iteach
A **K12** Coalition Company

Nevada Teacher
Catalog

2024

Dear Prospective Teacher,

Let me be the first to welcome you to the most critical and crucial profession: **teaching**!

Teaching can be challenging, but I cannot fathom a more worthwhile or rewarding profession. Once you are in the classroom, the opportunity to impact your students' lives will be ever-present, and you will be able to leave your mark on their future.

When Dr. Diann Huber started iteach, she was looking for a solution to help individuals find their way into the classroom without having to quit their current job, take on student loans, or leave their home to complete their coursework. Furthermore, the price had to be reasonable all while making sure the program was comprehensive enough to equip teachers to be fully confident in the classroom. Thankfully, Dr. Huber achieved her goal and so much more.

Today, iteach provides test preparation, access to Teaching Channel courses, as well as excellent mentors and supervisors to guide you along the way.

> **Every child deserves the opportunity to learn from a great teacher and we want that to be YOU. At iteach, we seek to prepare individuals who respond to this pressing need with enthusiasm, creativity, and dedication.**

You can do this, and we have your back. You have the support of me, the iteach staff, your instructors, and your supervisor. We believe in you and cannot wait to hear the great stories of student learning that await!

Well, that's it from me... good luck and let's get started!

Warmest regards,

Andrew Rozell
President | iteach

What's In This Catalog?

All candidates must meet state requirements of an undergraduate degree, minimum GPA, Praxis I or Praxis I exemption, and successful completion of intrueVIEW after application.

Once accepted into the program, you have two full school years in which to complete all certification requirements, including the field experience.

This teacher preparation coursework is designed to prepare an individual who is highly effective in a content area to be an effective classroom teacher. Through the distance learning coursework developed by iteach, you, the teacher candidate, will obtain knowledge on a broad array of topics ranging from human development, to educational pedagogy, to classroom management, to special needs students.

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Instructors and Leadership

The mission of the iteach program is to meet the needs of individuals who have a desire to become highly effective teachers, while also meeting the needs of school districts. Candidates will obtain a paid position as the Teacher of Record for two semesters under a Conditional/ARL License. During your internship you will receive full pay and benefits.

Field Experience

Program Fees

Less than 10% of the total program cost is paid up front with the remaining balance deferred until you have secured a teaching position. You only start paying your balance once you are successfully hired by a school. Your interest free balance is paid in equal monthly installments throughout your two semesters of teaching.

Certification Testing

The State Board for Educator Certification requires that each candidate for teacher certification takes and passes a minimum of two certification tests, the content area test and the pedagogy test.

Certification Areas

The Department of Education requires that each candidate for teacher certification takes and passes a minimum of two certification tests, the Praxis II content area test and the Principles of Learning and Teaching (PLT) test. A list of state-approved certification content areas and the corresponding test numbers are provided.

Statement of Diversity

Complaint Policy

"Education is what remains after one has forgotten what one has learned in school."

~ Albert Einstein

Institutional Philosophy

iteach is an educator preparation program whose objective is to enable qualified individuals with the minimum of a bachelor's degree to meet the requirements for certification in teaching in the state of Nevada.

The conceptual framework model of iteach is based on a foundation of sound pedagogical philosophy, core beliefs and purpose. The conceptual framework logo is a symbolic image providing direction for the iteach candidates through components of the program, the delivery of instruction, and the expected learning outcomes. The visual compass provides directions for teacher candidates as they progress toward success. An analysis of the conceptual framework model reveals continuous infusion from the Learner Centered Community and expectations associated with standards, competencies, and proficiencies. The emphasis on candidate content knowledge based on prior instruction and competencies based on extensive assessments culminates in the placement of a highly effective certified teacher in the classroom. The conceptual framework provides a synopsis of the unit's mission, vision, philosophy, purpose and goals.

Vision

To establish the premier route to certification by enhancing the capacity of the teaching profession to provide equal educational opportunities for all segments of the culture, both domestically and internationally. The unit strives to prepare caring, effective, and competent professional educators, committed to lead others to lifelong learning. With the desire to diversify the teaching force and

the administrative staff, particularly in urban and rural areas and on military bases, and by addressing regional, national, and subject-specific teacher shortages, iteach promises to provide a solution to the multifaceted problem of educating all students for multicultural and global learning communities.

Mission

iteach commits to a mission of excellence in teacher preparation in an evolving technological world. Through the recruitment, training and support of qualified degreed individuals, the emerging shortage of highly qualified, highly effective teachers and administrators can be reduced, especially in the identified high needs areas of Bilingual Education, Spanish, Math and Science. iteach is designed to offer excellent educational experiences and an innovative delivery system to transform a diversified candidate pool into leaders impacting the lives and learning of EC-12 learners in a global society.

We value instruction that **develops** lifelong learners.

Institutional Philosophy Continued...

The philosophy of iteach is grounded in the **Six Tenets of the Conceptual Framework**. Based upon established standards and a goal of excellence, these tenets frame the program's instructional curriculum, guide the field experience and provide the candidate with skills to impact student learning. The tenets also align the unit's instruction, field experience, assessments, and evaluation, emphasizing the importance of preparing successful diverse learners. As demonstrated by the visual compass, this alignment yields the institutional standards.

1

iteach values instruction that develops lifelong learners

2

iteach values the effective use of technology to enhance learning opportunities

3

iteach values field experience placements, which allow active engagement of the students in a diversified learning environment

4

iteach values high standards which hold teacher candidates accountable not only for student learning, but also for modeling a high moral standard

5

iteach values collaboration with the professional community as well as with community partners and parents of students

6

iteach values the highly effective candidate who possesses a strong academic knowledge base

Approved Educator Standards

COPS (Commission on Professional Standards) creates standards for beginning educators. These standards are focused upon the **NEVADA Essential Knowledge and Skills**, the required statewide public school curriculum.

Program Overview

iteach is a private ARL program, approved by the Nevada Department of Education, based on distance learning that recommends successful candidates for the teaching certification in Nevada.

Completion of the iteach program includes:

1 Successfully complete and fulfill all requirements of the instructional coursework with completion of the six instructional courses, TEPC 5000 – TEPC 5600, and submit necessary paperwork to the state's education agency.

2 Obtain a field experience placement in an identified content area within two school years of the date of acknowledging the Letter of Agreement.

