



T E N N E S S E E

2022-23 Fall

NEI New Educator Prep PROGRAM CATALOG



Noble Education Initiative, Inc.

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STATEMENT OF LEGAL CONTROL:

Sherry A. Hage, Sole Proprietor/Director

Noble Education Initiative has established an Out-of-State Educator Preparation Partnership Agreement with the Achievement School District (ASD). Through this partnership, Noble Education Initiative can offer our program to candidates in Tennessee.

Questions regarding out-of-state partnership agreements may be directed to Educator.Preparation@tn.gov.

PROGRAM ADMINISTRATORS:

Sherry A. Hage, Chief Executive Officer NEI

Julie Alm, Chief Academic Officer NEPP



NEI's mission: Our team empowers and equips all learners to be noble, to be bold, and to be positive difference-makers in the world.

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FACULTY LISTING

FACULTY MEMBER INSTRUCTORS	COURSE(S)	DEGREES HELD & AWARDING INSTITUTION
Angel Clark	NEPP01, NEPP02, NEPP 03, NEPP04, NEPP05, NEPP06, NEPP07, NEPP08, NEPP09, NEPP10ELM, NEPP10 SEC	BS, Florida Atlantic University, Elementary Education K-6; Med, Florida Atlantic University, Curriculum and Instruction Professional Certificate: Elementary Education K-6, ESOL, Reading, and Gifted
Jessica Mercadante	NEPP01, NEPP02, NEPP 03, NEPP04, NEPP05, NEPP06, NEPP07, NEPP08, NEPP09, NEPP10ELM, NEPP10 SEC	BS, Bowling Green State University, Early Childhood Ed, PreK-3; MEd, American College of Education, Educational Leadership Professional Certificate: ESOL, PreK- Primary
Jody Campbell	PORT01, NEPP01, NEPP02, NEPP03, NEPP04, NEPP05, NEPP06, NEPP07, NEPP08, NEPP09, NEPP10SEC, NEPP10ELEM, SE01, EG01, STUTEACHSEC, STUTEACHELEM,	BS, Public Relations and Sociology, University of Miami Professional Certificate: Elementary K-6, ESOL
Walkiria Segura	PORT01, NEPP01, NEPP02, NEPP03, NEPP04, NEPP05, NEPP06, NEPP07, NEPP08, NEPP09, NEPP10SEC, NEPP10ELEM, SE01, EG01, STUTEACHSEC, STUTEACHELEM,	BS, Interdisciplinary Studies, Fordam University MS, Elementary Education Hofstra University Professional Certificate: Elementary K-6, ESOL

ADMINISTRATION	COURSE(S) TAUGHT	DEGREES HELD & AWARDING INSTITUTION
Julie Alm, Chief Academic Officer NEPP and instructor	NEPP01, NEPP02, NEPP 03, NEPP04, NEPP05, NEPP06, NEPP07, NEPP08, NEPP09, NEPP10ELM, NEPP10 SEC	BA, Florida Atlantic University, Exceptional Student Education; MEd, Florida Atlantic University, Educational Leadership Professional Certificate: Educational Leadership, Specific Learning Disabilities, Elementary Education, Trained Florida Clinical Educator Provided

NEI NEW EDUCATOR PREP PROGRAM



STATEMENT OF PURPOSE:

To prepare 4-year degree holders to become effective educators in the State of Tennessee; to fill the gaps for students by providing them with effective educators.



MISSION:

Our team empowers and equips all learners to be noble, to be bold, and to be positive difference-makers in the world.



KEYS TO SUCCESS:

One-on-one mentoring and side-by-side coaching throughout the program; competency-based assignments, online pedagogy modules aligned to Principals of Learning and Teaching.

PROGRAM OBJECTIVE:

The NEI New Educator Prep Program will provide a pathway for persons with a 4-year, non-education degree to become certified educators.



PROGRAM CALENDAR: COHORT 5

The Cohort 5 calendar will be provided prior to orientation depending on the track in which the new educator placed.

GENERAL ADMISSION REQUIREMENTS

Candidate must create a TN Compass account and submit all required documents prior to program enrollment.

A baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0 scale.

Must be employed by an Achievement School District (ASD) or Tennessee Public Charter Schools Commission (TPCSC) school.

