



Idaho State
Board of Education

REGISTERED TEACHER APPRENTICESHIP PROGRAM

A toolkit of resources to support the success
of certified teacher mentors.

Audiences for this guide include school districts, charter
schools, certified teacher mentors, and teacher apprentices.

Certified Teacher Mentor Guide

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Certified Teacher Mentor Guide

Overview

The certified teacher mentor guide is a collection of resources that offers guidance on mentor training and support to increase achievement for all students by supporting teacher apprentices in the registered teacher apprenticeship program. Audiences for this guide include school districts, charter schools, certified teacher mentors, and teacher apprentices. This certified teacher mentor guide provides school districts, charter schools, certified teacher mentors, and teacher apprentices with resources to provide support and guidance for training the certified teacher mentors who are to be paired with teacher apprentices.

School Administration Role and Responsibilities

School administration plays an important role in the success of the certified teacher mentor and the teacher apprentice. The roles and responsibilities of school administration are listed below:

- Engage, inspire, assist, encourage, and advance the professional learning of a teacher apprentice by providing a welcoming school community, resources, and guidance in school level or classroom interactions.
- Model professional conduct and open communication, including the teacher apprentice as a participant in the education community.
- Participate, when available, in local level and state level trainings
- Participate in certified teacher mentor and teacher apprentice matching processes.
- Facilitate the support of collection of teacher apprentice evidence of proficiency.
- Support the certified teacher mentor in analyzing teacher apprentice progress and in providing feedback to the teacher apprentice.
- Collaborate and support the certified teacher mentor and the teacher apprentice.
- Provide feedback to the certified teacher mentor.
- Create an IPLP with the teacher apprentice.
- Evaluate the teacher apprentice.

Certified Teacher Mentor Role and Responsibilities

The certified teacher mentor engages, inspires, encourages, and advances the professional learning of a teacher apprentice by providing information, mentoring, coaching, modeling, and problem solving around individual classroom needs. The certified teacher mentor models professional conduct engages in educational research and is experienced. There will be trainings and professional obligations tasked by the school district or charter school and the Office of the Idaho State Board of Education.

More specifically, certified teacher mentors teach the teacher apprentice to analyze data, use data-driven decision-making, and teach the on-the-job learning competencies. The certified teacher mentor provides activities, assignments, and projects to the teacher apprentice along with providing feedback. This role requires commitment and a strong desire to work with adult learners.

The certified teacher mentor position description will provide a detailed description of the position.

➤ [Certified Teacher Mentor Position Description](#)

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Certified Teacher Mentor Selection

Each school district/charter school is required to identify a certified teacher mentor that will work with a teacher apprentice who is enrolled in this program. Certified teacher mentors are assigned by the school district or charter school where the teacher apprentice is employed. If there is more than one teacher apprentice at the school district or charter school, a single certified teacher mentor may be assigned up to two (2) teacher apprentices annually.

Certified teacher mentors can be an instructional coach or mentor that already works with teachers in the building. The certified teacher mentor may also be an experienced certified teacher with the school. An administrator is not precluded from being the certified teacher mentor, but we do not recommend it as the administrator is often the evaluator of the teacher apprentice.

Consider the following dispositional characteristics:

- Certified teacher mentor's comfort level with the competencies.
- Certified teacher mentor's understanding of their role and responsibilities.
- Growth mindset of the mentor teacher.
- Certified teacher mentor's openness to feedback from the teacher apprentice and school administration.

Certified Teacher Mentor and Teacher Apprentice Matching

Effective certified teacher mentor and teacher apprentice matching is important for the success of the certified teacher mentor and teacher apprentice. Effective matching that is meaningful and purposeful to the content area, grade span, and competencies being taught to the teacher apprentice supports the growth of the teacher apprentice.

There are questions listed below that may be asked to the teacher apprentice and certified teacher mentor to guide decision making on matching.

