



**Idaho State
Board of Education**

LOCAL EDUCATION AGENCY EDUCATOR REGISTERED APPRENTICESHIP PROGRAM GUIDE

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

LEA Educator RAP Guide

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LEA Educator RAP Guide

Overview of Guide

The local education agency educator registered apprenticeship program guide (**LEA educator RAP guide**) will provide guidance from the initial enrollment process, program implementation, program monitoring, to quality assurance of this educator registered apprenticeship program (**educator RAP**). It is important to note that in addition to the educator registered apprenticeship program standards (**educator RAP standards**), the local education agency (**LEA**) will follow federal, state, and local level policies.

Background

A registered apprenticeship program (**RAP**) is an industry-driven high-quality career pathway where employers can develop and prepare their future workforce. A RAP includes six (6) components that include a sponsor, employer, on-the-job-learning, related technical instruction (**RTI**) (also known as supplemental learning), a progressive wage scale, and credential attainment. An educator RAP is a newly approved program by the United States Department of Labor (**USDOL**) and is intended to provide opportunities for future teachers by reducing barriers and providing a new and affordable pathway to teacher certification. The USDOL and Idaho Department of Labor (**IDOL**) worked with the Office of the Idaho State Board of Education (**OSBE**) to obtain approval to launch a federally approved educator RAP in Idaho.

LEA Educator RAP Roles and Responsibilities

The LEA has specific roles and responsibilities related to the educator RAP. The LEA, school district or charter school per [IDAPA 08.02.02.007.09](#), will play an important **role** by providing:

- Employment.
- On-the-job learning.
- A certified teacher mentor.
- A work schedule.
- Progressive wage schedule.
- RTI supervision.

LEA Educator RAP Responsibilities

- Recruit, screen, and hire a teacher apprentice.
- Establish a progressive wage scale as indicated in the educator RAP standards.
 - The LEA will assess prior learning based on classroom experience and/or college credit to determine progressed placement and wage scale within the educator RAP.
 - An LEA may opt to pay a higher wage but may not pay below the minimum wage scale.
- Assign a certified teacher mentor to the teacher apprentice.
- Maintain local level records.
- Provide teacher apprentice data via the progress tracker.
- Monitor and supervise the LEA's educator RAP.
- Submit educator RAP evidence via the progress tracker for the desk review conducted by OSBE.
- Ensure compliance with the educator RAP standards.

LEA Educator RAP Enrollment Process

The LEA educator RAP enrollment process has several sections that include:

- LEA educator RAP planning process.
- LEA educator RAP implementation plan requirements.
- LEA educator RAP enrollment process.
- LEA educator RAP teacher apprentice hiring process.
- LEA educator RAP teacher apprentice orientation process.

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LEA Educator RAP Planning Process

The LEA will do the following prior to enrolling for the use of the educator RAP:

- Engage in local level discussions about the educator RAP.
- Connect with OSBE and IDOL staff for technical assistance.
- Review educator RAP standards.
- Outline the LEA educator RAP implementation plan prior to submitting the plan to OSBE.

LEA Educator RAP Implementation Plan Requirements

The LEA educator RAP implementation plan will include questions related to the following:

- LEA information.
- Teacher apprentice onboarding plan.
- LEA certified teacher mentor selection and training plan.
- Teacher apprentice selection process.
- LEA record keeping plan.
- LEA content assessment support plan.
- LEA staff responsibilities.
- LEA funding plan.
- Teacher apprentice evaluation plan.
- LEA on-the-job learning plan.
- LEA RTI plan.

LEA Educator RAP Enrollment Process

The LEA will complete the following six (6) steps to enroll for the use of the educator RAP:

Step 1:

Follow the [educator RAP implementation flowchart](#).

Step 2:

Submit the LEA educator RAP implementation plan to OSBE.

Step 3:

Participate in a LEA educator RAP implementation plan follow-up interview with OSBE.

Step 4:

Obtain LEA educator RAP implementation plan approval from OSBE.

Step 5:

Apply for potential funding with IDOL.

Step 6:

Post a teacher apprentice job posting internally/externally and select a teacher apprentice.

LEA Educator RAP Teacher Apprentice Hiring Process

To meet federal apprenticeship, state, and local level requirements when hiring a teacher apprentice, the following conditions are met in the teacher apprentice application process:

- Public notification of the classified teacher apprentice position.
- An interview committee and interview questions are established.
- A review of applications is conducted to determine qualified candidates.
- At least a two-week job posting period.
- LEA makes decisions based on merit.
- No candidate is discriminated against (on the basis of race, color, ethnicity, national origin, sex, age, or other protected category).
- Teacher apprentice is provided educator RAP standards and local level policies.
- The teacher apprentice undergoes a background check.
- LEA completes local level requirements for employment.

