



Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

Adopted by:

MISSOURI STATE UNIVERSITY
College of Education

In Collaboration With:

Developed in Cooperation with:

U.S. DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP



Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by the Missouri State University College of Education and agree(s) to carry out the intent and purpose of said Standards for **Teacher Aide (Special Education)** and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards.

_____ has been furnished a copy of the Standards, has read and understands them, and requests authorization to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline including the rotation of tasks. The employer further agrees to follow the selection procedures per the approved Standards or develop alternative selection procedures in the Employer Acceptance Agreement that are consistent with the requirements set forth in 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer or the Office of Apprenticeship.

(Manual signatures required)

(Print Name of Employer Representative)

(Print Name of Sponsor Representative)

Signed: _____
(On Behalf of Employer)

Signed: _____
(On Behalf of Sponsor)

Date: _____

Date: _____

Employer Representative Title:

Name of Company:

Address:

City/State/Zip Code

Phone Number:

Email:



EMPLOYER MODIFICATIONS TO
STANDARDS OF APPRENTICESHIP AND APPENDICES

Teacher Aide - Special Education
O*NET-SOC CODE: 25-9041.00_ RAPIDS CODE: 0657CB

Company employs journeyworkers (teachers)

Company employs _____ total workers.

Related Instruction Hours Provided: during Work Hours / during Non-Work Hours /
 Both

Standards of Apprenticeship

SECTION I, SUBSECTION 2. - AFFIRMATIVE ACTION PLAN

will / **will not** be employing five or more apprentices.

SECTION I, SUBSECTION 3. - SELECTION OF APPRENTICES

will / **will not** utilize the Selection Procedure on **Appendix A**. If will not, then

Procedure is as follows:

SECTION I, SUBSECTION D. - RELATED INSTRUCTION

Apprentices **will** / **will not** be paid for hours spent attending related instruction classes during non-work hours.

Appendix A Changes - Wage Scale - Work Process Schedule - Related Instruction Outline

Not Applicable / Attached

Appendix C - Affirmative Action Plan

Not Applicable / Attached

**Memorandum of Understanding for
Pathways for Paraeducators between
Board of Governors of Missouri State University and _____ Public School District**

This Memorandum of Understanding for Pathways for Paraeducators ("MOU") is written in the spirit of cooperation and good faith between the Board of Governors of Missouri State University ("Institution") and _____ Public School District ("District"). The parties recognize that in order to develop and retain the highest level of talent in classroom teaching or clinical practices, communities must have a collaborative relationship between institutions of higher learning and their partners. The intent of this MOU is to outline the processes employed by the Institution and its partners, so that a rich and fulfilling experience is provided to the paraeducators and students with whom they work. With this intent, the following terms are agreed to by all parties with regard to the establishment of a Pathway for Paraeducator apprenticeship program within the District's schools.

1. **Assignment of Interns.** The Institution will only support students for assignments as apprentices who have successfully completed all the prerequisites for the Pathways for Paraeducator program including admission to the University. Personnel from the Institution and the _____ School District, hereafter referred to as "the District" shall collaborate on the placement of the apprentice paraeducators into the District's learning settings to allow those interns to receive a comprehensive learning experience. The District will select certified staff and/or experienced classroom teachers, AKA "master teachers" to work with paraeducators during the academic school year.

2. **Confidentiality.** The Institution and each paraeducator assigned pursuant to this MOU shall maintain confidentiality concerning the District's attendees as required by the Family Educational Rights and Privacy Act ("FERPA ") and the statutes of the state of Missouri.

3. **Non Discrimination.** The District and the Institution give assurance that each is an equal opportunity employer and does not discriminate against any employee, intern, or applicant for employment or registration in a course of study or in its services to people on the basis of race, color, religion, sex, national origin, ancestry, age, disability, sexual orientation, gender identity or veteran status.

a. The parties agree to comply with all laws and regulations applicable to the MOU.

b. The Institution and the District agree that its employees, agents, representatives and interns will refrain from discrimination against any employee, student, attendee, parent or patron, on the basis of the person's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, age disability or veteran status, during any activity connected to this MOU.

