# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**BACKGROUND INFORMATION**

1. Program of study name: Teacher Academy (TA)
2. Point of Contact:  
    Name: Stephanie Long

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1. Applicant’s School/College: **Traverse Bay Area ISD Career-Tech Center**
2. State**: Michigan**
3. Type of institution (click the box to check)

**Area technical center**

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

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1. Career Cluster in which your program of study should be considered (Follow this link for a further explanation of each Career Cluster [careertech.org/career-clusters](http://careertech.org/career-clusters)) **(Select only ONE):**

Agriculture, Food & Natural Resources Career Cluster

Architecture & Construction Career Cluster

Arts, A/V Technology & Communications Career Cluster

Business Management & Administration Career Cluster

**Education & Training Career Cluster**

Finance Career Cluster

Government & Public Administration Career Cluster

Health Sciences Career Cluster

Hospitality & Tourism Career Cluster

Human Services Career Cluster

Information Technology Career Cluster

Law, Public Safety, Corrections & Security Career Cluster

Manufacturing Career Cluster

Marketing Career Cluster

Science, Technology, Engineering & Mathematics Career Cluster

Transportation, Distribution & Logistics Career Cluster

1. In three sentences or less, describe your program of study, including the secondary and postsecondary components and how long the program of study has been in place.

Teacher Academy (TA) is a career-tech program for juniors and seniors interested in exploring education as a potential career pathway in which students can earn three high school credits each year that can be divided among the technical elective, English, Algebra II, and state graduation requirements for foreign language and visual performing and applied arts. Student coursework is delivered through face-to-face instruction and an online classroom where they communicate with their peers, engage in discussions, develop materials, submit assignments, and reflect on their over 400 hours of placement in eight different classrooms over two years. Students are provided an abundance of support as they explore the profession of teaching in actual preschool through 12th grade general and special education classrooms across all grade and skill levels.

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

Urban

Suburban

**Rural**

Other   
  
**STUDENT POPULATION & DATA**

Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on student achievement will not be eligible for consideration. (100 word limit)

TA serves students from 26 high schools across a five-county rural area roughly the size of Delaware in northern lower Michigan. While racial make-up in these five counties is predominantly white, there is a notable population of Hispanic students, both migrant and permanent, a significant American Indian population, and impoverished students rivaling national averages. In Leelanau County alone, the American Indian population comprises 3.6% of the total population, three times that of the national average and five times that of the state average. Of additional consequence is that there are over 800 homeless teenagers, or approximately 19% of the state’s homeless teen population.

**NOTE**: Please specify if and when you are using a percentage with a different denominator (e.g., seniors) than the one listed.

**When completing the data section, please only use percentages and include data that is from your program of study, not the entire school/institution. Additionally, only include data where students are eligible to participate (e.g., only seniors in high school will be eligible for the section asking for percent of seniors who graduated high school, so only seniors should be included in that data; if your work-based learning only occurs within a specific grade level, only include them in your data for that category.)**

|  |  |  |  |
| --- | --- | --- | --- |
| SCHOOL YEAR | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** | 87 | 74 | 76 |
| % male students | 20 | 16 | 17 |
| % female students | 80 | 84 | 83 |
| % minority students | 3 | 1 | 8 |
| % low-income students | 37 | 39 | 34 |
| % students with disabilities | 3 | 5 | 3 |
| % English language learners | 0 | 0 | 0 |
| Other relevant *demographic* data | NA | NA | NA |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.)  **\*ELIGIBLE FOR ARTICULATED CREDIT** | \*84 | \*100 | \*91 |
| % of students who earned an industry-recognized credential | 100 | 100 | 100 |
| % of students who participated in work-based learning | 100 | 100 | 100 |
| % of seniors who graduated high school (who were eligible/seniors) | 100 | 100 | 100 |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 98 | 95 | 92 |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | 2 | 1 | 8 |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data.

**Link for industry certification data:** CPR, First Aid, AED – required for teachers in Michigan.

<https://docs.google.com/a/tbaisd.org/spreadsheets/d/1ooqcAIEDCB0PncLlli6T7mlpozS5mENKAoPjeo4_Ri0/edit?usp=sharing>

Other data sourced from our Student Information System and state CTEIS reporting.

