

BUILDING EFFECTIVE TEACHING APPRENTICESHIP MODELS

OVERVIEW

The [Pathways Alliance](#) is an uncommon coalition of leading organizations from across the K12 and higher education ecosystems dedicated to supporting and implementing diverse and inclusive educator preparation pipelines, including teacher residency and apprenticeship programs. This [coalition of over 40 partner organizations](#), including teacher residency programs, higher education institutions, schools, districts, and national organizations representing educators, was launched in October 2021 and is co-led by InnovateEDU and The Learning Policy Institute. The alliance has actively worked toward supporting the implementation of effective, affordable educator preparation programs by creating connective tissues among organizations to drive cohesion, resources, and knowledge sharing in this important field, including the development of a [comprehensive resource library](#) and a [common definition of teacher residency](#).

SUPPORTING AND BUILDING TEACHING APPRENTICESHIP MODELS

In August 2022, federal, state, and local workforce and education leaders gathered to set a benchmark for high-quality teaching apprenticeship programs. This initiative was launched by [First Lady Jill Biden at the White House in collaboration with the U.S. Department of Education and the U.S. Department of Labor](#) to develop comprehensive guidelines for high-quality educator apprenticeships based on field data. The group created the [National Guidelines for Standards for K-12 Teacher Apprenticeships \(NGS\)](#) released by the U.S. Department of Labor. They outline the requirements and responsibilities apprenticeship programs must meet. In addition, they provide a comprehensive work process schedule outlining apprentices' professional and pedagogical skills. An evidence-based approach to educator development and training, developed in partnership with field-based programs, underpins these guidelines.

SEE IT IN ACTION: A COMPENDIUM OF PROGRAMS



SEE IT IN ACTION: DALLAS COLLEGE



Founded in 1965, Dallas College comprises seven campuses: Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake, and Richland. The college serves more than 125,000 credit and continuing education students during the fall and spring semesters. Students in partner high schools and early college high schools throughout Dallas County can also earn dual credit at Dallas College.

Dallas College is the first community college in Texas to be approved to offer a bachelor's degree in early childhood education and teaching. The bachelor's degree program welcomed its first cohort in the fall of 2021. This group of students began their final year of their bachelor's degree in the fall of 2022, which is also when Dallas College launched the teacher residency apprenticeship program. In partnership with local school districts, Dallas College's School of Education offers a hands-on training program modeled after successful apprenticeship programs in other professions. Under the apprenticeship program, students earn up to \$30,000 to serve as residents in classrooms three days per week and tutor or serve as substitute teachers one day per week. The students also participate in weekly cohort meetings and receive frequent coaching from Dallas College faculty.

Among Dallas College's apprentice programs partners, Richardson Independent School District was the first to enroll to address educator shortages and to build a sustainable talent pipeline. Joining Richardson, Uplift Education hosted current students enrolled in Dallas College's bachelor's degree and placed them in schools that need additional educators. More than 200 future educators will be placed in partnering school districts throughout Dallas County through the apprenticeship pathway. Dallas College is the first institution in Texas to receive the Department of Labor's recognition as a registered teacher apprenticeship with this innovative program. The Department of Labor grant provided approximately \$150,000 to Dallas College to cover students' college tuition during the program's inaugural year.

More information regarding Dallas College's program can be found below:

- [EdSurge - A New Feature of Teacher Prep Programs? Compensating Future Educators for Their Time](#)
- [PBS NewsHour - Schools Hope Apprenticeships Will Alleviate Teacher Shortage](#)
- [Dallas College - Earn a Bachelor's Degree in Education](#)

SEE IT IN ACTION: AUSTIN PEAY STATE UNIVERSITY



The Eriksson College of Education at Austin Peay State University is a national leader in preparing students to be successful teachers and working with school districts to address teacher shortages. With the start of the Austin Peay State University and Clarksville-Montgomery County School System Teacher Residency program in January 2022, the country's first [registered apprenticeship program](#) for teaching was born - The Tennessee Teacher Occupation Apprenticeship program. Teacher residents at APSU obtain initial licensure in Elementary K-5, with an endorsement in Special Education Interventionist K-8.



