Appendix A: Work Process Schedule and Post-Baccalaureate Related Instruction Outline

Occupation Title: Teacher

O*NET-SOC Code: 25-3099.00 | RAPIDS Code: 3024CB

Program Snapshot

Item	Detail
Occupation	Teacher
O*NET-SOC Code	25-3099.00
RAPIDS Code	3024CB
Type of Occupation	Hybrid
Required On-the-Job Training	Minimum 2,000 hours
Related Technical Instruction	Minimum 150 hours per year
Apprentice-to-Journeyworker Ratio	1 apprentice to 1 journeyworker
Probationary Period	500 OJT hours, or no more than 25 percent of the apprenticeship term

Occupation Title: Teacher

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

Time-based | Competency-based | ☒ | Hybrid

Apprenticeship Term

Apprentices will receive training in the work experience, as described in the Work Process Schedule and Related Instruction Schedule, which outline how Apprentices will learn and be able to perform on-the-job, through a minimum of 2,000 hours of On-the-Job Learning (“”) attainment, supplemented by no less than 150 hours of related instruction per year. The term of the occupation is based on the Apprentice’s demonstration of the mastery of the skillsets as specified below.

Apprentice Role

During the apprenticeship term, Apprentices will be employed in an instructional role while serving in a classroom setting under the supervision of a licensed Journeyworker teacher. An Apprentice may not serve as a teacher- of-record at any point during their apprenticeship term.

Whereas an Apprentice may at times work independently with students in an instructional setting as part of their participation in the apprenticeship program, the Apprentice must have access to a supervising Journeyworker teacher(s) at all times.

Unless conducting such duties directly alongside their supervising Journeyworker teacher, and as a result of their supervising Journeyworker teacher being assigned such duties, Apprentices may not be independently assigned duties during the instructional day that do not align with the intent of the

apprenticeship program or the role of an Apprentice, including but not limited to lunchroom monitoring, substitute teaching, study hall, office duty, or in-school suspension supervision.

Terms for Apprenticeship Completion

Upon completion of a teacher registered apprenticeship program in Massachusetts, Apprentices will have demonstrated the knowledge and skillsets necessary to be successful in the Teacher occupation and will be prepared to step into roles as full-time teachers-of-record with an Initial license in a Massachusetts public school.

In order to complete the apprenticeship program for the occupation of Teacher, Apprentices must complete all requirements for apprenticeship as outlined in this document, which includes successful

completion of an approved related instruction outline, successful demonstration of all work processes and proficiencies, and completion of an approved pathway by which the Apprentice may obtain an Academic Teacher license at the Initial Level in the Commonwealth of Massachusetts.

Massachusetts Department of Elementary and Secondary Education, as the Sponsor, will set and communicate expectations regarding the comprehensive, asset-oriented, culturally-responsive, and linguistically-sustaining learning communities and support systems that Employers and Related Instruction Providers will be expected to provide to Apprentices participating in a Massachusetts teacher registered apprenticeship program.

Journeyworker Teacher Qualifications & Responsibilities

At a minimum, On-the-Job Journeyworker teachers shall be licensed Massachusetts teachers that have been carefully selected by their Employer, in accordance with state requirements and a set of shared expectations established with the Employer's partnering Related Instruction Provider. Such expectations shall include, but shall not be necessarily limited to:

- positive impact on student outcomes (particularly with students from historically marginalized groups and communities)
- culturally responsive and linguistically sustaining proficiency in their instructional practices
- ability to effectively mentor and coach a diverse set of adult learners.

At a minimum, the state requires that Journeyworker teachers must be full-time employees of their employing Local Education Agency (LEA), have at least three full years of experience under an appropriate license, and have achieved a summative performance evaluation rating of Proficient or Exemplary on their most recent evaluation.

For Commonwealth charter schools, Journeyworker teachers must meet all relevant Educator Qualifications for their position, as outlined in Charter School Technical Advisory 20-1: Educator Qualifications in Commonwealth and Horace Mann Charter Schools, have at least three full years of experience and have achieved a summative performance evaluation rating comparable to Proficient or Exemplary on their most recent evaluation.