4. **Liability.** The District, as a political subdivision of the State of Missouri, and the Institution as a Missouri public Institution of higher education, have their liability limited by the Missouri sovereign immunity statutes, Section 537.600 et seq. RSMo. The parties further understand that

nothing in this MOU shall constitute a waiver of the other's right to sovereign immunity pursuant to the laws of the State of Missouri.

5. **Term/Termination of MOU.** This MOU shall be effective on the date signed by each of the parties and shall remain in effect for one year or until written notice of termination by the Institution to the District or vice-versa.

6. **Responsibilities of the Institution.**

As detailed in **Appendix A** to this MOU which is the Department of Labor Agreement for Apprenticeship, the Institution will communicate with prospective paraeducators apprentice and cooperating master teachers to ensure the apprenticeship model is understood and to fully explain the Pathways for Paraeducator program.

The Institution, in collaboration and support of the District, can adjust paraeducator apprentice placements, when appropriate.

The Institution will ensure that the Pathways for Paraeducator program is managed by a Director who will communicate monthly with paraeducator apprentices and master teachers and teachers.

The Institution will provide coursework and alignment of competencies with the State of Missouri's Mild to Moderate K-12 Cross Categorical Special Education.

The Institution will update the District if at any time the student discontinues the Pathways for Paras program.

7. **Responsibilities of the District.**

The District will ensure that each intern is fingerprinted and background checked in accordance with Missouri law and the policies of the Institution.

The District shall provide learning experiences, which are planned, organized and administered by qualified staff in accordance with mutually agreed upon educational objectives and guidelines as specified in Appendix A to this MOU.

The District will assign and designate a point of contact who is to be responsible for planning and administering the program.

The District shall ensure that paraeducator apprentices will perform services only when under the supervision of registered, licensed or certified district staff member.

The District shall facilitate the paraeducator apprentice's professional growth through educational assignments, and shall provide adequate space, equipment and supplies to meet Pathways for Paraeducators objectives.

The District will offer co-teacher opportunities to all paraeducator apprentices during the semester of their final year in the program. This is a requirement prior to taking on more

classroom responsibilities in the final semester which will be considered their “student teaching” semester.

The District will provide paraeducators with the opportunity to be instructed in course content by approved district staff to support the attainment of credits towards degree completion through assessment. The selection of coursework will be determined by the district in collaboration with faculty from Missouri State University.

The District will provide paraeducators with the opportunity for practicum and teaching experiences commensurate with Department of Elementary and Secondary Education or National Accreditation agency guidelines to achieve certification as part of the Pathways for Paraeducator Program. The specific requirements of each interns’ program will be discussed at the start of each academic year in collaboration with faculty from Missouri State University.

The District will provide paraeducators with the opportunity to attend (virtually) any required training mandate by Missouri State University and/or Department of Elementary and Secondary Education to achieve certification as part of the Pathways for Paras Program.

It is through an abundance of mutual respect and understanding of respective missions that we, the undersigned, agree to the terms set forth in this

Name/Title of Signee

Board of Governors of
Missouri State University

School District

Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Developed By:

MISSOURI STATE UNIVERSITY

College of Education

901 S. National Ave., Springfield, MO 65897

For the Occupation of:

TEACHER AIDE, SPECIAL EDUCATION

(Currently Known as Teacher Aide 1)

O*NET-SOC CODE: 25-9041.00

RAPIDS CODE: 0657CB

Developed in Cooperation with:

U.S. DEPARTMENT OF LABOR

OFFICE OF APPRENTICESHIP

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Appendix A

WORK PROCESS SCHEDULE
Teacher Aide (Special Education)
O*NET-SOC CODE: 25-9041.00 RAPIDS CODE: 0657CB

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

Time-based Competency-based Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is **competency-based** supplemented by the minimum required **611** hours of related instruction.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker (i.e. supervising educator) ratio is: 1 Apprentice(s) to 1 Journeyworker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$11.50 - \$18.00. **This is only an example of what a wage scale would look like**

Competencies:

10% - \$11.50 - \$12.50

50% - \$12.50 - \$15.00

80% - \$15.00 - \$18.00

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 500 Hrs.

