

“Mathematics may not teach us to add love or subtract hate, but it gives us hope that every problem has a solution.”

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# MATHTRACK

## Institute

TRANSITION to TEACHING

2024-2025



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## WELCOME FROM MATHTRACK

It is with great pleasure and excitement that I welcome candidates to the MathTrack Institute Transition to Teaching Program for mathematics educators.

As a candidate in our transition to teaching program, you will learn to solve the national mathematics teacher shortage alongside other teachers and leaders. The MTI Transition to Teaching Program is an innovative preparation for aspiring teachers that combines mathematics content, complexity thinking, mathematics pedagogy, mathematics mindsets, and job-embedded practice.

MathTrack Institute (MTI) began in 2023 to create learning solutions that unlock the potential of all people. Mathematics as a discipline has caused extraordinary inequities in human society, and we were passionate about changing that narrative and unlocking the potential of community-based talent. A team of entrepreneurs convened in 2022 and were given a simple but profound charge: reinvent a licensure pathway and bachelor's degree that focused on the needs of community members who were choosing to teach. In 2022, MathTrack launched its Transition to Teaching Licensure Program with 25 teachers. The new licensure program focused on developing educators to build a research-backed, blended learning mathematics classroom for diverse students in grades 5-12. MathTrack's Transition to Teaching program now serves more than 250 educators working in more than 100 schools and districts across the United States.

The transition to teaching student handbook and catalog is updated annually to reflect new information and include a wealth of information about our programs of study and job-embedded courses. Please read through the information provided to understand better your program, our offerings, and student and staff expectations. Please contact us at [info@mathtrack.co](mailto:info@mathtrack.co) if you have questions or need additional support.

With Humble Respect,

Kevin Berkopes, Ph.D.  
CEO of MathTrack



# OVERVIEW OF MATHTRACK INSTITUTE

MathTrack Institute's Transition to Teaching for Mathematics educators is committed to shaping well-rounded professionals with a profound understanding of mathematics and teaching. By fostering a dynamic learning environment that integrates academic theory with a clinical residency experience, the program ensures students are well-prepared and equipped to make meaningful contributions to their school and community. With a focus on workforce development andragogy, mentorship, and applying relevant skills in a clinical residency, the program paves the way for candidates to thrive in their careers and embark on a journey of continuous growth and success.

The Transition to Teaching program from MathTrack Institute (MTI) is designed to teach the outcomes and goals below through online coursework and while working full-time in a mathematics classroom. The certificate is conferred by competency-based, job-embedded, asynchronous training modules, a professional teaching residency, and by successfully passing the required professional licensure and certification exams for mathematics educators.

## VISION

We are committed to a more equitable world where each student has the support of highly effective and dedicated mathematics teachers, and each mathematics teacher feels efficacious in their community-changing work. With our work, everyone can access deeper learning and meaningful opportunities in their chosen local community to be creative problem solvers.

## MISSION

Our mission is to work with state and local leaders to elevate the applied mathematics professions by investing in and scaling up high-quality and affordable career pathways. We seek to better prepare, develop, and retain talented and diverse professionals in applied mathematics through job-embedded degree pathways.



# PROGRAM GOALS AND OUTCOMES

MathTrack Institute's Transition to Teaching program is a Mathematics 5-12 licensure program. At MathTrack Institute (MTI) our mission is to provide equitable access to high-quality learning environments by removing historical and traditional educational barriers. By fostering an inclusive community, we aim to cultivate a generation of diverse and highly skilled mathematics professionals who will positively impact the education system and beyond.

The foundational principles in our program also guide the programmatic goals. These seven principles are *Data Driven Pedagogy*, *Technology Focused Pedagogy*, *Content Knowledge for Teaching*, *Workforce Development Andragogy*, *Mathematical Mindsets*, *Commitment to Community*, and *Collaborative Professional*. These seven principles have been aligned with national standards of best practices in teacher education and mathematics.

## LICENSURE AND EXPERTISE GOALS

**Goal 1:** Candidates will demonstrate awareness of MathTrack Institute's culture for learning and understand the utility and application of best practices for andragogy, heutagogy, and MathTrack's workforce development pedagogy.

**Goal 2:** Candidates will demonstrate technology and applied technology effectiveness for work and learning.

**Goal 3:** Candidates will demonstrate effectiveness in designing and managing a mathematics classroom.

**Goal 4:** Candidates will demonstrate effectiveness for mathematical knowledge for teaching and horizon content knowledge.

