

**MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL**

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
- SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
- COOPERATIVE DEGREE PROGRAM
- WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Johns Hopkins University

Institution Submitting Proposal

Fall 2016

Projected Implementation Date

Area of Concentration

Award to be Offered

0801-00

Suggested HEGIS Code

**Area of Concentration in Educational Studies
(within the M.S. in Education)**

Title of Proposed Program

13.0101

Suggested CIP Code

School of Education

Department of Proposed Program

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Signature and Date

11/09/2015

President/Chief Executive Approval

11/09/2015

Date

Date Endorsed/Approved by Governing Board

**The Johns Hopkins University
School of Education
Proposal for Substantial Modification to an Existing Program**

**Area of Concentration in Educational Studies
within the Master of Science in Education**

A. Centrality to institutional mission statement and planning priorities

1. Program description and alignment with mission

The Johns Hopkins University School of Education (JHUSOE) proposes to substantially modify the existing and previously endorsed Area of Concentration in Educational Studies within the Master of Science in Education (HEGIS code 0801-00, CIP code 13.0101). The Master of Science with a concentration in Educational Studies (“MS Ed Studies”) program has been offered by the School of Education (or its predecessor schools) since 1972.

JHUSOE has partnered with Urban Teachers (UT), a non-profit organization whose mission is to prepare highly effective teachers who significantly accelerate student achievement in the nation’s highest-need schools, in delivering a teaching training program that begins with a one-year intensive residency followed by a three-year teaching fellowship that combines coursework with intensive coaching/mentoring and clinical experiences. Participants in the program are awarded the MS Ed Studies upon completion of the second year of the program.

The modified MS Ed Studies program proposed will have a dual general education/special education focus. In addition to pursuing one of three general education specializations (elementary education (grades 1-6), secondary mathematics (grades 6-12), or secondary English language arts (ELA) (grades 6-12)), each student will also be trained as a special educator. The program will require successful completion of 48 credit hours.

While the MS Ed Studies program does not directly lead to certification in itself, UT is approved by the Maryland State Department of Education and the Washington, D.C. Education Licensure Commission as an alternative certification provider. Thus, UT participants who successfully earn the MS Ed Studies and complete additional licensure requirements during Year 3 of the UT program are eligible for dual teacher certification in general and special education.

The proposed MS Ed Studies program option is designed to support the development of novice teachers as they work to increase student learning in their classrooms through strategic and comprehensive professional development, coursework and reflection. All courses are intended to involve formats that will draw on the very best practices in teacher and student learning. JHUSOE will maintain institutional and academic control

over the quality of the curriculum, instruction, instructional staffing, instructional support services, and integrity of enrollment policies.

The mission of Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. The mission of the School of Education is to support and advance the quality of education and human services for the continuous development of children, youth and adults. Both missions focus on developing the skills and knowledge necessary for contributing to a larger community and affirm that learning is an ongoing process in which students gain knowledge that lead to innovative discoveries. The proposed option in the MS Ed Studies program is fully consistent with both missions.

2. Alignment with institutional strategic goals

The proposed program option closely aligns with JHUSOE's institutional strategic goals. JHUSOE is committed to addressing the major challenges facing high needs urban schools, and is also committed to developing teacher leaders who can make significant academic gains with their students, meet the needs of the whole child, and have a long term impact in the field of education. Consequently, JHUSOE's leadership fully supports this program option and is prepared to devote the necessary resources to ensure its success.

B. Adequacy of curriculum design and delivery to related learning outcomes

1. Program outline and requirements

A full course listing (with course titles, descriptors and credit hours) is provided in Appendix A. In order to receive approval for graduation, students must successfully complete 48 credits and maintain a cumulative grade point average of at least 3.0 (on a 4.0 scale). The specific JHUSOE courses each participant will take are contingent upon which specialization track (elementary education, secondary math or secondary ELA) the individual is pursuing.

The MS Ed Studies program begins in the summer semester in Year 1 and concludes at the end of the spring semester in Year 2. The majority of the coursework is delivered in Year 1, the residency year during which participants work alongside a teacher in the classroom. Participants take a much lighter course load in Year 2, during which they are working as a full-time teacher of record in the classroom while also receiving further professional development training and coaching/mentoring.

All coursework is practical, experiential, and actionable, allowing for immediate practice of learned skills in the classroom. The integrated course and clinical model has been constructed so that participants are first introduced to educational theory and research in coursework, and then to its practical application. Nearly all coursework, approximately 95%, includes assignments that require evidence of demonstration of practice with

students in a classroom. The remaining 5% of assignments pertain to content that is theoretical (e.g. history of special education law) that is not relevant for demonstration of practice. Each course includes a minimum of two, and in most cases five to seven, assignments that are clinically-based. In addition, each course includes a key assignment which is the culminating assignment that demonstrates clinical mastery of the content.

