



AMERICAN UNIVERSITY
W A S H I N G T O N , D C

OFFICE OF THE PROVOST

October 26, 2022

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

SUBJECT: APPLICATION FOR AN ADDITIONAL, NEW LOCATION

Dear MHEC Team,

Please find attached American University's application for an additional, new location for instruction in Baltimore, MD.

American University currently has MHEC approval to provide instruction at Mergenthaler Vocational-Technical High School, 2500 Hillen Road, Baltimore, MD 21218.

This application is to add an additional, new location for summer semester instruction starting in summer 2023 at the Maryland Institute College of Art (MICA), 1300 W. Mount Royal Avenue, Baltimore, MD 21217.

American University has approval from the Middle States Commission on Higher Education to offer instruction at this additional, new site.

Sincerely,

Ellen Klene

Senior Director of Contracts and Administration

eklene@american.edu

OFFICE OF THE PROVOST

4400 MASSACHUSETTS AVENUE NW WASHINGTON DC 20016-8061 202-885-2127 FAX: 202-885-2195

TABLE OF CONTENTS

FRONT POCKET	Application Fee
TAB 1	Application for Additional New Location
TAB 2	II. Supporting Documentation 1. Catalogs
TAB 3	II. Supporting Documentation 2. Accreditation
TAB 4	II. Supporting Documentation 3. Registration
TAB 5	II. Supporting Documentation 4. Certificate of Compliance – Fire and Safety
TAB 6	II. Supporting Documentation 5. Board of Trustees Resolution of Financial Solvency
TAB 7	II. Supporting Documentation 6. Advertisements
TAB 8	II. Supporting Documentation 7. Teach-out-Plan
TAB 9	II. Application 1c. Student Population
TAB 10	II. Application 2. Educational Need
TAB 11	II. Application 3. Administrative Staff
TAB 12	II. Application 4. Faculty
TAB 13	II. Application 6c. Students' Rights and Responsibilities
TAB 14	II. Application 6d. Student Grievance Procedure
TAB 15	II. Application 7a. Certificate of Compliance

OOS RENEWAL

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

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

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

Mergenthaler Vocational-Technical High School, 2500 Hillen Road, Baltimore, MD 21218
This application is for a new location at Maryland Institute College of Art (MICA),
1300 W Mount Royal Ave
Baltimore, MD 21217

PROPOSED START DATE OF CONTINUED OPERATION. June 1, 2023

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

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: American University

Web Address: www.american.edu

OPEID Code: 00143400

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

Chief Executives Officer: Sylvia Burwell

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

Telephone: 202-885-1000

Email: president@american.edu

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

Name: Ellen Klene

Title: Senior Director of Contracts & Administration

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

Telephone: 202-413-7951

Email: eklene@american.edu

***** CERTIFICATION *****

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

<u>10/11/2022</u> Date	<u><i>A. M. Burwell</i></u> Signature of Chief Executive Officer
---------------------------	---------------------------------------------------------------------

Please Submit All Information To:

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

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

I. DURATION OF APPROVAL

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

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

Yes, we wish to be approved for _____ years.

II. SUPPORTING DOCUMENTATION

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

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

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

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

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

II. APPLICATION QUESTIONNAIRE

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

1. Programs.

➤ **CURRENTLY OFFERED PROGRAMS.**

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

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

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
N/A - this is an application for a new location				

➤ **NEW PROGRAMS**

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

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

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

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

This information was provided in the catalog

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

See Attachment 1c. Student Population

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

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

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the

State or region, marketing studies done by the institution or others, and material from professional and trade associations.

See Attachment A-2: Educational Need

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

See Attachment A-2: Educational Need

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

See Attachment A-2: Educational Need

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

Yes No

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

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

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

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

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

For the Masters of Art in Teaching - Urban Teacher program, AU will have a program director and program coordinator for the Maryland site. The program coordinator who will be on-site routinely to handle academic administration including, but not limited to, financial aid, registration, and maintenance of academic records and degree audits. Additionally, the program is supported by the Assistant Dean of Academic Administration at the main campus in Washington, DC. The academic administration work will be through the AU enterprise system Colleague.

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

Dr. Carolyn Parker, MAT Program Director
Victoria Cotton, MAT Graduate Program Coordinator
ClarettaMcDaniel, Assistant Dean of Academic Administration
CVs are attached under "A-3: Administrative Staff"

4. Faculty

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

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

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

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

See Attachment A-4: Faculty

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

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

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

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

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

American University Library provides access to approximately 900,000 volumes of physical books, media, and serials, and approximately 1.1 million digital resources, including ebooks, electronic databases, streaming media, and serials. Because of the growth in online programs in the School of Education, digital materials are prioritized in collection development whenever possible. The library makes an effort to

purchase all required texts for courses and has a robust Course Reserves program where these texts are made available. Physical items can be requested to be digitized and placed in E-Course Reserves. The library uses a proxy authentication system to ensure that only AU affiliated members are able to access electronic materials. Users use the same AU username and password that they use to gain access to the AU web portal. The library provides access to 591 electronic databases, with 50 databases of particular interest to those who are doing research in education. These include the following:

ERIC (Educational Resources Information Center)

Sponsored by the U.S. Department of Education to provide extensive access to education- related literature, ERIC provides coverage of journal articles, conferences, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books and monographs, with coverage from 1966 to the present.

Education Source (EBSCO)

Abstracts and indexes 2,850 academic periodicals, with 1,800 full text journals. Coverage is from 1929 to the present.

Education Database (ProQuest)

Abstracts and indexes over 900 education journals, many in full-text. Coverage is from 1988 to the present.

JSTOR: The Scholarly Journal Archive

Provides access to more than 12 million academic journal articles, books, and primary sources in 75 disciplines.

In addition to the materials that are owned or licensed by AU Library, AU students, faculty, and staff also have access to the collections within the Washington Research Library Consortium (WRLC), which is a non-profit corporation established to support and enhance the library and information services of universities in the Washington, DC metropolitan area. WRLC members include the following universities: Georgetown University, George Washington University, Howard University, The Catholic University of America, Gallaudet University, George Mason University, Marymount University, The University of the District of Columbia, and American University. WRLC libraries coordinate closely on collections, collaborate on infrastructure for discovery and access, and work to ensure long-term preservation of physical and digital information resources. All of the physical materials within WRLC member libraries, which number 31.4 million volumes, are available to AU students, faculty, and staff, whether they are on campus or remote. If someone would like to request a physical item from any of the WRLC libraries, and they are not able to pick up the items from on campus, AU Library will mail the items to them at no charge (up to five items at a time). Users are responsible for mailing the items back to the library. More information can be found here: <https://www.american.edu/library/services/online.cfm>.

AU Library maintains usage statistics of all physical and electronic materials that are used by library patrons. Circulation statistics are kept for all physical materials. Standardized Usage Statistics Harvesting Initiative (SUSHI) protocol is used to maintain usage statistics for ebooks, streaming media, and electronic serials through COUNTER reports (Counting Online Usage of Networked Electronic Resources) when available. Otherwise, if a vendor provides statistics only on request, these are requested annually and manually included in the library's usage statistics.

The Education Librarian provides information literacy instruction in-person and online, in consultation with course instructors. The instruction is tailored to the course and assignment objectives. The Education Librarian has created online research guides on how to conduct education-related research. These guides can be included in a course's Learning Management System. The library also has a subscription to the database CREDO Instruct, which includes video and web-based tutorials and quizzes on basic concepts in information literacy. The library also has a dedicated instructional designer and instructional media coordinator who will be available to create customized information literacy tutorials as the need arises.

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further,

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

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

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

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

The MAT-Urban Teachers students in Baltimore will have the same access to student services that all graduate students at American University have. The School of Education has graduate programs in both online and on-campus modalities. We have spent considerable time ensuring that our on-campus students and online students have equitable student services. By adding distance learning students, we will utilize the same model for equity.

- 1) Financial Aid- All graduate students are assigned a counselor by last name. Counselors are available online. Additionally, the School of Education hosts two financial aid webinars each academic year.
- 2) AU Central is the University's centralized student information center and helps students with registration, accounts payable and other information. AU Central is accessible online.
- 3) Student Health and Counseling Center are available to all students. For students that are out of state, both offices will provide initial intake and recommend local offices. The university also has a new ONE application that centralizes mental health support.
- 4) Career Center - The School of Education has assigned Career Center staff who guide SOE students through career options in education and prepares students through virtual resume and interview assistance.

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

Student records are electronic and maintained in AU's enterprise system Colleague (security statement/policy from OIT) in compliance with FERPA and in accordance with AU's Information Technology Security Policy. <https://www.american.edu/policies/information-technology/index.cfm>

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

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

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

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

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

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

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

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

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

The classroom space is already outfitted with projectors and speakers for classroom use. The campus has WIFI available for student and faculty use.

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

Fire and Facility Inspection: MICA performs annual building inspections on all the buildings on campus. In addition to annual building inspections and maintaining event specific permits related to gatherings/combustibles in designated areas, Environmental Health & Safety (EHS) is the steward for all campus wide life safety systems and performs numerous services for these systems as required by Federal, State, and local regulations, as well as in conjunction with best practices from the National Fire Protection Association (NFPA). The Maryland College of Art is fully compliant and regularly performs these routine inspections, tests, and ongoing maintenance to ensure that all campus buildings are safe, and that fire protection and detection systems are operative. Each building has a unique set of testing criteria based on processes/equipment. Regarding the classroom space specifically, the current life safety/fire systems schedule utilized with third party validation is detailed below. A comprehensive Annual Fire Alarm and Wet Sprinkler Inspection was completed in July 2021, which showed that the system was fully operational with no defects.

Quarterly Sprinkler Inspection
Semi-Annual Novec Suppression System Inspection
Annual Backflow Preventer Testing
Annual Portable Fire Extinguisher Inspection c/monthly checks
Annual Fire Alarm and Sprinkler Inspection
Bunting Center Evacuation Plan
Bunting Center Repair and Inspection Schedule
Fireline Sprinkler System Report on Bunting Center

Maintenance Work System and Schedule: Janitorial services are provided daily on all business days. The building chiller plants are monitored 24/7 by a designated building engineer. All air filters are changed quarterly and the building generator is maintained regularly.

Security Protocols: MICA has on-site security at each of its building locations as long as occupied, including the classroom buildings and 24/7 security in all living spaces. Staff, faculty, and students are required to show a MICA ID to the campus security to gain access or use the key fob to enter. In addition, the building and parking lots are monitored by cameras.

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

In addition to the classroom space, the MICA Bunting Center offers office space for faculty and staff, a printing center, and a café. In addition to office space, there is also conference space in the Gateway Building. Overall, the campus has more than 20 buildings as well as parking for faculty and students in nearby lots or garages.

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

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

teachers prepared to respond to the abilities, behaviors, and needs of adolescent learners. To that end, residents explore adolescent development through an examination of their physical, cognitive, and socio-emotional development. In addition, as teachers of adolescents in urban communities, they also examine how issues related to race and gender identity inform and impact the development of nurturing and productive classroom environments that create inclusive learning spaces for all students. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

Secondary Mathematics and Special Education (28 credit hours)

EDU-748 Building Productive and Nurturing Classroom Communities I
(Secondary) (1)

EDU-748 Building Productive and Nurturing Classroom Communities I (Secondary) (1)

This course explores multiple models of secondary classroom management systems and techniques that support student behavior and learning outcomes. Participants practice enacting the fundamentals of classroom management: building relationships, strong presence, explicit directions, and positive narration. Participants develop routines and procedures for implementation in the clinical setting. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-749 Building Productive and Nurturing Classroom Communities II
(Secondary) (1)

EDU-749 Building Productive and Nurturing Classroom Communities II (Secondary) (1)

This course continues to explore models of secondary classroom management with an emphasis on reinforcement techniques to support student behavior. Participants practice enacting reinforcement techniques while developing appropriate systems to use in the clinical setting. Emphasis is placed on applied behavior analysis to support adjustments in classroom management systems and techniques. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-755 Secondary Mathematics Immersion (3)

EDU-755 Secondary Mathematics Immersion (3)

This course provides participants with an overview of mathematical thinking and reasoning put forth in the instructional standards for mathematics content and

reasoning put forth in the instructional standards for mathematics content and practices in grades 6 to 12. Participants experience firsthand a mathematics learning environment that places a premium on students' mathematical sense making. This course immerses participants in high cognitive demand math learning experiences they ultimately provide for their own students. Participants leave this course with lasting images of high-quality mathematics instruction and the ability to connect those images to specific exemplary teacher behaviors articulated in the Urban Teachers Teacher Practice Rubric (TPR). *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-756 Small Group Practicum (Secondary) (2)

EDU-756 Small Group Practicum (Secondary) (2)

Participants plan for and deliver small group differentiated instruction. They select, administer, and interpret formative assessments for small, inclusive groups of 3-5 students across the entire semester. The small group instructional experience prepares participants for intervention instruction to students who need additional academic support(s). Participants are expected to implement the appropriate constructs and models for teaching and learning that they have acquired throughout coursework. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-771 Literacy in the Content Areas I (3)

EDU-771 Literacy in the Content Areas I (3)

This course presents the reading process from initial to proficient adult levels for teachers of content subjects in middle or high school. Organizing principles of learning development, differences, and environments are introduced and connected with principles of content knowledge and application. Additionally, the uses of assessment are explored and joined to evidence-based practices of planning and multimodal instruction. Finally, issues of professional practice and ethics are discussed. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-777 Literacy in the Content Areas II (3)

EDU-777 Literacy in the Content Areas II (3)

This course extends the understanding of the adolescent learner as they explore, apply, and discuss literacy skills across the disciplines. Application of information acquired in EDU-771 is referenced and emphasized to demonstrate understanding and the ability to design, implement and assess effective literacy instruction in the content classroom. *Grading: A-F only. Restriction: Teaching (MAT) [Urban*

Teachers].

