

STANDARDS OF APPRENTICESHIP

ADOPTED BY

**Maryland State Department of Education (MSDE)
Registered Teacher Apprenticeship Program (RTAP)
Joint Apprenticeship and Training Committee (JATC)**

**IN COOPERATION AND REGISTERED WITH THE
MARYLAND APPRENTICESHIP AND TRAINING COUNCIL**

**MARYLAND DEPARTMENT OF LABOR
100 S. CHARLES STREET, SUITE 2000
BALTIMORE, MD 21201**

AND

**U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION
OFFICE OF APPRENTICESHIP**

FOR THE OCCUPATION OF:

Teacher

O*NET CODE: 091.2278-010

DOT CODE: 25-2031.00

FOREWORD

Apprenticeship training consists of systematic instruction and experience in all the practical aspects of work in a skilled vocation offered to persons entering or who are currently in the workplace.

The communications, space, government, maintenance, building, manufacturing, service, transportation, and utility industries are unique in that their work requires mechanical, technical and professional knowledge and skills. Industry must select individuals who have a natural aptitude for the trade or occupation and who can and will progress in the workplace.

By the nature of the work in these industries, a high degree of personal responsibility is expected from the individual journeyworker. Although supervision is provided on many jobs, the worker still finds himself or herself called upon constantly to make decisions regarding the best and safest methods to produce given results.

Businesses have become highly complex and faulty work could prove extremely hazardous and expensive. The modern journeyworker takes pride not only in the technical correctness and soundness of work but also in its appearance.

The Maryland Apprenticeship and Training Council has dedicated its efforts to developing an efficient program of apprenticeship so that the apprentices of today, through a proven systematic program of schooling and on-the-job training, may become the qualified, all-around journeyworkers of tomorrow. Success depends in large measure upon the willingness and cooperation of Sponsors in this important activity.

DEFINITIONS

“Apprentice” means a worker 16 years old or older, who has entered into a voluntary written agreement with a sponsor who has agreed to teach the worker a skilled occupation under terms defined in Regulations .04 and .05 of Subtitle 12, Chapter 43 of the Code of Maryland Regulations.

“Apprenticeship agreement” means a written agreement between an apprentice and the sponsor that defines the relationship and is registered with the Maryland Apprenticeship and Training Council.

“Apprenticeship Program” means a written plan containing, at a minimum, the standards set forth in Regulation .05 of Subtitle 12, Chapter 43 of the Code of Maryland Regulations.

“Cancellation” means the deregistration by the Council of an apprenticeship program at the written request of the program sponsor, formal deregistration proceedings when the action is involuntary or the termination of an individual Apprenticeship Agreement at the request of the apprentice or sponsor.

“Council” means the Maryland Apprenticeship and Training Council.

“Employer” means an individual or organization located or operating in Maryland that employs an apprentice on a work site and who has entered into a voluntary written agreement with the apprenticeship program sponsor to accept and to abide by the sponsor’s apprenticeship standards.

“Journeyworker” means an individual who has completed a registered apprenticeship in a skilled occupation or the equivalent of an apprenticeship in length and content of work experience and all other requirements in the apprenticeship standards for a skilled occupation.

“Non Joint Apprenticeship Sponsor” means an apprenticeship program sponsor in which a bona fide collective bargaining agent does not participate. It includes an ***“individual non joint sponsor”*** which is an apprenticeship program sponsored by one employer without participation of a union or a ***“group non joint sponsor”*** which is an apprenticeship program sponsored by two or more employers without the participation of a union.

“On-the-job learning” means that segment of apprenticeship which can be obtained only on the job site.

“Probationary period” means the period of time in an apprenticeship contract in which a party to the apprenticeship agreement may cancel the contract without cause.

“Registration Agency” means the Maryland Apprenticeship and Training Council.

“Registration of an apprenticeship program” means the acceptance and recording of the program and issuance of a certificate of registration by the Council as meeting the basic standards and requirements of the Council.

“Related instruction” means an organized and systematic form of instruction designed to provide knowledge of the theoretical and technical subjects related to the skilled occupation.

“Secretary” means the Secretary of Labor or a person specifically designated by the Secretary.

“Sponsor” means an individual, association, committee, organization or employer in whose name or title the apprenticeship program is or is to be registered.

SECTION 1 – STANDARDS OF APPRENTICESHIP

The **Maryland State Department of Education (MSDE) Registered Teacher Apprenticeship Program (RTAP) Joint Apprenticeship and Training Committee (JATC)** hereinafter referred to as the “*Sponsor*” hereby adopts and subscribes to the Standards contained within this document and such appendices as may be made a part of this agreement, which shall govern the administration and operation of the Sponsor’s apprenticeship program.

