

JOURNEYWORKER TEACHER ENDORSEMENT SPECS

Competencies & Requirements to Earn this Endorsement

Purpose

As a Journeyworker Teacher, you are pivotal in shaping the next generation of educators through the Registered Apprenticeship program. This document outlines the essential competencies for the Journeyworker Teacher endorsement. The competencies define journeyworker teachers' crucial role, spanning from skillfully navigating the program's structure and delivering impactful on-the-job learning experiences to applying sophisticated adult learning principles and modeling transparent, high-quality instruction for your apprentice. These competencies are designed to ensure you not only guide your apprentice through the practicalities of teaching but also cultivate their understanding of the "why" behind every pedagogical decision, fostering their development into an effective and self-aware professional.

Teachers with a Professional License with a teaching license area (Early Childhood, Elementary, Secondary, or CTE) this endorsement are qualified to serve as a Journeyworker Teacher within the Utah Registered Apprenticeship Program for Teachers (U-RAPT).

Endorsement Requirements

To earn the **Associate level endorsement**, you must complete these competency areas:

- Foundations of Registered Apprenticeship (Competencies Area #1)
- Modeling High-Quality Instruction (Competency Area #3)
- Adult Learning Theory (Competency Area #5)

To earn the **Professional level endorsement**, you must complete all competency areas:

- Foundations of Registered Apprenticeship (Competency Area #1)
- Co-teaching (Competency Area #2)
- Modeling High-Quality Instruction (Competency Area #3)
- Self-Awareness, Transparent Thinking & Clarity in Apprentice Development (Competency Area #4)
- Adult Learning Theory (Competency Area #5)
- Effective Communication (Competency Area #6)

Competencies

Structure and Logistics of Registered Apprenticeship

The journeyworker teacher effectively navigates and leverages the organizational framework and operational design of the teaching apprenticeship program to support the apprentice's development.

Area 1: Foundations of Registered Apprenticeship

Understands the foundations of registered apprenticeship and the responsibilities for a journeyworker teacher.

- A. Understands the responsibilities of their roles as outlined by the Utah Registered Apprenticeship Program for Teachers (U-RAPT) directed by the U.S. Department of Labor's Apprenticeship Standards to effectively guide apprentices.
 - i. Understands the role of a journeyworker teacher in guiding apprentices to program completion.
 - ii. Knows the details of all required documentation, including timelines, forms, information needed, and submission method.
- B. Understands the role and responsibilities of an apprentice and actively engage in mentoring/coaching cycles to promote the apprentice's role in the classroom from support to co-teacher.
 - i. Understands the role and responsibilities of apprentices.
 - ii. Identifies the similarities and differences of journeyworker teacher and a teacher mentor/instructional coach.
 - iii. Knows the best practices of mentoring and coaching and how to apply this to apprentice support.
- C. Knows how to design and deliver On-the-Job Learning (OJL) experiences that facilitate an apprentice's mastery of the General Teacher Preparation Competencies, promoting experiences will be personalized, culturally responsive, and grounded in real-world classroom contexts to support deep conceptual understanding and application.
 - i. Knows the General Teacher Preparation Competencies, including when skills should be at a mastery level, methods for supporting skill development, evaluation requirements, and processes to help an apprentice remain in good standing.
 - ii. Understands the license-area and content-specific competencies needed to earn a professional educator license as required by the Utah State Board of Education and the apprentice's educator preparation program.
- D. Understand progress monitoring requirements for the probationary period, the bi-annual competency evaluations using the [Student Teacher Evaluation Rubric \(STER\)](#), and processes for supporting apprentices to remain in good standing.
 - i. Knows the due dates for monitoring progress during the probationary period and the duration of the apprentice's program.
 - ii. Understands how to complete a progress monitoring survey, required competency evaluations, and other associated documentation to track the apprentice's progress with on-the-job learning.

Options to Demonstrate Competency; must complete ONE of the following:

- U-RAPT Journeyworker Teacher Onboarding (both trainings required):
 - U-RAPT Journeyworker Teacher Orientation -and-

- U-RAPT Student Teacher Evaluation Rubric (STER) Training
- Registered Apprenticeship Modules (in development-anticipated January 2026)

Methods of On-the-job Learning (OJL)

The journeyworker teacher skillfully employs diverse techniques and approaches to facilitate robust on-the-job learning experiences for the apprentice within the teaching environment.

Area 2: Co-Teaching

Understands co-teaching approaches and implements effective co-teaching practices.