3 Once a field experience placement is obtained, all program requirements must be completed by the end of the field experience placement.
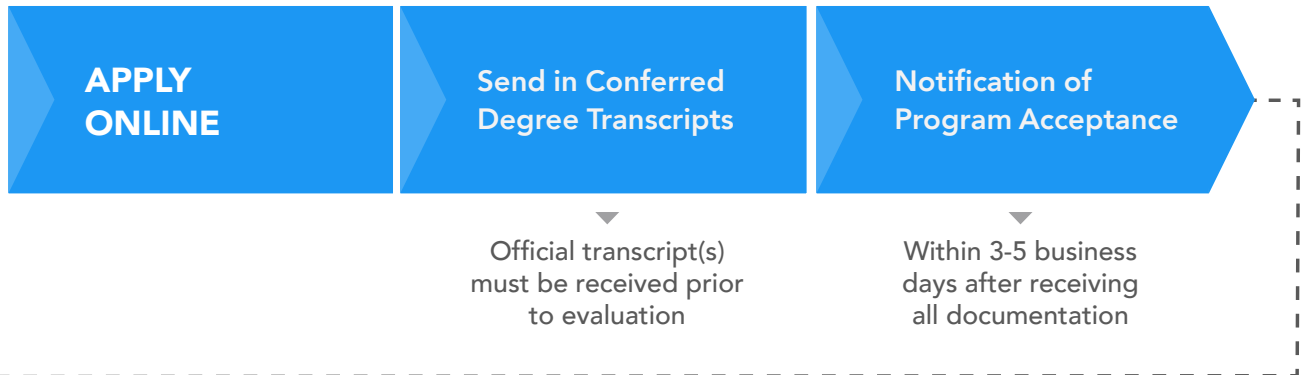
4 Once hired, enroll in iteach Methods Courses. You must complete all program requirements before receiving your standard license.
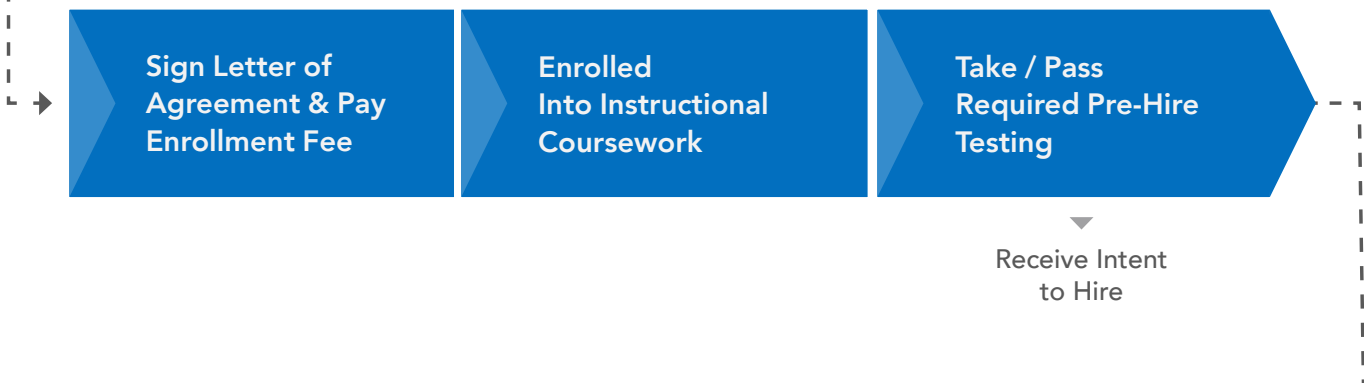
Program Phases

The iteach Teacher Certification Program is organized into the following phases:

▶ Program Pre-Acceptance

APPLY ONLINE	Send in Conferred Degree Transcripts	Notification of Program Acceptance
	Official transcript(s) must be received prior to evaluation	Within 3-5 business days after receiving all documentation

Accepted

Sign Letter of Agreement & Pay Enrollment Fee	Enrolled Into Instructional Coursework	Take / Pass Required Pre-Hire Testing
		Receive Intent to Hire

Field Experience

Obtain teacher of record position	Take / Pass Required Final Exams	Complete Program Requirements
	A successful field experience must be completed. See website for required exams.	Critical reflection is vital to a teacher's success

Admissions Requirements

- You must meet requirements for a certification area in addition to meeting the basic admissions requirements in accordance with NAC 394.381(6)(d) & NAC 394.607.

- You must have a personal e-mail account and access to a personal (not school) computer.

- You must add iteach.net to your contacts list.

Bachelor's degree from a regionally accredited institution of higher education as required by Nevada Department of Education.

- You may view all regionally accredited institutions at the United States on the Council for Higher Education Accreditation (CHEA) website.

- You may also view a listing of some, but not all, non-accredited colleges and universities that would not be accepted by iteach.

Minimum 2.50 grade point average, which will be determined in one of the following ways:

- Minimum 2.50 GPA (your undergraduate GPA as posted on conferred degree transcript), or

- Minimum 2.50 GPA in last 60 hours

- Your graduating GPA must be calculated and posted by the university on your official transcripts. If your transcript does not reflect a graduation GPA, you will need to contact your college's Registrar office to have a letter typed on University letterhead that includes your GPA sent in with your official transcripts.

Pass the Praxis Core Academic Skills for Educators Test(s) or Core Equivalent:

All candidates are required to pass the Praxis Core exam (#5752)/CBEST or have qualifying ACT/SAT/GRE scores in order to be eligible for the program. You can be exempt from taking this exam if you have passed the Praxis 1 (CORE) or CBEST. All scores are good for ten years.

Start
Teaching
Faster!

Timeline

- **Continuous Enrollment**

- **No arbitrary deadline for enrollment**

- **Upon acceptance, immediate enrollment in instructional coursework**

- **Once accepted into the program, you have two full school years in which to complete all certification requirements, including the field experience.**

The following timeline provides an overview of how an individual progresses through the teacher certification program. (This is an ideal scenario and may not hold true for each candidate depending on individual circumstances.)
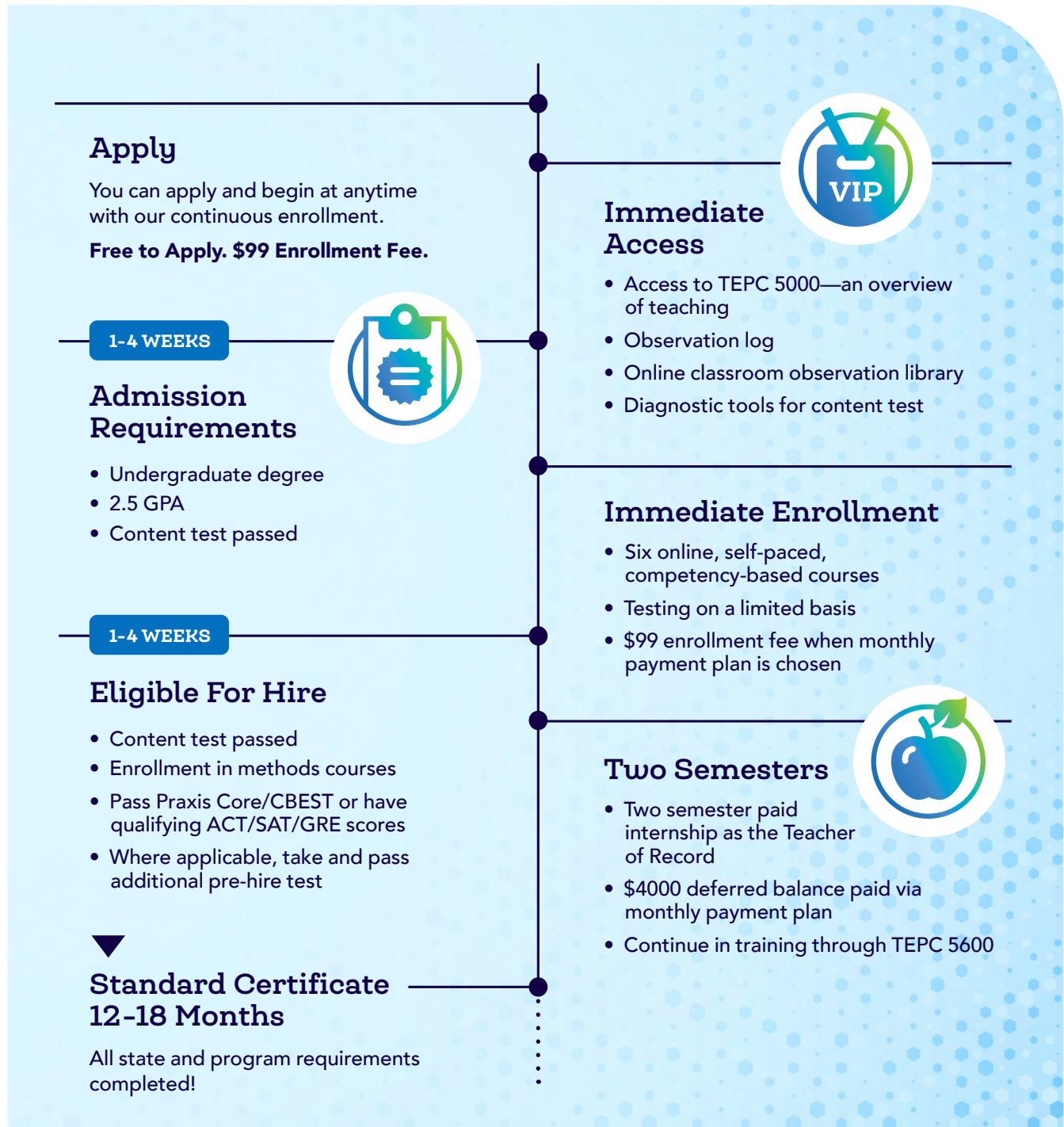
CALENDAR

