

National Center for Urban Education
at the University of the District of Columbia

Proposal submitted for consideration by the Academic Senate
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Internal Review Committee members:

Chris Myers Asch

Sam Harvey

Rachel Petty

Otto Santa Ana

Maurice Sykes

Lena Walton

Overview

This proposal outlines the vision for the National Center for Urban Education (the "Center"), a bold and timely initiative to position the University of the District of Columbia (UDC) as a leader in the national and local movements for education reform. The proposal also includes a detailed description of a new program, the Master of Arts in Teaching (MAT), which would be offered in Fall 2010. Approval of this proposal indicates support for the overall vision of the Center and specific authorization for the MAT program. When the Center is officially approved, it would include existing programs (the Early Childhood Leadership Institute and the M.A. in Early Childhood Education) and the NCATE- and SPA-approved and accredited teacher credentialing programs, converted from the Bachelor's level to the Master's level in the form of a multi-concentration MAT.

The Center will be aligned with UDC's mission, vision, and role in the community, and it will embrace national and local imperatives to rethink and dramatically improve teacher education programs, particularly in urban education. As a practice-oriented, research-driven, results-focused graduate institution, the Center will work to achieve this mission by:

- developing effective teachers and school leaders for urban schools;
- operating high-quality educational programs
- conducting, applying, and disseminating research aimed at improving student achievement

The MAT program will be a new program within the Center. Developed to address the unprecedented need for effective teachers, the program emphasizes Dual Language and Special Education for all students and includes an intensive field-based component. The MAT will offer a unique opportunity for career changers and graduates from content area programs at the baccalaureate level to earn a master's degree and acquire teacher certification simultaneously, within a maximum of seventeen months.

The Center will work closely with local school officials to ensure that its students will graduate ready to excel as classroom teachers in local schools. Center officials have met with representatives of the D.C. Public Schools, the Office of the State Superintendent of Education, and the National Council for Accreditation of Teacher Education to get their input into the development of Center programs. Their support for the vision of the Center has been instrumental in preparing this proposal.

1. NEED AND PROGRAM DESCRIPTION

The National Center for Urban Education (the "Center") will position the University of the District of Columbia (UDC) as a leader in the national reform movement and will help fulfill its mission as a land-grant university. The Center will be dedicated to helping students in urban America achieve their full academic and social potential. As a practice-oriented, research-driven, results-focused graduate institution, the Center will work to achieve this mission by:

- developing effective teachers and school leaders for urban schools
- operating high-quality educational programs, including an urban public school
- conducting, applying, and disseminating research aimed at improving student achievement

The need for such a Center is undeniable. Far too many children in Washington, D.C., attend schools that do not adequately prepare them for the world of work or college. Thirty-six percent of District adults are functionally illiterate and fifty percent of that population possesses a high school diploma or a GED. The persistently low academic performance by D.C. students presents UDC with a challenge and an opportunity to become a major player in the District's education reform effort, now and in the future.

Through the Center, UDC will play a vital role in improving student achievement by addressing four critical needs:

a. District Pre-K-12 schools and community-based organizations need more effective educators. Washington, D.C., has a reported graduation rate of below 50%, and consistently ranks at the bottom in state-by-state reports of academic achievement. While there are a variety of factors that account for these unacceptable achievement levels, new research suggests that effective teachers are the single most important school-based factor in improving academic achievement. One study in Texas concluded: "having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low-socio-economic background." As the Education Trust puts it, "Good teaching matters most." Significant progress has been made in recent years as new reforms have been implemented in both public and charter schools. The Center will build upon these successes and help raise student achievement by graduating top-quality teachers and school leaders who are committed to working in the District.

b. The city needs a strong education program at its only public university. As the nation's only urban land-grant university and the District's only public institution of higher learning, UDC has a special responsibility to offer high-quality education programs that prepare

effective, urban-savvy educators who can consistently and systematically raise student achievement. The Center represents the university's recognition of the need for reform and its commitment to building a strong education program that addresses critical needs in the local school system.

c. The nation needs universities to play an integral role in improving urban schools. Although a number of alternative certification and recruitment programs such as Teach For America have emerged in the past two decades, education schools still produce more than 90% of new teachers each year. In order to make a significant impact on student achievement, education schools must improve dramatically.

d. Improving teacher training programs is at the top of the nation's agenda. President Obama and his Secretary of Education have challenged schools of education to dramatically improve their programs and incorporate a series of reforms intended to hold prospective teachers and school leaders to more rigorous academic and assessment standards than ever before. Education Secretary Duncan has admonished university schools of education that "don't attract the best students or faculty. The programs are heavy on educational theory—and light on developing core area knowledge and clinical training under the supervision of master teachers...Student teachers are not trained in how to use data to improve their instruction and drive a cycle of continuous improvement for their students. Many ed schools

do relatively little to prepare students for the rigor of teaching in high-poverty and high-need schools.”

With the Center, UDC will pioneer an approach to align the university’s graduate-level programs with both the needs of local schools and the national movement to reform teacher education. The Center will tailor its programs to meet the demands of high-poverty, high-need schools throughout the District. The Center will be unique in three ways:

- a. Focus on D.C.: As Washington’s only public university, UDC has a mission to meet the needs of the District. No other school in the area focuses primarily on D.C. Public Schools and D.C. Public Charter Schools or has developed a close working relationship customized to meet the needs of both sectors.
- b. Focus on low-performing schools: Few education schools in the country focus on high-need, high-poverty schools, and their failure to do so helps explain the proliferation of alternative programs that attempt to address teacher shortages in such schools. Unlike other education schools in the area, the Center will make low-performing schools its top priority.
- c. Focus on the practice of teaching: Research suggests that theory-heavy education programs do not adequately prepare teachers for the classroom experience, particularly in under-resourced urban schools. By designing the Center to emphasize clinical practice and practical application, UDC will position itself at the forefront of education school reform.

