

PR Award #: U336S190043

Organization Name: Howard University

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Project Model: Residency Model

Competitive Preference Priorities: CPP1: Projects designed to improve student achievement or other educational outcomes in computer science.

Invitational Priority – No

Requested Total Award Amount:

Project Description:

Howard University, in partnership with the District of Columbia Public Schools (DCPS) and the National Center for Teacher Residencies proposes to establish the Howard University Teacher Residency Program. We aspire to recruit 10 residents per year to complete a 3-semester, teacher residency program (Fall, Spring, & Summer) that leads to a Master of Education (M.Ed.) degree in elementary, secondary, or special education for teachers in DCPS. The M.Ed. degrees require 36-39 credits depending on the certification area and will also include non-credit professional development modules

Project Expected Outcomes:

This project seeks to provide coursework and professional development that leads to improved student outcomes and a more stable teacher workforce; collect richer data on teachers to better understand turnover and improve retention; and improve integration of computational thinking across the curriculum. It hopes to find increased persistence, retention, and student outcomes as well as increased computational thinking survey scores.

Project Special Features:

Non-credit course modules will support traditional coursework by offering additional support to integrate computational thinking across the curriculum, manage teacher and student stress and wellness, and work with specialized staff to support students who may be experiencing mental wellness challenges.

Project Partners:

Howard University School of Education, District of Columbia Public Schools including Turner Elementary, Garfield Elementary, Sousa Middle, Anacostia High, and Beers Elementary, the National Center for Teacher Residencies, and the Institute for Public Research at the Center for Naval Analyses.