Proposed Curriculum

Semester	Course Title	Credits	Elem Ed.	Sec. ELA	Sec. Math
<i>Year 1</i>					
Summer	Foundations in Elementary Education	3	X		
	Foundations in Secondary Education	3		X	X
	Language Development in Children	2	X		
	Number, Operations, and Algebraic Thinking I	2	X		
	Elementary Classroom Management Seminar	1	X		
	Secondary Classroom Management Seminar	1		X	X
	Reading Processes and Acquisition	1		X	X
	Secondary ELA Immersion	3		X	
	Secondary Math Immersion	3			X
	Credit Total			8	8
Fall	Special Education and Inclusion: Promises and Challenges	2	X	X	X
	Introduction to Assessment and Tiered Instruction	2	X	X	X
	Clinical Residency I	3	X	X	X
	Number, Operations, and Algebraic Thinking II	3	X		
	Emergent and Early Reading	3	X		
	Social Studies Methods	3	X		
	Language Acquisition	3		X	
	Reading Diagnosis and Intervention	3		X	
	Proportional Reasoning	3			X
	Algebraic Thinking	2			X
	Math Methods I	3			X
	Credit Total			16	13
Spring	Small Group Practicum	2	X	X	X
	Formal Assessment and Designing IEPs	2	X	X	X
	Understanding and Managing Behavior	1	X	X	X
	Elementary Content Area Reading	2	X		
	Secondary Content Area Reading/Literacy	2		X	X
	Reading in the Upper Grades	2	X		
	Measurement, Data, and Geometry	2	X		
	Writing in the Secondary Classroom	3		X	
	Genre Study I: Argument and Informational Texts	2		X	
	Selecting Texts for Secondary ELA Instruction	2		X	
	Geometrical Thinking	2			X
	Math Methods II	3			X
Credit Total			11	14	12

Semester	Course Title	Credits	Elem Ed.	Sec. ELA	Sec. Math
<i>Year 2</i>					
Summer	Specialized Instructional Techniques	2	X	X	X
	Credit Total	2	2	2	2
Fall	Clinical Residency II	3	X	X	X
	Supporting Writers' Development	2	X		
	Self-Management of Learning	2		X	X
	Credit Total	5	5	5	5
Spring	Clinical Residency III	3	X	X	X
	Teaching STEM in the Elementary Grades	3	X		
	Genre Study II: Poetry, Drama, and the Novel	3		X	
	Practices, Concepts, and Core Ideas in Secondary Science	3			X
	Credit Total	6	6	6	6
	Credit Total	48	48	48	48

2. Educational objectives and student learning outcomes

The educational objectives of the MS Ed Studies program are to prepare teachers who:

- Exhibit the attitudes and competencies needed to support linguistically and culturally diverse students in urban classroom settings.
- Build respectful, student-centered classrooms in which students thrive academically and socially.
- Know students' academic and emotional/social needs, and provide instruction that directly meets those needs.
- Take responsibility for students and their learning outcomes, and who positively impact student achievement.
- Draw on a comprehensive theoretical background in order to make appropriate pedagogical and content decisions.

Upon successful completion of the program, students will be able to:

- Use appropriate tools and procedures for assessing students' needs and understand how to interpret results for these assessments.
- Build relationships and implement communication protocols with families that enhance students' in and out of school experiences
- Manage classrooms effectively and build an environment of mutual respect and productivity.
- Use knowledge of state and district standards to set benchmarks for performance.
- Plan and implement instruction that engages all students in high-quality tasks directly related to standards and student learning goals.
- Implement strategies to foster academic conversations, and encourage conversations among students
- Fully meet the academic needs of general and special education students alike.
- Demonstrate the characteristics of a reflective practitioner who works to continuously improve practice.

3. General education requirements

Not applicable.

4. Specialized accreditation/certification requirements

Not applicable.

5. Contract with another institution or non-collegiate organization

Not applicable.

C. Critical and compelling regional or Statewide need as identified in the State Plan

1. Demand and need for program

There remains a pressing need for programs focused on working in the most challenged schools in Baltimore and Washington, D.C. to improve the overall quality of education for all K-12 students, especially in underserved subject areas like mathematics and special education. In addition to addressing the specific societal need of expanding educational opportunities for minority and educationally disadvantaged students, the MS Ed Studies program also supports the more general goal of advancing knowledge by preparing highly trained educators, who, in turn, seek to pass on knowledge to the students they are teaching.

