

# Emerging Pathways VSPBE

September 17, 2024

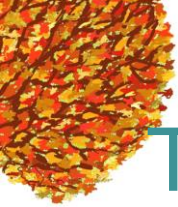




# Agenda

- The Green Sheet
- National Overview of Registered Apprenticeships in the U.S.
- GrowVT-Ed - Roots of the RAP in Vermont (BA/BS)
  - Process, Success, etc.
- Year 1 of NEK Apprenticeship Program (BA/BS)
- Future of NEK Apprenticeship Program (Learn while you earn.)
- Residency Models





# The Green Sheet - Peer Review in name only

Addresses two largest flaws of peer review by providing:

- Intensive mentoring and supplemental instruction
- Continuous feedback on CTS and VLP

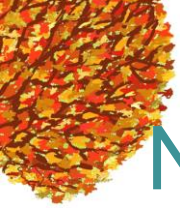
Candidates must:

- Meet degree requirements of requested endorsement
- Be employed in a Vermont school (temp lic, para, or other)
- Meet regularly with mentor and supervisor to review CTS/End Comps
- Complete VLP, testing, etc. over the course of the apprenticeship

SU/SD must:

- Clearly communicate expectations to mentor and admin
- Support candidates' need for supplemental instruction
- Compensate apprentices
- Ensure rigor and quality





# National View of Apprenticeship Programs

- WIOA (Workforce Innovation & Opportunity Act), register with DOL
- VT: 700 active apprentices in over 25 occupations
- 33 other states currently have Educator Registered Apprenticeship Programs
- Tennessee: registered 2022, 584 active educator apprentices, 119 completed
- New England:
  - NH: registered 2022, 138 active educator apprentices
  - MA: just launched educator RAP



Source: Educator Registered Apprenticeship Intermediary





# GrowVT-Ed - Peer Review Support

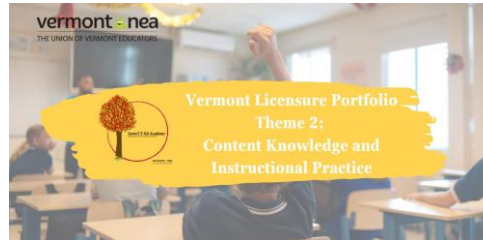
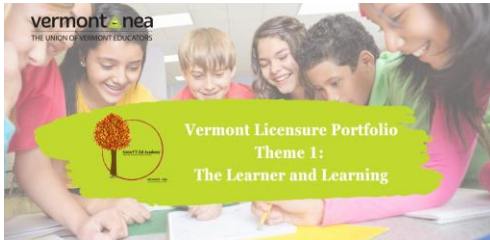
- Vermont-NEA Initiative
- **Partially ARPA Funded 2022-2024**
- **Weekly Seminars** leading to the completion of Vermont Licensure Portfolio (VLP)
- **Content Coaching** - Support in learning and documenting licensure competencies
- 87 Level I Licenses Granted (9/30/24)
- 58 Continuing Candidates on Provisional Licenses
- 32 New Candidates 24-25 School Year



# GrowVT-Ed - Peer Review Support



GrowVT-ED created systems that now support NEK



- Asynchronous Modules that support weekly synchronous instruction.

September 23, 2024

[RECORDING](#)

Passcode:

MA3&bJ21

[Slide Deck](#)

Course in Learn Upon, "The Learner and Learner - VLP Theme 1 - GrowVT-Ed" Lesson 4

- Lesson 4 - PC 1.2

In Class, we will discuss the 1.2 Notecatcher as well as other evidence you might include in your Theme 1 Evidence Chart.



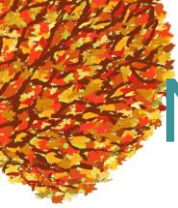


# GrowVT-Ed - Peer Review Support



- 86 who have achieved Licensure continue to teach in Vermont since Spring of '23.
- One teacher left mid-year due to lack of progress on the development of the portfolio.
- One teacher left the state due to her position as a Theater Teacher being cut from the district. She did achieve her Vermont License.
- One pattern noted - When progress is not made on the portfolio (i.e. not keeping up with assignments), the teacher has a greater likelihood of not teaching after provisional license expired. Supporting throughout the process (coaching, release time for guided support, reduction of “extra responsibilities”) is important for licensure success.





