

Response to Colorado Department of Higher Education Institutional Review

Relay Graduate School of Education

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Introduction

Relay Graduate School of Education (Relay GSE) appreciates the Colorado Department of Higher Education's evaluation team for their comprehensive review of Relay GSE's initial authorization application. The findings are valuable for both our Denver launch and our upcoming Middle States Commission on Higher Education Self-Study.

Please find our responses to the evaluation team's institutional recommendations in section one. We are also grateful for the institutional suggestions outlined by the evaluation team, each of which will be taken into consideration for immediate and long term planning. We have included responses to certain institutional suggestions in section two.

Section One: Response to Institutional Recommendations

- 1. Provide a detailed financial plan, including associated costs and anticipated income for the first three to five years and a budget for library support, to support its operations at the Denver site.**

Budgetary Overview

As a relatively new and growing independent institution of higher education with campuses and operations in different states, Relay GSE structures its work across three broad domains: local program sites (e.g. campuses); national program design & evaluation; and national shared services. To facilitate the various activities and functions of each of these domains, Relay GSE's financial plan allocates budgetary resources appropriately to aspects of programs and operations that are centrally located and to those that are specific to individual program sites. This strategic allocation of resources allows the institution to deliver shared services and manage institution-wide efforts efficiently across its various locations, resulting in a lower cost to deliver its programs than if shared functional activities were decentralized.

Relay GSE Denver Budget and Library

The design of Relay GSE's five-year financial projection for its Denver campus is driven by the institution's goal of delivering a high-quality MAT program in a new location. In accordance with our institutional model, Relay GSE centrally funds and manages the work of curriculum design, online learning, instructional media, institutional research, and functional work that comprises national program design & evaluation and affects Relay GSE programming in every location. Relay GSE also centrally funds and manages several shared service functions, including those that are student-facing (e.g. library and technology services, enrollment services, student financial services) and those that are internal-facing (e.g. finance, talent, operations & human resources, regulatory affairs, and development & external relations).

Given Relay GSE's institutional model, Relay GSE Denver will not have a brick and mortar library on site, but its students will have 24/7 access to Relay GSE library's 5,070 items. This total includes 3,540 internally-produced video files, 1,400 print items (books, newspapers, and periodicals), and perpetual access to 130 electronic books. In addition, the Library subscribes to over 95 electronic databases, which altogether include access to approximately 43,000 unique journals and 76,000 unique books. Relay GSE Denver will have a small collection of banner texts available to graduate students.

The Denver campus will pay for a proportional share of the centrally managed expenses, including library services, based on campus size (both enrollment and staff size). A Relay GSE Denver detailed five-year financial plan outlining all areas described above can be found in Appendix 1. A detailed five-year financial plan for the Relay Library can be found in Appendix 2. Long-term financial decisions related to Relay GSE Denver's library support will be based on student enrollment numbers as well as faculty and student need.

As a demonstration of its commitment to student-facing functionality, Relay GSE's budget for the library and information services, technology, and the student information system

represents 8% of the institution's overall budget. Relay GSE views the first several years of its operation as being heavily focused on building a strong library and data infrastructure systems upon on which the institution can expand in future years. A comprehensive, one-year budget for Relay GSE's library and information services, technology, and student information system can be found in Appendix 3.

2. Describe anticipated needs for physical facilities that include administrative space, faculty space, classroom space, record maintenance facilities, and library facilities at the Denver site.

To ensure that Relay GSE facilities meet the needs of graduate students, faculty, and staff, each campus employs an on-site Director of Operations responsible for the facilities and operations of that campus. Directors of Operations are managed and supported by the National Director of Operations who reports to the Chief Operating Officer.

Anticipated facility needs for Relay GSE Denver will depend on student enrollment. Various enrollment scenarios and their effect on physical facilities are outlined in table 1 on the following page. It is also worth noting that student enrollment will impact full-time faculty size, adjunct faculty size, advisor workload, classroom facilities, and other operational and academic aspects.

At a minimum, Relay GSE Denver facilities will include private conference space for meetings with graduate students, record maintenance facilities (see table 1 for more detail), dedicated work space for full-time faculty and staff, shared work space for adjunct staff, and an office supply area.

Anticipated Classroom Needs

Relay GSE graduate students will be full-time teaching residents at their K-12 schools. Relay GSE appreciates the challenges faced by teachers, including managing a heavy professional workload while enrolled in graduate school, and is cognizant that traveling to graduate classes after a full day of work can be challenging at times. Therefore, Relay GSE often offers graduate classes in existing K-12 school buildings near or where our graduate students are employed. Relay GSE has anticipated partnerships with K-12 schools in the state of Colorado and will likely offer classes in one or more of our partner schools to maximize convenience for our graduate students. Relay GSE Denver is planning to commence operations beginning in SY 2016-2017 and has sufficient lead time to build partnerships and develop an MOU for the use of K-12 school facilities.

Table 1: Relay GSE Denver Anticipated Facilities Needs Based on Enrollment

Enrollment Counts	0 to 35 students	36 to 50 students	50 to 75 students	75 to 100 students	100 to 125 students
Anticipated administrative space requirements	<ul style="list-style-type: none"> 1 conference room 1 office supply area 1 secure records storage area 	<ul style="list-style-type: none"> 2 conference rooms 1 office supply area 1 secure records storage area 	<ul style="list-style-type: none"> 2 conference rooms 1 office supply area 1 secure records storage area 	<ul style="list-style-type: none"> 3 conference rooms 1 office supply area 1 secure records storage area 	<ul style="list-style-type: none"> 3 conference rooms 1 office supply area 1 secure records storage area
Anticipated faculty space requirements at Relay GSE Denver	<ul style="list-style-type: none"> 1 office space for the Dean 1 office space for the Director of Operations 1 shared office space for adjunct faculty 	<ul style="list-style-type: none"> 1 office space for the Dean 1 office space for the Director of Operations 1 office space for the Assistant Professor of Practice 2 shared office spaces for adjunct faculty 	<ul style="list-style-type: none"> 1 office space for the Dean 1 office space for the Director of Operations 2 office spaces for the Assistant Professors of Practice 2 shared office spaces for adjunct faculty 	<ul style="list-style-type: none"> 1 office space for the Dean 1 office space for the Director of Operations 3 office spaces for the Assistant Professors of Practice 3 shared office spaces for adjunct faculty 	<ul style="list-style-type: none"> 1 office space for the Dean 1 office space for the Director of Operations 4 office spaces for the Assistant Professors of Practice 4 shared office spaces for adjunct faculty
Anticipated classroom needs*	<ul style="list-style-type: none"> 1 classroom 	<ul style="list-style-type: none"> 1 classroom 	<ul style="list-style-type: none"> 2 classrooms 	<ul style="list-style-type: none"> 2 classrooms 	<ul style="list-style-type: none"> 3 classrooms
Anticipated record maintenance facilities	<p>Relay GSE Denver will uphold all relevant federal, state, and local statutes when creating record maintenance facilities. The Office of Enrollment Services coordinates Relay’s admissions and registration process, which includes the maintenance and protection of academic records, release of academic transcripts, and verification of degrees earned. Relay GSE’s Office of Enrollment Services maintains a comprehensive database of graduate students’ academic and demographic information. Relay GSE Denver will also ensure sufficient space and security for on-site record needs. All Relay GSE sites fully comply with FERPA provisions.</p>				
Anticipated library facilities	<p>As an institution of higher education operating in multiple states with part-time graduate students who are simultaneously full-time teaching residents, Relay GSE has determined that an online library best meets graduate student needs. To that end, Relay GSE Denver will not possess a brick and mortar library on campus. Relay GSE Denver will have a small physical library with hard copies of banner texts available for students, though these texts are available through the online virtual library, as well. Additionally, during Relay GSE’s first year of operations in Colorado, the institution will explore joining Colorado-based library consortia to determine whether additional consortia membership is viable for graduate students at the Denver campus.</p>				

* Please see further detail in the “Anticipated Classroom Needs” section above.

3. Specify what direct, short-term measurable goals have been developed to assess the effectiveness of the program and provide the associated metrics.

As part of our ongoing assessment of the quality of our programs, we set annual goals related to student satisfaction with the instruction that they are receiving in their sections. We measure our progress using data that are collected via seasonal student surveys. In AY14-15, in our largest program, we aimed to have a minimum of 85% of students agree or strongly agree that their instructors are knowledgeable (actual: 92%) and clear (actual: 85%), promote a positive culture in their section (actual: 87%), have high expectations for their students (actual: 89%), and are deemed to be an effective instructor overall (actual: 87%).

Having met and exceeded these goals, we will upwardly adjust our goals for AY15-16 while continuing to provide a high-level of professional development support to our instructional faculty to ensure their ongoing demonstrated ability to deliver high-quality instruction to our diverse student population.

