

TENNESSEE GROW YOUR OWN CENTER REQUEST FOR PROPOSALS

2025 — 2026



GROW YOUR OWN CENTER

Disclaimer: The contents of these materials were developed under a grant from the Tennessee Department of Education. However, those contents do not necessarily represent the policy of the Tennessee Department of Education or the United States Department of Education.

Background

In May of 2023, the [Tennessee Grow Your Own Center](#) began to establish definitions for the hallmarks of a high-quality teacher apprenticeship program. Team members contributed observations from the field after engaging with over 60 school districts and 250 teacher apprentices for five months as well as survey data and their considerable expertise as educators, school administrators, program evaluators, and educational consultants. Most of all, the team brought a deep desire to see high-quality teacher education pathways thrive.

Simultaneously, the [Pathways Alliance](#) convened to establish a definition for teacher residences and standards for teacher apprenticeship. In July 2023 upon release of the [National Guideline Standards from Pathways Alliance](#), staff at the Tennessee Grow Your Own Center worked to crosswalk these standards with Tennessee's Registered Teacher Apprenticeship model to develop the Hallmarks Rubric that will be used to guide our work and included in the [2025-2026 Request for Proposals](#). The hallmarks included in the rubric are partnership, pre-service curriculum, apprentice experience, mentorship, and registered apprenticeship components.

Hallmarks of High-Quality Teacher Apprenticeship

A resource from the Tennessee Grow Your Own Center

Instructions

To use this rubric, indicate your EPP's current level for each criterion, 1, 2, or 3. A narrative response is required. Evidence can be provided for each criterion but is optional.

Scoring

The "Entry Point (1)" is meant to describe the minimally required expectation for the criteria. The entry point level IS acceptable. The "Ideal (3)" level is meant to describe a particularly strong version of the criteria and assumes that the EPP meets that criterion in every apprenticeship-approved licensure pathway. There is no expectation that an EPP would score at "Ideal" on every criterion.

It is possible to self-assess at a level (2). For a level (2), the EPP would describe how they meet the entry level and are approaching the ideal but have not accomplished the ideal yet. Perhaps the EPP has accomplished the ideal in some licensure area pathways but not all.

Evidence

The *Sample Evidence* section provides ideas for evidence that proposals might choose to provide. The *Narrative Description* section should be used to describe a rationale for the score. The *Evidence or Attestation* section provides a list of artifact types. Artifacts are not required for every criterion. Narratives are required; however, additional evidence is optional. A score of 0-10, out of 100, will be assigned based on the overall quality of the narratives and the growth demonstrated from last year's RFP to this year. [Artifact List](#)

Institution	
Date Submitted	
Contact Person and Email	

Table of Contents

Instructions	iii
Scoring	iii
Evidence	iii
Hallmark 1: Partnership	1
Criteria 1.1: Collaboration	2
Criteria 1.2: Representation	3
Criteria 1.3: Engaged Stakeholders	4
Criteria 1.4: Clear Roles and Agreements	5
Criteria 1.5: Program Sustainability (Planning)	6
Criteria 1.6: Program Sustainability (Funding)	7
Criteria 1.7: Ongoing Support	8
Hallmark 2: Pre-service Curriculum	9
Criteria 2.1a: Shared Curricular Vision (Mentor Role)	10
Criteria 2.1b: Shared Curricular Vision (Credit for on-the-job learning)	11
Criteria 2.2: Connected Pre-service Curriculum	12
Criteria 2.3: Engaged Learning	13
Criteria 2.4: Integrated Assignments and Assessments	14
Criteria 2.5: Exploration and Reflection	15
Hallmark 3: Apprentice Experiences	16
Criteria 3.1: Clinical Expectations	17
Criteria 3.2: Compensated Roles	18
Criteria 3.3: Full Year Placements	19
Criteria 3.4: Mentorship	20
Criteria 3.5: Support for Apprentices' Learning	21
Criteria 3.6: Engagement in School Communities	22
Criteria 3.7: Learner to Learner Support	23
Hallmark 4: Mentors	24
Criteria 4.1: Compensation	25
Criteria 4.2: Selection	26
Criteria 4.3: Professional Learning and Leadership	27
Criteria 4.4: Pre-service Curriculum and Mentoring	28
Criteria 4.5: Clinical Experience	29
Criteria 4.6: Assessing Candidates	30
Hallmark 5: Registered Apprenticeship	31
Criteria 5.1: Wraparound Supports	32
Criteria 5.2: Fidelity to the model	33
Criteria 5.3: Defined Selection Processes	34
Criteria 5.4: Technical Reporting	35
Artifact List	36