6. SELECTION PROCEDURES

Applications for apprenticeship will be accepted as positions become available. These selection procedures do not replace the company's employment hiring process, but are in addition to hiring policy. Every person requesting an application for apprenticeship will have one made available.

a.) Each applicant will be required to review the Apprenticeship Program Standards and meet the minimum requirements as outlined in Section I., Paragraph B. A copy of this work process will be provided to individuals selected for participation.

b.) Receipt of the properly completed apprenticeship application and documentation, along with pertinent supporting documents; (driver's license and birth certificate, or other acceptable proof of minimum age) will constitute receipt of a completed application.

c.) **Missouri State University College of Education's Employer Partners** will schedule interview and evaluation sessions with the employers when job openings exist. All applicants who have active applications on file that meet the minimum qualifications and have submitted the required documents will be notified of the date, time and place to appear.

d.) The interviewer will utilize a standardized and consistent method to interview and evaluate applicants. Standardized questions will be asked during the interview.

e.) After completing the interview and evaluation of the applicants, the employer will make the appropriate recommendation for acceptance into the apprenticeship program based on their employment policies and procedures.

f.) Selected applicants must respond to the notice of selection within 48 hours of notice. If an applicant does not respond within 48 hours their name will be passed.

g.) Upon selection to the registered apprenticeship program, selected applicants will be registered into the RAPIDS 2.0 system.

h.) Individuals selected for hire must sign a copy of the ETA form 671 (Appendix B).

WORK PROCESS SCHEDULE
Teacher Aide (Special Education)
O*NET-SOC CODE: 25-9041.00 RAPIDS CODE: 0657CB

Standard 1: Candidate Professional Knowledge and Skills, and Their Application

Candidates over the course of their program develop the content and pedagogical knowledge, skills, and professional behaviors of competent, caring, and effective professional educators as evidenced by candidate demonstration of:

- emerging competence in general education, content knowledge, pedagogical skills, and professional behaviors, beginning at admission and evaluated regularly and frequently throughout an educator preparation program.
- understanding of current state content expectations for PK-12 students relevant to the candidate's certification area.
- understanding of culturally responsive practice, including consideration of the intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, religion, differing abilities, and the impact of language acquisition and literacy development on learning.
- understanding of the central concepts, structure, and tools of inquiry of the discipline(s) and creation of learning experiences that make these aspects of subject matter meaningful and engaging for students. [Missouri Educator Evaluation System (MEES) for Teachers Std. 1]
- understanding of how students learn, develop, and differ in their approaches to learning. [MEES for Teachers Std. 2]
- adapting learning opportunities to diverse learners and supporting the intellectual and personal development of all students. [MEES for Teachers Std. 2]
- long- and short-range curriculum development and implementation based upon student, district, and state needs. [MEES for Teachers Std. 3]
- variation of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. [MEES for Teachers Std. 4]
- understanding of individual/group motivation and student behavior to create a learning environment that encourages active student engagement in learning, positive social interaction, and self-motivation. [MEES for Teachers Std. 5]
- effective verbal, nonverbal, and media communication skills. [MEES for Teachers Std. 6]
- formative and summative assessment strategies to assess the learner's progress and use of both classroom and standardized assessment data to plan ongoing instruction. [MEES for Teachers Std. 7]
- self-reflection with continuous assessment of the effects of choices and actions on others and active pursuit of professional development focused on the improved learning of students. [MEES for Teachers Std. 8]
- effective working relationships with students, families, school colleagues, and community members. [MEES for Teachers Std. 9]

Standard 2: Candidate Clinical Experiences and Program Partnerships

Educator preparation programs (EPPs), in collaboration with PK-12 school partners, will design and facilitate high quality, varied, diverse, and ongoing field and clinical experiences throughout the program that align with state requirements, are supervised by appropriately credentialed cooperating teachers and university supervisors, and are evaluated using evidence of candidate performance, as outlined in this document.

EPPs will work collaboratively with school districts to establish mutually agreed conditions for fieldwork experiences that clarify expectations of candidates, PK-12 personnel, and university faculty/supervisors annually. This agreement may take the form of a Memorandum of Understanding and may also include other forms of written communication. Updated agreements will be submitted to DESE prior to each academic year.