It is a three-year program open to high school graduates, classified employees, and members of the community without a bachelor's degree. The school district is the first point of contact for applications. The applicant works as a teacher resident in the district once accepted into the program. A teacher resident is paid a salary by the school district and receives free college tuition and books.

In the three-year residency program, teacher residents are paired with a mentor teacher in their school and receive wraparound support from APSU faculty and staff. APSU master clinicians observe teacher residents often in the classroom, preparing them for the edTPA, a certification assessment for educators. Residents earn an Associate of Science in Teaching degree at a local community college before transferring to Austin Peay to complete their bachelor's degree.

Since launching Grow Your Teacher Residency, Austin Peay has partnered with school districts in five counties and two community colleges. There are more than 190 teacher residents enrolled in existing cohorts. About 40 students graduated from the program's first cohort in August 2022.

SEE IT IN ACTION: BALL STATE



The Ball State University Teachers College has launched a registered apprenticeship program in Elementary Education to address teacher shortages and support educator preparation pipelines. They are turning to local high schools to do it. Noblesville Community Schools, the Boys & Girls Club of Noblesville, Pursuit Institute of Hamilton County (formerly Hamilton County Center for Career Achievement), and Region 5 Workforce Board collaborated on this new program overseen by the Indiana Department of Workforce Development's (DWD) Office of Work-Based Learning and Apprenticeships (OWBLA). These multi-sector partners aligned education, workforce, and career pathways to address their communities' needs and create an economically viable pathway for earning an undergraduate degree.

A five-year course of study based on the Grow Your Own model was first introduced at Noblesville High School, where students earn multiple education-related certifications and gain valuable hands-on experience. As early as their junior year of high school, students can enroll in the apprenticeship program and complete coursework through dual enrollment. In addition, students can graduate from college a year early after completing their elementary education degree from BallState.

As part of Ball State's registered apprenticeship program, high school students gain valuable experience while building their networks by interacting with industry professionals and mentors. Through education-related certifications and work opportunities at after-school programs such as the Boys & Girls Club, the program also helps students prepare for the educator workforce.

SEE IT IN ACTION: BRAZOSPORT ISD/ESC4



In response to Texas's teacher shortage, the United States Department of Labor approved a new apprenticeship model that will allow teaching apprentices to earn state teacher certification. As a result, the first K-12 Teacher apprenticeship program in Texas, a registered apprenticeship program, was created through a partnership between Brazosport Independent School District (BISD), Brazosport College, and INSPIRE TEXAS | Educator Preparation by Region 4.

The apprenticeship program offers aspiring teachers the opportunity to earn a salary in BISD while working towards their bachelor's degree at Brazosport College. Apprentices in the program work under the guidance of a certified teacher and complete the requirements to be an accredited teacher with INSPIRE TEXAS. The program addresses employer-driven needs focusing on high-growth, high-demand, high-skill, and high-wage career opportunities. In addition, selected apprentices will access benefits that support tuition and fees, professional development, on-the-job training, and needs-based wraparound services.

The partnership actively explores and applies for grants and funding to support the program's sustainability. As a result, apprentices will have access to all required resources within Brazoria County. Dr. Vincent Solis, President of Brazosport College, emphasized the role that Brazosport College will play in support of future educators.

The apprenticeship model offers multiple on-ramps into the field of education and higher retention of teaching apprentices, contributing to the partnership's goal of quality educator preparation from start to finish. In addition, this collaborative effort will tap into asset-based community development and highlight the strengths and opportunities within each partner entity.

SEE IT IN ACTION: ECTOR COUNTY ISD



Ector County ISD's newly approved Registered Apprenticeship Program for Teachers marks a transformative step in Texas teacher education anchored in meeting rural school districts' needs. This initiative, unique in its approach, aims to revolutionize the way teachers are trained, addressing both educational and financial barriers.

The program offers aspiring teachers a comprehensive learning journey that goes beyond the scope of traditional student teaching programs. Apprentices in this program work alongside experienced educators for an extended period, gaining invaluable classroom experience, mentorship, and practical skills essential for a successful teaching career. This hands-on approach is integrated with rigorous academic coursework, preparing participants for a seamless transition into their teaching roles.

