April 4, 2022

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

I am seeking your approval to offer a new Master of Education in Teacher Leadership at Coppin State University (CSU). The proposed codes for the new program are CIP 13.0410 and HEGIS 0827.00. The program will contribute to workforce and innovation and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan. More specifically, this program is expected to help meet Maryland's critical need for data scientists who are equipped with skills to interpret and manage complex enterprise systems.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Leontye L. Lewis, Provost and Vice President for Academic Affairs.

Sincerely,

Anthony L. Jenkins, Ph.D.
President

cc: Dr. Leontye L. Lewis, Provost & Vice President for Academic Affairs
       Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
       Dr. Emily A. A. Dow, Assistant Secretary
       Dr. Mary Owens-Southall, Interim Dean, College of Arts and Sciences & Education
       Mr. Michael W. Bowden, Assistant Vice President for Planning & Assessment

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Coppin State University

Each __action__ below requires a separate proposal and cover sheet.

◉ New Academic Program   ○ Substantial Change to a Degree Program

○ New Area of Concentration   ○ Substantial Change to an Area of Concentration

○ New Degree Level Approval   ○ Substantial Change to a Certificate Program

○ New Stand-Alone Certificate   ○ Cooperative Degree Program

○ Off Campus Program   ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # ○ Check #	Payment Amount: $850.00	Date Submitted: 4/4/2022

Department Proposing Program	Teaching & Learning
Degree Level and Degree Type	Master of Education
Title of Proposed Program	Teacher Leadership
Total Number of Credits	36
Suggested Codes	HEGIS: 827.00 CIP: 13.0410
Program Modality	◉ On Campus Distance Education (*fully online*)
Program Resources	◉ Using Existing Resources Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2022
Provide Link to Most Recent Academic Catalog	URL: https://catalog.coppin.edu/index.php
Preferred Contact for this Proposal	Name: Mr. Michael Bowden
	Title: Assistant Vice President for Planning & Assessment
	Phone: (410) 951-6280
	Email: mbowden@coppin.edu
President/Chief Executive	Type Name: Dr. Leontye Lewis, Provost & Vice President for Academic Affairs
	Signature: Date: 04/04/2022
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

x	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
x	Within Existing Resources, or
	Requiring New Resources

Coppin State University
Institution Submitting Proposal

Master of Education in Teacher Leadership
Title of Proposed Program

M.Ed.	**Fall 2022**
Award to be Offered	Projected Implementation Date

EDUL	
Proposed HEGIS Code	Proposed CIP Code

Department of Teaching and Learning	**Dr. Yi Huang**
Department in which program will be located	Department Contact
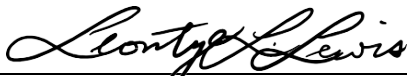
410-951-3020	**yhuang@coppin.edu**
Contact Phone Number	Contact E-Mail Address

Leontye L. Lewis	April 4, 2022
Signature of President or Designee	Date

<p style="text-align:center">NEW PROGRAM PROPOSAL: MASTER OF EDUCATION IN TEACHER LEADERSHIP</p>

<p style="text-align:center">YI HUANG, PH.D., COPPIN STATE UNIVERSITY</p>

A. Institutional Mission Toward Inclusive Excellence

As one of the nation's oldest public Historically Black Institutions (HBI) founded in 1900, Coppin State University (CSU) is a driving force in fulfilling the critical mission of inclusive excellence for the State of Maryland. As an anchor institution, CSU is deeply committed to providing educational access and diverse opportunities for all students, while emphasizing its unique role in educating the multigenerational residents of Metropolitan Baltimore through community-engaged teaching and learning (CSU Vision, 2020). In direct alignment with CSU's mission and its long-standing tradition of teacher education, the proposed **Master of Education in Teacher Leadership Program** reflects CSU's continuing commitment to provide innovative career advancement pathways for licensed teachers, particularly for those who serving in high-need rural and urban communities across Maryland.

The proposed M.Ed. program is designed to (1) increase access to high-quality professional development program for minority and/or under-represented teachers, and (2) enhance teacher effectiveness and improve student learning outcomes in high-need rural and urban communities. These program goals are directly supporting the State minority student achievement goals (COMAR 13B.02.03.15) and State Plan for Postsecondary Education.

B. Strategic Priority in Enhancing Academic Enterprise at an HBCU

The CSU Academic Affairs Strategic Plan placed academic innovation, including stackable credentials, as a key strategic action under Enhancing Academic Enterprise (2021). Extensive research on credential innovations has been conducted by CSU faculty (Huang, 2016, 2019, and 2021) and discussed with members of the School of Education. The innovative M.Ed. program and affiliated stackable post-baccalaureate certificates have also been developed in consultation with various units on campus. Table 1 summarizes the relationships among the M.Ed. program and the four affiliated post-baccalaureate certificates (Table 1).

The proposed M.Ed. program and its affiliated stackable credentials aim to place CSU as the leader of academic innovation, while at the same time providing high-quality and high-value career advancement pathways within the contexts and missions of an HBCU.

