



Case Study:

GYO Apprenticeship in Action: The Clarksville- Montgomery Model

Introduction

In January 2022 the state of Tennessee was approved by the U.S. Department of Labor (USDOL) to establish a permanent Grow Your Own (GYO) model that can be adopted throughout the state, with the Clarksville-Montgomery County School System (CMCSS) and Austin Peay State University's (APSU) Teacher Residency program becoming the first registered apprenticeship program for teaching in the country. Tennessee is the first state in the country to sponsor Teacher Occupation Apprenticeship programs between school districts and Educator Preparation Providers (EPPs). Tennessee's Apprenticeship Model aligns leading practices in teacher preparation and development with the rigors of the national registered apprenticeship process.

This brief document highlights the key details of the CMCSS and APSU Teacher Residency Program, the first registered apprenticeship program for teaching in the country and discusses the key lessons learned by the district in building their model.

The Need

The Clarksville-Montgomery school district faced their own teacher shortage of about 80 teachers by the 2019-20 school year due to several factors including a growing student population. An acute area of shortage was in elementary and special education certified teachers.

After considering potential sources of new teaching talent, the Clarksville-Montgomery County district identified that both district staff and students were interested in and good candidates for potential teaching opportunities. As a result, the district geared a GYO program towards both populations.

The Early Learning Teacher Residency (ELTR) Program that evolved from this need is the program Clarksville-Montgomery chose to first register as an apprenticeship program.

The Early Learning Teacher Residency Program (ELTR)

ELTR is a partnership created in Spring 2019 with APSU, which provides 20 recent high school graduates and 20 district teacher's aides with an accelerated, free path to become full-time school system teachers in just three years. The program specifically targets minority and first-generation college students, increasing diversity both within the school system and at APSU.

Snapshot: Clarksville-Montgomery County Grow Your Own Apprenticeship



20 high school students
and 20 district
teacher aides



Elementary and
Special Education
Certification



Free tuition,
three-year program
of study

Highlights of the Clarksville-Montgomery County/Austin Peay Partnership

Providing Wraparound Supports for Residents

Many of the partnership's apprentices require support and guidance through each stage of the apprenticeship process, and depending on the target recruitment background for apprentices, require support above and beyond that which is provided by a traditional EPP.

Because of this, the partnership took several steps to provide extra support, including:

- Hiring Education Pipeline Facilitators to support the retention and needs of all participating apprentices. These individuals have backgrounds in academic coaching, and are available for apprentices as they progress through their coursework and learning experience.
- Providing tutorial sessions in between classes to support learning and reinforce concepts.
- Intensively support apprentices until they reach a 3.0 grade point average after earning 12 credits or more, then beginning gradual release of support.
- Pull apprentices out of on-the-job learning experiences if they are struggling with their academic coursework until they are able to catch up.
- Partnered with AVID Research Group to evaluate their success in supporting student success.

Identifying Creative Funding Sources

The partnership identified several creative funding sources to supplement the funding dedicated to the program. This included:

- Applying to the Tennessee Department of Education for and receiving a class-size waiver to increase the class size of classes with teacher residents, saving more money for the program.
- Partnering with the teacher's association to pay for textbooks.
- Starting the program at Title 1 schools, allowing Title 1 Funds to be used for staff and program support.
- Working closely with their local workforce development area board to identify additional funding sources after apprenticeship approval.

Taking a Strategic Approach to Partnership

The Clarksville-Montgomery district identified that finding the right EPP partner would be crucial in creating a successful GYO Program. The partners took several key early steps to ensure a successful partnership:

- **Existing partnership.** The district reached out to existing educator preparation providers that they already had relationships and experience working with. Both partners felt a strong sense of urgency right away, critical to advancing the work.
- **Starting small.** By starting small, with just 14 students, the district and APSU were able to resolve early growing pains more easily and build a successful partnership.
- **Being patient.** Both the district and EPP recognize they operate in two different bureaucracies. Professors have lots of autonomy, and districts can have many priorities at once. It was important for partners to have patience for their two different communities.

