

Memorandum of Understanding (MOU)
Teacher/Paraeducator Registered Apprenticeship (TPRA) Program
Kirkwood Community College
and
Linn-Mar Community School District

AGREEMENT made this 7-18-22 ("Effective Date"), between Kirkwood Community College (KCC) and the Linn-Mar Community School District (LMCSD).

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

SECTION I. PURPOSE

- A. KCC and LMCSD enter into this Agreement for reimbursement of KCC tuition costs for LMCSD'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. LMCSD agrees to pay to KCC their current per credit hour tuition rates, for apprentices that have been identified and selected through LMCSD's selection process. Tuition rates are determined by KCC's Board of Trustees and are subject to change on an annual basis.
- C. As appropriate, KCC shall invoice LMCSD for the tuition rate per credit hour per apprentice for courses in which LMCSD's apprentices are enrolled for each term. LMCSD shall pay KCC 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, KCC 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 Linn 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.

[Enter Signatory Here]
Kirkwood Community College

Date

[Enter Signatory Here]
[Enter School District Name Here]

Date

APPENDIX A – Outline and Expectations

As the subrecipient of this TPRA grant each school district must provide proof through this Memorandum of Understanding (MOU) to the Iowa Workforce Development that they are partnering with a CoKCCnity College and/or four-year Institution to launch a new or expand an existing Registered Apprenticeship program. The MOU agreement (Appendix A) must include a detailed description of how districts and higher education partners will modify and manage standards to meet the requirements stated by the Iowa Board of Educational Examiners and the Iowa Department of Education for a bachelor's degree, licensure, paraeducator certification and the registered apprenticeship program.

Outline of Work Process (study plan for TPRA please see the example):

Enter study plan and work process outlined regarding on the job training and related training instruction (Please use a similar layout as the sample Work Process provided.)

Additional Program requirement and timeline:

Enter additional program requirements and timeline

Agreement regarding the number of candidates going into each program:

Enter candidate requirement for each program

Entry communication of expectations with the candidates:

Share a plan regarding how the district and higher education program partner plan to share the detail of the program of study depending on the candidate needs and the timeline for program completion if it is outside the scope and timeline of the grant. Information about degree and required certifications candidates will receive throughout the shared pathway.

Share district and higher education institution agreement regarding support and supervision necessary for clinical experiences and student teaching requirements assessment, placement and expectations as required by Iowa code and program requirements.

Note: This template provided for minimal requirement of the TPRA grant agreement. School district and higher education institution may include additional agreements they need.

Appendix A

WORK PROCESS SCHEDULE
K-12 TEACHER
O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

The below on-the-job-learning (OJL) work process competencies are intended as a guide. In all cases, 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**

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

	Place a check mark in the box when completed			Completion Date	Mentor Sign off
	Field Training	Demonstrates Fundamentals	Proficient in Task		
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (principal, MCL, other teachers, college professors, and CMCSS staff) within 24-48 hours.					
Review the Professional Growth and Learning indicator of the TEAM Professionalism rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the CMCSS, school level handbook, and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					
Actively participate in bi-monthly redelivery of faculty professional learning and complete reflections of MCL use of strategies.					

Observe three parent-teacher conferences/meetings; reflect with MCL following the meeting.					
Review the Use of Data indicator on the TEAM Professionalism rubric and work with the mentor teacher to set two goals related to this indicator. Share goals with the building level administrator.					
Actively participate in bi-monthly redelivery of faculty professional learning, plan and implement use of one strategy per nine weeks and receive feedback from MCL.					
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.					
Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with MCL on next steps.					
Collaborate weekly with MCL to determine instructional roles; reflect on implementation of roles before setting roles for the next week.					
Review the expectations indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with building level administrator.					
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.					
Review the Managing Student Behavior indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					

Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Review and make notes on curriculum documents prior to collaboration (i.e. unit starters, standards, lesson plans, etc.).					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
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.					
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.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.					
Review the IEP of each student in your class/grade level within the first nine weeks of school; discuss the use of the at-a-glance reports with the MCL.					
Observe an eligibility meeting and the follow-up IEP meeting for that same student.					
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.					
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.					
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.					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Post daily clear learning target.					
Introduce and deconstruct the clear target to the class.					
Effectively distribute materials to and collect materials from students.					
Replicate established transition routines when changing activities during the day.					

Observe two lessons per nine weeks, utilizing the Explicit Direct Instruction (EDI) Observation Tool to take notes about the parts of the lesson observed.					
Reflect on EDI Observations with MCL.					
Collaborate with MCL to write one clear target per week.					
When co-teaching, refer back to the clear target at appropriate times during instruction.					
Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction.					
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.					
Using the EDI framework, plan and co-teach a unit of study each nine weeks.					
Reflect on the unit of study instruction with MCL.					
Create all of the clear targets for one unit of instruction.					
Effectively refer back to clear target throughout the entire lesson.					
In addition to year two, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.					
At a minimum of two times per nine weeks, the TR/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.					
Using the EDI framework, independently plan and teach a unit of study each nine weeks.					
The TR/apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback.					

RELATED INSTRUCTION OUTLINE
K-12 TEACHER
O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications**.

The table below outlines coursework that can lead to a bachelor's degree toward teacher certification. Suggested percentage of credit from Related Training Instruction and On-the-job training is included. 510 for elementary or 482 Related Training Instruction hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

College Classroom Pipeline for Elementary Education
 Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
English Comp I English Comp II Public Speaking	-At least 9 semester hours in literacy development, per IAC 282-13.	90		67% (6)	33% (3)
Statistics and Probability K-8 Teaching Math K-3	-At least 9 semester hours in mathematics per IAC 282-13	90		67% (6)	33% (3)
Modern World History American History II	-At least 9 semester hours in social sciences per IAC 282-13	90		67% (6)	33% (3)
Physical Geology Chemistry w/ Lab	-At least 9 semester hours in science per IAC 282-13	90		67% (6)	33% (3)
Introduction to Art	-Minimum of three credits to include: <ul style="list-style-type: none"> ● Elementary PE & Health ● Elementary Visual Art ● Elementary Performing Art 	30		67% (2)	33% (1)
Intro to Special Education Theories of Learning Instructional Technology	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) -Coursework that addresses competency in a professional core curriculum per IAC	120		67% (8)	33% (4)

Classroom Evaluation Assessment	79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 				
	Pre-student teaching clinical experiences (while employed as a paraeducator)				100% (3)
	Student Teaching (while employed as a paraeducator)				100% 12
Total RTI Hours		510			
Total OJT Hours			Estimated 2-3 years		

College Classroom Pipeline for Secondary Education
Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)

