

Outlook University Independent School Network (OUISN)
Alternative Route to Licensure Provider

Response to:
Nevada Department of Education
Alternate Route to Licensure Provider Application



Outlook University Independent School Network

Alternative Educator Certification Program



Abstract

The wider-implications of the national teacher shortage has perpetuated and strengthened the inequitable distribution of strong and seasoned instructors, specifically, in school districts historically underperforming. The OUISN Alternative Educator Certification Program (OUISN ARL), trains teachers and administrators based on the premise that specific measurements define equity in education, and by addressing these measurements a more holistic teacher lens develops. OUISN ARL has adopted the Equity Measurements in Learning as defined by the United Nations Educational, Scientific and Cultural Organization for Statistics (2018). These equity measurements are used to guide the moral and academic framework for training teachers. Through a Racial Healing and Racial Equity lens the OUISN ARL coursework, professional development, in-service trainings, and program coaching will meet the essence of educational pedagogy.

By partnering with Historically Black Colleges and Universities to align specific areas of academics (for cooperating HBCU graduates) to opportunities in the field of education through the OUISN ARL, a new conduit will be implemented to address: the racial disparities in academic outcomes, and the need for highly trained teachers and administrators committed to uplifting communities and schools. Cross-cultural adjustment and critical race theory are used to platform the Racial Healing and Racial Equity lens braided into the OUISN ARL teacher development framework. By collaborating with specific colleges within the cooperating HBCUs, OUISN will authenticate a pathway into teaching resulting in a Nevada State Teaching License and avenue toward educational leadership. The culminating objective for this initiative is to create a continuum of highly qualified mathematics, biological sciences, special education, and ESL teachers under the auspice of dual enrollment, Racial Healing and Racial Equity, and project-based learning impeded into their core instruction. The destination for the OUISN ARL is an early college / dual enrollment small secondary school to act as a specific portal toward the cooperating HBCU from Las Vegas, Nevada.

Willie D. Killins Jr., Ph.D.

Outlook University Independent School Network | www.ouisn.org

Email - Wkillins@ouisn.org

Cell – (601) 214-7118

State of Nevada
Department of Education
Division of Educator Effectiveness & Family Engagement
Alternative Route to Licensure Provider Application

I. General Information

- Name of the Institution / Organization: Outlook University Independent School Network (OUISN)
- Name of Program: OUISN Alternative Education Certification Program (ARL)
- Name of Primary Contact: Willie D. Killins Jr., Ph.D.
- Mailing Address: 268 Palm Trace Avenue / Las Vegas, Nevada 89148
- Phone: (601) 214-7118
- Email: wkillins@ouisn.org
- Website: www.ouisn.org

II. Regional Accreditation

Southern Association of Colleges and Schools: Outlook University Independent School Network historically operates under the accreditation of the cooperating Historically Black Colleges and Universities of partnership through formal MOAs. For evidence of these collaborative relationships please refer to the following:

Tab (R) / MOA Southern University (Baton Rouge, LA)

- I. Outlook University Independent School Network (OUISN) responsibilities under this agreement are as follows:
 - #4. OUISN will produce a Project-Based Management System that supports the Southern University College of Engineering program standards.
 - #5. OUISN will facilitate creation and operation of the Outlook University High School of Engineering (in partnership with Southern University).
- II. Southern University's responsibilities under this agreement are as follows:
 - **#4. Southern University will identify teacher prospects for instructor positions as specific project managers, student mentors, and tutors.**
 - #7. Southern University will accept up to 30 college credits from students participating and successfully completing the graduation requirements at Outlook University High School of Engineering (in partnership with Southern University).
- III. OUISN and Southern University will collaborate on the following:

- #5. OUISN and Southern University will create a frame for organizational assessment regarding the Outlook University High School of Engineering (in partnership with Southern University) early college/dual enrollment model.
- **#3. OUISN and Southern University will work to identify corporate sponsors for the Outlook University High School of Engineering (in partnership with Southern University).**

The following Tabs follow the same format of evidence presented above:

- **Tab (S)** – OUISN / High School of Business (in partnership with Jackson State University)
- **Tab (T)** – OUISN / High School of Pre-Medicine (in partnership with Alcorn State University)
- **Tab (U)** – OUISN / High School of Teacher Education and Law (in partnership with Tennessee State University)

OUISN has also included three letters of reference (see Regional Accreditation Attachment L - Letters of Accreditation Reference).

III. Financial Capacity

OUISN is a former \$1,300,000 dollar grant recipient of a Bill & Melinda Gates Foundation through an intermediary organization (The Technical Assistance and Leadership Center / TALC New Vision). OUISN also has a history of generating operating revenue through consultant partnerships to develop schools with HBCUs (see Fiscal Capacity Attachments M- Fiscal Memorandum of Agreements, N- Fiscal Planning, and O- Fiscal Implementation).

Note the following:

- **Tab (M) / MOAs for Bill & Melinda Gates funding (through TALC New Vision) regarding – High School of Teacher Education, High School of Engineering, High School of Business, High School of Pre-medicine, Milwaukee Military Academy of Leadership and Learning (later renamed High School of Sports and Leadership); and FAME (Fine Arts Motivated Education)**
- **Each of these schools was awarded \$50,000 independently for “Planning” (see Tab N).**

- **Each of these schools was awarded \$166,000 independently for “Implementation” (see [Tab O](#)).**

Currently, OUISN is applying for funding with the Kellogg Foundation to create the Racial Healing and Racial Equity curriculum and ongoing conversation between the cooperating postsecondary institutions, their states, and local communities.

The objective is to create a network of small learning environments to generate discretionary funds and act as a connection between alternative teacher candidate coursework and community service / engagement activities. OUISN has a history of developing discretionary funding streams through academic camps using the Outlook signature small learning environments, equity focused seminars, and small school development.

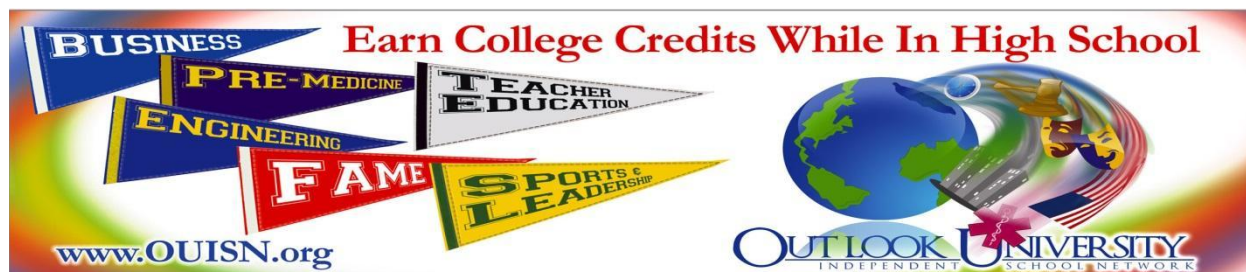
The Alternative Route to Licensure Program will be funded through student tuition, and grant opportunities. The determinate for program sustainability will be income from enrollment of prospective teacher licensure candidates coupled with effective organizational fiscal practices. The projected first year cohort will consist of a base of 60 participants with an annual tuition of \$15,000. Future cohorts will cap at 75 participants at \$15,000.