Massachusetts Department of Elementary and Secondary Education, as the Intermediary and co-Sponsor, will set and communicate expectations regarding the asset-oriented, culturally-responsive, and linguistically- sustaining support systems--including incentives and required trainings--that Employers and Related Instruction Providers will be expected to provide to Journeyworker teachers as part of a Massachusetts teacher registered apprenticeship program.

Journeyworker teachers will regularly meet with their Apprentice mentees in order to ensure understanding and integration of related instruction and to provide training and feedback that corresponds with the approved work process and skillsets for the Teacher occupation. Journeyworker

teachers will be responsible for formally assessing each Apprentice's level of proficiency in the approved skillsets and performance areas for the Teacher occupation and will collaborate with the partnering Related Instruction Provider and their school and/or LEA administrators to ensure alignment and final sign-off on all of the approved skillsets and performance areas for the Teacher occupation prior to the Apprentice's completion of the apprenticeship program.

The Apprentice to Journeyworker ratio is: 1 Apprentice(s) to 1 Journeyworker(s). During the course of the apprenticeship term, and during the course of an individual school year, an individual Apprentice may be placed with and serve under more than one Journeyworker teacher, so long as the Apprentice remains under the supervision of a fully licensed and qualified Journeyworker teacher at all times. See the section of this document titled "Journeyworker Teacher Qualifications & Responsibilities" for an outline of minimum Journeyworker teacher qualifications and responsibilities, as set and communicated by the Massachusetts Department of Elementary and Secondary Education.

Wage Schedules for individual Apprentices shall be based on the Wage Schedule as set by the Employer. Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current Journeyworker wage rate, which shall be subject to annual Employer's School Committee review and approval, as well any relevant state requirements and local collective bargaining agreements.

Wage Schedules for individual Apprentices shall be based on the Wage Schedule as set by the Employer.

Progressive Wage Schedule: Massachusetts Teacher Registered Apprenticeship

Program

Period | 1 (Entry into Teacher Apprenticeship Program) * | Program Completion*

Wage Rate | At least $15.00/hour, in

compliance with Employer's prevailing wage rate. | Upon program completion, if licensed, an individual who completes a registered teacher apprenticeship program, and who is employed by the host district, shall be paid a wage

commensurate with the Employer's existing salary/wage scale for licensed Journeyworkers. *Wage schedules shall be subject to annual Employer's School Committee review and approval, as well as any relevant state requirements and local collective bargaining agreements.

Every applicant selected for apprenticeship will serve a probationary period of 500 OJT hours, or no more than 25% of the apprenticeship term.

During the probationary period, either the Apprentice or the Employer Sponsor may terminate the apprenticeship agreement, without stated cause, by notifying the other party in writing. The Employer Sponsor will keep the records for each probationary Apprentice. Records may consist of periodic reports

regarding progression made in both the OJT and related instruction, and any disciplinary action taken during the probationary period. Any probationary Apprentice evaluated as satisfactory after a review of the probationary period must be given full credit for the probationary period and continue in the program. When notified that an Apprentice's related instruction or on-the-job progress is found to be unsatisfactory; the Employer Sponsor will determine whether the Apprentice should continue in a probationary status and may require the Apprentice to repeat a process or series of processes before advancing to the next wage classification. After the probationary period, the apprenticeship agreement may be cancelled at the request of the Apprentice or may be suspended or cancelled by the Employer

Sponsor for reasonable cause after documented due notice to the Apprentice and a reasonable opportunity for corrective action. For all cancellations, the Employer Sponsor must provide written notice to the Apprentice and, within 45 days, notice to the Department of Elementary & Secondary Education and Division of Apprenticeship of the action taken.