In its initial years, Center programs will focus on three critical areas that the school district has identified as key areas of need:

- a. Linguistic and Cultural Diversity: The demand for high-quality dual language

educators has grown dramatically in recent years as more and more children of immigrants enter District schools and increasing numbers of students who are native English speakers seek to become multilingual. Few teacher education programs or alternative certification programs prepare dual language teachers, leaving a widening gap between demand and supply.

b. Early Childhood Education and School Readiness: A growing body of research suggests that the key to closing the achievement gap is to offer high-quality early childhood education programs. While many alternative certification programs target middle school and secondary content areas, District schools continue to face serious needs in early childhood education - needs that will only increase due to recent "Pre-K Expansion and Enhancement Act of 2008" that mandates that all teachers in early childhood programs have a minimum of a bachelor's degree.

c. Instructional Support and Interventions for Children with Special Needs: Aspiring teachers often do not receive adequate training in special education, leaving them unable to meet the variety of learning needs in their classrooms. The Center will incorporate special education training into all its teacher preparation, master's degree, and leadership development programs.

Through the Center, UDC will offer the following signature programs (parenthesis indicate notional proposed start dates). All programs are contingent upon receiving approval from appropriate university governing bodies and adequate funding to support the programs:

- Urban Teacher Academy (AY 2010-11): The Centerpiece of the Center's teacher education program will be the Urban Teacher Academy, which will offer high-quality programs for both aspiring and in-service teachers. The Academy will consist of three programs, each tailored to different types of teachers: master's degree programs; an Urban Teacher Residency; and professional development sequences.

- Early Childhood Leadership Institute (AY 2010-11): The existing Early Childhood Leadership Institute (ECLI) provides workforce development training and educational support for early care and education practitioners. The goal of ECLI is to improve the social and academic outcomes of young children by engaging early care and education practitioners in a continuing process of professional and leadership development, career advancement, and pedagogical excellence. The ECLI will include:

- a. Project Headway
- b. Director's Credential
- c. DC Early Childhood Higher Education Collaborative
- d. UDC Child Development Center

- UDC Early Childhood Unit (AY 2011-12): Through the ECLI, the Center also will provide the leadership for the development and operation of the Early Childhood Unit, a Pre-K-3 early public school. Students from the Urban Teacher Academy will work alongside mentor teachers in the Early Childhood Program to learn how to provide challenging standards-based instruction within a developmentally appropriate learning environment.

- National Conference on Urban Education (AY 2011-12): The National Conference on Urban Education will bring together scholars, thought leaders, practitioners, policy makers, and school leaders to present research, share best practices, and address issues of serious concern in urban education. This high-profile Conference will help place the Center at the forefront of national discussions on urban education reform.

- Institute for Urban Education Research, Innovation, and Policy (AY 2012-13): Through the Institute, Center faculty will conduct research on student learning, curriculum, pedagogy, and leadership development aimed at improving school operations, raising student achievement, and informing education policy.

- UDC Middle School (AY 2012-13): The UDC Middle School will be a 5-8 school dedicated to academic achievement and public service, with a focus on dual language education. Center faculty members will work in close collaboration with school officials on curriculum design and implementation, program assessment and evaluation, and teaching and learning.

- School Leadership Academy (AY 2013-14): The School Leadership Academy will offer in-service teachers and administrators an intensive, fourteen-month principal residency program designed to prepare each of them to become the principal of a high-need public school.

National Center for
Urban Education

Academics

Early Childhood Leadership Institute

(Exists. AY 2010-
2011)

Project Headway

(AY 2010-2011)

Directors Credential

(AY 2010-2011)

DC Pre-K Collaborative

(AY 2010-2011)

Urban Teacher Academy

(AY 2010-2011)

Master's Degree Programs

(AY 2010-2011)

Urban Teacher Residency

(AY 2011-2012)

Professional Development Sequences

(AY 2012-2013)

School Leadership Academy

(AY 2013-2014)

Urban Principal Residency

(AY 2013-2014)

Master's Degree Programs

(AY 2013-2014)

Research

National Conference on Urban Education

(AY 2011-2012)

Institute for Urban Education Research, Innovation, and Policy

(AY 2012-2013)

Direct Service

UDC Child Development Center

(Exists. AY 2010-
2011)

UDC Early Childhood Unit

(AY 2011-2012)

UDC Middle School

(AY 2012-2013)

As Figure 1 illustrates, the Center will have three primary program areas related to the University's land-grant mission: academics, research, and service. Proposed launch dates are in parentheses.

Figure 1. Program Chart for National Center for Urban Education (Gray shading indicates possible future components, subject to planning and approvals)

2. CONGRUENCE

From its inception as the Miner Normal School in 1851, the University has placed teacher training and educator preparation at the heart of its land-grant mission of academics, research, and service to the community. Consistent with this mission, the National Center for Urban Education is dedicated to developing highly effective teachers, school leaders, and researchers to serve and study in urban schools, particularly in the District of Columbia. The Center will offer affordable, high-quality graduate degrees in education, and it will prepare students for immediate employment in the schools, the next level of education, and a life of learning.

The proposed Center will be both diverse and selective. Recognizing that attracting a diverse, talented pool of applicants will be critical to the Center's success, recruitment will be a top priority for all programs. The Center will seek out top-quality candidates from across the country, with a particular emphasis on the D.C. metropolitan area.

