



BCPS Teacher Apprenticeship Program (BTAP)

Local Roots, Lasting Impacts: Growing a Teacher Apprenticeship Program

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▶ ***Engage. Empower. Excel.***

Baltimore County Public Schools

BCPS



OUR SCHOOL SYSTEM

Baltimore County Public Schools *Engage. Empower. Excel.*

110,298

STUDENTS
(2023-2024 school year)

176 SCHOOLS, CENTERS, AND PROGRAMS*

>> more than 20,000 employees

22nd largest school system in the United States

3rd largest in Maryland

0.4% American Indian
0.1% Pacific Islander
5.3% Multi-racial
7.2% Asian
16.9% Hispanic/Latino
30.0% White
40.0% African American

84.9%

Graduation rate
(Class of 2024)

26

Maryland Blue Ribbon Schools

539

Grants to schools & offices
from 2010 - 2024, totaling \$991,639

The Education Foundation of Baltimore County Public Schools

More than

\$315,316,030

in scholarships awarded to 2024 BCPS graduates

Legend

Type

- Administrative
- ◆ Bus Lot
- ★ Charter School
- Center
- ▲ Elementary School
- High School
- ◆ Middle School
- Other School
- Program
- Site Bank Property
- ★ Special Education
- ◆ To Be Determined
- BCPS Planning Areas
- Major Arterial Roads
- Highways

eHCLE Executive Standards



Talent Acquisition – Recruitment: #2 Select recruitment strategies to source and attract qualified and diverse applicants.



Talent Acquisition – Recruitment: #4 Build pipelines to develop exceptional candidates.



Talent Development - Orientation and Onboarding: #3 Develop support structures for employees who are new to a role



Total Rewards – Work-life Integration: #2 Establish programs that promote work-life integration.



What role do these individuals play in the school community? How does their presence or position contribute to fostering a positive culture within the school?



Connection to *Blueprint for Maryland's Future*

- Pillar 2: High Quality and Diverse Teachers
- BCPS Plan: Strategic Staffing Partnerships
- Career Ladder: Mentors Teachers
National Board Certification support opportunity



Districts Need Teacher Residencies

Teacher shortages, diversity, quality, and retention are perennial challenges

- The teaching profession has a supply and demand problem
- Our teaching workforce is disproportionately white compared to our student population
- 50% of teachers leave the profession within 3 years
- Teacher turnover costs school districts ~ \$20,000 per teacher

[The Teacher Residency Return on Investment Report, NCTR](#)

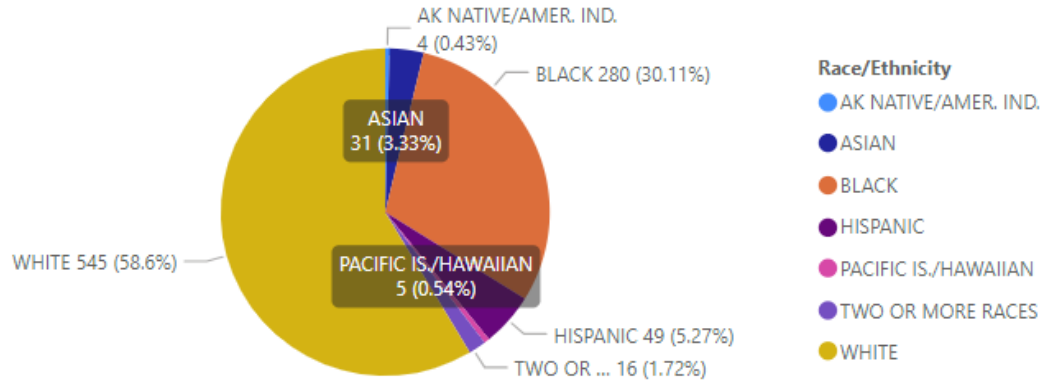
Over three quarters of all BCPS professional staff are female and 77% of BCPS staff are White. Between school years 2020-2021 thru 2022-2023, the percentage of Black or African American teachers has increased by 2.4%, Hispanic teachers by .5%, and Other by .3%

[\(BCPS Hiring Practices and Diversity Report – November 2023\)](#)