C. Blueprint for Maryland's Future

The Maryland Commission on Innovation and Excellence in Education (MCIEE) was created in 2016 by the Governor and the General Assembly to review and update funding formulas for Maryland schools (MCIEE, 2019). The Commission's report and resulting *Blueprint for Maryland's Future* was enacted into law in 2021. Specifically, the development of career ladders for teachers and school leaders has been identified as a key state strategy to significantly improve teacher quality. The identified ladders include two tracks: *Teacher Leadership Track* and *Administrative Track*. Specifically, the *Teacher Leadership Track* includes (1) Level 1: State Licensed Teacher, (2) Level 2: Teacher pursuing a master's degree or National Board Certification (NBC), (3) Level 3: Teacher with Advanced Professional Certificate or with NBC, (4) Level 4a-c: Lead Teacher, Master Teacher, and/or Professional Master Teacher. It is proposed that within a defined period after the enactment of legislation on implementing a career ladder, all new teachers will be required to participate in educator career ladders.

The new M.Ed. program and its affiliated stackable credentials are designed for the *Teacher Leadership Track* and are directly supporting the key state-wide strategy in ensuring teacher quality. The innovative model with stackable options maximizes personalized learning (Table 1). The demonstrated competency in real-world settings help ensure simultaneous improvement of teaching effectiveness and student learning

D. Market Demands for Career Ladders

1. Critical Needs in Narrowing Opportunity and Achievement Gaps
US schools performed in the middle of the pack on international assessments with Reading ranked 13th, Mathematics ranked 37th, and Science ranked 18th in 2018 on the Program for International Student Assessment (Hussar et al., 2020; MCIEE, 2020; Rahman & Yee, 2021). Maryland schools performed at a mediocre level with 4th grade Reading and Mathematics dropping to 25th and 29th, and 8th grade ranked 18th and 29th in 2019 (National Assessment of Educational Progress, Nation's Report Card). Specifically, the testing results revealed that Maryland has large achievement gaps based on income, race, disability, and other student subgroups. Over half of Maryland public schools have 40% or more of their students eligible for free or reduced-price meals (FARM, 185% of federal poverty level). Less than one third of Maryland high school graduates are "College and Career Ready," and nearly half (47%) of the teachers in their second year of teaching will not return for the third year (MCIEE, 2019, 2020). The noted opportunity and achievement gaps are often amplified among underserved, underprepared, and special needs populations in high-needs rural and urban settings. These regional gaps are mirrored in the national challenges of unemployment and underemployment (The Pell Institute, 2015) and are ultimately reflected in unequal occupational and life outcomes (Noguera et al., 2015).

2. Building Teacher Capacities for Maryland's Future
Leveraging heightened interests in and critical needs for teacher career ladders, the Master of Education in Teacher Leadership and affiliated four post-baccalaureate certificates (Tables 1 & 2) aim to (1) create a state model of teacher career ladders that help address the newly enacted law, and (2) provide accelerated and sustainable pathways that increase teaching effectiveness, improve teacher leadership, and enhance teacher retention, particularly for educators serving in urban and rural high-needs communities across Maryland.

E. New Pathways for Teacher Career Advancement

1. No Unreasonable Duplication of Program
There is no unreasonable replication of the proposed program. While there is a broad array of programs designed for the administration track, there are very limited programs designed specifically for the *Teacher Leadership Track*.

The proposed program is distinctively different from currently offerings in Maryland. Key features include (1) innovative program engineering of M.Ed with affiliated stackable credentials (Table 1), (2) immersive theory-to-actions experiences with high-tech, high-touch, and high-impact practices (Figures 1 & 2), and (3) field-based demonstration and competency-based assessment embedded in each of the required courses - resulting a unique Teacher Leadership Portfolio with demonstrated competency mastery in 10 specialized themes (Table 2).

2. Innovative Program Design with Stackable Credential Options
  ▪ **Master of Education in Teacher Leadership**. The M.Ed. program is designed for teachers with immersive theory-to-action experiences that are critical to making educational excellence inclusive. Integrating improvement sciences and connected learning approaches, participants will have opportunities to explore critical theories in culturally sustaining education; cultivate high-tech, high-touch, and high-impact practices; and demonstrate competency mastery aiming to simultaneously improve teaching effectiveness and student achievement.
  ▪ **Post-Baccalaureate Certificates in Teacher Leadership**. Stackable options are offered to provide individuals with both the short-term advantage of earning one or more post-baccalaureate certificates and the longer-term option of earning an advanced degree. Four post-baccalaureate certificates (PBCs) are being proposed to increase options for personalized development in specialized areas (Table 1):

a. Teacher Leadership in Culturally Sustaining Practices Post-Baccalaureate Certificate
b. Teacher Leadership in High-Tech and High-Impact Practices Post-Baccalaureate Certificate
c. Teacher Leadership in Action Post-Baccalaureate Certificate
d. Teacher Leadership Post-Baccalaureate Certificate

