

Colorado Teacher Degree Apprenticeship Playbook

For Sponsors and Employers



COLORADO
Department of Education

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Executive Summary

At the Colorado Department of Education, we are committed to ensuring equity and opportunity for every student, every step of the way.

We know that having a highly qualified teacher in every classroom is integral to ensuring students are supported to achieve their full potential academically and feel a sense of belonging at school. To “make good” on our promise to the Colorado community, we are supporting expanded pathways to the educator profession.



In May 2023, Governor Polis signed legislation for the Teacher Degree Apprenticeship Program ([SB 23-087](#)). This bill provides an additional route to teacher licensure that emphasizes on-the-job learning and values the lived experience of the aspiring teacher. The Teacher Degree Apprenticeship Program has the potential to address educator workforce needs through increasing access to teacher licensure and degree attainment while creating an educator workforce that reflects the diverse communities across the state.

The learning programs created in partnership with educator preparation programs are designed to leverage the skills and understanding that the apprentice already possesses through tailored on-the-job experience and applicable coursework, resulting in a teaching license and bachelor's degree.

Through the Teacher Degree Apprenticeship pathway, educators will have multiple years of experience under their belts and be prepared to foster academic excellence in each of our students, starting on day one.

The Colorado Teacher Degree Apprenticeship Playbook provides guidance to support Sponsors and Employers as they develop and register a Teacher Degree Apprenticeship Program. This Playbook includes resources and tools to support you with the formal registration process with Apprenticeship Colorado and the Colorado Department of Education (CDE).

In addition to this playbook, we recommend reviewing the following:

- [Teacher Degree Apprenticeship Guidelines](#)
- [Sponsor Approval and Program Registration Process](#)

Although the process and timeline for the development and registration of each Teacher Degree Apprenticeship Program will be unique, the general timeline is between 8 and 18 months.

The visual below outlines the general development, registration and approval process:



Overview

The Teacher Degree Apprenticeship pathway is distinct from other teacher licensure and degree programs. It will be important that the school, district or BOCES consider what type of programming is best aligned with your goals for teacher hiring and recruitment. The table below outlines some key distinctions across pathways. The Teacher Degree Apprenticeship Readiness Assessment linked in Task 1 can be a support in determining the appropriate licensure path for the school, district or BOCES workforce development plan.

	Teacher Degree Apprenticeship	Alternative Teacher Licensure	Para to Teacher	Traditional
Candidate	High School students, paraprofessionals, district staff, and community members	Candidates who already hold a bachelor's degree	Educational Assistant/ Paraprofessional	High school students, candidates seeking a bachelor's and/or master's degree through a (full-time) higher education experience
Degree/ Licensure	Bachelor's degree and teaching license	Teaching license or added endorsement	Option to obtain a certificate/degree/teaching license	Bachelor's degree and teaching license; master's degree and teaching license or added endorsement
On-the-Job Learning	Credit for coursework that is embedded in the work experience	Coursework for teacher licensure occurs in addition to serving as a teacher of record	Coursework is often self-paced and occurs in addition to being an educational assistant/paraprofessional	Coursework for teacher licensure and degree attainment occurs in addition to traditional clinical experiences such as student teaching, residency models, internships

The Teacher Degree Apprenticeship Program is a hybrid model, meaning it incorporates competency-based learning with flexible time requirements. This allows the apprentice to move through levels of apprenticeship as they acquire the competencies outlined in each level. Additionally, the apprentice's prior learning and experience can be considered and used to determine a unique learning path for each apprentice.

For example, if the apprentice has worked as a paraprofessional for 10 years in a school district, it may be possible for the Sponsor to recognize the alignment of the work experience to the competencies outlined in the early apprenticeship levels. This may mean that the apprentice will receive credit for that previous experience and will move at an accelerated pace through those initial apprenticeship levels.

All programs must be designed to meet the following levels of apprenticeship including corresponding competencies, time, content, support, and assessments, as defined by the program and approved by CDE through the application process.

