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**TAB 1**  
**Application for Renewal of Mergenthaler location**

## OOS RENEWAL

### MARYLAND HIGHER EDUCATION COMMISSION Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

**Please Note:** A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

#### PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

Mergenthaler Vocational-Technical High School, 2500 Hillen Road, Baltimore, MD 21218  
This application is for the renewal of the Mergenthaler location.

#### PROPOSED START DATE OF CONTINUED OPERATION. September 1, 2023

Applications should be submitted at least 5 months prior to the proposed start date.

#### NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

**Name of Institution:** American University

**Web Address:** www.american.edu

**OPEID Code:** 00143400

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

**Chief Executives Officer:** Sylvia Burwell

**Mailing Address:** 4400 Massachusetts Ave. NW, Washington DC 20016

**Telephone:** 202-885-1000

**Email:** president@american.edu

**Institutional Liaison:** Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

**Name:** Ellen Klene

**Title:** Senior Director of Contracts & Administration

**Mailing Address:** 4400 Massachusetts Ave. NW, Washington DC 20016, Office of the Provost

**Telephone:** 202-413-7951

**Email:** eklene@american.edu

\*\*\*\*\* CERTIFICATION \*\*\*\*\*

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

3/23/2023 Date Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

\*\*\*\*\*

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?

Yes, we wish to be approved for years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. CHECK EACH ITEM AS ATTACHED.

Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted? Yes No If yes, please submit new copies.

Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The

institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

- Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- Registration as an Out-of-State Corporation. (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: [www.dat.state.md.us](http://www.dat.state.md.us). Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

- Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

- Advertisements COMAR 13B.02.01.07D(3)(p)

**Are there new advertisements in print format related to your programs in Maryland?**

Yes  No **If yes, please provide copies of the new advertisements.**

- Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

- Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

## II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

### 1. Programs.

#### ➤ CURRENTLY OFFERED PROGRAMS.

**INSTRUCTIONS.** Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled “A-1: Current Programs”) to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Masters of Art in Teaching	MAT	Classroom	39-40 hours	Yes

#### ➤ NEW PROGRAMS

**INSTRUCTIONS.** Is the institution proposing any new programs at this location?  Yes  No  
**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled “A-1: New Programs”) to this information with your responses to the following for each new program:**

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

This information was provided in the catalog

- (c) Please provide a brief description of the student population to be served by the proposed new programs.

See Attachment 1c.

**2. Educational Need.** Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

**INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled “A-2: Educational Need”) to this application and respond to the following questions for each new program:**

- (a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:
- (1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

See Attachment A-2: Educational Need

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

See Attachment A-2: Educational Need

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

See Attachment A-2: Educational Need

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes  No

**If yes**, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

**3. Administrative Staff.** The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

**INSTRUCTIONS:** Has any previously reported Administrative Staff information changed since your last approval at this location?  Yes  No

**If yes**, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

N/A. There have not been any changes.

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

N/A. There have not been any changes.

#### 4. Faculty

**INSTRUCTIONS:** Has any previously reported Faculty information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:**

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

See Attachment A-4: Faculty

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

**5. Library Resources.** Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

**INSTRUCTIONS:** Has any previously reported library information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.**

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

N/A. There have not been any changes.

**6. Student Services.** COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance

procedures.

**INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.**

(a) How do you plan to implement the requirements for Student Services cited above?

N/A. There have not been any changes.

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

N/A. There have not been any changes.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?  Yes  No How will it make this available to its students at the proposed instructional site? \_\_\_\_\_  
If this statement is in the Catalog you submitted with the application, please indicate the page number: \_\_\_\_  
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure?  Yes  No If this procedure is in the Catalog you submitted with the application, please indicate the page number \_\_\_\_\_. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

**INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.**

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety?  Yes  No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

N/A. There have not been any changes.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

N/A. There have not been any changes.

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

N/A. There have not been any changes.

**8. Distance Education.** “Distance education” means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. “Distance education” does not include telecommunicated instruction at the student’s initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

**INSTRUCTIONS. Is the institution providing distance education as defined above?  Yes  No**  
**If yes,** please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application

## Student Enrollment Data Form

### Out-of-State Degree Granting Institutions Operating in Maryland

**Institution:** American University

**Location:** Baltimore, MD

**Unduplicated Headcount at this location for the past academic year:** September 1, 2022 to Present

**Person Completing the Student Enrollment Data Form:** Sherita Flake Telephone: 202.885.8218 Email: flake@american.edu

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel					
Baltimore County			2		
Baltimore City			4		
Calvert					
Caroline					
Carroll					
Cecil					
Charles					
Dorchester					
Frederick					
Garrett					
Harford			1		
Howard			1		
Kent					
Montgomery					
Prince George's			1		
Queen Anne's					
St. Mary's					
Somerset					
Talbot					
Washington					
Wicomico					
Worcester					
Non-Maryland Residents			21		
<b>TOTALS</b>			<b>30</b>		



<b>Undeclared/No Major</b>					
<b>Total</b>					<b>30</b>

**TAB 2**

**II. Supporting Documentation 1. Catalogs – N/A No Change**

**TAB 3**

**II. Supporting Documentation 2. Accreditation**

## STATEMENT OF ACCREDITATION STATUS

*The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.*

**Institution:** AMERICAN UNIVERSITY  
Washington, DC

**Address:** 4400 Massachusetts Ave. N. W.  
Washington, DC 20016

**Phone:** (202) 885-6000

**URL:** [www.american.edu](http://www.american.edu)

**Accreditation Liaison Officer (ALO):** Ms. Karen Frosolid Jones

**Commission Staff Liaison:** Dr. Robert Bonfiglio, Vice President

## Accreditation Summary

*For more information, see the Commission's [Accreditation Actions Policy and Procedures](#).*

**Phase:** Accredited

**Status:** Accreditation Reaffirmed

**Accreditation Granted:** 1928

**Last Reaffirmation:** 2014

**Next Self-Study Evaluation:** 2023-2024

## **Alternative Delivery Methods**

*The following represents approved alternative delivery methods included in the scope of the institution's accreditation:*

### **Distance Education**

Approved to offer programs by this delivery method

### **Correspondence Education**

Not approved for this delivery method

## Credential Levels

### ☑ Approved Credential Levels

*The following represents credential levels included in the scope of the institution's accreditation:*

- **Postsecondary award (< 1 year)**  
Included within the scope:
- **Postsecondary award (1-2 yrs)**  
Included within the scope:
- **Associate's Degree or Equivalent**  
Included within the scope:
- **Bachelor's Degree or Equivalent**  
Included within the scope:
- **Post-baccalaureate Certificate**  
Included within the scope:
- **Master's Degree or Equivalent**  
Included within the scope:
- **Doctor's Degree - Professional Practice**  
Included within the scope:
- **Doctor's Degree- Research/Scholarship**  
Included within the scope:

## Locations

*The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:*

Location	Type
<b>Mergenthaler Vocational-Technical High School</b> 2500 Hillen Road Baltimore, MD 21218	Additional Location
<b>Teach Alt Cert Program (CSSS Charter)</b> Wilson High School 3950 Chesapeake St., N.W. Washington, DC 20016	Additional Location
<b>Teacher Alt Cert Program (AQUE)</b> Wilson High School 3950 Chesapeake St., N.W. Washington, DC 20016	Additional Location
<b>Teacher Alt Cert Program (Teach for Amer</b> Wilson Senior High School 3950 Chesapeake St., N.W. Washington, DC 20016	Additional Location
<b>Teacher Alt Certification Program (TOPS)</b> Wilson High School 3950 Chesapeake St., N.W. Washington, DC 20016	Additional Location
<b>University of Dallas</b> 1845 East Northgate Drive Irving, TX 75062	Additional Location
<b>Uplift Heights Primary School</b> 2202 Calypso Street Dallas,, TX 75212	Additional Location
<b>Uplift Summit International Preparatory</b> 1305 North Center Street Arlington, TX 76011	Additional Location

Location	Type
<b>Urban Teachers Notre Dame of Maryland University</b> 4701 North Charles Street Baltimore, MD 21210	Additional Location
<b>Airlie Conference Center</b> 6809 Airlie Road Warrenton, VA 20817	Other Instructional Site
<b>Maryland Institute College of Art (MICA)</b> 1300 W Mount Royal Avenue Baltimore, MD 21217	Other Instructional Site
<b>The Lab School of Washington's Foxhall Campus</b> 1550 Foxhall Road NW Washington, DC 20007	Other Instructional Site
<b>The Lab School of Washington's Reservoir Campus</b> 4759 Reservoir Road, NW Washington, DC 20007	Other Instructional Site
<b>Woodrow Wilson Senior High School</b> 3950 Chesapeake Street, NW Washington, DC 20016	Other Instructional Site

*Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures**.*

## Accreditation Actions

*The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the Commission's Accreditation Actions Policy and Procedures and the Substantive Change Policy and Procedures.*

- January 3, 2023** To acknowledge receipt of the substantive change request. To include the additional location at 4701 North Charles Street, Baltimore, MD 21210 within the institution's scope of accreditation. To note that written evidence of necessary approvals has been provided. To require immediate notification when instruction commences at the additional location. To note that the Commission reserves the right to rescind approval of this substantive change if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.
- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location at 2202 Calypso Street, Dallas, Texas 75212 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action.
- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location at 2500 Hillen Road, Baltimore, MD 21218 within the institution's scope of accreditation. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. To require immediate notification when instruction commences at the additional location.
- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location 1845 E. Northgate Drive, Irving, Texas 75062 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action.

- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location at 1305 North Center Street, Arlington, Texas 76011 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.
- March 4, 2021** To note that the Mid-Point Peer Review has been conducted and no further evidence is required at this time. The next evaluation visit is scheduled for 2023-2024.
- October 29, 2020** To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 8250 Jones Branch Drive, McLean, VA 22102 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
- October 29, 2020** To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 4121 Wilson Blvd, Arlington, VA 22203 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
- October 29, 2020** To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Corciano, Italy that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one

calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.

**August 28, 2017**

To acknowledge receipt of the substantive change request. To include the contractual arrangement with Ritsumeikan University, College of International Relations, 56-1 Toji-in, Kitamachi, Kita-ku Kyoto, 603-8577 Japan. The next evaluation visit is scheduled for 2023-2024.

**June 26, 2014**

To reaffirm accreditation and to commend the institution for the quality of its self-study report and process. The Periodic Review Report is due June 1, 2019.

**July 1, 2013**

To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at Freddie Mac, 8250 Jones Branch Drive, McLean, VA 22102 as an additional location and to include the location within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2013-2014.

## **Information about the Middle States Commission on Higher Education**

*The Middle States Commission on Higher Education (MSCHE) is an institutional accreditor in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. The MSCHE accreditation review cycle is continuous and accreditation does not expire. Each institution is reevaluated and monitored on a regular and consistent basis in accordance with the institution's assigned accreditation review cycle and Commission policy and procedures. An institution maintains its accreditation unless it is voluntarily surrendered or withdrawn by the Commission for cause, after the institution has been afforded due process. The institution's current accreditation phase and accreditation status are displayed on the institution's listing in the Institution Directory and in the Statement of Accreditation Status (SAS).*

**TAB 4**

**II. Supporting Documentation 3. Registration**

## THE AMERICAN UNIVERSITY: F00622050

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**Department ID Number:**

F00622050

**Business Name:**

THE AMERICAN UNIVERSITY

**Principal Office:** 

MASSACHUSETTS & NEBRASKA AVES.

WASHINGTON DC 20016

**Resident Agent:** 

CSC-LAWYERS INCORPORATING SERVICE

COMPANY

7 ST. PAUL STREET

SUITE 820

BALTIMORE MD 21202-2264

**Status:**

INCORPORATED

**Good Standing:**

THIS BUSINESS IS IN GOOD STANDING

**Business Type:**

FOREIGN CORPORATION

**Business Code:**

04 ORDINARY BUSINESS - NON-STOCK

**Date of Formation/ Registration:**

04/08/1976

**State of Formation:**

DC

**Stock Status:**

NONSTOCK

**Close Status:**

N/A

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# *STATE OF MARYLAND*

## *Department of Assessments and Taxation*

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I, MICHAEL L. HIGGS OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO THE FORFEITURE OR SUSPENSION OF CORPORATE CHARTERS, OR THE RIGHTS OF CORPORATIONS TO TRANSACT BUSINESS IN THIS STATE AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT THE AMERICAN UNIVERSITY (F00622050) , QUALIFIED APRIL 08, 1976, IS A CORPORATION DULY INCORPORATED AND EXISTING UNDER AND BY VIRTUE OF THE LAWS OF THE STATE OF DISTRICT OF COLUMBIA AND THE CORPORATION HAS FILED ALL ANNUAL REPORTS REQUIRED, HAS NO OUTSTANDING LATE FILING PENALTIES ON THOSE REPORTS, AND HAS A RESIDENT AGENT. THEREFORE, THE CORPORATION IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING WITH THIS DEPARTMENT AND DULY AUTHORIZED TO EXERCISE ALL THE POWERS RECITED IN ITS CHARTER OR CERTIFICATE OF INCORPORATION, AND TO TRANSACT INTERSTATE, INTRASTATE AND FOREIGN BUSINESS IN MARYLAND.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS SEPTEMBER 26, 2022.



Michael L. Higgs  
Director



*301 West Preston Street, Baltimore, Maryland 21201*  
*Telephone Baltimore Metro (410) 767-1340 / Outside Baltimore Metro (888) 246-5941*  
*MRS (Maryland Relay Service) (800) 735-2258 TT/Voice*

Online Certificate Authentication Code: *\_A282T9cFEGmuQF\_RWuNw*  
To verify the Authentication Code, visit <http://dat.maryland.gov/verify>

**TAB 5**

**II. Supporting Documentation 4. Certificate of Compliance – Fire and Safety**

# FIRE PREVENTION ANNUAL PERMIT

THIS PERMIT MUST BE KEPT ON PERMITTED PREMISES AVAILABLE TO CODE OFFICIAL UPON REQUEST (105.1.1)

BLAINE LIPSKI DIRECTOR HEALTH SAFET  
ROOM 407A  
200 E NORTH AVE  
21202

INDIVIDUAL/BUSINESS
MERVO VO-TECH HIGH - P.S. 410
PERMITTED PREMISES LOCATION
3500 HILLEN ROAD
410-396-6496

ISSUE DATE	EXPIRATION DATE	RENEWAL FEE	PAID DATE
05/05/22	04/30/23	EXEMPT	04/06/22

APPROVED BY:

DEL L HOLMES, FI, FPB-15

THE ABOVE NAMED INDIVIDUAL/BUSINESS IS HEREBY GRANTED PERMISSION TO CONDUCT THE FOLLOWING BUSINESS AT THE ABOVE PERMITTED PREMISES LOCATION. ON THE ABOVE MENTIONED INSPECTION DATE THE PREMISES WAS COMPLIANT WITH PART VIII OF THE BUILDING, FIRE, AND RELATED CODES OF BALTIMORE CITY. ALL AGENCIES REQUIRED TO INSPECT FOR THIS TYPE OF BUSINESS MUST APPROVE PRIOR TO OPERATIONS. IF CHANGES ARE MADE TO THE BUSINESS OR OPERATION YOU MUST CONTACT THE FIRE PREVENTION BUREAU IMMEDIATELY AT 410-396-5752.

PUBLIC ASSEMBLY - EDUCATIONAL

CONTACT: DR AYE PRINCIPAL

CITY OWNED & OPERATED - FEE EXEMPT

FIRE PERMIT FEE CODES IN ACCORDANCE WITH BUILDING, FIRE AND RELATED CODES OF BALTIMORE CITY PART VIII, CHAPTER 1, SECTION 105

FEE CODES: F105.6.34H

Niles R. Ford, PhD.  
Chief of Fire Department

\*\*\* AN ANNUAL INSPECTION IS REQUIRED TO OPERATE THIS BUSINESS.\*\*\*  
\*\*\*THIS PERMIT IS INVALID AFTER THE EXPIRATION DATE \*\*\*



IF YOU DO NOT RECEIVE NOTIFICATION TO RENEW 30 DAYS PRIOR TO EXPIRATION DATE CALL (410) 396-5752

**TAB 6**

**II. Supporting Documentation 5. Board of Trustees Resolution of Financial Solvency**

**AMERICAN UNIVERSITY**  
**Washington, D.C.**

**BOARD OF TRUSTEES**

**November 10, 2022**

**Resolution of Financial Solvency for the Secretary of Higher Education  
of the State of Maryland**

**Resolution**

**WHEREAS**, American University is a nonprofit institution of higher education chartered by a Special Act of the United States Congress and located in Washington, D.C;

**WHEREAS**, American University's mission is to advance knowledge, foster intellectual curiosity, build community, and empower lives of purpose, service, and leadership consistent with the purposes of higher education;

**WHEREAS**, American University seeks to continue operating in the State of Maryland; and

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees has assumed and will continue to assume, responsibility for determining matters of policy, and have supervised, and will continue to supervise, the operations and finances of the organization; and

**BE IT FURTHER RESOLVED**, in order to meet the aforesaid requirements of the Secretary of Higher Education for the State of Maryland and for the purpose of obtaining approval from the Secretary of Higher Education for the State of Maryland to offer higher education programs in the State of Maryland, the Board of Trustees having reviewed and considered the University's current and projected financial position have reasonable grounds to form the opinion that as of the date of this Resolution the University is solvent and will be able to pay its debts as and when they become due and payable.

Approved by the Board of Trustees Finance and Investment Committee  
on November 10, 2022

Filed by: 

*Traevena L. Byrd*  
*Secretary, Board of Trustees*

**TAB 7**

**II. Supporting Documentation 6. Advertisements – N/A No Change**

**TAB 8**

**II. Supporting Documentation 7. Teach-out-Plan**



AMERICAN UNIVERSITY  
WASHINGTON, DC

SCHOOL OF EDUCATION

**American University / Urban Teachers Teach Out Program**

In the event that the partnership between American University and Urban Teachers is dissolved, AU will enact the following teach-out plan. Since the MAT: Urban Teachers degree is 6 semesters, we would offer American University courses to all current students for the remaining semesters of the cohort. If, after this time, there are still students that need coursework done, we will work with students on an individual basis to provide online course options to finish the MAT.

**TAB 9**

**II. Application 1c. Student Population**

## Student Population

### **Target Population**

For School Year 2022-23, Urban Teachers is expanding from three sites (Baltimore, Washington, DC, Dallas, TX) to four, with the addition of Philadelphia, PA. The Urban Teachers/American University program currently has 169 student participant enrollees with 30 participants at our Baltimore site. Estimated future new student participant enrollees at our Baltimore site are 50 (Cohort 2023), 75 (Cohort 2024) and 90 (Cohort 2025).

Urban Teachers recruits for diverse candidates, specifically those who identify as Black, as Black Males, or as Latinx/Hispanic in order to more closely represent the student population and meet local school district needs. As part of its ongoing efforts to make the program accessible to diverse populations, UT has an active partnership with UNCF, which provides scholarships to Black participants (Black Educators Initiative). Additionally, AU has a well-established commitment to and strong track record of providing an array of merit and need-based scholarships to its students, many of whom are students of color. More than 70% of AU MAT students receive tuition support or scholarships. Participants receive a living wage stipend during the residency year and earn a full teacher salary during the second year as part of their employment by Baltimore City Public Schools.

### **SY2022-23 New Cohort Demographics (Cohort 2022)**

	<b>Baltimore, MD</b>	
	<b>#</b>	<b>%</b>
<b>Summer Institute Start</b>	<b>30</b>	<b>--</b>
<b>Race/Ethnicity</b>		
Asian	2	7%
African American or Black	10	33%
Hispanic or Latinx	4	13%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	1	3%
White	13	43%
Unknown	0	0%
<b>Person of Color</b>	<b>17</b>	<b>57%</b>
<b>Black Inclusive</b>	<b>12</b>	<b>40%</b>
<b>Black Inclusive, Male</b>	<b>5</b>	<b>17%</b>
<b>Gender</b>		
Female	19	63%
Male	11	37%
Non-binary/Prefer to self-describe	0	0%
Unknown	0	0%
<b>Pell Grant Recipient</b>	<b>20</b>	<b>67%</b>
<b>First-Gen College Grad</b>	<b>8</b>	<b>27%</b>

*Person of Color: anyone who self-selected their Ethnicity category as Hispanic or Latinx and/or self-selected a Race category of anything other than White or left blank.*

*Black Inclusive: anyone who self-selected a Race category of African American or Black, regardless of any other Race or Ethnicity category also selected.*

Since the program launch in 2010, Urban Teachers educators have reached over 90,000 students in Baltimore City. Over the past three years leading up to and during the COVID-19 pandemic, we have continued to grow and nurture a network of diverse, effective, culturally responsive Baltimore educators despite the significant headwinds introduced by the pandemic. From an inaugural cohort of 20 residents in school year 2010-11, we scaled our Baltimore program footprint to reach ~90-100+ new aspiring educators recruited and placed per year as of 2021, recruiting our three largest cohorts in 2019-21 and expanding our strategic district partnership. In school year 2021-22, we began with 98 new aspiring educators into Baltimore (53% people of color) among a total four-year program participant network of over 300 teaching residents and early-stage teachers reaching ~13,000 PK-12 students in nearly 90 schools working alongside our dynamic local program alumni base of experienced teachers and school-based instructional leaders (including City Schools’ 2019 Teacher of the Year Kyair Butts).

