

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 18-07

COMMITTEE DATE: October 24, 2017

BOARD DATE: October 31, 2017

**APPLICATION OF WOODROW WILSON ACADEMY OF TEACHING AND LEARNING
TO AWARD THE MASTER OF EDUCATION**

MOVED: The Board of Higher Education hereby approves the Articles of Incorporation of **WOODROW WILSON ACADEMY OF TEACHING AND LEARNING, INC.** with the authority to award the **Master of Education (M.Ed.)**

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.

Contact: Winifred M. Hagan, Ed.D.,
Associate Commissioner for Academic Affairs and Student Success

**BOARD OF HIGHER EDUCATION
October 24, 2017**

**Woodrow Wilson Academy of Teaching and Learning
Initial authorization to incorporate in Massachusetts
and to offer the Master of Education degree**

Background and Degree Authority Requested

Woodrow Wilson Academy of Teaching and Learning (WWA) requested initial authorization to incorporate as a non-profit Master of Education (M.Ed.) degree-granting institution of higher education located in Cambridge, MA and to offer a teacher education program. The program is concurrently pursuing approval from the Massachusetts Department of Elementary and Secondary Education for initial licensure in math, biology, and chemistry for grades five through twelve.

ORGANIZATION AND GOVERNANCE

The Woodrow Wilson National Fellowship Foundation, Inc. (Foundation) located in Princeton, New Jersey filed a foreign corporation certificate of registration with the Massachusetts Secretary of the Commonwealth on March 26, 2015. Articles of amendment have been filed with the Secretary of State such that a department of the Foundation will be known as The Woodrow Wilson Academy of Teaching and Learning to confer the M.Ed. and support the functions and purposes of the Woodrow Wilson National Fellowship Foundation Inc. The proposed WWA will not be a separately incorporated entity.

INSTITUTIONAL OVERVIEW

The proposed WWA plans that it will prepare qualified middle- and secondary-school math and science teachers through the delivery of an academic program grounded in cognitive science and integrating new educational technologies. The proposed WWA is expected to offer a competency-based program focused on what candidates have learned and how they use this knowledge as a teacher of record.

WWA has partnered with the Massachusetts Institute of Technology (MIT) to support its learning platform and technology-enhanced curriculum. Drawing upon MIT's expertise in cognitive science, gaming and simulations, and open courseware, it is planned that teacher candidates will engage in blended modularized content and methods courses tailored to competency attainment. It is also planned that WWA will house the Walter Buckley Teaching and Learning Lab (TLL), which is expected to drive innovation, and to influence educational practice and public policy. It is anticipated that the TLL will engage in experimentation and research on teaching and learning by studying WWA, the program outcomes of the Woodrow Wilson Teaching Fellowships fellowship program¹, and concurrent educational research.

¹ *The Woodrow Wilson Teaching Fellowships provide fiscal support and mentoring for students in master's programs preparing for teacher certification in science, mathematics or technology education, who are*

FACULTY

WWA has designed the instructional team to consist of Faculty Mentors to support academic progress, Master Teachers to guide clinical experience, and Evaluators to guide progress and provide each teacher candidate with ongoing evaluation and assessment feedback. WWA plans for two full-time Faculty Mentors in the pilot year for 25 students. It is planned that additional Faculty Mentors will be hired as enrollment expands to include seven faculty members in year five. WWA also plans for one full-time Evaluator beginning in the pilot year with four Evaluators by year five when enrollment reaches 130 teacher candidates.

WWA plans that Faculty Mentors will be at the core of the mission, responsible for educating teacher candidates, advancing the profession, and sustaining the institution. The initial plan is for two full-time Faculty Mentors to serve as subject matter experts assisting candidates as they move through the academic and clinical portions of their program. The type, length, and intensity of faculty instruction will vary according to individual teacher candidate needs. Faculty will offer specialized instruction on challenging topics through one-on-one and small group venues. The program is designed for Faculty Mentors to also serve as program supervisors for the teacher candidates' clinical experience, providing consistent guidance, support and feedback, and maintaining consistent communication with the candidate and the Master Teacher. Faculty Mentors may also be responsible for specific administrative duties and may participate in practice or policy-oriented research in the TLL. Faculty Mentors will also support teacher candidates after graduation through their first three years of teaching.