IV. Program Licensure Areas for which OUISN is seeking approval:

- Secondary (Grades K-8)
 - Biological Science
 - Mathematics
 - ESL
- Special Education
 - Generalist
- All Grades (Grades K-12)
 - Administrator

V. Program Design

Outlook University Independent School Network (OUISN) Alternative Education Certification Program (ARL)



Program Design

All of the OUISN ALR Licensure Areas begin with a Summer Orientation Cohort (6 program credits). The OUISN ARL Summer Cohort Model is an intense six week program that builds the fundamental teacher skills necessary to dive deep into teaching and learning. Participants acquire and sharpen knowledge of educational pedagogy by unpacking Nevada Academic Content Standards, and participating with summer community engagement experiences. This is coupled with Racial Healing and Racial Equity Training, a continuum of coaching and practice using the M.A.K.E. Learning Teaching Methodology (**Attachment P- [M.A.K.E. Learning](#)**), and ongoing Praxis support gives candidates a platform before receiving a conditional license. Completion of Summer Orientation qualifies a candidate for the required provider endorsement to receive conditional license.

In fulfillment of program design requirements on the Nevada Alternative Route to Licensure Provider Application, items A, B, and C are addressed by the following:

- [Tab \(D\)](#) - OUISN ARL Summer Cohort: Contingency for an Initial Conditional (ARL) License
- [Tab \(E\)](#) – OUISN Provider / Program Staff Members
- [Tab \(F\)](#) - OUISN ARL Mathematics Teacher Alternate Route Requirements
- [Tab \(G\)](#) - OUISN ARL Biological Science Teacher Alternate Route Requirements
- [Tab \(H\)](#) - OUISN ARL ESL Teacher Alternate Route Requirements
- [Tab \(I\)](#) - OUISN ARL Special Education Generalist Alternate Route Requirements

Each of the ARL pathways identified requires 18 credits for completion. Each course within a pathway is one credit to be completed over the course of two years. Therefore, a total of 24 credits are necessary for a candidate to receive OUISN full endorsement to receive a Nevada State Teaching certification / endorsement.

(C) The “justification of how each promotes educator effectiveness is within each license pathway course framework (Alternative Route Pathway Requirements). (D) This program will not practice having candidates test out of coursework. (E) How the Content Standards will be addressed is through a continuum of strategic coursework, imbedded activities, classroom teaching and learning expectations, and community service initiatives that highlight connections with the Nevada Academic Content Standards. Highlights of how the Nevada Academic Content Standards will be addressed are characterized by the following:

- Summer Orientation
 - Racial Healing and Racial Equity Training
 - M.A.K.E. Learning Teaching Methodology
- Participants will begin a “Standards” portion of their “Portfolio” that will be part of the final “Portfolio Defense.” This begins each April and May of the year with web-based coursework.
- The “Standards portion of the required Portfolio” will grow within the first two courses of each pathway scope and sequence segment and be presented within the last course
- The Standards review intensifies during the “curriculum and assessment” portion of the alternative certification scope and sequence for each ARL pathway identified.
- Analyzing the content standards of all the States within the network of postsecondary partnerships collaborating with this initiative

Contingency for an initial conditional OUISN ARL License



OUISN ARL Summer Orientation

- Standards Camp
- Racial Healing and Racial Equity Training
- M.A.K.E. Learning Teaching Methodology
- Praxis Training and Testing Continuum
- Family Engagement, Student Success, and Community Service
- The Moral Imperative of Self-regulation: Behavior Management

OUISN ARL Summer Orientation	
<p>Standards Camp</p> <p><i>(Professional Development)</i></p> <p>Week One (June)</p>	<p>Candidates will dive deep into standard specific pedagogy, analysis of Nevada Academic Standards, and demonstration of systems through Cohort groupings, strategic alignment activities to NEPF and participation with a community event to promote community understanding of the Academic Standards.</p>
<p>Racial Healing and Racial Equity Training</p> <p><i>(Professional Development / On-going Course)</i></p> <p>Week Two (June)</p>	<p>ARL Candidates will receive intense training during the OUISN Summer Orientation.</p> <p>Racial Healing and Racial Equity are imbedded concepts that mirror the academic curriculum. OUISN ARL Candidates learn to move themselves, students, and families through a continuum of personal growth. Students become “Racial Healing and Racial Equity Ambassadors” for the community. Equipped with deep understanding of classroom academic content coupled with an equity lens for healing “plants-the-seeds” for young professionals with an efficacy for diversity.</p> <p>This is an ongoing course that couples with the main course categories and is designed to immerse OUISN ARL candidates in on-going activities specific toward “Racial Healing and Racial Equity.” Students will receive 1 credit per category (Classroom Management, ESL, Curriculum &</p>

	Instruction, Assessment, Special Education, and Methods & Materials) resulting in 5 credits.
M.A.K.E. Learning Teaching Methodology <i>(Professional Development)</i> Week Three (June)	The M.A.K.E. Learning Teaching Methodology is designed to couple the attributes of project-based learning and direct instruction using instructional categories (Do-to-Know, If/Then, and Investigation / Research). This teaching and learning methodology is adopted by Outlook University.
Praxis Training and Testing Continuum <i>(In-service)</i> April (online) May (online)	All OUISN ARL Candidates receive information on readiness for the Praxis I and Praxis II (aligned to certification area). Participants are involved in real-life testing using Praxis tools and resources to sharpen their focus on expected content. A series of content focused seminars are offered for ARL candidates to matriculate through. After the Summer Orientation Praxis in-service, readiness activities will be incorporated into the scope and sequence of certification courses.
Family Engagement, Student Success, and Community Service <i>(Professional Development / On-going Course)</i> Week Four (June)	<p>ARL Candidates will receive intense training during the OUISN Summer Orientation.</p> <p>This is an ongoing course that couples with the main course categories and is designed to immerse OUISN ARL candidates in on-going engagement activities. Students will receive 1 credit per category (Classroom Management, ESL, Curriculum & Instruction, Assessment, Special Education, and Methods & Materials) resulting in 5 credits.</p>
The Moral Imperative of Self-regulation: Behavior Management <i>(Professional Development)</i> Week Three (June)	This professional development session is prerequisite for the scope and sequence of Behavior Management Courses. Students will examine the concepts of self-regulation, socio emotional disorder, trauma, and current trends associated.

Outlook University Independent School Network (OUISN)

Alternative Route to Teacher Licensure (ARL)



Provider / Program Staff Members

Name	Program Role

**Outlook University Independent School Network (OUISN)
Alternative Route to Licensure Program (ARL)**

Mathematics Teacher Requirements

Course Scope and Sequence (18 Credits / 1 Credit per Course) 270 Hours Per Certification Area	
Classroom Management	3 - Courses
ESL	3 - Courses
Curriculum & Instruction	3 - Courses
Assessment	3 - Courses
Special Education	3 - Courses
Methods & Materials	3 - Courses
<p>How the Nevada Academic Content Standard will be addressed.....</p> <ul style="list-style-type: none"> ● Summer Orientation ● Participants will begin a “Standards Portfolio” that will be part of the final “Capstone Project / Portfolio Defense” ● The “Standards” portion of the Capstone will grow within the first two courses of each segment and presented within the last course of each segment; the Practicum. ● The “Standards” review intensifies during the “Curriculum” and “Assessment” segments of the alternative certification scope and sequence. 	

