

PDS Council Meeting- ACPS and GCPS Partners

Tuesday, April 4th, 2023, 1:00- 3:00 p.m. via Microsoft Teams

In Attendance:

- Maxine Miller
- Jodi Eirich
- Jodi Welsch
- Tami Deneen
- Kelly Oyer
- Debbie Nicklin
- Heidi Laupert
- Mary Anne Gilles
- Becky Murphy
- Kim Collins
- Kay Sheehe
- Jennifer Delany
- Ryan Patterson
- Greg Troutman
- Shannon Green
- Candy Maust
- Karen Sue Irons
- Kate Loughrie
- Autumn Eirich
- Jennifer Bishoff
- Kendra Kenny
- Maureen Hamilton
- Misty Dotson
- Patrick Kidwell
- Kristine McGee

Agenda:

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

Welcome:

Maxine Miller began the meeting by welcoming everyone.

ACPS Update:

Kate Loughrie provided an update on ACPS relative to the PDS schools. ACPS has been offered the MSDE Maryland Leads Grant, which involves the areas of science of reading and growing your own staff. ACPS is also working to provide training for K-3 teachers, administrators, and the administrators on the science of reading. ACPS will implement high quality content, rich instructional tools, and assessment tools aligned to the science of reading. ACPS will continue to improve the systems for progress monitoring and continue to use universal screeners. ACPS will

be working with ACM on a program where high school students can begin to pursue a career in teaching and then finish with a bachelor's degree at FSU. There will be opportunities offered for IAs to earn a two-year degree or take required child development courses and for teachers to earn dual certification through Praxis tests. ACPS will be working with Frostburg on a dual enrollment program with high school students beginning in the 2023-2024 school year. Classes will be held on the Frostburg campus. Ms. Loughrie provided updates on various programs and certificates offered within ACPS and noted that all the programs are going well.

GCPS Update:

Candy Maust attended in Dr. Jane Wildesen's absence and provided an update on GCPS relative to the PDS schools. GCPS will have a school closure meeting on April 11. GCPS also received the MSDE Maryland Leads Grant and are working through the science of reading letters. They have a program for current staff who do not have a bachelor's degree. They also have two MATs coming to the county. GCPS had a PD opportunity for elementary teachers where they had topics such as integrating skills through a foundational program and integrating phonics with the high frequency words that they are learning. GCPS will be putting out a survey for all GCPS staff, not just teachers, about how to better meet their needs going forward. GCPS will be doing extensive training for their lead teachers and literacy coaches about how to be coaches. Mrs. Maust shared that the interns in GCPS attend all training sessions with their mentor teachers, unless there is an agreement in place that requires them to be excluded.

Go React:

Jodi Eirich discussed Go React.

- Dr. Eirich started by discussing the background and how we got to the Go React program.
 - 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. Go React is being used in Allegany County but may be used in Garrett County next semester.

Introductions:

Everyone who was a part of the meeting introduced themselves and talked a little bit about their experience.

CAEP Review:

Jennifer Delaney provided an update on CAEP on behalf of Dr. Janet Mattern.

- She started by sharing that Frostburg is now fully accredited by CAEP. There is one Area for Improvement (AFI) that was provided by CAEP. Frostburg needs to show how Frostburg State graduates do following graduation. Another area for improvement is interrater reliability with the assessments that are used to evaluate interns. The process for improving interrater reliability will begin in May of 2023.
- Dr. Jodi Welsch discussed an idea that she had. From the sample student that will be used to help interrater reliability, there will be several samples pulled that will help guide the process of grading the interns.
- Maxine Miller shared that figuring out when the interrater reliability trainings will be held is moving in a positive direction. She also said that there is an intern placement meeting scheduled to be held on April 20.

ISTE Standards:

Dr. Jennifer Bishoff discussed the ISTE standards. She then shared a PowerPoint presentation and a Jamboard about the ISTE standards.

- ISTE Standards Assessed By:
 - Professional Development Plan and Tech
 - Course Assessment (Ed Tech Course)
 - Intern Performance Rating (Internship)
 - Field Lesson Plan (Internship)
 - Assistive Technology Lesson Plan (SPED courses)
 - Exit Interview
 - EdTPA
- 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?
 - LETRS modules, Schoology (LMS) course, Virtual learning sessions.
 - ARC teacher network, LETRS, Planbook, Schoology
 - Virtual learning- Schoology platform, Nearpod
 - Asynchronous/ synchronous learning
 - Nearpod, Classwize, Schoology, Planbook.com, Virtual learning
 - Schoology training, CKLA, I-Ready lessons and drills, LETRS Planbook