4. Provide evidence of the philosophical underpinning, teaching theories, and supportive research and assessment to support at the graduate level the methods Relay GSE uses.

Relay GSE will achieve its mission and vision by operationalizing each component of the conceptual framework through a theory of action that is grounded in the unit's philosophy, goals, and organizational standards.

Unit Philosophy

Six fundamental pillars constitute the Relay GSE philosophy:

- 1. Setting and measuring goals yields greater rates of success:** A commitment to goal setting pervades nearly aspect of Relay GSE's programs. From the goals that candidates set for student achievement and character growth that are central to the conceptual framework, to the unit's goals around candidate success in other elements of effective instruction, the notion of setting goals and using formative data to benchmark progress toward those goals is an essential part of much of the work that Relay GSE does.
- 2. The conceptual framework should be intentionally spiraled over two years:** Each of the elements of effective instruction depicted in the conceptual framework is explicitly taught in Relay GSE's curriculum by way of modules, not courses. The nomenclature of "module," as opposed to "course," reflects Relay GSE's belief that the traditional course format routinely fails to support the development of knowledge over time. Modules range in duration from one hour in a single class session to more than ten hours that span an entire academic year. Further, modules progress in a sequence from foundational to more expert knowledge. Thus, candidates experience this curriculum in a scope and sequence that is appropriate given the pace of their development of proficiency of each of the framework's elements.
- 3. Practice and assessment should occur in authentic learning environments:** Consistent with Grossman et al.'s framework on pedagogies of practice in professional education (i.e., representations, decomposition, and approximations of practice), professors at Relay GSE use an iterative process of preview, practice, and performance to teach novice teachers how to become effective at each of the elements of effective instruction.¹ Similarly, nearly every assessment is performance-based; this often requires candidates to demonstrate their ability to perform the actions and techniques associated with a given element of the conceptual framework via digital video recorded in their P-12 classrooms or with authentic artifacts of instruction (e.g., a lesson plan and

¹ Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. W. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record, 111*(9), 2055-2100.

associated student work).

4. **One becomes a better teacher by learning from professors who are great teachers:** Relay GSE's professors are experienced educators who have demonstrated success in each of the elements of the unit's conceptual framework—both when teaching high-need P-12 students and adult learners. Their expertise and years of experience make them uniquely positioned to be effective teacher-educators.² Professors model effective teaching techniques and strategies and work with small groups of candidates to provide the kinds of instruction, mentorship, and guidance that have been positively associated with the success of developing teachers.³ As a result, professors provide instruction that is based in, and responsive to, candidates' experiences teaching in actual P-12 classrooms, particularly targeting common challenges faced by novice teachers.⁴
5. **Being a reflective practitioner leads to continuous improvement:** Candidates receive detailed and constructive feedback about their own video-recorded lessons from Relay GSE professors that is directed at helping candidates reflect on their classroom presence and identify and address areas in need of improvement.⁵ Candidates are also guided through peer-review sessions where their colleagues review, and provide constructive feedback on, demonstrations of teaching practice. This occurs either during in-class, "mock teaching" sessions, or as part of candidates' review of videos of their P-12 classroom practice. These activities are one of the fundamental components of the Self and Other People element of Relay GSE's conceptual framework.
6. **Learning can be accelerated with the use of technology:** In an effort to deliver the conceptual framework in a way that is maximally accessible, rigorous, and differentiated, Relay GSE incorporates technology purposefully into its programs. For example, nearly 40% of the instruction associated with the conceptual framework occurs online—allowing candidates more time to learn the material and watch exemplar classroom videos that are aligned with their particular teaching position. Recording digital video also provides candidates with concrete opportunities to reflect on their content knowledge, pedagogical knowledge, and classroom presence, using strategies described by Kong (2010).⁶ A third example of how the unit uses technology is its web-based data tracking software that allows candidates to analyze P-12 student achievement data and evaluate how each of their students is performing relative to

² Aleccia, V. (2011). Walking our talk: The imperative of teacher educator modeling. *The Clearing House*, 84 (3), 87-90.

³ Barrera, A., Braley, R. T., & Slate, J. R. (2010). Beginning teacher success: An investigation into the feedback from mentors of formal mentoring programs. *Mentoring & Tutoring: Partnership in Learning*, 18(1), 61-74.

⁴ Siebert, C. J., Clark, A., Kilbridge, A., & Peterson, H. (2006). When preservice teachers struggle or fail: Mentor teachers' perspectives. *Education*, 126(3), 409-422.

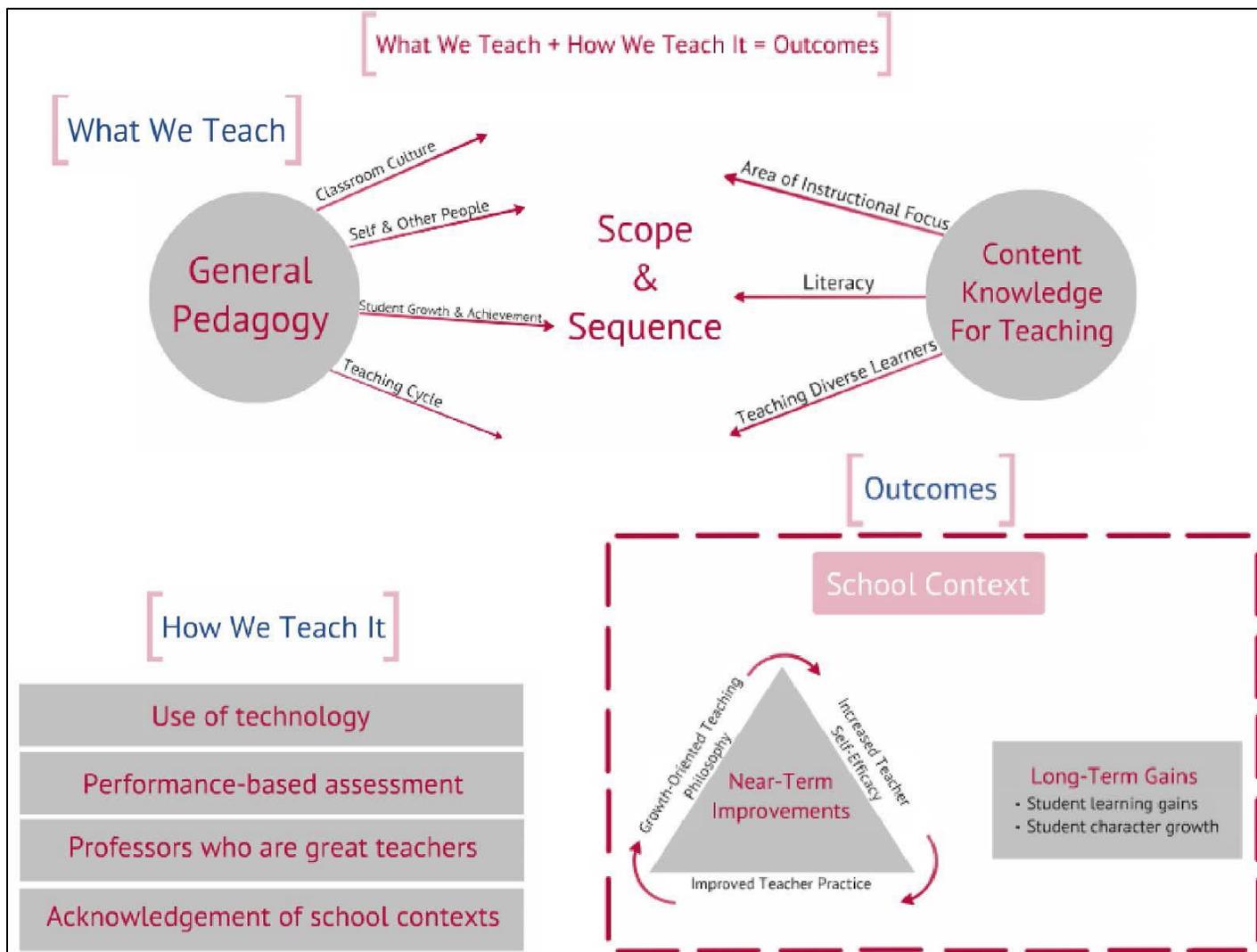
⁵ Kong, S. C. (2010). Using a web-enabled video system to support student-teachers' self-reflection in teaching practice. *Computers & Education*, 55(4), 1772-1782.

⁶ Ibid.

each state or Common Core learning standard.

Relay GSE's theory of action can be viewed in Figure 1 on the following page.

Figure 1



Knowledge Base

Holistically, and by element, the conceptual framework is grounded in, and informed by, research and scholarship on teaching and learning, and teacher preparation.

