

SCHOOL OF EDUCATION

About the School of Education

Established in 2007, the Johns Hopkins School of Education is a national leader in education reform through research and teaching. Grounded in the Johns Hopkins tradition of research and innovation, the School of Education is ranked among the top colleges of education in the nation by U.S. News & World Report as well as and among the top recipients of funded research..

The School of Education offers a rigorous academic environment where candidates can pursue a wide variety of graduate degree and certificate programs, and become experts in elementary and secondary teaching, counseling, administration and supervision, special and gifted education, and education in the health professions. Our candidates represent a wide variety of academic and professional backgrounds, including recent college graduates, professionals from disciplines outside of education seeking a career change, and experienced administrators, counselors, and specialists who want to enhance their skills in the classroom and practice area.

Through an interdisciplinary approach with emphasis on the most challenged urban schools, our programs and applied research have measurably improved the quality of PK-12 education. Our research and policy centers play an integral role in furthering the impact of that approach.

- The **Center for Research and Reform in Education** obtains, analyzes, and distributes the latest research to bring meaningful reform to under-performing public schools.
- The **Center for Safe and Healthy Schools** empowers schools, communities, and policymakers with the knowledge and tools to foster safe and healthy school climates.
- The **Center for Social Organization of Schools** conducts programmatic research, develops curricula, and provides schools with technical assistance to improve education.
- The **Center for Technology in Education** improves the quality of life of children and youth through teaching, research, and leadership in the use of technology.
- The **Institute for Education Policy** convenes leaders from diverse viewpoints to share expertise in analyzing and disseminating solutions to our toughest educational issues.

True to Johns Hopkins University's mission to "bring the benefits of discovery to the world," the Johns Hopkins School of Education equips educators and communities—locally and globally—with the latest insight into how learning happens.

The Johns Hopkins School of Education explores the frontiers of knowledge to understand how individual, communal, behavioral, and neurological aspects of human development interact to impact learning. And we are passionate about sharing our findings: with educators, with leaders, with communities, with students. With you.

From individual students to the schools they learn in, from communities to whole populations, quality education is imperative. Nothing less than our future is at stake

Accreditation

The Johns Hopkins University is accredited by the Middle States Commission on Higher Education. All programs leading to professional

licensure are approved by the Maryland State Department of Education (MSDE (<https://www.marylandpublicschools.org/Pages/Default.aspx>)).

Vision

A Strategic Vision for the Johns Hopkins School of Education

The most important aspect of our vision is our people: students, staff, faculty, and leadership. As a community, we are committed to attracting and retaining a diverse, world-class faculty and staff. We believe in working collaboratively to cultivate a productive, supportive culture, which includes recruiting and promoting candidates from diverse backgrounds and inspiring our community to foster a positive environment.

The schools, organizations, and communities we serve are confronting complex, far-reaching problems. Some are long-standing; others have exploded only recently into our collective consciousness. More than ever, it is clear that these challenges will require deep, empirically informed change.

- Students and clients increasingly are being diagnosed with mental health disorders, challenging educators to move beyond an emphasis on academic achievement to one addressing mental health and social-emotional well-being.
- States and districts are experimenting with policy approaches that emphasize entrepreneurial solutions to school safety and early childhood education, and for-profit startups are competing with nonprofit, traditional providers.
- Education occurs in a context of growing societal and racial inequity—particularly in cities like Baltimore. Through our operation of the Henderson-Hopkins School, we have seen how local challenges reflect global ones.
- Research funders and consumers of research are requiring more rigorous studies that demonstrate the capacity to change practice at scale and make a lasting, positive impact.
- As the challenges and their solutions become more complex, securing financial resources requires more innovation and responsiveness.

Building on the Johns Hopkins School of Education's distinctive strength as a global research leader with a local commitment, as well as its innovative academic programs, research centers, and entrepreneurial spirit, our vision positions the school to address these challenges and take advantage of the opportunities they create.

Together, we deliver world-class research, academic programs, and services that address the constantly evolving needs of the people and organizations we serve, training leaders capable of creating and utilizing cutting-edge knowledge and creating innovative, evidence-based policies, methods, and products to address the challenges these organizations face.

Dispositions

The following dispositions illustrate the school's continued commitment, as a member of Johns Hopkins University, to produce candidates who are aware and ethical in pursuing their chosen practice. All candidates who complete a certificate, master's degree, and/or doctorate in the School of Education will be:

1. Research Centered

a. Committed to Inquiry and Innovation

Candidates will:

- i. be prepared to foster in others and engage in themselves the pursuit of life-long learning, continuous self-reflection, and research within their own practice or beyond;
- ii. maintain fluency in scholarship in their field, professional knowledge, as well as in effective and ethical practices;
- iii. evaluate and effectively implement appropriate new methods and tools; and
- iv. incorporate appropriate knowledge-building technologies in their practice.

b. Committed to Being a Reflective Practitioner

Candidates will:

- i. actively engage in critical, creative, and metacognitive thinking to support conceptual understanding; and
- ii. engage in independent and interdependent problem solving and experiential approaches to learning.