**School Year 2021-2022 Program Participants (Cohort 2021 Residents)**

Note: Cohort 2021 Resident official counts as of the beginning of the Summer 2021 semester

	Baltimore, MD	
	#	%
<b>Summer Institute Start</b>	98	--
<b>Race/Ethnicity</b>		
American Indian or Alaska Native	0	0%
Asian	5	5%
African American or Black	33	34%
Hispanic or Latinx	10	10%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	4	4%
White	45	46%
Unknown	1	1%
<b>Person of Color</b>	52	53%
<b>Black Inclusive</b>	38	39%
<b>Black Inclusive, Male</b>	9	9%
<b>Gender</b>		
Female	70	71%
Male	26	27%
Non-binary/Prefer to self-describe	2	2%
Unknown	0	0%
<b>Pell Grant Recipient</b>	38	39%
<b>First Gen College Grad</b>	32	33%

*Person of Color: anyone who self-selected their Ethnicity category as Hispanic or Latinx and/or self-selected a Race category of anything other than White or left blank.*

*Black Inclusive: anyone who self-selected a Race category of African American or Black, regardless of any other Race or Ethnicity category they may have also selected.*

**TAB 10**

**II. Application 2. Educational Need**

**The out-of-State institution shall demonstrate that the proposed program, for which the institution is making application is consistent with the Maryland State Plan for Postsecondary Education.**

**Focus 1: Student Access.**

The American University (AU) program operating in Maryland alongside the Urban Teachers program offers Maryland students the opportunity to matriculate at another university with a Carnegie Classification of a high research activity. According to the “2022 Maryland State Plan for Higher Education,” Maryland currently has six other colleges and universities with a Carnegie Classification of either very high research activity or high research activity: Johns Hopkins University, University of Maryland Baltimore County, University of Maryland-College Park, Morgan State University, University of Maryland Eastern Shore, and the University of Maryland, Baltimore.

Since 2010, Urban Teachers has welcomed 1,222 aspiring teachers and expanded to 331 schools, teaching nearly 100,000 students in Baltimore, DC and Dallas/Fort Worth. This year, 162 students enrolled in the AU/UT program beginning summer 2022.

UT has a well-demonstrated commitment to and a well-established 11-year track record of successfully enrolling participants of color in a prior partnership with a similarly priced university. In SY 2020-21, 101 aspiring teachers enrolled in the existing Urban Teachers Baltimore program. Of those enrolled, 53 percent identified as Black, Latinx and/or Multi-cultural.

**Financial Supports**

AU offers Maryland students access to a high-quality graduate education with all of the resources inherently found in national institutions of this category. In addition, students in Maryland who participate in the Urban Teachers program experience a tuition discount per credit hour, giving them the benefit of a high-quality educational experience, culminating with the conferral of a Master of Arts in Teaching (MAT) degree at a reduced rate. In addition, the Urban Teachers program, in partnership with AU, pays the cost of student books and health insurance. Therefore, students are not subject to a number of additional fees that some students find challenging to finance: estimated cost of books is \$1,100 and the estimated cost of health insurance is \$2,178 per year.<sup>1</sup>

Next, Maryland participants in the AU/ Urban Teachers program receive a living wage stipend of \$30,000 during the residency year. The stipend is disbursed to students directly each month to assist with cost-of-living expenses while completing the coursework and 14-month student residency (internship) portion of the program.<sup>2</sup>

In the second year of the program, students are guaranteed a full-time teaching position with Baltimore City Public Schools through an ongoing Memorandum of Agreement with City Schools. The starting salary for first-year teachers in Baltimore City Public Schools is \$52,927.<sup>3</sup>

**Student Aid, Scholarships and Grants**

FAFSA completion is one of the most important resources students can use to access post-secondary education. As such, administrators in the program encourage and guide students through FAFSA

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<sup>1</sup> <https://soeonline.american.edu/admissions/tuition-overview/>

<sup>2</sup> After the first year, students are no longer resident interns. They become full-time teachers in Baltimore City Public Schools.

<sup>3</sup> [https://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20222023Staff/2022-2023\\_Professional\\_Salary\\_Schedules.pdf](https://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20222023Staff/2022-2023_Professional_Salary_Schedules.pdf)

completion. Of the 162 students enrolled as students in the program, 148 students completed and filed their FAFSA for the 2022-2023 school year.

Additionally, AU has a well-established commitment to and strong track record of providing an array of merit and need-based scholarships to its students, many of whom are students of color. More than 70% of AU MAT students receive tuition support or scholarships.

#### Black Educator Scholarship through United Negro College Fund.

As part of its ongoing efforts to make the program accessible to diverse populations, UT has an active partnership with UNCF, which provides scholarships to Black participants (Black Educators Initiative). The goal of the Black Educators Initiative is to significantly increase the number of Black educators in Baltimore, Dallas/Fort Worth, Philadelphia, and Washington, DC, while ensuring they are supported and embraced in the classroom.

#### TEACH Grant

A number of AU/UT students take advantage of the TEACH grant. Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

### **Focus 2: Student Success**

#### **High Quality Programming**

The vision of AU is “to make a meaningful impact in the field of education through innovative teaching, research, and service. AU’s impact is achieved through rigorous scholarship; advocating for equitable and inclusive learning environments; advancing social justice; preparing effective educators; providing leadership in public-policy arenas; and collaborating with local, national, and international communities and organizations.” AU’s School of Education has six core values: “excellence, equity, anti-racism and social justice, diversity and inclusion, collaboration and innovation.” With this mission in mind, AU has committed to ensuring students have the resources and supports to complete the MAT program with the end goal of preparing teachers to serve in Baltimore City Public School, filling vacant positions and providing effective teachers for students. The following systems, policies, and resources evidence AU’s articulation of this vision in support of better student outcomes.

#### **Student Resources**

1. Academic Support and Access Center

The Academic Support and Access Center (ASAC) supports the academic development and educational goals of all American University students and is committed to promoting access for individuals with disabilities within the university's diverse community. The ASAC provides academic coaching, tutoring, a writing center, and supplemental instruction. With Academic coaching, learners work with academic coaches during one-to-one meetings, to identify and enhance academic strategies. Sessions are interactive and learners can expect to leave with a strategic action plan. Topics include: time management and task prioritization, breaking down assignments, academic habit building, reading strategies, and more. ASAC also supports students who have disabilities by crafting accommodations plans.

2. AU Writing Center

The Academic Support and Access Center houses an important service, The Writing Center. The Writing Center supports AU's commitment to promoting academic writing skills and student-centered learning for every student. Our cooperative approach offers skilled peer to peer coaching. We maintain distinguished academic standards for ourselves and as an extension for all writers who visit. The Writing Center is dedicated to inclusive excellence, writing and the teaching of writing, and promoting the development of writers across disciplines, genre conventions, and styles.

### 3. AU Counseling Center

The AU Counseling Center provides a variety of resources for students in support of their mental health.

**Individual Therapy:** provides brief individual therapy (6-8 sessions per academic year), unlimited group therapy, community referral assistance, and consultation. Virtual and in-person services are available. **AU ProtoCall:** 24/7 crisis support that is available for all students, faculty, staff, and parents. Individuals can talk to a licensed clinician for support and get information on community referrals.

**LifeWorks:** a culturally informed, solution-focused support for students. LifeWorks is available as an app for students located in the United States and abroad.

**You@American:** a free web-based platform that is a multifunction resource center. You@American helps students independently engage in wellness activities and provides them with information about the wide range of resources available on campus. Available as an app on all platforms.

**Q.P.R. Training:** Question, Persuade, Refer is an interactive hour-long training program that equips individuals with skills to help students who express suicidal thinking. Training is available for faculty, staff, and student leaders.

### **Early Intervention and Support for Students**

AU aims to provide early intervention for students before the end of the semester. The Care Network is comprised of every AU community member and empowers anyone at AU to recognize and respond to students who are struggling. We manage the Care Network by responding and reaching out to members of the AU community that may need support. Every member of the AU Community can access the Care Network by submitting an online form called a Care Report. This Care Report is processed by the Office of the Dean of Students and assigned to a DOS representative who then reaches out to the individual to get them connected with resources and support. The Care program is also focused on training faculty and staff in how to recognize, respond to signs of student distress and refer them.

**Recognize, Respond, Refer.** Faculty, staff, and peers are often the first to observe signs of distress in students. Changes in behavior, appearance, uncharacteristically disruptive behavior in the classroom, or disturbing written communications can be early warning signs of distress and are opportunities to open conversation with the student. Conversely, overt reference to self-harm, harm of others, or suicide should be reported immediately. We recognize that faculty, staff, and other students can play an important role by identifying students in distress and helping them receive the assistance they need.

Using an interdisciplinary case management approach, the Care Team develops comprehensive intervention strategies and monitors the continued status of the student.

### **Supporting Students who Struggle Academically by Providing Individualized Support and Allowing Course Retakes**

The University Registrar will place students enrolled in a graduate degree program on Academic Probation if a student attempts and receives credit in at least 9 credit hours of coursework, where their cumulative GPA falls below 3.00 or when students fail to receive credit in at least two-thirds of the courses they attempt. The Registrar will inform the students of their probationary status in writing.

Supports During Probation: Of the 155 residents currently matriculating in the program, 3.23% (5/155) of our resident teachers have been placed on academic probation. When students are on academic probation, AU supports these students beginning with a one-on-one support meeting with the Graduate Program Coordinator who reviews the applicable resources/supports shared above. The team then creates a candidate improvement plan with specific action steps to guide the student to meet academic success.

Course Retakes: At AU and Urban Teachers, we understand that even with supports, students sometimes have a difficult semester academically. With this understanding, the AU program allows students to retake courses with the goal of gaining the necessary content knowledge and repairing low grades. We do not want one semester to prevent the student from completing the program. Graduate students may repeat a course twice with approval of the academic unit. Grades for each attempt are shown on the transcript and are used to compute a revised GPA. Students remain on Academic Probation for the time it takes them to attempt 12 additional credits or three enrolled semesters, whichever is shorter. After the Academic Probation period is completed, our hope is each student is able to raise their GPA and find academic success.

### **Supporting Students Through Challenging Life Circumstances**

Sometimes there are circumstances outside of the participants' control that prevent timely completion of the program. During matriculation, a participant may encounter circumstances that require them to seek a leave of absence. Reasons for requesting a leave of absence include, but are not limited to, mental or physical health concerns, care of a loved one who is ill, military service, or bereavement. Urban Teachers works alongside AU to support participants throughout the leave process. The leave plan includes provisions for coursework completion and clinical teaching requirements on a revised timeline. We encourage participants to seek assistance as early as possible in order to effectively plan for leave from the program.

A leave of absence is granted for a specific length of time, dependent on a participant's ability to complete program requirements, including coursework, coaching, and clinical responsibilities. A leave of absence does not exceed more than one year.

### **Retention Rates**

American University School of Education prioritizes retaining students through the completion of the program.

School of Education Students Beginning Fall 2020:

- American University had a first-year retention rate of 88.7% a
- American University had a second-year graduation rate of 82%.
- By the numbers: Of the 50 students in this cohort, 9 students exited the program by year two.

School of Education Students Beginning Fall 2021

- American University had a first-year retention rate of 92.3%
- By the numbers: Of the 65 students enrolled during this cohort year, 5 students exited the program

School of Education Students Beginning Fall 2022

- There are currently 199 students enrolled in American Universities School of Education.
- Of this number, 162 Urban Teachers participants began in summer.
- This year represents the first year of partnership between American University

The 2022 Maryland State Plan for Higher Education provides example targeted campaigns for completion, setting goals for completion of associates or bachelor’s degrees at around 75%. The goal is to encourage students to finish their programs of study. Students matriculating in the AU School of Education program far exceed that goal, with a completion of 82% for students who began in fall of 2020. It is important to note that these students attended school during the Covid pandemic. As 2021 data shows, we expect to see a continued increase in retention.

### **Removing Barriers Via Distance Education**

The addition of the American University program in Maryland allows students to access the curriculum of this DC based institution in Baltimore City and through hybrid course options to take place online. Allowing students to matriculate at AU without commuting out of Maryland removes barriers that allow them to take part in a unique residency training program through the Urban Teachers partnership.

### **Focus 3: Innovation**

The AU program operating in Maryland alongside the Urban Teachers program offers Maryland students the opportunity to matriculate at another university with a Carnegie Classification of a high research activity.

For over ten years, Urban Teachers has been on the forefront of alternative teacher preparation, providing a unique hybrid experience that explores tenants of traditional teaching models, specifically the student teaching program. Unlike other more traditional graduate education programs, this innovative program with AU, inclusive of a 2-year master’s degree program of study delivered by AU, ensures the continuation of Maryland’s sole alternative pathway program that includes an intensive 14-month student internship component prior to full-time teaching.

AU program faculty have years of high-quality classroom teaching experience and are uniquely equipped to provide students with a meaningful learning experience. AU’s School of Education has a rich history of training teachers for urban, metropolitan areas and the school has a tradition of teaching culturally responsive teachers for diverse classrooms. According to District of Columbia Public Schools (DCPS) statistics, 11 percent of its current teachers graduated from AU’s School of Education.

Urban Teachers’ teams on the ground are composed of former educators and invested local leaders who have deep knowledge of the local educational and cultural landscape. Participants receive support from a dedicated Urban Teachers coach whose goal is to accelerate participants’ effectiveness in their first year as a resident teacher and during their first two years as the leader in their own classroom.

In addition, as mentioned below (2a2), AU is one of a few universities nationally engaged in a project sponsored by Deans For Impact entitled, [Learning By Scientific Design](#). This project supports AU’s MAT faculty in reimagining and redesigning the arc of teacher candidate experiences so that candidates are prepared with the best scientific understanding of how students learn.

**2a1 – If the proposed programs serve occupational needs, present data on market demand and the availability of openings in the job market to be served by the new programs for which the institution is making an application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations**

For the last decade, Urban Teachers has partnered with Baltimore City Public Schools (“City Schools or “District”) to meet the District’s unique staffing needs, as a vital aspect of its strategic talent plan. The proposed program, inclusive of a 2-year master’s degree program of study delivered by American University, ensures the continuation of Maryland’s sole alternative pathway program that provides an intensive 14-month student internship component prior to full-time teaching. In addition to meeting labor market needs in a District working to ensure that qualified teachers fill all school vacancies prior to the start of the year, City Schools utilizes the Urban Teachers program to bolster and support school resources to meet the ever-growing needs of its students. In 2020, Urban Teachers provided City Schools with 101 new teacher residents and plans to continue providing new teacher residents per a formalized Memorandum of Understanding between the District and Urban Teachers. In order to continue providing City Schools with the quantity and quality of new teachers needed, American University and Urban Teachers entered into a partnership with American University serving as the higher education partner for new teachers entering into the Urban Teachers program.

**Local demand for new teachers:** Since the launch of the program in 2010, Urban Teachers has seen increased demand for new teachers in Baltimore, growing from a size of 20 new teacher candidates in 2010 to over 100 new teacher candidates in 2020. The proposed program by American University enables Urban Teachers to continue meeting the local hiring needs of Baltimore City, especially in its more challenging staffing areas such as special education and mathematics. Between 2014-2017, City Schools experienced a significant need for new teachers as over 2,500 teachers left the District<sup>[1]</sup>. Further, in the 2019-2020 school year, City Schools hired around 700 teachers, or 10% of its overall teacher workforce<sup>[2]</sup>.

**Statewide demand for new teachers:** Maryland has experienced a decrease in the overall number of teachers completing preparation programs statewide. According to the 2019 federal Title II report (the most recent reporting available), Maryland preparation programs are preparing almost 20% fewer teachers than a few years prior:

- SY 2017-18: 2,092 aspiring teachers complete an MD preparation program
- SY 2015-16: 2,584 aspiring teachers complete an MD preparation program

The same trend holds for the overall number of aspiring teachers enrolling in a preparation program:

- SY 2017-18: 4,611 aspiring teachers enrolled in an MD program
- SY 2015-16: 5,184 aspiring teachers enrolled in an MD program

These trends are not unique to Maryland as nationwide many states are experiencing the same declines in enrollment and aspiring teachers completing a preparation program. However, during this same period, Urban Teachers was able to significantly increase enrollment in their program and the number of teachers entering the profession in Baltimore.

- SY 2020-21: 101 aspiring teachers enrolled in Urban Teachers - Baltimore
- SY 2017-18: 76 aspiring teachers enrolled in Urban Teachers - Baltimore
- SY 2015-16: 39 aspiring teachers enrolled in Urban Teachers - Baltimore

Conversely, as teacher preparation programs are producing fewer teachers, the need continues to grow in Maryland as the overall population, and public school student population of Maryland both continue to grow;

- Overall population increases by more than 50,000 from 2015 to 2018<sup>[3]</sup>
- General public school students increased by more than 20,000 from 2015 to 2018<sup>[4]</sup>

**Retention of high-quality novice teachers:** In addition to providing City Schools with high-quality teachers, the proposed program’s design drives teacher retention to ensure novice teachers have the support needed to remain in the profession. The current program already serves as a stable pipeline, recruiting novice teachers who remain in the profession at higher rates than their counterparts. In SY 2020-21, 70% of first-year Urban Teachers Baltimore teachers returned for the third year of teaching, compared to 51% of all novice teachers in City Schools. The proposed program will continue to ensure that novice teachers are recruited and prepared to teach in the District but receive the support needed to become career educators.

Per the MOU between Baltimore City Public Schools and Urban Teachers, “City Schools agrees to accept up to 115 Residents. Upon successful completion of their Residency year, City Schools hereby agrees to make reasonable effort to hire each Fellow who meets City Schools’ employment eligibility criteria”.

To gain additional insight into the nature of the teacher market, AU and UT examined a variety of supply and demand factors (e.g., school enrollment trends, teacher attrition, teacher shortages in content areas, rate of new teachers entering the profession) in Baltimore and across the state of Maryland. In 2016, MSDE declared that all Maryland counties, including Baltimore City, have teacher shortages in at least one content area. <https://marylandpublicschools.org/stateboard/Documents/10252016/TabF.pdf>

Hence, Baltimore City Public Schools' leadership contracted with UT to assist in addressing the city's demand for teachers.

According to the Maryland Department of Labor's Maryland Long Term Occupational Projections (2018-2028) data, the number of K-12 teaching positions (elementary, middle, and high school, but excluding special education) in Maryland is expected to increase by approximately 14 percent (equating to nearly 9,000 new positions created) during this period

<http://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml>

Given the size of the school district relative to other school districts in Maryland, it is likely that a sizable proportion of these new teaching positions will be in Baltimore City Public Schools.

Please also note that the application is not being submitted to propose the creation of a new teacher preparation program in Maryland, but rather to continue delivering the existing MHEC- and MSDE-approved UT teacher preparation program, which has operated successfully for more than a decade with Baltimore City Public Schools, with a new academic partner (American University).

**2a2 – If the proposed program serves societal needs (including the traditional liberal arts education), describe how the proposed programs will enhance higher education in Maryland and contribute to society in general.**

The proposed Master of Arts in Teaching (MAT) degree, implemented by American University in partnership with Urban Teachers, will further advance teacher preparation options in Maryland higher education as the proposed program’s duality of training in the school (residency) and research theory (at the university) is a model in which research meets practice. More specifically, this partnership will increase higher education faculty’s knowledge and skill base for preparing teachers in urban and/or metropolitan areas with population density, generational poverty, cultural/racial diversity, large school

district bureaucracy, and long-standing education disparities. Unlike other more traditional graduate education programs, this program includes a residency teacher preparation model in Baltimore schools, ultimately informing teacher education practice and research. Teachers, administrators, and other school personnel in Maryland schools will be enhanced by the presence of higher education faculty in schools. Conversely, higher education faculty members will be better able to prepare effective teachers by participating in “real-world” classrooms where they can apply research and/or theory to practice. Faculty members teaching in schools are better equipped to adjust to teacher candidates’ training practices and knowledge/competencies. The American University faculty and staff are committed to this scholar-practice ideal, making this program a model for future teacher preparation on many higher education campuses.

Maryland higher education institutions, including faculty, staff, and students, will also benefit from programming sponsored by American University’s School of Education. For instance, Maryland teacher candidates and faculty will have access to an annual Summer Institute specializing in equity-driven practices, policies, and research. The institute, the [Summer Institute on Education Equity and Justice](#), convenes educators from public schools, charter school networks, independent schools, non-profit organizations, and policy centers to elevate antiracist and equity-driven schooling practices, research, and policies. Also, Maryland higher education personnel will have access to research on the relationship between the learning sciences and teacher practice. American University is one of a few universities nationally engaged in a project sponsored by Deans For Impact entitled, [Learning By Scientific Design](#). This project supports AU’s MAT faculty in reimagining and redesigning the arc of teacher candidate experiences so that candidates are prepared with the best scientific understanding of how students learn.

Ultimately, this proposed program will enhance the recruitment of racially and culturally diverse teachers and leaders in the state of Maryland. Faculty in the American University’s School of Education have embedded antiracist teacher practices throughout its undergraduate and graduate teaching programs. They have engaged in curricular changes to reflect an [antiracist perspective](#). Programmatic changes (e.g., admissions, clinical experiences, hiring of faculty) have also been modified and adjusted to reflect cultural responsiveness and the School’s core values related to inclusion, social justice, and equity. A faculty group has developed and evaluated an Antiracist Teacher Preparation Curriculum (funded by the Bill and Melinda Gates Foundation). All of these programmatic shifts will enhance the training of teacher candidates in the Urban Teachers program and consequently options offered by Maryland higher education institutions.

