State of the College of Education Address

Laurie Mullen

Teacher Scholars with Impact

February 27, 2017
COE Strategic Goals

UPDATE
Urban Education

Redesign of PDS

Excellence in faculty teaching and learning

Leadership

Technologies for teaching and learning
Urban Education

• Increase/emphasize multicultural and urban education content and practices in coursework and internship placements.

• The COE will be engaged in the state and region in urban education.
Urban Education

- New certificate program for community school coordinators in Baltimore City (ILPD)
- New partnership launched with Monarch Academy in the city. (SPED)
- Pilot Urban Education Book Study in Pre-primary cohort (ECED)
- New partnership with AFYA Middle School (SMED)
TUnite and the Diversity Committee Presents:

“Addressing Myths in Urban Education: Part One”

Tuesday, December 6th at 7PM

West Village Commons Ballroom B

* Light refreshments will be served*
Urban Education

UNITE PRESENTS:

Prince George's County versus Baltimore City: The Truth

Join us for an educational event you won't want to miss! Let's explore how these two prominent communities within Maryland contribute to the "struggles" present within our urban communities.

Special Guests: Dr. J. Shiller and Dr. M. Watson

Monday, February 27th at 7PM
West Village Ballroom B

Towson UNITE @Towson_UNITE · 5m
Today is the day! Come let your voice be heard!
pic.twitter.com/uMQGDMbvQD
Urban Education

Towson University's ENGLISH LANGUAGE LEARNERS COHORT

According to the National Center for Education Statistics, there were 55,345 public school students participating in programs for English language learners in the state of Maryland during the 2012-2013 school year.

Addressing this growing number is a key focus for the Elementary Education Department at Towson University, which partners with public schools in the Baltimore City community to help schools address these pressing needs.

Through partnerships with five schools located in Baltimore City, Towson's elementary education students work together with local faculty and staff to help meet the needs for its linguistically diverse students in a state that has over 55,000 students participating in ELL programs.

Along with working closely with the faculty at local elementary schools, Towson undergrads work closely with high quality, rigorously trained faculty.
Kahlert Fund to support ELL’s

- 2016 - $25,000
  - Library in COE with resources for ELL instruction
  - Library and teacher scholarships at Graceland Park Elementary
  - PROJECT CALIENTE
    Culturally And Linguistically Immersive Experiences
    Necessary in Teacher Education

Keri-Anne Croce
Judith Guerrero
Kathy Hart Smith
Bob Blake

- 2017 - $100,000
2017 MHEC Improving Teacher Quality Grant

Writing Our Way Forward: Digital Approaches to Teaching Writing to English Language Learners

Pamela Hickey

Vicki McQuitty
DIVERSITY & EQUITY IN PUBLIC EDUCATION

FEATURING
DR. JONATHAN KOZOL

IN CONVERSATION WITH
DR. LAURIE MULLEN
DEAN - COLLEGE OF EDUCATION

MARCH 14
6:30 PM
SECU ARENA
DOORS OPEN AT 6PM

EVENT IS OPEN TO THE GENERAL PUBLIC

Co-sponsored by:
College of Education & Albert S. Cook Library
COE faculty book group
March 31, 2017

Jessica Shiller
Envisioning equity in Greater Baltimore’s Classrooms: A gathering hosted by Towson University and the College of Education

Key Note Speaker: Dr. Christopher Emdin

October 7, 2017 West Village
Excellence in faculty teaching and learning

COE faculty will incorporate and model effective pedagogical practices to address learner variability in all course work and internships.
Excellence in faculty teaching and learning

• Scheduled 38 UDL observations options through classroom visits of eight faculty from four departments from 10/11/16 through 12/6/16

• November 28, 2016 College of Education meeting focused on UDL strategies.
Dr. Loui Lord Nelson

Designing with an Eye on Cultural Responsiveness

Author of: Design and Deliver, Planning and Teaching using Universal Design for Learning
The College of Education at Towson University welcomes

Deborah Ball
“High Leverage Practices and the Work of Teaching”

Thursday, November 3
1-3 p.m.
HH 306
High Leverage Practices in Action
Excellence in faculty teaching and learning

2017 OAI Innovation in Teaching Award Winners

Using Online Video Tools to Model, Unpack, and Assess the Work of Teaching

Dr. Lisa Barker
Dr. Marie Heath
Dr. Vicki McQuitty
Dr. Kimberly McCormick
Dr. Patricia Rice Doran

CONGRATULATIONS!
Technologies for teaching and learning

• COE faculty will integrate and model the use of technology to support teaching and learning in all coursework.