ADMISSION OPTIONS

Option 1 <i>Candidate has passed required praxis</i>	<p>An individual has a BA degree with a minimum of a 2.5 GPA in something other than education and has passed the required praxis</p> <p>Prerequisites for Enrollment</p> <ul style="list-style-type: none">Create a TN Compass accountA completed bachelor's degree or higherQualifying Praxis score for Endorsement AreaEmployment is an ASD or TPCSC school <p>After enrolled in NEPP, the candidate will qualify for their practitioner license I</p>
Option 2 <i>Candidate has not passed the required Praxis</i> <i>Prerequisite Courses (PC) Required</i>	<p>An individual has a BA degree with a minimum of a 2.5 GPA and has not passed the required praxis</p> <p>Prerequisites for an enrollment required</p> <ul style="list-style-type: none">Create a TN Compass accountA completed bachelor's degree or higherEmployment is an ASD or TPCSC schoolCompletion of Prerequisite Courses equivalent to Semester 1 NEPP (Through NEPP's Partnership with an affiliated University) <p>***To enroll in NEPP the candidate is required to earn a Qualifying Praxis score for their Endorsement Area before program start date</p>

ENDORSEMENT AREA REQUIRED ASSESSMENTS

for NEPP offered Endorsements

Praxis Series for each endorsement offered through NEPP			
Endorsement Area	Test Code(s)	Assessment Title	Qualifying Score
Elementary Education K-5	5001	Elementary Multiple Subjects	
	5003	Mathematics	157
	5002	Reading and Language Arts	157
	5005	Science Subtest	159
	5004	Social Studies	155
Special Education/ Comprehensive K-12	5545	Special Educator Core Knowledge: Sever to Profound Applications K-12	158
Special Education Interventionist K-8			
Special Education Interventionist 6-12	5543	Special Education Core Knowledge and Mild to Moderate Applications	158
Middle Grades Social Studies 6-8	5089	Middle School Social Studies	146
Middle Grades ELA 6-8	5047	Middle School ELA	164
Middle Grades Science 6-8	5440	Middle School Science	150
Middle Grades Math 6-8	5169	Middle School Math	165
English 6-12	5038	English Language Arts: Content Knowledge	167
Geography 6-12	5921	Geography	149
Government 6-12	5931	Government/Political Science	157
History 6-12	5941	World and US History	157
Mathematics 6-12	5161	Mathematics Content Knowledge	160
Biology 6-12	5235	Biology: Content Knowledge	148
Chemistry 6-12	5245	Chemistry: Content Knowledge 6-12	152
Earth Space Science 6-12	5571	Earth Science: Content Knowledge	160
Physics 6-12	5265	Physics: Content Knowledge	144
Psychology 9-12	5391	Psychology	154
Sociology 9-12	5952	Sociology	154
Spanish 6-12 or Pre K-12	5195	Spanish: World Languages	163
Speech Communication 6-12	5221	Speech Communication	144
Visual Arts K-12	5135	Art Content and Analysis	161
Physical Education K-12	5095	P.E. Content and Design	169
Music (Vocal/Gen) or Music K-12	5114	Music: Content and Instruction	162

ADDITIONAL ASSESSMENTS

Must be completed to be issued a Practitioner II License

Praxis Series			
Endorsement Area	Test Code(s)	Assessment Title	Qualifying Score
Elementary Education K-5	5205	Teaching Reading: Elementary	159
Middle Grades ELA 6-8	5205	Teaching Reading: Elementary	159
Middle Grades Science 6-8	5205	Teaching Reading: Elementary	159
Middle Grades Math 6-8	5205	Teaching Reading: Elementary	159
Middle Grades Science 6-8	5205	Teaching Reading: Elementary	159
Special Education/Comprehensive K-12	5205	Teaching Reading: Elementary	159
Special Education Interventionist K-8 Special Education Interventionist 6-12	5205	Teaching Reading: Elementary	159
All Teachers must pass the appropriate Principles of Learning and Teaching (PLT)	5621	PLT: Early Childhood	157
	5662	PLT: Grades K – 6	160
	5623	PLT: Grades 5 – 9	160
	5624	PLT: Grade 7 – 12	157

ADVANCEMENT APPLICATION

TEACHERS WITH A PRACTITIONER LICENSE CAN TEACH TESTED SUBJECTS

In order Advance to a Professional License, the candidate must earn 30 Professional Development Points and have 3 years teaching experience. Each must be uploaded to <http://tncompass.org>.

Additional information About Advancement Applications can be found at through the link provided:

https://www.tn.gov/content/dam/tn/education/licensure/lic_advancement_app_checklist.pdf

PROGRAM COMPONENTS

Upon entry to the NEI New Educator Prep Program (NEPP), the new educator will declare a track. The two possible tracks for the program are the Elementary Generalist Track and the Secondary Track. Once in the appropriate track, the new educator will go through an orientation with the NEPP Director and Instructional Coach. Training will include a combination of virtual and face-to-face training. During this orientation, the program will be explained and access to the online modules will be granted.

Within the NEPP, new educators will work with an Instructional Coach and mentor to learn pedagogy and implement strategies with efficacy.

I. Clinical Experiences

Clinical experiences for new educators will include:

- a. 10 observation hours

New educators in the program will be required to engage in 10 observation hours in classrooms of licensed teachers. Whenever possible, these new educators will observe teachers within the same grade band/subject area as the grade level or subject area they are working in.