Apprenticeship Level	Requirements
Level 1: Pre-apprentice	Exposure and orientation for the apprentice to foundational knowledge of the classroom and teaching. To exit Level 1, the program must ensure the apprentice has completed the requirements and demonstrated competency as defined in the approved program application. The teacher apprentice may want to consider obtaining the teacher apprenticeship authorization prior to advancing to Level 2 of the Teacher Degree Apprenticeship competencies.
Level 2: Beginner Apprentice	<p>The teacher apprentice must hold a teacher apprenticeship authorization or substitute teacher authorization as specified in 1 CCR 301-37 (4.19). To exit Level 2, the program must ensure the apprentice:</p> <ul style="list-style-type: none"> ● completes requirements and demonstrates competency in Teacher Quality Standard 2; and ● is provided time to experience and practice beginning components found in Teacher Quality Standards 3 and 4.
Level 3: Intermediate Apprentice	<p>To exit Level 3, the program must ensure the apprentice:</p> <ul style="list-style-type: none"> ● demonstrates competence in Teacher Quality Standards 1 and 3; ● completes Level 3 assessments as defined by the program and meets state licensure requirements to demonstrate content competency as outlined 1 CCR 301-37 (3.01(1)(e)); and ● completes a minimum of 1,000 hours of on-the-job learning as a registered teacher apprentice in direct student teaching activities or as an identified teacher of record. ● Special education teacher apprentices are <i>not</i> eligible to exit Level 3 or start their teacher of record yearlong requirement until they have conferred a bachelor's. (Per federal IDEA regulations, all special education teachers must, at a minimum, hold an earned bachelor's degree.)
Level 4: Trained Apprentice	<p>To exit Level 4, the program must ensure the apprentice:</p> <ul style="list-style-type: none"> ● meets all requirements to obtain a bachelor's degree; ● completes a minimum of 1,000 hours of on-the-job learning as a registered teacher apprentice and identified teacher of record, as defined by the approved program application (7 CCR 1108-1); ● demonstrates competency in Teacher Quality Standards 1 through 4; and ● meets all requirements to obtain a Colorado initial teacher license upon program completion.
Completer	<p>To complete a Teacher Degree Apprenticeship Program and qualify for initial teacher licensure, the apprentice must:</p> <ul style="list-style-type: none"> ● work as a teacher of record for a minimum of one year and complete a minimum of 4,500 hours of on-the-job learning as a registered teacher apprentice (7 CCR 1108-1); ● obtain a bachelor's degree; and ● demonstrate content competency. ● If an apprentice completes an approved induction program as part of their apprenticeship program, they may then qualify for a professional teacher license.

Phase 1: Getting Started

A successful Teacher Degree Apprenticeship Program relies on a strong, collaborative partnership among three key entities: the Sponsor, the Employer, and the Related Instruction Provider. These roles are essential components of any registered apprenticeship program and must be clearly identified. As you begin planning the development of a Teacher Degree Apprenticeship Program, it is important for partners to work together to determine which organization will serve in each role.

Teacher Degree Apprenticeship Required Roles

Sponsors manage the administration aspects of the Teacher Degree Apprenticeship Program; and serve as the primary contact for both the State Apprenticeship Agency (SAA) and the Colorado Department of Education (CDE). Responsibilities include:

- Following all the rules and responsibilities of being a Sponsor of a registered apprenticeship program set by the SAA
- Employing apprentices or partnering with employers to employ apprentices in the occupation of teacher
- Creating a program that
 - Prepares apprentices for teaching licensure;
 - Integrates a bachelor's degree; and
 - Includes a plan for training and supporting apprentice mentor teachers

Employers manage all hiring-related processes for the teacher apprentice(s) and mentor(s), ensuring there is time and space for the apprentice to complete all levels of the Teacher Degree Apprenticeship Program. Responsibilities include:

- Employing the apprentice
- Determining job descriptions and corresponding wage scales for apprentices;
- Supporting the training and development of mentor teachers; and
- Communicating necessary apprentice data to Sponsor.