As an online program your program is available to you 24/7. However, program instructors will not grade assignments on national holidays.

Teacher Certification Timeline

Each person is unique as this is a self-paced program, but the chart below provides a general timeline for the program completion.

Apply

You can apply and begin at anytime with our continuous enrollment.

Free to Apply. $99 Enrollment Fee.

1-4 WEEKS

Admission Requirements

- Undergraduate degree
- 2.5 GPA
- Content test passed

1-4 WEEKS

Eligible For Hire

- Content test passed
- Enrollment in methods courses
- Pass Praxis Core/CBEST or have qualifying ACT/SAT/GRE scores
- Where applicable, take and pass additional pre-hire test

Standard Certificate 12-18 Months

All state and program requirements completed!

Immediate Access

- Access to TEPC 5000—an overview of teaching
- Observation log
- Online classroom observation library
- Diagnostic tools for content test

Immediate Enrollment

- Six online, self-paced, competency-based courses
- Testing on a limited basis
- $99 enrollment fee when monthly payment plan is chosen

Two Semesters

- Two semester paid internship as the Teacher of Record
- $4000 deferred balance paid via monthly payment plan
- Continue in training through TEPC 5600

1. Submit a Completed Application Packet

- Complete the application online.

- Mail official transcripts with a conferred degree date to:

iteach
P.O. Box 1626
Denton, Texas 76202

- You may also send official electronic transcripts via SCRIP-SAFE or other secure electronic transcript provider to transcripts@iteach.net. If the electronic transcript provider requires the transcript to be sent with attention to a specific person, please list First Name: "Admissions" Last Name: "iteach" in these fields.

- Pass your required tests, if you have not already done so.

- Complete pre-hire coursework 5000 & 5100, an overview of the teaching profession course, including intrueVIEW, an online screening interview.

- Applications are retained for six months. If you do not submit a completed packet within six months, the application is destroyed to ensure the security of your personal information.

  When applying, candidates must stay within the track they select on their application (Elementary/Secondary/Special Education/Physical Education). Candidates may elect to switch tracks by formally reporting the switch to admissions@iteach.net for a fee of $150. The candidate's original application will be closed and they will need to reapply and select the correct track.

2. Evaluation

- Receive notification of your program status via email.

- Upon acceptance into the program, you gain online access to the Letter of Agreement (LOA).

- Completed packets are retained for six months. If you do not acknowledge the Letter of Agreement and/or pay the non-refundable enrollment fee within six months, your packet is destroyed to ensure the security of your personal information.

3. Program Acceptance

Within a week from the time you acknowledge the Letter of Agreement you will receive:

- An official Letter of Acceptance.

- Access to the instructional courses.

- Once accepted into the program, you have two full school years in which to complete all certification requirements, including the field experience. Once you begin your field experience position, you must complete all program requirements by the end of the field experience.

4. Training

- You will gain access to the online courses once you acknowledge your Letter of Agreement to iteach.

- You must complete the first two pre-hire courses, TEPC 5000 and TEPC 5100, in order to gain an Intent to Hire—a form you provide to school districts to verify your eligibility for field experience.

- The six instructional courses, TEPC 5100 – TEPC 5600, are self-paced and competency based.

5. Certification Test(s)

- You must pass or be exempt from the Praxis Core exam in order to be admitted to the program.

- You must pass the appropriate Praxis II test, or be exempt because of major in content area, in order to receive an Intent to Hire form and be eligible to obtain a teaching position.

- Before being recommended for full state licensure, you must pass Praxis II for Elementary or Praxis Principals of Learning and Teaching for SPED, Secondary, and PE.

6. Teacher Residency

You may begin the interview process to secure a field experience position as soon as you are accepted into the iteach program and complete the initial program requirements, including the Personal Payment Plan form.

- Once you obtain a field experience, you must complete all of the program requirements by the end of the field experience placement.

- You are enrolled in TEPC 5700: Field Experience—The Classroom Teaching Experience.

- Your are enrolled in iteach Methods courses.

- When hired, you are recommended for a Conditional License.

- You are assigned a field supervisor.

- Your personal payment plan is implemented.

- You are responsible for attending all scheduled residency events and reporting a leave of absence from the classroom.

7. License

You are recommended to the Department of Education for full state licensure after successfully fulfilling the following program requirements:

- Complete the instructional courses.

- Complete Methodology Courses.

- Pass the required certification tests.

- Complete the field experience with recommendation from field supervisor and campus administrator.

- Submit required reflections in Field Experience—The Classroom Teaching Experience.

- Pay all program fees.

- Submit evaluation exit survey.

Syllabus

iteach Benefits

- **Web-based instruction**
- **Instruction on your time schedule**
- **Direct online interaction**

educational pedagogy, to classroom management, to special needs students. The vision of the coursework is for you to study and understand various aspects of the teaching discipline and translate this knowledge into actual classroom practice. This knowledge will empower you to adapt teaching practices to maximize individual student learning.