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LEA Educator RAP Teacher Apprentice Orientation Process

A teacher apprentice must participate in an orientation provided by the LEA. The LEA will do the following:

- Review the educator RAP standards.
- Provide a progressive wage scale.
- Provide an explanation of the roles and responsibilities of staff members.
- Review the on-the-job-learning and RTI competencies with the teacher apprentice.
- Draft an on-the-job learning and RTI plan.
- Set goals for the teacher apprentice.
- Select and submit transcripts, as applicable, to the RTI provider.
- Match a certified teacher mentor with the teacher apprentice.
 - The [Certified Teacher Mentor Guide](#) will provide detailed information regarding the mentoring process.
- The LEA will assess the teacher apprentice's baseline proficiency in each competency area to identify competencies mastered and those that will need practice.

LEA Educator RAP Administrative Requirements

There are a variety of administrative requirements that the LEA will manage so all local level, state level, and federal level requirements are met.

The LEA will complete the following administrative requirements for the educator RAP:

- LEA implementation plan for the educator RAP.
- [IDOL pre-screening funding application](#).
- [Teacher apprentice onboarding checklist](#).
- OSBE will email a copy of the USDOL 671 apprentice agreement form to the LEA and teacher apprentice.
 - This form will be signed and returned to OSBE.
 - This form is the official teacher apprenticeship agreement between OSBE, LEA, and teacher apprentice.
- Provide the teacher apprentice with a list of organizations that provide potential college tuition assistance.
 - FAFSA, <https://studentaid.gov/>.
 - Idaho Launch, <https://idaholaunch.com>.
 - Veteran education benefits, <https://www.va.gov/education/>.
- Assign a certified teacher mentor to the teacher apprentice.
- Employer agreement form.
- Create an [IdahoWorks](#) account.
- Direct the teacher apprentice to enroll with the selected [RTI provider](#).
- Direct the teacher apprentice to email the IDOL apprentice coordinator to apply for potential funding.
 - The teacher apprentice may reach out to [OSBE contacts](#) to ask additional questions about the educator RAP or potential funding.
- Provide the teacher apprentice with a thorough orientation of the educator RAP along with the LEA's policies, procedures, and expectations.
- Complete the progress tracker on an annual basis each January and May/June to report teacher apprentice progress.
- OSBE will use the teacher apprentice data from the progress tracker to enter the required federal data into the USDOL registered apprenticeship partners information database system (**RAPIDS**) on behalf of the LEA.

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LEA Educator RAP Certified Teacher Mentoring

The LEA will assign a certified teacher mentor to the teacher apprentice. The educator RAP standards indicate that a certified teacher mentor may be assigned up to no more than two (2) teacher apprentices at any time during the educator RAP.

The LEA will do the following to prepare the certified teacher mentor and teacher apprentice for the educator RAP:

- Complete a process, as identified in the [Certified Teacher Mentor Guide](#), to match the teacher apprentice to a certified teacher mentor.
- Develop a detailed plan for the teacher apprentice's training and internal record keeping.
 - The teacher apprentice's training plan should outline the goals, objectives, activities, progress, and timeline for completion.
 - This training plan will be identified in the teacher apprentice's individualized professional learning plan (IPLP).
- Assign a certified teacher mentor to the teacher apprentice.
- Conduct a teacher apprentice orientation that includes the assigned certified teacher mentor.
- Conduct a certified teacher mentor orientation.
- Provide certified teacher mentor training through an LEA created training program or an approved RTI provider.
- The teacher apprentice may also work with other experienced certified teachers but will have one (1) assigned certified teacher mentor.
- Create a welcoming learning environment.

LEA Educator RAP Teacher Apprentice Training and Development

A teacher apprentice should have access to professional development, ongoing mentorship, instructional materials, and a supportive learning environment. OSBE recommends that the LEA provide time for the teacher apprentice to work on the RTI during work hours. Supporting the teacher apprentice and helping to facilitate their success will provide the LEA with a well-trained fully licensed teacher who knows the LEA.

It is at the LEA's discretion to provide the best opportunities and experiences for the teacher apprentice. It is encouraged to provide the teacher apprentice with opportunities to move into various classrooms as appropriate to the certificate endorsements being pursued along with the opportunity to learn from various veteran teachers to provide a variety of experiences.