- Schoology
 - PD sessions offered at district level on applications such as Newsela, Nearpod, Ed puzzle, etc.
 - Math Chats
 - WhatWorks and Clearinghouse
- What is Realistic for Interns?
 - Designing and implementing lessons in a learning management system using virtual learning tools.
 - Do a discussion post through Schoology with students
 - Create a “dummy” course
 - Lesson plans, Kahoot, Nearpod
 - Classwise training
 - Schoology Intervention Program Trainings
 - Nearpod Coach to get a Lesson.
 - Lesson plans, Schoology
- 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?
 - Writing projects/ presentations
 - ELA and Social Studies have DBQ online. Teachers and students have tools to read and annotate documents, take notes, organize or “bucket” evidence and write papers
 - Google classroom
 - Mystery Science, Generation Genius, Google slides, Discovery Education
 - Mystery Science, Blooket, Nearpod, Boom Cards for review, online assessments.
 - What is realistic for Interns?
 - Interns are using our online textbook resources.
 - In Allegany Co., we have Discover Education... so interns could utilize a segment with extra activities that come prepared and expand on that.
 - Nearpod coach
 - Interns are using online textbooks and supports. They are able to use Planbook and Schoology.
- 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?

- Teachers observe students work with classwide
 - Schoology, iReady
 - Classwise and Nearpods
 - In high schools: use of AP classroom and Albert.io. Albert.io questions are open for everyone, not just AP Students.
 - Watch progress on an assignment in Google Docs
 - Schoology allows for different assessments to be created. Readworks allows for text to be read and shortened for different students. Discovery Education allows for online tasks.
- What is Realistic for Interns?
 - Presenting on Google Meet as a presenter
 - They could create their own Nearpods and analyze data. They could also place weekly activities on Schoology
 - Look into guest passwords for Schoology or grading platforms.
- 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 Teacher Do This?
 - Assessment can be designed and administered in Schoology
 - Nearpod offers nine types of Formative Assessment tools designed for teachers to capture real-time insight into all students' understanding in any lessons.
 - Assigning assignments/assessments in iReady and posting assessments into Schoology
 - Can monitor progress on assessments in Edcite
 - We monitor student responses in Google
 - When assignments are uploaded into Schoology, there is the ability to provide feedback on the assignment
 - Schoology, Edcite (used to give ELA benchmarks), Read live (an intervention reading data), Reading Inventory - reading assessment)
 - Read works - short stories. It grades selected responses immediately; written replies must be checked by the teacher.
 - What is Realistic for Interns?
 - The assessment could be made in Google with a link provided in Schoology by the teacher, if access is not perfect.
 - Nearpod is another workaround for access.
 - Nearpod provides feedback.

- Is it fair to have an expectation for Intern I students 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?
 - Internship I could begin the implementation so that they become more comfortable and work out issues before Internship II.
 - Working with their mentor, interns could establish some criteria to create this. They could review what is expected and some of the technology that could enhance the lesson.

Mentor/ Supervisor Survey:

Maxine Miller presented the results from the mentor and supervisor survey that closed before this meeting. There were 29 respondents for this survey.

- Which of the following describes your role with teacher candidates?
 - 55.2% Mentor Teachers
 - 27.6% Site Coordinators
 - 17.2% University Supervisors
- Preference for comprehensive training?
 - 51.7% Virtual
 - 48.3% In-Person
- When would you prefer training?
 - 37.9% August
 - 62.1% June
- Benefit for participating in training?
 - 7.1% Continuing Professional Development Units
 - 92.9% Monetary Compensation
- Participating in entrance interviews
 - 47.6% Virtual
 - 52.4% In-Person
- Time of day for entrance interview?
 - 39.3% Morning
 - 7.1% Afternoon
 - 53.6% Evening
- Participating in exit interviews
 - 53.6% Virtual
 - 46.4% In-Person
- Do you want to receive Student Information Sheets in the future?
 - 75.9% Yes
 - 17.2% No
 - 6.9% Maybe- Revisions are Needed
- What revisions are needed?
 - 4 Responses

- How will we ensure that interns gain experience writing and adapting lessons plans when scripted curriculum is used?
 - 15 Answers
- The Maryland Blueprint for Education requires 180 days. Which option do you think best addresses that requirement?
 - 51.9% Add Days to Existing Field Experience
 - 18.5% Add New Field Experience
 - 29.6% Move Toward Year-Long Field Experience
- What will mentors and supervisors need in order to support candidates as these experiences increase in duration?
 - 16 Responses

Data Review:

Dr. Jodi Welsch shared the elementary and middle school data. There was a form sent out before the meeting to gather data from mentors and supervisors. Everyone who has completed the form is from WCPS.

- Based on Intern 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.
 - Trends: Improvement in differentiation, interpretation and use of assessment results, using different teaching formats, and Praxis Content Knowledge for Teaching, Reading, and Math scores. Some concerns are Praxis Content Knowledge for Teaching, Social Studies, and Teaching Reading: Elementary, Task 3 of edTPA, and differences between campuses and programs.
 - 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.
- Dr. Welsch briefly went through a few of the responses.

Maryland Accelerates Grant:

Kristine McGee did not have any updates other than GCPS has chosen Frostburg to be their agency to provide course instruction to two of their current employees through the MAT track.

Dr. Jodi Welsch concluded the meeting.