Overview

This teacher preparation coursework is designed to prepare an individual who has demonstrated knowledge in a content area to be an effective classroom teacher. Through the distance learning coursework developed by iteach, you, the teacher candidate, will obtain knowledge on a broad array of topics ranging from human development, to

Requirements

You must have access to a personal computer that has Microsoft Word. Many schools and public libraries have Internet filters in place that will not allow the viewing of downloads from the Internet. Additionally, it is your responsibility to frequently review the program announcements on the instructNET platform.
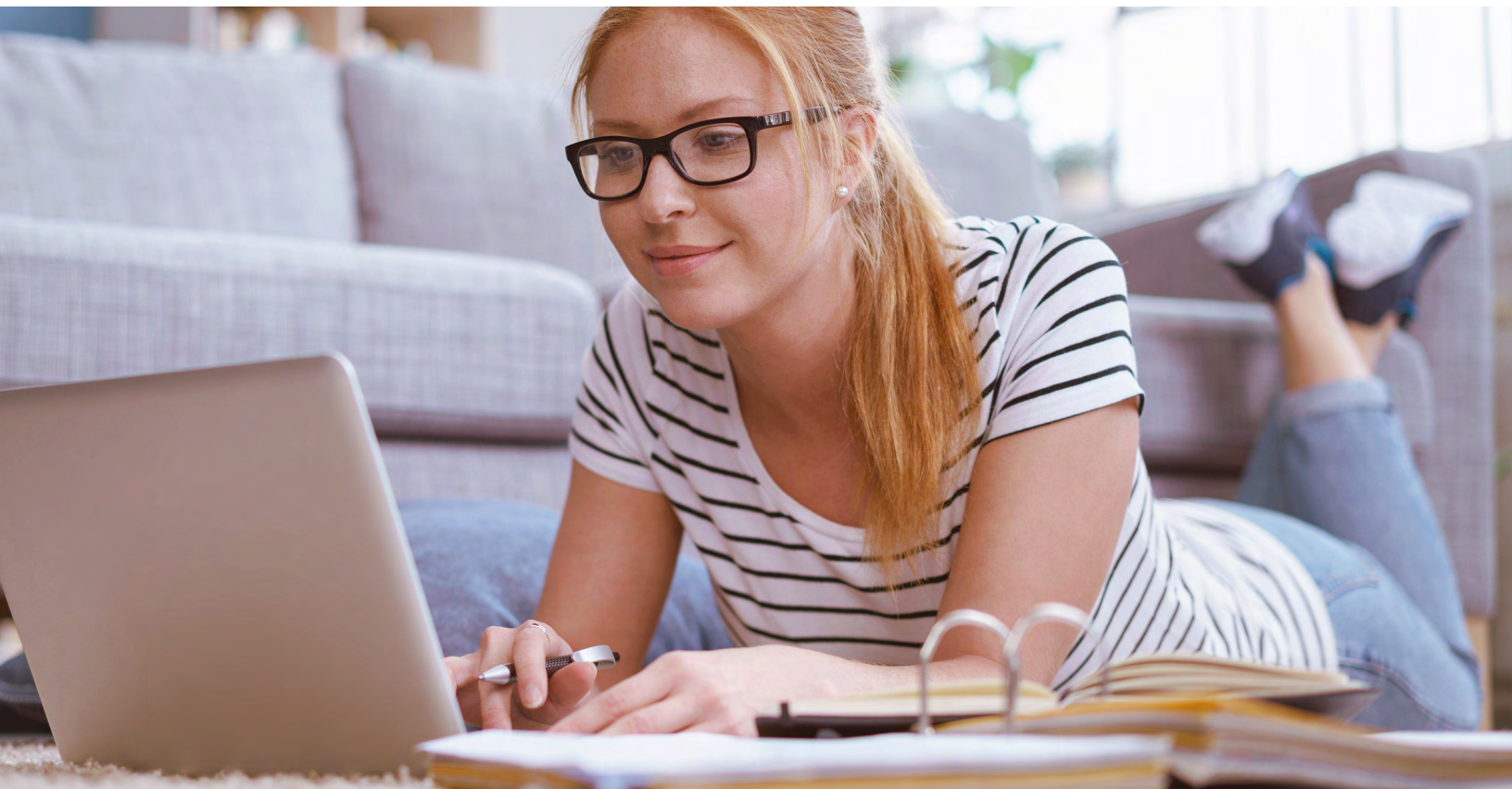
Courses

TEPC 5000 - Professional Learning

This course is to help pre-service and early service teachers understand the professional relationships and dispositions that are essential to growth in the teaching profession. This course also outlines the progression of the iteach program.

The topics include:

- Who to Contact
- Fulfilling the Field Experience Requirements
- Certification Testing
- The Interview Process
- Progressing Through the Instructional Material
- So Much to Learn Before the Students Arrive
- Your New Career

TEPC 5100 - Learning Environments

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive learning environments, notably, classroom management; classroom layout and use of physical space; rules and procedures; and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

The topics include:

- Pre-Planning
- Classroom Management
- Classroom Layout and Procedures
- Countdown to the First Day
- Legal and Ethical Issues

TEPC 5200 - Learner Development

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

The topics include:

- Stages of Learner Development
- Educational Philosophy and Learning Theories
- Factors Impacting Learning
- Higher-Order Thinking and Bloom's Taxonomy

TEPC 5300 - Instruction & Assessment

The purpose of this instruction is to help pre-service and early service teachers to understand the importance of lesson planning; know common lesson planning models; differentiate between various instructional models and select the model best suited to the learning task; and write their own learning objectives and lesson plans. This instruction will also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

The topics include:

- Overview of Lesson Planning and Writing Objectives
- Lesson Cycles
- Instructional Structures and Strategies
- Overview of Assessment
- Standardized Testing
- Classroom Assessments (Formative and Summative)
- Evaluation
- Using Assessment Results—Planning, Feedback, and Reporting

TEPC 5400 - Literacy, 21st Century

The purpose of this instruction is to help pre-service and early service teachers develop the 21st century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from the learning in the classroom.

The topics include:

- Building Blocks of Literacy K-6
- Literacy in the 7-12 Classroom
- Technology
- Interdisciplinary Instruction
- Pedagogical Content Knowledge

TEPC 5600 - Diverse Populations

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Learners (Els).

The topics include:

- Cultural Differences
- English Learners and Bilingual Program Models
- Emerging Issues

TEPC 5003 - Parental Involvement/Family Engagement

The purpose of this course is to equip teachers to the thinking that successfully educating today's students is the responsibility of schools, parents, families and the communities. The importance of each of these parties sharing the responsibility for student success not only benefits the classroom students, but the community as a whole. The focus on this course is to develop the necessary skills in each identified party to build authentic relationships that will contribute to student learning.

The topics include:

- Family Engagement
- Communicating Effectively
- Supporting Student Well-Being and Academic Success
- Sharing Power and Speaking up for Every Child
- Collaborating with the Community

TEPC 5700 - Field Work

The purpose of this course is for the teacher to apply knowledge and skills in an 8 semester credit hours, but totally a minimum of 1,040 classroom hours of field based experience. During this field based experience; theoretical approaches, screening/identification, educational placement considerations will be addressed.

The topics include:

- Dispositions of Excellent Teachers and Educator Ethics
- Working with Other Teachers
- Two-Semester Field Experience

Methodology Courses

CCNV 9002 - Teaching Elementary English

This course is designed to increase teacher knowledge and provide practical tools for teaching Elementary ELAR.