Student Growth and Achievement: From the Coleman Report⁷ to recent studies on teacher effectiveness⁸, a fundamental assertion in educational research is that teachers are well-positioned to have a positive effect on student achievement. Many studies suggest, across contexts, that setting clear, measurable goals helps drive success.⁹ Teaching is no exception.¹⁰ There also exists a growing body of literature that examines the professional skills that teachers must possess to accurately collect, analyze, and interpret evidence of student learning.¹¹ The interpretation of these data is in relation to school, state, and national benchmarks and standards. Increasingly, research and policy reports capture these sets of professional skills as data-driven instruction.¹² The literature on learning motivation and interests provides an important reminder that simply setting goals and measuring achievement is not likely to motivate student learning. Rather, researchers have examined the role of student investment in learning as a catalyst for student achievement.^{13,14}

Self and Other People: The Self and Other People element highlights the literature on the personal and social dimensions of teaching. Since Dewey, education researchers have argued that teachers must be able to reflect upon their practice.¹⁵ According to this literature, reflections, often positioned within the context of race and culture, enable the teacher to consider multiple perspectives and find alternative solutions to problems of practice that, ultimately, improve teaching.^{16,17,18} Critically, such reflections facilitate more robust conversations with colleagues, families, communities, and other stakeholders. Research has highlighted, however, that the effectiveness of these conversations relies heavily on trust. While many types of trust exist, Bryk and Schneider (2002) identify relational trust—a trust that emerges from daily interactions and supports commitment, accountability, and reduces anxiety

⁷ Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). *Equality of educational opportunity*. Washington, D.C.: U.S. Government Printing Office

⁸ Nye, Konstantopoulos, & Hedges (2004).

⁹ Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.

¹⁰ Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco, CA: Jossey Bass.

¹¹ Marsh, J. A., Pane, J. F., Hamilton, J. S. (2006). *Making sense of data-driven decision making in education: Evidence from recent RAND research*. Santa Monica, CA: RAND Corporation.

¹² Ibid.

¹³ Thoonen, E. J., Slegers, P. J. C., Peetsma, T. D., & Oort, F. J. (2011). Can teachers motivate students to learn? *Educational Studies*, 37(3), 345-360.

¹⁴ Dweck, C. (2006). *Mindset*. New York: Random House.

¹⁵ Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D.C. Heath.

¹⁶ Schön, D. (1983). *The reflective practitioner: How professionals think in action*. London: Temple Smith.

¹⁷ Schön, D. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.

¹⁸ Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meaning, and methods in teaching. *Theory into Practice*, 42(3), 173-180.

and uncertainty related to changing practice—as a key mechanism for improving schools and, by extension, student growth and achievement.¹⁹ Teacher-student relations also rely on trust; however, scholars point out that this trust is less relational and more grounded in the teacher’s ability to act as an authority.^{20,21} This authority is related to the teacher’s ability to accurately and confidently convey knowledge, firmly establish and enforce expectations, and model character.²² Peterson and Seligman (2004) have found that, across culture and time, there are a set of character strengths that are dramatically associated with success and happiness.²³ More recent research is replete with specific examples of the critical link between students’ character strengths and their academic achievement.^{24,25}

Classroom Culture: Kounin (1977) completed a seminal study on behavior management and observed that teachers who are effective classroom managers first design an orderly environment to control student movement and improve classroom monitoring, allowing them to enforce classroom rules.²⁶ Researchers and practitioners alike agree that rules establish the boundaries for acceptable behavior, and positive and negative consequences provide mechanisms for teachers to re-assert control when needed, especially if employed consistently.^{27,28,29} Amidst the diversity of behavior management plans that operationalize these findings, most converge on three basic steps: establishing clear behavioral expectations, normalizing rule compliance, and implementing corrective action when students are not meeting the expectation.^{30,31} In addition to behavior management, studies find that effective classroom managers also create a robust set of classroom procedures and a classroom environment that supports joyful learning, both of which have positive relationships with student achievement.^{32,33,34}

¹⁹ Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.

²⁰ Frymier, A. B., & Houser, M. L. (2009). The teacher-student relationship as an interpersonal relationship. *Communication Education, 49*(3), 207-219.

²¹ Metz, M. H. (1978). Clashes in the classroom: The importance of norms for authority. *Education and Urban Society, 11*(1), 13-47.

²² Waller, W. W. (1932). *The sociology of teaching*. New York: Wiley.

²³ Peterson, C., & Seligman, M. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.

²⁴ Seider, S. (2012). *Character compass: How powerful school culture can point students toward success*. Cambridge, MA: Harvard Education Press.

²⁵ Tough, P. (2012). *How students succeed: Grit, curiosity, and the hidden power of character*. Boston, MA: Houghton Mifflin Harcourt.

²⁶ Kounin, J. (1977). *Discipline and group management in classrooms*. New York: Holt, Rinehart & Winston.

²⁷ Boostrom, R. (1991). The nature and functions of classroom rules. *Curriculum Inquiry, 21*(2), 193-216.

²⁸ Buckley, P., & Cooper, J. (1978). Classroom management: A rule establishment and enforcement model. *The Elementary School Journal, 78*(4), 254-263.

²⁹ Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51*(1), 5-32.

³⁰ Canter, L. (2009). *Assertive discipline: Positive behavior management for today’s classroom*. Bloomington, IN: Solution Tree.

³¹ Denscombe, M. (1985). *Classroom control: A sociological perspective*. London: Allen and Unwin.

³² Desimone, L., & Long, D. A. (2010). Teacher effects and the achievement gap: Do teacher and teaching quality influence the achievement gap between black and white high- and low-SES students in the early grades? *Teachers College Record, 112*(12), 3024-3073.

Teaching Cycle: A long literature suggests that planning at the year-long, unit, and daily-lesson levels is a key to driving student achievement.³⁵ At the year-long and unit-planning level, backward planning ensures that teachers cover school, state, and national standards and organize those experiences to support student mastery and deeper conceptual understanding.³⁶ Daily lesson plans are the execution of those plans in a manner that clearly delivers the content and engages all students in the academic task. The rigor of the academic task a teacher designs for students can be classified according to its level of “risk” and “ambiguity”.³⁷ Lastly, all levels of planning involve informal assessments (e.g., checks for understanding) and formal assessments (e.g., unit assessments and performance tasks) that allow teachers to make inferences about student learning and adjust future plans accordingly.^{38,39,40}

Content: In the absence of content knowledge and pedagogical content knowledge, proficiency in any of the other elements of effective instruction is unlikely to translate to increased student growth and achievement. At the highest level, in any grade or subject, teachers must command both content knowledge and pedagogical content knowledge.^{41,42,43} Content knowledge refers to teachers’ possession of the domain of knowledge that he or she is charged with teaching. Pedagogical content knowledge describes the teachers’ ability to teach that content well, in a manner that reflects a deep and nuanced understanding of how students learn, and in a manner that anticipates and responds to common misconceptions and student difficulties through instruction.

To describe the knowledge base that informs each specific content domain taught at Relay GSE, it is necessary to disaggregate content into its constituent parts.

³³ Roorda, D. Koomen, H. M. Y., Split, J., & Oort, F. (2011). The influence of affective teacher-student relationships on students’ engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*, 493-529.

³⁴ Norris, J. A. (2003). Looking at classroom management through a social and emotional learning lens. *Theory into Practice, 42*(4), 313-318.

³⁵ Saphier, J. (2008). *Building your teaching skills*, 6th edition. Acton, MA: Research for Better Teaching.

³⁶ Wiggins, G. P., & McTighe, J. (2001). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

³⁷ Miller, D. M., Linn, R. L., & Gronlund, N. E. (2009). *Measurement and assessment in teaching*. Upper Saddle River, NJ: Pearson Education.

³⁸ Koretz, D. M. (2009). *Measuring up, what educational testing really tells us*. Cambridge, MA: Harvard University Press.

³⁹ Miller, D. M., Linn, R. L., & Gronlund, N. E. (2009). *Measurement and assessment in teaching*. Upper Saddle River, NJ: Pearson Education.

⁴⁰ McMillan, J. H. (2011). *Classroom assessment: Principles and practice for effective standards-based instruction*. 5th ed. Boston, MA: Pearson Education.

⁴¹ Shulman, L. S. (1986).

⁴² Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers’ mathematical knowledge for teaching on student achievement. *American Educational Research Journal, 42*(2), 371-406.

⁴³ Burn, K., Childs, A., & McNicholl, J. (2007). The potential and challenges for student teachers’ learning of subject-specific pedagogical knowledge within secondary school subject departments. *Curriculum Journal, 18*(4), 429-445.