3. **Value Added Recognition and Validation**
   ▪ **Value Added MicroCredentials for Competency Validation**. Each graduate course will integrate a specialized CSU/P2P MicroCredential with competency-based demonstration of mastery. The CSU/P2P MicroCredential was spotlighted by the U.S. Department of Education in 2021 and featured in a recently published book, *Credential Innovations* (Huang, 2021).
   ▪ **Career Ladders for Teacher Leaders**. The innovative curriculum design includes targeted preparation for National Board Certification, which has been highlighted as a key State strategy of ensuring teacher quality (MCIEE, 2019). The advanced degree and affiliated post-baccalaureate certificates are critical career advancement pathways for teacher leaders, generating both financial incentives and professional prestige as noted in the *Blueprint for Maryland's Future*.

F. Master of Education in Teacher Leadership

The **Master of Education in Teacher Leadership** program is designed for teachers with immersive theory-to-action experiences that are critical to making educational excellence inclusive. Integrating improvement sciences and connected learning approaches, participants will have opportunities to explore critical theories in culturally sustaining education; cultivate high-tech, high-touch, and high-impact practices; and demonstrate competency mastery aiming to simultaneously improve teaching effectiveness and student achievement.

1. Program Requirement

▪ Master of Education in Teacher Leadership (M.Ed.)
▪ Ten (10) required courses with total of 30 graduate credits; two (2) optional courses with additional specialized themes in mathematical problem solving and computational thinking.
▪ The face-to-face program include mandatory field-based experiences and competency-based assessment in each of the required courses.
▪ Entrance requirements as set forth by the School of Graduate Studies at CSU. Completion of teacher preparation program is required prior to entrance to the M.Ed. program.
▪ Specializes Accreditation. The M.Ed. program and its courses are directly aligned to professional standards and COMAR requirements in Maryland. There is no specialized accreditation as the program does not lead to teacher licensure.

2. Program Objectives

▪ **Critical Theories and Practices for Inclusive Excellence**. Participants are expected to demonstrate proficiencies in core theories and promising practices that are critical to supporting needs of diverse learners. The highly selective and research-based themes include: Culturally Responsive Practices, Social and Emotional Learning, Student Engagement, Critical Thinking, Transformational Technology, Competency-Based Learning, Computational Thinking, Mathematical Problem Solving, and National Board Certification Core Propositions.
▪ **Immersive Theory-to-Action Experiences**. Participants are expected to demonstrate competencies in real-world and field-based educational settings on each of the identified specialization themes.
▪ **Inquiry-Based Action Research**. Participants are expected to demonstrate competencies in conducting two full cycles of action research aiming to improve teaching effectiveness and student achievement.

- **Pathways for Career Advancement.** Participants are expected to demonstrate competencies in the five Core Propositions as required for National Board Certification (NBC). NBC has been highlighted as a key State strategy of ensuring teacher quality (MCIEE, 2019) with both financial incentives and professional prestige.

3. Program of Study

PROGRAM OF STUDY	Credits & Competency
Required Foundation and Specialization Courses	
EDUL 601: Foundation in Culturally Responsive Practices The course is designed to provide teachers a full-spectrum theory-to-action experience in Culturally Responsive Practices (CRP). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and strategies of CRP; (2) audit CRP in their own classrooms; (3) design and deliver a CRP instructional unit in an educational setting; and (4) conduct a professional development session on lessons learned and potential impact of CRP.	• Three (3) Credits • Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 602: Theories and Practices in Social and Emotional Learning The course is designed to provide teachers a full-spectrum theory-to-action experience in Social and Emotional Learning (SEL). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) define and identify SEL competencies and skills; (2) observe and evaluate the impact of SEL in a classroom setting; (3) design, deliver, and reflect on a learning unit that incorporates SEL competencies and skills; and (4) plan and deliver a professional development presentation centered on SEL integration in the classroom.	• Three (3) Credits • Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 603: Teacher Leadership in Student Engagement The course is designed to provide teachers a full-spectrum theory-to-action experience in increasing academic engagement. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate how behavior influences classroom instruction and interactions; (2) observe and evaluate the impact of behavior on academic engagement in a classroom setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of academic engagement on student learning.	• Three (3) Credits • Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 604: Teacher Leadership in Critical Thinking The course is designed to provide teachers a full-spectrum theory-to-action experience that build students' critical thinking (CT) and problem-solving skills. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate CT principles and strategies; (2) audit CT skills and strategies in an educational setting; (3) design, deliver, and reflect on an instructional unit that incorporates CT principles and strategies, and (4) plan and deliver professional development centered around critical thinking.	• Three (3) Credits • Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 605: Theories and Practices in Transformational Technology The course is designed to provide teachers a full-spectrum theory-to-action experience in increasing access and engagement through educational technology. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and strategies of transformational technology; (2) audit digital experiences in classrooms; (3) design and deliver a technology integrated instructional unit in an educational setting; and (4) conduct a professional development session on lessons learned and potential impact of educational technology.	• Three (3) Credits • Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 606: Theories and Practices in Competency-Based Learning The course is designed to provide teachers a full-spectrum theory-to-action experience in Competency-Based Education (CBE). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate CBE theories and strategies; (2) audit CBE practices in a classroom setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of CBE on student learning.	• Three (3) Credits • Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 609: Theories and Practices in Teacher Leadership Core Propositions I	• Three (3) Credits

