



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Harris-Stowe State University

Program Title: Curriculum and Instruction

Degree/Certificate: Masters of Education (MAED)

Options: There is only one option for the program, a masters in education for practicing teachers with emphasis on teaching, mathematics and reading (STEM).

Delivery Site(s): The program will be housed primarily at the main campus of HSSU; however, clinical experiences will be offered at the district school sites on evenings to accommodate the practicing teachers. Courses will be offered on the weekends, evening and online.

CIP Classification: 13.0301

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory higher.ed.mo.gov/ProgramInventory/search.jsp

Implementation Date: Projected implementation data, Fall 2016

Cooperative Partners: School districts that have partnerships with the College of Education will be cooperative partners. Practicing teachers will be recruited from these sites and clinical experiences will be held at the site.

*If this is a collaborative program, form CI must be included with this proposal

AUTHORIZATION:

Dwayne Smith, Ph.D.

Provoost

1/14/16

Name/Title of Institutional Officer

Signature

Date

Lelia L. Vickers, Ph.D., Interim Dean

Person to Contact for More Information

Telephone

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Form NP - New Program Proposal



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	12	15	15	12	15
Part Time	0	0	2	2	2
Total	12	15	17	14	17

Please provide a rationale regarding how student enrollment projections were calculated:

The projections above are based on the partnerships and relationship with schools districts. The College of Education has relationships with Ferguson-Florissant, St. Louis Public Schools, Riverview Gardens, Ritenour, and University City for placing interns to engage in early field experiences, service learning activities, and student teaching. Additional partnerships will be established with Normandy, East St Louis and Cahokia. As mentioned above school districts have agreed that practicing teachers need the skills in mathematics and reading which enable them to make data driven decisions regarding assessment, and to align the curriculum to meet the needs of all children in the schools. This program is designed to offer that instruction through mathematics and reading literacy. The retention rate of 95% is anticipated for the program since participants in the program will be classroom teachers who are employed. A survey conducted with school districts, with HSSU students, and a focus group with alumni and local superintendents, assisted in arriving at this cohort. HSSU is located in the heart of the St Louis metropolitan areas, where many children do not acquire basic mathematics literacy, have not learned to read successfully, and teachers struggle with classroom management. While continuing to prepared teachers for initial licensure, the institution has a distinctive responsibility to provide advanced and meaningful improvement in the areas of mathematics and reading. Furthermore, HSSU has the unique history and capacity to continue to serve the needs of the lower socio-economic communities by providing innovative and pioneering programs for practicing classroom teachers.

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Form SE - Student Enrollment Projections



Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

The degree addresses the needs of practicing teachers who are seeking additional preparation in mathematics and reading to enhance student success in all academic areas, especially mathematics. While teachers have initial preparation in teaching mathematics and reading skills, the new requirements for mandatory assessments, mathematical literacy, and utilization of technology, require a new skill set to teach the higher order mathematics/reading/literacy skills. A disproportionate number of minority students are struggling with learning to read and demonstrating mathematical literacy. These students experience difficulty understanding content, passing yearly assessments, and utilizing technology. Their difficulties stem from a lack of critical reading/literacy/mathematics skills. Students' basic mathematics and reading skills are not adequate for the analytical knowledge needed in a technological information society. A review of literature of best practices demonstrates that there are different strategies and approaches that some teachers have not attained. For example, research shows that teachers and administrators who practice their understanding of the effectiveness of alignment of curriculum instruction to assessment data have significantly improved student performance on end-of-grade assessments and day-to-day utilization of knowledge. Most teachers leave initial teacher preparation programs with the foundational knowledge to be effective, however, after three years of teaching experience, teachers realize what they do not know and need to learn. This degree is to prepare classroom teachers to become highly qualified teacher leaders who possess the skill set to increase students' performance in mathematics literacy and overall academic achievement through the integration of critical reading and analytical reasoning. This degree extends the knowledge base and embeds the following: an inquiry based approach, assessment as learning strategies, and data analysis methodologies to ultimately improve teaching and learning.

This proposed graduate degree program is premised on a social justice mission to contribute to transformative change in St. Louis, and the surrounding community, through advanced teacher preparation. Teachers make the most significant difference in the performance of students (Darling-Hammond, 2010). Most new teachers in high poverty schools report feeling unprepared to work with students, parents and families (Cochran-Smith, 2006); thereby expressing a lack of training and support. This contributes to a high attrition rate of between 40 and 50 percent within the first five years for new teachers in high poverty schools (Darling-Hammond, 2004). In contrast, effective teachers, who are prepared to take on leadership roles, possess the knowledge, dispositions and beliefs necessary to succeed in teaching diverse students. (Miller, 2010).

