



TSPC Apprentice Placement Guidance

(11.30.2023 Draft)

The JATC evaluates each apprentice individually to create a personalized plan for initial placement and completion of the program. Table 1, which outlines the Holistic Framework and Competencies for Preliminary Licensure, guides the JATC in completing this task.

Table 1

Holistic Framework and Competencies for Preliminary Licensure

Phases	Steps	Responsibility Target (+/- 10 percentage points of % indicated)	Equivalent Experience Credit**	Education Level Targets	OJT Hours	RT Hours				Assessments		
					On the Job (OJT) Hours/Work Processes***	Related Training Hours	/	Related Training Semester Unit Equivalency	Prereqs	# of Competencies Measured****	Target Performance Level Points from Rubric Measure	University Observations/Evaluations and Program and Licensure Required Assessments
Phase I OBSERVATION & PREREQUISITES	1	OBSERVATIONAL LEVEL (Paraprofessional)	Paid Instructional Paraprofessional or other similar instructional profession	13+ years of formal education (High School Diploma/GED)	200	180	OR	6	30	9	6	-
		PREREQUISITE COURSEWORK										
Phase II PRACTICUM & CO-TEACHING PROGRESSION No one can be placed in this Apprenticeship model higher than Phase II	2	Introduction to Practicum & Co-Teaching (Paraprofessional with limited exposure to co-teaching until appropriate content knowledge requirements completed)	Paid Instructional Paraprofessional or other similar instructional profession	13+ years of formal education or equivalent	250	180	OR	6	30	17	12	-
	3	Co-teaching LEVEL I (25% co-teaching)										

Phase III CLINICAL PRACTICE PROGRESSION	N/A	Probationary Period Ends @ 700 hrs* Pay Bump											
	4	Co-teaching LEVEL 2 (25%-50% co-teaching)		Paid teaching, co-teaching, or small group instruction experience aligning to sought license level	14 + years of formal education or equivalent	200	150	OR	5		31	24	-
	5	Co-teaching LEVEL 3 (50%-100% co-teaching)		Paid teaching, co-teaching, or small group instruction experience aligning to sought license level (with planning experience)	14 + years of formal education or equivalent	200	150	OR	5		45	35	-
	6	CLINICALS LEVEL 1 (25-50% on their own, 50-75% co-teaching)		N/A	15 + years of formal education or equivalent	300	150	OR	5		40	35	Yes
	7	CLINICALS LEVEL 2 (50-100% on their own, 0-50% co-teaching)		N/A	15+ years of formal education or equivalent	300	150	OR	5		60	50	Yes
Phase IV PROVISIONAL LICENSE or CLINICAL INTENSIVE PROGRESSION "Teacher of Record" vs. Not	N/A	<u>Track 1</u>	<u>Track 2</u>	N/A									
		Teacher of Record: Bachelor's Degree, substantial endorsement coursework, and job offer	Clinical Intensive: Substantial progress towards degree and endorsement requirements	N/A									
		Pay bump Track 1	Pay bump Track 2										
	8	PROVISIONAL LICENSE LEVEL 1 (Restricted License Only) Teacher of Record (Mentor Supported)	CLINICALS LEVEL 3 (50-100% on their own, 0-50% co- teaching)		N/A	Minimum Requirements: 1700 OJT hours Track 1: Bachelor's degree Track 2: On track to complete Bachelor's degree by Step 10 (16-17+ years of formal education or equivalent)	350	120	OR	4		47	70

	9	PROVISIONAL LICENSE LEVEL 2 (Restricted License Only) Teacher of Record (Mentor Supported)	CLINICALS LEVEL 4 (50-100% on their own, 0-50% co-teaching)	N/A		350	120	OR	4		48	75	TBD
	10	PROVISIONAL LICENSE LEVEL 3 (Restricted License Only) Teacher of Record (Mentor Supported)	CLINICALS LEVEL 5 (50-100% on their own, 0-50% co-teaching)	N/A	Bachelor's degree or higher and program coursework completed	400	120	OR	4		48	98	TBD
Flex Training		<i>FLEX Related Training Hours to Support Candidate Needs -these will not impact the candidates ability to progress through the Steps as long as they meet the minimums at each level.</i>				-	300	OR	10		0		
Phase V Graduate of Program	Completed	PRELIMINARY LICENSE with Added Endorsement		N/A	Total	2800	1,830	-	60	30	-	-	-

Notes:

*See handbook for more information about the probationary period; all prerequisite coursework must be completed by the end of Step 3.

**JATC may not place any candidate above a Step 5 for their initial entry point.

***For candidates who entered the program with more than 1100 OJT hours, the JATC may consider a portion of any unapplied equivalent experience hours towards the 2,800 OJT requirement in cases where the candidate has completed Step 8 and has exceeded all of the competency target performance levels (120% of target) for Steps 8-10, including completing all of the Related Training Hours. Regardless, all candidates must complete at least 1,000 OJT hours in the Apprenticeship program with no unresolved unsatisfactory marks.

****Most competencies are measured more than once.

The Equivalent Experience Credit column in Table 1 indicates the type of experience that can be counted as equivalent. For instance, an apprentice working in the field for a year or more (with over 200 hours of experience) as an instructional assistant or a similar role might receive credit to enter Step 2 or Step 3, depending on the coursework completion that has been met. Similarly, a person working as a classroom teacher in a charter school on a registry may enter at Step 3 or Step 4.