<p>English Comp I</p> <p>English Comp II</p> <p>Public Speaking</p> <p>Statistics and Probability K-8</p> <p>Teaching Math K-3</p> <p>Modern World History</p> <p>American History II</p> <p>Physical Geology</p> <p>Chemistry w/ Lab</p> <p>Introduction to Art</p>	<p>-Coursework in the Teaching Content Area (30 credit hours minimum)</p>	<p>302</p>		<p>67% (20)</p>	<p>33% (10)</p>
<p>Intro to Special Education</p> <p>Theories of Learning</p> <p>Instructional Technology</p> <p>Classroom Evaluation Assessment</p>	<p>-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2)</p> <p>-Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in:</p> <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 	<p>120</p>		<p>67% (8)</p>	<p>33% (4)</p>

	Reading in the Content Areas	30		67% (2) 33% (1)
	Content Specific Methods	30		67% (2) 33% (1)
	Pre-student teaching clinical experiences (while employed as a paraeducator)			100% (3)
	Student Teaching (while employed as a paraeducator)			100% (12)
Total RTI Hours		482		
Total OJT Hours			Estimated 2-3 years	

*Course number data are available, information displayed includes the Classification of Instructional Programs (CIP) code that best represents the field of study, course, or program. CIP provides a taxonomic scheme that supports the accurate tracking and reporting of educational programs. CIP is developed and maintained by the U.S. Department of Education.



Work Process Schedule

TEACHER AIDE I

Job Description: Assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

RAPIDS Code: 0657

O*NET Code: 25-9042.00

Estimated Program Length: Estimated 2 Years

Apprenticeship Type: Competency-Based Time-Based Hybrid

Suggested On-the-Job Learning Outline

Paraeducator generalist certificate required competencies from IAC 282-24.3(4) are identified in the outline (in blue) as appropriate. All others are included in coursework.

Maintain student records.

Competencies	Date Completed	Initial
A. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices. F(3), F(9)		
B. Observe students' performance, and record relevant data to assess progress. C (2) C (3) D (3)		
C. Take class attendance and maintain attendance records.		

Develop instructional materials.

Competencies	Date Completed	Initial
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D. Plan, prepare, and develop various teaching aids, such as bibliographies, charts, and graphs. A(3)		
E. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations. B(3)		

Distribute instructional or library materials.		
Competencies	Date Completed	Initial
F. Distribute teaching materials, such as textbooks, workbooks, papers, and pencils to students.		
G. Distribute tests and homework assignments and collect them when they are completed.		

Maintain inventories of materials, equipment, or products.		
Competencies	Date Completed	Initial
H. Requisition and stock teaching materials and supplies.		
I. Type, file, and duplicate materials.		

Monitor student performance.		
Competencies	Date Completed	Initial
J. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage. A(1), A(2), A(3) C(1), C(2), C(3), C(4), C(5)		

K. Observe students' performance, and record relevant data to assess progress. C(3) D(3), D(4), D(5), D(6), D(7)		
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Supervise school or student activities.		
Competencies	Date Completed	Initial
L. Assist in bus loading and unloading.		
M. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips. B(3) D(1), D(6)		

Assist other educational professionals with projects or research.		
Competencies	Date Completed	Initial
N. Assist librarians in school libraries. E(1), E(2), E(3)		

Clean facilities or work areas.		
Competencies	Date Completed	Initial
O. Clean classrooms.		

Collaborate with other teaching professionals to develop educational programs.		
Competencies	Date Completed	Initial

<p>P. Discuss assigned duties with classroom teachers to coordinate instructional efforts.</p> <p>A(5) C(1) E(1), E(2), E(3) F(1), F(2), F(3), F(4), F(5), F(6), F(7), F(8), F(9), F(10), F(11), F(12)</p>		
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Collect deposits, payments or fees.		
Competencies	Date Completed	Initial
Q. Collect money from students for school-related projects.		

Create technology-based learning materials.		
Competencies	Date Completed	Initial
R. Use computers, audio-visual aids, and other equipment and materials to supplement presentations. C(1), C(2), C(3), C(4), C(5)		

Discuss student progress with parents or guardians.		
Competencies	Date Completed	Initial
S. Participate in teacher-parent conferences regarding students' progress or problems. E (2) F(7)		

Display student work.		
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Competencies	Date Completed	Initial
T. Organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills. B(2)		

Document lesson plans.		
Competencies	Date Completed	Initial
U. Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review.		

Enforce rules or policies governing student behavior.		
Competencies	Date Completed	Initial
V. Enforce administration policies and rules governing students. B(1), B(2), B(3), B(4), B(5) F(4), F(10)		

Evaluate student work.		
Competencies	Date Completed	Initial
W. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices. C(1), C(2), C(3), C(4), C(5) F(3), F(8),		

Lead classes or community events.		
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Competencies	Date Completed	Initial
X. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, supervised role-playing methods, or by reading aloud. A(4) C(1), C(2), C(3), C(4), C(5) F(11)		

Maintain clean work areas.		
Competencies	Date Completed	Initial
Y. Clean classrooms.		

Maintain computer equipment or software.		
Competencies	Date Completed	Initial
Z. Maintain computers in classrooms and laboratories and assist students with hardware and software use.		

Operate audiovisual equipment.		
Competencies	Date Completed	Initial
AA. Operate and maintain audio-visual equipment.		

Plan educational activities.		
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Competencies	Date Completed	Initial
BB. Organize and supervise games and other recreational activities to promote physical, mental, and social development. D(1)		

Serve on institutional or departmental committees.		
Competencies	Date Completed	Initial
CC. Attend staff meetings and serve on committees, as required. F(2)		

Set up classroom materials or equipment.		
Competencies	Date Completed	Initial
DD. Laminate teaching materials to increase their durability under repeated use.		

Teach daily living skills or behaviors.		
Competencies	Date Completed	Initial
EE. Teach social skills to students. D(1), D(4)		

Teach life skills.		
Competencies	Date Completed	Initial

FF. Teach social skills to students. D (1)		
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Teach others to use technology or equipment.		
Competencies	Date Completed	Initial
GG. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.		

Teach physical education.		
Competencies	Date Completed	Initial
HH. Conduct demonstrations to teach skills, such as sports, dancing, and handicrafts.		

Tutor students who need extra assistance.		
Competencies	Date Completed	Initial
II. Tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers. B(4), B(6)		

Suggested Related Instruction Outline

Provider	
Name: High School/Community College or 4 year College/University	
Address: Iowa	
Email:	Phone Number:
Suggested Related Instruction Hours: 375 contact hours	

The table below outlines coursework that can lead to an associates degree and used in transfer to a teacher preparation program.