The course is designed to provide teachers a full-spectrum theory-to-action experience of the five Core Propositions required for National Board Certification (NBC) (Part I). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements of Core Propositions I-III; (2) audit Core Propositions I-III practices in educational settings; and (3) document and reflect on Core Propositions practices and outcomes in their own classrooms.	▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 610: Theories and Practices in Teacher Leadership Core Propositions II The course is designed to provide teachers a full-spectrum theory-to-action experience of the five Core Propositions required for National Board Certification (NBC) (Part II). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements of Core Propositions IV-V; (2) audit Core Propositions IV-V practices in educational settings; and (3) document and reflect on Core Propositions practices and outcomes in their own classrooms.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 611: Teacher Leadership Capstone in Action Research I The course is designed to provide teachers a full-spectrum theory-to-action experience in action research (Part I). Integrating inquiry-based research and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements for action research; (2) audit action research practices in educational settings; and (3) design, implement, and synthesize action research outcomes in their own classrooms and evaluate potential implications for educational improvement.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 612: Teacher Leadership Capstone in Action Research II The course is designed to provide teachers a full-spectrum theory-to-action experience in action research (Part II). Integrating inquiry-based research and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements for action research; (2) audit action research practices in educational settings; and (3) design, implement, and synthesize action research outcomes in their own classrooms and evaluate potential implications for educational improvement.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
Optional Specialization Courses	
EDUL 607: Teacher Leadership in Computational Thinking The course is designed to provide teachers a full-spectrum theory-to-action experience in Computational Thinking (CT). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate computational thinking theories and strategies; (2) audit computational thinking techniques in an educational setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of computational thinking on student learning.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 608: Teacher Leadership in Mathematical Problem Solving The course is designed to provide teachers a full-spectrum theory-to-action experience in mathematical problem solving. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate mathematical problem-solving techniques; (2) audit mathematical problem-solving practices in an educational setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of mathematical problem-solving techniques on student learning.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*

4. **Mode(s) of Instruction**
   - ▪ **Face-to-Face.** Each of the courses including mandatory field-based experiences in educational settings. The core competencies of each of the courses are organized in three dimensions: (1) Engaging Self, (2) Engaging Others, and (3) Engaging in Diverse Communities. Field-based experiences are directly incorporated in the activities for Engaging Others and Engaging in Diverse Communities.
   - ▪ **Evidence-Based Documentations and Secured Online Operation**. All learning resources and competency-based evidence are expected to be submitted to *Tk20/Watermark*, a secured web-based assessment system. *Respondus Monitor* and *LockDown Browser* will be utilized for online exams to ensure fairness and integrity.

5. **Evaluation of Course, Faculty, and Student Learning Outcomes (COMAR 13b.02.03.15)**
   - **Course Evaluation.** The course evaluation will be conducted in accordance with institutional processes and procedures at CSU. Course evaluation outcomes are shared with each of the instructional faculty on a semester basis for continuous improvement.
   - **Faculty Evaluation.** The faculty evaluation will be conducted in accordance with institutional processes and procedures at CSU. Faculty evaluation are conducted by Department Chair and by a peer faculty member. Outcomes are shared with each of the faculty members on an annual basis for continuous improvement.
   - **Evaluation of Student Learning Outcomes.** Evaluation of student learning outcomes are conducted through a competency-based model with explicit learning activities and analytic rubrics documenting level of mastery.
     - **Competency-Based Demonstration**. The required courses are designed for participants to demonstrate professional knowledge, skills, and dispositions that are critical for highly effective teachers. Through evidence-based documentation, participants are expected to demonstrate mastery of competencies that are aligned to professional standards and CSU program learning outcomes.
     - **Competency Dimensions.** The core competencies of each of the courses are organized in three dimensions: (1) Engaging Self, (2) Engaging Others, and (3) Engaging in Diverse Communities. Learning activities and competency-based assessments are aligned to standards from the Interstate Teacher Assessment and Support Consortium (InTASC, 2013), High Leverage Practices (HLP) from the TeachingWorks (2013), and National Board for Professional Teaching Standards (2016).
     - **Competency Evaluation.** Learning activities, evidence requirements, and assessment rubrics are included in each of the course proposals and associated syllabi.
     - **Competency Mastery Portfolio.** The program synergistically combines field-based demonstration and competency-based assessment in each of the required courses (Figures 1 & 2). As a result, each of the participants will create a unique *Teacher Leadership Portfolio* with demonstrated competency mastery in 10 specialized themes (Table 2).

