

FEB 9 5 2018



JOHNS HOPKINS  
UNIVERSITY

February 2, 2018

James D. Fielder, Jr., PhD  
Secretary  
Maryland Higher Education Commission  
6 N. Liberty Street, 10th Floor  
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Christopher Morphew, and our School of Education, I write to request your review and endorsement of the enclosed proposal. The School of Education proposes to substantially modify the existing **AOC in Educational Studies within the Master of Science in Education (HEGIS 0820-07, CIP 13.1013)** for curricular changes.

The primary purpose of the curricula redesign is to be more efficient and effective. The redesign is focused on maximizing the instructional time in order to offer participants a more balanced program, between coursework and in-classroom responsibilities, that will prepare them to be highly-effective, well-prepared teachers. A primary goal in the redesign of coursework is to identify what course content is paramount to the professional development of novice teachers, eliminate redundancies across the curriculum, and to significantly reduce the hours of face-to-face instruction accordingly.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516- 6430 or alo@jhu.edu. Thank you for your continuing support of Johns Hopkins.

Sincerely,

Janet Simon Schreck, PhD  
Assistant Vice Provost for Education

cc: Dr. Sunil Kumar  
Dr. Christopher Morphew  
Dr. Ratna Sarkar  
Mr. James Brailer  
Mr. Thomas Black  
Ms. Natalie Lopez  
Mr. Tom McDermott

Enclosures

Office of the Provost and Senior Vice President for Academic Affairs

265 Garland Hall 3400 N. Charles Street Baltimore, MD 21218 410-516-8070 <http://web.jhu.edu/administration/provost>

**MARYLAND HIGHER EDUCATION COMMISSION**  
**ACADEMIC PROGRAM PROPOSAL**

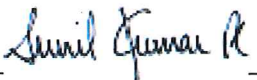
**PROPOSAL FOR:**

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

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

The Johns Hopkins University  
 Institution Submitting Proposal

Fall, 2018  
 Projected Implementation Date

Area of Concentration	AOC in Educational Studies (within Master of Science in Education)	
Award to be Offered	Title of Proposed Program	
0801-00	13.0101	
Suggested HEGIS Code	Suggested CIP Code	
School of Education	Christopher Morpew, Dean	
Department of Proposed Program	Name of Department Head	
Natalie Lopez	<a href="mailto:nlopez13@jhu.edu">nlopez13@jhu.edu</a>	410-516-6430
Contact Name	Contact E-mail Address	Contact Phone Number
 2/2/2018	President/Chief Executive Approval	
Signature and Date	Date Endorsed/Approved by Governing Board	
n/a		
Date		

**The Johns Hopkins University  
School of Education  
Proposal for Substantial Modification to an Existing Program  
Master of Science in Education  
With an Area of Concentration in Educational Studies**

---

**A. Centrality to institutional mission statement and planning priorities**

**1. Program Description and alignment with mission**

The Johns Hopkins School of Education (SOE) proposes to substantially modify its previously endorsed Master of Science in Education with an area of concentration in Educational Studies (MS Ed Studies) (HEGIS code 0801-00, CIP code 13.0101).

Since summer 2016, SOE has collaborated with Urban Teachers, a non-profit organization whose mission is to prepare highly effective teachers who significantly accelerate student achievement in the nation's highest-need schools, in delivering a teaching training program that begins with a one-year intensive residency followed by a three-year teaching fellowship that combines coursework with intensive coaching/mentoring and clinical experience. Participants in the program are awarded the MS Ed Studies degree upon completion of the second year of the program. The collaboration program is currently delivered in three regions nationwide: Baltimore, MD, Dallas/Fort Worth, TX, and Washington, DC.

The changes SOE is proposing to make to the MS Ed Studies degree collaboration program with Urban Teachers will take effect in summer 2018. SOE wishes to revise the curriculum and reduce the overall credit weighting, currently 48 credits, for the area of concentration. Instead, SOE will offer an area of concentration with a variable credit weighting (40-43 credits). The number credits students will take to earn the degree will vary depending on the specialization they are pursuing:

- Elementary education (grades 1-6): 40 credits.
- Secondary English language arts (ELA) (grades 6-12): 41 credits
- Secondary mathematics (grades 6-12): 43 credits.

The proposed reduction in credits outlined above will primarily be achieved by eliminating various credit-bearing clinical field experience/internship courses from the current curriculum.

The primary purpose of the curricula redesign is to be more efficient and effective. The redesign is focused on maximizing the instructional time in order to offer participants a more balanced program, between coursework and in-classroom responsibilities, that will prepare them to be highly-effective, well-prepared teachers. Given the rigorous nature of the two-year MS Ed Studies degree, the current course load has proven to be unsustainable for participants and instructors. A primary goal in the redesign of

coursework is to identify what course content is paramount to the professional development of novice teachers, eliminate redundancies across the curriculum, and to significantly reduce the hours of face-to-face instruction accordingly.

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

## **2. Alignment with institutional strategic goals**

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

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

### **1. Program outline and requirements**

A full course listing (with course titles, descriptors and credit hours) is provided in Appendix A. Under the proposed new area of concentration program structure, in order to receive approval for graduation, students must successfully complete 40-43 credits, depending on their specialization. Students must also maintain a cumulative grade point average of at least 3.0 (on a 4.0 scale). The specific courses each participant will take are contingent upon which specialization track the individual is pursuing.

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

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

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

*Proposed Redesigned Curriculum*

Semester	Course Title	Credits	Specializations w/in Area of Concentration		
			Elem Ed.	Sec. ELA	Sec. Math
<i>Year 1</i>					
<b>Summer</b>	Number, Operations & Algebraic Reasoning**	2	X		
	Reading, Writing, and Language Development**	2	X		
	Special Education Promises & Challenges I (Elementary)**	1	X		
	Race & Equity in Education**	2	X		
	Elementary Classroom Management I	1	X		
	Foundations in Secondary Education	3		X	X
	Secondary Classroom Management Seminar I	1		X	X
	Reading Processes and Acquisition	1		X	X
	Secondary ELA Immersion	3		X	
	Secondary Math Immersion	3			X
	<b>Credit Total:</b>			<b><u>8</u></b>	<b><u>8</u></b>
<b>Fall</b>	Counting & Cardinality**	1	X		
	Small Group Math Practicum (Elementary)*	2	X		
	Emergent Literacy*	3	X		
	Special Education Promises & Challenges II (Elementary)**	1	X		
	Introduction to Assessment and Tiered Instruction (Elementary)	2	X		
	Elementary Classroom Management II*	1	X		
	Secondary Classroom Management Seminars II and III	1		X	X