SECTION 2 – DUTIES OF THE JOINT APPRENTICESHIP COMMITTEE

The duties of the Joint Apprenticeship Committee include, but are not limited to:

1. Elect a chairperson, a secretary and other officers as it deems advisable and fix their duties and terms of office.
2. Adopt rules and regulations for the conduct of the Committee’s affairs.
3. Hold regular meetings and record the minutes of each meeting.
4. Supervise the administration and enforcement of the Standards.
5. Recruit and select applicants for the apprenticeship program. The Joint Apprenticeship Committee shall recruit and select applicants in accordance with the apprenticeship program’s approved selection procedures and Affirmative Action Plan.
6. Maintain records for five (5) years of all persons applying for the apprenticeship program indicating whether or not the applicant:
 - a.) completed the application process,
 - b.) met the apprenticeship program qualifications,
 - c.) was placed on the eligibility list, and was
 - d.) registered.
7. Evaluate prior experience and training of qualified applicants to determine advanced credit to be granted.
8. Provide each party with the program’s Apprenticeship Standards.
9. Enter into an Apprenticeship Agreement clearly stating hours, wage scale, work processes and responsibilities of the Committee and the apprentice with each apprentice.
- 10.. Review each Apprenticeship Agreement and submit the original along with three (3) signed copies, typed or in ink, to the Council.
11. Maintain a registered Apprenticeship Agreement for each apprentice and provide each apprentice with a registered Apprenticeship Agreement.
12. Ensure that all apprentices are provided continuous employment insofar as possible.
13. Monitor attendance at related instruction, and classroom performance of apprentices and instructors.

14. Ensure that all apprentices receive all-around diversified training in all job processes of the skilled occupation.
15. Establish and maintain a record system for each apprentice's work experience (hours worked, wages paid) and attendance and performance in related instruction.
16. Investigate the training provided to apprentices and take appropriate action if deficiencies are found.
17. Determine when apprentices have satisfactorily completed their on-the-job training and related instruction.
18. Submit evidence of satisfactory completion of each apprentice to the Council and recommend issuance of a State Certificate of Completion of Apprenticeship.
19. Administer appropriate discipline to any apprentice who fails to fulfill his/her obligation on the job or in related instruction.
20. Review Apprenticeship Standards periodically and adopt changes subject to the approval of the Council.
21. Designate an individual to carry out the day to day activities of the Committee and to periodically report to the Committee on his/her activities. Such individual shall be designated as the Apprenticeship Director, Apprentice Coordinator, Apprentice Supervisor, etc.

SECTION 3 – SUPERVISION OF APPRENTICES

The Committee shall designate a supervisor of apprentices who shall account for the direction and control of all apprentices, and who shall further:

1. Be responsible for assignment of apprentices under the immediate supervision of qualified journeyworkers for instruction.
2. Be responsible for keeping and maintenance of progress records on apprentices to include related instruction and ensuring that each apprentice is advanced and rotated through the basic work processes and skills of the occupation as stated in the appendices attached hereto.
3. Perform or otherwise cause the routine and periodic evaluation of the progress of each apprentice.
4. Provide for a safe work environment.

SECTION 4 – QUALIFICATIONS FOR APPRENTICESHIP

The Sponsor hereby assures that applicants for the apprenticeship program will meet the required minimum qualifications provided below and as may be further enumerated within this document and as may be set forth in appendices hereto:

Age:	16
Education:	High school diploma or currently enrolled in high school
Residence:	N/A
Physical Condition:	The ability to perform with or without appropriate accommodations as applicable.
Transportation:	The ability to acquire reliable transportation to get to job site(s) and related professional development opportunities.
Other:	Eligible for licensure as a teacher upon completion of the program

SECTION 7 – RECRUITMENT, SELECTION, EMPLOYMENT, AND TRAINING OF APPRENTICES

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of political or religious opinion or affiliation, marital status, race, color, national origin, sex, or age, unless sex or age constitutes a bona fide occupational qualification, or the physical or mental disability of a qualified individual with a disability. The Sponsor will take affirmative action to provide equal opportunity in apprenticeship and will conduct and operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30, as amended, and the Maryland State Plan for Equal Employment Opportunity in Apprenticeship and Training.

The Sponsor will, prior to the selection and concurrent employment of five (5) or more apprentices, submit to the Maryland Apprenticeship and Training Council an Affirmative Action Plan for formal approval in accordance with .05 and .06 of the Maryland State Plan for Equal Employment Opportunity in Apprenticeship and Training.

SECTION 8 – TERM OF APPRENTICESHIP

The term of apprenticeship for each skilled occupation shall be stated in the respective appendices to these Standards.

- (a.) The probationary period shall be 25% of the full term of the apprenticeship.
 - (1.) During the probationary period the Apprenticeship Agreement may be terminated without cause by either party to the agreement upon written notice to the Registration Agency.

(2.) Following the probationary period, the Apprenticeship Agreement may be suspended, canceled or terminated for good cause with due notice to the apprentice providing reasonable opportunity for corrective action and with written notice jointly to the apprentice and the Registration Agency of the final action taken.

(b.) Upon a showing of satisfactory evidence, advanced standing or credit may be granted for up to 50 percent of the on-the-job training or the related instruction or both for previously acquired experience, training, skills, or aptitude, with commensurate wages for any progression step. In order for a specific apprentice to obtain credit for more than 50 percent of these requirements, the Sponsor shall:

(1.) Send a written request to the Council detailing why the credit should be granted; and

(2.) Obtain the explicit written approval of the Council to grant credit to the apprentice.

Actual hours of credit for each major work experience will be stated on the appendix to the Apprenticeship Agreement.

SECTION 9 – HOURS OF WORK FOR APPRENTICES

The hours of work for apprentices shall be the same as for journeyworkers in the occupation and apprentices shall be subject to the same call for overtime. However, to the maximum extent practicable, overtime shall not interfere with apprentices' attendance in related instruction classes.

SECTION 10 – SCHEDULE OF MAJOR WORK PROCESSES

Apprentices shall be provided training and work experience in the occupation under these Standards and in accordance with the schedule of major work experiences as outlined in the respective appendix to the occupation.