Setting Generous Selection Criteria

The partnership decided to be flexible in setting admission criteria for new apprentices and for apprentices to gain admittance into the teacher education program. In order to enter the program, participants only need a 2.5 GPA in 12 credits of college coursework, a completed introductory college course in teacher education, and to pass the FBI/TBI Security Clearance. To gain admission into teacher education participants must have a minimum 2.75 gpa on introductory college coursework, a passing Praxis 1 score, or a score of 21 or higher on the ACT. By keeping admissions criteria simple the program can recruit from a broader range of potential teachers and encourage participants to enroll.

Investing in Key Support Staff for the Program

Clarksville-Montgomery has pioneered the use of an Educator Pipeline Facilitator to, among other responsibilities, track and support retention of apprentices. Support for retention includes ensuring the comprehensive needs of apprentices are met throughout the apprenticeship process. This is a promising model for staffing support to ensure the learning needs of all apprentices are met throughout the program. Doing so will increase the ability of apprentices to complete their apprenticeship program, thus also increasing the number of teachers available to fill critical shortage areas. The district also created specific positions to mentor apprentices and support lead teachers in classrooms with apprentices to ensure on-the-job learning and mentorship is successful.

Allowing Participants to Graduate in Three Years

This partnership recognized the need for the district to hire apprentice teachers as soon as possible, and thus drove to create a pathway for apprentices to complete their undergraduate degree in education within three years, by conducting classes between school semesters and at offering classes at flexible times for participants.

Utilizing a Teacher Aide Role for On-the-Job Learning

The district utilizes apprentices as teacher aides, allowing apprentices to be deeply involved in classroom instruction and planning throughout their apprenticeship program.

Additional Clarksville-Montgomery County Grow Your Own Apprenticeship Resources

This section provides an example of the Clarksville-Montgomery County three-year schedule related instruction that provides apprentices with the requisite 120 undergraduate degree credits. It also includes sample job descriptions utilized in the Clarksville-Montgomery Grow Your Own Apprenticeship Program.

Three-Year Schedule of Related Instruction

Austin Peay State University - K-5 CMCSS Teacher Pipeline Program

First Year: Fall 1	First Year: Fall 2	SC	First Year: Spring 1	First Year: Spring 2	SC	First Year: Summer 1	First Year: Summer 2	SC
	MATH 1410 - Structure of Math System 1	3	ENGL 1020 - Composition II	MATH 1550 - Statistics & Probability for K-8	6	ENGL 2330 - Topica in World Literature	MATH 1420 - Structure of Math System II	6
ENGL 1010 - Composition 1	BIOL 1010/1011 - Principles of Life w/lab	7	HIST 2020 - American History II	CHEM 1710 - Intro to Chem and Lab	7	Music 1035 - Introduction to Music	HHP 1250 - Wellness Concepts & Practices	6
HIST 2010 - American History 1	WinterMester	3		MayMester				
ENGL 1010 - Composition 1	BIOL 1010/1011 - Principles of Life w/lab	2		SPED 2300 - Intro to Special Education	3			
TOTAL SCH: 15			TOTAL SCH: 16			TOTAL SCH: 12		
Second Year: Fall 1	Second Year: Fall 2	SC	Second Year: Spring 1	Second Year: Spring 2	SC	Second Year: Summer 1	Second Year: Summer 2	SC
EDUC 4440 - Theories of Learning	GEOL 1040/1041 - Physical Geology	7	EDUC 3070 - Instructional Strategies	MATH 4100 - Teaching Math in K-3	6	RDG 4050 - Literature for Children	Geography 1020	6
ART 1035 - Introduction to Art	HIST 2320 - Modern World History	6	EDUC 4270 - Classroom Evaluation & Assessment	EDUC 3040 - Instructional Technology	6	SPED 3300 - Mild/Moderated	Linguistics 4050	6
	WinterMester							
	COMM 2045 - Public Speaking	3						
TOTAL SCH: 15			TOTAL SCH: 12			TOTAL SCH: 12		
Third Year: Fall 1	Third Year: Fall 2	SC	Third Year: Spring 1	Third Year: Spring 2	SC	Third Year: Summer 1	Third Year: Summer 2	SC
RDG 4010 - Teaching Language Arts: K-6	EDUC 4160 - Teaching Diverse Students	6	EDUC 4080 - Classroom Organization &	RDG 4030 - Literacy Upper Grades	6	SCI 4020 - Teaching Science I: K-6	SPED 4340 - Behavioral Exceptionalities	6
RDG 4020 - Teaching Reading	SPED 3100 - Early Childhood SPED	6	SPED 4340 - Effective Inclusion Strategies	MATH 4150 - Teaching Math in 4-6	6	EDUC 4040 - Teaching Social Studies: K-6	EDUC 4300 - Essentials of Teaching English Language	6
TOTAL SCH: 12			TOTAL SCH: 12			TOTAL SCH: 12		