	Special Education and Inclusion: Promises and Challenges (Secondary)	2		X	X
	Introduction to Assessment and Tiered Instruction (Secondary)	2		X	X
	Language Acquisition	3		X	
	Reading Diagnosis and Intervention	3		X	
	Proportional Reasoning	3			X
	Algebraic Thinking	2			X
	Math Methods I*	2			X
	<b>Credit Total:</b>		<b><u>10</u></b>	<b><u>11</u></b>	<b><u>12</u></b>
<b><u>Spring</u></b>	Geometry in the Elementary Grades**	2	X		
	Intermediate Literacy*	2	X		
	Small Group Literacy Practicum (Elementary)*	2	X		
	Formal Assessment and Designing IEPs (Elementary)	1	X		
	Understanding and Managing Behavior (Elementary)	2	X		
	Formal Assessment and Designing IEPs (Secondary)	1		X	X
	Understanding and Managing Behavior (Secondary)	2		X	X
	Secondary Content Area Reading/Literacy	2		X	X
	Genre I**	3		X	
	Small Group Literacy Practicum (Secondary)	2		X	
	Small Group Math Practicum (Secondary)	2			X
	Geometrical Thinking	2			X
	Math Methods II*	2			X
	<b>Credit Total:</b>		<b><u>9</u></b>	<b><u>10</u></b>	<b><u>11</u></b>
<b>Year 2</b>					
<b><u>Summer</u></b>	Measurement & Data**	2	X		
	Specialized Instructional Techniques (Elementary)*	1	X		
	Specialized Instructional Techniques (Secondary)	2		X	X
	<b>Credit Total:</b>		<b><u>3</u></b>	<b><u>2</u></b>	<b><u>2</u></b>

<b>Fall</b>	Supporting Writer's Development*	2	X		
	Trauma Training Seminar**	1	X		
	Elementary Clinical Residency*	2	X		
	Secondary Clinical Residency I*	2		X	X
	Writing in the Secondary Classroom	3		X	
	Self-Management of Learning*	3			X
	<b>Credit Total:</b>		<b><u>5</u></b>	<b><u>5</u></b>	<b><u>5</u></b>
<b>Spring</b>	Elementary S.T.E.M. Methods*	3	X		
	Social Studies Inquiry: Content Area Reading and Writing**	2	X		
	Secondary Clinical Residency II*	2		X	X
	Genre II	3		X	
	Practices, Concepts, and Core Ideas in Secondary Science	3			X
	<b>Credit Total:</b>		<b><u>5</u></b>	<b><u>5</u></b>	<b><u>5</u></b>
<b>Credit Total:</b>		<b><u>40</u></b>	<b><u>41</u></b>	<b><u>43</u></b>	

\* Modified Course

\*\* New Course

## 2. Educational objectives and student learning outcomes

The educational objectives of the MS Ed Studies degree program are unchanged. More specifically, the program prepares teachers who:

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

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

[ISEP]

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

### **3. General education requirements**

Not applicable.

### **4. Specialized accreditation/certification requirements**

Not applicable.

### **5. Contract with another institution or non-collegiate organization**

The master agreement between SOE and Urban Teachers was submitted as part of the original program proposal.

## **C. Critical and compelling regional/statewide need as identified in the State Plan**

### **1. Demand and need for program**

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

### **2. Alignment with the 2013-17 Maryland State Plan for Postsecondary Education**



SOE strives to prepare highly trained teacher leaders to work in communities where they are needed most. Typically, these high-need communities are predominantly minority and low-income. In targeting these communities, the MS Ed Studies degree addresses the diversity goal (Goal 3) outlined in the 2013-17 State Plan. In turn, the program, through the preparation of effective educators, also contributes to Goals 1 (Quality and Effectiveness) and 5 (Economic Growth and Vitality) by preparing the children in these schools with the skills they need to succeed in life and in the workforce. Finally, the proposed program aligns with Goals 4 (Innovation) and 6 (Data Use and Distribution) because the program is both innovative in its partnership with Urban Teachers, as well as data-driven, employing a rigorous, multi-measure evaluation system to ensure every teacher recommended for certification at the end of the program is effective. [SEP]

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

##### **1. Market demand**

According to the Bureau of Labor Statistics (BLS), the number of elementary and middle school teacher positions will grow by 12% for the period 2012-22, and that the numbers of high school and special education teachers will grow by 6%. BLS estimates that approximately 340,000 new job positions will be created nationwide across the various teaching sectors described above in the period 2012-22. At the local level, even with its current teacher pipelines, Baltimore City Public Schools opened the 2015-16 school year with more than 100 vacancies, as it has every year in recent memory<sup>1</sup>.

##### **2. Educational and training needs in the region**

As highlighted above, the Bureau of Labor Statistics projects that the number of teaching positions nationwide will grow significantly between 2012 and 2022. The Baltimore, MD, Dallas/Fort Worth, TX, and Washington, DC public school systems have experienced high turnover and teacher shortages on a regular basis in recent years, and these trends are likely to continue for the foreseeable future. [SEP]

The MS Ed Studies degree program, with its rigorous curriculum and extensive network of coaching and mentoring support for participants, is designed to help fill this gap by preparing highly qualified educators to teach in urban school districts. Since 2010, Urban Teachers has recruited 1025 aspiring teachers committed to serving students in Baltimore, MD, Dallas/Fort Worth, TX, and Washington, DC; and 99.6% of those participants who have successfully completed the residency year and chose to continue in the program have been hired as a teacher of record. [SEP]

---

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

### **3. Prospective graduates**

SOE anticipates enrolling more than 266 new students across all three regions for the next cohort, which starts in summer 2018 (Year 1). For the four years thereafter (Years 2-5), SOE projects enrolling across all three regions at least 430 students in Year 2, at least 545 students in Year 3, 705 students in Year 4, and 800 students in Year 5 into the MS Ed Studies degree collaboration program. Given the rigorous nature of the MS Ed Studies degree, SOE projects a 20% attrition rate across the two years of the program. Based on this projection, SOE expects to graduate approximately 1,550 students over the next 5 years. Appendix C provides a detailed breakdown of projected enrollments over the next five years.