SECTION 11 – APPRENTICE WAGES

A progressively increasing schedule of wages to be paid apprentices on satisfactory progress shall be included in the appendices for each occupation. The apprentice wage rate shall be expressed in percentages of the journeyworker hourly wage rate. The journeyworker hourly rate for each occupation included in this program shall be the average journeyworker hourly rate and shall be stated in dollars and cents.

(a.) Nothing in this program shall be construed nor interpreted as preventing the employer from granting reasonable advancement in wages ahead of schedule to apprentices who have demonstrated unusual progress.

(b.) The employer should ascertain if any of its activities are covered by the Fair Labor Standards Act. Employees in covered activities, including apprentices, must be paid time and one half for all hours worked over 40 hours per week.

(c.) Modification of journeyworker wages or the apprentice wage progression shall be promptly submitted to the Council for its approval.

(d.) The entry wage may not be less than the State minimum wage, if applicable, unless a higher wage is required by other applicable federal law, State law, or respective regulations.

SECTION 12 – RATIO OF APPRENTICES TO JOURNEYWORKER

No more apprentices will be employed than can be properly trained and afforded reasonable opportunity for future employment in the occupation.

To ensure proper training, the number of apprentices shall not exceed **one (1) apprentice to each journeyworker regularly employed in the occupation.**

Further, a Sponsor may not have registered more apprentices than permitted in the Sponsor's approved and registered Standards of Apprenticeship. Apprentices deployed on the Sponsor's premises and at each individual job site away from the Sponsor's premises shall be deployed in accordance with the Sponsor's approved ratio of apprentices to journeyworkers provided that the first apprentice may be deployed at a job site immediately after the first journeyworker at a job site.

SECTION 13 – APPRENTICESHIP AGREEMENT

Immediately upon employing an apprentice, the Sponsor shall prepare a ***minimum of one (1) original and three (3) copies*** of an individual Apprenticeship Agreement using forms approved by the Council.

(a.) Each Apprenticeship Agreement shall be signed by an authorized representative of the Sponsor and by the apprentice (and if a minor, by the apprentice's parent or guardian) and forwarded to the Council for registration.

(b.) The Council shall retain the original and shall return all other registered copies to the Sponsor. The Sponsor shall retain one (1) copy, provide one (1) copy to the apprentice and provide one (1) copy to the apprentice's Employer.

No person shall be considered a bona fide apprentice until they are registered with the Council. Registered apprentices shall constitute the only class of workers employed to learn the occupations covered under these Standards.

SECTION 14 – RESPONSIBILITIES OF APPRENTICES

The Apprenticeship Committee shall impress upon an apprentice that, in signing the Apprenticeship Agreement, they have voluntarily agreed to abide by the provisions of these Standards. The Committee shall inform the apprentice about the responsibilities and obligations under this apprenticeship program including those to the Sponsor and to the Employer:

1. To perform diligently and faithfully in the work of the skilled occupation in which they are registered in accordance with the provisions of the Sponsor's registered Standards of Apprenticeship.

2. To respect the property of the Sponsor and their Employer and to abide by the rules and regulations of the Sponsor and the employer.
3. To attend regularly and complete satisfactorily the required hours of instruction in subjects related to the occupation as provided within these Standards, or as may be modified in the future.
4. To submit such records of work experience and training received on the job as may be required by the Apprenticeship Committee.
5. To develop work habits and procedures to assure a safe work environment.
6. To work for the Employer to which assigned until completion of apprenticeship, unless reassigned to another Employer by the Apprenticeship Committee or until the Apprenticeship Agreement is terminated.
7. To perform at all times in a credible ethical and moral manner, realizing that much time, money, and effort will be spent in affording this opportunity to learn a skilled occupation.

SECTION 15 – CANCELLATION OR TERMINATION OF APPRENTICESHIP AGREEMENTS

The Sponsor shall immediately and in all instances notify the Council, in writing, stating reasons for cancellation of an Apprenticeship Agreement.

SECTION 16 – ADJUSTING DIFFERENCES

Either the Sponsor or the apprentice may consult with the representative of the Maryland Apprenticeship and Training Council should differences of opinion arise in the interpretation of any provision of these Standards.

SECTION 17 – CERTIFICATE OF COMPLETION OF APPRENTICESHIP

In order to be eligible to be awarded a Certificate of Completion of Apprenticeship, an apprentice must successfully complete both the required related instruction and on-the-job training while in the employ of and under the supervision of a registered apprenticeship program Sponsor.

Upon completion of the term of apprenticeship, the Sponsor shall advise the Council, in writing, attesting to the satisfactory completion of the apprenticeship in accordance with the Standards and the date upon which it was completed, and request that a Certificate of Completion of Apprenticeship be issued by the Council for award to the apprentice.

Whenever Federal, State or local licensure or certification is required to work or practice in an occupation, the Sponsor shall provide the Council written evidence that the apprentice has attained license or certification prior to the completion of apprenticeship.

SECTION 18 – LAY-OFF OF APPRENTICES

When necessary to lay-off apprentices, such lay-off shall be in accordance with seniority, provided any apprentice laid-off shall be given the opportunity of reinstatement in seniority order before any new apprentice may be employed.

Where warranted, efforts will be made by the Sponsor to transfer obligation to another Sponsor and provide credit to the apprentice for satisfactory time and training earned.

