

PDS Council Meeting- FCPS and WCPS Partners

Tuesday, March 14, 2023, 1:00- 3:00 p.m. via Microsoft Teams

In Attendance:

- Maxine Miller
- Jodi Eirich
- Jodi Welsch
- Janet Mattern
- Jennifer Bishoff
- Jennifer Delaney
- Timothy Haines
- April Vierra
- Susan Amerena
- Kristine McGee
- Brianne Munday
- Erin Thatcher
- Stephanie Flory
- Gretchen Martin
- Jeff Byard

Agenda:

- Welcome and Agenda Review
- County Updates
- Go React
- CAEP Review
- ISTE Standards
- Maryland Accelerates Grant
- Mentor/ Supervisor Survey
- Data Review

Welcome and Agenda Review:

PDS Coordinator Maxine Miller welcomed the attendees and shared the agenda.

County Updates:

- **FCPS**
 - April Vierra provided an update on Frederick County Public Schools. She started by mentioning that there was a job fair that evening at 3:00 p.m. where she is hopeful interns and students will attend to learn about FCPS. She also mentioned the Become an Educator event on May 23rd. April then mentioned that the intern application is open and that interns are hired as substitutes so that they are able to have access to materials with an FCPS login. It also helps ease the hiring process. She then mentions that Amy Struntz is asking for a list of current PDS site coordinators, as well as the ones for next year.
- **WCPS**
 - Timothy Haines provided an update on Washington County Public Schools. He shared that WCPS is in full recruitment cycle. He has talked to Frostburg students and encouraged them to start the application process. He mentioned that there are changes happening “in house” to align with the Blueprint. The first cohort from Maryland Accelerates is graduating and they are interviewing for the second cohort.
- **Additional Comments and Questions**
 - After the WCPS update, Ms. Vierra, from FCPS, added that the sooner the interns send in applications, the sooner they can begin moving through the process.
 - Dr. Jodi Welsch, P-9 Program Coordinator, asked Ms. Vierra and Mr. Haines about how the screening interviews went on Career Prep-Day. They both talked about how the time seems to be too short, but overall, it went well. Ms. Vierra said that she preferred face-to-

face Career Prep-Day. Dr. Welsch said that she will talk to the Office of Career and Professional Development about future Career Prep-Day options.

Go React:

- Dr. Jodi Eirich discussed Go React. Before she got into talking about Go React, Dr. Eirich talked about her piloting of Video Stimulating Recall. This is when she records observations of her interns and then asks questions where the intern provides their own feedback. She noted that it helps the reflective process and students said it has helped with EdTPA.
- Dr. Eirich then began to discuss Go React. Go React allows interns to upload videos of their lessons so that they can be watched. The videos are timestamped and Dr. Eirich can provide color coded feedback on specific topics at specific times. Students can also watch their videos before meeting with Dr. Eirich, which can help with conferences. FCPS and WCPS have signed on for the program. There is no talk of this replacing in-person observations.

CAEP Review:

- Dr. Janet Mattern provided the update on CAEP. She started by sharing that Frostburg is now fully accredited by CAEP. She then discussed that one area that needs improvement is interrater reliability when it comes to the rubrics used to assess interns. In May of 2023, P-9, HPE, Secondary, and MAT-Secondary will use the Field Lesson Plan rubric to grade an artifact in their discipline and then the scores will help determine rubric reliability. Then in June 2023 for ACPS and GCPS and August 2023 for FCPS and WCPS, the individual, mentor/ supervisor, school, and whole group scores will be compared for interrater reliability for the Intern Performance Rating and Professional Dispositions rubrics.
- Dr. Jodi Welsch discussed a possible solution. She suggested that specific artifacts can be used for specific lines of the rubric when evaluating each student.
- Dr. Mattern then shared how mentors and supervisors should be able to discuss the scores that were given and any possible misinterpretations with the rubric.
- Questions and Comments:
 - April Vierra said that she likes the idea of using what we already have and not adding something else.
 - Dr. Mattern responded by saying that in the past mentors were given the rubrics with no explanation and she thinks it would be beneficial for everyone to come together and discuss the ratings on the rubric.

