

individuals who do not wish to be certified in Massachusetts (or who are already certified), it helps students work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy. With assistance from a faculty advisor, students design a sequence of education-related courses to support their specific interests. The current faculty advisors have special interests and experience in Asian American Studies, ethnic studies, urban studies, curriculum studies, teachers as writers, applied behavior analysis, critical and creative thinking, science in its social context, and education in technology-mediated environments.

Students in the MEd Track in Learning, Teaching, and Educational Transformation (non-Licensure) will complete a program composed of thirty-three credits of course work and a final capstone. Requirements are as follows:

Four core courses (12 cr.):

One in curriculum organization and innovation (e.g., EDC G 630, 642, 660; CRCRTH 601, 602, 630, 640, 645, 652; BWPEDU 510)

One in research and writing for reflective practice (e.g., EDCG 621, 689, 690; CRCRTH 611, 692, 693; BWPEDU 501, 530)

One in mediation, dialogue, and collaboration (e.g., DISRES 624; CRCRTH 616, 618)

One in urban and social justice education (e.g., EDC G 606, 672; CRCRTH 627).

The choice of core courses must be recommended by the student's advisor and approved by the program director.

Seven additional courses, focused on a specific area of interest (21 cr.)

Information is available on suitable upcoming courses at <http://candi.wikispaces.com> .umb.edu/LTET.

Two upper-level undergraduate courses may be approved by the program director to be counted toward this requirement.

Students may transfer credits from a UMass Boston Graduate Certificate program into this MEd track (subject to the usual condition for transfer credits that the grade must be B or higher). This option is especially relevant for students from the following certificate programs:

Applied Behavioral Analysis, Critical and Creative Thinking, Science in a Changing World Teaching Writing in the Schools, Technology, Learning and Leadership (formerly, Instructional Technology for Educators).

(new text to appear in '12-14 Graduate Catalog) Under a regular Learning, Teaching & Educational Transformation concentration, students can choose the area of focus for their electives to be the same as a Graduate Certificate they are taking or, as has been the case since the track began in the 1990s, students can formulate a focus that prepares them for work in a broad range of education-related professions, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy. Four other concentrations are designated for students who include in their LTET courses seven (21cr.) that are required for the corresponding licensure or CAGS tracks: Elementary Education, Middle School Education, Secondary Education, Teacher Leadership.

The concentrations in Elementary, Middle, or Secondary Education ensure that students address the educational issues deemed important by the licensure programs. The concentration in Teacher Leadership ensures that, in addition to the four core areas of LTET, students address some or all of the following: Organizational Change; Special Education of English Language learner expertise; Content Knowledge (depending on student's content specialty); and Technologically-mediated learning design (which emphasizes learning theory).

The Capstone is a final written paper or comprehensive examination addressing significant issues in contemporary education and reflecting the study and research each student has carried out in pursuit of the degree.

LTETCourses

Learning,
Teaching &
Educational



Transformation

(non-licensure M.Ed. track)

"providing students with knowledge, tools, experience, and support so they can become constructive, reflective agents of change in education within traditional and non-traditional roles and settings, from a social justice perspective and by embedding reflection within their practice"

[LTET home](#), [Upcoming Courses](#), [Requirements & Graduation](#), [Joining from/with other tracks](#), [Transferring credits](#), [Capstone Options](#), [Advisors](#)

Upcoming Courses

Any of the courses listed as a [core course](#) may be taken as an elective if not taken as a core course. Please use the form at <http://bit.ly/LTETInfo> to submit your proposed course plan or subsequent changes.

(For course descriptions visit: [CrCrTh courses](#) ; [BWPEDU](#) ; EDCG courses & ConRes—see [Graduate Catalog](#) or WISER.)

Disclaimer: For official times, verifications, etc, please use WISER, the list below is meant as a guide.

Summer 2012

provisional list, as of 16 Feb 12

(Classes run at various times; see below.)

