



## **Future Proud Michigan Educator Program Design Models**

### **Introduction**

As a continuation of Michigan’s efforts to grow and diversify the educator workforce and reduce educator shortages, the Michigan Department of Education (MDE) is launching the **Future** Proud Michigan Educator (Future PME) initiative for school districts to develop programs for students interested in the teaching profession. This initiative is a subset of the broader Proud Michigan Educator (PME) campaign that focuses on recognizing and honoring our current Michigan educators. The newest pathway provides an expanded opportunity for students in grades 6-12 to explore education professions.

### **Purpose of this document**

This document presents potential program models for grades 6-12, all of which are designed to expand access to the teaching profession and attract more future teacher candidates. Some of the models are already running in various districts; others are new and place an emphasis on flexibility, inclusivity, and equity.

The tables within this document aim to present a framework that shows the relationship between the types of models, as well as the district resources and student experiences associated with each.

- Table 1: Programming Purposes
- Table 2: Program Design Models
- Table 3: Opportunities and Challenges in each Program Model

### **Goals for Future PME Programming in grades 6-12**

Grow and diversify the educator workforce by expanding access to future teacher programming that:

- Promotes positive messaging about the teaching profession and teachers
- Increases the number of students interested in education professions
- Offers programming that is flexible, inclusive and equity focused
- Reduces barriers to higher education/educator preparation

Supports context-specific or “Grow Your Own” approaches to teacher recruitment **Terms to Know:**

- **Clinical Experiences/Sites:** a classroom where the secondary student has been placed to observe and assist a practicing/mentor teacher
- **EPP:** educator preparation provider (a college or university program that certifies teachers in the state of Michigan)
- **Future PME:** Future #proudMIeducators, new models and curricular resources for Michigan schools
- **Learning Management System:** i.e., Google Classroom, Schoology, Moodle
- **MV:** Michigan Virtual
- **TOR:** teacher of record, responsible for instruction and assessment of student content knowledge

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## Programming Purpose and Design

Future PME programming for a pre-collegiate audience can take many forms. The table below categorizes types of programming in Michigan and defines their relative purpose. Within each category, several design models can take shape. These models are detailed on the next page.

MDE is hopeful that districts will consider the ways in which models could be combined, stacked or scaffolded to build flexible opportunities for students.

<b>Table 1: Programming Purposes</b> Programs begin with a clear purpose and progress to a specific design model	
<b>Exploratory</b>	Discover the teaching profession through guided instruction and scaffolded experiences.
<b>Clinically Focused</b>	Experience the teaching profession and reflect with supplemental virtual instruction.
<b>Content Focused</b>	Investigate and earn credit in a core content area through direct participation in a focused experience.
<b>Career Focused</b>	Prepare for a teaching career and earn an industry credential through an <a href="#">approved CTE program</a> .

**Table 2: Program Design Models**

**Exploratory Models**

**Purpose:** Discover the teaching profession through guided instruction and scaffolded experiences  
**Features:** Elective credit with FPME curriculum, Traditional school day, Face to Face instruction  
**Staffing:** certified teacher in the district is Teacher of Record (TOR)

Design Options	Student Learning Experience Instructional and clinical experiences designed to...
Teaching Overview	...explore a range of grade levels/subjects during class time and allow early and broad thinking about teaching.
Grow Your Own	... explore the local district culture, needs and vision and encourage students to return to the district as teachers.
Targeted	...emphasize the skills and knowledge specific to a target area/population for which there is a need for more teachers (special education, English learners, STEM, teachers of color).
College/University Partnership	...establish or deepen a partnership between the K-12 school and the educator preparation program (EPP) to grow future teachers, teacher candidates and school-based teacher educators.

