

PDS Council Meeting- WCPS and FCPS Partners

Monday, November 27, 2023, 12:00-2:00 p.m. via Microsoft Teams

<p><u>In Attendance:</u></p> <ul style="list-style-type: none">• Tiffany Flowers, Tuscarora H.S., Site Coord.• Brianne Munday, Pangborn Elem., Site Coord.• Dr. Christina Durham, FSU, Elem/Middle Coord.• April Vierra, FCPS, Recruitment Specialist• Matt Semler, Jonathan Hager Elem., Principal• Jeff Byard, Fountaindale Elem., Site Coord.• Maxine Miller, FSU, Field Experiences• Dr. Kristine McGee, FSU, MAT- Elementary Coord.• Timothy Haines, WCPS, Coord. Of Talent Acquisition and Development• Dr. Maureen Hamilton, FSU, CCCPDF Coord.• Jeanette Wagner, Maugansville Elem., Site Coord.• Susan Amerena, Butterfly Ridge Elem., Site Coord.• Dr. Fannia Boayue, FSU, EC/E Coordinator• Dr. Jennifer Bishoff, FSU, MAT/Secondary Coordinator	<p><u>Agenda:</u></p> <ul style="list-style-type: none">• Welcome and Agenda Review• County Updates• Career Prep Day• Clearances for Interns (TB)• CAEP Review/Mentor Training• Special Education Program• Maryland Blueprint• Impact on Candidates• Data Review
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Welcome and Agenda Review:

PDS Coordinator Maxine Miller shared the agenda and introduced herself. The meeting attendees also introduced themselves.

County Updates:

- Frederick County
 - April Vierra, who is a recruitment specialist for Fredrick County Public Schools (FCPS), provided the update.
 - FCPS has hired a new recruiter who will be gradually taking over April’s role.
 - FCPS is excited to start interviewing and accepting applications from Frostburg State students.

- When asked if all the FCPS interns were placed, Maxine Miller said all except four or five intern ones, one intern two, and one MAT-E have been placed.
- Washington County
 - Tim Haines, who is the coordinator of talent acquisition and development for Washington County Public Schools (WCPS), provided the update.
 - WCPS is working on recruiting for this year and next year.
 - Tim Haines was excited to speak to the interns during Career Prep Day.
 - Tim Haines said all the WCPS interns are placed for the spring semester.

Career Prep Day:

- Maxine Miller began discussing Career Prep Day by stating it is scheduled for February 26, 2024.
- Maxine then brought up that weather is a concern in Frostburg that time of year and asked for the attendees' thoughts on having the Career Prep Day virtually or in-person.
- April Vierra from FCPS said that she would prefer Career Prep Day to be in-person if possible because the participation is better from the students than it is over Handshake.
- Tim Haines from WCPS agreed that Career Prep Day should be held in-person but understands that finding a back-up date because of weather can be challenging.
- April then said that having Career Prep Day in February is ideal because it is before all the spring job fairs.
- Maxine Miller said she will reach out to the person at Frostburg who sets Career Prep Day up and see if setting a backup option can be arranged.
- Maxine then asked if anything should be changed in the Career Prep Day agenda, and both Tim Haines and April Vierra said everything looked good.

Clearances for Interns (TB):

- Maxine Miller stated that, as of right now, Frostburg State interns have a requirement to get a TB test done.
- Maxine also noted that different counties where interns are placed use a checklist and only require an actual TB test to be done if the checklist indicates one is necessary. Brady Health, the Frostburg State Student Health Center, has a similar checklist they use for students.
- Maxine asked if the TB checklist is sufficient for the interns, or is a TB test still required?
- April Vierra shared that FCPS does not require a TB test.
- Tim Haines also said that WCPS does not need one done.

CAEP Review and Mentor Training:

- Maxine Miller shared that the CAEP review indicated that there is a need for mentor training/interrater reliability on some of the documents that are used to assess interns.
- She tried to put a training together last spring, but it was not possible financially, and some sort of training on the different documents needs to be completed by March.
- Maxine would appreciate input for ideas on how to accomplish this training. Two ideas have been presented already. The first idea is that it be done for an hour on a county professional development day. The second idea is that the mentors receive documents in advance and then have an online meeting similar to mentor orientation to discuss the documents.
- Despite funding being a concern, Maxine stated that it needs to be addressed because it affects accreditation.