G. Resources and Finance

1. **Adequacy of Faculty Resources** (COMAR 13B.02.03.11)

   The premise of "Nurturing Potentials and Transforming Lives" is realized through faculty's scholarship, teaching, and service that support student success and community advancement. The School of Education includes two departments: Department of Teaching and Learning (T&L), and Department of Instructional Leadership and Professional Development (ILPD). SOE is collectively serviced by 9 full-time tenured/tenure track faculty with doctor degrees, and a team of full-time and part-time contractual faculty with doctorates and/or with relevant expertise in P-12 schooling. Leveraging faculty expertise in teacher preparation and teacher education, as well as advanced research conducted on credential innovations and next generation teacher professional development, the SOE is well positioned to lead academic program innovations that cultivate and sustain a culturally responsive teaching workforce for Maryland's future.

Full-Time Faculty	Faculty Rank	Department
Juanita Ashby-Bey, Ph.D.	Assistant Professor	T&L
Glynis Barber, Ph.D.	Assistant Professor	T&L
Merah Burke, Ed.D.	Assistant Professor	T&L
Wyletta Gamble-Lomax, Ph.D.	Assistant Professor	T&L
Yi Huang, Ph.D.	Associate Professor	T&L
Irma Johnson, Ph.D.	Assistant Professor	ILPS
Daniel Joseph, Ph.D.	Associate Professor	T&L
Harriett Kargbo, Ph.D.	Assistant Professor	ILPS
James Takona, Ph.D.	Professor	ILPS

2. **Adequacy of Library Resources** (COMAR 13B.02.03.12).
   CSU students, faculty, and staff have full access to the Parlett L. Moore Library which includes a rich collection of books, eBooks, journals, periodicals, videos, online databases, open access resources, as well as tutorials and research tools. As a member of the University System of Maryland (USM), CSU students, faculty, and staff also have access to resources from across USM institutions through the inter-campus loan program. In addition, the M.Ed. program and its courses are designed to maximize the use of open educational resources, which are updated and provided directly through Blackboard, a web-based learning management system, and Tk20/Watermark, a web-based assessment system, at CSU.

3. **Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment** (COMAR 13B.02.03.13)
   The M.Ed. program and the affiliated post-baccalaureate certificates (Table 1) are designed for online delivery. The intent is to broaden access to CSU's educational services, particularly for teachers in high-need rural and urban communities across Maryland. Live virtual sessions will be delivered through CSU's Blackboard learning management platform. Multi-media resources, learning activities, competency-based documentation, and assessment with analytic rubrics for each of the courses will be conducted through Tk20/Watermark assessment system. In addition, the Pathways to Professions Learning Laboratory (P2P Lab) was inaugurated in AY2021-2022 by Dr. Yi Huang with state-of-the-art audio and virtual technologies, teleconference and classroom observational tools, advanced computers, and cutting-edge virtual reality learning headsets and programs to increase access and bridge digital learning opportunity gaps. The funding is provided by the Pathways to Professions (P2P) initiative funded under the Teacher Quality Partnership Grant by the Unite States Department of Education (Award No. U336S160014) and with Dr. Yi Huang serving as the Principal Investigator.

4. **Adequacy of Financial Resources with Documentation** (COMAR 13B.02.03.14)
   CSU is deeply committed to providing educational access and diverse opportunities aiming to build and sustain a highly effective teaching workforce for Maryland's future. Through reallocation of institutional funds, no new general funds from the State will be requested to operate the proposed program. The development the M.Ed. program and affiliated stackable post-baccalaureate certificates are supported by the P2P initiative funded under the Teacher Quality Partnership Grant by the Unite States Department of Education (Award No. U336S160014).

H. Resources and Expenditures

TABLE 3: RESOURCES						
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1.Reallocated Funds[1]	$91,000	$91,000	$91,000	$91,000	$91,000	$455,000
2. Tuition/Fee Revenue[2] (c+g)	$10,530	$36,864	$63,198	$73,728	$110,592	$294,912
a. #F.T Students	0	2	4	4	6	16
b. Annual Tuition/Fee Rate	$0	$7,902	$7,902	$7,902	$7,902	$31,608
c. Annual Full Time Revenue (a x b)	$0	$15,804	$31,608	$31,608	$47,412	$126,432
d. # Part Time Students	5	10	15	20	30	80
e. Credit Hour Rate	$351	$351	$351	$351	$351	$1,755
f. Annual Credit Hours	6	6	6	6	6	30
g. Total Part Time Revenue (d x e x f)	$10,530	$21,060	$31,590	$42,120	$63,180	$168,480
3. Grants, Contracts, & Other External Sources[3]	$321,500	$26,500	$10,000	$0	$0	$358,000
4. Other Sources[4]	$0	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$423,030**	**$154,364**	**$164,198**	**$164,728**	**$201,592**	**$1,107,912**

Budget Narrative (Table 3: Items 1-4)

1. **Reallocated Funds**. The funds are calculated based on reassignment of three full-time faculty with 25% reallocated to support the new program. Twenty-five percent of salary and 30% of fridge benefits are calculated in the total.

