

Memorandum of Understanding (MOU)
Teacher/Paraeducator Registered Apprenticeship (TPRA) Program
William Penn University
and
Clarinda Community School District

AGREEMENT made this Monday, August 1, 2022, between William Penn University [WPU] and the Clarinda Community School District.

NOW, THEREFORE, THE PARTIES DO HEREBY MUTUALLY AGREE AS FOLLOWS:

SECTION I. PURPOSE

- A. WPU and Clarinda enter into this Agreement for reimbursement of WPU tuition costs for Clarinda's teacher or paraeducator apprentices selected for the Teacher and Paraeducator Registered Apprenticeship Program (TPRA).
- B. Details of this Teacher and Paraeducator Registered Apprenticeship Program are incorporated by reference in the TPRA grant and agreed upon educational work process/outline is provided in Attachment A.

SECTION II. TERM OF AGREEMENT

- A. The Teacher and Paraeducator Registered Apprenticeship grant is funded for two school years, beginning August, 2022 and ending June 30, 2024.
- B. This agreement can be terminated with 30 days written notice by either party for any reason. C. This agreement may be renewed only by a mutual agreement in writing by the parties. Any written renewal would be contingent on future grant funding. This should not be construed as an automatic continuing agreement.

SECTION III. TUITION, FEES, AND BILLING

- A. Tuition and fee reimbursement for courses provided under the agreement shall comply with the applicable provisions of the Iowa Code and TPRA grant specifications as stated in the MOU contract agreement with Iowa Workforce Development (\$21,000 per apprentice within the Paraeducator (Teacher Aide 1) pathway, not to exceed \$7,000 annually; and \$34,000 per apprentice within the Teacher pathway, not to exceed \$17,000 annually).
- B. Clarinda agrees to pay to WPU their current per credit hour tuition rates, for apprentices that have been identified and selected through Clarinda's selection process. Tuition rates are determined by WPU's Board of Trustees and are subject to change on an annual basis.
- C. As appropriate, WPU shall invoice Clarinda for the tuition rate per credit hour per apprentice for courses in which Clarinda's apprentices are enrolled for each term. Clarinda shall pay WPU the invoiced amount.

SECTION IV. NO PARTNERSHIP

- A. It is expressly understood and agreed by the parties that nothing contained in this Agreement

shall be construed to create a partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relation is and shall remain that of independent parties to a cooperative contractual relationship. In no event shall a party be liable for the debts or obligations of another party.

SECTION V. INDEMNITY

- A. To the extent permitted by Iowa law, WPU and the School District will each indemnify and hold the other harmless from any and all claims, causes of action, attorney fees, cost or other expenditures occasioned by the undertakings assumed by each, respectively, in this instrument.
- B. In the event that it shall become necessary for either party to institute legal proceedings against the other party for recovery of any amounts due and owing under the Agreement, it is expressly agreed that the prevailing party in any such action shall be entitled to recover from the non prevailing party all costs related to such collection, including reasonable attorney fees and all expert witness fees incurred during pre-suit collection attempts, suit, and post-judgment, appeal, or settlement collection. The obligations in this paragraph shall survive expiration or termination of this Agreement.

SECTION VI. JURISDICTION

- A. The parties' consent to the jurisdiction of the appropriate federal or state court for Pottawattamie County, Iowa for all matters relating to this Agreement and agree that this Agreement shall be governed by the laws of the State of Iowa, without regard to Iowa's choice of-law rules, and applicable federal law.

SECTION VI. NON-DISCRIMINATION

- A. Neither party shall discriminate against any employee, applicant, or patient because of race, color, creed, religion, sex, sexual orientation, gender identity, national origin, disability, age, special disabled veteran status, genetic information, or any other characteristic protected by law.

SECTION VII. SEVERABILITY

- A. If any provision in this agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby and such provision shall be ineffective only to the extent of such invalidity, illegality or unenforceability.

ADOPTED BY THE PARTIES AS WITNESSED AND DATED BELOW, SUBJECT TO THE APPROVAL BY THEIR RESPECTIVE BOARDS OF EDUCATION.

