Partner School Council Meeting - ACPS and GCPS

Monday, October 6, 2025, 1:00-3:00 p.m. via Microsoft Teams

In Attendance:

- Maxine Riley, FSU, Field Experiences Coordinator
- Lori Burdock, Teacher, Northern Middle School, 6th Grade Science
- Kenneth Shoemake, Site Coordinator, South Penn, Reading & Math
- Jennifer Arbogast, Teacher, Beall Elementary School, 2nd Grade
- Heather Hoffert, FSU, Special Education Program Coordinator
- Michael SanJuilian, Teacher, Southern Jr./Sr. High 7th Grade Social Studies
- Kay Sheehe, Site Coordinator, Allegany High School Social Studies
- Ethan DeVore, ACPS, Supervisor of Social Studies and Professional Learning
- Scott Llewellyn, Principal, Cresaptown Elementary School
- Tracie Miller, Director of Human Resources, Garrett County Public Schools
- Jodi Welsh, FSU, Literacy Education, Data Analyst for Elementary Content Standards
- Dr. Nicole Bosley, Health and Physical Education Program Coordinator
- Jennifer Bishoff, MAT-Secondary Program Coordinator, Elementary/Middle Science Methods
- Denise Langley, Intern Supervisor
- Shannon Ralston, Principal, Beall Elementary School
- Rachel Wise, Principal, Broadford Elementary School Garrett County
- Patrick Kidwell, Site Coordinator, Braddock Middle School
- Natalie Williams, Teacher, 1st Grade, Northeast Elementary School
- Kathleen Eirich, Lecturer, USMH and FSU
- Misty Dotson, Principal, Northeast Elementary School

Agenda:

- Welcome and Agenda Review
- County Updates
  - Allegany County
  - Garrett County
- Career Prep Day (Interviews) Fall/Spring
- Request for Supervisor Recommendations
- Calendar Updates (Fall/Spring)
- Spring Placement
- Spring Meeting
- Unit Preassessment Data/Context for Learning
- Professional Experiences Checklist
- Interrater Reliability
- Data Review

Meeting Summary

District Updates:

- ACPS (Ethan Devore)
    - Recently transitioned to the position of Supervisor of Social Studies and Professional Development.
- GCPS (Tracie Miller)
    - GCPS welcomed 15 new teachers in August.
    - The district is continuing to build on last year's work around implicit instruction and student engagement using a cycle of continuous improvement through PLCs.
    - GCPS launched an instructional focus on meeting the needs of learners and teachers.
    - Three professional learning modules aligning with the career ladder are being implemented.
    - GCPS is preparing their career ladder plan for final submission.
    - The county is preparing for a MSDE Blueprint implementation monitoring visit.
    - Later in November, GCPS will hold additional professional learning for best class and mentor training.

Career Prep Day: (Maxine Riley)

- The date is set for October 20 on campus.
- The group this fall is smaller with only 10 interns involved.
- Each district/organization represented plans to conduct mock or actual screening interviews.
- Each intern is expected to complete a minimum of two practice interviews.
- Positive feedback was received regarding the last career prep day.

Calendar Update: (Maxine Riley)

- The MAT-Secondary Program is in need of additional supervisors for the spring term. Retired secondary administrators have the qualifications to supervise all subject areas and are of greatest need.
- An exit symposium will be piloted this December in place of our traditional exit interviews for P9,
- Spring placements are coming. The OFE will be reaching out to schools after grade level requests are reviewed and added to the placement list.
- Agenda items are requested for the spring Partner Council meeting.

Unit Pre-Assessment & Context for Learning: (Jodi Welsch)

- The elementary major is sunsetting; however, the dual elementary/middle major continues, and more students are entering the dual elementary/special education program.
- Intern I candidates need to administer their unit pre-assessments before beginning their 30-day field experiences.
- The context for learning needs to be developed early and needs to be completed before lesson planning for the semester.
- Is it better to schedule a day or time for interns to meet with their mentors regarding the context for learning and unit planning, or should the candidates and the mentors schedule this themselves?

Lesson Planning: (Jodi Welsch)

- It is important to make sure that candidates reflect on their instruction, so supervisors are asked specifically to check lesson plans for reflections after teaching their lessons. Mentors can also encourage them to engage in deeper reflection.
- Improvement has been shown on Praxis exams. FSU instructors plan to continue using practice tests and to look closely at the practice test results. More targeted support can then be provided.
- Regarding edTPA, interns continue to strengthen their use of academic language and to utilize assessment.
- Instructors continue to work with our education majors to help them develop the ability to plan lessons. We also want to ensure they are adhering to the district curriculum.
- Candidates are demonstrating their understanding of content knowledge.

Professional Experiences Checklist: (Jodi Welsch)

- The Professional Experiences Checklist keeps track of activities in which we want our candidates to be engaged.
- The Professional Development Checklist is a form that requires signatures, so the students need to have a physical copy. For each activity completed, they need the signature of the professional who can verify their participation. Activities may include creating a bulletin board, attending an IEP meeting, or attending a parent conference led by their mentor.

edTPA: (Jodi Welsch)

- Starting in July, there will be a passing score for the edTPA.
- It is very important that our students get a passing score. Our seminar instructors are putting in a lot of time and effort into making sure that all requirements are met.

- The goal is to reach 70%, and we are getting closer to reaching it.

Data Analysis (Jodi Welsh**)**

- Spring 2025 data analysis addressed in August.
- Results were reviewed for 20 interns in Frostburg and 17 from Hagerstown.
- We also look at P9 data from assistantships at FSU and USMH.
- The feedback data analysis form is a good way for partners to communicate
- Candidates are doing well on assessments.
- The goal, ultimately, is 80% for candidates.
- Praxis and edTPA results aim for at least 70% passing.
- MAT-Elementary and early childhood/elementary programs at USMH are also part of the data set.
- Candidates are demonstrating content knowledge.
- In the spring we look at two standards, so for our CAEP elementary standards, we examine results for content knowledge, assessment and instruction, and professionalism. Those are those standards that seem to be addressed most in the spring. In the fall, we look at standards 1, 3, and 4.
- Areas for improvement identified in the spring included science lesson planning, instructional planning for assessment, and using assessments for instruction in both science and math.
- We are working on rubrics 9 and 10.
- All candidates are at or more than 70%.

Interrater Reliability: (Nicole Bosley)

- We are currently planning to conduct interrater reliability (IRR) with Garrett and Frederick counties.
- IRR was a successful process last fall, and we hope to duplicate that this fall, as well.
- Materials will be sent out for review within the next few days.
- Our supervisors and mentors have been invited to participate.
- A meeting will be held on November 6 to discuss evaluations done with the Intern Performance Rating as we seek to identify and examine gaps on this in-house evaluation rubric.
- Four action priorities came out of the data review for HPE.
- There was a100% health rating on physical & health education.
- MSDE removed the endorsement on fitness and is unsure how it will change edTPA.

- Students have been really struggling with writing skills, and we want to focus on that this year.

Secondary Programs: (Jennifer Bishoff)

- No areas were identified for improvement.
- There is a new group of instructors.
- The biggest issue for this program is supervision with the fall and spring imbalance.
- Consideration is being given to shifting internships to an even schedule for supervisors to have the same number of interns for fall and spring.
- One of the goals is to provide more teaching time, and another is to begin edTPA earlier in the semester.

Special Ed Program: (Heather Hoffert)

- Dr. Hoffert's microphone was not working, so she was not able to speak.