The topics include:

- Reading Instruction K-2: Learning to Read
- Reading Instruction 3-6: Reading to Learn
- Writing Instruction
- Integrating Reading and Writing
- Differentiation
- Supporting English Learners
- Integrating Technology

CCNV 9003 - Teaching Elementary Math

The purpose of this course is to provide candidates with the opportunity to gain an understanding about elementary mathematics content and elementary mathematics methods through exploring national content standards as well as ACEI standards.

The topics include:

- Classroom Culture and Environment
- Implementation of Mathematics Instruction
- Standards and Beyond
- Formative and Summative Assessment Practices
- Conceptual Understanding vs Procedural Fluency
- Problem Solving Strategies
- Lesson Planning Cycle

CCNV 9004 - Teaching Elementary Science

This course is designed to increase teacher confidence and enthusiasm for teaching elementary science. The course focuses on elementary science instructional practices and content. Including the need to combine science process skills and content to meet the needs of the learners. Inquiry-based teaching methods, planning science lessons, and use of assessment in the K-6 science classroom will be addressed.

The topics include:

- K-6 Science Process Skills and Content
- Inquiry-Based Science
- The 5E Instructional Model
- Assessing Science Learning

CCNV 9005 - Teaching Elementary Social Studies

This course focuses on the best practices of teaching social studies in the elementary classroom. It explores research based instructional practices for elementary school teachers in the Social Studies classroom. Throughout the course, ways to connect the skills in reading and writing with the content of social studies in order for students to learn to think deeply and critically about social studies topics will be examined.

The topics include:

- Best Practices in Social Studies
- Language Arts (ELAR) and Social Studies Integration
- Critical Thinking in Social Studies
- Assessment Practices in Social Studies

TEMC 6004 - Responsive Literacy Instruction in the Elementary Classroom

The purpose of this course is to prepare pre-service and early service teachers to develop a deep understanding of the research-based instructional practices used to teach reading and writing in the K-3 classroom.

There is an emphasis on both traditional and next-generation read-aloud, shared reading, guided reading, and independent reading. Teachers will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on student needs.

The topics include:

- Classroom Culture & Environment with an Introduction to Beginning of the Year Assessment
- Overview of the Reading Process & Teaching Students to Focus on Metacognitive Strategies
- Read-Aloud as an Instructional Practice
- Shared Reading as an Instructional Practice & Formative Assessment
- Guided Reading
- Independent Reading
- Using Interactive Writing and Mentor Texts

CCNV 9012 Teaching Secondary Biology

This course focuses on the best practices of teaching biology and life science in the secondary classroom.

The topics include:

- Content Knowledge
- Content Pedagogy
- Learning Environments
- Safety
- Impact on Learning
- Professional Knowledge and Skills

TEMC 9018 - Teaching Secondary English

The focus of this course is on specific English instructional practices used in middle and high school classrooms.

A variety of choices for differentiated Language Arts instruction in grades K-8 will be explored including: providing students choice, finding appropriate texts, personalizing writing, exploring instructional strategies, and assessment practices that are student centered.

The goal of this course is to share the knowledge about implementing best practices that will directly impact student learning and encourage learners to become life-long readers and writers. The skills learned in this course will prepare teachers for managing the classroom and planning lessons in reading and writing that promote students thinking critically about the texts they are reading and to evaluate the effectiveness of their own writing.

The topics include:

- Literature and Adolescent Readers
- Language and Writing
- Planning Instruction for Reading Literature
- Planning Instruction for the Writing Process
- Responding to Diverse Students while Increasing Engagement
- Enhancing Student Learning & Developing as a Professional Educator

Online Certification allows you to learn at your own pace and fit your schedule. iteach was created for teachers by teachers!

TEMC 9027 - Teaching Secondary Social Studies

This course focuses on the best practices of teaching Social Studies in the secondary classroom.

The topics include:

- Culturally Responsive Teaching
- Critical Thinking with Structured Discussions
- Document Analysis with Data-Based Questioning
- Project-Based learning
- Blended Learning

CCNV 9161 - Teaching Secondary Mathematics

The purpose of this course is to help pre-service and early service teachers by providing pedagogical knowledge, skills, and dispositions necessary to teach Mathematics to 9th-12th grade students who have various backgrounds, exceptionalities, and abilities.

The topics include:

- Teaching and Learning, Access and Equity
- Curriculum
- Tools and Technology
- Assessment
- Professionalism

TEMC 9435 - Teaching Secondary Physical Science

This course focuses on the best practices of teaching Physical Science in the secondary classroom.

The topics include:

- Content Knowledge and Standards
- Lab Safety and First Aid
- Assessment
- Lesson Planning
- Unit Planning
- Professional Development

CCNV 9091 - ALL Grades Physical Education

This course focuses on methodology to equip teachers with the knowledge and skills to become exceptional Physical Education educators for all grade levels K-12.

The topics include:

- The Physical Education Professional
- Planning for Success
- Research

TEMC 6600 - ALL Grades Special Education

This course focuses on laws that govern and methodology to ensure all learners have access to appropriate K-12 education.

The topics include:

- Federal Governance
- Response to Intervention
- Eligibility
- Special Education Law
- Special Populations
- Least Restrictive Environment

Previous Training Credit

You are required to complete all iteach coursework regardless of previous courses completed at a university/college or credits received at another ARL program. Courses from an institute of higher learning clearly labeled "Methods " can be considered for Methods credit.

Pace

The iteach coursework is self-paced,and the instructional courses, TEPC 5100–TEPC 5600 are competency based. Each of the instructional courses and the comprehensive review are equivalent to a three-hour course (45 contact hours).

Course Objectives

While each course has its own objective(s) for the teacher candidate, the following overall objectives of the course material ensure that each candidate possesses the identified teacher dispositions on which iteach is built:

- Instill belief that all students can learn based upon the stages of human development

- Develop respect for individual differences to ensure a democratic classroom environment

- Foster commitment to inquiry, self-reflection and assessment

- Promote intellectual curiosity and enthusiasm about learning based upon the importance of literacy

- Examine openness to new ideas in behavioral management

- Value positive interactions

- Perform all practices responsibly and ethically

- Value diversity of students and peers

Video Library

A library of observational videos is available to our candidates throughout enrollment in the iteach program. You may search these videos by content specific, grade specific, and topic specific criteria. To supplement the actual teaching of the topics, each video has research based articles, specific questions and a reflection prompt.

Extensive selection of authentic classroom videos

Assignments

Each iteach Nevada online course contains required assignments that will appear in various forms, such as research, reflection, essays and even completion of school and state procedures. Every candidate in our program holds at least a bachelor's degree, and several hold master's and doctoral degrees. It is vital to the successful completion of this program that all work be of the caliber required for graduate level coursework. Any assignment not meeting the program's high standards will be returned.

Many of the course instructors are also classroom teachers and college professors. The course instructors work diligently to grade assignments, and assignments will be graded within three to four business days. While you wait to be advanced, please allow some time reflecting and conducting individual research on each course. Do not rush through your courses.

Assignments will be graded within three to four business days. Once the requirements for a specific course are complete, you will be advanced to the next course at the appropriate time. While you wait to be advanced, please spend some time reflecting and conducting individual research on each course.

