#T.E.A.C.H.

TRAINING EDUCATORS AND CREATING HOPE

Alternative Pathway to Teacher Certification

CAEP UPDATE

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CAEP Accreditation Status

Current Status

Accreditation Eligible

Status Oct-Nov 2024

ACCREDITED PROVIDER

EXCELLENCE IN EDUCATOR PREPARATION ACCREDITATION

- Our CAEP site visit took place April 21-23
- Over 175 pieces of evidence submitted
- Met all standards
- NO STIPULATIONS!! – This is major as it lines us up for a 7-year accreditation vs a 2 year
- Site review team included 5 CAEP reviewers
- Interviewed:
  - 13 Current Residents
  - 12 Program Completers
  - 8 Members of the Leadership Team
  - 9 Instructional Coaches
  - 6 School-based mentors
  - 7 Partner Representatives
  - 8 District Superintendents
  - 5 Advisory Board Members
  - 3 Data Consultants
  - 4 Admissions Counselors

  75 total interviews

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OUR

VISION

Vision Statement

We place students, and their learning, first. Throughout our work, we strive to cultivate in all students the desire and abilities to be critical thinkers, lifelong learners, and active participants in a democratic society.

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OUR MISSION

WHO
WE ARE

Who Are We?

#T.E.A.C.H., LLC, offers the "Best In Class" Alternative Route to Certification Program in the State of Michigan. #T.E.A.C.H. immerses participants in the best practices of the field. We offer the equivalent of between 15-33 college credit hours (depending on program selection) in the following areas:

➢ Child development or child psychology.
➢ Family and community relationships
➢ Diverse learners.
➢ Instructional strategies.
➢ Teaching Methods
➢ Special Education

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Who Are We?

#T.E.A.C.H. aims to prepare highly effective teachers who are committed to social justice and produce measurable student achievement gains. #T.E.A.C.H. takes a three-pronged approach to develop and maintain teacher quality:

➢ Targeted recruitment and rigorous selection of teacher candidates
➢ Intensive pre-service preparation geared to the specific needs of teachers in urban schools
➢ Induction support focused on the further development of effective practice.

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Who Are We?

Modeled on a medical residency, #T.E.A.C.H. Teacher Residents complete online courses while simultaneously completing a practicum (the Residency).

#T.E.A.C.H. weaves theory and practice to allow residents to engage with underlying theories of effective teaching as they learn how to apply what they have learned under the direction of #T.E.A.C.H. Instructional Coaches and in some cases a district mentor.

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PROGRAM BENEFITS

Benefits of #TEACH

➤ More cost effective than alternative certification programs offered by universities which are often double our cost.

➤ Ability to quickly certify substitutes, paraprofessionals and others that hold BA degrees while taking quality coursework concurrently.

➤ Intensive support by teacher coaches, residency director and directors of instruction.

➤ 69 class hours above the MDE mandated minimum.

➤ Courses in Restorative Practices – not offered by other programs.

➤ Ongoing support of cohort members for 2 years beyond the initial year.

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TEACHING PRINCIPLES

TEACHING PRINCIPLES

- The measure of good teaching is student learning.

- Teachers must know all students as individuals and as learners.

- Teachers must treat all students as sense makers.

- Teachers must design instruction for all students to do complex thinking and academic work

- High cognitive demand teaching requires knowledge of content, knowledge of how students typically learn and interact with that content and setting of clear instructional goals.

- Teachers must enter into collaborative relationships with families, colleagues and communities in-service of the academic, social and emotional growth of our students.