Curriculum Organization and Innovation

[CrCrTh 601](#) , Critical Thinking (face-to-face and online[with permission], M-Th, 3-6pm, July 9-July 26)

EDC G 621, Teaching Writing in the K-12 Classroom (TuTh 6-9pm, May 29-July 12)

EDC G 621, Teaching Writing in the K-12 Classroom (M-Th 9am-3.30pm, July 9-July 26)

EDC G 630, Inclusion, K-12 (M-Th 5-7pm, July 2-Aug 2)

EDC G 660, (M-Th 7.15-9.15pm, Jul 2-Aug 2)

Research and Writing for Reflective Practice

Mediation, Dialogue, and Collaboration

[CrCrTh 618](#) , Creative Thinking, Collaboration and Organizational Change (Fr,Sa 9am-4.15pm, July 13-28)

Urban and Social Justice Education

[CrCrTh 627](#) , Issues in antiracist and multicultural education (online, May 29-July 12)--subject to confirmation

EDC G 606, Sociocultural Foundations of Education (MW 6-9pm, July 16-Aug 23)

Possible Electives

[CRCRTH 612](#) , Seminar in Creative Thinking (Theme: Exploring Blocks and Finding Creative Ground) (online, May 29-July 12)

[CRCRTH 619](#) , Biomedical ethics (online, July 16-Aug 23)

EDC G 610, Computers, Technology, and Education (online, May 29-July 12)

EDC G 612, Evaluation and Design of Educational Software(online, May 29-July 12)

EDC G 648, New Literacies and Emerging Technologies across the Content Areas (online, May 29-Aug 23)

EDC G 649, Sheltered English Instruction in the Content Areas (M-Th 7.15-9.15pm, May 28-June 28)

LTETRequirements

Learning, Teaching & Educational Transformation

(non-licensure M.Ed. track)

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[LTET home](#), [Upcoming Courses](#), [Requirements & Graduation](#), [Joining from/with other tracks](#), [Transferring credits](#), [Capstone Options](#), [Advisors](#)

Graduation

Students graduating in May/June or August should complete their [capstone requirement](#) in the spring and submit their [application to graduate](#) with \$180 commencement fee to the LTET coordinator (via LTET mail slot in W-2-93*) in February. Students graduating in December should complete the capstone in the fall and submit their application to graduate in September.

*Mailing address: LTET Coordinator, Department of Curriculum & Instruction, Wheatley 2-93, UMass Boston, 100 Morrissey Blvd., Boston, MA 02125

Please [email LTET](#) to let coordinator know to look out for your forms.

If you add/drop courses after you submit the application, send an email to the LTET coordinator, who will forward it to the Graduate Registrar, who will attach it to your application.

Course Requirements

Four core area courses (12 credits), seven electives (21 credits) in an area of focus, and a [capstone](#) (two options). Core courses are drawn from four areas—Curriculum Organization and Innovation; Research and Writing for Reflective Practice; Mediation, Dialogue, and Collaboration; Urban and Social Justice Education. The choice of core courses must be recommended by the student's advisor and approved by the Program Director. The area of focus for the electives can be the same as a Graduate Certificate you are taking, as a formal LTET Concentration, or of a student's own formulation.

- Students who matriculated before Fall '09 may elect to use the [old core requirements](#).
- Two upper-level (300- or 400-level) undergraduate courses may be approved by the Program Director to be counted toward electives.
- Students may [transfer credits](#) from a UMass Boston Certificate program into the non-licensure M.Ed. track (subject to the usual condition for transfer credits that the grade must be B or higher). This option is especially relevant for students from the following Certificate programs:

[Applied Behavior Analysis](#) , [Critical & Creative Thinking](#) , [Science in a Changing World](#) , [Teaching Writing in the Schools](#) , [Technology, Learning and Leadership](#) (formerly, Instructional Technology for Educators).


- Formal LTET concentrations for students who include in their 11 LTET courses 7 that are required for the corresponding licensure or CAGS tracks:

[Elementary Education](#) , [Middle School Education](#) , [Secondary Education](#) , [Teacher Leadership](#)

The concentrations in Elem, Middle, or Secondary Education ensure that students address the educational issues deemed important by the licensure programs. The concentration in Teacher Leadership ensures that, in addition to the four core areas of LTET, students address some or all of the following: Organizational Change; SPED/ELL expertise; Content Knowledge (depending on student's content specialty); and Technologically-mediated learning design (which emphasizes learning theory).

- These four concentrations are not the only foci for LTET students. Under a regular Learning, Teaching & Educational Transformation

concentration, students can choose the area of focus for their electives to be the same as a Graduate Certificate they are taking or, as has been the case since the track began in the 1990s, students can formulate a focus that prepares them for work in a broad range of education-related professions, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.

Use downloadable  [LTETTrackflowsheet.doc](http://bit.ly/LTETInfo) version for planning then submit the form at <http://bit.ly/LTETInfo> with your proposed course plan or any subsequent changes.