Grading

GRADING SCALE	
4 **Exemplary**	Characterized by: · Extraordinary initiative in completing the learning activity · The work fully responds to all parts of the activity prompt. · The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. · The work is grammatically correct and carefully proofread (0-1 error).
3 **Proficient**	Characterized by: · The work fully responds to all parts of the activity prompt. · The work shows insight into the teacher's role in the learning process. · The work is grammatically correct and proofread (no more than 2 errors).
2 **Basic**	Characterized by: · The work responds to the activity prompt. · The work gives consideration to the teacher's role in the learning process. · The work is mostly grammatically correct and proofread (no more than 3 errors).
1 **Unsatisfactory**	Characterized by: · The work does not respond to the activity prompt. · The work shows little to no consideration for the teacher's role in the learning process. · The work has many grammatical and/or spelling errors (4 or more).

❋ **Candidates must earn an average score of 2.5 or better on all assignments for each course prior to being recommended for certification.**

Facility & Equipment

iteach coursework is self-paced and is available wherever our candidates can access WiFi. Computers, laptops, software, and WiFi access are the responsibility of the candidate and will not be provided by iteach. All platforms, courses, and curriculum will be available upon enrollment.

Examinations

In addition to graded assignments, computer-graded assessments are administered throughout each course. Successful completion of each assessment must be accomplished with a grade of 80% or higher prior to being recommended for certification.

Feedback

An instructor will monitor your participation in each iteach course. The course instructor will be a Master Teacher who will not only read and evaluate your assignments, but also provide prompt feedback should you have a question regarding the course curriculum.

Accommodations

If you have a disability for which you require accommodations, please let iteach know. iteach will be glad to work with you to find an appropriate accommodation.

Conduct of Candidates

Candidate must fulfill all teaching responsibilities of the partnering school district including, but not limited to, the following:

• Candidate must abide by all policies, rules, and regulations of the approved partnering school district and the specific campus assigned

• Candidate must demonstrate appropriate professional conduct with students, parents, and the school community; and

• Candidate must demonstrate ethical and lawful conduct at all times.

Text Resources

Candidates are required to purchase one of the following three texts as supplemental reading for TEPC 5600:

A Framework for Understanding Poverty by Ruby K. Payne (any edition), or

Other People's Children: Cultural Conflict in the Classroom by Lisa Delpit (any edition), or

For White Folks Who Teach in the Hood… and the Rest of Y'all, Too: Reality Pedagogy and Urban Education by Christopher Emdin

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In addition, iteach strongly recommends purchase of the following:

Wong, H.K. & Wong, R.T. (2009) The First Days of School: How to Be an Effective Teacher (4th ed.) Mountain View, CA: Harry K. Wong Publications, Inc.

Canter, L. & Canter, M. (2001). Assertive Discipline: Positive Behavior Management for Today's Classroom. Bloomington, IN: Solution Tree Press.

Reutzel, D.R. & Cooter, Jr., R.B. (2012). Teaching Children to Read, The Teacher Makes the Difference (6th ed.). Boston, MA: Allyn & Bacon.

Huack, C.S., Helpler, S., & Hickman, J. (2004) Children's Literature in the Elementary School (8th ed.). New York, NY: McGraw Hill.

It is recommended that you begin building your personal library of educational resources. Therefore, at appropriate times in the courses, various books and resources that are considered worthy of purchase will be recommended.

"Share your knowledge. It is a way to achieve immortality."

~ Dalai Lama

Executive Team & Instructor Credentials

Pref	Pref	Primary Course	Adjunct Courses	Name of Primary Course	Instructor
	TCNV	5000	5000-5600, 9002-9005, 6004	An Overview of Teaching	Amy Anderson, Ph.D
TEPC	TCNV	5100	5000-5600, 9002-9005, 6004	Learning Environments	Amy Anderson, Ph.D
TEPC	TCNV	5200	5000-5600, 9002-9005, 6004	Learner Development	Amy Anderson, Ph.D
TEPC	TCNV	5300	5000-5600, 9002-9005, 6004	Planning for Instruction & Assessment	Amy Anderson, Ph.D
TEPC	TCNV	5400	5000-5200	Literacy, 21st Century Instruction, Pedagogical Content Knowledge	Ashley Roberts, M.M.
TEPC	TCNV	5500	5000-5200	Learner Differences and Adaptations for Students with Disabilities	Ashley Roberts, M.M.
TEPC	TCNV	5600	5000-5200	Diverse Populations, ELLs, & BILSs	Ashley Roberts, M.M.
TEPC	TCNV	5003	5000-5600, 9002-9005, 6004	Parental Involvement and Family Engagement	Amy Anderson Ph.D.
TEPC	CCNV	6004	9002-9005, 9018, 6004	Responsive Literacy Instruction in the Elementary Classroom	Jamie Vaughn M.Ed.
TEMC	CCNV	9002	9002-9005, 9018, 6004	Teaching Elementary English	Amy Dweck M.Ed.
TEMC	CCNV	9003	9002-9005, 9161	Teaching Elementary Math	Jenny Goodwin M.Ed.
TEMC	CCNV	9004	9002-9005, 9012	Teaching Elementary Science	Marti Blair
TEMC	CCNV	9005	9002-9005, 9027	Teaching Elementary Social Studies	Stacey Kockler M. Ed.
TEMC	CCNV	9012	9004	Teaching Secondary Biology	Pauline Thompson Ed.D.
TEMC	CCNV	9018	9002, 6004	Teaching Secondary English	Paula Smith M.Ed.

TEMC	CCNV	9027	9005	Teaching Secondary Social Studies	Miranda Hansen M.Ed.
TEMC	CCNV	9435	9012	Teaching Secondary Social Studies	Marti Blair
	CCNV	9161	9003	Teaching Secondary Mathematics	Grace Anne McKay M.Ed.
TEMC	CCNV	6600	6004	All Grades Teaching Special Education	Carolyn Gyuran M.Ed.
	CCNV	9091	5600	All Grades Physical Education	Linda Hilgenbrinck Ph.D.
TEMC		5700	5700	Field Work Experience	Penny Fuller-Howell
TEMC		5700	5700	Field Work Experience	Rod Knowles
TEMC		5700	5700	Field Work Experience	Penny LaBranch
TEMC		5700	5700	Field Work Experience	Jerrilyn Williams
TEMC		5700	5700	Field Work Experience	Laurie Roefels
TEMC		5700	5700	Field Work Experience	Claudia Rossi
TEMC		5700	5700	Field Word Experience	Heather Simpkins
TEMC		5700	5700	Field Word Experience	Nancy Varner

Leadership Team

Andrew Rozell | President, iteach | TX Offices

Kimberly Thaggard | Western Director, iteach | TX Offices

Jennifer Reid | Director of Admisions, iteach | TX Offices

Rod Knowles | State Director, iteach Supervisor | NV Offices

Field Experience

The mission of the iteach program to meet the needs of individuals who have a desire to become highly effective teachers, while also meeting the needs of school districts to obtain highly qualified teachers.

iteach Benefits

- Close Relationships with School Districts

- Job placements may be obtained in any school district or Nevada Department of Education (DOE) recognized private or charter school

- Districts can search our database to find teachers

- Candidates are responsible for securing their teaching job/field experience placements

- Please have your background check requirements in progress when applying

Field experience is an important time in the life of a teacher. It is critical, challenging and rewarding to all involved, as it is a time of great professional growth. This experience typically has a lasting effect upon a teacher's outlook toward teaching and therefore greatly affects future generations of students.