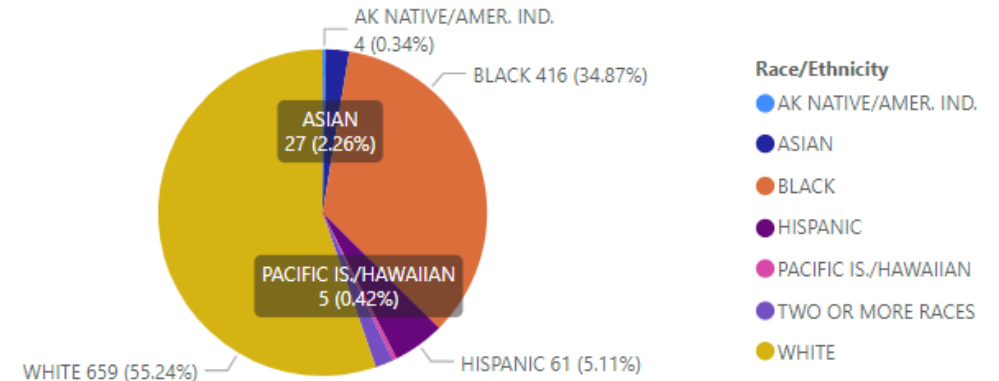
BCPS New Teacher Hires by Race



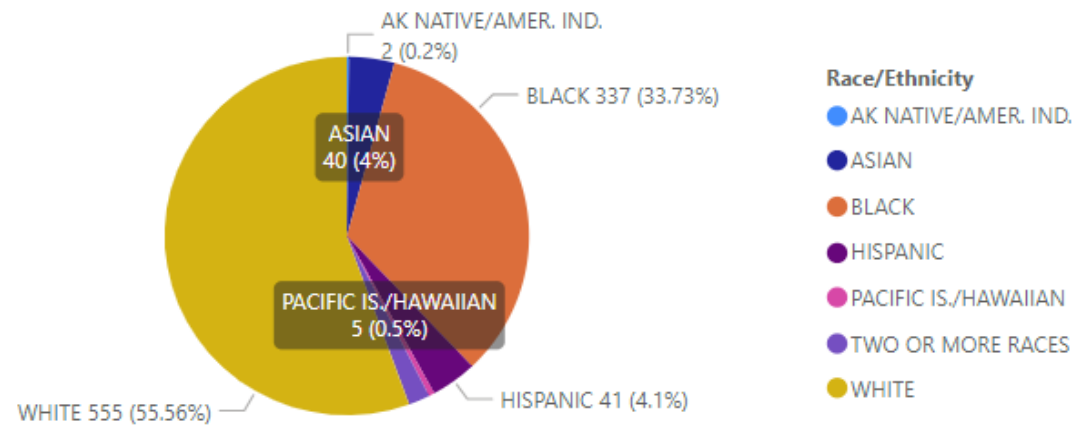
BCPS Hires for FY2021-2022 Through Q4



BCPS Hires for FY2022-2023 Through Q4



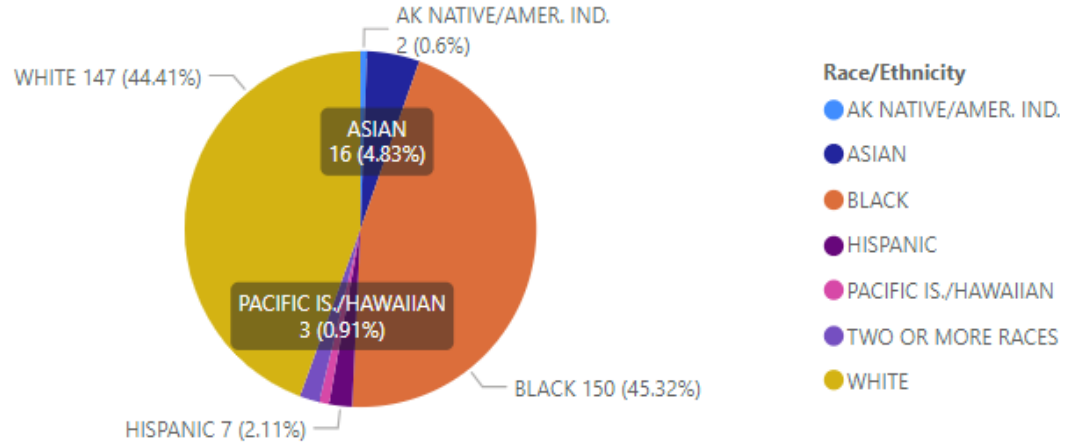
BCPS Hires for FY2023-2024 Through Q4



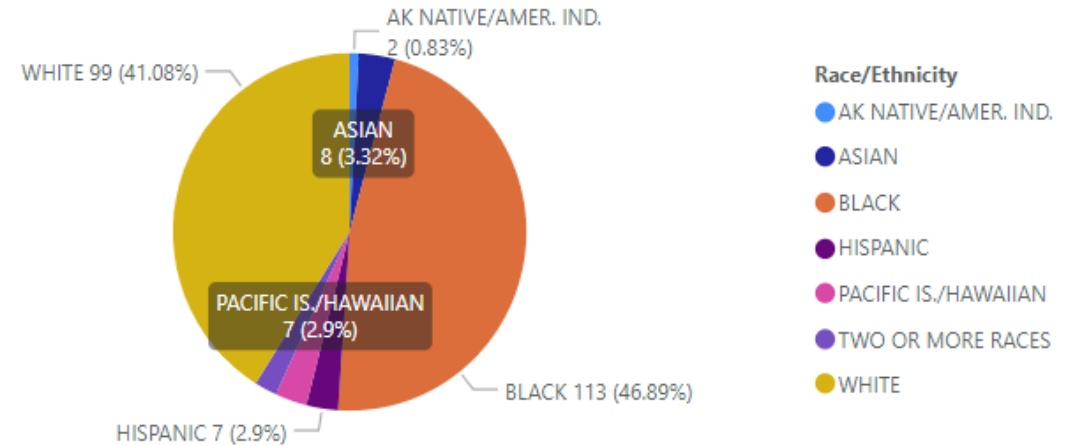
BCPS New Paraeducator Hires by Race



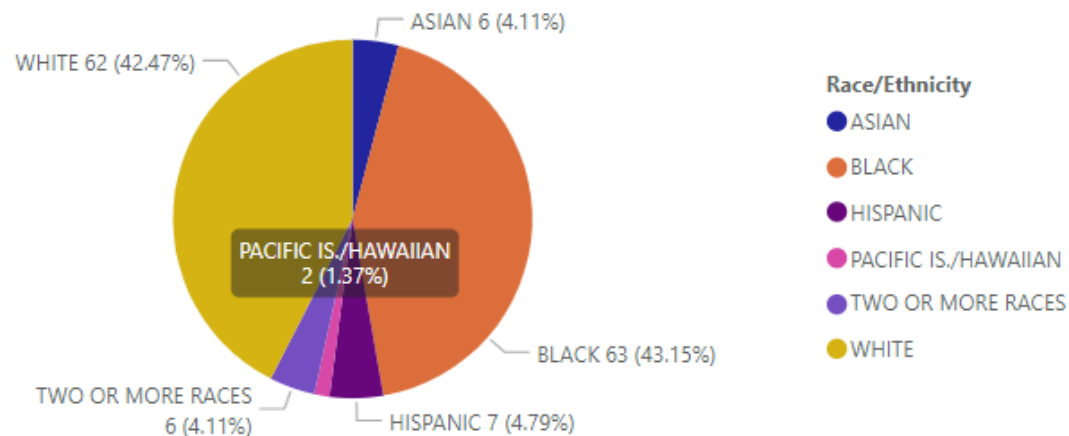
BCPS Hires for FY2021-2022 Through Q4



BCPS Hires for FY2022-2023 Through Q4



BCPS Hires for FY2023-2024 Through Q4



Grow Our Own Initiatives for Paraeducators