2. **Tuition Revenues**. The tuition and fees are based on 2021-2022 published rates, which has been approved by state legislation and the University System of Maryland Board of Regents. The M.Ed. and affiliated post-baccalaureate programs are designed for practicing teachers. The projections are thus made to include limited full-time students and with more part-time participants.

3. **Grants & External Resources**.
   - The external sources are provided by the Pathways to Professions (P2P) project funded under the Teacher Quality Partnership Program by the United State Department of Education (Award No. U336S160014). Year one includes (1) Program and assessment system development ($30,000), (2) Tk20/Watermark System licensure fees and management ($10,000), (3) Credly Micro-Credential Issuance System ($6500), (4) new P2P Learning Laboratory ($250,000), and (5) new laptops and classroom observation equipment ($25,000). Year two includes (1) Program and assessment system development ($10,000), (2) Tk20/Watermark System licensure fees and management ($10,000), and (3) Credly Issuance System ($6500). Year three includes Tk20/ Watermark System licensure fees and management ($10,000). The new P2P Lab, laptops, and classroom observation equipment will continue to be made available throughout the five-year cycle.
   - The Education Research and Development Committee will be seeking additional external funding in Spring 2022 to further support the implementation of the new proposed program.

TABLE 4: EXPENDITURES						
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Total Faculty Expenses[1] (b + c)	$37,375	$37,375	$56,063	$56,063	$84,500	$271,375
a. # FTE	0.5	0.5	0.75	0.75	1	3.50
b. Total Salary	$32,500	$32,500	$48,750	$48,750	$65,000	$227,500
c. Total Benefits	$4,875.0	$4,875.0	$7,312.5	$7,313	$19,500.0	$43,875
2. Total Administrative [2] Staff Expenses (b + c)	$28,080	$28,080	$33,696	$59,800	$59,800	$209,456
a. # FTE	0.5	0.5	0.6	1	1	3.60
b. Total Salary	$26,000	$26,000	$31,200	$52,000	$52,000	$187,200
c. Total Benefits	$2,080	$2,080	$2,496	$7,800	$7,800.00	$22,256
3. Total Support Staff [3] Expenses (b + c)	$30,240	$30,240	$30,240	$30,240	$30,240	$151,200
a. # FTE	0.5	0.5	0.5	0.5	0.5	2.50
b. Total Salary	$28,000	$28,000	$28,000	$28,000	$28,000	$140,000
c. Total Benefits	$2,240	$2,240	$2,240	$2,240	$2,240	$11,200
4. Equipment [4]	$0	$0	$0	$0	$0	$0
5. Library [5]	$0	$0	$0	$0	$0	$0
6. Renovated Space [6]	$0	$0	$0	$0	$0	$0
7. Other Expenses[7]	$4,000	$4,000	$4,000	$4,000	$4,000	$20,000
TOTAL (Add 1 - 7)	**$99,695**	**$99,695**	**$123,999**	**$150,103**	**$178,540**	**$652,031**

Budget Narrative (Table 4: Items 1-7)

1. **Faculty Expenses**. The costs are calculated based on course offerings and resulting faculty needs across the five-year cycle. Per CSU policy, fridge for part-time staff is calculated for 15% and 30% for full-time faculty.
2. **Administrative Staff Expenses**. The costs are calculated based on course offerings and resulting administrative staff needs across the five-year cycle. Fridge for part-time staff is calculated for 8% and 15% for full-time staff.
3. **Support Instructional Staff Expenses**. The instructional staff are calculated to support the new M.Ed program/course offerings with gradual increase based on enrollment projections across the five-year cycle. Fridge for part-time staff is calculated for 8% and 15% for full-time staff.
4. **Equipment**. A significant collection of brand-new laptops, classroom observation cameras, peripherals such as printers and scanners, as well as virtual reality learning headsets and software programs have been curated using the P2P grant funding (Award No. U336S160014). No additional costs are thus factored in this budget.
5. **Library**. CSU students, faculty, and staff have full access to the Parlett L. Moore Library as well as resources from across USM institutions through inter-campus loan. P2P Library (Award No. U336S160014) has curated a collection of educational books for student access at no cost. In addition, the M.Ed. program and its courses are designed to maximize the use of open educational resources (OER), which are updated and provided directly through Tk20/Watermark and Blackboard, learning management and assessment systems at CSU. No additional costs are thus factored in this budget.
6. **Renovated Space**. The brand-new P2P Learning Laboratory was inaugurated in AY2021-2022 by Dr. Yi Huang with state-of-the-art audio and virtual technologies, teleconference and classroom observational tools, advanced computers, and cutting-edge virtual reality learning programs to increase access and bridge digital learning opportunity gaps. No additional costs are thus factored in this budget.
7. **Other Expenses**. The funds are allocated to support program recruitment, operations, materials, and program evaluation and reporting to ensure successful implementation.