Literacy

There has been long-standing controversy about whether it is best to teach students to read using phonics (i.e., code-based instruction) or whole language (i.e., meaning-based instruction).⁴⁴ Code-based instruction focuses on explicitly teaching students decoding strategies, which include letter recognition, letter-sound correspondence, phonics, and phonological awareness.⁴⁵ Meaning-based instruction requires consistent experience with meaningful text within a literature-rich environment.⁴⁶ Nearly 20 years of evidence, and a persuasive report by the National Reading panel, all recommend an integrated balance of these approaches.⁴⁷ With respect to writing, the National Council of Teachers of English (NCTE) suggest that, students should use a wide range of strategies as they write and use different writing process elements that align to the purpose and audience.⁴⁸

Mathematics

Beginning in 1980, a mathematical debate emerged in reaction to the publication of three reports: *An Agenda for Action* (1980)⁴⁹, *Curriculum and Evaluation Standards for School Mathematics* (1989)⁵⁰, and *Principles and Standards for School Mathematics* (2000)⁵¹. Collectively, these reports argued that the breadth and depth of exposure to mathematical thinking that students received was limited. Critically, these reports advocated for moving away from procedure-oriented instruction to multiple representations of mathematical thought and, by extension, multiple strategies for solution.⁵² For instance, a teacher would teach students how to regroup *and* how to use partial sums.

With respect to equity in mathematics, evidence suggests that Algebra I is a “gateway class” to college-preparatory mathematics. There are a disproportionate number of students in high-need schools who are unprepared for Algebra in the 8th grade and, in turn, cannot participate in a college preparatory curriculum.⁵³ In response, elementary mathematics curricula now

⁴⁴ Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2, 31-74.

⁴⁵ Ehri, L. C., Nunes, S. R., Stahl, S. A., Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel’s meta-analysis. *Review of Educational Research*, 71(3), 393-447.

⁴⁶ Dahl, K. L., & Freppon, P. A. (1995). A comparison of inner city children’s interpretations of reading and writing instruction in the early grades in skills-based and whole language classrooms. *Reading Research Quarterly*, 30, 50-74

⁴⁷ National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

⁴⁸ Van Sluys, K. (2011). *Becoming writers in the elementary classroom: Visions and decisions*. Urbana, IL: National Council of Teachers of English.

⁴⁹ National Council of Teachers of Mathematics. (1980). *An agenda for action: Recommendations for school mathematics of the 1980s*. Reston, VA: Author.

⁵⁰ National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics*. Reston, VA: Author.

⁵¹ National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics: A guide for mathematicians*. Reston, VA: Author.

⁵² Ma, L. (1999). *Knowing and teaching elementary mathematics: Teachers’ understanding of fundamental mathematics in China and the United States*. Mahwah, NJ: Lawrence Erlbaum Associates.

⁵³ Moses, R. P., & Cobb, Jr., C. E. (2001). *Radical equations: Civil rights from Mississippi to the Algebra Project*. Boston, MA: Beacon Press.

include an “algebraic thinking” strand that begins as early as Kindergarten.⁵⁴ Finally, it stands to reason that, to successfully drive achievement, teachers of mathematics should command the content knowledge articulated in the Common Core Standards for Mathematics and the NCTM’s *Principles and Standards for School Mathematics*.

Science

Inquiry is a defining characteristic of science as a discipline, and, in pedagogical terms, refers not simply to asking questions (or, “inquiring”), but to a wide range of possibilities. A comprehensive definition of all of the components can be found in the National Science Teachers Association’s position statement on scientific inquiry.⁵⁵ An effective tool for teaching scientific inquiry is BSCS’s 5E model, where teachers (and their students) engage, explore, explain, elaborate, and evaluate.⁵⁶ Additionally, science teachers (and their students) should be able to recognize ideas that cross-cut all scientific disciplines, and make connections between aspects of science and their daily lives.⁵⁷ One example of these cross-cutting themes comes from the AAAS (Advancing Science, Serving Society), and includes models, systems, constancy and change, and scale. Finally, all science teachers should command the content knowledge articulated in the National Science Education Standards and the recently published Framework for K-12 Science Education.⁵⁸

Social Studies

The National Council for the Social Studies (NCSS) Task Force on Ethnic Studies Curriculum Guidelines⁵⁹, Ladson-Billings (1995)⁶⁰ and Gorski (2012)⁶¹, suggest that social studies be taught through a multicultural lens with two facets. First, the content should present multiple viewpoints and help learners overcome bias and stereotype. Second, the curriculum should provide entry points for all learners to access the materials and see themselves reflected in the content. The NCSS National Standards for Social Studies Teachers recommend that teachers plan and teach social studies for conceptual understanding by leveraging the NCSS themes both in instruction and curricula design.⁶² Gehlbach (2004) asks teachers to think conceptually and thematically about the past and changing present with historical empathy.⁶³ Finally, all social

⁵⁴ National Council of Teachers of Mathematics. (2000).

⁵⁵ National Science Teachers Association (2004). *NSTA Position Statement: Scientific inquiry*. Arlington, VA: Author. Retrieved from: http://www.nsta.org/pdfs/PositionStatement_ScientificInquiry.pdf

⁵⁶ Bybee, R.W. (2009). *The BSCS 5E Instructional Model and 21st century skills*. Paper prepared for the National Academies Board on Science Education, Washington, DC: Retrieved

⁵⁷ Rutherford, F. J., & Ahlgren, A. (1991). *Science for all Americans*. New York: Oxford University Press.

⁵⁸ National Research Council (2011). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Washington, DC: The National Academies Press.

⁵⁹ NCSS Task Force on Ethnic Studies Curriculum Guidelines. (1991). *Curriculum guidelines for multicultural education*. Retrieved from <http://www.ncss.org/positions/multicultural>

⁶⁰ Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

⁶¹ Gorski, P. C. (2012). Stages of multicultural curriculum transformation. *EdChange*. Retrieved from: <http://www.edchange.org/multicultural/curriculum/steps.html>

⁶² National Council for the Social Studies. (2002). *National standards for social studies teachers*. Silver Spring, MD: Author.

⁶³ Gehlbach, H. (2004). Social perspective taking: A facilitating aptitude for conflict resolution, historical empathy, and social studies achievement. *Theory and Research in Social Education*, 32(1), 39-55.

studies teachers should command the content knowledge articulated in the NCSS National Standards for Social Studies Teachers.⁶⁴

Teaching Students with Special Needs

Early identification and early intervention are the key levers in the Response to Intervention (RTI) model which is focused on preventing and addressing disabilities in students with special needs.⁶⁵ In this model, the teacher uses data to develop and adjust specially-designed instruction (SDI) for students, and ensures that each student's absolute performance and rate of growth are on track to achieve their end-of-year goals. Teachers of students with special needs should also use evidence-based practices (EBPs)^{66,67} differentiated classroom instruction⁶⁸, and they should seek to maximize opportunities for inclusion⁶⁹. In accordance with the Individuals with Disabilities Education Act of 2004, teachers must write comprehensive Individualized Education Plans (IEPs) and ensure that due process is followed.

Teaching English Language Learners

English language learners represent a group of culturally and linguistically diverse students. English for Speakers of Other Languages (ESOL) methods help students succeed in both social/language goals (i.e., speaking, reading, writing, listening) and academic content-area goals to develop communicative competence in all learners.⁷⁰ Teachers will use effective ESOL instructional strategies to scaffold students' language development while ensuring that they have access to the academic language and content they need to be successful in school settings.⁷¹ Research suggests that the Structured Instructional Observation Protocol (SIOP) helps students succeed in mainstream settings. The SIOP uses knowledge of typical language acquisition processes to select instructional methods and assessments that are most appropriate for different language proficiency levels.⁷²

Assessment

Relay GSE's core curriculum, aligned to the elements of effective instruction in the unit's conceptual framework, aims to enable candidates to meet the unit's goal of leading their P-12

⁶⁴ National Council for the Social Studies. (2002).

⁶⁵ Fuchs, D., & Fuchs, L. S. (2001). Responsiveness to intervention: A blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children*, 38, 57-61.

⁶⁶ Blanton, L., Pugach, M., & Florian, L. (2011). *Preparing general education teachers to improve outcomes for students with disabilities*. Paper prepared for the American Association of Colleges for Teacher Education and National Center for Learning Disabilities.

⁶⁷ Cook, B., & Cook, S. (2011). *Thinking and communicating clearly about evidence-based practices in special education*. Arlington, VA: Division for Research of the Council for Exceptional Children.

⁶⁸ Tomlinson, C. A., & Eidson, C. C. (2003). *Differentiation in practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁶⁹ Hehir, T. (2002). Eliminating ableism in education. *Harvard Educational Review*, 72(1), 1-32.