2. Alignment with the 2013-2017 Maryland State Plan for Postsecondary Education

JHUSOE strives to prepare highly trained teacher leaders to work in communities where they are needed most. Typically, these high-need communities are predominantly minority and low-income. In targeting these communities, the proposed program addresses the diversity goal (Goal 3) outlined in the State Plan. In turn, the program, through the preparation of effective educators, also contributes to Goals 1 (Quality and Effectiveness) and 5 (Economic Growth and Vitality) by preparing the children in these schools with the skills they need to succeed in life and in the workforce. Finally, the proposed program aligns with Goals 4 (Innovation) and 6 (Data Use and Distribution) because the program is both innovative in its partnership with UT, as well as data-driven, employing a rigorous, multi-measure evaluation system to ensure every teacher recommended for certification at the end of the program is effective.

D. Quantifiable & reliable evidence and documentation of market supply and demand in the region and State

1. Market demand

According to the Bureau of Labor Statistics (BLS), the number of elementary and middle school teacher positions will grow by 12% for the period 2012-22, and that the numbers

of high school and special education teachers will grow by 6% . BLS estimates that approximately 340,000 new job positions will be created nationwide across the various teaching sectors described above in the period 2012-22. At the local level, even with its current teacher pipelines, Baltimore City Public Schools opened the 2015-16 school year with more than 100 vacancies, as it has every year in recent memory¹.

2. Educational and training needs in the region

As highlighted above, the Bureau of Labor Statistics projects that the number of teaching positions nationwide will grow significantly in the period 2012-22. At the local level, both the Baltimore and Washington, D.C. public school systems have experienced high turnover and teacher shortages on a regular basis in recent years, and these trends are likely to continue for the foreseeable future.

The proposed MS Ed Studies program option, with its rigorous curriculum and extensive network of coaching and mentoring support for participants, is designed to help fill this gap by preparing highly qualified educators to teach in urban school districts. Since 2010, UT has recruited over 500 aspiring teachers committed to serving students in Baltimore and Washington, D.C.; and 100% of those participants who have successfully completed the residency year have been hired as a teacher of record in either Baltimore or Washington, D.C.

3. Prospective graduates

JHUSOE anticipates recruiting at least 100 new students into the proposed program option every year. Given the rigorous nature of the MS Ed Studies degree, JHUSOE projects a 20% attrition rate across the two years of the program. Based on this projection, JHUSOE expects to graduate approximately 320 students by the end of Year 5. Appendix C provides a detailed breakdown of projected enrollments over the next five years.

E. Reasonableness of program duplication

1. Similar programs

While there are numerous teacher preparation programs in existence across Maryland, some of which provide an urban education emphasis, the Master of Science in Education with a concentration in Educational Studies program is unique. The JHU School of Education is not aware of any other Maryland institution offering this particular degree program.

¹ <http://www.baltimoresun.com/news/maryland/education/blog/bs-md-ci-teacher-job-fair-20150806-story.html>

2. Program justification

What distinguishes the proposed program option from other teacher preparation programs is its rigor. Participants commit to a four-year training program that includes intensive coursework in the first two years, leading to the award of JHUSOE's Master of Science in Education with a concentration in Educational Studies, coupled with extensive on-site clinical supervision and coaching. Before becoming teachers of record, participants engage in 1,500 clinical hours in four different urban classroom settings, with coursework and coaching that develop and reinforce clinical skills. Using a multi-measure assessment system, participants are assessed at every stage of the program in relation to their coursework, teaching practice, and growth mindset/professionalism, and are ultimately held accountable for student success in the classroom. Those participants who successfully complete the program are fully prepared to be effective teachers making a difference in the lives of students.

F. Relevance to Historically Black Institutions (HBIs)

1. Potential impact on implementation or maintenance of high-demand programs at HBIs

The proposed MS Ed Studies program option will be a unique partnership between the Johns Hopkins University and Urban Teachers, with JHUSOE serving as the sole provider of coursework for UT participants. There are a number of elements to the proposed program that together distinguish it from teacher preparation programs with an urban focus offered by other Maryland institutions: it recruits participants nationwide to teach in Baltimore and Washington, D.C.; it combines in-class teaching experiences with an intensive curriculum; following the one-year teaching residency, it requires a further three-year commitment to teach in a Baltimore City or Washington D.C. public school; it offers a route to dual general and special education in three specialized areas (elementary education, secondary mathematics, secondary English language arts); and participants receive extensive mentoring and coaching support throughout the program. Given the distinct features of the program, JHUSOE is confident that it will not negatively affect Maryland's HBIs.

2. Potential impact on the uniqueness and institutional identities and missions of HBIs

The mission of Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. The mission of the School of Education is to support and advance the quality of education and human services for the continuous development of children, youth and adults. The missions and identities of JHUSOE and the institution as whole are broad in nature, with a global, research-based focus. As such, they are quite distinct from the unique identities and missions of Maryland's HBIs, and thus JHUSOE does not believe the proposed MS Ed Studies program option will have a detrimental impact on Maryland's HBIs.