Hallmark 1: Partnership

The big ideas in the partnership hallmark include collaboration, continuous improvement, clarity around roles and responsibilities, and sustainability. As an EPP, minimum requirements for this hallmark include the following:

- Annual connections with LEA partners to make programmatic improvements
- Documentation of shared understandings around partnership roles (MOU)
- Program documentation (One-pagers for each program defining modality, credential, licensure area, credit hours, cost)
- A plan for continuous improvement to include underserved populations
- Collaboration with community colleges and workforce partners

Add artifacts to the table at the end of this document. [Artifact List](#)

Criteria 1.1: Collaboration

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Annually, EPP and LEA leaders convene to implement continuous improvement processes. Conversations are data-informed and lead to action. Feedback and reviews highlight areas for improvement in establishing more robust partnerships.	The review conversation includes quantitative and qualitative data focused on improving the apprentice's experiences. Leaders with responsibility as well as authority are engaged, and the collaboration includes evaluating the extent to which prior improvement attempts impacted apprentices.	-Program review report. -Notes from a meeting with an agenda. -Updated MOU, standard operating procedures, etc. -Documentation of annual in-person review for apprenticeship programs. -Resources provided to the district as a result of CI processes.	Entry Point (1)
Narrative Support (Describe your rationale for your score)			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:

Criteria 1.2: Representation

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
The mission of the GYO program is to provide pathways to learners less frequently represented in traditional EPP pathways. At least one subpopulation is more highly represented in the GYO pathway than in the EPP's traditional pathways (i.e. working learners, minorities, rural, low-income)	Stakeholders from a variety of departments in the LEA and the EPP are represented within the partnership. Communications are proactive, inclusive, and effectively provide support for diverse learners, faculty, and staff leaders. This could also include workforce representatives.	-Notes from a partnership meeting with an agenda.	Entry Point (1)
Narrative Support (Describe your rationale for your score)			Optional- Evidence or Attestation • MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:

--	--

Criteria 1.3: Engaged Stakeholders

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPPs have early, mid, and end of year points of connection with LEAs and collaborate on the design of programmatic elements (i.e. mentor and candidate selection). EPPs have initiated partnerships with community college and/or workforce partners.	Evidence that data-informed feedback from stakeholders external to the EPP have led to improvements in curriculum alignment, clinical experiences, recruitment, assessment, candidate selection, retention, mentor selection and development, and/or overall program success.	-Documented feedback from community college, workforce, LEAs, mentors, or district leaders in the form of emails, survey results, meeting notes etc., accompanied by a brief description of the resulting change.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 1.4: Clear Roles and Agreements

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
At least one EPP/LEA specific document shows that program leaders describe the roles and responsibilities of the apprentice, mentor, LEA, EPP, TNGYO Center, and TDOE as the sponsor. They provide these descriptions to program participants and other stakeholders.	Clear and comprehensive MOUs or documentation describe the agreements and consistent expectations among partners. It is clear that LEAs are first to approve each apprentice, and there are clear data sharing and reporting protocols.	-Data Sharing Agreement (from MOU) -MOU clearly defines roles and responsibilities -EPPs define the sequence of events for enrollment -Articulation agreements with community colleges -Handbook or guide	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 1.5: Program Sustainability (Planning)

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPPs evaluate applicants for financial aid to discover funding sources and ensure no cost to apprentices. They equip LEAs with programmatic information to actively promote apprenticeship as a component of the LEA's talent development strategy.	LEAs have the EPP information they need to plan and budget for apprenticeships 2-3 years in advance. EPPs and LEAs work with local organizations and workforce boards to access funds to support apprentices.	- Talent pipeline needs assessment data and reporting from the LEA. - EPP evidence of pathway adjustment or creation based on the LEA's anticipated talent development needs. - Promotional materials	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 1.6: Program Sustainability (Funding)