New educators will complete a reflection sheet for each observation, noting teaching strategies used by teachers and the impact of those strategies on the students.

- b. Preparing and delivering a single lesson under the supervision of an Instructional Coach.

New educators will work with an Instructional Coach to create a lesson plan for a single lesson and group of students each semester. The Instructional Coach will review and discuss the lesson plan for the purpose of revision of the plan, if necessary. Once the revised plan is complete, the new educator will deliver the lesson to the students and then review the delivery with the Instructional Coach.

- c. Job embedded experience will be incorporated throughout the program.

New educators will be on a schedule for online coursework; all coursework will be completed during the first 18 months of the program. During this time, the new educators will be considered “in residence” and will be working within their own

classrooms under supervision of their Instructional Coach. The Instructional Coach will provide continuous feedback related to the online submissions. Weekly check-ins with teacher mentors will provide a needed support structure for new educators.

- d. Full-time participants will complete job embedded student teaching under guidance of a Clinical Educator. Clinical Educator qualifications include NEI Clinical Education training and highly effective or effective rating on the previous year's summative evaluation.

New educators will fulfill this requirement within their current teaching assignment, under the direction of their Clinical Educator. During student teaching, the new educator will be responsible for all areas of instruction for the class, including lesson planning and all other duties for which full-time licensed teachers are responsible. At the end, the student teacher will receive a point-in-time evaluation using a Teacher Feedback and Evaluation Tool and the Instructional Coach will ensure that their teaching portfolio is complete for submission as evidence of learning. The portfolio provides evidence of the new educator's best work related to each of the principals of teaching and learning. This is one of the assessments in the program.

- e. Mentorship with a mentor in similar grade band/subject area where possible

The mentor will be a point of support for the new educator and will create a formal check-in/mentoring schedule focused on ensuring that the new educator is supported in all areas of the program. While the mentor may not necessarily provide each piece of support, they will be enabled to help guide the new educator to the extra support and resources needed for each area of the program.

GRANTING OF CREDIT

As the NEI New Educator Prep Program is a blended learning program based on a student-first approach to ensuring the new educator created the most effective learning

environment for students and courses are aligned to this outcome, it will be important for new educators to complete the entire program, as prescribed.

TRANSFER OF CREDIT

Transfer credit will only be accepted if completed through an NEI Partner University. Credits granted by other institutions for work completed within this program are by purview of the other institution. Transferability of credits is at the discretion of the accepting institution, and it is the new educator's responsibility to confirm whether or not modules will be accepted by another institution of the new educator's choice.



DESCRIPTION

Program Objective:

We will prepare 4-year degree holders to become effective educators in the state of Tennessee; we will fill the gaps for students by providing them with effective educators.

Overall Plan of Study:

The NEPP is a comprehensive, multi-faceted new teacher experience, designed to deliver the new educator pedagogy and opportunity to interact with and learn from teachers in the same or related areas. The experience is designed to pair research on effective learning environments for students connected to classroom design and teaching strategies, with both training modules and targeted feedback to the teacher.

Coursework is delivered through online courses that are delivered asynchronously, but which are taken by the new educator during a specific time. Each course will be delivered through an online format by a module coach. New educators will work through courses based on student-centered learning and effective learning environments. Each course will outline strategies for the new educator to carry out in the classroom under the direction of their coach and their mentor for that specific area. Modeling and observations of other teachers who are masterful in each area will be used as needed to grow the practice of the new educator.

Student Teaching is the culminating experience for the new educator, the new educator is expected to put into practice the pedagogy that has been acquired through coursework and implementation experiences in the classroom. The student teaching experience is expected to show a new educator's best self in the classroom.

The following list of courses will be completed by the new educator:

PROGRAM BREAKDOWN BY COURSE			
Course Number	Course Title	Clock Hours	Credit Hours
EG01 *	Elementary Generalist Content Course (For Elementary Generalist track)	120	6
SEC01 *	Secondary Content Course (For Secondary track)		
NEPP0.5 *	Teaching and Learning in a Mobile Learning Environment	5	0
NEPP01 *	Continuous Improvement, Ethics & Professional Growth	60	3
NEPP02 *	Character Based Management	60	3
NEPP03 *	Student Centered Learning	60	3
NEPP04 *	Instructional Design and Planning	60	3
NEPP05 *	Assessments and Data Analysis	60	3
NEPP06 *	Content Literacy and Mathematical Practices	60	3
NEPP07 *	ESOL Overview and Cultural Comp	60	3
NEPP08 *	Differentiation and ESE Strategies	60	3
NEPP09 *	Reading Competencies 1 & 2	120	6
NEPP10*	Evaluation of Subject Specific Resources/ Unit Development	120	6
STUTEACH10	Student Teaching	480	24
TOTAL:		1,325	66

NEPP is an educator preparation program delivered over 4 semesters.

One clock hour is defined as a period of 60 minutes with a minimum of 50 minutes of instruction in the presence of an instructor.