OUR PROGRAMS

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Programs

- Initial Certification
  - Over 60 content areas offered
- Additional Endorsements
  - Traditional Program
  - Challenge Course
  - Portfolio Option
- SPED
  - EI, CI, POHI, LD
  - Dual SPED (GVSU)
- Free Course
  - Teaching in a Digital Environment
  - Free to teachers across the nation

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CERTIFICATION AREAS

Elementary (K-5, K-8) All Subjects
- Elementary K-5 All Subjects (K-8 All Subjects In Self-Contained Classroom) (ZG)
- Lower Elementary PK-3 All Subjects (ZO)
- Upper Elementary 3-6 All Subjects (ZP)

Language arts
- Language Arts (BX)
- English (BA)
- Speech (BD)
- Reading (BT)
- English As A Second Language (NS)

Library Media
- Library Media (ND)

Science
- Biology (DA)
- Chemistry (DC)
- Physics (DE)
- Earth/Space Science (DH)
- Integrated Science (DI)
- Physical Science (DP)

Mathematics
- Mathematics (EX)

Social Studies
- Economics (CA)
- Geography (CB)
- History (CC)
- Political Science (CD)
- Psychology (CE)
- Social Studies (RX)

Arts
- Music Education (JQ)
- Visual Arts Education (LQ)

Health & Physical Education
- Health & Physical Education (MC)

Agricultural Education
- Agriscience & Natural Resources (HX)

Career & Technical Education
- Family & Consumer Sciences (KH)

Technology Education
- Industrial And Technology Education (TE)

Business Education
- Business Management Marketing Technology (GQ)   [Secondary]

World Language & Culture
- French (FA)
- German (FB)
- Greek (FC)
- Latin (FD)
- Spanish (FF)
- Italian (FH)
- Hebrew (FJ)
- Arabic (Modern Standard) (FK)
- Secondary]
- Japanese (FL)
- Chinese (Mandarin) (FR)
- World Language-Other (FG)
- American Sign Language (FS)

Special Education
- Cognitive Impairment (SA)
- Emotional Impairment (SE)
- Learning Disabilities (SM)
- Physical or Other Health Impaired (SC)

Bilingual Education
- Bilingual Arabic (YK)
- Bilingual Chaldean (YP)
- Bilingual Chinese (YR)
- Bilingual Filipino (YS)
- Bilingual French (YA)
- Bilingual German (YB)
- Bilingual Greek (YC)
- Bilingual Hebrew (YJ)
- Bilingual Italian (YH)
- Bilingual Japanese (YT)
- Bilingual Korean (YN)
- Bilingual Polish (YI)
- Bilingual Russian (YE)
- Bilingual Servo-Croatian/Bosnian (YO)
- Bilingual Spanish (YF)
- Bilingual Vietnamese (YM)

OUR COURSES

Elementary

Phase 1 Elementary Classroom Readiness	Hours
E001: #T.E.A.C.H. Orientation	7
E002: Teaching in a Digital Environment	12
E100: Planning Essentials	10
E101: Ethics and Professional Behavior	8
E102: Michigan Standards	6
E103: Developing a Classroom Climate	8
E104: Planning the Environment	6
E105: Essentials of Brain-Based Learning	10
E106: Early Childhood Development	12
S107: Middle Childhood Development	10
E108: Principles of Diversity	10
E109: Effective Parent Relationships	10
E110: Community Partnerships in the School	8
E111: Planning Effective Lessons	10
E112: Results-Focused Lesson Study	12
E113: Effective Questioning Strategies	10
E114: Best Teaching Practices Elementary	20
E115: Reinforcing Effort & Providing Recognition	10
E116: Homework and Practice	6
End of Classroom Readiness Sequence	**SEMESTER OR HOURS** 185 Hours (Equivalent to 7.40 Semester Hours)

Phase 2 Elementary Classroom Excellence	Hours
E117: Background and Connections	6
E118: Implementing Differentiated Instruction	10
E119: Elementary Strategies I	10
E120: Elementary Strategies II	10
E121: Using Student Data	6
E122: Disaggregating, Organizing & Reporting Data	12
E123: Principles of Fair Student Assessment	10
E124: Formative and Summative Assessments	10
E125: Evaluation	8
E126: Building Community	10
E127: Cooperative Learning	10
E128: Principles of Restorative Practices	10
E129: Restorative Practices in the Classroom	10
E130: Educational Inclusion	10
E131: Teaching Exceptional Students	10
E132: Language Acquisition Research	10
E133: Sheltered Instruction	10
E134: Teaching Literacy Skills to ELL	10
E135: Methods of Teaching Content Elementary	24
Residency (Phase I and II)	2 Semesters
End of Teaching Excellence Sequence	**SEMESTER OR HOURS** 196 Hours (Equivalent to 7.84 Semester Hours)