Suggested percentage of credit from Related Instruction and On-the-job training is included. Only 375 contact hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

Coursework	Example Method of Delivery			
	Department of Labor Office of Apprenticeship		Colleges/Universities	
	RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
Composition 1	30		67% (2)	33%(1)
Composition 2	30		67% (2)	33%(1)
Mathematics 1	30		67% (2)	33%(1)
Mathematics 2	30		67% (2)	33%(1)
Life Science	30		67% (2)	33%(1)
Physical Science	30		67% (2)	33%(1)
History 1	30		67% (2)	33%(1)
History 2 / Government	30		67% (2)	33%(1)
Literature	30		67% (2)	33%(1)
Intro to Education	15		33%(1)	67% (2)
Technology in the Classroom	15		33%(1)	67% (2)
Developmental Psychology	15		33%(1)	67% (2)
Field Experience 1	0		0	100%(3)
Field Experience 2	0		0	100%(3)
Children's Literature	30		67% (2)	33%(1)
Electives	30		67% (2)	33%(1)
Total RTI Hours	375 hrs			
Total OJT Hours		Estimated 2 years		

*Course number data are available, information displayed includes the Classification of Instructional Programs (CIP) code that best represents the field of study, course, or program. CIP provides a taxonomic scheme that supports the accurate tracking and reporting of educational programs. CIP is developed and maintained by the U.S. Department of Education.

Program Design

This section provides an overview of the program design for the Linn-Mar CSD Teacher and Paraeducator Registered Apprenticeship. This is a registered apprenticeship program through Iowa Workforce Development and the Linn-Mar Community School District. Our program will have two main components.

- 1) **High School and Adult-to-Paraeducator Registered Apprenticeship:** A registered apprenticeship model designed to help high school students or adults working in schools begin a career as a paraeducator while earning credit toward a degree.
 - a. Approximately 30 adults
 - b. Approximately 25 high school students

We will have two program partners to assist Linn-Mar CSD with the high school and adult-to-paraeducator registered apprenticeship. First, Laura Vaske is a family and consumer science teacher who is certified in her content area. She is also certified through Kirkwood Community College to provide concurrent enrollment credit to students in her classroom. This classroom teacher will assist the district in requiring students to serve in this capacity to meet the requirements of the course. This will allow Linn-Mar CSD to fill current vacant positions with high school students, pay these high school students for working, as well as provide Paraeducator Certification to students in the high school courses.

Kirkwood Community College will be the other program partner. Their role will be to provide the programming necessary for the paraeducator certification. Both high school student and current adults in the district will be selected for the apprenticeship and receive the proper training.

Paraeducator-to-Teacher Registered Apprenticeship: A registered apprenticeship model designed to help certified paraeducators continue to work while earning credit toward their bachelor's degree and teaching license

- c. Approximately 25 adults

Our program partner for the second component of this grant will be Mt. Mercy University and Jennifer Rasmussen. Mt. Mercy has indicated a desire to bring their classroom instruction to our campus. This will reduce the travel time needed by our employees for any face-to-face instruction, which should assist in increasing the number of participants involved. Mt. Mercy proposes having classes onsite on Tuesdays and Thursdays after our school day and Linn-Mar High School has offered to host classes in the lecture hall. This area will more than accommodate the number of students involved and will provide a central location that shouldn't require more than a 5–10-minute drive from any of our other school buildings for employees to attend. Mt. Mercy will also offer some courses in an online format that should provide easy access for those participating. Mt. Mercy anticipates the ability to offer a slightly

heavier workload over the summer months if face-to-face instruction in the daytime is possible for participants.

Mt. Mercy has traditionally charged students a deposit fee for admission. They have agreed to waive that requirement for Linn-Mar applicants who are participating through this grant program. Their Provost has also made a commitment to keeping the tuition at the \$17,000 level for each of Linn-Mar's employees, if we are able to enroll a minimum of 10 students, which we currently would more than double. Employees will be required to apply for eligibility for the Iowa Tuition Grant, but Mt. Mercy will provide institutional aid/scholarships to offset any gaps, so our participants should truly be able to participate tuition free. Mt. Mercy also realizes that we may have a larger number of applicants than what the grant would cover. They are working on a plan that could be offered for any who would not be selected for funding through the grant. They may not be able to offer free tuition, but they may be able to start a second cohort in a schedule that works with employee work schedules, at a reduced tuition rate.

Mt. Mercy also would be able to focus on Special Education and are currently approved to offer the full range of Special Education endorsements. We feel this will be a unique offering among participants of the grant program. This will also be beneficial to Linn-Mar in that, as all schools, it has become increasingly difficult to fill Special Education teaching vacancies. Our associates who will be taking part in this grant program already are working in Special Education classrooms and have a desire to stay in this field in the teaching capacity.

We perceive current employees and students will have questions and need support in navigating the components of the proposed apprenticeship program. We are committed to reducing the barriers to the program by having our central office staff direct and oversee the program. These perceived barriers can be addressed with a collaborative effort between the community partners, central office administrators, and the apprentices.

Population to be served

Both components of this grant will allow Linn-Mar CSD to address the current disparity between the number of diverse staff vs. the number of diverse students. Our student population is currently approximately 18% minority while our staff is only 5% minority. We have students and adults from low-income groups. While this data is readily available for students, we have a harder time determining the number of adults. However, because our pay for associate positions is more entry-level, this grant would allow us to pay our employees more. Additionally, this grant would allow us to increase the amount of minority applicants that we could hire for teaching and paraeducator positions. We would utilize our current hiring process to identify candidates from underserved populations.

We have current and future openings that we are concerned we cannot fill. This would give us an increased applicant pool and incentivize our current employees to stay in our organization. In the past, our employees have had to quit these types of positions to further their education. This would allow them to maintain employment while seeking additional educational opportunity.

Identifying the population to be served.

The following three classes are offered at Linn-Mar High School and will be how we identify student apprentices.

High School and Adult-to-Paraeducator Registered Apprenticeship:

Course #1- KCC Child Growth and Development FAM425 is a high school course for current students at Linn-Mar High School. Students will earn credit from Kirkwood Community College upon successful completion of this course. This course will study the development of children through adolescence age. Areas of study will examine interactions between child, family, school, and society. Theories and evidence-based practices associated with understanding and supporting children will be covered. This course provides opportunities to observe in an elementary classroom. This is a concurrent course with Kirkwood Community College and is encouraged for those considering careers in education, social work, nursing, therapy, psychology, coaching, etc. It is recommended to have taken Human Growth and Development as a foundation but is not required. This is the first course necessary to obtain the Paraeducator Generalist Certification.

Projected enrollment- 54 students registered as of 4/12/22

Course #2- KCC Exploring Teaching FAM450 is a high school course for current students at Linn-Mar High School. This is a concurrent course with Kirkwood Community College and is recommended for those considering careers in education. This is the second course necessary to obtain the Paraeducator Generalist Certification. This class will promote understanding of the teaching and learning process. Students will be introduced to the activities and concerns of beginning teachers. The focus is on developing the skills, knowledge and attitude that will be

needed to teach in elementary and secondary classrooms. Microteachings are utilized to simulate actual teaching situations and common teaching problems are discussed through case studies.