## **E. Reasonableness of program duplication**

### **1. Similar programs**

There are a number elements to this program that distinguish it from other teacher preparation programs with an urban education emphasis: it is a unique collaboration between Johns Hopkins University and Urban Teachers (no other institution in Maryland or nationwide collaborates with Urban Teachers for the delivery of a master's degree program); it recruits participants nationwide to teach in Baltimore, MD, Dallas/Fort Worth, TX, and Washington, DC; it combines in-class teaching experiences with an intensive curriculum; following the one-year teaching residency, it requires a further three-year commitment to teach in a Baltimore, MD, Dallas/Fort Worth, TX, or Washington, DC public or charter school; it offers a route to dual general and special education in three specialized areas (elementary education, secondary mathematics, secondary English language arts); and participants receive extensive mentoring and coaching support throughout the program.

### **2. Program justification**

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

## **F. Relevance to Historically Black Institutions (HBIs)**

### **1. Relevance of high-demand programs for Historically Black Institutions (HBIs)**

The MS Ed Studies degree program is a unique collaboration between the Johns Hopkins University and Urban Teachers, with SOE serving as the sole provider of coursework for Urban Teachers participants. Given the distinct features of this program, as outlined under section D.1, SOE is confident that it does not currently and will not negatively impact high-demand programs Maryland's HBIs.

## **2. Relevance to the identity of Historically Black Institutions (HBIs)**

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

## **G. Principles of Good Practice for distance education programs**

Not applicable.

## **H. Adequacy of faculty resources**

Dr. Eric Rice (full-time Assistant Professor; PhD, Anthropology) currently serves as the faculty lead responsible for overseeing the day-to-day administration of the program and acting as the liaison between the institution and Urban Teachers. He is assisted by three regional directors of clinical faculty (DCF). Within each region, the DCF oversees the day-to-day running of the program. This includes creating and staffing the coursework schedule; supporting the faculty with the planning and implementation of the coursework; observing and evaluating faculty; reviewing the coursework survey and discussing data with faculty; and training and establishing the coaching of all candidates.

SOE has hired a cadre of full-time to teach in the MS Ed Studies degree program, advise candidates, and provide clinical supervision. A list of current full- and part-time faculty involved in the program can be found in Appendix B. At the time of writing, it has yet to be determined which specific courses each individual faculty member will teach under the redesigned curricula.

## **I. Adequacy of library resources**

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation's foremost facilities for research and scholarship. Significant resources are allocated to build collections and provide academic liaison services that support the research and teaching of the faculty and help students with the knowledge they need to become effective educators. In addition to more than 3.7 million books, 211,000 maps, 15,000 DVDs, the libraries provide 24/7 access to a rich collection of electronic resources, including over 171,000 print and e-

journals, and more than 900,000 e-books. Included in the Libraries' special collections are rare books, manuscripts, digital collections, and archival materials. The library's materials and services reflect the development and increasing diversification of resources used for teaching, research, and scholarship. For students unable to visit the Homewood campus, particularly those based in Dallas/Fort Worth, TX, and Washington, DC, the interlibrary loan department allows students access to resources at any other university in the nation. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials. [SEP]

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

#### **J. Adequacy of physical facilities, infrastructure and instructional equipment**

Since its launch in 2016, the delivery of the MS Ed Studies degree program has had no discernable impact on the school's physical facilities, infrastructure and instructional equipment, and SOE does not anticipate any issues in the future. For students based in Dallas/Fort Worth, TX, and Washington, DC, SOE is delivering instruction at various locations that are fully able to meet all the instructional needs for the program. All participants have full access to any and all counseling and student advisement services, IT support services, and other administrative resources, as are available to other SOE graduate students, whether they are based locally in Maryland or further afield. [SEP]

#### **K. Adequacy of financial resources with documentation**

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

#### **L. Adequacy of provisions for evaluation of program**

As part of the program design and approval process, student learning outcomes and assessments have been aligned with both the School of Education's Conceptual Framework and to applicable state, national and professional standards. The program's design team monitor and evaluate the program on a regular basis. For example, feedback regarding the appropriateness of course content is solicited from students every time a course is offered. The program's design team meets every semester to assess course evaluations, both

formative and summative, and other feedback provided by students, faculty and other stakeholders in the program. Based on these data, the program design team implement changes to the program (in terms of curriculum content, course delivery mechanisms, etc.) as necessary.

**M. Consistency with the State’s minority student achievement goals**

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race and ethnicity is not considered in the administration of the school’s educational programs. Nonetheless, in accordance with both the Johns Hopkins University’s and School of Education’s (as expressed in the school’s Conceptual Framework) stated commitment to diversity, and Urban Teachers’ mission, the program will employ recruitment strategies and offer student support services to attract and sustain a diverse student body. Urban Teachers has a proven track record in recruiting participants from underrepresented minority populations—52% of participants in Urban Teachers’ current 2017-18 cohort of participants are people of color—and a respect for and understanding of diversity is one of the main admission criteria in order to be accepted into the MS Ed Studies degree collaboration program.

As discussed above, with its focus on preparing participants to teach in the most challenging schools in Baltimore, MD, Dallas/Fort Worth, TX, and Washington, DC, the MS Ed Studies degree program fully aligns with the State’s minority student achievement goals. The students (grades 1-12) that the Urban Teachers participants will teach come from high need communities, that is, low-income and predominantly minority communities. The goal of this program is to improve the quality of education provided and expand the opportunities available to these children.

**N. Relationship to low productivity programs identified by the Commission**

Not applicable.



## Appendix A Course Descriptions

### Elementary Education Courses

The following courses are taken by participants in the Elementary Education specialization:

#### *Year 1*

#### **Number, Operations & Algebraic Reasoning (2 credits) (New course)**

This course focuses on building the content understandings and pedagogical skills to teach elementary mathematics. Participants investigate the procedures, concepts, models, and representations that are required to understand our base-ten number system and operations with whole numbers, fractions, and decimals. Additionally, participants will experience and plan for Mathematics Workshops as a structure for implementing equitable, high quality mathematics teaching and learning. Participants will rehearse and plan effective teacher moves for facilitating a student-centered Mathematics Workshop lesson. Particular attention is also given to unpacking standards, identifying quality math tasks, and planning instruction which places emphasis on the representation and communication of student mathematical thinking and reasoning. Participants will also rehearse, plan, and implement effective teacher behaviors that foster student engagement in the eliciting and synthesis of mathematical ideas.