1. How does your school or institution ensure equitable access and outcomes for students with diverse backgrounds? (150 word limit)

All 8th and 10th grade students visit the Career-Tech Center and its 24 programs. Our center holds a week long Cool-Tech Camp for elementary and middle school students in June. The TA program instructor provides applications to any interested 10th grade student and individually interviews each student at their home school. She then recruits mentor and host teachers, with an eye for adults who build relationships, from each sending school to support the individual students being placed in their schools, and together that team recruits teachers to guide students in the classrooms. Current TA students recruit in their home school English classes, show a five-minute video, and hold a question/answer session. The teacher also places ads for the program in local media outlets to encourage enrollment. Our recruiting and placement efforts are varied and spaced throughout the year to appeal to all students.

1. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)   
     
   A core component of the course is its blended, online classroom delivery model and the integration of academics in the TA curriculum. Both of these options provide a differentiated opportunity for students to earn high school graduation credit. Instruction and assessment are almost exclusively project based with a standards based grading philosophy to further provide alternative access and metrics to evaluate student proficiency. We provide a teacher consultant who meets with students who need special considerations or accommodations. Our counselor meets with students who are homeless, struggling with family issues, dealing with issues related to poverty, or struggling with other factors that might impede their progress. We have a Youth Health and Wellness Center on our campus for any student who needs additional emotional, behavioral, or medical support. We coordinate with our local educational representative from the Grand Traverse Band of Ottawa and Chippewa Indians and with our Migrant Program to support students who might need access to community resources to support their success.
2. What activities does your school or institution do to recruit elementary, middle, high school students and/or adult learners into the program of study? Please provide examples. (150 word limit)

Girl-Tech Camp is a day-long immersion experience, developed in partnership with the school district and community college, for girls in the region who might not otherwise have exposure to technical or non-traditional career pathways. Cool-tech camp, held each year in June, was designed specifically to introduce upper elementary and junior high school students to the 24 programs at the center. Young students attend a week-long day camp where they explore one of the programs in depth and create projects that introduce them to the skills and technologies of the center. Additionally, we host Merit-badge Tech to recruit scouting students to the center. Over 400 students recently participated in this day-long opportunity to earn scouting badges while learning and practicing career and technical skills.

1. Is your program of study associated with a Career Technical Student Organization (CTSO)? If so, which one(s) and in what way(s)? (Check the [approved list](http://www.ctsos.org/ctsos/) of CTSOs) (50 word limit)

Students participate in FCCLA, assume the role of a teacher in classrooms, and prepare and present learning portfolios in a public setting. They implement instruction and assessment; plan, organize, and facilitate field trips; sit in on parent/teacher conferences and staff meetings; and attend regional professional development days with their mentor/host teachers. As a result, students are viewed as leaders by their peers, school staff members, and the community-at-large.

1. Describe how career guidance/advisement is integrated into your program of study to support students’ completion of the program of study and entry into additional education/training and/or a successful career. Where applicable, describe the tools (individual career and academic plans, career exploration websites, etc.) that are provided to learners and how they are used. (200 word limit)

The program is designed to help students determine if teaching is the profession they would like to pursue after graduation. Students meet daily with their designated host teacher and weekly with a mentor teacher to discuss their career goals and other program related topics. Students also research a college of their choice, the admission requirements, and the components of an education program’s pathway. Additionally, they receive guidance from eight different host teachers to support their career exploration experience. Each co-op experience is personalized. Our program alumni also play a key role in helping current students refine their college and career goals. Students read blog posts written by alumni of our program which detail their current college experiences. They also attend field trips to college campuses, and those alumni serve as tour guides and hosts to answer student questions specific to the field of education and teaching. We have a placement services coordinator, in addition to our counselors, who meets with students to develop post-secondary career pathway maps and the job specific materials including resumes, cover letters, and interviewing skills to be prepared for these plans after graduation.