**Goal 5:** Candidates will demonstrate awareness of the role of Growth Mindset and Transformative Teaching Practices in the mathematics classroom.

**Goal 6:** Candidates will demonstrate growth in expertise through the on-the-job clinical residency training.

**Goal 7:** Candidates will demonstrate effectiveness as a data-driven educator through data, assessment, and evaluation.

**Goal 8:** Candidates will demonstrate a deep understanding of mathematics and its role in the community.

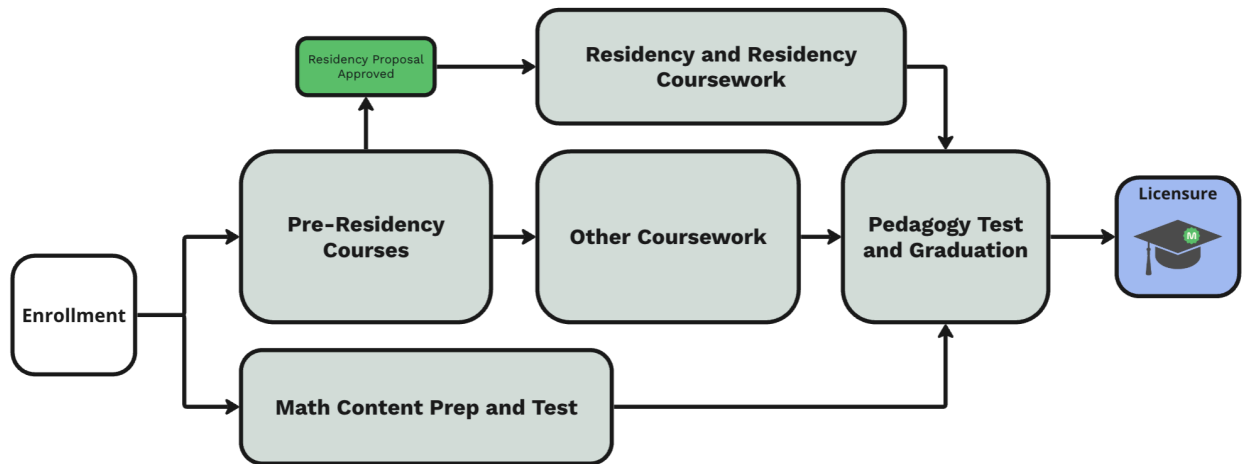
Each course in the program includes articulated, aligned, yet more specific, learning outcomes for the included content. MathTrack Institute partners with school employers across the US, where the program strives to focus on the mindset of a commitment to lifelong learning, workforce development, and de-risking the early employment of mathematics educators.



## MTI Transition to Teaching for Mathematics

The program consists of online coursework and a clinical residency at a school. There are 11 total online courses in the program, including courses that support candidates in preparing for and passing the required licensure exams and a course that is tied to the clinical residency component.

Length of Program: 12-15 months



TRANSITION TO TEACHING OVERVIEW	
COURSE	PHASE
WORKFORCE DEVELOPMENT	Pre-Residency
CLASSROOM TECHNOLOGY	Pre-Residency
DESIGNING YOUR CLASS & CLASSROOM MANAGEMENT	Pre-Residency
MATHEMATICAL KNOWLEDGE & CLASSROOM INTERACTIONS	Coursework & Math Content Prep/Test
CLASSROOM RESIDENCY	Residency
WORKING WITH DIVERSE LEARNERS	Other Coursework
IMPLEMENTING EFFECTIVE PEDAGOGY	Other Coursework
CLASS AND SCHOOL MODEL	Other Coursework



MATHEMATICS AND THE COMMUNITY	Other Coursework
TRANSFORMATIVE EDUCATION	Other Coursework
LICENSURE AND GRADUATION	Pedagogy Test & Graduation
<b>LICENSURE</b>	

\*Note: MathTrack Institute's Transition to Teaching Program is fully aligned to all InTASC standards and sub-standards.

## Course Information

### COURSE TITLE: WORKFORCE DEVELOPMENT (Pre-Residency)

MathTrack Transition to Teaching is a competency-based, workforce andragogy that enables our candidates to work in a classroom while also taking coursework for teacher licensure. In order to then begin the licensure journey we have to lay the groundwork of the requirements of being a school employee and knowledge to lead a classroom. Workforce Development begins the process, setting the groundwork for working as an employee and starting the journey toward entering the classroom as a candidate in the MathTrack Institute T2T program.