- She is open to ideas on how to get people involved in the training because that is a concern, and this training is something that needs to happen.
- Tiffany Flowers, site coordinator at Tuscarora High School in Fredrick County, asked if there is a way to record the training and then create a feedback form for the teachers who are unable to meet at a specific time.
- Maxine Miller said that one part of the experience involves discussion about the documents. Questions that are vague or which are difficult to score consistently need to be identified.
- Maxine also said that another option is that the site coordinators participate in the experience and conduct it in their schools with mentor teachers. (Train the trainer model)
- April Vierra from FCPS stated that PD days are packed with things for the teachers. April mentioned that there are schools that meet with mentor teachers for a half day and have the intern cover the class. The interns would not get paid for covering for the mentor teacher, but this could provide an opportunity for participation by the mentor teachers.
- April also suggested making it clear to the mentor teachers that the training is a requirement. April added that WCPS and FCPS may need to be separated for these trainings so that the training is local for each county.
- Maxine Miller said that having the interns cover for a half day so that the mentors could participate would be considered.
- Tim Haines agreed with April in that he does not think it would be possible to fit it in a professional development day in WCPS.

- Dr. Kristine McGee from Frostburg State stated that meetings, including PDS meetings, used to be filled with people and now they are not. Teachers are stretched so thin, which is why there is not a big turnout for this PDS meeting.
- Dr. McGee then added that when she was a site coordinator and mentor teacher, the interns covered the class so that the teachers could go to the meetings. She added that the meetings were in person and filled with people.
- Dr. McGee asked if there is a reason why this does not happen anymore. She said that interns are cleared to substitute for the county, so why are the interns not able to cover for the mentor teacher so that they can go to these meetings?
- April Vierra from FCPS said that the interns are hired as substitutes so that they can cover their mentor teacher's class. She also said there is no reason why interns could not cover for their mentor teachers.
- Tim Haines from WCPS said that interns are not allowed to substitute for their mentor teachers. He mentioned that there have been issues in the county, and leadership decided that there needs to be a distinction between student teacher and substitute.
- Dr. McGee then said that the idea of interns covering for their mentor teachers can be started in Frederick County and mentioned to the mentor teachers that they are expected to attend the meeting, if that is okay with everyone else. She also said that she will try and think of a solution for WCPS.
- Maxine Miller said that maybe the day for the mentor training can be a part of the intern's experience and that way they will not be considered as substitutes.

Special Education Program:

- Dr. Christina Durham shared information about Frostburg State's new Elementary/ Special Education major.
- Dr. Durham shared that through this major, students will be eligible to be certified in elementary education grades 1-6 and special education grades 1-8.
- Dr. Durham then shared what each placement could look like for students who have this major. All these placements take place in the last four semesters of the program.
 - Apprenticeship- Candidates will be placed in an inclusion classroom grades 1-6. The candidates will observe how the general education and special education teacher co-teach.
 - Assistantship- Candidates will have a partner with the same major, and they will co-plan and co-teach with that partner. One will serve as the general education teacher while the other acts as the special education teacher, switching roles throughout the placement.
 - Internship I- Interns will choose to complete either an elementary general education placement OR a special education placement in an elementary or middle school.
 - Internship II- Interns will complete the option they did not choose for internship I. For example, if the intern chose a special education placement for internship I, they must have an elementary general education placement for internship II and vice versa.
- Regarding EdTPA, Dr. Durham stated that intern II's who are in a special education placement will have to complete the special education EdTPA, which is different than the general education one.

- Dr. Durham said that something that needs to be kept in mind is that, because of the potentially low number of special education mentor teachers available, they will need to be spread evenly between the internship I and II students.
- April Vierra from FCPS said that she is excited about there being more special education teachers. However, she added that it will be difficult to find special education mentors because in Fredrick County many of their special education teachers are conditional hires or are brand new, which means they would not be able to be mentor teachers.
- Dr. Durham noted that there is some time before this major has any students doing placements, so she hopes that there will be an increase of potential mentor teachers for the interns.