Projected enrollment- 18 students registered as of 4/12/22

Course #3- KCC Behavior Management FAM460 is a high school course for current students at Linn-Mar High School. This is a concurrent course with Kirkwood Community College and is recommended for those considering careers in the education field or collaborating with individuals with specific behavior needs. This course is necessary to obtain the Para-educator Generalist Certification. This course develops skills of observation and management of the behavior of others individually and in groups. Students will gain an understanding about the purpose of behavior and will develop strategies necessary to successfully correct and manage behavior. This course meets part of the requirement for the Paraeducator Generalist Certification.

Projected enrollment- 18 students registered as of 4/12/22

Current associates, ed assistants, and other general classroom help- With a current interest of 30 employees to participate in the Paraeducator Apprenticeship program, we realize that funding may not be available for all applicants. If the number is limited, Linn-Mar will look to prioritize minority and under-represented applicants into the program. We will also consider the socioeconomic status of the schools the employees are working in. These applicants will continue to work in these buildings and can bring additional learned skills and abilities to impact the students in a more positive manner.

Paraeducator-to-Teacher Registered Apprenticeship:

There is a current disparity between the number of diverse students and the number of diverse staff. The student population is at approximately 18% diversity while the staff is 5% of diverse employees. This disparity is even greater at the teaching level, where we have been in the 1-2% range. We can encourage and give preference to applicants who can help decrease this gap. Special Education teaching positions have also become increasingly difficult to fill and it will be the desire of most participants to return to teaching roles in the classrooms and programs in which they have already been working and have familiarity. In past years, we have had multiple employees who worked as associates that wished to obtain a teaching degree. They were forced to resign from their positions due to scheduling conflicts. This program will allow them to continue in their current roles and then be prepared to move into open teaching vacancies within the district.

Performance Measures

Linn-Mar CSD can utilize current staff to oversee the effectiveness of this program and ensure that reporting requirements for the grant are completed. A director for each area has been identified and will work with staff in the district to monitor and evaluate the performance measure listed below. These performance measures may change and evolve over time to better enhance the effectiveness of the apprenticeship program.

High School-to-Paraeducator Registered Apprenticeship:

Nathan Wear, Associate Superintendent, will oversee the high school-to-paraeducator apprentice program that directly involves the high school students. Currently in his capacity as associate superintendent, he works closely with building administrators, teachers, and students. The following are performance measures that we would monitor for effectiveness.

- High School students enrolled in the program
- Course/credit completion of students enrolled in the program
- Course grades
- Assist instructional coaches and building principals in the oversight and development of high school students in para educator positions.
- Develop an onboarding/orientation program to train high school students to work as employees.
- Collaborate with building principals and classroom teachers to gather input regarding high school students

Adult-to-Paraeducator Registered Apprenticeship and Paraeducator-to-Teacher Registered Apprenticeship:

Phil Miller, human resources manager, will oversee the adult-to-paraeducator apprentice program as well as the paraeducator-to-teacher apprenticeship program. Currently in his capacity as Human Resources Manager, he works closely with building administrators, the business office, and the human resources office to support the functions of the district. The following are performance measures that we would monitor for effectiveness.

Mt. Mercy guidelines for teacher endorsements/certifications

- Meet the initial enrollment requirements regarding credits for participation in the teaching program
- Course grades
- Course/credit completion of students enrolled in the program to continue to progress towards a teaching degree
- District Facilitators/Classroom teachers monitoring classroom effectiveness and progress towards teaching goals and content knowledge

Adults to para educators

- School facilitators to monitor and coach
- Course grades
- Course/credit completion of students enrolled in the program to continue to progress

High School and Adult-to-Paraeducator Registered Apprenticeship:

Approximately 30 adults	Approximately 25 high school students
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Pay structure for these positions will be:

- Current high school students will be paid at an hourly rate of \$12/hr. for any work performed in the Linn-Mar classrooms under the apprenticeship program.
- We anticipate 15% of our applicants will come from minority or under-represented populations.
- We would partner with IVRS to support individuals with disabilities who are eligible for services and have an IEP.

Paraeducator-to-Teacher Registered Apprenticeship:

Approximately 25 adults

Pay structure for these positions will be:

- Current Linn-Mar ed assistants, paraprofessionals, and other associates in the apprenticeship program will be paid at their regular hourly rate plus an added \$6/hr. for performance of their regular work assignments for up to 30 hrs./week and up to 36 weeks per year.
- We predict 10% of our applicants will come from minority or under-represented populations.

Organizational Capacity

Linn-Mar CSD will prioritize minority and under-represented applicants into this program. Human Resources will work to find adults in the under-represented category and create an application system. Our priority is to increase our diversity in both paraeducators and teaching positions. We currently have the following structures in place to support this grant.

- Business Department/Payroll
 - Will process payment and employee contracts for both high school students and adults.
- Facilitators and Principals
 - Will oversee the employees as part of our current contract structure.
 - Will use the district evaluation system.
- Teaching and Learning Department
 - Will oversee the course enrollment numbers.
 - Work with Kirkwood to maintain concurrent enrollment status.
- Student Services
 - We recognize that we may have students with eligible disabilities that may enroll in the program. We will ensure that proper support services are in place for those students.
- District Administration
 - Will monitor and evaluate the effectiveness of the program.

Number of Anticipated Apprentices

Linn-Mar CSD anticipates serving 80 individuals through this program. Estimated counts are listed below.

High School and Adult-to-Paraeducator Registered Apprenticeship:

Approximately 30 Adults	Approximately 25 High School Students
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Paraeducator-to-Teacher Registered Apprenticeship:

Approximately 25 adults

Budget Form Attachment- Completed budget form is attached to the grant application.

Proposed Partner Costs

Kirkwood Community College

Mt. Mercy University

	High School and Adult-to-Paraeducator/Teacher Aide 1	Paraeducator-to-Teacher
Duration	Two to three years.	Two years.
Tuition		
Yearly Tuition & Fees	Paraeducator program tuition and fees: \$7,000 per year for up to three years at an accredited community college in Iowa.	Teacher preparation program tuition and fees: \$17,000 per year for up to two years at an accredited public or private four-year college or university in Iowa.
Subtotal	\$21,000	\$34,000
Salary		
Hourly Rate*	<p>For a high school student working as a classroom aide—</p> <ul style="list-style-type: none"> \$12 per hour (100% of salary) while in school and \$6 per hour (50% of salary) after graduation and while completing paraeducator coursework after graduation. <p>For an adult working as a paraeducator while completing their paraeducator coursework is \$12 per hour (only \$6 per hour may be funded with the TPRA grant).</p>	For a paraeducator working in the district and completing teacher preparation coursework is \$6 per hour (50% of salary).
Hours Per Week & Duration	Up to 30 hours per week for up to 36 weeks.	Up to 30 hours per week for up to 36 weeks.
Yearly Total	~\$6,500 per year for up to three years.	~\$6,500 per year for two years.
Subtotal	\$19,500	\$13,000
Maximum Amount	\$40,500 per participant.	\$47,000 per participant.