#### Course Objectives:

- Provide the training and support that MathTrack Transition to Teaching candidates need to participate in the MTI T2T program and to work in a school environment.
- Instruct on general workforce development preparation.
- Ensure candidates are legally in compliance for working with students.

### COURSE TITLE: CLASSROOM TECHNOLOGY (Pre-Residency)

In this second introductory course of the program, while building foundational knowledge, candidates will move through the specific training required for becoming adept at the technology platforms for communication, logistics, and education process deployment.

#### Course Objectives:

- Provide training and support to navigate the MathTrack Institute and school-based technology platforms.
- Introduce candidates to virtual tutoring and its benefits.

### COURSE TITLE: DESIGNING YOUR CLASS & CLASSROOM MANAGEMENT (Pre-Residency)

This course wraps up the introductory portion of the program, where candidates move through the specific training required for the deployment of a mathematics classroom during their residency. Candidates will also learn specifically about the research and methodology behind the blended learning classroom model, classroom management, and the use of resources to support their classrooms.

#### Course Objectives:

- Understand the benefits of blended learning.
- How to use blended learning in a mathematics classroom.



- How to set up the physical space and schedule for a blended learning classroom.
- Strategies for classroom management, core values, behavior management, and accountability.
- Understanding and assisting students with trauma.
- Resources that are useful in a mathematics classroom.
- Introduce lesson planning.

**COURSE TITLE: MATHEMATICAL KNOWLEDGE & CLASSROOM INTERACTIONS (Coursework & Math Content Prep/Test)**

This course prepares candidates to pass the Praxis Mathematics content test. It further addresses the need for mathematics teachers to distinguish how they must know the mathematics content from how ordinary adults must know such content. The lessons cover the type of mathematical knowledge specific to teaching, which is essential for teacher expertise. You will be immersed in frameworks for data, technology, and curriculum much like the students you support in the classroom. You will also develop the capacity to engage with technology to understand mathematically the ability to perform and deploy concept studies that blend lesson study frameworks with concept analysis frameworks within the context of 5-12 mathematics.

**Course Objectives:**

- Prepare candidates in content needed for the Praxis mathematics content test.
- Assist candidates in passing the Praxis content test.
- Prepare knowledgeable mathematics teachers.
- Connect MathTrack training to knowledgeable and effective math teachers.
- Recognize mathematics standards in the school curriculum.
- Foster an understanding of various transition activities.

**COURSE TITLE: CLASSROOM RESIDENCY (Residency)**

The instructional residency is a clinical experience in a mathematics classroom that will extend two consecutive semesters. Candidates engage in shadowing experiences and will receive evaluation reports from their teacher mentors and their school administrator on their classroom teaching. The support for and evaluation of the residency will be done in co-collaboration between MathTrack Institute, the mentor teacher, the administrator, and the candidate.

**Course Objectives:**

- The candidate can connect planning, instruction, and assessment in appropriate ways for a math classroom and/or group of students.
- The candidate uses the individual learning characteristics and needs of students to develop instruction.
- The candidate can organize and plan consecutive teaching days with coherence.
- The candidate identifies and uses resources, including technology and assistive devices, as needed for effective curriculum and instruction.
- The candidate creates an effective learning environment for the students and a culture of learning.
- The candidate executes a rigorous but supportive curriculum designed to ensure content mastery and critical thinking.





- The candidate modifies and adapts curriculum and instruction as needed to ensure student learning.

#### COURSE TITLE: WORKING WITH DIVERSE LEARNERS (Other Coursework)

This course explores information about English learners, gifted students, at-risk students, SPED legislation, working with SPED students, how to understand IEPs, and engaging in IEP meetings. These lessons also prepare candidates to engage with stakeholders, such as the SPED team at the school and parents of SPED students.

##### **Course Objectives:**

- Explain the process of working with diverse student populations.
- Present historical and legal bases of special education in the United States.
- Provide information on obtaining equity assistance.
- Help candidates differentiate categories of disability and interpret autism spectrum disorders.
- Support candidates in working with students with dyslexia.
- Demonstrate the role of stakeholders in special education.
- Prepare candidates for working with IEPs.
- Foster understanding of the IEP meeting process.

