

Support SB23-087

TEACHER-DEGREE APPRENTICESHIP

Sponsored by Senators Janice Marchman and Mark Baisley

Situation

- It's no surprise we have a teacher shortage. The current paths to licensure limit options for those without a bachelor's degree to pair paid, full-time work-based learning with degree attainment. Many Coloradans who would otherwise be interested face obstacles and barriers in the traditional paths, and the alternative licensure path offers opportunity only for those who already hold a bachelor's degree.

Benefits

- The proposed **teacher-degree apprenticeship offers a third, competency-based option**—one in which teacher candidates can start from zero and access an earn-and-learn model. It gets teachers teaching more quickly, and ultimately sets them up for success by putting first-year teachers in the classroom with years of practical experience instead of just a few months. It does not change anything in the traditional path or alt licensure path—it simply adds another option to get more students into the teacher pipeline.
- A Teacher-Degree apprenticeship **creates flexibility without sacrificing any of the rigor or standards** we currently maintain with the current paths—it would still end with a bachelor's and even more structured classroom experience than is currently required.
- **It's a community builder:** it keeps rural residents training and working in their communities. Working parents, experienced para-educators and those in Colorado's rural communities that wish to study, train, and ultimately work there would all benefit from a work-based learning path that allows for flexibility in degree and license attainment.
- Paid on-the-job and degree flexibility makes a Teacher-Degree Apprenticeship a more equitable path to a career in education, **creating a more diverse talent pool of qualified teachers.**

Positioning and Differentiation

- A Teacher-Degree Apprenticeship builds on elements established by the current alternative licensure route: a flexible bachelor's requirement, CDE-approved training programs, and structured on the job training.
- Where it differs and adds value is in its access to candidates who don't already have a bachelor's degree and its utilization of the proven model of registered apprenticeship.

Applying Elements of existing ALT LICENSURE to the APPRENTICESHIP MODEL

ALTERNATIVE LICENSURE

FLEXIBLE BACHELOR'S DEGREE - Compatible with any bachelor's degree from an accredited institution, however, must be completed prior to program enrollment

TRAINING PROVIDER – CDE approved teacher training program is provided by an agency also approved by CDE, that is typically not an institution of higher education.

INCREMENTAL RESPONSIBILITY – Learning occurs through structured, on-the-job training under supervision of a mentor teacher, allowing for incremental responsibility up to and including working as teacher of record.

TEACHER DEGREE APPRENTICESHIP

FLEXIBLE BACHELOR'S DEGREE - Compatible with any related BA/BAS degree from an accredited institution, however, must incorporate on-the-job training and is earned side-by-side with training program

TRAINING PROVIDER – CDE approved and US DOL registered teacher degree apprenticeship program is provided/sponsored by an agency also approved by CDE, that is not required to be an institution of higher education.

INCREMENTAL RESPONSIBILITY – Learning occurs through structured, on-the-job training under supervision of a mentor teacher, allowing for incremental responsibility up to and including working as teacher of record.

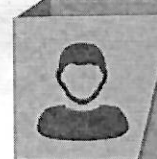
WHO ARE THE CURRENT MODELS NOT SERVING?



A mother without a college degree, living and working as a paraprofessional. She needs to be at work during the school day, and with her kids after school. As an apprentice she could maintain her full-time employment and keep her benefits, but only if she can work toward her degree in the evenings online, after her kids have gone to bed.



A high school senior in a rural community interested in becoming a teacher, but who doesn't want to move away from home to enroll to go to college or take on an unreasonable commute. It would be easier to just pursue a different career and enroll in a non-education focused college program that is accessible online.



An experienced para who decides to become a teacher and follows the traditional path. After working through two years of general education courses that he isn't sure are relevant, he must quit his job and take on a long commute to class each day. He is required to complete classroom observation hours despite his prior experience working in schools. He takes on tuition debt, loses his para salary and benefits, and the process takes four years to complete.