The selection procedures for this occupation are listed below

1. The Massachusetts Department of Elementary and Secondary Education will work with participating Employers to ensure public notification of apprenticeship positions and the application period, and that a review of applications is conducted to determine qualified candidates.
2. Applicants will be accepted throughout the year by each Employer, with timelines for the public application period set and advertised by each Employer.
3. Criteria for the selection of Apprentice candidates, based on applications received, shall be determined and set by the Employer and subject to approval by Massachusetts Department of Elementary and Secondary Education as the Intermediary and co-Sponsor.
4. Before completing an application, each applicant will be provided information about the apprenticeship program, including the specifics of the Apprenticeship Agreement. If the applicant has any additional questions on the qualifications, or needs additional information to complete an application, it will be provided by the Employer.
5. As indicated in the Standards of Apprenticeship, “Minimum Qualifications”, applicants for apprenticeship must be at least 18 years old and possess at least a high-school diploma or Massachusetts High School Equivalency Credential, as documented on an official transcript or certificate. Candidates must be eligible for employment within the Massachusetts Local Education Agency that is serving as the Employer. Eligibility requirements include, at a minimum, successful completion of any required background checks, fingerprinting, and additional pre-screening processes as required by the Apprentice’s Employer and as outlined in Massachusetts General Laws chapter 71, section 38R, and 603 CMR 51.00. Additionally, applicants must meet all minimum admissions requirements of the educator preparation provider which will be serving as the Related Instruction Provider.
6. Candidates must submit a complete application, along with a complete academic transcript and any other required documentation or references, to the Employer. Receipt of the properly completed application form by the Employer, along with any other required supporting documents or references as determined by the Employer, will constitute the completed application.
7. Incomplete applications will not be accepted. Reasonable attempts will be made by the Employer to contact each applicant regarding incomplete applications, as well as requested information that has not been received (i.e., transcript records, references).
8. Upon receipt of applications, a selection committee assigned by the Employer will screen all applications received to ensure applicants are eligible to meet all minimum qualifications for the program. Applications will be assessed for quality and eligibility of the candidate based on the criteria for Apprentice selection as determined and set by the Employer and approved by Massachusetts Department of Elementary and Secondary Education.
9. Applicants who are unable to meet one or more qualifications or requirements, or who make false statements on their application, will be notified in writing of their disqualification. The applicant will also be notified of the appeal rights available to them. No further processing of the application will be taken. Disqualified applicants may apply at a further date once qualifications are met.
10. Candidates who are deemed eligible and qualified for selection as Apprentices by the Employer will be notified, in writing, of their eligibility and selection (or non-selection) by the Employer.

Applicants will be selected at the Employer’s discretion based on the number of available Apprentice positions.

11. Apprentice selection may be conditional until an approved Related Instruction Provider confirms that the selected Apprentice meets all minimum qualifications for admission and enrollment in the Related Instruction Provider's educator preparation program.
12. Once an Apprentice is selected, the Employer and the Related Instruction Provider shall collaborate in order to ensure the selected Apprentice may successfully enroll in related technical instruction and be registered as an Apprentice.
13. Massachusetts Department of Elementary and Secondary Education will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29, Code of Federal Regulations, Part 30.

Teacher

O*NET-SOC CODE: 25-3099.00 | RAPIDS CODE: 3024CB

The below on-the-job-learning () Work Process and associated On-The-Job Training are adapted from the Massachusetts Professional Standards for Teachers. The Professional Standards for Teachers (PSTs) define pedagogical and other professional knowledge and skills required of all teachers as they complete their preparation programs. Educator preparation providers in Massachusetts use the PSTs and related indicators to design their teacher preparation programs and prepare their teacher candidates. The PSTs and indicators are aligned to the Standards of Effective Practice that inform the Massachusetts' Educator Evaluation Framework. This alignment helps educators complete their preparation program with the knowledge and skills necessary to be effective as beginning teachers. The purpose of the inclusion of the PSTs within the context of teacher apprenticeship program design in Massachusetts is to establish a system of support and development for teacher Apprentices, to define the evidence-based, culturally and linguistically sustaining knowledge and skills effective teachers in Massachusetts must demonstrate in order to well serve Massachusetts students, and to provide a framework for the alignment of statewide initiatives for Massachusetts Department of Elementary and Secondary Education as the intermediary and co-Sponsor, Local Education Agencies (LEAs) as Employers and co-Sponsors, and approved Educator Preparation Providers as Related Instruction Providers. Each Apprentice will perform training and tasks corresponding to this Work Process Schedule under the supervision of qualified, licensed Journeyworker teacher(s). Each Domain, based on the existing PSTs for teachers as outlined below, represents a core set of knowledge, skills, and abilities that effective teacher Apprentices are expected to be able to demonstrate in order to be well-prepared for their future role as a teacher in Massachusetts. The skillsets in each Domain shown below describe the skills, actions, mindsets, and culturally and linguistically-sustaining practices that teacher Apprentices should demonstrate with Proficiency, as assessed by a Journeyworker teacher(s) and educator preparation program supervisor, and any supporting administrators as assigned by the Employer. The tables below outline the full set of Domains, Skillsets, and Proficiencies, along with the required number of hours per Domain, that individual Apprentices must demonstrate in order to successfully complete the registered teacher apprenticeship program. These tables may also be used as a checklist by the Apprentice and their Journeyworker teacher(s), educator preparation provider supervisor, and other administrators. Dates of completion associated with each training and/or demonstration of proficiency in each skillset may be documented here. All participating teachers and administrators should reference the Professional Standards for Teachers for guidance and specific criteria relevant to the Domains therein.