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Data from DESE in the 2014 Missouri Assessment program results show students from urban school districts largely performed significantly below the State average in mathematics. Data of 10 selected urban school systems that rest within a 10 mile radius of HSSU show students in all 10 districts scored significantly upward of 30 percent lower than the state average on the mathematics portion of the assessment. Additionally, the data show students from each district scored up to 60 percent more on the ELA Reading portion of the assessment than on the mathematics portion. In all ten districts, student performed on average less than the State average on Mathematics and ELA/Reading. Each district averaged a 99 percent participation rate. The data show a need for high quality instruction that is evidence-based with interventions and services for urban students.

In the St. Louis metropolitan region served by Harris-Stowe State University (HSSU), a majority of the practicing teachers do not have advanced degrees. In fact less than 90 percent of African Americans in the region have master's degrees. A significant number of practicing classroom teachers do not demonstrate expertise in teaching mathematics or reading or using data to make curricula decisions. The Every Student Succeeds Act (ESSA, 2015) charges States to focus on low performing schools and the establishment of accountability measures for student achievement and teacher effectiveness. This MAED proposal fully supports Missouri Department of Elementary and Secondary Education (DESE) in this endeavor. The proposal aims to improve knowledge, skills and abilities of practicing teachers, greatly enhancing and expanding their ability to teach mathematics and reading in schools.

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Form SE - Student Enrollment Projections



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Harris-Stowe State University
Program Name Teachers as Leaders for Urban Schools: (STEM)
Date February 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Program participants must possess a bachelor's degree earned and conferred by an accredited institution of higher education, teacher certification recognized by the Missouri Department of Elementary and Secondary Education (DESE), a minimum of 2.7 GPS, three years of classroom teaching experiences, letter of recommendation from an educator or someone who has experience in education. The students will be practicing teachers. The implementation of the program will be through school districts that have identified two-three teachers who would be the catalyst to improve learning methods and develop higher performance outcomes across mathematics and reading while integrating technology. Program participants must also: (1) complete a Harris-Stowe State University application for admissions, (2) submit a valid Missouri permanent or professional certificate of license to teach, and (3) submit official college/university transcripts from all institutions attended.

- Characteristics of a specific population to be served, if applicable.
While the program is open to all practicing teachers, the program specifically attracts practicing teachers who work in low-performing urban schools whose students' scores do not meet expectations in mathematics and reading. For example practicing teachers from Title I schools and State designated low-performing schools will be involved.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Faculty from the College of Education will be the primary instructors for the program.

All have terminal degrees and years of experience. Faculty from Arts and Sciences will

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support the course instruction in mathematics. Faculty will co-teach to integrate mathematics, reading literacy and technology.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here. Full time faculty will teach nine semester hours.
- Expectations for professional activities, special student contact, teaching/learning innovation. Faculty members will have a research agenda related specifically to the program and will be integrally involved in working with the practicing teachers in the schools through observations, mentorships, advisors, leaders, and evaluators.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years. Student FTE at the end of five years will be 59.
- Percent of full time and part time enrollment by the end of five years. 95% of the students will be enrolled by the end of five years.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation. [Click here to enter text.](#)
- Special skills specific to the program. Practicing teachers or candidates will have high level skills in using technology in their classrooms to improve student performance and to reduce workload. Candidates will have developed skills in using data to make curriculum modifications, to align curriculum to various assessments, and to help students improve performance on various assessments. Practicing teachers will develop leadership skills to enable them to help change the instructional strategies in the schools, and use research as a tool for improving practices. Steps that will be taken in this MAED program to promote inquiry and reflective practices by teacher leaders include the following: guiding candidates to learn about the role of reflecting in teaching, and guiding candidates through the conduct of systematic reflection and inquiry. Teachers who graduate from the program will possess the following attributes: Teachers as leaders engage in the systematic planning of instruction. Candidates in the program will be systematically trained to plan instruction (McCann, 2015). Sequenced instruction by graduates of this program will provide guidance and assistance to students as they explore increasingly complex concepts and

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tasks. Candidates will learn how to appropriately assess student knowledge and skills, how to provide expert instruction to diverse learners, how to continually adapt instruction based on ongoing assessment of student progress. Teachers as leaders understand the literacy and mathematics connection. There is an increasing focus in the teacher education field on the role of text and text-demands in mathematics teaching as well as in the learning of mathematics skills and concepts (Moje e.al., 2011). A consensus has evolved among researchers in the field of mathematics education that mathematics candidates should be trained in the precise use of words, symbols, and diagrams (Lee & Spratley, 2010). This is a complex task given that mathematics textbooks tend to be imprecise in explaining how and why mathematics teachers use certain words, as well as how definitions of certain words have been derived (Morgan, 2005). Research supports integrating reading skills across content areas to support mathematics, science, writing, and reading skills, including using literature to connect with a mathematics lesson to involve students in both literacy and mathematical thinking (Shanahan&Shanahan, 2011). Teachers as leaders make skilled use of assessment and diagnosis. Assessment plays a key role in enhancing literacy and mathematical achievement (Black &William, 2006). Strategies to be utilized in the graduate program have been used at urban schools (Teale, 2009) with success. Upon completion of the MAED Degree, having now gained advanced skills, the teachers will demonstrate leadership among their peers. Thus, they will practice drawing on assessment data to determine what is important to teach; they will screen assessments for reliability, monitor the progress of assessments, validate assessments outcomes, and ensure that all K-12 students demonstrate grade level proficiency in mathematics and literacy.