# **COLLEGE- AND CAREER-READY STANDARDS/EXPECTATIONS**

1. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and/or maintenance of your program of study?
   2. How does this program of study meet the economic needs of your community?
   3. How does this program prepare students for postsecondary education? (if applicable)
   4. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

In 2001, there was a state-wide teacher shortage that led a team of teacher leaders, local college educators, and intermediate school district teachers and administrators to develop a program to encourage high school students to consider the teaching profession as a viable career. The goal was to grow teachers in our own backyard to address the local shortage. Rather than follow other national teacher cadet models with an emphasis on traditional seat-time and classroom simulations, the team decided to focus the program on providing real-world, job embedded educational experiences as the cornerstone of the program to ensure that students would know with certainty whether teaching was the profession they wished to pursue.

Students spend five days a week, for at least an hour each day, in actual classrooms working side-by-side with a host teacher. They attend the Career-Tech Center monthly for both full-day whole group and half-day small group development days where they learn about teaching practices in much the same way teachers attend all-day professional development events or conferences.

Students utilize an on-line course management system, EdModo, for accessing materials and for all necessary forms of communication. The topics of required readings and assignments address current research and best practices. Students meet weekly with a mentor teacher, with our program instructor, and interact with each other via EdModo. They develop an extensive electronic portfolio that then becomes the basis for the employment portfolio upon graduation.

Ongoing input is provided by the advisory board. Members of this board are directors of several postsecondary teacher preparation programs including the Central Michigan University (CMU) director who chairs our advisory board. Representatives from Ferris State University (FSU), Grand Valley State University (GVSU), Michigan State University (MSU), and Northwestern Michigan College (NMC) also serve on the advisory board. Additionally, representatives from Michigan Special Olympics; Newton’s Road, a local non-profit; RJG, Inc., a local business and recognized international leader in injection molding training, technology, and resources; and Wexford-Missaukee Intermediate School District (WMISD) are also advisory board members.

The TA program at the Career-Tech Center is the only one of its kind in the state and is helping to offset the decline of practicing teachers in Michigan. According to *The Detroit Free Press*, “Fewer Michigan college students are completing teacher preparation programs and the state education department is [issuing] fewer new professional [teaching] certificates.” (Detroit Free Press, 9, August 2017). The Michigan Education Association is also predicting an increasing shortage of qualified teachers. When interviewed by Channel 25 news, an MEA representative noted that, “A nationwide demand and supply gap is expected to grow by seventy-five percent from sixty-four thousand in 2015 to one hundred and twelve thousand by 2018” (25News, 30, August 2017). The relevance of our TA program is as current today as it was in 2001.

1. Which technical, academic and/or employability skill standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250 word limit)

TA teaches the required state standards for the CIP 13.0000. Students can earn high school English 11 credit for successful completion of the first year of the program and high school English 12 credit for successful completion of the second year of the program. Additionally, students can earn ALG II credit by enrolling in an online Algebra II course designed specifically for TA students by a highly qualified CTC math instructor. The course is aligned to the WorkKeys Applied Math and SAT math skills and content assessed in the center and state required testing. A second year of foreign language and a required year of visual performing and applied arts is also available to TA students who successfully complete the program.

All of the academic, technical, career, and employability standards are embedded in the program and earned through demonstration of proficiency via hands-on experiences, projects, individual course work, interviews with the program teacher, performance evaluations conducted by the mentor and host teachers, and successful participation in the required on-site development days. Additionally, the CTC is grounded on a work ethic initiative that is a required component of all programs. TA targets work ethic with the twelve Career Ready Skills identified in the Common Career Technical Core Standards. All required course work targets one or more of these standards. They are:

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate academic and technical skills
3. Attend to personal health and financial well-being
4. Communicate clearly, effectively and with reason
5. Consider the environmental, social, and economic impacts of decisions
6. Demonstrate creativity and innovation
7. Employ valid and reliable research strategies
8. Utilize critical thinking to make sense of problems and persevere in solving them
9. Model integrity, ethical leadership and effective management
10. Plan education and career path aligned to personal goals
11. Use technology to enhance productivity
12. Work productively in teams while using cultural/global competence