William Penn University

Date

Clarinda Board President Date
Clarinda Community School District

APPENDIX A – Outline and Expectations

- Outline of Work Process:

- See Appendix B for Descriptions Provided by William Penn University

- Additional Program requirement and timeline:

- See Appendix B for Descriptions Provided by William Penn University

- Agreement regarding the number of candidates going into each program:

- TBD based on district applicants. The final number of participants will be shared by August 12, 2022.

- Entry communication of expectations with the candidates: [SICRS Grant Application]

- Recruitment Strategies:
 - Individual Districts within the Southwest Iowa Consortium of Rural Schools will work to recruit members to our program in the following manner:
 - Informational Meetings
 - Informational meetings will be held for both high school students interested in the Paraeducator 1 program and also the Paraeducator-to-Teacher program.
 - Informational meetings will be posted and advertised within the building by district staff and also on district websites.
 - Referrals
 - An invitation will be shared with all staff members to refer a student who they believe has the ability to impact children in a positive manner, either as a teacher or paraeducator
 - Individual Meetings
 - Guidance Counselors, Administrators, and Teaching Colleagues will hold individual meetings to promote the teaching profession and encourage participation and learning in the area of education.
 - Advertise on School Website
 - Districts will advertise the grant opportunities on website to once again promote the program and entry into the field of education.

APPENDIX B - Higher Education Institution Submissions:

WORK PROCESS SCHEDULE

K-6 Elementary Teacher

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

Below are the on-the-job-learning (OJL) work process competencies for a WPU candidate in the TPRA Grant. The apprentice is to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning and Instruction. In addition, the apprentice will perform training and tasks under the supervision of a mentor.

Ratings are: **Field Training** – Apprentice shall be exposed to and assist with task

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Mentor Sign off – Signature of mentor/supervisor who observes proficiency

Multi-Classroom Leader - MCL

Name of Apprentice/Teacher Candidate:

Name of Multi-Classroom Leader (MCL):

Name of Mentor:

[Clinical Experience Documents to be used.](#)

Apprentices must meet to be “proficient in task” in each category, before completing the apprenticeship.

	Place a check mark in the box when completed				
Professionalism	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Knowing school guidelines and policies					
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations. [EDUC 100]					
Follow the policies and procedures as outlined in the district/school level handbooks, WPU Education Guidebooks, and BOEE Code of Professional Ethics.					

[EDUC 100, entire program]					
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Utilize FERPA guidelines to ensure proper handling of student information. [EDUC 200, entire program]					
Professional Behavior					
Review the WPU Disposition and work with MCL to set two goals.–Share goals with the building level administrator. Reflect with MCL on progress in meeting the goals [EDUC 100, EDUC 355, EDUC 370FE, EDUC 405]					
Follow the schedule provided for daily routines, including assigned duties and meetings. [EDUC 355]					
Utilize school system email to respond to all communication from colleagues (principal, MCL, other teachers, WPU professors, and [school] staff) within 24-48 hours. [LDRS 103, entire program]					
Follow expectations for the daily use of time keeping software. [EDUC 365]					
Professional Reflection & Problem Solving					
Actively participate in faculty professional learning and complete reflections of MCL use of strategies. [EDUC 100, EDUC 370FE, EDUC 405]					
Actively participate in faculty professional learning, plan and implement use of one strategy per nine weeks and receive feedback from MCL. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Observe three parent-teacher conferences/meetings; reflect with MCL following the meeting. [Junior/Senior semesters]					
Pre-plan and role play the content of three parent teacher conferences with MCL and actively participate in the scheduled conference; reflect with MCL following the meeting. [EDUC 405]					

Review the Iowa Teaching Standards 7 (Engages in professional growth) and 8 (Fulfills professional responsibilities established by the school district) and work with the mentor teacher to set two goals.					
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Share goals with the building level administrator. Reflect with MCL on progress in meeting the goals. [EDSP 385]					
Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Rules and Procedures					
Review the ITS 6 (Demonstrates competence in classroom management) and work with MCL to set two goals related to this standard. Share goals with the building level administrator. Reflect with MCL on progress in meeting the goals. [EDUC 355, EDUC 405]					
Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom. [EDUC 100, EDUC 355, entire program]					
Follow teacher guidance to identify instructional roles throughout lessons and activities. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Collaborate weekly with MCL to determine instructional roles; reflect on implementation of roles before setting roles for the next week. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Behavior management					