⁷⁰ Robinett, B. W. (1978). *Teaching English to speakers of other languages: Substance and technique*. Minneapolis, MN: University of Minnesota Press.

⁷¹ Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms, Grades 5–12*. San Francisco, CA: John Wiley & Sons.

⁷² Echevarria, J., Vogt, M., Short, D. (2012) *Making content comprehensible for English learners: The SIOP Model (4th ed)*. Boston, MA: Allyn & Bacon.

students to dramatic academic achievement and growth of character strengths. The use of assessments is thoughtfully planned and corresponds directly to transition points. There are four major classifications of assessments conducted within the Relay GSE MAT. Please see Table 2 for a reference of these key assessments.

Table 2: Key Assessments at Relay GSE

Assessment Classifications	Assessment Description
State Certification Exams	State teacher certification exams in Colorado assess candidates' content knowledge and pedagogical content knowledge in preparation for entering the classroom. Relay GSE uses passing scores on the state teacher certification exams as evidence of content knowledge, but also as preparation towards state teacher certification.
Institutional Assessments	<p>Institutional assessments at Relay GSE, known as module assessments, are accompanied by a rubric that uses the scale described below. Relay GSE believes that performance in the program, as evidenced by frequent institutional assessments, prepares candidates to be effective teachers.</p> <p>Institutional assessments include lesson and unit plans, case study analysis, video of instructional practices that demonstrate content and pedagogical knowledge, analysis of assessment data, and written reflections on practice. Institutional assessments frequently spiral learned content, and they are purposefully linked to articulated learning outcomes.</p>

5. Provide evidence regarding the appropriate use of relevant library resources and services at the graduate level and their availability “to students on a regular, dependable basis.”

Every IHE has a library, and Relay GSE is no exception. The institution offers library resources to support the advancement of academic and professional knowledge for graduate students and faculty alike. These resources are delivered through two platforms – Relay’s library and online video repository. Together, these platforms provide rich resources to support graduate students’ academic progress at Relay and instruction in their K-12 classrooms.

After a substantial vetting of the library sciences field, Relay determined that a fully digital library is most appropriate for a graduate student body that is enrolled part-time, has substantial professional obligations in addition to their academic obligations, and is geographically distributed. As a result, Relay built its library resources with the goal of online access from any location, making it both regularly available and dependable. The institution’s library provides digital as well as limited hard-copy access to books, journals, magazines, and newspapers along with other education-specific artifacts such as curriculum materials and standards guides. All library content is indexed in an industry-leading search tool called Summon, which enables users to find content across multiple sources.

During the 2014-2015 school year, 100% of all student and faculty inquiries to the Relay GSE library were addressed within one business day. The Relay GSE librarian, [REDACTED], is available by email from 9:00am to 6:00pm ET, and is more than willing to facilitate digital meetings outside of those hours for students in the Denver region. In addition, Relay GSE Denver, in conjunction with Relay GSE administrators, is examining options to offer supplemental librarian support in order to meet the needs of Denver graduate students, as they are the first cohort with a two-hour time difference. As of June, 2015, possibilities include a part-time librarian or extended librarian hours for Relay GSE campuses west of the Mississippi River.

Relay GSE Denver will have a small collection of hard copies of banner texts available for students, and these texts are also available through the online virtual library. Additionally, during Relay GSE’s first year of operations in Colorado, the institution will explore joining Colorado-based library consortia to determine whether additional consortia membership would be beneficial for the Denver campus.

As Relay GSE continues to grow, we are being strategic and thoughtful on how student services can best support graduate students and faculty, and the library is no exception. We are engaging in various research questions as part of our ongoing institutional assessment, as well as our MSCHE Self-Study, and expect thoughtful findings to lead to continuing library services development. [REDACTED] is a member of the Self-Study working group focused on library services. This will allow Relay administrators and [REDACTED] to identify strategies to continue to exceed graduate student and faculty expectations as the institution expands.

Finally, the Institutional Review noted, “The library description lists only a few of the 95 electronic databases to which it describes as subscribing,” and “The library does not indicate which electronic book databases to which it subscribes.” Please find this information in Appendices 4 and 5, respectively.

6. Provide a plan for accommodating students if the program is suspended for any reason, including readily accessible avenues of completion of the degree through other regionally-accredited institutions and transfer of credits earned to other regionally-accredited institutions.

In the unlikely event of program suspension, Relay GSE is committed to ensuring a seamless transition for graduate students and faculty. As such, Relay GSE administrators would act in accordance with Middle States Commission on Higher Education policy, (see Appendix 6, *MSCHE Policy: Merging or Closing a Postsecondary Institution or Program Site*) and submit a comprehensive teach-out plan to MSCHE no later than six months prior to the planned closing date. According to MSCHE, a teach out plan is,

“a written agreement between institutions that provides for the equitable treatment of students and for a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides 100% of at least one program, ceases to operate before all enrolled students have completed their program of study.”⁷³

As a part of the teach-out plan, Relay GSE Denver academic advisors would facilitate individual meetings with each graduate student to create differentiated strategies to ensure enrollment and transfer of credit at other regionally-accredited institutions. Such strategies would be based off of, but not limited to, the following:

- The student’s geographical location
- The student’s credit count
- The student’s fit with various regionally-accredited institutions
- The institution’s course offerings
- The institution’s transfer of credit policy
- The institution’s enrollment policies

During the teach-out, Relay GSE administrators would aim to have operations cease at the end of the academic year, thus minimally affecting graduating students. In addition, the Relay GSE Denver Dean and Director of Operations would engage in partnership work with local regionally-accredited institutions in order to facilitate credit transfer for students.

██████████ and ██████████ are two such institutions. Both institutions offer graduate-level study for educators. Their credit transfer policies indicate a willingness to accept certain credit from Relay GSE.^{74,75}

⁷³ Middle States Commission on Higher Education, (2011). Merging or Closing a Postsecondary Institution or Program Site. *Middle States Commission on Higher Education Website: Policies, Guidelines & Procedures*. Accessed June 25, 2015. <http://www.msche.org/documents/Closing-Merging-030311.pdf>

⁷⁴ The University of Denver, (2015). Transfer of Credit. *University of Denver Website*. Accessed June 25, 2015. <http://bulletin.du.edu/graduate/academicpoliciesandprocedures/transferofcredit.html>

⁷⁵ The Regents of the University of Colorado, (2015). College of Liberal Arts and Sciences: Transfer Courses. *University of Colorado – Denver Website*. Accessed June 25, 2015.

<http://www.ucdenver.edu/academics/colleges/CLAS/clas-advising/newStudents/Pages/TransferringCourses.aspx>

7. Describe the factors involved in determining how “partner needs, Relay GSE abilities, and enrollment numbers” will influence course offerings, and how and when those decisions are made.

As a part of its expansion plan, Relay GSE thoughtfully researches the need and demand of various school districts and metropolitan areas. Denver is no exception, as Relay GSE Denver has secured both district and charter partners for its launch. Each school possesses a need for teachers in certain subject areas, such as science and math. Relay will strive to meet the needs of all of its partner schools and offer content instruction in all areas, enrollment depending (e.g. if no schools indicate a need for a Secondary Earth Science elective in year one, Relay GSE will not teach that content area). Relay GSE’s core modules – Self and Other People, Teaching Cycle, and Classroom Culture – will be offered to all graduate students. The Relay GSE Denver Dean is responsible for course offering decisions, which are made annually and on a semester-basis, as needed. The Relay GSE Denver Dean will take input from partners, graduate students, the Director of Operations, and any other relevant stakeholders when making course offering decisions.

Relay GSE is in frequent contact with future partners to discuss anticipated teacher need in each subject area. The institution uses this information to determine which content areas will be offered to ensure graduate students are on track to both Colorado licensure and an MAT degree. In other Relay GSE regions, a minimum of between five to eight students are required to offer a specific content area. The Relay GSE Denver team is confident it can meet this goal in the content areas outlined in our initial authorization application, (copied below).

Table 3: Relay GSE Denver Anticipated Licensure Areas

Relay GSE Denver Licensure Areas
Elementary Teacher
Secondary English Teacher
Secondary Math Teacher
Secondary Science Teacher
Secondary Social Studies Teacher
Special Education

8. Provide evidence of sufficient student support services onsite, including academic advising by faculty members and other student counseling needs beyond academic counseling.

Relay GSE does everything possible to support graduate students. This includes academic advising from the Dean or a full-time faculty member, as well as other student support services. The Relay GSE Denver Dean anticipates that 15% to 20% of her schedule will be devoted to individual student meetings and student support services. Other full-time faculty members will devote 30% to 40% of their time to individual student meetings and student support services.

Based off the anticipated Year One Relay GSE Denver Faculty Model below, each full-time faculty member would be advising no more than 25 students. Relay GSE Denver only permits full-time faculty to take on student advising responsibilities; adjunct faculty do not hold such responsibilities.