- Demonstrates a comprehensive understanding of various co-teaching approaches (e.g., One Teach, One Observe; One Teach, One Assist; Parallel Teaching; Rotation/Station Teaching; Alternative Teaching; Team Teaching) and their appropriate application based on instructional goals, student needs, and apprentice development level.
- Articulates the pedagogical benefits of co-teaching for both student learning outcomes and the professional growth of the Registered Apprentice Teacher.
- Effectively collaborates with the Registered Apprentice Teacher in all phases of instructional planning, including setting objectives, designing activities, and integrating assessments.
- Facilitates the clear delineation of roles and responsibilities for both teachers during co-taught lessons, ensuring equitable distribution of tasks and opportunities for the apprentice to lead.
- Plans opportunities for the Registered Apprentice Teacher to contribute their unique strengths and perspectives to instruction.
- Skillfully implements chosen co-teaching approach during instruction, demonstrating flexibility and adaptability to adjust strategies in real-time based on student engagement and learning.
- Collaborates with the Registered Apprentice Teacher to establish and maintain a positive, productive, and inclusive classroom environment, sharing responsibilities for classroom management and student behavior support.
- Models and facilitates clear and concise communication with the Registered Apprentice Teacher during instruction, using non-verbal cues and brief verbal exchanges to ensure smooth transitions and shared understanding.
- Engages in structured, collaborative reflection with the Registered Apprentice Teacher on instructional effectiveness and student outcomes.
- Delivers timely, specific, and actionable feedback to the Registered Apprentice Teacher on their co-teaching practices and professional growth.
- Models openness to feedback, demonstrating a commitment to mutual professional growth and continuous improvement.

Options to Demonstrate Competency; must complete ONE of the following:

- Co-teaching Microcredential (in development-anticipated January 2026)
- Co-teaching Canvas Modules (in development-anticipated Fall 2026)
- Pre-approved LEA Course/Program, approved by the Superintendent
- USBE Co-teaching Professional Learning Program for LEAs
 - See your LEA Special Education Director for more information.

Area 3: Modeling High-Quality Instruction

The journeyworker teacher implements and models high-quality instruction.

- A. Models effective instructional design theories such as backwards design, universal design for learning, explicit instruction, inquiry, and/or collaborative learning
- B. Facilitates and guides alignment of instruction and assessment to state standards and competencies
- C. Uses technology effectively to engage teachers in professional learning and in data-driven instruction
- D. Understands assessment designs and the different modalities of assessing students
- E. Facilitates data analysis of different formative and summative assessments to inform instruction
- F. Models and facilitates instructional planning through intentional pacing, alignment to frameworks, and mapping out concepts to ensure that an effective sequence is followed
- G. Utilizes a strong knowledge of evidence-based resources to evaluate them to meet the needs of students and uses it to identify options for differentiation and tiered instruction
- H. Encourages students to engage in self-reflection through modeling and supporting educators to use this practice

Options to Demonstrate Competency; must complete ONE of the following:

- Earned Professional [Instructional Coaching Endorsement](#)
- Earned Professional [Teacher Mentor Endorsement](#)
- Microcredential Pathways (Must have both of the following):
 - [Instructional Coaching Endorsement: Instructional Design & Assessment Microcredential Pathway](#)
 - [High-Leverage Practices Microcredential Pathway](#)
- Current [National Board Certification](#)
- Pre-approved LEA Course/Program, approved by the Superintendent

Area 4: Self-Awareness, Transparent Thinking & Clarity in Apprentice Development

The journeyworker teacher leverages self-awareness, transparent thinking, and instructional clarity to support apprentice development:

- A. Understands that their own experiences and perspectives shape their teaching and management choices. Actively identifies personal teaching habits and considers how they might impact their interactions with the apprentice to avoid assuming what the apprentice already knows or how they learn.
- B. Deeply grasps how valuable it is for both teachers and apprentices to regularly reflect on their own thought processes, decision-making, and learning strategies as educators.
- C. Clearly demonstrates their teaching methods and classroom management techniques. Explains the reasoning and benefits behind these choices to the apprentice, making the rationale for each move visible.

- D. Actively models how they think through their teaching decisions when reviewing lessons and planning new instruction. Through self-reflection practices, vocalizes their reasoning and self-assessment, providing the apprentice with insight into the mental work of an experienced teacher.
- E. Deeply understands how essential clarity and step-by-step, direct instruction are for both student learning and the apprentice's professional growth.
- F. Uses direct teaching methods to involve students actively in lessons. Involves the apprentice in the practical application of these methods, explaining *how* and *why* specific instructional steps are taken to engage students.
- G. Shows the apprentice how to use clear, direct teaching when guiding the whole class through procedures. Models the use of specific cues or signals and explains their purpose in maintaining smooth classroom operations.

Options to Demonstrate Competency; must complete ONE of the following:

- Earned Professional [Instructional Coaching Endorsement](#)
- Earned Professional [Teacher Mentor Endorsement](#)
- Pre-approved LEA Course/Program, approved by the Superintendent

Area 5: Adult Learning Theory

The journeyworker teacher intentionally applies principles and strategies grounded in adult learning theory to ensure the apprentice's active engagement, effective support, and optimal development.