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPPs work with financial aid offices to process aid estimates prior to candidate enrollment or acceptance, ensuring that apprenticeship programs can be provided at low-to-no-cost to apprentices.	- The financial model is sustainable and scalable. - GYO program is financially attractive for a diverse pool of learners, and the EPP has identified sustainable funding sources.	- MOU - Funding expectations reflected in MOUs between EPPs and LEAs - EPP has records of local philanthropic organizations available to fund apprentices - EPP provides guidance for LEAs regarding how title funds can be used to support apprentices	Entry Point (1) Optional- Evidence or Attestation • MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 1.7: Ongoing Support

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPPs collect LOE data from apprentices after they become teachers of record and make programmatic adjustments informed by that data.	EPPs and LEAs provide professional development opportunities for new teachers and mentor teachers beyond what is required by the GYO program.	- Professional development opportunities for new teachers and mentor teachers - Feedback loops in place for teachers who complete the GYO program	Entry Point (1)
			Optional- Evidence or Attestation
			<

Hallmark 2: Pre-service Curriculum

Funding proposals should demonstrate emerging and/or mature pre-service curriculum. Pre-service curriculum includes InTASC aligned coursework and not general education coursework or coursework from the disciplinary area in the case of secondary education candidates. All completers of registered teacher apprenticeship programs should be able to demonstrate competency on the InTASC standards just as their counterparts in a traditional program would. Assessments and learning activities can and should differ for apprentices, but the end result should be the same. Criteria in this hallmark include:

- Mentor involvement in the assessment and feedback process
- Academic credit is awarded for on-the-job learning
- Performance-based assessment alternatives to traditional assessments
- The educator curriculum models differentiation for apprentices (i.e. flexible pacing, choice in assignment types)
- On-the-job learning experiences and coursework assignments are tightly aligned with one another
- The requirements of the curriculum encourage apprentices to experience diverse learning environments in their school communities (i.e. students with disabilities, English language learners, and culturally diverse students).

[Artifact List](#)

Criteria 2.1a: Shared Curricular Vision (Mentor Role)

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPP aligns their program with competency-based learning principles by acknowledging on-the-job learning in their coursework and equipping mentors to support apprentices' development of competencies.	Classroom mentors are viewed as members of the EPP's instructional team. For certain assignments, apprentices demonstrate a skill in their workplace, and mentors assess competency. Non-apprentices would have an alternative assignment	- A course outline or syllabus showing the role of on-the-job learning or mentor teachers for apprentices. - Assessment sample	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 2.1b: Shared Curricular Vision (Credit for on-the-job learning)

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
In lieu of student teaching, apprentices participate in internships.	Academic credit is awarded through other non-traditional routes such as prior learning assessment, challenge exams, experiential learning credit, performance assessments, competency-based education, and transfer pathways	- Articulation agreements - SACSCOC proposal - PLA one-pager for apprentices - Metrics showing # of transfer credits accepted into degree pathways.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 2.2: Connected Pre-service Curriculum

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Curriculum demonstrates competency-based assessment strategy by aligning to InTASC standards.	Most key assessments in the curriculum have a performance-based alternative that could be used by apprentices in lieu of reports, papers, etc. Coaching materials for mentors are included.	-InTASC coursework matrix/ crosswalk -Assessment samples -Sample materials developed to be used by mentor teachers. -Syllabi	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 2.3: Engaged Learning

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Coursework includes practice-based learning opportunities, and expectations across courses are aligned and coherent related to clinical experiences.	Apprentices have opportunities to learn in the ways they are expected to teach. The pre-service teacher education curriculum models differentiated instruction and the science of learning and development.	- Examples of curricular innovation to increase engagement. - Examples of consistent expectations across coursework.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 2.4: Integrated Assignments and Assessments

