



Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A
WORK PROCESS SCHEDULE
SPECIAL EDUCATION TEACHER
(USDOL OCCUPATION TITLE: K-12 TEACHER)
O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024HY

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

- Time-based Competency-based Hybrid

2. TERM OF APPRENTICESHIP

As per [USDOL Circular 2016-1](#), a “Hybrid approach” [Section 29.5(b)(2)(iii)] provides for the measurement of the apprentice’s skill acquisition through a combination of specified minimum hours of on-the-job learning and the successful demonstration of identified and measured competencies. A hybrid approach requires a minimum and maximum range of time/hours assigned. Sponsors that choose to utilize a hybrid approach must comply with these guidelines for the competency-based portion of the apprentice’s term of apprenticeship. The hybrid approach specifies a minimum and maximum range of hours of on-the-job learning for each task or job requirement, plus the successful demonstration of acquired skills as described by the task statements listed in the work process schedule. Under the hybrid approach, the term of the occupation cannot be less than 2,000 hours of on-the-job learning, per Section 29.4 Criteria for apprenticeable occupations. However, once a term of a hybrid occupation has been Approved the range of hours may be adjusted upward or downward by twenty-five (25) percent, but not both ways. For example: a hybrid occupation with a range of 3,000 to 4,000 hours can be increased with a range of 4,000 to 5,000 hours. A minimum/maximum range of hours would also give the apprentice an opportunity to accelerate the completion of the apprenticeship program with the appropriate test and evaluations provided to the apprentice, by the sponsor. Maximum allowable credit for prior work experience is 50 percent of training.

The term of a **SPECIAL EDUCATION TEACHER** apprenticeship is outlined as 5000 - 6000 hours of OJL attainment, supplemented by the 144 hours of related instruction per 2000 hours of OJL. Under the definition of the hybrid approach, the sponsor may choose reduce the hours of this apprenticeship program to 3750 hours or increase the term to 7500 hours.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 2 Apprentice to 1 Journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$41,118 per year (Section 33-1004B, Idaho Code).



Period	Hours/Competencies	Minimum Wage
1	1 -2000 hours	\$10.00/hr
2	2001- 4000 hours	\$11.00/hr
3	4001 – 6000 hours	\$12.00/hr

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 90 days.

6. SELECTION PROCEDURES

Please see page A-7.



Appendix A
ON-THE-JOB LEARNING OUTLINE
SPECIAL EDUCATION TEACHER
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REQUIREMENTS:

Apprentice Orientation Checklist and Apprenticeship Agreement Form 671

Per 29 CFR 29.5, prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship.

It is the responsibility of the sponsor to submit the following proof of apprentice consent by uploading the following documents signed by the apprentice to the apprentice's RAPIDS profile:

1. Signed Form 671 (apprentice agreement)
2. Signed Apprentice Orientation Checklist

Visit the Idaho Sponsor Success Guide – Onboarding Apprentices to download required document templates.

To enter the Apprenticeship Program:

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

- There is an educational requirement of: Obtained a high school diploma/GED
- There is a physical requirement of:
- The following aptitude test(s) will be administered:
- A valid driver's license is required.
- Other:
 1. Acceptance to an Idaho State Board approved educator preparation provider's special education program that culminates in a baccalaureate degree **---OR---**
 2. Acceptance to an Idaho State Board approved community college program that culminates in an associate degree or credits required to transfer to an Idaho State Board approved educator preparation provider's special education program that will culminate in a baccalaureate degree.
---AND---
 3. Obtained employment as a teacher apprentice in a public Idaho school district or charter school.

ON-THE-JOB LEARNING – WORK PROCESS SCHEDULE

Every educator registered apprenticeship program includes structured on-the-job learning. On-the-job learning is developed through mapping the skills and knowledge that the teacher apprentice must learn over the course of the educator registered apprenticeship program in order to be fully proficient in the job. The special education teacher apprentice may not serve as teacher of record.