Teaching and academics are central to the Center's mission of helping students in urban America achieve their full academic and social potential. The Center will place a high priority on finding faculty members who not only are recognized experts in their field but also are committed to teaching the next generation of educators. It will seek out master educators and school leaders who have extensive experience in the schools and who have the ability to mentor the Center's students. The Center will offer three academic tracks: the Early Childhood Leadership Institute (ECLI), the Urban Teacher Academy (UTA), and the School Leadership Academy (SLA). The ECLI will offer Project Headway, a Directors Credential, a master's degree program, and the DC-Pre-K Collaborative. The UTA will offer master's degree programs, professional development sequences, and a teacher residency. The SLA will offer a master's degree and certification program and a principal residency.

Research and policy will play a significant role in the Center through the Institute for Urban Education Research, Innovation, and Policy. Taking advantage of the University's location in the nation's capital, the Institute will recruit top-quality research faculty interested not only in studying local schools but also in influencing local and national education policy. Institute faculty members will conduct, apply, and disseminate research aimed at developing effective educational programs, pedagogical practices, and public policies that will raise student achievement levels. The Institute will organize an annual National Conference on Urban Education, which will help place the University at the center of the national discussion on urban education reform.

In congruence with the University's land-grant mission, the Center will make direct service to the community a key part of its operation. The Center will operate high-quality educational programs, including the UDC Middle School that will become a "demonstration school." The school will give University students and faculty the opportunity to learn, teach, and study in a "real world" context, and it will provide a tangible example of how urban schools can consistently raise student achievement.

3. AVOIDANCE OF DUPLICATION OR OVERLAP

The proposed National Center for Urban Education is designed to be a new graduate institution that includes existing, revised, and new programs and does not duplicate or overlap with other programs at the University. The Center will serve as the locus of all the University's education programs, including teacher and school leader preparation, research and policy, and schooling. All faculty members within the Center will be qualified to teach in a graduate institution and will be held to rigorous standards of teaching, research, and service to the University and the community.

The existing programs within the Early Childhood Leadership Institute will be incorporated into the Center, along with the UDC Child Development Center. The rest of the Center's offerings will be new programs that will be phased in during the first five years of operation, pending approval by the appropriate university governing bodies. These new programs do not duplicate any program currently offered at UDC. They include:

- Urban Teacher Academy
- School Leadership Academy
- Institute for Urban Education Research, Innovation, and Policy
- National Conference on Urban Education
- UDC Middle School
- UDC Early Childhood Program

The Center will be a degree-granting entity that will offer a variety of master's level degrees and a doctorate in Urban Education. A revised M.A. in Early Childhood Education program will be included in the Center; the other master's and doctorate programs will be new and do not duplicate any other degrees currently offered at UDC. They will be offered pending approval by appropriate university governing authorities. All master's level programs will incorporate dual language and special education training into the course of study, ensuring that all graduates are prepared to teach in diverse twenty-first century classrooms. Master's degree programs will

include:

- Master of Arts in Teaching (MAT) (see appendix A)
 - Concentration in Art
 - Concentration in Biology
 - Concentration in Chemistry
 - Concentration in Elementary Education
 - Concentration in English
 - Concentration in French
 - Concentration in Math
 - Concentration in Music
 - Concentration in Physics
 - Concentration in Social Studies
 - Concentration in Spanish

- Master of Arts (M.A.)
 - Dual Language Education
 - Early Childhood Education
 - Educational Leadership
 - Reading
 - Special Education
 - Urban Education

- Doctor of Philosophy in Urban Education (Ph.D.)

RELATIONSHIP TO OTHER PROGRAMS

The National Center for Urban Education is designed to work closely with other programs at the University and with education entities throughout the District of Columbia metropolitan area. Students at the Center will be able to take class and/or participate in activities organized by the College of Arts and Sciences, School of Law, School of Business and Public Administration, and School of Engineering and Applied Sciences, and they will use the Learning Resource Center and other campus resources. The Center will also bring to campus the people and resources of the Early Childhood Leadership Institute, thereby generating more student activity and energy and enhancing the visibility of UDC's campus.

The Center will develop a close working relationship with D.C. Public Schools and D.C. Public Charter Schools to insure that it meets the needs of the schools. The schools will benefit in several ways:

- a. Excellent Teachers and School Leaders: The intensive teacher and school leader preparation programs will develop excellent educators with extensive classroom experience and guidance from master teachers. Center graduates will enter their classrooms and schools better prepared to meet the challenges of District school environments.
- b. D.C.-Focused Teacher Preparation: The Center will be focused primarily on preparing teachers for District schools. Special attention will be given to the alignment the Center's instructional practices and clinical experience with the DCPS Teaching and Learning Framework as well as the IMPACT evaluation system. Residents will be work side-by-side with experienced District teachers and they will be encouraged to make a commitment to teaching in the District.
- c. Focus on High-Need Areas: The Center will be designed to be responsive to the needs of the schools and will make a concerted effort to develop educators who can fill

positions in high-need areas such as dual language, special education, and early childhood education.

d. Opportunities for Mentor Teachers: By working closely with experienced master teachers, the Center will offer an important opportunity for teachers to advance their careers without having to leave the classroom. This opportunity will create potential new career pathways and could help retain exemplary teachers at the teaching and learning level.

e. Solid Research on Urban Education: Faculty researchers affiliated with the Center will concentrate their efforts on urban schools in the D.C. area. They will work with teachers and administrators to design, conduct, and disseminate useful research that can help improve student achievement.