Plan of Studies: Learning, Teaching & Educational Transformation (non-licensure M.Ed.)
Student Name:

	Core Area	Course Number	Course Name	Term Planned/ Taken	
<p>CORE: One required 3-credit course in each of the four areas→ (select one from each list or a substitute after consultation with student's advisor)</p>	Curriculum Organization and Innovation	EDC G 642	Organization of School Curriculum		
		EDC G 652	ABA: Principles II		
		EDC G 660	Using Data to Plan Curric. & Instruction		
		CRCRTH 601	Critical Thinking		
		CRCRTH 602	Creative Thinking		
		CRCRTH 630	Criticism and Creativity in Literature and the Arts		
		CRCRTH 640	Environment, Science and Society		
		CRCRTH 645	Biology and Society		
		CRCRTH 652	Children and Science		
		BWPEDU 510	Writing in the Content Areas		
	EDCG 630	Inclusion			
	Research and Writing for Reflective Practice	EDC G 621	Teaching Writing K-12		
		EDC G 689	Teacher Research		
		EDC G 690	Teacher Research: Professional Licensure		
		CRCRTH 611	Seminar in Critical Thinking		
		CRCRTH 692	Processes of Research and Engagement		
		CRCRTH 693	Action Research		
		BWPEDU 501	The Teacher as Writer		
	Mediation, dialogue and collaboration	BWPEDU 530	Teaching & Writing Poetry: K-12		
		CONRES 621	Negotiations		
		CONRES 623	Introductory Theory		
		CRCRTH 616	Dialogue Processes		
		CRCRTH 618	Creative Thinking, Collab. & Org. Change		
	Urban and Social Justice Education	EDC G 655	ABA: Settings and Supports		
		EDC G 606	Sociocultural Perspectives on Education		
		EDC G 672	Race, Class and Gender		
		CRCRTH 627	Issues in Antiracist & Multicultural Ed.		
	<p>ELECTIVES: Seven 3-credit courses in area of focus (defined after consultation with student's advisor)</p> <p>Focus can be the same as a Certificate you are taking, as a formal LTET Concentration, or of your own formulation.</p>	<i>Focus or Concentration:</i>			
		1.			
		2.			
		3.			
		4.			
5.					
6.					
7.					
CAPSTONE OPTION:	1. Comprehensive 30-day take-home examination OR 2. Written paper with oral presentation (chosen after consultation with advisor)				

CAPSTONE

1. Comprehensive 50-day take-home examination OR

OPTION:

2. Written paper with oral presentation (chosen after consultation with advisor)

LTETPartnerships

Learning,
Teaching &
Educational



Transformation

(non-licensure M.Ed. track)

"providing students with knowledge, tools, experience, and support so they can become constructive, reflective agents of change in education within traditional and non-traditional roles and settings, from a social justice perspective and by embedding reflection within their practice"

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Joining the track from/with other tracks or programs

last update 17 January '12



All the situations below are subject to the usual condition for transfer credits that the grade must be B or higher.

Do you want to [switch to the LTET track](#) or

[add LTET](#) while continuing your existing program (or vice versa)?

Switch to the LTET track

From another M.Ed. program

Send  [MEd001.PDF](#) -- to the LTET coordinator together with your proposed LTET course plan ( [NonlicensureTrackflowsheet.doc](#)). You must fulfill the [LTET core requirements](#) in order to graduate, and might have already met some of them within your previous track.

Alternatives to the listed core courses can be recommended by your faculty advisor but must be approved by the LTET coordinator. (If you do not have a faculty advisor from your previous track or want an LTET advisor

instead, the LTET coordinator will arrange an [LTET faculty advisor](#) for you.) The LTET coordinator signs off on the switch once there is a course plan that covers the LTET core requirements.

From another Master's program

Send a few paragraphs regarding why you are interested in LTET and [this form](#) to the LTET coordinator together with a note authorizing access to your original applications materials (transcripts, letters of recommendation, personal statement, etc.). The LTET admissions committee reviews and decides as soon as possible (usually within two weeks of receipt).

Add LTET while continuing your existing program (or vice versa)

This is most feasible if you are in a Certificate program, because at UMass Boston the same course can count both for a degree and a Certificate. Students have an advisor in each program under whose supervision the student fulfills the requirements of each program.