Letter of Recommendation- See attachments

Memorandum of Understanding (MOU)
Teacher/Paraeducator Registered Apprenticeship (TPRA) Program
Mt. Mercy University
and
Linn-Mar Community School District

AGREEMENT made this 7-18-22 ("Effective Date"), between Mt. Mercy University (MMU) and the Linn-Mar Community School District (LMCSD).

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

SECTION I. PURPOSE

- A. MMU and LMCSD enter into this Agreement for reimbursement of MMU tuition costs for LMCSD'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. LMCSD agrees to pay to MMU their current per credit hour tuition rates, for apprentices that have been identified and selected through LMCSD's selection process. Tuition rates are determined by MMU's Board of Trustees and are subject to change on an annual basis.
- C. As appropriate, MMU shall invoice LMCSD for the tuition rate per credit hour per apprentice for courses in which LMCSD's apprentices are enrolled for each term. LMCSD shall pay MMU 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, MMU 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 Linn 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.

[Enter Signatory Here]
Mt. Mercy University

Date

[Enter Signatory Here]
[Enter School District Name Here]

Date

APPENDIX A – Outline and Expectations

As the subrecipient of this TPRA grant each school district must provide proof through this Memorandum of Understanding (MOU) to the Iowa Workforce Development that they are partnering with a Community College and/or four-year Institution to launch a new or expand an existing Registered Apprenticeship program. The MOU agreement (Appendix A) must include a detailed description of how districts and higher education partners will modify and manage standards to meet the requirements stated by the Iowa Board of Educational Examiners and the Iowa Department of Education for a bachelor's degree, licensure, paraeducator certification and the registered apprenticeship program.

Outline of Work Process (study plan for TPRA please see the example):

Enter study plan and work process outlined regarding on the job training and related training instruction (Please use a similar layout as the sample Work Process provided.)

Additional Program requirement and timeline:

Enter additional program requirements and timeline

Agreement regarding the number of candidates going into each program:

Enter candidate requirement for each program

Entry communication of expectations with the candidates:

Share a plan regarding how the district and higher education program partner plan to share the detail of the program of study depending on the candidate needs and the timeline for program completion if it is outside the scope and timeline of the grant. Information about degree and required certifications candidates will receive throughout the shared pathway.

Share district and higher education institution agreement regarding support and supervision necessary for clinical experiences and student teaching requirements assessment, placement and expectations as required by Iowa code and program requirements.

Note: This template provided for minimal requirement of the TPRA grant agreement. School district and higher education institution may include additional agreements they need.

Appendix A

RELATED INSTRUCTION OUTLINE
 K-12 TEACHER
 O*NET-SOC CODE: 25-3099.00 RAPIDS CODE 3024CB

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications.**

College Classroom Pipeline for Elementary Education

K-6 Elementary Education

BOEE Approved MMU Courses (or equivalent transfer credit)	IA Approved Coursework	Method of Delivery			
				College/University	
		RTI Contact Hours	OJT Hours	RTI %	OTG %
ED132 Children's Lit	-At least 9 semester hours in literacy development, per IAC 282-13	30	15	67%	33%
ED309 Primary Reading/LA Methods		30	15	67%	33%
ED311 Intermediate Reading/LA Methods		30	15	67%	33%
MA125 Arithmetic and Logic	-At least 9 semester hours in mathematics, per IAC 282-13	45	0	100%	0%
ED345 Elementary Math Methods I		45	0	100%	0%
ED346 Elementary Math Methods II		45	0	100%	0%
PS101 Intro to Psychology	-At least 9 semester hours in social sciences, per IAC 282-13	45	0	100%	0%
ED319 Elementary Social Sci Methods		20	10	67%	33%
Plus add Soc Sci Content courses: EC251; PO 100; SO122; and HI115		45-180	0	100%	0%
ED347 Elementary Science Methods	-At least 9 semester hours in science, per IAC 282-13	20	10	67%	33%
Plus Science Content Courses: BI123 and CH101, PH114 or PH115		120	0	100%	0%
ED164 Elementary Health/PE Methods	-Minimum of three credits to include: <ul style="list-style-type: none"> • Elem Health/PE • Elem Visual Art • Elem Performing Art 	30	15	67%	33%
ED165 Elementary Art Methods		15	7.5	67%	33%
ED269 Elementary Music Methods		15	7.5	67%	33%

ED379 Human Relations	-Coursework related to Human Relations and Differentiated instruction, per IAC 282-13	30	15	67%	33%
ED263 Exceptional Persons		30	15	67%	33%
PS224 Developmental Psychology	-Coursework that addresses competency in a professional core curriculum, per 79.15(5)	45	0	100%	0%
ED102 Foundations of Education		20	10	67%	33%
ED232 Principles of Elementary Instruction		20	10	67%	33%
ED253 Educational Psychology		30	15	67%	33%
ED370 Educational Leadership Seminar		20	10	50%	50%
ED375 Classroom Management		10	5	67%	33%
(plus other courses listed above)					
ED400 Level I Field (general education)	-Pre-student teaching clinical experiences (while employed as a paraeducator)	5	45	10%	90%
ED401 Level I Field (special education)		5	45	10%	90%
ED402 Level II Field		5	45	10%	90%
ED403 Level III Field		5	45	10%	90%
ED352 Student Teaching - Elementary	-Student Teaching (while employed as a paraeducator)	0	300	0%	100%
ED361 Student Teaching - Strat I K-8		0	300	0%	100%
Total RTI Hours		760		44%	
Total OJT Hours			950		56%

*All courses must be completed with a grade of 'C' or better; including a course in English Composition and Oral Communication from the community college. If any of these courses are not completed, or if a grade below 'C' has been attained then additional classes will be required to meet licensing requirements.