EDU-780 Proportional Reasoning (3)

EDU-780 Proportional Reasoning (3)



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

Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].

EDU-781 Math Methods I (2)

EDU-781 Math Methods I (2)



This course provides participants with initial structure and resources to provide a framework for teaching that focuses on data-based decision making to determine the instructional format (e.g., whole-class, small group, or one to one), the instructional response (e.g., analyzing and responding to data that has been gathered), and co-teaching in an inclusive setting. Participants discuss effective methods for lesson planning, incorporating the needs of students with IEPs and 504 plans, and assessment. Participants have the opportunity to rehearse lessons prior to implementation and respond to feedback. This course provides participants with a space for self-analysis of the effectiveness of instructional strategies and techniques for the purpose of making adjustments to better suit the needs of all students, based on assessment data and video observations. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-782 Math Methods II (2)

EDU-782 Math Methods II (2)



This course builds on practices and knowledge established in EDU-781. The transformation of mathematics teaching practices is critical to improving mathematics

formation of mathematics teaching practices is critical to improving mathematics competency and engagement. Culturally responsive teaching redefines teaching by ensuring students connect mathematics to themselves and their community and challenges them through inquiry and problem solving that underscores strength, interdependence, critical consciousness, and justice. Participants build capacity as culturally relevant/responsive teachers of mathematics through designing and implementing high-quality mathematics lessons and units that engage a wide range of student needs and lived experiences in the urban domain. They explore existing models of culturally relevant teaching of mathematics espoused in best practice and rehearse and enact personal models of practice. Participants apply their work from this course to their fieldwork settings, thereby having the added benefit of being able to reflect, revise, and develop new understandings about student learning. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-783 Data and Community: Statistics and Probability in Action (2)

EDU-783 Data and Community: Statistics and Probability in Action (2)

This course combines an exploration of fundamental principles of data science with essential concepts in K-12 statistics and probability. Participants explore the place and prevalence of real-world data and examine how data is gathered, represented, analyzed and utilized to drive decision-making in today's world. In the course, participants use statistical tools and work with data to uncover patterns that impact our communities and the world at large. Integrating social justice standards as a basis for problem-solving through statistics and probability empowers participants, and subsequently the students they teach, to be able to unveil data patterns in their communities and lived experiences. Integrating the use of the statistical thinking process, data science and probability help participants and their students to analyze and respond to individual and institutional bias and injustice. *Grading: A-F only. Restriction: Teaching (MAT) [Urban Teachers].*

EDU-784 Algebra, Functions, and Modeling in the Real World (3)

EDU-784 Algebra, Functions, and Modeling in the Real World (3)

This course provides participants with a rich understanding of essential concepts undergirding high school algebra, functions, and the modeling process. Participants consider critical components of how students in grades 6-12 develop algebraic thinking and skill, beyond traditional focus on algebraic manipulation. An in-depth focus on functions in the course allows participants to systematically

An in-depth focus on functions in the course allows participants to systematically explore and analyze patterns, change, and relationships among quantities in everyday events and problems in life and society. Participants further their algebra experience by exploring functions as fundamental mathematics objects that allow us to model real-life situations. Understanding and applying components of the modeling process allows participations to examine authentic real-world situations by building mathematical models and applying solutions using the lens of culturally relevant pedagogy and social justice mathematics. *Grading:* A-F only. *Restriction:* Teaching (MAT) [Urban Teachers].

EDU-785 Geometrical Thinking (2)

EDU-785 Geometrical Thinking (2)

This course ensures that participants acquire knowledge of the big ideas and topics in middle and high school geometry. Participants learn, rehearse, and enact pedagogical practices to promote, gather, and interpret students' geometric thinking and reasoning in secondary mathematics classrooms. Standards for mathematical practice and standards-based habits of mind for geometrical thinking serve as theoretical frameworks for defining high-quality geometrical thinking and reasoning. Participants experience and discuss the attributes of secondary mathematics learning environments that promote and foster geometric sense making as it relates to teacher moves and task selection. Participants evaluate the effectiveness of their planning or implementation. *Grading:* A-F only. *Restriction:* Teaching (MAT) [Urban Teachers].

EDU-786 Adolescent Development and Urban Youth (1)

EDU-786 Adolescent Development and Urban Youth (1)

This course builds an understanding of adolescent development and applies that knowledge to practice as teachers of adolescent learners. It creates informed teachers prepared to respond to the abilities, behaviors, and needs of adolescent learners. To that end, residents explore adolescent development through an examination of their physical, cognitive, and socio-emotional development. In addition, as teachers of adolescents in urban communities, they also examine how issues related to race and gender identity inform and impact the development of nurturing and productive classroom environments that create inclusive learning spaces for all students. *Grading:* A-F only. *Restriction:* Teaching (MAT) [Urban Teachers].



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

Copyright © 2019 American University.

<http://www.american.edu/>

All catalogs (/misc/catalog_list.php?catoid=17) © 2022 American University.
Powered by the Acalog™ Academic Catalog Management System™ (ACMS™)
(<http://www.digarc.com>).





The American University

Incorporated by Act of Congress of the United States of America 1893
By authority of the Board of Trustees and on the recommendation of
the Faculty of The School of Education

hereby confers upon

the degree

Master of Arts in Teaching
Elementary Education

(i.e.)

with all rights, privileges, responsibilities, and honors thereto

An witness whereof the Seal of the University and the signatures
of duly authorized officers are affixed to this diploma

Washington, District of Columbia
United States of America

December Thirty-Ninth, One Thousand One

Max M. Allen

Chairman of the Board of Trustees



W. M. Russell

President of the University

Copy



MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
www.msche.org
Follow us: @mscheorg

STATEMENT OF ACCREDITATION STATUS

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

Institution: AMERICAN UNIVERSITY
Washington, DC

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

Phone: (202) 885-6000

URL: www.american.edu

Accreditation Liaison Officer (ALO): Ms. Karen Froslid Jones

Commission Staff Liaison: Dr. Robert Bonfiglio, Vice President

Accreditation Summary

For more information, see the Commission's Accreditation Actions Policy and Procedures.

Phase: Accredited

Status: Accreditation Reaffirmed

Accreditation Granted: 1928

Last Reaffirmation: 2014

Next Self-Study Evaluation: 2023-2024

Next Mid-Point Peer Review: 2028

Alternative Delivery Methods

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

Distance Education

Approved to offer programs by this delivery method

Correspondence Education

Not approved for this delivery method

Credential Levels

☑ Approved Credential Levels

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

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

Locations

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

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

Location	Type
Airlie Conference Center 6809 Airlie Road Warrenton, VA 20817	Other Instructional Site
Maryland Institute College of Art (MICA) 1300 W Mount Royal Avenue Baltimore, MD 21217	Other Instructional Site
The Lab School of Washington's Foxhall Campus 1550 Foxhall Road NW Washington, DC 20007	Other Instructional Site
The Lab School of Washington's Reservoir Campus 4759 Reservoir Road, NW Washington, DC 20007	Other Instructional Site
Woodrow Wilson Senior High School 3950 Chesapeake Street, NW Washington, DC 20016	Other Instructional Site

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

Accreditation Actions

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

- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location at 2202 Calypso Street, Dallas, Texas 75212 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action.
- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location at 2500 Hillen Road, Baltimore, MD 21218 within the institution's scope of accreditation. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. To require immediate notification when instruction commences at the additional location.
- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location 1845 E. Northgate Drive, Irving, Texas 75062 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action.
- February 17, 2022** To acknowledge receipt of the substantive change request. To include the additional location at 1305 North Center Street, Arlington, Texas 76011 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.

March 4, 2021

To note that the Mid-Point Peer Review has been conducted and no further evidence is required at this time. The next evaluation visit is scheduled for 2023-2024.

October 29, 2020

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 8250 Jones Branch Drive, McLean, VA 22102 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.

October 29, 2020

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 4121 Wilson Blvd, Arlington, VA 22203 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.

October 29, 2020

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Corciano, Italy that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.

August 28, 2017

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

June 26, 2014

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

July 1, 2013

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

Information about the Middle States Commission on Higher Education

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

THE AMERICAN UNIVERSITY: F00622050

Department ID Number:

F00622050

Business Name:

THE AMERICAN UNIVERSITY

Principal Office: 

MASSACHUSETTS & NEBRASKA AVES.
WASHINGTON DC 20016

Resident Agent: 

CSC-LAWYERS INCORPORATING SERVICE
COMPANY
7 ST. PAUL STREET
SUITE 820
BALTIMORE MD 21202-2264

Status:

INCORPORATED

Good Standing:

THIS BUSINESS IS IN GOOD STANDING

Business Type:

FOREIGN CORPORATION

Business Code:

04 ORDINARY BUSINESS - NON-STOCK

Date of Formation/Registration:

04/08/1976

State of Formation:

DC

Stock Status:

NONSTOCK

Close Status:

N/A

STATE OF MARYLAND
Department of Assessments and Taxation

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

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

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



Michael L. Higgs
Director



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

Online Certificate Authentication Code: *_A282T9cFEGrmuQF_RWuNw*
To verify the Authentication Code, visit <http://dat.maryland.gov/verify>

PERMIT NUMBER

206991

CITY OF BALTIMORE

FIRE DEPARTMENT FIRE PREVENTION BUREAU
410 EAST LEXINGTON STREET, BALTIMORE, MARYLAND 21202

EXPIRATION DATE

08/19/22

FIRE PREVENTION ANNUAL PERMIT

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

ERIK K. (MICA)
20 MCMECHEN STREET
BALTIMORE, MARYLAND 21217

INDIVIDUAL/BUSINESS
MARYLAND INSTITUTE OF THE ARTS
PERMITTED PREMISES LOCATION
1601 W MOUNT ROYAL AVE
443-819-6421

ISSUE DATE	EXPIRATION DATE	RENEWAL FEE	PAID DATE
10/07/21	08/19/22	\$482.00	08/20/21

APPROVED BY:

SHANA A HAUGHTON, LIEUTENANT FPB-34

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

PUBLIC ASSEMBLY/CAPACITY: MULTI-PURPOSE ROOM - 450, CAFE - 40, GALLERY - 240, CONVERENCE - 43, CLASS II & III COMBUSTIBLE LIQUIDS (600 GALS DIESEL)

USE CODE: A3 USE#: 2008-02610
CONTACT: ERIK K. (MICA)

CHECK#: 334262

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

FEE CODES: F105.6.34C F105.6.17H

Niles R, Ford, PhD.
Chief of Fire Department

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



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

PERMIT NUMBER

207576

CITY OF BALTIMORE

FIRE DEPARTMENT FIRE PREVENTION BUREAU
410 EAST LEXINGTON STREET, BALTIMORE, MARYLAND 21202

EXPIRATION DATE

08/20/22

FIRE PREVENTION ANNUAL PERMIT

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

ERIK K. (MICA)
20 MCMECHEN STREET
BALTIMORE, MARYLAND 21217

INDIVIDUAL/BUSINESS
MD.INST. COLLEGE ART-BUNTING
PERMITTED PREMISES LOCATION
1401 W MOUNT ROYAL AVE
443-819-6421

ISSUE DATE	EXPIRATION DATE	RENEWAL FEE	PAID DATE
10/07/21	08/20/22	\$300.00	09/10/21

APPROVED BY:

SHANA A HAUGHTON, LIEUTENANT FPB-34

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

PUBLIC ASSEMBLY/CAPACITY - DECKER LIBRARY - 1ST FLOOR: 75 BASEMENT: 162,
PINKARD GALLERY - 175

CONTACT: ERIK K. (MICA)

SEQ: 907018-106

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

FEE CODES: F105.6.34B

Niles R, Ford, PhD.
Chief of Fire Department

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



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



May 2, 2022

To whom it may concern:

The Maryland Institute College of Art and the Urban Teachers have had a many-year relationship where MICA has hosted Urban Teacher's Summer Residency. MICA plans to provide appropriate classrooms (5-8) for approximately 130 students in the summer of 2023 and 2024.