Classroom Management	
Course Title	Course Description
<p>.05 Credit(s) - Mathematics and Fundamentals of Classroom Management / Nevada Math Standards Portfolio</p> <p>.05 Credit(s) – Culturally Relevant Content: Conversations about race and mathematics / Racial Healing & Racial Equity Pedagogy</p>	<p>This course examines use of core mathematical concepts to support a structured classroom contingency system. Students learn to couple classroom management concepts with mathematical tools with an expected outcome of student self-regulation.</p>
<p>.05 Credit(s) - Mathematics and The Psychology of Student Self-Regulation / Nevada Math Standards Portfolio</p>	<p>Participants in this course dive deep into the concept of student self-regulation and examination of mind state. Students will</p>

<p>.05 Credit(s) – Culturally Relevant Content and Psychosocial Connections</p>	<p>develop math focused classroom activities that challenge and support student behavior thresholds.</p>
<p>.05 Credit(s) - Mathematics, Classroom Climate and Culture: Celebrating Individual Differences and Analysis of Classroom Management Systems through mathematics</p> <p>.05 Credit(s) – Expanding Skill Streaming Skills into Racial Healing & Racial Equity Pedagogy</p>	<p>Students design a classroom management system based on analysis of evidence-based approaches. This project will include presentations and critical analysis from peers and instructors.</p>
<p>Course Justification: Developing social and emotional skill sets coupled with academic functioning is key toward developing the whole student. Teachers must have a strong awareness of specific theories, methods, and strategies that foster self-regulation, working within a community, and academic achievement. Each course within this sequence will highlight the equity gaps that exist and require alternative teacher certification candidates to develop a teaching and learning platform to address the phenomena.</p>	

<p style="text-align: center;">ESL</p>	
<p style="text-align: center;">Course Title</p>	<p style="text-align: center;">Course Description</p>
<p>.05 Credit(s) - Mathematics and ESL: Native Language Transition to English Language: Reading, Writing, and Speaking</p> <p>.05 Credit(s) – Culturally Relevant Content toward ESL Proficiency</p>	<p>The participants investigate using the “universal language (mathematics)” with ESL students toward reading, writing, and speaking “exposure.”</p>
<p>1.0 Credit(s) - Mathematics and ESL: Analysis of Research and Trends</p>	<p>Students dive deep into research that identifies best practices for the instruction of mathematics to ESL students.</p>
<p>.05 Credit(s) - Mathematics Practicum V: Teaching Methods for Increasing ESL Reading, Writing, and Speaking</p> <p>.05 Credit(s) – Racial Healing & Racial Equity Pedagogy as a Tool for ESL Instruction</p>	<p>Students must demonstrate an understanding of methods based on research and complete a teaching experience that documents trends investigated for ESL students.</p>
<p>Course Justification: Each course in this sequence builds toward demonstration of teacher</p>	

behaviors that connect ESL students with achievement regarding reading, writing, and speaking. The alternative certification candidates will have real-life learning opportunities to connect transition skill development with ESL research, and work collaboratively with current ESL adult students.

Curriculum and Instruction	
Course Title	Course Description
<p>.05 Credit(s) - Mathematics, Concepts of Teaching and Learning</p> <p>.05 Credit(s) – Methods of Mathematical Teaching through Racial Healing & Racial Equity</p>	<p>Students will develop a deep knowledge of mathematical instruction re: scope and sequence of various secondary grade levels, national curricular trends, national mathematical outcome data, and will develop perspective and understanding of effective global mathematical instruction verses American instructional outcomes.</p>
<p>.05 Credit(s) - Mathematics Connections: Standards, Planning, and Practice</p> <p>.05 Credit(s) – Nevada Mathematical Standards Group Project</p>	<p>Participants will be immersed in projects deliberate about comparing standards across the nation and globally; investigate effective lesson planning mechanics and techniques, and apply acquired knowledge to real-life teaching demonstrations.</p>
<p>1.0 Credit(s) - Mathematics Practicum I: Teaching and Learning</p>	<p>Students must demonstrate effective planning and instruction through the creation of a short film of their experiences.</p>
<p>Course Justification: All teacher alternative certification candidates will understand the importance of an evidence-based curriculum and strong ability to create teaching and learning conditions that benefit each student is required to close the achievement gaps and accelerate all students. Further, all candidates must demonstrate the ability to read data, organize, plan and collaborate, instruct, and measure effectiveness. This course sequence is designed to create a deep understanding of existing curriculum associated with academic content and service delivery models that have proven effective.</p>	

Assessment	
Course Title	Course Description
<p>.05 Credit(s) - Mathematics and Fundamentals of Classroom Assessment</p> <p>.05 Credit(s) – Racial Healing & Racial Equity Investigation of Assessments</p>	<p>Participants investigate the fundamentals of classroom assessment through mathematical instruction. This course is designed to build on established content from Mathematics, Concepts of Teaching and Learning (Curriculum & Instruction).</p>
<p>.05 Credit(s) - Mathematics Connections: Standards, Planning, Practice, and Assessment</p> <p>.05 Credit(s) – Authenticated Assessments: Racial Healing & Racial Equity</p>	<p>Participants develop clear connections with assessment as a function of planning, practice, and assessment. This course is designed to build on established content from Mathematics Connections: Standards, Planning, and Practice (Curriculum & Instruction).</p>
<p>1.0 Credit(s) - Mathematics Practicum II: Culture Conscious Teaching, Learning, and Assessment</p>	<p>Students will investigate the concept of culturally conscious teaching and incorporate into their demonstration of planning, instruction, and assessment through a Part II of the small film project from Mathematics Practicum I: Teaching & Learning (Curriculum & Instruction).</p>
<p>Course Justification: Each course in this sequence offers a deep dive into analyzing data toward reinforcing the learning environment with interventions. The alternative certification candidates will develop an understanding of how to connect standards with planning, instruction, and measurement using various forms of assessment. The culminating requirement for this course sequence will be an assessment presentation based on the highlighted academic content area.</p>	

Special Education	
Course Title	Course Description
<p>.05 Credit(s) - Special Education History and Law</p> <p>.05 Credit(s) – Racial Healing & Racial Equity: Inequities and Profiles of SPED Students</p>	<p>Students investigate the history and law of special education by creating an investigative timeline highlighting the wider-implications of Special Education law, policy, and practice in school districts.</p>
<p>.05 Credit(s) - Mathematics and Special Education: Analysis of IEP</p> <p>.05 Credit(s) – Racial Healing & Racial Equity Imbedded in IEP Development</p>	<p>Students connect the content from Curriculum & Instruction and Assessment with a deep dive into the IEP with emphasis on the Mathematics section.</p>
<p>1.0 Credit(s) - Mathematics Practicum III: Teaching and Learning through the IEP</p>	<p>Students must demonstrate ability to instruct based on an IEP (Mathematical Focus).</p>
<p>Course Justification: Special education is overrepresented by students identifying as Black and Latino. Specifically, emotional and learning disabilities are categories that effective teachers must have a deep understanding of how to apply specific methodologies that align to IEP goal and objectives.</p>	

**Outlook University Independent School Network (OUISN)
Alternative Route to Licensure Program (ARL)**

Biological Science Teacher Requirements

Course Scope and Sequence Course Scope and Sequence (18 Credits / 1 Credit per Course) 270 Hours Per Certification Area	
Classroom Management	3 - Courses
ESL	3 - Courses
Curriculum & Instruction	3 - Courses
Assessment	3 - Courses
Special Education	3 - Courses
Methods & Materials	3 - Courses
<p>How the Nevada Academic Content Standard will be addressed.....</p> <ul style="list-style-type: none"> ● Summer Orientation ● Participants will begin a “Standards Portfolio” that will be part of the final “Capstone Project / Portfolio Defense” ● The “Standards” portion of the Capstone will grow within the first two courses of each segment and presented within the last course of each segment; the Practicum. ● The “Standards” review intensifies during the “Curriculum” and “Assessment” segments of the alternative certification scope and sequence. 	