ISTE Standards:

- Dr. Jennifer Bishoff discussed the ISTE Standards. Dr. Bishoff wants feedback on how both teachers and interns can reasonably use ISTE standards. She shared a Jam Board link that has the ISTE standards that interns are struggling with. (<https://jamboard.google.com/d/1RHIOUBJAVCZbTPT0qI9RiQVIAzFzKaUPkd2B1MPbQC8/edit?usp=sharing>) One concern is how these standards can be measured for interns when they are written for current teachers. Another problem that was brought up is that not all interns have the same amount of access to digital materials.
- Jennifer Delaney mentioned that the Not Applicable (not observed) category is there for where it is not possible to address.

- Jam Board:
 - ISTE 1: Learner
 - *1a: Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness*
 - *1b: Pursue professional interests by creating and actively participating in local and global learning networks*
 - *1c: Stay current with research that supports improved student learning outcomes, including findings from the learning science*
 - How do current teachers do this?
 - Participating in extracurriculars.
 - District PD focused on brain and educational research.
 - Be able to speak about what is the current science of reading, etc. Professional Development.
 - Realistic for interns?
 - Add to the Record of PDS Activities form for internship? (Responses: The PDS form is just a checklist and not evaluated. It's already lengthy. Does it get us to quality of performance?)
 - "Meaty" exit ticket on future PD and goals
 - Other
 - Can we justify our PDS partners based on keeping up with research and using these tech tools/standards?
 - ISTE 5: Designer
 - *5b: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning*
 - How do current teachers do this?
 - In WCPS, math and reading curricula have strong digital components. Will be learning these components with PD/Admin support.
 - A lot of teachers have certain curricula they use, and it's already completed for them so there are not many opportunities for student teachers to create.
 - Realistic for interns?
 - Take risks and try new digital tools without expectation of perfection.
 - ISTE 6 – Facilitator
 - *Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces, or in the field*
 - How do current teachers do this?
 - Dependent on teacher, school, classroom! Every classroom is different.
 - LMS
 - Realistic for interns?
 - Keep same expectations for inters and mentor teacher!
 - ISTE 7: Analyst
 - *7b: Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students, and inform instruction*
 - How do current teachers do this?
 - Design! Hard for student teachers when curriculum is done for them.

- LMS
- Teachers using apps such as Mobymax, Learnzillion to track progress, etc.
- Depends on the grade.
- PLC to closely examine/unpack standards and determine performance expectations...go on to create formative assessments and analyze data to inform.
 - Realistic for interns?
 - Using assessments to guide instruction, grouping, and guiding feedback
- Is it fair to have an expectation for Intern 1s to have ONE lesson plan that includes differentiation strategies using technology, all students engaged with digital tools, and provide 3 management strategies for tech implementation.
 - Not always applicable to kindergarten. (Also challenging for HPED, music, art)
 - Interns should be able to implement technology within a lesson plan. They don't have to have the entire lesson as tech but be able to know how to use it.

Maryland Accelerates Grant:

- During Dr. Bishoff's presentation on the ISTE Standards, Kristine McGee mentioned that the Maryland Accelerates grant information has been updated thanks to Tim Haines. As a result, she offered her time so that Dr. Bishoff could finish her standards review.

Mentor/ Supervisor Survey:

- Maxine Miller shared the results from a survey that was given to FCPS and WCPS site coordinators, mentor teachers, and supervisors.
 - Which of the following describes your role with teacher candidates?
 - 64% Mentor
 - 16% University Supervisor
 - 20% Site Coordinator
 - Preference for comprehensive training?
 - 76% Virtual
 - 24% In-Person
 - When would you prefer training?
 - 76% August
 - 24% June
 - Benefit for participating in training?
 - 8% Continuing Professional Development Units
 - 92% Monetary Compensation
 - Participating in exit interviews
 - 83.3% Virtual
 - 16.7% In-Person
 - Participating in entrance interviews
 - 79.2% Virtual
 - 20.8% In-Person
 - Time of day for entrance interview?
 - 28% Morning
 - 40% Afternoon