Please feel free to reach out if you have any questions about this letter.

Sincerely

A handwritten signature in black ink, appearing to read 'Jon Lipitz', is written over a faint, light-colored signature line.

Jon Lipitz
Director of Events

AMERICAN UNIVERSITY
Washington, D.C.

BOARD OF TRUSTEES
January 27, 2021

**RESOLUTION OF FINANCIAL SOLVENCY FOR THE SECRETARY OF HIGHER
EDUCATION OF THE STATE OF MARYLAND**

Resolution

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

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

WHEREAS, American University seeks to operate in the State of Maryland; and

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

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

Approved by the Board of Trustees Executive Committee
on January 27, 2021

Filed by: _____



Traevana L. Byrd
Secretary, Board of Trustees

“I work to teach my students lessons they can take with them throughout their lives. Not just next year.”

Jazz J., Baltimore Cohort 2019

Be the great teacher every child deserves.

With a customized curriculum designed to tackle issues of race, equity and justice, Urban Teachers prepares highly effective, culturally competent teachers who have the skills to accelerate student achievement in today's urban classrooms.

Apply today at choose.urbanteachers.org/applynow

**URBAN
TEACHERS**

 **SCHOOL of EDUCATION**
AMERICAN UNIVERSITY • WASHINGTON, DC





Change Starts in the Classroom
Apply Now -- urbanteachers.org

**URBAN
TEACHERS**

 **SCHOOL of EDUCATION**
AMERICAN UNIVERSITY - WASHINGTON, DC

● Custom Audience



Urban Teachers | Apply Now

We Prepare Aspiring Educators To Accelerate Students' Achievement While Overcoming Inequity



Ad	Impressions	Clicks	CTR
● Enabled	164,656	1,791	1.09%



AMERICAN UNIVERSITY
WASHINGTON, DC

SCHOOL OF EDUCATION

American University / Urban Teachers Teach Out Program

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

Student Population

Target Population

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

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

SY2022-23 New Cohort Demographics (Cohort 2022)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Existing MAT Programs in Maryland

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

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

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

Areas of Specialization

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

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

Specific Academic Content and Areas of Specialization Comparison

MAT Program	Clinical Residency	Dual Certification in Special Ed.	In-Person Coaching	Multi-Year Teaching Commitment

American University/Urban Teachers	14 months	Required	85+ Hours	Yes
Bowie State University	No	Optional	Unknown	No
Coppin State University	No	No	Unknown	No
Frostburg State University	Yes	No	Unknown	Yes
Goucher College	No	Optional	Unknown	No
Loyola University of Maryland	No	No	Unknown	No
Morgan State University	No	No	Unknown	No
Mount St Mary's University	No	Optional	Unknown	No
Notre Dame University of MD	No	Optional	Unknown	No
Salisbury University	No	No	Unknown	No
Stevenson University	No	No	Unknown	No
Towson University	No	Optional	Unknown	No

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

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

[2] <https://www.baltimoresun.com/education/bs-md-teacher-turnover-20190903-fk72wh2w4vbcfiyxwprhdxzvzy-story.html>

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

[4] https://mdp.state.md.us/MSDC/Documents/school_enrollment/school_2019/Final-Public-School-Enrollment-Projections-Report-2019.pdf

Carolyn A. Parker
15000 Lear Lane
Silver Spring, MD 20905
301-529-7225
parkerkarolyn12@gmail.com

Education

2001

Ph.D., Curriculum and Instruction

University of Maryland, College Park, MD

Dissertation: *How 8 Latinas Understood Middle-Level Science*

1991

Master of Arts in Teaching Science, Union College, Schenectady, NY

1986

B.A., Biology, SUNY Binghamton, Binghamton, NY

Professional Experience

2017-Present

Director, Master of Arts in Teaching Program

Senior Professorial Lecturer

School of Education,

American University, Washington, DC

2010–2017

Assistant Professor

STEM Education, School of Education,

Johns Hopkins University, Baltimore, MD

2008–2010

Visiting Assistant Professor, Secondary Science Education

George Washington University, Washington, DC

2005–2008

Lead Faculty

Secondary Education Program

Senior Research Analyst

Center for Equity and Excellence in Education

George Washington University, Washington, DC

2001–2004

Clinical Assistant Professor

Science Education within the Urban Teacher Education Program

University of Maryland Baltimore County, Baltimore, MD

1996–2001

Graduate Research Assistant

The Maryland Collaborative for Teacher Preparation

University of Maryland, College Park, MD

1993–2001

Instructor/Science Subject Area Coordinator

The Center for Talented Youth, Johns Hopkins University

1992–1996

High School Science Teacher

Science Department Chairperson

Miami Country Day School, Miami, FL

1991–1992

High School Science Teacher

Linton High School, Schenectady, NY

1986–1989

Peace Corps Volunteer
Guatemala

Grants Received

2019-2020

Principal Investigator: EdForward Award to Transform American University's Teacher Education Program

EdForward DC Award to transform American University's Teacher Education Programs to focus on culturally relevant pedagogies, practice-based teacher education, and early practice experiences using mixed-reality teaching environments. \$50,000 over one year. Award number 46472.

2019-2020

Principal Investigator: Provost's Curriculum Development Award

American University's Provost's Curriculum Development Award to support the development of a new course, the Neuroscience of Learning: Birth to Eight Years Old. \$1,500 over one year

2012–2017

Co-Principal Investigator: STEM Achievement in Baltimore Elementary Schools (SABES)

National Science Foundation Math Science Partnership for students in grades three to five at nine elementary schools in three Baltimore City neighborhoods. The project involves teachers, caregivers, community-based organizations, after-school program providers, area businesses, local museums, and Johns Hopkins University students and professors. \$7.4 million over five years. Award Number: 1237992

2014–2016

Principal Investigator: Educators' Equity in STEM

National Science Foundation award to better understand the impact of the National Alliance for Partnership in Equity's (NAPE's) professional development program on STEM community college and high school educators. \$81,916 over 18 months. Award Number: 1237992

2011–2015

Principal Investigator: Full STEaM Ahead

Maryland State Department of Education Race-to-the Top award that supported up to twelve teachers from a Title I elementary school in Baltimore County to complete JHU's K-8 STEM Lead Teacher Certificate. \$79,967 over four years.

2007

Principal Investigator: U.S-Singapore Science Educators Workshop

National Science Foundation professional development award that supported eleven Virginia science teachers to travel to Singapore and study innovative science pedagogy. \$49,669 over six weeks. Award Number: 0733548

2004–2008

Co-Principal Investigator: Engineering Inquiry-Based Learning Modules for Technology Education

National Science Foundation supported instructional materials design grant to develop inquiry-based engineering modules for use in technology education classrooms.

\$1,577,169 over four years. Award Number: 0352504

Publications

- Capobianco, B., Parker, C., Laurier, A., & Rankin, J. (2021). The STEM Roadmap for Grades 3-5. *STEM Road Map 2.0: A Framework for Integrated STEM Education in the Innovation Age*. Johnson, C., Peters-Burton, E., & Moore, T. (Eds). Routledge. New York, NY.
- Parker, C., Grigg, J., D'Souza, S., Mitchell, C., and Smith, E. (2020). Informed aspirations in science and engineering with upper elementary students after 1 year of a STEM intensive university-school district partnership. *School Science and Mathematics, 120*, 364-374. 10.1111/ssm.12428.
- Parker, C. (2020). STEM Education is the Key to Raising a Generation of Climate Change Leaders. We Can Raise our Kids to be Environmental Stewards. *The Hill*. Retrieved from <https://thehill.com/changing-america/opinion/497609-stem-education-is-the-key-to-raising-a-generation-of-climate-change>
- Schmitz, S., Ebersole, T. E., Morrell, C., & Parker, C. (2018). Measuring the effectiveness of community college faculty learning communities on student performance. *Learning Communities Journal, 10*, 87-108.
- Smith, E., Parker, C., McKinney, D., & Grigg, J. (2018). Conditions and Decisions of Urban Elementary Teachers Regarding Instruction of STEM Curriculum. *School Science and Mathematics. (118)*,3, 1-13. DOI:10.1111/ssm.12276
- Gamez, R. & Parker, C. (2018). Becoming Science Learners: A Study of Newcomer Students' Identity Work in Elementary School Science. *Science Education, (102)*,2, 377-413. DOI: 10.1002/sce.21323
- Parker, C. (2017). Looking for a Brand Ambassador? Hire a Teacher. *Entrepreneur*. Retrieved from <https://www.entrepreneur.com/article/300704#>.
- Newman, C. A., & Parker, C., & Sparks, A. N., & Falk, M. L. (2017, June), *Student Driven Engineering Design Projects* Paper presented at 2017 ASEE Annual Conference & Exposition, Columbus, Ohio. <https://peer.asee.org/28856>.
- Parker, C., Kruchten, C., & Moshfeghian, A. (Spring, 2017). Connecting the Lives of Urban Students Through Engineering-Focused Student-Driven Projects. *Afterschool Matters. 38-44*.
- Parker, C., Smith, E., McKinney, D., & Laurier, A. (2016). The application of the engineering design process to curriculum revision: A collaborative approach to STEM curriculum refinement in an urban district. *School Science and Mathematics. (116)*,7, 399-406 DOI: 10.1111/ssm.12194
- Parker, C., Morrell, C., Morrell, C., & Chang, L. (2016). Shifting understandings of community college faculty members: Results of an equity-focused professional development experience. *Journal of Faculty Development, (30)*, 3, 41-47.
- Parker, C. & Falk, M. (2016). *It Takes a Village to Raise an Engineer*. American Association of Engineering Education. Proceedings of the 2016 American Society of Engineering Education Annual Conference. New Orleans, LA. <https://www.asee.org/public/conferences/64/papers/15157/view>
- Parker, C., Abel, Y., & Denisova, E. (2015). An integrated elementary STEM initiative in a large urban school district: Implications for practice. *School Science and Mathematics, (115)*6, 292-301. DOI: 10.1111/ssm.12133

- McKinney, D., Parker, C., & Smith, E. (2015). Choosing your next professional development experience: Lessons from an urban STEM initiative. *School Science and Mathematics*. Retrieved from <http://ssma.play-cello.com/wp-content/uploads/2016/03/Oct2015MckinneyParkerSmith.pdf>.
- Morrell, C., Parker, C. & Tuvesson, N. (2015). *Solving the Education Equation: A new model for improving STEM workforce outcomes through academic equity*. National Alliance for Partnerships in Equity.
- Capobianco, B., Parker, C., Laurier, A., & Rankin, J. (2015). Roadmap to an integrated STEM: Grades 3–5. *STEM Road Map, A Framework for Integrated STEM Education*. Johnson, C., Peters-Burton, E., & Moore, T. (Eds). Routledge. New York, NY.
- Parker, C. (2014). Multiple influences: Latinas, middle-level science, and school. *Cultural Studies of Science Education*, 9, 317–334. doi: 10.1007/s11422-014-9573-4
- Parker, C. (2014). Middle School Science: Reflections of Eight Latinas and the Role of Language in the Science Classroom. *Research on women in education series: Girls and women in STEM fields: A never ending story*. Polnick, B. & Koch, J. (Eds.). (pp. 39-52). Charlotte, North Carolina: Information Age Publishing.
- Morrell, C. & Parker, C.A. (2013). Adjusting micromessages to improve equity in STEM. *Diversity and Democracy*. 16(2), pages.
- Parker, C., Goe, L., Hicks, B., & McCreddie, J. (2010). *Factors that contribute to students' equitable access to highly qualified teachers at the secondary level in the State of Delaware*. Delaware: Department of Education.
- Goe, L. & Parker, C.A. (2009). The distribution of teachers in the State of Delaware. *America's Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms*. National Comprehensive Center for Teacher Quality (pp. 92–100).
- Ross, J., Jarrell, B., Raczek, J., Bayles, T., Russ, G., & Parker, C. (2007), *New Inquiry Based Curricula for Bioengineering Education*. Proceedings of the 2007 American Society of Engineering Education Annual Conference. Honolulu, Hawaii. <https://peer.asee.org/2690>
- Ross, J., Rice, J., Raczek, J., Parker, C., Russ, G., Bayles, T., & Jarrell, B. (2007), *The Inspires Curriculum: Engaging Future Engineers and Scientists*. Proceedings of the 2007 American Society of Engineering Education Annual Conference. Honolulu, Hawaii. <https://peer.asee.org/2723>
- Sheridan, D., Foster, T., Bayles, T., & Parker, C. (2006). *Let It Roll With Yess!* Proceedings of the 2006 American Society of Engineering Education Annual Conference. Chicago, Illinois. <https://peer.asee.org/732>
- Titus, S, Raczek, Jarrell, B, Parker, C, Bayles, T, & J Ross, J. (2006). *Engineering In Health Care: Multimedia Curriculum For High School Technology Education*. Proceedings of the 2006 American Society of Engineering Education Annual Conference. Chicago, Illinois. <https://peer.asee.org/1370>
- Wheeler, J., Bayles, T., Parker, C., & Ross, J. (2005). *Engineering New Curricula For Technology Education*. Proceedings of the 2005 American Society of Engineering Education Annual Conference. Portland, Oregon. <https://peer.asee.org/14382>
- McGinnis, J.R., Parker, C., & Graeber, A. (2004). A cultural perspective of the induction of five reform-minded beginning mathematics and science teachers. *Journal of Research in Science Teaching*, 41(7), 720–747.
- Chambliss, M. J., Christenson, L. A., & Parker, C. (2003). Fourth graders composing scientific explanations about the effects of pollutants: Writing to understand. *Written Communication*, 20(4), 426–454.
- McGinnis, J. R., Kramer, S., Shama, G., Graeber, A., Parker, C. & Watanabe, T. (2002).