#### COURSE TITLE: MATH 312: IMPLEMENTING EFFECTIVE PEDAGOGY (Other Coursework)

This course focuses on learning styles, peer engagement, and working in a virtual environment. This includes practices for engaging students in online platforms -- including creating micro lectures when needed for virtual learning. Candidates will also be spending more time on how to get students to work collaboratively, in small groups, and with peer-to-peer learning. It's all about ways to effectively engage our students virtually and in collaborative environments.

##### **Course Objectives:**

- Foster an understanding of working with learning styles, SEL, and adolescent learners.
- Improving reading and writing for all students.
- Using small group instruction for student comprehension.
- Assist with designing and utilizing micro-lectures and exit tickets.
- Present means for using peer learning.
- Explore the uses and benefits of online teaching and learning.

#### COURSE TITLE: CLASS AND SCHOOL MODEL (Other Coursework)

In Class & School Model candidates will explore more deeply how to understand their school and classroom. This will include examining practices for goal tracking and data tracking. Candidates will learn how to use data to measure standards-aligned growth, including the significance of interim and summative assessments to understand the math levels of students. They will learn the professional tools available to most schools, allowing for an understanding of differentiation needs and build collaboratively blended learning environments. The result is national credentials that will support you as you move forward with your mathematics teaching career and an approach to mathematics that is research-backed, and pragmatic in its implementation.

**Course Objectives:**

- Navigating DOE and school information systems.
- Providing information on the U.S. population and school demographics.
- Inform on methods of communication within schools.
- Assist with managing conflict with parents.
- Understand grading, goal tracking, and data reports.
- Using formative, interim, and summative assessments.
- Understand statistical analysis..

**COURSE TITLE: MATHEMATICS AND THE COMMUNITY (Other Coursework)**

In this part of the program, candidates develop a deeper understanding of commitment to the surrounding community, the school community, the mathematics and greater STEM community, the classroom community, and the individual learners. Candidates understand the inherent differences between the historic lack of equity in mathematics education and why the core principles of their work must align to standards and principles for Equity, Teaching, and Learning.

**Course Objectives:**

- Explain cultural competence and the importance of culturally relevant pedagogy.
- Contrast between tangible and intangible cultures.
- Evaluate the use of “one-size-fits-all” approaches to pedagogy.
- Create an understanding of equity, equality and inequity in mathematics education.
- How to create culturally beneficial community partnerships and projects.

**COURSE TITLE: TRANSFORMATIVE EDUCATION (Other Coursework)**

The course is designed to accompany candidates on their MathTrack Institute teacher training journey. They will be guided through learning, growth, and developmental processes that cultivate human capacities associated with self-discovery, self-awareness, reflection, intentionality, empowerment, interdependence, emotional intelligence, relational literacy, and human flourishing. These are the foundations that support the outcomes we seek for ourselves and our students.

**Course Objectives:**

- Explain what it means to invite the whole student to the learning interaction.
- Introduce the idea and practice of creating an everyone culture.
- Introduce mindfulness and the neuroscience of awareness.
- Reframe the cultural emphasis on individualism and recognize our deep interdependence.
- Unpack the elements of empowerment.
- Recognize strengths as an individual's unique attributes characterized by one's sources of energy and psychological flow.
- Differentiate values from strengths.
- Relate concepts to pedagogy and professional practice.
- Prepare students to practice awareness of thinking and biases.



- Introduce concepts associated with designing life pathways.

#### COURSE TITLE: LICENSURE AND GRADUATION (Pedagogy Test & Graduation)

In this part of the program, the candidate has completed or is ready to complete their intense instructional residency and is preparing to take their state licensure test. Candidates will work through preparatory materials for the appropriate pedagogy test for licensure. Once they believe they are fully prepared, candidates will register for and take the state assessment. The candidate will then be able to apply for graduation and licensure.

#### **Course Objectives:**

- Prepare for and successfully complete the state pedagogy test for licensure.
- Apply for graduation from the MathTrack Institute Transition to Teaching Program.
- Apply for the mathematics teaching license.

## POLICIES

### Title IX Non-Discrimination

MathTrack Institute is committed to the creation of a positive learning environment for all students. MathTrack Institute will uphold the Title IX policy of the Education Amendments of 1972 which states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity.” Examples of the types of discrimination that are covered under Title IX include sexual harassment, sex-based discrimination in a school’s science, technology, engineering, and math (STEM) courses and programs, and discrimination based on pregnancy.