# NEK Registered Apprenticeship Program Year 1

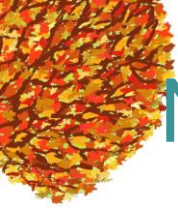
## 28 Teacher Apprentices

- NCSU - 10
- KE - 2
- Essex North - 1
- OESU - 1
- OCSU - 8
- OSSU - 6

## 28 Apprentice Mentors





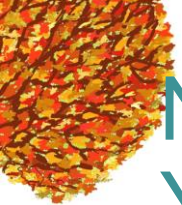


# NEK Registered Apprenticeship Program Year 1

## Teacher Apprentice Peer Review Portfolio

- Vermont Licensure Portfolio - Scored using statewide rubrics
- Competency Documentation - Mentor/Apprentice Teacher explore the competencies and document where the application of the competency in practice is achieved. Principal signs off on this.
- Testing, Transcripts, 3 Letters of Recommendation, Resume





# NEK RAP Year 1

**Competency Sheet -  
Administrator and  
Apprentice Teacher meet  
regularly to check off  
competencies.**

## Knowledge and Performance Standards for Elementary Education Endorsement

Item	Requirement/Competency	Evidence of Practice Mentor/Mentee Work <ul style="list-style-type: none"> <li>• Where/when was this competency observed?</li> <li>• What was the context for the competency (class, professional learning activity, etc.)</li> </ul> Evidence might include: <ul style="list-style-type: none"> <li>• Observations of the application of the competency</li> <li>• Prior coursework that addresses the competency</li> <li>• Praxis II Content Tests</li> </ul>	Administrator Initial/Date
The candidate shall demonstrate the following knowledge and performance standards for four major content areas of the elementary curriculum in conjunction with the Vermont Core Teaching Standards. This requires elementary teachers to develop and implement appropriate instruction so that all students have access to a high-quality curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential. This also requires teachers to hold themselves and their colleagues accountable for the success of every student and for their personal and collective professional growth toward effective teaching and learning. In order to qualify for this endorsement, teachers must show evidence of the following:			
1. English Language Arts <b>Knowledge Standards</b>			
1.1. The educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for students. Specifically, the educator understands:			
1.1.1.	Foundational Skills: The developmental progression of print concepts phonological and phonemic awareness fluency phonics and word recognition; The factors that influence fluency; The developmental stages of spelling and morphological awareness	<ol style="list-style-type: none"> <li>1. Foundations class observed 10/4</li> <li>2. Read and discussed the Foundations teacher handbook to build understanding of phonetic awareness 9/3/25</li> <li>3. Analyzed class work with <u>mentor</u> and determined differentiated needs of the class. 11/2/24</li> <li>4. Read and discussed the website from the MA DOE <a href="https://www.doe.mass.edu/massliteracy/skilled-reading/fluent-word-reading/phonological-awareness.html">https://www.doe.mass.edu/massliteracy/skilled-reading/fluent-word-reading/phonological-awareness.html</a></li> </ol>	11/15/24 Principal Initials
1.1.2.	Development of Oral Language and Literacy: The development of emergent and early literacy processes principles and dimensions of oral language and stages of second language acquisition; The impact of physical emotional and cultural factors on language	<ol style="list-style-type: none"> <li>1. Webinar on the Development of Oral Language and Literacy</li> <li>2. Reviewed Morning Meeting development with mentor to strengthen student opportunities to develop oral language skills.</li> </ol>	11/20/24 Principal Initials





# Future of NEK Registered Apprenticeships

- Continue with BA/BS Teacher Apprentices
- Create a pathway for “Earn while you Learn” Model





# Work with other districts

WSESU - Whitney Lynde (letter of support).

- Modeled after NH's [Site-Based Licensing Plan](#)(SBLP)
- Add endorsement only
- Mentor and applicant review competencies to ID and develop plan of action.

SATEC

- Former student and Castleton PE graduate w/o student-teaching (graduated 2020)
- 3-years on provisional with excellent admin evals

BSD- Eagle Bay Academy

- Working with a multiple degree holding “provisional floater”





# Green Sheet

ITEM: Shall the VSBPE approve the post-Baccalaureate Peer Review – Apprenticeship Pilot program until June 30, 2026 (two school years).

- AOE will submit ROPA new program application, if program is successful and still needed.
- While our current focus in NEK, plan to scale up over next two years with other SU/SDs and potentially ECE providers
- “Teach out” for any apprentices still in process June 30,2026

