

REGISTERED APPRENTICESHIPS

This quick-start guide orients educators by defining apprenticeships, explaining their benefits, offering search pathways for apprenticeship programs in Oregon, and facilitating students with tools to seek out registered apprenticeships that appeal to their career interests.



Sources: Oregon Department of Education, Oregon Apprenticeships and the Oregon Bureau of Labor and Industries
Adapted by: Career Connected Learning Resources Team



INTRODUCTION



What is a registered apprenticeship?

Apprenticeship programs are a great way to earn while learning. They provide a mix of paid, on-the-job training and classroom instruction that prepares students for a career while gaining experience.

An apprenticeship offers on-the-job experience from industry experts. Apprentices can take relevant classes that can be applied to nationally recognized degrees and certificates. Apprenticeships can provide a debt-free pathway to fulfilling, long-term careers!

Apprenticeships form part of Work-Based Learning (WBL). Learn more about WBL by taking [this self-paced module](#) created by the Oregon Department of Education.

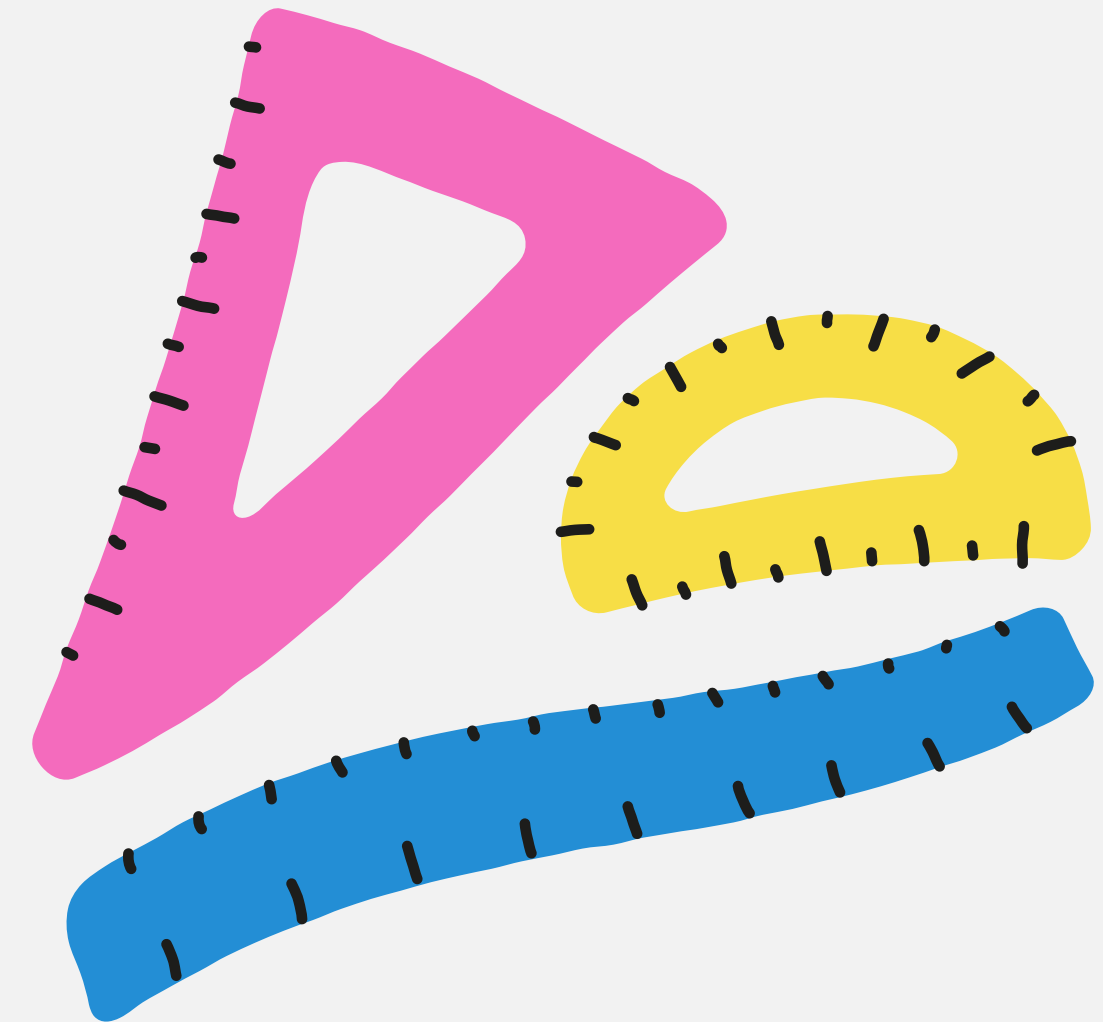


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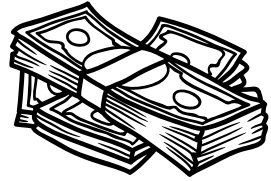
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RATIONALE - WHAT BENEFITS DOES AN APPRENTICESHIP OFFER?



Paid Work with Experience-Based Wage Increases



Hands-On Training with Mentorship



Relevant Coursework



Successful Career Paths



National Credentials

WHERE DO I GO IF I WANT MORE INFORMATION AND RESOURCES?



- **Defining Apprenticeships:**

- Check out [this two-minute video](#) on the five core components of registered apprenticeships, courtesy Oregon Apprenticeships.
- Looking for a more detailed explanation? Try this [seven-minute video introduction to apprenticeships](#), from the same source.



- **Participating in Trainings:**

- The Oregon Bureau of Labor & Industries offers trainings in the Oregon Apprenticeship Tracking System. Follow [this link](#) for more details.

- **Searching for Apprenticeship Programs:**

- Try this link from [Oregon Apprenticeships](#).
- And try [this link](#) from the Oregon Bureau of Labor & Industries. It offers an exportable list of programs in multiple localities across Oregon.