Table 4: Anticipated Year One Relay GSE Denver Faculty Model*

	0 to 25 Graduate Students	26 to 40 Graduate Students	41 to 60 Graduate Students	61 to 75 Graduate Students
Full-Time Faculty Members	1	2	3	4
Adjunct Faculty	2 to 6 (depending on amount of endorsement areas offered)	2 to 6 (depending on amount of endorsement areas offered)	2 to 6 (depending on amount of endorsement areas offered)	2 to 6 (depending on amount of endorsement areas offered)

*Adjunct faculty only instruct content modules, meaning that the typical graduate student has one to two adjunct professors over the course of their Relay GSE experience. Core modules are taught by full-time Relay GSE faculty.

Relay GSE Denver is in constant contact with our potential partners to ensure an ongoing estimation of student enrollment, and anticipates final enrollment numbers by May, 2016. Relay GSE Denver will hire additional faculty prior to May, 2016 if warranted by projected enrollment numbers.

The Relay GSE Denver Dean is experienced in and knowledgeable of other significant student support needs, given her experience as the Assistant Dean of Students at Relay’s New York campus. Given the significance of these issues, graduate students encountering any of the following should consult their student handbook and will likely be directed to the Relay GSE Denver Dean:

- Student leave of absence
- Medical leave of absence
- Maternity leave of absence

- Withdrawal due to change in employment status
- Administrative withdrawal
- Harassment
- Student grievances
- Disability policies

Finally, Relay GSE Denver will ensure that all faculty are knowledgeable of the numerous mental health and counseling resources available to students, either through their employer benefits package or in the Denver metro area. Many district and school partners provide health benefits to teaching residents/graduate students, which frequently include mental health support. The Relay GSE Denver Director of Operations will coordinate with Human Resources at our Denver partner school to have a deep understanding of each school's benefits. Should a student encounter a mental health issue and not have adequate health coverage through their K-12 school, Relay GSE faculty will use all available community resources to ensure students receive the necessary professional help and support. Such resources in the Denver area include the Mental Health Center of Denver and Rocky Mountain Crisis Partners.

Section Two: Response to Institutional Suggestions

- 1. Provide a position roster that identifies the anticipated faculty members qualifications and workload associated with the Denver site, including each professors overall teaching schedule for a given time-frame, with identification of those courses that will be taught as part of the Denver program. Of concern is whether faculty members will have sufficient qualifications and time commitments to teach in the program’s areas at the master’s level and whether the institution is overly relying on part-time faculty members.**

Upon reviewing the CDHE evaluation team’s report, we recognized that we had not sufficiently articulated the Relay GSE Denver staffing model. This has been clarified in Table 4 above, which demonstrates that the typical Relay GSE graduate student has one to two adjunct instructors over the course of his Relay experience. Furthermore, adjunct faculty only teach content modules to ensure excellent subject area instruction.

- 2. Provide evidence of how Relay GSE has begun and will continue to engage with local institutions of higher education in Colorado.**

Relay GSE is committed to IHE collaboration in the Denver area. Relay GSE Denver’s Lead Planner will reach out to local Denver institutions as a demonstration of Relay GSE’s belief in collaboration. Furthermore, Relay GSE’s President is dedicated to ensuring positive relationships with local institutions of higher education and has already met with ██████████ to foster relationships before Relay GSE Denver launches. He intends to have further conversations as Relay Denver plans to launch.

- 5. Provide information that describes the responsibilities of the administrative team and their qualifications to fulfill those responsibilities.**

Relay GSE maintains the highest standards in employees. The administrative team possesses a wealth of knowledge, experiences, and expertise in their respective fields, as briefly outlined in Table 5 below.

Table 5

Name	Relay GSE Role	Brief Role Overview and Professional Biography
Norman Atkins	President and Founder	As Relay’s co-founder and president, Norman Atkins has led the institution since 2008. Atkins is also the founder, board chair and former CEO of Uncommon Schools , one of the nation’s highest-performing nonprofit charter management organizations, with 46 schools serving 14,000 students. In 1997, he co-founded and co-led North Star Academy Charter School of Newark , one of New Jersey’s very first and most celebrated charter schools. From 1989 to 1994, he was the co-executive director of

Name	Relay GSE Role	Brief Role Overview and Professional Biography
		<p>the Robin Hood Foundation in New York City. In recent years, Atkins has helped found Zearn, an education technology start-up, and has joined the board of the Oprah Winfrey Leadership Academy Foundation. He began his career as a freelance journalist, writing about education, poverty, politics, culture and social issues for The New York Times Magazine, The New Yorker, Rolling Stone, Parenting, The Wall Street Journal, The Washington Post and The Boston Globe. Atkins earned an A.B. in history from Brown University and an M.A. in educational administration from Teachers College, Columbia University.</p>
<p>Piper Evans</p>	<p>Chief Financial Officer</p>	<p>As Relay’s chief financial officer, Piper Evans is responsible for all aspects of financial management and planning at Relay. Most recently, Evans consulted on economic development and sustainability at O-H Community Partners, where she worked with nonprofits, foundations and government agencies to create jobs, develop entrepreneurial communities, and reduce CO2 emissions. Previously, she worked at The Walt Disney Co., in operations planning and analysis, for three years. She also worked at a boutique investment bank, advising parties to corporate bankruptcies, for two years. Evans earned an M.B.A. from the Kellogg School of Management at Northwestern University and a B.S. in business administration from the University of North Carolina at Chapel Hill. She grew up in Dallas, Texas, and she has lived in North Carolina, New York, Los Angeles, San Francisco and Chicago.</p>
<p>Billie Gastic</p>	<p>Chief Research Officer</p>	<p>As Relay’s chief research officer, Billie Gastic manages a portfolio of external and internal projects on research and evaluation, including studies on the impact of Relay’s programs. She also oversees the collection and analysis of institutional data, to yield insight for continuous program improvement and ensure compliance with data-reporting requirements related to accreditation and state regulations. Before joining Relay, Gastic was a professor of public policy at the University of Massachusetts Boston and a professor of urban education at Temple University. Gastic earned a Ph.D. in the sociology of education and an M.A. in sociology from Stanford University, an Ed.M. from Harvard Graduate School of Education, and a B.A. in economics from Yale College.</p>
<p>Pamela Inbasekaran</p>	<p>Chief Talent Officer</p>	<p>As Relay’s chief talent officer, Pamela Inbasekaran develops and implements the systems to recruit, support and strengthen our faculty and staff. Previously, Inbasekaran worked at Uncommon Schools, where she led community engagement and enrichment programming for the North Star Academy Charter School of Newark. She also helped build and refine recruitment systems for the Uncommon Schools home office. She began her career as a middle school special education teacher at M.S. 224 in the South Bronx, through Teach For America. Inbasekaran earned an M.S. in teaching from Pace</p>

Name	Relay GSE Role	Brief Role Overview and Professional Biography
Brent Maddin	Provost	<p>University and a B.A. in economics and American culture from the University of Michigan.</p> <p>As Relay’s provost, Brent Maddin sets the vision for our curriculum and manages our curriculum design, institutional research and programmatic innovation. Relay grew out of his work as a founder of Teacher U at Hunter College, where he worked from 2008 to 2011.</p> <p>From 2003-2005, Maddin served as a founding teacher at I.D.E.A. College Prep—a charter school dedicated to getting students from the Rio Grande Valley in South Texas into top colleges. Maddin moved to Texas from Louisiana where, as a 1999 Teach For America (TFA) corps member, he taught high school science in his TFA placement school for four years. During his six years in the classroom, he trained new teachers at TFA Summer Institutes, TNTP content seminars and regional science learning teams. He also co-wrote a national chemistry curriculum for TNTP. In 2002, Maddin received his National Board Certification.</p> <p>Maddin earned a doctorate in education policy, leadership and instructional practice at Harvard Graduate School of Education, where his dissertation focused on student attrition at charter schools. While earning a B.S. in biology from Arizona State University, he earned a Circumnavigator’s Fellowship, an award that funded a six-continent investigation of forest fires.</p>
Tim Saintsing	Chief Operating Officer	<p>As Relay’s chief operating officer, Tim Saintsing oversees the day-to-day operations of our institution. Before joining Relay, Saintsing was the co-director for operations of Excellence Boys Charter School of Bedford Stuyvesant, in Brooklyn, New York, from 2006 to 2010. In that role, Saintsing oversaw all aspects of strategy, facilities and human resources, to fulfill the school's mission of preparing students to enter, succeed in and graduate from college. Previously, Saintsing was a special assistant at the New York City Department of Education, where he worked with the department's No Child Left Behind Public School Choice Program.</p> <p>Saintsing is a graduate of Davidson College and earned a master’s degree in public policy from Duke University.</p>

6. Provide information as to how Relay GSE meets the Association College and Research Libraries “Standards for Distance Learning Library Services.”