Earn full state licensure in as little as twelve months by completing your instructional coursework and a successful two-semester internship.

> Field experience is an important time in the life of a teacher. It is critical, challenging and rewarding to all involved.
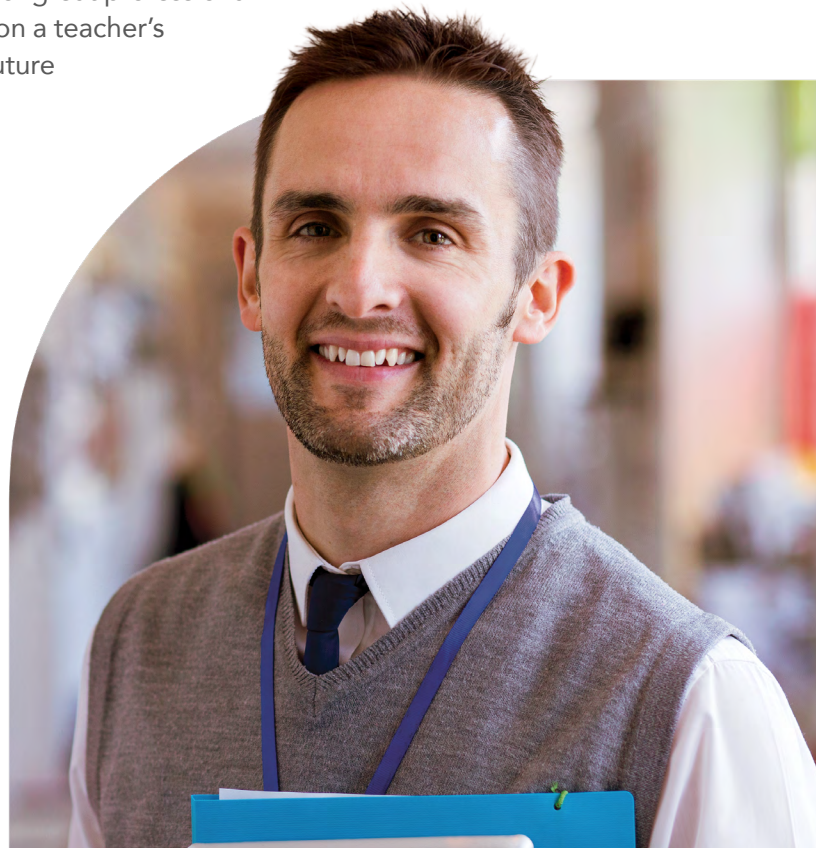
> "I cannot emphasize enough
> the importance of a good teacher."
>
> ~ Temple Grandin

Field Experience

You will complete a one-year (two semester) paid internship during which time you are employed full time as a teacher in your content field. In this position, you receive the salary and benefits of a first-year teacher.

A long-term substitute position or teacher vacancy position does not fulfill this requirement.

You must secure your own internship position through the district application/interview process. In today's market, you must make yourself as marketable as possible. Additional certifications can rank you above other new hires when administrators are deciding between two or more teachers. Prior to interviewing, you are required to complete 80 hours of instruction
(TEPC 5000 and TEPC 5100).

Once you obtain a job placement/internship, you must notify the iteach Nevada office when you are hired. At that time, you will be enrolled in the field experience course, TEPC 5700. This course provides detailed information for the newly hired teacher. You will be required to submit self-reflections and classroom reflections during your internship.

Supervision During Field Experience

During the field experience period you will be assigned a field supervisor who will make periodic classroom visits and work closely with the campus administration to ensure a successful teaching experience for you.

Program Fees

Online Course Instruction Participation $2,899

Field Experience Fee $1,500

**Total Cost of Monthly Program $4399
Before Methods Course Fees**

**Total Cost of Deferred Program $4899
Before Methods Course Fees**

Elementary Methods Bundle $1659

Secondary Methods Course $459

All program fees are non-refundable. This is the anticipated cost for a candidate who completes all iteach Nevada program requirements according to the program timeline.

Two Payment Plan Options

YOU HAVE THE FOLLOWING OPTIONS FOR YOUR INTEREST FREE PAYMENTS:

1) **Deferred Plan Enrollment – $250 One-Time Fee**

   Sign a personal payment plan indicating payments will be made monthly once you are hired. The remaining balance of your plan of $4250 will be divided up into 8-10 equal monthly payments. Monthly payments are made directly to iteach. Total Cost: $4500

2) **Monthly Payment Plan – $99 a Month**

   Pay for the instruction at $99 a month as you are participating in the course work and then pay for field experience while in the field experience. This means once you are hired to teach, the remainder of your balance will be paid in 8-10 monthly payments. Total Cost: $4399

Certification Fees

Praxis (cost per examination)................................$140

Examination fees payable to Education Testing Services. You must pass at least two certification tests (Praxis II and Praxis II PLT) prior to being recommended to the state for certification.

Track Change Fees

Track Change... $150

Licensure Fees

Initial Conditional/ARL License............................ $161

Standard Licensing $161

Renewal Fees

Program Continuation Fee $500

If you do not complete the program requirements by the end of your field experience, you must apply for a continuation. If the continuation is approved, you must pay a renewal fee to be eligible to participate in the program.

Refunds

iteach will follow all requirements as defined in NRS 394.449 as it pertains to refunds including, but not limited to institution failure and student enrollment cancellation or program withdrawal. The full refund policy is listed on the iteach website.

Pricing information is explained in further detail on our website at: https://iteach.net/pricing

> "Education is what remains after one has forgotten what one has learned in school."
>
> ~ Albert Einstein

Refund Policy

Requirements of policy for refunds by postsecondary educational institutions. (NRS 394.449)

1. Each postsecondary educational institution shall have a policy for refunds which at least provides:

(a) That if the institution has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.

(b) That if a student cancels his or her enrollment before the start of the training program, the institution shall refund to the student all the money the student has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or $150, whichever is less, and that if the institution is accredited by a regional accrediting agency recognized by the United States Department of Education, the institution may also retain any amount paid as a nonrefundable deposit to secure a position in the program upon acceptance so long as the institution clearly disclosed to the applicant that the deposit was nonrefundable before the deposit was paid.

(c) That if a student withdraws or is expelled by the institution after the start of the training program and before the completion of more than 60 percent of the program, the institution shall refund to the student a prorated amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or $150, whichever is less.

(d) That if a student withdraws or is expelled by the institution after completion of more than 60 percent of the training program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

2. If a refund is owed pursuant to subsection 1, the institution shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

(a) Date of cancellation by a student of his or her enrollment;

(b) Date of termination by the institution of the enrollment of a student;

(c) Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or

(d) Last day of attendance of a student, whichever is applicable.

3. Books, educational supplies or equipment for individual use are not included in the policy for refund required by subsection 1, and a separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds required by this subsection on a case-by-case basis.