K-8 Instructional Strategist I: Mild and Moderate

BOEE Approved MMU Courses (or equivalent transfer credit)	IA Approved Coursework	Method of Delivery			
				College/University	
		RTI Contact Hours	OJT Hours	RTI %	OTG %
ED371 Foundations of Special Education	-Foundations of Special Education, per IAC 282-13	30	15	67%	33%
ED263 Exceptional Persons	-Characteristics of learners, per IAC 282-13	30	15	67%	33%
ED380 Characteristics of Mild and Moderate		30	15	67%	33%
ED385 Tests, Measures and Assessment	-Assessment, diagnosis and evaluation, per IAC 282-13	30	15	67%	33%
ED314 Diagnostic Assessment of Reading		30	15	67%	33%

ED237 Language Development	-Methods and strategies, per IAC 282-13	30	15	67%	33%
ED376 Methods: Strat I K-8		30	15	67%	33%
ED350 Behavior Strategies	-Managing student behavior, per IAC 282-13	20	10	67%	33%
ED371 Foundations of Special Education	-Communication and collaborative partnerships, per IAC 282-13	30	15	67%	33%
ED401 Level I field (special education)	-Pre-student teaching field experience	5	45	10%	90%
ED376 Methods: Strat I K-8		30	15	67%	33%
ED361 Student Teaching Instructional Strat I K-8	-Student teaching in a K-8 mild and moderate special education program	0	300	0%	100%
Total RTI Hours		295		27%	
Total OJT Hours			785		73%

*All courses must be completed with a grade of 'C' or better. If any of these courses are not completed, or if a grade below 'C' has been attained then additional classes will be required to meet licensing requirements.

**WORK PROCESS SCHEDULE
K-12 TEACHER**

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

Below are the on-the-job-learning (OJL) work process competencies for a Mount Mercy University candidate in the TPRA Grant Partnership with Linn-Mar Schools. 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.

WORK PROFESS SCHEDULE: TERM A

Name of Apprentice/Teacher Candidate:

Name of Multi-Classroom Leader (MCL):

Name of 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**

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
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (professors, principal, MCL, other teachers, and other staff) within 24-48 hours.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the district handbook, Mount Mercy Teacher Education Handbook and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					

Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.					
Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with MCL on next steps.					
In conjunction with mentor, 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.					
Review the Managing Student Behavior indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Meet with SPED staff to review an IEP for at least one student in your class prior to attending an IEP meeting for that student.					
Review the IEP of each student in your class within the first nine weeks of school; discuss the use of the at-a-glance reports with mentor.					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Replicate established transition routines when changing activities during the day.					
Observe two lessons, take notes about the structure of the lesson (beginning, middle, and end); reflect with mentor.					
Observe two lessons take notes to determine the time involved in transitions, distributing materials, and other non-instructional tasks.					
Plan and teach a minimum of two lessons and receive feedback to include; time involved in transitions, distributing materials, and lesson structure.					

WORK PROFESS SCHEDULE: TERM B

Name of Apprentice/Teacher Candidate:

Name of Multi-Classroom Leader (MCL):

Name of 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

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
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (professors, principal, MCL, other teachers, and other staff) within 24-48 hours.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the district handbook, Mount Mercy Teacher Education Handbook and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					

Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Observe an eligibility meeting and the follow-up IEP meeting for that same student.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Review and make notes on curriculum documents prior to collaboration (i.e. unit outlines, standards, lesson plans, etc.)					
Observe each of the following SpEd offerings within your school; skills-based intervention, speech and language, and extended resources.					
Observe an eligibility meeting and the follow-up IEP meeting for the same student					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Observe two lessons, take notes about the structure of the lesson (beginning, middle, and end); reflect with mentor.					
Observe two lessons take notes to determine the time involved in transitions, distributing materials, and other non-instructional tasks.					
When co-teaching, refer back to the clear target at appropriate times during instruction					
Plan and teach a minimum of two lessons and receive feedback to include; time involved in transitions, distributing materials, and lesson structure.					

WORK PROFESS SCHEDULE: TERM C

Name of Apprentice/Teacher Candidate:

Name of Multi-Classroom Leader (MCL):

Name of 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

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

	Place a check mark in the box when completed			Completion Date	Mentor Sign off
	Field Training	Demonstrates Fundamentals	Proficient in Task		
Professionalism					
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (professors, principal, MCL, other teachers, and other staff) within 24-48 hours.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the district handbook, Mount Mercy Teacher Education Handbook and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					

Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Reflect on the use of time, including the use of time for non-instructional tasks, for the purpose of maximizing time spent on instruction					
Proactively manage groups of students while maintaining a focus on instruction					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.					
Work with mentor to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction.					
In addition to year two, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.					
Plan and teach a minimum of two lessons and receive feedback to include; time involved in transitions, distributing materials, and lesson structure.					

WORK PROFESS SCHEDULE: TERM D

Name of Apprentice/Teacher Candidate:

Name of Multi-Classroom Leader (MCL):

Name of 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

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

	Place a check mark in the box when completed			Completion Date	Mentor Sign off
	Field Training	Demonstrates Fundamentals	Proficient in Task		
Professionalism					
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Observe three parent-teacher conferences/meetings; reflect with MCL following the meeting.					
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.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (professors, principal, MCL, other teachers, and other staff) within 24-48 hours.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the district handbook, Mount Mercy Teacher Education Handbook and Agency Code of Ethics.					

Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					
Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Observe and reflect on teacher actions necessary to establish and maintain a positive classroom environment that supports student learning.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
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					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Observe two lessons, take notes about the structure of the lesson (beginning, middle, and end); reflect with mentor.					
Observe two lessons take notes to determine the time involved in transitions, distributing materials, and other non-instructional tasks.					
Plan and co-teach a unit of study					
Reflect on the unit of study instruction with mentor.					
Create all of the clear targets for one unit of instruction.					
Effectively refer back to clear target throughout the entire lesson.					
Receive and reflect on feedback from mentor to make instructional adjustments during unit of instruction.					
Plan and teach a minimum of two lessons and receive feedback to include; time involved in transitions, distributing materials, and lesson structure.					

WORK PROFESS SCHEDULE: TERM E

Name of Apprentice/Teacher Candidate:

Name of Multi-Classroom Leader (MCL):

Name of 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

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
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (professors, principal, MCL, other teachers, and other staff) within 24-48 hours.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the district handbook, Mount Mercy Teacher Education Handbook and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					

Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Establish and maintain a positive classroom environment that supports student learning.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
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					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Plan and teach a unit of study in each core subject area appropriate to the placement					
Reflect on the unit of study instruction with mentor.					
Create all of the clear targets for one unit of instruction.					
Effectively refer back to clear target throughout the entire lesson.					
Receive and reflect on feedback from mentor to make instructional adjustments during unit of instruction.					
Post clear, daily learning targets.					
Introduce and deconstruct the clear target to the class.					
Effectively distribute materials to and collect materials from students.					
Assume the role of lead teacher for a minimum of two weeks.					

The following will be observed during each term of the apprenticeship (included in checklists above):

	Place a check mark in the box when completed				
Professionalism	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (professors, principal, MCL, other teachers, and other staff) within 24-48 hours.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the district handbook, Mount Mercy Teacher Education Handbook and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					
Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Plan and teach a minimum of two lessons and receive feedback to include; time involved in transitions, distributing materials, and lesson structure.					