**Purpose:** Experience the teaching profession and reflect with supplemental virtual instruction  
**Features:** Elective credit with FPME curriculum, during school day or out of school, Virtual instruction  
**Staffing:** Michigan Virtual Instructor or Clinical Placement mentor are TOR

Design Options	Student Learning Experience Instructional and clinical experiences designed to...
Virtual	...maximize the traditional school day with a full period of clinical attendance supplemented by online self-paced curriculum hosted by Michigan Virtual (MV).
Out of School Time	...highlight instruction outside a traditional classroom (after-school, weekends, summer) supplemented by online self-paced curriculum hosted by MV.
Peer-to-Peer	...work side-by-side with a student with a 504 or IEP, under the supervision and instruction of a practicing special education teacher (modules hosted by the district learning management system).
Flipped	...engage in professional mentorship that includes a practicing teacher at the student's preferred grade level that serves as the clinical mentor and the course instructor (modules can be hosted by the district or MV learning management system).

## Content Focused Models

**Purpose:** Investigate and earn credit in a core content area through direct participation in a focused experience.

**Features:** Elective credit with FPME curriculum, Traditional school day, Face to Face instruction

**Staffing:** Certified teacher holding the relevant endorsement

Design Options	Student Learning Experience Instructional and clinical experiences designed to...
Early core courses (6 <sup>th</sup> -10 <sup>th</sup> grade)	...survey the broad aspects of the content area while highlighting knowledge acquisition in the specific discipline.
Late core courses (11 <sup>th</sup> or 12 <sup>th</sup> grade)	...leverage flexible standards to deepen content area understanding and highlight learning strategies or routines specific to the discipline.

## Career Focused Model

**Purpose:** Prepare for a teaching career and earn an industry credential through an approved CTE program.

**Features:** CTE Curriculum, Traditional School Day, Face to Face Instruction

**Staffing:** Certified teacher that meets CTE requirements

Design Options	Student Learning Experience Instructional and clinical experiences designed to...
Existing <a href="#">CTE</a> "Education General" Program	...prepare for teaching practice, earn an industry credential and participate in professional development.

**Table 3: Opportunities and Challenges**

	Opportunities	Challenges
<b>Exploratory</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Concentrated teacher support of student learning and interest</li> <li><input type="checkbox"/> Teacher staffing includes coordination of student placements</li> <li><input type="checkbox"/> Low commitment entry point for students</li> <li><input type="checkbox"/> Could be maximized by leveraging high school vs elementary bell schedules</li> <li><input type="checkbox"/> PK-12 and EPP collaboration and alignment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allocating a full section of a course would depend on number of interested students</li> <li><input type="checkbox"/> Full-time equivalency (FTE) expense: district employee is teacher of record</li> <li><input type="checkbox"/> Communication from classroom to placement site</li> </ul>
<b>Clinically Focused</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not rely on a full section of students</li> <li><input type="checkbox"/> Flexible staffing options</li> <li><input type="checkbox"/> Student modules can be hosted in MV or a learning management system of choice</li> <li><input type="checkbox"/> Ideal for students who are prepared for intense hands-on experience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased expectations for student independence and self-direction</li> <li><input type="checkbox"/> Coordination of student placements across contexts</li> <li><input type="checkbox"/> Requires a reliable connection to an LMS</li> </ul>
<b>Content Focused</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Counts for core credit (does not compete with other elective credits)</li> <li><input type="checkbox"/> Aligns with certification structure emphasis on literacy and mathematics</li> <li><input type="checkbox"/> Explicitly addresses data literacy as applied to education</li> <li><input type="checkbox"/> Ideal for students who have identified interest in the content or subject area</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs to be staffed by teacher who holds content area endorsement</li> <li><input type="checkbox"/> Needs supplemental curricular planning and program development tailored to content area</li> <li><input type="checkbox"/> Coordination of student placements</li> </ul>
<b>Career Focused</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Established professional network and program</li> <li><input type="checkbox"/> Designed to award industry credential</li> <li><input type="checkbox"/> Robust experience for students with an identified interest in teaching</li> <li><input type="checkbox"/> Sustainable through 61a (1) Added Cost funding</li> <li><input type="checkbox"/> Option for Michigan Merit flexibility</li> <li><input type="checkbox"/> TOR coordinates and supervises placements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relies on CTE staffing, infrastructure, or support</li> <li><input type="checkbox"/> Must meet additional CTE Pathway and Cluster Standards</li> <li><input type="checkbox"/> Substantial commitment within student schedule for program completion</li> </ul>