A vital feature of the ECISD Registered Apprentice Program is the financial support it offers. Apprentices have full tuition and fees covered, allowing them to earn a bachelor's degree in education without financial stress. Additionally, they receive a paycheck while gaining experience in the school district, making it a financially viable pathway to a teaching career.

This initiative is part of ECISD's broader strategy to combat teacher shortages and enhance the quality of education. By collaborating with Odessa College and the University of Texas Permian Basin, ECISD leverages expert resources to enrich the apprenticeship experience. This partnership is a testament to these institutions' commitment to addressing the community's educational needs and nurturing the next generation of skilled educators.

With the U.S. Department of Labor's endorsement, ECISD's Registered Apprenticeship Program for Teachers is a pioneering model, demonstrating a proactive and innovative approach to teacher development. This initiative not only elevates the standard of teacher training but also represents a significant advancement in ECISD's ongoing efforts to recruit, retain, and reward top-quality educators.

SEE IT IN ACTION: VIRGINIA STATE UNIVERSITY



Virginia State University's Department of Teaching and Learning, recognized by The National Council for Accreditation of Teacher Education and the Council for the Accreditation of Educator Preparation, proudly offers extensive programs for those aspiring to become competent, caring, effective, and culturally responsive educators. Their curriculum, approved by the Virginia Board of Education, is meticulously designed to lead to licensure by the Virginia Department of Education.

The "I Too Teach" Teacher Residency program is unique to Virginia State University. This innovative initiative is an accelerated pathway enabling participants to complete a Master of Education (MEd) in either Elementary or Special Education within a year, and remarkably, tuition-free.

Applicants accepted into this program commit to rigorous academic and professional requirements. These include passing the Virginia Communication and Literacy Assessment (VCLA) and the Teaching Reading Assessment, maintaining a minimum 3.0 GPA, and working as instructional aides or paraprofessionals in selected public schools. This commitment extends beyond the program, requiring graduates to serve as licensed teachers in these schools for three years post-completion.

This program is a strategic partnership between the Virginia Department of Education and Virginia State University, addressing teacher shortages in critical areas within the Commonwealth of Virginia. It's an opportunity that blends academic rigor with hands-on teaching experience, preparing educators not just for certification but for a lifelong career in teaching. Participants who fail to meet the program's requirements must repay the funds, ensuring a commitment to their professional development and future students.

Virginia State University's approach reflects a deep commitment to community engagement and educational excellence, preparing a new generation of teachers to contribute significantly to education in Virginia and beyond.

SEE IT IN ACTION: COLUMBIA COLLEGE



COLUMBIA
COLLEGE

The Alternative Pathways to Educator Certification (APEC) Center at Columbia College is a beacon of teacher education innovation. Launched in 2018, APEC provides alternative routes for district employees to obtain teacher certification. A testament to its success, APEC has, since its inception, prepared 88 teachers to lead classrooms in partner districts across South Carolina.

In recognition of its success and unique teacher residency, APEC was honored as a Registered Apprenticeship Program (RAP) by the U.S. Department of Labor in June 2022, marking it as the first RAP for teachers in South Carolina. This distinction highlights the program's commitment to meeting high standards and providing exceptional training to aspiring educators.

APEC's most recent milestone was the celebration of 20 APEC Fellows on September 14. These dedicated individuals completed the rigorous APEC residency and were awarded their Department of Labor certificates. Dr. Marla Sanders, APEC Director, expressed pride in their achievements, acknowledging their hard work and preparation to effectively lead classrooms.

APEC is distinguished by its focus on recruiting, preparing, and retaining quality teachers in critical-need schools and districts in South Carolina. The program stands out with its innovative approach to teacher certification, combining a year-long paid teacher residency with comprehensive mentoring and graduate coursework. This approach provides practical classroom experience and supports participants academically and professionally, ensuring their success as educators.



The heart of the APEC Program is the Teacher Residency. This residency requires fellows to spend a year in a classroom under the guidance of a certified mentor teacher, aligning with their area of certification. During the preservice year, professional learning workshops and course modules bolster this immersive experience. Furthermore, fellows can advance their education by pursuing a master's degree at Columbia College.