If the teacher apprentice starts without classroom experience, it is highly recommended that the teacher apprentice spends the first year closely supervised by a certified teacher mentor to experience life in an LEA and working with students. As the teacher apprentice progresses through the educator RAP, the teacher apprentice should experience developing lesson plans, grading assignments, and leading a classroom discussion or lesson.

The LEA will detail the training, workshops, conferences, and other professional growth opportunities available to the teacher apprentice. The LEA and certified teacher mentor will design the on-the-job learning work schedule to create a plan for the teacher apprentice.

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The teacher apprentice’s training will be documented in the work schedule and individualized professional learning plan (IPLP) by identifying the following:

- Training related to the on-the-job learning competencies.
- Provide resources and guidance on curriculum and instruction, including lesson planning, assessment, and differentiated instruction.
- Emphasize the importance of professionalism, punctuality, communication skills, and ethical behavior.
- Conduct regular observations of the teacher apprentice’s practice.
- Provide constructive feedback and guidance to help the teacher apprentice improve their skills.
- Regularly evaluate the teacher apprentice's progress toward their goals and objectives.
- The teacher apprentice should be working collaboratively with their certified teacher mentor as an instructional team and should have ongoing opportunities to apply content and pedagogical knowledge.
- Enable teacher apprentice to assume increased responsibility.
- Outline the expectations for classroom experience, including the classes and/or subjects the teacher apprentice will be assisting with, the number of hours of observation, and instruction.
- Offer guidance on classroom management, behavior management strategies, creating a positive learning environment, and responding to diverse student needs.
- Provide ongoing professional development opportunities for the teacher apprentice (In-service training, workshops, conferences, or other relevant training).
- Detail the evaluation process for the teacher apprentice.
- Encourage the teacher apprentice to reflect on their practice, seek out opportunities for development.
- Other opportunities as determined by the LEA.
- Celebrate the teacher apprentice's successes, accomplishments, achievements, and contributions to the LEA and to the profession of teaching.

LEA Educator RAP Monitoring, Supervision, and Evaluation of a Teacher Apprentice

Teacher Apprentice Evaluation Requirements
<ul style="list-style-type: none"> • Idaho framework for teaching evaluation <ul style="list-style-type: none"> ○ The on-the-job learning competencies are aligned to the Idaho framework for teaching evaluation. • Minimum of two (2) observations • Minimum of one (1) summative evaluation <p>*LEAs approved to use an alternative evaluation framework will use their aligned evaluation framework.</p>

The LEA will share the monitoring, supervision, and evaluation requirements with the certified teacher mentor and teacher apprentice. The teacher apprentice will be exposed to every competency and a sufficient opportunity to become proficient in each. Regular feedback sessions, observations, and evaluation with an evaluator will help assess the progress and areas for improvement of the teacher apprentice. The educator RAP requires that the teacher apprentice achieve a basic or higher in all twenty-two (22) of the on-the-job learning competencies. The LEA will need to verify that all requirements are met prior to the teacher apprentice applying for certification.

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The LEA will establish a system for tracking RTI progress to ensure the teacher apprentice is progressing adequately by submitting teacher apprentice transcripts or records of completion each semester via the progress tracker. The LEA will use the [educator RAP RTI rubric](#) to assess a teacher apprentice's progress towards the Idaho core teaching standards and comprehensive literacy standards. The LEA is encouraged to build time into the teacher apprentice's workday to complete the RTI while considering the progression of the educator RAP.

The teacher apprentice is an employee of the LEA and enrolled in the LEA's educator RAP, therefore continued employment and enrollment in the LEA's educator RAP is at the LEA's discretion.

LEA Educator RAP Reporting Requirements

OSBE will collect teacher apprentice data from the LEA twice a year, each January and May/June via a progress tracker. The LEA will respond no later than the last day of January and May/June annually. The intent of the progress tracker is to collect accurate and current information on the teacher apprentice's development, accomplishments, and areas of focus. OSBE will use the teacher apprentice data to complete the federal reporting on behalf of the LEA within the USDOL RAPIDS system.

