



**NYS Educator Workforce
Development HUB**



Registered Teacher Apprenticeship: A Toolkit for Navigating the Role of the IHE

What is an apprenticeship?

Apprenticeships have a long history in helping to form a well-trained, robust workforce in the United States. An apprentice is a paid employee who participates in structured on-the-job learning and related instruction to prepare for a successful career. Apprenticeships provide paid employment while acquiring new skills in a specific job and apprentices earn a progressive wage as their skills and productivity increases. Apprentices actively contribute to their field in a paid work setting while learning their craft. This "earn while you learn" model has successfully trained generations of workers across various industries for centuries. Apprenticeships date back to the Middle Ages, where master craftsmen trained the next generation in trades like blacksmithing, tailoring, and masonry. By 1745, they had expanded to 33 trades in the U.S., including carpentry and cobbling. In the 2000s, apprenticeships grew beyond skilled labor to include fields like industrial technology, healthcare, and engineering. However, their adoption in education has been recent. In 2021, "teacher" was officially recognized as an apprenticeship title by both the New York State (NYS) and U.S. Departments of Labor (DOL).

NYS Registered Apprenticeship Program for Teachers

With the role of teacher officially designated as an apprenticeship title, local school communities, working in partnership with IHEs, can leverage this move to positively address New York's teacher workforce needs and deepen teacher preparation by developing Registered Apprenticeship Programs (RAPs). A Registered Apprenticeship Program (RAP) is a structured, locally designed, affordable teacher preparation pathway that builds a highly skilled educator workforce. Teacher RAPs include paid training in schools alongside an experienced teacher coupled with high quality coursework and field supervision provided by an Educator Preparation Program (EPP). RAPs have the potential to strengthen the teacher pipeline while making the path to teaching more accessible, affordable, and effective.

RAPs build on the components of high-quality teacher residency programs with several shared quality components including:

- Coordinated partnership
- Integration of the PK12 experience into coursework
- Immersion into all aspects of the profession
- Quality mentoring
- Targeted recruitment of apprentices aligned with the needs of PK12 districts
- Comprehensive wrap-around support to ensure apprentice success
- Potential for more accessible and more affordable programming
- Use of continuous improvement processes

¹ "Apprenticeship USA," Accessed on February, 25, 2025, [apprenticeship.gov](https://www.apprenticeship.gov)

New York has already established teacher residencies as a pathway into the profession of teaching and there are many teacher residency programs up and running across the state. The vision in New York, for the title of teacher, is to leverage teacher residency programs as the foundation to RAPs for teachers in the public school system. This leverages the benefits of residency programs while shifting administrative and management responsibilities for the apprenticeship to the sponsor (typically the district and/or Board of Cooperative Educational Services (BOCES)/charter or private schools as the employer) and opens potential new funding from the NYS DOL to offset program costs.

RAP partnerships bring together a broad group of stakeholders to impact the teacher workforce. Each stakeholder serves a specific role. Districts/BOCES/private schools/charter schools serve as the employer of the apprentices and they or an association will act as the sponsor of the RAP. Union affiliates serve as supportive or possible members of group sponsorship while the IHEs serve as Related Instruction Providers. Sponsors, or a Joint Apprenticeship Training Council (JATC) in joint group programs, oversee the administration and management of the RAP, while unions may participate, acknowledge or offer insight into district needs and negotiate on behalf of School-Based Teacher Educators (SBTEs). RAPs often partner with multiple IHEs (to provide access to various certification area programs) to meet their workforce needs, while IHEs may support multiple district RAPs based on capacity and certification program offerings. RAPs, through their sponsors, are also monitored by the NYS Department of Labor State Apprenticeship Agency to ensure the apprentices meet all requirements and regulations.

From Residencies to Apprenticeships: The Shifting Role of the IHE

In a RAP, the employing District/BOCES/private schools/charter schools or an association may partner with one or more IHE teacher preparation programs as their Related Instruction Provider(s) for the apprenticeship program. In addition, they may add additional IHE partners at any time. A Related Instruction Provider, or IHE with a NYS approved EPP, partners with one or more District/BOCES/private schools/charter schools or associations to provide all the degree coursework needed to become a teacher and to make the recommendation needed for initial certification. Additionally, the IHE facilitates the clinical experience requirements related to coursework, including field supervision, that align with earning a teaching credential. Furthermore, to operate within NYS public schools the IHE teacher preparation program must also have a registered residency program (with access to the NYS Residency Certificate) in order to participate as a Related Instruction Provider in an apprenticeship program as this is required for the apprentice to be hired and paid by the district.

In comparison to residency programs or traditional pathways into teaching, in which the IHE often takes the lead in 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 partnership, familiarize themselves with aims and structures of apprenticeship programs as well as

partner district priorities, and be ready to offer their expertise in the area of teacher preparation. To that end, the NYS Educator Workforce Development HUB offers this toolkit as a support to IHEs in their role in the development of RAPs as they work within a larger partnership to support aspiring educators in the state.