- 32% Evening
- Do you want to receive Student Information Sheets in the future?
 - 75% Yes
 - 16.7% No
 - 8.3% Maybe- Revisions are Needed
- What revisions are needed?
 - 6 Responses
- How will we ensure that interns gain experience writing and adapting lessons plans when scripted curriculum is used?
 - 21 Answers
- The Maryland Blueprint for Education requires 180 days. Which option do you think best addresses that requirement?
 - 41.7% Add Days to Existing Field Experience
 - 33.3% Add New Field Experience
 - 25% Move Toward Year-Long Field Experience
- What will mentors and supervisors need in order to support candidates as these experiences increase in duration?
 - 22 Responses

Data Review:

- P-9 Program

Dr. Jodi Welsch presented the data analysis for the P-9 program. There was a form sent out before the meeting to get data from mentors and supervisors. Everyone who has completed the form is from WCPS. (<https://forms.gle/hV7hHJBBjgkrY1Tq8>)

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- Dr. Kristine McGee mentioned that there was a mentor teacher who said they felt like they were being heard. Which led Kristine to ask, why are we not able to get mentors here? Is it because of coverage?
 - April Vierra discussed how different programs have different ways they go about holding these meetings. One program has the meeting in the evening, while another has it during the school day and the intern covers for the mentor.
 - Maxine Miller mentions that ACPS only releases their teachers for county related activities.
- Dr. McGee then mentioned that moving the meetings to the evening could be a good idea so that mentors can be involved. She also said that Frostburg needs to get out of the “we’ve always done this” mindset and involve more people. Another she had was to present more options for the mentor teachers to reach out.
- Dr. Welsch began to present the data from the form that was sent out. Seven people responded, all were from WCPS, and it was close to half mentor teachers and half site-coordinators.
- Based on Inter I Assessments/ EdTPA/ Praxis
 - Strengths: knowledge of students, content knowledge, use of assessments, classroom learning environments, motivation and engagement, and reflection.
 - Respondents were able to talk about strengths they saw.

- Areas for Improvement: Literacy and social studies content knowledge, supporting use and understanding academic language and providing and using feedback.
 - Respondents were also able to discuss these and other areas of need.
- Dr. McGee mentioned that data needs to be looked at to determine if a classroom management class is needed.
- Trends: Improvement in differentiation, interpretation and use of assessment results, using different teaching formats, and Praxis CTK RLA and Math scores. Some concerns are Praxis CTK Social Studies and TRE, Task 3 od EdTPA, and differences between campuses and programs.
 - There are also concerns and misconceptions about EdTPA and Dr. McGee suggested that there be a meeting where mentors and interns get to hear and see how edTPA is applicable to real-life teaching.
- Action Items: interrater reliability, developing skills with feedback and academic language, and practical support plan for Praxis.
 - For Praxis support MSEA sessions, providing practice tests, and test prep are being offered already.
- Other areas that need improvement based on the responses:
 - Greater preparedness of faculty
 - Miscommunication and clarity of expectations
 - “Workshop sessions” (potential the seminar class)
 - Dr. Welsch and Dr. McGee do not know what this particular respondent is referring to.
 - “It’s not good to have them ‘be professional’ but not seen as potential colleagues”
 - Dr. Welsch and Dr. McGee do not know what the respondent meant by this comment, Dr. McGee thinks it could potentially be referring to the MAT program.
 - Mentors are concerned that their concerns were not reflected with supervisors.
 - Need for clear and consistent expectations for mentor teachers.
- Areas in the program that need improvement:
 - Busy work
 - Communication with mentor teachers
 - Stephanie Flory mentioned that the long lesson plans are not applicable. Dr. McGee is piloting a new lesson plan idea with the MAT program.
 - Dr. Welsch thinks that long lesson plans are important, especially for edTPA.
 - More time in the classroom.

Maxine Miller concluded the meeting.