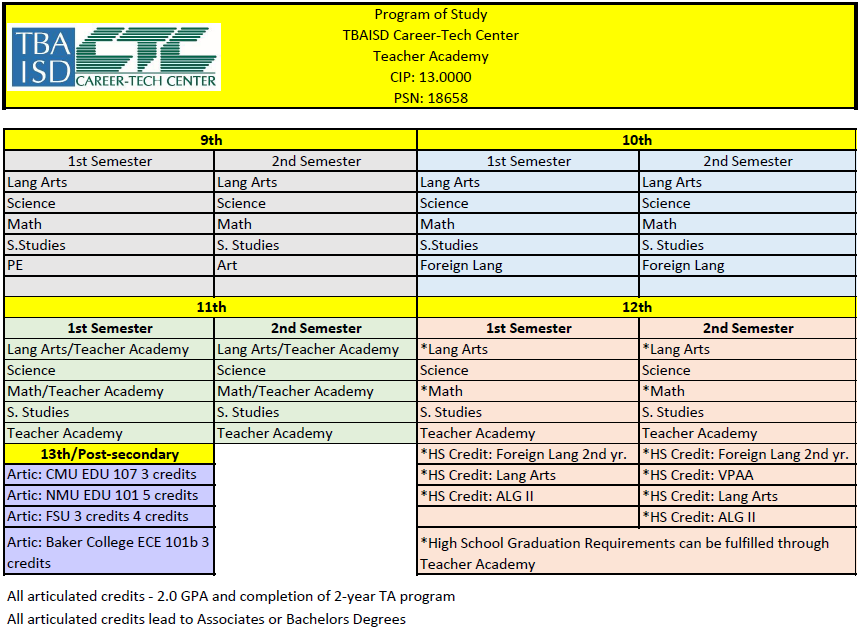
Please see all of the standards taught in the GAP Analysis document linked here

<https://drive.google.com/open?id=0B9CWA3imO-ymZzdic0FhcWRVa2c>

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| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Please see the Academic Foundation Standards taught in TA linked here:  [ELA and Math Academic Standards](http://ctenavigator.org/reports/standards/psn)  Standards are taught through projects, assignments, online tasks, reflections, online coursework, and presentations |
| Career Cluster or Technical Standards | Please see the Technical Standards taught in TA linked here (Please scroll down):  [Technical Standards](http://ctenavigator.org/reports/standards/psn)  Standards are taught through hands-on engagement with students in classroom settings and via observations of host, mentor, and program teachers |
| Employability Standards | Please see the Employability Standards taught in TA linked here (Please scroll down):  [Employability Standards](http://ctenavigator.org/reports/standards/psn)  Standards are taught through a capstone employability portfolio project and presentation of those materials |
| Other | Please see the Common Career Technical Core Standards linked here:  [Common Career Technical Core Standards](https://cte.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf)  Standards are embedded into all assigned TA work and assessed through each major assessment – projects, portfolio, presentations, and all interactions with peers, host and mentor teachers, assigned classroom students, and alumni of TA. |

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.   
     
   Make sure to highlight the course sequence that bridges secondary and postsecondary education, and explain how your program of study ensures students gain the broader Career Cluster-level knowledge/skills and, over time, gain the more specific occupation-level knowledge/skills as they progress through the program of study. You can also include graphics or [plans of study](http://careertech.org/sites/default/files/PlanStudy-CareerCluster-AG_0.pdf) of the course sequence in lieu of filling out the chart below.



Students are identified as potential TA students in 10th grade after having successfully completed two years of high school graduation requirements. TA offers three technical elective credits in each of the 11th and 12th grade years. Students wishing to fulfill high school English and/or Algebra II requirements can split these three credits to earn 2 elective credits and either English or Algebra II credit, or they can earn one technical, one English, and one Algebra II credit per year. Additionally, students who successfully complete one year of the program can earn a foreign language credit and/or a required state graduation credit in visual, performing, and applied arts if necessary.