4. For the purposes of this section:

(a) The period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences.

(b) The period of time for a training program is the period set forth in the enrollment agreement.

(c) Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

5. As used in this section, "substantially failed to furnish" includes canceling or changing a training program agreed upon in the enrollment agreement without:

(a) Offering the student a fair chance to complete the same program or another program with a demonstrated possibility of placement equal to or higher than the possibility of placement of the program in which the student is enrolled within approximately the same period at no additional cost; or

(b) Obtaining the written agreement of the student to the specified changes and a statement that the student is not being coerced or forced into accepting the changes, unless the cancellation or change of a program is in response to a change in the requirements to enter an occupation.

(Added to NRS by 1985, 989; A 1989, 1460; 1995, 325; 2005, 635; 2015, 341; 2021, 517)

Certification Testing

Before Applying for an ARL

In order to pursue an Alternative Route to Licensure (ARL) all Nevada candidates must take the Praxis CORE Exam.

If you are pursing Secondary (7-12), Physical Education (Generalist K-12), or a Special Education (Generalist K-12) license you must also take the content area exam in that area before you are eligible for hire. Candidates can consult the iteach website as well as the Educational Testing Services website for test numbers, as they are subject to change.

Before Applying for a Standard License

The Nevada Department of Education requires that each candidate who is seeking a Standard License take: for elementary, PRAXIS II #5001; for secondary, Principles of Learning and Teaching (PLT) 7-12; for physical education, PRAXIS II Physical Education Test #5095; for special education, PRAXIS II #5354 and PLT in desired grade level.

If you are seeking a Physical Education (Generalist K-12) or a Special Education (Generalist K-12) then you will need to sit for those culminating exams as designated by Educational Testing Services (ETS).

The iteach Nevada website containing the most up-to-date testing information. Here you will find all of our certificate offerings, along with all of the respective tests that you will need to register for and pass before moving forward in your licensure process. Because ETS testing numbers can change we ask you to use this resource to locate the latest requirements. Go to www.iteach.net/nevada and scroll down to the box below.

Certification Areas

iteach Benefits

- **Multiple certification areas**
- **Test in multiple content areas to expand your marketability**

iteach offers teacher certification in the following content areas. The content test (Praxis II or a major in one of the content areas) must be provided to seek a teaching poisition. Test codes are provided. However, confirm codes on ETS website.

- K-8 Elementary (ETS Praxis Test 5001)
- 7-12 English (ETS Praxis Test 5038)
- 7-12 Mathematics (ETS Praxis Test 5165)
- 7-12 Social Studies (ETS Praxis Test 5081)

- 7-12 Biological Science (5236)
- 7-12 Physical Science (5485)
- K-12 Physical Education Generalist (5095)
- K-12 Special Education Generalist (5354)

> ## "I don't think I could have done so well teaching high school without the support that I received from iteach."
>
> ~ Carrol R.

Teacher Certification Tracks

Be sure to start on the right track now to save time during the application process!

When applying, you will need to identify a track for teacher certification. Our admissions department will review official transcripts to verify that you meet all requirements for your specified track. If you choose to switch tracks once a formal review of your application occurs, you will be required to reapply and start the application process over.

ELEMENTARY TEACHER TRACK

- K-8 Elementary Education

Must have 18 semester hours in Math, Science and Social Studies (6 hours in each area) listed on transcripts. If deficient in one or more or these subjects, you must complete hours at a regionally accredited college/university prior to converting ARL license to a Standard Certificate.

Test Requirements

- PRAXIS Core or CBEST – **Must be passed prior to receiving ARL**.

- PRAXIS II – **Must be passed prior to the completion of the program. Not required for ARL**.

Methods Requirements

All Five Courses

- CCNV 9002
- CCNV 9003
- CCNV 9004
- CCNV 9005
- CCNV 6004

Instructional Coursework

TCNV 5100 - 5600

Total Program Cost

$5909 (12-24 months repayment schedule)

Middle School

Candidates seeking to teach grades 6-8 are asked by the DOE to pursue a content specific license in 7-12. For questions, email adminnv@iteach.net.

SECONDARY/ALL-LEVEL TEACHER TRACK

- 7 - 12 Biology
- 7 - 12 English Language Arts
- 7 - 12 Mathematics
- 7 - 12 Physical Science
- 7 - 12 Social Studies
- K - 12 Physical Education
- K - 12 Special Education (Generalist)
- Physical Education (Generalist)

The Secondary/All-Level track does not require specific college hours listed on transcripts.

Test Requirements

- Praxis Core/CBEST or qualifying ACT/SAT/GRE score

- For secondary, PRAXIS II in content area and Principles of Learning and Teaching (PLT) 7-12 – **Must be passed prior to the completion of the program**.

- For P.E., PRAXIS II Physical Education Test #5095; – **Must be passed prior to the completion of the program.**

- For Special Education, PRAXIS II #5354 and PLT in desired grade level – **Must be passed prior to the completion of the program**.

Methods Requirements

One Course in Your Content Area

- CCNV 9012 Biology
- CCNV 9161 Math
- CCNV 9018 English
- CCNV 9027 Social Studies
- CCNV 9435 Physical Science
- CCNV 6600 Special Education (Generalist)
- CCNV 5095 Physical Education (Generalist)

Instructional Coursework

TCNV 5100 - 5600

Total Program Cost

$4707 (12-18 months repayment schedule)

"The one exclusive sign of
thorough knowledge is the
power of teaching."

~ Aristotle

> "Those who don't know must learn from those who do."
>
> ~ Plato, The Republic

Statement of Diversity

iteach is committed to preparing an educator workforce that reflects the diversity of students in classrooms across the nation, and to drawing talent from all communities in order to provide the best and brightest educators to America's children. iteach has a history of accepting, training and certifying diverse educator cohorts. We promise to uphold this tradition by not discriminating against any prospective candidate on the basis of race, ethnicity, age, disability, gender, sexual orientation, socioeconomic background, or religion.

Complaint Policy

iteach candidates have three days to cancel their enrollment without question by emailing adminNV@iteach.net or Western Director, Dr. Kimberly Thaggard.

Kimberly Thaggard Ph.D.
kimberly.thaggard@iteach.net
or 866-839-5550

In your correspondence, please provide your current role (candidate, principal, etc.) The complaint policy of iteach requires that the first point of contact for resolution of a dispute be iteach and not a third party while iteach investigates a compliant. No other party can be used. Also citation of Nevada Administrative Code or Letter of Agreement violation must be included in the complaint.

iteach will do everything within our power to rectify any situations in an effective and expedient manner. If you feel that iteach has not met the conditions listed in the letter of agreement, candidates can file a formal complaint with the Commission on Postsecondary Education by completing this form which is also available on our website.

Thank You!

We want to say thank you for allowing us at iteach to be part of your career path.
We are excited to help accelerate your future in teaching and impacting student's lives.

iteach ™

A **K12** Coalition Company

(866) 845-4127
Hours: Monday - Friday
8am - 5pm (CST)

Texas Office
3555 Duchess Dr.
Denton, TX 76205

Nevada Office
400 South 4th St., Ste 500
Las Vegas, NV 89101

iteach.net/nevada