- A. Understands deeply and effectively implements the Utah Professional Learning Standards into professional learning plans and priorities to ensure impact for students through increased capacity for effective teaching and learning.
- B. Applies effectively the theories of adult learning theories in coaching and professional learning
- C. Recognizes and support the stages of educators' development and helping to identify and build their level of self-efficacy to increase effectiveness
- D. Understands and applies theories of change that encourage growth mindset and professional progress
- E. Designs and facilitates professional learning using adult learning theory- effectively honors experience and differentiates coaching and professional learning to meet the needs of educators.

Options to Demonstrate Competency; must complete ONE of the following:

- Earned Professional [Instructional Coaching Endorsement](#)
- [Adult Learning Theory Microcredential Pathway](#)
- Pre-approved LEA Course/Program, approved by the Superintendent

Area 6: Effective Communication & Building Trust and Rapport

The journeyworker teacher fosters the professional growth of an apprentice by building a trusting, collaborative relationship through purposeful, clear, and empathetic communication. They skillfully guide reflective practice, deliver constructive feedback, and navigate challenging conversations to support the apprentice's development and positively impact student learning.

- A. Establishes a safe and collaborative environment where the apprentice feels respected, supported, and willing to be vulnerable in their practice.
 - a. Articulates clearly and consistently maintains confidentiality regarding all observations and conversations, establishing a safe space for open dialogue.
 - b. Employs active listening strategies—such as paraphrasing, summarizing, and asking clarifying questions—to ensure a deep and accurate understanding of the apprentice’s perspective, challenges, and celebrations.
 - c. Acknowledges the emotional landscape of teaching and responds with empathy, validating the apprentice’s experiences while maintaining a focus on professional growth.
 - d. Fosters a relationship based on mutual respect and partnership, positioning themselves as a collaborative guide rather than a judgmental evaluator.
- B. Uses powerful questioning and coaching language to guide the apprentice in analyzing their practice, setting goals, and identifying their own path to improvement.
 - a. Poses questions that encourage the apprentice to engage in deep reflection on their instructional decisions, student engagement, and learning outcomes (e.g., "What was your intended outcome for that segment, and what did you observe that told you if you reached it?").
 - b. Collaborates with the apprentice to analyze data (observation notes, student work, etc.) and set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their professional practice.
 - c. Frames conversations around the impact of instructional choices on student learning, moving the focus from "what the teacher did" to "what the students learned."
 - d. Facilitates conversations that empower the apprentice to generate their own solutions, strategies, and next steps, fostering their capacity for independent professional judgment.
- C. Provides clear, evidence-based, and actionable feedback designed to affirm strengths and address areas for growth in a supportive and objective manner.
 - a. Provides specific, non-judgmental feedback based on objective and observable evidence collected during classroom observations, rather than on opinion or inference.
 - b. Strategically balances the acknowledgment of effective practices with concrete suggestions for areas of improvement to build the apprentice’s confidence and efficacy.
 - c. Delivers feedback that is direct, easy to understand, and focused on high-leverage practices that the apprentice can implement immediately; connects feedback directly to the apprentice’s professional goals.
 - d. Effectively facilitates a pre-conference, observation, and post-conference cycle, modeling a structured and predictable process for professional reflection and feedback.
- D. Skillfully manages conversations that may be emotionally charged, involve professional disagreements, or address sensitive topics with professionalism and a focus on positive resolution.
 - a. Remains calm, centered, and respectful when faced with defensiveness, frustration, or disagreement from the apprentice.
 - b. Addresses challenging situations by describing specific behaviors and their impact on students or the school community, avoiding labels or personal criticism. Uses "I" statements to convey their perspective (e.g., "I am concerned that when the transitions are slow, valuable instructional time is lost.").
 - c. Approaches difficult conversations with a problem-solving mindset, seeking to understand the apprentice’s perspective and collaboratively generate solutions.
 - d. Recognizes the limits of their mentoring role and knows when and how to appropriately

involve a program supervisor or school administrator when a situation requires higher-level intervention.

- E. Acts as a model of professional communication for the apprentice in all aspects of the school environment.
- a. Models effective, respectful, and solution-oriented communication with students, families, colleagues, and school leadership.
 - b. Clearly articulates the "why" behind their own instructional practices and the feedback they provide, connecting it to educational research, school initiatives, and student needs.
 - c. Adheres to the highest ethical standards in all verbal and written communication, maintaining professionalism and integrity in their mentoring role.

Options for Demonstrate Competency; must complete ONE of the following:

- Earned Professional [Instructional Coaching Endorsement](#)
- Earned Professional [Teacher Mentor Endorsement](#)
- [Teacher Mentor Modules](#) (Must have both of the following):
 - Module 05: Effective Mentoring Conversations -and-
 - Module 07: Mastering Crucial Conversations
- Foundations of Instructional Coaching Course
- Pre-approved LEA Course/Program, approved by the Superintendent

Applying for the Endorsement:

Submit all documentation and application form to Educator Licensing through SM Apply (<https://usbelicensing.smapply.us/>). Transcripts must be submitted to transcripts@schools.utah.gov directly from your college or university.