5. STANDARDS OF RELEVANT ACCREDITING AGENCIES AND/OR PROFESSIONAL SOCIETIES

The Center will seek State and National Council for the Accreditation of Teacher Education (NCATE) accreditation and approval for all relevant programs. The programs offered through the Early Childhood Leadership Institute are already approved through the National Association

for the Education of Young Children. Most of the proposed programs in the MAT are approved by DCOSSE and Specialized Program Association (SPA) at the undergraduate level. The approval agencies will be notified of the changes and approval will be sought for each of the concentrations. All other M.A. and M.A.T. programs and concentrations within the Urban Teacher Academy will seek approval through the DCOSSE and the relevant Specialized Program Associations (SPA). The new M.A. program in early childhood leadership and administration, as well as the M.A. program within the School Leadership Academy, will seek approval from the National Policy Board for Educational Administrators (NPBEA) and the Interstate Leaders Licensure Consortium (ISLLC).

6. NUMBER OF STUDENTS IMMEDIATELY AFFECTED AND PROJECTED ENROLLMENT

The launch of the National Center for Urban Education will not affect undergraduate students currently enrolled as majors within the existing Department of Education. Projected enrollment for the Center is illustrated in Table 1:

Program

2010-11

2011-12

2012-13

2013-14

2014-15

Early Childhood Leadership Institute

200

250

300

350

400

Urban Teacher Academy

10

35

60

85

100

School Leadership Academy

0

0

0

15

15

Institute of Urban Education
Research, Innovation, and Policy

0

5

5

5

5

Totals

210

290

365

455

520

Table 1: Projected enrollment for the National Center for Urban Education

7. EFFECT ON STUDENT DEVELOPMENT, EMPLOYMENT, OR PROGRAM EFFECTIVENESS

The National Center for Urban Education will have a significant impact on student development and employment opportunities. The establishment of the Center will offer new programs, expand upon our current offerings, and align our programs with D.C. Public Schools. The addition of new, top-quality faculty members and the creation of intensive programs such as the Urban Teacher Residency and the School Leadership Academy will enhance the University's reputation and raise the program's visibility locally and nationally, which will help the Center attract stronger applicants and faculty members.

Completing the required coursework through the Early Childhood Leadership Institute, the Urban Teacher Academy, the School Leadership Academy, or the Institute for Urban Education Research, Innovation, and Policy will prepare students for careers as educators throughout the educational system, from birth through 12th grade. They will be able to choose from a range of career options, including early childhood center teachers and directors; pre-K-12 teachers; school administrators and principals; education researchers and consultants; and education policy analysts. While most of these positions can be found within the public sector, there also are growing opportunities in private and non-profit educational organizations.

Despite the current economic downturn, education remains a high-demand field. The U.S. Department of Education estimates that a million new teachers will be needed in the next five years. But as D.C. Public Schools and Public Charter Schools (as well as other school districts across the country) increase accountability standards and raise expectations for new hires, they will demand more of applicants. Undergraduate degrees in education are no longer sufficient for employment in most districts. Even having a master's degree in education will not be enough to differentiate applicants; employers will look for the kind of practical experience that Center programs will offer. By offering intensive, practice-oriented, research-driven, results-focused graduate programs, the Center will help aspiring and experienced educators develop the knowledge, skills, and attributes needed to significantly improve student achievement. These enhanced qualities will make them more marketable, particularly in high-need urban districts such as the District of Columbia.

8. ADEQUACY AND APPROPRIATE QUALIFICATIONS OF CURRENT FACULTY AND SUPPORT STAFF

To fulfill the vision of the National Center for Urban Education, the University must hire a top-quality dean to run the Center. The University also must commit to hiring faculty with recognized expertise, experience, and qualifications in a variety of fields. As a graduate institution, the Center will adhere to standard criteria for hiring faculty members: a terminal degree in an appropriate field and a research program capable of garnering external funding and attracting graduate students. In addition, the Center will look to hire part-time adjunct practitioners to serve as coaches and mentor teachers and school leaders for the residency programs.

9. ADEQUACY OF CURRENT FACILITIES (OFFICES, CLASSROOMS, LABS, ETC.)

The current facilities in use in Building 38 are inadequate for the vision of the National Center for Urban Education. To fulfill the vision, the Center will need at least the following:

- Additional office space to expand existing office suites and accommodate new faculty members and researchers
- Additional classroom and office space to house the Early Childhood Leadership Institute
- Renovation of existing classrooms in Building 38 to become interactive learning environments with state-of-the-art technology

Any additional resources will be requested as necessary.

10. ADEQUACY OF SUPPLIES AND EQUIPMENT

In an era of "data-driven" reform and "value-added" evaluation systems in education, the faculty and students of the National Center for Urban Education must be fully equipped with technology that meets national standards. All faculty and students must have access to high-speed computer hardware and data management software designed for student assessment and evaluation. The Center will use existing office equipment and supplies such as photocopiers, fax machines, telephones, etc. Any additional resources will be requested as necessary.

11. ESTIMATED COSTS, AVAILABLE FUNDS, AND PROBABLE FUNDING SOURCES

Costs associated with the proposed Center will include: salaries and benefits for faculty, staff, and researchers; stipends for mentor teachers and other personnel associated with the residency programs; professional services such as outside evaluation and training programs; office supplies and equipment; maintenance and repair of equipment; and travel to major meetings and conferences. During the start-up phase of operation, the Center will use Title III funding authorized by the provost and the president. As current undergraduate students in the Department of Education complete their studies or exit from the program, that department will phase out of existence and the Center will assume control of its faculty lines and budget.

In addition to University funding, the Center will seek to attract external funding from a variety of sources. One potential source is the federal government, which funds teacher training through its Teacher Quality Partnership, the Fund for the Improvement of Postsecondary Education (FIPSE), Race to the Top, and other grant programs. A FIPSE earmark request, including \$275,000 to launch the teacher residency program, currently is in Congress and has earned the support of influential Appropriations Committee members. The Center also will seek funding from the D.C. City Council and the D.C. Public School system.