**2b – If similar programs already exist in the State of Maryland, what are the similarities or differences in your program in terms of the degrees awarded, the areas of specialization, and the specific academic contents of the programs?**

American University is the new university partner to an existing alternative certification teacher preparation program in Maryland, Urban Teachers. Urban Teachers was previously partnered with Johns Hopkins University to provide an in-person teacher preparation program at the master’s degree level for participants who work in Baltimore City Public Schools (“City Schools” or “District”). As a partner to Urban Teachers, American University co-develops and delivers coursework that enables participants to earn a Master’s in the Art of Teaching (MAT) while fulfilling their teaching commitment to Baltimore City Public Schools.

**Existing MAT Programs in Maryland**

In Maryland, full-time and part-time MAT programs have been approved to operate at the following universities:

Bowie State University	Morgan State University
Coppin State University	Mount St. Mary's University
Frostburg State University	Notre Dame University of Maryland
Goucher College	Salisbury University
Johns Hopkins University	Stevenson University
Loyola University of Maryland	Towson University

However, while the degree name and intent of these programs are similar, the existing MAT programs are not comparable to the MAT designed by American University due to the unique nature of the partnership with Urban Teachers and City Schools. While these programs meet growing demands for new teachers statewide, they do not have the same unique program characteristics, collaboration with a Maryland-based nonprofit, and four-year commitment to City Schools that the American University proposal includes. And with a demonstrated commitment to diversity and inclusion, the partnership will bring a more diverse pool of teacher candidates to City schools. In partnership with American University and the proposed MAT program, Urban Teachers will remain a valuable novice teacher pipeline in Maryland.

**Areas of Specialization**

The American University partnership with Urban Teachers will ensure that the only teacher residency program of this nature in Maryland will continue to exist to serve students in City Schools. In response to District and state needs, Urban Teachers is the only alternative program to:

- Provide participants with a robust, 14-month clinical preparation prior to recommending participants for Maryland teacher certification;
- Engage in national, state, and local participant recruitment to ensure City Schools has the new teachers they need to fulfill staffing needs, including a focus on recruiting and preparing teachers of color;
- Provide three years of ongoing, in-service support to ensure novice teachers are meeting the needs of the students; and
- Ensure all novice teachers prepared through this pipeline earn dual certification in a content area and special education.

**Specific Academic Content and Areas of Specialization Comparison**

MAT Program	Clinical Residency	Dual Certification in Special Ed.	In-Person Coaching	Multi-Year Teaching Commitment
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American University/Urban Teachers	14 months	Required	85+ Hours	Yes
Bowie State University	No	Optional	Unknown	No
Coppin State University	No	No	Unknown	No
Frostburg State University	Yes	No	Unknown	Yes
Goucher College	No	Optional	Unknown	No
Loyola University of Maryland	No	No	Unknown	No
Morgan State University	No	No	Unknown	No
Mount St Mary's University	No	Optional	Unknown	No
Notre Dame University of MD	No	Optional	Unknown	No
Salisbury University	No	No	Unknown	No
Stevenson University	No	No	Unknown	No
Towson University	No	Optional	Unknown	No

*Note: American University will replace - not duplicate - the existing partnership between Johns Hopkins University and Urban Teachers; thus, that program was omitted from the list above. Further, “Clinical Residency” is defined as “district-serving teacher education programs that pair a rigorous full-year classroom apprenticeship with masters-level education content” per the National Center for Teacher Residencies.*

[1] <https://www.wmar2news.com/longform/hundreds-of-teachers-are-quitting-at-baltimore-city-public-schools>

[2] <https://www.baltimoresun.com/education/bs-md-teacher-turnover-20190903-flk72wh2w4vbcfiyxwprhdxzvy-story.html>

[3] <https://patch.com/maryland/baltimore/heres-how-much-maryland-grew-2010s>

<sup>[4]</sup> [https://mdp.state.md.us/MSDC/Documents/school\\_enrollment/school\\_2019/Final-Public-School-Enrollment-Projections-Report-2019.pdf](https://mdp.state.md.us/MSDC/Documents/school_enrollment/school_2019/Final-Public-School-Enrollment-Projections-Report-2019.pdf)

**TAB 11**

**II. Application 3. Administrative Staff – N/A No Change**

**TAB 12**  
**II. Application 4. Faculty**

Name	Courses	Degrees	Area of Specialization	Faculty Status
Desmond Rudd	EDU-740-002- Special Education: Promises and Challenges	MS	Childhood Education/Children with Disabilities	Full-Time
	EDU-740-003- Special Education: Promises and Challenges EDU-750-003 - Race, Culture and Equity in Urban Education EDU-741-011-Special Education Promises and Challenges II EDU-747-012- Understanding and Managing Behavior EDU-741-013-Special Education Promises and Challenges II EDU-747-013- Understanding and Managing Behavior EDU-742-011-Assessment and Diagnosis for Diverse Learners EDU-743-012-Designing and Implementing Individualized Instruction EDU-742-013-Assessment and Diagnosis for Diverse Learners EDU-743-013-Designing and Implementing Individualized Instruction	PhD	Education Policy and Leadership	
Emily Yanisko	EDU-750-002 - Race, Culture and Equity in Urban Education	MEd	Curriculum and Instruction	Full-Time
	EDU-758-001 - Numbers, Operations, and Algebraic Reasoning EDU-761-012-Counting and Cardinality EDU-763-011-Geometry in the Elementary Grades EDU-763-012-Geometry in the Elementary Grades	PhD	Teaching and Learning, Policy and Leadership	

Gillian DiMuzio	<p>EDU-757-001 - Reading, Writing, and Language Development</p> <p>EDU-757-002 - Reading, Writing, and Language Development</p> <p>EDU-759-011 - Emergent Literacy</p> <p>EDU-759-012 - Emergent Literacy</p> <p>EDU-762-011-Intermediate Literacy</p> <p>EDU-753-011-Small Group Literacy Practicum (Elementary)</p> <p>EDU-762-012-Intermediate Literacy</p>	MS	Reading and Literacy	Full-Time
Shawn Simon	<p>EDU-740-001- Special Education: Promises and Challenges</p> <p>EDU-747-011- Understanding and Managing Behavior</p> <p>EDU-741-012-Special Education Promises and Challenges II</p> <p>EDU-743-011-Designing and Implementing Individualized Instruction</p> <p>EDU-742-012-Assessment and Diagnosis for Diverse Learners</p>	MS	Instructional Technology	Full-Time
Mora Owens	<p>EDU-754-001 - Secondary ELA Immersion and Discourse</p> <p>EDU-756-013-Small Group Practicum</p> <p>EDU-753-012-Small Group Literacy Practicum (Elementary)</p>	MS	Early Childhood Education	Full-Time
Helen Garcia	<p>EDU-752-012-Small Group Math Practicum (Elementary)</p>	MS	Human Resource Development	Part-Time
Mieosha Hobbs	<p>EDU-752-011-Small Group Math Practicum (Elementary)</p> <p>EDU-761-011-Counting and Cardinality</p>	MS	Reading Education	Part-Time

Shasha Lowe-Anderson	EDU-771-013-Literacy in the Content Area Part 1	MA	Education Leadership and Policy	Part-Time
	EDU 770-013-Genre 1: Argument and Informational Texts	PhD	Curriculum and Instruction (Minority and Urban Education)	
Steven Gorschboth	EDU-750-001 - Race, Culture and Equity in Urban Education	MS	Education	Part-Time
Samra Mekonen	EDU-745-002- Building Productive and Nurturing Classroom Communities	MEd	Elementary Education	Part-Time
	EDU-745-003- Building Productive and Nurturing Classroom Communities	MEd	Special Education	
Nia Ladson	EDU-745-001- Building Productive and Nurturing Classroom Communities	MEd	Elementary Education	Part-Time
		MEd	Special Education	
		MEd	Education Leadership	
Kim Cherry-Burnet	EDU-758-001 - Numbers, Operations, and Algebraic Reasoning	MS	Science Education	Part-Time
		MS	Mathematics Education	
		MPS	Industrial and Labor Relations (Diversity, Equity, and Inclusion)	
Shereen Holmes	Director of Clinical Faculty	MA	Teaching	Full-Time
Not Yet Hired – Professorial Lecturer	EDU-773-013-Genre II: Drama, Novels, and Poetry EDU-772-013-Writing in the Secondary Classroom			Full-Time

## Desmond Rudd, Ed.D.

1111 Lamont Ave. NW #105 | Washington, DC 20010 | 334-737-8252 | desmondr.rudd@gmail.com

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### EDUCATION

- American University**, Washington (DC) 2019-2022  
*Doctor of Education, Education Policy and Leadership*
- Canisius College**, Buffalo, New York (NY) 2016-2018  
*Masters of Science in Education, Childhood Urban Education/ Students with Disabilities*
- The University of Alabama**, Tuscaloosa, Alabama (AL) 2011-2016  
*Bachelors of Science in Education, Music/ Music Education*

### CERTIFICATIONS

- DISTRICT OF COLUMBIA INITIAL ADMINISTRATIVE SERVICES CREDENTIAL (PK-12)
- NEW YORK STATE TEACHER TRANS B CERTIFICATE- STUDENTS WITH DISABILITIES/ CHILDHOOD (1-6)
- ALABAMA STATE TEACHER CLASS B CERTIFICATE- ELEMENTARY-SECONDARY, INSTRUMENTAL MUSIC (P-12)

### EXPERIENCE

- Breakthrough Montessori Public Charter Schools**, Washington, DC Fall 2021- Current  
*Director, Equity and Engagement*
- Refined, launched, and supported a long-term strategic plan for equity across the organization that is rooted in our mission, vision, theory of action, problem statement, and evidence-based research. Mapped out this plan quarterly and yearly with goals and outcomes with feedback from all stakeholders; setting vision and strategic direction for equity, family and community engagement, family recruitment, and communications
  - Developed a School Wide DEI scope and sequence for PD, improving and impacting school community and culture
  - Provided professional development sessions for regional and school-based leadership teams on unconscious bias, racism, microaggressions, and multicultural approaches to school and regional practices.
  - Developed, strategized, and executed school wide communications and family recruitment strategy, reaching and keeping our network of staff, board members, families and community partners informed and inspired about our work.
  - Serve as a trusted advisor and thought partner to Executive Director and other colleagues. Support and advocate for teammates who are being impacted by issues of equity and inclusion. Champion a positive culture including feedback and training for those who need to develop their skills and/or awareness of the impact they are having on others.
- John Hopkins University-School of Education**, Baltimore, MD Fall 2021- Current  
*Lecturer and Clinical Faculty, Urban Teachers Program*
- instructed sections of John Hopkins University's Special Education Department (1-4 credit hours) in the Fall and Spring semester, coaching students on connecting education theory to practice
  - concurrently provided year-long professional academic advising, coaching and support to graduate students enrolled in John Hopkins University
- American University**, Washington, DC Fall 2020- Current  
*Adjunct Professor*
- instructs sections of American University Experience II (AUx2-power, privilege, and oppression curriculum) (1.5 credits each) in the spring semester, coaching students on developing their own personal antiracist lens
  - concurrently provides year-long professional academic advising and support to undergraduate students enrolled in assigned sections of AUxII during the students' first academic year
- DC State Board of Education- Office of the Student Advocate**, Washington, DC Fall 2020- Current  
*Legislative Policy Fellow & Intern*
- Drafted documents explaining laws, policies, and rights that impact education to families and stakeholders
  - Researched laws that govern public education locally, nationally and regularly reporting findings to the Chief Student Advocate
  - Represented the Office of the Student Advocate at hearings, briefings and forums
  - Composing whitepapers and one pagers on relevant topics in law and education
- Meridian Public Charter School**, Washington, DC Fall 2019- Current  
*Seventh/ Eighth Grade General Music Teacher*
- Planned and implemented dynamic, engaging music lessons for grade levels 6-12, including the use of listening, sight-reading, rhythmic and improvisational skills aligned with national/ state standards
  - Integrated social studies, science, math and literature into music curriculum
  - Collected, analyzed and interpreted student data for the purpose of enhancing classroom instruction as well as school wide instruction and student achievement

**Teach for America-Buffalo, Buffalo, NY**

Summer 2018- Fall 2019

*Regional Manager, Development and Communications*

- Designed and managed all regional dashboards and data using Salesforce , used to inform our regional team's strategy
- Cultivated and stewarded prospects and current donors, fundraising \$2MM
- Conducted research and data analysis on donors and prospects to expand our base of support, upgrade gifts and identify motivations/ barriers to contributing to our cause
- Developed, strategized and executed regional communications strategy, reaching our regional network of staff, board members, corps members, alumni and community partners are informed and inspired about our work.

**Teach for America National Institute, Philadelphia, PA**

Spring 2018- Summer 2018

*Instructional Coach & Corps Member Advisor*

- Design, facilitate, and/or manage ongoing summer professional development learning experiences in coordination with the leadership development team and regional partners
- Provide transformative experiences, reflection opportunities, and skills-based coaching to learning experience participants and facilitators for 120 preservice teachers.
- Build strong relationships with school leaders, district leaders, and university partners to help to streamline corps member development over time.
- Determine corps member learning gaps and design appropriate learning experience to address the gap

**Charter Middle School of Applied Technologies, Buffalo, NY**

Fall 2017- Summer 2018

*Seventh/ Eighth Grade General & Special Education Teacher/ Consultant*

- Collected, analyzed and interpreted student data for the purpose of enhancing classroom instruction as well as school wide instruction and student achievement
- Facilitated co Taught/ and stand-alone academic instruction, teaching 1/3 population of general education school students and showing progressing gradual growth within academic learning per individual/class
- Designed and differentiated instruction to students individually and in groups to promote academic success
- Planned, developed and implemented Individual Education Plans/ Behavior Intervention Plans/ 504 Plans, creating both achievable and measurable goals

**Westminster Community Charter School-#68, Buffalo, NY**

Fall 2016- Summer 2017

*First and Sixth Grade Special Education Teacher*

- Collected, analyzed and interpreted student data for the purpose of enhancing classroom instruction and student
- Collaborated with general education teachers to ensure that materials taught align with NYS Law and Common Core Standards
- Differentiated instruction to students individually and in groups to promote academic success, resulting in 2 out of 10 students being declassified within 4 months
- Planned, developed and implemented Individual Education Plans, creating both achievable and measurable goals

**Echols Middle/ Tuscaloosa County High School, Tuscaloosa, AL**

Fall 2015-Spring 2016

*Band Director Assistant/ Instructor- Elementary and High School*

- Founded Tuscaloosa County High School's first percussion ensemble, providing high quality music instruction resulting in recognition from local districts and communities
- Assisted in creating and executing budget plans, fundraising opportunities and event and travel itineraries, yielding positive outcomes and success for TCHS' Band Program
- Conducted all musical ensembles, who performed and demonstrated extraordinary musicianship

**The University of Alabama Office of FYE & Parent Programs, Tuscaloosa, AL**

Fall 2012- Fall 2014

*Coordinator*

- Designed, selected and trained a team of 75 Orientation Leaders on skills such as Public Speaking, Interpersonal Communication, Conflict and Resolution, and Professionalism which aided in the success of Orientation

**COMMUNITY****Erie County Arts and Cultural Advisory Board, Buffalo, NY**

Fall 2019- Current

*Board of Advisor, appointed by Erie County Executive Mark Poloncarz*

- The 15-member volunteer board (appointed) is responsible for formulating and evaluating applications submitted to the Erie County Cultural Funding Program on an annual basis. As part of each application, board members evaluate an organization's governance, management and planning, fiscal health, community impact, as well as its alignment of programming and mission.

**Primary Hall Charter School, Buffalo, NY**

Spring 2019- Spring 2021

*Board of Trustee, Development and Academic Committees/ Development Chair/ Founder*

- As a founding board of director, I assist with providing oversight functions; promote the charter school's mission; lead planning and policymaking, raise fund-helping to secure over \$500k; and achieve charter requirements such as ensuring it is financially solvent, complies with statutory and regulatory requirements', competent professional staff and have a successful academic program, as measured by internal and external assessments.

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## VITA

**Emily J. Yanisko**

5410 April Wind Court  
Columbia, MD 21045  
(301) 873 – 7972  
[Eyanisk1@jhu.edu](mailto:Eyanisk1@jhu.edu)

### EDUCATION

Ph.D., Teaching and Learning, Policy and Leadership  
*Dissertation: Novice Middle-School Mathematics Teachers Learning to Promote Student Sense Making Through Productive Discussion*  
University of Maryland, College Park, 2013

M. Ed, Curriculum and Instruction  
Action Research Paper: Student Involvement in High School Mathematics  
University of Maryland, College Park, 2005

B.S., Computer Science, minor in mathematics  
Binghamton University, 2003

B.A., Music  
Binghamton University, 2003

### PROFESSIONAL EXPERIENCE

Winter 2016 - Present     *Lead Clinical Faculty, Mathematics, Urban Teachers Division*  
Johns Hopkins University School of Education, Baltimore, MD

Supervised between 5 – 12 faculty members a semester, conducting weekly or bi-weekly supportive check-ins, observed faculty during instructional coaching and coursework teaching. Served on hiring committees for new faculty and interview teams for prospective students. Participated in weekly meetings with other faculty leads to plan professional development for faculty and resident/novice teachers, develop plans to support students who are struggling. Participated in weekly meetings with the Urban Teachers site team to coordinate site operations (e.g. participant support, school partnerships, hiring, dismissal, performance conversations). Conducted professional development for faculty and novice teachers. Led the interrater reliability training on the teacher evaluation rubric. Led and participated in professional learning communities with faculty teaching the same course across different site locations. Met regular with other mathematics leads and the mathematics director to make plans to develop and support mathematics coursework and professional development across all sites. Collaborated with cross-content team

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and program design team to support program improvement and support. Taught elementary and secondary mathematics coursework. Coached novice teachers in the field across grade levels and content areas. Coordinated all pieces of the Conditional Acceptance Program that supported students who had not yet passed the Praxis Core tests upon acceptance to the University. Hired tutors, scheduled sessions for supports, tracked scores, served on the decision-making committee, and developed policies. Conducted research on culturally relevant mathematics instruction both at the university level and the K-12 level.

Spring 2020 – *Lecturer*  
Spring 2021 Catholic University of America, Washington, DC

Wrote and implemented the methods course for junior-level early childhood and elementary education undergraduate majors. Participated in junior-level faculty collaborative meetings.

Spring 2015 – *Adjunct Professor*  
Spring 2021 University of Maryland, College Park, MD

Taught courses in general education to masters' certification students.

Fall 2013 – Fall *Clinical Faculty, Secondary Mathematics*  
2015 Urban Teachers (formerly Urban Teacher Center) at Lesley University, Cambridge, MA

Supported new secondary mathematics teachers through their one-year residency, and the following two years of classroom teaching through coursework instruction and instructional coaching. Served on interview panels for new applicants to the program and made recommendations for admission. Wrote syllabi and supporting notes for secondary mathematics education courses. Led professional learning communities of secondary mathematics lecturers to co-plan around coursework implementation.

Fall 2011 – Fall *Adjunct Professor*  
2013 Anne Arundel Community College, Hanover, MD

Taught both remedial (non-credit bearing) math courses, credit-bearing math courses, and math courses for potential educators. Wrote syllabi and collaborated with other instructors in the mathematics department.

Summer 2011 – *Instructional Coach and Graduate Assistant*  
Summer 2013 Maryland Science and Mathematics Resident Teacher (MSMaRT) Program, College Park, MD

Supported new middle school mathematics teachers through an alternative (grant-funded, university-embedded) alternative certification program.

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Conducted observations, provided feedback, co-taught, and collaborated with teachers to plan lessons. Performed quarterly evaluations on resident teachers. Collaborated with the team of coaches and supervisors to evaluate and support program implementation. Taught and assistant taught courses in mathematics education. Supported teachers with their edTPA. Served as an internal scorer for edTPA submissions. Conducted research on mathematics teacher learning.

Fall 2003 –  
Spring 2011

*High School Mathematics Teacher*

Parkdale High School, Prince George's County Public Schools, Riverdale, MD

Provided mathematics instruction (general education, honors, special education, and English for speakers of other languages, and advanced placement) for grade levels 9 – 12. Served as Algebra team lead and facilitated cooperative planning, teaching, observing, and reflecting on teaching. Developed support materials to help teachers deepen student understanding in Algebra. Provided during-school and out-of-school tutoring for students who needed to complete their bridge project (replacement for standardized tests required for graduation). Supported, instructed, and evaluated after school Algebra support program. Provided professional development for the mathematics department.

## CONSULTING

Fall 2015 –  
Winter 2016

*Consultant, SCALE*

Stanford University, Stanford, CA

Served as a research consultant. Viewed videos of teaching practice collected in a research study around project-based mathematics teaching. Normed on a rubric about teaching practice and tagged segments of video when the recorded teacher was exhibiting those practices.

Summer 2014 –  
Spring 2017

*Consultant, ATLAS*

National Board for Professional Teaching Standards, Arlington, VA

Participated in the writing of descriptions of teaching practice aligned with the expectations of the edTPA to be used to tag NBPTS submission videos on an online teaching video bank. Applied those tags to sections of NBPTS videos on an online teaching video bank. Applied those tags to sections of NBPTS videos on the online video library. The video library with tags is intended to provide examples of exemplary teaching practice, aligned to several different standards, to teachers and teacher educators.

Fall 2010 –  
Spring 2011

*Mentor, National Board Certification*

Prince George's County Public Schools, Upper Marlboro, MD

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Mentored four candidates for National Board Certification in Adolescent and Young Adult Mathematics and Early Adolescent Mathematics. Reviewed written and video entries. Supported candidates with planning target lessons.