Teacher Apprentice Questions

- What draws you into education as a career?
- Why are you choosing to be a teacher apprentice?
- Teaching is a very complex profession. How do you anticipate organizing your time and managing your responsibilities?
- How would you rate your level of flexibility? Inevitably we need to shift, how comfortable are you with shifting priorities?
- What type of feedback would you like to receive or is the most effective for you?
- What communication style is most effective for you?
- Think about an experience or even a book/movie, please describe a time when you were able to see things from another's perspective. What was the impact of that experience?
- Thinking about relationships, relevance, and rigor, as they impact teaching and learning for students, which of the three do you think is the most important and why?
- What do you expect from a certified teacher mentor?
- What is the role of reflection and professional growth?

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Certified Teacher Mentor Questions

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- What is your approach to providing feedback?
- What communication style is most effective for you?
- Think about an experience or even a book/movie, please describe a time when you were able to see things from another’s perspective. What was the impact of that experience?
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- What do you expect from a teacher apprentice?
- What is the role of reflection and professional growth?

Gradual Release and Framework

The teacher apprentice will increase the level of involvement in the classroom progressing from the first week of school through the second and third year of the registered teacher apprenticeship program. The outline below shows a sample framework of the teacher apprentice gradually progressing and may be modified by the school district or charter school to fit their local needs. The objective for the teacher apprentice experience is to provide each teacher apprentice with the opportunity to increase responsibility and learning to full independence.

Time Frame	Description	Examples
Year 1	<ul style="list-style-type: none"> • Teacher apprentice is provided training • Teacher apprentice teaches 1-2 classes or subjects (10-25% of the daily instructional load assumed) • Lesson plans are developed and collected as evidence • Development of a unit plan • Experimentation with various classroom management strategies and instructional methodologies • Observation 	<p>What might this look like in practice:</p> <p><u>Instructional Duties:</u></p> <ul style="list-style-type: none"> • Teaching a daily reading group • Teaching a content area • Teaching a station • Supporting instruction • Mini-lessons or whole class instruction <p><u>Non-Instructional Duties:</u></p> <ul style="list-style-type: none"> • Attendance • Lunch count • Writing passes • Walking a class to... • Creating bulletin boards, displays, etc

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<p>Year 2</p>	<ul style="list-style-type: none"> • Teacher apprentice is provided training • Teacher apprentice assumes more classes or subjects (25-40% of the daily instructional load assumed) • Responsible for routines such as attendance, meal count, escorting students to and from specials • Lesson plans and unit plans are developed • Implementation of classroom management strategies and instructional methodologies • Observation 	<p>What might this look like in practice:</p> <p><u>Instructional Duties:</u></p> <ul style="list-style-type: none"> • Teaching several daily reading groups or whole class instruction • Taking over additional content areas • Supporting instruction • Mini-lessons or whole class instruction <p><u>Non-Instructional Duties:</u></p> <ul style="list-style-type: none"> • Attendance • Lunch count • Writing passes • Walking a class to... • Creating bulletin boards, displays, etc
<p>Year 3</p>	<ul style="list-style-type: none"> • Teacher apprentice is provided training • Teacher apprentice assumes more classes or subjects (50%+ of the daily instructional load assumed) (Focus areas of reading, writing, and mathematical instruction) • Increased responsibility with planning, delivery, and assessment • Observation 	<p>What might this look like in practice:</p> <p><u>Instructional Duties:</u></p> <ul style="list-style-type: none"> • Increasing the independence with teaching 50% or more of the classes or subjects • Taking over additional content areas to include a focus in reading, writing, and math • Remediation <p><u>Non-Instructional Duties:</u></p> <ul style="list-style-type: none"> • Attendance • Lunch count • Writing passes • Walking a class to.. • Creating bulletin boards, displays, etc

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Certified Teacher Mentor Timeline Schedule

Certified teacher mentors are supporting this valuable on-the-job learning over the course of this program. When school districts and charter schools are determining certified teacher mentor training delivery, think of the timelines below:

