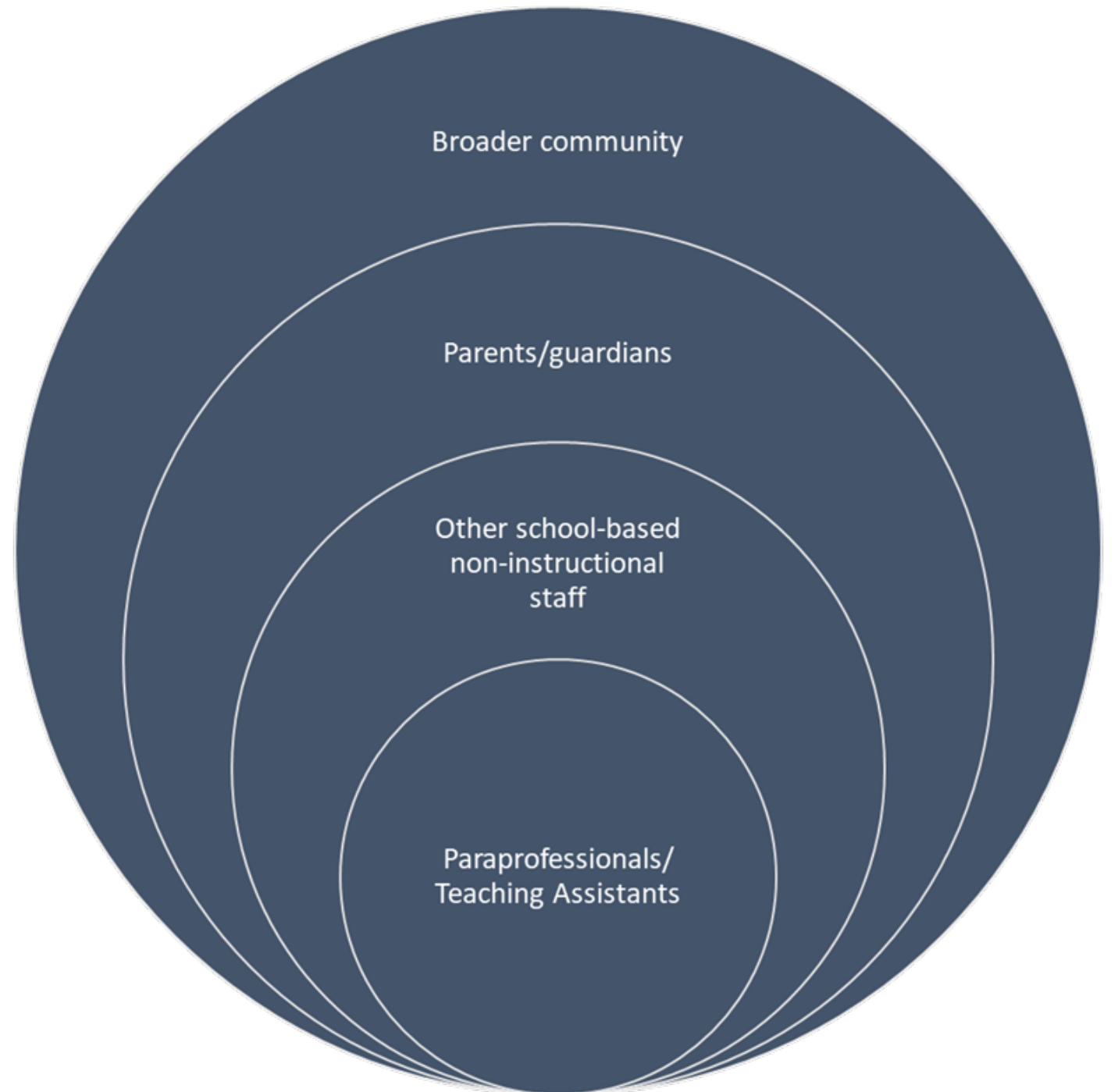
Part 4: *Monitoring and DPI Genius Hour*

Part 1:
Recruitment and Selection

Start with District Data

- Remind districts to look at current vacancies

- Remind districts to look at historical data trends based on retirements, resignations, and turnover

- Ensure your program is data-driven and responsive to district needs

Recruitment and Candidate Types for Districts

Broader community

Parents/guardians

Other school-based non-instructional staff

Paraprofessionals/Teaching Assistants

District Candidate Sourcing

- Districts should secure candidate recommendation from principals (who in turn get recommendations from teachers)

- Districts should survey potential candidates, assessing the following:
  - Interest in teaching
  - Interest in teaching within your prioritized certification areas
  - Educational background/transcript audit (associate's degree?)