Proficiency Assessment Rubric: Definitions

Training Received: Apprentice receives training or instruction in required skillset and may execute associated tasks with some assistance from a Journeyworker teacher(s) and EPP supervisor, and/or administrator. Some Experience/Developing: Apprentice demonstrates required skillset, with some

assistance, coaching, or intervention, as assessed by the Journeyworker teacher(s) and EPP supervisor, and/or administrator.

Proficient in Task: Apprentice demonstrates required skillset independently and with proficiency, as assessed by a Journeyworker teacher(s) and EPP supervisor, and/or administrator. Note: An “X” notation within the Table 2b: On-the-Job Proficiency table below denotes the level of understanding that Apprentices shall be expected to meet for each Skillset and Proficiency listed, based on prevailing standards and expectations as outlined in the Massachusetts Professional Standards for Teachers, on which the On-the-Job Trainings are based. Note: All existing requirements, processes, and guidance relating to educator preparation in the Commonwealth of Massachusetts shall apply to teacher registered apprenticeship programs.

Table 1: Work Processes

Domains and Skillsets

Domain I: Curriculum, Planning, and Assessment

14. Curriculum and Planning

1. | Subject Matter Knowledge

2. | Knowledge of Students

3. | Curriculum Literacy

15. Assessment

1. | Purposeful Assessment

2. | Accessible Assessment

16. Analysis

1. | Analysis and Conclusions

2. | Adjustments to Practice

3. | Sharing Progress with Students and Families

4. | Sharing Progress with Colleagues | Domain II: Teaching All Students

17. Instruction

1. | High Expectations and Support

2. | Engaging Instruction

3. | Inclusive Instruction

4. | Critical Instruction

18. Learning Environment

1. | Positive Relationships

2. | Safe Learning Environment

3. | Collaborative Learning Environment

4. | Student Ownership of Learning | Domain III: Family and Community Engagement

19. Communication

1. | Communication with Families

20. Engagement

1. | Family Engagement

21. Collaboration

1. | Collaboration on Student Learning and Well-being | Domain IV: Professional Culture

22. Reflective Practice and Professional Growth

1. | Reflective Practice

2. | Goal-Setting

3. | Professional Learning and Growth

23. Shared Responsibility, Collaboration, and Decision-Making

1. | Shared Responsibility

2. | Professional Collaboration

3. | Decision-Making

24. Professional Responsibilities

1. | Judgment

2. | Professional Responsibilities

TEACHER

O*NET-SOC CODE: 25-3099.00 | RAPIDS CODE: 3024CB

Work Process Schedule: On-the-job training hours

An apprentice must complete a minimum of 2000 hours of on the job ("OTJ") training.

- Required minimum hours for each domain reflect the number of hours that an apprentice must learn, practice, and demonstrate the listed skillsets on the job for each standard/domain.
- Recommended hours associated with each skillset signal the anticipated amount of time needed to achieve proficiency in each skillset; recommended hours are estimates and suggestions, not requirements.