Related Instruction Providers are institutes of higher education (IHE) or educator preparation programs (EPP) that take the lead on creating the on the job learning and related instruction plan and delivery of content to apprentices, ensuring the coursework meets criteria outlined in the legislation and CDE/SAA guidelines (i.e., job-embedded learning, bachelor's degree, teacher licensure). Responsibilities include:

- Completing required instructional plans for CDE; and
- Tracking apprentice competency demonstration and completion through assignments and assessments

Additional Partner Roles

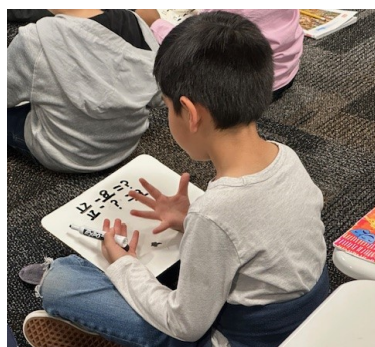
[Qualified Intermediaries](#) are entities recognized by the Colorado State Apprenticeship agency as having the qualifications to support sponsors and employers who are interested in developing a Teacher Degree Apprenticeship Program. Utilizing a qualified intermediary is at the discretion of the sponsor and/or employer and is not a required role.

Listed in the table below are examples of the roles each entity could support:

Required Apprenticeship Role	Example 1	Example 2	Example 3	Example 4
Sponsor	BOCES	School District	Apprenticeship Intermediary	University/ College
Employer	School District	School District	BOCES	School District
Related Instruction Provider	University/ College	Apprenticeship Intermediary	University/ College	University/ College

Task 1: Assessing Readiness

A Teacher Degree Apprenticeship Program design starts with understanding the readiness of the employing school, district, or BOCES.



Considering data such as current and future vacancies, retention, demographics, vacancy data such as retirement/resignations/non-renewals, certification areas, and teacher effectiveness ratings, as well as the needs of the community, will be important to designing a successful and impactful Teacher Degree Apprenticeship Program.

Working alongside the Sponsor, employers will want to collect and organize several years of human capital data. A Teacher Degree Apprenticeship Program should create a long-term pipeline and the data analysis will help identify substantial and consistent talent

gaps or needs in the employing school, district or BOCES area. Data should be reviewed by grade level and subject area and analyzed across certification areas.

In addition to reviewing the staffing needs for the employing district, partners will also need to reflect on the district's infrastructure readiness. A Teacher Degree Apprenticeship Program requires Employers to be able to hire and employ the teacher apprentice and mentor teacher, develop a progressively increasing wage scale for each apprentice, and design a work schedule that allows the teacher apprentice to complete all competencies aligned to the levels of teacher apprenticeship.

Assessing the readiness of the employing school and district will also prepare parties for completing the worksite analysis component of registration with the SAA. The SAA and CDE will collaborate to evaluate the suitability of the school district(s) to host an apprenticeship program based on the following factors: 1) consideration of prior wage and labor violations, 2) ability to provide a qualified mentor/journeyworker, 3) ability to provide a safe environment for the apprentice, 4) if applicable, prior apprenticeship program performance. In multi-employer programs, a Sponsor has the option to remove one or more partners if a worksite is deemed unsuitable for hosting an apprentice.

Completing this [Teacher Degree Apprenticeship Program Readiness Assessment](#) can help determine when, where, and how to design the program so that it is responsive to the needs of

the school, district or BOCES.

Task 2: Intent to apply

When the Sponsor and Employer have determined that they want to move forward with the development of the Teacher Degree Apprenticeship pathway the next step is to inform the CDE and SAA of your intent to develop a Teacher Degree Apprenticeship Program by submitting the [Sponsor Interest form](#). This will prompt outreach from CDE and the SAA.

Task 3: Meeting with CDE and SAA

This initial meeting provides an opportunity for interested Sponsors to discuss the goals and objectives of the Teacher Degree Apprenticeship program, for CDE and the SAA to share an overview of the registration process, and for the Sponsor to determine the next steps. Sponsors are responsible for continuing to inform and educate all partners involved in the Teacher Degree Apprenticeship Program. CDE is available to support the Sponsor in leading an informational and/or educational meeting with partners involved in the TDAP development

If, after the initial meeting, the Sponsor is deemed ready to lead a Teacher Degree Apprenticeship Program, CDE will support the Sponsor to move forward with the State Board of Education Sponsor Approval Process ([Sponsor Approval and Program Registration Steps](#)).

Task 4: Collaborate with your collective bargaining unit

To successfully implement a Registered Teacher Degree Apprenticeship Program, it is essential that interested Sponsors and their Employer partners engage early with the collective bargaining team at the school, district, or BOCES.

