

PDS Council Meeting- ACPS and GCPS Partners

Monday, March 11, 2025, 1:00-3:00 p.m. via Microsoft Teams

<u>In Attendance:</u> <ul style="list-style-type: none">• Maxine Riley, FSU, Field Experiences Coordinator• Dr. Jennifer Bishoff, FSU, MAT/Secondary Coordinator• Dr. Janet Mattern, FSU, Dept. Chair• Dr. Kristine McGee, MAT-E Coordinator• Jennifer Delaney, FSU, Program Specialist• Katherine Loughrie, ACPS Supervisor, Professional Learning and Social Studies• Dr. Nicole Miller, GCPS, Chief Academic Officer• Candy Canan, ACPS Principal, Ft. Hill H.S.• Tessa Fairall, ACPS Principal, South Penn Elementary School• Miranda Gallagher, GCPS Assistant Principal, Southern H.S.• Shannon Green, ACPS Principal, George's Creek Elementary School• Denise Langley, FSU Supervisor• Shannon Ralston, ACPS Principal, Beall Elementary School• Dr. Kay Sheehe, ACPS Site Coordinator, Allegany H.S.• Kenneth Shoemake, Site Coordinator, South Penn Elementary School• Dr. Jodi Welsch, FSU, Data Analysis for P9 Program• Rachel Wise, GCPS Principal, Broad Ford Elementary School	<u>Agenda:</u> <ul style="list-style-type: none">• Welcome and Agenda Review• County Updates<ul style="list-style-type: none">○ Allegany County○ Garrett County• Interrater Reliability Follow Up• Career Prep Day• District/OFE Fall Calendars• University Supervisor Recommendations• Field Placements for 2025-26• Partner Memoranda of Understanding• edTPA Learning Institute• Science of Learning Module• Lesson Planning• Data Review
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Meeting Summary

District Updates:

- Allegany County (Ms. Loughrie)
 - National Board Certification:
 - 41 teachers in the National Board Certification (NBC) process. (6 continuing candidates, 16 initial, 13 retake, and 6 are both continuing and retake)
 - In December, 20 additional teachers became National Board certified, bringing the total to 45.
 - Six of the NBC teachers received training to become NBC coaches.
 - Aspiring Administrator Academy:
 - Will be hosted later this month for teachers interested in pursuing administrative positions. So far, 24 teachers have registered.
 - Scheduling:
 - Has led to several updates to programs of study:
 - Currently offer 14 CTE programs
 - Expanding agricultural sciences program
 - Maryland AP option introduced as a post-CCR Pathway available to all students. Three pathway options (STEM, general, humanities).
 - Students will participate in FSU Bobcat Academy.
 - Expanding dual enrollment opportunities to juniors who meet specific criteria as an expansion pilot in conjunction with ACM.
 - Staff attend monthly MSDE professional learning sessions in preparation for MSDE's new professional learning system to be implemented for all current teachers by June 30, 2026.
 - Administrators/supervisors participate in Maryland's statewide leadership program through July. Consists of four key focus areas principals will use to provide professional development to staff next year. District main focus: multi-tiered systems of support and developing a framework integrating core instruction with tiered academic and behavior supports and a structured sequence of professional learning activities.
- Garrett County (Dr. Miller)
 - GCPS hosts their last Best Teacher Induction Program this week. Program has extended with touchpoints throughout the year.

- New teachers co-teach with their mentor this week for half a day.
 - Virtual closures this year due to snow necessitated adjustments.
Asynchronous content is being offered for parent communication via Schoology to enable teachers to build capacity for using that platform
- Final criteria received for the career ladder submission. For level four, the focus is on lead teachers and distinguished lead teachers. Negotiations regarding salary and working conditions will follow.
- Launching a behavioral health screener for the school system as part of the system strategic plan and aligned to the Blueprint, which also requires screening students. Panorama is the adopted platform.
- Scheduling and budgeting
 - Expanding electives for high school students. Culinary arts expands to Northern H.S.
 - Summer programming is planned, particularly for younger students. Efforts to leverage Community Schools, Title I, and unrestricted funds to support extended learning through the summer.
 - Approaching walkthroughs focus on core Tier 1 instruction and explicit instruction as evidence-based strategy. In March and April, teachers visit other classrooms looking for evidence-based practices and explicit instruction.
- **Interrater Reliability - IRR** (Dr. Mattern)
 - FSU is accredited by CAEP (Council for the Accreditation of Educator Preparation), now recognized by MD. FSU need not go through any additional processes with MSDE. Requirement of CAEP is that internal assessment documents created by FSU need to be reviewed through IRR to ensure reliability and validity.
 - The Intern Performance Rating (IPR) document used by mentors, supervisors, and faculty in evaluating interns had its first review in the fall with ACPS mentors and university supervisors. In October, participants reviewed a packet of materials with recorded instructions prepared by Dr. Nicole Bosley. A recorded lesson was rated by participants using the IPR. Mrs. Delaney (assessment professional) analyzed the data to determine where strong agreement existed and where ratings differed. In a virtual meeting followed in November, 35 participants (of whom 24 were mentors) gathered while interns covered classes so lines within the scoring rubric