Columbia College's APEC Program exemplifies a forward-thinking and practical approach to addressing teacher shortages. It empowers passionate individuals to give back to their communities. It paves the way for a new generation of educators equipped with the skills and knowledge to thrive in the classroom.

SEE IT IN ACTION: NORTH DAKOTA



The North Dakota Teacher Apprenticeship Program is a groundbreaking education initiative addressing the state's critical teacher shortage. In December 2022, the North Dakota Department of Public Instruction's application for a Registered Apprenticeship Program for Teachers (RAP-T) was approved, making it an official sponsor for all RAP-T programs in the state.

This innovative program was bolstered in July 2023 when North Dakota was one of only seven states to be awarded a U.S. Department of Labor grant to expand the National Apprenticeship system. The RAP-T initiative in North Dakota offers a unique pathway for paraprofessionals working in local school districts. It enables them to become licensed teachers through a practical, "earn and learn" model, with no cost to the individual. This approach is particularly effective in tackling the state's pervasive teacher shortage, providing a practical solution to fill teaching positions in local schools.

The program includes partnerships with four educator preparation programs and eleven local school districts. This collaborative effort is funded by federal dollars, emphasizing the program's importance and the government's investment in improving education in North Dakota.

The North Dakota Teacher Apprenticeship Program stands out for its commitment to providing paraprofessionals with a practical pathway to teacher certification. Through this program, participants gain hands-on classroom experience while continuing their education, all without financial burden. This initiative addresses the immediate need for qualified teachers and invests in the long-term quality of education in North Dakota.

By offering an innovative and accessible route to teacher certification, the North Dakota Teacher Apprenticeship Program is shaping the future of education in the state. It's a model of how collaboration, federal support, and practical training can effectively address teacher shortages and enhance the quality of education.

SEE IT IN ACTION: MISSOURI STATE UNIVERSITY



Discover the Pathways for Paraprofessionals Registered Apprenticeship Program at Missouri State University, a transformative opportunity tailored for those aspiring to excel in special education. This program is specifically crafted for working paraprofessionals, aiming to equip them with essential knowledge, skills, and certification vital for impactful roles in special education. The curriculum is rich and comprehensive, emphasizing practical experience, individualized mentorship, and a thorough understanding of special education practices.

Notably, the program offers unmatched flexibility, with courses available entirely online or via web-conferencing, accommodating the busy schedules of educational professionals. A standout feature is the collaboration with school districts, allowing participants to complete part of their coursework at no tuition cost.

This program is not just for experienced paraprofessionals but also welcomes those new to the field. It paves a distinctive path for professional development, leading to initial certification as a K-12 Special Educator in Missouri. By joining this program at Missouri State University, you become part of a committed community of educators, all dedicated to enhancing the educational experience of students with diverse learning needs.

Current achievements and features of the program include:

- Enrollment of 273 apprentices in the Pathways for Paras program.
- Collaboration with 172 school districts across Missouri.
- The first cohort of 24 students was successfully graduated in December 2023.
- Certification as Missouri K-12 Cross-Cat Special Education teacher upon completion.
- Partnership with Missouri State University as the Educational Preparation Provider (EPP).
- Competitive salary for paraprofessionals, ranging from \$16 to \$18 per hour, varying with the school district.
- Coursework conducted online through Missouri State University, with up to 24 credit hours available through local school district cohorts.
- Tuition for courses at Missouri State University is the student's responsibility, while the respective school districts cover those taken at local districts/cohorts. Additionally, students may avail of several grant programs to assist with tuition costs.

SEE IT IN ACTION: REACH UNIVERSITY



The Reach University Apprenticeship Program transforms teacher preparation by combining work-based learning with academic progression. Dr. Mallory Dwinal-Palisch is Reach's Chancellor and Craft Education System's CEO.