(Note: Students who wish to apply for admission to a Graduate certificate and the LTET track simultaneously need to submit separate applications to Graduate Admissions and note Nov 1 and April 1 deadlines that apply for many programs.)

Add LTET to an existing Certificate program

Credits from a UMass Boston Certificate program may count for the non-licensure M.Ed. track (subject to the usual condition for transfer credits that the grade must be B or higher).

Students who have matriculated into another UMB Certificate program may apply to add the LTET M.Ed. track by sending [this form](#) to the LTET coordinator together with a note regarding why you are interested in LTET and authorizing access to your original applications materials (transcripts, letters of recommendation, personal statement, etc.). The LTET coordinator reviews (or the admissions committee if the coordinator has any questions about the request) and decides as soon as possible (usually within two weeks of receipt).

This option is especially relevant for students from the following Certificate programs:

[Applied Behavior Analysis](#) #
[Critical & Creative Thinking](#)
[Science in a Changing World](#)
[Teaching Writing in the Schools](#)
[Instructional Technology for Educators](#) .

Note: Students who are taking the LTET track and the ABA Certificate can meet the LTET Research course requirement with EdcG 654 and the LTET Mediation Core with EdcG 655.

Linking LTET M.Ed. to Professional Licensure

Students with initial licensure in MA can take 12 credits with EDCG prefixes to apply for professional licensure (for elementary ed) or 12 credits in their subject discipline (for middle & secondary ed).

They can then fit these 12 credits into the 33-credit [CCT](#) or 33-credit LTET requirements to get a Masters as well.

Linking LTET M.Ed. to 27-credit Graduate Certificate Leading to Initial Licensure in Moderate Disabilities (as approved by DESE)

Students who have matriculated into this Graduate Certificate may apply to add the LTET M.Ed. track by sending

[this form](#) to the LTET coordinator together with a note regarding why you are interested in LTET and authorizing access to your original applications materials (transcripts, letters of recommendation, personal statement, etc.). The LTET coordinator reviews (or the admissions committee if the coordinator has any questions about the request) and decides as soon as possible (usually within two weeks of receipt). You can request that your LTET advisor be the same person as your Moderate disabilities advisor, in which case LTET will do the cross-program consultation to see if this is possible.

The Certificate courses SpeG 625, 626, 631 or 632 count for the LTET Curriculum Core requirement and SpeG 607 counts for the LTET urban and social justice education requirement.

Add a Certificate program to LTET

Linking CCT certificate to LTET M.Ed.

Send [this form](#) to the [CCT Program coordinator](#) , Peter Taylor.

If you take CrCrTh601 & 602, then together with any three other M.Ed. courses, you qualify for the CCT Certificate and can then submit [this form](#) to the CCT Program coordinator at any time to apply to graduate with a CCT certificate.

Linking 27-credit Graduate Certificate Leading to Initial Licensure in Moderate Disabilities to LTET M.Ed. (as approved by DESE)

Students who have matriculated into the LTET track may apply to add this Graduate Certificate by sending [this form](#) to the Student Services Center (SSC) along with a letter of intent regarding why you are interested in adding the Certificate and authorizing the Special Education Graduate Program Director to access your original applications materials (transcripts, letters of recommendation, personal statement, etc.) (The SSC will assemble and pre-review the materials before review by the Special Education Program director; see Certificate [admission requirements](#)). Students admitted to the 27 credit licensure program will be advised by faculty in Moderate Disabilities. This will ensure that they receive guidance and support in determining the order of courses they take toward an accredited program.

Note: Students who wish to apply for admission to this Graduate certificate and the LTET track simultaneously need to submit separate applications to Graduate Admissions (see Special Education Program Certificate [admission requirements](#) and note Nov 1 and April 1 deadlines).

program. The exhibits can take a variety of forms, such as original curriculum materials, a professional development workshop series, a video case study, a practitioner's portfolio, an implemented teacher inquiry project, other excerpts from coursework, or a proposal for action research. The essays are expected to locate the exhibits in relation to what others have written and done in the relevant area as well as to integrate students' reflections on their own professional practice, changes while studying in the program, and future directions. The forms and length of the essays will depend on the particular nature of the projects. For example, if the exhibit were a 2-4 page action research proposal, an extended essay (20-40 pages) that reviews and critiques literatures appropriate to the research questions would be expected to accompany it; a shorter essay (10-20 pages) would be appropriate to accompany a video case study.