Classroom Management	
Course Title	Course Description
0.5 Credit(s) - Biological Science and Fundamentals of Classroom Management /	This course examines the use of core biological science concepts to support a

<p>Nevada Biology Standards Portfolio Component</p> <p>0.5 Credit(s) – Culturally Relevant Connections in Biological Sciences / Racial Healing & Racial Equity Framework</p>	<p>structured classroom contingency system. Students learn to couple classroom management concepts with biological science tools with an expected outcome of student self-regulation.</p>
<p>0.5 Credit(s) - Biological Science and The Psychology of Student Self-Regulation / Nevada Biology Standards Portfolio Component</p> <p>0.5 Credit(s) – Psychosocial Connections Biological Science as a Tool / Racial Healing & Racial Equity Framework</p>	<p>Participants in this course dive deep into the concept of student self-regulation and examination of mind state. Students will develop biological science focused classroom activities that challenge and support student behavior thresholds.</p>
<p>1.0 Credit(s) - Biological Science, Classroom Climate and Culture: Celebrating Individual Differences and Analysis of Classroom Management Systems through biological science</p>	<p>Students design a classroom management system based on analysis of evidence-based approaches. This project will include presentations and critical analysis from peers and instructors.</p>
<p>Course Justification: Developing social and emotional skill sets coupled with academic functioning is key toward developing the whole student. Teachers must have a strong awareness of specific theories, methods, and strategies that foster self-regulation, working within a community, and academic achievement. Each course within this sequence will highlight the equity gaps that exist and require alternative teacher certification candidates to develop a teaching and learning platform to address the phenomena.</p>	

ESL	
Course Title	Course Description
<p>0.5 Credit(s) - Biological Science and ESL: Native Language Transition to English Language: Reading, Writing, and Speaking / Standards and Portfolio</p> <p>0.5 Credit(s) – Culturally Relevant Content toward ESL Proficiency / Racial Healing &</p>	<p>The participants investigate using the “universal phenomenon (biological science connections around the world)” with ESL students toward reading, writing, and speaking “exposure.”</p>

Racial Equity Framework	
1.0 Credit(s) - Biological Science and ESL: Analysis of Research and Trends / Racial Healing and Racial Equity Framework	Students dive deep into research that identifies best practices for the instruction of biological science to ESL students.
1.0 Credit(s) - Biological Science Practicum V: Teaching Methods for Increasing ESL Reading, Writing, and Speaking	Students must demonstrate an understanding of methods based on research and complete a teaching experience that documents trends investigated for ESL students.
<p>Course Justification: Each course in this sequence builds toward demonstration of teacher behaviors that connect ESL students with achievement regarding reading, writing, and speaking. The alternative certification candidates will have real-life learning opportunities to connect transition skill development with ESL research, and work collaboratively with current ESL adult students.</p>	

Curriculum and Instruction	
Course Title	Course Description
0.5 Credit(s) - Biological Science, Concepts of Teaching and Learning / Standards Portfolio Component	Students will develop a deep knowledge of mathematical instruction re: scope and sequence of various secondary grade levels, national curricular trends, national mathematical outcome data, and will develop perspective and understanding of effective global mathematical instruction verses American instructional outcomes.
0.5 Credit(s) – Methods of Teaching Biological Science through Racial Healing and Racial Equity	
0.5 Credit(s) - Biological Science Connections: Standards, Planning, and Practice	Participants will be immersed in projects deliberate about comparing standards across the nation and globally; investigate effective lesson planning mechanics and techniques, and apply acquired knowledge to real-life teaching demonstrations.
0.5 Credit(s) – Nevada Biology Standards / Racial Healing and Racial Equity Project	
1.0 Credit(s) - Biological Science Practicum I: Teaching and Learning	Students must demonstrate effective planning and instruction through the creation of a short film of their experiences.

Course Justification: All teacher alternative certification candidates will understand the importance of an evidence-based curriculum and strong ability to create teaching and learning conditions that benefit each student is required to close the achievement gaps and accelerate all students. Further, all candidates must demonstrate the ability to read data, organize, plan and collaborate, instruct, and measure effectiveness. This course sequence is designed to create a deep understanding of existing curriculum associated with academic content and service delivery models that have proven effective.

Assessment	
Course Title	Course Description
<p>0.5 Credit(s) - Biological Science and Fundamentals of Classroom Assessment / Standards Portfolio Component</p> <p>0.5 Credit(s) – Racial Healing and Racial Equity: Investigation of Assessments</p>	<p>Participants investigate the fundamentals of classroom assessment through biological science instruction. This course is designed to build on established content from Biological Science, Concepts of Teaching and Learning (Curriculum & Instruction).</p>
<p>0.5 Credit(s) - Biological Science Connections: Standards, Planning, Practice, and Assessment / Standards Portfolio Component</p> <p>0.5 Credit(s) – Authenticated Assessment: Racial Healing and Racial Equity</p>	<p>Participants develop clear connections with assessment as a function of planning, practice, and assessment. This course is designed to build on established content from Biological Science Connections: Standards, Planning, and Practice (Curriculum & Instruction).</p>
<p>1.0 Credit(s) - Biological Science Practicum II: Culture Conscious Teaching, Learning, and Assessment</p>	<p>Students will investigate the concept of culturally conscious teaching and incorporate into their demonstration of planning, instruction, and assessment through a Part II of the small film project from Biological Science Practicum I: Teaching & Learning (Curriculum & Instruction).</p>

Course Justification: Each course in this sequence offers a deep dive into analyzing data toward reinforcing the learning environment with interventions. The alternative certification candidates will develop an understanding of how to connect standards with planning, instruction, and measurement using various forms of assessment. The culminating requirement for this course sequence will be an assessment presentation based on the highlighted academic content area.

Special Education	
Course Title	Course Description
0.5 Credit(s) - Special Education History and Law / Standards Portfolio Component 0.5 Credit(s) – Racial Healing and Racial Equity: Inequities and Profiles of SPED Students	Students investigate the history and law of special education by creating an investigative timeline highlighting the wider-implications of Special Education law, policy, and practice in school districts.
0.5 Credit(s) - Biological Science and Special Education: Analysis of IEP / Standards Portfolio Component 0.5 Credit(s) – Racial Healing and Racial Equity Imbedded in IEP Development	Students connect the content from Curriculum & Instruction and Assessment with a deep dive into the IEP with emphasis on the Science (Biological Science goals, objectives, objective criteria) section.
1.0 Credit(s) - Biological Science Practicum III: Teaching and Learning through the IEP	Students must demonstrate ability to instruct based on an IEP (Biological Science Focus).

Course Justification: Special education is overrepresented by students identifying as Black and Latino. Specifically, emotional and learning disabilities are categories that effective teachers must have a deep understanding of how to apply specific methodologies that align to IEP goal and objectives.

**Outlook University Independent School Network (OUISN)
Alternative Route to Licensure Program (ARL)
ESL**

Course Scope and Sequence Course Scope and Sequence (18 Credits / 1 Credit per Course) 270 Hours Per Certification Area	
Classroom Management	3 - Courses
ESL	3 - Courses
Curriculum & Instruction	3 - Courses
Assessment	3 - Courses
Special Education	3 - Courses
Methods & Materials	3 - Courses

Classroom Management

Course Title	Course Description
0.5 Credit(s) - Fundamentals of Classroom Management / ESL Standards Portfolio Component 0.5 Credit(s) – Culturally Relevant Content: Conversations about the context of ESL / Racial Healing and Racial Equity Pedagogy	Participants learn to strategically create an interactive environment focused on conversations that mirror the genres of writing (Narrative, Expository, Descriptive, and Informative) as a classroom management platform.
0.5 Credit(s) - The Psychology of Student Self-Regulation 0.5 Credit(s) – Racial Healing and Racial Equity: International Perspective	ARL participants dive deep into the psychological effects of ESL students based on language barriers and resiliency.
1.0 Credit(s) - Classroom Climate and Culture: Celebrating Individual Differences and Analysis of Classroom Management Systems	Students share classroom management strategies based on conversations and strategic alignment to the American culture of spoken language.