Getting Started with the Toolkit

This toolkit is intended for IHEs who are serving as Related Instruction Providers in a RAP for teachers. Related Instruction Providers, or IHEs, are just one stakeholder in a larger partnership needed to develop successful RAPs. Successful RAPs require informed, transparent, and engaged partners committed to strong communication and teacher quality. Trust, flexibility, proactiveness, persistence, and teamwork are key to this transformative initiative. The RAP process is a true P-20 coordinated effort structured into four key phases, each requiring strong partner engagement. In this toolkit, we summarize each phase, provide considerations for the role of the IHE, and provide tools for IHEs to utilize as they work within the larger stakeholder group to design and implement teacher apprenticeships.

Phase One: Orientation

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

Phase Two: Design and Registration

- Collaborative development of RAPs by stakeholders and includes submitting apprenticeship registration forms to the NYS DOL by the employer/sponsor or group sponsor.

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.

Although these phases follow a natural sequence, the process of developing a RAP is not always linear. Some components of the phases may already be established or may need to be revisited while others may be new action items. Furthermore, while continuous improvement is listed as Phase Four, RAP teams should integrate continuous improvement throughout the entire process and not consider it a last step. The following sections detail each phase's essential components, highlighting key considerations for Related Instruction Providers, and offering tools to support the important work of the IHEs.

Phase 1: Orientation

The Orientation Phase establishes a foundational understanding of a Registered Apprenticeship Program (RAP) for teachers. Developing a RAP is a significant undertaking by the sponsor (usually the district/BOCES/private/charter as the employer or an association) and requires a strong, coordinated partnership with an IHE(s) guided by a shared vision. Establishing a solid foundation enhances sustainability and positive outcomes. A dedicated team including administrators, principals, union representatives, IHE faculty, and clinical supervisors drives progress and fosters broad support for the program.

As part of the team, the IHE's role in this phase is to build understanding of RAPs within the teacher preparation program. Key to the Orientation Phase is developing broad understanding among IHE stakeholders about RAPs including their key characteristics, the distinction between a residency and a RAP, and the IHE's role. Furthermore, the IHE should work alongside the employer/sponsor (District/BOCES/private schools/charter schools/associations), union, and possibly other IHEs as they develop common key roles and responsibilities, establish data-informed recruitment goals based on district needs, and discuss program outcomes.

To establish a RAP, a district/BOCES/private schools/charter schools or associations as the employer and/or sponsor will engage with an IHE with an already approved teacher residency pathway or encourage a previous IHE partner to establish that pathway. The IHE may also reach out to district, education agency, or association partners. One desired outcome of this phase is for the IHE to work with the employer/sponsor (district/BOCES/private/charter) to establish or review and adjust an MOU that will outline their collaboration and data sharing throughout the administration of the RAP.

During the orientation phase, Related Instruction Providers should consider the following key factors:

- Who will take the lead for the IHE and contribute to the development and registration of a RAP with the district partners?
- What are the outcomes of the preparation program? How might partnering with a district in a RAP enhance those outcomes?
- What are the distinguishing features of a residency program? How might it contribute to a RAP partnership? What shifts will be needed in the program to establish it as related instruction for an apprenticeship? How might a RAP impact field supervision of clinical experiences?
- How well do faculty, university leadership, supervisors, and other stakeholders at the IHE understand apprenticeship programs? Who will need more information? What type of professional learning may be needed?
- What are the district's desired outcomes of the RAP?
- How might the IHE work with other IHEs providing related instruction in the same RAP?



Phase 2: Design and Registration

Phase 2 involves collaboration among stakeholders to design the Registered Apprenticeship Program (RAP) and the official registration of the teacher apprenticeship with the NYS DOL by employer/sponsor. During this phase, stakeholders should work together to identify key decisions, define roles and responsibilities, establish clear criteria and processes, and ensure alignment across program components including recruitment and retention strategies. Additionally, in this design phase, RAP partners develop ongoing support structures for groups of professionals supporting the program including experienced teachers or “journeyworkers” and field supervisors. In apprenticeship language, the experienced educator or journeyworker is also known as school-based teacher educators (SBTEs), and field supervisors are also known as university-based teacher educators (UBTEs). The team will also create a sustainable financial strategy for their program, with technical assistance provided by the NYS EWD HUB and a NYS DOL Apprenticeship Training Representative (ATR). This is critical to ensuring the design fulfills regulatory requirements for the NY Department of Labor Apprenticeship Program Application.

IHEs collaborate in many aspects of the design and registration phase. In apprenticeships, IHEs play an important role as the provider of related instruction through the New York State Department of Education (NYSED) approved program coursework, field supervision, and assessments that meet accreditation and SED requirements, including the recommendation for initial teacher certification. In this role, IHEs contribute to this phase of the work in several key ways including mapping out a college coursework sequence that aligns with the increased on-the-job learning experience and monitoring the program through EPP-based assessments. Additionally, IHEs connect apprentices with campus-based supports such as advising services, financial aid navigation and tuition assistance in the case of SUNY programs, all important elements which can also contribute to the success of the apprentice.