SECTION 19 – RELATED INSTRUCTION

Successful completion of a *minimum of 144 hours per year* of classroom instruction in the theoretical and technical subjects related to the occupation or the number of hours necessary to cover related courses recommended by the Sponsor and approved by the Council, is required for each apprentice.

- (a.) Where classes in public schools are not available, other organized trade, industrial or correspondence courses of equivalent value may be substituted.
- (b.) Attendance at related instruction shall not be considered as hours worked when given outside of regular working hours.

SECTION 20 – MODIFICATION

Standards will be registered with the Maryland Apprenticeship and Training Council and may be modified by the Sponsor upon approval by the Council. *Modifications shall not alter Apprenticeship Agreements in effect without the consent of all parties concerned.* The Council will be given the name and address of the appropriate authority designated by the Sponsor to receive, process and effect disposition of complaints.

SECTION 21 – ACCIDENT PREVENTION AND SAFETY

Safety and Health Training: The Sponsor shall instruct apprentices in safe and healthful work practices and shall ensure that apprentices are trained in facilities and other environments that are in compliance with either the occupational safety and health standards promulgated by the Secretary of Labor under Public Law 91-596 dated December 29, 1970 or State standards that have been found to be at least as effective as the Federal standards. Such instruction shall be coordinated with the actual work performed on the job and to include appropriate tools and equipment.

SECTION 22 – LAWS AND REGULATIONS

Provisions of this program shall not be construed or interpreted as permitting the violation of any State or Federal law or regulation. The Sponsor agrees and commits to the full recording and maintenance of all records concerning apprentices as required by the Maryland Apprenticeship and Training Council and other applicable laws.

SECTION 23 – INACTIVE PROGRAM STATUS

If a registered apprenticeship program Sponsor has no registered apprentice involved in an on-the-job training or related instruction activity for a 1-year period, the Council shall place the program in inactive status and notify the Sponsor of the inactive status.

- (a.) A Sponsor may reactivate an inactive program within a 1-year period after placement in inactive status by registering a new apprentice.

(b.) After 1 year in inactive status, the program may be reactivated by the Council only after a review of the Standards, work processes, and related instruction to ensure that they are current with industry practices.

SECTION 24 - REGISTRATION AGENCY

The Maryland Apprenticeship and Training Council, Department of Labor, is recognized by the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship as the appropriate Registration Agency, for Federal purposes, for apprenticeship programs in the State of Maryland.

SECTION 25 – RIGHT TO VISIT

Any Council member, the Director of Apprenticeship and Training, or designee shall have the right to visit any job site where apprentices are employed and apprentice related instruction classes are in session in order to determine compliance with Apprenticeship Standards.

SIGNATURE PAGE

Signature of Sponsor

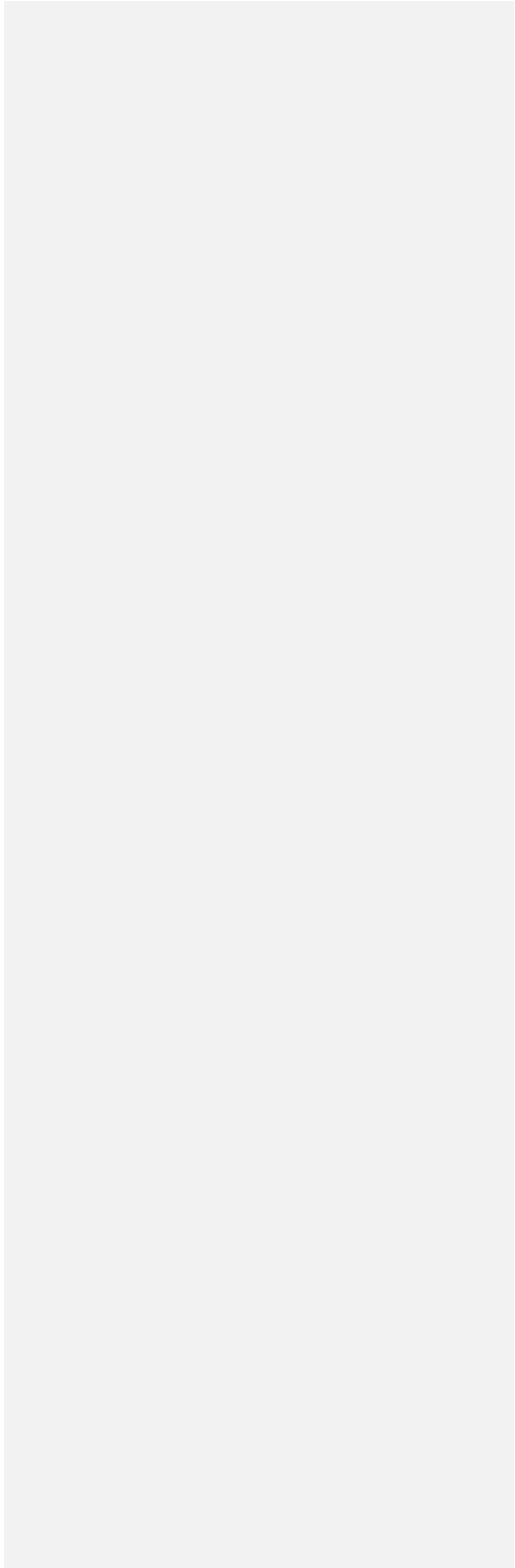
Carey Wright, Ed.D.