could be addressed where there was disparity in scores. That data is being used to improve the IPR.

- For IRR, Ms. Loughrie noted she had conferred with Dr. Kalbaugh, CAO, before sending a message to principals. Teachers needed to complete a few hours of work before the meeting, but no issues or complaints were received.
- Dr. Miller and Ms. Wise expressed willingness to schedule GCPS for IRR during the first week of November 2025. Internship I candidates will be in the field for a few weeks by then.

- **Career Prep Day:** (Ms. Riley)

- Representatives attended from 26 organizations. Dr. Welsch debriefed students. They request more information regarding open contracts and a need for our partners to conduct mock interviews if they do not hold actual screening interviews.
- Ms. Loughrie shared that ACPS representatives said there were many “great candidates.”

- **University Supervisor Recommendations/Intern Placements** (Ms. Riley)

- Requested recommendations - retirees who might become university supervisors

- **Memoranda of Understanding:** (Ms. Riley)

- A meeting was held with partner district representatives before Dr. Rotruck retired, but MOUs remain to be addressed.

- **edTPA and Certification:** (Dr. Welsch)

- EdTPA as a nationally scored performance assessment required for certification. FSU has been involved approximately 10 years. Final semester internship candidates must develop a unit of instruction sent to Pearson for scoring. FSU belongs to MD edTPA Collaborative (includes four-year public and private institutions using edTPA). Plans include mini-conferences, and on June 13, FSU will sponsor an edTPA Learning Institute at main campus in the Education and Health Sciences Building from 10:00 a.m.-2:00 p.m., with lunch provided. Our partners are invited, especially mentors working with interns completing edTPA during Internship II. Site coordinators, principals, and central office professionals are welcome. Next year, there will be a passing score, so edTPA will become much more consequential.

- **Science of Reading:** (Dr. Welsch)

- Science of reading is an adopted framework used particularly in elementary and middle areas for how we teach students to read and prepare teachers for that work.

MSDE provided access to a 45-hour course to FSU faculty, teachers, and pre-service education students with modules from SUNY New Paltz.

- **Lesson Planning/Upcoming Survey:** (Dr. Welsch)
 - Referred to the Fall Partner School Council meeting when Dr. Emily Milleson addressed lesson planning, emphasizing clear guidance for our students on how they need to address planning in the schools. Particular focus is on scripted curricula and expectations for planning. Information was gathered, and students received additional guidance about long and short lesson plans, as well as how to address scripted curriculum in planning when they move from one form to another. Formats are being reviewed.
 - Planning to send a survey to mentors in April about lesson planning.
 - Classroom management might need to be its own section, especially if working in scripted curricula where many decisions for procedures have already been made.
 - Dr. Heather Hoffert, our Special Education faculty member, will be included in how to design instruction specifically for students who have IEPs. How is it addressed and showing up in lesson planning? Should it be its own section? Interns are to address learning needs in the differentiation section of a lesson plan, but that may change. How are teachers addressing those areas and what would they like to see from our interns?
 - Helping candidates effectively use what exists in scripted plans within their own lesson plans continues. We want to know how their time and efforts are being used and plan to use both effectively. How are teachers expected to internalize scripted lessons to make them work within their environment and their teaching context? A WCPS teacher has shared what that looks like, including pages from a teacher's manual with annotations showing adapting instruction for the needs of students. Similar conversations are requested with ACPS and GCPS teachers to provide better understandings of how everyone approaches this. It's something we want our students to do well and efficiently, and we want to be sure they are meeting the expectations and requirements for districts.
- **Data Analysis:**
 - **P9 Data** - early childhood, elementary, elementary/middle, and upcoming elementary/special education: (Dr. Welsch)
 - *NOTE: The elementary undergraduate program has been suspended and will no*

longer be a stand-alone major, so students are being encouraged to move to the dual majors in early childhood/elementary, elementary/SPED, and elementary/middle.