Successful completion of the 2-yr program qualifies students for articulated credit from five postsecondary institutions leading to either an associate’s or bachelor’s degree in elementary, secondary, or early childhood education. These articulated credits allow students to bypass their required observation hours because of the extensive and consistent classroom observations and involvement they experience in the program.

This year, we are developing an Early College Pathway for students in TA wishing to delay high school graduation for one year while they earn an associate’s degree or up to 60 college credits essentially free toward a postsecondary certification or degree. Our center currently offers Early College options in seven pathways, and we are adding three more this year, including TA.

1. How do you ensure that CTE instruction and coursework is integrated with core academics?

The TA curriculum consists of eight core units:

* The Teaching Profession
* Learners
* Instruction
* Assessment
* Diverse Learners
* Curriculum
* Writing Your Own Essential Questions
* Electronic Portfolios

In each of these units (aligned to the standards noted in Q16 above) students are responsible for completing a unit plan and lesson plans which include learning activities, resources, timelines, and assessment activities. Course expectations in this non-traditional course are rigorous and include:

* Daily work experience in eight different classroom settings, requiring them on a daily basis to plan and organize for instruction, implement lessons, monitor the classroom climate and instruction, and then assess students with both formative and summative evaluation tools
* Delivery of content instruction, via an on-line course management system, EdModo
* One:One computing with each student provided a Chromebook for use during the school year
* Seminar experiences with mentor and host teachers from local school districts, area student teachers, and experts and leaders in education
* Field trip experiences to colleges, universities, and other educational settings
* Involvement at local museums and libraries, assisting with educational activities
* Attendance at parent-teacher conferences and school board and staff meetings
* Job shadowing experiences of principals, bus drivers, custodial staff, lunchroom personnel, and other non-teaching school staff
* A capstone electronic portfolio project that students take with them to use as the basis for their professional employment portfolios

Development days designed specifically for student learning and exposure to current best practices and research, as well as participation at the Regional Staff Development Day.

Standards are printed on assignments and monitored for proficiency. Students are encouraged to engage in purposeful practice until the lesson target is achieved at a high level.

1. List the opportunities for students to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcripted credit articulation agreements. (250 word limit)

Over the course of three years, 92% of students qualified to earn articulated college credits. Qualification requirements include: earning a B average or better over the course of the program and completing all 12 segments of instruction.

Five different colleges and universities will award teacher preparation credits to our students in addition waiving their teacher preparation observation hour requirements. The following schools will award credit in the areas noted:

|  |  |  |  |
| --- | --- | --- | --- |
| **College or University** | **# Credits** | **Course Name** | **Observation Hours** |
| Northwestern Michigan College | 5 | EDU 101 | EDU 290 Practicum Waiver |
| Central Michigan University | 3 | EDU 107 | 45 hours |
| Grand Valley State University | 3 | General Credits | 45 hours |
| Ferris State University | 4 | General Credits | EDCD 104 Practicum Waiver |
| Baker College | 3 | ECE 101b | NA |

1. Please provide information on **at least three partnerships** with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.

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| --- | --- | --- |
| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Central Michigan University | Director of CMU Teacher Education Program serves on the advisory board, provides feedback regarding trends in teacher education candidates, hosts our students on their campus to tour their early childhood program. Our programs share resources, CMU students participate in our development days, and CMU student teachers participate with our high school students. | 16 years – year one partner in developing the program.  CMU wanted to be a part of growing their own teacher candidates. |
| Ferris State University | Representatives serve on the advisory board, host field trips to their campus, professors present to TA students on development days. | 16 years since inception of the program |
| Grand Valley State University | Representatives serve on the advisory board, host field trips to their campus, professors present to TA students on development days. | 16 years since inception of the program |
| Western Michigan University | Our instructor teachers two courses in their school of education which all prospective teachers must take. Students are required to complete work in these classes modeled after our TA program requirements and assignments. WMU uses our TA program as its model for effective instruction and teacher training. | 5 - 8 years.  Our program won a state award and the director of the WMU program shadowed our teacher and created a promotional video for our program. All teacher cadet instructors in the state have to take two courses which our instructor teaches. |
| Northwestern Michigan College | Representatives serve on the advisory board, host field trips to their campus, professors present to TA students on development days | 16 years since inception of the program |
| Principals from 25 area local district schools | Present at development days about current educational topics, trends, interviewing skills, hiring tips | 16 years, various principals from area schools  As principals learned of the program, they volunteered to present at development days on a variety of topics. They value the work of our students in their schools and help recruit mentor teachers. |
| The Children’s House | Host tours of their Montessori school, host students for placement, present on the Montessori philosophy, best practices in differentiating instruction | 11 years  The school started with hosting tours and has progressed to hosting students for job placement and presenting at development days. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Please describe how your program of study is aligned with the needs of the workforce and industry in your community. Make sure to include information on how the program of study helps meet workforce demand identified by business and industry. If applicable, what labor market data does your program of study use to align to workforce needs? (250 word limit)