ESL	
Course Title	Course Description
1.0 Credit(s) ESL: Native Language Transition to English Language: Reading, Writing, and Speaking	ARL participants build on experience with the genres of writing to connect the fundamentals of Reading, Writing, and Speaking
0.5 Credit(s) ESL: Analysis of Research and Trends 0.5 Credit(s) ESL: Racial Healing and Racial Equity: International Perspective	Participants take a deep dive into the timeline of formal research and teaching and learning trends in ESL.
1.0 Credit(s) Practicum V: Teaching Methods for Increasing ESL Reading, Writing, and Speaking	Candidates are partnered with ESL students at the participating HBCU; Communication Circles

Curriculum and Instruction	
Course Title	Course Description
0.5 Credit(s) - Concepts of Teaching and Learning / Standards Portfolio Component 0.5 Credit(s) – Racial Healing and Racial Equity: Investigation of International Methods of ESL Instruction I	ARL participants develop specific teaching and learning concepts into demonstrations based on the researched continuum of trends in ESL: Analysis of Research Trends.
0.5 Credit(s) - Connections: Standards, Planning, and Practice 0.5 Credit(s) – Racial Healing and Racial Equity: Investigation of International Methods of ESL Instruction II	The participants take a deep dive into ESL standards and lesson plan development
1.0 Credit(s) - Practicum I: Teaching and Learning	Teaching Circles; group and individual submission of a videoed lesson demonstrating a teaching session based on a lesson plan.

Assessment	
Course Title	Course Description
0.5 Credit(s) - Fundamentals of Classroom Assessment 0.5 Credit(s) – Racial Healing and Racial Equity: International Perspective of Assessment	Participants learn the foundations of assessment as it relates to ESL student’s
0.5 Credit(s) - Connections: Standards, Planning, Practice, and Assessment 0.5 Credit(s) – Authenticated Assessments: Racial Healing and Racial Equity	ARL candidates dive deep into examination and alignment of ESL standards to lesson planning. Using the “Teaching Circles” concept participants will be required to create teaching and learning projects that identify the continuum of standards-to-planning-to assessment.

1.0 Credit(s) Practicum II: Culture Conscious Teaching, Learning, and Assessment	Teaching Circles; group and individual submission of a videoed lesson demonstrating a teaching session based on a lesson plan.

Special Education	
Course Title	Course Description
1.0 Credit(s) - Special Education History and Law	ARL participants investigate the ESL law and history and history of special education for ESL students, then the wider-implications for ESL students today both academic and social
1.0 Special Education: Analysis of IEP	Participants in this course learn the process of referral, testing, placement meetings, and development of the IEP; participants write and critique IEPs focused on ESL
1.0 Practicum III: Teaching and Learning through the IEP	Teaching Circles; group and individual submission of a videoed lesson demonstrating a teaching session based on a lesson plan.

**Outlook University Independent School Network (OUISN)
Alternative Route to Licensure Program (ARL)
Special Education**

Course Scope and Sequence	
Course Scope and Sequence (18 Credits / 1 Credit per Course)	
270 Hours Per Certification Area	
Classroom Management	3 - Courses
ESL	3 - Courses
Curriculum & Instruction	3 - Courses
Assessment	3 - Courses
Special Education	3 - Courses
Methods & Materials	3 - Courses

Classroom Management

Course Title	Course Description
0.5 Credit(s) - Fundamentals of Classroom Management / Standards Portfolio Component 0.5 Credit(s) – Racial Healing & Racial Equity: SPED Inequities	ARL participants learn the fundamentals of classroom management special education populations.
0.5 Credit(s) - The Psychology of Student Self-Regulation / Standards Portfolio Component 0.5 Credit(s) – Racial Healing & Racial Equity: Profiles of SPED Students	Candidates investigate concepts and theories of self-regulation before developing their own framework.
1.0 Credit(s) - Classroom Climate and Culture: Celebrating Individual Differences and Analysis of Classroom Management Systems	Candidates are immersed in group work that analyzes ways classroom management systems set the tone for classroom climate and culture; Group and Individual project Teaching Circles; group and individual submission of a videoed lesson demonstrating a teaching session based on a lesson plan.

Special Education Populations and ESL Inclusion	
Course Title	Course Description
1.0 Credit(s) - Special Education and ESL Inclusion: Native Language Transition to English Language: Reading, Writing, and Speaking	Effective Reading, Writing, and Speaking teaching and learning in special education inclusive of ESL students
1.0 Credit(s) - Special Education and ESL Inclusion: Analysis of Research and Trends	Participants take a deep dive into the timeline of formal research and teaching and learning
1.0 Credit(s) - Practicum V: Teaching Methods for Increasing ESL Reading, Writing, and Speaking	Candidates are partnered with special education students from the participating districts; Communication Circles

Curriculum and Instruction	
Course Title	Course Description
0.5 Credit(s) - Concepts of Teaching and Learning / SPED Standards Portfolio Component 0.5 Credit(s) – Racial Healing & Racial Equity: How Learning Occurs I	How to use the IEP as living document for student goal setting and assessment criteria using a format that unifies classroom students despite individual differences
0.5 Credit(s) - Connections: Standards, Planning, and Practice / SPED Standards Portfolio Component 0.5 Credit(s) – M.A.K.E. Learning Unified Teaching & Learning Methodology for SPED I	Understanding how to use content standards in planning instruction for special education students; group and individual projects
1.0 Credit(s) - Practicum I: Teaching and Learning	Teaching Circles; group and individual submission of a videoed lesson demonstrating a teaching session based on a lesson plan.

Assessment	
Course Title	Course Description
0.5 Credit(s) - Fundamentals of Classroom Assessment / SPED Standards Portfolio Component 0.5 Credit(s) – Racial Healing & Racial Equity: How Learning Occurs II	ARL participants investigate traditional and nontraditional ways to assess students in special education
0.5 Credit(s) - Connections: Standards, Planning, Practice, and Assessment / SPED Standards Portfolio Component 0.5 Credit(s) - M.A.K.E. Learning Unified Teaching & Learning Methodology for SPED II	ARL candidates dive deep into examination and alignment of special education law / standards toward lesson planning. Using the “Teaching Circles” concept participants will be required to create teaching and learning projects that identify the continuum of standards-to-planning-to assessment.
1.0 Credit(s) - Practicum II: Culture Conscious	Teaching Circles; group and individual

Teaching, Learning, and Assessment	submission of a videoed lesson demonstrating a teaching session based on a lesson plan that demonstrates cultural awareness and aligned assessments.

Special Education	
Course Title	Course Description
0.5 Credit(s) - Special Education History and Law / SPED Standards Portfolio Component 0.5 Racial Healing & Racial Equity: Community Experience – Teacher Panels	ARL candidates create a timeline of history and law and formulate a professional disposition for presentation.
0.5 Credit(s) - Special Education: Analysis of IEP / SPED Standards Portfolio Component 0.5 Credit(s) – Racial Healing & Racial Equity: Community Experience – Tutoring & Student Voice	Candidates dissect the IEP and engage in strategic practice writing it's various components

1.0 Credit(s) - Practicum III: Teaching and Learning through the IEP	Teaching Circles; group and individual submission of a videoed lesson demonstrating a teaching session based on a lesson plan.
---	--

2. A detailed description of the application, screening, and selection process for candidates. This should include minimum qualifications the participants must meet before starting the program. The appendix must include a copy of all forms that will be used in this process.

**Outlook University Independent School Network (OUISN)
Alternative Route Licensure Program (ARL)**

Application, Screening, and Selection Process for Candidates

Application

Candidates are required to complete the following:

- Online Application

- Online video submission
- Online Writing Sample
- Online Letter of Interest
- Resume mailed to Outlook University
- Transcripts mailed to Outlook University
- [Tab \(W\)](#) - Screening Protocol Information
- [Tab \(V1\)](#) – ARL Summer Orientation Certificate
- [Tab \(V2\)](#) – ARL Program Completion Certificate

Screening

A Screening Team will review the online applications and online video submissions using an authenticated rubric aligned to the application questions. Afterward, selected second round candidates will be invited to a final video interview with the Screening Team. The third round candidates will be invited to Outlook University for a site visit, comment determination meeting, and human resource paperwork signing.

Candidate Selection

The candidate pool for this alternative certification program focuses on individuals with engineering and medical backgrounds; however, any degreed professional interested in teaching yet willing to master either mathematics or biological sciences pathways to teaching are welcome to apply. This program also targets individuals from various backgrounds to become Special Education and / or ESL teacher certification candidates.

The minimum requirements that must be met by all selected candidates include the following:

- Bachelors' of Science Degree in Nursing, Biological Sciences, Sciences
- Bachelors' of Science Degree in Engineering, Mathematics
- Bachelors' of Science Degree from an accredited college or university
- Successful passing score on the Praxis I
- Background Check
- Tuition Commitment
- Secured Housing

A. Meeting the School-based Experience

Outlook University will meet the school-based experience requirement mandated by Nevada legislation and detailed in Code. (NAC 391.0575 and NAC 391.0577)

All alternative teacher certification candidates must complete at minimum a two year experience which will include certification coursework and two years of successful teaching and passing of the content area Praxis exam. Two successful years of teaching is defined as completing an assigned schedule of teaching that meets or exceeds the 180 day traditional teacher schedule in the State of Nevada. As identified in Nevada Code (NAC 391.0575 and NAC 391.0577) candidates will have up to 3 years to move through the initial period; however, OUISN ARL candidates will be encouraged to finish with their original 2 Year Cohort.

ARL Proposed Partnership Placement Districts

A memorandum of agreement between Clark County School District and the State Public Charter School Authority has been developed and will be submitted as a function of Nevada Department of Education's approval of the Outlook University ARL Application. OUISN will offer summer programming for all Title I students using unique small learning environments to the surrounding school districts through Memorandum of Agreement (MOA).

The Alternative teacher certification program offers a 2 Year, 3 Year, 5 Year opportunity option (note: choosing to obtain teacher certification on a 3 Year plan is not an option). The three year option includes a Master's Degree and work toward administrative licensure. The administrative license work comes to completion moving into the end of year four. The year six option includes a Doctorate.

B. Monitoring and Evaluation Framework

Monitoring will occur on an individual schedule, group schedule, and stakeholder schedule. Each individual candidate will receive coaching and monitoring on a daily / monthly personalized level based on real-time needs. Group monitoring will be characterized by a defined schedule of classroom-based deliverables, teaching and learning presentations, and OUISN community engagement events. Each ARL candidate will also complete a stakeholder monitoring session inclusive of the cooperating HBCUs, and local and national OUISN Board Members.

The evaluation process represents a continuum of expectations. The indicators from the NEPF will be used as evaluation points on a series of Likert Scales. Each individual monitoring session will be accompanied by an aligned Likert Scale highlighting evaluation points. Each participant will receive a formal quarterly Likert Scale evaluation and narrative based on the quarterly monitoring schedule.

Coaching

Teacher coaching will be used as a continuous resource for all participants. Three full time coaches / instructors will be assigned to ARL candidates who will be grouped. Therefore, coaching will occur individually to focus on strengths and areas of growth, and as an intense intervention for struggling candidates.

OUISN ARL participants will be monitored and evaluated based on individual, group, and community professional performance. The following framework details the areas of evaluation and associated months:

Outlook University Monitoring and Evaluation Summary

Daily / Monthly Individual Monitoring Schedule

July	August	September	October
Lesson Plans Class Data Review (start-up)	Lesson Plans Class Data Review Summer Orientation Review: Seamless Transition into Classrooms (start-up)	Classroom Climate & Culture Lesson Plans Class Data Review (start-up)	Classroom Climate & Culture Lesson Plans Class Data Review
November	December	January	March
Classroom Climate & Culture Lesson Plans	Classroom Climate & Culture Lesson Plans	Classroom Climate & Culture Lesson Plans	Classroom Climate & Culture Lesson Plans

Class Data Review	Class Data Review	Class Data Review	Class Data Review
April	May	June	
Classroom Climate & Culture Lesson Plans Class Data Review	Classroom Climate & Culture Lesson Plans Class Data Review (end-year)	Classroom Climate & Culture Lesson Plans Class Data Review	

Monthly / Quarterly Group Monitoring Schedule

Instructional Practice		
July	August	September
<p>Standard 1: New Learning is Connected to Prior Learning and Experience</p> <p>Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners</p> <p>Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies</p> <p>Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</p> <p>Standard 5: Assessment is Integrated into Instruction</p>	<p>Standard 1: New Learning is Connected to Prior Learning and Experience</p> <p>Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners</p> <p>Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies</p> <p>Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</p> <p>Standard 5: Assessment is Integrated into Instruction</p>	<p>Standard 1: New Learning is Connected to Prior Learning and Experience</p> <p>Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners</p> <p>Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies</p> <p>Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</p> <p>Standard 5: Assessment is Integrated into Instruction</p>

--	--	--

Instructional Practice / Student Performance		
October	November	December
Standard 1: Creating and sustaining a focus on learning	Standard 1: Creating and sustaining a focus on learning	Standard 1: Creating and sustaining a focus on learning
Standard 2: Creating and sustaining a culture of continuous improvement	Standard 2: Creating and sustaining a culture of continuous improvement	Standard 2: Creating and sustaining a culture of continuous improvement
Standard 3: Creating and sustaining productive relationships	Standard 3: Creating and sustaining productive relationships	Standard 3: Creating and sustaining productive relationships
Standard 4: Creating and sustaining structures	Standard 4: Creating and sustaining structures	Standard 4: Creating and sustaining structures

Instructional Practice / Student Performance		
January	February	March
Standard 1: Creating and sustaining a focus on learning	Standard 1: Creating and sustaining a focus on learning	Standard 1: Creating and sustaining a focus on learning
Standard 2: Creating and sustaining a culture of continuous improvement	Standard 2: Creating and sustaining a culture of continuous improvement	Standard 2: Creating and sustaining a culture of continuous improvement
Standard 3: Creating and sustaining productive relationships	Standard 3: Creating and sustaining productive relationships	Standard 3: Creating and sustaining productive relationships

Standard 4: Creating and sustaining structures	Standard 4: Creating and sustaining structures	Standard 4: Creating and sustaining structures
---	---	---

Professional Responsibilities Instructional Practice / Student Performance		
April	May	June
Standard 1: Commitment to the School Community	Standard 1: Commitment to the School Community	Standard 1: Commitment to the School Community
Standard 2: Reflection on Professional Growth and Practice	Standard 2: Reflection on Professional Growth and Practice	Standard 2: Reflection on Professional Growth and Practice
Standard 3: Professional Obligations	Standard 3: Professional Obligations	Standard 3: Professional Obligations
Standard 4: Family Engagement	Standard 4: Family Engagement	Standard 4: Family Engagement
Standard 5: Student Perception	Standard 5: Student Perception	Standard 5: Student Perception

C. How the School-Based Experience Promotes Educator Effectiveness

The OUISN School-Based Experience will allow all participants to:

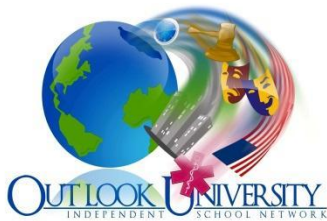
- Gain experience with a unified teaching and learning methodology
- Obtain hands-on real-life experience planning with a strategic focus (Mathematics, Biological Sciences, Special Education, ESL) using a curricular theme (engineering, medicine, social justice)
- Directly investigate and align NEPF Standards and indicators to coaching, monitoring, and evaluation of ARL candidates teaching and learning instructor development
- Group and Coaching support highlighting strengths and areas of growth within the actual learning environment
- Gain experience using theme-based small learning environments to deliver content area material

- Gain experience using a Racial Healing and Racial Equity platform to promote strong culture and context for individual differences

For a detailed description of all testing, courses/professional development/in-service, and school-based experiences that must be met prior to eligibility for initial Conditional/ARL licensure, see OUISN ARL Summer Cohort: Contingency for an Initial Conditional ARL License (following this page and submitted within the Program Design section of the application).

- See [Tab V1](#), (OUISN Summer Completion Certificate) for a copy of the verification form.
- See [Attachment V2](#), (OUISN Completion Certificate) for a certificate that will be provided to the Office of Educator Licensure to confirm successful completion of OUISN Summer and School Based trainings.

Contingency for an initial conditional OUISN ARL License



OUISN ARL Summer Orientation

- Standards Camp
- Racial Healing and Racial Equity Training
- M.A.K.E. Learning Teaching Methodology
- Praxis Training and Testing Continuum
- Family Engagement, Student Success, and Community Service
- The Moral Imperative of Self-regulation: Behavior Management

OUISN ARL Summer Orientation	
<p>Standards Camp</p> <p><i>(Professional Development)</i></p> <p>Week One (June)</p>	<p>Candidates will dive deep into standard specific pedagogy, analysis of Nevada Academic Standards, and demonstration of systems through Cohort groupings, strategic alignment activities to NEPF and participation with a community event to promote community understanding of the Academic Standards.</p>
<p>Racial Healing and Racial Equity Training</p> <p><i>(Professional Development / On-going Course)</i></p> <p>Week Two (June)</p>	<p>ARL Candidates will receive intense training during the OUISN Summer Orientation.</p> <p>Racial Healing and Racial Equity are imbedded concepts that mirror the academic curriculum. OUISN ARL Candidates learn to move themselves, students, and families thru a continuum of personal growth. Students become “Racial Healing and Racial Equity Ambassadors” for the community. Equipped with deep understanding of classroom academic content coupled with an equity lens for healing “plants-the-seeds” for young professionals with an efficacy for diversity.</p> <p>This is an ongoing course that couples with the main course categories and is designed to immerse OUISN ARL candidates in on-going activities specific toward “Racial Healing and Racial Equity.” Students will receive 1 credit per category (Classroom Management, ESL, Curriculum & Instruction, Assessment, Special Education, and Methods & Materials) resulting in 5 credits.</p>
<p>M.A.K.E. Learning Teaching Methodology</p> <p><i>(Professional Development)</i></p> <p>Week Three (June)</p>	<p>The M.A.K.E. Learning Teaching Methodology is designed to couple the attributes of project-based learning and direct instruction using instructional categories (Do-to-Know, If/Then, and Investigation / Research). This teaching and learning methodology is adopted by Outlook University.</p>

<p>Praxis Training and Testing Continuum</p> <p><i>(In-service)</i></p> <p>April (online) May (online)</p>	<p>All OUISN ARL Candidates receive information on readiness for the Praxis I and Praxis II (aligned to certification area). Participants are involved in real-life testing using Praxis tools and resources to sharpen their focus on expected content. A series of content focused seminars are offered for ARL candidates to matriculate through. After the Summer Orientation Praxis in-service, readiness activities will be incorporated into the scope and sequence of certification courses.</p>
<p>Family Engagement, Student Success, and Community Service</p> <p><i>(Professional Development / On-going Course)</i></p> <p>Week Four (June)</p>	<p>ARL Candidates will receive intense training during the OUISN Summer Orientation.</p> <p>This is an ongoing course that couples with the main course categories and is designed to immerse OUISN ARL candidates in on-going engagement activities. Students will receive 1 credit per category (Classroom Management, ESL, Curriculum & Instruction, Assessment, Special Education, and Methods & Materials) resulting in 5 credits.</p>
<p>The Moral Imperative of Self-regulation: Behavior Management</p> <p><i>(Professional Development)</i></p> <p>Week Three (June)</p>	<p>This professional development session is prerequisite for the scope and sequence of Behavior Management Courses. Students will examine the concepts of self-regulation, socio emotional disorder, trauma, and current trends associated.</p>

VI. Program Timeframe

VI. Program Timeframe / In accordance with Nevada legislation, the program design must be accomplished within three years or less, but may be completed in two years. Provide a timeframe for the program(s) and address all key components, i.e. selection, start/finish, and evaluation dates. If the program is designed on an open entry/open exit model, give a detailed description of the program sequence each participant will be required to follow.

**Outlook University Independent School Network (OUISN)
Alternative Route to Licensure (ARL)**

OUISN ARL Program Timeframe

The OUISN ARL Program Timeframe is designed to offer ongoing coaching and evaluative supports while deepening the continuum of documented teaching and learning instructor growth through a “Portfolio” ([OUISN Portfolio Description](#)). The [Portfolio Transcript](#) creates a running record of course performance. This ongoing document creates transparency regarding participant readiness to receive a Nevada Teaching Certification and the OUISN ARL Program effectiveness.

As a function of completing the State of Nevada Alternative Route to Licensure Provider Application the following timeline is presented:

Cohort Model Annual Timeline		
2 - Year Program Cohort	Teacher Certification	Nevada State Licensure Requirements
3 - Year Program (Outside-of-Cohort)	Teacher Certification with Intensive Coaching	Nevada State Licensure Requirements
3 - Year Program Cohort	Master’s Degree	Outlook University
4 – Year Program Cohort (Outlook University Specialist in Equity Measurements in Education Certification)	Specialist Certification	Outlook University in partnership with HBCU collaborators
5 – Year Program Cohort (Executive Ph.D. in Equity Measurements in Education)	Ph.D. Equity Measurements in Education	Outlook University in partnership with HBCU collaborators

The OUISN ARL selection process ends with a cohort of ARL candidates that must adhere to the following contingencies and timelines:

2 Year Program

Cohort One

April 2020	May 2020	June 2020
Online Coursework - Portfolio Development	Online Coursework - Portfolio Development	Campus Coursework - Portfolio Development

– Part I	– Part I	– Part I - Service Learning
July 2020	August 2020	September 2020
<ul style="list-style-type: none"> - Portfolio Development – Part I - Service Learning - Summer School - OUISN Tutoring & Mentoring - Portfolio Presentations (Summer) - Summer Orientation Ceremony / Graduation 	<p>Cohort Applications to Nevada Department of Education</p> <ul style="list-style-type: none"> - Candidates “not” meeting the expectations of OUISN Summer Orientation can apply for “substitute teacher status” until OUISN requirements are met to endorse an NDE ARL Conditional License <p>OUISN Coaching & Evaluation Formal Class Convening Portfolio Part II</p>	<p>Classroom Tuning Protocol OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part II</p>
October 2020	November 2020	December 2020
OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part II	OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part II	Classroom Tuning Protocol OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part II

2 Year Program

Cohort One

January 2021	February 2021	March 2021
Advisory and Evaluative Consultation OUISN Coaching & Evaluation	OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part	OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part

Formal Class Convening Portfolio Development – Part III	III	III
April 2021	May 2021	June 2021
OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part III	Advisory and Evaluative Consultation OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part III	Year One Portfolio Defense Formal Class Convening
July 2021	August 2021	