### Admissions Requirements

MathTrack Institute Transition to Teaching Program application

Submission of official undergraduate transcript

- Bachelor’s degree from a regionally\* accredited IHE
- 2.5 GPA

\*Arkansas applicants may have a bachelor’s degree from a regionally OR nationally accredited IHE

### Student Code of Conduct

#### **Core Values**

As a student in the MathTrack Institute program, you’ll be encouraged to uphold the Y.E.T.I. Core Values. These values are:

- Yearn for continuous self-improvement and growth
- Enjoy solving problems with integrity



- Treat everyone with respect
- Inspire others with positivity and perseverance

### **Classroom Civility**

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. Avoid racist, sexist, homophobic, or other negative language that may exclude your peers in MathTrack Institute's Program or school communities.

### **Prohibited Behaviors**

Prohibited behaviors that go against the student code of conduct include but are not limited to:

- **Academic Dishonesty:** Plagiarism, cheating, and any form of academic dishonesty.
- **Disruptive Behavior:** Any behavior that disrupts the learning environment, including harassment, bullying, hazing, indecent behavior, public intoxication, or intimidation.
- **Violence or Threats:** Any form of violence, threats, or intimidation directed towards others.
- **Drugs and Alcohol:** unlawful possession, use, sale, manufacturing, or distribution of any illicit drug or alcohol.
- **Dishonesty:** Providing false information to the institution, including during the admissions process.
- **Unauthorized Access:** Unauthorized access to institutional systems, or data.

MathTrack Institute reserves the right to determine what behaviors violate the student code of conduct and take appropriate action, including legal action where required by law.

### **Institutional Action and Appeal**

For information about disciplinary probation, see our Good Academic Standing, Probation, and Dismissal Policy. For information on reporting student behavior and the appeals process, see our Grievance, Complaint, and Appeal Policy.

## Probation and Dismissal

### **Procedures for Probation**

MathTrack Institute requires that candidates achieve a minimum course grade of 80% for all courses and score no lower than 70% on any individual assignment. Any assignment scored below 70% must be resubmitted, and if a candidate has below 80% for a course grade, they must redo assignments until that course grade is achieved. Grades below 70% will lock access to further courses in the program. A candidate would be put on probationary status and be unable to complete the program until they have met these requirements.

In addition, candidates may be put on probationary status if the program requirements are not completed within the allotted timeframe.



- The program is designed to take candidates 12-15 months to complete, and candidates shall have a completion window of up to 18 months to complete the training before needing to resubscribe their seat.
- Candidates may request an extension of six months, to extend the completion window to a maximum of 24 months at no additional cost.
- If it is necessary to extend their completion window beyond month 24, candidates can maintain access to the program by paying an extension fee equal to \$375 per month. Candidates who do not complete the program in 18 months will be put on probation until an extension request is granted. Candidates who do not complete the program in 24 months will be put on probation until extension fees are received.

### **Procedures for Dismissing Candidates from the Program**

- Candidates placed on academic or disciplinary probation will be notified in writing, outlining the terms and requirements of their probation, including what is needed to be removed from probation. This notification will be sent to the candidate's email address on record.
- If candidates fail to improve their academic standing or meet the terms of their probation, they may face further disciplinary consequences, up to and including dismissal from MathTrack Institute.
- A final decision regarding a candidate's dismissal from MathTrack Institute will be made by the persistence team. Notification of the dismissal decision will be provided in writing to the candidate in a timely manner to their email address on file. Dismissal decisions are still subject to appeal by our established appeal procedures in our Grievance, Complaint, and Appeal Policy.
- If a candidate is removed from the program during their teaching residency, MathTrack will send an email notification to the school administration and the candidate's mentor teacher informing them of the dismissal of the candidate from the program.

## **Grievance, Complaint, and Appeal Policy**

At MathTrack Institute (MTI), we are dedicated to fostering an inclusive and respectful learning and working environment that empowers our students, faculty, staff, and all members of our community to thrive. To uphold this commitment, we have established a policy designed to address concerns, disputes, grievances, and appeals promptly, fairly, and with the utmost transparency. All faculty and staff shall be trained on this policy.

### **Complaints, Grievances, and Request for Appeal of MTI Decisions**

Whenever possible, we encourage all stakeholders of MTI to seek resolution to disputes through open and respectful discussion. For student complaints related to coursework, please first contact your course instructor, TA, or grader directly. All contact information for MTI instructors, TAs, and graders is provided in the LMS.