Undergraduates' attitudes and beliefs of subject matter and pedagogy measured longitudinally in a reform-based mathematics and science teacher preparation program. *Journal of Research in Science Teaching*. 39(8), 713–737.

McGinnis, J. R., Kramer, S., Graeber, A., & Parker, C. (2001). Measuring the impact of reform based teacher preparation on teacher candidates' attitudes and beliefs (mathematics and science focus). Rainer, J. & Guyton, E. (Eds.). *Research on the effects of teacher education on teacher performance: Teacher education yearbook IX (Association for Teacher Education)*, (pp. 9-28). Dubuque, Iowa: Kendall/Hunt Publishing Company.

McGinnis, J.R., Roth-McDuffie, A., & Parker, C. (1999). *Making connections between science and mathematics in a science methods course: Assertions and reflections*. Proceedings of the 1999 Association for the Education of Teachers in Science. Pensacola, Florida.

Accepted

Parker, C., Harper, S. & Lehn, N. Teacher Transformation in Urban Elementary Classrooms Engaged with a Transdisciplinary Science, Technology, Engineering, and Mathematics (STEM) Initiative. *Transformative Pedagogies for Teacher Education: Moving Towards Critical Praxis in an Era of Change*. Lopez, R. & Olan, E.L. (Eds.).

Under Review

Parker, C., & Lehn, N. *A Transdisciplinary STEM Curriculum A Vehicle for Engaged Teaching and Learning*.

Media

Quoted in Forbes, [During COVID-19 Outbreak Can YouTube Help Keep Students Engaged?](#). April 9, 2020.

Quoted in Mom Blog Society article, [4 Benefits of Online Learning for High Schoolers](#). March 25, 2009

Quoted in Voice of America: *White house worries too few American kids study science and math*. March 1, 2019. https://www.youtube.com/watch?v=27Zf1P_JNKA

Quoted in The Hechinger Report, *How to build and engineer: Start young*. January 24, 2019. <https://hechingerreport.org/how-to-build-an-engineer-start-young/>

Quoted in Thrive Global, *Is Equality in STEM Improving? A Look at the Statistics*. August 29, 2018. <https://thriveglobal.com/stories/is-equality-in-stem-improving-a-look-at-the-statistics/>

Quoted in the Chronicle of Higher Education, *After a Mass Shooting, Education Programs Confront a Question: "Am I Obligated to Take a Bullet for My Students?"*, February 21, 2018. <http://chroni.cl/2Fph4de>.

Blog for The Institute of Electrical and Electronic Engineers Society on Social Implications of Technology, *How to Get More Girls Interested in STEM Fields: Here are the real reasons they do not pursue a career in science or engineering*, January 24, 2018. <http://theinstitute.ieee.org/ieeeroundup/blogs/blog/how-to-get-more-girls-interested-in-stem-fields>.

Quoted in Huffington Post, *Why STEM Toys Should Be on Your List for the Holidays*, December 10, 2017. https://www.huffingtonpost.com/entry/why-stem-toys-should-be-on-your-list-for-the-holidays_us_5a2d707fe4b022ec613b8389.

Peer Reviewed National and International Conference Presentations

Parker, C., (2020, January). *The Transformative Nature of a Comprehensive National Science Foundation Supported STEM Education Initiative in the Elementary Classroom*. Association of Science Teacher Education. San, Antonio, TX.

Adams, J. Boda, P., Chen, Y., Chin, C., Kahn, S., Summers, R., Parker, C. Rodriguez, A., Tal. T.,

- Tippins, D., & Vo, T. (April, 2019). *Embodying Collective Activism in Science Education Research: Philosophies, Praxis, and Pragmatics*. National Association of Research in Science Teaching (NARST). Baltimore, MD.
- Parker, C., (2019, January). *Teacher Transformation in Science-Focused Elementary Classrooms*. Association of Science Teacher Education. Savannah, GA.
- Ruzek, E., McKinney, D., Grigg, J., Hulleman, C., & Parker, C. (2018, April). *Understanding and Measuring Achievement Motivation in Diverse Contexts Using Practical Measures: Expectancies, Values, and Costs*. American Educational Research Association (AERA). New York, NY.
- Harper, S., Gamez, R., & Parker, C. (2018, April). *Redefining Science Learning: Urban Elementary Students Leverage Micro-Level Engineering Practices to Shape Science Learning Identities*. American Educational Research Association (AERA). New York, NY.
- Parker, C., Lehn, N., McKinney, D., & Harper, S. (2018, March). *An Interdisciplinary Elementary STEM Education Partnership: A Vehicle for Engaged Teaching and Learning*. National Association of Research in Science Teaching. Atlanta, GA.
- Parker, C & Smith, E. (2018, January) *The Use of The Reformed Teaching Observation Protocol in an Elementary STEM Initiative*. Association of Science Teacher Education. Baltimore, MD.
- Parker, C. (2017, April). *The Role of the Principal in In-Service Teacher Elementary STEM Professional Development*. National Association of Research in Science Teaching, San Antonio, TX.
- McKinney, D., Kruchten C., Parker, C. (2017, April). *Urban Elementary Students' Conceptions of Engineering after Receiving an Integrated STEM Curriculum*. National Association of Research in Science Teaching, San Antonio, TX.
- Parker, C. (2017, January). *Teacher and School Characteristics and Their Influence on the Implementation of a Comprehensive Elementary STEM Program*. Hawaii International Conference on Education. Honolulu, HI.
- Parker, C. & Falk, M. (2016, June). *It Takes a Village to Raise an Engineer*. American Association of Engineering Education. New Orleans, LA.
- Kruchten C., Parker, C. & Moshfeghian, A., (2016, April). *Understanding Out-of-School-Time Elementary Students' Conceptions of the Engineering Design Process*. National Association of Research in Science Teaching, Baltimore, MD.
- Parker, C. Smith, E. & McKinney, D., (2016, April). *Enhanced Interest and Attitudes Towards Engineering After Two Years of a Community Focused STEM Partnership*. National Association of Research in Science Teaching, Baltimore, MD.
- McKinney, D., Smith, E., & Parker, C., (2016, April). *Using Elementary Teacher Life Science Subject Matter Knowledge to Inform Professional Development*. National Association of Research in Science Teaching, Baltimore, MD.
- Smith, E., McKinney, D., Parker, C. & Mitchell, C. (2016, April). *Perceptions of Expertise of Urban Elementary Teachers in Response to the Next Generation of Science*. National Association of Research in Science Teaching, Baltimore, MD.
- Smith, E., McKinney, D., & Parker, C. (2016, January). *A Model of Collaboration between Researchers and Practitioners: Growing an Urban Elementary STEM Professional Developer within Life Science*. Association of Science Teacher Education. Reno, NV.
- Parker, C. Smith, E., McKinney, D. & Laurier, A. (2016, January). *The Application of Research to Practice: A Collaborative Approach to STEM Curriculum Refinement in an Urban District*. Association of Science Teacher Education. Reno, NV.
- Parker, C., Abel, Y., Grigg, J., Mitchell, C., D'Souza, S., Moshfeghian, A. & Sheldon, S. (2015, April). *It takes a village to raise an engineer: The STEM achievement in Baltimore elementary schools project (SABES)*. American Educational Research Association (AERA), Chicago, IL.

- Parker, C., Smith, E., Abel, Y. & Moshfehgian, A. (2015, April). *It takes a village to raise a scientist: An after-school urban partnership*. National Association of Research in Science Teaching, Chicago, IL.
- Parker, C. (2014, January). *Elementary STEM inservice professional development in a large urban school district: Implications for practice*. Association of Science Teacher Education. San Antonio, Texas.
- Parker, C. (2014, January). *Responding to the STEM equity dilemma: An innovative public/private partnership*. Association of Science Teacher Education. San Antonio, TX.
- Cuddapah, J., Parker, C. & Sowders, R.W. (2013, April). *INTASC in teacher preparation: What should be retained?* American Educational Research Association (AERA), San Francisco, California.
- Parker, C. (2013, April). *Presidential symposium: The policy, practice, and research nexus of climate change education*. National Association of Research in Science Teaching, Puerto Rico.
- Parker, C. (2013, April). *A collaborative approach to elementary STEM inservice professional development*. National Association of Research in Science Teaching, Puerto Rico.
- Parker, C. (2013, January). *An innovative partnership: An elementary STEM professional development school*. Association of Science Teacher Education, Charleston, SC.
- Parker, C. (2013, January). *EESTEM: A collaborative professional development*. Association of Science Teacher Education, Charleston, SC.
- Cuddapah, J., Sowders, R. W. & Parker, C. (2012, February). *Using the new INTASC standards to structure periodic assessment in teacher preparation*. 2012 AACTE 64th Annual Meeting & Exhibits. Chicago, IL.
- Parker, C. & Johnson, F. (2012, January). *A differentiated approach to K-8 STEM teacher education*. Association of Science Teacher Education. Clearwater, FL.
- Parker, C., Ross, J.M. & Bayles, T.M. (2008, April). *Engineering in health care: A multimedia curriculum for secondary science education*. National Association for Research in Science Teaching. Baltimore, MD.
- Parker, C., Ross, J.M. & Bayles, T.M. (2008, March). *Engineering in health care: A multimedia curriculum and its impact on student learning*. American Educational Research Association, New York, NY.
- Parker, C., Ross, J.M. & Bayles, T.M. (2007, January) *The INSPIRES curriculum: Engineering in health care, a multimedia curriculum for secondary science*. Association of Science Teacher Education, Clearwater, FL.
- Ross, J., Jarrell, B., Raczek, J., Bayles, T., Russ, G., & Parker, C. (2007, June), *New Inquiry Based Curricula For Bioengineering Education*. American Society of Engineering Education Annual Conference, Honolulu, HI.
- Ross, J., Rice, J., Raczek, J., Parker, C., Russ, G., Bayles, T., & Jarrell, B. (2007, June), *The Inspires Curriculum: Engaging Future Engineers And Scientists*. American Society of Engineering Education Annual Conference, Honolulu, HI.
- Bayles, T.M., Parker C., Jarrell, B.J. & Ross, J.M. (2006, March). *The INSPIRES curriculum: Engineering in health care learning module*. International Technology Education Association National Meeting, Baltimore, MD.
- Sheridan, D., Foster, T., Bayles, T., & Parker, C. (2006, June). *Let It Roll With Yess!* American Society of Engineering Education Annual Conference. Chicago, IL.
- Ross, J., Bayles, T., Jarrell, B., Raczek, J., Titus, S., & Parker, C. (2006, June). *Engineering In Health Care: Multimedia Curriculum For High School Technology Education*. American Society of Engineering Education Annual Conference. Chicago, IL.
- Ross J.M., Parker C., Jarrell B.J. & Bayles T.M. (2006, October). *The INSPIRES curriculum*. National Science Foundation Curriculum Developer's Conference, Arlington VA.