To supplement public funding, the Center also will target private foundations that are committed to improving urban school and raising academic achievement. The most successful urban education centers and teacher residency programs, including the University of Chicago's Urban Education Institute and the Boston Teacher Residency, attract significant funding from national foundations such as the MacArthur Foundation, the Joyce Foundation, and the Walton Family

Foundation. The Center also will target local foundations and the local business community. As a center of political and philanthropic activity, D.C. is home to a number of important local foundations that focus specifically on improving the city's education system and quality of life, including the Phillip L. Graham Fund, the Meyer Foundation, and CityBridge Foundation.

12. ADEQUACY OF SUPPORTIVE LIBRARY AND TECHNICAL RESOURCES

The University's library is sufficient to support the revised and new academic research programs proposed for the National Center for Urban Education. The UDC Library offers ALADIN (Access to Library and Database Information Network), which is an online collection of e-journals, databases, library collections, archives, and a wire service. Students enrolled in the Center also will have access to the Washington Research Library Consortium (WRLC), a regional resource established by nine universities in the Washington area. Through WRLC, students and faculty have access to all nine universities' library collections and digital archives, thereby multiplying the available resources for teaching, learning, and research. Any additional resources necessary for new programs will be requested as needed.

APPENDIX A

PROPOSAL FOR NEW MASTER OF ARTS IN TEACHING

For Elementary and Secondary Education Programs

Summary of Proposal

The UDC Master of Arts in Teaching program is a new program in the National Center for Urban Education. This program has been developed to address the unprecedented need for competent, enthusiastic, and reflective teachers, particularly in urban settings. The program incorporates an intensive field-based component in all programs to develop insightful, reflective, and effective teachers. The MAT will offer a unique opportunity for career changers and graduates from content area programs at the baccalaureate level to earn a master's degree and acquire teacher certification simultaneously, within a maximum of seventeen months. While there are other universities in the area offering MAT programs, UDC's MAT program will be particularly attractive because of its emphasis on Dual Language and Special Education, which run throughout all concentrations.

The MAT is a 32 credit hour umbrella program with eleven concentrations proposed for implementation in January 2011. All concentrations share eleven credits across three major strands: General Pedagogy; Language and Literacy; and Curriculum and Instruction. Along with University admission requirements, the MAT program will have additional requirements such as qualifying scores on Praxis 1. To earn their degree, students must earn a 3.0 grade point average for their required courses.

A. TYPE OF REVIEW

This proposal is for review and approval of a new program, the University of the District of Columbia Master of Arts in Teaching (MAT), by the appropriate Academic Committees and the Board of Trustees. The program will use all the appropriate approved courses that currently exist

in the university's catalog, as well as new courses to meet the need of the new National Center for Urban Education.

B. DESCRIPTION OF PROGRAM

Overview

The MAT program will address the unprecedented need for competent, enthusiastic, and reflective teachers, particularly in urban settings. It will answer the challenge of Secretary of Education Arne Duncan and the American Association of Colleges for Teacher Education to develop teacher education programs that go beyond providing theoretical knowledge in a college classroom to a model where intensive clinical experience in K-12 settings is the primary medium for learning to teach. The program is designed to assist in the recruitment and initial certification of teachers in the D.C. metropolitan area, particularly career changers and for individuals who are interested in making teaching a career but whose undergraduate degrees did not prepare them for teaching. Upon completion of the MAT program, graduates will become eligible for certification in Elementary Education (grades 1-6) or to teach in secondary schools in the disciplines of English, foreign languages, social studies, mathematics, and natural sciences (biology, chemistry, and physics) as well as the K-12 areas of art and music. The MAT is a

program option that begins each semester. Successful candidates receive certification eligibility and the degree of Master of Arts in Teaching (MAT) within seventeen months.

Aimed at pre-service and novice teachers, the MAT program will offer classroom experience supported by intensive coaching and continual professional development. As a result, graduates of the MAT will be able to create effective learning contexts for all children and significantly improve student learning, growth, and development. Among the standards that will provide a framework for the UDCMAT program are:

- The Interstate New Teacher Assessment and Support Consortium¹ ;
- The District of Columbia Public School Teaching and learning framework²;
- The National Board of Professional Teaching Standards³ , and;
- Specialized Program Association (SPA) standards⁴.

1

http://www.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/

2

<http://dcps.dc.gov/DCPS/Files/downloads/TEACHING%20&%20LEARNING/Teaching-Learning-Framework/DCPS-Teaching-Learning-Framework-September-2009.pdf>,

3 <http://www.nbpts.org/>),

4 <http://www.ncate.org>

Philosophy

The National Center for Urban Education at the University of the District of Columbia prepares educators to be educational leaders, effective collaborators, reflective practitioners, lifelong learners, and facilitators of change in a diverse environment. We embrace the following philosophical principles:

1. The preparation of educators requires rigorous programs of study that recognize that effective teaching is a complex act based on deep understanding of pedagogy, learning,

learners, context, and content, as well as how these areas interact in the teaching-learning process.

2. The best way to prepare effective teachers is to place them in immersive, field-based programs in which they have the opportunity to observe excellent teaching and develop their craft with guided feedback from top practitioners.

3. In the diverse settings in which our graduates will teach, all educators must develop the ability to teach all children, including those with special needs and students who require dual language programs.

4. Newly-trained teachers must be mentored and supported during their first two years of teaching to help them improve as instructors and navigate the landscape of school and classroom.