#### **Reading, Writing, and Language Development (2 credits) (New course)**

This course provides a foundational understanding of the ways children develop in the areas of reading, writing, speaking and listening. Participants will be immersed in the social and cultural perspectives related to literacy development, the developmental stages of literacy, the five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and instructional methods and materials for supporting the literacy development of students with diverse language and learning needs.

#### **Special Education Promises & Challenges I (Elementary) (1 credit) (New course)**

This course provides: (a) an overview of the characteristics of students with exceptional learning needs and (b) the field's history, laws, procedures and trends. This is a foundational course in special education that will allow participants to explore the state of special education in the United States today and its impact on urban education.

#### **Race & Equity in Education (2 credits) (New course)**

In this course, residents will be prompted to see themselves as diversity advocates who understand and respect differences among learners in their classrooms, schools, and organizations. They will explore how by first understanding their own beliefs and biases they can then begin to better understand those around them; particularly those they have chosen to serve – students. They will learn that in order to become effective teachers who will build upon the strengths and skills of urban students and their families and communities they will need to build healthy, meaningful relationships and promote academic achievement. Residents will also explore the intersection of beliefs and practices through the examination of various learning theories and frameworks for effective, culturally responsive instruction.

**Elementary Classroom Management I (1 credit)**

In this course, participants explore multiple models of classroom management systems and techniques that support student behavior and learning outcomes. Participants will practice enacting the fundamentals of classroom management – strong presence, explicit directions, and positive narration. Participants will develop routines and procedures for implementation in the clinical setting.

**Counting & Cardinality (1 credit) (New course)**

This course focuses on building the content understandings and pedagogical practices required to build numerical literacy in the early childhood and primary classroom (PK-3). Participants will examine the multiple components of number sense, i.e. the big ideas, skills, language, tools, models, and strategies which are requisite aspects of instructional planning and delivery. Particular attention is given to rehearsing and enacting routines and preparing physical and instructional environments which ensure that young learners engage in math talk and receive timely feedback at their instructional level.

**Small Group Math Practicum (Elementary) (2 credits) (Revised course title and curricular content)**

Small Group practicum is designed to provide participants with a rigorous opportunity to work intensively with a small group of elementary students to provide Tier 2 mathematics intervention instruction using the Number Sense Screener, Number Sense Interventions, or Do the Math programs. Participants learn how to assess and analyze the mathematical skills and knowledge of their students using appropriate diagnostics from the intervention program. Participants practice using pre-test data to plan and implement Tier 2 mathematics lessons. Participants progress monitor students over the course of the 12+ weeks of small group instruction with the goal of monitoring the student achievement and attendance of 3-4 children. Mathematics intervention instruction, excluding assessments, occurs 4-5 days a week, for 30-45 minutes per day, for 12+ weeks, i.e. a total of 24-45 hours.

**Emergent Literacy (3 credits) (Revised curricular content)**

This course will prepare participants for teaching literacy in early grades classrooms. Participants will be immersed in the instructional methodology that support the social, cultural, cognitive, and linguistic aspects of young children's reading and writing development in the classroom. Emphasis will be placed on utilization of assessment and its data to guide instructional planning aligned to PK-2 standards. Additionally, participants will explore ways technology and new literacies practices can be used to support and enhance instruction.

**Special Education Promises & Challenges II (Elementary) (1 credit) (New course)**

This course examines a framework for understanding key concepts in inclusion as they relate to the academic, social, and emotional development of all learners. This course encourages participants to consider the cultural and linguistic issues that influence students' needs as well as families' understanding of special education services.

**Introduction to Assessment and Tiered Instruction (Elementary) (2 credits)**

This course examines teaching and learning for students with exceptional learning needs in the general education classroom with specific attention to the role of informal assessment and subsequent differentiation in response to findings. Foci include: (a) best practices for nondiscriminatory assessment, (b) rehearsal opportunities and feedback while administering group and individual informal assessments, (c) examining how, when, and why to vary learning environments, learning activities, and content, (d) implementing Tier 1 accommodations/modifications to support student learning, and (e) data-based decision-making using a Response to Intervention framework.

**Elementary Classroom Management II (1 credit) (Revised curricular content)**

In this course, participants will continue to explore models of classroom management with an emphasis on reinforcement techniques to support student behavior. Participants will practice enacting reinforcement techniques while developing appropriate systems to use in the clinical setting. Emphasis will be placed on applied behavior analysis to support adjustments in classroom management systems and techniques.

**Geometry in the Elementary Grades (2 credits) (New course)**

In this course, participants will be immersed in the progression of the standards for geometry in grades K-5. Participants acquire knowledge about the theoretical model of geometric understanding (Van Hiele), and practice moves to orchestrate talk in order to elicit student thinking and determine their current level of geometric understanding. Emphasis will be placed on identifying community assets and resources, and leveraging those assets to plan geometry instruction that is real-world, authentic, and meaningful for elementary learners. Participants will demonstrate their understanding of geometric progression in the standards, levels of geometric understanding, and community assets by developing a week-long unit.

**Intermediate Literacy (2 credits) (Revised course title and curricular content)**

This course will prepare participants for teaching literacy in intermediate grades classrooms. Participants will be immersed in instructional methodology that supports the development of literacy in grades 3-6. Emphasis will be placed on the teaching of reading and writing as a means of developing comprehension, critical analysis and discourse of fiction and nonfiction text. Additionally, participants will focus on the selection and utilization of relevant complex digital and print materials.

**Small Group Literacy Practicum (Elementary) (2 credits) (Revised course title and curricular content)**

This course will use a guided reading approach to support participant's ability to plan for and deliver effective small group differentiated instruction. After administering and interpreting formative assessments, participants will select a small, inclusive group of 3-5 students that they will support across the semester, 4 to 5 days a week for 30-45 minutes per day. This course will prepare participants to administer academic supports to targeted student groups as an appropriate Tier 2 intervention.

**Formal Assessment and Designing IEPs (Elementary) (1 credits)**

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

**Understanding and Managing Behavior (Elementary) (2 credits)**

An overview of behavior management is presented within the framework of understanding the context and function of behavior, as well as developing systems that promote prosocial behaviors in the classroom. Participants will consider the interactions of people, environments, and responses to behaviors as factors that influence student behavior. Participants will also demonstrate understanding of Functional Behavior Assessments (FBA) and develop a Behavior Intervention Plan (BIP) as a method to address challenging behaviors.