G. Evidence of the Principles of Good Practice

Not applicable.

H. Adequacy of faculty resources

Dr. Mary Ellen Beaty O’Ferrall (full-time Associate Professor; PhD, curriculum and instruction) is currently serving as the faculty lead on an interim basis. Ultimately, JHUSOE will hire a full-time operational director to oversee the day-to-day administration of the program and serve as a liaison between the institution and UT.

JHUSOE will hire a cadre of full-time and adjunct faculty to teach in the MS Ed Studies program, advise candidates, and provide clinical supervision. At the time of writing, it has yet to be determined which specific courses each individual faculty member will teach.

I. Adequacy of library resources

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation’s foremost facilities for research and scholarship. Its collection of over 3.7 million books, 171,000 print and e-journals, and 900,000 e-books, several million microfilms, and over 13,000 journal subscriptions has been assembled to provide 24/7 access to resources and services. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library’s online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. The library offers a variety of instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship.

The School of Education is served by four academic liaison librarians with subject area expertise who provide research consultation and instructional services to faculty and students, and who help build electronic and print collections to support the teaching and research needs of the university. For students, program-specific instruction in research methods takes the form of individual and small group research consultations; course-related, classroom-based library instruction; orientation to the library’s services, collections, and principal resources in education; and development of curricular materials to assist faculty and students in navigating and evaluating information sources and content.

J. Adequacy of physical facilities, infrastructure and instructional equipment

The proposed option will have no discernable impact on the use of existing facilities and equipment beyond the standard requirements already in place. Participants shall have full access to any and all counseling and student advisement services, IT support services, and other administrative resources, as are available to other JHUSOE graduate students.

K. Adequacy of financial resources with documentation

Details concerning the resources and expenses may be found in Appendix B.

L. Adequacy of provisions for evaluation of program

As part of the program design and approval process, student learning outcomes and assessments have been aligned with both the School of Education's Conceptual Framework and to applicable state, national and professional standards. The program's design team will monitor and evaluate the program on a regular basis. For example, feedback regarding the appropriateness of course content will be solicited from students every time a course is offered. The program's design team will meet at the end of each semester to assess course evaluations, both formative and summative, and other feedback provided by students, faculty and other stakeholders in the program.

The MS Ed Studies program will also participate in JHUSOE's annual assessment and program evaluation retreat. Based on these data, the program design team will implement changes to the program (in terms of curriculum content, course delivery mechanisms, etc.) as necessary.

M. Consistency with the State's minority student achievement goals

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race and ethnicity is not considered in the administration of the school's educational programs. Nonetheless, in accordance with both the Johns Hopkins University's and School of Education's (as expressed in the School's Conceptual Framework) stated commitment to diversity, and Urban Teacher's mission, the program will employ recruitment strategies and offer student support services to attract and sustain a diverse student body. UT has a proven track record in recruiting participants from underrepresented minority populations—52% of participants in UT's current 2014-15 cohort of participants are people of color—and a respect for and understanding of diversity is one of the main admission criteria in order to be accepted into the proposed MS Ed Studies program.

As discussed above, with its focus on preparing participants to teach in the most challenging schools in Baltimore and Washington, D.C., the proposed MS Ed Studies program fully aligns with the State's minority student achievement goals. The UT participants that will teach come from high need communities, that is, low-income and predominantly minority communities. The goal of this program is to improve the quality of education provided and expand the opportunities available to these children.

N. Relationship to low productivity programs identified by the Commission

Not applicable.

Appendix A

Course List and Descriptions

Core Courses

The following courses are taken by all participants across all three general education specializations—elementary education (grades 1-6), secondary mathematics (grades 6-12), and secondary English language arts (ELA) (grades 6-12):

Year 1

Clinical Residency: Tiered Intervention Strategies I (3 credits)

Participants in this course will investigate a Tier 3 intervention in literacy. They will gain a deeper understanding of the reading process and examine when and why reading development breaks down. Participants will also practice techniques and strategies that can be implemented to support struggling readers in grades 2-12.

Formal Assessment and Designing Individualized Education Programs (2 credits)

This course provides review of measurement statistics and practice with the administration, scoring, and interpretation of commonly used norm-referenced instruments and procedures for determination of eligibility for special education. Comparisons are made with informal assessment results, and ways to communicate results are discussed. Writing a formal report based on multiple data points is explained and detailed. The IEP process, from referral to eligibility determination and placement, is examined.

Introduction to Assessment and Tiered Instruction (2 credits)

This course examines teaching and learning for students with exceptional learning needs in the general education classroom, with specific attention to the role of informal assessment and subsequent differentiation in response to findings. Foci include: (a) best practices for nondiscriminatory assessment, (b) practice administering group and individual informal assessments, (c) knowing how, when, and why to vary learning environments, learning activities, and content, and (d) implementing Tier 1 accommodations/modifications and Tier 2 interventions to support student learning opportunities.