2. Collaborative

a. Committed to Creating Positive Climates

Candidates will:

- i. promote a climate in which learning is valued and ongoing;
- ii. provide choices to enable all to share in and contribute to social and intellectual life; and
- iii. uphold fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every member of the community.

b. Committed to Active Engagement

Candidates will:

- i. actively engage in a community of learners that develop relationships, programs, and projects with colleagues in PK-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional; and
- ii. contribute professionally to the field at local, regional, state, and national levels.

3. Socially and Culturally Conscious:

a. Committed to Fostering Social Justice

Candidates will:

- i. seek to understand their own privileges and/or prejudices; the stereotypes embedded in educational materials, rules/laws, and policies; and the cultural biases that exist in schools and other education-related or societal institutions;
- ii. work toward a global society where equality is recognized as a basic human right;
- iii. promote social and environmental responsibility; and
- iv. empower themselves and others to identify opportunities for growth toward excellence and equity.

b. Committed to Developing Cross-Cultural Competence

Candidates will:

- i. promote respect for self, students, families, and cultures;
- ii. demonstrate a belief that everyone can learn and value human diversity and equity in the learning environment; and
- iii. examine their own biases and prejudices and develop necessary awareness, attitudes, knowledge, and skills for

effectively and respectfully teaching and mentoring people whose cultures differ from their own.

4. Ethical

a. Committed to Acting Responsibly

Candidates will:

- i. act with integrity and be considerate, respectful, punctual, and appropriate in appearance, conduct, and in all interactions with students, families, mentors, and colleagues; and
- ii. be creative and self-reliant in finding appropriate solutions to problems and managing dilemmas.

b. Committed to Acting with Integrity

Candidates will:

- i. conduct themselves in a professional manner;
- ii. be honest and open to constructive feedback from others, manage situations of conflict and their own stress appropriately, and take responsibility for their own actions; and
- iii. conduct research and practice efforts intended to discover what is rather than to prove what may be anticipated.

Doctoral Programs

- Education (Online), EdD (<https://e-catalogue.jhu.edu/education/programs/doctoral/education-online-edd/>)
- Education, PhD (<https://e-catalogue.jhu.edu/education/programs/doctoral/education-phd/>)

Master's Programs

- Counseling, Master of Science (<https://e-catalogue.jhu.edu/education/programs/masters/counseling-master-science/>)
- Education, Master of Science (<https://e-catalogue.jhu.edu/education/programs/masters/education-master-science/>)
- Education, Master of Science - Digital Age Learning and Educational Technology (Online) (<https://e-catalogue.jhu.edu/education/programs/masters/education-master-science/digital-age-learning-educational-technology/>)
- Education, Master of Science - Educational Studies (<https://e-catalogue.jhu.edu/education/programs/masters/education-master-science/educational-studies/>)
- Education, Master of Science - Gifted Education (<https://e-catalogue.jhu.edu/education/programs/masters/education-master-science/gifted-education/>)
- Education, Master of Science - School Administration and Supervision (<https://e-catalogue.jhu.edu/education/programs/masters/education-master-science/school-administration-supervision/>)
- Education Policy, Master of Science (<https://e-catalogue.jhu.edu/education/programs/masters/education-policy-master-science/>)
- Health Professions (Online), Master of Education (<https://e-catalogue.jhu.edu/education/programs/masters/health-professions-online-master-education/>)
- Special Education, Master of Science (<https://e-catalogue.jhu.edu/education/programs/masters/special-education-master-science/>)

Graduate Certificates

- Applied Behavior Analysis, Post–Master’s Certificate (<https://e-catalogue.jhu.edu/education/programs/post-masters-certificates/applied-behavior-analysis-post-masters-certificate/>)
- Clinical Mental Health Counseling, Post–Master’s Certificate (<https://e-catalogue.jhu.edu/education/programs/post-masters-certificates/clinical-mental-health-counseling-post-masters-certificate/>)
- Counseling, Certificate of Advanced Graduate Study (<https://e-catalogue.jhu.edu/education/programs/certificate-advanced-graduate-study/counseling-certificate-advanced-graduate-study/>)
- Education of Students with Autism and Other Pervasive Developmental Disorders, Graduate Certificate (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/education-students-autism-pervasive-developmental-disorders-graduate-certificate/>)
- Educational Leadership for Independent Schools, Graduate Certificate (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/educational-leadership-independent-schools-graduate-certificate/>)
- Evidence-Based Teaching in the Health Professions, Post–Master’s Certificate (<https://e-catalogue.jhu.edu/education/programs/post-masters-certificates/evidence-based-teaching-health-professions-post-masters-certificate/>)
- Gifted Education, Graduate Certificate (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/gifted-education-graduate-certificate/>)
- Leadership in Technology Integration (Online), Graduate Certificate (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/leadership-technology-integration-online-graduate-certificate/>)
- Mathematics/STEM Instructional Leader (PreK-6) (Online), Graduate Certificates (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/mathematics-stem-instructional-leader-prek-6-online-graduate-certificate/>)
- Mind, Brain and Teaching (Online), Graduate Certificate (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/mind-brain-teaching-online-graduate-certificate/>)
- School Administration and Supervision, Graduate Certificate (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/school-administration-supervision-graduate-certificate/>)
- Urban Education, Graduate Certificate (<https://e-catalogue.jhu.edu/education/programs/graduate-certificates/urban-education-graduate-certificate/>)

School of Education Leadership

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