- Ross, J.M., Parker, C., Jarrell, B.J. & Bayles, T.M. (2005, December). *Engineering inquiry-based learning modules for technology education*. National Science Foundation Curriculum Developer's Conference, Alexandria, VA.
- Wheeler, J., Bayles, T.M., Parker C., Jarrell B.J. & Ross J.M. (2005, June). *Engineering inquiry-based learning modules for technology education*. American Society of Engineering Education Annual Conference, Portland, OR.
- Parker, C. (2002, April). *The influence of language on eight seventh and eighth grade Latinas' science classroom experiences*. National Association for Research in Science Teaching, New Orleans, LA.
- Chambliss, M. & Parker, C. (2002, March). *A reading researcher crosses over into physics with trepidation: Does she have A right?* American Educational Research Association, New Orleans, LA.
- Parker, C. (2001, March). *How 8 middle-level Latina students understood and gave meaning to science*. National Association for Research in Science Teaching, St. Louis, MO.
- Parker, C. (2000, October). *How 8 Latinas understood middle level science*. Annual Fall Conference of the American Educational Research Association Special Interest Group: Research on Women and Education, San Antonio, TX.
- McGinnis, J.R. & Parker, C. (2000, April). *What happens to first year teachers prepared to make connections between science and mathematics when they enter the workplace?* National Association for Research in Science Teaching, New Orleans, LA.
- McGinnis, J.R., Parker, C. & Graeber, A.O. (2000, March). *An examination of the enculturation of five reform-prepared new specialist teachers of mathematics and science*. American Educational Research Association, New Orleans, LA.
- McGinnis, J. R. & Parker, C. (1999, March). *Teacher candidates' attitudes and beliefs of subject matter and pedagogy measured throughout their reform-based mathematics and science teacher preparation program*. American Educational Research Association, Montreal, Quebec, Canada.
- McGinnis, J.R. & Parker, C. (1999, March). *An investigation in preparing teacher candidates to make connections between science and mathematics*. National Association for Research in Science Teaching, Boston, MA.
- Parker, C. (1999, October). *How 5 Latina adolescents understood seventh grade life science*. 25th Annual Fall Conference of the American Educational Research Association Special Interest Group: Research on Women and Education, Hempstead, NY.

Invited Presentations and Colloquia

- Parker, C., Sparks, A., Newman, C., (2018, December). *An Interdisciplinary Elementary STEM Education Partnership: A Vehicle for Engaged Teaching and Learning*. DC STEM Summit. Washington, DC.
- Parker, C., (2018, August). *How Teaching Assistants Support Science Instruction*. American University, Washington, DC.
- Parker, C., (2017, August). *How Teaching Assistants Support Science Instruction*. American University, Washington, DC.
- Bayles, T., Parker, C., Sparks, A. (2017, August). *Addressing Engineering Pathways for All*. Advancing Excellence in P-12 Engineering Education High School Engineering Education Symposium. Baltimore, MD.
- Parker, C. (2016, March). *How Do We Share Our Good Work?* Mathematics and Science Partnerships Program Conference. US Department of Education. Baltimore, MD.
- Parker, C. (2015, September). *School-Based Initiatives Leveraging Impact in Baltimore*. Lehigh University School Study Tour: Excellence and Equity for All Students. Baltimore, MD.
- Parker, C. (2015, February). *Strategies that support the recruitment and retention of underrepresented students in the STEM fields*. University of Maryland College Park, College Park, MD.

- Parker, C. (2014, April). *Solving the education equation: A new model for improving diverse student outcomes through academic equity*. National Alliance for Partnerships in Equity Annual Professional Development Institute Public Policy Day, National Alliance for Partnerships in Equity, Washington, DC.
- Morrell, C., & Parker, C. (2013, November). *Micromessaging to reach and teach every studentTM*. National Science Foundation Advanced Technical Education Conference, Washington, DC.
- Parker, C. (2011-2013). *Micromessaging to reach and teach every studentTM*. National Alliance for Partnerships in Equity Professional Development. Catonsville Community College.
- Parker, C. (2010). Teacher Equity in the State of Delaware. Webinar hosted by the Mid-Atlantic Equity Center. Roslyn, VA.
- Ross, J.M., Parker, C., Jarrell, B.J. & Bayles, T.M. (2006, March). *The INSPIRES curriculum*. National Science Foundation Panel Discussion, International Technology Education Association National Meeting, Baltimore, MD.
- Ross, J.M., Parker C., Jarrell B.J. & Bayles, T.M. (2005, October). *New UMBC engineering resource packages*. Technology Education Association of Maryland, Tech Expo 2005, Baltimore, MD.

Advisory Boards

- Lets' GO STEM*. (2018-2022). Institute of Education, University of Lisbon.
- Astroscholars*. (2018-2022). National Science Foundation.
- Developing a Spatially-Enhanced Elementary Curriculum and Teacher Training Series to Improve Science Achievement*. (2017-2021). Institute of Education Sciences, National Center for Education Research Cognition and Science Learning Project.
- Latin America Parents Association. (2014-2018).
<http://lapa-ncr.clubexpress.com/content.aspx?sl=778781765>

Honors and Awards

- 2019 Invited by American University's President, Sylvia Burwell for the University's 21st Century Leadership Program
- 2019 National Science Foundation travel award to the Out of Field Science Teaching Symposium in Saint Louis, Missouri.
- 1999 Graduate Student Scholarship from the AERA Special Interest Group Research on Women in Education
- 1991 Recipient of a New York State Challenger Fellowship for Promising Preservice Science Teachers

Courses Taught at American University

- EDU: 492: *Service Learning in the Classroom*
- EDU 604: *Teaching Science in Elementary Schools*
- EDU: 610: *Overview of Qualitative and Quantitative Research Strategies*
- EDU 396: *STEM for Elementary School Teachers*

Courses Taught at the Johns Hopkins School of Education

- ED 855.716: *Contemporary Approaches to Educational Problems*
- ED.883.711: *Qualitative Research Methodology*
- ED.810.623: *Special Topics in Science*
- ED 810.622: *Special Topics in Mathematics*
- ED.810.613: *Methods of Teaching in Secondary Science, Part I*
- ED.810.613: *Methods of Teaching in Secondary Science, Part II*
- ED.810.604: *Methods of Teaching Science in the Elementary School*

ED.810.688: *Chemistry for K-8 Lead Teachers*
ED.810.686: *Life Science for K-8 Lead Teachers*
ED.810.690: *Environmental Science for K-8 Lead Teachers*
ED.810.646: *Supervised Internship and Seminar for Secondary Candidates*

Courses Taught at George Washington University Graduate School of Education

TRED 247: *Methods of Teaching in Secondary Science*
TRED 217: *Recent Developments in Science Education*
TRED 204: *Perspectives in American Education*
TRED 234: *Assessment in the Secondary Classroom*

Module Coursework Taught in the Urban Teacher Education Program at UMBC

Methods of Teaching Science in the Elementary Classroom
Physical Science in the Elementary Classroom
Life Science in the Elementary Classroom
Development and Diversity
Supervised Internship in the Elementary Classroom

Doctoral Advisor

Moran, P. (2017). *Impact of Professional Development on Teacher Understanding of Low Socioeconomic Student Contexts and Influence on Motivation*. The Johns Hopkins University, Baltimore, MD.
Paushter, M. (2017). *Desegregation in An Era of Resegregation: How Heterogeneous Secondary Science Classes Increase Student Achievement and Entrance into The Stem Pipeline*. The Johns Hopkins University, Baltimore, MD.
Romanillos, R. (2017). *Improving Science Teachers' Self-Efficacy for Science Practices with Diverse Students*. The Johns Hopkins University, Baltimore, MD.
Kruchten, Catherine. (2017). *Engineering Identity and Problem-Solving Among Urban Elementary Student*. The Johns Hopkins University, Baltimore, MD.
Doe, K. (2017). *Inter-Organizational Collaborations and Public-Private Partnerships in School Based Health and Physical Education Programs and Services*. The Johns Hopkins University, Baltimore, MD.
Barwick, M. (2016). *An Online Community of Inquiry to Promote Professional Learning in a Digital Conversion Initiative*. The Johns Hopkins University, Baltimore, MD.

Dissertation Committee Member

O'Neill, V. (2017). *Building Positive Supportive Cultures for Student Success in Secondary Mathematics Classrooms: Perspectives of Teachers*. The George Washington University, Washington, DC.
Lastica, J. (2011). *Why do they stay: A phenomenological study of secondary science teacher retention*, The George Washington University, Washington, DC.
Cassidy, K. (2008). *The quality of traditionally versus alternatively teacher preparation as measured by the level of the intellectual quality of the teachers' science instruction*. The George Washington University, Washington, DC.
Murdock, J. (2006). *Physics achievement and the TIMSS exam*. The George Washington University, Washington, DC.

Administrative and Committee Service American University

Parker CV

Co-Chairperson, University-Wide Term Faculty Committee 2020-2021
Chairperson, School of Education Assessment Committee 2019-2020
Committee Member, Ed.D Committee Member, (2018-2019)
Committee Member, Ad-Hoc Committee on Teaching (2018-2019)
Chairperson, School of Education Curriculum Committee 2017-2019
Committee Member, School of Education/SPExS Librarian Search Committee, 2017-2018
Chairperson, Term Faculty Search Committee, 2017

Johns Hopkins University (JHU)

Committee Member, Doctoral Committee, 2015-2017
Committee Member, Faculty Development Committee, 2015-2017
Faculty Representative, School of Education Faculty Senate, 2014–2015
Committee Member, Strategic Planning and Policy Committee, 2014–2015
Lead Faculty Member, K–8 Mathematics Lead Teacher Certificates, 2014–2015
Director, JHU/Montgomery County Schools ProMAT Option, 2013–2017
Lead Faculty Member, K–8 Science and K–8 STEM Lead Teacher Certificates, 2010–2017
Committee Member, Consortium for Urban Education STEM Workgroup, 2012–2016
School of Education Representative, Center for the Integration of Research, Teaching, and Learning (CIRTL) Initiative, 2011–2015
Committee Member, NCATE Task Force, 2011–2014
Committee Member, JHU's Biotechnology Education Program Advisory Board, 2010–2012
Committee Member, School of Education Curriculum Committee, 2010–2011

George Washington University

Committee Member, NCATE Task Force, 2006–2009
Science SPA Writer, 2006–2009
Lead Faculty Member, Secondary Education Program, 2005–2008

University of Maryland Baltimore County

Committee Member, NCATE Task Force, 2001–2003
Committee Member, Urban Education Faculty Search Committee, 2002–2003

Professional Service

Reviewer, Discovery Research K-12, National Science Foundation, 2020
Reviewer, *Science Education*, 2017–Present
Reviewer, Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST), 2017
Research Committee Member, The National Association of Research in Science Teaching, 2016-Present
Reviewer, *Journal of Pre-College Engineering Education Research*, 2015
Reviewer, *School Science and Mathematics*, 2012–Present
Reviewer, Conference Proposals for the National Association of Research in Science Teaching Strand 8: In-service Science Teacher Education, 2011–Present
Reviewer, Paper of the Year, *National Association of Research in Science Teaching*, 2011–2013
Reviewer, SAGE Publications, 2010
Reviewer, *Journal of Research in Science Teaching*, 2006–Present
Reviewer, Comprehensive Math Science Partnerships, National Science Foundation, 2003
Co-chair, AERA Program Committee, Division C, Section 4: Science, 2003
Reviewer, Outstanding Paper Award Committee, National Association for Research in Science Teaching, 2002–2005
Reviewer, Evaluation, and Research for Math Science Partnerships, National Science Foundation, 2002

Professional and Academic Association Memberships

American Association for the Advancement of Science
American Educational Research Association
American Society for Engineering Education
Association for Science Teacher Education
Association for Women in Science
Kappa Delta Pi
Maryland Association for Science Teachers
National Association for Research in Science Teaching
National Science Teachers Association

VICTORIA COTTON

Urban Teachers Fellow and Education Specialist

✉ Victoria.r.cotton@gmail.com

☎ 917-617-5104

📍 Washington, DC

🌐 [LinkedIn](#)

WORK EXPERIENCE

Resident and Fellow

Urban Teachers

📅 2019 - current 📍 Washington, DC

- Completed a residency where I observed a mentor teacher and designed professional goals around observations and personal practice with 1:1 mentoring from coaches.
- Taught at title 1 public and charter schools in urban settings.
- Developed the skills, hands-on experience and knowledge to ensure every child receives an equitable education.

First Grade Teacher

Friendship Public Charter School Chamberlain Campus

📅 2020 - current 📍 Washington, DC

- Methodically planned and executed lesson plans that are culturally relevant and span over numerous domains.
- Adapted curriculum (Wilson Foundations, Heggerty, Wit and Wisdom and Eureka) to optimize student achievement based on common core standards.
- Selected by Friendship PCS's leadership team to collaborate and construct a 5 year strategic plan for all Friendship Campuses.
- Advocated for the needs of current and past students on IEP's, BIP's and 504's.
- Built strong relationships with students and parents which ensured a safe, loving and respectful classroom environment.

Seminar Professor

University of Vermont

📅 2018 - 2019 📍 Burlington, VT

- Instructed first year college students and led discussion sections for the Arts and Creativity Community.
- Planned and facilitated bi-weekly community gatherings and first year move in.

College of Medicine Teaching Assistant

University of Vermont

📅 2017 - 2018 📍 Burlington, VT

- Prepared weekly study sessions and office hours for a course titled Healthy Brains Healthy Bodies in Fall 2017 and Fall 2018.