Communicate with students using positive, professional, and compassionate language and tone. [EDUC 100, EDUC 355, entire program]					
In conjunction with MCL, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with MCL on next steps. [EDSP 100, EDSP 385, or EDSP 360, and EDUC 405]					
Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with MCL on next steps. [EDSP 100, EDSP 360, or EDSP 385, and EDUC 405]					

Planning -	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
PLC collaboration planning and assessing learning					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom. [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 405]					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.) [EDUC 100, EDUC 355, entire program]					
Review and make notes on curriculum documents prior to collaboration (i.e. unit starters, standards, lesson plans, etc.). [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 405]					
Attend and bring required materials to grade level collaboration and staff development. [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 405]					

Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit to meet ITS 1 (Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals). [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 378, EDUC 405]					
Create one school-level assessment per semester and collaborate with the MCL to ensure standard alignment before sharing with the grade level team during common planning. [EDUC 370FE, EDUC 372FE, EDUC 374, EDUC 376, EDUC 378, EDUC 405]					
Planning to meet the needs of students (IEP, etc.)					
Review the IEP of each student in your class/grade level; discuss the IEPs with the MCL. [EDSP 100, EDUC 405]					
Observe each of the following SpEd offerings within your school one time during the school year: skills-					

based intervention, speech and language, and extended resources. [EDSP 100]					
Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP or 504's. [EDSP 100, EDSP 370, or EDSP 385]]					
Observe an eligibility meeting and the follow-up IEP meeting for that same student. [EDSP 100, EDSP 370, or EDSP 385]]					
Meet with SPED staff to review an IEP for at least one student in your class/grade level prior to attending an IEP meeting each nine weeks. [EDSP 100, EDSP 370, or EDSP 385, and					

EDUC 405]					
Work with MCL to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention. [EDSP 360, EDSP 385, EDUC 405]					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Learning Targets					
Collaborate with MCL to write one clear target per week. [EDUC 100, EDUC 370FE, EDUC 372FE, EDUC 405]					
Post daily clear learning targets. [EDUC 370FE, EDUC 372FE, EDUC 405]					
When co-teaching, refer back to the clear target at appropriate times during instruction. [EDUC 370FE, EDUC 372FE]					
Introduce and deconstruct the clear target to the class. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Transitions & Procedures					
Observe two lessons per nine weeks to track MCL and determine the time involved in transitions,					

distributing materials, and the structure between beginning, middle, and end of the lesson. [EDUC 355, EDUC 370FE, EDUC 372FE]					
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Effectively distribute materials to and collect materials from students. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Replicate established transition routines when changing activities during the day. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Observe two lessons per nine weeks, utilizing the District Observation Tool to take notes about the parts of the lesson observed. [EDUC 370, EDSP 360]					
Reflect on Observations with MCL. [EDUC 370, EDSP 360]					
At a minimum of two times per nine weeks, the apprentice will facilitate instruction and receive feedback from MCL on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson. [EDUC 355, EDUC 370FE, EDUC 372FE]					
Unit Plan					
Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction. [EDUC 370FE, EDUC 372FE, EDUC 374, EDUC 376, EDUC 378, EDUC 405]					
Choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning. [EDUC 370FE, EDUC 372FE, EDUC 374, EDUC 376, EDUC 378, EDUC 405]					
Plan and co-teach a unit of study each nine weeks. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Create all of the clear targets for one unit of instruction. [EDUC 370FE, EDUC 372FE, EDUC 405]					

Effectively refer back to the clear target throughout the entire lesson. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Reflect on the unit of study instruction with MCL. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Independently plan and teach a unit of study each nine weeks. [EDUC 405]					
The apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback. [EDUC 405]					



Elementary Plan of Study with a Reading K-8 Endorsement -

2022-2026 Fall 2022 RTI KEY

EDUC 200 Social Foundations 3 M 5:30 22 12 Synchronous (Live Classes) LDRS 103 Education for Success 3

