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| OFFICE OF APPRENTICESHIPBULLETIN | **NO.**2024-83 |
| **DATE**April 30, 2024 |

**TO:** NATIONAL APPRENTICESHIP SYSTEM STAKEHOLDERS

 OFFICE OF APPRENTICESHIP STAFF

 STATE APPRENTICESHIP AGENCIES

**FROM:** JOHN V. LADD /s/

 Administrator, Office of Apprenticeship

**SUBJECT:** New National Occupational Framework (NOF) Apprenticeable Occupation: Elementary School Teacher

1. **Purpose.** To inform the staff of OA, State Apprenticeship Agencies (SAA), Registered Apprenticeship program sponsors, and other Registered Apprenticeship partners of the following new National Occupational Framework (NOF) to an apprenticeable occupation: Elementary School Teacher.
2. **Action Requested.** OA staff should familiarize themselves with this bulletin and the attached Work Process Schedule and Related Instruction Outline, as a source for developing apprenticeship standards and/or providing technical assistance.

Elementary School Teacher will be added to the List of Occupations Recognized as Apprenticeable by OA located on www.apprenticeship.gov. A suggested Work Process Schedule and Related Instruction Outline are attached.

1. **Summary and Background.**

Summary – The occupation Elementary School Teacher was submitted by Mr. Zachary Boren, Senior Policy Program Manager on behalf of Urban Institute, were processed by Dr. Ricky C. Godbolt, Program Analyst, and approved by the OA Administrator on April 23, 2024.

The National Office has approved a new National Occupational Framework (NOF), developed in partnership with the Urban Institute. This NOF has met industry standards and approval; it covers job titles and occupational pathways, related functions, and performance criteria, as well as academic, workplace and personal competencies for job success. While use of NOFs in developing standards utilizing the competency-based training approach is voluntary, no additional vetting of a Work Process Schedule (WPS) utilizing the NOF should be required where a program aligns to the occupational framework described in a NOF, beyond the basic requirements set forth in 29 CFR Part 29. While on-the-job learning (OJL) is ordinarily outlined in the WPS, sponsors who utilize a NOF must develop the Related Instruction Outline, which should be included in the standards. Within certain limits, the sponsors of NOF apprenticeship programs are permitted to customize the job functions or competencies contained in a NOF for the Elementary School Teacher occupation.

However, OA encourages the use of all core competencies to be included in the approved WPS.

Background –

***New/Revised Occupation Background -*** Under 29 CFR section 29.4, an occupation for a RAP must meet the following criteria to be determined apprenticeable:

1. Involve skills that are customarily learned in a practical way through a structured, systematic program of on-the job supervised learning:
2. Be clearly identified and commonly recognized throughout an industry;
3. Involve the progressive attainment of manual, mechanical, or technical skills and knowledge which, in accordance with the industry standard for the occupation, would require the completion of at least 2,000 hours of on-the-job learning to attain; and
4. Require related instruction to supplement the on-the job learning.
5. **New NOF Apprenticeable Occupation.** The occupation Elementary School Teacher was submitted for an apprenticeability determination.

Elementary School Teacher
O\*NET-SOC CODE: 25-2021.00

RAPIDS Code: 3077CB

Type of Training: Competency-based (3 years\*)

**\* Recommended Length of Elementary School Teacher Apprenticeship Program by Apprentice Education Level**

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| **Education level** | **On-the-job training hours** | **RTI hours** |
| No postsecondary education | 6,000 to 7,500 | 1,800 to 2,000 |
| Associate degree | 4,000 to 6,000 | 1,000 to 1,250 |
| Bachelor’s degree in a field other than education | 2,400 to 3,200 | 675 to 750 |

Elementary School Teachers performs the following duties:

* Create an appropriate and inclusive environment for learning.
* Support and encourage overall student growth and development.
* Plan and design instruction.
* Deliver instruction.
* Assess and evaluate student learning.
* Build systems of support.
* Engage in continuous reflection, growth, and development.
* Perform administrative duties.

Elementary school teachers instruct young students (from kindergarten to sixth grade) in basic subjects and competencies to prepare them for future schooling and personal and professional success. Elementary school teachers must develop an understanding of early child development as well as content knowledge for teaching literacy, mathematics, science, social studies, and other subjects (e.g., art, health). They must also master and apply a variety of skills related to classroom management, instructional design, instructional delivery, and assessment and evaluation. Elementary school teachers also work with other stakeholders in the school and community—including families, administrators, other teachers, and specialized school staff—to support student needs, perform administrative duties, and participate in continuous learning and development to grow as an educator.

Apprenticeship Prerequisites:

To become a fully licensed elementary school teacher, candidates must earn at least a bachelor’s degree and complete an accredited educator preparation program. However, this can be satisfied as part of an apprenticeship program, meaning that candidates entering most elementary school teacher apprenticeship programs need only a high school diploma and 2.5 high school GPA (though some programs may allow candidates to begin their apprenticeship while still in high school).

1. **Inquiries.** If you have any questions, please contact Dr. Ricky C. Godbolt, Program Analyst, Division of Standards and Quality at (202) 693-3815 or Godbolt.Ricky.C@dol.gov .
2. **Attachments.**

