



Teacher Apprenticeship

A new pathway for great educators





THE BIG PICTURE



Current State:

In Nevada, over 101,000 kids, or nearly 21% of students, attend schools where only 2 in 10 kids are on grade level in reading and math.

Only 18.1% of Nevada high school students score above 22 on the ACT, a key indicator for college and career readiness.



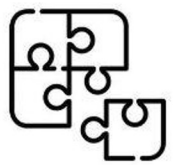
By 2030:

100,000 more kids have access to a high quality seat in the neighborhoods that need them most.



North Star:

Every public school student graduates from high school college and career ready.



THE STRATEGY



GOOD GOVERNANCE

Ensuring student-centered governance practices are leveraged among decision-makers



GREAT IDEAS IN ACTION

Activating education leaders and entrepreneurs to improve educational opportunities for kids



GOOD DATA

Creating a common language on school performance through the use of data



ENGAGED COMMUNITY

Elevating student and family voice in the solutions of educational challenges

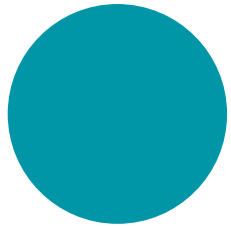


MORE GREAT SCHOOLS

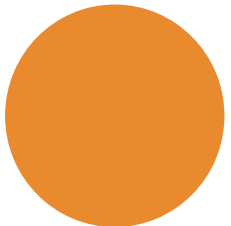
Ensuring every student has a great school in their neighborhood



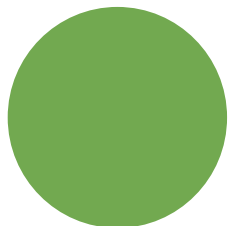
By the Numbers



Nationally with data from 37 states, there are 36,000 teacher vacancies in 22-23



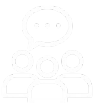
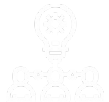
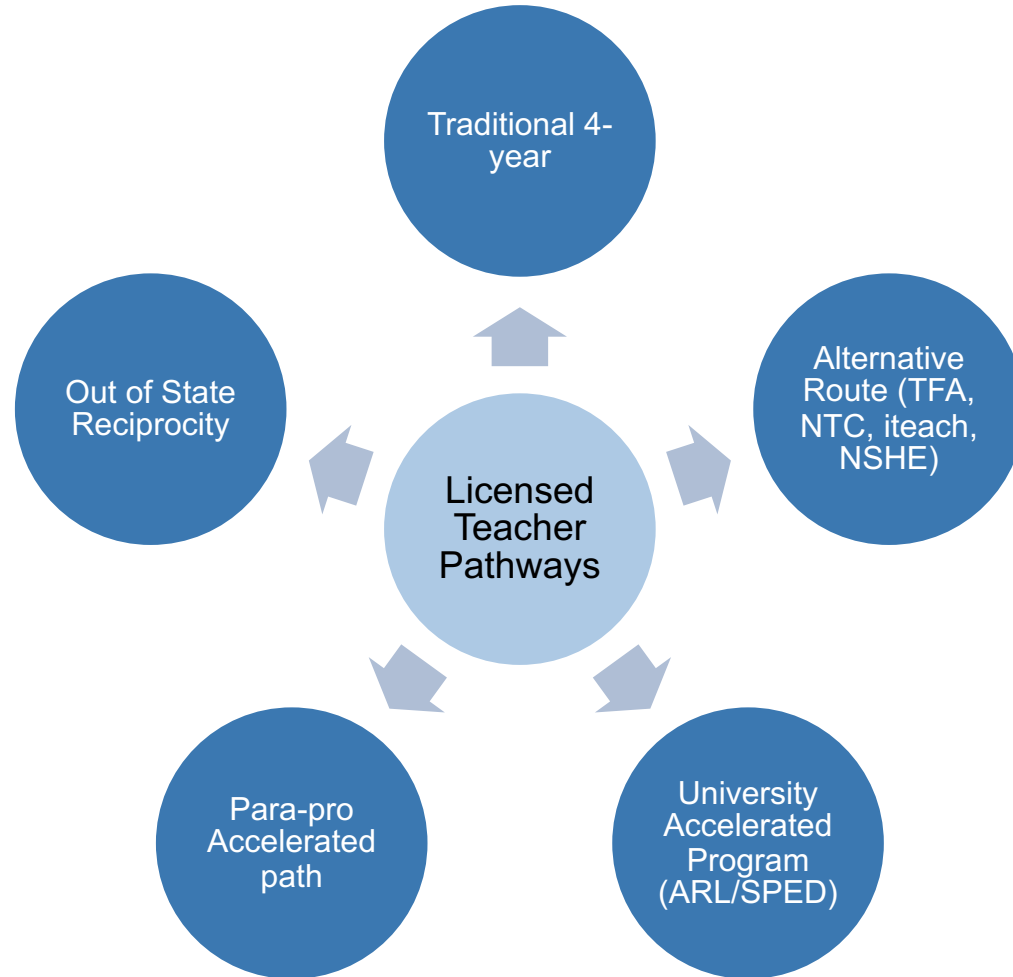
Nevada had 3,000 vacancies to start the school year 22-23; Current vacancy number 1,400 statewide.