TABLE 1: MASTER OF EDUCATION IN TEACHER LEADERSHIP AND AFFILIATED STACKABLE CREDENTIALS

Dr. Yi Huang, Department of Teaching and Learning, College of Arts & Sciences, and Education

PROGRAM OF STUDY Foundation and Specialization Courses	M.Ed. Teacher Leadership	PBC 1* Culturally Sustaining Practices	PBC 2* High-Tech & High-Impact Practices	PBC 3* Teacher Leadership in Action	PBC 4* Teacher Leadership***
EDUL 601** Foundation in Culturally Responsive Practices	x	x			x
EDUL 602** Theories and Practices in Social and Emotional Learning	x	x			x
EDUL 603 Teacher Leadership in Student Engagement	x	x			
EDUL 604 Teacher Leadership in Critical Thinking	x	x			
EDUL 605** Theories and Practices in Transformational Technology	x		x		Select Two
EDUL 606** Theories and Practices in Competency-Based Learning	x		x		Electives from the M.Ed.
EDUL 607 Teacher Leadership in Computational Thinking			x		Courses
EDUL 608 Teacher Leadership in Mathematical Problem Solving			x		
EDUL 609** Theories and Practices in Teacher Leadership Core Propositions I	x			x	
EDUL 610** Theories and Practices in Teacher Leadership Core Propositions II	x			x	
EDUL 611 Teacher Leadership Capstone in Action Research I	x			x	
EDUL 612 Teacher Leadership Capstone in Action Research II	x			x	

* Post-Baccalaureate Certificate (PBC):
   1. Teacher Leadership in Culturally Sustaining Practices Post-Baccalaureate Certificate
   2. Teacher Leadership in High-Tech and High-Impact Practices Post-Baccalaureate Certificate
   3. Teacher Leadership in Action Post-Baccalaureate Certificate
   4. Teacher Leadership Post-Baccalaureate Certificate (Without Specialization)

** Core Courses for Master of Education in Teacher Leadership (M.Ed.)

*** PBC 4 requires two foundation courses (EDUL 601 and EDUL 602) and two electives from any of the M.Ed. course offerings.

Teacher Education Research and Development Committee: Dr. Yi Huang (Chair/Author), Dr. Glynis Barber, Dr. Daniel Joseph, and Ms. Lindsey Schrott. Department of Teaching & Learning, CASE.

FIGURE 1: IMMERSIVE THEORY-TO-ACTION EXPERIENCES FOR COMPETENCY MASTERY
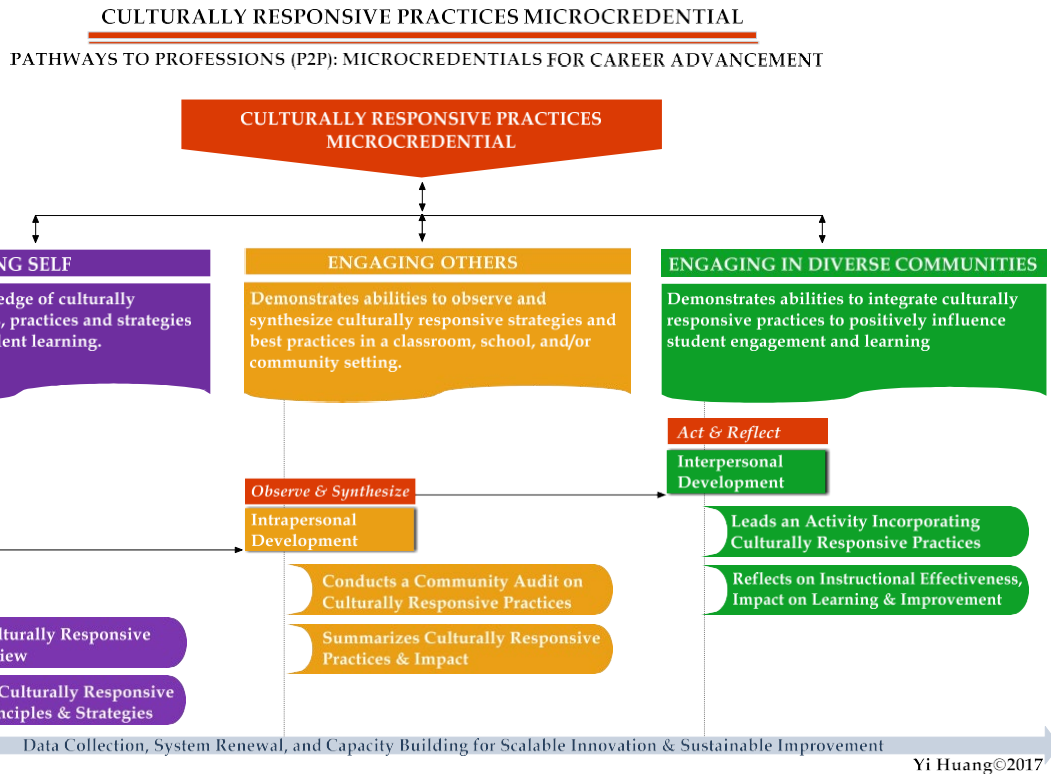## Master of Education in Teacher Leadership & Affiliated Stackable Credentials Yi Huang, Ph.D.