A credit hour is a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester, plus a reasonable period of time outside of

instruction which the institution requires a new educator to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational project.

Online courses are indicated *

Course naming includes an Alpha designation based on the course title and a numeric designation providing a distinction for the order in which the courses are to be taken in each category.



NEW EDUCATOR RESOURCES

The online resource library is intended as a collection of reference documents. The NEPP director or instructional coach will review these documents during orientation to the program.

The library of resources includes articles, books, and other materials containing pedagogical content to build the new educator's understanding of:

- | | |
|---------------------------|--------------------------------------|
| a. Learner Development | g. Planning for Instruction |
| b. Learning Differences | h. Instructional Strategies |
| c. Learning Environments | i. Professional and Ethical Practice |
| d. Content Knowledge | j. Leadership and Collaboration |
| e. Application of Content | |
| f. Assessment | |

**FOR NEW EDUCATORS
IN THE ELEMENTARY
AND SECONDARY
GENERALIST TRACK:**

This material is accessible online throughout the new educator program, and the new educator is responsible for assimilating an understanding of the content and an application of practices aligned to the learning. The new educator will be expected to grow in their practice of this understanding, and evidence of this growth will be added to the new educator's portfolio and tracked on the new educator's Professional Learning and Teaching checklist, which should be kept at the beginning of his/her working portfolio.

If the portfolio is kept in a digital format, a digital copy should be included in the new educator's portfolio folder and must be a working copy that can be digitally signed by the new educator's coach.

FOR NEW EDUCATORS IN BOTH TRACKS:

- 1) (NEPP01) Course 1: Continuous Improvement, Ethics & Professional Growth
 - a. Overview of Course - In this course, the new teacher will utilize the Plan, Do, Check, Act (PDCA) Continuous Improvement Model (and draw on past experiences to connect personal practice to varying degrees of self-improvement.)
 - b. Strategy Implementation - Implementation of the Continuous Improvement Cycle will be used by the new educator throughout this program and teaching career.
 - c. Side-by-side Coaching - Within this course, side-by-side coaching is discussed within the Continuous Improvement cycle.
 - d. New Teacher Reflection and Next Steps - Within this course, new teacher reflection and next steps are discussed within the Continuous Improvement cycle.
 - e. Professional Educator Ethical Practices.
 - f. Creating and implementing SMART goals for professional growth.

- 2) (NEPP02) Course 2: Character Based Management
 - a. Overview of Course - In this course, the new educator will learn the research behind creating a well-managed learning environment for students. Specifically, the new educator will be introduced to five specific aspects of a well-managed learning environment.
 - 1) Respectful student-student and student-teacher interactions.
 - 2) Students following classroom expectations and working well with others.
 - 3) Smooth and efficient transitions.
 - 4) Student collaboration during student-centered activities.
 - 5) Students knowing classroom routines, procedures, behavior expectations, and consequences.
 - b. Strategy Implementation - Within each of the five aspects of a well-managed learning environment, the new educator will be introduced to strategies that will help give students opportunities to engage in well-managed classroom experiences. The new educator will practice using these strategies and then will either record their use of the strategies or have a mentor teacher observe their use of the strategies first-hand while also recording the use of the strategies.
 - c. Side-by-side Coaching - Within this course, side-by-side coaching will occur within one week of the teacher recording their use of strategies. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the specific use of the strategies as well as the perceived impact that

those strategies have on student behavior in the classroom. The mentor teacher will make suggestions to new educator practice.

- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth in their practice in this area.

3) (NEPP03) Course 3: Student Centered Learning

- a. Overview of Course - In this course, the new educator will learn the research behind creating a student-centered learning environment for students. Specifically, the new educator will be introduced to four specific aspects of a student-centered learning environment:
 - 1) Building an environment that supports and encourages students to take risks and engage in learning experiences that are positive.
 - 2) Creating a culture that is centered around student growth and development that promotes high expectations and critical thinking.
 - 3) Ensuring an equitable learning environment that supports access to classroom discussions, activities, resources, technology, and support with fairness, clarity, and consistency in expectations and consequences.
 - 4) Providing opportunities for active engagement and collaborative learning through a variety of learning activities.
- b. Strategy Implementation - Within each of the four aspects of a student-centered learning environment, the new educator will be introduced to strategies that will help give students opportunities to engage in student-centered classroom experiences. The new educator will practice using these strategies and then will either record their use of the strategies or have a mentor teacher observe their use of the strategies first-hand while also recording the use of the strategies.
- c. Side-by-side Coaching - Within this course, side-by-side coaching will occur within one week of the teacher lesson plan with detailed use of strategies. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the specific use of the strategies as well as the perceived impact that those strategies have on student behavior in the classroom. The mentor teacher will make suggestions to new educator practice.
- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for further growing in their practice in this area.