CCSD made up 1,400 of those start of year vacancies; current vacancy number is 1,065.



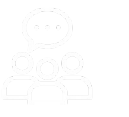
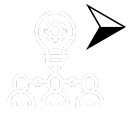
Current Teacher Pathways





Learning from Other Industries

- Promote and prioritize on-the-job training to maximize impact in the classroom short-term, while building a long-lasting additional pathway.
- Leverage job-embedded learning to improve baseline knowledge and actual workplace practice.
- Take advantage of the *Great Migration* (job switching) and career changers to expand the pool of potential educators



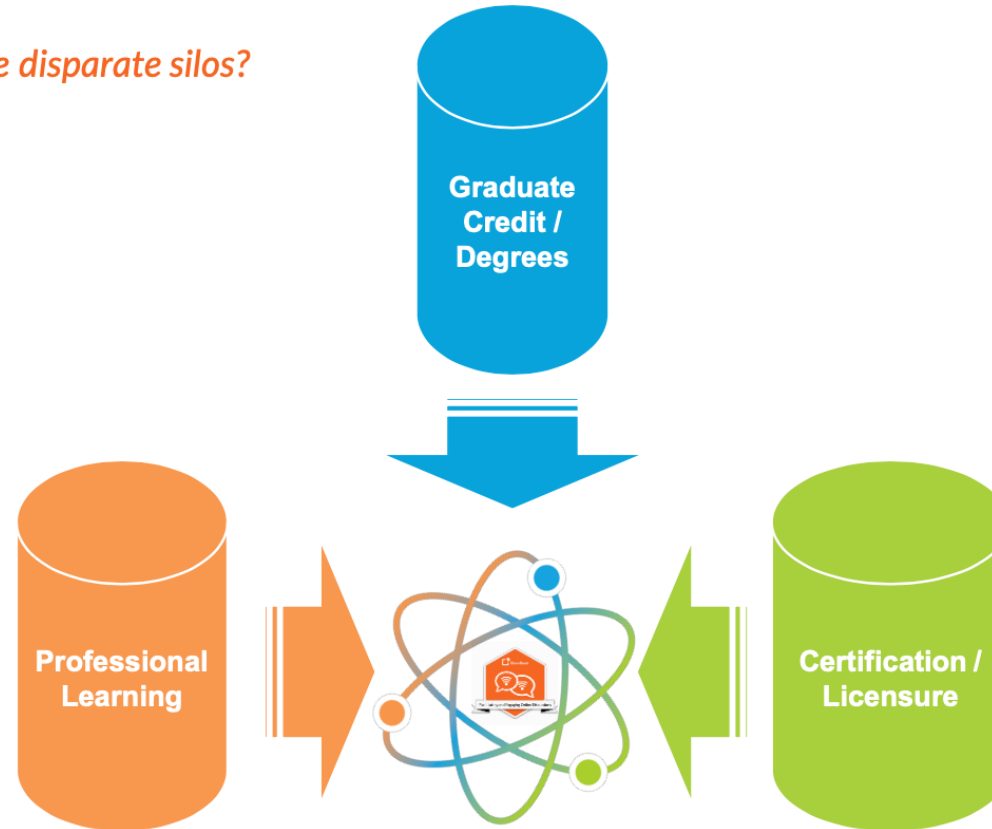


Educators Learning by Doing

How Might We Align Support, Advancement and Certification?

What if we could integrate and align these disparate silos?

