

PDS Council Meeting- ACPS and GCPS Partners

Tuesday, March 12, 2024, 1:00-3:00 p.m. via Microsoft Teams

In Attendance:

- Maxine Riley, FSU, Field Experiences
- Kate Loughrie, ACPS, New Teacher Induction and Professional Learning
- Kim Collins, Grantsville Elem., Site Coord.
- Dr. Jane Wildesen, GCPS Human Resources Director
- Debbie Nicklin, Route 40 Elem., Site Coord.
- Tracie Miller, Principal, Grantsville Elem.
- Becky Murphy, Cash Valley Elem., Site Coord.
- Dr. Jennifer Bishoff, FSU MAT/Secondary Coordinator
- Dr. Fannia Boayue, FSU, EC/E Coordinator
- Mary Anne Gillies, Washington M.S., Site Coord.
- Carmen Bishop, Beall Elem., Site Coord.
- Dr. Kristine McGee, MAT- Elementary Coordinator
- Denise Langley, Intern Supervisor
- Jennifer Delaney, FSU, Program Specialist
- Dr. Janet Mattern, FSU, CAEP Coord.
- Dr. Heather Hoffert, FSU, Special Education Program Coordinator
- Diane Sipple, George's Creek Elem., Site Coord.
- Dan Clark, Northeast Elem., Principal
- Patrick Kidwell, Braddock Middle, Site Coord.

Agenda:

- Welcome and Agenda Review
- County Updates
- PDS/Partner Schools
- Interrater Reliability Process
- Maryland Blueprint Update
- Special Education Program Survey
- Career Prep Day
- Common Handbook
- Data Review

Welcome and Agenda Review:

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

County Updates:

- Allegany County Public Schools (ACPS)
 - Kate Loughrie, ACPS New Teacher Induction and Professional Learning, provided the updates for ACPS.
 - ACPS is working with a strategic facilitator regarding Blueprint implementation.
 - A new early childhood center is going to be built at Washington Middle School.
 - ACPS is working to increase the diversity in teacher recruitment.
 - ACPS has increased the recruitment of Nationally Board Certified (NBC) teachers.
 - Over the last year, ACPS has added eleven new NBC teachers.
 - ACPS has an increase in participation in the grow your own staff grant and has had 92 requests for coursework and PRAXIS tests.
 - ACPS has submitted a comprehensive literacy plan and will be submitting a comprehensive math plan in the fall.
- Garrett County Public Schools (GCPS)
 - Dr. Jane Wildesen, GCPS Human Resources Director, provided the updates.
 - GCPS is working on developing the required aspects of the Blueprint's Career Ladder.
 - GCPS is maintaining communication between the Blueprint's five pillars to ensure that by 2030, the result of implementation is the best for GCPS.
 - GCPS has programs that students are both college and career ready.

- GCPS is providing teachers with numerous professional development opportunities.
- GCPS is strengthening their PK3 and PK4 programs by providing training sessions, including one on Autism.
- Dr. Jennifer Bishoff asked if there was a way for mentor teachers to be in more of a supervisor role for their interns. She mentioned that it could possibly be a part of the Blueprint's Career Ladder.
- Both Kate Loughrie and Dr. Wildesen stated that it could work, but the idea would be a part of a bigger conversation.

PDS/Partner Schools

- Dr. Janette Mattern shared that Frostburg State University has maintained their CAPE accreditation.
- Dr. Mattern shared that in the past, the state of Maryland used a Professional Development School (PDS) model, when it came to the placement of teacher candidates.
- Maryland is moving away from that model and is going to be using Partner Schools when the new COMAR regulations are released on April 1.
 - The Partner School Requirements:
 - “A partner school and a provider shall establish a teacher training practicum through a written partnership agreement, as follows:
 - The provider of a program shall prioritize selecting partner schools within its same community;
 - The provider of a program and a partner school shall seek to provide teacher training placements in a variety of school environments with diverse student

populations that provide participants with the same kind of experiences as teachers employed in the State; and