Program Enrollment and Completion:

- **Enrollment:** Reach University currently has 1,000 apprentices across five states. Growth Projection: The program will grow to 10,000 apprentices over four years.
- **Completion Rates:** Reach's students persist through the program at rates equal to those of traditional college students from middle and affluent backgrounds, despite many coming from low-income, first-generation, or working-parent backgrounds.
- **Ensuring Apprentices Are Not Teachers of Record:** Reach University has confirmed that apprentices need to work as record teachers during their apprenticeship year. This ensures they receive the necessary mentorship and support, providing reassurance about the program's commitment to their success.

The Reach Method: The program's apprenticeship degrees are stackable, allowing students to earn:

- A 30-credit Early Childhood Educator Certificate after the first year.
- A 60-credit Associate's Degree after the second year.
- A Bachelor's Degree, followed by a Master's Degree and teaching credential over four years.

This stackability ensures continuous professional growth and incremental earning potential.

Faculty Model: Reach employs a unique faculty model where 100% of the educators are classroom teachers. Half have been recognized as distinguished educators, and a quarter are state Teachers of the Year. These clinical faculty members continue to work in K-12 schools while teaching, creating a dual benefit of higher pay and professional development.

Program Success:

- **Diversity:** Over 50% of apprentices are teachers of color, and 90% are low-income, first-generation, or working parents.
- **Praxis Pass Rates:** Apprentices pass the Praxis exams at twice the state average and three times the average in their specific geographies.
- **District Satisfaction:** Reach has a net promoter score of 71, and 100% of district partners continue their partnerships.

Future Impact: Reach University aims to catalyze the national movement for teaching apprenticeships. With federal support from the Departments of Labor and Education, states are increasingly adopting these methods. This movement is expected to address teacher shortages and improve teacher quality nationwide.

Reach University's Apprenticeship Program stands as a testament to the success of this model in teacher education. It ensures the production of high-quality, diverse, and well-prepared teachers for the future. The innovative approach and promising results underscore the potential for nationwide adoption and the long-term impact on the education system, instilling confidence in its effectiveness.

SEE IT IN ACTION: DAKOTA STATE UNIVERSITY



The Teacher Apprenticeship Pathway at Dakota State University (DSU) addresses teacher shortages by providing paraprofessionals with a pathway to earn their teaching certifications. Multiple state agencies support this initiative and offer a blend of academic coursework and hands-on experience.

Program Enrollment and Completion:

- **Enrollment:** The program started with its first cohort and has now expanded to a second cohort, with up to 90 apprentices participating.
- **Growth and Support:** The program, supported by the South Dakota Department of Education and the Department of Labor & Regulation, aims to significantly reduce the number of unfilled teaching positions in the state. Participants complete the program in two years, culminating in a bachelor's degree in education.

During the apprenticeship, participants continue to work as paraprofessionals. They do not serve as teachers of record, ensuring they receive adequate support and mentoring while gaining practical experience.

Funding and Support: The program is funded in part by the South Dakota Department of Labor and Regulation, which helps keep costs low for participants. This support is essential for making the program accessible and affordable, allowing paraprofessionals to continue working while they complete their coursework and transition into fully certified teaching positions.

Stackable Apprenticeship Degrees:

The program is structured to provide:

- A bachelor's degree in elementary, special, or secondary education over two years.
- Virtual coursework is offered at convenient times, allowing participants to work while studying.
- Mentorship from experienced teachers and university advisors throughout the program.

DSU's program involves experienced educators who serve as mentors. These mentors provide one-on-one support to apprentices, helping them transition from paraprofessionals to certified teachers. This model helps retain talent within the community and ensures apprentices receive practical guidance from seasoned professionals.

Program Success:

- **Diversity and Inclusion:** The program targets paraprofessionals who are already familiar with the school environments and communities they serve.
- **Academic and Practical Balance:** Participants must have a full course load each term, with classes and student-teaching experiences designed to fit their work schedules. This integration of work and study helps ensure a smooth transition to full-time teaching roles.
- **The Teacher Apprenticeship Pathway** is part of a broader effort to create sustainable solutions to teacher shortages. The program aims to build a robust pipeline of well-prepared educators committed to their local communities by turning paraprofessionals into certified teachers.

Dakota State University's Teacher Apprenticeship Pathway is a forward-thinking initiative that blends academic learning with practical experience. By supporting paraprofessionals in their journey to become certified teachers, the program addresses critical shortages and strengthens the educational workforce in South Dakota.