According to a report published by Lansing Community College, in Michigan there is an ongoing need for teachers in the following areas:

**Urban and rural school districts**

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| --- | --- |
| Elementary teachers with specialties in:   * English as a Second Language * Early Childhood (ZA endorsement) * Mathematics * Reading/Language Arts * Science * Special Education | Secondary teachers with specialties in:   * Business * Foreign Languages * Career and Technology Education * Mathematics * Science * Special Education |

Students rotate assignments each quarter and are placed in each of these settings, among others, throughout their two-year program. The impetus for partnering with the TBAISD Migrant K-6 program was to help fill the demand in our local region for qualified teachers for English Language learners. Additionally, local principals report to our program teacher regarding their specific needs for new hires and the skills they require in these candidates. Our instructor then plans student development days around these topics, skills, and needs as identified by our local area school districts.

Our students also partner with Michigan Works to support science and math instruction in the elementary level through 3D printing initiatives led by our TA students and their mentor teachers.

Lastly, our students spend a considerable amount of time at Oak Park, a center-based program in our intermediate school district for students with Autism. The director of that program also presents at the development days and works directly with our TA students.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or NO.

YES

1. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Students are paired with mentor and host teachers to provide them with classroom teaching experiences and exposure to all aspects of school-related activities, including school board and parent/teacher meetings, professional development (PD) experiences, school improvement committees, and other professional responsibilities outside of a typical teaching day. Students participate in curriculum design, lesson planning, role-playing and simulated classroom scenarios, and engage in extensive use of technology. Student learning opportunities include interviews, discussions, student portfolio development, demonstrations, field trips, and, most importantly, actual teaching experiences. Students plan for and deliver instruction to meet grade level content standard expectations, ensure differentiated learning opportunities for their students, and develop appropriate formativeand summative assessments. As a result of their involvement in the program, students gain a realistic understanding of the demands of teaching in the 21st century.

1. Please list the industry-recognized credentials/certifications/licenses offered/required. If your program of study does not include industry-based credentials/certifications, please explain why. (200 word limit)

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| --- | --- |
| **Offered** | **Required** |
| Paraprofessional certification once the partnership with Central Michigan University is finalized | CPR, First Aid for infants and adults, blood borne pathogen training, AED training |
| Michigan Early/Middle College Association certificate for students enrolled in the Early College Pathway | State required end of course assessment as it becomes developed |

1. Please describe how you ensure the instructors teaching this program of study keep up-to-date on advancements in the workplace, such as participating in externships and/or requirements to have current industry credentials. (100 word limit)

Our instructor:

* Attends state required professional development
* Plans current and relevant training for the 20 mentor teachers
* Attends in-state conferences related to educational technology
* Attends the state CTE conference
* Provides professional development relevant to mentor and host teachers at local districts
* Takes graduate level instructional courses each year
* Participates in relevant university trainings
* Participates in our local community college professional development sessions
* Presentes for student teachers at Central Michigan University
* Teaches Cadet Teaching I and II for Western Michigan University. Anyone in the state of Michigan who wants to be certified to teach teacher-cadet programs has to pass these two courses. She sets the bar that others must hurdle to do her job.
* Organizes and executes, at minimum during a typical school year, at least six large group (over 100 participants) professional development seminars for students and their host and mentor teachers, and at least 10 small group sessions for up to 25 participants throughout the year