The [Pathways ERA First Steps Teacher Union Rep resource](#) can help Sponsors and collective bargaining units understand their respective roles within the Teacher Degree Apprenticeship Pathway. The collective bargaining agency will work in partnership with the employing school, district, or BOCES to ensure that the design and implementation of the program align with existing collective bargaining agreements.

A designated representative from the collective bargaining unit, such as the union president or an appointed representative, will be responsible for reviewing and signing the [Apprenticeship Standards](#). These standards define the structure and expectations of the registered apprenticeship program and include the following key components:

- Minimum qualifications for apprentices
- Credit for prior experience
- Probationary period
- Ratio of apprentices to mentors or journey workers
- Wage schedule
- Apprentice selection procedures
- Compliance procedures
- Work Process Schedule (including On-the-Job Learning and Related Instruction Plan)

Collaboration with the collective bargaining unit is a critical step to ensure alignment, support, and successful implementation of the Teacher Degree Apprenticeship Program.

Phase 2: Designing a Teacher Degree Apprenticeship Program

Designing a Teacher Degree Apprenticeship Program is an in depth process that includes:

- Selecting an appropriate Related Instruction Provider/Education Preparation Program (EPP)
- Ensuring a sustainable funding model
- Identifying apprentices and mentors
- Developing a work process plan (on the job learning and related instruction plan), and
- Creating a progressively increasing wage schedule.

This design work will be guided by and recorded on the Teacher Degree Apprenticeship Application Development form (to be shared by the SAA and CDE support team) and [supporting documents](#) from the CDE and SAA. All program design components and work products need to be jointly submitted to the CDE and SAA as part of the approval process.

Task 5: Identify Related Instruction Provider(s)

An impactful Teacher Degree Apprenticeship Program is built on a foundation of a strong partnership between the Sponsor, Employer, and Related Instruction Provider.

At least one Related Instruction Provider *must* be an institute of higher education that will issue the bachelor's degree once teacher apprentices have completed the program. Other Related Instruction Providers may be utilized and selected by the program depending upon programmatic design and needs. Strong Related Instruction Partners should be flexible and creative in meeting the needs of the Employers and the teacher apprentices. Employers can foster a strong partnership by having a clear sense of their employment needs and the capacity to administer this program in their district.

Considerations for Selecting Related Instruction Provider(s)/EPP Partner(s)

- Bachelor's degree-granting program that results in teacher certification
- Reasonable cost for courses and flexible course offerings (evening, weekend, virtual, off-campus)
- Review Colorado EPP reauthorization status and approved endorsements through the Colorado State Board of Education
- [Reasonable rate of graduation from the EPP\(s\)](#)
- Commitment to the long-term Teacher Degree Apprenticeship Programming
- Leadership and staff with a flexible mindset, capable of meeting the evolving needs of the district and teacher apprentices

Task 6: Partner Agreements

Strong partnerships are built on deep understanding, clarity of expectations, and ongoing communication.

As part of the apprenticeship registration process, the Sponsors and Employers will complete the [Employer Acceptance Agreement](#). We recommend creating and signing a similar partner agreement with the Related Instruction Provider to codify the agreement and provide transparency around roles and responsibilities for all involved.

This table lists key responsibilities to consider including in the partner agreement:

Sponsor	Employer	Related Instruction Provider	Shared
<p>Registering, administering, and operating the program</p> <p>Following all the rules and responsibilities of being a Sponsor of a registered apprenticeship program set by the Colorado State Apprenticeship Agency (SAA)</p> <p>Creating a program that prepares apprentices for teaching licensure and integrates a bachelor's degree</p> <p>Employ apprentices or partner with employers to employ apprentices in the occupation of teacher</p> <p>Create an apprenticeship program that includes a plan for training and supporting apprentice mentor teachers</p>	<p>All hiring-related processes for the teacher apprentice and mentor</p> <p>Ensuring there is time and opportunity for the apprentice to complete all aspects of the Teacher Degree Apprenticeship Program</p> <p>Supporting teacher apprentice mentors with professional learning</p> <p>Developing a sustainable funding model that includes progressively increasing wages for the apprentice</p> <p>Working with the Collective Bargaining Agency</p>	<p>Designing a related instruction plan that is aligned with the Teacher Quality Standards & endorsement standards</p> <p>Incorporating on-the-job learning in meaningful and time-saving ways</p> <p>Ensuring completion of program requirements and attainment of bachelor's degree & teaching license</p> <p>Supporting employers to provide professional learning to mentor teachers as appropriate</p>	<p>Collecting and sharing data</p> <p>Collaboratively supporting the teacher apprentice to ensure academic and on-the-job learning success</p> <p>Creating learning and support model for mentor teachers</p> <p>Engaging in continuous improvement cycles, including being reflective and responsive to the needs of families and students throughout the mentorship</p>