*Year 2***Measurement & Data (2 credits) (New course)**

This course focuses participants on developing understanding of the strands of mathematical proficiency involved in concepts of measurement and data in grades K-5. Participants are immersed in the progression of the measurement and data standards aligned to the state standards for mathematics at grades K-5. Emphasis is placed on participants examining the cross-cutting mathematics concepts which are connected to measurement and data topics, e.g. Algebraic Reasoning or Number & Operations. Participants acquire strategies for helping students monitor their learning, rehearse the planning of lessons which embed choice options (process), and differentiate the demonstration of learning for students (product).

**Specialized Instructional Techniques (Elementary) (1 credit) (Revised credit weighting)**

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

**Supporting Writer's Development (2 credits) (Revised curricular content)**

This course prepares participants for the thoughtful examination of students as writers and writing instruction. Throughout the course, participants will be introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach and workshop model, participants will learn how to teach students to communicate ideas effectively in a variety of genres, for different purposes, and for diverse audiences. Data generated from student writing samples will be used to plan lessons, monitor progress, provide on-going feedback, and differentiate instruction. Explicit attention will be given to sentence composing and the use of mentor texts and exemplars to support writing achievement.

**Trauma Training Seminar (1 credit) (New course)**

This course is designed to help Participants develop skills to support students who have experienced trauma. Participants will also examine current research about trauma-sensitive

classroom environments that promote student learning and interpersonal skills for coping with trauma.

**Elementary Clinical Residency (2 credits) (Revised credit weighting)**

Participants are expected to reflect on their many opportunities to develop and refine their instructional practice and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Participants are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner during their first year as a teacher of record. Participants will examine the evolution in their unit and lesson planning throughout the year and draw conclusions that inform their on-going ability to plan targeted, rigorous, and engaging lessons.

**Elementary STEM Methods (3 credits) (Revised curricular content)**

This course is an introduction to teach inquiry-based science, technology, engineering and mathematics (STEM) topics in PreK-5 level settings. Participants will examine the practice of science by determining what it means to understand science and be scientifically literate, recognizing the importance of teaching scientific inquiry and process skills, and learning to create 5E inquiry lessons to promote meaningful science instruction; identify disciplinary core ideas by learning some science together, engaging in scientific inquiry, just as you might do with your students, and considering inaccurate thinking children (and adults) have about specific science concepts; and use crosscutting concepts when designing thematic lessons. Emphasis will be placed on designing and evaluating instruction and curriculum in terms of how they effectively promote inquiry, critical, and design thinking.

**Social Studies Inquiry: Content Area Reading and Writing (2 credits) (New course)**

This online course will engage participants in the inquiry process as learners. Participants apply this process as they design and plan a thematic social studies inquiry unit that supports students in becoming agents of change in the communities in which they reside through historical, cultural, political, and geographical exploration. Specific attention is given to developing rigorous and meaningful units of study to support students in developing relevant content knowledge through multi-modal texts using content area and disciplinary literacy practices. Participants will utilize their understanding of literacy practices from previous coursework and social studies methodology to support students in achieving the goals of this unit of study.

Secondary Education Courses

The following courses are taken by participants in the Secondary Mathematics and English Language Arts specializations:

*Year 1*

**Foundations in Secondary Education (3 credits)**

This course gives participants an understanding of key learning theories that support secondary teachers. The course focuses on pedagogical approaches geared toward supporting urban adolescents and addressing issues such as race, culture, diversity, gender, sexuality, as it influences urban education. Participants will engage in learning experiences that support their understanding of the broader school community and that will support their development as a teacher. Participants will also explore pedagogical practices that allow teachers to cultivate



professional learning communities and support the success of urban adolescents. This course is aligned with the Urban Teachers Teacher Practice Rubric (TPR) and state standards.

### **Secondary Classroom Management Seminar I (1 credit)**

This course enables participants to study multiple models of Classroom Management systems, learn about and practice classroom management techniques, unpack how to develop productive relationships with students, and create a plan for building and managing a productive and nurturing classroom in their host school. The course is aligned with the *Build a Productive and Nurturing Classroom Environment* strand of the Teacher Practice Rubric: *Environment* (Physical and Nurturing), *Classroom Management* (Expectations for Behavior and Pacing & Transitions), and *Student Ownership*. Secondary Classroom Management Part 1 will focus on introductory exposure to classroom management through readings, discussion, practice, and reflection. Participants will also be introduced to the concept of the school-to-prison pipeline and its relationship to classroom management and disciplinary practices. Participants will develop an understanding of effective classroom management systems by actively implementing strategies in a summer classroom placement. Participants will learn about and understand how effective classroom management strategies, procedures, and strong student-teacher relationships can help counteract the school-to-prison pipeline.

### **Reading Processes and Acquisition (1 credit)**

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

### **Secondary Classroom Management Seminars II and III (1 credit)**

In Parts II and III of the Classroom Management work, participants will continue to study multiple models of Classroom Management systems, learn about and practice classroom management techniques, unpack how to develop productive relationships with students, and create a plan for building and managing a productive and loving classroom. This two-part seminar enables participants to enhance and strengthen the skills and techniques needed to effectively and consistently create a positive, academically engaging, and student-centered classroom where 100% of students are actively engaged and supported in their learning.

### **Special Education and Inclusion: Promises and Challenges (Secondary) (2 credits)**

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

**Introduction to Assessment and Tiered Instruction (Secondary) (2 credits)**

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

**Formal Assessment and Designing IEPs (Secondary) (1 credits)**

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

**Understanding and Managing Behavior (Secondary) (2 credit)**

An overview of behavior management is presented within the framework of understanding the context and function of behavior, as well as developing systems that promote pro-social behaviors in the classroom. Participants will consider the interactions of people, environments, and responses to behaviors as factors that influence student behavior. Participants will also demonstrate understanding of Functional Behavior Assessments and develop a Behavior Intervention Plan.

**Secondary Content Area Reading/Literacy (2 credits)**

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

*Year 2***Specialized Instructional Techniques (Secondary) (2 credits)**

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

**Secondary Clinical Residency I (2 credits) (Revised credit weighting)**

Participants are expected to reflect on their many opportunities to develop and refine their instructional practice and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Participants are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner during their first year as a teacher of record. Participants will examine the evolution in

their unit and lesson planning throughout the year and draw conclusions that inform their ongoing ability to plan targeted, rigorous, and engaging lessons.