1. Please provide information on **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

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| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Grand Traverse Children’s Museum | Students facilitate early childhood exploration days and assist with childcare during community events | 6-8 years  They reached out to our program to hire students to work with community in outreach and education. |
| SEEDS (501(c)3 nonprofit organization established to implement local solutions to global issues at the intersection of ecology, education, and design.) | Promote outdoor education and after-school enrichment and use Teacher Academy students to mentor and plan activities for students interested in outdoor education | 6 years  They were in local districts looking for role models in local schools to work with them to develop curriculum and mentor students. |
| YMCA | Coordinate with our students who provide afterschool and summer jobs in their childcare or snow day camps | 6 years  They reached out to our program instructor as a result of community feedback about the professionalism of our students. |
| Grand Traverse Resort | Employ TA students to run preschool and elementary school for children of guests at the resort | 11 years  They reached out to our program instructor as a result of community feedback about the professionalism of our students. |
| Northwest Michigan Works – 3D printing initiative | They provide training for students and teachers in various STEM related areas, such as the value of 3D printers in the classroom to encourage math and science exploration. They have also provided 3D printers for TA students and mentors to use in their schools. | 4 years  The director of the program reached out to collaborate in order to promote the use of 3D printers, and our program provided the perfect vehicle to reach students across all five counties in the region. |

1. Please feel free to use the space below to share any other information or evidence of success of your program of study and the students who participate. (Optional)

Please see the video linked below (17:21 minutes) which was developed by Dr. Adam Manley at Western Michigan University to showcase the program as one to emulate across the state of Michigan. <https://www.youtube.com/watch?v=LnZotfhIO9w>

Please see the visual overview of the program that highlights the core components of the program: <http://prezi.com/8gkipuaimr8z/copy-of-teacher-academy-informational/>

Additionally, students in our culinary program prepare breakfast and lunch for the attendees in the professional development days held at our center. Students in the agriscience program arrange the centerpieces for the tables which are content specific to the topics that the TA participants are learning. Multiple programs collaborate with our TA students to execute a professional, polished, educational learning event. These partnerships provide realistic, job-embedded learning experiences for students in other programs at the center.

One of the often overlooked benefits of such an intensive and real-world experience is that they might decide that teaching is not the best profession to meet their career goals. Parents and students have frequently commented that were it not for this program, they would have invested time and money in college exploring a career that would not have ultimately best served their needs. Students come away with a real understanding of the authentic work of teaching.

In addition to the professional development detailed in question #24, our program teacher ensures that this program not only serves her students, but that it provides an avenue for mentor and host teaches to continually hone their skills, stay engaged with best practices, and immediately apply their learning in their classrooms. These teachers can earn graduate hours or continuing education credits as a result of attending the sessions she provides. They value this training and the domino effect of her sessions. Mentor and host teachers share their learning with students, students share their learning with their students, and this community of learners are continually improving their practice every day as a result of the professional development our instructor provides.

Last, there is a large population of homeschooled students in our region disenchanted with traditional education. Many of these families seek out this program specifically because of the personalized and meaningful educational experience it provides.

1. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

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| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Guitars in the Classroom | A national organization, Guitars in the Classroom is dedicated to empowering educators to utilize music in classrooms. They provide training to students and mentors and then gift guitars to our students to use with their students. TA students create review activities, write songs for content, use guitars as starter activities, and use them to support smooth transitions between classroom activities. | 10 years  One of the teacher mentors participated in a workshop with this organization, so our TA instructor opened up the opportunity to students and mentor teachers. |
| Traverse Bay Area ISD Migrant Program | Our region is experiencing a shortage of teachers for our large migrant population of students. We struggle to find certified teachers available to work with students throughout the summer. Our students interview and receive training about the unique needs of this migrant population of students, and if our students qualify, can be hired and work with preschool-6th grade migrant students across the region. | 3 years  Our associate superintendent connected the director of that program with our program instructor to match up a pool of prospective students with a program that needs teachers. |