Certified Teacher Mentor Timeline Schedule	
<p>Consider the timeline sample below for delivery of the following:</p> <ul style="list-style-type: none"> Certified Teacher Mentor Orientation On-The-Job Learning Competency Training Mentor Training Certified Teacher Mentor Progress Tracker Training Progress Tracker Data Collection 	
<u>Semester 1</u>	<u>Semester 2</u>
<p><u>August/September</u></p> <ul style="list-style-type: none"> Certified teacher mentor orientation Certified teacher mentor training On-the-learning competency training 	<p><u>January</u></p> <ul style="list-style-type: none"> Certified teacher mentor training On-the-learning competency training
<p><u>August-December</u></p> <ul style="list-style-type: none"> Certified teacher mentor provides feedback to teacher apprentice and school administration – School administration completes the progress tracker 	<p><u>January-May/June</u></p> <ul style="list-style-type: none"> Certified teacher mentor provides feedback to teacher apprentice and school administration – School administration completes the progress tracker

The school district or charter school may use the timeline schedule above and add their training schedule to provide the certified teacher mentor a comprehensive timeline schedule.

Certified Teacher Mentor Support

Training is crucial for effective mentorship. To be effective mentors, the certified teachers selected for this role need to be trained in mentorship. The Office of the Idaho State Board of Education will provide technical assistance to support school districts and charter schools. Training for certified teacher mentors should be provided by the school district or charter school. While school districts and charter schools have their own in-house resources, the tools below are resources that are currently being implemented around the state and can provide additional support.

- [Certified Teacher Mentor Training PowerPoint](#)
- [Developing a Growth Mindset in Teachers and Staff](#)
- See the coaching resources:
 - ❖ [From Sage on the Stage to Guide on the Side](#)
 - ❖ [What is an Instructional Coach](#)

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Resources

School districts or charter schools may adjust the resources to fit their local needs. Refer to the resources below, which are outlined through this toolkit:

Mentor Selection

- [Certified Teacher Mentor Position Description](#)

Timelines

- [Certified Teacher Mentor Timeline Schedule](#)

Mentor Support

- [Certified Teacher Mentor Orientation](#)
- [Certified Teacher Mentor Orientation Outline](#)
- [Certified Teacher Mentor Training PowerPoint](#)
- [Developing a Growth Mindset in Teachers and Staff](#)
- [From Sage on the Stage to Guide on the Side](#)
- [What is an Instructional Coach](#)

FAQs for School Districts and Charter Schools

How do I select a certified mentor teacher?

Mentor selection is a key factor in teacher apprentice success. See the Certified Teacher Mentor Selection section of this guide for selecting a certified teacher mentor.

How is teacher apprenticeship different from student teaching?

Registered teacher apprenticeship programs and student teaching both provide rigorous experiences in the classroom, however there are differences between the two. Registered teacher apprenticeship programs are an “earn and learn” model of workforce development. The teacher apprentice learns skills through on-the-job learning and related technical instruction. Teacher apprentices must meet the requirements in the registered teacher apprenticeship program standards and will then be eligible for a standard five-year teaching certificate.

Student teaching placements are assigned for a fixed time. Student teachers are assigned a cooperating teacher, works in the cooperating teacher’s classroom, has formal observations, and must meet the educator preparation program’s requirements.

Who do I go to for support for certified teacher mentor and teacher apprentice challenges?

It is important for certified teacher mentors and teacher apprentices to know who to turn to with any questions or concerns. School districts and charter schools are tasked with providing a process and identified personnel that the certified teacher mentor and/or teacher apprentice may reach out to.

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What does a great training experience look like for a certified teacher mentor?

An effective training program includes several elements across the mentoring experience. It should begin with an orientation to the role. Certified teacher mentors would also need training on the on-the-job learning competencies, how to model these competencies, how to provide feedback to teacher apprentices, and timelines.

Who is evaluating the competencies?

The administrator will be responsible for evaluating the teacher apprentice.

Why does this registered teacher apprenticeship program benefit school districts and charter schools?

The registered teacher apprenticeship program provides a variety of benefits for school districts and charter schools including but not limited to the following:

- A pipeline of quality teachers
- Leadership opportunity for certified teacher mentors
- Lower cost of high-quality teaching training
- Place bound pathway for aspiring educators!