• The COE will increase opportunities for students to explore and apply new technologies to support teaching and learning.
Technologies for teaching and learning

• Faculty professional development with Plickers, Kahoot, PollEverywhere, QR Codes (ECED)

• Integrating ubiquitous and BYO Technology in HH 209 to enhance preservice teacher preparation and student learning. (EDTL)
Technologies for teaching and learning

- ILPD’s online admin 1 program moved to 66th place of 197 institutions offering online graduate programming. Last year we ranked 153rd.
Technologies for teaching and learning

• Coaching model for the infusion of technologies into practice

Rob Caples
EDTL

Pam Segal SMED

Stephen Edgar
SMED
Computational Thinking for All: Empowering Teachers to Effectively Integrate Computer Science into the Elementary, Middle, and High School STEM Curriculum
Technologies for teaching and learning

Increasing Teacher Preparedness and Effectiveness

Murson's technology is being used by more than 65 universities and other programs to prepare preservice K-12 teachers for the challenges of teaching in today's classrooms. Similarly, K-12 school systems use Murson to help teachers hone their skills once on the job.

All types of instructional techniques can be rehearsed in Murson's Virtually Real Environments, which mirror real classrooms, working with children with special needs, and others.
Technologies for teaching and learning

Coming Soon to a Conference Near You
Chances are we’ll be in your neck of the woods this conference season.

Simplified Assessment & Streamlined Accreditation
Find a better way forward with a comprehensive solution that’s tailored just for your school.
TOWSON UNIVERSITY OFFERS LEARNING EXPERIENCES DESIGNED AROUND ACTIVE USE OF TECHNOLOGY

Towson University is working with local school systems in Baltimore County, Maryland, to provide authentic learning experiences for its pre-service teachers prior to their clinical internships. Faculty work to partner pre-service teachers with an in-service teacher in the local area as part of a course on Universal Design for Learning. Pre-service teachers observe their host class and identify a real learning barrier that may be removed by using technology tools they are learning about in their coursework. Throughout the course, pre-service teachers investigate how different tech tools and pedagogical practices may be integrated to meaningfully address the needs of students and the in-service teacher in their host classroom. Pre-service teachers then present their findings and recommendations to the in-service teacher and faculty.

This project highlights Towson’s efforts to model the active use of technology in the classroom to address real-world challenges. Recognizing the importance of modeling effective technology use for K-12 students, faculty at Towson are modeling how pre-service teachers can use problem-based learning to nurture technology as a tool for creating solutions that can have a real impact on their communities.
Four guiding principles

• Focus on the **active use** of technology to enable learning and teaching through creation, production, and problem-solving.

• Build **sustainable, program-wide systems of professional learning** for higher education instructors to strengthen and continually refresh their capacity to use technological tools to enable transformative learning and teaching.

• Ensure preservice teachers’ experiences with educational technology are **program-deep and program-wide**, rather than one-off courses separate from their methods courses.

• Align efforts with research-based **standards, frameworks, and credentials** recognized across the field.
Leadership

Provide opportunities for students, faculty, and staff to view themselves as leaders through intentional and purposeful course work, extracurricular activities, and internship experiences.
Student Leadership

COE DEAN’S ADVISORY COUNCIL
www.towson.edu/coe/resources/council.html
Education Residential Learning Community
Fall 2017

Education Community

Residents of the Education Community will connect with other members of the Towson University Community who are interested in pursuing a career in education. This community will provide social and academic support structures to enhance and enrich the experience for residents interested in early childhood, elementary, special, or secondary education. Residents will have the opportunity to participate in shadowing interns to learn about the Education major, connect with students, faculty, and alumni, and complete community service activities. This community is a partnership with the College of Education and Housing & Residence Life.