Master Teacher positions will be required to have a minimum of five years of classroom teaching experience, currently serve in a classroom teacher position, and meet all Massachusetts Department of Elementary and Secondary Education's regulatory requirements. Master Teachers will serve as clinical guides, coaches, and assessors of learning. Prior to having a teacher candidate placed in their classrooms, it is planned that Master Teachers will be required to participate in WWA's Master Teacher Development Program for ongoing professional development and coaching from WWA staff.

Additional Academic Personnel

The Director of Clinical Practice and Student Support will collaborate with faculty mentors, staff, Master Teachers, and school administrators to develop effective field-based experiences and will oversee the assessment process to determine eligibility of candidates for field placements. The Director will ensure that candidates have clinical placements with high quality Master Teachers in a variety of school settings and will support and monitor the effectiveness of teacher candidates throughout their clinical experience. The Director will plan and implement the Master Teacher Development

expected to teach in high-need secondary schools in Georgia, Indiana, Michigan, Ohio, and New Jersey. The Fellowship also works to change the way teachers are prepared, partnering with colleges and universities that have agreed to provide Fellows with innovative, year-long classroom experiences, rigorous academic work, and ongoing mentoring.

Program, orientations and professional development for Master Teachers, Faculty Mentors and other staff.

The Director of Learning Design will be located at the TLL and oversee the development of the curriculum and instructional design that will drive the learning experiences of teacher candidates. This includes defining, developing and refining the Challenges² and associated curricular resources that support teacher candidates in reaching proficiency of competencies. It also includes ensuring the integration of online and face-to-face learning with the clinical experience.

The Director of Learner Assessment will be located at the TLL and establish the assessment methodology by which candidates will be evaluated. Candidates will be evaluated upon enrollment, during their participation in the program, and in order to graduate. This director position will lead the development of Challenge Solutions³, Gateway and Capstone assessments⁴, and other assessment tools and techniques that will be used to evaluate teacher candidates.

ADMISSION

WWA plans to recruit recent college graduates who have completed a major in math, science, or an appropriate STEM area, experienced teachers who seek public school teaching certification and career changers who have rich professional experience in the STEM subject for which they seek teacher certification. Strong applicants will have a record of demonstrable excellence, academic preparation, a disposition and track record of working with youth and a desire to participate in an innovative teacher preparation program.

Eligible applicants will submit a completed application and a \$50 fee, official transcripts from an accredited U.S. institution or international equivalent, passing test scores on relevant subject matter tests of the Massachusetts Tests for Educator Licensure (MTEL), resume, three letters of recommendation, a three minute video explaining their interest in enrolling in the WWA competency-based program, and a short instructional video lesson teaching something the candidate is passionate about and wants to share with others with a self-reflection on the video lesson.

Successful applicants will demonstrate a capacity for self-reflection and program commitment. Potential candidates will be invited to participate in an individual interview with admission staff followed by a half-day design event where they will participate in

²Challenge: As part of the WW Academy program, teacher candidates work through a series of Challenges – rich scenarios, based on real-world problems of practice -- to learn key teaching concepts through instruction, demonstration, and evaluation exercises.

³ Challenge Solution: A set of deliverables that determine whether or not candidates have mastered the learning objectives covered in the Challenge. Assessment is based on a Challenge Solution which teacher candidates complete in the course of working through a Challenge. Challenge Solutions typically include multiple assignments designed to generate artifacts, observable performances, or other evidence that will serve as the basis for rubric-scored evaluation.

⁴ Gateway and Capstone Assessment: At key points in the program, teacher candidates will need to demonstrate knowledge, skills and abilities (KSAs) that indicate readiness to (1) begin work in their clinical setting; (2) transition to full responsibility for the classroom (Gateway); and (3) graduate from the program (Capstone).

group discussions, engage in Challenges, classroom scenarios and meet with selection committee members. A content-area appraisal and assessment of applicants will be conducted by committee members and include areas of cultural competence, self-awareness, ethical behavior; collaboration, risk-taking, and leading/ influencing/ motivating behavior; listening to and learning from feedback for enhancing self-reflection; and demonstrating grit, ability to focus on and persist with a difficult task