Fall 2010 – *Communication and Evaluation Liaison*  
Spring 2011 Financial Incentives Rewards for Supervisors and Teachers (FIRST), Upper Marlboro, MD

Served as a liaison between the FIRST office and Parkdale High School. Collected necessary documents from participating teachers for eventual financial compensation. Conducted professional development sessions in order to help participating teachers navigate the evaluation tool and prepare for evaluations. Conducted professional development session in order to help teachers understand evaluation ratings and calculate anticipated financial reward.

Spring 2010 *Professional Developer*  
Ridgecrest Elementary School, Adelphi, MD

Worked with a cohort of elementary ESOL mathematics teachers. Collected data as to teacher needs and wants with regard to Professional Development. Developed lessons for four pre-sessions prior to summer school teaching. Facilitated teacher planning and reflection on the implementation of problem-based teaching and learning.

Spring 2007 – *Curriculum Writer*  
Fall 2009 Prince George's County Mathematics Department, Oxon Hill, MD

Developed units for new curricula. Revised previous units for continuity and improvement based on feedback. Developed supplementary materials for curricula. Designed and revised unit examinations linked with curricula. Developed supplementary resources connecting the curricula to state examination and indicators

## HONORS, AWARDS, AND RECOGNITIONS

Mid-Atlantic Center for Mathematics Teaching and Learning Fellowship, 2011-2013

## PUBLICATIONS

**Yanisko, E. J., & Minicucci, L. S. (2021).** Culturally Relevant Pedagogy and Mathematical Modeling in an Elementary Education Geometry Course. In *Exploring Mathematical Modeling with Young Learners* (pp. 389-411). Springer, Cham

Last updated: July 22, 2021

**Yanisko, E. J. & Hughes, S. (2018).** Learning to Plan, Planning to Learn: A Co-Narrative about the HTPE toward Disrupting Teacher Education. In J. E. Justice and F. B. Tenore (Eds.) *Becoming Critical Teacher Educators: Narratives of Disruption, Possibility and Praxis*. (pp. 196 – 204). New York, NY: Routledge.

**Yanisko, E. J. (2016).** Negotiating Perceptions of Tracked Students: Novice Teachers Facilitating High-Quality Mathematics Instruction. *Journal of Urban Mathematics Education*, 9(2), 153-184.

## **GRANTS**

Baltimore Online Algebra for High School Students in Technology (BOAST). Co-PI.  
National Science Foundation - \$2.63 million

## **COURSES TAUGHT**

### **High School – Parkdale High School**

Pre-Algebra  
Algebra  
Honors Algebra  
Geometry  
Algebra II/Trig  
AVP (Bridge)  
AP Statistics

### **Community College – Anne Arundel Community College**

MAT 011 Elementary Algebra  
MAT 012 Intermediate Algebra  
MAT 131 College Algebra  
MAT 221 Fundamental Concepts of Mathematics I  
MAT 222 Fundamental Concepts of Mathematics II

### **Undergraduate – Catholic University of America**

EDUC 323: Methods and Materials of Modern Elementary Mathematics

### **Graduate – University of Maryland**

EDCI 690: Teaching as a Profession  
EDCI 698: Conducting Research on Teaching  
EDCI 689: Teaching Internship  
GA - EDCI 688M: Special Topics in Curriculum and Instruction: Mathematics in the Secondary Classroom (MCert)

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GA - EDCI 651: Teaching and Learning Mathematics in Secondary Schools  
(MCert, MSMaRT)

**Graduate – Lesley University**

ERESD 7705 Small Group Practicum  
ERESD 7735 Secondary Mathematics Education Residency Students  
Teaching/Coaching  
ERMAT 6180 Mathematical Thinking in Grades 6-12  
ERMAT 6181 Proportional Reasoning  
ERMAT 6182 Thinking Algebraically  
ERMAT 6183 Thinking Geometrically  
ERMAT 6184 Math Methods I  
ERMAT 6185 Math Methods II

**Graduate – Johns Hopkins University**

ED.811.614 Small Group Practicum  
ED.811.650 Secondary Math Immersion  
ED.811.652 Algebraic Thinking  
ED.811.653 Math Methods I  
ED.811.654 Geometrical Thinking  
ED.811.672 Numbers, Operations, and Algebraic Reasoning  
ED.811.674 Small Group Math Practicum

**SERVICE**

Ongoing *Faculty Search Committee*

At three points during the year, I participate in reviewing resumes, reviewing virtual interviews, reviewing performance assessments, and sitting on interview committees to hire new University Faculty. Examples of positions are: Lead Clinical Faculty, Clinical Faculty, and Math Leadership.

Ongoing *Teacher Practice Rubric Norming Workgroup*

To support faculty in interrater reliability on the teacher evaluation tool, the committee selects teaching videos, rates individually, discusses ratings as a group, comes to a consensus, and publishes the consensus scores to the sites for their own norming training.

February 2021 – July 2021 *Summer B Experience Workgroup*

Summer B is the name of the fourth semester of the 14-month residency that our novice teachers have. In light of the Covid-19 pandemic, the work group

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was created to determine what the Summer B experience would look like across Baltimore, DC, and Dallas.

June 2020

*Summer A Planning Work Group*

Summer A is the first semester of the new participant residency. This committee was to develop a plan for what the summer A experience would be due to the Covid-19 pandemic.

July 2020 –  
August 2020

*White Co-Conspirators' Anti-Racist Work Group*

This work group was a space for white faculty and staff to continue our own development as anti-racist co-conspirators.

July 2020 –  
October 2020

*DEIA Sprint Curriculum Work Group*

This committee was developed to analyze the current program curriculum through an anti-racist lens. We determined goals and outcomes for the work and wrote a proposal for next steps for both curriculum re-design and faculty supports.

February 2020  
– April 2020

*August Faculty Conference Work Group*

In order to provide professional development to faculty, but also position faculty as experts in their own work, we held a faculty conference. This workgroup determined the format of the conference, developed a call for proposals, evaluated those proposals, selected presenters, and found a Keynote speaker.

August 2018 –  
November 2018

*Mission/Vision/Values Work Group*

When the partnership non-profit hired a new CEO, we developed a new mission, vision, and values to align with our commitment to racial justice in teaching. After the mission, vision, and values were developed, we presented them to the Board for approval. They were approved.

October 2017 –  
January 2018

*Teacher Practice Rubric Subcommittee*

This subcommittee focused on the redevelopment of the Teacher Practice Rubric. The committee focused on our long-term goals of teacher development: Building Productive and Nurturing Classroom Environments; Collecting, Using, and Sharing Data; Setting Goals and Enacting them; and Facilitating Academic Discourse. We defined the evaluative indicators and the profession language from developing, emerging, proficient, and exemplary.

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April 2017 – *Race, Equity, and Culturally Relevant Teaching Subcommittee*  
May 2017

The subcommittee analyzed our current competencies in race, equity, and culturally relevant teaching in the organization, and make suggestions around strengths and needs.

May 2017 *Coaching Differentiation Subcommittee*

To better meet the needs of teacher candidates, the work group developed a plan to differentiate instructional coaching to meet the needs of struggling teachers. We made and presented a proposal for different checkpoints to determine which teachers qualified for extra supports and what those supports would be.

## CONFERENCE PRESENTATIONS

Suh, J. M., Turner, E., Anhalt, C., Carlson, M. A., Wickstrom, M., McDuffie, A. R., Aguirre, J., Osana, H. P., Seshaiyer, P., Matson, K., Gallagher, M. A., Birkhead, S., Bennett, A. B., **Yanisko, E. J.**, & Lee, D. H. (November, 2019). “Exploring the Nature of Mathematical Modeling in the Early Grades.” Presented at a working group at the annual meeting of the Psychology of Mathematics Education North America Chapter, St. Louis, MO.

**Yanisko, E. J.** & Cook, A. L. J. (April, 2019). “Urban Secondary Mathematics Teachers Learning Culturally Relevant Teaching Practices: Lesson Planning & Reflections” Presented at the annual meeting of the American Educational Research Association, Toronto, CA.

Cook, A. L. J. & **Yanisko, E. J.** (April, 2019). “Mathematics Teachers Experiences Implementing Culturally Relevant Pedagogy in Urban Settings.” Presented at the annual meeting of the American Educational Research Association, Toronto, CA.

Justice, J.E, Tenore, B, Edwards, P. A., Janks, H., Dutro, E. M., Handsfield, L. J., Hughes, S. A., Davies, M. R., Boyd, A. S., Morrison, S., Iddings, A. C., Turner, J. D., Laughter, J. C., Davis, D. S., Pabon, A., **Yanisko, E. J.**, Obidah, J. E. (April, 2017). “Grounded in Hope, Lived through Action: Findings from Autoethnographic Narratives of Becoming Critical Teacher Educators.” Presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

**Yanisko, E.J.** & Khalil, D. (2016, April), “Changing School Culture: New Teachers Learning to Facilitate High-Quality Mathematics Instruction.” Presented at the annual meeting of the National Council of Supervisors of Mathematics, Oakland-San Francisco Bay, CA.

Khalil, D. & **Yanisko, E. J.** (2016, April), “School Context, Teacher Perceptions, and Hiring: A Culture of Change, or Changing a Culture.” Presented at the annual meeting of the American Educational Research Association, Washington, DC.

Last updated: July 22, 2021

**Yanisko, E.J.,** Hughes, S. (2015, October), “Learning to Plan, Planning to Learn: Using the HTPE with urban teachers and aspiring teacher-educators toward critical lesson/unit planning and implementation.” Presented at the Dr. Carol Malloy Research Symposium, Chapel Hill, NC.

**Yanisko, E.J.** (2015, October), “Tracking and Equity: Transitioning Novice Teachers to High-Quality Mathematics Instruction.” Presented at the annual meeting of the National Association of Multicultural Education, New Orleans, LA.

**Yanisko, E.J.** (2015, April), “Negotiating Perceptions of Tracked Students: Novice Teachers Facilitating High-Quality Mathematics Instruction.” Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Brown, D. & **Yanisko, E.J.** (2014, June) “Lesley University and the Urban Teacher Center: Partnering to Prepare Secondary Math Teachers.” Presented at the Association of Public and Land-Grant Universities Science and Mathematics Teacher Imperative National Conference, Milwaukee, WI.

**Yanisko, E.J.** (2014, April). “Novice Teacher Efficacy in Promoting Discussion: The Benefits of Mentoring.” Presented at the annual meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

**Yanisko, E. J.** (2013, April). “Novice Middle-School Mathematics Teachers' Development of Student Explanation and Questioning: Strategies and Dilemmas.” Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

**Yanisko, E. J.** (2013, April). “Novice Middle-School Teachers' Development of Discussion.” Presented at the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.

**Yanisko, E. J.** & Napp-Avelli, C. (2013, February). “Teaching mathematics to English language learners: What critical knowledge, skills, and dispositions do I need as I enter the profession?” Presented at a seminar for the Noyce Scholars Program, College Park, MD.

**Yanisko, E. J.** (2010, August). “Mathematical Sensemaking in Small Groups.” Presented at the annual meeting of the Mid-Atlantic Center of Mathematics Teaching and Learning Research Symposium, State College, PA.

**Yanisko, E. J.** (2009, August). “Differences Without Deficits: Addressing Linguistic Differences for Discourse.” Presented at the annual meeting of the Mid-Atlantic Center of Mathematics Teaching and Learning Research Symposium, College Park, MD.

**Yanisko, E. J.** (2009, May). “Development of Discourse: A Study of Teachers and their Classrooms.” Presented at the Graduate Student Research Conference, College Park, MD.

Last updated: July 22, 2021

**Yanisko, E. J.** (2008, November). “Navigating Statistics with the Graphing Calculator.”  
Presented at the Powering Up with Technology Conference, Upper Marlboro, MD.

**Yanisko, E. J.** (2008, November). “Creating Calculator Instructions.” Presented at the Powering Up with Technology Conference, Upper Marlboro, MD.

**Yanisko, E. J.** (2008, August). “Authentic Tasks: Algebra I Discourse Motivator.” Presented at the annual meeting of the Mid-Atlantic Center of Mathematics Teaching and Learning Research Symposium, Newark, DE.

## **PROFESSIONAL ACTIVITIES**

Reviewer, Association of Mathematics Teacher Educators

Reviewer, Professing Education Special Issue

Reviewer, The Urban Review

## **CERTIFICATIONS**

National Board for Professional Teaching Standards, National Board Certificate  
(Adolescent and Young Adult Mathematics)

Maryland State Department of Education, Advanced Professional Certificate  
(Mathematics 7-12; Mathematics 4-9; Elementary 1-6)

# Gillian M. DiMuzio

A practical and effective professional educator specializing in teaching literacy to a diverse, urban population. Ability to break the complex task of literacy instruction into manageable pieces. Passionate about arts integration.

## EXPERIENCE

**Clinical Faculty**, Urban Teachers in partnership with The Johns Hopkins University, Baltimore City, MD, August 2019 - Present

- Coursework instructor for several elementary literacy courses including: Reading, Writing, and Language Development; Emergent Literacy; Intermediate Literacy; and Supporting Writer's Development
- Coaching first, second, and third year teachers by modeling, leading professional learning communities, elbow coaching, planning lessons together, and observing and giving feedback.

**1st Grade Inclusion Teacher**, Patterson Park Public Charter School, Baltimore City, MD, August 2007 - August 2019

- Teach all subjects for early childhood education consisting of literacy, science, social studies, mathematics, health, and social skills
- Develop curriculum for urban classroom inclusive of advanced, average, below average, multiple forms of IEPs / 504s, and English as a Second Language students (ESL)
- Deliver differentiated instruction to individual students and small group
- Strong classroom management of a diverse urban student population with varying social, emotional and educational needs
- Perform testing and assessment including: MClass, DIBELS, STAR Math, Naglieri, as well as tailor formal and informal assessment for individual student needs

**Mentor Teacher**, Johns Hopkins University & Notre Dame of Maryland University, August 2012 - Present

- Model and explain best practices for teaching urban and diverse student populations including the creation of lesson plans, differentiated instruction, accommodated

303 Dunkirk Road  
Baltimore, MD 21212  
(443) 413-0610  
[gillianmooredimuzio@gmail.com](mailto:gillianmooredimuzio@gmail.com)

## EDUCATION

**Technology: Byte-Size, Big Learning**—Learners Edge/CSU  
2019

**Multisensory Language Instruction (Orton Gillingham)**—The Jemicy School/ Goucher College,  
2015

**Master in Reading and Literacy**—Towson University, Towson, MD  
2013

**Bachelors in Early Childhood Education**—Towson, MD  
2007

## COMMITTEES

**Arts Integration Committee, Member**—PPPCS, 2018 - Present

**Enrollment Committee, Member**—PPPCS, 2018-Present

**Literacy Committee, Chair**—PPPCS, 2014 - 2017

**Education Committee, Member**—PPPCS, 2008-2014

instruction for special needs students, and behavior management strategies

- Coached intern teachers on lesson plans, instruction and classroom management, providing feedback and assistance
- Perform informal / formal observations, checklists, and evaluations of the intern teacher

**Owner/Tutor**, Literacy & Tutors, Inc., Various Locations, June 2014 - Present

- Provide reading intervention services to both urban and non-urban students grades 1—8 in groups and 1:1 settings
- Specialize in phonics, dyslexia, comprehension and fluency
- Emphasis on multisensory instruction and the Orton Gillingham approach to teaching literacy
- Establish academic goals, develop tailored curriculum and monitor performance

**1:1 Support Aide**, The Forbush School, Sheppard Pratt, August 2003- August 2004

- Provide instructional support in a year round non-public special education school supporting both urban and non-urban demographics
- Specialize in supporting educational, vocational and daily living services for diverse students with a wide variety of disabilities, including autism and behavioral, emotional, and intellectual disabilities
- Establish behavioral and academic goals and monitor performance

## CONFERENCES

**International Reading Association: Engaging Students in Literacy**  
Atlanta, Georgia

**EdSurge Baltimore Tech for Schools Summit**  
Baltimore, MD

## PROFESSIONAL DEVELOPMENT

- Designed and led Family Reading Nights
- Led multisensory literacy instruction professional development for staff
- Led district-wide professional development course about implementing centers in literacy instruction

## SPECIAL INTERESTS

- Arts integration
- Multisensory instruction
- Educating the whole child
- Differentiated instruction
- Learning through play
- Thematic instruction
- Hands-on learning
- Classroom management strategies

# Shawn Nicole Simon

## EDUCATION PROFESSIONAL

631.807.5921



Shawn.n.simon@gmail.com



1403 Weldon Place N,  
Baltimore, MD, 21211



[www.linkedin.com/in/shawn-simon](http://www.linkedin.com/in/shawn-simon)



[www.Shawnnicolesimon.weebly.com](http://www.Shawnnicolesimon.weebly.com)



## Education

MASTERS OF SCIENCE  
Instructional Technology  
Towson University  
2010

BACHELOR OF SCIENCE  
Inclusive Elementary and  
Special Education  
Sociology  
Syracuse University  
2002 – 2006

Syracuse University's Division  
of International Programs  
Abroad, London, 2005

## Certifications

Maryland Educator Certificate  
Elementary 1-6 and Middle  
School,  
Advanced Professional

Maryland Educator Certificate  
Generic Special Education 1-8  
Advanced Professional

Google for Education, Certified  
Educator-Level 1 and 2

## Professional Profile

Education Professional with four years teaching and coaching experience with Urban teachers and eleven year's experience working in a high needs urban charter school (pre-k-8) with a diverse population across multiple grade levels. Accomplished at working with children that have special needs, coaching general and special education teachers in Grades Pre-K-6<sup>th</sup> grade, teaching Graduate level courses in Special Education and Social Studies, as well as supervising Special Education Faculty and Elementary Coaches,. Passionate about incorporating technology into the early elementary inclusive classroom to create 21<sup>st</sup> century learners.

## Professional Experience

### URBAN TEACHERS, Baltimore, MD

Lead Clinical Faculty-Special Education, July 2021-Present

- Roles and Responsibilities of Clinical Faculty as outlined below, along with the following
- Facilitate Professional Learning Communities for Special Education coursework instructors
- Support UT coaches with participants and JHU Special Education Faculty with coursework
- Engage in UT TPR re-design Committee and the AU Faculty Support Committee, as well as various other Leadership meetings
- Facilitate a PLC for current BCPSS Special Educators (21 Fellow Year 1's and 2's) to gain more clarity and support around being a Special Educator and a Concentration for 17 current UT Residents to gain more of an in-depth look into Special Education in BCPSS

Clinical Faculty-Special Education, 2018-June 2021

- Coach Residents and Fellows teaching in Pre-k-6<sup>th</sup> grades across numerous BCPSS elementary/middle schools-support teachers with curriculum, classroom management, relationship building, technology usage, culturally responsive pedagogy and student talk, Special Education paperwork and responsibilities
- Instruct JHU coursework including: all Special Education and Social Studies Coursework-utilizing the Clinically Based Learning Theory to best support teacher preparation and support novice teachers so they are ready for BCPSS specific Special Education Paperwork and procedures
- Created Resources for UT faculty, staff, residents and fellows, including: Virtual Teaching-Tips and Tricks, SpEd Praxis support guide, Distance Learning/Technology Resources, Specific Guides-Participant Tracker (for coursework), Syncing Blackboard and other Calendars, Using Appointment Slots in Google Calendar
- Facilitated Professional Developments for UT faculty, staff, residents and fellows, including: Tech and Online Teaching, Google Classrooms, Donors Choose, Lesson Planning for YOUR students, Foundations Training

### PATTERSON PARK PUBLIC CHARTER SCHOOL, Baltimore, MD

PPPCS Summer Fun Camp Director, June 2014-August 2021

- Direct a camp of 90 targeted students and 15 staff
- Organized and trained staff on research-based reading intervention programs
- Created and implemented academic and enrichment schedules, planned field trips, "fun days" and end of camp celebration
- Utilized and followed specific budget and grant guidelines (under budget every year)

Special Educator, 2014-2018

- Created the annual schedule for the special education staff to manage the caseloads of over 100 students receiving Special Education services
- Managed the caseloads and academic services for 32 students with various disabilities: specific data-driven learning plans were implemented, deadlines were adhered to, paperwork and IEP's were organized and \_\_\_\_\_.
- Collaborated with General Educators to create co-teaching, data-driven, hands-on, rigorous, UDL learning environments where student success was celebrated
- Administered testing protocols: WJ, YCAT, Brigance, Star 360, M-Class/Amplify
- Developed and facilitated Professional Developments for the staff at PPPCS on various co-teaching models, accommodations and modifications

# Shawn Nicole Simon

## EDUCATION PROFESSIONAL

### Core Competencies

Working towards NASET BCASE

Safe Zone Member

Current Member: ISTE, NASET,  
CEC

Wilson's Foundations Reading  
System

Wireless Generation/mClass  
Literacy Assessment

STAR 360 Assessments

Fountas & Pinnell Leveled Literacy  
Intervention

Donors Choose Teacher  
Ambassador

Developed and Led Professional  
Developments throughout BCPSS

### Professional Development

Isabel Wilkerson-Caste: The  
Origins of our Discontent,  
May 2021

Hidden Gems: The Changing  
Landscape of Urban Education,  
February 2021

Google for Ed: Anywhere School,  
August 2020

Ins & Outs of Distance Learning,  
August 2020

Numerous Distance Learning  
Professional Developments,  
March-August, 2020

Numerous Culturally Relevant  
Pedagogy Professional  
Developments, 2020, 2021

Inclusive Teaching: Supporting all  
Students in the College Classroom,  
April 2020