Post-Baccalaureate Certification Programs

Community College Baltimore County

Goucher College

Notre Dame Maryland University

Baccalaureate Program

Bowie State University

5 Year Track

Baccalaureate Program

Bowie State University

MHEC Grant

Teacher Fellows (MD Leads Grant)

Spring 2023 thru Spring 2024

Diverse Teacher Recruitment Scholarship

\$1 M grant awarded by Baltimore County Gov.

Teachers of Color and Women in STEM

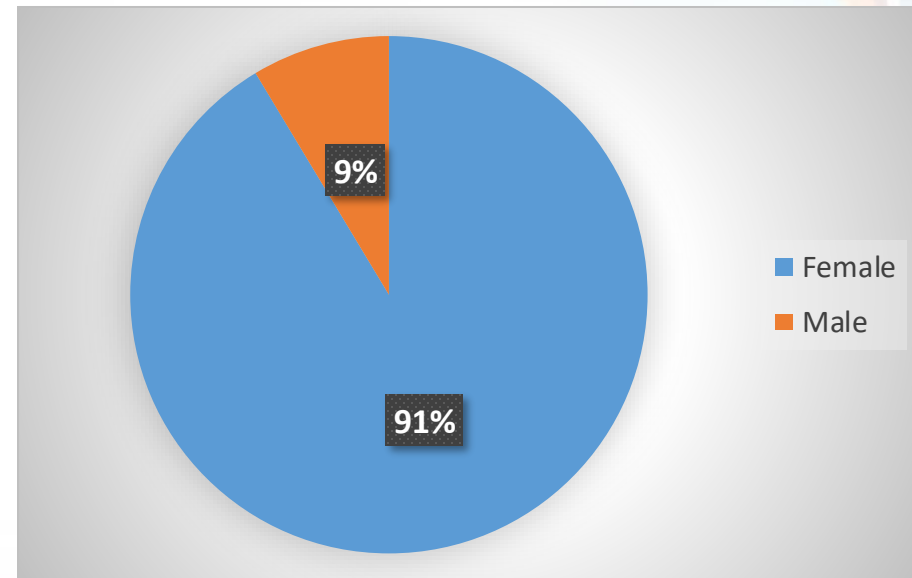
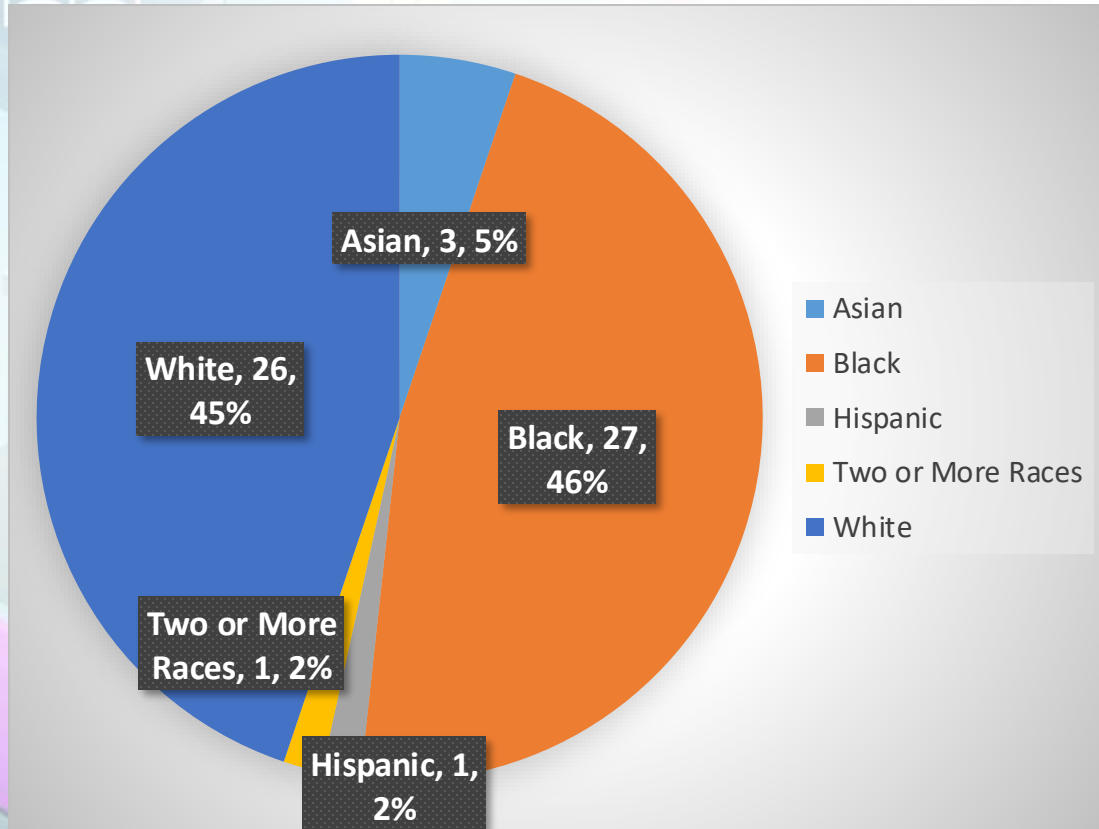
Partnering with Education Foundation