CULTURALLY RESPONSIVE PRACTICES MICROCREDENTIAL

PATHWAYS TO PROFESSIONS (P2P): MICROCREDENTIALS FOR CAREER ADVANCEMENT

CULTURALLY RESPONSIVE PRACTICES MICROCREDENTIAL

ENGAGING SELF	ENGAGING OTHERS	ENGAGING IN DIVERSE COMMUNITIES
Demonstrates knowledge of culturally responsive principles, practices and strategies to better support student learning.	Demonstrates abilities to observe and synthesize culturally responsive strategies and best practices in a classroom, school, and/or community setting.	Demonstrates abilities to integrate culturally responsive practices to positively influence student engagement and learning

Act & Reflect

Interpersonal Development

Observe & Synthesize

Intrapersonal Development

Leads an Activity Incorporating Culturally Responsive Practices

Explore & Define

Cognitive Development

Conducts a Community Audit on Culturally Responsive Practices

Reflects on Instructional Effectiveness, Impact on Learning & Improvement

Conducts Culturally Responsive Practices Review

Summarizes Culturally Responsive Practices & Impact

Summarizes Culturally Responsive Practices Principles & Strategies

Data Collection, System Renewal, and Capacity Building for Scalable Innovation & Sustainable Improvement

Yi Huang©2017

FIGURE 2: CSU/P2P MICROCREDENTIAL SYSTEM DESIGN AND OPERATION VIA Tk20/WATERMARK

Portfolios > Portfolios > Portfolios > All Portfolios > **TEST: CULTURAL DIVERSITY AND GROWTH MINDSET MICROCREDENTIAL (FALL 2017)**

Help

TEST: CULTURAL DIVERSITY AND GROWTH MINDSET MICROCREDENTIAL (FALL 2017)

Close

| I. Engaging Self (Part 2) | I. Engaging Self (Part 3) | II. Engaging Others | III. Engaging in Diverse Communities |

I.A Competency Expectations
Demonstrates self-awareness of cultural diversity and growth mindset and how it impacts pedagogy.
1.1 Explores and reflects on how cultural diversity and contexts influence personal perspectives and practices in education settings (InTASC 2d, 2j; HLP 2, 3, 4, 5, 7, 8, 10, 12)
1.2 Explores, identifies, and synthesizes growth mindset principles and strategies to better support learning and development (InTASC 2j; HLP 2, 3, 5, 6, 7, 10, 13, 16, 17)

I.B.3 Assignment 3: Growth Mindset Theories and Practices Review and Response (1.5 hours)
- **Assignment 3 Activity: Reviews of Growth Mindset Theories and Practices**

Review the growth mindset theories and practices from the materials. Pay particular attention to processes and strategies that may influence instruction and interactions in classrooms.
- The Power of Believing that You Can Improve, TED Talk by Carol Dweck (10 minutes)

Dweck, C. (2014, November). The power of believing that you can improve [TED Talk]. Retrieved from https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

- The Power of Passion and Perseverance, TED Talk by Angela Lee Duckworth (6 minutes)

Duckworth, A.L. (2013, April). The power of passion and perseverance [TED Talk]. Retrieved from https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en
- How Can Teachers Develop Students' Motivation and Success?, *Education World* interview with Carol Dweck.

Hopkins, G. (2015). Wire Side Chats: How can teachers develop students' motivation and success? *Education World.* Retrieved from http://www.educationworld.com/a_issues/chat/chat010.shtml
- Fixed vs. Growth: The Two Basic Mindsets That Shape Our Lives by Maria Popova

Popova, M. (2014). Fixed vs. growth: The two basic mindsets that shape our lives. *BrainPickings.* Retrieved from https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/

- **Assignment 3 Deliverable: Conducts Analysis and Reflection**

Write an essay (two to three pages) in which you analyze, integrate, and evaluate Growth Mindset theories and practices. Provide examples of processes and strategies that may be used to strengthen instruction and interactions in classrooms.

| Name | Type | Date Created | Last Modified | Standard | Refle |

	1 ●	2 ●	3 ●	4
Analyzes, Integrates and Evaluates Growth Mindset Sources InTASC 2j HLP 2, 3, 5, 6, 7, 10, 13, 16, 17	Develops a minimal response on issues with minimal analysis, integration, and evaluation of sources of evidence.	Develops a limited response on key issues through some analysis, integration, and evaluation of sources of evidence.	Develops a coherent and well-supported response on key issues with appropriate analysis, integration, and evaluation of sources of evidence.	D o w s a r is d in a e s e

R

R

Engaging Others
Demonstrates ability to observe, analyze, and synthesize cultural diversity and growth mindset strategies and best practices in a classroom setting.
Observes & Synthesizes

	Emerging	Developing	Proficient	Ac
Recognizes Perspectives of Cultural	1 ● Recognizes h	2 ● Identifies and d	3 ● Analyzes and i	4 Ev