Typed or Printed Name

State Superintendent

Title

Date

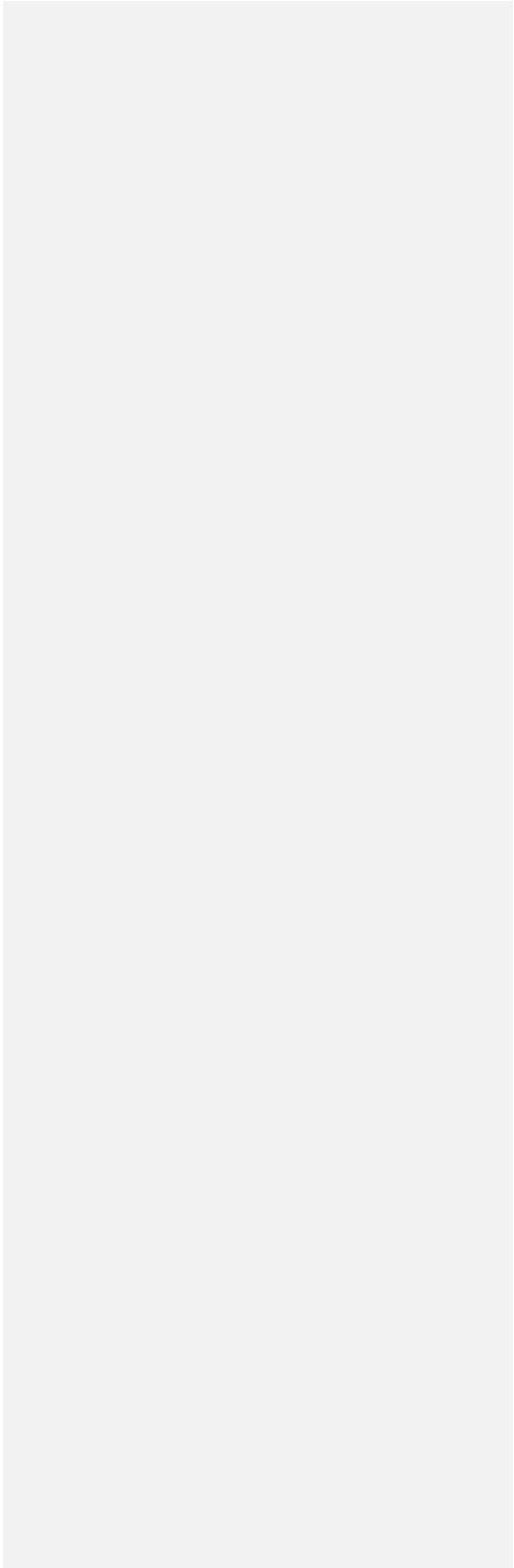


Program registered incorporating the basic Standards established by the Maryland Apprenticeship and Training Council

Secretary

Typed or Printed Name

Date



Overview of the Maryland State Department of Education Registered Teacher Apprenticeship Program

The Maryland State Department of Education Registered Teacher Apprenticeship Program (RTAP) provides a structured deliberate development experience for aspiring educators. Apprentices are assigned to schools where they are paired with teachers to develop classroom-based experiences. Apprentices serve in support roles in classrooms where they may be assisting new or experienced teachers through classroom support activities such as co-teaching, small group instruction, classroom management, and monitoring classes. Additionally, Apprentices participate in all school-based professional development. Apprentices may support multiple teachers during a week; however, one teacher will be a primary support teacher/mentor. If the apprentice meets the criteria to substitute teach, the LEA, in collaboration with their local bargaining unit, may utilize apprentices as substitute teachers for no more than one day per calendar week.

Teacher Apprentices enroll in a college or university to complete requisite educational credentials for teacher licensure: a bachelor's degree and the completion of a Maryland-approved program of study leading to teaching licensure. The Work Process Schedule included with these standards provides detailed competencies to be achieved during the on-the-job portion of the apprenticeship.

Apprentices may enter the program with varied levels of experience and education. Therefore, the total projected timeline for completion is approximately **four (4) years** based on the apprentice's prior experience and credits. The completion goal is a bachelor's degree and licensure to teach in Maryland.

The MSDE RTAP will divide participants into the following categories:

- **Teacher Apprentice I** – high school-level Registered Apprentices; apprentices aged 16 and older who are beginning the program while enrolled in high school, but prior to graduation.
- **Teacher Apprentice II** – apprentices who received a high school diploma, but have completed less than 60 credits of post-secondary coursework that is creditable towards a bachelor's degree.
- **Teacher Apprentice III** – apprentices with 60 or more credits of post-secondary coursework that is creditable towards a bachelor's degree, but who have not completed a Maryland-approved educator preparation program that leads to teacher licensure.

The following pathways are examples of progression:

Example Pathway One: High School Student enrolled within the Teacher Academy of Maryland (TAM) - Teacher Apprentice I - Teacher Apprentice II – Licensed Teacher
Projected time to completion: 4 years

A high school student who completes the TAM program earns college-level dual-enrollment credit while in high school and, based on the number of credits and requirements met, they may have completed their associate's degree. If so, they would advance directly to Apprentice III. If an individual continues to work toward the associate's degree, they will enter the apprenticeship at Apprentice II and advance to Apprentice III when the associate's degree or 60 transferable credits are earned. To complete the Apprentice III position, the individual must earn a bachelor's degree and meet Maryland teacher licensure requirements. This includes the completion of a program approved by the Maryland State Department of Education to lead to teacher licensure.