Small Group Practicum (Regular and Special Education) (2 credits)

Participants will select, administer, and interpret formative assessments for small groups of students (6-8 students). Using a diagnostic, clinical teaching model, participants use ongoing data to inform planning and instruction. Participants will formulate reports that delineate student proficiencies and difficulties and offer recommendations for students, parents, and school personnel.

Special Education and Inclusion: Promises and Challenges (2 credits)

This course provides: (1) an overview of the characteristics of students with exceptional learning needs; (2) the field's history, laws, procedures and trends; and (3) a framework for understanding key concepts in inclusion as they relate to the academic, social, and emotional development of all learners. Participants will begin to consider the cultural and linguistic issues that influence students' needs and families' understanding of special education services.

Understanding and Managing Behavior (1 credit)

An overview of behavior management is presented within the framework of understanding the context and function of behavior and developing systems that promote prosocial behaviors to facilitate engagement in the educational activities of the classroom. Participants will show an understanding of and develop a Functional Behavior Analysis and a Functional Behavior Plan/Behavior Improvement Plan and consider the interactions of people, environments, and responses to behaviors as they influence student behavior.

Year 2

Clinical Residency: Tiered Intervention Strategies II (3 credits)

Participants will continue to develop and solidify their understanding and implementation of a Tier 3 intervention in literacy. They will gain a deeper understanding of the reading diagnosis and intervention as they implement a remedial reading program for struggling readers in grades 2-12.

Clinical Residency: Tiered Intervention Strategies III (3 credits)

Participants will continue to learn about a systematic remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies. Participants will engage in additional course work, implement literacy intervention lessons, and reflect on the evidence of improved reading comprehension of their students.

Specialized Instructional Techniques (2 credits)

Participants will investigate Tier 3 interventions in literacy, math, and behavior to establish: how they differ from the kind of support that students already receive, the evidence base for them, the factors that would need to be considered to implement them, the ways in which they are implemented, and the ways to monitor their effectiveness.

Elementary Education Courses

The following courses are taken by participants in the elementary education specialization:

Year 1

Elementary Content Area Reading (2 credits)

This course will give participants an in-depth understanding of nonfiction reading, writing, and researching. Participants will (1) explore nonfiction literature (2) analyze the processes of reading and writing in the content areas, (3) conceptualize, design, and implement a content area research project with their students. Using a workshop model, participants will be immersed in the process of researching and reporting out new content knowledge first as learners, and then through the lens of a teacher.

Elementary Classroom Management Seminar (1 credit)

This course will enable participants to study multiple models of Classroom Management systems, learn about and practice classroom management techniques, unpack how to develop productive relationships with students, and create a plan for building and managing a productive and loving classroom in their host school. Each session is aligned to a particular indicator or set of indicators within the Teacher Practice Rubric.

Emergent and Early Reading (3 credits)

Participants learn about the development of social, cognitive, and linguistic processes involved in learning to read in English. Throughout the course, participants engage in a series of iterative tasks to deepen their understanding of the connections between assessment, instruction, and materials for beginning readers and to contextualize the theoretical perspectives studied.

Foundations in Elementary Education: Introduction to Teaching and Learning (3 credits)

In this course, participants will begin to examine the features of high-quality instruction and in what ways are they the same and different across the content areas. Participants will explore the issues central to urban education, including race, culture, and diversity, as well as the importance of building relationships with students and families. Participants will also explore the ways in which colleagues can support each other in improving the teaching practice of all.

Language Development in Children (2 credits)

In this course, participants will begin to learn about language development. Participants will examine various aspects of language development, including second language acquisition and dialect including the milestones that mark English and second language development at various stages and the factors that influence first and second language acquisition and development. Participants will also explore how language-rich environments and practices contribute to lasting language development.

Measurement, Data, and Geometry (2 credits)

Participants investigate the conceptual and procedural knowledge involved in measurement, geometry, and data. Particular attention is given to connections among these domains; ways these domains support learning in other areas of mathematics; and strategies for interdisciplinary learning. The use of technology to support conceptual inquiry-based learning is also emphasized.

Number, Operations, and Algebraic Thinking I (2 credits)

Participants investigate the conceptual and procedural knowledge involved in learning to count, understanding our number system, and adding and subtracting whole numbers. Particular attention is given to the importance of the representation and communication of mathematical ideas, the attributes of worthwhile tasks, and to gaining a deep understanding of the ways in which algebraic thinking underpins arithmetic.