Any stakeholder (staff, students, etc.) who feels their complaint requires additional review or is of heightened severity may submit complaints via email to [complaint@mathtrack.co](mailto:complaint@mathtrack.co). It is best to submit complaints as close to the event or situation as possible, ideally within 1 week of any MTI decision or incident.



A compliant submission may result from any of the following:

- request to appeal an MTI decision, including, but not limited to:
  - course grades,
  - accommodations, or
  - probation.
- general complaints about members of faculty or staff.
- student misconduct.
- report of harassment, assault, or discrimination.

### **Review of Submissions**

All submissions will be reviewed promptly. MTI will respond in writing within 10 business days of any submission or follow-up response on submissions. The submitter will be notified of any delays or deviations from this standard timeline.

MTI will handle each complaint impartially, ensuring that all parties involved are treated with dignity and respect. Protection from retaliation for those who in good faith report suspected misconduct is crucial to us at MTI. Confidentiality will be maintained to the extent possible and as allowed or required by law.

## Data Privacy Policy

### **Overview**

MathTrack Institute is committed to protecting the privacy and confidentiality of personal information entrusted to us. This Data Privacy Policy outlines our practices regarding the collection, use, and disclosure of personal information in compliance with applicable data protection laws.

### **Scope**

This policy applies to all personal information collected, processed, or stored by MathTrack Institute in any format, including electronic, paper, or oral.

### **Information Collection and Purpose**

Types of Personal Information

We collect and process personal information, including but not limited to:

- **Student information:** Names, demographic information, addresses, contact details, academic records, financial information.
- **Employee information:** Names, demographic information, addresses, contact details, employment history, financial information.
- **Alumni information:** Names, demographic information, addresses, contact details, educational history, professional details.

### **Purpose of Collection**

We collect personal information for the following purposes:

- Academic and administrative processes.



- Providing educational services.
- Financial transactions and processing.
- Alumni relations and fundraising.
- Research and institutional planning.

### **Consent**

By providing personal information to MathTrack Institute, individuals consent to the collection, use, and disclosure of their information as outlined in this policy. Consent may be obtained through various means, including written forms, online portals, or as required by law.

### **Directory Information**

Directory Information includes specific personal details about students that are considered non-sensitive and are typically included in directories. This information is deemed acceptable for disclosure without the need for prior consent unless a student has chosen to opt-out. The definition of Directory Information may include:

- Name
- Email Address
- Photograph
- Field of Study
- Enrollment Status
- MTI Degree(s) Conferred

### **Data Security**

MathTrack Institute employs industry-standard security measures to protect personal information from unauthorized access, disclosure, alteration, and destruction. This includes physical, electronic, and procedural safeguards.

### **Data Retention**

We retain personal information for the period necessary to fulfill the purposes outlined in this policy unless a longer retention period is required or permitted by law.

### **Data Sharing and Disclosure**

Personal information may be shared within MathTrack Institute for legitimate purposes and may be disclosed to third parties, including regulatory bodies and service providers, as required by law or to fulfill the purposes outlined in this policy.

### **Data Subject Rights**

Individuals have the right to access, correct, or delete their personal information, and to object to or restrict its processing, in accordance with applicable data protection laws. Students also have the right to remove themselves from phone, email, or other contact lists. Requests can be submitted in writing to MathTrack Institute at [help@mathtrack.co](mailto:help@mathtrack.co).

### **Review and Revision**

This policy may be updated periodically to reflect changes in privacy laws, regulations, and institutional practices. The most recent version will be available on our website.



# ADDITIONAL INFORMATION

## **Statement of Authorization**

This institution is authorized by: The Indiana Commission for Higher Education/ The Indiana Board for Proprietary Education 101 West Ohio Street, Suite 300 Indianapolis, IN 46204-4206

## **International Students**

MathTrack Institute will admit apprentices from other countries if they meet all of the required admissions requirements as outlined by each program. International students may be required to meet the TOEFL (Test of English as a Foreign Language) proficiency requirement to demonstrate their English language proficiency as part of the admissions process. Visa services are not provided by MathTrack Institute. Additionally, MathTrack Institute will provide verification of enrollment for any student regardless of country of origin. There are no additional fees associated with the admission of students from countries outside of the United States.