Pathway Two: Teacher Apprentice II - Teacher Apprentice III - Licensed Teacher
Projected time to complete: 2 to 4 years

An individual may be hired as an apprentice through an open application process, and they may or may not have previously earned college credits. If an apprentice enters with an associate's degree or 60 college credits transferable to a bachelor's degree, the apprentice will advance directly to Apprentice III. If an individual has not yet earned an associate's degree or at least 60 transferable college credits, they would enter at Apprentice II and advance to Apprentice III upon completion of the required course credits. To complete the Apprentice III level, the individual must earn a bachelor's degree and meet the Maryland Teacher licensure requirements. This includes the completion of a program approved by the Maryland State Department of Education to lead to teacher licensure.

Example Pathway Three: Teacher Apprentice III - Licensed Teacher
Projected time to complete: 1-2 years

If an individual hired as an apprentice holds an associate's degree or at least 60 college credits transferrable to a bachelor's degree, they could be hired as an Apprentice III. The individual must then earn a bachelor's degree and meet the Maryland Teacher licensure requirements. This includes the completion of a program approved by the Maryland State Department of Education to lead to teacher licensure. Depending on the total number of college credits the apprentice has earned prior to the apprenticeship, they could complete an educator preparation program in as little as one year, which will include the legally-mandated full year practicum experience.

APPENDIX A

SCHEDULE OF ON-THE-JOB TRAINING WORK PROCESSES

OCCUPATION:	Teacher
O*NET CODE:	25-3099.00
OJT FORMAT:	<input type="checkbox"/> TIME <input checked="" type="checkbox"/> COMPETENCY <input type="checkbox"/> HYBRID
PROGRAM LENGTH:	Four (4) years

Summary

These on-the-job training (OJT) competencies are based on the Danielson Framework For Teaching (FFT). Validated by peer-reviewed research as reliable measurements of teacher competency across four domains, this framework is used in local school systems across the nation to evaluate teacher competency, to include within many Maryland Local Education Agencies (LEAs).

Required Competency Level

Apprentices must demonstrate no lower than the "**Proficient**" level of all listed competencies by the conclusion of the apprenticeship. Please [click here to](#) learn more about these competencies to include detailed explanations, critical attributes, and considerations for all listed competencies.

APPENDIX A

Domain 1 - Planning and Preparation Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
1a - Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
1b - Knowing and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
1c - Setting Instructional Outcomes	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.

APPENDIX A

Domain 1 - Planning and Preparation Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
1d - Using Resources Effectively	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
1e - Planning Coherent Instruction	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.

APPENDIX A

Domain 1 - Planning and Preparation Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
1f - Designing and Analyzing Assessments	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.

APPENDIX A

Domain 2: Learning Environment Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
2a - Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
2b - Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.

APPENDIX A

Domain 2: Learning Environment Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
2c - Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
2d - Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	Positive behaviors are modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.

APPENDIX A

Domain 2: Learning Environment Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
2e - Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

APPENDIX A

Domain 3: Learning Experiences Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
3a Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
3b - Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.

APPENDIX A

Domain 3: Learning Experiences Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
3c - Engaging Students in Learning	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modifications that increase meaning and relevance.
3d - Using Assessment for Learning	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.

APPENDIX A

Domain 3: Learning Experiences Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
3e - Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.

APPENDIX A

Domain 4: Principled Teaching Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
4a Engaging in Reflective Practice	The teacher does not appear to engage in reflective practice or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.
4b Documenting Student Progress	There is no system for documenting student progress or the system is ineffective at communicating progress to students and families.	The teacher documents some aspects of student progress, in a manner that is accessible to students and families.	The teacher documents student progress toward mastery, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and their families.

APPENDIX A

Domain 4: Principled Teaching Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
4c - Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.
4d - Contributing to School Community and Culture	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.

APPENDIX A

Domain 4: Principled Teaching Competencies	Unsatisfactory	Basic	Proficient (required for completion)	Distinguished
4e - Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
4f - Acting in Service of Students	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.

OUTLINE OF RELATED INSTRUCTION

OCCUPATION: Teacher

O*NET CODE: 25-3099.00

TOTAL INSTRUCTION HOURS: 450 hours / year

INSTRUCTION FORMAT: In Person Virtual (*live*) Virtual (*self paced*)

Before moving into a full-time teacher position, the individual will have **obtained a bachelor’s degree from an approved Related Instruction provider and complete all state teacher licensure requirements**. All apprentices must complete a Maryland-approved teacher preparation program that leads to licensure in an area of teaching prior to the completion of the apprenticeship.

Approved Related Instruction Providers

The MSDE RTAP will partner with institutions of higher education that increase flexibility of course offerings and maximize credit awarded for practical or clinical experiences accomplished during on-the-job-training (OJT). Because 12 course credits per semester is traditionally considered full-time enrollment, MSDE RTAP will prioritize partnership with institutions that offer at least 24 course credits for learning accomplished during OJT, or at least 10 credits for fully virtual programs wherein the apprentice does not need to attend classes in-person after work hours.

The goal is to minimize the post-school day travel and work required of apprentices while still ensuring they are completing adequately rigorous Maryland-approved educator preparation programs.