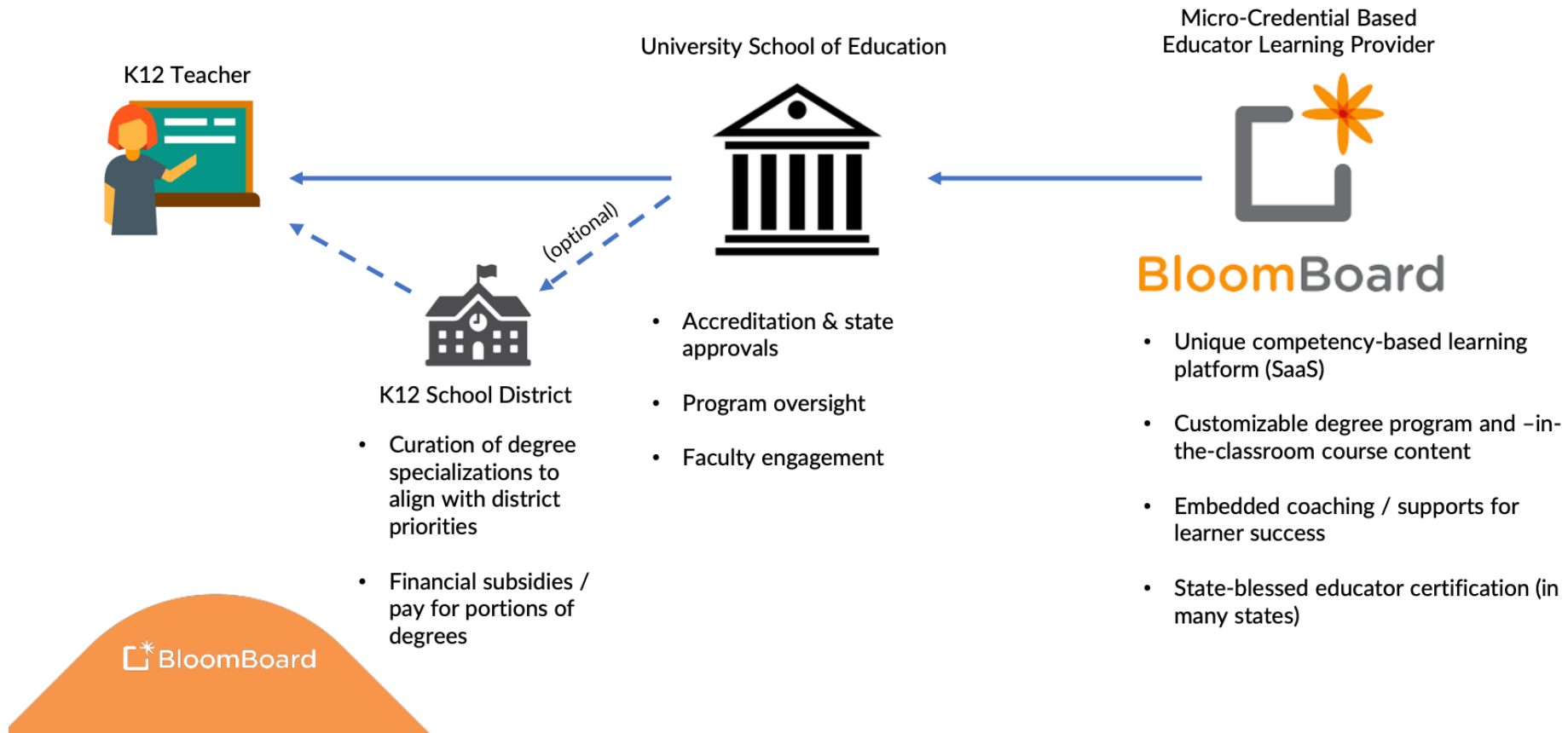
- Single experience which unifies learning for all purposes
- Learning by doing as opposed to seat-time / content with no application
- Linkages to salary and career advancement via accredited degrees and state certifications