TRPA Course Sequence/Course Descriptions

Term A

ED232 Principles of Elementary/Early Childhood Instruction – 3 Credits

This course must be taken at Mount Mercy. This course includes a study of instructional planning, patterns, and strategies. In-class practice will be provided for writing goals and objectives, designing learning activities, and peer teaching. A field experience of thirty hours in kindergarten or elementary school is required. This course must be completed with a minimum grade of C (2.00).

Prerequisites: ED 102, ED 253 and ED 232 may be taken concurrently. Cumulative grade point average of 2.70. (Fall semester, junior year).

ED253 Educational Psychology – 3 Credits

This course examines the psychological conditions and research underlying educational practice. It introduces theories of learning, motivation, pupil variability, assessment, and classroom management. No formal field experience is required, but students will be expected to complete assignments involving up to 10 hours in the schools during semester. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 101, PS 124, ED 102 or ED 253 prior to or in conjunction with ED 263, and cumulative GPA of 2.50.

ED263 Educating the Exceptional Person – 3 Credits

This is an introductory course for students to acquire a general knowledge of each type of exceptionality and available support systems. Emphasis on identification, assessment, and programming for children in a regular classroom. A field experience in a special education setting is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 101, PS 124, ED 102 or ED 253 prior to or in conjunction with ED 263 and cumulative GPA of 2.50.

ED350 Behavior Management – 2 Credits

This course will provide students with a basic understanding of principles of effective classroom management and preventive approaches. Observation techniques will be taught as a basis for analyzing and addressing special needs. Classroom observations will be required. This course is an elective course for students majoring or minoring in Education. It is a required course for students seeking a special education endorsement. This course must be completed with a minimum of a C (2.00) for endorsement consideration. Prerequisites: ED 102 (ED 253 can be taken concurrently) and a cumulative GPA of 2.50.

ED400 Field Experience – 1 Credit

This course is designed to provide elementary education students with an early experience in the general education classroom. Students enrolling in this class will receive a placement to work in a local community elementary school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II.

Term B

ED132 Children's Literature – 3 Credits

This course provides a broad survey of children's literature (birth-12 years). Students will be exposed to a wide variety of genres, authors, illustrators, teaching techniques, and literature response appropriate to the elementary school. This course must be completed with a minimum grade of C (2.00).

Prerequisite: minimum cumulative grade point average of 2.50. (Fall or spring semester, sophomore year).

ED165 Elementary Art Methods – 1.5 Credits

A course for the elementary teacher providing a study of the basic theories of child art as well as opportunities to experience the various media and concepts appropriate for use at the elementary level. Students meet one day a week for two hours. Recommended for elementary education majors of sophomore standing or above. This course must be completed with a minimum grade of C (2.00).

ED371 Foundations of Special Education – 3 Credits

This course will focus on current trends and issues facing teachers who work in multicategorical programs. Theory and practice and the importance of multidisciplinary teams in special education will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 263 or permission of instructor, cumulative GPA of 2.50.

ED237 Language Development – 3 Credits

An examination of current research and theories related to speech and language development and relationship of language and thought processes, consideration of children's conceptual development in relation to their direct experiences; exploration of current programs and curricula designed to foster language acquisition and cognitive development; emphasis on creating an environment where language is encouraged, including design and implementation of language stimulation activities. This course must be completed with a minimum grade of C (2.00) prior to early childhood student teaching. Prerequisites: PS 124 or equivalent. Cumulative GPA of 2.50

ED102 Foundations of Education – 2 Credits

A basic historical, philosophical, and sociological orientation to the whole field of American education, including a study of contemporary issues and problems; a field experience of thirty hours in an elementary or secondary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Cumulative grade point average of 2.50 (Spring semester, freshman year or fall or spring semester, sophomore year).

ED309 Primary Reading/Language Arts Methods – 3 Credits

This course is designed to offer the prospective Early Childhood teacher a developmental overview of methods, assessments and instructional techniques to support and develop early literacy and the teaching of reading and language arts in an integrated manner. Emphasis is given to both theoretical and practical development as students work in a primary classroom applying various methods and

instructional techniques. A field experience of thirty hours in a primary classroom is required. This course must be completed with a minimum grade of a C (2.00) prior to student teaching.
Prerequisites: [ED 132](#). Cumulative GPA of 2.70 prerequisite or corequisite of [ED 232](#).

ED401 Field Experience – 1 Credit

This course is designed to provide elementary education students with an early experience in the special education classroom. Students enrolling in this class will receive a placement to work in a elementary school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II.

Term C

ED380 Characteristics of Mild/Moderate Disabilities – 3 Credits

This course will introduce students to those common traits and characteristics of students with disabilities that would typically be found in the Level I special education programs in the state of Iowa. Students will develop an understanding of the etiologies of these disabilities, be given an overview of current trends in educational programming for individuals with mild and moderate disabilities, and explore the characteristics of individuals with mild and moderate disabilities. This course must be completed with a minimum grade of C (2.00). Prerequisites: [ED 263](#) or permission of instructor.
Prerequisite: Cumulative grade point average of 2.50.

ED385 Tests, Measures and Assessment – 3 Credits

This course will introduce students to topics in the field of psychological testing and assessment. Topics will include the criteria by which tests are judged, discussion of ethical concerns in testing, and a review of norm referenced and criterion referenced tests used to assess students in special education programs. Students also will explore other diagnostic measures such as progress monitoring and procedures. Classroom assessment will be examined, especially as it relates to the special education process. In addition, students will administer practice tests and probes. This course must be completed with a minimum grade of C (2.00). Prerequisites: [ED 263](#) and [ED 371](#) or permission of instructor.
Prerequisite: Cumulative grade point average of 2.50.

ED379 Human Relations – 3 Credits

This course must be taken at Mount Mercy or an approved 4-year college. A study of cultural diversity in America with emphasis on the development of sensitivity to and appreciation of the ethnic, religious, and socio-economic backgrounds of persons and groups found in our pluralistic society. Methods include lectures, discussions, case studies, interviews, and field experiences. The course is designed to satisfy the human relations requirement for teacher certification in Iowa. The Iowa Department of Education will not recognize a letter grade of less than C (2.00) in human relations.
Prerequisites: [ED 232/ED 234](#). (Spring semester, junior or senior year). Prerequisite: Cumulative grade point average of 2.50.

ED345 Elementary Math Methods I – 3 Credits

This course is designed to offer Elementary teachers an introduction to what it means to teach math for understanding including the essential skills and characteristics this entails. Emphasis will be placed on the pedagogical content knowledge necessary for the elementary teacher within the following mathematical strategies: number and operation (including early number concept development, building meaning for the operations place value concepts and rational numbers) and measurement. An associated field experience which exceeds state mandated hours is required. This course must be completed with a minimum grade of C (2.0) prior to student teaching. Pre or co-requisite: [ED 232](#). Prerequisite: Cumulative grade point average of 2.70.