### **Secondary Clinical Residency II (2 credits) (Revised credit weighting)**

Participants are expected to reflect on their many opportunities to develop and refine their instructional practice and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Participants are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner during their first year as a teacher of record. Participants will examine the evolution in their unit and lesson planning throughout the year and draw conclusions that inform their ongoing ability to plan targeted, rigorous, and engaging lessons.

### Secondary English Language Arts Courses

The following courses are taken by participants in the Secondary English Language Arts specialization only:

#### *Year 1*

### **Secondary ELA Immersion (3 credits)**

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

### **Language Acquisition (3 credits)**

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

### **Reading Diagnosis and Intervention (3 credits)**

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

### **Genre I (3 credits) (New course)**

In this course participants will be immersed in reading and writing informational and argumentative texts. Participants will analyze texts to identify the characteristics, structures, and techniques commonly used in a variety of texts within each genre. Participants will develop and

deliver comprehension lessons in each genre and will develop a unit that integrates reading and writing of informational and argumentative texts. To support the development of the unit, participants will explore a wide range of texts for their quality, complexity, and the diverse roles they play in secondary English-Language Arts. Participants will examine how the text complexity of any single text is dependent on classroom context and the additional texts being used in conjunction with it, through the process of reading and then designing original multi-modal, multi-genre text sets with a focus on informational and argumentative texts.

### **Small Group Literacy Practicum (Secondary) (2 credits)**

Participants plan for and deliver small group differentiated instruction. They select, administer, and interpret formative assessments for small, inclusive groups of 3-5 students across the entire semester, 4 to 5-days a week, for 30-45 minutes per day. The small group instructional experience prepares participants for intervention instruction to students who need additional academic support(s). Participants are expected to implement the appropriate constructs and models for teaching and learning that they have acquired throughout coursework.

### *Year 2*

### **Writing in the Secondary Classroom (3 credits)**

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

### **Genre II (3 credits)**

What we read determines our reading process, and adolescents need opportunities to read, respond to and write in different genres. By gaining an understanding of the structures and conventions of a variety of genres, students improve their reading comprehension. First as learners and then as teachers, participants will read and analyze texts in four genres: novel, short story, poetry and drama. These readings will include contemporary texts and those traditionally taught at the secondary level. Emphasis will be placed on fostering and developing student stamina and engagement. Participants will (1) study the major components used within these genres; (2) investigate the reading, writing and critical thinking skills required of students when reading and responding to complex texts; (3) identify the challenges unique to teaching diverse learners; and (4) conceptualize, design and implement a thematic unit that incorporates at least three genres.

### Secondary Mathematics Courses

The following courses are taken by participants in the Secondary Mathematics specialization only:

*Year 1*

**Secondary Math Immersion (3 credits)**

This course is designed to provide participants with an overview of mathematical thinking and reasoning put forth in the standards for mathematical practice, based either on the national *Common Core State Standards (CCSS)* or on the state specific mathematics process standards of the *Texas Essential Knowledge and Skills (TEKS)* standards. Participants will experience firsthand a mathematics learning environment that places a premium on students' mathematical sense making. The overarching goal of this course is to immerse participants in the kind of high cognitive demand math learning experiences they will ultimately provide for their own students. Participants will not only leave this course with lasting images of high-quality mathematics instruction, they will also be able to connect those images to specific exemplary teacher behaviors articulated in the Urban Teachers Teacher Practice Rubric (TPR).

**Proportional Reasoning (3 credits)**

Participants will work with their small group teaching assignments to integrate ideas of proportional thinking, such as using a factor-of-change, using a ratio table, using cross-multiplication, and scaling up and down. This work with their students will provide an opportunity for exploring ways to identify a student's level of understanding for proportional thinking, such as the ability to differentiate between additive and multiplicative relationships, and developing tasks and activities that will correct and deepen that understanding. In their classrooms, participants will observe host teachers' inclusion of these ideas and students' understandings and articulations of proportional reasoning. Participants will integrate ideas of proportional thinking into the teaching of their small group. Through this work, participants will practice the repeating cycle of learning and exploring mathematics, assessing students' thinking and knowledge, and finding ways to successfully teach these concepts.

**Algebraic Thinking (2 credits)**

The goal of this course is for participants to gain a richer understanding of high school Algebra and to learn how students in grades 6-12 develop algebraic thinking and skill. Participants will learn and practice the skills necessary to plan, enact, and reflect on teaching through the lens of student learning. Participants will experience models and simulations of mathematics-learning environments that place a premium on algebraic sense making in the secondary classroom. The standards for mathematical practice, based either on the national *Common Core State Standards (CCSS)* or on the state specific *Texas Essential Knowledge and Skills (TEKS)* standards, as well as the three Algebraic Habits of Mind put forth in Marc Driscoll's *Fostering Algebraic Thinking* will serve as theoretical frameworks for mathematical thinking and reasoning in this course. Participants will identify, describe, and analyze teacher moves and mathematics tasks in terms of how well they support the development of students' algebraic thinking.

**Math Methods I (2 credits) (Revised credit weighting)**

This course is designed to provide participants with initial structure and resources to provide a framework for teaching that focuses on data-based decision making to determine the instructional format (e.g., whole-class, small group, or 1:1), the instructional response (e.g., analyzing and responding to data that has been gathered), and co-teaching in an inclusive setting. Participants will discuss effective methods for lesson planning, incorporating the needs of students with IEPs and 504 plans, and assessment. Participants will have the opportunity to



rehearse lessons prior to implementation and respond to feedback. This course will provide participants with a space for self-analysis of the effectiveness of instructional strategies and techniques for the purpose of making adjustments to better suit the needs of all students, based on assessment data and video observations.

### **Small Group Math Practicum (Secondary) (2 credits)**

Practicum is designed to provide participants with an opportunity to work intensively with a small group of students from the host classroom by assessing and analyzing data as well as planning and teaching data-driven lessons. Participants will progress monitor students over the course of the 12+ weeks of small group instruction. The primary goal of the practicum experience is to increase student academic performance. A secondary goal is to provide participants with sufficient opportunities to enact the pedagogy of highly effective mathematics teachers. For mathematics practicum, participants will maintain a working group of 3-4 students across the entire semester, five days a week, and for 30-45 minutes per day utilizing the *Do the Math Now!* intervention program. The *Do the Math NOW!* intervention program is focused on mathematics topics which are typically taught at grades 6-8, and which— if not mastered—can later interfere with success in secondary mathematics at grades 7-12.