The CDHE Evaluation team referenced five particular “Standards for Distance Learning Library Services” from the Association of College and Research Libraries in their report. Relay GSE has addressed each of these five standards in Table 6 below.

Table 6

Number	Text of Standard	Relay GSE Response
1	Involving library and other personnel in all stages of planning, developing, and evaluating, and adding or changing of the distance learning program	The Relay GSE Librarian is involved in a working group for our upcoming MSCHE Self-Study, allowing her to provide valuable insight into programmatic decisions.
2	Development of written agreements with unaffiliated local libraries when they are to be used to support information needs of the distance learning community	During Relay GSE’s first year of operations in Colorado, the institution will explore joining Colorado-based library consortia to determine whether additional consortia membership is viable and necessary for graduate students at the Denver campus.
3	Determining how the institution will fulfill its library’s primary responsibility for making its resources and services available to its users regardless of physical location	The Relay GSE Library maintains an “electronic first” policy in order to ensure item accessibility to all users regardless of physical location. As of June 2015, the Relay GSE library holds roughly 5,070 items. This total includes 3,540 internally-produced video files, 1,400 print items (books, newspapers, and periodicals), and perpetual access to 130 electronic books. In addition, the Library subscribes to over 95 electronic databases, which altogether include access to approximately 43,000 unique journals and 76,000 unique books.
4	How the library is implementing outcomes assessment to determine whether distance education students are learning effectively and whether library services are effectively meeting their needs	Ongoing institutional and departmental assessment is a priority for the organization. The Relay GSE librarian has facilitated staff-based satisfaction surveys and anticipates doing the same for students in upcoming school years. Student satisfaction is one of the librarian’s utmost priorities.
5	How direct human access is being made available to the distance learning community	Relay GSE utilizes an online video conferencing system called Zoom. This platform allows for face to face interaction, screen share capabilities, and live chat for the distance learning community. The Relay GSE librarian is able to

Number	Text of Standard	Relay GSE Response
		guide students through library searches, respond to technical questions, or provide other relevant information through this platform.

Appendices

Appendix 1: Relay GSE Denver Six-Year Financial Plan

Relay Graduate School of Education Denver Campus

	Fiscal Year Ending June 30,					
	2016	2017	2018	2019	2020	2021
Employees Enrollment, Denver Campus						
Philanthropy Revenue Tuition & Fees						-
Total Revenue						
Salaries Taxes & Benefits Salaries & Benefits						
Occupancy Expenses						
Course Materials Instructional Site Expenses						
T&L Consultants Participant Appreciation T&L Travel Instructional Expenses						
Administrative Expenses						
Non-Cash Expenses Subtotal: Other Direct Expenses						

Total Direct Expenses

Student Shared Services
 Design Shared Services
 Institutional Shared Services

Subtotal: Shared Services

Total Expenses

Net Surplus / (Deficit)

Appendix 2: Relay GSE Library Five-Year Financial Plan

Relay Graduate School of Education Library

	Fiscal Year Ending June 30,				
	2016	2017	2018	2019	2020
Department Employees Campuses, including national principal training program					
Student Shared Services - Charged to Campuses					
Total Revenue					
Salaries					
Taxes & Benefits					
Salaries & Benefits					

Relay Graduate School of Education
July 2015 Response to Institutional Review

Digital Resources	
Other	
Subtotal: Other Direct Expenses	<hr/>
Total Direct Expenses	<hr/>
Institutional Shared Services	
Subtotal: Shared Services	<hr/>
Total Expenses	<hr/> <hr/>

Appendix 3: Relay GSE One-Year Library and Technology Budget

Relay Graduate School of Education

Library

	2016 Budget
Employees	
Salaries	
Taxes & Benefits	
Salaries & Benefits	_____
Consulting (Media & Course Platform)	
IT Software	
Digital Resources & Library Expenses	
Media Equipment	
Travel & Meals	
Other	
Other Direct Expenses	_____
Depreciation	
Total Expenses	_____

Appendix 4: List of Relay GSE Electronic Databases

- [Academic OneFile](#)
- [Academic Search Premier](#)
- [Agriculture Collection](#)
- [Amazing Animals of the World](#)
- [America the Beautiful](#)
- [American Memory Images](#)
- [American Museum of Natural History Research Library](#)
- [Black Newspapers](#)
- [Business Economics & Theory Collection](#)
- [Business Insights: Essentials](#)
- [Business Source Premier](#)
- [Chronicling America: Historic American Newspapers](#)
- [Communications and Mass Media](#)
- [Computer Database](#)
- [Criminal Justice Collection](#)
- [Culinary Arts](#)
- [Curriculum Resource Center](#)
- [Diversity Studies Collection](#)
- [Ebook Library](#)
- [Ebrary Education Subscription Collection- Legacy Collection](#)
- [Education Research Complete](#)
- [eLibrary Elementary](#)
- [Encyclopedia Americana](#)
- [Environmental Studies & Policy](#)
- [ERIC](#)
- [Expanded Academic ASAP](#)
- [Fine Arts & Music Collection](#)
- [Gale PowerSearch](#)
- [Gale Virtual Reference Library](#)
- [Gannett Newsstand](#)
- [Gardening, Landscape & Horticulture Collection](#)
- [Gender Studies Collection](#)
- [General OneFile](#)
- [General Science Collection](#)
- [Grolier Multimedia Encyclopedia](#)
- [Grolier Online](#)
- [HathiTrust Digital Library](#)
- [Health & Wellness Resource Center \(with Alternative Health Module\)](#)
- [Health Reference Center Academic](#)

- [Health Source: Nursing/Academic Edition](#)
- [Home Improvement Collection](#)
- [Hospitality, Tourism and Leisure Collection](#)
- [Information Science and Library Issues Collection](#)
- [Informe Académico](#)
- [InfoTrac Newsstand](#)
- [Insurance & Liability Collection](#)
- [JSTOR Arts & Sciences IV](#)
- [JSTOR Arts & Sciences IV Current Collection](#)
- [JSTOR Arts & Sciences VI Archive and Current Collection](#)
- [JSTOR Complete Current Scholarship Collection](#)
- [Junior Edition - K12](#)
- [Kids InfoBits](#)
- [Lands & People Online](#)
- [LexisNexis Academic](#)
- Library Specific Holdings
- [LibriVox](#)
- [MAS Ultra - School Edition](#)
- [MEDLINE](#)
- [Military and Intelligence Database](#)
- [National Academies Press Free eBooks](#)
- [National Newspaper Index](#)
- [NBC Learn Higher Ed](#)
- [NBC Learn K-12](#)
- [New Book of Knowledge](#)
- [New Book of Popular Science](#)
- [New York State Newspapers](#)
- [Newspaper Source](#)
- [Nueva enciclopedia Cumbre en línea](#)
- [Nursing & Allied Health Collection](#)
- [OhioLINK Electronic Theses and Dissertations](#)
- [Opposing Viewpoints In Context](#)
- [Physical Therapy & Sports Medicine Collection](#)
- [Pop Culture Collection](#)
- [Popular Magazines](#)
- [Professional Development Collection](#)
- [Project Euclid Open Access](#)
- [Project Gutenberg Online Catalog](#)
- [Project MUSE - Standard Collection](#)
- [ProQuest Biology Journals](#)
- [ProQuest Computing](#)
- [ProQuest Education Journals](#)

- [ProQuest Health Management](#)
- [ProQuest Psychology Journals](#)
- [ProQuest Science Journals](#)
- [ProQuest Social Science Journals](#)
- [Psychology Collection](#)
- [Regional Business News](#)
- [Relay GSE Library Catalog](#)
- [Religion & Philosophy Collection](#)
- [Serials Directory](#)
- [Small Business Collection](#)
- [Student Resources In Context](#)
- [U.S. History Collection](#)
- [Vocations & Careers Collection](#)
- [War and Terrorism Collection](#)
- [World History Collection](#)

Appendix 5: Relay GSE Library's Electronic Book Databases

As of June, 2015, the Relay GSE Library subscribes to the following electronic book databases:

- Gale Virtual Reference Library
- eBook Library
- Ebrary Education Subscription Collection – Legacy Collection

Appendix 6: MSCHE Policy - Merging or Closing a Postsecondary Institution or Program Site

Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. www.msche.org

Policy

Merging or Closing a Postsecondary Institution Or Program Site

The decision to permanently close or merge an institution requires careful consideration as it will end the institution's identity as a separate educational entity. Responsibility for the final decision to close or merge rests with the governing body and should be considered before its educational programs no longer retain quality and integrity and the institution loses its viability. A governing body considering such actions should consult with appropriate educational and legal authorities, including institutional and specialized accrediting organizations as well as state or local officials. Approval from one or more of these may be necessary or required prior to the completion of the closure or merger.