Students wishing to pursue the option of a written paper with oral presentation for their capstone project are advised to enroll in a course designed for intensive research and writing appropriate to the forms of the project (e.g., EDCG 689, 690, CrCrTh692, 694). The course instructor and your LTET advisor (or another LTET faculty member) then serve as advisors and readers for the project. Given that the capstone paper requires something more than the course requirements, this arrangement and the form of the capstone project must be established and approved by the LTET coordinator before the start of the semester in which it is undertaken. Approval will be contingent on a) the proposal showing that the student recognizes the requirements above (as formalized in the rubric for evaluation of these capstones) and b) the student having made good progress on the capstone beyond what the course requires by the time the comp. exam is to be sent out. (Students not making enough progress at that point will be asked to shift to the comp. exam.) Oral presentations before the advisors and peers are arranged toward the end of that semester. (Students who do not complete the requirements or who do not pass by the times grades are due must take the comp. exam the following semester.)

Required form and rubric:



[LTETcapstoneproposal.rtf](#)

Peter Taylor (Critical & Creative Thinking; Science in a Changing World) ([office hours](#))—provisional LTET coordinator

Denise Patmon (Teaching of Writing; Global and Social Justice Education)

Donna DeGennaro (Instructional Technology for Educators or Teaching and learning in Technology-mediated environments).

To get assigned an advisor

When you come to a new student orientation meeting or first check in with the College of Ed Student Services Center, Wheatley W01-050, ask for the faculty advisor of your choice (phone: 617-287-7625; email: grad.teachered@umb.edu)

OR

Wait for one to be assigned to you before the start of your first semester.

Contact the [LTET coordinator](#) immediately if you have questions.

[Go here for all the forms you need](#)

Transfer in credits--[procedure](#)

Applications to graduate with accompanying check can be left for the LTET coordinator in W-2-93 who will review them and submit them to the registrar.

Email

The new (since Jan. '10) UMass student email system, Blackboard system for online courses, and wiki accounts on wikispaces.umb.edu now all use the same username and password.

All university official business will be sent only to your University email address. If you want to forward all emails from your @umb.edu address to a personal email address, refer to http://www.umb.edu/it/getting_services/email_logging_on_for_the_first_time/#forward . That means you have to log into your University (@umb.edu) email address at least once to set up that forwarding. If **you don't know the password**, follow the steps on <http://webmail.umb.edu> . If **you don't know your University (@umb.edu) email address** email grad.teachered@umb.edu to ask them to look it up for you.

Current advisor/advisees

Last Update: 9 February 2012

Let us know of any mistakes or if you are missing from this list.

If your advisor goes on leave, please consult the LTET coordinator. Mary Brady's former advisees should consult the provisional [LTET coordinator](#) , Peter Taylor for advice until a new advisor is assigned.

Student then Advisor

Meghan Admirand

Masher Alnamy

Paul Arrighy, Jr.

Stephanie Barron —Peter Kiang

Rebecca Bowen—

Steve Breen

Kregg Brewster

Kendra Bucklin —Peter Taylor

Krissy Canavan —

Laura Chiuppi —Peter Taylor
Roman Chokler — Fadia Harik
Frances Kai Ying Chow
Shannon Ciccone
Michelle Cohen —
Courtney Cooke —
Nicole Crump
Rui-nan Dai
Paul Damiani
Danielle D'Amore
Marc Deitsch —
Maura Donlan —Donna DeGennaro
Lovie Elam
Katherine Elmes
Billy Jo Engle —Peter Taylor
Eric R Fuerschbach —
Rachel Gaines —Donna DeGennaro
Jessica Gallagher
Michelle Gallant —
Arthur Garrone-Rounds —Peter Taylor
James Giddings —Donna DeGennaro
Scott Goddess —Peter Taylor
Giana Gray —
May Han
Charles Henriques —Peter Kiang
Carol Henry —
Brian Holt —
Jessica Ann Hughes O'Leary
Lisa Keady —
Sarah Kerns
Bidaa Khayat
Alison King
Merissa Kleimola —
Alex Lattell
Sharon Lausch —
Sherry Lescano
Elizabeth Lipman
Alexander Lombard
Jennifer Lucey
Diego Mansilla
Huimin Mao
Cathy Martin
Kathleen Martin
Caitlin McCormick
Bruno Molteni
Matt Morrison