Student Teacher

University of Vermont

📅 2016 - 2017 📍 Burlington, VT

- Implemented Reggio Emilia inspired teachings for children 0- 24 months.
- Collaborated with children, teachers and families to develop curriculum and inclusive environments that promote play, development, and learning.

EDUCATION

Masters in Elementary Education

Dual certification in Special Education and Elementary Education

Johns Hopkins University

📅 2019 - 2021

📍 Baltimore, MD

Bachelors in Education

Education Major, Dual minor in Behavioral Change Health Studies and English

University of Vermont

📅 2015 - 2019

📍 Burlington, VT

SKILLS

Activity and Event Planning

Survey applications (Survey Monkey/Qualtrics)

Problem Solving

Passion for equity and inclusion

Organization and Scheduling

Communication with families and stakeholders

AWARDS

Segal Education Award Member for SY 2020 and 2021

UNCF Black Educators Loan Forgiveness program

Honored and Facebook Innovator Award

CLARETTA MCDANIEL

5533 5th Street, N.E., Washington, DC 20011 Mobile: 202-365-3985

cjackso4@hotmail.com

PROFILE

Higher Education leader with extensive experience in student development, academic degree program management, and decanal leadership. Core skills combine a unique mix of strategic thinking, effective communication, creative analysis, project management, leadership, and the ability to work effectively with diverse groups of people at all levels of interaction. Successfully bridged corporate consulting and project management with higher education experiences.

HIGHER EDUCATION EXPERIENCE

School of Education, American University, Washington, DC

2022 – Present

Assistant Dean for Academic Administration

- Provides leadership and strategic management of academic services for undergraduate and graduate programs, including program management, enrollment and retention, graduate advising, graduate financial assistance, and management of third-party relationships and online programs.
- Represents the school's graduate and undergraduate program to internal and external constituents, including liaising with other graduate programs, and working groups at the university, such as the Office of Graduate Studies, Office of the Registrar, Financial Aid, and Student Accounts.
- Serves as the school's academic administration liaison for partnerships to achieve success and seamless integration of partnerships into the school and university.
- As a member of the school's leadership team, collaborates with the Dean, Associate Dean for Academic Affairs, Director of Finance, Budget, & Personnel Administration, Director of Strategic Marketing & Communication, and Director of Development on strategic planning, enrollment management, faculty and staff communication, and external constituency building.

Howard University School of Divinity, Howard University, Washington, DC

2008 – 2022

Assistant Dean for Student Affairs

- Provides leadership and strategic organization of all student services functions: recruitment, admissions, enrollment, financial aid, and student life to maximize student admissions, retention, and success.
- Serves on various faculty/staff committees, including Honors & Awards, Commencement, Academic Affairs, and Curriculum Review Committee.
- Collaborates with the Dean, Associate Dean for Academic Affairs, faculty, and professional staff on strategic planning, improved communication, and external constituency building.

Kogod School of Business, American University, Washington, DC

2003 - 2008

Director of Graduate Student Services

Assistant Director of Graduate Student Programs

Graduate Academic Counselor

- Led the Kogod School of Business academic advising function for five hundred full-time and part-time graduate business students including international students from sixty countries.
- Collaborated with the Associate Dean for Academic Programs, Senior Associate Dean for Academic Affairs, and faculty on curriculum planning, academic program improvement and implementation, and international study tours.
- Managed an Assistant Director/Graduate Academic Counselor and work-study students.

Student Support Services, Montgomery College, Rockville, MD

2001 - 2003

Director

- Developed and administered the initial Student Support Services Federal TRIO grant program serving 125 first-generation, low-income students, and students with disabilities.
- Demonstrated success in delivery of required student programs and services, which resulted in program renewal.
- Conducted assessment, tracked student progress and participation, and produced interim and annual reports on program effectiveness.

District of Columbia College Access Program (DC CAP), Washington, DC 2000 - 2001

College Advisor

- Assisted DC public high school students and families with college selections, college applications, financial aid, and scholarship applications.
- Partnered with counselors, faculty, and school administrators to promote college enrollment.

University of Maryland University College, Adelphi, Maryland 1998 - 2000

Advanced Counselor

- Provided academic advising and curriculum planning to undergraduate students enrolled in online and classroom degree programs.
- Conducted orientation, degree requirement, and career sessions during university open houses.

CONSULTING PROFESSIONAL EXPERIENCE

MCI Telecommunications Corporation, Arlington, Virginia 1995 - 1998

Business Systems Analyst

- Led cross-organization teams in investigation, resolution, and prevention of complex issues impacting product revenue stream.
- Led system development efforts to ensure process and system efficiency for corporate reference database.

Mitchell Systems Corporation, Arlington, Virginia 1990 - 1995

Consultant/Senior Business Systems Analyst

- Developed implementation plan encompassing conversion, training, pilot test, and staged implementation for city-wide human services system and a federal personnel system.
- Performed analysis and design of user requirements.

Blue Cross and Blue Shield of the National Capital Area (BSBSNCA) and Health Management Strategies, Inc. (subsidiary), Washington, DC 1981 - 1990

Lead Methods Analyst

- Conducted workflow analysis and development of redesigned processes to enhance efficiency.
- Performed analysis and design of user requirements for system integration projects.

Special Project Coordinator (Health Management Strategies, Inc.)

- Served as the liaison between subsidiary and parent company on the implementation of a managed care program and a preferred provider network.
- Developed initial corporate policies and procedures and baseline corporate Affirmative Action Plan.

EDUCATION:

M.A., Counseling

Specialization: Student Development in Higher Education
Trinity University, Washington, DC

B.A., Psychology and Elementary Education
Washington University, St. Louis, Missouri

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

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

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

Desmond Rudd, Ed.D.

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

EDUCATION

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

CERTIFICATIONS

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

EXPERIENCE

Breakthrough Montessori Public Charter Schools, Washington, DC Fall 2021- Current
Director, Equity and Engagement

- Refined, launched, and supported a long-term strategic plan for equity across the organization that is rooted in our mission, vision, theory of action, problem statement, and evidence-based research. Mapped out this plan quarterly and yearly with goals and outcomes with feedback from all stakeholders; setting vision and strategic direction for equity, family and community engagement, family recruitment, and communications
- Developed a School Wide DEI scope and sequence for PD, improving and impacting school community and culture
- Provided professional development sessions for regional and school-based leadership teams on unconscious bias, racism, microaggressions, and multicultural approaches to school and regional practices.
- Developed, strategized, and executed school wide communications and family recruitment strategy, reaching and keeping our network of staff, board members, families and community partners informed and inspired about our work.
- Serve as a trusted advisor and thought partner to Executive Director and other colleagues. Support and advocate for teammates who are being impacted by issues of equity and inclusion. Champion a positive culture including feedback and training for those who need to develop their skills and/or awareness of the impact they are having on others.

John Hopkins University-School of Education, Baltimore, MD Fall 2021- Current
Lecturer and Clinical Faculty, Urban Teachers Program

- instructed sections of John Hopkins University's Special Education Department (1-4 credit hours) in the Fall and Spring semester, coaching students on connecting education theory to practice
- concurrently provided year-long professional academic advising, coaching and support to graduate students enrolled in John Hopkins University

American University, Washington, DC Fall 2020- Current
Adjunct Professor

- instructs sections of American University Experience II (AUx2-power, privilege, and oppression curriculum) (1.5 credits each) in the spring semester, coaching students on developing their own personal antiracist lens
- concurrently provides year-long professional academic advising and support to undergraduate students enrolled in assigned sections of AUxII during the students' first academic year

DC State Board of Education- Office of the Student Advocate, Washington, DC Fall 2020- Current
Legislative Policy Fellow & Intern

- Drafted documents explaining laws, policies, and rights that impact education to families and stakeholders
- Researched laws that govern public education locally, nationally and regularly reporting findings to the Chief Student Advocate
- Represented the Office of the Student Advocate at hearings, briefings and forums
- Composing whitepapers and one pagers on relevant topics in law and education

Meridian Public Charter School, Washington, DC Fall 2019- Current
Seventh/ Eighth Grade General Music Teacher

- Planned and implemented dynamic, engaging music lessons for grade levels 6-12, including the use of listening, sight-reading, rhythmic and improvisational skills aligned with national/ state standards
- Integrated social studies, science, math and literature into music curriculum
- Collected, analyzed and interpreted student data for the purpose of enhancing classroom instruction as well as school wide instruction and student achievement

Teach for America-Buffalo, Buffalo, NY

Summer 2018- Fall 2019

Regional Manager, Development and Communications

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

Teach for America National Institute, Philadelphia, PA

Spring 2018- Summer 2018

Instructional Coach & Corps Member Advisor

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

Charter Middle School of Applied Technologies, Buffalo, NY

Fall 2017- Summer 2018

Seventh/ Eighth Grade General & Special Education Teacher/ Consultant

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

Westminster Community Charter School-#68, Buffalo, NY

Fall 2016- Summer 2017

First and Sixth Grade Special Education Teacher

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

Echols Middle/ Tuscaloosa County High School, Tuscaloosa, AL

Fall 2015-Spring 2016

Band Director Assistant/ Instructor- Elementary and High School

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

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

Fall 2012- Fall 2014

Coordinator

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

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

Fall 2019- Current

Board of Advisor, appointed by Erie County Executive Mark Poloncarz

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

Primary Hall Charter School, Buffalo, NY

Spring 2019- Spring 2021

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

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

Last updated: July 22, 2021

VITA

Emily J. Yanisko

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

EDUCATION

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

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

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

B.A., Music
Binghamton University, 2003

PROFESSIONAL EXPERIENCE

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

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

Last updated: July 22, 2021

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

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

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

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

Taught courses in general education to masters' certification students.

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

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

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

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

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

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

Last updated: July 22, 2021

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

Fall 2003 –
Spring 2011

High School Mathematics Teacher

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

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

CONSULTING

Fall 2015 –
Winter 2016

Consultant, SCALE

Stanford University, Stanford, CA

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

Summer 2014 –
Spring 2017

Consultant, ATLAS

National Board for Professional Teaching Standards, Arlington, VA

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

Fall 2010 –
Spring 2011

Mentor, National Board Certification

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

Last updated: July 22, 2021

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

Fall 2010 –
Spring 2011

Communication and Evaluation Liaison
Financial Incentives Rewards for Supervisors and Teachers (FIRST), Upper Marlboro, MD

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

Spring 2010

Professional Developer
Ridgecrest Elementary School, Adelphi, MD

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

Spring 2007 –
Fall 2009

Curriculum Writer
Prince George's County Mathematics Department, Oxon Hill, MD

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

HONORS, AWARDS, AND RECOGNITIONS

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

PUBLICATIONS

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

Last updated: July 22, 2021

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

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

GRANTS

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

COURSES TAUGHT

High School – Parkdale High School

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

Community College – Anne Arundel Community College

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

Undergraduate – Catholic University of America

EDUC 323: Methods and Materials of Modern Elementary Mathematics

Graduate – University of Maryland

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

Last updated: July 22, 2021

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

Graduate – Lesley University

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

Graduate – Johns Hopkins University

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

SERVICE

Ongoing

Faculty Search Committee

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

Ongoing

Teacher Practice Rubric Norming Workgroup

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

February 2021
– July 2021

Summer B Experience Workgroup

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

Last updated: July 22, 2021

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

June 2020 *Summer A Planning Work Group*

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

July 2020 –
August 2020 *White Co-Conspirators' Anti-Racist Work Group*

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

July 2020 –
October 2020 *DEIA Sprint Curriculum Work Group*

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

February 2020
– April 2020 *August Faculty Conference Work Group*

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

August 2018 –
November 2018 *Mission/Vision/Values Work Group*

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

October 2017 –
January 2018 *Teacher Practice Rubric Subcommittee*

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

Last updated: July 22, 2021

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

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

May 2017 *Coaching Differentiation Subcommittee*

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

CONFERENCE PRESENTATIONS

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

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

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

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

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

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

Last updated: July 22, 2021

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

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

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

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

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

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

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

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

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

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

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

Last updated: July 22, 2021

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

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

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

PROFESSIONAL ACTIVITIES

Reviewer, Association of Mathematics Teacher Educators

Reviewer, Professing Education Special Issue

Reviewer, The Urban Review

CERTIFICATIONS

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

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

Gillian M. DiMuzio

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

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

EXPERIENCE

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

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

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

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

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

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

EDUCATION

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

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

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

Bachelors in Early Childhood Education—Towson, MD
2007

COMMITTEES

Arts Integration Committee, Member—PPPCS, 2018 - Present

Enrollment Committee, Member—PPPCS, 2018-Present

Literacy Committee, Chair—PPPCS, 2014 - 2017

Education Committee, Member—PPPCS, 2008-2014

instruction for special needs students, and behavior management strategies

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

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

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

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

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

CONFERENCES

International Reading Association: Engaging Students in Literacy
Atlanta, Georgia

