



## Partnership Summary Table (updated April 2025)

#T.E.A.C.H. partnerships address academic and operational functions managed by the EPP, as well as third-party resources for the benefit of supporting Residents.

- \*Partnerships for **academics** (e.g., State Lead (NC) and Regional Director of Instruction (AL, AZ, IN, MI) ensuring state-specific preparation; committees charged with reviewing assessments and data)
- \*Partnerships based on state-wide EPP collaborations (e.g., Michigan Accreditation Resource Network)
- \*Partnerships for operations (e.g., business partners contracted to support organizational efficiencies)
- \*Partnerships for **candidate support** (e.g., test-preparation services; resources to support access to educator preparation)

### #T.E.A.C.H. Partnership Engagement with School Districts and ISDs

The EPP holds district engagement meetings with representatives up to four times a year. The goal is to receive feedback and discuss strategies to help the district's teachers (the EPP's residents) improve their initial teaching experiences and provide matriculation support.

Examples of topics addressed include:

- Utilization of the #T.E.A.C.H. Resident Status Report (resident course progression and matriculation data).
- Communication and feedback needs from your district and the resident's school-based mentor..
- Resources needed from #T.E.A.C.H. (i.e., updates on the #T.E.A.C.H. program requirements, test prep resources, instructional best practices, and more).

Stakeholder Group / Committee	Meeting Schedule	Charge of Stakeholder Group
<b>#TEACH Executive Leadership Team (ELT)</b>	Bi-weekly	Set short and long-term goals, develop strategies, and ensure the strategies are effectively executed. Communicate goals, timelines, organizational strategies to key internal and external stakeholders. Review data and information from various internal and external surveys and sources.
<b>#TEACH Partnership Advisory Committee</b>	Quarterly	Advisory Committee makes recommendations to the ELT. Goals focus on improving programmatic features, instructional practices, and community relations.
<b>#TEACH Leadership Team (LT)</b>	Bi-weekly	Engage in information sharing related to operations, program, service delivery, and related projects. Discuss needs and opportunities for collaboration to improve processes, share best practices. Make recommendations to the National Directors for review and consideration.
<b>Instructional Team</b>	Monthly	National Director of Instruction leads/supervises the State Leads. The State Leads (Instruction and Residencies) and SPED Director supervise the Instructional Coaches. The members of the team engage in information sharing related to state operations, program, service delivery, and related projects.
<b>Instructional Coaches</b>	Monthly	Instructional coaches are charged with establishing and maintaining trusting and professional relationships with residents, alumni, and all teaching academy staff. They communicate regularly with principals and/or headmasters and other school-based support staff.

<b>Stakeholder Group / Committee</b>	<b>Meeting Schedule</b>	<b>Charge of Stakeholder Group</b>
<b>Transition Coordinators</b>	Bi-weekly	Transition Coordinators collaborate with the Instructional Coach to design a transition plan for third-year residents to ensure that all completion requirements are fulfilled during the final year in the program.
<b>Learning Management System (LMS Support Team)</b>	Annually	The LMS Support Team Specialists are charged with providing access to the LMS, user support, and back-end maintenance of the system. LMS reporting supports tracking resident course completion. Team members support updates in the CRM.
<b>Survey Committee</b>	Quarterly	To collectively review data from program-created surveys to consider program impact, resident effectiveness, and enhanced partnership opportunities with district and employer representatives.
<b>Calibration Committee</b>	Quarterly	To calibrate the scoring of resident work and to consider the instructional implications of the prompt or task, student work, and rubric.
<b>Assessment Data Review Committee</b>	Quarterly	To collectively review the data from key assessments to consider the instructional implications and the tools' effectiveness in programmatic design.
<b>Michigan Works and North Carolina Works</b>	Annually	Communication w/ workforce partners primarily focus on resident matriculation. Charges focus on connecting qualified "customers" to #TEACH's coursework and coaching support. Agencies partner with #TEACH to monitor "customer" (Resident) progress.

<b>Stakeholder Group / Committee</b>	<b>Meeting Schedule</b>	<b>Charge of Stakeholder Group</b>
<b>School Districts and Intermediate School District (ISD)</b>	Quarterly	Communication with school and district representatives primarily focus on Resident matriculation. Continual focus on ways to co-construct on strategies to enhance the matriculation experience for the Resident.
<b>Financial Institution Partnerships (various)</b>	Annually	President/Founder collaborates with various financial institutions to discuss potential program financing options offered to Residents.
<b>Michigan ARN (Alternative Route Network)</b>	Quarterly	The charge of ARN is to share information, best practices related to teacher preparation. Collaborate on important issues and bring forth solutions to benefit future educators.
<b>Higher Education Partners (Ashland University and The University of Olivet)</b>	Biweekly	#T.E.A.C.H. online courses are offered to enrolled Ashland students for both continuing education credit and master's level credit. The courses are also used by NC students for the GPA boost program. Olivet students enroll in #T.E.A.C.H. courses while working towards earning a teacher certification.
<b>TeachNC Initiative</b>	Annually	Discussions focus on continuing the partnership and exploring innovative ways to promote entering a career as a teacher.
<b>Indiana Special Education Assisted Licensure (ISEAL)</b>	Annually	I-SEAL funds post-baccalaureate programs of study leading to special education licensure for a public school in Indiana.
<b>Proximity Learning</b>	Annually	President/Founder maintains a relationship with Proximity's Executive Leadership Team Representative.

<b>Stakeholder Group / Committee</b>	<b>Meeting Schedule</b>	<b>Charge of Stakeholder Group</b>
<b>Referral Rock.com</b>	Annually	President/Founder is charged with initiating and maintaining the Referral Rock partnership.
<b>Educate Me Foundation (Indiana)</b>	Annually	Educate ME Foundation, Inc. is a social enterprise committed to increasing the number of men and women of color in the field of education.
<b>GPS Solutions (Michigan)</b>	Annually	The #T.E.A.C.H. administrative team processes continuing education credits for #T.E.A.C.H. and GPS in accordance with guidelines set by the Michigan Department of Education.
<b>Test Prep Services:</b> -240 Tutoring -Exam Edge -Learning Liaisons	Annually	Test prep and tutoring companies provide a simple process for residents to enroll in test prep support and resources. The President/CEO negotiated discounted pricing for residents.
<b>Parchment Services</b>	Annually	Parchment Services processes transcript requests and certificates of completion for current and former #T.E.A.C.H. residents.
<b>Michigan Department of Treasury (Fellowship Grantors)</b>	Annually	MI Department of Treasury provides approval for #T.E.A.C.H. to receive funding for candidates eligible to enroll in an educator preparation program.