Patricia Murray —
Amanda Pajor —
Chelsie Parent
Eduardo Perez-Dalla —
Sonya —Peters-Bailey —
David Porzio, Jr. —
Sameira Preto
Caitlin Pumphrey —
Carmen M Rodriguez —
Shannon Seaver —Peter Kiang
Deborah Seele —Donna DeGennaro
Kristen Shemak —
Laurie Silva
Tracey Souza
Undrea Steele
Paul Szeto
Elizabeth Troiani —
Jacqueline Turner —
Chris Ward —Peter Kiang
Jenaya Ward —
Nakeya Watson —
Jessica Waugh
Jennifer Wawrzynowicz —
Claire Weiss
Hongchao Zhang
Hang Zhou —Peter Kiang

community-based Asian immigrant-serving agencies in not only Boston, but also Quincy and Malden — settings where rapid demographic growth among the Asian American population has led to large gaps in educational services for all ages from pre-school to youth to families to elders. Jessica was able to analyze the critical issues and needs of these underserved communities in holistic, interconnected ways.

Student quote: I have been working for many nonprofit organizations. I enjoy working with diverse populations. Not only do I get to learn about their heritages, but at the same time, I share my own knowledge about my history and traditions. Having relevant knowledge from my classes has helped me with my work in the community. Because of what I have learned from Asian American Studies, I was able to appreciate my background more and will continue working with diverse populations in the community.

Kunthary M. Thai-Johnson, M.Ed.

Graduated in 2009 with focus in Asian American Studies

Student's Focus: Kunthary Thai-Johnson addressed the educational needs of urban youth with a dual focus on the roles of schools/teachers and families/communities. She was particularly interested in the counseling, mentoring, and mental health needs of urban youth.

Importance/Relevance of Student's Work: Kunthary directs a mentoring and educational opportunity pipeline program for Boston Public School middle and high school students. Her M.Ed. enabled her to look beyond the intense day-to-day programmatic needs of her work, and consider domains of research, policy analysis, funding, and other critical contexts for her work.

Student quote: From the classes and projects I have done as a graduate student in education, I am able to understand many education issues affecting urban immigrant/refugee populations. I am better equipped to deal with the students enrolled in my own educational support program. In addition, the AsAmSt courses enabled me to reflect on my experiences and become more accepting of myself, my family, my community, and my roots in Cambodia. I am no longer trying to hide my heritage. I hope to pave a way for those who do not have equal or fair access to higher education and spread the knowledge of what I have learned from Asian American Studies in my graduate education program to enable other educators and policy makers to understand the intricate issues affecting the profiles of Cambodian students and other refugee students in order to develop more effective educational policies and practices, locally and globally.

Peter Palingo, M.Ed., with Graduate Certificate in CCT

Focus area: Teaching English Language Learners, especially in a foreign context, namely, South Korea.

Importance/relevance of what student did within LTET

Especially through CCT courses, Peter became a reflective practitioner.

Statement about value of LTET as contributor to student's goals and pursuits.

Extract from Peter's capstone exam wrapping up a question that invited students to "review the process of development of your work and thinking about education":

Reflecting on my M.Ed studies through the lens of Taylor's "4 Rs" helps me see that the journey has been transformative. It also brings to mind the third "R" which I have not mentioned yet, Revelation. There were many times in my courses when I would be struggling with different ideas through reflective writing or classroom dialogue and suddenly I would articulate my ideas in a way that brought focus to my thinking and revealed my true self. My identity revealed itself and grew during moments of learning. I like the quote by Peter Taylor (2008) that, "we know more than we are, at first, prepared to acknowledge." So often our understanding of various topics is internalized in ways that escape our ability to retrieve them. We may take certain ideas for granted or intuitively accept something, but we struggle to explain and elaborate our understanding. Therefore, those moments of clarity when our internalized assumptions and conscious thoughts merge with the topic of study and allow us to articulate ourselves with passion and precision are so powerful. I will miss those moments in the context of the M.Ed. program, but will seek out new forums for that type of engagement and revelation.

From Exhibit 1, I can now understand that I never developed the Respect in the relationship with the teacher whom I observed. On the surface, of course we were respectful to one another. But, we did not really listen to one another and only told each other what we felt the other wanted to hear. Without a base of Respect, I could not engage in Risk to step into the uncertainty or discomfort of honestly discussing his teaching methods and how they may not be best serving his students. By not taking that Risk, I could not achieve Revelation. Therefore, there was a disingenuous aspect to our exchanges. I was not being myself. In that situation, transformative insight or growth was impossible. But, it was still a valuable learning experience on several levels.