EdSurge Baltimore Tech for Schools Summit
Baltimore, MD

PROFESSIONAL DEVELOPMENT

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

SPECIAL INTERESTS

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

Shawn Nicole Simon

EDUCATION PROFESSIONAL

631.807.5921



Shawn.n.simon@gmail.com



1403 Weldon Place N,
Baltimore, MD, 21211



www.linkedin.com/in/shawn-simon



www.Shawnnicolesimon.weebly.com



Education

MASTERS OF SCIENCE
Instructional Technology
Towson University
2010

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

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

Certifications

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

Maryland Educator Certificate
Generic Special Education 1-8
Advanced Professional

Google for Education, Certified
Educator-Level 1 and 2

Professional Profile

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

Professional Experience

URBAN TEACHERS, Baltimore, MD

Lead Clinical Faculty-Special Education, July 2021-Present

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

Clinical Faculty-Special Education, 2018-June 2021

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

PATTERSON PARK PUBLIC CHARTER SCHOOL, Baltimore, MD

PPPCS Summer Fun Camp Director, June 2014-August 2021

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

Special Educator, 2014-2018

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

Shawn Nicole Simon

EDUCATION PROFESSIONAL

Core Competencies

Working towards NASET BCASE

Safe Zone Member

Current Member: ISTE, NASET,
CEC

Wilson's Foundations Reading
System

Wireless Generation/mClass
Literacy Assessment

STAR 360 Assessments

Fountas & Pinnell Leveled Literacy
Intervention

Donors Choose Teacher
Ambassador

Developed and Led Professional
Developments throughout BCPSS

Professional Development

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

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

Google for Ed: Anywhere School,
August 2020

Ins & Outs of Distance Learning,
August 2020

Numerous Distance Learning
Professional Developments,
March-August, 2020

Numerous Culturally Relevant
Pedagogy Professional
Developments, 2020, 2021

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

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

Numerous Special Education
Conferences, 2006

Professional Experience (continued)

BCPSS School Based Mentor, 2015-2018

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

Second and First Grade Inclusion Educator, 2007-2014

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

First Grade Team Lead, 2011-2014

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

Other Responsibilities, August 2010-2017

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

MANHASSET UNION FREE SCHOOL DISTRICT, Manhasset, NY

Summer School Special Educator, June-August 2008, 2009

School Year Classroom Teaching Assistant, August 2006- June 2007

Mora R. Owens
781-405-2727
mora.owens@gmail.com

PROFESSIONAL EXPERIENCE

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

6/2017 - current

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

Wheelock College, Boston MA

9/2014 – 8/2016

Program Manager – Equity and Access in Education, Aspire Institute

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

Boston Public Schools, Boston MA

6/2013 – 6/2014

Alumni Placement Manager

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

Boston Teacher Residency (BTR), Boston MA

7/2011 – 6/2013

Clinical Teacher Educator – Elementary Literacy

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

Peabody School, Cambridge MA

8/2005 – 6/2011

Literacy Coach - Faculty Development /Reading Literacy

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

"Best Practices" Knowledge/Reading Literacy

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

Data Tracking & Progress Reporting

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

Faculty Recruitment/ Diversity Network Co-Facilitator

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

Content Knowledge Expertise/Reading - Title One Teacher

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

Boston and Cambridge MA Public Schools
First Grade Teacher

8/1996 – 6/2005

EDUCATION

Lesley University, Cambridge MA
Primary Literacy Training – Literacy Collaborative

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

CERTIFICATION

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

Helen Garcia

2807 Chesterfield Avenue
Baltimore, MD 21213

(908) 209-5798

gma6869715@gmail.com

EDUCATION

Towson University, Towson, MD, May 2011

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

CERTIFICATION

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

PROFILE

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

INSTRUCTIONAL COACH

Urban Teachers

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

TEACHING EXPERIENCE

Teacher 4th/5th Grade ELA, Baltimore City Public Schools, 2015 – Present

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

Instructional Coach, Baltimore City Public Schools, 2010 - 2015

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

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

Classroom Teacher, BCPS, Baltimore, 2003 -2007

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

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

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

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

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

OTHER EXPERIENCE

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

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

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

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

ORGANIZATIONS

NCTE

PROFESSIONAL DEVELOPMENT

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

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

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

REFERENCES

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

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

arice01@bcps.k12.md.us

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

Amber Glaros

Mieosha A. Hobbs M.S.Ed

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

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

C. Roberts
Teacher
North Bend
Elementary/Middle

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

*Jahmari
Student, retained in
1st grade
DC Prep Anacostia
Elementary Campus

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

Ms. Hoffman
Parent

Career Profile

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

Education

- ◆ **Bachelor of Science in Elementary Education**
The University of Tampa, Tampa, FL. May 2009
- ◆ **Master of Science in Reading Education**
Johns Hopkins University, Rockville, MD. May 2016

Teaching Experiences

- ◆ **Instructional Coach & Adjunct Professor, Black Educators Initiative (BEI) Associate, August 2019 - Current**
Urban Teachers (UT); Johns Hopkins University - Baltimore, MD
- ◆ **Various positions, Multiple Campuses, August 2016 – June 2019**
DC Prep Public Charter School (Title 1), Washington, DC
3rd grade special education ELA, 1st grade special education teacher of ELA and math, Interventionist of 1st grade ELA
- ◆ **2nd grade self-contained classroom teacher, August 2015 – June 2016**
Stanton Elementary School (Title 1), Washington, DC
- ◆ **Various positions, August 2011 – June 2015**
Randle Highlands Elementary School (Title 1), Washington, DC
1st grade self-contained, 2nd grade self-contained, 3rd grade science/social studies, 4th grade math/science and Science/Social Studies Committee Chair
- ◆ **5th grade self-contained classroom teacher, August 2010 – June 2011**
Walton Academy for Performing Arts (Title 1), Tampa, FL
- ◆ **Exceptional Student Education (ESE) (4th, 6th- 8th), Aug. 2009 to June 2010**
Trinity School for Children, Tampa, FL

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

Anonymous grad student
Johns Hopkins University

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

Ms. Green
Parent

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

Colleague
Urban Teachers

*names changed to respect privacy

Technology and Application Competencies

Microsoft Applications • Slack • Zoom • Concur • Whetstone

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

Schoolzilla • Illuminate • Gradebook • Adobe Acrobat Reader

Career Highlights

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

Professional Trainings and Development

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

References and supplemental information available upon request.

Shasha Y. Lowe-Anderson, PhD

3508 Blue Crab Lane, Waldorf MD 20602

Mobile: (301) 523-0667

Email: Shshlowe@gmail.com

EDUCATION:

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

CERTIFICATION:

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

CAREER EXPERIENCE:

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

Vision and Leadership Experience

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

Teaching and Learning

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

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

Operations and Management

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

Meaningful Engagement

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

Professional Growth

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

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

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

Steven Gorschboth

Teacher • Special Education Instructional Leader •

PROFESSIONAL SUMMARY

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

CONTACT

Cell: (443) 847-8449

Email: igorschboth@gmail.com

Address:

619 Dunkirk Road
Baltimore, MD 21212

EDUCATION

06/2019

Master's of Science

Education (M.S.ED)

Johns Hopkins University
– Baltimore, MD

06/2017

Bachelor's of Science

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

Towson University
– Baltimore, MD

KEY SKILLS

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

CERTIFICATION / NOTABLE EXPERIENCE

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

PROFESSIONAL EXPERIENCE

Special Education Instructor

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

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

Summer Institute Coordinator

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

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

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

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

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

Samra Mekonen

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

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

CONTACT

312.593.5930

samra.mekonen@gmail.com

1035 N Calvert St Apt 3A
Baltimore, MD 21202

COMPETENCIES

Certifications

- Professional Teaching License
- Google Level 1 Certified Educator

Languages

- English, French, Spanish, Amharic

Technology + Skills

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

PROFESSIONAL EXPERIENCE

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

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

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

Instructional Coach

Urban Teachers, 6/2019-8/2021

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

Professional Learning Manager, Course Developer

Baltimore City Public Schools, 11/2019-present

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

ELA Content Team Leader

KIPP Harmony Academy, 6/2019-present

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

Lead Classroom Teacher: Grade 2, Inclusion, ELA

KIPP Harmony Academy, 7/2016-present

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

Teacher Democracy Project Fellow

Teacher Democracy Project, 8/2020-6/2021

Educational Issues Committee Secretary

Baltimore Teachers Union, 8/2020-6/2021

New Teacher Mentor

Baltimore Teachers Union, 8/2020-6/2021

Director of Summer School Operations

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

Resident Teacher

Urban Teachers, 6/2015-7/2016

Lead Summer Teacher

Bristow Montessori School, 5/2013-1/2015

EDUCATION

Harvard University (2022)

- Certificate in Advanced Education Leadership

Johns Hopkins University (2022)

- Certificate in School Administration and Supervision

BCPS Professional Learning

- 40+ credits professional learning

Lesley University (2015-2017)

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

Virginia Tech – (2011-2015)

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

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

Education

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

Certifications

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

Leadership Accomplishments:

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

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

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

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

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

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

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

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

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

Instructional Coaching and Development (Baltimore, MD)

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

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

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

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

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

Leadership Experiences:

KIPP Texas (Houston, TX)

February 2022 – Present

Manager of Curriculum and Achievement (K-8 ELA)

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

KIPP Ujima Village Academy (Baltimore, MD)

July July 2020 – February 2022

Assistant Principal

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

KIPP Ujima Village Academy (Baltimore, MD)

July 2019 – Present

Student Excellence Team (SET) Coordinator

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

KIPP Ujima Village Academy (Baltimore, MD)

July 2019 – July 2020

Assistant Principal in Residence

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

KIPP Ujima Village Academy (Baltimore, MD)

July 2019 – July 2020

504 Chair

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

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

KIPP Harmony Academy (Baltimore, MD)

May 2018- August 2018

Standing Summer Principal; Grades K-4

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

KIPP Harmony Academy (Baltimore, MD)

August 2017 – June 2019

Teacher Development Leader

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

Math Team Lead; 2nd Grade

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

Professional Teaching Experience

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

June 2019- Current

Adjunct Professor

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

KIPP Harmony Academy (Baltimore, MD)

August 2016 –June 2019

Lead Teacher; 2nd Grade

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

Gilmor Elementary School (Baltimore, MD)

June 2016 - August 2016

Lead Teacher; Kindergarten

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

Urban Teachers, KIPP Harmony Academy (Baltimore, MD)

August 2015 – May 2016

Resident Teacher; Kindergarten

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

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

Urban Teachers, Holabird Elementary School (Baltimore, MD)

June 2015 - August 2015

Resident Teacher; 3rd Grade

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

Y.E.S Camp (Morristown, NJ)

June 2012 - August 2012 & June 2013- August 2013

Lead Teacher

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

Other Work Related Experiences

Urban Teachers Faculty & Staff (Baltimore, MD)

May 2017 – August 2017

Graduate Assistant

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

Urban Teachers Summer Mentor (Baltimore, MD)

May 2017 – August 2017

Lead Summer Mentor

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

Early Career Educator Nominee (Baltimore, MD)

May 2017

Nominee

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

Urban Teachers Fellow, (Baltimore, MD)

June 2015- May 2019

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

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

August 2016 – May 2017

Co-Leader and Organizer

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

PARCC 3rd Grade Tutoring, KIPP Harmony Academy (Baltimore, M D)

January 2017 – May 2017

Co-Leader and Organizer

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

Center for Student Diversity (Williamsburg, VA)

August 2014 – May 2015

Student Assistant

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

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

August 2013 – May 2015

Executive Board Member

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

Alpha Kappa Alpha Sorority, Inc.