The MSDE RTAP will partner with Maryland-approved educator preparation programs that meet the following criteria:

- The institution has articulation agreements with participating community colleges to award credit for coursework taken at the community college

AND

- The university offers an educator preparation program utilizing in-person or hybrid modalities and awards no less than 24 credits for practical or clinical experience accomplished on-the-job;

OR

- The university offers an undergraduate educator preparation program that can be accomplished 100% online (synchronous or asynchronous) by the apprentice and offers at least 10 credits for practical or clinical experience accomplished on-the-job.

MSDE RTAP will publish a list of approved Related Instruction providers no less than annually.

APPENDIX A

Sample Sequence of Related Instruction – Apprentice II

To complete Apprentice II, the apprentice must complete either an associate’s degree or 60 credits from an accredited institution, and then subsequently enroll or continue in a four-year teacher preparation program with an approved Related Instruction provider.

Apprentice II sequence example: Associate of Arts in Teaching (AAT)

General Education Courses		
English Composition	3 Credits	45 Hours
Arts/Humanities	6 Credits	90 Hours
Biological/Physical Sciences	7 Credits	105 Hours
Social/Behavioral Sciences	6 Credits	90 Hours
Mathematics	3 Credits	45 Hours
Electives	3 Credits	45 Hours
Total	28 Credits	420 Hours

Teaching/Education Courses		
Educational Psychology	3 Credits	45 Hours
Child/Adolescent Growth and Development	3 Credits	45 Hours
Special Education	3 Credits	45 Hours
Practicum in Teacher Education	3 Credits	45 Hours
Certification Area Courses & Other Required	20 Credits	300 Hours
Total	32 Credits	480 Hours
Sequence Total	60 Credits	900 Hours

Course offerings, requirements, and credit totals may vary by institution.

Apprentices may receive transfer or prior experience credit for courses in the associate’s degree sequence based on assessment by their institution, including credit granted for high school coursework and the Teaching Academy of Maryland program.

APPENDIX A

Teacher Apprentice III

To complete Apprentice III, the apprentice must have completed the requirements for teacher licensure in Maryland, including the completion of an approved educator preparation program and a bachelor's degree. Teacher candidates who complete an approved educator preparation program as set forth in COMAR 13A.07.06 shall meet the following requirements.

- Bachelor's degree or higher;
- Completion of an approved program as set forth in Code of Maryland Regulations 13A.07.06;
- Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education;
- Passing scores as established by the State Superintendent of Schools on a reading instruction licensure test (if applicable); and
- Passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education.

Apprentice III sequence example: Bachelor's Degree

General Education Courses	Credits	Hours
English Composition	3	45
Arts/Humanities	9	135
Biological/Physical Sciences	7	105
Social/Behavioral Sciences	9	135
Mathematics	3	45
Culture/Language	9	135
Total	40-60 credits	600-900 hours

Major/Program Requirement Courses	Credits	Hours
Required Major/Program* Courses	36	540
Elective Major/Program* Courses	18	270
Internship/clinical/practicum*	6	90
Totals	60-80 credits	900-1200 hours
Sequence Total	120-140 Credits	1,800-2,100 hours

*Including teacher preparation, licensure, and practicum courses which could include credit granted for on-the-job training (OJT)

Apprentices may receive transfer or prior experience credit for courses in the bachelor's degree sequence based on assessment by their institution, including credit granted for community college coursework, OJT, or other experiential credit.

APPRENTICE WAGE SCHEDULE

OCCUPATION: Teacher
O*NET CODE: 25-3099.00
OJT FORMAT: TIME COMPETENCY HYBRID
PROGRAM LENGTH: 4 years
AVERAGE JOURNEY WORKER WAGE: See CBA / MOU

Apprentice wage rates and progressions are identified in the collective bargaining agreements (CBAs) or memoranda of understanding (MOUs) negotiated between participating employers and their employee bargaining units.

Refer to applicable local CBA/MOU for apprentice wage schedules.

AFFIRMATIVE ACTION PLAN

**UNDER CODE OF MARYLAND REGULATIONS – TITLE 09.12.42
EQUAL EMPLOYMENT OPPORTUNITY IN APPRENTICESHIP AND
TRAINING BY AUTHORITY OF THE LABOR AND EMPLOYMENT
ARTICLE, SECTION 11-405 OF THE ANNOTATED CODE OF
MARYLAND**

SPONSOR Maryland State Department of Education (MSDE) Registered
Teacher Apprenticeship Program (RTAP) Joint Apprenticeship
and Training Committee (JATC)

ADDRESS 200 W. Baltimore Street, Baltimore, MD 21201

hereby adopts the following Equal Employment Opportunity pledge:

EEO PLEDGE

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination based upon political or religious opinion or affiliation, marital status, race, color, creed, national origin, sex or age, unless sex or age constitutes a bona fide occupational qualification, or the physical or mental disability of a qualified individual with a disability. The sponsor will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Maryland Regulation 09.12.42 and 29 CFR 30.

In order to fulfill this pledge, the sponsor will engage in the following affirmative actions to assure as far as possible maintenance of minority and female participation equal to that of the minority and female composition in the workforce area.

