



Graduate School
of Education

Newsletter

TEACH-NOW Goes to AACTE



The TEACH-NOW team participated in the American Association of Colleges for Teacher Education (AACTE) conference in Louisville Kentucky February 21 to 24. Our fearless Founder and CEO Emily Feistritz participated in a panel on managing change in teacher education.

TEACH-NOW was also an exhibitor at the conference, and staff members Greg Garrison, Flora Dakas, and Janet Stocks from the TEACH-NOW office were there to promote partnerships with TEACH-NOW.

Instructors Sonja Lopez Arnak and Brandon Frost also attended -- Sonja gave a presentation for AACTE's Holmes Program. Brandon is a new hire at AACTE as well as an instructor for TEACH-NOW!

Japan and Vietnam Meet-ups

Director of Candidate Affairs (and TEACH-NOW alum) Rose Douglas, held two alumni and current candidate meet-ups in Asia this month in Tokyo, Japan and Hanoi, Vietnam.

Candidates had a lot of fun meeting others living in their cities, swapping stories about the program, their favorite instructors and tools, and expat life in Japan and Vietnam (and the many other locations they have taught in!).

We are hoping to be able to have more of these meet-ups around the world to connect candidates with others in their communities, so please get in touch with Rose if you are interested in organizing one where you live. Her email is rosed@teach-now.edu.



Ask Angie: Get answers to your certification questions

When should I take my Praxis exams for my Washington, D.C. teaching license?

The following is just an educational best practices recommendation and is not a rule or requirement.

There are three types of tests you will need to take.

a) Basic Skills Exams test candidates' knowledge of basic literacy and numeracy in the language of Instruction (English). It is supposed to be a very basic level assessment that is relatively easy to master.

DC will allow substitution regardless of date for SAT, ACT and GRE scores.

Recommendation: Modules 1-3

b) Content Knowledge Exams test candidates' knowledge, full mastery and command of the content specific subject area. It is recommended

We Asked, You Answered!

What technology tool do you use most often in your classroom?

I use GoNoodle (for brain-breaks), Mystery Science (for my science units) and Starfall (for my struggling readers).

--Buffi, 2013

Socrative - Great for students to self-pace quizzes, assessments, etc. Provides instant feedback. Love it!

--Sarah, 2018

Mostly Kahoot! and the Google Suite for Education, but lately I'm trying to integrate Instagram as well. My students respond particularly well to "escape room" activities that involve codebreaking via Google Forms.

--Zachary, 2017

Euclidean. A package for geometric construction that works in China.

--Nader, 2017

but not required, that candidates complete this exam before starting your clinical practice.

Recommendation: Modules 4-6

Pedagogy Exams assess candidates' knowledge of the art and science of teaching. The Principles of Learning and Teaching (PLT) is mostly broken down by grade levels: early childhood, elementary, middle school, high school, or world languages (not including ESL).

Recommendation: Modules 7-8 (or after completion)

You can read more about specifically which exams you need to take and SAT/GRE/ACT scores required for substitution here and visit the Praxis website here.

Angie Hicks Skinner is the Director of Licensure and Accreditation at TEACH-NOW. Email her at angiehs@teach-now.edu with your certification queries.



Plicker is great multiple choice formative assessment tool for teachers whose students do not have access to technology. All that's needed is the teacher to have a smartphone.

--Adam, 2018

NearPod is like PowerPoint meets Socrative meets VR meets homework. In student pace it is a great flipped classroom. I've also used it for online tests, reviews, and introductions for units. Or live, I can do a review day, or short lecture with the slides for the entire class, and have instant feedback. Students have the ability to respond to content in a variety of ways: drawing, short answer, multiple choice, matching, etc. They have a great content library, but I can also make my own stuff.

--Laura, 2015

ALUMNI CORNER

TEACH-NOW Alum Profile:

Jaya Ramchandani

Briefly tell our readers where you're from, where you are now, and what position you currently hold.

I'm an Indian but I've lived in Liberia, the Netherlands, Shanghai, and France at various times in life. I'm currently teaching at UWC ISAK Japan. I teach IBDP Physics and Grade 10 Maths, and am also actively involved in other initiatives at the school.

What Teach-Now program did you complete? When did you finish?

I received my teacher certification in March 2017.

What concept, technique or practice that you were exposed to in Teach-Now has influenced your teaching most?



I was quite impressed with learning about 21st century skills like creativity, collaboration, critical thinking, and communication as well as project-based learning.

I run my course (link here) with a student-directed track, where I serve more as a coach and less as an instructor.

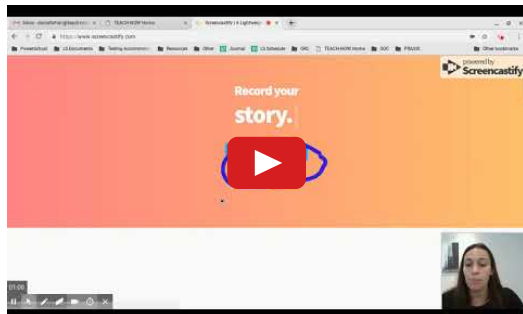
How has the completion of your Teach-Now program helped you advance professionally?

I was really happy to learn about the course. It gave me the right amount of flexibility and skills needed to perform in the classroom and at a school. I remain to be tremendously impressed with the structure and delivery of the program.

What's next for you? Tell us about any future career plans you may have, or how you plan to continue growing as an educator.

While teaching here I will also be starting a PhD in piloting a personalised and authentic learning diploma for high school, to close the gap between learning experiences that are not outcome driven, and the needs of a university.

Featured Tool: Screencastify



Create your own video tutorial for your students using Screencastify, as explained by new candidate, Dania!

Interview by Zachary Hooker
To be featured here, email
Zachary at
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