4) (NEPP04) Course 4: Instructional Design and Planning

- a. Overview of Course - In this course, the new educator will learn the research behind creating plans for lessons that are effective for individual students with their

classrooms. Specifically, the new educator will be introduced to the following specific aspects of lesson planning:

- 1) Implementing State Standards with fidelity.
 - 2) Curriculum mapping and planning for units to cover all grade level standards within the timeframe of one school year; ensuring standards are planned logically to scaffold learning for students over a single school year.
 - 3) Ensuring there are opportunities created within a single unit of instruction for students to: process, elaborate, record, and reflect when presented new information; practice and deepen understanding of previously taught content; extend learning beyond the context of the classroom.
 - 4) Planning student learning opportunities using knowledge of learning theories and research-based instruction.
 - 5) Addressing and accommodating needs of ELL populations and special populations.
- b. Strategy Implementation - The new educator will work with their mentor teacher to ensure they are implementing practices to address each of the five planning areas. The mentor teacher will provide feedback to improve planning.
 - c. Side-by-side Coaching - Within this course, side-by-side coaching will occur one week after the unit plan submission. With each subsection, the new teacher will incorporate strategies for planning that will be reflected in their unit plans. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the overall unit plan as well as the perceived impact that the teaching strategy had within the plan on student learning. The mentor teacher will make suggestions to new educator practice.
 - d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth in their practice in this area.
- 5) (NEPP05) Course 5: Assessments and Data Analysis
- a. Overview of Course - In this course, the new educator will learn the research behind creating and using assessments to gather student data and drive student results. Specifically, the new educator will be introduced to formative and summative assessments, the data gathered from each type of assessment, and using recent/relevant data to drive the teaching and learning in the classroom:
 - 1) Formative assessment – assessment for learning
 - 2) Summative assessment – assessment of learning
 - 3) What makes data recent/relevant

4) Using data to drive teaching and learning

- b. Strategy Implementation - Within each of the four aspects of using data to drive instruction and student results, the new educator will be introduced to strategies that will help them gather student data to drive instruction and take moment-in-time snapshots of student performance and understanding. The new educator will practice using these strategies and then will either record their use of the strategies or have a mentor teacher observe their use of the strategies first-hand while also recording the use of the strategies.
- c. Side-by-side Coaching - Within this course, side-by-side coaching will occur within one week of the teacher recording their use of strategies. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the specific use of the strategies as well as the perceived impact that those strategies have on driving student results in the classroom. The mentor teacher will make suggestions to new educator practice.
- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth in their practice in this area.

6) (NEPP06) Course 6: Content Literacy and Mathematical Practices

- a. Overview of Course - In this course, the new educator will learn the research behind building teaching strategies to integrate comprehension strategies to support content area learning. In addition, new educators will examine mathematical concepts and practices to build student knowledge and understanding. Specifically, the new educator will be introduced to three specific aspects:
 - 1) Using a repertoire of comprehension, writing, and thinking strategies across disciplines: science, history, social studies, mathematics, and other content areas to build knowledge and understanding of concepts.
 - 2) Applying knowledge of the mathematics concepts and standards to engage in purposeful, collaborative planning while implementing the curriculum within the classroom and with fidelity.
 - 3) Understanding content area strategies that support mathematics instruction to provide targeted lessons and differentiation to individuals at various academic achievement levels.
- b. Strategy Implementation - Within each of the three aspects of content literacy and mathematical practice, the new educator will be introduced to concepts and strategies that will strengthen their knowledge of content literacy and mathematical practices in order to effectively plan and implement lessons in these areas. The

new educator will either record themselves or have a mentor teacher observe their use of these practices first-hand.

- c. Side-by-side Coaching - Within this course, side-by-side coaching will occur within one week of the outlined use of strategies assignment submission. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the specific use of the strategies as well as the perceived impact that those strategies have on student behavior in the classroom. The mentor teacher will make suggestions to new educator practice.
- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth in their practice in this area.

7) (NEPP07) Course 7: ESOL Overview and Cultural Competencies

- a. Overview of Course – In this course, the new educator will learn the pedagogy of ESOL instruction and develop cultural competencies to ensure students of various backgrounds are provided equitable learning environments. Specifically, the new educator will be introduced to the following specific aspects:
 - 1) Understanding the legal obligations and English as a Second Language (ESL) Program Policy 3.207 to ensure that English Language Learners have equal access to education.
 - 2) Eligibility processes and requirement and services provided for students that qualify for ESOL services.
 - 3) Creating learning opportunities using a variety of strategies for students in relation to the five stages of second language acquisition.
 - 4) Maintaining a culturally responsive classroom environment that embraces cultural differences and encourages a home-school connection.
- b. Strategy Implementation - Within each of the four aspects of ESOL Overview and Cultural Competencies, the new educator will be introduced to an overview of strategies aimed to support English Language Learners and maintain a culturally responsive classroom environment. The new educator will practice using these strategies and then will either record their use of the strategies or have a mentor teacher observe their use of the strategies first-hand while also recording the use of the strategies.
- c. Side-by-side Coaching - Within this course, side-by-side coaching will occur within one week of their final culturally responsive teaching assignment describing the use of their strategies on embracing cultural diversity within their teaching practices.
- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth in their practice in this area.