Most institutions of higher education are corporations established under the provisions of state law, and may have legal responsibilities (holding title to real property, for example) that may require the continued existence of the corporation after the educational activities of the institution have been terminated.

A decision to close or merge an educational institution requires thoughtful planning, careful consultation, sharing available information, and disclosure with all affected constituencies. Specific plans are necessary for providing in appropriate ways for the students, the faculty, the administrative and support staff, and disposition of the institution's assets.

The items detailed below are relevant to all institutions planning a closure, and they will apply in varying degrees to institutions planning a merger.

Reporting to the Commission and Obtaining Approval: Teach-out Plans, Teach-out Agreements and Other Key Issues Teach-out Plans

Institutions that meet certain criteria are required to develop and submit to the MSCHE for approval a teach-out plan. A teach-out plan is a written plan that provides for the equitable treatment of students if an institution decides to cease to operate or merge with another institution or decides to cease operations at a site/institutional location that provides 100% of at least one educational program before all students have completed their program of study. The plan may include, if required by MSCHE or any other accrediting agency, a teach-out agreement between institutions. (See below) The circumstances under which a teach-out plan is required include:

- if an institution is planning to close or merge,
- the Secretary of Education has initiated an emergency action against the institution under 487(c)(1)(G);
- the institution is under a U.S. Department of Education action to limit, suspend, or terminate the institution's participation in any Title IV program in accordance with 487(c)(1)(F);
- the Commission removes accreditation or denies initial accreditation, or otherwise withdraws, terminates, or suspends accreditation;
- the institution chooses to cease operations entirely;
- the institution closes a location that provides 100% of at least one program;
- the institution's state license or legal authorization has been or will be revoked.

In considering whether to approve the teach-out plan, the Commission will assess whether the institution will provide students with reasonable opportunities to complete their education, that any additional charges students may incur under the plan have been determined, and that students have been appropriately notified of such charges.

The Commission expects that an institution planning to close or merge, or close a site that meets requirements under this policy will inform the Commission no later than six months prior to the planned closing/merger date. Such plans will ordinarily be reviewed through the Substantive Change approval process.

Teach-out Agreements

The closing institution's report to the Commission and request for approval must include any teach-out agreement that the institution has entered into or intends to enter into with another institution. A teach-out agreement is a written agreement between institutions that provides for the equitable treatment of students and for a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides 100% of at least one program, ceases to operate before all enrolled students have completed their program of study.

If the agreement is with an institution accredited by another recognized accrediting agency, the Commission will notify that agency of the action taken.

The report must be approved by the Commission and must demonstrate that the other institution is accredited by a federally recognized accreditation agency and that the agreement is consistent with applicable standards and regulations. The teach-out plan will be approved only if it provides for the equitable treatment of students by ensuring that

- (1) the teach-out institution has the necessary experience, resources, and support services to

- a. provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is ceasing operations either entirely or at one of its locations,
- b. remain stable, carry out its mission, and meet all obligations to existing students, and

(2) the teach-out institution demonstrates that it can provide students access to the program and services without requiring them to move or travel substantial distances and that it will provide students with information about any additional charges.

If an institution closes without a teach-out plan or agreement, to the extent feasible, the Middle States Commission on Higher Education will work with the U.S. Department of Education and with the appropriate State agencies to ensure that the institution has met its obligations to its students and to assist students in finding reasonable opportunities to complete their education without additional charges.

In addition to any teach-out agreement, the report to the Commission should address the items below.

The Students

Students who have not completed their degrees should be provided for according to their academic needs. Arrangements for transfer to other institutions will require prompt transfer of complete academic records and all other related information to receiving institutions. Arrangements made with other institutions to receive transferring students and to accept their records should be in writing. If financial aid is involved, particularly federal or state grants, arrangements should be made with the appropriate agencies to transfer the grants to the receiving institutions. If such arrangements cannot be completed, students should be fully informed. If students have held institutional scholarships or grants and there are available funds which can legally be used to support students while completing degrees at other institutions, appropriate agreements should be negotiated.

Academic Transcripts and Financial Aid Records

All academic, financial aid information, and other records should be prepared for permanent retention. Arrangements should be made with the state department of higher education or other appropriate agency for keeping student records.

If there is no state educational agency that can receive records, arrangements should be made with another college or university or with the state archives to preserve the records. Notification should be sent to every current and past student indicating where the records are being stored and how the student can obtain them. If possible, a copy of a student's record also should be forwarded to the individual student.

Completion of Institutional Obligations

When a student chooses to continue at another institution but is within a year or 18 months of completing an academic degree in the closing institution, arrangements may be made to permit that student to complete the requirements for a degree elsewhere but to

receive the degree from the closed institution. This may require special action by the appropriate state agency. Such arrangements also should include provision for continuation of the institution's accreditation only for this purpose by the accrediting agency involved. These steps normally require the institution to continue as a legal corporate entity beyond the closing date. Any such arrangement must be established in consultation with the appropriate authorities and with their written consent.

Provision for Faculty and Staff

In every possible case, the institution should arrange for continuation of those faculty and staff who will be necessary for the completion of the institution's work up to the closing date. When faculty and staff are no longer needed, the institution should make every effort to assist them in finding alternative employment. It should be understood that the institution can make no guarantees, but good faith efforts to assist in relocation and reassignment are essential. In the event that faculty or staff members find new positions, early resignations should be accepted.

The Final Determination

Determinations must be made to allocate whatever financial resources and assets remain after the basic needs of current students, faculty, and staff are provided for. When the financial resources of the institution are inadequate to honor commitments, the governing body should investigate what alternatives and protection are available under applicable bankruptcy laws before deciding to close. If funds are insufficient to maintain normal operations through the end of the closing process, the institution should consider the possibility of soliciting one-time gifts and donations to assist in fulfilling its final obligations.

Policies for dividing the resources among those with claims against the institution should be equitable. It is useful to involve potential claimants in the process of developing the policies. Time and effort devoted to carrying the process to a judicious conclusion may considerably reduce the likelihood of lawsuits or other forms of confrontation.

It is impossible to anticipate in advance the many claims that might be made against remaining resources of an institution, but the following three principles may help to sort out possible claims and to set priorities:

- (a) Students have the right to expect basic minimal services during the final semester, not only in the academic division but also in the business office, financial aid office, registrar's office, counseling, and other essential support services. Staff should be retained long enough to provide these services. It may be appropriate to offer special incentives to keep key personnel present.
- (b) Reasonable notice should be given to all employees, explaining the possibility of early termination of contracts and explaining that the reasons for retaining some personnel longer than others are based on satisfying the minimal needs of students and the legal requirements for closing.

- c) Long-term financial obligations (loans, debentures, etc.) should be honored, if possible, even though the parties holding such claims may choose not to press them.

The Closing Date

The governing body should take a formal vote to terminate the institution on a specified date. That date will depend on a number of factors, including the decision whether or not to file for bankruptcy. Another key factor is whether or not all obligations to students will have been satisfactorily discharged. This is particularly important if the decision is made to allow seniors in their final year to graduate from the institution by completing their degree requirements elsewhere. If such arrangements are made, the governing body must be certain to take the legal action necessary to permit awarding degrees after an institution otherwise ceases to function. Normally, formal vote to award a degree is made after all requirements have been met, but it is legally possible to make arrangements for a student to complete the requirements for a degree at another institution and to receive the degree from the closed institution. These requirements must be clearly specified along with a deadline for completion. Also, the governing body must identify the person or persons authorized to determine whether or not these requirements have in fact been satisfied. Arrangements must be completed with the appropriate state and accrediting agencies in advance in order to assure that the degree is awarded by a legally authorized and accredited institution.

Disposition of Assets

In the case of a not-for-profit institution, the legal requirements of the state and the federal government must be followed with respect to the distribution of institutional assets. Arrangements for the sale of the physical plant, equipment, the library, special collections, art, or other funds must be explored with legal counsel. In the case of wills, endowments, or special grants, the institution should discuss with the donors, grantors, executors of estates and other providers of special funds arrangements to accommodate their wishes.

All concerned federal and state agencies shall be informed of the institution's situation and any obligations relating to state or federal funds should be approved by the proper agencies.

Other Considerations

The institution should establish a clear understanding with its creditors and all other agencies involved with its activities to assure that their claims and interests will be properly processed. Insofar as possible, the institution should assure that its final arrangements will not be subject to later legal proceedings which might jeopardize the records or status of its students or faculty.

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