... I can now understand that the powerful presence of Respect in the "Creative Thinking" class allowed me and my classmates to engage in Risk. Then, I was free to share my identity and allow it to grow. The Revelation occurred for me during the process of developing and performing my presentation. I realized that I had internalized an understanding of those two artists that are so personally important to me. By creatively presenting those two people, I also revealed myself. This has been a valuable exercise to reflect on my experiences in the M.Ed program. The "4 Rs" have provided me with a new framework to evaluate learning situations. My new awareness of these elements will help me to take advantage of potentially transformative opportunities in the future.

* * *

Richard Azulay, with Applied Behavior Analysis for Special Populations Graduate Certificate
Graduated Fall 2009

Statement about the student's focus within LTET

Richard Azulay combined his commitment to educating students with autism along with the systematic and data-driven capacity of computer-assisted learning as the focus of his research, product development, and reflections within the LTET Masters of Education Program.

Importance/relevance of what student did within LTET

In a field where little has yet been done to harness technology that promotes learning, Rich taught himself basic code and developed a prototype computer program to teach basic matching and word identification skills to students with Autism and Intellectual Disabilities. He pilot tested his program and revised it, adding data collection and graphing capabilities that are consistent with an Applied Behavioral Analysis methodology. He reflected upon this process in his Capstone Exam, which he passed with distinction. Rich was selected as the LTET Book Award Recipient for 2009.

Statement about value of LTET as contributor to student's goals and pursuits.

As Rich tells us, "My goal is to create instructional tools and data collection systems to be used by teachers and behavior analysts. Once finding support at the University of Massachusetts for development of these skills, I have had to present the need for these skills within my worksite, and continue to do so. It is my hope that this knowledge will lead to development of innovative teaching tools for children with Autism."

Songkhla Thi Nguyen, M.Ed.

Began in LTET but switched to with initial licensure in Elementary Teaching and graduated in 2010 with a focus in Asian American Studies

Student's Focus: Songkhla Nguyen began the LTET program with multiple interests in science education, Asian-American youth and community development, Buddhist education, and Vietnamese refugee/immigrant family dynamics. Through her first year, she clarified her focus and transferred from LTET to the initial licensure program for elementary education. She decided that the best way for her to combine her interests was to become a public school teacher in a school that served Vietnamese American students and families. In this way, her formal degree program shifted, while she maintained her LTET/Asian American Studies curricular focus.

Importance/Relevance of Student's Work: Following her graduation, Songkhla was hired to teach in a first-grade Sheltered English Immersion classroom at the Mather School (Boston Public Schools) with 100% Vietnamese American children. Her skills, networks, and resources as a classroom teacher —

enhanced by the Asian-American Studies curricular thread of LTET — are much needed in a system where Vietnamese bilingual/bicultural responsiveness is essential but severely limited.

Student quote: Five years ago, I wasn't certain what my goals and aspirations were, but today I can confidently claim: I am an educator. I am serious and passionate about my work; I seek ways to improve my teaching and pedagogy for the betterment of students. Asian American Studies along with my Teacher Education training program has prepared me to do so. I will always be working on bettering my skills and abilities to become a more qualified teacher. I teach to circulate knowledge, influence positive actions, and increase social justice. I thank Asian-American Studies for providing me the opportunity to do so!

Steve Lawrence, M. Ed.

Graduated Spring 2011

Student Quote: [I sought] guidance in founding my school's faculty senate -a much needed step if my school was to be transformed. The narrative and results of our efforts (under the guidance and direction of teachers/advisers in the LTET program) can be seen on the Curley Faculty Senate's website: <http://www.Curleyk8faculty senate.org> . As you will see from even a cursory glance of the CFS website, the principles of collaboration, creative thinking, organizational change and participative decision making I have learned in the program have made a huge difference... I am still unsure of what my future holds career-wise. If I remain as a teacher in public schools, I am likely to be involved in promoting the principles of organizational change to help colleagues and administrators to be more collaborative and strategic. If I choose an alternative path such as educational consulting, my degree in Learning, Teaching, and Educational Transformation will give me the necessary tools and credentials. This program and others like it are exactly what is needed if we are serious about improving public education in the United States.

