

Partner School Fall Council Meeting – ACPS and GCPS Partners

Tuesday, October 29, 2024 from 1:00-3:00 p.m. via Microsoft Teams

<p><u>In Attendance:</u></p> <ul style="list-style-type: none">• Maxine Riley, FSU, Field Experiences• Dr. Nicole Bosley, FSU, Asst Professor• Karen Sue Irons, Cresaptown Elem., Asst Principle• Emily Milleson, FSU, Associate Professor• Dr. Nicole Miller, GCPS, Chief Academic Officer• Dr. Jennifer Bishoff, FSU MAT/Secondary Coordinator• Dr. Artie Lee Travis, FSU, Student Affairs, Vice President• Dr. Janet Mattern, FSU, CAEP Coord.• Ryan Patterson, Mt Ridge H.S, Sit Coord.• Katherine Loughrie, ACPS, New Teacher Induction and Professional Learning• Dr. Jodi Welsch, FSU Professor• Jennifer Delaney, FSU, Program Specialist• Dr. Kristine McGee, MAT – Elementary Coord.• Tami Deneen, ACPS, Bel Air Elem.• Kelly Oyer, John Humbird Elem., Site Coord.• Dr. Kay Sheehe, Allegany H.S., Site Coord.• Carmen Bishop, Beall Elem., Site Coord.• Kenneth Shoemaker, ACPS, South Penn Elem.• Misty Dotson, Northeast Elem. Principle	<p><u>Agenda:</u></p> <ul style="list-style-type: none">• Welcome and Agenda Review• Student Finances• County Updates• Maryland Blueprint Update• Interrater Reliability Process• Professional Experiences Checklist• Lesson Planning Requirements• Breakout Sessions
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Welcome and Agenda Review:

- PDS Coordinator, Maxine Riley and the attendees introduced themselves.

Student Finances:

- Dr. Artie Travis, FSU, Student Affairs Vice President shared concerns regarding student teacher finances.
- FSU and Lynn Ketterman are currently working on creating a foundation account to help aid student teachers with exam and fingerprinting expenses.
- This account will be called the “Student Education Profession Fund”
- The distribution of funds will be at the discretion of Mrs. Delaney and the College of Education.
- Dr. Delaney and Dr. Mattern have created a To Do list to help set up this process, and its requirements.
- Dr. Jodi Welsh suggested that herself and her colleagues can set up payment plans and donate \$10 a month to the foundation.

County Updates:

- Allegheny County Public Schools (ACPS)
 - Ms. Katherine Loughrie, New Teacher Induction and Professional Learning, provided the updates for ACPS.
 - ACPS has successfully submitted and has begun implementation of their Blueprint plan.
 - A group of NBC teachers attended the MSDE National Board Conference in September.
 - ACPS is working on expanding the role of their career counselors.
 - ACPS has three pilot schools, Cresaptown Elem, Braddock Middle, and Fort Hill High that are working on incorporating revised schedules, teacher leadership roles, and structured co-planning collaborative planning.
 - ACPS staff now attend monthly MSDE training systems.
 - A comprehensive literacy plan is currently being implemented in all ACPS schools, and data is being collected through learning walks for the purpose of offering high-quality tutoring.
 - ACPS’ secondary supervisors and administrators are participating in a focus book study on universal instruction.
 - Curriculum items for the high school program of study have started to undergo review.
- Garret County Public Schools (GCPS)
 - Dr. Nicole Miller, Chief Academic Advisor, provided the updates for GCPS.
 - GCPS’ Blueprint plan was formally approved and will begin implementation soon.
 - GCPS is currently working to launch a strategic plan which focuses on overreaching priorities.

- This plan includes the recruitment and retention of high-quality staff, instruction, and strong partnerships.
- GCPS has recently hired 27 teachers, many of whom graduated from FSU.
- GCPS has transitioned their new teacher induction program to include 3 days of critical content at the beginning of the school year with follow-up activities throughout the school year.
- GCPS currently has six classroom interns, and three counseling interns placed from FSU.
- GCPS hopes to enter a conversation with FSU regarding the Reach Top Grant.
- NBC cohorts are now active due to support from GCPS' NBC coordinator, and a few NBC teachers have earned the certification.
- GCPS is launching a 3-year plan focused on implementing a cycle of improvement with an emphasis on student engagement.
- Their framework and protocols have been updated as well.
- GCPS is well into their career ladder and are currently on level 4 of the plan.
- GCPS has numerous requirements due for the academic year, including the lead teacher, distinguished teacher professor, and the distinguished teacher component.
- The southern end of GCPS has implemented a new grade band alignment.
- Broad Ford Elementary School has a Pre-K through grade six model.
- Following a proposal by the superintendent, a committee has been established to look at relocating Accident Elementary into the Northern Middle High School space.
- This relocation would also include moving students from Northern Middle to Northern High as has occurred on the southern end.
- The entire cohort on the southern end is staying at Broad Ford Elementary.
- Directors of GCPS have met with student councils and students on both ends and have received positive feedback regarding these transitions.

Maryland Blueprint Update:

- Mrs. Riley provided updates for Blueprint implementation at FSU.
- FSU is working to develop a new memorandum of understanding across the partner school districts.
- Budgeting is also being addressed and updated.
- The number of days has not been increased, but the emphasis is on the “year long” internship as encompassed throughout each student’s college field experiences.
- FSU is looking for ways to incorporate experiences for internships that accumulate toward graduation and MSDE certification requirements.
- Mrs. Riley also gave an update on the recent Career Prep Day.