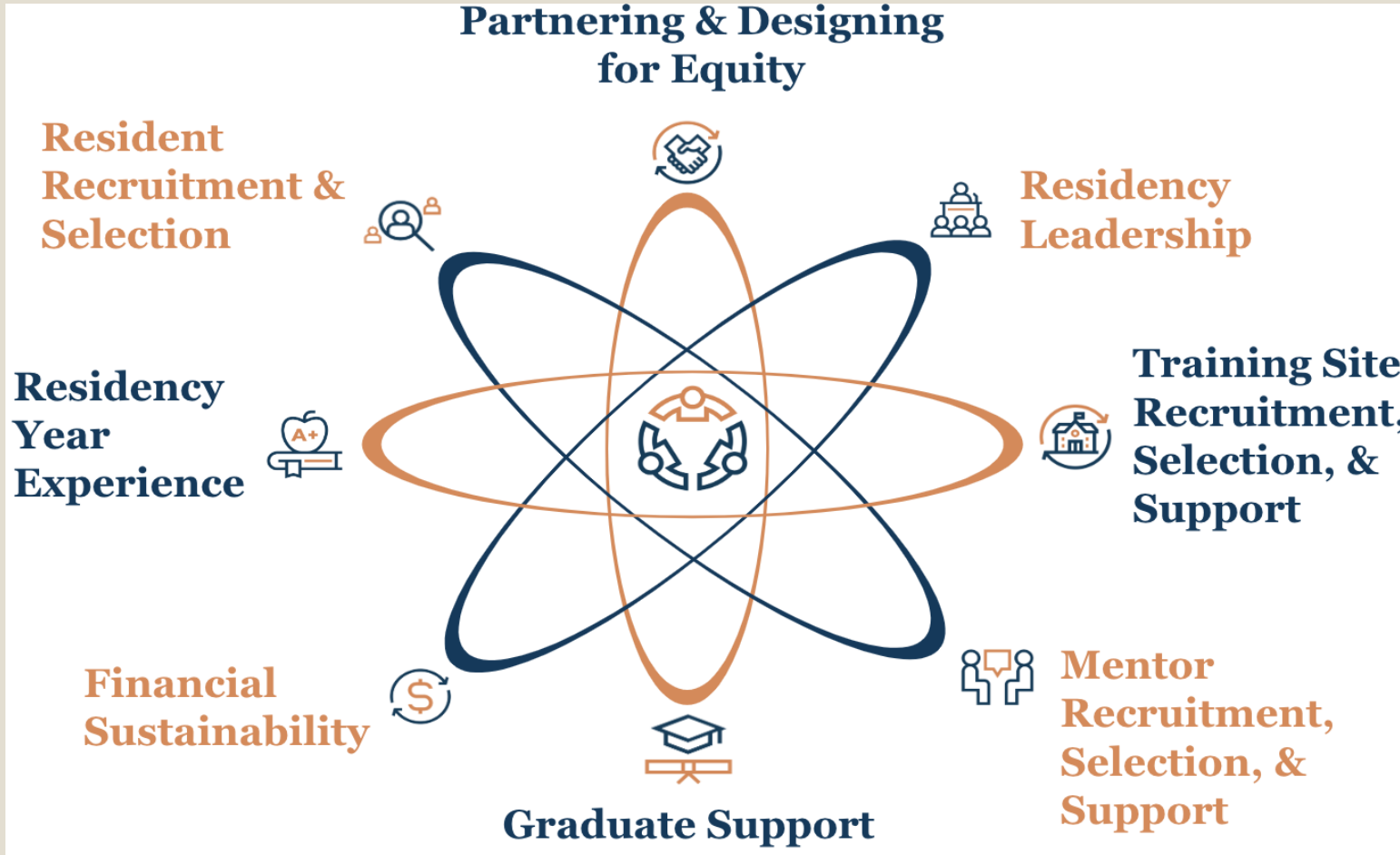
Baltimore Teacher Apprenticeship Program