8) (NEPP08) Course 8: Differentiation and ESE Strategies

- a. Overview of Course - In this course, the new educator will learn the research behind providing differentiated learning opportunities and meeting the needs for special populations. Specifically, the new educator will be introduced to three specific aspects of differentiation and ESE strategies:
 - 1) Providing appropriate instructional strategies to scaffold instruction and meet the needs of learners at various developmental and academic achievement levels.
 - 2) Understanding the characteristics and learning needs of students with disabilities.
 - 3) Understanding the legal requirements for providing supports and services for special populations, including accommodations and modifications provided during instruction and assessments.
- b. Strategy Implementation - Within each of the aspects of differentiation and ESE strategies, the new educator will be introduced to strategies for supporting students with differentiated strategies for scaffolded instruction and meeting the needs for special populations. The new educator will practice using these strategies and then will either record their use of the strategies or have a mentor teacher observe their use of the strategies first-hand while also recording the use of the strategies.
- c. Side-by-side Coaching - Within this course, side-by-side coaching will occur within one week of the teacher recording their use of strategies. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the specific use of the strategies as well as the perceived impact that those strategies have on student behavior in the classroom. The mentor teacher will make suggestions to new educator practice.
- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth in their practice in this area.

9) (NEPP09) Course 9: Reading Competencies 1 & 2

- a. Overview of Course - In this course, the new educator will learn the research behind providing students with the foundations of reading instruction aligned with Reading 360°. New educators will gain understanding of the six components of reading as a process. Specifically, the new educator will be introduced to four specific aspects:

- 1) Understanding the six reading components of comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.
 - 2) Applying the principals of research-based reading instruction and integrating the six components of reading to scaffold student learning.
 - 3) Determining instructional practices that develop higher-order thinking skills and facilitate text reading skills in appropriate content areas.
 - 4) Selecting appropriate resources and materials for subject matter and student literacy levels.
- b. Strategy Implementation - This course will be delivered in a blended format, with pedagogy and examples of strategy implementation delivered via online Canvas learning management system and mentoring feedback through a face-to-face model. Embedded questions, assignments, and assessments will be added to the new teacher's portfolio, which will be maintained throughout the New Educator Prep Program.
- The new educator will understand the connection between reading and learning and be able to implement reading strategies to help students learn core content. The new educator will be able to identify students who struggle with reading and engage appropriate supports for those students.
- c. Side-by-side Coaching - Within this course, side-by-side coaching will occur after module completion. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the specific use of the strategies as well as the perceived impact that those strategies have on student behavior in the classroom. The mentor teacher will make suggestions to new educator practice.
- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth in their practice in this area.

(NEPP10) Course 10: Evaluation of Subject Specific Resources/ Unit Development/ Student Teaching

- a. Overview of Course - In this course, the new educator will learn the research behind content planning and evaluating subject specific resources and materials to develop multifaceted units geared towards students' standards mastery. Specifically, the new educator will be introduced to four specific aspects:
 - 1) Expanding upon the general criteria for selecting and evaluating learning resources in relation to content and instructional design.
 - 2) Fostering the development of individual students by accommodating their varied interests, experiences, learning modalities, needs, and ability levels.
 - 3) Participating in content planning conferences to delve deeply into key concepts, determine a hierarchic order of concepts, create objectives, and plan steps to meeting the determined objectives.
 - 4) Creating interdisciplinary units based on standards that foster higher-order thinking, collaboration, varied instructional activities, and technology connections.
- b. Strategy Implementation - Within each of the aspects of evaluation of subject specific resources and unit development, the new educator will be introduced to strategies for developing units based on content planning conferences that include selecting and evaluating resources. The new educator will practice using these strategies and then will either record their use of the strategies or have a mentor teacher observe their use of the strategies first-hand while also recording the use of the strategies.
- c. Side-by-side Coaching - Within this course, side-by-side coaching will occur after module completion. During side-by-side coaching, the mentor teacher will sit side-by-side with the new educator and discuss the specific use of the strategies as well as the perceived impact that those strategies have on student behavior in the classroom. The mentor teacher will make suggestions to new educator practice.
- d. New Teacher Reflection and Next Steps - Within this course, the new teacher will complete a reflection based on their personal growth and learning journey and include next steps for furthering growth their practice in this area.