GRADUATION REQUIREMENTS

Candidates will be required to demonstrate proficiency in all requisite competencies through the Challenge Solutions and the Gateway Assessment and complete the student teaching clinical requirement. Candidates will also be expected to complete the Capstone e-Portfolio which includes the Massachusetts'-Candidate Assessment of Performance (CAP)

PROJECTED ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
M.Ed. STEM	25	50	85	130	130

ACADEMIC AND RELATED MATTERS

As a competency-based program, WWA will not follow a traditional semester-based academic calendar. Teacher candidates will progress through the program at an individualized pace. All candidates will enroll in an orientation experience that will take place for five days in July. Once candidates complete the orientation, they will begin working through their first round of Challenges and related assessments. While candidates will work through the Challenges individually in the online space, they will have opportunities and be encouraged to work collaboratively both in the online and face-to-face aspects of the program. Candidates will continue to progress through their challenges as they begin their clinical experience in late August when district partner teachers return to school. Candidates will be placed in their respective clinical placements at the opening of the school year to fully experience initial start-up activities. The academic calendar, as it appears in the student handbook, reflects the various key dates of the proposed program. WWA has obtained informal approval, and is working toward formal approval from the Massachusetts Department of Elementary and Secondary Education to award initial licensure for middle and high school teachers in mathematics, biology and chemistry with a site visit scheduled for 2020.

Field Experience

The proposed WWA will require district partners that value both innovation and investment in improving teacher preparation. The district partners will provide access to classrooms and Master Teachers, as well as to student- and instructor-level data that has been appropriately anonymized for research purposes. The proposed WW Academy's competency-based program will require that district partners allow for flexibility in the duration of time that candidates are immersed in the classroom during their practicum. WWA has secured partnerships with five diverse school districts, Burlington, Cambridge, Natick, Revere and Somerville, to collaborate on the program design and support the enrollment of the first cohort. Copies of the signed district partnership letters were included in the proposal. These five district partnerships should be sufficient for the initial program year and will increase to approximately 12 to 15 districts by year four at steady-state enrollment.

Assessment

The role of the Evaluators is to assess the work submitted by teacher candidates against the assessment rubrics that have been developed to determine proficiency of the competency-based learning objectives. This evaluative process involves collecting work submitted by teacher candidates at various stages in the program such as submissions for Challenge Solutions, Gateway Assessment components, and other learning-related materials that requires human versus machine scoring. Evaluators will be responsible for assessing candidates' work submissions against standardized rubrics, entering scoring data into the WWA record-keeping system, and communicating with Faculty Mentors about the candidates' performance in each assessment. Evaluators will report to Faculty Mentors, but will perform their evaluation work independently from both teacher candidates and Faculty Mentors. Other job responsibilities will include creating, evaluating and modifying assessment rubrics and associated assignments, training and working with other evaluators to maximize inter-rater reliability, and working with faculty and the Chief Academic Officer (CAO) to resolve disputes that might arise relative to the scoring of candidate's submitted work.

RESOURCES AND BUDGET

Budget: Attachment A

The proposed WWA plans to use philanthropic funding to cover tuition and fee costs for the first class of 25 teacher candidates who will pilot and help refine the program. Candidates who are officially approved by the Director of Clinical Practice and Student Support to withdraw or take a leave of absence may be granted a refund of tuition only. It is planned that health insurance is non-refundable once the plan has begun but some exceptions may apply and will only be determined by the insurer. Candidates will not be eligible to receive cash or credit for any unused portion of a WWA Tuition Scholarship under any circumstances. Candidates who are dismissed due to disciplinary action will not be entitled to any refund. Candidates who leave WWA without approval are not entitled to a refund. Approved withdrawals or leaves will be eligible for a refund based on the following schedule:

- **Leave prior to 1st Day of Instruction** - 100% refund
- **Leave prior to the 20th Day of Instruction** - 75% refund
- **Leave up to the 33rd Day of Instruction** - 50% refund
- **Leave after the 33rd Day of Instruction** - 0%

A policy on acceptable standards of progress toward completion has also been established⁵.