Task 7: On the Job Learning and Related Instruction Plan

Related Instruction Providers will take the lead on creating a comprehensive on the job learning and related instruction plan that aligns with the Colorado Teacher Quality Standards (TQS) and the levels of apprenticeship while prioritizing on-the-job learning that results in a teaching license and bachelor's degree. Employers and Sponsors will work closely with their selected Related Instruction Provider(s) to ensure the on the job learning and related instruction plan meet the following requirements:

- A. Course alignment to the [Teacher Quality Standards](#) and related [endorsement standards](#) that include competency demonstration
- B. Course content and on-the-job learning aligned to levels of apprenticeship (refer to [Guidelines](#))
- C. On the job learning and competency demonstration meeting one of the following:
 - a. Thirty or more hours of credit for successfully completing on-the-job training; or
 - b. Creating a residency model that closely integrates coursework and clinical experience with relevant and connected assignments carried out in the clinical experience that counts as 25 percent or more toward the bachelor's

- degree; or
 - c. Embedding on the job learning into the assignment requirements of 25 percent or more of the courses within the degree; or
 - d. Operating as a competency-based bachelor's degree program.
- D. On-the-job learning meets the requirement for a hybrid apprenticeship program of at minimum 4,500 hours

Related Instruction Providers may use the [Teacher Degree Apprenticeship Related Instruction Planning Tool](#) to support the development of the related instruction and on the job learning plan that meets the requirements of a Teacher Degree Apprenticeship Model. The planning done in the embedded template will serve as a tool for completing the [Work Process Schedule and Related Instruction Plan](#), which will be submitted for review by CDE, the State Board of Education, and the SAA.

Please know that the template provided is a guide. Related Instruction Providers may utilize another planning format that supports meeting the required components listed above and in [SB 23-087](#).

For example, Related Instruction Providers that are already approved Colorado Educator Preparation Programs may consider utilizing the appropriate endorsement matrices as a basis for their teacher apprenticeship program, if applicable. The CDE and SAA teams will support the development of the related instruction and on the job learning competencies.

In addition to the completed template or similar documentation, the CDE and SAA teams will request supporting documentation such as course syllabi, program overviews, assignments, and/or assessments to verify alignment between the program design and the expectations of the Teacher Quality Standards and endorsement standards defined in 1 CCR 301-101.

Please email teacher_apprenticeship@cde.state.co.us to set up a consultation conversation. Programs should expect feedback and requests for revision from the CDE and SAA regarding their Related Instruction plan, and responses and/or revisions will be required. For Sponsors who are working with multiple Related Instruction Providers: Please note, that the review and revision process for all Related Instruction Providers will not be the same length of time. Related Instruction Providers who are not already Colorado-approved EPPs will likely have a longer review process in order to verify content alignment to Colorado-specific endorsement standards and licensure requirements. The related instruction plan/program design is a required component of Teacher Degree Apprenticeship Programs *before* approval by the Colorado State Board of Education.

Task 8: Creating a Sustainable Funding Model

Implementing a Teacher Degree Apprenticeship Program is a long-term investment in your educator pipeline.

These programs can provide stability in our state's educator workforce and prepare teachers to meet the academic and social-emotional needs of our students. By investing in our community members through teacher apprenticeship programming, we can create a more diverse and representative teaching staff that benefits our students, families, and communities.

The Employer will need to work with their Chief Financial Officer (CFO) (or comparable role) to determine a sustainable funding model for their Teacher Degree Apprenticeship Program. Below are some questions to consider as Employers prepare and engage in a conversation with their school, district or BOCES finance team.