Job Descriptions

Primary Mentor Teacher

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Primary Mentor Teacher

Department: Instruction

Date: N/A

Reports To: Building Principal

Grade: Addendum to Middle School Teacher

Purpose of Job

The Primary Mentor Teacher (PMT) leads at least two Teacher Residents in developing the Apprenticeship Competencies for EMTR. The PMT teaches students and is assigned, at least, two Teacher Residents in which they co-plan with one period of the day, co-teach on a gradual release basis two periods of the day. The PMT works with school administration to guide the rest of the Teacher Residents school day in the areas intervention and support amongst the teachers on the PMT team.

Additional Responsibilities:

In addition to the description duties above the PMT will be responsible for participating in professional development as selected by the district instruction department annually.

Minimum Qualifications:

- 3 years of successful teaching experience
- Qualitative evaluation component averaging above expectations for the last 2 years
- Evidence of successful leadership experience/roles within the school

Supplement: The MCL will earn a base salary as determined by the certified teacher pay grid plus a supplement of \$3,000. Performance criteria of the PMT position is reviewed on an annual basis to determine eligibility.

Employee's Signature

Supervisor's Signature

Date

Date

Secondary Mentor Teacher

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Secondary Mentor Teacher

Department: Instruction

Date: N/A

Reports To: Building Principal

Grade: Addendum to Middle School Teacher

Purpose of Job

The Secondary Mentor Teacher (SMT) assists the Primary Mentor Teacher (PMT) in leading a Teacher Resident in developing the Apprenticeship Competencies for EMTR. The SMT teaches students and is assigned a Teacher Resident at least one period of the day. The SMT would guide a minor portion of a Teacher Residents school day in the areas intervention and/or support in their assigned classes.

Additional Responsibilities:

In addition to the description duties above the SMT will be responsible for participating in professional development as selected by the district instruction department annually.

Minimum Qualifications:

- 1 years of successful teaching experience
- Qualitative evaluation component averaging above expectations for at least one year
- Desire to grow in leadership experience/roles within the school

Supplement: The MCL will earn a base salary as determined by the certified teacher pay grid plus a supplement of \$1,000. Performance criteria of the PMT position is reviewed on an annual basis to determine eligibility.

Employee's Signature

Supervisor's Signature

Date

Date

Multi-Classroom Leader

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Multi-Classroom Leader

Department: Instruction

Date: N/A

Reports To: Building Principal

Grade: Addendum to Elementary General Teacher

Purpose of Job

The Multi-Classroom Leader (MCL) leads a team of teachers and Teacher Residents responsible for multiple classrooms to meet the principal's standards of accountability. The MCL teaches students but is assigned a lesser teaching load (typically <50%) enabling the MCL to perform team leadership functions. The MCL organizes the team to review student progress and adapt instruction to ensure improved outcomes for every student. The MCL is accountable for learning and development of all students taught by team members. S(he) establishes team member roles and goals annually, and determines how students spend time according to team member strengths. S(he) can provide feedback to the principal in developing the team as well as provides professional development to team members when required. The MCL is responsible for planning with team members to develop expertise of the team as it relates to the content knowledge of the subject matter.

Additional Responsibilities:

In addition to the description duties above the MCL will be responsible for participating in professional development as selected by the district instruction department annually.