Table 2a

Domain | Skillsets | Required OTJ Hours (min: 2000)

I: Curriculum, Planning, and Instruction | I- | A: Curriculum and Planning (Recommended Hrs: 293)

- Subject Matter Knowledge
- Knowledge of Students
- Curriculum Literacy

I- | B: Assessment (Recommended Hrs: 146)

- Purposeful Assessment
- Accessible Assessment

I- | C: Analysis (Recommended Hrs: 293)

- Analysis and Conclusions

- Adjustments to Practice
- Sharing Progress with Students and Families
- Sharing Progress with Colleagues 732

II: Teaching All Students | II- | A: Instruction (Recommended Hours: 342)

- High Expectations & Support
- Engaging Instruction
- Inclusive Instruction

II- | B: Learning Environment (Recommended Hours: 342)

- Positive Relationships
- Safe Learning Environment
- Collaborative Learning Environment
- Student Ownership of Learning
- Critical Thinking 684

III: Family & Community Engagement | III- | A: Communication (Recommended Hours: 49)

- Communication with Families 195

III- | B: Engagement (Recommended Hours: 49)

- Family Engagement

III- | C: Collaboration (Recommended Hours: 97)

- Collaboration on Student Learning and Well-Being

IV: Professional Culture | IV- | A: Reflective Practice and Professional Growth (Recommended Hours: 146)

- Reflective Practice
- Goal-Setting
- Professional Learning and Growth*

IV- | B: Shared Responsibility, Collaboration, and Decision-Making (Recommended Hours: 49)

- Shared Responsibility*
- Professional Collaboration
- Decision-Making*

IV- | C: Professional Responsibilities (Recommended Hours: 194)

- Judgment
- Professional Responsibilities 389

*Proficiencies to be introduced during preparation but not practiced or demonstrated by an apprentice. These proficiencies are not factored into the required OTJ hours.

Table 2b: On-The-Job Proficiencies

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

Domain I: Curriculum, Planning, and Assessment

I-A Curriculum and Planning | 1. | Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by:

- Using evidence-based pedagogical practices that enable students to develop and apply grade-level knowledge and skills in authentic contexts.
- Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world.
- Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.

25. 2. Knowledge of Students: Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated learning experiences that enable all students to exercise social-emotional skills (e.g. self-management and making responsible decisions) and progress towards grade-level standards.

3. Curriculum Literacy: Skillfully uses curricular materials by

- Determining strengths and weaknesses of materials and adapting as necessary with integrity to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
- Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction.
- Utilizing a coherent instructional approach that builds student learning towards grade-level standards or individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.

Table 2b: On-The-Job Proficiencies

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

I-B Assessment | 1. | Purposeful Assessment: Uses a variety of formal and informal assessments for specific instructional purposes, including to:

- Understand each student's strengths and areas for growth.
- Measure and monitor students' understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals.
- Actively inform instructional decisions.

2. | Accessible Assessment: Implements assessments that are accessible to all students by:

- Providing multiple ways and opportunities to students to demonstrate their learning.
- Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and lived experiences.
- Ensuring that assessment tasks, methods and instruments maintain the rigor and high expectations outlined in the grade-level standards and do not perpetuate racial, cultural, or linguistic bias.

I-C Analysis 1. Analysis and Conclusions

- Analyzes disaggregated data from a wide range of assessments to: Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups.
- Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.

26. 2. Adjustments to Practice: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.

Table 2b: On-The-Job Proficiencies

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

3. | Sharing Progress with Students and Families: Collaborates with students and their families, in an accessible format and language, to:

- Communicate specific, timely, and asset-based feedback on student progress towards grade-level or proficiency standards.
- Identify ways to build on students' strengths and support further growth.

4. | Sharing Progress with Colleagues: Collaborates with appropriate colleagues (e.g., special education, English learner education, paraeducators, general education, and specialists) to:

- Share conclusions about student progress towards grade-level standards and/or individual learning goals to identify ways to build on students' strengths and support further growth.
- Seek feedback about instructional or assessment practices that will support student learning.

Domain II: Teaching All Students

II-A Instruction | 1. | High Expectations and Support: Supports all students to meet or exceed high expectations, produce high-quality work, and develop self-awareness and skills for independent learning by:

- Using evidence-based pedagogical practices to provide equitable opportunities for grade-level learning.
- Providing supports, scaffolds, and tools to meet students' needs.
- Providing clear criteria for success (e.g., models, rubrics, exemplars).
- Reinforcing perseverance and effort with challenging content and tasks.

Table 2b: On-The-Job Proficiencies

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

2. | Engaging Instruction: Engages all students as active participants in their own learning of meaningful, standards-aligned and grade-appropriate content by:

- Providing opportunities for students to make choices, explore topics and apply learning in culturally sustaining ways, and through real-world, interactive contexts.
- Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to motivate learning and support students' information processing.
- Facilitating cooperative learning with equitable student participation in discussion.
- Integrating digital tools and educational technology that enhance learning experiences and promotes the development of digital literacy skills.