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
At least once in each semester, apprentices are experiencing alignment and integration between their on-the-job experiences and their coursework experiences.	Throughout every course, expectations for apprentices' on-the-job learning experiences are articulated. Performance is captured by mentor teachers in lieu of certain assignments	- Course outlines - Syllabi - Curriculum matrix - Assessment sample	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 2.5: Exploration and Reflection

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
In recognition of developing competencies related to cultural and linguistic diversity, and to gain exposure to typical and exceptionally developing students, LEAs provide apprentices experiences that intentionally expose them to a variety of learning environments with a diversity of learners. EPPs value this engagement with coursework assignments.	EPP and LEA collaborate to provide experiences with diverse learning environments that occur on a well-communicated, consistent, and planned schedule resulting in the apprentice's ability to build relationships and practice strategies for differentiating instruction.	- A sample schedule - Apprentice testimonial - Mentor reflection	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Hallmark 3: Apprentice Experiences

The learning experience of an apprentice should look and feel different from the learning experience for a traditional candidate. It should also differ from the experience of a full-time district employee who is enrolled in an online teacher education program that is not an apprenticeship. These criteria define the specific added value, to the candidate, of a registered teacher apprenticeship program. Criteria include:

- The perspective of the classroom mentor is valued in the awarding of academic credit for on-the-job learning.
- Teacher apprentices are working in compensated roles as employees of the LEA.
- Apprentices are not serving as the teacher of record during apprenticeship.
- Intentional mentoring over a full year means that apprentices experience a structured program for skill development.
- The EPP communicates their value for the apprentice's involvement in a variety of school-based experiences.
- Some coursework expectations are replaced by the apprentice's involvement in a variety of school activities.
- EPP and LEA show that they value learner-to-learner relationships (i.e. apprenticeship cohorts or PLCs)

[Artifact List](#)

Criteria 3.1: Clinical Expectations

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
- Apprentices' instructional responsibilities increase over time as their skills develop. - EPP does not require traditional student teaching hours in addition to on-the-job learning requirements	- By the end of the apprenticeship, apprentices demonstrate all competencies properly and consistently. - The pre-service curriculum and the clinical experiences are interdependent and complementary.	EPP program design reflects clinical experience internship as OJL, not traditional student teaching.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 3.2: Compensated Roles

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Apprentices are compensated as employees of the LEA (not a third party). They are not considered the teacher of record (TOR) until successful completion of their first year of the program.	A compensation package from the LEA includes benefits commensurate with other full-time employees. Benefits can include Internet access, time to work on coursework, healthcare, and after-school care for dependents. EPP program advisors and leaders equip LEAs with information to consider adding these benefits.	- Attestation - Standard operating procedure (SOP) - HR documentation - EPP program design reflects clinical experience as OJL, not traditional student teaching.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 3.3: Full Year Placements

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Apprentices experience at least one full academic school year (100 days over fall and spring semesters) of clinical experience internship in a student-facing role and receive regular feedback on progress toward accomplishing level one on all competencies.	During all semesters of apprenticeship, the apprentice's calendar follows the LEA's calendar rather than the EPPs. (Breaks, starts, and stops)	- Sample apprentice schedule - Learner handbook	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 3.4: Mentorship

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Apprentices are with their mentor teachers for at least the equivalent of 3 days each week. Their mentors support reflective practice, and EPP faculty support alignment between on-the-job experiences and coursework. * Apprentices must serve in a student-facing role 5 days a week during the internship clinical experience.	During all semesters of apprenticeship, the mentor helps connect on-the-job learning, coursework, and assessments. Mentors are resourced by the EPP faculty to support apprentices' learning (i.e. coaching questions, rubrics)	- Sample apprentice schedule - Learner handbook - EPP/LEA placement agreement form	Entry Point (1)
			Evidence or attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 3.5: Support for Apprentices' Learning

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Apprentices observe and then demonstrate on-the-job learning competencies. Coursework is offered at times convenient for working learners (outside of the hours of 8 am- 4 pm)	EPP coursework is differentiated to support the learning preferences and flexible timing needs of apprentices. Assignments that rely on hypothetical situations with written responses are replaced by the option for a video or on-the-job learning artifact.	- Apprentice/mentor reflective practice guide (completed). - A rubric used by mentors to assess apprentices. - An assignment showing options for apprentices and non-apprentices.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 3.6: Engagement in School Communities