Loyola University MD

Summer 2024

Grow Our Own Demographics



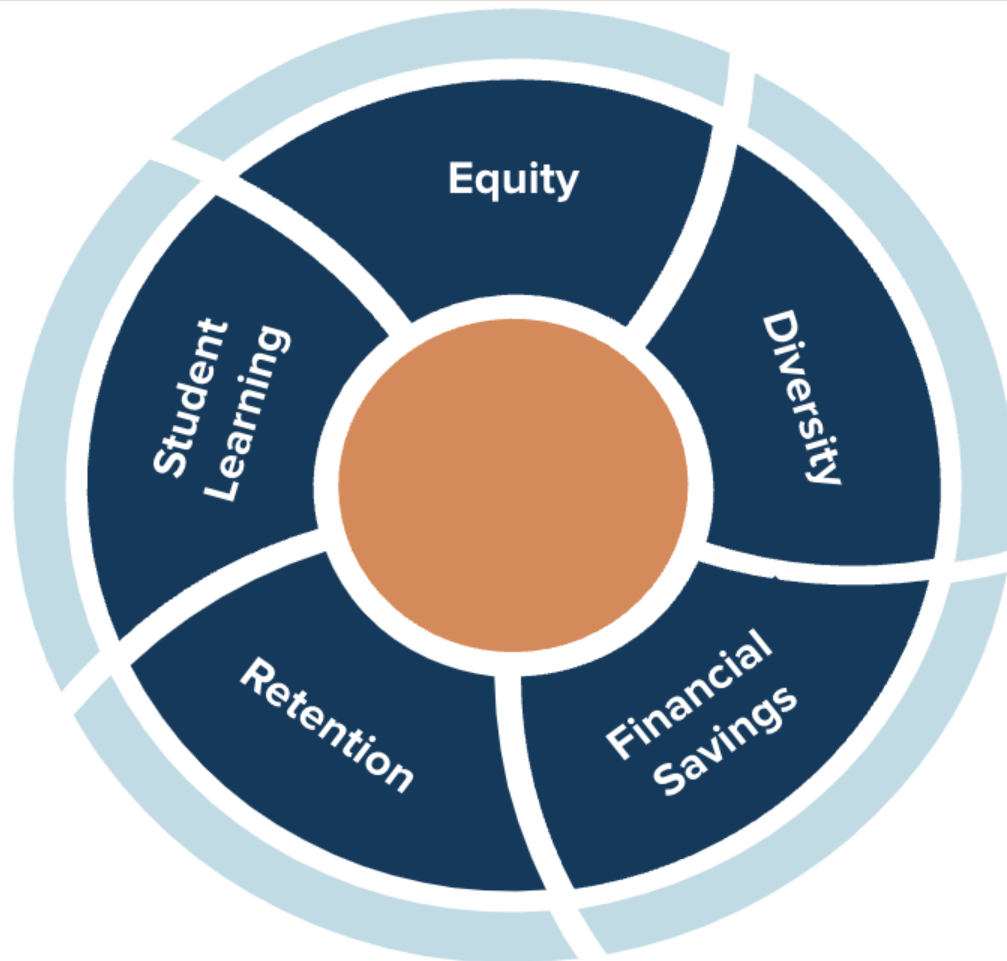
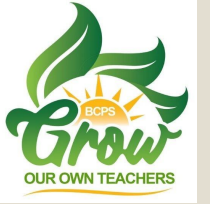


The Residency Model

GUIDING PRINCIPLES OF TEACHER RESIDENCIES

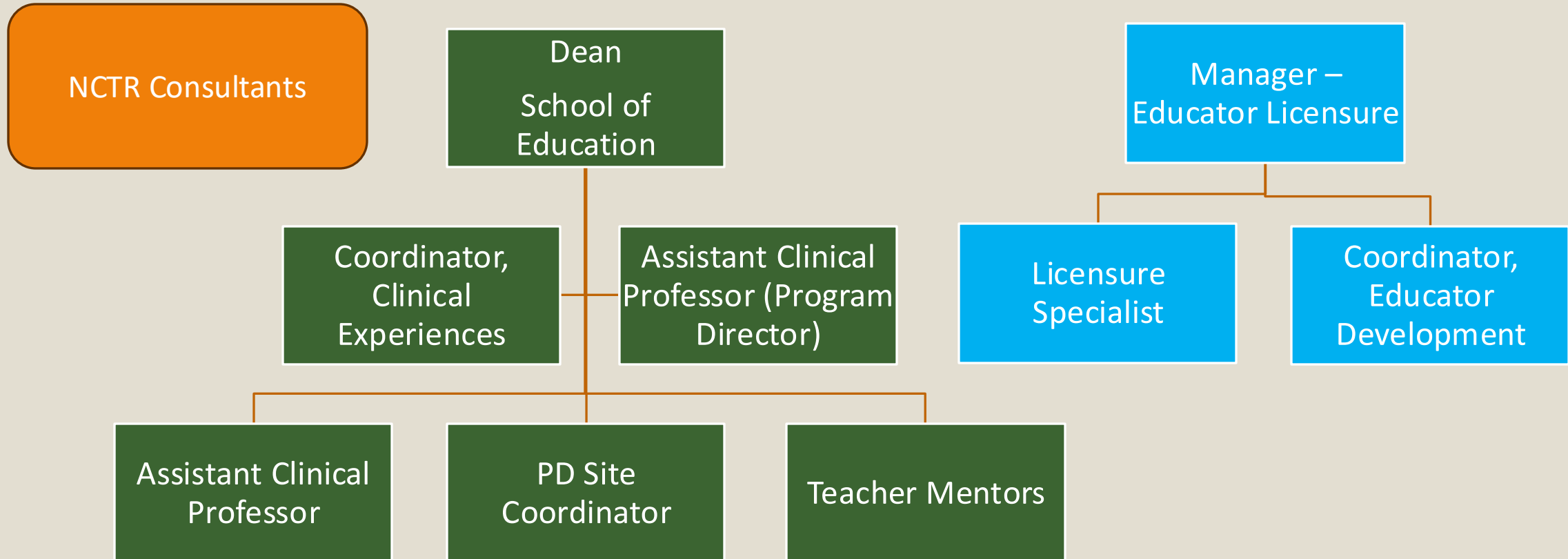
Source: [National Center for Teacher Residencies](#)