SEE IT IN ACTION: TEXAS A&M



The Teacher Apprenticeship Program at Texas A&M University is designed to address the teacher shortage by providing comprehensive training and certification for aspiring educators through a blend of academic coursework and practical, in-classroom experience.

Program Enrollment and Completion:

- **Enrollment:** Texas A&M University offers various pathways for teacher certification, including the Teacher Education Residency Model (TERM) and the Alternative Teacher Certification Program.
- **Growth and Support:** These programs are supported by multiple state and national initiatives, including partnerships with local school districts and funding from the U.S. Department of Education's Teacher Quality Partnership grant ([EduAdmin & HRDev](#)) ([Education and Human Development](#)).

Participants in Texas A&M's programs are not teachers of record during their apprenticeship period. Instead, they work under the guidance of experienced mentors while completing their certification requirements, ensuring they receive the necessary support and practical training without the full responsibilities of a lead teacher.

The programs are funded through various sources, including the U.S. Department of Education's Teacher Quality Partnership (TQP) grant. This funding helps keep the program accessible and affordable for participants, allowing them to work and study simultaneously. There is no specific mention of funding from the Department of Labor for Texas A&M's teacher apprenticeship programs ([EduAdmin & HRDev](#)) ([Home](#) | [Deans for Impact \(DFI\)](#)).

Texas A&M offers stackable certification programs:

- **TERM:** This model provides a year-long clinical residency, allowing participants to gain hands-on experience in high-need school districts. Upon completion, candidates may be offered teaching positions in the districts where they trained.
- **Competency-Based Alternative Certification:** This program allows participants to complete their certification online at their own pace, typically within 1 to 1.5 years. It is designed for working professionals and includes a mix of coursework and practical teaching assignments ([ESC19](#)) ([Texas A&M University-Commerce](#)).

The program involves a collaborative effort between Texas A&M's faculty and local school districts. Experienced teachers serve as mentors, providing one-on-one guidance to apprentices. This model ensures that participants receive continuous support and practical insights from seasoned educators.

Program Success:

Diversity and Inclusion: The program aims to attract a diverse group of participants who reflect the communities they will serve. **Academic and Practical Balance:** The combination of online coursework and in-classroom experience ensures that participants are well-prepared for their teaching careers ([EduAdmin & HRDev](#)) ([Education and Human Development](#)). The Teacher Apprenticeship Program at Texas A&M is part of a broader effort to create sustainable solutions to teacher shortages. By training and certifying new teachers through practical, work-based learning, the program aims to build a robust pipeline of well-prepared educators who are committed to their local communities ([EduAdmin & HRDev](#)) ([Home](#) | [Deans for Impact \(DFI\)](#)).

Texas A&M University's Teacher Apprenticeship Program exemplifies a forward-thinking approach to educator preparation. By integrating academic learning with practical experience, the program addresses critical shortages and strengthens the educational workforce in Texas.

SEE IT IN ACTION: NORTHEASTERN ILLINOIS UNIVERSITY



Northeastern Illinois University's (NEIU) Teaching Apprenticeship Program offers a blend of academic coursework and hands-on classroom experience. The program is highlighting its commitment to accessible and effective teacher education.

Program Enrollment and Completion:

- **Enrollment:** NEIU offers various certification paths for Early Childhood Education, Elementary Education with Bilingual Endorsement, Middle-Level Education, and Secondary Education. The program has seen numerous participants, though specific numbers are not detailed publicly ([Northeastern Illinois University Catalog](#)) ([Northeastern Illinois University](#)).
- **Support for Students:** The program caters to new students and professionals with degrees in other fields who wish to become certified teachers in specific subjects ([Northeastern Illinois University Catalog](#)) ([Northeastern Illinois University](#)).

Role of Apprentices: Participants do not work as full-time teachers during their apprenticeship. Instead, they receive mentorship from experienced teachers while completing their certification requirements, ensuring they get the support and practical training needed ([Northeastern Illinois University](#)).

The Department of Labor funds the program, which helps keep participant costs low. This funding ensures that apprentices can work and study simultaneously, gaining academic knowledge and practical classroom experience.