Candidate Learning Outcomes

The MAT is dedicated to providing training to prospective teachers who will demonstrate the ability and expertise to help all children achieve their full academic and social potential, particularly those most at risk for school failure. Upon completion of the program teachers will be able to teach within the DCPS teaching framework and the IMPACT evaluation system. To ensure the success of children in urban environments, MAT graduates will:

1. Be knowledgeable about the subject matter they teach;

2. Create classroom environments that foster purposeful learning in which all children are encouraged to explore, be creative, and learn to become self-directed individuals;
3. Establish classroom environments in which all children are respectful of self, each other, and the adults in their lives;
4. Engage and connect with all children in their classrooms by treating them with respect, holding them to high standards, and instilling in them the belief that they can achieve at high levels;
5. Be knowledgeable about children's cultures, backgrounds, and language and actively integrate this knowledge into their teaching;
6. Respect the language of the families they serve and have knowledge of its background and values while modeling mainstream American English and requiring students to show mastery of the same;
7. Employ up-to-date educational scholarship in the classroom and utilize cutting-edge instructional technologies that improve student learning;
8. Plan and implement data-driven differentiated curriculum based on student's needs;
9. Design and implement integrated curriculum units of study; and
10. Use a range of assessment strategies to monitor student progress and develop differentiated teaching and learning strategies.

Program Entry Requirements

The MAT will give career changers and graduates from content area programs at the baccalaureate level the opportunity to earn a master's degree and acquire teacher certification simultaneously. Admissions of students will be in January and May. The program is designed to enable students admitted either January or May to complete the program by May of the following year. To be accepted into the MAT program, candidates must meet all university admission requirements as stipulated in current Graduate Bulletin. In addition, the applicant must:

1. Have earned a minimum of 2.8 undergraduate grade point average calculated on all work attempted in which letter grades were awarded;
2. Have earned a minimum required score for the District of Columbia on the Praxis

Reading, Writing, and Mathematics. Applicants may be accepted as provisional students without having passed Praxis 1, but must do so within the first semester on the program.

3. Submit two letters of recommendations including one academic or professional letter and one letter from someone who can evaluate the applicant's dispositions to be a teacher.

4. Provide verification of health and security clearances as required by DCPS.

Those applicants meeting the above criteria will be invited for an interview with the graduate committee for the program and asked to demonstrate written and oral communication ability and instructional technology literacy. The deadline to apply and submit applications and supporting materials is October 15 for January admission and February 15 for May admission.

Program Exit Requirements

In addition to university exit requirements, teacher candidates must take the relevant Praxis 2 Content and Pedagogy examinations before they are eligible to graduate. Candidates will be advised to take the content examination during the first semester of the program and the

pedagogy examination while they are completing internship. Pedagogy courses and internship will assist candidates in preparing for the pedagogy examination. They also must have a 3.0 grade point average for all their required courses.

Program Concentrations

The MAT will be an umbrella program with several concentrations. Some of the concentrations have been shifted from undergraduate certification programs which have been state or nationally approved into the graduate level. Others are added and the relevant external approvals which will enable graduates to apply for certification in the District of Columbia or in other jurisdictions, will be sought after the concentrations are approved by the university.

Concentration

External Approval Status

Elementary National

Art State

Music State

English State

Foreign languages (French and Spanish) National

Social Studies State

Math National

Chemistry New program, will seek approval

Physics New Program, will seek approval

Biology New Program, will seek approval

(Other concentrations including Adult Education, Special Education, Computer Science, and other foreign languages will be added over the next two years.)

Elementary Education Program of Study and Requirements

Candidates holding an undergraduate degree in Liberal Arts/Studies, Human Development, Psychology, Sociology, Urban Studies, History, Math, English or any of the natural sciences will progress through three curriculum strands in the MAT for teaching Elementary grades 1-6: General pedagogy/ educational foundation (7 credit hours); Language and Literacy (7 credit hours); and, Curriculum and instruction/content pedagogy (15 Credit hours) along with 3 credits from a relevant content area and 3 credits of electives. All applicants to the elementary education concentration will be required to pass the Praxis 2 Content Area test. Courses in the outline of the curriculum shown below are closely aligned with ACEI SPA standards and requirements, INTASC standards and DCPS Teaching and Learning framework. Upon completion of the 32 credit hour program, graduates will be eligible for initial teacher certification and a Masters degree.

- General pedagogy/ educational foundation (7 credit hours)
 - Introduction to Teaching (1)
 - Human Behavior and Learning in diverse classroom settings (3)
 - Teaching in Inclusive Classrooms (3)

- Language and Literacy (7 credit hours)
 - Guiding Principles of Dual Language Education (1)

- Teaching Dual Language Learners (3)
- Literacy and reading 1 (1) (practical introduction to issues in language development and literacy)
- Literacy and reading 2 (2) (strategies for enhancing)

Curriculum and Instruction/Content Pedagogy (15 Credit hours)

- Curriculum Methods of Math, Science and Technology in Elementary Schools (3)
- Integrating Creative Arts, Health and Physical Education in elementary classrooms (3)
- Curriculum methods of Language Arts and Social Studies (3)
- Data Driven Pedagogy (with Internship and Capstone project) (6)

3 Credits of elective: Elective must be chosen from a graduate content area course

(See Appendix A(1) for sequence of courses by Semester)

Secondary Education Program of Study and Requirements

All applicants must have an appropriate background to teach in their subject area:

- English applicants should have a Bachelor of Arts in English or a related area.
- History/social studies applicants should have a Bachelor of Arts with a major in history or a social science field (excluding psychology) and should have completed a minimum of three courses in history. Those with related majors will require a transcript evaluation from the graduate studies committee.
- Science applicants should have a Bachelor's degree in biology, chemistry, engineering/physics, or some other closely related field.
- Math applicants must have an undergraduate degree in math or another closely related field. Applicants without a math degree will be required to have a transcript evaluation done by the graduate studies committee and may be required to take relevant content courses at the undergraduate level.
- Music applicants must have an undergraduate degree in the relevant area of music.