The Woodrow Wilson National Fellowship Foundation will provide financial and additional staff support for WWA as it grows to scale and achieves financial sustainability. It is planned that the Foundation will serve as WWA's financial backstop and primary philanthropic coordinator. The Foundation has raised approximately \$16 million in gifts and grants to support WWA's operational budget. Key donors include the Amgen Foundation, the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, the Claneil Foundation, the Nellie Mae Education Foundation, the Simons Foundation, the Bezos Foundation and anonymous donors. The Foundation has also received several large gifts from members of its Board of Trustees earmarked for WWA.

WWA anticipates that it will pursue a cumulative philanthropic investment of approximately \$31.9 million over five years to launch the program and bring it to scale. The Foundation expects to raise additional funds from philanthropic foundations, corporate and individual donors, and from participating school districts that purchase professional development modules from WWA once it has obtained approval. Approximately \$13.8 million of the proposed \$31.9 million total philanthropic investment will be used to develop the WWA's programmatic offerings in its first five years; \$9 million of WWA's anticipated \$31.9 million total philanthropic investment will be used to support the five-year partnership with MIT.

The attached projection of WWA's instructional operations details how it expects to reach financial sustainability by its fourth year. Tuition constitutes the primary operational source of revenue. Personnel, primarily teaching faculty and administrative staff comprise the operational costs. Approximately \$5.5 million of the anticipated \$31.9 million total philanthropic investment is expected to be used to carry WWA's instructional operations through financial break-even in year four.

TLL will have a separate budget used to fund those operations; sales of WWA's instructional resources and professional development training programs as well as grant

⁵ *Candidates will be expected to complete a summative assessment that has been signed off by the Evaluator in order to finish a Challenge. Any candidate who fails to successfully complete a Challenge will be identified as "at-risk" and must work with a Faculty Mentor to determine which learning activities need to be repeated and the time period required for resubmission of the Challenge Solution. At the time of the Gateway Assessment, candidates are expected to have completed approximately fifty percent of the program competencies to be ready to assume full responsibility for their classroom and on-track to complete the program. Candidates will be expected to meet with their faculty advisors to determine that they are making satisfactory academic progress. Unsatisfactory progress includes, but is not limited to, the inability to complete a Challenge solution after three attempts, persistent unsatisfactory reviews, lack of participation, or violation of academic policies. Students who are not demonstrating satisfactory academic progress will be dismissed from the WW Academy. In addition to assessing students' academic progress, students will have the opportunity to accelerate their path toward completing all the competencies within the Challenges.*

funding will constitute the primary source of revenue for the TLL. Personnel, content development, technological development, and third-party program evaluation will constitute the primary cost drivers. It is planned that the budgets for the costs/revenues of WWA and the TLL will be separate and distinct.

After year 4 WWA is expected to be able to sustain its ongoing academic operations solely through tuition revenue. No additional philanthropy or grants will be required to support operating expenses, though WWA will continue to solicit philanthropic support. In its first four years, WWA is anticipating it will require \$5.5 million of cumulative philanthropic investment to build the organizational and technological infrastructure necessary to achieve the institution's instructional and organizational goals. These philanthropic funds have been committed and will be provided by the Woodrow Wilson Fellowship Foundation Inc., which is the sponsoring organization for WWA.

Tuition and Fees

Tuition for the 2018-2019 academic year is projected to at \$25,000 with an approximate 3% increase anticipated each subsequent year for the following four years. Teacher candidates will be responsible for paying for their instructional materials and health care insurance.

Sample Student Costs

Tuition	\$25,000
Health insurance	\$3,500
Fees	\$300
Instructional Materials	\$150
Total	\$28,950

Facilities and Library and Information Technologies

The proposed WWA plans to secure leased space in close proximity to MIT that will accommodate the needs of the new institution. During the program planning and development phase, MIT is providing office space and access to facilities for WWA staff and is expected to continue to offer limited classroom space and access to libraries once the graduate school is launched. At that time, the WWA anticipates that it will require a minimum of 3,000 square feet which will include a large and flexible collaborative learning space able to accommodate different sized work groups, inviting areas to read and confer with peers and instructional staff, a library/learning resources area, small kitchen, and offices. The WWA planning team has budgeted for this expense commensurate with commercial rental rates in the Cambridge area.