During the design and registration phase, Related Instruction Providers should consider the following key factors:

- How does the existing curriculum align with the needs and timeline of apprentices? What can be collapsed, integrated, or evidenced through the apprentices’ on-the-job training? How might the process of placing candidates as apprentices need to become collaborative with the sponsor and union partners?
- What additions or adjustments are needed to support the apprentice in the long term placement with the School-Based Teacher Educators and University-Based Teacher Educators? How will the IHE and the school/sponsor work together, leveraging their strengths and resources, to address and resolve any conflicts?
- How should the current assessment and evaluation tools be adjusted to align with the goals and timeline of the RAP?
- Which other campus departments (i.e. financial aid, certification office) should be involved in supporting the candidates who are apprentices? What steps are necessary to foster collaboration and ensure open communication?



Phase 3: Implementation

Once the RAP is registered by the state, RAP teams can begin the implementation phase. Implementation focuses on launching, coordinating, and sustaining a successful RAP where partners will begin to put their plans into action. Included in the launch of the program will be the execution of the shared strategies developed for the recruitment of apprentices and School-Based Teacher Educators (SBTEs) as well as the assignment of University-Based Teacher Educators (UBTEs). As apprentices begin their work, partners will regularly collaborate to monitor program outcomes and respond to needs as they arise. During this phase, stakeholders will also utilize assessment tools to track the progress of apprentices and engage in data sharing and analysis opportunities.

IHEs play a vital role in the implementation of the RAP, serving as a key source for candidate recruitment and admitting the candidate apprentices into the educator preparation program. They also work to ensure that SBTEs and UBTEs are prepared to support their apprentices by providing planned professional development and other resources.

During this phase, IHEs will also leverage their program evaluation tools to assess apprentice progress and share these results with the RAP team.

- What challenges or barriers might potential apprentices face in applying and being admitted into the program? How can campus-related support and resources help streamline the application and admission process?
- How can the university support apprentice recruitment efforts that will align with the goals of the RAP?
- How will the university collaborate with the sponsor to ensure high quality placements for apprentices?
- Do the existing progress measurement tools need to be adjusted to align with the expectations for apprentices?
- What specific strategies and resources will the IHE provide to support apprentices in preparing for the state licensure exam?
- Who will be responsible for ensuring the completion of all regulatory tasks, such as Memorandums of Understanding (MOUs), apprentice enrollment in approved residency programs, and other compliance requirements?
- What is the planned timeline and workflow for implementing orientations, seminars, coaching sessions, and other professional learning opportunities for SBTEs and UBTEs? If there is more than one IHE involved in the RAP, how can they work together to plan these supports?



Phase 4: Continuous Improvement

Continuous improvement processes are essential for maintaining a sustainable Registered Apprenticeship Program (RAP). This phase includes utilizing data collected during the implementation phase to drive improvements and uplift successful efforts. Although this phase is labeled as Phase 4, partners should continuously engage in a cyclical process of monitoring effectiveness, measuring impact and using data to drive ongoing improvements throughout the program. Continuous improvement is about utilizing that data to act on and close the loop on data-informed actions.

IHEs are a key contributor to this phase due to their experience in collecting data and engaging in continuous improvement efforts in support of teacher candidates. During this phase, IHEs will leverage several of their already-established data collection instruments that may include adjustments to fit the design of the RAP. Furthermore, IHEs will engage in data sharing and analysis sessions where they will both share their collected data and engage in conversations focused on data from the employer/sponsor (district/BOCES/private schools/charter schools/associations).

Lastly, IHEs will take the lead in making educator preparation program adjustments resulting from these data analyses.

- What program level assessment data is already collected by the IHE or state that should be shared with RAP partners? Will additional data need to be collected to align with the RAP goals? What data do RAP partners and sponsors already collect?
- What feedback opportunities exist for apprentices, school-based teacher educators and university-based teacher educators to provide information on their experience in the program? (i.e. state-level satisfaction surveys, exit surveys, etc.)
- How can the IHE adjust their in-house data collection instruments to ensure they can disaggregate the data by pathway (i.e. traditional candidates vs. apprentices, etc.)?
- Who within the IHE will be responsible for developing, collecting, and sharing the necessary data, and what processes will be used to ensure effective data sharing? What is the appropriate cadence for sharing data?
- Are there strong data empowerment practices in place at the IHE such as regular data sharing and analysis, decision-making based on data, and regular follow-through on those decisions to determine if it was effective in improving the program?



Tools

Readiness Assessment for IHEs Developing Registered Apprenticeship Programs

Aligned with Phase 1- Orientation

IHEs can proactively map out a path of actions within the four phases of developing an apprenticeship. Included are prompts to assess the IHEs readiness to engage in each phase of the work and to discuss what next steps they may need to take to prepare for the development and implementation of a RAP.

Starting Strong: Planning Guide for Orientation

Aligned with Phase 1- Orientation

Designed to help EPP teams develop a shared understanding of the work ahead and establish the foundation for effective collaboration with the RAP Sponsor and other key stakeholders.

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

Aligned with Phase 2 - Design and Registration

EPPs or groups of EPPs design ongoing support structures for professionals involved with the program, specifically school-based teacher educators (SBTEs), or mentor teachers, and university-based teacher educators (UBTEs), or field supervisors.