Minimum Qualifications:

- 3 years of successful teaching experience
- Qualitative evaluation component averaging above expectations for the last 2 years
- Evidence of successful leadership experience/roles within the school

Supplement: The MCL will earn a base salary as determined by the certified teacher pay grid plus a supplement of \$6500. **Performance criteria of the MCL position is reviewed on an annual basis to determine eligibility.**

Employee's Signature

Supervisor's Signature

Educator Pipeline Facilitator

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM CLARKSVILLE, TENNESSEE JOB DESCRIPTION

Job Title: Educator Pipeline Facilitator

Department: Instruction

Reports To: Director of Federal Programs

Date Reviewed: N/A

Purpose of Job

The purpose of this job is to ensure the effective implementation and operation of the district's classified employees to teacher and student to teacher pipelines to maximize systemic recruitment and retention efforts. Duties and responsibilities include regular communication with the Director of Federal Programs, the Director of Professional Learning, Senior Instructional Team administrators, Human Resources personnel, Nashville Teacher Residency-Clarksville Teaching Fellows, Educator Preparation Providers and district staff to identify and employ best practices for teacher pipeline development. This position is responsible for the effective planning, marketing, implementation, and facilitation of the paraprofessional to teacher recruitment pipeline and student to teacher pipeline under the guidance of the Director of Federal Programs.

Essential Duties & Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Provides leadership and oversight to district teacher recruitment pipelines for paraprofessionals.
- Establishes and maintains effective communication with Human Resources and Educator Preparation Providers to maintain alignment with district goals and to ensure effective implementation of each teacher pipeline.
- Collaborates with district leaders, university partners, and outside partners in long-term goal setting and planning to ensure effective, proactive approaches to paraprofessional to teacher and student to teacher pipeline recruitment and retention efforts.
- Collaborates with the Director of Professional Learning to ensure alignment of the paraprofessional to teacher and student to teacher pipelines with district strategic work and best practices for teacher development.
- Effectively markets and implements various teacher pipeline programs to ensure program sustainability to meet district recruitment and diversity goals.
- Monitors program implementation to ensure quality and fidelity implementation to include but not limited to site visits and teacher candidate observations with effective feedback to support professional growth.

- Effectively mentors teacher candidates in a residency model. As needed, designs and oversees contracted mentors to support the program.
- Facilitates mentor training aligned to best practices for adult learning and supporting developing educators.
- Establishes processes and procedures to document mentoring and issues appropriate credit or compensation to mentees and mentors.
- Maintains candidate licensure status and supports received while sharing updated information with Human Resources and Instruction personnel.
- Evaluates and reports program effectiveness to include measures of participation, professional growth, and retention.
- Schedules and co-facilitates interest meetings for residency and teacher pipeline cohorts.
- Responds to inquiries from candidates and participants of the r teacher pipeline programs.
- Receives and reviews applications submitted by candidates interested in teacher pipeline programs.
- Verifies eligibility for acceptance into the specific program. Schedules and facilitates the interview process with potential candidates.
- Organizes interview results to track responses and to ensure fidelity to the selection process.
- Involved in hosting on-site tutoring sessions for candidates enrolled in district-supported Educator Preparation Provider pipeline programs.
- Organizes and sustains documentation of tutoring sessions, textbook distribution, communication with university representatives, etc.
- Informs the Chief Academic Officer and Director of Federal Programs of cohort members requiring extensive academic support.
- Sustains communication with the cohort members regarding scheduling changes, upcoming deadlines, etc.
- As needed, serves as a liaison between the paraprofessional and the Educator Preparation Provider.
- Communicates employment status changes to appropriate Human Resources personnel and the Educator Preparation Provider.
- Conducts exit interviews with exiting program participants to gather input regarding the pipeline experience.
- Performs other duties as required.

Minimum Training & Experience Required to Perform Essential Job Functions

- Bachelor's Degree, valid Tennessee teaching license, and a minimum five years of exemplary teaching experience preferred or other career experiences aligned to the job responsibilities.
- Experience with strategic planning, goal setting, and/or program leadership preferred.