(STUTEACH10)

- a. Overview of Course - In this course, the new educator will complete Student Teaching under guidance of a clinical educator. During the student teaching semester, the new educator will be responsible for all areas of instruction for the class, including lesson planning and all other duties for which full-time licensed teachers are responsible. Within this culminating practicum, the new educator will demonstrate knowledge of the reading components as they relate to their content area.

a. Strategy Implementation - This course will be delivered in a blended format, with pedagogy and examples of strategy implementation delivered via online Canvas learning management system and mentoring feedback through a face-to-face model. During the student teaching semester, the new educator will be the teacher of record in a classroom. New educators will finalize and review their teacher portfolio with their instructional coach.



DESCRIPTION OF CERTIFICATE AWARDED

Course completion is dependent upon completion of all course elements, as determined by the mentor teacher and instructor. The teacher mentor must confirm that the new teacher is making adequate progress with teacher practice in terms of the Continuous Improvement Cycle. New teachers who are not making adequate progress will have additional time to improve before completing the course and progressing to the next course. When pedagogy is assessed summatively within a module, a score of 80% or better must be achieved.

All evidences collected through the online coursework, as well as additional mentor/mentee activities and assessments, will be compiled in the cumulative portfolio that will be kept by the new educator. This portfolio will contain evidence of Principles of Learning and Teaching (PLT) standards. The new educator will crosswalk corresponding materials within their cumulative portfolio as evidence of PLT competency. Evidence of mastery will come directly from coursework, including, but not limited to: video evidence of teacher use of strategies; side-by-side coaching feedback; case studies; lesson plans showing attention to specific criteria aligned to PLTs; teacher reflections about use of strategies; TFET data.

A certificate of course completion will be granted to the new educator upon completion of the program and receiving a passing score on the assessments required for state certification.

GRADING

Grading will be based on a traditional A – F percentage scale.

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	0 – 59

New educators are required to maintain a minimum of a C average throughout the program. New educators are expected to adhere to all course deadlines. Failure to maintain a C average and/or meet course deadlines will result in a notice of non-compliance. All compliance documents must be submitted. A new educator will not be allowed to begin a new semester prior to satisfactory completion of the current semester.

PROGRAM GRADING

Case Studies are calculated on a 20-point scale.

Reflections and Side-by-side Coaching assignments are calculated on a 15-point scale.

All other assignments are calculated on a 10-point scale.

Assignment may be resubmitted 1 time prior to the deadline. The final submission will be scored based on mastery as of the due date.

LATE ASSIGNMENTS:

Assignment submitted after the deadline will be accepted a maximum of 5 calendar days late. A penalty of 1 point, per calendar day, will be administered for each day late. Assignments not submitted within the 5 days late submission window will be scored as a zero.

NOTICE OF NON-COMPLIANCE:

New Educators who fall below a “C” average at any time during a module will receive a notice of non-compliance. Failure to improve the grade to a “C” or above by the end of the module will result in the New Educator being placed on “probationary status.”

STUDENT SERVICES: ACADEMIC

Each new educator will be assigned a mentor who will assist the new educator in navigating resources and implementation of strategies. Academic advising will be provided by the Program Director to ensure new educators are making sufficient academic progress. Each new educator's progress will be reviewed midsemester and support will be provided as needed. Support can include, but is not limited to, email reminders, live chats, study groups, and additional formative feedback.



ACADEMIC PROBATION

New educators who fall below a “C” average at any time during a module will receive a notice of non-compliance. Failure to improve the grade to a “C” or above by the end of the module will result in the new educator being placed on “probationary status.”

Probation will be lifted when the new educator achieves a “C” or above for the semester. If a “C” or above is not achieved by the end of the semester, the new educator will be required to repeat the semester.

PROGRAM DISMISSAL

NEI may remove a new educator from the program if the new educator fails to meet the requirements of the probation. In the event of program dismissal, a dismissal letter will be issued. Upon issuance, the new educator will have 5 calendar days to file an appeal. The appeal must include extenuating circumstances that have precluded the new educator from completing the required course work. Appeals will be reviewed by the Program Director.

STUDENT SERVICES: PLACEMENT

NEPP new educators will receive emails regarding education job fairs throughout Tennessee. There is no guarantee of placement upon completion of the program.

TUITION

The total tuition is \$8,000.00. Tuition will be paid 5 business days prior to the start of each semester in the amount of \$2,000.00.

FEES

There are no additional program fees. It is the responsibility of the new educator to pay for, take and pass any state exams required for certification/licensure.

SUPPLIES

There will be no teaching supplies necessary for this program outside of the supplies necessary for effective teaching. The new educator is responsible for ensuring they have all supplies necessary for effective teaching.

TOOLS

It is recommended that each new educator have a computing device to access and complete the online course materials.

ONLINE RESOURCE LIBRARY

Course content will be delivered through the Canvas learning management system. There are no required textbooks. The new educator will have access to the online resource library throughout the entire NEI New Educator Prep Program. These resources are accessible through Canvas. Resources are appropriate to the level of learning in the program and aligned to program standards. Resources are reviewed by the NEPP team annually for relevance and applicability.