- P9 candidates are elementary and covered by CAEP standards. Each semester assessments are reviewed and analyzed by a faculty group looking for strengths and weaknesses. Goals and actions are determined based on expectations, observed improvements, and current trends. This is the quality assurance system which Dr. Mattern and Mrs. Delaney were so instrumental in developing, and which it's our job to carry out. Once data is analyzed and actions determined, it's also our job to share it with our partners and get feedback. We've decided to send out a form before meetings so that the data analysis, our conclusions, and our plan can be reviewed. The hope is that those present, and mentors in each district who can't join us for meetings, will be able to examine it and provide information. (A link was provided in the chat for access to the data analysis page for six-week internship candidates from fall 2024. A responder link was also provided. Two responses were already recorded as this had been sent out the preceding week.) External evaluations were also reviewed for internships, as well as undergraduate and graduate programs, including the elementary programs at Frostburg and Hagerstown.
- Goal: For an area to be considered a strength, 80% of our candidates will score at effective or highly effective levels on our internal documents.
 - Some issues appear in specific programs. Differences exist between results in Frostburg and Hagerstown.
 - Strengths:
 - 100% passing rate on Teaching Reading: Elementary and science content knowledge.
 - 89% passing rate on language arts, math, and social studies, we were at 89%.
- Pockets of Weakness:
 - Standard 1 – Early childhood candidates in Hagerstown and MAT elementary candidates working below 80% effective or above. Also under 80% were differentiation and adaptation, as well as managing behavior and communication with families.

- Standard 3 – Assessment and planning for learning. Assessment interpretation for the MAT-Elementary group and the elementary undergrads interpreting assessment results was a concern, and again for the learning environment. ECE candidates in Hagerstown and elementary undergraduates at Frostburg also performed a bit lower. The elementary program still exists at this time, but only two or three students remain in that stand-alone, so if one was unsuccessful, it had a significant impact. Regarding instructional strategies, early childhood candidates in Hagerstown, MAT-E in Hagerstown, and middle school candidates at Frostburg, 60-70% were reaching effective and highly effective results. Feedback was requested from the group regarding these areas identified for improvement.
- Looking Ahead: Continue improvement and ensure candidates with weaknesses in Internship I strengthen performance in Internship II. Best practices for differentiation were noted, including use of AI tools to support different strategies and identify what's appropriate for students with learning needs. Common language use needs to continue. UDL and opportunities to learn new strategies are important. Lesson plan formats and SDI continue to be discussed. Communication and engagement in early childhood Internship I also need continued attention.

○ **Efforts Toward Improvement:**

- New Professional Experiences Checklist to replace the Record of PDS Experiences
- Pre- and Post-Writing Samples and Prompt and Rubric Revision - Praxis weaknesses in language related content, specifically grammar, were noted on a subtest in the literate language arts area. Potential improvements of the prompt and making the rubric more sensitive to not only conventions, but grammar, to identify students who need support.
- Practice Praxis Tests are made available for candidate preparation in class
- Improved Communication and Collaboration between Frostburg and Hagerstown Campus Faculty – To ensure courses at both campuses are aligned, efforts will be made to increase communication between adjuncts and full-time faculty.

- Interrater Reliability – Process will continue to ensure those using the scoring tools have the same expectations regarding rating interpretations.
- Feedback to Students – Candidates need support in providing feedback to their students. Faculty members are doing more explicit modeling of feedback practices to strengthen this area.
- Revision of Intern I Unit – Plans are being made to align it more closely with edTPA.
- Lesson Plan Format Revision – SDI and scripted programs are considerations.
- **Secondary and MAT-S Data:** (Dr. Bishoff)
 - There has been considerable growth in classroom management. Appreciation was expressed for the opportunities students have to visit classrooms for observations and clinical rounds.
 - Two areas of focus:
 - Some students in the fall were noted as “developing” regarding assessment in the fall semester.
 - Lesson planning was inconsistent depending on content area.
 - MAT-Secondary program was explained: Candidates must have completed a four-year degree in something else when they enter the MAT program. There is an introductory lesson planning course, but because some content areas have their own and everyone has a content-specific methods course, it is challenging to create consistent expectations. Work will continue with methods instructors during the fall semester.
- **Closing:**
 - Requested suggestions for enhancing communication, reaching more mentors, and improving our meetings.
 - Appreciation expressed again for those who participated with IRR this fall
 - Dr. Sheehe suggested scheduling meetings during parent conference days to enable greater participation from mentors since attendance has dropped.