Learning by Doing

BloomBoard-Powered Competency-Based Degrees



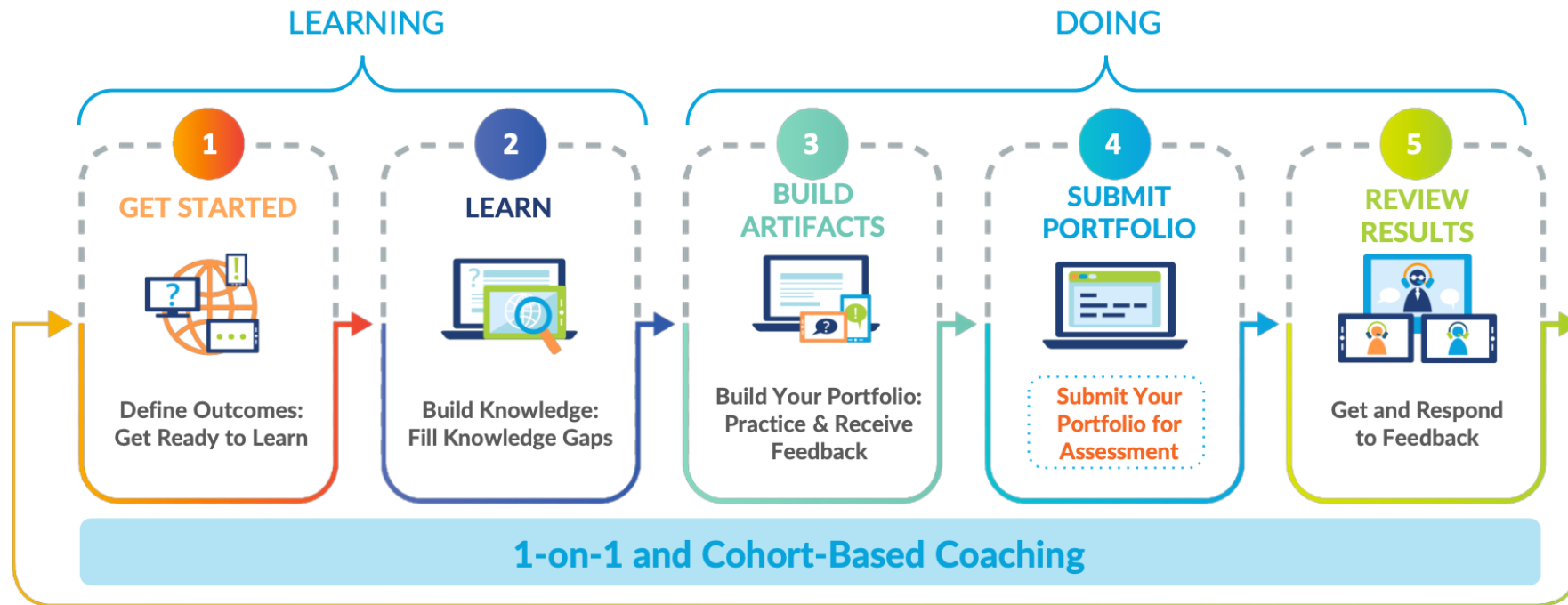


Learning by Doing

LEARNING BY DOING: The BloomBoard Experience



BloomBoard





How does this Benefit the Landscape?

Teacher

- **Highly affordable**
- Flexible, no tests or required seat time (even online)
- Little to no extra work - classroom day job generates coursework deliverables
- **Embedded teacher certification** – teachers can choose specializations that get them certified in their state for endorsements like Computer Science, SPED, STEM, SEL, Learning Loss, Equity, etc.

Districts

Customizable Recruitment, Retention and Advancement-as-a-Benefit Programs:

- Accessible salary advancement an attractive teacher recruiting / retention tool
- Competency-based “learning and proving by doing” model enables much more robust teacher growth than traditional PD
- Districts can align learning with their strategic priorities (subsumes / replaces traditional PD)
- **Districts can use funding to subsidize teachers’ degrees**

Universities

Residency-like degrees “as a service”

- Innovative online/distance learning extension
- Customizable portfolio-based, modular program structure and content
- Built-in coaching and scalable portfolio assessment capabilities
- Unique **school district sales channel**
- **Access to state certifications via BloomBoard**



Teacher Job-Embedded Learning Case Study

At the beginning of 2022, a robust grow-your-own program at Austin Peay State University in Clarksville, Tenn., became the first registered apprenticeship program for teaching in the country. The model, which is in partnership with the Clarksville-Montgomery County school district, has been in place since 2018 and serves recent high school graduates, paraprofessionals, and other community members looking to make a career change.



“A narrative around teacher education is that people don’t want to be teachers,” said Lisa Barron, the associate dean and director of teacher education and partnerships at Austin Peay. “We have found the opposite to be true.”

Said Chandler: “Once you take the barriers and obstacles away, people are lining up to become teachers.”





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