- **Starting Apprenticeship Programs:**

- Check out this [informative link](#) from the Oregon Bureau of Labor & Industries.

LESSON PLAN: APPRENTICESHIP SEARCH AND LETTER OF INTEREST



The lesson plan associated with this quick-start guide will introduce students to:

- how an apprenticeship is defined.
- how to search for apprenticeships within Oregon.
- how to write a Letter of Inquiry (LOI) for a specific internship.

The screenshot shows a digital form titled "Apprenticeship Letter of Interest" with the CCL logo. At the top, there are input fields for "DATE:" and "STUDENT NAME:". Below these is a section labeled "Email Template" containing a pre-written letter. The letter includes placeholders for subject, contact name, student name, title, school, and specific details about the student's interest. It also includes a closing section with fields for the student's name, email address, and phone number. An illustration of hands writing on a piece of paper is positioned to the right of the letter text. The footer of the form displays the website "careconnectoregon.com".

Apprenticeship Letter of Interest

DATE: STUDENT NAME:

Email Template

Subject: Inquiry regarding [subject & pre-apprenticeship]

Dear [Contact's Full Name/Mr. or Ms. & last name/Title & last name],

My name is [Name], and I am a [Title] at [School/Organization]. I found your contact at [Title] and am interested in learning more about the [subject & pre-apprenticeship]. I did some job research on [subject], and I think it is a career that fits my interests.

Can you provide me with a description of the qualifications I need, where I can apply, and how I can seek out more information?

Thank you for taking the time to consider my request. I look forward to hearing from you. Please reach me at this email or the contact information below.

Sincerely,

[Name]
[Email address]
[Area code & phone number]

careconnectoregon.com

STANDARDS OVERVIEW



Education standards provide a framework to ensure the lesson's effectiveness and relevance. The ASCA Standards integrated into this lesson focus on holistic student development. They stress the significance of the whole self, understanding the necessity of post-secondary education, critical thinking, perseverance, and effective communication, among other essential skills. On the other hand, the OAR Rules highlight the importance of tailoring education plans based on personal and career interests. They emphasize tracking academic progress, documenting achievements, and underscoring the value of comprehensive school counseling and career education.

DIVERSE LEARNING STYLES & COOPERATIVE STRATEGIES

Encourage students to explore different ways to organize information and cooperate with their peers. Each Career Connect Oregon lesson plan comes embedded with these strategies.

These tools can improve engagement in classrooms, trainings, in-services, and conferences, too!

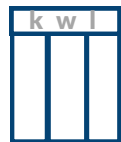
GRAPHIC ORGANIZERS



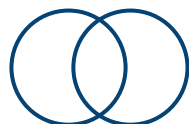
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD



CHARTS



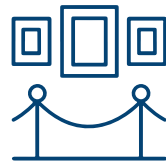
TIMELINE

COOPERATIVE LEARNING STRATEGIES



THINK-PAIR-SHARE

Students think, talk with peers, then share with the class.



GALLERY WALK

Students walk around the room reflecting on one another's posted work.



3 STAY - 1 STRAY

One member from each group visits other groups, acting as a reporter and exchanging information.



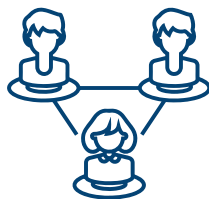
FOUR CORNERS

Students self-sort, moving near statements posted in the room they agree with and discuss reactions.



JIGSAW

Groups become "experts" in one aspect of a learning objective.



NUMBERED HEADS TOGETHER

Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.



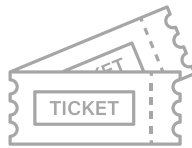
ASSESSMENT STRATEGIES



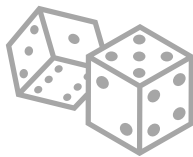
Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson’s objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

QUICK REFERENCE ASSESSMENTS

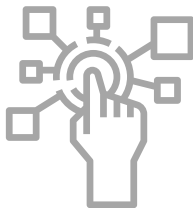
Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson’s objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.



EXIT TICKET
Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.



INTERACTIVE GAMES
Students play an analog or digital game that tests their learning competitively or cooperatively.



MULTIMEDIA PROJECT
Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.



QUIZZES
True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.



WRITTEN RESPONSES
Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



DISCUSSION
Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.



ORAL PRESENTATIONS
Try planned or impromptu oral presentations. Students can develop these in groups or on their own.



POLLS
Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.



RANKING ACTIVITIES
Students rank items and explain their reasoning. A great way to measure critical thinking skills.



OBSERVATION
This can include both teacher and student perspectives, along with student self-reflection and peer feedback

STUDENT REFLECTION USING EXIT TICKETS



Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!



SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infograph.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.



TASTE

- **Create a recipe**, choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.



SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.



TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.



SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas**, and relate them to 3 different smells. Explain your reasoning.



THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.

ABOUT THE SOURCE



Oregon Department of Education | Oregon Bureau of Labor & Industries

The Oregon Department of Education (ODE) fosters equity and excellence for every learner through collaboration with educators, partners, and communities.



The ODE oversees the education of over 560,000 students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) - focuses on helping districts achieve both local and statewide goals and priorities through strategies such as:

- Developing policies and standards
- Providing accurate and timely data to inform instruction
- Training teachers on how to use data effectively
- Effectively administering numerous state and federal grants
- Sharing and helping districts implement best practices

Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must ensure that Work-Based Learning experiences connected to a high school CTE Program of Study meet the criteria and types as outlined by the Oregon Department of Education (please visit the WBL webpage for resources and support).

This quick-start guide does not meet the requirements for Work-Based Learning experience in a secondary CTE Program of Study.