The progress tracker will collect the following information:

- USDOL RAPIDS Number.
- Teacher apprentice's certificate endorsement(s) being sought.
- 671 teacher apprentice agreement.
- On-the-job learning competency ratings (Ratings: Unsatisfactory, basic, proficient, distinguished).
- RTI completion (Courses, Idaho core teaching standards, and comprehensive literacy standards completed).
- [Comprehensive literacy course](#) or assessment completion.
- Teacher apprentice observations and summative evaluation for each year of the educator RAP.
- Teacher apprentice's status (Year 1, Year 2, Year 3).
- IDOL onboarding checklist and certified teacher mentor information.
- IDOL training certificates.
- On-the-job learning hours completed (Minimum of 2,000 hours demonstrated through uploaded teacher apprentice's paystubs).
- [Teaching mathematical thinking course](#) completion as applicable for all subjects and secondary math endorsements.
- [State Board approved content assessment](#) completion.
- Teacher apprentice wage information.

LEA Educator RAP Program Quality Assurance Process

This quality assurance process identifies the activities and responsibilities for the LEA. The quality assurance process is in place to maintain the integrity of educator RAP requirements and program delivery. A desk review, conducted by OSBE, will review the LEA's educator RAP implementation process and compliance with the educator RAP requirements. The progress tracker serves as a statement of assurance reflecting the teacher apprentice's progress and the LEA's compliance with the educator RAP standards. Each teacher apprentice must take an end point assessment, which is the State Board approved content assessment, to reflect that competence has been achieved. It is crucial that the LEA produces teacher apprentices that are competent in the occupation for which the person had been trained.

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LEA Educator RAP Desk Review Process

Four Components of the Desk Review
<p>Component 1:</p> <ul style="list-style-type: none"> • Educator RAP compliance
<p>Component 2:</p> <ul style="list-style-type: none"> • Teacher apprentice survey
<p>Component 3:</p> <ul style="list-style-type: none"> • Teacher apprentice effectiveness measures
<p>Component 4:</p> <ul style="list-style-type: none"> • LEA interview

The desk review consists of four components that include educator RAP compliance, a teacher apprentice survey, teacher apprentice effectiveness measures, and a LEA interview. This desk review will identify the LEA’s educator RAP strengths, areas for improvement, and stipulations. The data from the progress tracker, teacher apprentice survey, state databases, and LEA interview will provide the evidence needed to conduct a desk review of the LEA’s educator RAP.

The six (6) teacher apprentice effectiveness measures include:

Measure 1:	Measure 2:	Measure 3:	Measure 4:	Measure 5:	Measure 6:
State Board approved content assessment pass rates.	Teacher apprentice evaluation growth.	Educator RAP RTI completion rates.	Educator RAP completion rates.	1 st -3 rd year retention rates after program completion.	1 st - 3 rd year effectiveness rates after program completion.

LEA Educator RAP Approval Rating and Review Term Rubric

LEA Educator RAP Approval Rating and Review Term Rubric		
Approval Rating	Review Term	Scoring
Approved	Six (6) Years	The LEA received indication of no areas for improvement or stipulations.
	Three (3) Years	The LEA received indication of some areas for improvement and no stipulations.
	One (1) Year	The LEA received indication of areas for improvement and stipulations.
Not Approved	Withdrawal	The LEA received indication of unresolved areas for improvement and stipulations.

The LEA will be reviewed annually for three (3) years from the launch of the educator RAP. After the third annual desk review, OSBE will determine to review the LEA in one (1) year, three (3) years, six (6) years, or withdrawal based on the LEA’s desk review report. The rubric to the left will be used to determine the LEA’s

approval rating and review term. The LEA is required to address areas for improvement and stipulations in a set period as indicated in the desk review report. An **area for improvement** is identified as a statement written by the reviewers that identifies a weakness in the evidence for a requirement. A single area for improvement is usually not of sufficient severity that leads to an unmet requirement. Areas for improvement should be rectified by the next desk review. A **stipulation** is identified as serious deficiencies in meeting the requirements and must be brought into compliance to continue OSBE educator RAP approval. Identified areas for improvement and stipulations that are unresolved may result in withdrawal of the LEA’s educator RAP.

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LEA Educator RAP Continuous Improvement Process

While the OSBE uses the desk review process to review the LEA to determine if an acceptable standard of quality and compliance is met, the LEA is encouraged to develop and cultivate regular self-assessment practices to improve their educator RAP.

OSBE encourages the LEA to create a continuous improvement process for the management of the educator RAP. OSBE is available to work with LEA leadership to develop a mutual understanding of strengths, areas for improvement, stipulations, and how to put the LEA’s desk review recommendations into action. This support may include a focused discussion of the desk review findings and developing an action plan for improvement. Between the desk review cycles, the LEA is encouraged to continue to engage in their own ongoing continuous improvement efforts.