- Proportion of students who will achieve licensing, certification, or registration.
The program is not designed to achieve licensing or certification.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
There are no national and /or local assessment for students in this program.
- Placement rates in related fields, in other fields, unemployed.
Students will be employed in school districts. The degree enhances classroom teachers role as leaders in the field of teaching. 100 percent of the students will be placed.
- Transfer rates, continuous study.
Not applicable.

5. Program Accreditation

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- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

Mathematics, reading and technology faculty will conduct all necessary self-studies, or other reports, required by HSSU, the Department of Elementary and Secondary Education (DESE), NCATE/CAEP and HLC. All such reports will be available when required and will be subject to internal and external reviews where appropriate. The program will be reviewed during the next scheduled visit by DESE.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Completers of the MAED Program will be surveyed at regular intervals to evaluate their progress in implementing the new skill set. Graduates will be observed in the schools, surveys will be sent on a yearly basis during the first three years, and students achievement data will be reviewed. DESE will assist with maintenance of contact. Since the program is designed to improve mathematics and reading literacy, it is anticipated that the satisfaction rates will be at or above 95%.
- Expected satisfaction rates for employers, including timing and method of surveys. A survey to be completed by employers will be sent at the end of the first, second and third years of post degree completion. Satisfaction rates are expected to be 95%.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Harris-Stowe State University's primary mission is to address the higher education needs of the metropolitan St. Louis area. In addition, the University is thoroughly committed to meeting the needs of a student population that is diverse in age, culture, ethnicity and experiential backgrounds. In short, Harris-Stowe State University endeavors to provide a high-quality educational experience that is both affordable and accessible to the diverse populations within and beyond the metropolitan St. Louis region. The University seeks to accomplish this overarching goal through an extensive academic support program, a college-preparatory academy for urban youth, supervision of student progress, and through many community outreach and collaborative partnerships with businesses, government and educational institutions. Having offered teacher preparation for more than 150 years with a public reputation of preparing outstanding teachers for the St. Louis Public schools, Harris-Stowe is uniquely poised to offer this master's degree to improve the skills of practicing teachers. The Master's degree is the reasonable next step for this University in continuing to establish itself as a leader in teacher preparation. The College of Education contributes to service in the community through student involvement in 60 hours of service, a partnership to certify teaching assistants in St. Louis Public Schools, and a fully accredited early childhood development center with an enrollment exceeding 100 children. The College is

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accredited and offers nationally recognized programs by a faculty that is nationally recognized for its contribution to teacher preparation programs in reading literacy, mathematics, sciences, and early education. The College of Education is committed to its legacy of excellence in teacher preparation. The College contributes to the civil and social progress of the public domain. Therefore, the opportunity to offer a masters is reasonable next step in the history of the College. Drawing on a research-based model, addressing the needs of the children in the urban environment, and working with teachers (society's most critical asset for human progress). The 33 semester hour MAED program has an integration of twelve (12) hours of 21st century skills: technology, assessment and use of data for decision making, leadership and cultural diversity. The degree emboldens the College in dimensions that will broaden the University's vision to highly educate a populace that has been undereducated. Overall the region served will be the benefactors of high quality education for its urban children through improved teaching and learning for practicing teachers.

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Form PG – Program Characteristics and Performance Goals

A. Total credits required for graduation: 33

B. Residency requirements, if any: None

C. General education: Total credits: None

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
EDU 501	3	Transformative Leadership in Urban Schools
EDU 502	3	Data Driven Decision making: Assessment and Data Analysis
EDU 503	3	Understanding Cultural Impact on Urban Communities
EDU 504	3	Integrating Technology to Improve Mathematics and Reading

D. Major requirements: Total credits: 30 _____

Course Number	Credits	Course Title
EDU 510	3	Cycles of Inquiry with Mathematics and Reading Classrooms
EDU 515	3	Psychological Foundations of Teaching and Learning
EDU 520	3	Structure and Applications of Mathematics
EDU 525	3	Reading Processes in Learning
EDU 600	6	Research Practicum
EDU 601	3	Thesis

E. Free elective credits:

_____ (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:
6 semester hours

G. Any unique features such as interdepartmental cooperation:

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Form PS – Program Structure