Apprentices may enter the pathway with various college-level coursework and professional training completed. The JATC reviews transcripts and other official documentation to determine the coursework and training that aligns with the Apprenticeship program's Related Training hours requirements. For example, candidates who have already completed a bachelor's degree or Major Transfer Map coursework at an Oregon community college may use endorsement-aligned content knowledge coursework to meet the RT hours requirements listed in the table.

When making an initial placement, the JATC considers three benchmark areas: the candidate's professional experience related to *On the Job (OJT)* requirements, *related training (RT)* or aligned coursework that has been completed, and *competencies gained* in the field or during training activities as measured through a Competency Performance Rubric Measure. The JATC evaluates all three benchmark areas (e.g., previous OJT, completed RT, and competencies) to determine the appropriate starting Step for the candidate. All three benchmarks must be met at each Step to be considered for placement at the next highest Step. Table 2 may assist the JATC in determining placement.

Table 2

Placement Worksheet Table

Step	Responsibility Target	On the Job (OJT) Hours		Related Training Hours (unit equivalency 30 hours = 1 semester unit)*		Competency Performance Rubric Measure	
		Required	Applicant's Equivalent Experience Credit (hours)	Required	Applicant's Completed Training/Coursework (units)	Required Benchmark Score	Applicant's Competency Score
1	OBSERVATIONAL LEVEL (Paraprofessional)	200		6		6	
2	Introduction to Practicum & Co-Teaching (Paraprofessional with limited exposure to co-teaching until appropriate content knowledge requirements completed)	250		6		12	
3	Co-teaching LEVEL I (25% co-teaching)	250		6		20	

4	Co-teaching LEVEL 2 (25%-50% co-teaching)	200		5		24	
5	Co-teaching LEVEL 3 (50%-100% co-teaching)	200		5		35	

*Meeting TSPC-content knowledge requirements through Multiple Measures or content testing is equivalent to 30 semester units; pre-programmatic associate's and bachelor's level content coursework may be applied towards pathway RT requirements when it aligns with the endorsement sought. Content coursework may not be applied to program coursework requirements except where allowable in TSPC-rule.

During the evaluation for initial placement, the JATC should review the competency requirements for each Step to determine whether the candidate can demonstrate that their previous experience meets these requirements.

To aid in making placement and planning decisions, TSPC offers an evaluation scenario that demonstrates how the holistic framework works. Please note that no Apprentice may be placed at an initial Step higher than 5.

Scenario:

Juanita has been working in a school full time as an instructional assistant for over five years; she now has over 6,000 hours of OJT experience in this role. During the last several years (over 1,000 hours), Juanita has been working to lead small group instruction in the area of math and reading based plans provided by the teacher of record with substantial input from Juanita; the district has been piloting a co-teaching model allowing experienced IAs to gain more capacity in supporting instructional methods and planning. Juanita attends district provided professional development in these areas and has certification documentation to show the work that has been completed; she also has a total of 30 RT hours of professional learning and one year of general education at the community college as part of the MTM pathway. She has 20 semester credits (e.g., 600 RT hours) aligned with the content knowledge endorsement she is seeking. Based on Juanita's work experience, she also met the Step 1 and Step 2 competency scoring requirements. Using the *Holistic Framework and Competencies for Preliminary Licensure* guidance, the JATC has

determined the following equivalencies for Juanita and placed her at the beginning at the Step 3, which is shown in the Table 3 below.

Table 3

Scenario Juanita Placement

Juanita

Placement Worksheet Table							
Step	Responsibility Target	On the Job (OJT) Hours		Related Training Hours (unit equivalency 30 hours = 1 semester unit)*		Competency Performance Rubric Measure	
		Required	Applicant's Equivalent Experience Credit (hours)	Required	Applicant's Completed Training/Coursework (units)	Required Benchmark Score	Applicant's Competency Score
1	OBSERVATIONAL LEVEL (Paraprofessional)	200	200	6	6	6	7
2	Introduction to Practicum & Co-Teaching (Paraprofessional with limited exposure to co-teaching until appropriate content knowledge requirements completed)	250	250	6	6	12	11
3	Co-teaching LEVEL 1 (25% co-teaching)	250	250	6	6	20	11
	Co-teaching LEVEL 2 (25%-50% co-teaching)	200	200	5	2	24	
5	Co-teaching LEVEL 3 (50%-100% co-teaching)	200	200	5		35	

*Meeting TSPC content knowledge requirements through Multiple Measures or content testing is equivalent to 30 semester units, pre-programmatic associate's and bachelor's level content coursework may be applied towards pathway RT requirements when it aligns with the endorsement sought. Content coursework may not be applied to program coursework requirements except where allowable in TSPC-rule.

Juanita was not placed at Step 4 because she did not meet all three benchmark areas for Steps 1-3. Part of Juanita's individualized plan as developed with input from Juanita and their Navigator/advisor indicates that her co-teaching responsibilities will begin to expand in areas where she has already been leading small group instruction, which aligns with her content knowledge coursework.