Maryland Blueprint:

- Dr. Kristine McGee began the discussion by sharing an update from the Professional Standards and Teacher Education board on which she is currently serving her third term.
- Dr. McGee wanted the meeting attendees to know that the Professional Standards and Teacher Education board has looked through every single comment that has been sent to them and responded.
- Dr. McGee shared that the board has voted to pass the regulations. However, there is one concern that they have and are working on a letter to Annapolis. The board's concern is with the in-district certification path. She stated that teacher education students have to complete EdTPA to be certified. The in-district certification path does not require EdTPA and the board believes that the in-district certification should be held to the same rigor.
- Dr. McGee added that MSDE has been reviewing documents since November, and by the December meeting, one of two things will happen. MSDE will pass it and the board will

move forward with a timeline that includes training and everything else that needs to happen, or MSDE could vote no which means that the board is back to square one.

- Dr. McGee mentions that there is nice representation for colleges and community colleges on the board and they are looking out for teacher education programs to make sure that students are being prepared to serve local counties.
- Dr. McGee explained that the goal is to not be an import state but that 61% of teachers in Maryland are imported.
- Dr. McGee states that the 180-day requirement only applies to undergraduates and not the MAT or other alternative programs. She also says we must discern what qualifies as a day and each teacher education program must be creative in determining what works best for their students.
- Dr. Christina Durham began discussing how the field experiences may work for the new 180-day requirement.
 - Apprenticeship: Apprentices will have a 15-day placement on Tuesdays and Thursdays throughout the semester, being in the classroom for at least four hours and varying the time of day they go. They may be placed in small groups because of the number of available mentor teachers. In addition to the 15 days, apprentices will complete 30 hours of outreach such as tutoring.
 - Assistantship: This placement is currently 15-17 days. Assistants could now complete 35 days of experience. They would go out to their placement every Friday because they do not have class on Fridays. This could constitute 12 of their 35 days. Assistants will also complete 20 consecutive days in their placement.

- Internship I: This placement is currently 30 days. Classes for the interns will be on Tuesdays and Thursdays. This will allow the interns to go out into their placement on Mondays, Wednesdays, and Fridays. This will give the interns 24 days in addition to the consecutive 30-day placement that they will still complete. This would create an internship of about 55 days.
- Internship II: This placement is currently 70 days. Five days could be added to this internship to make it 75 days.
- Dr. Jennifer Bishoff mentioned that this only applies to undergraduate students and the MAT programs will still be 30 days for internship I and 70 for internship II.

Data Review:

- For the data review, attendees were placed in breakout rooms based on their related program, for example P-9 and MAT programs. (The following notes are from the P-9 breakout room.)
- Dr. Christina Durham began by asking if there was feedback regarding interns or any information that mentor teachers have shared.
- Brianne Munday, the site coordinator at Pangborn Elementary in Washington County, expressed that mentor teachers have told her the interns have good classroom management strategies and know how to unpack standards and match assessments.
- April Vierra from FCPS said that through interviewing interns on Career Prep Day, she does not know if the interns understand why they are planning what they are planning. She also says that classroom management is bigger than what the interns think it is and that classroom management is more than just behavior management strategies, but it is

also organization. Ms. Vierra also mentioned that professionalism such as showing up on time and listening to feedback is something that may need to be worked on.