ED376 Methods: Strategist I K-8 – 3 Credits

Curriculum and instructional techniques for working with the mildly handicapped will be studied. Environmental considerations, teaching methods, and instructional variables will be considered. Ways to design, implement and adapt lessons for the K-8 student with learning problems will be examined. A field experience component is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: [ED 371](#), [ED 380](#), and [ED 232](#), cumulative GPA of 2.70.

ED319 Elementary Social Studies Methods – 2 Credits

This course concerns the objectives, concepts, and procedures of teaching social studies in the elementary and middle school. Emphasis is given to problems involved in developing and implementing a social studies program as well as considering recent trends in social studies education. This course must be completed with a minimum of a C (2.00). Prerequisite: [ED 232](#) and GPA of 2.70.

ED402 Field Experience – 2 Credit

This course is designed to provide elementary education students with a more advanced field experience combining Literacy, Math and General methods. Students enrolling in this class will be placed in a Professional Development School (PDS). During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level II of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level III.

Term D

ED311 Intermediate Reading/Language Arts Methods – 3 Credits

This course is designed to offer the prospective teacher an overview of methods, assessments, and techniques of teaching content area reading and the language arts in an integrated manner. Emphasis is given to both theoretical and practical developments as students work in the classroom applying various techniques. A field experience in an intermediate or middle school is required. This course must be completed with a minimum grade of C. Prerequisites: [ED 232](#), acceptance into the Teacher Education Program. Prerequisite: Cumulative grade point average of 2.70.

ED269 Elementary Music Methods – 1.5 Credits

This is a course for elementary school teachers who are not majoring in music. Students will be assisted in increasing their ability to sing and play classroom instruments. Methods and content appropriate for the various grades will be studied. Content area reading component included. This course must be completed with a minimum grade of C (2.00).

ED346 Elementary Math Methods II – 3 Credits

This course is designed to offer elementary teachers a continuation of the work completed in Math Methods for Elementary Teachers I, to further develop the principles of mathematics education within the strands of algebra, geometry, and data analysis & probability. Focus will be upon integration of the content, teaching strategies and unique content knowledge for teaching necessary for the elementary teacher. Additionally, students will integrate and apply research-based processes to develop student learning including problem-solving, reasoning and proof, communication, connections, and representation. An associated field experience which exceeds state mandated hours is required. This course must be completed with a minimum grade of C (2.0) prior to student teaching. Prerequisite: C (2.0) minimum in [ED 345](#).

ED347 Elementary Science Methods – 2 Credits

This course examines the instructional methods and associated science content, skills, and attitudes needed in the elementary classroom across the content strands of life, physics and earth/space science. Inquiry and technology opportunities as well as science education issues are explored. Enrollment concurrent with the methods field experience is required. This course must be completed with a minimum grade of C (2.00) prior to student teaching. Prerequisite: [ED 232](#) and a GPA of 2.70.

ED403 Field Experience – 2 Credits

This course is designed to provide elementary education students with a capstone field experience focused on content-area and general methods just prior to student teaching. Students enrolling in this class will be placed in an elementary setting where they will have the opportunity teach multiple lessons. During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level III of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level IV.

ED314 Diagnostic Assessment of Reading – 3 Credits

The major emphasis in this course is on diagnosis of reading difficulties. Tests, testing procedures, and informal diagnostic techniques are examined and discussed. Students will have practice administering and interpreting test results. Current research in the area of diagnostic reading will be studied. This course must be completed with a minimum grade of a C (2.00). Prerequisites: [ED 237](#) and [ED 309](#) prior to or in conjunction with [ED 314](#). Cumulative GPA of 2.70

ED164 Elementary Health/PE Methods – 3 Credits

This course will focus on the importance of health, wellness, and physical education for children and those who work with children and families. This course focuses on the research and theories of physical education, wellness, and movement with an analysis of the teaching and learning processes involved. It will provide students with the necessary knowledge to teach fundamental and developmentally

appropriate lessons for elementary children in the areas of physical education and wellness. A specific focus will be given to promoting healthy lifestyles in self and others.

Term E

ED 352 Elementary Student Teaching - 5 Credits

ED362 Student Teaching: Instructional Strategist I K-8 – 5 Credits

ED370 Educational Leadership Seminar – 2 Credits

This course focuses on topics of special importance to students culminating their undergraduate preparation and assuming leadership roles in classroom and school settings. Key topics include: classroom management techniques; participating in professional meetings; managing and supervising adults as well as students; conducting parent conferences; developing a professional portfolio; interviewing and resume development; and understanding professional contracts and licensure. This is the capstone seminar in the Teacher Education program, and it is required in conjunction with the appropriate student teaching course(s). Prerequisites: ED 232/ED 234 and ED methods courses with at least a grade of C (2.00) in each. Acceptance into student teaching required. (Fall semester, senior year). Prerequisite: Cumulative grade point average of 2.70.

ME450 Capstone – 1 Credit

This course is intended as a culminating experience in the liberal studies. It is required of all students in conjunction with a designated senior course within their major. Students will integrate knowledge they have acquired from each of the core domains and will reflect on their Mercy education in the context of their major discipline. In addition, they will examine one of the Mercy critical concerns identified by the Sisters of Mercy from a disciplinary, interdisciplinary and global perspective and will actively participate in a related capstone project.

(Break)

(Break)

Year 1	Term A			Term B				Term C	
Block	1	2	3	4	5	6	7	8	9
Dates	8/22-10/1	10/3-11/5	11/7-12/17	1/3-2/4	2/6-3/11	3/20-4/22	4/24-6/3	6/5-7/15	7/17-8/19
Notes	HS Conf 10/29	Conf 10/20, 25	HS Conf 12/1		HS Conf 2/23; Conf 3/2,7		HS Conf 5/4		
Courses	ED232			ED132	ED371		ED102	ED380	ED345
		ED263		ED165	ED237			ED385	ED376
	ED253		ED350			ED309		ED379	ED319
Clinical	ED402				ED401			ED400	

(Break)

(Break)

Year 2	Term D				Term E				
Block	1	2	3	4	5	6	7	8	9
Dates ^{*estimated}	8/21-9/29	10/2-11/4	11/6-12/16	1/2-2/3	2/5-3/9	3/18-4/20	4/22-6/1	6/3-7/13	7/15-8/17
Notes	HS Conf 10/29	Conf 10/20, 25	HS Conf 12/1		HS Conf 2/23; Conf 3/2,7		HS Conf 5/4		
Courses	ED311			ED314	Student Teaching				
		ED346		ED164	ED370; ME450				
	ED269		ED347						
Clinical	ED403								