### **Geometrical Thinking (2 credits)**

This course is designed to ensure that participants acquire knowledge of the big ideas and topics in middle and high school geometry. Participants will learn, rehearse, and enact pedagogical practices to promote, gather, and interpret students' geometric thinking and reasoning in secondary mathematics classrooms. The standards for mathematical practice, based either on the national *Common Core State Standards (CCSS)* or on the state-specific *Texas Essential Knowledge and Skills (TEKS)* standards, and the four geometric habits of mind put forth in Mark Driscoll et al.'s *Fostering Geometric Thinking* will serve as theoretical frameworks for defining high-quality geometrical thinking and reasoning. Participants will experience and discuss the attributes of secondary mathematics learning environments that promote and foster geometric sense-making as it relates teacher moves and task selection. Participants will evaluate the effectiveness of their planning or implementation.

### **Math Methods II (2 credits) (Revised credit weighting)**

This course will build on practices and knowledge established in Math Methods I. The focus remains on the design of high quality mathematics lessons that suit the wide range of student needs and experiences. This course is deliberately designed to increase participants' knowledge of, and facility with, *exploration/discovery-based* lessons, *differentiation*, and *culturally relevant pedagogy*. Participants will engage in discussion and implementation of practices related to differentiated instruction (e.g. modifying tasks to promote student choice and challenge; adjusting lesson delivery for cognitive strategy, explicit/direct instruction, and explicit inquiry instruction; etc.) and develop knowledge of the Sheltered Instruction Observation Protocol. Participants will learn to incorporate Funds of Knowledge, Culturally Specific Pedagogy, Social Justice Mathematics, and Ethno-mathematics principles into their data collection and instructional planning. Participants are expected to apply their work from this course to their fieldwork settings thereby having the added benefit of being able to reflect, revise, and develop new understandings about the impact of teaching on student learning.

*Year 2*

**Self-Management of Learning (3 credits)**

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

**Practices, Concepts, and Core Ideas in Secondary Science (3 credits)**

This course integrates physical, life, and earth science; space, engineering, and technology. Participants will experience inquiry as learners and doers of science and demonstrate knowledge of the practices, crosscutting concepts and disciplinary core ideas articulated in the Next Generation Science Standards at the middle and high school levels. Participants will reflect on their planning and delivery of science, the science teaching of others, themselves as learners of science, and the opinions of science experts. The overarching goal of this course is for participants to experience inquiry as learners and doers of science and to demonstrate knowledge of the practices, crosscutting concepts and disciplinary core ideas articulated in the Next Generation Science Standards at the middle and high school level. Various aspects of the course will separately address effective middle school practice contextualized within interdisciplinary teams while concurrently high school participants will focus on single subject classrooms with deeper understandings and more complex safety issues. Likewise, some readings are specifically focused on middle or high school students. Coursework experiences will allow the participants to reflect on their planning or delivery of science, to reflect on the science teaching of others, to reflect on themselves as a learner of science, and to reflect on the opinions of science experts.

## Appendix B

Below is a listing by region of the full- and part-time clinical faculty currently employed to teach in the MS Ed Studies degree collaboration program, along with their academic credentials and specialization content area. All the faculty listed have the rank of Lecturer at SOE.

### Faculty Credentials - Baltimore

Last Name	First Name	Content	Highest Degree	Discipline	Institution Earned	Year Earned	Years Teaching Experience
Briscoe	Adria	Special Education	MEd	Elementary and Special Education	Lesley University	2012	7
Cook	Alice	Secondary Mathematics	PhD	Minority and Urban Education-Mathematics Education	University of Maryland, College Park	2018	7
Ford	Robyn	Secondary English	MAT	Secondary English	Johns Hopkins University	2012	4
Glaros	Amber	N/A (Director of Clinical Faculty)	MS	Reading Education/School Administration & Supervision	Johns Hopkins University	2006	14
Jones	Tyi-Sanna	Special Education	PhD	Special Education	University of Nevada, Las Vegas	2008	9
Martin-Few	Tiffani	Elementary Education	MAT	Elementary Education	Trinity (Washington) University	2008	10
Minicucci	Laura	Secondary English/Mathematics	MS	Childhood Education	Canisius College	2010	5
Owens	Mora	Elementary Education-ELA	MEd	Elementary Education	Wheelock College	1999	20

Sharkey	John	Secondary English	MAT	Secondary English	Relay Graduate School of Education	2014	5
Woolf	Alicia	Special Education	MEd	Special Education	University of Maryland, College Park	2011	5
Yanisko	Emily	Secondary Mathematics	PhD	Teaching and Learning	University of Maryland College Park	2011	8

### Faculty Credentials - Dallas

Last Name	First Name	Content	Highest Degree	Discipline	Institution Earned	Year Earned	Years Teaching Experience
Bauer	Courtney	Elementary Education- ELA	PhD	Reading Education	University of North Texas	2011	23
Bryant	Shawnette	N/A (Director of Clinical Faculty)	MEd	Professional Writing	Towson University	2005	12
Burbano	Heidi	Elementary Education- ELA	EdD	Supervision, Curriculum & Instruction	Texas A&M University-Commerce	2014	13
Colbert	Kristina	Special Education	MEd	Education: Teacher Leadership	Lamar University	2015	9
Eisel	Katie	Secondary Math	MEd	Educational Leadership and Policy	University of Texas, Arlington	2013	16
Farkas	Ferne	Secondary Special Education	EdD	Curriculum and Instruction	Texas A & M University-Commerce	2014	21
Govan	Charissa	Generalist	EdD	Supervision, Curriculum and	Texas A & M University-Commerce	2012	14

Guea	Darci	Elementary Education	MEd	Instruction-Reading Educational Leadership	Dallas Baptist University	2009	16						
Harper	Onaje	Secondary Math	MS	Public School Leadership - Urban Leadership	Columbia University-Teachers College	2015	17						
Hartmann	Lillian	Secondary ELA	PhD	Curriculum & Instruction	University of North Texas	2013	25						
Hunt	Sharon	Special Education	MEd	Special Education	Texas A & M University-Commerce	2005	32						
Lovell	Jacqueline	Secondary ELA	EdD	Educational Administration	University of Texas, Austin	2018	20						
Pruitt	Sharonda	History/Social Science	EdD	Educational Administration	Texas A&M		20						
Stagnaro-Cohen	Laura	Secondary Mathematics	MEd	Concentration in Mathematics and Science	University of Maryland, College Park	2014	4						
Watson	Kristen	Secondary Mathematics	MEd	Educational Administration	University of North Texas	2014	16						