WWA's planning team is working with MIT's Office of Digital Learning's Strategic Education Initiatives (SEI) unit to build an educational platform, including a customized learning management system (LMS), that has the capacity to incorporate all of the

elements necessary to support WWA's unique learning environment. SEI has been designing and developing an advanced educational service approach that offers numerous benefits to developing and integrating complex educational systems. It is planned that SEI will deliver a landmark competency-based educational technology framework that will meet the needs of the proposed WWA and other programs.

All teacher candidates will be required to own a laptop computer. Additionally, teacher candidates will be required to purchase textbooks, e-books, and other curriculum related materials. Faculty will be provided with computers, wireless internet, instructional materials and office space and supplies.

It is expected that WWA students, faculty and staff will have borrowing privileges from MIT's Hayden Library with the general collections and MIT's electronic resources. Hayden Library contains MIT's holdings in education as well as the physical and life sciences. The Library currently supports MIT's teacher licensure program – a pre-service education program for MIT students seeking teacher certification in secondary math or science.

Public Disclosure

Drafts of the WWA faculty handbook, and student handbook, including the Practicum Handbook were included in the submission of the proposal. Final documents will be submitted when published and prior to enrolling students.

The proposed WWA Registrar and Licensure Officer will maintain teacher candidate's academic program records, process teacher candidate withdrawals and cancellations, oversee the submission of evaluations, and process transcript requests among other duties. All academic records will be managed and maintained subject to the requirements of FERPA.

Candidates who wish to dispute the result of an assessment are directed to first contact the faculty mentor in writing within seven business days of the issuance of the assessment results to resolve the issue informally. The faculty mentor will discuss the appeal with the evaluator. After a decision is reached, if the teacher candidate still disagrees with the decision, the candidate may appeal in writing to the Chief Academic Officer (CAO) within ten business days of the issuance of the assessment. The CAO will meet with the candidate within ten business days of the appeal and will solicit a statement from the faculty mentor and evaluator. Following this process, the CAO will review the case and submit a recommendation to the faculty mentor and evaluator who will make a final decision in consultation with the CAO within seven business days. The outcome of the appeal process is final.

Other information provided that is pertinent to the plans of the incorporators include the WWA teacher competencies, Program of Study and Challenge descriptions, Challenge Syllabi, the Practicum Handbook and the signed district partnership letters.

EXTERNAL REVIEW AND INSTITUTION'S RESPONSES

Review Committee

The Visiting Committee's review of WWA proposal for approval to open a new college was conducted under the leadership of Chair Nancy Niemi, Ph.D., Director, Faculty Teaching Initiatives at the Yale Center for Teaching & Learning, Yale University. The Committee included Cathrael Kazin, J.D., Ph.D., Chief Academic Officer, College for America at Southern New Hampshire University and Diana Turk, Ph.D., Associate Professor at the Steinhardt School of Culture, Education, and Human Development, New York University.

Massachusetts Department of Higher Education

Winifred M. Hagan, Ed.D., Associate Commissioner Academic Affairs & Student Success
Kristen Stone, M.P.P., Assistant Director Academic & Veterans Affairs

Review Process

After an initial review of all documents, the Visiting Committee (VC) assessed the institution's compliance with 610 CMR 2.07(3) and its overall character and fitness to offer the degrees requested. The VC reviewed all of the documents presented in the original application as well as telephone conversations to prepare its initial report. It submitted its initial report to WWA on January 31, 2017

WWA obtained an extension and provided a response to the VC report on July 6, 2017. The Committee then carefully reviewed that response and the documentation included. The VC responded to WWA's July response on August 18, 2017.

Findings

The VC commended WWA for making considerable progress since the initial visit and petition. The VC found that all of the standards had been met. In addition the VC recommended approval of the program, with the expectation that WWA attend to a number of recommendations moving forward, including the following:

Clarity of the roles and responsibilities of the advisory board, with a more formal feedback mechanism, a more comprehensive hiring plan, and the further development of expertise in backwards design. Clarify and articulate the dispositional admissions criteria and processes. Provide more details regarding ongoing conversations with Shusterman and Gates Foundations and how these will inform program design. In addition, the VC also recommended WWA develop criteria and implementation plans for evaluating part-time faculty as well as ensure that approaches to teaching students with disabilities and EEL's are woven into instruction. Finally the VC recommended that WWA develop definitions for *comprehensive review of candidates*, *group design exercise* and *acceptable score* or rubric, *professionally trained readers*, and whether or not alternate candidates will meet the same criteria as those initially accepted.