Standard 3: Candidate Recruitment, Progress, and Retention

Educator preparation programs (EPPs) demonstrate that the recruitment, support, and development of candidates are ongoing and purposeful, throughout all phases of the program, resulting in quality educators who are prepared to effectively support success for all learners. EPPs show evidence of:

- fair and equitable admission policies and procedures for admission to the institution and to the educator preparation program.
- a system, with clearly defined policies and procedures, to monitor professional progress throughout the program but especially at periods of transition (i.e., admission to the program; continuance in the program based on performance; admission to student teaching or internship).
- a system of support that informs and counsels educator candidates about professional standards for performance and professional expectations of the role for which they are preparing.
- clear communication of each educator candidate's progress toward meeting professional standards and expectations.
- guidance to educator candidates about professional transitions related to certification, job-seeking, professional growth, etc.
- solicitation of and response to graduate and employer feedback for program improvement.

Standard 4: Program Commitment to Quality and Diversity

Educator preparation programs (EPPs) and their supporting institutions provide the resources to ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. To ensure these outcomes EPPs employ a system of continuous improvement that gathers data from a variety of evidence sources and analyzes that data holistically and by certification program annually to identify needed program adjustments, modifications, and resources. A variety of stakeholders provide and/or analyze program effectiveness data or feedback. EPPs also submit data annually to DESE as requested, for ongoing accountability and public reporting.

EPPs and their supporting institutions promote inclusion, diversity, and equity and ensure that preparing educators understand strategies for promoting inclusion, diversity and equity in schools. This commitment is evidenced by policies and practices that:

- encourage recruitment and retention of appropriately credentialed and diverse faculty and cooperating teachers.
- support and retain diverse students and candidates.
- articulate a policy, plan, and professional development for continual growth of knowledge, skills, and commitment to culturally responsive practices
- embed culturally responsive reflective practice throughout curriculum and policies.
- promote equity, and are implemented and evaluated as part of the EPP annual review process.
- develop faculty and candidate commitment to practicing in a variety of educational settings with a focus on educational equity.
- utilize a variety of appropriate resources to advance practices that promote inclusion, diversity, and equity.

RELATED INSTRUCTION OUTLINE

Teacher Aide (Special Education)

O*NET-SOC CODE: 25-9041.00 RAPIDS CODE: 0657CB

RTI Provider: Missouri State University in agreement with Partnering School District(s) for apprentices with an Associate's Degree or 60 undergraduate credit hours employed as a Teacher's Aide.

Each apprentice will receive annual compliance training in anti-harassment in accordance with Paragraph 30.3, CFR. 29.30. Additional resources can be found at:

<https://www.apprenticeship.gov/eo/sponsors/prevent-harassment>

Each apprentice will receive a minimum of one hour of personal safety on-site, provided by employer.

Required Related Instruction (minimum 144 contact hours) for individuals possessing less than a Bachelor's Degree:

**First Year
(minimum of 144 hours):**

[SPE 310](#) Introduction to Special Education (3)

[SPE 345/346](#) Educational Evaluation of Exceptional Students/Lab (4/2)

[SPE 320/322](#) Introduction to Teaching Cross Categorical Special Education with Practicum (3/1)

[SPE 560](#) Working with Families of Exceptional Individuals (3)

**Second Year
(minimum of 144 hours):**

[SPE 496](#) Seminar: Supervised Teaching-Special Education (3)

[SPE 497](#) Practicum: K-12 Cross-Categorical Special Education (4)

[SPE 550](#) Career/Vocational Education and Transition (3)

RELATED INSTRUCTION OUTLINE

Teacher Aide (Special Education)
O*NET-SOC CODE: 25-9041.00 RAPIDS CODE: 0657CB

Required Related Instruction (minimum 144 contact hours) for individuals possessing a Bachelor's Degree:

First Year
(minimum of 144 hours):

[SPE 715](#) Foundations in Special Education (3)

[SPE 782](#) Advanced Diagnosis and Remediation of Students with Mild to Moderate Disabilities (4)

[SPE 792](#) Advanced Diagnosis and Remediation of Students with Disabilities Lab (2)

Second Year
(minimum of 144 hours):

SPE 789 Student Teaching-The Exceptional Child (2)

[SPE 660](#) Working with Families of Exceptional Individuals (3)

Required Related Clinical Instruction in Collaboration with University Apprenticeship Program for both Teacher's Aide Pathways: