CHALLENGE INEQUALITY
INSPIRE CREATIVITY
DRIVE
SOCIAL CHANGE

BE A
playmaker

MYINFINITEIMPACT.COM
We welcome the risk takers—the curious, the bold, the intellectuals and the activists. We welcome this diverse body of individuals to serve a diverse set of communities. We believe that there are different and better ways for children to learn and we know that sometimes the mold must be broken for things to improve.

So we forge ahead—we question, we evaluate, and we innovate. We have committed ourselves to advancing access to education, to fighting inequities, and to cultivating human potential. We seek those with the courage and determination to join this work.

At the University of Michigan School of Education, we are training the playmakers. We are training the innovators who will thrive on complex challenges and strive for social justice. Because whether our graduates pursue a career in teaching, go into public policy, or create a new field altogether, they will set the stage on which the future will take form.

ARE YOU A PLAYMAKER?

Bayane Alem
Secondary Teacher—Civics, U.S. History, English, and Health
Michigan Islamic Academy
Ann Arbor, Michigan
BA, EDUCATION—MAJOR IN HISTORY, MINOR IN HEALTH, WITH SECONDARY TEACHER CERTIFICATION, 2014

Bayane teaches at the same school that she attended from kindergarten through high school. As a student, she experienced the school as a caring place in which teachers and students really knew one another. As a teacher, she weaves together what she learned there with what she learned in the School of Education. She has committed herself to knowing her students, and to connecting with their experiences and aspirations in order to develop curriculum and instruction that speaks to who her students are today and who they might become tomorrow.

“At the School of Education we were constantly taught that students are always capable of achieving highly—that if we set high expectations and goals for our students then they will do well. We were also taught that the only way we can correctly challenge and set high expectations for our students is by first knowing whom we are teaching. We had multiple opportunities to talk to students about who they were, what they liked to do, what experiences shaped them, and who they want to be. These conversations helped prepare me to do the job I do today because they allowed me to experience the information I knew about my students and help me create a classroom culture and lessons that will enrich and enhance their learning.”
At the University of Michigan School of Education, we know that teaching is a profession that develops people. Teachers help young people have the confidence and the skills to tackle big problems. They help youth realize their vision and develop new aspirations. Teachers foster scientists, writers, and artists. They inspire politicians, activists, and health professionals. And, because the children of today are the adults of tomorrow, teachers are pivotal in shaping society.

Teachers grow the next generation of social change agents—those who will fight injustice, rebuild economies, strengthen democracy, cure cancer, and promote human rights. They play a critical role in shaping our future. By providing the opportunities for our young people to grow and learn, teachers can change our country and ultimately the world.

Listen to the media and you might believe that teaching is an occupation in decline. Portrayed as an admirable yet sentimental vocation, education is represented as a limited career path offering little opportunity for those looking to ascend the ladder of success.

We take a different view. From the very beginning, our program prepares students for this work. We place our students in classrooms where they learn to understand young people and are able to observe practicing professionals. They experience ways to contend with core challenges of teaching practice. In these environments, our students begin to develop specific ways of achieving success. They receive focused feedback from practicing teachers, university instructors, and their peers. Starting on day one, we prepare our students to be capable of developing young people, with the goal of achieving a more socially just, diverse, and productive society.

We create playmakers. Are you one?
Where do our graduates teach?

In the U.S. and beyond

8th among U.S. education schools

Teaching careers begin in the classroom and can extend elsewhere

Number 4 among elementary education programs

Repeatedly ranked Top 10 in the United States based on data reflected in U.S. News & World Report, March 2014

In Secondary Education

Other institutions are modeling their programs after the U-M.

Our Faculty

· Leading scholars on teaching and learning
· Experienced classroom teachers
· Experts on educational access and opportunity
· Skilled in government administration, policy, and educational systems around the world

Policy-Making

Philanthropy

Government

Entrepreneurship

Business

Youth Advocacy

Administration
**Did you know?**

<table>
<thead>
<tr>
<th>Impact of quality teaching</th>
<th>Scale of need</th>
</tr>
</thead>
</table>
| 1) Teachers matter. A lot. Students who have highly effective teachers three years in a row score as much as 50 percentile points higher on achievement tests than those who have ineffective teachers for three years in a row. | 1) Teaching is one of the largest occupations in the U.S. In 2012, there were 3.7 million elementary and secondary school teachers engaged in classroom instruction.

2) Teachers drive society. Seventy-two percent of Americans think that teachers make a big contribution to society's well-being, according to a 2013 Pew Research survey. This outpaces doctors, scientists, and engineers.

3) Teaching is one of the largest occupations in the U.S. In 2012, there were 3.7 million elementary and secondary school teachers engaged in classroom instruction.

4) Because of looming retirements, the U.S. will need between 2.3 million and 4.5 million new full-time public school teachers between 2009 and 2020. In the next five years alone, the nation will need 1.5 million teachers.

5) The average salary for public school teachers in 2011-12 was $56,643.

6) In 2010, the number of pupils per teacher in public school schools was 16.0.

**Teachers make a big contribution to society’s well-being.**

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**A CLINICAL, PRACTICE-BASED PROGRAM.**

Our teacher education program is built around real-world classroom experience. From the very beginning of your professional training, you and your peers will work in local schools alongside experienced practitioners. When you complete our program and begin independent practice as a teacher, you will have already spent extensive time working as a teacher.

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**CONTENT MATTERS.**

Teaching is relational work, dedicated to helping youth learn and develop crucial knowledge and skills. Teachers need to understand the content they teach more deeply and flexibly than people who do not teach. In our teacher education program, you will learn to explain, pose questions, and represent ideas to make content accessible to and learnable by your students. You will also learn to understand and connect your students’ experiences and knowledge to the content you are teaching.

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**REAL-TIME GENERATIVE FEEDBACK.**

We believe that feedback should be active, concrete, and support professional growth. Our program builds a feedback community in which instructors and peers comment in real time. You will get feedback that is tailored to you and that will specifically support YOUR development as a teacher.

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**BENCHMARKS OF PROFESSIONAL GROWTH.**

Our program is demanding, but sequenced to support your learning. We will frequently assess your emerging skills and capabilities, and keep track of your progress. The benchmarks and metrics we use will help us support your development and success as an early-career teacher.

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**PARTNERING FOR SOCIAL CHANGE.**

Teaching isn’t just about interacting with students and colleagues. At the University of Michigan we teach you how to partner with families and communities to grow the next generation of adults who will define our future.

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**Why Teacher Education?**

At the University of Michigan School of Education, we understand that teaching in ways that help students succeed is hard work that requires skill, knowledge, and judgment. We view teaching as a profession that develops leaders who have the courage to address our world’s complexities, challenges, and realities. Our program prepares you not only with the capabilities necessary for classroom success, but also with many skills useful for a career in policy, leadership, nonprofits, or entrepreneurship.
One of the fastest growing careers in America

The Bureau of Labor Statistics expects new jobs for teachers in the kindergarten and elementary grade levels to grow by around 17 PERCENT between 2010 and 2020.

Overall job satisfaction among teachers outpaces many professions. Findings from the most recent MetLife Survey of the American Teacher found an 82% OVERALL JOB SATISFACTION RATING for public school teachers in the U.S.

3.7 MILLION
preschool through secondary school teachers in 2011.

WILL I HAVE A JOB WHEN I GRADUATE?

UNEMPLOYMENT RATES OF RECENT COLLEGE GRADUATES BY FIELD OF STUDY

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Graduates</td>
<td>8.9%</td>
</tr>
<tr>
<td>Education</td>
<td>5.4%</td>
</tr>
<tr>
<td>Computer Science &amp; IT</td>
<td>4.1%</td>
</tr>
<tr>
<td>Engineering</td>
<td>4.6%</td>
</tr>
<tr>
<td>Math</td>
<td>5.0%</td>
</tr>
<tr>
<td>Physical &amp; Life Science</td>
<td>5.0%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4.6%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.8%</td>
</tr>
<tr>
<td>History</td>
<td>5.3%</td>
</tr>
<tr>
<td>Public, Vetera &amp; Local</td>
<td>6.3%</td>
</tr>
<tr>
<td>Other</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

Data from Digest of Education Statistics 2011. Published, June 2012, IES National Center for Education Statistics.

*number of teachers
**TEACHER EDUCATION OPTIONS**

At the School of Education, we combine the strengths of one of the nation’s top research universities with a tradition of effective professional education. We study teaching practice and how classrooms and schools can best support young people’s success. Much of our efforts are focused on teachers’ vital and powerful roles in students’ learning. Our teacher education programs embody up-to-the-minute research and innovative methods for preparing effective teachers. We deliberately partner with a diverse set of K-12 schools so that our students have experience learning from, working with, and teaching students from a range of linguistic, socioeconomic, and racial and ethnic backgrounds. Our goal is to ensure that our approach to preparation supports our graduates in successfully teaching all children.

**BOB BAIN**
Associate Professor
School of Education
Associate Professor
History, College of Literature, Science, and the Arts

A 10-time award winner for excellence in teaching in both secondary schools and at the university, Bob Bain focuses on improving the preparation of future high school history and social studies teachers. Bob is one of the chief architects of the Big History Project, an international research and development project to facilitate the global teaching of “Big History” to secondary students. Big History is an exciting, new, and interdisciplinary way to look at our history from the Big Bang to the present day, covering almost 14 billion years. In creating the secondary course for the Big History Project, Bob’s goal was to support students in developing a more connected world view and better critical thinking skills. “We live in a world that is interconnected, and what Big History does is it forces us to think of things in multiple scales—multiple time scales, multiple spatial scales. We can no longer afford to be thinking about things in narrow little pockets of either time or space. Big History is a global history for the world in which we live.”

**SIDNEY BAILEY IV**
Assistant Principal
Center City Public Charter School—Trinidad Campus
Washington, D.C.

BA, EDUCATION—MAJOR IN MATHEMATICS, WITH ELEMENTARY TEACHER CERTIFICATION, 2005

Sidney taught middle school mathematics in Prince George’s County Public Schools in Maryland for eight years and received the Outstanding Educator in Gifted and Talented Education award from the state of Maryland in 2013. Now a member of the turnaround team in a charter school that is committed to promoting academic excellence and public service, Sidney is charged with facilitating instructional consistency and student achievement in grades 4-8. “The School of Education prepared me for my career. Once I entered the field as a professional, I regularly recalled my lessons in my theory-based and teaching content courses as well as in my practicum. As an administrator now, I am still able to use the knowledge I gained during my tenure as a student. My experience at the School of Education was world-class.”

**MOLLY NESTOR**
Third Grade Teacher/Grade Team Leader
Brooklyn Ascend Charter School
Brooklyn, New York

BA, EDUCATION—MAJOR IN ENGLISH LANGUAGE ARTS, WITH ELEMENTARY TEACHER CERTIFICATION, 2013

Recognizing the positive impact of public education in her own life, Molly seeks to promote social justice by providing the same quality education to her students. In her second year of teaching, Molly is exploring her role as an advocate for her students, families, and community.

“The School of Ed fully prepared me for my job as a teacher in Brooklyn out of college. SOE helped me carve out my identity as an educator so I was able to envision and create the joyful, rigorous classroom I wanted. The mistakes and challenges I faced under the guidance of mentors during my internships ensured that when it was time for me to fly solo, my students received the high-quality instruction they deserved.”

**WHY U-M?**

Assistant Principal
Center City Public Charter School—Trinidad Campus
Washington, D.C.
UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION

UNDERTAKE PROGRAMS

We offer bachelor of arts and bachelor of science degrees. Students are typically admitted to the School of Education during their junior year or begin seeking certification at that time. Some students are admitted to the school after having completed their associate's degree.

Our Teacher Education Preferred Admit (TEPA) program is for those students who know early on that they want to become teachers. Through this program, first- and second-year U-M students have access to a range of informal and formal opportunities to engage in experiences with youth and to learn about education. TEPA students are admitted directly to the School of Education teacher education program after completing specific prerequisites.

GRADUATE PROGRAMS

Our graduate programs are rigorous and intensive programs that prepare students to be skillful and highly credentialed teachers. In one year, students receive a master of arts degree and are also certified to teach in elementary or secondary schools. This program is designed for career changers and for those who decided to become teachers late in their undergraduate education.

• Teacher Education Preferred Admit Program (TEPA)
• BA or BS in education with elementary teacher certification (grades K-8)
• BA or BS in education with secondary teacher certification (grades 6-12)
• Second bachelor's degree with teacher certification
• Teacher certification with bachelor's degree from another unit
• Music education* (grades K-12)

* Students electing this specialization must complete all coursework in the School of Music, Theatre and Dance.

MA, EDUCATION—MAJORS IN ENGLISH AND ECONOMICS, WITH SECONDARY TEACHER CERTIFICATION (SECMAC), 2004

Jeff taught high school English for eight years, ran a national championship debate team in Chicago Public Schools, and received National Board Certification in 2011. After grading 15,000 English papers, he created NoRedInk.com, a website to help students improve their papers, he created NoRedInk.com, a website to help students improve their skills with engaging material....My time at the School of Education left me very prepared for a career as a lifelong educator.*

MA, EDUCATION—MAJOR IN ENGLISH LANGUAGE ARTS, WITH ELEMENTARY TEACHER CERTIFICATION (ELMAC), 2001

Born and raised in Detroit, Emily has taught in Ann Arbor Public Schools for 16 years. As a mentor teacher for the School of Education (SOE), she helps prepare the next generation of teachers. Known locally as a highly skilled educator, in 2012 she received national recognition for her teaching of mathematics when she was awarded the Presidential Award for Excellence in Mathematics and Science Teaching.

“I graduated from the SOE confident in my ability to successfully instruct diverse learners. Between my experiences in SOE classrooms and in my teaching internships, I acquired both a strong theoretical knowledge base and a powerful set of practice skills. At the SOE I learned to set extremely high expectations for my students, and to provide differentiated learning experiences to enable all of my students to reach expectations.”

MA, EDUCATION—MAJORS IN PHYSICS AND MATHEMATICS, WITH SECONDARY TEACHER CERTIFICATION (SECMAC), 2000

After more than a decade of teaching high school physics, Jonathan began to pursue ways to “flip” his classroom. In the “flipped” classroom, students view lectures online and at home while class time is spent engaged in hands-on, project-based learning. Enthusiastic about the results, Jonathan launched Flipping Physics, an online video business, to spread his approach to teaching. He makes lecture videos available to other teachers so that they, too, can flip their students’ learning. His mission is to “make physics education fun and real” and to “teach physics to as many people as possible.”

“The MAC program not only prepared me to be a great teacher, it also provided me the creative freedom to be able to think beyond the classroom. An assignment I did while a student at U-M eventually blossomed into Flipping Physics.”
BE A playmaker