PUBLIC HEARING

The required public hearing concerning the Articles of Amendment submitted by **Woodrow Wilson Academy of Teaching and Learning** to incorporate in the Commonwealth of Massachusetts and to confer the degree **Master of Education** took place on Tuesday, October 17, 2017, at 10:30 A.M. at the Department of Higher Education office, One Ashburton Place, Room 1401, Boston MA.

STAFF ANALYSIS AND RECOMMENDATION

Staff has thoroughly reviewed all documents submitted with the petition for degree granting authority, Visiting Committee reports and recommendations, and the petitioner's responses to those reports, and has conferred with the petitioners five times.

The Visiting Committee has recommended to the DHE that WWA be approved

Staff finds that WWA's final proposal meets the requirements outlined in 610 CMR 2.07. Recommendation is for approval of the Woodrow Wilson Academy of Teaching and Learning, Inc.'s petition for authorization to incorporate in the Commonwealth of Massachusetts and to offer the Master of Education (M.Ed.) degree.

Attachment A

WW ACADEMY - GRADUATE SCHOOL BUDGET

NOTE: Years run from July 1 through June 30

ASSUMPTIONS	2016-2017	Year 1 (2017-2018)	Year 2 (2018-2019)	Year 3 (2019-2020)	Year 4 (2020-2021)	Year 5 (2021-2022)
	Prepare	Pilot	Grow	Grow	Full Operation	Full Operation
REVENUE						
Candidates in STEM program	0	25	50	85	130	130
Per-candidate tuition for STEM program \$(candidate/year)	-	-	25,000	25,750	26,523	27,318
Number of full-time equivalent employees (excludes faculty)	5.25	6.75	8.75	8.75	8.75	8.75
Tuition from STEM program \$(Year)	-	-	1,250,000	2,188,750	3,447,925	3,551,363
COSTS						
Ratio of candidates to full-time faculty mentors	0.0	12.5	16.7	17.0	17.9	17.9
Direct costs						
Personnel expenses						
Faculty mentors and evaluators	15,625	312,500	515,000	861,981	1,283,466	1,301,370
Master teacher stipends	-	25,750	53,045	92,882	146,316	150,706
Staff	773,438	981,719	1,261,170	1,299,005	1,337,976	1,378,115
Total	789,063	1,319,969	1,829,215	2,253,868	2,747,757	2,830,190
Non-personnel expenses						
General administrative costs						
Technology system development	500,000	25,000	25,000	25,000	25,000	25,000
Technology operating expenses	-	5,150	10,609	18,576	29,263	30,141
Regulatory and accreditation fees and expenses	40,000	20,000	20,600	21,218	21,855	22,510
Professional development	375	4,635	7,957	13,113	18,993	19,563
Total	540,375	54,785	64,166	77,907	95,111	97,214
Instructional materials and library acquisitions						
Library system setup	100,000	-	-	-	-	-
Library operating expenses	-	20,000	20,600	21,218	21,855	22,510
Total	100,000	20,000	20,600	21,218	21,855	22,510
Facilities, space, and equipment						
Program evaluation and consultants	150,000	154,500	159,135	163,909	168,826	173,891
Marketing	50,000	125,000	128,750	132,613	136,591	140,689
Office supplies	14,648	19,399	25,901	26,678	27,478	28,302
Travel	24,000	24,720	25,462	26,225	27,012	27,823
Total Non-Personnel	929,023	498,404	527,013	554,640	586,146	602,980
Total	1,718,086	1,818,372	2,356,228	2,808,508	3,333,903	3,433,170
Indirect costs	51,543	54,551	70,687	84,255	100,017	102,995
Total	1,769,629	1,872,923	2,426,915	2,892,764	3,433,920	3,536,165
NET PROFIT OR (DEFICIT)	-	-	(1,176,915)	(704,014)	14,005	15,198
ADDITIONAL GRANTS REQUIRED THROUGH BREAK-EVEN			\$ (5,523,481)			