April 2015 – Current

General Member

KIM CHERRY BURNETT

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

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

PROFESSIONAL EXPERIENCE	Regional Partnership Manager	2019 – Present
	Association of Supervision and Curriculum Development Manager for all K-12 partnership activities; responsible for supporting professional learning for International School districts as well as domestic school systems in North Carolina, South Carolina, Alabama, and Georgia. Additionally, responsible for meeting with K-12 school district leaders, to support school improvement plans, book studies and professional development goals.	
	STEM Clinical Faculty	2020 – Present
	Johns Hopkins University - Urban Teachers Program A member of the Johns Hopkins University Urban Teachers Clinical STEM Faculty, dedicated to classroom teaching, mentorship, collaboration, and the success of students. Serve as faculty to support the journey of students through graduate program and into urban classrooms in Baltimore and Washington, DC.	
	Deputy Chief, STEM	2014 - 2019
	District of Columbia Public Schools In charge of science, technology, engineering, and mathematics (STEM) initiatives, curricula, enrichments, interventions, and assessments for school district which includes 116 schools and ~50K students. Manage an annual budget of \$5 million; supervise a team of math, science, computer science and STEM integration professionals. Responsible for introducing/adopting districtwide math and science curricula K-12. Accountable for bringing an elementary engineering-based curriculum for all K - 5 students and computer science curriculum to middle grade students. Influenced the district growth of mathematics achievement - results during tenure – Mathematics PARCC raised +11.5 percentage points from 2015 – 2019.	
	Director of Professional Development	2011 - 2014
	National Science Teachers Association Director of Professional Development supervised a faculty nationally ranked master math/science teachers. Traveled throughout the US and Middle East to facilitate elementary teacher institutes in math/science inquiry-based instruction. Managed an annual \$3.5 million budget.	
	Executive Director	2009 - 2011
	Xavier University of Louisiana Executive Director of the Mathematics and Science Teacher Institute in New Orleans (post-Katrina) -- provided teacher training seminars/professional workshops for math/science teachers in public, charter, parochial and private schools. Managed a \$1.8 million budget.	
	Elementary Science Coach	2007 - 2009
	Department of Curriculum and Instruction/ Prince George’s County Public Schools Assisted school administrators in creating/implementing professional development for science teachers for 150 elementary schools through the county.	

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

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

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

Elementary School Teacher

1999 - 2005

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

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

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

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

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

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

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

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

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

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

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

VOLUNTEER EXPERIENCES Executive Board Member for the **Mid-Atlantic Innocence Project**
Board of Directors **STEM4US**
Advisory Council Member for **Xavier University of Louisiana – Division of Education & Counseling Leadership and Advisory Council Jackson State University STEM Stars**

PROFESSIONAL MEMBERSHIPS Association of Supervision and Curriculum Development (ASCD)
National Science Teachers Association (NSTA)
National Council of Teachers of Mathematics (NCTM)
National Association of Research in Science Teaching (NARST)
Association of Science Teacher Education (ASTE)
American Educational Research Association (AERA)
Phi Delta Kappa Professional Education Association (PDK)
Kappa Delta Pi International Honor Society in Education (KDP)
Urban Mathematics Leadership Network (UMLN)

REFERENCES Available upon request.

Position Title

Professorial Lecturer/Director of Clinical Faculty Urban Teachers Baltimore, MD Site

Location

Baltimore, MD

Position Type

Faculty

Position Description

The School of Education at American University invites applications for a full-time (non-tenure track) faculty position of Director of Clinical Faculty, supporting our partnership with the Urban Teachers (UT) program at the Baltimore site. Through the partnership with Urban Teachers, American University's School of Education offers a two-year Master of Arts in Teaching degree that is integrated as one component of UT's four-year teacher preparation program that results in the AU MAT degree as well as dual certification in a content area and special education. The mission of Urban Teachers is to prepare highly effective teachers who significantly accelerate student achievement in the nation's highest-need schools by recruiting outstanding candidates, equipping them with state-of-the-art and research-based pedagogy and professional development, and linking their certification to their demonstration of effective teaching practices and skills.

The appointment is for a twelve-month faculty position that will commence on **October 1, 2022**, with the potential for subsequent annual reappointment. Rank will be dependent on experience and stature in the field. This position includes the responsibilities of a Term faculty member with release from teaching for administrative responsibilities. The position will be based in the Baltimore area to support the administration of UT faculty at the Baltimore site.

The SOE is committed to equity and excellence in education and the SOE actively encourages applications from members of all ethnic, racial, and/or cultural groups underrepresented in higher education. Candidates must have a belief and commitment to anti-racism. To further expand and deepen our school community's core values of excellence, antiracism, equity, and social justice, the School of Education at American University seeks to hire a candidate with expertise and experience in antiracist urban teacher preparation. The selected candidate must hold commitments and "practice-oriented" expertise in antiracist education in all educational settings as well as a deep understanding of the Urban Teachers program. The AU SOE sees this hire as a continued and growing commitment to furthering antiracist teacher preparation and commitment to urban schools across AU, in the local Baltimore community, the nation, and decolonizing across the globe.

American University's School of Education (SOE) is located in Washington DC, a city with committed and innovative urban educators and access to some of the nation's largest and most diverse school districts. AU SOE has become a strong voice for antiracist education in the Washington DC area (for example, see <https://www.american.edu/soe/summer.cfm>; <https://www.edsurge.com/news/2021-06-22-can-colleges-help-early-childhood-teachers-go-back-to-school>). The SOE, with commitments to antiracism and increasing equitable educational outcomes of students in all learning environments, is a growing school with programs in teacher education (including special education), international education, and educational policy and leadership. American University is a private research institution within easy reach of the many centers of government, business, research, and the arts. For more information about American University, visit www.american.edu. Additional information about the School of Education is available at <https://www.american.edu/soe/>.

Roles and Responsibilities:

The Director of Clinical Faculty (DCF) collaborates closely with the Urban Teachers Executive Director (ED) to coordinate the implementation of the joint program. The DCF manages, coordinates, and evaluates the work of the site-based Lead Clinical Faculty (LCF) and Clinical Faculty in all content areas and grade levels and is responsible for the hiring, onboarding, and evaluation of all faculty at the site. The DCF supports the LCF team in enacting their roles as the primary subject area supports for clinical faculty and as liaisons to Urban Teachers' content area directors. The DCF has oversight of all aspects of the academic program (inclusive of coursework and coaching) at the site, providing program quality control. The DCF serves as the first line of advising for students in the program, including providing information about registration, conducting grade reviews, and referring coursework issues to appropriate staff. The DCF also serves as the liaison between the site-based Clinical Faculty and the various teams from the Urban Teachers central organization, especially the Curriculum and Professional Development team.

Specific responsibilities include:

1. Meeting regularly with the Urban Teachers ED to ensure program quality for the site.
2. Collaborating with site executive team to build coursework schedule. While Urban Teachers has primary responsibility for providing a site for coursework each year, the DCF creates the course schedule, ensures that all courses are staffed, and communicates course placements to participants.

3. Meeting regularly with LCF team to coordinate all aspects of coursework and coaching, including:
 - Coursework
 - Staffing
 - Scheduling
 - Monitoring curriculum implementation
 - Coaching
 - Assigning coaches
 - Norming (e.g., inter-rater reliability) of coaches
 - Development of coaching practice
4. Acting as the curriculum and professional development lead at the site:
 - Working with LCF to ensure that coursework is delivered with fidelity
 - Analyzing data to determine site-specific professional development needs and planning and delivering PD for the faculty
5. Working closely with Urban Teachers' national Curriculum and Professional Development team:
 - Coordinating feedback from students and faculty regarding curriculum and coaching
 - Participating in the planning and delivery of program-wide professional development
6. Regularly monitoring program participant performance data and referring issues to the LCF and site teams.
7. Participating in site and national meetings and professional development.
8. Represent the voice of faculty with AU, UT, and school partners so that the impact of decisions on the faculty can be considered.

Qualifications

Required Qualifications:

This person has a demonstrated record of continuous, and courageous, commitment to anti-racism in urban education. They will also have a graduate degree (M.A. or higher) related to education; experience in PK-12 urban public education as a teacher, staff developer, and/or administrator; skills as both a communicator and a manager; strength in developing highly-organized systems; experience in group facilitation and mentoring; experience with internship programs; ability to work as a member of a high-functioning team; experience with online learning management systems such as Canvas; supervision experience.

Position Title

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

Location

Baltimore, MD

Position Type

Faculty

Position Description

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

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

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

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

Roles:

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

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

Specific Responsibilities Include:

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

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

Qualifications

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

Students' Rights and Responsibilities

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

Following are the responsibilities and rights identified by the code.

Each student is responsible for:

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

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

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

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

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

Copyright © 2021 American University.

<http://www.american.edu/>



University Policy: Student Academic Grade Grievances Policy

Policy Category: Academic

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

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

Supplemental Documents: N/A

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

I. SCOPE

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

II. POLICY STATEMENT

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

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

Students may grieve a grade only if:

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

Only complaints based on the above criteria are grievable.

III. DEFINITIONS

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

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

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

IV. POLICY

A. *Resolution Process*

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

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

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

B. Records

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

V. EFFECTIVE DATE AND REVISIONS:

This Policy is effective September 14, 2016.

This Policy was reviewed or revised August 31, 2020.

PERMIT NUMBER

206991

CITY OF BALTIMORE

FIRE DEPARTMENT FIRE PREVENTION BUREAU
410 EAST LEXINGTON STREET, BALTIMORE, MARYLAND 21202

EXPIRATION DATE

08/19/22

FIRE PREVENTION ANNUAL PERMIT

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

ERIK K. (MICA)
20 MCMECHEN STREET
BALTIMORE, MARYLAND 21217

INDIVIDUAL/BUSINESS
MARYLAND INSTITUTE OF THE ARTS
PERMITTED PREMISES LOCATION
1601 W MOUNT ROYAL AVE
443-819-6421

ISSUE DATE	EXPIRATION DATE	RENEWAL FEE	PAID DATE
10/07/21	08/19/22	\$482.00	08/20/21

APPROVED BY:

SHANA A HAUGHTON, LIEUTENANT FPB-34

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

PUBLIC ASSEMBLY/CAPACITY: MULTI-PURPOSE ROOM - 450, CAFE - 40, GALLERY - 240, CONVERENCE - 43, CLASS II & III COMBUSTIBLE LIQUIDS (600 GALS DIESEL)

USE CODE: A3 USE#: 2008-02610
CONTACT: ERIK K. (MICA)

CHECK#: 334262

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

FEE CODES: F105.6.34C F105.6.17H

Niles R, Ford, PhD.
Chief of Fire Department

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



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

PERMIT NUMBER

207576

CITY OF BALTIMORE

FIRE DEPARTMENT FIRE PREVENTION BUREAU
410 EAST LEXINGTON STREET, BALTIMORE, MARYLAND 21202

EXPIRATION DATE

08/20/22

FIRE PREVENTION ANNUAL PERMIT

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

ERIK K. (MICA)
20 MCMECHEN STREET
BALTIMORE, MARYLAND 21217

INDIVIDUAL/BUSINESS
MD.INST. COLLEGE ART-BUNTING
PERMITTED PREMISES LOCATION
1401 W MOUNT ROYAL AVE
443-819-6421

ISSUE DATE	EXPIRATION DATE	RENEWAL FEE	PAID DATE
10/07/21	08/20/22	\$300.00	09/10/21

APPROVED BY:

SHANA A HAUGHTON, LIEUTENANT FPB-34

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

PUBLIC ASSEMBLY/CAPACITY - DECKER LIBRARY - 1ST FLOOR: 75 BASEMENT: 162,
PINKARD GALLERY - 175

CONTACT: ERIK K. (MICA)

SEQ: 907018-106

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

FEE CODES: F105.6.34B

Niles R. Ford, PhD.
Chief of Fire Department

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



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



May 2, 2022

To whom it may concern:

The Maryland Institute College of Art and the Urban Teachers have had a many-year relationship where MICA has hosted Urban Teacher's Summer Residency. MICA plans to provide appropriate classrooms (5-8) for approximately 130 students in the summer of 2023 and 2024.

Please feel free to reach out if you have any questions about this letter.

Sincerely

A handwritten signature in black ink, appearing to read 'Jon Lipitz', is written over a white background.

Jon Lipitz
Director of Events

MARYLAND
INSTITUTE
COLLEGE
OF ART

1300 MOUNT ROYAL AVENUE
BALTIMORE, MD 21217
T 410.668.9200
WWW.MICA.EDU

CHECK NO.

0751102

VENDOR NAME

Maryland Higher Education Comm 2699693 REMITTANCE ADVISE

VOUCHER NO.

VENDOR INVOICE NO.

VOUCHER DATE

NET AMOUNT

V1532950

DIS9693101322

Presence Applica

7,500.00



AMERICAN UNIVERSITY WASHINGTON, D.C. 20016

Questions?
Call: 202 885-2840 or
Fax: 202 885-2839

TOTAL ▶

7,500.00



AMERICAN UNIVERSITY
WASHINGTON, D.C.



CHEVY CHASE, MARYLAND 20815

65-7198/2550

751102

DATE 10/18/22

PAY 7,500 DOLLARS AND 00 CENTS

PAY \$ *****7,500.00

TO THE ORDER OF

CURRENT DISBURSING ACCOUNT
VOID AFTER 180 DAYS

Maryland Higher Education Comm 06
6 N Liberty Street 10th Floor
Baltimore MD 21201-3705

A handwritten signature in black ink, appearing to be "R. J. ...".

AUTHORIZED SIGNATURE

⑈ 751102 ⑈ ⑆ 255071981⑆ 5004310912⑈