- Art applicants must have an undergraduate degree in a relevant area of art.

No teaching experience or coursework in education is required. Applicants who have not earned an undergraduate degree in the content area must show that they have earned 33 credit hours of courses in the content area and pass Praxis 2 in the relevant content area. Applicants who do not hold an undergraduate degree in the content area in which they would like to teach, or who do not have 33 credit hours of courses relevant to the content they wish to teach, may be required to take pre-requisite courses in the content area at the undergraduate level, before they are fully approved for admission to the program.

The MAT program will consist of three major strands:

- General pedagogy/ Educational foundation (7 Credits)
 - Introduction to Education (1)
 - Human Behavior and Learning in diverse Classroom settings (3)
 - Teaching in inclusive Classrooms (3)

- Language and literacy (7 credits)

- Reading in content area (3)
 - Guiding Principles of Dual Language Education (1)
 - Teaching dual language learners (3)
- Curriculum and Instruction/Content Pedagogy (18 Credits)
 - Teaching and Learning in Urban Classrooms (3)
 - Curriculum Methods in the Content area (3)
 - Data Driven Pedagogy (with Internship and Capstone project) (6)
- 3 Credits of Advanced course in the subject area is required
- Elective (3): Elective may be chosen from Special Education or Speech and Language courses.

Upon completion of this 32 credit hour program, graduates will be eligible for initial teacher certification and a Masters of Arts in Teaching degree.

See Appendix A(1) for program layout by semester

First Year Out: Mentoring

The MAT will include a full academic year of mentoring after candidates graduate from the program. Problems first year teachers face in unsupportive school settings frequently culminate in frustration and teacher turnover. This mentoring year is designed to give continuous support and guidance to first year teachers, increase job satisfaction, and reduce premature withdrawal from the profession. The mentoring year will be planned in collaboration with the school in which the graduate is employed. Candidates who complete the Master's degree, receive initial certification, and are employed as fully certified classroom teachers in an urban classroom (a condition for continuing in the program) will be required to enter the mentoring phase of the program. The focus of the mentoring year will be on classroom management and data-driven

decision making. Mentoring will be highly individualized with a school-based focus. Adjunct instructors will be recruited from the collaborating schools to be mentors for the first year teachers.

C. FEASIBILITY

While the MAT program is a concentration of education courses that meet the requirements for state licensure, it also emphasizes advanced course work in a specific academic discipline to enhance students' knowledge in that subject area. Generally there are two models that (MAT) degrees follow: a 5th year model in which students spend one year extra beyond their bachelor's degree to earn a Master's degree and an initial teaching license; and a Flex program that usually offers courses during weekend and evening to accommodate professionals who are changing careers and also uncertified teachers who are in teaching positions. The MAT degree is particularly beneficial to secondary school teachers because it allows them to focus on subject area knowledge in their undergraduate program and then acquire pedagogical skills in their graduate studies. The MAT program will have flexible scheduling of classes which will enable candidates attending full time to complete the program within 3 semesters.

C.1. Demonstration of need

The field of teaching and teacher education is constantly evolving to meet the needs of the world's increasing and diverse population of students. In order to remain relevant and successful, teacher education programs in Institutions of Higher Education (IHE) must always strive to keep abreast of their non-IHE counterparts, local and national school district needs, teacher education trends, and technological advancements in schools. The University of the District of Columbia is proposing this MAT program in response to national trends in teacher education and the needs of local school districts.

The overall demand for teachers in the District of Columbia is high. In 2009, the Office of the State Superintendent of Education, Division of Educator Excellence, reported that there were 1777 non-licensed, non-highly qualified teachers employed full time in DC public schools. Area IHEs have been unsuccessful in producing the number of teachers needed or in providing flexible and relevant programs to fill this growing need for fully licensed teachers. Even more compelling is that in recent conversations with the National Center for Urban Education, DCPS officials identified Special Education and Dual Language as two of the major areas of need in District schools. UDC currently offers certification programs at the undergraduate level (though that is being phased out) and there are 53 students enrolled in undergraduate certification courses. Each year the department answers an average of 25 inquiries and only about 5 to 8 of the inquiries seek admission to the University. When follow up is done, some of the major reasons given for not seeking admission to UDC certification programs are:

- Prospective students making inquiries do not wish to take additional undergraduate courses in order to get certified. With graduate courses plus certification, teachers are remunerated at a higher level than with certification only.
- Students taking courses towards certification are admitted as students not seeking a degree or undeclared and upon completing the program do not receive recognition for completing a program from the University.
- There are far too many credits required for certification through the undergraduate route,

because the undergraduate route is essentially a part of the Bachelors degree program.

C.2. Congruence with Unit Objectives and University Mission

The National Center for Urban Education, in which the program will be housed, is dedicated to helping young people in urban America achieve their full academic and social potential. As a practice-oriented, research-driven, results-focused graduate unit, the Center works to achieve this mission by:

- developing effective teachers and school leaders for urban schools
- operating high-quality educational programs, including an urban public school
- conducting, applying, and disseminating research aimed at improving student achievement

The MAT is a direct avenue through which the Center can achieve its proposed mission. The program will serve to strengthen and broaden the Center's role in the community and further strengthen the University's land grant obligation of meeting public needs.