Attended Numerous Conferences:  
Edsurge, ISTE, NCTM, IRA,  
2013, 2014, 2010

Numerous Special Education  
Conferences, 2006

### Professional Experience (continued)

BCPSS School Based Mentor, 2015-2018

- Mentor to First and Second Year teachers (grades K-2)
- Group Coaching included: discussed and problem solved Glows and Grows. Prepared novice teachers for tasks related to data-based decision making, observation preparation, classroom management and small group, center-based instruction.
- Individual Coaching included: developing and meeting personal learning targets as related to managing behavior, implementation of curriculums and specific personal goals

Second and First Grade Inclusion Educator, 2007-2014

- Implemented a Thematic, Arts Integrated curriculum which incorporated hands-on, interdisciplinary learning for the "whole child"
- Specialized in seamlessly incorporating technology in daily classroom activities- which increased rigor and student engagement
- Recipient of a Healthy Challenge Grant and nominated for a DILA (Digital Innovations in Learning Award) for a Community Counts award
- Over 50 proposals funded through Donors Choose
- Service provider for specific students with special needs
- Curriculums include: Saxon Math, Math Works, Investigations, Houghton Mifflin Reading, LLI, Wilson's Foundations, Reflex Math, PPPCS created curriculums

First Grade Team Lead, 2011-2014

- Developed 1<sup>st</sup> grade team academic and professional goals; monitored progress with team
- Streamlined communication between team and administration, allowing instructional planning to take priority at meetings
- Analyzed numerous data sources; advised teamed on how to best incorporate intervention; coordinated and scheduled structured skill-based groups
- Motivated and advised teammates through peer-to-peer observations with detailed feedback in debriefing sessions
- Organized and implemented grade level Field Trips
- Created and maintained grade level website

Other Responsibilities, August 2010-2017

- PPPCS Testing Co-Coordinator: Collaborated with administration to create testing calendars for grades k-8-including M-Class/Wireless Generation and Star 360 Testing; assisted grade level and collaborative teaching teams to make data-based decisions for class organization, intervention set up, and opportunities for enrichment, as well as professional development opportunities for staff
- Educational Technology Chair: Created technology plan for PPPCS and piloted usage of different educational technologies; Led numerous School Wide Professional Developments; Applied for and received grant towards iPads for First Grade Team; Interviewed for Maryland Family magazine; The Positive Side of Kids and Technology
- Curriculum Writer: Identified deficits in the 1<sup>st</sup> grade curricula which led to student learning loss; Rewrote existing year-long language arts and social studies curricula-incorporating scientific-based, hands-on, interdisciplinary, thematic best practices; utilized and aligned to MCCSS, as well as Technology and Arts Integration Standards; Re-organized quarterly learning plans to include essential questions, student understandings and performance tasks

**MANHASSET UNION FREE SCHOOL DISTRICT, Manhasset, NY**

Summer School Special Educator, June-August 2008, 2009

School Year Classroom Teaching Assistant, August 2006- June 2007

**Mora R. Owens**  
**781-405-2727**  
[mora.owens@gmail.com](mailto:mora.owens@gmail.com)

## **PROFESSIONAL EXPERIENCE**

**Johns Hopkins University: School of Education, Baltimore MD**  
***Urban Teachers Lead Clinical Faculty for Literacy***

**6/2017 - current**

- Supervise, coach, and evaluate discipline-specific clinical instructional faculty via observation and feedback on teaching
- Meet with Clinical Faculty regularly to discuss participant issues and content
- Maintain observation and mentoring log for each Clinical Faculty member.
- Meet with Director of Clinical Faculty weekly to review this data and monitor the progress of Clinical Faculty members individually and collectively
- Complete final evaluation of each faculty member at end of semester or school year and collaborate with Director of Clinical Faculty around contract renewal
- Develop and enact professional development in consultation with the Director of Clinical Faculty
- Act as site lead for content area, including providing ongoing feedback on the quality of curriculum and programmatic support
- Coach program participants using observation guidelines and frequency established by the national office
- Support faculty with specific aspects of their job
- Coordinate staffing of school year with Director of Clinical Faculty and build coursework schedule
- Review performance of program participants and share strengths and concerns monthly with Clinical Faculty
- Participate in meetings and professional development as outlined by site and national teams
- Work with national Curriculum and Professional Development team

**Wheelock College, Boston MA**

**9/2014 – 8/2016**

***Program Manager – Equity and Access in Education, Aspire Institute***

- Redesigned and managed all programs for the Aspire Teacher Support Project, a project developed to increase efficacy and retention through professional development and mentoring
- Selected, supervised and coached a team of 30 retired educators who were volunteering as mentors
- Designed and led monthly professional development sessions in areas such as early grade literacy, cultural competency, advocacy, efficacy, parent engagement and classroom management
- Collaborated with Aspire staff and Boston Public Schools to craft a long-term teacher development strategy that ensured novice teachers were receiving actionable, differentiated professional development
- Built and sustained relationships with Boston Public School leaders

**Boston Public Schools, Boston MA**

**6/2013 – 6/2014**

***Alumni Placement Manager***

- Developed alumni program for current and future graduates Boston Teacher Residency, Teach Next Year and Wheelock Teach Boston focused on internal community building, professional development and advocacy for education and school improvement
- Met with Deans, Associate Deans, and Academic Directors from various colleges to discuss opportunities for graduates in the Boston Public School System
- Cultivated diverse candidates by building excitement through outreach and advertising activities
- Participated in screening and hiring new teachers
- Prepared reports and analysis to enable data driven decision-making by schools, staffing team members and district leadership around BTRP placement

**Boston Teacher Residency (BTR), Boston MA**

**7/2011 – 6/2013**

***Clinical Teacher Educator – Elementary Literacy***

- Developed the instructional and content-related skills of teacher residents and mentors through the use of coaching methods that kept student learning at the center
- Taught a year-long content methods class, which included modeling literacy instruction frameworks and clinical experiences that advanced teachers' technical and content knowledge (in class coaching, instructional rounds, high-leverage content activities, analysis of assessment data to monitor student achievement and plan instruction)
- Mentored new clinical teacher educators
- Maintained observation and mentoring log for classroom teachers and new clinical teacher educators
- Designed and implemented school-based professional development activities for residents, mentors and their colleagues.
- Instructed residents on how to use diagnostic and curriculum-embedded assessments to inform instruction
- Conferred with program directors, Clinical Teacher Educators, residents, mentors and administrators
- Participated in a professional learning community

**Peabody School, Cambridge MA**

**8/2005 – 6/2011**

***Literacy Coach - Faculty Development /Reading Literacy***

- Designed and lead ongoing monthly professional development for teachers and principals related to the translation and interpretation of literacy assessment to assist in the design of targeted instruction
- Mentored literacy coaches recently trained in Literacy Collaborative
- Maintained observation and mentoring log for classroom teachers and new coaches
- Served as committee member on literacy related tasks force
- Oversaw the implementation of the Literacy Collaborative in ten classrooms

***"Best Practices" Knowledge/Reading Literacy***

- Made decisions about the best practices for literacy instruction based on a common understanding of literacy theory and current research
- Presented at faculty meetings and district-wide meetings
- Worked closely with instructional coaches and reading specialists district-wide

***Data Tracking & Progress Reporting***

- Communicated with stakeholders about the implementation of the model and student progress
- Worked with school leadership team to guide/monitor the implementation of the Literacy Collaborative
- Augmented the core program to align with data demonstrated needs related to the ELA standards
- Assisted in data collection for final state evaluation
- Provided training for the faculty on the administration, scoring and analysis of the required and recommended assessments to inform instruction

***Faculty Recruitment/ Diversity Network Co-Facilitator***

- Worked to recruit, develop and retain a diverse staff
- Led monthly Diversity Network meeting and events

***Content Knowledge Expertise/Reading - Title One Teacher***

- Assessed students at risk using the Fountas & Pinnell Benchmark Assessment Kit
- Provided small group instruction to identified students using the Leveled Literacy Intervention
- Established positive relationships with teachers, parents, principals and district coaches
- Communicated with parents regarding student progress
- Attended monthly professional development sessions to increase literacy understanding

**Boston and Cambridge MA Public Schools**  
First Grade Teacher

**8/1996 – 6/2005**

**EDUCATION**

Lesley University, Cambridge MA  
Primary Literacy Training – Literacy Collaborative

Wheelock College, Boston MA  
Master of Science – Early Childhood Education  
Bachelor of Science – Early Childhood Education

**CERTIFICATION**

Early Childhood (PreK-3) #340570  
Mentor Teacher – New Teacher Induction Program – Cambridge Public Schools

# Helen Garcia

2807 Chesterfield Avenue  
Baltimore, MD 21213

(908) 209-5798  
[gma6869715@gmail.com](mailto:gma6869715@gmail.com)

## EDUCATION

*Towson University*, Towson, MD, May 2011

*Marymount College*, Tarrytown, NY, May Bachelor of Arts in  
Business Administration

## CERTIFICATION

Maryland State Department of Education Advance Professional Certification: Administration I; Elementary  
1 – 8; Secondary Social Studies

## PROFILE

Effective combination of teaching skills, curriculum development, teacher mentoring and professional development; self-directed; develop programs and procedures to meet objective; analyze data to identify best practices; conversationally fluent in Spanish; proficient in the use of Microsoft 365, *Excel*, *Word*, and *Power Point*; Data Driven Instructional Team (DDIT); Cycles of Professional Learning (COPL)

## INSTRUCTIONAL COACH

*Urban Teachers*

- collaborate with teachers in designing instruction to meet the needs of all students
- help teachers use the state and district curriculum standards to plan instruction and assessment
- provide guidance and structure where needed, encouraging relationship building among colleagues.
- As a catalyst for change, motivate the teachers and encourage them to “step out of the box”

## TEACHING EXPERIENCE

*Teacher 4<sup>th</sup>/5<sup>th</sup> Grade ELA*, Baltimore City Public Schools, 2015 – Present

- Curriculum implementation based on *Maryland College and Career Ready Standards*

*Instructional Coach*, Baltimore City Public Schools, 2010 - 2015

- Participate and provide professional development opportunities for teachers on *Maryland State Standards*, in the use of data in the classroom, and putting into practice district curriculum.
- Disseminate information pertinent to professional growth, curriculum trends, student activities, and special awards to enhance student achievement
- Model best practice instructional strategies
- Mentor new teachers
- Literacy Leader 2010 – Present: Provides strategies for effective instruction and lesson modeling using Word Generation, RTII, Balanced Literacy, 100 Book Challenge, *STEP* and iReady models,
- Member of the instructional leadership team-
  - Contribute to school goals and vision
  - Facilitates Family and Community Partnership meetings

- Summer School Site Coordinator 2010 & 2011
  - Manage summer school budget and payroll.
  - Present professional development
  - Monitor daily instructional activities
  - Set schedule and organized closing events
- Create 2<sup>nd</sup> grade Science curriculum (2012)

*Classroom Teacher*, BCPS, Baltimore, 2003 -2007

*Teacher*, First Grade Ladysmith Primary School, Ruther Glen, VA, September 1995 – June 1998

- Instruction in all content areas
- Development of daily and weekly lesson plans
- Grade representative for county curriculum development. Wrote plans to accompany State Science Standards of Learning.
- Conducted curriculum workshop for new teachers

*Teacher*, Kindergarten, Susan Wagner Daycare Center, Bronx, NY, September 1994 – July 1995

*Kindergarten Teacher*, Community Elementary School (CES) #70, Bronx, NY, September 1989 – June 1994

*Spanish Teacher*, Community Elementary School (CES) #70, Bronx, NY, February 1988 – June 1989.

## **OTHER EXPERIENCE**

*Family & Community Partnership Specialist*, Quinn Rivers Head Start, Bowling Green, VA, January 2002 – August 2003

- Parenting Education and family support through home visitation
- Provided information on infant development and activities
- Assisted in development of individual goals

*Family Support Worker*, Healthy Families Rappahannock Area, Fredericksburg, VA  
September 1999 – September 2001

- Parenting Education and family support through home visitation
- Provided information on infant development and activities
- Assisted in development of individual goals

## **ORGANIZATIONS**

NCTE

## **PROFESSIONAL DEVELOPMENT**

*Word Generation*, SERP, Harvard Graduate School of Education, Boston, MA, June 2009

*Connecting Number and Operations in the Classroom* NCTM 2013 Interactive Institute for Pre-K – Grade 5 Mathematics, New Orleans, LA, July 11 - 13, 2013

*The New Units of Study in Opinion/Argument, Information, and Narrative Writing*, Grades 3 - 5  
Lucy Caulkins and Mary Ehrenworth, Heinenmann Professional Development Workshop,  
Leesburg, VA, September 29, 2014

## REFERENCES

Rita Mullally  
Principal  
Graceland Park- O'Donnell Heights Elementary Middle School  
6300 O'Donnell Street  
Baltimore, MD 21224  
(410) 206-7097  
(410) 396-9083  
RMullaly@bcps.k12.md.us

Amanda Rice  
Principal  
Hazelwood Elementary Middle School  
4517 Hazelwood Avenue  
Baltimore, MD 21206  
(410) 396-9098  
(443) 253-4799

arice01@bcps.k12.md.us

Sarah Heilbron  
Network 8 ACL  
Baltimore City Public Schools  
200 E. North Ave  
Baltimore, MD 21202  
(443) 413- 4169  
(443) 984 -2000  
saheilbron@bcps.k12.md.us

Amber Glaros

# Mieosha A. Hobbs M.S.Ed

2207 Wheatley Dr. Apt. #304, Baltimore, MD, 21207  
Mobile: 813-405-7346 Email: mhobbs87@gmail.com

*"When we started working together I had very little confidence in my abilities as a teacher. Today, I want you to know I won teacher of the month! I owe a lot of this to you. So, thank you!"*

C. Roberts  
Teacher  
North Bend  
Elementary/Middle

*"I used to not like ELA because it was boring. But now I want to read books all the time because you showed me how to read."*

\*Jahmari  
Student, retained in  
1<sup>st</sup> grade  
DC Prep Anacostia  
Elementary Campus

*"On Joe's\* worst days I know he'll be ok because you're here. You have a special touch with him and I appreciate it so much."*

Ms. Hoffman  
Parent

## Career Profile

Taught and coached educators with varying class sizes, ranging from 8 to 28 students. Attended, planned and executed a wide range of professional development courses through various organizations. Flexible and cooperative teammate. Energetic, solutions-oriented member of society and the educational community. Devoted to fostering the whole child: mentally, emotionally, physically and academically. Open to fresh ideas that require constant flexibility and experimentation with the newest research. Extensive experience in Title 1 schools working with children, their families and the community.

## Education

### ◆ Bachelor of Science in Elementary Education

The University of Tampa, Tampa, FL. May 2009

### ◆ Master of Science in Reading Education

Johns Hopkins University, Rockville, MD. May 2016

## Teaching Experiences

### ◆ Instructional Coach & Adjunct Professor, Black Educators Initiative (BEI) Associate, August 2019 - Current

Urban Teachers (UT); Johns Hopkins University - Baltimore, MD

### ◆ Various positions, Multiple Campuses, August 2016 – June 2019

DC Prep Public Charter School (Title 1), Washington, DC

3<sup>rd</sup> grade special education ELA, 1<sup>st</sup> grade special education teacher of ELA and math, Interventionist of 1<sup>st</sup> grade ELA

### ◆ 2<sup>nd</sup> grade self-contained classroom teacher, August 2015 – June 2016

Stanton Elementary School (Title 1), Washington, DC

### ◆ Various positions, August 2011 – June 2015

Randle Highlands Elementary School (Title 1), Washington, DC

1<sup>st</sup> grade self-contained, 2<sup>nd</sup> grade self-contained, 3<sup>rd</sup> grade science/social studies, 4<sup>th</sup> grade math/science and Science/Social Studies Committee Chair

### ◆ 5<sup>th</sup> grade self-contained classroom teacher, August 2010 – June 2011

Walton Academy for Performing Arts (Title 1), Tampa, FL

### ◆ Exceptional Student Education (ESE) (4<sup>th</sup>, 6<sup>th</sup>- 8<sup>th</sup>), Aug. 2009 to June 2010

Trinity School for Children, Tampa, FL

*"I don't think I've encountered a teacher/professor who is as accessible as Mieosha is. She brings so much infectious joy and enthusiasm to the classroom environment which inspires you to dig in, learn, and consider the content from different perspectives."*

Anonymous grad student  
Johns Hopkins University

*"Thank you for always listening to me. I know I can be long-winded and I ask so many questions but you always make time for me and I appreciate that."*

Ms. Green  
Parent

*"Thank you for continuing to speak truth into our staff meetings. You say what so many of us are thinking and it is much respected."*

Colleague  
Urban Teachers

\*names changed to respect privacy

## **Technology and Application Competencies**

Microsoft Applications • Slack • Zoom • Concur • Whetstone

Bamboo HR • Google Applications • Easy IEP • SharePoint • PowerSchool • OneNote

Schoolzilla • Illuminate • Gradebook • Adobe Acrobat Reader

## **Career Highlights**

- ◆ Managed a coaching caseload of 15-18 teachers at various school (Title 1) sites
- ◆ Planned and implemented integrated, differentiated instructional lessons
- ◆ Taught, in a departmentalized fashion, 45-60 students throughout the day
- ◆ Co-managed a special education caseload of up to 18 students, grade books in various forms and gifted caseload for K-8<sup>th</sup> grade
- ◆ Provided accommodations and modifications for students with IEPs
- ◆ Modeled lessons for co-workers and as a coach for participants through UT
- ◆ Supervised student aides, resident (year 1) and fellow (year 2-3) level teachers
- ◆ Developed, supervised and maintained an afterschool program
- ◆ Created, implemented and monitored school-wide initiatives, parent workshops and school-wide events as the head of a team
- ◆ Maintained weekly guided reading groups, running records and writing conferences
- ◆ Attended staff meetings, team meetings, parent workshops and professional learning communities (PLCs)
- ◆ Communicated daily/weekly with parents through various mediums including the use of a monthly newsletter
- ◆ Produced worksheets, charts, foldables and stations on a weekly basis
- ◆ Attended, and at times participated in, extra-curricular activities for the organization, school and individual students

## **Professional Trainings and Development**

- ◆ Teacher Training Institute (semester long cohort regarding topics such as childhood trauma, mental health and vicarious trauma)
- ◆ Guided Reading PDs (Lavinia Group)
- ◆ Guided Reading Institute (through District of Columbia Public Schools)
- ◆ Wilson Language Training: Foundations level 1 and 2
- ◆ KAGAN Professional Development seminars (Win-Win Discipline and Cooperative Learning)
- ◆ Attended National Association for Gifted Children (NAGC) conference
- ◆ Attended Kappa Delta Pi (KDP) Convocation
- ◆ Participated in several KDP webinars including: Recognizing/Responding to Stress

*References and supplemental information available upon request.*

## **Shasha Y. Lowe-Anderson, PhD**

3508 Blue Crab Lane, Waldorf MD 20602

Mobile: (301) 523-0667

Email: [Shshlowe@gmail.com](mailto:Shshlowe@gmail.com)

### **EDUCATION:**

- Towson University, Towson, MD  
Administrator I Certificate, December 2017
- University of Maryland, College Park, MD  
PhD, Education Curriculum/Instruction (Minority and Urban Ed./Teacher Ed.), May 2016
- University of Maryland, College Park, MD  
Master of Arts, Education Leadership and Policy Studies, December 2004  
Bachelors of Arts, Communications, December 2002

### **CERTIFICATION:**

- Maryland Advanced Professional Certification: Secondary Education-English
- National Board Certification: Adolescence and Young Adulthood/English Language
- Administrator I Certification

### **CAREER EXPERIENCE:**

2022-Present	Consultant, Kelefors Consulting- <i>Educational Opportunity Audit</i> , Washington, DC
2019-Present	Assistant Principal, Redland Middle School, Derwood, MD
2015-2019	Staff Developer/ELA Content Specialist, White Oak Middle School, Silver Spring, MD
2016-2017	Consultant, Georgetown Day School, Washington, DC
2012-2015	Literacy Coach, English Teacher, and AVID Coordinator White Oak Middle School, Silver Spring, MD
2009-2015	SAT Instructor, Project "LIFT," University of Maryland, College Park, MD
2004-2012	English Teacher (10 <sup>th</sup> -12 <sup>th</sup> Grade, IB, AP), Parkdale High School, Riverdale, MD

### ***Vision and Leadership Experience***

- Developed academic interventions while supporting school wide initiative on MAP-R improvement resulting in 73% student growth.
- Facilitated department and school-wide data chats to discuss data, student progress, and instructional strategies that impact student achievement on ELA assessments which led to improvement in scores on all district progress checks and common tasks for 6<sup>th</sup> and 8<sup>th</sup> grade.
- Analyzed, disaggregated, and presented MAP data to stakeholder groups through presentations at team, SLT and SIP meetings to measure and monitor student grade achievement.
- Worked with the School Leadership Team to identify goals, target students, academic interventions, and action items for the School Improvement Plan.
- Collaborated with members of the leadership team to recruit and interview prospective new candidates to enhance school's mission and vision.
- Executed a plan to increase student achievement on Extended Writing Projects (EWP) by collaborating with Literacy CS to create virtual writing support sessions.

