



**NYS Educator Workforce
Development HUB**



Starting Strong: Planning Guide for Orientation

This tool is designed to support Educator Preparation Program (EPP) teams during the Phase One discussions around creating a Registered Apprenticeship Program (RAP), the Orientation Phase. In this initial stage, it is essential for EPP teams to develop a shared understanding of the work ahead and establish the foundation for effective collaboration with the RAP Sponsor and other key stakeholders. This includes reviewing the RAP framework, goals, and expectations to ensure all team members are aligned from the outset.

This tool is intended for use by the EPP team, which may include faculty, particularly those overseeing coursework development or relevant subject areas. Other individuals to include may be EPP and institutional leadership, clinical placement coordinators, individuals supporting student retention and success (including University-Based Teacher Educators), the project lead overseeing the program, and any others who can contribute meaningfully to program design and implementation.

The best time to use this tool is at the very beginning stages of RAP development, when foundational decisions, partnerships, and structures are first being discussed. This tool is best used on a collaborative basis internally and can be revisited regularly as the program evolves from planning to implementation.

Instructions:

1. Anchor the Planning in the RAP Goals:

- Prior to engaging in the discussions outlined in the planning tool, take some time to review the RAP goals (i.e. number of desired apprentices, certification focus areas, district sponsor priorities, etc.).
- Use the goals as a consistent point of reference throughout the planning process.

2. Utilize the Planning Tool:

- Engage the IHE team in a focused discussion using the guiding questions provided for each task area, supplementing with additional questions that reflect specific context and needs.
- Identify specific action steps.
- Assign responsibilities.
- Establish a clear timeline for completion.

3. Share:

- Share the completed tool with the RAP Sponsor and other stakeholders or provide a summary of the information for the larger RAP orientation phase.

4. Revisit:

- Review and update the guide regularly to reflect changes and maintain accountability as the RAP progresses through the orientation phase and beyond.



Build Knowledge about RAPs

STEP 1: DISCUSS

- What knowledge already exists among faculty about RAPs?
- Who needs RAP-specific training or information at our EPP?
- How can the current preparation program or residency model inform the shift to a RAP?

STEP 2: PLAN

Action Steps	Who	Timeline

Examine Current Programs and Apprenticeship Potential

STEP 1: DISCUSS

- What current certification areas are offered by the EPP? What is the enrollment for each program?
- Which programs offer a residency pathway with access to the resident certificate?
- Of these programs, which are poised to support a RAP?
- What potential school partner(s) (districts, BOCES, etc.) will be RAP sponsors? What are their future staffing needs? What is their goal for the number of apprentices and in what certification areas?

STEP 2: PLAN

Action Steps	Who	Timeline



Determine Communication Protocols

STEP 1: DISCUSS

- Who is the point of contact for RAPs that EPP stakeholders should address with questions (i.e. financial aid, faculty, admissions)?
- Who are the points of contact within the sponsor and the EPP for questions about the RAP or to share information regarding topics such as experienced teachers, questions about coursework?
- How often and when will the IHE based RAP team meet?
- How will the IHE based RAP team communicate between meeting dates?

STEP 2: PLAN

Action Steps	Who	Timeline

Identify Contributors to the Work

STEP 1: DISCUSS

- Who will serve as the project lead at the EPP?
- Who will work with the sponsor and union to support experienced teacher development?
- What key data will be needed and who might be identified to collect those data points?
- How will the need for shifts in coursework or timelines be identified? Who might lead the discussions around shifts in coursework and timelines?
- Which departments within the IHE can contribute to RAP support (i.e. admissions, financial aid)?

STEP 2: PLAN

Action Steps	Who	Timeline