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Secondary

Phase 1 Secondary Classroom Readiness	Hours
S001: #T.E.A.C.H. Orientation	7
S002: Teaching in a Digital Environment	12
S100: Planning Essentials	10
S101: Ethics and Professional Behavior	8
S102: Michigan Standards	6
S103: Developing a Classroom Climate	8
S104: Planning the Environment	6
S105: Essentials of Brain-Based Learning	10
S106: Middle Childhood Development	10
S107: The Adolescent Learner	12
S108: Principles of Diversity	10
S109: Effective Parent Relationships	10
S110: Community Partnerships in the School	8
S111: Planning Effective Lessons	10
S112: Results-Focused Lesson Study	12
S113: Effective Questioning Strategies	10
S114: Best Teaching Practices Secondary	20
S115: Reinforcing Effort & Providing Recognition	10
S116: Homework and Practice	6
End of Classroom Readiness Sequence	**SEMESTER OR HOURS** 185 Hours (Equivalent to 7.40 Semester Hours)

Phase 2 Secondary Teaching Excellence	Hours
S117: Background and Connections	6
S118: Implementing Differentiated Instruction	10
S119: Secondary Strategies I	10
S120: Secondary Strategies II	10
S121: Using Student Data	6
S122: Disaggregating, Organizing & Reporting Data	12
S123: Principles of Fair Student Assessment	10
S124: Formative and Summative Assessments	10
S125: Evaluation	8
S126: Building Community	10
S127: Cooperative Learning	10
S128: Principles of Restorative Practices	10
S129: Restorative Practices in the Classroom	10
S130: Educational Inclusion	10
S131: Teaching Exceptional Students	10
S132: Language Acquisition Research	10
S133: Sheltered Instruction	10
S134: Teaching Literacy Skills to ELL	10
S135: Methods of Teaching Content Secondary	24
Residency (Phase I and II)	2 Semesters
End of Teaching Excellence Sequence	**SEMESTER OR HOURS** 196 Hours (Equivalent to 7.84 Semester Hours)

K-12

Phase 1 K-12 Classroom Readiness	Hours
E001: #T.E.A.C.H. Orientation	7
E002: Teaching in a Digital Environment	12
E100: Planning Essentials	10
E101: Ethics and Professional Behavior	8
E102: Michigan Standards	6
E103: Developing a Classroom Climate	8
E104: Planning the Environment	6
E105: Essentials of Brain-Based Learning	10
E106: Early Childhood Development	12
E107: Middle Childhood Development	10
S107: The Adolescent Learner	12
E108: Principles of Diversity	10
E109: Effective Parent Relationships	10
E110: Community Partnerships in the School	8
E111: Planning Effective Lessons	10
E112: Results-Focused Lesson Study	12
E113: Effective Questioning Strategies	10
E114: Best Teaching Practices - Elementary	20
S114: Best Teaching Practices - Secondary	20
E115: Reinforcing Effort & Providing Recognition	10
E116: Homework and Practice	6
End of Classroom Readiness Sequence	**SEMESTER OR HOURS** 217 Hours (Equivalent to 8.68 Semester Hours)