Number, Operations, and Algebraic Thinking II (3 credits)

Participants investigate the conceptual and procedural knowledge involved in multiplying and dividing whole numbers; gaining a deep understanding of the meaning of fractions, decimals, percentages and integers; and operating with rational numbers and integers. Particular attention is given to the importance of the representation, communication, and assessment of mathematical thinking as well as the ways in which algebraic structures and generalizations deepen arithmetic thinking.

Reading in the Upper Grades (2 credits)

Reading is an active process of constructing meaning from text. It requires the integration of a complex set of non-linear processes and is influenced by developmental, cognitive, social, and cultural factors. Participants will understand the research and use multiple ways and strategies to teach reading. Participants will use a wide array of assessment tools selected for their usefulness in improving instruction and monitoring progress.

Social Studies Methods (3 credits)

Participants are given an overview of social studies via a close study of state and national standards. They come to understand the teacher's role in designing social studies instruction that engages students in relevant interpretation of a historical event, movement, or period. Geography as a means of helping students make sense of the world around them and civics education through the lens of social justice and active citizenship are also addressed.

Year 2

Supporting Writers' Development (2 credits)

This course prepares participants for the thoughtful examination of writers and writing instruction. Throughout the course, participants will be introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach and workshop model, participants will learn how to teach students to communicate ideas effectively in a variety of genres, for different purposes, and for diverse audiences.

Teaching STEM in the Elementary Grades (3 credits)

The overarching goal of this course is for participants to experience inquiry as learners and doers of science; to demonstrate knowledge of continuous assessment strategies; and to develop the ability to utilize assessment to guide science instruction at the elementary level. Coursework experiences will allow the participants to reflect on their planning or delivery of science, to reflect on the science teaching of others, to reflect on themselves as a learner of science, and to reflect on the opinions of science experts.

Secondary Education Courses

The following courses are taken by participants in the secondary mathematics and English language arts specializations:

Year 1

Foundations in Secondary Education: Introduction to Teaching and Learning (3 credits)

This course provides an understanding of key learning theories for secondary teachers. Participants will explore how issues such as race, culture, diversity, gender, and sexuality relate to and impact adolescent development and urban education. In addition, participants will learn how to build upon the strengths and skills of urban adolescents, families, and communities to facilitate academic achievement. Participants will also explore pedagogical practices that allow teachers to cultivate professional learning communities and support the success of urban adolescents.

Reading Processes and Acquisition (1 credit)

This course introduces participants to reading processes and acquisition. Specifically, the fundamental principles of reading and reading acquisition are presented and discussed. Participants will learn how young children learn to read, where reading developmental may break down, and about issues common among adolescents who struggle to make meaning of grade-level texts in the classroom. Participants will be introduced to instructional strategies, materials, and classroom-based assessments to support the adolescent reader.

Secondary Classroom Management Seminar (1 credit)

This course will focus on introductory exposure to classroom management through readings, discussion, practice, and reflection. Participants will develop an understanding of effective classroom management systems by actively implementing strategies in a summer classroom placement. Participants will also be introduced to the concept of the school-to-prison pipeline and its relationship to classroom management and disciplinary practices. Participants will learn about and understand how effective classroom management strategies, procedures, and strong student-teacher relationships can help counteract the school-to-prison pipeline.

Secondary Content Area Reading/Literacy (2 credits)

This course explores how listening, speaking, reading, writing, and viewing are tools for both accessing and demonstrating content knowledge within an academic discipline at the secondary level. Through the lens of disciplinary literacy, participants will explore the centrality of word knowledge in the academic disciplines, and a range of reading and writing strategies to support comprehension of diverse content area texts.

Year 2

Self-Management of Learning (2 credits)

This course focuses on the concept of self-management and its critical role in promoting student achievement in secondary classrooms. It is meant to give teachers an understanding of how to cultivate and build upon their students' interests in learning in order to promote self-management skills. The course will discuss learning theory and motivation as it relates to adolescent learning. Participants will have opportunities to practice and implement lessons that support students' self-management skills, and ultimately student success.

Secondary English Language Arts Courses

The following courses are taken by participants in the secondary English language arts specialization only:

Year 1

Genre Study I: Argument and Informational Texts (2 credits)

This course is divided into two modules: immersion in reading and writing informational texts, and immersion in reading and writing argument. Participants will analyze texts to identify the characteristics, structures, and techniques commonly used in a variety of texts within each genre. Participants will develop and deliver comprehension lessons in each genre and will develop two mini-units, one that integrates reading and writing of informational texts and a parallel one for argument.

Language Acquisition (3 credits)

Participants will look deeply at three major topics that are important to supporting linguistically and culturally diverse students in urban, secondary education settings: language variation, academic language, and second language acquisition. The course will explore these interrelated topics, attending to both socio-cultural and cognitive-linguistic perspectives on learning and learning environments. The purpose of the course is to guide educators to use linguistic awareness to inform their teaching. The course will examine the Common Core State Standards and the role of language in assessment.