NCTR Residency Design Academy



Funded through a 2023-2024 Maryland Leads Grow Your Own initiative and with the guidance of the National Center for Teacher Residencies, Loyola and BCPS developed and launched *The Baltimore Teacher Apprenticeship Program (BTAP)*, a residency program specifically designed to attract, recruit, and retain diverse special educators who meet the academic, social, and emotional needs of students and who match the increasing diversity of students in BCPS schools.

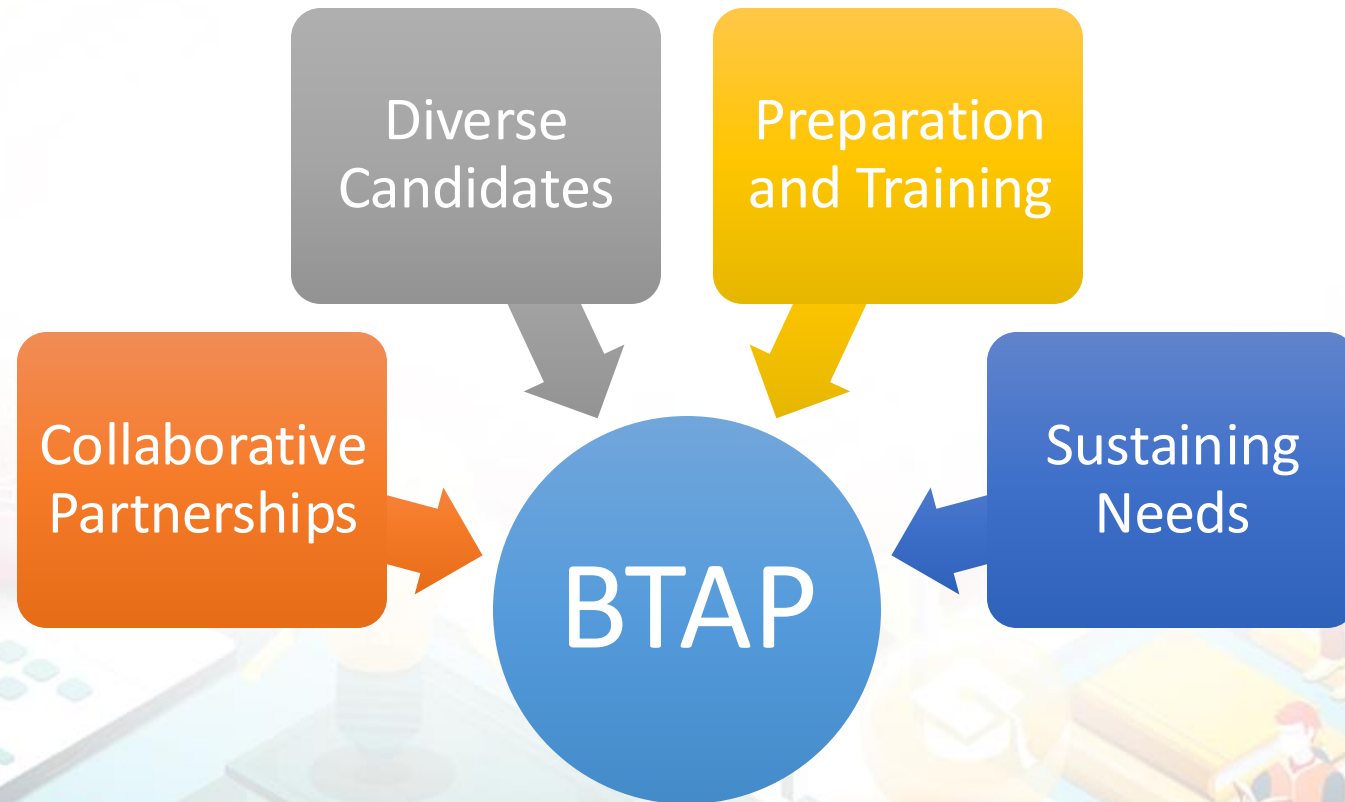
BTAP Design Team



Theory of Change



If BCPS develops a teacher apprenticeship program targeting paraeducators, then it will support efforts with increasing an educator workforce that is representative of the student population BCPS serves.