1. When sponsor accepts applications only at specific intervals, such information shall be disseminated at least 30 days in advance of the earliest date of application at each interval. When sponsor receives applications year round, such information shall be regularly disseminated but not less than semi-annually. Such information shall be given to the Department, local schools, employment services offices, women's centers, outreach programs and community organizations which can effectively reach minorities and women, and shall be published in newspapers which are circulated in the minority community and among women as well as in the general areas in which the sponsor operates. Such information shall include qualification requirement(s), opening and closing dates during which applications will be issued and/or received, and specific address(s) where applications will be issued and/or received. Such informational notices will contain the statement that the sponsor is an equal opportunity employer.

2. Sponsor will participate in annual workshops conducted by employment service agencies for the purpose of familiarizing school, employment service and other appropriate personnel with the apprenticeship system and current opportunities therein.

3. Sponsor will cooperate with local school boards and vocational education systems to develop

APPENDIX D

programs preparing students to meet the standards and criteria to qualify for entry into apprenticeship programs.

4. Internal communication of sponsor's equal opportunity policy in such a manner as to foster understanding, acceptance, and support among the sponsor's various officers, supervisors, employees and members; and to encourage such persons to take necessary action to aid sponsor in meeting its obligations under this part.
5. Sponsor will engage in such programs as outreach for the positive recruitment and preparation of potential applicants for apprenticeship.
6. To encourage the establishment and utilization of pre-apprenticeship, preparatory trade training, or others designed to afford related work experience or to prepare candidates for apprenticeship, sponsor will assure that those who complete such programs are afforded full and equal opportunity for admission into the apprenticeship program.
7. Sponsor will utilize journeyworkers to assist in implementation of this affirmative action program.
8. Sponsor will grant advanced standing or credit on the basis of previously acquired experience, training, skills or aptitude for all applicants equally.
9. Other appropriate action to ensure that the recruitment, selection, employment and training of apprentices during the apprenticeship shall be without discrimination because of political or religious opinion or affiliation, marital status, race, color, creed, national origin, sex or age, unless sex or age constitutes a bona fide occupational qualification, or the physical or mental disability of a qualified individual with a disability (e.g. general publication of apprenticeship opportunities and advantages in advertisements, industry reports, etc.; use of present minority and female apprentices and journeyworkers as recruiters; or career counseling).

SELECTION PROCEDURE

Apprentices shall be selected on the basis of objective and specific qualification standards. Examples of such standards are fair aptitude tests, school diplomas or equivalent, occupationally essential health requirements, fair interviews, school grades and previous work experience. Where interviews are used, adequate records shall be kept including a brief summary of each interview and the conclusions on each of the specific factors (e.g. motivation, ambitions and willingness to accept direction which are part of the total judgment). Copy of the sponsor's current selection procedure is attached.

GOALS AND TIMETABLES

A good faith effort must be made to bring the total percentages for the utilization of minority apprentices and female apprentices (minority and non-minority) into equivalence with the applicable statistical analysis. A single goal for women in their entering class shall not be less than 50% of the percentage of women in the work force and shall be set for the first year's participation. A separate goal for minorities shall be set in accordance with the applicable statistical analysis.

APPENDIX D

See attached Workforce Analysis link for details and goals.

MAINTENANCE OF RECORDS

Sponsor shall keep adequate records including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program; including but not limited to job assignment, promotion, demotion, lay-off or termination, rates of pay or other forms of compensation or conditions of work, on-the-job training hours, and hours of related instruction provided; and any other records pertinent to a determination of compliance with these regulations. The records pertaining to individual applicants, selected or rejected, shall be maintained in such a manner to permit identification of minority and female (minority and non-minority) participants.

These records required by this part and any other information relevant to compliance with these regulations shall be maintained five (5) years and made available upon request to the Department or other authorized representative.

Signature of Sponsor

Typed or Printed Name

State Superintendent
Title

Date

APPENDIX E

**Maryland State Department of Education (MSDE)
Registered Teacher Apprenticeship Program (RTAP)
Joint Apprenticeship and Training Committee (JATC)**

APPRENTICE SELECTION PROCEDURE
MINIMUM QUALIFICATIONS

Age:	16
Education:	High school diploma or currently enrolled in high school
Residence:	N/A
Physical Condition:	The ability to perform with or without appropriate accommodations as applicable.
Transportation:	The ability to acquire reliable transportation to get to job site(s) and related professional development opportunities.
Other:	Eligible for licensure upon completion

1. Information regarding apprenticeship openings shall be furnished to the local state employment service and to the local schools.
2. Applications of responding candidates will be recorded.
3. Those meeting the basic qualifications such as age, residence, education, and physical condition will be interviewed by the employer or his agent. The interview shall cover such factors as educational record, attitude toward work and apprenticeship, sense of responsibility, previous work experience, whether in the trade or related to the trade, and reasons for interest in the trade.
4. Qualified applicants who meet the above minimum qualifications will be rated numerically on the basis of the following factors:

APPENDIX E

Rating Criteria	Maximum Points	Points Awarded
Education	25	
a. Education requirement met	25	
Previous work experience	25	
a. 3 or more months in or related to the occupation	25	
Interview Performance	25	
a. Interest	5	
b. Sincerity	5	
c. Adaptability	5	
d. Communication	5	
e. Preparation	5	
References and Conduct Record	25	
Notes:		
Total Score	100	

Selection of Apprentices shall be in descending order of ranking.

Records of selection shall be maintained for at least five years.

Signature of Authorizing Official	Title	Date

APPENDIX F

WORKFORCE ANALYSIS

Commented [LD1]: I will prepare an apprenticeship workforce analysis and insert it into the final packet of documents