ON-THE-JOB LEARNING:

The State Board Approved Idaho Framework for Teaching Evaluation is aligned to the on-the-job learning competencies for this special education educator registered apprenticeship program.

- Use of Idaho Framework for Teaching Evaluation Rubrics

State Board Approved Idaho Framework for Teaching Evaluation/ On-The-Job Learning Competencies

Domain 1 – Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy*
- Demonstrating Knowledge of Students*
- Setting Instructional Outcomes*
- Demonstrating Knowledge of Resources*
- Designing Coherent Instruction*
- Designing Student Assessments*

Domain 2 – The Classroom Environment

- Creating an Environment of Respect and Rapport*
- Establishing a Culture for Learning*
- Managing Classroom Procedures*
- Managing Student Behavior*
- Organizing Physical Space*

Domain 3 – Instruction and Use of Assessment

- Communicating with Students*
- Using Questioning and Discussion Techniques*
- Engaging Students in Learning*
- Using Assessment in Instruction*
- Demonstrating Flexibility and Responsiveness*

Domain 4 – Professional Responsibilities

- Reflecting on Teaching*
- Maintaining Accurate Records*
- Communicating with Families*
- Participating in a Professional Community*
- Growing and Developing Professionally*
- Showing Professionalism*

Additional Requirements:

- Idaho Teacher Evaluation using the State-Board Approved Idaho Framework for Teaching Evaluation for each year serving as an apprentice.
 - The teacher apprentice must achieve a basic or better in all twenty-two (22) components upon culmination of this educator registered apprenticeship program.
- Individualized Professional Learning Plan for each year serving as a teacher apprentice.
- The assigned certified teacher mentor will be experienced and endorsed in special education. The apprentice may work with other certified teacher-mentors as related to their experience.



The eligible endorsements that an apprentice can seek are:

- Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3)
- Blended Elementary Education/Elementary Special Education (Grade 4 -Grade 6)
- Deaf/Hard of Hearing (K-12)
- Early Childhood Special Education (Pre-K-3)
- Exceptional Child Generalist (K-8, 6-12, or K-12)
- Visual Impairment (K-12)

The special education endorsement may be paired with a general education endorsement area and the program must be provided by the approved related technical instruction provider/approved Idaho educator preparation provider.

OJL hours may be reallocated according to industry demands* **TOTAL MINIMUM HOURS 5000

RELATED INSTRUCTION DESCRIPTIONS:

Apprentice Orientation

1. Idaho Department of Labor to Apprentice Orientation Training Program:

- <https://labor-idaho.hubspotpagebuilder.com/apprentice-mentee-training-program>
- *The Apprentice Orientation Program is designed to help you become a stronger, more agile team member and learner. In under three hours, you'll learn how promote an innovative and collaborative work environment, advance your team's competitive edge, and reach your maximum potential with the guidance of your mentor. Take the future into your own hands and become a better mentee today.*

2. USDOL Anti-Harassment Video:

- <https://www.dol.gov/agencies/eta/apprenticeship/eo/harassment/video>
- *Informational video from the USDOL regarding Anti-Harassment created specifically for apprenticeship programs.*

Related Technical Instruction:

A teacher apprentice receives related technical instruction that complements the on-the-job learning. This related technical instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by an Idaho community college and Idaho State Board approved educator preparation provider. Credit for prior learning may be provided by the Idaho community college or Idaho State Board approved educator preparation provider as stated in [Idaho State Board of Education Policy III.L-Prior Learning](#).

The related technical instruction must culminate in a minimum of a baccalaureate degree that meets the applicable special education endorsement and other endorsement requirements as applicable per [Idaho State Board of Education Policy IV.D-Educator Preparation and Certification](#) and Idaho educator certificate requirements per [IDAPA 08.02.02](#), along with the applicable [Idaho Core Teaching Standards, Comprehensive Literacy Standards, and Special Education Standards as indicated in the Idaho Standards for Initial Certification of Professional School Personnel](#).