- Dr. Durham agreed that the interns need to know that classroom management is more than just giving out Class Dojo points to students.
- April Vierra added that the interns need to watch the mentor teachers and learn why the mentor chose the management strategy they did and what their end goal was.
- Dr. Fannia Boayue shared that an aspect with which interns are struggling is assessments. She suggested that mentors have conversations with the interns about why an assessment is chosen and this may increase their understanding.
- Dr. Kristine McGee commented that the interns know different types of assessments because they have observed their mentors use them, but they do not know why they use them. Dr. McGee says that mentor teachers should explain why they do what they do because sometimes interns do not even know to ask, so it goes over their heads.
- Brianne Munday says that on observation days, she tells the intern what to look for and takes notes. Then at the end of the day, she meets with the intern to discuss what they saw and the why behind it.
- Dr. McGee stated that she has her students observe two teachers and then, with their mentor teachers, choose what they want to work on. Having conversations about the management strategy chosen and writing about it will help it stick in the minds of the interns. She says that we have all the pieces, but they still need to be put together.
- Dr. Maureen Hamilton, a supervisor for Frostburg, noted that she asks her interns why they have an assessment, and she gets blank stares. She also expressed that when interns

are asked about the measurement of success, the intern says that the students enjoyed it instead of what the assessment data shows.

- April Vierra noted that the interns need to talk with their mentor teacher about why things are done for anything they do.
- Dr. Durham says that interns are getting better at writing objectives, but they struggle with matching the objective verb to the assessment chosen.
- Dr. Durham asked if interns are allowed to attend trainings.
- April Vierra said the interns can attend training and professional development days in Frederick County.
- Ms. Vierra added that she thinks interns should have opportunities to meet with other teachers so that they can get information about different types of training.
- Dr. Christina Durham noted that one piece of feedback that has been received is what the timeline looks like for interns transitioning into teaching full days. Dr. Durham said there are suggested schedules for each placement that the mentor teacher can follow and adjust as needed.
- Susan Amerena, site coordinator for Butterfly Ridge in Frederick County, had a concern about upper elementary placements. At Butterfly Ridge grades 3-5 are departmentalized for each subject. Susan has been working with Maxine Miller on how to give interns a well-rounded experience.
- Dr. Kristine McGee noted that in the past multiple mentor situations have been managed in two ways. The first way is that there are two mentors and two interns and the two interns trade mentors. Dr. McGee added that this has worked well. The second way is that there is one intern for two mentors. This way has been challenging because the intern

does not know who to answer to. It did get better for the intern when it was specified who they were supposed to listen to. When dealing with departmentalization in the past, the intern would follow the class to the different teacher.

- Dr. Maureen Hamilton shared that she has had interns in multiple mentor situations. Dr. Hamilton says that it works out if definitive roles are established between the mentor teachers.
- Dr. Christina Durham asks if there is any more feedback about the interns.
- Jeanette Wagner, site coordinator at Maugansville Elementary in Washington County, says that there is an intern in her school who is placed with one mentor teacher in one grade level for the whole year. Jeanette wondered if this will be more common. She sees the benefit of having one class and being with them the whole year but is concerned because the intern is not being exposed to other grade levels.
- Dr. Kristine McGee says that the idea was born from the Maryland Accelerates program and the grant associated with it. However, there have been times where the mentor teacher asks to keep their intern and, if everyone who needs to approve it does, then the intern stays with the mentor teacher. In the MAT-E program, there is a three-week period where the intern spends time completing other duties, such as bus, lunch, dismissal, etc., so that they learn about other aspects of the school instead of just one classroom.
- Dr. Maureen Hamilton commented that the interns who have little experience are not as confident in their interviews. Dr. Hamilton suggested to the interns to take sub jobs to help build their confidence and gain experience in other grade levels.
- Jeanette Wagner said experience is considered when hiring teachers, so she believes having variety is good.

- Dr. Jodi Welsch does not see interns being with one mentor for the year as becoming the norm because of the certification requirements needed in the undergraduate programs.
- Dr. Kristine McGee asked if there were any ideas to get the mentors to be a part of meetings like this.
- Jeff Byard, site coordinator at Fountaindale Elementary in Washington County, said that there are built in principal-lead PD days and was wondering if the principals could allow the PDS meetings or mentor training as an option.
- Jeanette Wagner says that there is usually at least one principal-lead PD Day at the end of each marking period. The days are usually half day PD and half day teacher work time.
- Dr. Kristine McGee thinks it would be a great idea if they had the mentor orientation and interrater reliability meetings that way.

Closing:

- Dr. Christina Durham closed the meeting.