3. | Inclusive Instruction: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:

- Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies,

scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students.

- Providing students with multiple ways to learn content and demonstrate understanding.

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

27. 1. Positive Relationships: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.

II-B Learning Environment | 2. | Safe Learning Environment: Creates and maintains a safe, supportive, and inclusive environment by:

- Co-creating meaningful rituals and routines with students.
- Supporting student accountability for the impact of their actions.
- Enabling students to take academic risks and share ideas freely.
- Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness).
- Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.

3. | Collaborative Learning Environment: Develops students' relationship and communication skills by:

- Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language.
- Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise.

28. 4. Student Ownership of Learning: Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute to the classroom and school community.

5. | Critical Thinking: Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

Domain III: Family and Community Engagement

III-A Communication with Families

1. | Communication With Families: Establishes regular, two-way communication with families that:

- Is culturally and linguistically sustaining, aligned with family preferences, and in approachable language and formats.
- Shares timely information about student learning and performance.

III-B Family Engagement

1. | Family Engagement: Engages with families in a way that is equitable and collaborative by:

- Building positive relationships with families characterized by mutual trust and respect.
- Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community.
- Clearly and accessibly communicating information about family engagement opportunities.

III-C Collaboration

1. | Collaboration on Student Learning and Well-Being: Partners with families to support students' learning and

well-being by:

- Leveraging families' cultural and linguistic knowledge and expertise as assets.
- Engaging with families about what students are learning in the classroom and expectations for student success.
- Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.

Table 2b: On-The-Job Proficiencies

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

Domain IV: Professional Culture

IV-A Reflection and Professional Growth | 1. Reflective Practice: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language,

disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.

2. | Goal Setting: Sets professional practice and student learning goals that:

- Are challenging, standards-aligned and measurable.
- Are based on thorough self-assessment, analysis of student learning data, and feedback from students and families.
- Promote more inclusive and equitable learning experiences and outcomes for all students.

29. 3. Professional Learning and Growth: Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes.

IV-B Shared Responsibility, Collaboration, and Decision-Making | 1. Shared Responsibility: Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community.

30. 2. Professional Collaboration: Collaborates and communicates with colleagues, including colleagues in special education, English learner education, and general education, paraeducators, specialists, and support staff, on tasks in support of shared goals for student learning such as adapting and implementing instructional materials, examining student work, analyzing student performance, and planning appropriate scaffolds, interventions, and supports.
31. 3. Decision-Making: Contributes ideas and expertise to planning and decision-making at the school, department, and/or grade level to advance effective, equitable, inclusive, and digitally appropriate instruction for all students.

Table 2b: On-The-Job Proficiencies

Skillset & Proficiency Expectation | Training Received

(Insert Date) | Some Experience/ Developing

(Insert Date) | Proficient in Task

(Insert Date)

IV-C Professional Responsibilities

32. 1. Judgment: Adheres to the school or district’s existing code of ethics and protects student confidentiality appropriately, including student data privacy related to digital tools.

2. | Professional Responsibilities: Fulfills all routine professional responsibilities, including:

- Engaging with all colleagues with respect and civility.
- Adhering to district attendance policies.

RELATED INSTRUCTION OUTLINE

TEACHER

O*NET-SOC CODE: 25-3099.00 | RAPIDS CODE: 3024CB

Related Instruction Outline-General Requirements

The related instruction for the teacher registered apprenticeship program will progress the individual Apprentice through the necessary coursework requirements for obtaining an Academic Teacher license at the Initial level in the Commonwealth of Massachusetts. Apprentices shall complete no less than 150