Teacher Apprentice Educator RAP Suspension or Withdrawal

The teacher apprentice may be suspended from the educator RAP. If an individual must take a leave of absence from employment with the LEA or the LEA’s educator RAP, their progress in the educator RAP may be suspended with the LEA’s consent. If the teacher apprentice can return at a later date, their progress could be resumed where it ended with the LEA’s consent. Teacher apprentice withdrawal from the educator RAP may occur in three ways as indicated in the table below. The suspension or termination of a teacher apprentice’s participation in the educator RAP will be communicated with OSBE as the USDOL RAPIDS system will need to be updated.

Withdrawal by the Teacher Apprentice	Withdrawal by the LEA With Continued Employment	Withdrawal by the LEA Due to Termination
The teacher apprentice may withdraw themselves from the educator RAP and the LEA will determine employment status.	The LEA may withdraw a teacher apprentice from the educator RAP and continue employment.	The LEA may withdraw the teacher apprentice from the educator RAP and terminate employment.
<ul style="list-style-type: none"> • It is up to the RTI provider to determine the person’s academic enrollment status based on their own set of academic criteria. 		

LEA Educator RAP Withdrawal

LEA’s that do not resolve the identified stipulations indicated in the desk review report may not have their educator RAP approved and withdrawn by OSBE. This means that the LEA will no longer enroll new teacher apprentices into their educator RAP. OSBE will work with the LEA and the LEA’s currently enrolled teacher apprentice(s) on an individualized basis if the LEA’s educator RAP is withdrawn.

The LEA is responsible for delivery of high-quality learning, ensuring compliance with the educator RAP standards, and ensuring that the anyone who has completed their educator RAP is competent in the occupation for which the person had been trained.

The LEA may re-apply for the use of the educator RAP after addressing the stipulations noted in the desk review and clearly documenting a newly revised educator RAP in the LEA educator RAP implementation plan application. This plan will be resubmitted to the OSBE for review.

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LEA Educator RAP Appeal Process

Four Steps of the LEA Educator RAP Appeal Process
Step 1: Submit a written appeal to OSBE.
Step 2: OSBE will submit the written appeal to the State Board.
Step 3: The State Board will make an appeal decision at a regularly scheduled State Board meeting.
Step 4: OSBE will notify the LEA of the State Board's appeal decision.

Any LEA wishing to appeal to an educator RAP approval rating and/or review term decision will follow the four steps of the LEA educator RAP appeal process.

If an LEA's educator RAP is not approved and withdrawn, currently enrolled teacher apprentices are still eligible for certification in Idaho if the LEA's educator RAP is completed within a two-year period from the State Board's decision of not-approval/withdrawal. OSBE will supervise and monitor the LEA's educator RAP and teacher apprentice(s) on an individualized basis during this two-year window. If the LEA's educator RAP receives a "not-approved" approval rating and "withdrawal" review term, a new educator RAP application may be submitted to OSBE at a later date that includes a revised plan that clearly demonstrates correction to the identified stipulations indicated in the desk review report.

LEA Educator RAP Resources

Aspiring Teacher Apprentice Information

- [Aspiring teacher apprentice infographic](#)
- [K-12 educator RAP flyer](#)

Educator RAP Standards

- [K-12 educator RAP standards](#)

Educator RAP Planning and Preparation

- [IDOL educator RAP implementation flowchart](#)
- [K-12 educator RAP LEA implementation plan application](#)

Educator RAP Guides

- [Certified teacher mentor guide](#)
- [LEA educator RAP guide](#)

Educator RAP Funding Resources

- [IDOL pre-screening funding application](#)
- Idaho Launch, <https://idaholaunch.com>
- FAFSA, <https://studentaid.gov/>
- Veteran education benefits, <https://www.va.gov/education/>

Educator RAP Teacher Apprentice Recruitment

- [IdahoWorks](#)
- [IDOL job posting template and guide](#)

Educator RAP Teacher Apprentice Onboarding

- [IDOL teacher apprentice onboarding checklist](#)
- [IDOL teacher apprentice training \(Apprentice training system and USDOL anti-harassment training\)](#)

Educator RAP Related Technical Instruction (RTI) Resources

- [RTI providers](#)
- [Educator RAP RTI rubric](#)

Educator RAP Teacher Apprentice Monitoring and Evaluation

- [Teacher apprentice evaluation resources](#)
- [Idaho framework for teaching evaluation instrument](#)
- [Idaho framework for teaching evaluation SMART card](#)

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Educator RAP Technical Assistance

Idaho Department of Labor

- Sara Lasuen, Apprenticeship Coordinator for Education Systems
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Office of the Idaho State Board of Education

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