Program Structure: Teacher Licensure Program (TLP): This includes professional education sequences for Early Childhood Education, Elementary Education with Bilingual Endorsement, Middle-Level Education, and various Secondary Education subjects. The flexible courses allow participants to balance their studies with practical teaching experience ([Northeastern Illinois University Catalog](#)) ([Northeastern Illinois University](#)).

The program involves collaboration between NEIU's faculty and local school districts. Experienced teachers mentor the apprentices, providing guidance and practical insights. This model ensures that participants receive continuous support from seasoned educators ([Northeastern Illinois University Catalog](#)) ([Northeastern Illinois University](#)).

Program Success: Diversity and Inclusion: The program aims to attract a diverse group of participants who reflect the communities they will serve. It includes specialized courses to prepare teachers for bilingual and culturally diverse classrooms ([Northeastern Illinois University Catalog](#)). Balanced Learning: Combining coursework with in-classroom experience ensures that participants are well-prepared for their teaching careers. Student teaching is vital to the program, providing full-day teaching experience under supervision ([Northeastern Illinois University](#)).

NEIU's Teaching Apprenticeship Program is part of a more significant effort to create sustainable solutions to teacher shortages. The program aims to develop a strong pipeline of well-prepared educators committed to their local communities by training and certifying new teachers through practical learning.

NEIU's Teaching Apprenticeship Program offers a practical and supportive approach to becoming a teacher. By integrating academic learning with real-world experience, the program helps address teacher shortages and strengthens the educational workforce in Illinois.

SEE IT IN ACTION: UNIVERSITY OF NORTH GEORGIA



The University of North Georgia (UNG) offers a Teaching Apprenticeship Program combining academic coursework and hands-on classroom experience. This program began in 2017 and is funded by the Department of Labor, highlighting its commitment to making teacher education accessible and practical.

Program Enrollment and Completion:

- Enrollment: The program includes several cohorts each year.
- Support for Students: The program caters to new students and professionals with degrees in other fields who wish to become certified teachers in various subjects.

UNG's Teaching Apprenticeship Program participants are not teachers of record during their apprenticeship period. Instead, they work under the guidance of experienced mentors while completing their certification requirements, ensuring they get the support and practical training needed without the full responsibilities of a lead teacher.

The Department of Labor funds the program, which helps keep participant costs low. This funding ensures that apprentices can work and study simultaneously, gaining academic knowledge and practical classroom experience.

UNG offers various certification programs, including the Master of Arts in Teaching (MAT). This program is designed for individuals with degrees in fields other than education who wish to become certified teachers. The MAT program includes field-based courses and extensive classroom experience to ensure practical learning. Program Duration: The program typically lasts one year, beginning in the summer, and consists of a yearlong, full-time field experience during the fall and spring semesters. Upon Completion: Graduates receive a Master of Arts in Teaching (MAT) and initial teacher certification. This includes certifications in P-12, middle grades (Language Arts, Mathematics, Science, or Social Studies), and secondary education areas such as Biology, Chemistry, Earth Science, English, History, Mathematics, Music, and Physical Education.

The program involves a collaborative effort between UNG's faculty and local school districts. Experienced teachers mentor the apprentices, providing guidance and practical insights. This model ensures that participants receive continuous support from seasoned educators.

Program Success: Diversity and Inclusion: The program aims to attract a diverse group of participants who reflect the communities they will serve. It includes specialized courses to prepare teachers for bilingual and culturally diverse classrooms. **Balanced Learning:** Combining coursework with in-classroom experience ensures participants are well-prepared for their teaching careers. Student teaching is vital to the program, providing full-day teaching experience under supervision.

The Teaching Apprenticeship Program at UNG is part of a larger effort to create sustainable solutions to teacher shortages. The program aims to develop a strong pipeline of well-prepared educators committed to their local communities by training and certifying new teachers through practical learning.

UNG's Teaching Apprenticeship Program offers a practical and supportive approach to becoming a teacher. By integrating academic learning with real-world experience, the program helps address teacher shortages and strengthens the educational workforce in Georgia.