Community Benefits

- Connect with students, faculty, and staff who have a passion for education
Education Learning Community Faculty

Hannah Cawley
Lecturer

Michelle Pasko

Patty Rice Doran

Toni Guidi
Student Leadership

YOU CAN BE A LIaison

INTERESTED IN A RESIDENTIAL LEARNING COMMUNITY?

WE ARE LOOKING FOR STUDENTS WHO ARE INTERESTED IN:
- developing and maintaining relationships with those in the community
- providing support and being a resource for incoming students
- connecting new members of the community with faculty, staff, campus partners, and Towson

apply by March 9, 2017

www.towson.edu/r1rolemodel

questions? r1communities@towson.edu
Redesign of Professional Development Schools

Identify strengths, needs, and areas to revise to promote and sustain responsive, flexible PDS models.
Redesign of Professional Development Schools

• Learning Centers: Halstead and Norwood
• Advisory Council: Debbie Gartland, Jim Foran, Kit McDowell, Lynn Brown, Ocie Watson-Thompson
Urban Education

Redesign of PDS

Leadership

Excellence in faculty teaching and learning

Technologies for teaching and learning

Faculty Scholars with Impact
CAEP
CAEP Organization

Committees

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality, Continuous Improvement and Capacity

Leadership Team

- Standard 1: Laila Richman
- Standard 2: Lynn Brown
- Standard 3: Karen Robertson
- Standard 4: Bob Rook
- Standard 5: All
- Consultant: Tab Uhrich
Four Phases of Progress

Phase #1
Evidence Inventory: Gaps Analysis
Deliverable: Evidence Inventory: Gaps Analysis
May 2016

Phase #2
Evidence Inventory: Closing the Gaps
Deliverable: Evidence Inventory: Closing the Gaps
Spring 2017

Phase #3
Evidence Inventory: Quality Assurance
Deliverable: Evidence Inventory: Quality Assurance
Fall 2019

Phase #4
Unit Self-Study and Evidence Room List
Deliverable: Unit Self-Study and Evidence Room List
Fall 2021
CAEP Timeline

SPA reports due September 15, 2019 - Two (2) administrations of an assessment required. Fall 2018 and Spring 2019

Minimum of three (3) administrations of data included for self-study. Spring of 2019

Fall of 2021: Unit Self-Study and Evidence Room

Fall of 2022: CAEP Onsite Visit
CAEP Timeline: Annual Admissions

SPA reports due September 15, 2019 - Two (2) administrations of an assessment required. Fall 2017 and Spring 2018

Minimum of three (3) administrations of data included for self-study. Fall of 2018

Fall of 2021: Unit Self-Study and Evidence Room

Fall of 2022: CAEP Onsite Visit
CAEP
Program Redesign

1. Clinical programs
2. Impact on student learning x2
3. Data literacy
4. Technology Infusion in clinical experiences
5. Addressing diversity

6. **Advanced Programs** - 2 clinical experiences
Education policy initiatives in Maryland
Teacher Induction and Retention Act
• Committee 1: **Certification**: Karen Robertson (TU) and Nomsa Galeta (UMES)

• Committee 2: **Quality Teacher Incentives**: Althea Pennerman (SU) and Rhonda Jeter (BSU)

• Committee 3: **PD and Induction**: Yi Huang (CSU), and Kathy Angeletti UMCP)

• Committee 4: **Institutional Performance Criteria**
  Laurie Mullen (TU) and Gene Schaffer (UMBC)/John Singer

• Committee 5: **Mentoring**: Sarah Mallory (UMCP) and Donna Wiseman (UMCP)
Kirwan to lead Maryland education panel studying funding

William Kirwan, center. (James M. Thresher/The Washington Post)
Teacher Scholars with Impact
Dean’s Sabbatical Series  
Towson Room Cook Library

• Janese Daniels (ECED)    March 15  1 – 2 p.m.

• Sarah Lohnes Watulak (EDTL)    TBA

• Keri-Anne Croce (ELED)    TBA
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