EQUIPMENT

The new educator must have a device that meets least the minimum requirements to access needed the online learning platform Canvas.

MINIMUM REQUIREMENTS:

Operating systems:

Windows 7 or newer
Mac OSX 10.6 or newer
Linux- Chrome OS

Computer Speed and Processor:

1GM of RAM
2GHz processor
Screen size of 800X600
Bandwidth minimum of 512kps
recommended

STUDENT ACTIVITIES

New educators are responsible to carry out all activities required as part of their paid teaching position.

SERVICE CHARGES

There will be no additional service charges.

OTHER CHARGES

There will be no additional charges.

ENROLLMENT AGREEMENT

The cost of the program is \$8,000, payable in equal installments of \$2,000 per semester. New educators may cancel enrollment within 3 days of signing the enrollment agreement. In that event, new educators shall be entitled to a full refund of payment, less the cost of materials and supplies not to exceed \$150.00. New educators will not be responsible for any subsequent payments as the agreement will be void.

REFUND POLICY: STUDENT WITHDRAWAL

A new educator may withdraw from the program during the one week drop period at the start of each semester for a full refund. No refunds will be issued after the one week drop period for any given semester. Refunds shall be made within 30 days of the date of withdrawal. The withdrawal date shall be established by the written notification from a new educator. The new educator will not be allowed re-entry in the same cohort; however, they may apply again for a subsequent cohort.

ADMINISTRATIVE WITHDRAWAL

NEI may enact an administrative withdrawal because of unsatisfactory academic performance, unethical behavior on behalf of the new educator, or failure to pay tuition. Written notice of administrative withdrawal will be provided to the new educator by the Program Director. The program agreement will then be considered void. The withdrawal date shall be established by the written notification from the NEPP Program Director to the new educator.

REFUND POLICY: PROGRAM CANCELLATION

In the event that the NEPP program is cancelled, for any reason, new educators will receive the pro-rated balance of funds. The pro-rate will be determined by dividing the \$2,000.00 semester charge by the number of calendar days for the semester. This total will be multiplied by the number days remaining for the semester. Refunds shall be made within 30 days of the date of program cancellation. The cancellation date shall be established by the written notification from the NEPP Program Director to program new educators.

PHYSICAL FACILITIES AND EQUIPMENT STUDENT

Program is delivered in a blended model, with the new educator accessing program content online through the Canvas learning management system and receiving coaching, support, and monitoring on the campus where they are teacher of record. Noble Education Initiative's office is available for new educator use as needed. Computer and internet access will be provided.

Located at
600 Corporate Drive, Suite 105
Fort Lauderdale, FL 33334

Open from
9:00AM – 5:00PM;
Monday thru Friday

STUDENT CONDUCT AND CONDITIONS OF DISMISSAL FOR UNSATISFACTORY CONDUCT

As a Tennessee educator, the new educator is held accountable to the Tennessee Code of Ethics, code 49-5-1001, 49-5-1002, 49-5-1003, 49-5-1004, 49-5-1005.

PROCEDURES FOR ACADEMIC APPEAL OR APPEAL OF DISCIPLINARY ACTION

The new educator may make an appeal, in writing, to Noble Education Initiative with concerns regarding academic feedback and/or grading or disciplinary action. A written appeal must include, but is not limited to, new educator's name, organization where they placed, name of mentor and coach. A complete narrative description of the reason for the appeal including any documentation related to said appeal. The written appeal can be made to Noble Education Initiative, 600 Corporate Drive, Suite 105, Fort Lauderdale, FL 33334; info@nobleeducationinitiative.com; 954-519-4000. A written response will be provided within one week of the appeal.

GRIEVANCE POLICY

If a new educator has a grievance, they may notify their Mentor of the grievance in writing and copy their assigned Coach. If the grievance is not resolved, they may contact the Coach and copy the assigned Program Director. The Program Director will make a final determination related to any and all grievances. If the grievance requires immediate attention, the new educator may contact the Program Director in writing outlining the grievance. A written response will be given within one week.

Written grievances can be made to Noble Education Initiative, 600 Corporate Drive, Suite 105, Fort Lauderdale, FL 33334; info@nobleeducationinitiative.com; 954-519-4000.

SIGNATURES AND ACCEPTANCE

All signers have received and read a copy of the binding document and catalog. The binding document shall contain the date and signature of the applicant and parent or guardian, if the applicant is under eighteen (18) years of age and the acceptance date and signature of the appropriate official at the institution.

A single-sided, binding NEI New Educator Prep Program Agreement must be completed and signed by the new educator and Program Director.



NOBLE EDUCATION INITIATIVE, INC

600 Corporate Drive, Suite 105, Fort Lauderdale, FL 33334

Phone: (954) 519-4000 Email: info@nobleeducationinitiative.com

NobleEducationInitiative.com