**Faculty Credentials – Washington, DC**

<b>Last Name</b>	<b>First Name</b>	<b>Content</b>	<b>Highest Degree</b>	<b>Discipline</b>	<b>Institution Earned</b>	<b>Year Earned</b>	<b>Years Teaching Experience</b>						
Albor	Jennifer	Elementary Education- ELA	PhD	Literacy, Language & Social Inquiry	University of Maryland	2017	9						



Detchemendy	Laken	Secondary English	MEd	Education/Reading	Meredith College	2015	5.5
Eny	Liz	Secondary English	MA Education	Human Development	George Washington University	1979	5
Gunter	Allison	Special Education	MEd	Early Childhood Special Education	University of Maryland College Park	2009	4
Kennedy	Kathleen	Elementary Education	MEd	Early Childhood Education	Lesley University	2006	10
Pastrone	Jennifer	N/A (Serves as Director of Clinical Faculty)	MEd	Technology Based Elementary Education	Lehigh University	2002	7
Proffitt	Jessica	Elementary Mathematics	MAT	Early and Elementary Education	James Madison University	2010	6
Tran	Trina	Secondary Math	MEd & MSW	General/Special Education; Social Work	Lesley University & University of Southern California	2013 & 2017	3

**Appendix C  
Financial Information**

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Reallocated Funds</b>	\$0	\$0	\$0	\$0	\$0
<b>2. Tuition/Fee Revenue (c + g below)</b>	\$7,465,200	\$12,376,600	\$17,415,900	\$22,584,048	\$27,397,380
<b>a. Number of F/T students</b>	266	430	545	705	800
<b>b. Annual Tuition/Fee Rate</b>	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<b>c. Total F/T Revenue (a x b)</b>	\$7,465,200	\$12,376,600	\$17,415,900	\$22,584,048	\$27,397,380
<b>d. Number of P/T Students</b>	N/A	N/A	N/A	N/A	N/A
<b>e. Credit Hour Rate</b>	N/A	N/A	N/A	N/A	N/A
<b>f. Annual Number of Credits Per Cohort</b>	N/A	N/A	N/A	N/A	N/A
<b>g. Total P/T Revenue (d x e x f)</b>	N/A	N/A	N/A	N/A	N/A
<b>3. Grants, Contracts, and Other External Sources</b>	\$0	\$0	\$0	\$0	\$0
<b>4. Other Sources</b>	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1-4)</b>	\$7,465,200	\$12,376,600	\$17,415,900	\$22,584,048	\$27,397,380

**Resources narrative**

1. Reallocated Funds: No funds will be reallocated from existing campus resources.
2. Tuition and Fee Revenue: The enrollment projection is based on the anticipated recruitment of 266 students in Year 1 across all three regions, with a June 2018 start date. For the four years thereafter (Years 2-5), SOE projects enrolling across all three regions at least 430 students in Year 2, at least 545 students in Year 3, 705 students in Year 4, and 800 students in Year 5 into the MS Ed Studies degree collaboration program. Students will be charged a flat tuition rate of \$40,000 for this two-year program (with payment spread evenly across the

two years). There is an estimated attrition factor of 15% for first year students and an estimated 5% attrition factor in the second year of the program.

3. Grants and Contracts: No grants or contracts are required for the successful implementation of the program.
4. Other Sources: No additional funds have been designated for this program.

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Faculty (b + c below)</b>	<b>\$2,770,000</b>	<b>\$4,574,000</b>	<b>\$6,591,000</b>	<b>\$8,621,000</b>	<b>\$10,344,000</b>
a. # FTE	30	50	72	95	114
b. Total Salary	\$2,130,769	\$3,518,462	\$5,070,000	\$6,631,538	\$7,956,923
c. Total Benefits	\$639,231	\$1,055,538	\$1,521,000	\$1,989,462	\$2,387,077
<b>2. Administrative Staff (b + c below)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
a. # FTE	N/A	N/A	N/A	N/A	N/A
b. Total Salary	N/A	N/A	N/A	N/A	N/A
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
<b>3. Support Staff (b + c below)</b>	<b>\$804,000</b>	<b>\$828,120</b>	<b>\$1,137,285</b>	<b>\$1,171,403</b>	<b>\$1,206,545</b>
a. # FTE	7.5	7.5	10	10	10
b. Total Salary	\$600,000	\$618,000	\$848,720	\$874,182	\$900,407
c. Total Benefits	\$204,000	\$210,120	\$288,565	\$297,222	\$306,138
<b>4. Equipment/ Software &amp; Materials</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. Library</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>6. New or Renovated Space</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>7. Other Expenses</b>	<b>\$85,000</b>	<b>\$85,000</b>	<b>\$113,333</b>	<b>\$113,333</b>	<b>\$113,333</b>
<b>TOTAL (Add 1-7)</b>	<b>\$3,659,000</b>	<b>\$5,487,120</b>	<b>\$7,841,618</b>	<b>\$9,905,737</b>	<b>\$11,663,879</b>

### Expenditures narrative

1. Faculty (#FTE, Salary, and Benefits): In Year 1, the SOE projects employing thirty full and part-time faculty to deliver the required coursework and provide coaching/mentoring to students. In Year 2, we anticipate hiring twenty additional faculty to support the increased enrollments.

2. Administrative Staff (# FTE, Salary, and Benefits): A portion of current administrative time will be allocated, but no new administrative staff will be needed under current conditions.
3. Support Staff (# FTE, Salary, and Benefits): SOE anticipates hiring seven new administrative assistants in Year 1 and one support staff on a half-time basis in Year 2 to support the program.
4. Equipment: No equipment expenditures beyond that which is normally provided to faculty is currently anticipated.
5. Library: No library expenditures beyond those currently provided to SOE have been requested at this time.
6. New and/or Renovated Spaces: No special facilities are being requested at this time.
7. Other Expenses: We are allocating funds to cover marketing expenses associated with this program.