



**NYS Educator Workforce
Development HUB**



Readiness Assessment for IHEs Developing Registered Apprenticeship Programs

New York Registered Apprenticeship Program for Teachers

With the role of teacher officially designated as an apprenticeship title in New York State, local education agencies and school communities, working in partnership with unions and Institutions of Higher Education (IHEs), can leverage this move to positively address New York's teacher workforce needs by developing Registered Apprenticeship Programs (RAPs). A Registered Apprenticeship Program (RAP) is a structured, locally designed, affordable pathway to prepare teachers that builds a highly skilled educator workforce. Teacher RAPs include paid on-the-job training in schools alongside an experienced teacher coupled with high quality coursework provided by an Educator Preparation Program (EPP) at IHEs. This new pathway into the teaching profession, in which IHEs play an important role, is key in addressing the educator workforce needs in New York.



Introduction

In a RAP, an IHE assumes the role of a Related Instruction Provider. Related Instruction Providers are just one stakeholder in a larger collaboration needed to develop successful RAPs which require informed, transparent, and engaged partners committed to strong communication and teacher quality. In a RAP, a sponsor (usually the school district/BOCES/privates/charters as the employer) works with one or more IHE teacher preparation programs as their Related Instruction Providers for the apprenticeship program. A Related Instruction Provider partners with the sponsor to provide all the degree coursework needed for the accepted candidate, as a registered apprentice, to become a teacher. Additionally, the IHE facilitates the clinical experience requirements related to coursework that align with

earning a teaching credential. In comparison to residency programs or traditional pathways into teaching, in which the IHE often takes the lead delivering the program to satisfy degree requirements, the responsibility of preparing candidates in a RAP is a more widely shared endeavor focused on meeting district workforce needs. Within these changing dynamics, IHEs need to be flexible in their approach, familiarize themselves with aims and structures of apprenticeship programs, and be ready to offer their expertise in the area of teacher preparation. As IHEs prepare for this work and the way this pathway may shift some of their practices, engaging in a readiness assessment can be a good first step.



The Readiness-Assessment

This tool is intended to be used by an IHE who serves, or plans to serve, as a designated Related Instruction Provider in a RAP. It is recommended that IHE faculty and leadership in the IHE's EPP engage with this tool as a team as they build understanding of the responsibilities and scope of work in their role as a Related Instruction Provider. In doing so, this tool will help surface strengths in their practices that will contribute to a successful RAP as well as areas where additional time, support or resources may be necessary. Lastly, this tool can help the IHE think about their contribution to the RAP and outline initial steps in a variety of areas as they move forward.

The tool is divided into the Phases of Developing a RAP. They include:

Phase One: Orientation

Establishes a foundational understanding of RAPs among stakeholders and lays the ground-work for design and implementation.

Phase Two: Design

Collaborative development of RAPs by stakeholders and includes submitting apprenticeship registration forms to the NYSDOL.

Phase Three: Implementation

Launching, coordinating, and sustaining a successful RAP.

Phase Four: Continuous Improvement

Engages partners in a cyclical process of monitoring effectiveness, measuring impact, and using data to drive improvements.

By dividing the self-assessment into these four phases, IHEs get a preview of their role and the related tasks. Furthermore, these phases are aligned with the **Registered Teacher Apprenticeships: A Toolkit for Navigating the Role of the IHE** which provides a detailed summary of each phase, considerations for the IHE, and related tools to help them move forward in the work. With this alignment, IHEs can turn to specific areas of the toolkit as needed to help them with any identified next steps from this self-assessment.

Instructions

For each section of the self-assessment:

- Discuss the current state of each characteristic within the IHE.
- Rate the current state of each characteristic and explain “how you know”. What evidence do you have that this is the case?
- After discussing every characteristic in a specific phase, review ratings and determine next steps for the specific area.

Orientation

We have designated faculty, staff, and leaders to serve as points of contact for RAP-related work.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We understand the key differences between RAPs, residencies, and traditional programs.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We have a thorough grasp of the district goals associated with a RAP (i.e. number of apprentices, certificate areas desired, etc.)

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We are familiar with the district curriculum and/or programs.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...



We have a structured system in place to facilitate regular and strategic communication with all stakeholders.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

Discuss

In the area of **ORIENTATION**, ask the team:

- What might we need to strengthen as we consider our role as a Related Instruction Provider in a RAP?
- What would be some next steps?
- Who within the IHE needs to be involved?

Design and Registration

We can redesign coursework with clinical experiences and supervision to better align with apprentices' needs and timelines.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We understand the need to collaborate with the sponsor on the content and processes necessary for effective professional development of stakeholders involved in a RAP (i.e. School-Based Teacher Educators and University-Based Teacher Educators).

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We can refine assessment and evaluation tools and timelines to align with the RAP.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We recognize the campus departments that play a role in supporting apprentices (e.g., admissions, financial aid, certification office) and are prepared to collaborate.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

Discuss

In the area of **DESIGN and REGISTRATION**, ask the team:

- What might we need to strengthen as we consider our role as a Related Instruction Provider in a RAP?
- What would be some next steps?
- Who needs to be involved?

Implementation

We are prepared to engage as needed in collaborative recruitment efforts aligned with RAP focus areas and goals.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...



We recognize retention and recruitment challenges of prospective apprentices and can leverage campus resources for help.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We have assessed and refined our progress measurement tools and can align them with RAP expectations as needed.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We have clear roles and responsibilities for compliance and regulatory tasks, such as state licensure exam preparation and Memorandum of Understanding (MOU) development.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We have a well-defined timeline and workflow for implementing or collaborating on the various professional learning opportunities necessary throughout the RAP.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

Discuss

In the area of **IMPLEMENTATION**, ask the team:

- What might we need to strengthen as we consider our role as a Related Instruction Provider in a RAP?
- What would be some next steps?
- Who needs to be involved?

Continuous Improvement

We are committed to using data to enhance and contribute to the expansion of the RAP.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We have clearly defined roles and responsibilities for data management and protocols to share data with partners.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...

We have an infrastructure that enables apprentices to share feedback ensuring continuous improvement.

Unsure	No, Not Really	Somewhat	Yes!
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We know this because...



Discuss

In the area of **CONTINUOUS IMPROVEMENT**, ask the team:

- What might we need to strengthen as we consider our role as a Related Instruction Provider in a RAP?
 - What would be some next steps?
 - Who needs to be involved?
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