The approved related technical instruction providers are Idaho State Board approved educator preparation providers and Idaho community colleges. Course names may vary across approved related technical instruction providers and their programs. The Idaho approved educator preparation provider will submit the institutional recommendation.



SELECTION PROCEDURES:

Definitions:

Apprentice – Means a worker at least 18 years of age, who is employed by an Employer.

Apprenticeship Agreement – means a written agreement between an Apprentice and the Sponsor which contains the terms and conditions of the employment and training of the Apprentice.

Employer – Means a Local Education Agency (LEA) employing an apprentice whether the LEA is a party to an Apprenticeship Agreement with the Apprentice.

Journeyworker – Means a teacher mentor who has attained a level of skill, abilities, and competencies recognized within an industry as having mastered the skills and competencies required for the occupation.

Sponsor – Means the Office of the State Board of Education, operating an apprenticeship program and in whose name the program is registered or approved.

The process for finding and selecting the best talent possible for an apprenticeship opening position includes the following:

Applicant Eligibility: Individuals hired as apprentices must be at least 18 years of age. **Solicitation of Applications:** The Employer identifies hiring needs and posts open positions in alignment with the Employer's hiring policy. Positions may be posted on career sites and/or the Employer's internal career board. The Employer is responsible for ensuring public notification of open apprenticeship positions.

Screening and Interviews: The Employer will pre-screen applications to eliminate candidates who do not meet the qualifications to pursue any pathway to teacher certification in Idaho. Applicants to the program must meet the minimum qualifications described in the Registered Teacher Apprenticeship Standards.

The selection process should be grounded in the following principles:

Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.

Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation. Next, the Employer will screen applicants to eliminate those who lack the desire and interest for the apprenticeship and to select candidates with the highest potential for apprenticeship success. Applicant screening may include, but is not limited to, interviews or job simulations.

Finally, the Employer will conduct a formal interview with finalist candidates.

Candidate Selection: The Employer will select the most qualified candidate. The Employer will execute a contract or employment agreement with the selected candidate based on the Employer's governing policies.

The Employer will identify an experienced educator to serve as Journeyworker/Mentor to the Apprentice. This process may include meetings between the Apprentice and Journeyworker/Mentor to ensure a good fit.



Application for Apprenticeship Agreement:

Within 15 days of executing a contract or employment agreement with an Employer, the Employer will submit an application for an Apprenticeship Agreement to the Sponsor. The application must be complete and signed by both the Apprentice and the Employer. Apprenticeship Agreement Acceptance and Registration: The Sponsor is responsible for evaluating Applications for Apprenticeship Agreements. The application acceptance process will be uniformly and consistently applied to all applicants.

Applications for Apprenticeship Agreements will be approved if:

- all parts of the application are complete.
- the Employer has assigned an experienced teacher to serve as Journeyman.
- sufficient documentation is present to support any requested credit for prior learning the on-the-job training and related technical instruction plan meets the specific needs of the teaching assignment The Sponsor will register the Apprenticeship with the U.S. Department of Labor within 30 days of receiving an Application for Apprenticeship or 45 days of the employment contract's execution.

Equal Opportunity and Affirmative Action:

The Sponsor and the Employer will comply with the equal opportunity pledge in Section I of the Apprenticeship Standards.

Provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The Sponsor and the Employer will comply with the Sponsor's Affirmative Action Hiring Plan, which will be adopted within two years of the registration date of the Apprenticeship Agreement for the Sponsor's fifth Apprentice as required by 29 CFR 30.4.

Any applicant who feels that they were wrongfully denied entry into the apprenticeship program may appeal against the decision using the applicant appeals procedure described in Section J of the Standards.

Maintenance of Applications and Selection Records:

The Sponsor will keep records as defined in the State Board of Education – Agency Specific Records Retention Schedule of the Records Management Guide.

The Employer will keep adequate records according to its own internal systems, policies, and procedures. There will be no undue burden placed on the Employer regarding the hiring of applicants as apprentices.

Minimally, records related to the apprenticeship will be maintained for 5 years from the last action and made available upon request to the U.S. Department of Labor or another authorized representative.



