

## Standards for Maryland Professional Development Schools

Adapted from: Draft Standards for Identifying and Supporting Quality Professional Development Schools (NCATE), and  
Common Understandings about Professional Development Schools (MD PDS Consortium)

<i><b>Standards</b></i>	<i><b>Components</b></i>			
	Teacher Preparation (Extensive Internship)	Continuing Professional Development	Action Research/Inquiry and Performance Assessment	Student Achievement (PreK-12 Priorities)
<p><b>I. Learning Community</b></p> <p><i>The PDS recognizes and supports the distinct learning needs of all partners (i.e., faculty/staff, interns and students).</i></p>	<p>a. Teacher preparation is linked to the PreK-12 instructional program; b. Interns participate fully in the school community; c. Interns are placed in cohorts and reflect on learning experiences with peers and the school community.</p>	<p>a. Pre-service mentors reflect on their own practice; b. School staff participate in needs-based seminars and coursework; c. All staff support interns; d. There is a focus on improved instruction for all partners; Instruction and campus-based activities are informed by PDS experiences.</p>	<p>a. All PDS partners are involved in the collection, analysis and use of student data to improve instruction; b. PDS partners engage in the examination and development of best practices; c. IHE-based courses use performance assessments.</p>	<p>a. PDS partners work together to address state-identified professional development and certification needs; b. Interns are familiar with state learning outcomes and assessments; c. PDS partners are knowledgeable of technology and use it in instruction.</p>
<p><b>II. Collaboration</b></p> <p><i>The PDS has a mission that is jointly defined and mutually supported by the IHE (Institution of Higher Education) and the school.</i></p>	<p>a. IHE and school faculty jointly plan and implement curricula for interns; b. Intern concerns and suggestions are incorporated into program improvement; c. Responsibility for identifying and evaluating interns and mentors is shared by PDS partners; d. Faculty in the arts and sciences are involved in teacher preparation.</p>	<p>a. PDS stakeholders are involved in steering, curricular and other committees focused on teacher preparation across institutions; b. PDS partners engage in cross-institutional hiring; c. Professional development needs of faculty and interns are jointly identified and addressed; Professional Development includes support for new and provisional teachers.</p>	<p>a. IHE and school faculty jointly identify research foci and plan and implement projects together; b. PDS partners collaborate on the development of performance assessments for interns (including portfolios).</p>	<p>a. PDS stakeholders discuss student achievement needs/gaps and collaborate on solutions; b. PDS stakeholders are represented on School Improvement Teams; c. PDS partners have experience in the development of performance assessments.</p>
<p><b>III. Accountability</b></p> <p><i>The PDS accepts the responsibility of and is held accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education.</i></p>	<p>a. Entrance and exit standards for interns are jointly identified; b. Final evaluations of interns are jointly developed. c. Intern evaluations of the PDS experience are used for program improvement.</p>	<p>a. IHE and school faculties are accomplished teachers; b. IHE and school faculty are jointly selected and prepared to mentor and supervise interns;</p>	<p>a. Intern portfolios are required for exit from the teacher preparation program and are based on INTASC or EDoT standards; b. The performance of interns, pre-service mentors, and IHE supervisors is regularly assessed.</p>	<p>a. PDS partners collaborate to determine the impact of PDS on student achievement; b. Concerns regarding IHE faculty, intern or pre-service mentor performance are addressed in a timely and appropriate fashion; c. All PDS stakeholders assume responsibility for student achievement.</p>
<p><b>IV. Organization, Roles and Resources</b></p> <p><i>Resources and time are allocated to support the continuous improvement of the teaching and learning.</i></p>	<p>a. PDS organization, roles and structures are communicated to all stakeholders; b. The PDS is organized and resources are shared to support both PreK-12 student and adult learning; c. Interns are effectively inducted into the internship; d. The structure of the PDS and the roles of partners are jointly monitored and evaluated.</p>	<p>a. IHEs recognize and reward the PDS work of all IHE faculty &amp; staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher preparation program; b. Pre-service mentors are recognized and rewarded for their work; c. PDS research/ inquiry is jointly supported; d. PDS organization supports and encourages participation by PDS partners in professional development focused on issues of diversity.</p>	<p>a. Interns and other PDS partners engage in action research projects and/or inquiry groups; b. The effectiveness of teacher learning is authentically assessed and the results used for program improvement. c. PDS partners model professional ethics.</p>	<p>a. Parents and community members recognize the value of PDS for promoting student achievement; b. PDS is organized to evaluate its impact on student achievement; c. PDS is used as a vehicle for the recruitment and retention of teachers.</p>
<p><b>V. Equity</b></p> <p><i>The PDS supports equitable involvement of PreK-16 faculty and interns, as well as equitable support of student outcomes.</i></p>	<p>a. All interns are provided equitable access to an extensive internship in a PDS during the course of their professional program; b. PDS partners represent and work with students from diverse backgrounds; c. Experience with students receiving special education services is a part of the PDS experience; d. Interns support equity in the classroom.</p>	<p>a. All school and higher education faculty are provided equitable opportunities to participate in PDS activities; b. PDS supports equity training.</p>	<p>a. Action research/inquiry opportunities include the study of equity issues; b. Research findings related to student equity are disseminated and used for program improvement.</p>	<p>a. PDS partners work with parents and all community members in support of student learning; b. The PDS provides partners experience with education that is multicultural; c. There is a focus on meeting the needs of diverse learners.</p>

