

Recipients of the Noyce Scholarship will engage in the following activities:

1. Clinical Experiences in Schools under the Guidance of Master Teachers
Noyce Scholars have a range of field experiences that help them prepare to teach in high needs districts. All placements are in one of Boston University's partner school districts under the supervision of teachers who have been involved in coursework, professional development sessions or degree programs at BU. Supervising teachers are school leaders in mathematics who have professional licensure and have met rigorous standards.
2. Membership in a Mathematical Community
Boston University is proud of the strong collaboration that exists between the mathematics department and the mathematics education department. Noyce Scholars participate with undergraduate and graduate students, teachers, mathematics educators and mathematicians in a rich mathematical community that comes together regularly to do mathematics and discuss the teaching of mathematics. Activities include day-long workshops where students link content and pedagogy as well as informal meetings and social events.
3. Preparation for High-Need Settings
To help Noyce Scholars support a student population that is increasingly diverse in race and ethnicity, social class, immigrant status, and proficiency in English and other languages, they enroll in ME 530 Teaching Math in Urban Schools. Noyce Scholars study issues such as student mobility, stereotypes, tracking, equity of opportunities, minority achievement, and methods of working with English language learners. School practices and reform strategies as well as the life of inner city youth are addressed through relevant readings and discussion. Noyce Scholars also tutor a Boston Public School high school student in mathematics one day each week.
4. Teaching Materials and Resources
Noyce Scholars are provided funds to purchase books, teaching materials, and professional journal subscriptions (The Mathematics Teacher) to support their work in the classroom. They are able to attend conferences held by the National Council of Teachers of Mathematics and seminars on mathematics education.
5. Mentoring and Support
Two types of mentoring and support are offered to Noyce Scholars. During their year as graduate students, Noyce Scholars meet weekly with the Noyce Program Director. They discuss current events in education, watch and discuss video of classroom instruction, analyze student work, and receive coaching on how to secure a teaching job.

Once Noyce Scholars are teaching, they return to campus for monthly "Noyce Teacher" seminars, which are held in the late afternoon or early evening. They are able to discuss with other scholars pertinent issues relevant to first year teaching such as classroom

management, lesson planning, and grading. Scholars learn how to communicate effectively with parents or support English language learners in their classes. During some of the meetings, master teachers meet one-on-one with the Noyce Scholars to answer questions and problem solve together.

Benefits

- Scholarship for full tuition to BU's Master of Arts in Teaching (MAT) degree program in mathematics
- Clinical experiences in schools under the guidance of master teachers from our partnership districts
- Involvement in a rich and ongoing mathematical community in which teachers do mathematics with one another, guided by mathematicians and educators (more about this mathematics community in conjunction with the Focus on Mathematics Partnership can be found at <http://www.focusonmath.org>).
- Assistance in securing a job teaching mathematics in a local high-need school system
- Workshops and seminars designed to offer support during the first two years of teaching.
- Funding to join professional organizations and attend conferences. Books and materials to support your teaching efforts
- An opportunity to help those students who need you the most!

What is a high-need district?

- A high-need district has at least one school in which 50 percent or more of the enrolled students are eligible for participation in the free and reduced price lunch program.
- It has at least one school in which: (i) more than 34 percent of the academic classroom teachers at the secondary level (across all academic subjects) do not have an undergraduate degree with a major or minor in, or a graduate degree in, the academic field in which they teach the largest percentage of their classes; or (ii) more than 34 percent of the teachers in two of the academic departments do not have an undergraduate degree with a major or minor in, or a graduate degree in, the academic field in which they teach the largest percentage of their classes.
- It has at least one school whose teacher attrition rate has been 15 percent or more over the last three school years.

Where can I teach?

Anywhere in the United States. You can teach in a rural or an urban district as long as it meets the criteria of high-needs.

How can I find out if a district is high-need's?

Use web-search engines and enter "high needs districts in _____(your state)"
Examine public record data for a district to see if it meets the high-needs criteria

Master of Arts in Teaching (MAT) Degree Program

General Information

Time to complete MAT: 12 months, full time

Credits: 48

Practicum: One field-based placement each semester

Tutoring: Candidates work with an urban high school student in the fall

Coursework

General Education Courses

SED ED 500 Foundations of Educational Practice 6 credits

SED ED 501 Education Lab 0 credits

SED DS 502 Introduction to Adolescent Development 2 credits

SED SE 510 Special Education: Curriculum and Instruction 2 credits

SED CT 575 General Methods of Instruction, Grades 5-12 4 credits

SED RS 600 Perspectives on Inquiry (research course) 4 credits

Mathematics Education Courses

SED ME 507 Student-Teaching Practicum 8 credits

SED ME 530 Teaching Mathematics in Urban Schools 2 credits

SED ME 547 Methods of Teaching Mathematics: High School 4 credits

OR

SED ME 546 Methods of Teaching Mathematics: Middle School

Mathematics Courses

CAS MA 547 Topics in Number Theory (PROMYS Program) 4 credits

CAS MA 548 Problem Solving in Number Theory (PROMYS Program)
4 credits

Mathematics elective (2 courses)

8 credits