- There was positive feedback from the districts indicating students were well-prepared to meet district representatives.
- The spring event scheduled in February is anticipated to be larger due to the cohort model for most programs.
- Mrs. Riley also addressed the issue of communication protocol.
- It is expected that communication follows the proper chain of command.
- Interns should speak directly to their supervisors and mentors should any issues arise.
- Mentors are requested to speak first with the supervisors. If concerns continue, the mentor should then speak to the principal, who should then reach out the Office of Field Experiences.
- Mrs. Riley then opened the floor for questions.
- Dr. Jodi Welsch asked about spring hiring for graduated interns.
- Mrs. Riley responded by saying that she does not anticipate any mid-year hires based on conversations at Career Prep Day.
- Hiring openings are most likely to occur in mid to late spring.

Interrater Reliability Process

- Dr. Nicole Bosley provided the update on this topic.
- This process was started with the intern performance rating, which is an evaluation of interns at all levels.
- Materials from a student's edTPA submission were used in this evaluation.
- An NTPA was sent out to all ACPS mentors and university supervisors.
- A Google form was sent out to interns that contained the materials from an edTPA folio and the intern performance rating form.
- 35 responses were received from this form.
- A meeting was scheduled for November 7, 2024, in which those who participated in the process will review the data collected.
- This meeting will involve looking at the discrepancies between scores.
- This meeting will also be looking at the causation behind the score differences and how to update the form to make it as reliable as possible.
- So far, 2 out of 17 items were graded on a scale of 1-4.
- Mrs. Riley added that ways to address these discrepancies and variations within the documents will be addressed, and Dr. Janet Mattern emphasized how important this process is.
- Assessments created in house are compared to external benchmarks.
- Partners' feedback is needed for these assessments, and it is required to have data that shows that these conversations have taken place.

- Universities in the state of Maryland have recently entered a partnership agreement which requires that anything FSU does is to be trusted by the rigor of our CAEP accreditation process.

Professional Experiences Checklist

- Dr. Jennifer Bishoff addressed this topic.
- FSU has been working to adjust the professional development checklist.
- The changes are in response to the year-long internship requirement of the Blueprint.
- FSU is looking for a way to encourage interns to become more active in the day-to-day school environment.
- An updated draft was added to the meeting chat.
- The beginning of the school year would focus on getting used to the classroom activities.
- Technology was also included in the draft as a means for feedback and communication.
- Sections were added for any workshops, professional development, and other activities that interns attend.
- Mrs. Riley asked about potential space constraints for professional developmental events.
- Ms. Katherine Loughrie responded that this is an issue currently being worked on at ACPS.
- Dr. Jennifer Bishoff asked for feedback regarding the feasibility of items listed on the checklist.
- Regarding parent conferences and IEP meetings, parents/guardians may decide to not grant permission for an intern to attend. For some it may not be permissible.
- Dr. Bishoff stated that this topic may be challenging and opened the floor for any recommendations.
- Ms. Katherine Loughrie suggested adding an activity in which interns work with data.
- Dr. Miller then suggested the consideration of making optional the administrator observation as an opportunity to provide feedback.
- Dr. Bishoff responded that these are valuable recommendations that will be considered.
- Dr. Miller suggested that an IEP meeting would be a great intern experience and should be considered.
- Dr. Miller also brought up that professional learning communities are prevalent.
- GCPS is currently doing data analysis and looking at student learning needs.

- GCPS is also implementing explicit instruction through professional learning opportunities as an evidence-based instructional strategy.
- Dr. Miller stated that GCPS' strategy plan should be student-driven and incorporate data.
- Ms. Loughrie then stated that some ACPS schools have begun implementing the APLC structure.
- Dr. Bishoff then moved on to the next section of after-school extracurricular activities.
- FSU interns must attend a school-sponsored event, attend or assist an after-school event, and could also choose to attend a district board meeting.
- Dr. Welsch suggested that attending a data team meeting should be a requirement.

Lesson Planning Requirement

- Dr. Milleson shared the updates regarding this topic.
- FSU currently has a few goals concerning lesson planning.
 - Look at the lesson planning format and determine if it is accurate.
 - Determine if the format is reflective of the type of planning that teachers are doing daily.
 - Student transitions and development in lesson planning.
- The current lesson format plan is shared.
 - It includes general information, grade-level times, subject topics, lesson concepts, essential questions, and prerequisite skills.
 - An assessment is included that aligns with learning outcomes, and there is a clear explanation of the tools and methods being used which is used to assess diversity.
- The long-form lesson plan is then shared.
 - This plan is used if the lesson being used is a part of the edTPA portfolio.
 - This would then be transitioned into a short form in which the intern must identify their assessment and include a reflection.
- The block lesson plan is then shared.
 - Notes of the standard objective and procedure will be listed.
- The chat is then opened for comments and suggestions.
- Dr. Miller comments that the block lesson plan could be too limited in the consideration of UDL and differentiation.
- Dr. Milleson makes a few comments about the shown lesson plans.
 - Movement from one plan to another is dependent upon agreement with the mentor and the supervisor.

- Interns must show that they understand each lesson plan before moving forward.
- Lessons should be planned collaboratively with their mentor and be presented for feedback.
- Students in the 30-day internship begin with a long lesson plan and then transition to a short plan lesson after mentor and supervisor approval.
- Dr. Milleson then asked for any feedback on the lesson planning criteria.
- A Google form was shared for feedback.

Breakout Sessions:

- Dr. Jodi Welsch and Dr. Kris McGee led the breakout session to discuss P-9 Data and MAT-E Data
- Dr. Jennifer Bishoff led the breakout session to discuss MAT-Secondary Data