Reading Diagnosis and Intervention (3 credits)

In this course, participants will learn how to diagnose reading difficulties among struggling adolescent readers. In addition, they will learn about interventions that may be used to address Tier 2 support in the English Language Arts classroom. Specifically, participants will learn how to assess students, analyze assessment data, plan appropriate interventions, and monitor students' progress toward literacy goals. Participants will learn research-based interventions that support the literacy development of a diverse population of secondary students.

Secondary ELA Immersion and Discourse (3 credits)

This course models a productive and nurturing classroom environment. Participants become completely immersed in their own learning about reading and writing, speaking and viewing and discussing texts of all kinds. For each sequence of instruction, participants debrief the learning and the instructor's onstage/offstage decision-making. Participants also develop and present lessons that are closely aligned to the Common Core State Standards.

Selecting Texts for Secondary ELA Instruction (2 credits)

In this course, participants explore a wide range of texts and genres for their quality, complexity, and the diverse roles they play in secondary ELA. Methods will be introduced for finding and locating texts appropriate for and appealing to urban teenagers. Participants will evaluate canonical, contemporary, and young adult books to consider the challenges and opportunities they provide. In addition to developing the vocabulary for analyzing how texts operate, participants will explore quantitative and qualitative methods for targeting their complexity. Participants will also examine how the text complexity of any single text is dependent on classroom context and the additional texts being used in conjunction with it, through the process of reading and then designing original multimodal, multi-genre text sets.

Writing in the Secondary Classroom (3 credits)

This course prepares participants for the thoughtful examination of writers and writing instruction. Throughout the course, participants will be introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach and workshop model, participants will learn how to teach students to communicate ideas effectively in a variety of genres, for different purposes, and for diverse audiences. Explicit attention will be paid to reading and writing connections, and technology will be used to explore new literacy practices. Data will be used to plan lessons, monitor progress, provide on-going feedback, and differentiate instruction.

Year 2

Genre Study II: Poetry, Drama, and the Novel (3 credits)

Adolescents need opportunities to read, respond to and write in the creative genres: poetry, drama and the novel. First as learners and then as teachers, participants will read and analyze texts in the three genres (including contemporary texts and those traditionally taught at the secondary level), fostering and developing student stamina and engaging adolescent interest. Participants will (1) investigate the reading, writing and critical thinking skills required of students when reading and responding to complex texts, (2) identify the challenges unique to teaching diverse learners, and (3) conceptualize, design and implement a unit study with students in one of the three genres.

Secondary Mathematics Courses

The following courses are taken by participants in the secondary mathematics specialization only:

Year 1

Algebraic Thinking (2 credits)

The overarching goal of this course is for participants to gain a richer understanding of high school algebra and learn how students in grades 6-12 develop algebraic thinking and skills. Participants will learn and practice the skills necessary to plan, enact and reflect on teaching in terms of its effect on student learning. Participants will experience first-hand a mathematics-learning environment that places a premium on students' algebraic sense-making.

Geometrical Thinking (2 credits)

In this course participants learn how students in grades 6-12 develop geometric thinking and skill; learn and practice the skills necessary to plan; and enact and reflect on teaching in terms of its effect on student learning. Through field experiences, observation, reflection and reading, participants will continue to identify and analyze teacher moves and mathematical tasks in terms of how well they support the development of students' geometric thinking.

Math Methods I (3 credits)

This course is designed to provide participants with initial structure and resources to provide a framework for teaching that includes data collection, case analysis, small group instruction, whole group paired and individual instruction. Participants will discuss effective methods for lesson planning, incorporating the needs of students with IEPs and 504 plans, and assessment. Participants will have the opportunity to rehearse lessons prior to implementation and respond to feedback.

Math Methods II (3 credits)

This course will continue the work done in Math Methods I around planning, collaborating, data collection, self-assessment, rehearsal, revision of lessons to suit students' needs, and general support. Participants will continue to receive guidance on addressing the Specially Designed Instruction (SDI) needed for students with IEPs and 504 plans. This course will focus on issues arising in the participants' clinical work providing effective math instruction to a diverse group of learners.

Proportional Reasoning (3 credits)

Participants will work with their small group teaching assignments to integrate ideas of proportional thinking, such as using a factor-of-change, a ratio table, cross-multiplication, and scaling up and down. This work with their students will provide an opportunity for exploring ways to identify a student's level of understanding for proportional thinking, such as the ability to differentiate between additive and multiplicative relationships, and developing tasks and activities that will correct and deepen that understanding.