Questions to consider	Considerations
How many teacher apprentices do we want to support?	Each apprentice needs to be paid while enrolled in the program. The salary increases are commensurate with existing pay scales as the teacher apprentice moves through the five levels. Consider if the teacher apprentice can fill a position as a substitute teacher, paraprofessional, or office staff member.
What are the Registered Teacher Degree Apprenticeship Program staffing needs?	Each apprentice will need a mentor teacher. It is recommended to pay mentor teachers a competitive stipend/salary. Additionally, at the end of the apprenticeship program, apprentices will serve as teachers of record for a minimum of one year. Ensure alignment between the degree/endorsement areas and the openings that will be available for a teacher of record experience for the apprentice.
What will be the tuition and materials (books, assessments, certifications, etc.) costs?	The cost of the EPP tuition will vary. Work with the EPP partner to reduce costs as much as possible. Ask if the EPP can secure grants or funding sources to cover the costs of the programming.
What sources of funding does the district already have available for the program?	Consider if funds from the district's operational budget can be spent on the program.

Grant funding opportunities are available at both the federal and state levels to help offset the costs of implementing a Registered Teacher Degree Apprenticeship Program. However, the Employer's funding model must demonstrate how the program will remain financially sustainable without reliance on ongoing grant support. The Colorado State Apprenticeship Agency regularly posts current [apprenticeship funding opportunities](#). Additional education-related funding opportunities and resources will be added to the [Teacher Degree Apprenticeship Funding opportunity folder](#) as they become available.

Task 9: Determining Wage Schedule

Apprentices in a registered apprenticeship are paid employees of the school, district or BOCES. The Sponsor and Employer will work together to create an equitable wage schedule that increases progressively as the apprentice moves through the [levels of apprenticeship](#). The [wage schedule resource](#) provides an overview and background on how to develop a wage schedule for apprentices, including how to engage with union(s), as required. Specifics related to the development of an individualized wage schedule for your program will be discussed during the feedback conversations with the SAA and CDE.

Phase 3: Recruitment, Selection and Hiring Processes

One of the benefits of a registered apprenticeship is that the program design allows employers to reflect on how to bring more diverse talent into their workplaces and promote them equitably and create more inclusive workplaces. As a part of the program design, Sponsors will need to be able to articulate the minimum qualifications for the overall program, the selection criteria for each apprenticeship occupation, and make a commitment to [Equal Employment Opportunity](#) practices.



Task 10: Selecting Teacher Apprentices

Being a teacher apprentice requires dedication and a commitment to rigorous learning.

The teacher apprentice is employed and will apply learning on the job and complete coursework in a virtual or in-person setting. It will be critical that the teacher apprentice has a clear understanding of the role, the wage progression scale, and exit requirements. The employer will also need to ensure that the apprentice is prepared to take on the role and is well-supported throughout the program.

The table below provides sample reflection questions that can be used when selecting a teacher apprentice and some recommended areas to review with the teacher apprentice candidates. Sponsors will need to clearly articulate in the program development form how applications are screened (including the interview process), how apprentices are notified of selection, and how the processes are uniform and non-discriminatory for all applicants. Additionally, all teacher apprentices and employers will need to sign the [Apprenticeship Agreement](#) (Appendix B) as part of the Teacher Degree Apprenticeship Program Registration process.

Selection Criteria Questions and Topics to Review

<p>Possible reflection questions to use when selecting Teacher Degree Apprentice candidates</p>	<ul style="list-style-type: none"> ● A teacher apprentice will be both working as an employee of the school, district or BOCES and as a student enrolled in an institute of higher education. How will you balance the responsibility of having a full-time job and engaging in coursework? ● As an apprentice, you will be applying your coursework learning to your job. What strategies will you use to apply your understanding successfully? ● Please share your experience with higher education. ● How do you prefer to receive feedback? How do you handle feedback?
<p>Key areas to review with each Teacher Apprentice</p>	<ul style="list-style-type: none"> ● Review minimum qualifications of the role (age, educational requirements, physical requirements, additional prerequisite skills required for the apprenticeship) ● Credit for previous coursework ● Apprenticeship progressively increasing wage schedule ● Apprenticeship exit criteria for each tier of the apprenticeship program ● Costs (if applicable) ● Code of conduct agreement

Task 11: Teacher Apprenticeship Licensing

Once the teacher apprentice has been selected, the Employer will need to ensure that the teacher apprentice has the appropriate authorization. Applying for the Teacher Degree Apprenticeship Authorization is recommended because it allows the apprentice to serve in all necessary roles identified in the Teacher Degree Apprenticeship Program. The teacher apprentice can [apply for the authorization in COOL](#), and the Employer can support the teacher apprentice as needed (i.e., with cost and/or application process).