### ***Teaching and Learning***

- Collaborated with teachers to design and implement interventions to improve 8<sup>th</sup> grade FARMS & LEP student achievement on ELA assessments which led to a 20% increase in scores.
- Facilitated monthly support sessions for GDS NBCT candidates and provided individualized support, including the development of teaching practice to meet NBPTS standards.
- Provided in-person support for DCPS school teams during the Looking at Student Journeys process (*Educational Opportunity Audit*).
- Provided training and support to English teachers on the implementation of UDL and Blended Learning strategies to ensure that all students have equal access to engaging instruction resulting in a 50% increase of usage in ELA classrooms.

- Reviewed and monitored 16 Student Learning Objectives and provided feedback through coaching conversations to individual teachers and Professional Learning Communities to improve instruction.
- Participated in school-wide instructional walkthroughs to monitor school instructional focus.
- Built the capacity of teachers by presenting discourse strategies as professional development.
- Observed, analyzed, and evaluated the instructional program for the Literacy and World Studies departments to provide teachers with feedback to facilitate professional growth.
- Supervised, collaborated and monitored the development and progress of the Literacy, 7th Grade Team, and World Studies action plans.
- Collaborated with Staff Development Teacher in engaging SLT in antiracism learning progression and the implications for leadership at Redland.

### ***Operations and Management***

- Designed and managed R.E.L “High Achievers” and mentoring program in order to increase student eligibility.
- Updated and analyzed the Scholastic Achievement Management system for Reading teachers, assisted in grouping practices, and placement decisions to ensure consistent support for underperforming students and to gauge student progress.
- Developed and monitored process for completing department SLOs to target and impact high needs students and instruction, which resulted in an 80% increase for focus students.
- Created school testing calendar and supervised school wide state and district testing for Measures of Academic Progress and ACCESS for English Language Learners in order to establish effective testing environments and support student success.
- Served as On-Site Emergency coordinator and developed the school’s emergency preparedness plan including the coordination of fire, shelter, and lockdown drills to ensure safety of staff and students.
- Served as Grade 7 administrator, responsible for addressing disciplinary referrals, communicating with parents and teachers regarding consequences of student behavior, monitoring student behavior, and coordinating interventions of support.
- Supervised the school wide administration of virtual MAP testing in order to establish effective testing environments to support student success.

### ***Meaningful Engagement***

- Co-presented county cultural proficiency training plan with administration to staff in order to enhance healthy and effective responses about race that impact student achievement.
- Invited motivational speakers weekly from the school community and the community at large to impact AVID students character development and college going mindset.
- Collaborated with stakeholders to design, implement, and monitor school wide incentive program to improve (Measures of Academic Progress-Reading) MAP-R and MCPS Progress Check scores.
- Collaborated with teachers to develop the Student Diversity Leadership (SDLT) group.
- Facilitated Academic Success Nights with team leaders and other members of the community to support parents and increase student achievement.
- Attended PTA meetings, school evening activities and performances to promote involvement with all stakeholder groups.
- Co-facilitated cluster wide Math articulation meeting in order to positively affect student transition data.
- Collaborated with NAACP Representatives and Black History Month committee to create virtual BHM celebration.
- Attended PTA meetings in order to present information and receive feedback regarding school procedures, return to in person learning, and attendance.
- Collaborated with RMS Well-Being team to address student issues regarding attendance and social-emotional concerns.

### ***Professional Growth***

- Applied learning from courses including *Studying Skillful Teaching*, *Content Specialist Middle School*

*Training, Staff Development Teacher Training, Facilitating for Equity, Operationalizing for Equity, Building Bridges: Creating Comunidad, Between Schools & Latino Students, Black and Brown Girls and Observing and Analyzing Teachers I & II* to build my capacity as a teacher leader.

- Successfully Completed *F.I.R.S.T (Financial Incentive Rewards for Supervisors & Teachers)*, *National Board Certification (NBCT)*, and *Career Lattice in MCPS*.
- Contributing panelist at Learning Policy Institute, Washington, DC. *Solving Teacher Shortages: Attracting and Retaining a Diverse and Talented Teacher Workforce* (September 2016). Contributed to panel discussion on “*Creating Environments that Support Students and Sustain Teachers.*”
- Successful defense of dissertation in March 2016, “*Natural Enemies” or Intentional Allies? Teachers and parents perspectives on middle school boys of color.*
- Completed four training modules in order to create a school testing calendar and coordinate school wide state and district testing.
- Attended and participated in AP2 seminars in order to enhance leadership and supervisory skills based on the administrative standards for school based administrators.
- Actively participated in the Leadership Development program of MCPS by serving as a guest speaker for AP1 and Future Administration Workshop (FAW), shared reflections and experiences with new and aspiring administrators in order to build leadership capacity.

# Steven Gorschboth

Teacher • Special Education Instructional Leader •

## PROFESSIONAL SUMMARY

Teacher with 5+ years of experience educating students, hosting IEP meetings, developing colleagues teaching practices, and collaborating with stakeholders to support student development. Possess a M.S in Education and B.S in Criminal Justice. Received 90%+ satisfaction rating from parents and students each of those years. Improved math and literacy RIT scores by 11% and 21%, respectively.

### CONTACT

**Cell:** (443) 847-8449

**Email:** igorschboth@gmail.com

**Address:**

619 Dunkirk Road  
Baltimore, MD 21212

### EDUCATION

06/2019

#### Master's of Science

*Education (M.S.ED)*

Johns Hopkins University  
– Baltimore, MD

06/2017

#### Bachelor's of Science

*Sociology-Anthropology-Criminal  
Justice (B.S)*

Towson University  
– Baltimore, MD

### KEY SKILLS

- Exceptional verbal and written communication
- Leadership
- Time and Case Management
- Critical Thinking Skills
- Fluent with Google and Microsoft

### CERTIFICATION / NOTABLE EXPERIENCE

- Maryland Educator Certificate
  - Elementary Education 1-6
  - Special Education 1-8
- Eureka(Math) Training
- AmeriCorps - Service
- Inside-Out: Restorative Training
- F&P LLI Reading Intervention Training

### PROFESSIONAL EXPERIENCE

#### Special Education Instructor

Baltimore Collegiate School for Boys - Baltimore City Public Schools  
June 2017 – Present

- Implemented culturally relevant and Social Emotional based curriculums in order to address students' needs.
- Drafted and maintained record of IEPs in order to support students with modifications and accommodations.
- A member of our schools Instructional Leadership Team (ILT) to grow students NWEA data (RIT) by 10 points average school wide.
- Developed SDI (Specially Designed Instruction) goals and identified student candidates to benefit from tier 3 intervention.
- Supporting teachers and staff in navigating career pathways, providing information about certification, professional development, and union meetings.

#### Summer Institute Coordinator

Baltimore Collegiate School for Boys - Baltimore  
07/2019 & 07/2021

- Lead our Summer program leading 100 students and 8 teachers through a 6 week program.
- Provided curriculum, feedback, materials, and activities for 4th - 6th grade with an academic and enrichment block.
- Instilled core values, school wide routines and procedures, and fostered an academically rigorous environment throughout the program.

#### Teaching Assistant - Race, Culture, and Equity in Education (RCE)

Johns Hopkins University- Baltimore  
06/2021 & 08/2021

- Co-teaching the course Race, Culture, and Equity with a specialized focus on Baltimore City.
- Lesson planned and collaborated with the professor to provide high quality instruction through the virtual platform.
- Administered culturally relevant group discussion through virtual interface.
- Kept records for grading, attendance, and participation for weekly class sessions.

# Samra Mekonen

*Highly effective educator with 9 years of experience leading classrooms and teams to maximize equity and impact through school administration and leadership.*

*Proven to be passionately dedicated to student equity, excellence, and community engagement.*

## CONTACT

312.593.5930

samra.mekonen@gmail.com

1035 N Calvert St Apt 3A

Baltimore, MD 21202

## COMPETENCIES

### **Certifications**

- Professional Teaching License
- Google Level 1 Certified Educator

### **Languages**

- English, French, Spanish, Amharic

### **Technology + Skills**

- **Software:** Microsoft Office Suite, GSuite, ActivInspire
- **Event/Project Management:** Slack, Asana
- **Data/Budget Management:** Tableau, Illuminate
- **Operating Systems:** iOS, Windows
- **Training/Coaching:** Whetstone, EdReflect
- **Graphic Design:** Canvas, ProCreate, AutoCAD, Squarespace
- **Learning Platforms:** Blackboard, Google Classroom, Canvas, FlipGrid, PearDeck, Epic!, LaLiLo, Amira, Zearn, XtraMath

## EDUCATION

### **Harvard University (2022)**

- Certificate in Advanced Education Leadership

### **Johns Hopkins University (2022)**

- Certificate in School Administration and Supervision

### **BCPS Professional Learning**

- 40+ credits professional learning

### **Lesley University (2015-2017)**

- M.Ed Elementary Education
- M.Ed Special Education

### **Virginia Tech – (2011-2015)**

- BA International Studies: World Politics and Policy Concentration
- Minors in Medicine & Society, French

## PROFESSIONAL EXPERIENCE

### **Adjunct Professor, Teaching Assistant- Building Productive and Nurturing Classroom Communities I**

Johns Hopkins School of Education, 6/2020-8/2021

- Facilitated courageous conversations on conscious classroom management for 70 graduate students in elementary education
- Evaluated, coached, and supported a teaching assistant and adult learners with specific assessment feedback and individualized support

### **Instructional Coach**

Urban Teachers, 6/2019-8/2021

- Analyzed and collected performance data for 18 new teachers in 3 coaching cycles for coplanning, live coaching, and post-lesson feedback
- Mentored teachers in rubric-aligned, highly effective instruction to support the diverse needs of students and educators

### **Professional Learning Manager, Course Developer**

Baltimore City Public Schools, 11/2019-present

- Developed and facilitated 12 professional development opportunities and coached 20 course developers, in-person and online for over 500 educators
- Develop tools to evaluate and respond to course efficacy according to research-based strategies, district policies, state initiatives, and educators needs

### **ELA Content Team Leader**

KIPP Harmony Academy, 6/2019- present

- Manage a team of 10 educators to plan highly effective lessons for 170 students
- Synthesize weekly data of 170 students to determine priorities to support student and professional development

### **Lead Classroom Teacher: Grade 2, Inclusion, ELA**

KIPP Harmony Academy, 7/2016-present

- Delivered highly effective and data-driven and standards-based instruction for diverse learners in person and online
- Collaborated with special educators, related service providers, and families to support all student needs

### **Teacher Democracy Project Fellow**

Teacher Democracy Project, 8/2020-6/2021

### **Educational Issues Committee Secretary**

Baltimore Teachers Union, 8/2020-6/2021

### **New Teacher Mentor**

Baltimore Teachers Union, 8/2020-6/2021

### **Director of Summer School Operations**

KIPP Harmony Summer Academy, 5/2018-8/2018

### **Resident Teacher**

Urban Teachers, 6/2015-7/2016

### **Lead Summer Teacher**

Bristow Montessori School, 5/2013-1/2015

**Nia Ladson**  
10402 Town and Country Way APT 215  
Houston, TX 77024  
410-598-5779  
niafree8@gmail.com  
Nia.ladson@kipptexas.org

### **Education**

<b>Berry College, (Mount Berry, GA)</b> Bachelor of Science, Biology	August 2011- May 2012
<b>College of William and Mary, (Williamsburg, VA)</b> Bachelor of Arts, Sociology Bachelor of Arts, Africana Studies <i>Concentration in African American Studies</i>	August 2012- May 2015
<b>Lesley University, (Boston, MA)</b> Masters of Education, Elementary Education Masters of Education, Special Education	June 2015- May 2017
<b>Loyola University Maryland, (Baltimore, MD)</b> Masters of Education, Educational Leadership	August 2017- May 2020
<b>Drexel University, (Philadelphia, PA)</b> Doctorate of Education, Educational Leadership and Management <i>Concentration in School Administration</i>	August 2020- Present

### **Certifications**

Maryland Administrative Certificate I (May 2020)  
Maryland Administrative Certificate II (October 2020)  
Maryland Certificate of Eligibility with Professional License  
Maryland Elementary Education (Grades 1 – 6)  
Maryland Special Education for Students with Moderate Disabilities (Grades K-8)  
Texas Core Subjects with STR (EC -6) 6/1/22  
Texas Special Education Supplemental (EC-6) 6/1/22  
Texas Principal as Instructional Leader (EC-12) 6/1/22

### **Leadership Accomplishments:**

#### **Designing Curriculum and leading Implementation at the State Level (Houston. TX)**

Successfully led Professional Development. I worked to plan and facilitate virtual and in-person professional development on curriculum and instruction to ensure all regions are on a path to implement the curriculum with fidelity and achieve academic goals and then coached API's, School Leaders, AP's and Instructional Coaches on the best ways to support teacher sin doing so.

#### **Designing and Implementing STAAR 2.0 Curricular Adaptations (Houston, TX)**

In SY21-22 I co-led our K-8 KTX State Team through a schematic audit of the curriculum and the changes being proposed within STAAR Assessment named as STAAR 2.0. Among other changes, the STAAR Redesign will feature new types of open-ended response questions:

- Genre Exposure
  - Currently KTX curricula exposes learners to multiple genres however every Genre student may see on the STAAR is not embedded within every grade level
- Writing with Revising and Editing and Foundational Literacy Practice
  - Currently KTX curricula exposes learners to writing standards however, it is missing revising and editing standards which will need to be embedded
- Assessment Strategy and Design
  - Item types have been expanded upon with STAAR 2.0 some of which our learners haven't seen before
- Short Constructed Responses
  - Already supported by Exit Tickets focused on text analysis paragraphs; opportunities to increase at-bats
- Extended Constructed Response
  - Supported by Exit Ticket paragraphs but needs further shifts in extended essay assessments

#### **3-8 Literacy PLC at the State Level (Houston. TX)**

Lead and co-facilitate PLC for State Level teams' professional development and deepen their knowledge of the Literacy GVLC/Curricula. Plan Professional Development, implement, facilitate and coach team members to implement the CCC components with coaches across statewide literacy stakdholders.

### **Designing and Implementing DDI Practices School Wide (Baltimore, MD)**

In SY21-22 I led our entire Leadership Team in DDI and Intervention best practices to support learners due to the gaps created during the pandemic. I led the team through how to facilitate data dives on standards, how to identify priority standards per grade and content, and how to use this data to inform your coaching practice and then supported them in SY 20-21 I was able to lead and take over the ELA department. One of our prioritized academic needs was reading growth and achievement. We refer to this priority as "Literacy for Liberation" since we know literacy is foundational for economic independence, socio-political awareness, citizenship, and access to other learning. Our ELA team was focused on deep internalization of our KIPP Wheatley curriculum to build teacher content knowledge and provide access to grade-level content and learning acceleration. KIPP Wheatley is very similar to Baltimore City Schools' Wit and Wisdom curriculum. Over the last three years, our middle school reading achievement has remained stagnant or has decreased. We needed to drive growth and achievement in reading doing so with their respective content teams.

### **Instructional Coaching and Development (Baltimore, MD)**

As an Instructional coach I have had the liberty of moving multiple teachers' performance in my years both as an AP in Residence and as an AP. Our coaching and instructional model is built utilizing the Get Better Faster rubric. After supporting our teachers across the year through the consistent O3's, lesson, and data internalization moved two teachers from Effective to Highly Effective and one teacher from Developing to Highly Effective. In SY21-22 I continued my leadership of the ELA team as well as continued to lead and coach the Social Studies Department as well as the Enrichment Team.

### **Designing, Revamping and Rebuilding the Entire ELA Department (Baltimore, MD)**

In SY 20-21 I was able to lead, revamp and rebuild the ELA department. One of our prioritized academic needs was reading growth and achievement. We refer to this priority as "Literacy for Liberation" since we know literacy is foundational for economic independence, socio-political awareness, citizenship, and access to other learning. Our ELA team was focused on deep internalization of our KIPP Wheatley curriculum to build teacher content knowledge and provide access to grade-level content and learning acceleration. KIPP Wheatley is very similar to Baltimore City Schools' Wit and Wisdom curriculum. Over the last three years, our middle school reading achievement has remained stagnant or has decreased. We needed to revamp, redesign, and reimagine our ELA instruction to drive growth and achievement in reading and teaching the curriculum with fidelity in service of students.

### **Leading Effective Student Learning Objective School Wide (Baltimore, MD)**

In SY 20-21 I was able to lead and take over the ELA department. One of our prioritized academic needs was reading growth and achievement. We refer to this priority as "Literacy for Liberation" since we know literacy is foundational for economic independence, socio-political awareness, citizenship, and access to other learning. Our ELA team was focused on deep internalization of our KIPP Wheatley curriculum to build teacher content knowledge and provide access to grade-level content and learning acceleration. KIPP Wheatley is very similar to Baltimore City Schools' Wit and Wisdom curriculum. Over the last three years, our middle school reading achievement has remained stagnant or has decreased. We needed to drive growth and achievement in reading. In addition to coaching and support of our English Language Arts teachers, I was working to strengthen students' reading skills through high quality ELA instruction. Across our K-8 program, we adopted a new literacy curriculum in SY 18-19. I am also participating in a PLC (ongoing PD facilitated by the KIPP Foundation called the MANIC) to reflect on our teaching and coaching practices. In the PLC we were focused on leveraging research-based close reading strategies to foster strong reading habits among our students. In SY 19-20, we were unable to administer the NWEA and MCAP due to the pandemic, so we were unable to fully measure our progress over the course of the year participating in this PLC, but we did see growth on curriculum assessments last fall, as a result of the work in literacy with our 6th grade ELA teachers through the PLC.

### **Leadership Experiences:**

#### **KIPP Texas (Houston, TX)**

February 2022 – Present

##### *Manager of Curriculum and Achievement (K-8 ELA)*

- Curriculum | Using the adopted K-8 ELA curricula, develop highest leverage lessons and materials to support student learning. This includes but is not limited to curriculum materials that are both teacher and student facing.
- Assessments | Create high quality, aligned, standards based assessments to evaluate student mastery to close the achievement gap.
- Data Analysis | Regularly analyze a variety of qualitative and quantitative data at the school, region and state-levels to identify strengths and gaps in the curriculum itself and/or its implementation. Design strategic plans to close the student achievement gaps to meet the STAAR and MAP goals.
- Professional Development | Plan and facilitate virtual and in-person professional development on curriculum and instruction to ensure all regions are on a path to implement the curriculum with fidelity and achieve academic goals.
- Instructional Coaching | Coach and support school administrators, teachers, and regional academic teams to set, make progress towards, and achieve ELA goals. This may include occasional travel to each KIPP Texas region (Houston, Austin, Dallas, and San Antonio).
- Performs other related job duties and training as assigned.