hours of related instruction per year. Upon completion of an apprenticeship program for the occupation of Teacher, individual Apprentices will also have completed the field-based experiences required by Massachusetts regulation and have received supports to complete all remaining requirements necessary to earn an Academic Teacher license at the Initial Level in Massachusetts, including passing relevant licensure assessments, obtaining a required endorsement in Sheltered English Immersion (SEI) (or equivalent), and passing relevant performance assessments for program completion. Apprentices may not serve as teachers-of-record during the apprenticeship term. All existing requirements, processes, and guidance relating to educator preparation in the Commonwealth of Massachusetts shall apply to teacher registered apprenticeship programs. A Related Instruction Provider must be an approved educator preparation provider within the Commonwealth of Massachusetts that is able to offer an approved pathway (degree or non-degree granting) by which Apprentices may obtain an Academic Teacher license at the Initial Level in the Commonwealth of Massachusetts. The Massachusetts Department of Elementary and Secondary Education, as the intermediary and co-Sponsor, is responsible for reviewing and approving all institutions that are interested in serving as Related Instruction Providers. Based on the number of pre-existing undergraduate credits and/or relevant work experience they possess when entering a teacher registered apprenticeship program, individual Apprentices will on-ramp into Related Technical Instruction at different entry points, at the direction of the approved Related Instruction Provider. As such, all Apprentices completing a registered apprenticeship in the Teacher occupation in Massachusetts shall, at a minimum:

- Complete no less than 150 hours of related instruction per year.
- Complete a related instruction outline and program of study offered by an approved educator preparation provider within the Commonwealth of Massachusetts that is able to offer an approved pathway by which Apprentices may obtain an Academic Teacher license at the Initial Level in the Commonwealth of Massachusetts.
- Complete a related instruction outline that aligns with the required Cross-Cutting Subject Matter Knowledge (SMK) Requirements and established SMK requirements for the specific subject area or grade band that an Apprentice shall be completing as part of their apprenticeship program.
- A full list of currently established SMK requirements may be found within the Subject Matter Knowledge (SMK) Guidelines published by the Department of Elementary and Secondary Education.
- Complete a related instruction outline and program of study aligned with the Guidelines for the

Professional Standards for Teachers (PSTs) that articulate the pedagogical and professional skills that all candidates should be introduced to, practice, or be able to demonstrate by the conclusion of their preparation.

- Complete an approved related instruction outline that allows the Apprentice to satisfy the requirements of earning endorsement in Sheltered English Immersion (SEI) (or equivalent), as outlined below.

Subject Matter Knowledge (SMK) Requirements

Students in Massachusetts must meet rigorous academic standards, which are outlined in the Massachusetts Curriculum Frameworks. To do so, they must have access to educators with strong content knowledge and pedagogical skill, the building blocks of effective instructional practice. Registered Apprentices should have access to related instruction and coursework that promotes culturally and linguistically-sustaining instructional practices. Coursework should provide educators with the knowledge and skills to both enhance their own ability to advocate for equity, justice and liberty in their communities and beyond, and to empower students to do the same. As such, in support of promoting strong content knowledge, and to ensure alignment between Massachusetts' standards for

apprenticeship in the Teacher occupation and the established standards for educator preparation in Massachusetts, the Massachusetts Department of Elementary and Secondary Education will be using the established Subject Matter Knowledge (SMK) requirements as the basis for what requirements and expectations all Related Instruction Outlines must abide by as part of a teacher registered apprenticeship program in Massachusetts. The following Cross-Cutting SMK Requirements apply to all initial teacher subject and grade span license areas in Massachusetts, and thus will be required to be reflected in all related instruction outlines provided to Teacher Apprentices. These requirements are as follows:

Required Cross Cutting SMK Requirements for all Related Instruction Outlines for the Teacher Occupation in Massachusetts For all Pre-K-12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to:

- Support the integration of standards for literacy across the content areas as outlined in the most current ELA/Literacy Framework.
- Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, and Computing Systems as outlined in the most current Digital Literacy Computer Science Framework.
- Apply the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
- Understand the characteristics and instructional implications of moderately and severely disabling conditions.
- Apply special education policies and procedures.
- Support English learners through English learner education instruction.

For all Pre-K-12 educators licensed in Early Childhood, Pre-K-2; Elementary, 1-6; Moderate Disabilities, Pre-K-2, Pre-K-8 & 5-12; Teachers of Deaf and Hard of Hearing Oral/Aural; and Teachers of Visually Impaired, it is expected that they demonstrate the knowledge needed to support students in mastering the foundations of reading, including:

- Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:
- Current research-based theories and practices for developing proficient and strategic readers; familiarity with programs and approaches for teaching literacy/reading.

ii. | Principles and research-based instructional practices for developing proficient readers (phonics and word recognition, vocabulary, reading fluency, comprehension, and the reading-writing connection).

iii. | Theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges.

iv. | Knowledge of reading standards as outlined in the 2017 ELA/Literacy Curriculum Framework reading for key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and text complexity.