Task 12: Selecting Mentors

Quality mentoring and feedback are essential to effective teacher apprenticeship preparation. The following recommendation for selecting a mentor teacher comes from the State Board of Education rules 1 CCR 301-37: 12.01(1)(d). Additionally, as part of Equal Employment Opportunity, mentors must have Equal Employment Opportunity and Anti-Harassment training prior to hiring apprentices and mentors.

Educators who serve as Teacher Apprentice Mentors must be selected by Employers based on a defined set of criteria that, at a minimum, include:

- Evidence of exemplary teaching and/or school leadership
- The ability to model and counsel the candidate
- Participating in relevant mentorship coursework
- Holding a valid teacher license; *a mentor teacher endorsement is not required (12.01(1)(d))*
- The responsibility for “signing off” on all identified Teacher Apprentice competencies throughout the program

Additionally, it is important for teacher apprentice mentors to:

- Demonstrate a desire to serve as a mentor
- Demonstrate the ability to support adult learning and development
- Have sufficient teaching experience as determined by the program partnership
- Support an apprentice in delivering instruction to students in the classroom through observation and coaching
- Provide frequent, actionable feedback to the apprentice based on observation and classroom interactions
- Provide opportunities for the apprentice to take on increasing levels of responsibility over the course of the on-the-job learning experience

Task 13: Design a Professional Learning Plan for Mentors

The teacher apprentice mentors will play a key role in supporting the growth and professional development of the teacher apprentice.

The Employer, in partnership with the Related Instruction Provider and or Qualified Intermediary, is responsible for providing professional learning for the apprentice mentors. The focus of the learning should be tailored to the needs of the mentor and at minimum be grounded in the following:

- Understanding of the competencies that are aligned to each level of the teacher apprenticeship
- Facilitating professional learning for adult learners, including both direct instruction and reflective practice
- Providing substantive feedback to the apprentice so that they can understand and apply the feedback
- Organizational tools for collecting and recording ongoing learning related to the competencies for each level of the apprenticeship

Phase 4: Continued Engagement Post Registration Continuous Improvement Cycles

Continuous improvement is a cornerstone of effective Teacher Degree Apprenticeship Programs. Ongoing reflection on program outcomes, such as the impact on apprentices, employer recruitment and retention efforts, and the broader community and student experience, is essential for long-term success. Engaging in regular evaluation and feedback loops allows partners to make data-informed adjustments. Strong collaboration with local unions and community stakeholders further strengthens the program, ensuring it remains responsive, equitable, and aligned with the evolving needs of the education workforce. This [bank of resources](#) for engaging in a continuous improvement cycle can be used as a support.

Data Collection by SAA & CDE

State Apprenticeship Agency (SAA) Data Collection

Each registered apprenticeship program shall provide that the sponsor shall maintain all records concerning registered apprenticeship as may be required by the SAA and other applicable law, including appropriate progress records, for not less than five (5) years, and that the sponsor shall make such records available to the SAA upon request. ([7 CCR 1108-1](#))

Colorado Department of Education (CDE) Teacher Degree Apprenticeship Data Collection (TDADC)

One component of reporting on apprentices' progress throughout the academic year is the Teacher Degree Apprenticeship Data Collection (TDADC). TDADC requires the sponsor of each Teacher Degree Apprenticeship Program to report candidate information to CDE annually. In accordance with CRS 22-60.5-111.5, CDE is charged with creating annual reports that look at student performance, educator mobility, educator retention, educator placement, and educator performance evaluation ratings by educator preparation program. CDE is to report data for IHE-based institutions, alternative education preparation institutions, and teacher degree apprenticeship programs. This data collection provides CDE with the necessary candidate data to run the analyses for Teacher Degree Apprenticeship Programs and complete all legislatively required reporting. Please download the [reporting instructions](#) and [annual reporting template](#) to get started!

Program Review Process (year 1 and year 5)

Coming soon!

Additional Resources

[Sponsor Resources](#)

[Related Instruction Provider Resources](#)

[Employer Resources](#)