#### **KIPP Ujima Village Academy (Baltimore, MD)**

*Assistant Principal*

July July 2020 – February 2022

- Displays passion for being a School Leader and commitment to the school community.
- Demonstrates success in leading a group of stakeholders around a school- wide initiative that demonstrates impact on student achievement requiring him/her to establish a school- wide vision, create a strategy, and measure outcomes
- Project plans and manages multiple priorities
- Plans school-wide change management despite resistance
- Demonstrates fortitude in handling a major set-back and ability to regroup and still accomplish goals
- With School Leader support, develops leadership capacity in others and grows an emerging leader via KIPP's performance management cycle
- Manages and engages entire schools' students (e.g. assemblies)
- Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed
- Develops relationships across school stakeholders (staff, regional office, community, etc.) and parlays relationships into a positive learning culture
- Demonstrates results from teachers and leaders that he/she manages; grows an excellent teacher towards further instructional mastery
- Analyzes school-wide student achievement and teacher performance data and determines high-impact actions to improve school's instruction
- Develops other leader's ability to analyze student achievement data and determine action steps
- Develops systems to ensure teachers and leaders have access to data to make timely adjustments to instruction, and that teacher data analysis and intervention plans are high-quality <sup>[1]</sup><sub>[SEP]</sub>
- Builds understanding of how entire school's standards map to curriculum and assessment of student mastery; demonstrates expertise in instructional methods (e.g. Guided Reading, CGI, Conceptual Understanding, etc.)
- Leads the hiring process, including recruiting, interviewing and hiring a team of high-quality teachers; selects for team composition and dynamics as well as individual teachers' strengths

#### **KIPP Ujima Village Academy (Baltimore, MD)**

July 2019 – Present

##### *Student Excellence Team (SET) Coordinator*

- Serve as Case Manager for the needs of students who qualify for Tier 2 and Tier 3 supports through the Student Excellence Team
- Serve as the team leader for student cases
- Manage and monitor students' progress to meet goals and monitor the implementation of supports
- Lead and document SET meetings
- Coordinate and work with families to provide supports that best serve student needs
- Train and teach teachers best practices for accommodating students with 504 needs

#### **KIPP Ujima Village Academy (Baltimore, MD)**

July 2019 – July 2020

##### *Assistant Principal in Residence*

- Displays passion for being a School Leader and commitment to the school community.
- Demonstrates success in leading a group of stakeholders around a school- wide initiative that demonstrates impact on student achievement requiring him/her to establish a school- wide vision, create a strategy, and measure outcomes
- Project plans and manages multiple priorities
- Plans school-wide change management despite resistance
- Demonstrates fortitude in handling a major set-back and ability to regroup and still accomplish goals
- With School Leader support, develops leadership capacity in others and grows an emerging leader via KIPP's performance management cycle
- Manages and engages entire schools' students (e.g. assemblies)
- Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed
- Develops relationships across school stakeholders (staff, regional office, community, etc.) and parlays relationships into a positive learning culture
- Demonstrates results from teachers and leaders that he/she manages; grows an excellent teacher towards further instructional mastery
- Analyzes school-wide student achievement and teacher performance data and determines high-impact actions to improve school's instruction
- Develops other leader's ability to analyze student achievement data and determine action steps
- Develops systems to ensure teachers and leaders have access to data to make timely adjustments to instruction, and that teacher data analysis and intervention plans are high-quality <sup>[1]</sup><sub>[SEP]</sub>
- Builds understanding of how entire school's standards map to curriculum and assessment of student mastery; demonstrates expertise in instructional methods (e.g. Guided Reading, CGI, Conceptual Understanding, etc.)
- Leads the hiring process, including recruiting, interviewing and hiring a team of high-quality teachers; selects for team composition and dynamics as well as individual teachers' strengths

#### **KIPP Ujima Village Academy (Baltimore, MD)**

July 2019 – July 2020

##### *504 Chair*

- Served as Case Manager for all students that fall under section 504
- Serve as the team leader
- Manage and monitor students' progress
- Lead and document 504 Meetings

- Coordinate and work with families to provide supports
- Train and teach teachers best practices for accommodating students with 504 needs

### **KIPP Harmony Academy (Baltimore, MD)**

May 2018- August 2018

*Standing Summer Principal; Grades K-4*

- Displays passion for being a School Leader and commitment to the school community.
- Demonstrates success in leading a group of stakeholders around a school- wide initiative that demonstrates impact on student achievement requiring him/her to establish a school- wide vision, create a strategy, and measure outcomes
- Project plans and manages multiple priorities
- Plans school-wide change management despite resistance
- Demonstrates fortitude in handling a major set-back and ability to regroup and still accomplish goals
- With School Leader support, develops leadership capacity in others and grows an emerging leader via KIPP's performance management cycle
- Manages and engages entire schools' students (e.g. assemblies)
- Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed
- Develops relationships across school stakeholders (staff, regional office, community, etc.) and parlays relationships into a positive learning culture
- Demonstrates results from teachers and leaders that he/she manages; grows an excellent teacher towards further instructional mastery
- Analyzes school-wide student achievement and teacher performance data and determines high-impact actions to improve school's instruction
- Develops other leader's ability to analyze student achievement data and determine action steps
- Develops systems to ensure teachers and leaders have access to data to make timely adjustments to instruction, and that teacher data analysis and intervention plans are high-quality
- Builds understanding of how entire school's standards map to curriculum and assessment of student mastery; demonstrates expertise in instructional methods (e.g. Guided Reading, CGI, Conceptual Understanding, etc.)
- Leads the hiring process, including recruiting, interviewing and hiring a team of high-quality teachers; selects for team composition and dynamics as well as individual teachers' strengths

### **KIPP Harmony Academy (Baltimore, MD)**

August 2017 – June 2019

*Teacher Development Leader*

- **Guide teacher development**
  - Hold O3s with all teachers you support no less than once every two weeks, sending next steps via email within 48 hours
  - Set big rocks and development goals, rooted in the BCPS Instructional Framework with teachers and check in weekly (during O3s) on progress towards those goals
  - Conduct Planning Conferences to support teachers in lesson internalization
  - In O3s engage in teachback protocols, observation feedback protocols, LASW protocols, or D3 protocols to plan reteaching opportunities
  - Observe and provide instructional feedback in an extended session (30 to 45 mins) to all teachers you support at least two times/month and pop-ins in the alternating two weeks
  - Work with school administration to develop school wide Professional Development opportunities to meet the needs of teachers and address school trends
  - Provide lesson plan feedback on Guided reading lesson plans, as needed
- **Define and support school culture and family communication**
  - Reinforce school culture through interactions with families and teachers
  - Communicate to families as needed and support teachers in communicating with families
  - Support the school community by addressing student behavior needs as you observe in classrooms
  - Participate in reinstatement meetings, when appropriate, to address student conduct
  - Know and enforce the KIPP Harmony Code of Conduct to students, families, and with staff
- **Manage progress towards academic goals**
  - Conduct Data Stepback Protocols and D3 protocols with teachers you support
  - Facilitate data analysis of results on interims and support teachers in developing action steps for their students and their own development
  - Provide feedback to administration on their overall progress of students throughout the building and participate in school data step backs with the leadership team to identify school wide trends in students' performance
- **Serve as a liaison between leadership team and teachers you support**
  - Participate in ongoing TDL Professional Development
  - Participate in leadership team meetings
  - Report to the Leadership Institute August 3rd and 4<sup>th</sup>
  - Communicate leadership team decisions to teachers you support
  - Communicate concerns, initiatives, etc. to leadership team and/or principal
  - Participate in an O3, weekly, with manager (one week to discuss Teacher you support and one week to discuss personal position goals)

### *Math Team Lead; 2<sup>nd</sup> Grade*

- Planned and implemented differentiated instruction in a 2<sup>nd</sup> Grade Math to improve proficiency as well as math computational skills and cognitive processing of mathematical concepts.
- Conduct Data Stepback Protocols and D3 protocols with teachers for Math content in grade level
- Facilitate data analysis of results on on interim math assessments and support teachers in developing action steps for their students and their own development
- Conduct Planning Conferences to support teachers in lesson internalization for entire math curriculum throughout the year
- Plan and present content team meetings for math instruction
- Host O3s, engage in teachback protocols, observation feedback protocols, LASW protocols, or D3 protocols to plan reteaching opportunities
- Observe and provide instructional feedback in an extended session (30 to 45 mins) to all teachers you support at least two times/month and pop-ins in the alternating two weeks

### **Professional Teaching Experience**

#### **Urban Teachers Clinical Faculty & Staff, John's Hopkins University (Baltimore, MD)**

June 2019- Current

##### *Adjunct Professor*

- Planned curriculum and lessons for new resident teachers in Baltimore city while supporting and coaching them through their instructional practice as it pertained to classroom management and building a nurturing classroom environment
- Introduce classroom management techniques consistent with the No-Nonsense Nurturing behavior management system; demonstrate the importance of improving the structure of the classroom to maximize instructional time
- Introduce lessons on classroom management in the urban context.
- Assisted the faculty in the practice of pedagogy
- Hosted officers to meet with residents and support them in their academic practices
- Served as a liaison between Urban Teachers and the residents within the program

#### **KIPP Harmony Academy (Baltimore, MD)**

August 2016 –June 2019

##### *Lead Teacher; 2<sup>nd</sup> Grade*

- Planned and implemented differentiated instruction in a 2<sup>nd</sup> grade Literacy and Math; showing a gain of reading level and reading proficiency as well as math computational skills and cognitive processing of mathematical concepts.
- Lead procedures, transitions, planning, and execution of the daily lessons for 26 in a Second-Grade classroom. Used data and feedback from coach to implement effective management and instructional techniques to become a level 3 & 4, Proficient
- Teacher according to Urban Teachers' Teacher Practice Rubric
- Implemented classroom management techniques consistent with the No -Nonsense Nurturing behavior management system; improved the structure of the classroom to maximize instructional time
- Used informal and formal student data to evaluate student understanding and misconceptions in order to meet the needs of the individual student

#### **Gilmor Elementary School (Baltimore, MD)**

June 2016 - August 2016

##### *Lead Teacher; Kindergarten*

- Led planning and instruction for five weeks of summer school for 12 students in Kindergarten
- Led a strategy-based "re-teach" week; class's average score on three target standards
- Created mixed-ability groups with assigned roles to differentiate student learning and hold individuals accountable
- Designed a seat signal system to improve the productivity of independent work time as well as other self-monitoring techniques
- Led a six-student reading intervention group; group's average score on place value standard increased by 56 %
- Implemented a system for students to track their own progress in reading, math and science content areas
- Used informal and formal student data to evaluate student understanding and misconceptions in order to meet the needs of the individual student

#### **Urban Teachers, KIPP Harmony Academy (Baltimore, MD)**

August 2015 – May 2016

##### *Resident Teacher; Kindergarten*

- Planned and implemented eight weeks of whole-class, differentiated instruction in a Kindergarten Literacy classroom; showing a gain of reading level and reading proficiency A portfolio of my student teaching, lesson plans, and student work can be presented upon request.
- Assisted host teacher with procedures, transitions, planning, and execution of portions of the daily lesson for 26 in Kindergarten classroom. Participated in over 1500 clinical, student teaching hours in a inclusion/self-contained/ small group u
- Used data and feedback from coach to implement effective management and instructional techniques to become a level 2,
- Emergent Teacher according to Urban Teachers' Teacher Practice Rubric
- *Intervention Support*- Led planning and execution of tier 3 intervention in literacy for 8 students in a small group setting for an average of 100-150 minutes per week. After four months of instructions students grew exponentially and detailed data may be presented in portfolio upon request

- Implemented classroom management techniques consistent with the No-Nonsense Nurturing behavior management system; improved the structure of the classroom to maximize instructional time
- Used informal and formal student data to evaluate student understanding and misconceptions in order to meet the needs of the individual student

**Urban Teachers, Holabird Elementary School (Baltimore, MD)**

June 2015 - August 2015

*Resident Teacher; 3<sup>rd</sup> Grade*

- Led planning and instruction for five weeks of summer school for 24 students in 3<sup>rd</sup> Grade
- Led a strategy-based “re-teach” week; class’s average score on three target standards improved by 32%
- Created mixed-ability groups with assigned roles to differentiate student learning and hold individuals accountable
- Designed a seat signal system to improve the productivity of independent work time
- Led a six-student intervention group; group’s average score on place value standard increased by 40%
- Implemented a system for students to track their own progress on multiplication facts

**Y.E.S Camp (Morristown, NJ)**

June 2012 - August 2012 & June 2013- August 2013

*Lead Teacher*

- Created curriculum for children on the basis of Christian learning and academic rigor.
- Catered to the immediate care of children ranging from ages of 7-12.
- Nurtured and cared for the needs of children with disabilities and behavioral issues.

**Other Work Related Experiences**

**Urban Teachers Faculty & Staff (Baltimore, MD)**

May 2017 – August 2017

*Graduate Assistant*

- Planned curriculum and lessons for new resident teachers in Baltimore city while supporting and coaching them through their instructional practice.
- Assisted implementing lessons on classroom management in the urban context.
- Assisted the faculty in the practice of pedagogy
- Hosted officers to meet with residents and support them in their academic practices
- Served as a liaison between Urban Teachers and the residents within the program

**Urban Teachers Summer Mentor (Baltimore, MD)**

May 2017 – August 2017

*Lead Summer Mentor*

- Planned curriculum and lessons for new resident teachers in Baltimore city while supporting and coaching them through their instructional practice.
- Assisted implementing lessons on race and cultural sensitivity when teaching in the urban context.
- Assisted the faculty in the practice of leadership in the classroom and beyond the mentee/mentor environment.
- Hosted planning boot camps to support residents
- Served as a liaison between Urban Teachers and the residents within the program

**Early Career Educator Nominee (Baltimore, MD)**

May 2017

*Nominee*

- The Johns Hopkins University and University System of Maryland Chapters of Phi Delta Kappa, International (PDK) seeks to honor teachers that demonstrate the following characteristics:
  - Early Career Teacher, is within the first three years of his/her teaching career.
  - Scientific Study of Education, uses evidence of student learning to inform and adjust his/her instructional decisions in order to better support student growth and learning.
  - Fosters the Profession of Teaching, demonstrates a positive attitude about the teaching profession.
  - Advances Fields of Knowledge and a Liberal Culture: collaborates with colleagues to share ideas and/or materials to help all improve in professional knowledge and/or skills; maintains a positive classroom environment that values diversity.
  - Demonstrates Ethical Ideals of a Life of Service, demonstrates a high level of ethical professionalism in the service of students and the school community overall.

**Urban Teachers Fellow, (Baltimore, MD)**

June 2015- May 2019

Trained in Response to Intervention, Fountas & Pinnell Benchmark Assessments, Lee Canter’s No-Nonsense Nurturing, and Flamboyant’s Family Engagement  
 Maryland Resident Teacher Certificate, Received July 2016  
 Maryland Professional Teacher Certificate, Received July 2018

**Math Club, KIPP Harmony Academy (Baltimore, M D)**

August 2016 – May 2017

*Co-Leader and Organizer*

- Planned curriculum and lessons for 2<sup>nd</sup> graders.
- Used informal and formal student data to progress monitor along math units for students performing under 60%

**PARCC 3<sup>rd</sup> Grade Tutoring, KIPP Harmony Academy (Baltimore, M D)**

January 2017 – May 2017

*Co-Leader and Organizer*

- Planned curriculum and lessons for 3<sup>rd</sup> graders.
- Used informal and formal student data to progress monitor along math units for students performing under 60% with the intention of pushing students into proficiency range for PARCC testing

**Center for Student Diversity (Williamsburg, VA)**

August 2014 – May 2015

*Student Assistant*

- Advertised events that highlighted diversity as well as other topics. Some of these advertised events include Tidewater Gospel Festival, Martin Luther King Jr. Ceremony, Annual Pre-Kwanzaa Celebration and more.
- Assisted in developing social network sites such as Facebook, Tumblr, and Twitter.
- Assisted the Office Manager with creating files and preparing programs.

**Pearls of Great Price Mentoring Program, Berkeley Middle School (Williamsburg, VA)**

August 2013 – May 2015

*Executive Board Member*

- Planned curriculum and lessons for young 7<sup>th</sup> and 8<sup>th</sup> grade mentees.
- Assisted implementing lessons of leadership and self-betterment.
- Assisted the faculty in the practice of leadership in the classroom and beyond the mentee/mentor environment.

**Alpha Kappa Alpha Sorority, Inc.**

April 2015 – Current

*General Member*

# KIM CHERRY BURNETT

**ACCOMPLISHMENTS** Experienced educator with a successful history of working in urban school districts K – 12 in Baltimore, Washington, DC; Prince George’s Co and New Orleans. Skilled in STEM education, nonprofit organizations, program evaluation, instructional design, and school-based leadership. Overall mission to promote academic excellence, enhance educational opportunities and strengthen equity for children and families.

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**EDUCATION**

PhD	<b>George Mason University</b> , Education <i>ABD Dissertation Topic: Resiliency of Black women in STEM Education</i>
MPS	<b>Cornell University</b> , Industrial and Labor Relations
MS	<b>Towson University</b> , Mathematics Education
MS	<b>Johns Hopkins University</b> , Science Education
BS	<b>Syracuse University</b> , Child Development

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**PROFESSIONAL EXPERIENCE**

**Regional Partnership Manager** **2019 – Present**  
Association of Supervision and Curriculum Development  
Manager for all K-12 partnership activities; responsible for supporting professional learning for International School districts as well as domestic school systems in North Carolina, South Carolina, Alabama, and Georgia. Additionally, responsible for meeting with K-12 school district leaders, to support school improvement plans, book studies and professional development goals.

**STEM Clinical Faculty** **2020 – Present**  
Johns Hopkins University - Urban Teachers Program  
A member of the Johns Hopkins University Urban Teachers Clinical STEM Faculty, dedicated to classroom teaching, mentorship, collaboration, and the success of students. Serve as faculty to support the journey of students through graduate program and into urban classrooms in Baltimore and Washington, DC.

**Deputy Chief, STEM** **2014 - 2019**  
District of Columbia Public Schools  
In charge of science, technology, engineering, and mathematics (STEM) initiatives, curricula, enrichments, interventions, and assessments for school district which includes 116 schools and ~50K students. Manage an annual budget of \$5 million; supervise a team of math, science, computer science and STEM integration professionals. Responsible for introducing/adopting districtwide math and science curricula K-12. Accountable for bringing an elementary engineering-based curriculum for all K - 5 students and computer science curriculum to middle grade students. Influenced the district growth of mathematics achievement - results during tenure – Mathematics PARCC raised +11.5 percentage points from 2015 – 2019.

**Director of Professional Development** **2011 - 2014**  
National Science Teachers Association  
Director of Professional Development supervised a faculty nationally ranked master math/science teachers. Traveled throughout the US and Middle East to facilitate elementary teacher institutes in math/science inquiry-based instruction. Managed an annual \$3.5 million budget.

**Executive Director** **2009 - 2011**  
Xavier University of Louisiana Executive Director of the Mathematics and Science Teacher Institute in New Orleans (post-Katrina) -- provided teacher training seminars/professional workshops for math/science teachers in public, charter, parochial and private schools. Managed a \$1.8 million budget.

**Elementary Science Coach** **2007 - 2009**  
Department of Curriculum and Instruction/ Prince George’s County Public Schools  
Assisted school administrators in creating/implementing professional development for science teachers for 150 elementary schools through the county.

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**Title I Integrated Learning Teacher/ Faculty Support Team 2005 - 2007**

Department of Federal Programs/ Prince George's County Public Schools

Assisted with development/implementation of school improvement plans; coordinated mathematics and literacy blocks of instruction; teacher professional development; Title I Summer School Principal.

**Elementary School Teacher**

**1999 - 2005**

For six years, served as teacher at Glassmanor Elementary - Title I school for grades three – six during - pre-Common Core, taught all core content subjects for class sizes ranging from 16 – 40.

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**PUBLICATIONS**

Hale, R.P., Donatto, A. and Cherry, K. (2015). *Preparing highly qualified STEM teachers to work in urban schools*. Compendium of US Governments Sponsored Research and Programs at Historically Black Colleges and Universities. Journal of Negro Education. ID JNE14093.R1

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**CONFERENCE PRESENTATIONS**

Burnett, K.C.; Allen, L. & Sherman, D. (December, 2018). *Supporting Early STEM Inquiry through Learning Partnerships*. Presentation at DC STEM Network Summit, Washington, DC.

Burnett, K.C.; Allen, L. & Sherman, D. (April, 2018). *Early childhood learning and STEM*. Presentation at the Annual Summit for 100K in 10, Phoenix, Arizona.

Cherry, K. (October, 2017). *Increasing STEM opportunities for ALL students*. Presentation at the Annual Council of the Great City Schools Annual Fall Conference, Cleveland, Ohio.

Cherry, K. (September, 2016). *Rigorous coursework in urban schools*. Presentation at the Next Generation STEM High School: A Forum Supported by the National Science Foundation, Washington, DC.

Cherry, K. (May, 2016). *Engaging girls in STEM: Sustainable development*. Keynote for Professor Aziz Sancar's Girls in STEM project (GIS). Sponsored by the Harriet Fulbright Foundation, Istanbul, Turkey.

Cherry, K. (June, 2015). *B.E.A.M.S. Bold Efforts for African American Male Success: An examination of what DCPS is doing to support black boys in STEM*. Keynote for the National Science Foundation (NSF) Robert Noyce Scholarship Program in Washington, DC. Co-sponsored by American Association for the Advancement of Science (AAAS), Washington, DC.

Cherry, K. (January, 2015). *Urban girls in STEM education*. Presentation at the Association of Science Teacher Education Annual Meeting, Portland, Oregon.

Cherry, K. (September, 2014). *STEM education in urban schools: How DCPS approach STEM education*. Keynote address for Next Step Institute, Earth Force Conference Integrating STEM Learning Communities, Washington, DC.

Cherry, K. (October, 2014). *STEM education in urban schools: An examination of Washington, DC Public Schools STEM Strategic Plan*. Presentation at the Annual Council of the Great City Schools Annual Fall Conference, Milwaukee, Wisconsin.

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**VOLUNTEER EXPERIENCES**

Executive Board Member for the **Mid-Atlantic Innocence Project**

Board of Directors **STEM4US**

Advisory Council Member for **Xavier University of Louisiana** – Division of Education & Counseling Leadership and Advisory Council **Jackson State University STEM Stars**

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**PROFESSIONAL MEMBERSHIPS**

Association of Supervision and Curriculum Development (ASCD)

National Science Teachers Association (NSTA)

National Council of Teachers of Mathematics (NCTM)

National Association of Research in Science Teaching (NARST)

Association of Science Teacher Education (ASTE)

American Educational Research Association (AERA)

Phi Delta Kappa Professional Education Association (PDK)

Kappa Delta Pi International Honor Society in Education (KDP)

Urban Mathematics Leadership Network (UMLN)

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**REFERENCES**

*Available upon request.*

# Shereen Holmes

15 Bluestem Court  
Owings Mills, MD 21117  
Phone- 301-875-5257( cell)  
holmesshereen@gmail.com

## SUMMARY OF QUALIFICATIONS

- More than fourteen years of teaching experience, particularly using highly researched curriculum developed and the *Restorative Practices* program developed by Ted and Susan Wachtel.
- Developed interpersonal skills having dealt with a diversity of school stakeholders that include government agencies, staff members, and parents.
- Cultivated the ability to set effective priorities to achieve immediate and long-term goals and meet operation deadlines.
- Qualified trainer with the *International Institute of Restorative Practices (IIRP)* to assist schools with building relationships and internal community.
- Implemented the *CHAMPS* behavior management model that sets up the expectation of student behavior in the classroom.

## EDUCATION

ARKANSAS STATE UNIVERSITY, JONESBORO AK  
**Doctor of Education, Leadership, Expected Graduation Date- December 2023**

JOHNS HOPKINS UNIVERSITY, BALTIMORE, MD  
**Master of Arts, Teaching (MAT), 2009**

TOWSON UNIVERSITY, TOWSON, MD  
**Bachelor of Science, Mass Communication and Psychology, 2005**

FORESTVILLE HIGH SCHOOL, FORESTVILLE, MD  
**Diploma, 2001**

## EXPERIENCE

JOHNS HOPKINS UNIVERSITY, WASHINGTON, DC  
May 2018- PRESENT  
URBAN TEACHERS DC  
*Clinical Faculty, Mathematics, and Academic Coach*

- Serve as the lead faculty member for the inaugural mentoring program for Urban Teachers-DC
- Lead graduate-level Elementary Mathematics coursework that is research-based and data-driven around instructional best practices that address all learners within a classroom.
- Collaborate in the implementation of professional development opportunities that include effective strategies for instructing that help achieve student achievement and growth and address shifts in education that impact classrooms within the District of Columbia

- Support early educators through coursework instruction and instructional coaching that help refine/enhance the quality of instruction
- Collaborate with school-based academic coaches and administrators to determine appropriate coaching strategies to support Urban Teacher Participants on instruction within the classroom.
- Connect Urban Teachers participants with resources, information, and research to help them stay informed and abreast of the critical shifts within the organization.