BCPS Teacher Apprenticeship Program: Loyola's Exceptional Teachers for Exceptional Learners

A PARTNERSHIP BETWEEN BALTIMORE COUNTY PUBLIC SCHOOLS AND
LOYOLA UNIVERSITY MARYLAND



BALTIMORE COUNTY PUBLIC SCHOOLS
Engage. Empower. Excel.



What is BTAP?

Mission: The program attracts, recruits, prepares, and retains special educators who commit to continuously learning, leading, and implementing antiracist practices in our diverse and changing communities.

Vision: The program fosters a community of learners that positively impacts the holistic development of historically underserved populations and prepares them for long-term success.

BTAP Program Goals

Teach

Create a pathway to teaching special education for our high-quality BCPS para-educators

Represent

Increase representation of teacher candidates who have been historically underrepresented to match the student population.

Train

Increase the number of training sites that are appropriate clinical placements for preparing teacher candidates to be antiracist educators.

Mentor

Increase the representation of mentor teachers who are qualified and have the capacity to guide teacher candidates through their clinical experience.

BTAP Program Goals

Support

The percentage of teacher apprentices reporting the financial support is sufficient to allow them to participate and complete the teacher residency program.

Retain

Retention of apprentices after three-year commitment is 85%.

Program Overview

Pictured: Shawn Woodlin, Lansdowne Middle

- Earn M.Ed. degree and eligibility for a Maryland teaching license in special education.
- Complete the program in 12 to 24 months.
- **One-year clinical experience: continue to work for BCPS while in apprentice position.**
- Connect theory and practice while co-teaching with a highly effective special education mentor teacher.
- Prepare in a learning community while taking graduate level courses at Loyola University Maryland.





Online courses in evenings with a cohort of your peers



Opportunities for in-person activities and events to support your progress



Immediately apply your learning during a year-long apprenticeship in BCPS

Program Format

Program Schedule: At-a-Glance

Summer 2024	<ul style="list-style-type: none">• Take coursework in evenings (15 credits)• Build learning community
August 2024- December 2024	<ul style="list-style-type: none">• Apprentice with mentor in school four days per week• Take coursework in evenings (13 credits)• Special activities one day per week
January 2025 – May 2025	<ul style="list-style-type: none">• Apprentice full-time, 5 days per week• Complete coursework (12 credits)• Complete licensure exams



Program Requirements

ENTRY REQUIREMENTS

- Current para-educator in BCPS (some positions MAY be available for other candidates)
- Completed a bachelor's degree from regionally accredited university
- Cumulative GPA of 3.0 or higher (lower GPAs are considered with a qualifying score on a Maryland-approved basic skills exam)
- Seeking initial teaching license

EXIT REQUIREMENTS

- Successful completion of coursework and apprenticeship
- Successful completion of edTPA: Special Education
- Successful completion of required licensure exams:

Praxis – Special Education

Praxis – Teaching Reading Elementary

*Visit www.marylandpublicschools.org for the most up-to-date information on required exams



Program Costs - SY 2024 - 2025

Regular tuition is \$690/credit, or a total of \$27,600

BTAP Apprentices Receive:

- Loyola tuition discount: 25%
- BCPS tuition benefit: \$300/credit (\$12,000 total)
- Out-of-pocket tuition: \$210/credit (\$8,400 total)

Licensure exam fees: approx. \$600

Internship fee: \$200

Books: \$500

Out-of-pocket costs before scholarships/grants = approx. **\$9,700**



Baltimore County
Diverse Teacher
Scholarship



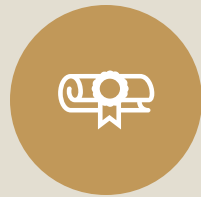
Federal TEACH grant
(\$4000)



State and Federal Tax
Credits



Federal Student Loan
Forgiveness



Loyola Finish Line
Fund (for licensure
exam assistance)