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPP and LEA collaborate to address the need for candidates to have a wide range of experiences while also having significant weekly engagement with the same highly qualified educator (mentor).	EPPs value engagement with school communities by substituting EPP class session time with assignments that expose the apprentice to the full range of a teacher's responsibilities.	- EPP/LEA meeting agenda - Apprentice reflection artifact - Sample assignment for apprentices (i.e. attend an IEP meeting, caregiver conference, team meeting).	Entry Point (1)
Narrative Support (Describe your rationale for your score)			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:

Criteria 3.7: Learner to Learner Support

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Either because they are in a cohort or because the EPP has intentionally connected learners in a virtual space, apprentices see one another as ongoing support and encouragement.	EPP and LEA make time and space for learners to connect with one another on a regular basis. Connections are nurtured with easy-to-use technology and EPP/LEA leadership.	- Attestation - Screenshots of online groups - Survey feedback from learners	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Hallmark 4: Mentors

Mentors of registered teacher apprenticeship program students assume roles that differ from the mentors of student teachers. Mentor teachers are the teachers of record (TOR) who are skilled at providing apprentices with gradually scaffolded learning experiences with coaching and development. The role of the mentor includes the following criteria:

- Mentor teachers are compensated (usually by the LEA) and may additionally be compensated by the EPP for the assessment of apprentice competencies.
- Mentors are intentionally selected to align with the apprentice's licensure area, grade level, and experience needs.
- EPPs and LEAs collaboratively support mentors through training, resourcing, and feedback on their performance as mentors.
- EPP coursework is explicit about the role of the mentor in co-planning and co-teaching with apprentices.
- EPP faculty and mentors have defined methods for communicating and tracking the progress of apprentices.

[Artifact List](#)

Criteria 4.1: Compensation

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Mentor teachers are recognized and compensated (usually by the LEA) for their dual responsibilities as classroom teachers and school-based clinical educators.	The EPP and LEA work together to design a mentor compensation model that recognizes the mentor’s role in assessing clinical experience competencies.	- Mentor role description	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 4.2: Selection

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPP partners with LEA in their expectations and processes for pairing apprentices with mentor teachers including attention to grade level, content area pathways, and the apprentice's level of experience.	EPP provides resources for the LEA to use in mentor selection. EPP and LEA use a shared technology platform to record the apprentice/mentor pairings and access competency tracking and progress updates.	- MOU guidelines - Partnership meeting artifacts - Technology platform screenshot or how-to guide	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 4.3: Professional Learning and Leadership

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPPs and LEAs collaborate to provide structured and regular delivery of training for GYO apprentice mentor teachers	- Mentors engage in professional learning opportunities, collaborating and reflecting with other mentor teachers to promote self-efficacy and enhance instructional coaching, leadership, adult development, and relationship-building skills. - EPP recommends that LEA provides opportunities for GYO mentor teachers to collaborate during school hours.	- EPP Mentor Training - Professional development schedule for mentor teachers - Link to a website that features mentors as leaders and highlights their contribution. - Customized version of the mentor toolkit	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 4.4: Pre-service Curriculum and Mentoring

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Mentors receive EPP support in understanding the sequence of apprenticeship pre-service coursework and expectations for assessing on-the-job learning competencies.	-EPPs curriculum includes time and support for apprentices to learn, plan, rehearse, and enact the practices articulated in the on-the-job learning competencies and/or InTASC standards. -Test prep materials are embedded in coursework. There is a procedure in place to ensure test prep materials are used ahead of apprentices taking the Praxis exam.	- A sample assignment with alignments to standards and support for the mentor's role. - Attestation of the communication provided to mentors from EPPs.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 4.5: Clinical Experience

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Expectations for mentors are clear and different from student teaching. Mentor teachers facilitate residents' learning and practice by making their tacit knowledge explicit through modeling, co-teaching, and reflection.	A process is in place for EPPs to capture mentor-supported OJL. The modeling, co-planning, co-teaching, and reflection aligns with EPP coursework requirements.	-Structure for mentors tracking competencies and process for sharing/ collaboration between LEA and EPP	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 4.6: Assessing Candidates