Phase 2 K-12 Teaching Excellence	Hours
E117: Background and Connections	6
E118: Implementing Differentiated Instruction	10
E119: Elementary Strategies I	10
E120: Elementary Strategies II	10
S119: Secondary Strategies I	10
S120: Secondary Strategies II	10
E121: Using Student Data	6
E122: Disaggregating, Organizing & Reporting Data	12
E123: Principles of Fair Student Assessment	10
E124: Formative and Summative Assessments	10
E125: Evaluation	8
E126: Building Community	10
E127: Cooperative Learning	10
E128: Principles of Restorative Practices	10
E129: Restorative Practices in the Classroom	10
E130: Educational Inclusion	10
E131: Teaching Exceptional Students	10
E132: Language Acquisition Research	10
E133: Sheltered Instruction	10
E134: Teaching Literacy Skills to ELL	10
E135: Methods of Teaching Content K12	24
Residency (Phase I and II)	**2 Semesters**
End of Teaching Excellence Sequence	**SEMESTER OR HOURS** 216 Hours (Equivalent to 8.64 Semester Hours)

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SPED

SPED: K-12 Course List	Hours
SPED 001: #T.E.A.C.H. Orientation*	7
SPED 100: Special Education Law	21
SPED 101: Identifying Students for Service	21
SPED 102: Individualized Education Program	28
SPED 103: IEP Meetings	21
SPED 104: Learning Team Communication	21
SPED 105: Accommodations and Modifications	28
SPED 106: Assistive Technology	21
SPED 107: Transition Services	21
SPED 108: Maintaining Student Records	14
SPED 109 A: Concentration Course (CI)**	[28]
SPED 109 B: Concentration Course (EI)**	[28]
SPED 109 C: Concentration Course (LD)**	[28]
SPED 109 D: Concentration Course (POHI)**	[28]
SPED 110: Field Placement (Initial Certification Only)	8 Weeks
- Impact on Student Learning Assignment	"
- RR/IEP Assignment	"
- Reflective Journal	"
- Final Seminar	"
End of Course Sequence	**SEMESTER OR HOURS** 231 Hours (Equivalent to 33 Semester Hours)

* Orientation course only required for NEW #T.E.A.C.H Residents
** Only one concentration course required

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Early Warning System

- The Early Warning System (EWS) was established in 2023 to support residents with coursework completion. If residents are behind on the recommended 13-month pacing guide, they receive an alert every three months reminding them to work steadily on the coursework and to check in with their Instructional Coach.

- Once a resident exceeds the 13-month mark in the program, they are instructed to complete an extension request, which is reviewed by the Director of Residencies and Relationships (DRR).

- If the resident continues to fall behind in their coursework, they are placed on probation at 18 months and must meet with the DRR for a completion plan. The plan is closely monitored by the DRR and Instructional Coach.

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Director of Relationships
& Residencies (DRR)

- Created fall 2022, the position of Director of Relationships and Residencies (DRR) manages Resident Resource service delivery.

- The DRR works with #TEACH Residents to develop and implement innovative strategies to promote support for Resident retention and program completion. He/she serves as the liaison between Residents taking online coursework and the Instructional Coaches and local school district staff.

- Additionally, the DRR examines issues and concerns and participates in a dialog of problem-solving with Residents, Instructional Coaches, and State Leads, Regional Director of Instruction, and National Director of Instruction.

- The DRR provides Resident referrals to external counseling and support services to remove barriers to program completion.

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Transition Coordinator

- The #T.E.A.C.H. Transition Coordinator establishes and maintains trusting and professional relationships with residents, graduates, and all teaching academy staff. The Transition Coordinator is a specified role to work directly with residents as they are completing program requirements.

- This team member collaborates with the Instructional Coaches to design a transition plan for third-year residents to ensure that all completion requirements are fulfilled during the final year in the program.

- As with all members of the coaching staff, the Transition Coordinator works to help foster and support a culture in which getting and giving feedback a customary practice for all #T.E.A.C.H. residents, collaborating teachers, and graduates.

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General Admissions

#T.E.A.C.H. requires all candidates pursuing admission to the program to provide evidence of the following:

- Bachelor's Degree or higher from a regionally accredited institution
- Official transcripts with a minimum overall 2.95 GPA and date conferred
  - *If GPA is below a 2.95 you may still be admitted using our cohort GPA option*
- Completed application
- Resume

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"Every child deserves a champion—an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

– Rita Pierson

THANK YOU!