- EPPs should work with partner district(s) to ensure information is provided to facilitate candidates' admission into a teacher preparation program

Mentor / Journeyworker Selection

- Establish selection criteria for mentor selection

- Excellence in teaching students does not necessarily translate into excellence in coaching and mentoring adults

- Ensure that you have a clear plan for training your selected mentors/journeyworkers in working with adult learners

- What existing induction or clinical practices can you adapt and build off of in order to design a high-quality training for your selected mentors/journeyworkers?

Summary: *Mentor/journeyworkers can have an immense, positive impact on the development of apprentices. As such, high-quality selection, training, and ongoing support of mentors/ journeyworkers is crucial.*

Part 2:
Wraparound Supports

Wraparound Supports

- Arrange candidates in cohort models
  - Certification areas
  - Elementary, Middle, High

- Provide targeted supports to candidates as they adjust to a new/elevated role
  - e.g., Cafeteria Worker → Teacher Apprentice
  - e.g., Paraprofessional → Teacher Apprentice

- Support candidates in managing related instruction workload / college coursework

- Provide assessment supports

- Differentiate supports based on need

- Refer apprentices to Regional Workforce Offices

Part 3:
Partner and Apprentice Agreements

EPP-LEA Partnerships

- Review what was submitted as part of RFP response for EPP-LEA partnership roles (Technical Response #8). Is everyone clear on who is responsible for what? Do you have a work plan with specific owners?

  Provide a description of the respective partnership roles between the applicant and the partner LEA(s). Please specify which parties are responsible for which elements of the program.

- Consider developing an EPP-LEA MoU

Appendix B Overview

Apprentices must sign Appendix B (Form 671) to be registered as apprentices in Registered Apprenticeship Partners Information Database System (RAPIDS). We are working with ND Office of Apprenticeship to facilitate collection of data. **NDDPI requests EPP partnership in this process.**

Section	Details/Notes	Responsible	Support
Part A: Apprentice Information	- Name - Address - Date of Birth - SSN - Ethnicity - Veteran status - Education level - Agreement to apprenticeship standards	NDDPI, Apprentice	EPP
Part B: Sponsor Information	NDDPI will pre-complete	NDDPI	
Part B: District Wages	NDDPI will pre-complete from RAPIDS system	NDDPI	
Part B: Related Instruction Details	EPPs will receive a survey for this information from NDDPI. NDDPI will then pre-complete for apprentice signature.	NDDPI	EPP
Part C: Signatures	Apprentice signatures + Sponsor/Employer countersignature	NDDPI	

Part B
Related Instruction Details

What will NDDPI need from EPPs?

- Date apprenticeship begins

- The length of your program, in hours/months/years

- How much credit was awarded, **if any,** for previous work experience, in hours/months/years

- Working with ND Office of Apprenticeship to facilitate collection of data

Part 4:
Monitoring and DPI Genius Hour

Monitoring

Spring/summer 2024

- Quarterly survey for EPP administration/faculty/cooperating teachers/apprentices
- Focuses on successes, challenges, supports for apprentices
- March 27, 2024, hybrid training session with technical assistance partners

Monitoring

2024-2025

- Site visits
- Fiscal monitoring
- WebGrants

Mentoring

DPI Genius Hour

- Peer Mentoring: building confidence and support in a safe environment
- Multiple sessions per month
  - 1st Tuesday: Early Childhood/Elementary
  - 2nd Tuesday: Middle and Secondary
  - 3rd Tuesday: Special Education
  - 4th Tuesday: All levels
- Focus on InTASC standards and issues expressed by apprentices
- Facilitators: Becky Pitkin, Lynn Hammonds