



Future Proud Michigan Educator Explore 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) launched the Future Proud Michigan Educator (Future PME) initiative for school districts to develop programs for students who may be 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, referred to as “Explore,” provides an expanded opportunity for students in grades 6-12 to explore education professions. This document serves as a resource for instructors and administrators who will be integral in preparing a course offering.

DOCUMENT PURPOSE

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 descriptions in 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.

- Section 1: Programming Purpose and Resources
- Section 2: Program Design Models
- Section 3: Program Model Comparisons

FUTURE PME GOAL: Expand access to future teacher programming to grow and diversify the educator workforce and reduce educator shortages

EXPLORE PROGRAM GOALS

- Promote positive messaging about the teaching profession and teachers
- Increase the number of students interested in education professions
- Offer programming that is flexible, inclusive and equity focused
- Reduce barriers to higher education/educator preparation
- Support 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

Please direct all inquiries to MDE-PME@Michigan.gov

PROGRAM DESIGN

Future PME programming for a pre-collegiate audience can take many forms. Explore programs are designed to be flexibly implemented to meet local district needs. To identify the optimal model, consider the *purpose* of the potential program and the *resources* the available to support its growth.

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



Exploratory:

Purpose: Discover the teaching profession through guided instruction and scaffolded experiences.

Resources: Exploratory models run primarily face to face with an instructor, with limited clinical experiences. This is a great option if you want to begin a grow your own program or offer a feeder course for an existing program or partnership.

Clinically Focused:

Purpose: Experience the teaching profession and reflect with supplemental virtual instruction.

Resources: Clinically focused programs embed students in a classroom with a mentor, moving their formal instruction to a hybrid format. This option is popular in districts who would like to integrate this course into an existing model in the school, like a peer-to-peer elective, a leadership course, or a tutoring program.

Content Focused:

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

Resources: Content focused models allow students to earn core credit while deeply investigating teaching and learning in one discipline. An example of this is the Future Urban Stem Educators (FUSE) program.

Exploratory Model Design

Purpose: Discover the teaching profession through guided instruction and scaffolded experiences

Features: Elective credit with Explore curriculum, traditional school day, face-to-Face instruction

Staffing: certified teacher in the district is Teacher of Record (TOR)

Introduction to Teaching

Instructional and clinical experiences designed to explore a range of grade levels/subjects during class time and allow early and broad thinking about teaching.

Grow Your Own

Instructional and clinical experiences designed to explore the local district culture, needs and vision and encourage students to return to the district as teachers.

Shortage Targeted

Instructional and clinical experiences designed to 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

Instructional and clinical experiences designed to 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.

Clinically Focused Model Design

Purpose: Experience the teaching profession and reflect with supplemental virtual instruction

Features: Elective credit with Explore curriculum, virtual instruction, traditional school day or out of school time programming

Staffing: Michigan Virtual Instructor or Clinical Placement mentor are TOR

Virtual

Instructional and clinical experiences designed to 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

Instructional and clinical experiences designed to highlight instruction outside a traditional classroom (after-school, weekends, summer) supplemented by online self-paced curriculum hosted by MV.

Peer to Peer

Instructional and clinical experiences designed to 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

Instructional and clinical experiences designed to 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 Model Design

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

Features: Elective credit with Explore curriculum, Traditional school day, Face-to-Face instruction

Staffing: Certified teacher holding the relevant endorsement

Early Core Courses (6th-10th grade)

Instructional and clinical experiences designed to survey the broad aspects of the content area while highlighting knowledge acquisition in the specific discipline.

Late Core Courses (11th or 12th grade)

Instructional and clinical experiences designed to leverage flexible standards to deepen content area understanding and highlight learning strategies or routines specific to the discipline.

FUTURE PME EXPLORE MODEL COMPARISONS

Exploratory	Opportunities	Challenges
Exploratory	<ul style="list-style-type: none"> <input type="checkbox"/> Concentrated teacher support of student learning and interest <input type="checkbox"/> Teacher staffing includes coordination of student placements <input type="checkbox"/> Low commitment entry point for students <input type="checkbox"/> Could be maximized by leveraging high school vs elementary bell schedules <input type="checkbox"/> PK-12 and EPP collaboration and alignment 	<ul style="list-style-type: none"> <input type="checkbox"/> Allocating a full section of a course would depend on number of interested students <input type="checkbox"/> Full-time equivalency (FTE) expense: district employee is teacher of record <input type="checkbox"/> Communication from classroom to placement site
Clinically Focused	Opportunities	Challenges
Clinically Focused	<ul style="list-style-type: none"> <input type="checkbox"/> Does not rely on a full section of students <input type="checkbox"/> Flexible staffing options <input type="checkbox"/> Student modules can be hosted in MV or a learning management system of choice <input type="checkbox"/> Ideal for students who are prepared for intense hands-on experience 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased expectations for student independence and self-direction <input type="checkbox"/> Coordination of student placements across contexts <input type="checkbox"/> Requires a reliable connection to an LMS
Content Focused	Opportunities	Challenges
Content Focused	<ul style="list-style-type: none"> <input type="checkbox"/> Counts for core credit (does not compete with other elective credits) <input type="checkbox"/> Aligns with certification structure emphasis on literacy and mathematics <input type="checkbox"/> Explicitly addresses data literacy as applied to education <input type="checkbox"/> Ideal for students who have identified interest in the content or subject area 	<ul style="list-style-type: none"> <input type="checkbox"/> Needs to be staffed by teacher who holds content area endorsement <input type="checkbox"/> Needs supplemental curricular planning and program development tailored to content area <input type="checkbox"/> Coordination of student placements



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