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
As school-based clinical educators, mentor teachers share responsibility for assessing apprentices progress, sometimes communicating with program faculty, in particular with field supervisor, to provide meaningful, coordinated feedback to apprentices about their progress.	The mentor teacher is viewed by the EPP as a member of the instructional team. They are compensated as field supervisors to assess apprentices using valid and reliable assessment tools provided by the EPP.	- MOU - Technology for LEA/EPP sharing - Mentor faculty agreement	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Hallmark 5: Registered Apprenticeship

While Hallmarks 1-4 are defined in parallel with the Pathways Alliances definition of teacher residences, hallmark 5 was created by the Tennessee Grow Your Own Center to capture criteria that relate specifically to registered teacher apprenticeship programs (R-TAP). R-TAPs could be considered a specific type of residency program, and so these criteria are defined to ensure programmatic alignment with the Department of Labor's standards for registered apprenticeship programs.

- EPPs are aware of how to access Department of Labor and Workforce Development supports
- Successful completion of the teacher apprenticeship program ensures that all requirements for professional licensure can be met.
- EPPs, LEAs, and apprentices all take part in completing the registered apprenticeship program forms.
- There are defined candidate selection criteria that are collaboratively owned by EPPs and LEAs.
- Apprentice demographic data, programs of study, wage progressions, and survey data are made available to the TNGYO Center.
- Timely and efficient processes are followed for communicating the enrollment and withdrawal of apprentices.

[Artifact List](#)

Criteria 5.1: Wraparound Supports

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPPs have contact information for workforce partners. EPPs support the TNGYOC's use of surveys by occasionally distributing surveys and/or encouraging survey completion by apprentices, program faculty, and mentors.	EPPs facilitate connections between LEAs, apprentices, and workforce partners regarding the availability of support services. EPPs systematically communicate or incentivize survey data collection regarding the GYO program.	- Attestation - LEA contract with LWDB for receipt of apprenticeship funds.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 5.2: Fidelity to the model

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Completion of the apprenticeship program prepares candidates to satisfy all requirements for professional licensure.	GYO data (apprentice registration, wage progression data, program of study) are provided to the GYOC at least one term prior to the apprentice's class start date.	- Samples of Occupation 671 and appendices to upload to the GYO portal - Checklist of licensure requirements met by the EPP's related instructional program.	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 5.3: Defined Selection Processes

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
Apprentice selection guidelines and processes are in place and collaboratively owned and updated by EPP and LEA.	EPP actively seeks ways to optimize selection and enrollment processes and consistently engages in meaningful exchanges with stakeholders to reduce friction in the enrollment process.	- Meeting agenda and attendees - Before and after of a selection or enrollment process showing process improvements	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Pager • Video • Other:
Narrative Support (Describe your rationale for your score)			

Criteria 5.4: Technical Reporting

Entry Point (1)	Ideal (3)	Sample evidence	Self-assessment
EPPs and LEAs use BuildWithin to register apprentices and update competencies. EPPs report apprentice withdrawals to the TNGYO Center within 45 days. Invoices include a per student backup.	EPP actively seeks ways to optimize technical reporting including status changes to students and invoicing. Each month's invoice is an accurate reflection of enrollment for the month.	- Attestation - Sample invoice and backup	Entry Point (1)
			Optional- Evidence or Attestation
			• MOU • Meeting Agenda • Syllabus • Assignment • Technology Usage Screenshot • Standard Operating Procedures • Handbook • Presentation (PPT) • One-Page • Video • Other:
Narrative Support (Describe your rationale for your score)			

Artifact List

For each artifact referenced in the Evidence or Attestation section of the rubric, provide the type and either a link (if it is accessible via a URL) or the filename if you are providing the evidence in your Google Drive folder with your proposal.

Type	Link (If Applicable)	Filename (If Applicable)

[Hallmark 1: Partnership](#)

[Hallmark 2: Pre-service Curriculum](#)

[Hallmark 3: Apprentice Experiences](#)

[Hallmark 4: Mentors](#)

[Hallmark 5: Registered Apprenticeship](#)