

Memorandum of Understanding (MOU) Template

Memorandum of Understanding [a template]

[School/District Name(s)] AND [Educator Preparation Provider (EPP) Name] FOR
TEACHER - REGISTERED APPRENTICESHIP PROGRAM

I. Purpose

This Memorandum of Understanding (MOU) establishes a collaborative partnership between [Local Education Agency Name(s)] (hereinafter referred to as "the LEA(s)") and [Educator Preparation Provider Name] (hereinafter referred to as "the EPP") to implement and sustain a Teacher - Registered Apprenticeship Program (T-RAP). The purpose of this agreement is to outline shared commitments, expectations, and responsibilities to develop a well-prepared teacher workforce through a registered apprenticeship model.

II. Shared Goals

This section establishes the mutual commitments and shared objectives of this MOU between Education Preparation Programs (EPPs) and Local Education Agencies (LEAs). It sets a collaborative framework focused on enhancing teacher preparation, supporting aspiring educators, and improving student learning outcomes by addressing workforce needs, offering accessible pathways into teaching, and strengthening teacher training through evidence-based, culturally responsive practices.

[Shared goals may include...]:

- Expanding pathways into the teaching profession to support reducing barriers for aspiring teachers to better support workforce needs.
- Providing high-quality, accessible, and affordable pathways into the teaching profession at little to no cost to the apprentice.
- Supporting apprentices with mentoring, advising, and financial assistance to ensure program completion and success.
- Strengthening teacher preparation through inclusive, evidence-based, and culturally and linguistically sustaining preparation.
- Enhancing student learning experiences by equipping educators with evidence-based instructional strategies and high-quality curricular materials.

(insert shared goals here)

III. Partnership Expectations

[Partnership expectations may include...]:

The success of this partnership depends on clear communication, data sharing, and conflict resolution strategies. The LEA(s) and the EPP agree to:

1. **Communication:** Establish regular meetings to discuss program progress, challenges, and improvements. A designated liaison from both the LEA(s) and the EPP will facilitate ongoing collaboration and monitor program implementation.
2. **Data Sharing:** Share relevant program data, including apprentice progress, retention, licensure rates, individual performance data, student outcome data, graduation rates, standardized test scores, and other key performance indicators in compliance with applicable privacy laws (e.g., FERPA).
3. **Conflict Resolution:** Establish a standardized procedure for addressing disputes and challenges, including issues related to apprentice progress, performance, and mentor effectiveness. This procedure must ensure transparency, mutual respect, and the application of clear evaluative criteria for both apprentices and mentors.
4. **Apprentice Remediation and Dismissal:** Develop definitive guidelines for identifying when an apprentice requires additional support or when dismissal is warranted. These guidelines should integrate evaluations of mentor performance and align with both EPP and employer policies to ensure equitable and consistent decision-making.

(insert partnership expectations here)

IV. Programmatic Expectations

The success of the RTAP depends on an intentional, co-constructed program design that meets all state requirements for registered apprenticeship employment, teacher preparation and licensure, and local program priorities.

[Programmatic expectations may include...]:

1. **Equity Commitments:**
 - Ensure broad access to the program for qualified candidates.
 - Provide comprehensive training, mentorship, and supports to all apprentices.
 - Provide access to culturally and linguistically sustaining teaching and learning communities in both the PK-12 and higher education spaces.
2. **Financial Commitments:**
 - The LEA(s) commit to covering apprentices' wages as they work in school-based roles.

- The EPP agrees to offer enrollment to eligible candidates, as well as financial aid, tuition support, or flexible payment options to significantly reduce/remove financial barriers.
- Both parties will explore grant and funding opportunities to sustain the program.
- The LEA(s) agree to compensating journeyworkers/supervising practitioners for their time and support.

3. Journeyworker/Supervising Practitioner Supports:

- The LEA(s) and the EPP agree to establish shared expectations for journeyworker/supervisor selection, apprentice pairing, and identifying journeyworkers/supervising practitioners who are not providing effective and equitable support.
- The EPP agrees to provide training to journeyworkers/supervising practitioners on providing robust and equitable support to candidates, the Candidate Assessment of Performance, their role in assessing candidate practice and giving feedback, and evaluating performance in accordance with expectations for proficiency.

4. Apprenticeship Supports:

- The LEA(s) will provide structured on-the-job learning experiences supported by designated journeyworkers/supervising practitioners with access to high-quality instructional materials, opportunities to experience all key milestones throughout the academic year (e.g., back-to-school activities, team meetings, lesson planning, parent/teacher conferences), and integration into the school community (e.g., school events, field trips).
- The EPP will deliver coursework aligned with state preparation and licensure requirements.
- Apprentices will receive wraparound supports, including advising, mentorship, and well-being resources.

(insert programmatic expectations here)

V. Continuous Improvement Expectations

The LEA(s) and EPP commit to collectively engaging in continuous improvement efforts that drive toward improved experiences and equitable outcomes for all apprentices and the PK-12 students, schools, and districts they serve.

[Continuous improvement activities may include...]:

1. Evaluation and Data-Driven Decision Making:

- At least annually, the LEA(s) and EPP will collect and analyze evidence from a variety of sources (including stakeholder feedback, data collected

by the LEA and EPP, and, when available, state-collected data for the LEA and EPP) in order to understand the experiences and outcomes of all apprentices (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) and identify program strengths and areas for improvement.

- Data will be used to inform program improvements and ensure alignment with best practices in teacher preparation.

2. **Sustainability Plan:**

- LEA(s) and EPP develop long-term strategies to secure sustainable funding and institutional support for the RTAP.
- LEA(s) and EPP work to expand recruitment efforts and strengthen retention strategies to expand a diverse pipeline of well-prepared teacher candidates.

(insert continuous improvement expectations here)

VI. Terms of Agreement

This MOU shall be effective as of [Start Date] and remain in effect for a period of [duration, e.g., three years] unless terminated or modified by mutual agreement of both parties. Either party may terminate this agreement with [Notice Period] written notice to the other party.

VII. Signatures

By signing below, both parties acknowledge their commitment to the successful implementation and sustainability of the Registered Teacher Apprenticeship Program.
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For [LEA Name]:
Signature: _____
Name: _____

Title: _____

Date: _____

For [Educator Preparation Provider Name]:
Signature: _____
Name: _____

Title: _____

Date: _____