The Sponsor will maintain the following records:

- Application for apprenticeship agreement records.
- The original application for each applicant.
- Records pertaining to meetings, interviews, or follow-up calls with each applicant.
- Qualifications of each applicant.
- The basis for evaluation for selection or rejection of each applicant.
- Job assignment of each apprentice.
- Employment events for each apprentice, including, but not limited to, change of assignment, promotion, demotion, layoff, termination, pay rate increase.
- Pay rate and source of pay (e.g., discretionary or grant).
- Hours worked, regular hours of work, and, separately, hours of training provided.
- Any formal correspondence regarding or with the apprentice.

Apprenticeship Operational Procedure Records:

- Registered apprenticeship standards.
- Changes to registered apprenticeship standards.
- Application for apprenticeship agreement template.
- Any pertinent standard notifications regarding the program (e.g., notices of acceptance, termination, or completion).
- any other records pertinent to a determination of compliance with 29 CFR 30 as may be required by the U.S. Department of Labor.

The records pertaining to individual applicants selected will be maintained in such a manner as to permit the identification of race, gender, or ethnicity.

SPONSOR OBLIGATION TO PREVENT HARASSMENT AND INTIMIDATION OF APPRENTICES:

Under the National Apprenticeship Act of 1937, OA is conferred the responsibility to protect the safety and welfare of apprentices. Pursuant to this authority, OA has issued regulations designed to ensure that apprentices participating in the National Apprenticeship System are free from unlawful discrimination, harassment, intimidation, and workplace violence. In all states under 29 CFR 30.3(b)(4), sponsors are obligated to develop and implement procedures to ensure that its apprentices are not harassed because of their race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability and to ensure that its apprenticeship program is free from intimidation and retaliation as prohibited by §30.17.

Harassment and intimidation of any apprentices is intolerable and unacceptable. Program sponsors are obligated under 29 CFR Part 30 to design and implement internal procedures and adopt practical measures for effectively addressing and mitigating harassment risks to apprentices, as well as for promptly handling and resolving apprentice complaints about harassment and intimidation. Additionally, sponsors are responsible for ensuring affiliated and contracted employers do not ignore, tolerate, or encourage any conduct that suggests acceptance of such behaviors.

Incidents of harassment and intimidation of apprentices warrant swift and decisive action from sponsors to prevent reoccurrences and promote environments of tolerance and equity in the workplace so that all apprentices feel safe, welcomed, and treated fairly.



Examples of practical measures that sponsors may employ to combat incidents of harassment, discrimination, and intimidation include, but are not limited to:

- designating an individual or office within the employing organization to handle harassment complaints and effectively address harassment risks.
- establishing disciplinary guidelines and procedures for holding offending persons accountable for their actions.
- adopting a process for immediately referring incidents of workplace harassment that involve assault or other crimes to law enforcement agencies.
- providing supportive services (such as counseling) to apprentices who have experienced harassment and intimidation in the workplace.

OA prohibits, and sponsors must be vigilant in preventing, retaliation against any apprentice for making a good-faith report of harassing conduct, opposing any harassing behavior or other form of discrimination, cooperating with or participating in any investigation of alleged harassing conduct, or otherwise engaging in protected activity.

Harmful and malicious conduct must never be ignored, tolerated, or abetted by program sponsors or participating employers. Apprentices of all racial, ethnic, sexual, religious, and disability backgrounds are entitled to a workplace that is safe, welcoming, and free of both physical and emotional abuse. When made aware of such conduct, the failure of RAP sponsors or an SAA to take immediate action to address and eradicate said conduct could result in the initiation of enforcement proceedings by the Office of Apprenticeship, as well as other governmental agencies, against those parties. Regulatory compliance dictates all reasonable measures be put forth to avoid such an outcome. Sponsors can work towards eliminating harassment by promoting awareness, steadfastly committing to the principles of diversity, equity, inclusion and accessibility (DEIA), and taking swift action to report and hold accountable those who engage in harassing behavior.