April 2022 – Present

URBAN TEACHERS DC

*Lead Faculty Advisor for the Mentoring Program -DC*

- Provide support to the lead faculty member to the Lead Mentors in helping mentors meet the mentoring criteria
- Lead the Mentoring Leadership Institutes (MLI) to provide leadership development for Mentors to improve their leadership skills.
- Conduct weekly meetings with the mentoring co-leads to discuss programmatic implementations and developments.
- Coordinate with UT Leadership to discuss program goals and expectations and address concerns with mentoring and participants who may need mentoring.

April 2022– Present

URBAN TEACHERS DC

*Lead Faculty Advisor for the Conditionally Accepted Program -DC*

- Provide support for conditionally accepted candidates to help support their success with the PRAXIS core exams
- Coordinate with tutors within the program to ensure that expectations are met and participants receive the required hours of tutoring.
- Conduct check-ins with participants to review PRAXIS test scores and coordinate registration for PRAXIS testing.
- Communicate with Urban Teachers -DC site to update the status of conditionally accepted participants to ensure they meet the needs and expectations of the program.

August 2020 – June 2021

URBAN TEACHERS DC

*Professional Learning Community Faculty Lead*

- Led course instructors in implementing the Building Productive Classroom Management courses to ensure instructors met all course requirements from the university and agreed to the syllabus.
- Conducted weekly Professional Learning Community Meetings with approximately 4-6 instructors to discuss and design weekly course session content and interpret assignment expectations
- Provide faculty one-on-one office hours to engage in course-related conversations to help improve course sessions.
- Conduct surveys with faculty members and provide feedback to the course director about course improvements.

AMERICAN INSTITUTES OF RESEARCH, WASHINGTON, DC

August, 2017- July, 2019

THE CENTER ON STANDARD, ALIGNMENT, INSTRUCTION AND LEARNING (C-SAIL)

*Feedback on Alignment and Support for Teachers (FAST) Instructional Coach - Part Time - Remote*

- Conduct Collaborative Academic Study Team (CAST) meetings with various teacher from various school districts to deliver professional growth sessions on standard alignment for Common Core State Standards (CCSS) and Texas Essential Knowledge and Skills (TEKS) mathematics standards.
- Provide feedback to fourth grade math teachers on their alignment to CCSS and TEKS standards via electronically submitted video logs
- Consult with teachers on strategies that can be applied to help with CCSS and TEKS alignment and strengthening instruction
- Analyze data to ensure teachers understanding of their math state standards and their ability to cover the standards as stated
- Establish and develop relationships with teachers and study colleagues to ensure fidelity of the program and study results.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS, PRINCE GEORGE'S COUNTY, MD

2015-2016

Fort Foote Elementary School

*Elementary Classroom Teacher*

- Provided specific feedback to identified parties (i.e- colleagues, administrators, parents, and students) based on student performance task and their ability to articulate learning practices.
- Collaborated with grade level team members to ensure cross -curricular instruction to include utilizing processing charts for performance task and thinking strategies.
- Analyzed data from the *Performance Matter* data management platform to track student growth for the academic core subjects.
- Maintained positive relationships with students using the *Restorative Practices* model to include the use of circles and restorative conferencing.
- Established measurable goals for student growth and district initiatives to demonstrate effectiveness of programs in accordance to program's intended plan of execution.

BALTIMORE CITY PUBLIC SCHOOLS, Baltimore City, MD

2014-2015

Garrett Heights Elementary/ Middle School

*Title I Intervention Teacher - Part Time*

- Administered the *Amplify* district mandated assessments for the purpose of assessing levels of students' competencies in reading fluency and comprehension.
- Developed lesson plans for multiple instructional groups in reading comprehension to address specific reading development areas to align with the Common Core State Standards.
- Collaborated with key stakeholders (e.g. instructional staff, other school personnel, parents, community resources, etc.) to improve student outcomes in reading instruction, developing solutions to specific reading deficiencies, and achieving established program objectives for reading instruction in the Common Core state standards. .
- Monitored and articulated in both written and oral communication with stakeholders the overall progress of the federally funded *Title I* intervention program to show overall growth through interventions provided

BALTIMORE CITY PUBLIC SCHOOLS, Baltimore City, MD

2010-2013

City Springs Elementary/Middle School -Baltimore Curriculum Project- Charter Operator

*Building Academic Coach*

- Managed early elementary grade teams of teachers and paraprofessionals in school and district data analysis and research to ensure students growth in the classroom and effective implementation of mandated programs
- Established tracking systems for progress of feedback given to teachers to improve instruction and demonstrate date of students achievement
- Advised classroom teachers on the best teaching practices and behavioral management models to demonstrate an effective classroom environment
- Served on the school behavior management team to ensure all elements of *Restorative Practices* were being implemented as established through the full implementation program developed by the *International Institute of Restorative Practices* in Bethlehem, PA.
- Planned and implemented training opportunities for teachers and staff both in and out of state for professional development opportunities to include *Restorative Practices* program, *Direct Instruction* curriculum and *CHAMPS behavior management* model

BALTIMORE CITY PUBLIC SCHOOLS, Baltimore City, MD

2006-2010

City Springs Elementary/Middle School -Baltimore Curriculum Project- Charter Operator

*Elementary Classroom Teacher*

- Analyzed classroom and school wide academic assessment data to ensure the maximizing of instruction and accommodations for IEP and 504 students were being met through lesson modifications
- Facilitated *Restorative Circles* in the classroom to establish a classroom community and resolve conflicts
- Worked with governmental agencies such as Child Protective Services and Juvenile Services to ensure student safety and daily attendance is recorded
- Participated in the initial school implementation program for *Restorative Practices* which included the “Plate to Plaque” incentive program for total school implementation.
- Assisted with the facilitation of Restorative Conferences to resolve conflicts both in the classrooms and within the East Baltimore City community

## **CERTIFICATION**

**Maryland Administrator I Certification** – *Expires 12/2023*

**Maryland Advanced Professional Certification**-*Elementary Grades 1-6/ Middle School* Expires 12/2023

**International Institute of Restorative Practices** - *Certified Trainer for the Introduction to Restorative Practices, Using Circles Effectively, and One-Day Facilitating Restorative Conferences*

## **SPECIAL PROJECTS**

Mentor Teacher

*June 2009-October 2013*

Baltimore City Teacher Residency  
*December 2006-December 2009*

Student “Etiquette Project” Committee  
*March 2006- June 2006*

**ADDITIONAL EXPERIENCES**

Buyer I  
University of Maryland- College Park  
College Park, MD  
*July 2005 –December 2005*

Summer Office Automation Clerk  
US Department of Labor, Procurement Office  
Washington, DC  
*Summer of 2001, 2002, 2003, and 2004*

**References available upon request**

**Position Title**

Secondary Literacy Education in American University's School of Education, Urban Teachers MAT Program (Baltimore, MD)

**Location**

Baltimore, MD

**Position Type**

Faculty

**Position Description**

The School of Education (SOE) at American University (AU) invites applications for a term (non-tenure track) full-time position of Instructor/Professorial Lecturer (Clinical Faculty) with a focus on secondary literacy education, supporting our partnership with the Urban Teachers program, faculty appointment for academic year 2022-2023, with potential for subsequent annual reappointment. The position will be based in Baltimore, MD. Rank will be dependent on experience and stature in the field.

The appointment is a 12-month faculty position and will commence on **August 29th, 2022**, providing services in Baltimore, MD. The position has two primary responsibilities - coursework instruction and instructional coaching support. Applicants should hold a master's degree or higher in education or other closely related field (e.g., child development). The AU SOE is committed to equity, antiracism, and excellence in education and actively encourages applications from members of all ethnic, racial, and/or cultural groups underrepresented in higher education. Candidates must have a belief and commitment to antiracism.

American University's School of Education is located in Washington D.C., a city with committed and innovative urban educators and access to some of the nation's largest and most diverse school districts. The SOE, with commitments to antiracism and increasing equitable educational outcomes of students in all learning environments, is a growing school with programs in teacher education, special education, international education, and educational policy and leadership. American University is a private research institution within easy reach of the many centers of government, business, research, and the arts. For more information about American University, visit [www.american.edu](http://www.american.edu). Additional information about the School of Education is available at <https://www.american.edu/soe/>.

Through this partnership with Urban Teachers, the AU SOE offers a two-year Master of Arts in Teaching degree that is integrated into a four-year teacher preparation program that results in the degree as well as eligibility for dual certification in a content area and special education. The mission of Urban Teachers is to prepare highly effective teachers who significantly accelerate student achievement in the nation's highest-need schools by recruiting outstanding candidates, equipping them with state-of-the-art and research-based pedagogy and professional development, and linking their certification to their demonstration of effective teaching practices and skills.

#### Roles:

AU-UT faculty have practice-based responsibilities throughout the school year, during the day, and/or in the evenings. With a lens on cultural and clinical relevance, Instructors/Professorial Lecturers will perform duties related to:

1. Teaching graduate courses (UT faculty are on a 3-3-2 load, with 2-course releases for coaching responsibilities).
2. Providing situated instructional coaching support to participants, i.e. observing, evaluating, and providing written and verbal feedback on instructional practices using instructional practice rubrics.
3. Engaging in professional learning.
4. Collaborating with colleagues on program and governance responsibilities.
5. Working closely with Lead Clinical Faculty, Director of Clinical Faculty, site, and national level Urban Teachers staff to provide an excellent program for candidates.

#### Specific Responsibilities Include:

- Lead coursework by demonstrating high-quality instructional practices, providing ongoing written and verbal feedback, supporting, and grading assignments, and utilizing technology.
- Enact culturally responsive instructional coaching practices through goal setting, observing, evaluating, and providing feedback with early-stage educators and collaborating with their mentor/host teachers at the clinical placement.
- Evaluate participant performance in coursework and clinical placement contexts.
- Contribute to the design and innovation of existing and new Urban Teachers coursework and coaching activities.
- Reliably rate observed (virtual or in-person) teaching practice using instructional practice rubric(s).
- Maintain appropriate data on all program participants.

- Gather and/or support the maintenance of crucial coursework/clinical placement data for program participants using the established systems & dashboards, e.g. Learning Management Systems, Instructional Coaching platform, etc.
- Contribute to the various professional learning communities at AU-UT, e.g. by sharing best practices in program delivery of coursework and/or instructional coaching, contributing to knowledge sharing in collaboration spaces, engaging in and presenting at annual professional learning institutes and site-based meetings, and teaming with others in support of participants.
- Provide ongoing feedback on the quality of the curriculum, instructional coaching (i.e. tools, technology, practices), and programmatic support.
- Participate in personal professional growth opportunities in collaboration with other Education faculty and our Urban Teachers partners.
- Participate in UT, SOE, and AU service, such as admissions work or on UT, SOE, and/or AU committees.

### **Qualifications**

This person will have a demonstrated record of continuous and courageous commitment to antiracism in urban education. They will also have a graduate degree (M.A., M.Ed. or higher) related to secondary literacy education; PK-12 instructional experience in the specified content area; experience in urban public education as a teacher, staff developer, and/or administrator; extensive knowledge of the content and pedagogical content knowledge in the relevant discipline; skills in group facilitation, instructional coaching and/or mentoring; experience with internship programs.

**TAB 13**

**II. Application 6c. Students' Rights and Responsibilities**

# Students' Rights and Responsibilities

Students are responsible for knowing their rights and responsibilities as defined by the *Academic Integrity Code*. By registering as a student at American University, all students acknowledge their awareness of the *Academic Integrity Code* each semester at the time they acknowledge their awareness of university registration policies.

Following are the responsibilities and rights identified by the code.

## **Each student is responsible for:**

- Pursuing conscientiously the academic objectives which he or she has set.
- Conforming to the regulations of the university and the school or college in which the student is enrolled, and of the classes in which he or she is registered.
- Knowing the requirements for their particular courses regarding such issues as collaborative work, use of study aids, or take home examinations.
- Completing all examinations, tests, written papers and other assignments according to the standards set forth in the Academic Integrity Code.
- Learning the conventions of documentation and acknowledgment of sources required in academic discourse.
- Reporting suspected violations through the faculty member in whose course the alleged violation occurred, if the student wishes to bring forth a charge.

## **Each student charged with a code violation has the right to:**

- Prompt, written notification of any charge brought against the student.
- An impartial review of any charge throughout the adjudication process.
- A preliminary meeting, where the student will be presented with the charge made and the evidence submitted by the faculty member, advised of the procedures including her or his right to a hearing before the code review panel, and given the opportunity to respond.
- Call relevant witnesses to a code review hearing and ask questions of witnesses.
- The standard of proof of "clear and convincing evidence" for any instance of academic dishonesty.

- Appeal to the provost in cases concerning notation to the permanent record (penalties (e) - (g) in .03.C).
- Inspect her or his records of violations of the code.

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4400 Massachusetts Avenue, NW  
Washington, DC 20016  
(202) 885-1000

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**TAB 14**

**II. Application 6d. Student Grievance Procedure**

## University Policy: Student Academic Grade Grievances Policy

**Policy Category:** Academic

**Subject:** The Policy on Student Academic Grade Grievances provides a formal process for students to grieve a final grade in an undergraduate or graduate course.

**Office Responsible for Review of this Policy:** Office of the Provost

**Supplemental Documents:** N/A

**Related University Policies:** Title IX Sexual Harassment Policy, Discrimination and Non-Title IX Sexual Misconduct Policy

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### I. SCOPE

The Policy on Student Academic Grade Grievances provides a formal process for students to grieve a final grade in an undergraduate or graduate course.

### II. POLICY STATEMENT

The purpose of this policy is to provide the American University community with the process for submitting an academic grade grievance. This policy applies only to final course grades. Grades on individual assignments and exams may not be grieved until a final course grade is assigned and only if they impacted the final course grade.

Judgment regarding a student's academic performance in a course is solely the instructor of record's responsibility; disagreement with the instructor's professional judgment about the quality of academic work is not a basis for a grievance.

Students may grieve a grade only if:

- a. an instructor fails to enter a course grade by 10 (ten) business days after the last day of the semester in which the course was taken; or
- b. there was an error in calculation which had a material impact on the final course grade; or
- c. the instructor failed to comply with the syllabus or posted revisions to the syllabus, or other written and established course requirements, or the University discrimination policies, which had a material impact on the final course grade.

Only complaints based on the above criteria are grievable.

### III. DEFINITIONS

*Instructor unavailable to grade.* Instructors are required to evaluate all work and assign grades for each student in their course. If an instructor is unavailable to evaluate a student's work due to illness, death, or other emergency, or has failed to respond in a reasonable time to the Chair's/Division Director's request to enter an outstanding grade, the instructor will be considered unavailable to grade. A determination that an instructor is unavailable should only be made in extraordinary circumstances.

*Department Chair or Division Director.* The Chair of the department or the Director of the division in which the course or program is offered, or the Dean's designee in the academic unit in which the course is offered

*Dean.* The Dean of the academic unit in which the course or program is offered. The Dean may choose to appoint the unit's undergraduate or graduate Associate Dean as his or her designee.

### IV. POLICY

#### A. Resolution Process

- i. If a student disputes a course grade, the student must notify the instructor of record within ten (10) business days from the posting of the course grade. Both parties are encouraged to resolve the issue in an informal manner. Instructors must correct grades if they have made an error in calculation.
- ii. If no informal resolution can be reached (which includes a situation where the instructor is unavailable for a discussion), the student may seek the review of the Department Chair or Division Director within the school or college that the course is offered. Such review must be sought no later than five (5) business days after attempts at informal resolution have failed. The student's written grievance must fully describe the nature of the complaint and the informal resolution efforts, and should include any relevant evidence or documentation.
- iii. Upon receipt of the grievance, the Chair/Director will, within ten (10) business days of receipt, notify the instructor of the grievance, consult with the student and the instructor, review any relevant evidence related to the course grade, and enter judgement on the merits of the grade grievance.
  1. If the student alleges that the final course grade resulted from a violation of the University's discrimination policies, the Chair/Director will immediately refer the case to the Assistant Vice President for Equity and Title IX Officer who will review the case in accordance with either the University's Title IX Sexual Harassment Policy and/or Discrimination and Non-Title IX Sexual Misconduct Policy, whichever is applicable.

2. If the instructor has not entered a course grade within ten (10) business days of the end of the semester in which the course was offered, the Chair/Director will direct the instructor to enter a course grade.
  - i If the instructor is unavailable to evaluate the student's work, as defined in Section II, the Chair/Director will consult the academic unit's Associate Dean and designate an instructor within the same department/division to act as the instructor of record and evaluate and grade the student's work. The Associate Dean will provide any necessary documentation to the Office of the Registrar to facilitate the change in instructor of record.
3. If the Chair/Director determines there is no grievable basis, as described in Section I, for the complaint, then the Chair/Director may dismiss the case. The dismissal shall be issued in writing to the student and the instructor.
  - i The student may appeal such a dismissal to the Dean; such an appeal must be in writing and transmitted to the Dean within five (5) business days of the Chair's/Director's written dismissal.
  - ii If, after review of the record, the Dean determines that the complaint is grievable, the Dean will determine the corrective action to be taken, including but not limited to recalculating the grade, and shall issue the decision in writing to the instructor, Chair/Director, and the student. If the Dean determines that the complaint is not grievable, the Dean shall issue the decision in writing to the student, Chair/Director, and instructor. In either case, the Dean's decision is final.
4. If the Chair/Director determines that there is evidence that the grade was computed in error or did not comply with the syllabus or a posted revision to the syllabus, other written and established course requirements, and/or university policy, the Chair/Director will issue a written recommendation for corrective actions, including but not limited to recalculating the grade.
  - i If the student and instructor agree to the proposed corrective action, the process is concluded. The Chair/Director is responsible for ensuring that the corrective action is implemented.
  - ii If either the student or instructor disagree with the Chair's/Director's recommendation for corrective action, either party may appeal in writing to the Dean within five (5) business days of the Chair's/Director's written recommendation.
  - iii The Dean will review all submitted statements and evidence, including the Chair's/Director's recommendation. The Dean may require corrective action or determine that no corrective action is warranted. The Dean's

decision will be issued in writing to the instructor, Chair/Director, and the student. In either case, the Dean's decision is final.

B. *Records*

- i. All records pertaining to a grade grievance case shall be maintained confidentially for a period of three years by the Department/Division in which the grievance occurred.
- ii. The student and instructor involved shall be given reasonable access to the case file before, during, and after the proceeding.

V. **EFFECTIVE DATE AND REVISIONS:**

This Policy is effective September 14, 2016.

This Policy was reviewed or revised August 31, 2020.

**TAB 15**

**II. Application 7a. Certificate of Compliance**

# FIRE PREVENTION ANNUAL PERMIT

THIS PERMIT MUST BE KEPT ON PERMITTED PREMISES AVAILABLE TO CODE OFFICIAL UPON REQUEST (105.1.1)

BLAINE LIPSKI DIRECTOR HEALTH SAFET  
ROOM 407A  
200 E NORTH AVE  
21202

INDIVIDUAL/BUSINESS
MERVO VO-TECH HIGH - P.S. 410
PERMITTED PREMISES LOCATION
3500 HILLEN ROAD
410-396-6496

ISSUE DATE	EXPIRATION DATE	RENEWAL FEE	PAID DATE
05/05/22	04/30/23	EXEMPT	04/06/22

APPROVED BY:

DEL L HOLMES, FI, FPB-15

THE ABOVE NAMED INDIVIDUAL/BUSINESS IS HEREBY GRANTED PERMISSION TO CONDUCT THE FOLLOWING BUSINESS AT THE ABOVE PERMITTED PREMISES LOCATION. ON THE ABOVE MENTIONED INSPECTION DATE THE PREMISES WAS COMPLIANT WITH PART VIII OF THE BUILDING, FIRE, AND RELATED CODES OF BALTIMORE CITY. ALL AGENCIES REQUIRED TO INSPECT FOR THIS TYPE OF BUSINESS MUST APPROVE PRIOR TO OPERATIONS. IF CHANGES ARE MADE TO THE BUSINESS OR OPERATION YOU MUST CONTACT THE FIRE PREVENTION BUREAU IMMEDIATELY AT 410-396-5752.

PUBLIC ASSEMBLY - EDUCATIONAL

CONTACT: DR AYE PRINCIPAL

CITY OWNED & OPERATED - FEE EXEMPT

FIRE PERMIT FEE CODES IN ACCORDANCE WITH BUILDING, FIRE AND RELATED CODES OF BALTIMORE CITY PART VIII, CHAPTER 1, SECTION 105

FEE CODES: F105.6.34H

Niles R. Ford, PhD.  
Chief of Fire Department

\*\*\* AN ANNUAL INSPECTION IS REQUIRED TO OPERATE THIS BUSINESS.\*\*\*  
\*\*\*THIS PERMIT IS INVALID AFTER THE EXPIRATION DATE \*\*\*



IF YOU DO NOT RECEIVE NOTIFICATION TO RENEW 30 DAYS PRIOR TO EXPIRATION DATE CALL (410) 396-5752