



# NYS Educator Workforce Development HUB



## **Building Systems: Recruitment and Support of School-Based Teacher Educators**

This tool is designed to support Educator Preparation Program (EPP) teams during Phase Two of the Residency Apprenticeship Program (RAP), the Design Phase. One part of the Design Phase includes designing ongoing support structures for professionals supporting the program, specifically school-based teacher educators (SBTEs), or experienced teachers, and university-based teacher educators (UBTEs), or field supervisors. As the Related Instruction Provider, the EPP within the IHE plays a crucial role in assisting with preparing and supporting the SBTEs throughout the RAP. To note, an apprenticeship may include more than one Related Instructional Provider, or EPP partner and EPPs may be working with multiple school districts. In these cases, we encourage these tools to be used collaboratively across all EPPs involved in the apprenticeship to streamline their work and support ease of implementation with the district sponsor. This tool includes three parts.



## Part 1

**Comparison of Traditional and RAP-Based Pathways:** This table outlines some of the key differences between Traditional Teacher Preparation Programs and a RAP.

## Part 2

**A Discussion Among EPPs, District Sponsors and Union Affiliates:** Guiding Questions: This list of questions provides a starting point for EPPs, Sponsors and Unions to plan for recruiting, selecting, and supporting SBTEs and the apprentices with whom they will work.

## Part 3

**Collaborating to Recruit, Select, and Pair School Based Teacher Educators (SBTEs) and University Based Teacher Educators (UBTEs):** A Timeline: This section provides a quick planning template as RAP teams collaborate to recruit and select SBTEs and UBTEs to pair them with apprentices.



## Part 1

# Comparison of Traditional and RAP-Based Pathways

Use this chart to familiarize the team with some key differences between traditional teacher preparation programs and apprenticeship programs. This chart can also be used more widely in communications and presentations to help others in the EPP familiarize themselves with apprenticeships.

Category	Traditional Program (Student Teaching Experience)	Apprenticeship Program (Apprenticeship Experience)
Language Used for Experienced Teacher Working with Candidate	School-Based Teacher Educator (SBTE)	Journeyworker School-Based Teacher Educator (SBTE)
Approach to Candidate Skill Building	Gradual release of responsibility in the classroom; with solo week and two separate placements	Gradual release of responsibility with co-teaching, co-planning and integrated, immersive hands-on learning in the classroom over at least one full academic year
Duration of Clinical Experience	70 days	1-2 years during the apprenticeship
Community Connection	Short-term presence	Co-worker and embedded member of the overall school community that extends into years working as an in-service teacher
Employment Status	Non-employee; uncompensated	Employee; compensated with wages and may also receive benefits (based on the local collective bargaining agreement and whether the apprentice is represented)



## Part 2

# A Discussion Among EPPs, District Sponsors and Union Affiliates: Guiding Questions

As EPPs, Sponsors, and union affiliates work together to develop the role and criteria for SBTEs and UBTEs, consider the following key topics and guiding questions to support your discussion. Furthermore, if more than one IHE Building Systems is serving as a Related Instruction Provider, we encourage ALL involved EPPs to take part in this discussion.

### **SBTE and UBTE Qualifications**

- What qualifications, skills, and experiences are important for someone to effectively guide an apprentice?
- What dispositions or mindsets are pivotal to be effective SBTE/UBTEs?
- What criteria were identified as important to recognize potential SBTE/UBTEs?

### **SBTE and UBTE Readiness and Support**

- What professional development or training topics might need to understand before and during their role?
- What tools or resources might help SBTEs effectively balance their dual roles as educators and mentors?
- How can we ensure the SBTEs role feels supported and valued?
- How and when should we gather feedback from SBTEs?

### **Alignment with Apprentice Needs**

- How will SBTEs be matched with apprentices in ways that support the apprentice and sponsor/employer's needs?
- How will UBTEs be matched with pairs or teams?
- What data, insights or input might be useful to guide effective SBTE/apprentice pairings?
- What protocols will help make the matching process consistent and equitable?

### **Communication**

- How will we ensure consistent, two-way communication among the SBTE, apprentice, and University-Based Teacher Educator (UBTE)?
- What communication structures or tools are already in place that will connect the SBTE, UBTE, and apprentice? What can we build on?
- How can we ensure that all parties feel heard, supported, and accountable in the communication process?



## Part 3

# Collaborating to Recruit, Select and Pair School-Based Teacher Educators (SBTEs): A Timeline

Use the table below to help inform the conversations around the planning, recruitment, and selection for School-Based Teacher Educators (SBTEs) and University-Based Teacher Educators (UBTEs) to support apprentices. It is designed to help the RAP team identify key action steps, assign responsibilities, and establish timelines for completion. Consider this a starting framework. The IHE team is encouraged to work with sponsors and unions to add actions, clarify roles, and include additional details as needed to fit the local context.

Action	Responsible Party	Timeline
In the design phase: Engage with Sponsor and Union to identify criteria for SBTE and UBTEs		
Engage with Sponsor and Union to identify SBTE recruitment strategies		
In the Implementation Phase: Collaborate with Sponsor and Union to offer information sessions for potential SBTEs		
Ensure selected SBTE and UBTEs meet accrediting and/or state requirements		
Collaborate with Sponsor in the pairing of SBTEs, Apprentices, and UBTEs		
Collaborate with the Sponsor onboarding/orientation materials and training for all participants		