FAFSA Workshop -
TBD

SALARY for licensed special education teacher in BCPS: \$60,000 minimum

Financial Assistance Options

Special Education Licensure Area Options

Elementary/Middle:
Grades 1 – 8

**2 PD
Sites**

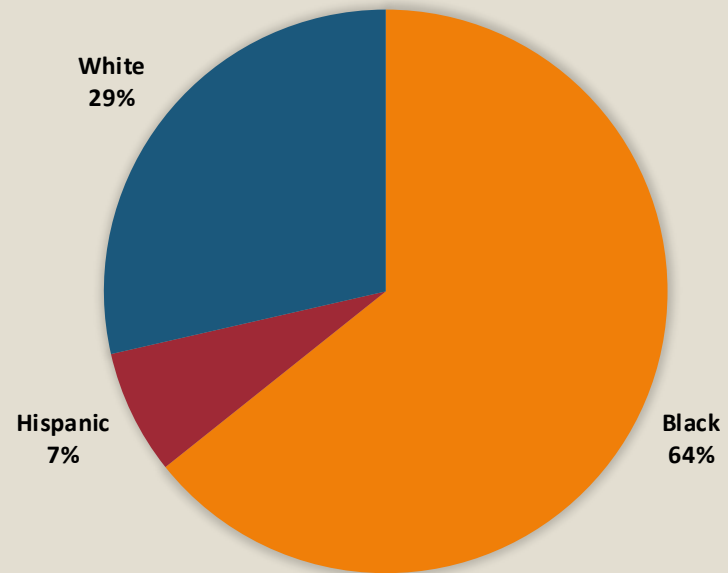
Secondary/Adult:
Grades 6 – adult

1 PD Site

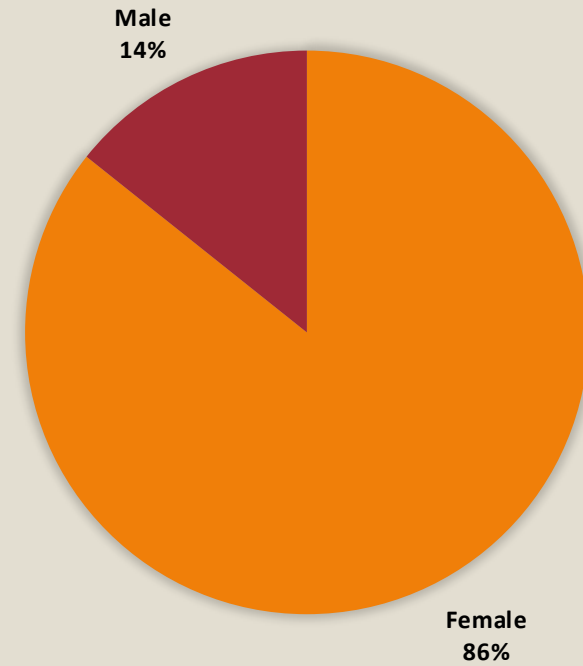
Program Status

	# of Participants	Summer 2024	Fall 2024
Teacher Fellows	5	5	5
Part-time Paraeducators	5	5	5
Conditional Teachers	4	4	4

RACE/ETHNICITY



GENDER



Program Demographics

BTAP - Year 1

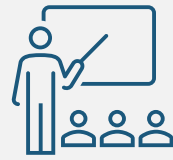


Key Take Aways

- Transition to “Implementation Team”
- Two-year program structure verses one-year plan
- Additional financial support – Funding streams
- Revised Admissions and Selection Process
- Strengthen Support Structures
- Written Policies
- Stakeholder Input (Program Advisory Board)



Program
Sustainability
(Blueprint)



Registered Apprenticeship
(MD Department of Labor)



NCTR Network:
Black Educators Initiative

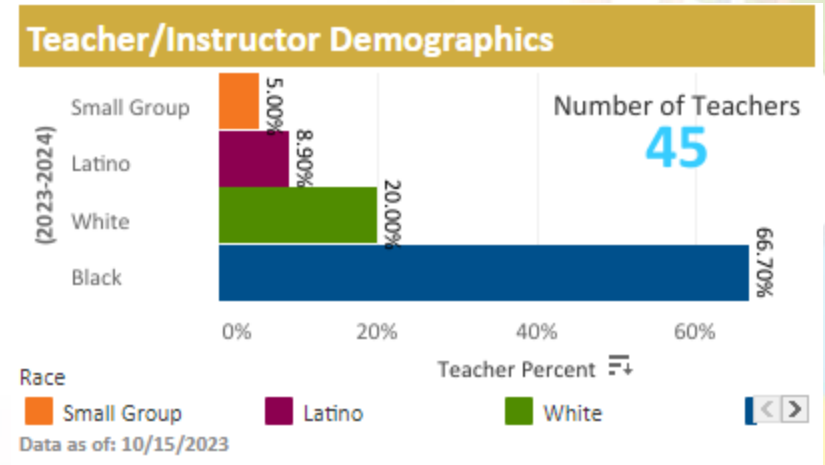
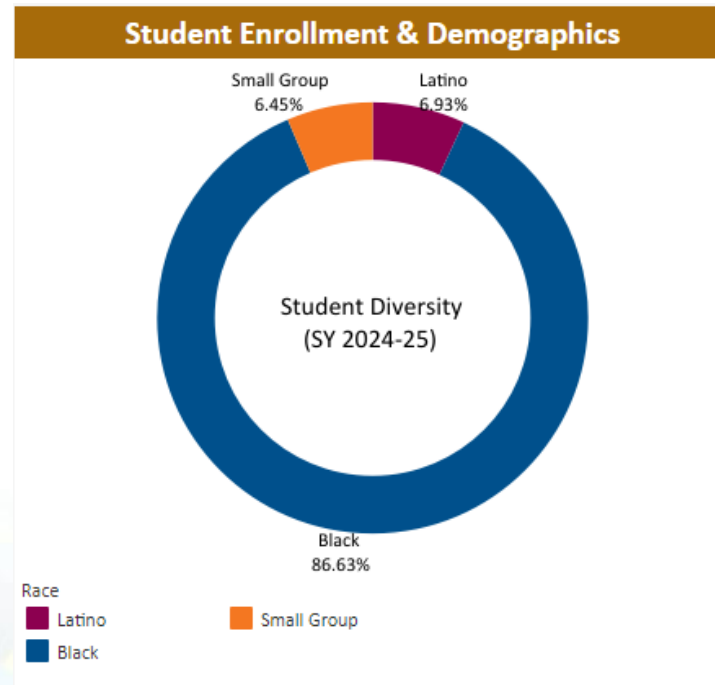


Grant Opportunities

BCPS Story



Windsor Mill Middle School *"Impact Over Everything"*





Opportunities and Questions

WHAT IS RESONATING WITH YOU?