LTETDevelopments

**Learning,
Teaching &
Educational**



Transformation

(non-licensure M.Ed. track)

"providing students with knowledge, tools, experience, and support so they can become constructive, reflective agents of change in education within traditional and non-traditional roles and settings, from a social justice perspective and by embedding reflection within their practice"

[LTET home](#), [Upcoming Courses](#), [Requirements & Graduation](#), [Joining from/with other tracks](#), [Transferring credits](#), [Capstone Options](#), [Advisors](#)

Developments

2011 AQUAD Review

Here's a capsule summary of the [2011 AQUAD Review](#) of the Learning, Teaching, and Educational Transformation (non-licensure) track of the general Teacher Education M.Ed. Program.

The review team reported substantial strengths, evident particularly in:

- Expertise & commitment of faculty
- High degree of student engagement and learning
- Centrality of LTET Program and its curriculum to campus and college mission of "education for a diverse democracy"
- Relevant and current curriculum, with important and purposeful emphasis on reflection and critical thinking and on the larger societal and organizational contexts for educational reform and transformation.

Evidence gathered by the Review Committee found that LTET did not replicate or overlap substantially with other licensure or non-licensure programs at the University, but rather served the needs of a specific population of students whose curricular needs were not met by other programs.

Most significant area of need was that program lacks adequate resources. (No faculty member are assigned primarily to the program. LTET coordinator(s) do not receive a stipend or course reduction. This has resulted in overworked faculty and fewer opportunities for mentoring students or program outreach, given that all the faculty members have primary commitments to other programs.)

The Deans' response stated that: LTET is "uniquely and significantly aligned with the campus mission and strategic priorities, particularly through its capacity to integrate and support civic engagement in teaching and learning, and for the way the program prepares graduates to analyze and address 'big picture' issues in education." A set of improvements was requested in the Deans' response and during the subsequent meeting with the Provost (see next paragraph). The review process did not yield commitments for any new resources (or coverage when Peter Kiang and Peter Taylor would be on sabbaticals).

The [2010-11 Annual report](#) describes the measures taken to achieve the requested improvements, which included:

Better record-keeping; Advising to ensure student choice of core courses and electives produces a coherent curriculum; Higher quality of students through stricter admission and transfer review; Review the possible trade-off between flexibility and coherence and substance in LTET studies; More evidence of student success and curricular coherence.

On these last two points, the LTET faculty agreed to recommend that students include in their 7 electives one course from each of two of the following four categories (in addition to the [required core areas](#)—Curriculum Organization and Innovation; Research and Writing for Reflective Practice; Mediation, Dialogue, and Collaboration; Urban and Social Justice Education):

- Organizational Change
- SPED/ELL expertise
- Content Knowledge (depending on content specialty)
- Technologically-mediated learning design

On "evidence of student success," the [written paper capstone option](#) is being strongly promoted to students.

Other than serving students without any new resources, the biggest challenge exposed by the review is to get the word out about what LTET is/does so as to dispel the persistent, but inaccurate picture of LTET being for students who cannot make it in the licensure tracks. (The figures show that group makes up only 1/6th; see [breakdown](#) summarized in [diagram](#).)

2011-12 developments

During summer and fall 2011 Mary Brady continued to advise and administer LTET with Jack Levy serving formally as program director. Starting spring semester 2012, Mary is no longer serving in those roles. Peter Taylor is serving as provisional program director while resources for LTET are clarified (e.g., continuation of 1/4 time GAship to assist in administration and stipend to match the other two tracks of graduate Teacher Education). 70 students are being advised by LTET in spring 2012; 31 are on track to graduate in May/June or August; 11 will have done the written paper capstone.

The recommendation to students about electives (described above) now takes the form of designating formal concentrations for students who include in their 11 LTET courses 7 that are required for the corresponding licensure or CAGS tracks:

- [Elementary Education](#) , [Middle School Education](#) , [Secondary Education](#) , [Teacher Leadership](#)
- The concentrations in *Elem*, *Middle*, or *Secondary Education* ensure that students address the

educational issues deemed important by the licensure programs. • The concentration in *Teacher Leadership* ensures that, in addition to the four core areas of LTET, students address some or all of the following: Organizational Change; SPED/ELL expertise; Content Knowledge (depending on student's content specialty); and Technologically-mediated learning design (which emphasizes learning theory).

These four concentrations are not the only foci for LTET students. Under a regular *Learning, Teaching & Educational Transformation* concentration, students can choose the area of focus for their electives to be the same as a Graduate Certificate they are taking or, as has been the case since the track began in the 1990s, students can formulate a focus that prepares them for work in a broad range of education-related professions, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.