2 Year Program

Cohort One

April 2021	May 2021	June 2021
Online Coursework – Part I (New Cohort) - Portfolio Development	Online Coursework – Part I (New Cohort) - Portfolio Development	Campus Coursework – Part I (New Cohort) - Portfolio Development

- Part III	- Part III	- Part III - Service Learning – Part II
July 2021	August 2021	September 2021
<ul style="list-style-type: none"> - Portfolio Development – Part IV - Service Learning – Part II - Summer School - OUISN Tutoring & Mentoring 	<p>Cohort Applications to Nevada Department of Education</p> <ul style="list-style-type: none"> - Candidates “not” meeting the expectations of OUISN Summer Orientation can apply for “substitute teacher status” until OUISN requirements are met to endorse an NDE ARL Conditional License <p>OUISN Coaching & Evaluation Formal Class Convening Portfolio IV</p>	<p>Classroom Tuning Protocol – Part IV</p> <p>OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part II</p>
October 2021	November 2021	December 2021
OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part IV	OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part IV	Classroom Tuning Protocol – Part II OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part IV

January 2022	February 2022	March 2022
Advisory and Evaluative Consultation	OUISN Coaching & Evaluation Formal Class Convening	OUISN Coaching & Evaluation Formal Class Convening

OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part V	Portfolio Development – Part V	Portfolio Development – Part V
April 2022	May 2022	June 2022
OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part V	Advisory and Evaluative Consultation OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part V	Year One Portfolio Defense Formal Class Convening OUISN Certification Ceremony / Graduation

3 Year Program

Cohort One / Intense Coaching and Evaluation

April 2022	May 2022	June 2022
Online Coursework - Portfolio Development	Online Coursework - Portfolio Development	Campus Coursework - Portfolio Development

– Part VI	– Part VI	– Part VI - Service Learning
July 2022	August 2022	September 2022
<ul style="list-style-type: none"> - Portfolio Development – Part VI - Service Learning – Part III - Summer School - OUISN Tutoring & Mentoring 	<p>Cohort Applications to Nevada Department of Education</p> <ul style="list-style-type: none"> - Candidates “not” meeting the expectations of OUISN Summer Orientation can apply for “substitute teacher status” until OUISN requirements are met to endorse an NDE ARL Conditional License <p>OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part VI</p>	<p>Classroom Tuning Protocol – Part III</p> <p>OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part VI</p>
October 2022	November 2022	December 2022
OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part VI	OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part VI	<p>Classroom Tuning Protocol</p> <p>OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part VI</p> <p>Portfolio Defense – Cohort One for Licensure</p>

January 2023	February 2023	March 2023
Advisory and Evaluative Consultation	OUISN Coaching & Evaluation Formal Class Convening	OUISN Coaching & Evaluation Formal Class Convening

OUISN Coaching & Evaluation Formal Class Convening Portfolio Development - Part VII	Portfolio Development – Part VII	Portfolio Development – Part VII
April 2023	May 2023	June 2023
OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part VII	Advisory and Evaluative Consultation OUISN Coaching & Evaluation Formal Class Convening Portfolio Development – Part VII	Formal Class Convening Portfolio Defense (Cohort One) *Unsatisfactory performance will result in non-licensure and exit from the OUISN AECP Program.

VII. Evaluation

Outlook University Independent School Network (OUISN) Alternative Education Certification Program (ARL)

Evaluation

Evaluation of Participants to Determine the Success or Failure of OUISN ARL

Evaluation of participants to determine the success or failure in the program components will be imbedded throughout the coursework continuum. Using both formal and evaluative assessments regarding classroom instructional methodology and summative in terms of determination of teacher capacity to inspire growth and achievement in students.

The ongoing Portfolio requirement is used to monitor ARL candidate performance aligned to the NEPF through theme-driven monthly calendar (see Application Number 3 / Detailed Description of how OUISN will meet the School-based Experience). ARL candidates have a Portfolio Defense at the end of Year One and Year Two. The last Year Two Portfolio Defense is the final determinant for OUISN ARL recommendation to the State of Nevada for candidate licensure. The Classroom Tuning Protocol and Coaching and Evaluative Conferences are used to monitor readiness and within classroom for effectiveness throughout the program. ARL Coursework performance and commitment to service learning are also points of OUISN ARL organizational monitoring and evaluation. All of the monitoring and evaluative tools are designed to track participants as they move through the OUISN ARL Program.

Tracking Participants as they move through the OUISN ARL

Each ARL candidate will be assigned to a small team within their Cohort and a Teacher Development Coach will track the progress of each individual on the small team. The team of OUISN Teacher Development Coaches will align tracking, coaching, and evaluation activities to the OUISN Monitoring and Evaluation Summary. The Coaching objective is to track individual candidate development and support within a small group dynamic. The Monthly / Quarterly Group Monitoring Schedule highlight the specific NEPF standards to be tracked and the monthly / quarterly theme (Instructional Practice and Student Performance). As a result the Portfolio becomes a centerpiece for demonstration of the OUISN ARL continuum and ongoing analyzation of this artifact platforms continuous organizational improvement.

Organizational Monitoring and Evaluation Breakdown

OUISN ARL Summer Orientation

- OUISN ARL will monitor its effectiveness based on 95 percent of all participants receiving all 6 credits required for Outlook University endorsement for Conditional Licensure to the State of Nevada Department of Education.
- Program effectiveness will be determined through ARL participant surveys
- Program effectiveness will be determined using feedback from cooperating school districts for placement of ARL participants (Coaching and Evaluative Conference)

Year One

- The effectiveness of Classroom Tuning Protocols will be determined using ARL participant surveys and student surveys
- Outside stakeholders participating with the Portfolio Defense will be interviewed to determine program effectiveness using portfolios as a tool for documenting participant growth and achievement.

Year Two

- The effectiveness of Classroom Tuning Protocols will be determined using ARL participant surveys and student surveys as a Year Two tool.
- Outside stakeholders participating with the Portfolio Defense will be interviewed to determine program effectiveness using portfolios as a tool for documenting participant growth and achievement as a Year Two tool.
- The number of participants receiving Nevada State Licensure after Year Two will be used to determine organization strategy.

Year Three

- The effectiveness of OUISN Teacher Development Coaching will be identified by Year Three participants.
- The effectiveness of the OUISN Portfolio will be assessed through interview with the Year Three participants.
- The quality of OUISN ARL Coursework will be assessed using participant surveys and random interviews at the end of each course regarding Year One, Year Two and Year Three candidates.

Program Evaluation

In fulfillment of the requirement to provide a detailed description of how OUISN ARL Program will collect and submit: 1) Number of persons who received a Nevada teaching license after completing the training offered by the provider; 2) Number of persons who received employment with a Nevada school district/charter school after completing the training offered by the provider; and 3) Overall effectiveness of the participants in the classroom as reflected by school district/charter performance evaluation.

An Annual Review of Accountability Report will use the identified areas of expectation in reporting to comprise the crux of the document to be submitted to the NDE. The number of persons who receive employment with a Nevada school district/charter school after completing the training offered by the provider will be presented in memo form within the OUISN ARL Annual Report of Accountability as well as the number of persons who received employment with a Nevada school district/charter school after completing the training offered by the provider. The overall effectiveness of the participants in the classroom as reflected by school district/charter school performance evaluation will be included using artifacts from the Portfolio (tracking, monitoring, coaching, and advisories). Included with these points of accountability the OUISN ARL Program will invite NDE staff to participate with individual portfolio defense sessions, include postsecondary partners and stakeholders to review and critique OUISN programming for ongoing organizational improvement.