Secondary Math Immersion (3 credits)

This course is designed to provide participants with an overview of mathematical thinking and reasoning put forth in the Common Core State Standards for grades 6-12. Participants will experience first-hand a mathematics learning environment that places a premium on students' mathematical sense-making. The overarching goal of this course is to immerse participants in the kind of high cognitive demand math learning experiences they will ultimately provide for their own students. Participants will not only leave this course with lasting images of high quality mathematics instruction, they will also be able to connect those images to specific exemplary teacher behaviors articulated in the UT Teacher Practice Rubric.

Year 2

Practices, Concepts, and Core Ideas in Secondary Science (6-12) (3 credits)

This course integrates physical, life, and earth science; space, engineering, and technology. Participants will experience inquiry as learners and doers of science and demonstrate knowledge of the practices, crosscutting concepts, and disciplinary core ideas articulated in the Next Generation Science Standards at the middle and high school levels. Participants will reflect on their planning and delivery of science, the science teaching of others, themselves as learners of science, and the opinions of science experts.

Appendix B

Finance Information

TABLE 1: RESOURCES					
Resource Categories	2017	2018	2019	2020	2021
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$1,700,000	\$3,315,000	\$3,315,000	\$3,315,000	\$3,315,000
a. Number of F/T students	100	185	185	185	185
b. Annual Tuition/Fee Rate	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
c. Total F/T Revenue (a x b)	\$1,700,000	\$3,315,000	\$3,315,000	\$3,315,000	\$3,315,000
d. Number of P/T Students	N/A	N/A	N/A	N/A	N/A
e. Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
f. Annual Number of Credits Per Cohort	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d x e x f)	N/A	N/A	N/A	N/A	N/A
3. Grants, Contracts, and Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$1,700,000	\$3,315,000	\$3,315,000	\$3,315,000	\$3,315,000

Resources narrative

1. **Reallocated Funds:** No funds will be reallocated from existing campus resources.

2. **Tuition and Fee Revenue:** The enrollment projection is based on the anticipated recruitment of 100 students in Year 1, with a June 2016 start date. In Years 2 and beyond, we project enrolling a new group of 100 students annually. Students will be charged a flat tuition rate of \$40,000 for this two-year program (with payment spread evenly across the two years). There is an estimated attrition factor of 15% for first year students and an estimated 5% attrition factor in the second year of the program.

3. **Grants and Contracts:** No grants or contracts are required for the successful implementation of the program.

4. **Other Sources:** No additional funds have been designated for this program.

TABLE 2: EXPENDITURES					
Expenditure Categories	2017	2018	2019	2020	2021
1. Faculty (b + c below)	\$1,356,200	\$2,153,919	\$2,215,324	\$2,278,490	\$2,343,469
a. # FTE	10	15	15	15	15
b. Total Salary	\$1,080,000	\$1,722,850	\$1,771,561	\$1,821,658	\$1,873,182
c. Total Benefits	\$276,200	\$431,069	\$443,763	\$456,832	\$470,287
2. Admin. Staff (b + c below)	N/A	N/A	N/A	N/A	N/A
a. # FTE	N/A	N/A	N/A	N/A	N/A
b. Total Salary	N/A	N/A	N/A	N/A	N/A
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
3. Support Staff (b + c below)	\$50,920	\$78,290	\$80,247	\$82,253	\$84,309
a. # FTE	1	1.5	1.5	1.5	1.5
b. Total Salary	\$38,000	\$58,425	\$59,886	\$61,383	\$62,917
c. Total Benefits	\$12,920	\$19,865	\$20,361	\$20,870	\$21,392
4. Equipment/ Software & Materials	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$20,000	\$25,000	\$25,000	\$25,000	\$25,000
TOTAL (Add 1-7)	\$1,427,120	\$2,257,209	\$2,320,570	\$2,385,743	\$2,452,778

Expenditures narrative

1. Faculty (#FTE, Salary, and Benefits): In Year 1, the JHUSOE projects hiring ten new full-time faculty to deliver the required coursework and provide coaching/mentoring to 100 students. In Year 2, we anticipate hiring five additional faculty to support the increased enrollments.
2. Administrative Staff (# FTE, Salary, and Benefits): A portion of current administrative time will be allocated, but no new administrative staff will be needed under current conditions.
3. Support Staff (# FTE, Salary, and Benefits): JHUSOE anticipates hiring one new administrative assistant in Year 1 and one support staff on a half-time basis in Year 2 to support the program.
4. Equipment: No equipment expenditures beyond that which is normally provided to faculty is currently anticipated.
5. Library: No library expenditures beyond those currently provided to JHUSOE have been requested at this time.
6. New and/or Renovated Spaces: No special facilities are being requested at this time.
7. Other Expenses: We are allocating funds to cover marketing expenses associated with this program.