M 5:30 21 8 Section 20: Full Semester EDUC 100 Intro to Education 3 W 5:30 21 12 Section 21: First 8 Weeks

BIOL 111 Environmental Biology 3 Online - 30 24 Section 22: Second 8 Weeks Blue Highlight:

EDUC 203 Reading Foundations 3 Tu 5:30 22 24 Endorsement Course

Total Credit Hours 15 Asynchronous (Online) Spring 2023 RTI Section 30: Full

Semester

LDRS 101 Comp I 3 Online - 38 24 Section 38: First 8 Weeks LDRS 102 Comp II 3 Online - 39 24 Section 39:

Second 8 Weeks EDUC 365 Human Relations 3 Tu 5:30 21 24

***RTI: Related Training**

EDUC 240 Fine Art Methods 2 Tu 5:30 22 4 HIST 151 3 Arr 30 24 MATH 205 Math for Elem Ed I 3 M

5:30 22 24

Instruction

Total Instruction Hours -

Year 1 204

Total Credit Hours 17

Fall 2023 RTI

EDUC 372 Elem Math Methods 3 S 9-12 20 12 EDUC 372FE Math Field 0 Arr -
20 0

LDRS 200 Princ. of Communication 3 Online - 38/39 24 MATH 206 Math for
Elem Ed II 3 M 5:30 21 24 LDRS 105 Computers 3 Online - 38/39 24 RELI 300
Comparative Religion 3 Arr - 30 24

Total Credit Hours 15

Spring 2024 RTI

PHSC 100 Physical Sci. for Elem Ed 3 Th 5:30 22 24 EDSP 100 Exceptional
Learner 3 M 5:30 21 12 EDSP 385 Differentiated Instruction K-6 3 Tu 5:30 22
16 EDUC 374 Elem. Lang. Arts Methods 3 S 9-12 20 18 EDUC 370 Literacy
Methods 3 S 12:30 20 24 EDUC 370FE Literacy Field 0 Arr - 20 0

Total Credit Hours 15 Total Instruction Hours -
Year 2 202

Fall 2024 RTI KEY

EDUC 376 Elem Sci Methods 3 S 9-12 20 12 Synchronous (Live Classes) PSYC 303 Dev & Ed Psych 3 Th 5:30
21 18 Section 20: Full Semester EDSP 280 Collaboration Strategies 2 Th 5:30 22 8 Section 21: First 8 Weeks
EDUC 355 Classroom Mgmt. 3 Tu 5:30 21 12 Section 22: Second 8 Weeks Blue Highlight:

HIST 132 Amer. History since 1900 3 Arr - 30 24 S Endorsement Course Asynchronous (Online)

12:30 20

EDUC 218 Elem PE & Health Methods 2

4

Total Credit Hours 16 Section 30: Full Semester
Spring 2025 RTI Section 38: First 8 Weeks

EDSP 360 Diagnosis/Treatment of
Reading Difficulties 3 S 12:30 20 21 Section 39: Second 8 Weeks EDSP 370 Educational Assessment 3 Tu

5:30 21 24

LDRS 220 Arts & Society I 3 Arr - 30 24

EASL 250 Language Acquisition 3 Th 5:30 21 24

EDUC 350 Media Literacy 3 Arr - 22 0

Total Credit Hours 15 Total Instruction Hours -
Year 3 171

Fall 2025 RTI

LDRS 290 Quaker Values 1 Arr - 38/39 8 LDRS 390 Contemporary Leadership

3 M 5:30 22 8 EDUC 375 Reading Practicum 3 Arr - 20 EDUC 265 Children's

Literature 3 Tu 5:30 21 12 EDUC 378 Elem Social Studies Methods 3 Arr - 20

12

Total Credit Hours 13

Spring 2026 RTI

EDUC 405 (On the Job Training)

Elem Evaluation 7

EDUC 405 (On the Job Training)

Elementary Evaluation 7

0

**Total Instruction Hours -
Total Credit Hours 14 40 Year 4**

**Completion of 124 Credits and Elementary Education Major and
a Reading endorsement**

*** Related Training Instruction (RTI):** Means an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Office of Apprenticeship.