- Instructional practices for supporting comprehension in a variety of genres and content areas.

vi. | Knowledge of selection criteria for classroom literary and informational texts.

- Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness).
- Phonemic awareness and phonics; principles, knowledge, and instructional practices.
- Use of assessment for instruction and intervention.
- Knowledge of a variety of formal and informal reading assessment tools.

- Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and to differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups).
- Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring.
- Diagnosis and assessment of reading skills using standardized, criterion- referenced, and informal assessment instruments.

License-specific SMK Requirements for all Related Instruction Outlines for the Teacher

Occupation in Massachusetts The following matrices outline the subject-specific requirements for each Initial Teacher license program of study. All SMK Matrices can be found here: https://www.doe.mass.edu/edprep/review/toolkit/matrices.html.

- Crosscutting SMK Matrix
- SMK Matrix - Early Literacy Matrix
- SMK Matrix - Arts Framework
- SMK Matrix - Autism Endorsement
- SMK Matrix - Bilingual Education Endorsement
- SMK Matrix - Business
- SMK Matrix - Comprehensive Health and Physical Education Framework - coming soon
- SMK Matrix - Digital Literacy and Computer Science Framework
- SMK Matrix - Early Childhood
- SMK Matrix - Elementary
- SMK Matrix - English as a Second Language
- SMK Matrix - English Language Arts and Literacy Framework
- SMK Matrix - History and Social Science Framework
- SMK Matrix - Instructional Technology Specialist
- SMK Matrix - Library
- SMK Matrix - Mathematics Framework
- SMK Matrix - Middle School Humanities
- SMK Matrix - Middle School Math/Science
- SMK Matrix - Reading Specialist
- SMK Matrix - School Business Administrator
- SMK Matrix - School Counselor
- SMK Matrix - School Social Worker/School Adjustment Counselor
- SMK Matrix - Science and Technology/Engineering Framework
- SMK Matrix - Teacher of Students with Moderate Disabilities 5-12
- SMK Matrix - Teacher of Students with Moderate Disabilities PK-8
- SMK Matrix - Teacher of Students with Severe Disabilities
- SMK Matrix - Teacher of the Deaf and Hard of Hearing
- SMK Matrix - Teacher of the Visually Impaired
- SMK Matrix - Transition Specialist Endorsement
- SMK Matrix - World Languages Framework

Requirements for Obtaining Endorsement in Sheltered English Immersion (SEI)

As of July 1, 2014, all educators applying for their first Initial license (specifically core academic teachers of ELLs and principals/assistant principals and supervisors/directors who supervise or evaluate such teachers) in Massachusetts must obtain the Sheltered English Immersion endorsement. This includes all Core Academic Teachers (early childhood, elementary, teachers of students with moderate and severe disabilities, English, reading, language arts, mathematics, science, civics and government, economics, history, and geography). As such, all Apprentices completing a registered apprenticeship in the Teacher occupation in Massachusetts must obtain a SEI endorsement in one of the following ways:

- Successful completion of a Department of Elementary and Secondary Education-approved course of study for teachers, through a Massachusetts approved program, specific to providing sheltered English instruction. Or
- Passing a Department of Elementary and Secondary Education- -approved assessment. Or
- *Possession of an English as a Second Language or English Language Learners license. Or
- Possession of an equivalent * credential, as approved by the Commissioner, issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner. Or
- Successful completion of a Department of Elementary and Secondary Education-approved course of study specific to providing sheltered English instruction.

*If Apprentices hold a valid comparable license/credential issued by a state other than Massachusetts, they must submit a copy of your license/certificate.

Summary Table: Required OTJ Hours by Domain

Domain	Focus Areas	Minimum OTJ Hours
I. Curriculum, Planning, and Assessment	Curriculum and planning; assessment; analysis	732
II. Teaching All Students	Instruction; learning environment	684
III. Family and Community Engagement	Communication; engagement; collaboration	195
IV. Professional Culture	Reflection and professional growth; collaboration and decision-making; professional responsibilities	389