C.3 Avoidance of Duplication

There is no Master of Arts in Teaching program currently existing at the University. Across the District of Columbia there are several institutions that have such programs, including:

- Trinity University: MAT Elementary, English and Social Studies
- George Mason: Art Education
- George Washington: Master of Arts in Education and MAT in Museum Education
- American University: art, biology, chemistry, dance, drama, English, French, German, health, mathematics, music, physical education, physics, social studies, Spanish, or theatre.
- Howard: MAT Early Childhood Education

UDC proposes to make its program unique by tailoring it to prepare teachers who are competent in special education and dual language environments. In addition to specific courses in these two areas, all courses will be immersed in practical classroom experiences.

C.4. Relationship with other programs

The MAT program will develop a close relationship with undergraduate programs to ensure that students who are interested in becoming teachers are identified during their junior year and mentored towards preparing for admission to the program. Additionally, the program coordinator will advise undergraduate programs on content courses that are relevant and necessary for undergraduate students to take in their majors if they aspire to becoming teachers. The content area courses required by the different concentrations will be negotiated and scheduled with the other appropriate graduate programs.

C.5. Standards of Relative Accrediting Agencies or professional Society

Seven of the ten proposed concentrations have external approval at the undergraduate level. The Accreditation Coordinator in the DC Office of the State Superintendent of Education has assured us that OSSE will work with us to have a smooth transition of the programs from undergraduate to graduate level. After State approval is acquired for these concentrations we will seek national approval. New programs will be submitted for consideration of State approval as soon as they are approved by the University.

C.6. Students immediately affected

Students immediately affected are those who are currently taking courses at the undergraduate level towards certification. If they wish, these students' transcripts will be evaluated and they will be able to take the additional courses to attain certification. However, they will not be awarded a masters degree. Upon completion of the requirements for certification and passing the relevant Praxis II examination, their certification documents will be signed. Students who complete an undergraduate degree here at UDC, and who wish to enroll in the MAT program will be allowed tuition waiver.

C.7. Projected enrollment

We anticipate that for the first year we would enroll approximately ten students across masters' program options. Throughout this Spring 2010 semester the department had more than fifteen inquiries about certification and of that number thirteen show interest in the MAT program. In addition, there are three students currently taking undergraduate education courses and who are awaiting admission to the MAT.

C.8. Effect on students

MAT students will be immersed into direct pedagogical experiences. All students will be required to complete at least 850 clock hours of field work, most of which will be arranged with DC public schools. Where students are not employed in DC public schools, field placements will be arranged. Otherwise, a Memorandum of Agreement will be developed with schools employing MAT students to stipulate the role of the school in supporting the teacher candidate for field placements coursework. A strong clinical component in the program enhances candidate development within K-12 classroom settings.

C.9. Adequacy of appropriate qualified faculty and support staff

Qualification and expertise of faculty currently teaching in the Department of Education will be evaluated. MAT faculty will be expected to have a terminal degree in an appropriate field as well as a research program capable of garnering external funding and attracting graduate students. The Washington area is fortunate to have many highly educated, successful professionals, some of whom have already taught as adjuncts faculty at the University and who are available to teach in and assist with the assessment of the program as well as participate in the future development of concentration. University commitment to employing new faculty as the program grows is necessary in order to sustain the program and satisfy accrediting regulations.

C.10. Adequacy of facilities

UDC continues to have challenges in space facilities, both in quantity and quality. However, a number of buildings and classrooms are undergoing renovation or scheduled for renovation. Scheduling is often difficult at the most desirable times, and many graduate classes have been relegated to 7-10 PM time slots that are not the most desirable for students arriving from work. Therefore, it is intended that creative scheduling be considered, including weekend and summer as well as half semester staggered schedules.

C.11. Adequacy of supplies and equipment

No specialized equipment is anticipated. Any additional resources necessary for new programs will be requested as needed.

C.12. Estimated costs, available funds and probable funding sources

Costs associated with the MAT program will comprise largely of personnel, office equipment, and technology. It is estimated that at least three full time faculty will be needed to start the program; one for Education Foundations and two for pedagogy (Secondary and Elementary). Adjunct faculty may be utilized to teach many of the courses proposed. Funding for the program will be sought from all available sources including US Department of Education teacher quality grants, DC Office of the State Superintendent of Education and private foundations.

C.13. Adequacy of Supportive Library and Technical Resources

Increasingly all students, but particularly adult and graduate students, will utilize electronic and online resources, as well as the consortium holdings. The UDC library also has full-text contracts that supplement other resources.

D. Proposed date of Implementation

The proposed date of Implementation is January 2011.

Appendix A (1)

Sequence of Courses for each Concentration

Elementary

Secondary

Semester 1 Semester 1

Introduction to teaching (1) Introduction to teaching (1)

Human Development and Learning (3) Human Development and Learning (3)

Guiding principles of Dual Lang. Ed. (1) Guiding Prin of Dual Lang. Ed (1)

Teaching in Inclusive Classrooms (3) Teaching in Inclusive Classrooms (3)

Literacy and Reading 1 (1)

Total 9 credit hours Total 8 Credit hours

Semester 2 Semester 2

Curriculum Methods LA & SS (3) Teaching and learning (3)

Teaching Dual lang Learners (3) Teaching Dual Lang. Learners (3)

Literacy and Reading 2 (2) Content area reading skills (3)

Content Elective (3) Content course (3)

Total: 11 Credit Hours Total: 12 Credit Hours

Semester 3 Semester 3

Integrating Creative Arts (3) Curriculum Methods (3)

Curri. Method of Math & Science (3) Elective (3)

Data Driven Pedagogy (6) Data Driven Pedagogy (6)

Total 12 Credit Hours Total 12 Credit hours