- The instructional program and work organization of a partner school located in a local school system shall reflect the career ladder once the Accountability and Implementation Board determines that the career ladder system is well established throughout the State” (Wright, 2023, p.23).
- Dr. Mattern shared that there still will need to be university supervisors, as a part of this new model.
- Dr. Mattern said that Frostburg State needs to identify the new Partner Schools and create MOUs with those schools.
- In the past, the PDS schools were reserved for the Intern I and Intern II candidates. Now with Partner Schools, all teacher candidates need to be in a Partner School (Assistantship included).

Interrater Reliability Process

- Jenn Delaney, Frostburg State’s Program Specialist, talked about the process involved with interrater reliability.
- Mrs. Delaney shared that in the advanced programs at Frostburg, the faculty uses the rubrics to evaluate a mock capstone paper. Then, the faculty gathers to discuss the rubrics and make necessary changes.
- Mrs. Delaney said that in the initial programs, the school-based personnel need to be in communication with the university-based personnel and ensure that everyone has the same understanding when it comes to the rubrics used to evaluate teacher candidates.

- Dr. Mattern asked if there was a way that the university supervisors could meet with the mentor teachers to have the necessary discussions about the rubrics.
- Dr. Jane Wildesen, from GCPS, said that having the interrater reliability discussions are important and she loved the idea. She also said GCPS will do what they need to support Frostburg.
- Kate Loughrie, from ACPS, said that she also liked the idea, but is not in a position to confirm it.
- Dr. Mattern explained the idea of how the interrater reliability process would go, and it can either happen in-person or virtually.
 - Everyone (Supervisors, Mentor Teachers, and Site Coordinators) would receive the same planning, assessment, evaluation of assessment, and a video of the same candidate.
 - Based on the materials and the rubric given, everyone will assess the candidate.
 - There will then be a series of discussions about why scores were chosen and the interpretation of the rubrics. The discussions would be held:
 - Between mentor teachers and their site coordinator for each school.
 - Then between each school's site coordinator to see the differences throughout the county.
- Maxine Riley, Frostburg State's Field Experiences Coordinator, said that after all of the counties have confirmed their calendars for next school year, looking for a time to have these discussions can begin. She said the day of Intern Orientation in the fall could be possible because the university supervisors attend the orientation.

- Mrs. Riley also clarified that the intern orientation is different from the virtual, one hour mentor training.

Maryland Blueprint Update

- Dr. Kris McGee provided an update on Maryland's Blueprint and the way it will affect teacher candidates.
- Beginning September 1, 2024, candidates will need to take the new regenerated PRAXIS subject assessments.
- As of right now, there is not a set passing score for EdTPA in Maryland, but one maybe set in 2025. There are discussions about requiring County Licensure Programs to participate in EdTPA, so that those programs have the same rigor as the university programs.
- There will be a meeting at the end of March, which Dr. McGee will be a part of, where they will try to come up with options to achieve the school year equivalent new length of the candidate's experience.
- Dr. Wildesen said that the full year equivalent placement should have the most beneficial experiences for the candidates. She also said that the time considered as a full day for teachers may differ from county to county.
- Dr. McGee said that the institutions need to decide how long a full day for their candidates will be. She said that a possibility could be that in the earlier placements (Apprenticeship and Assistantship) could be half days. Then the later placements (Internships I and II) could be full days.
- Dr. Wildesen asked if the full school year equivalent had to be completed during one entire school year.

- Dr. McGee clarified that all of the experience the candidates have throughout the four years in the program needs to be equivalent to one full school year.
- Mrs. Delaney suggested that the current PDS activities form can be updated to incorporate different experiences that the Partner Schools want the candidates to experience.
- Dr. McGee created and released a Padlet for attendees to complete.

Special Education Survey

- Mrs. Riley introduced Dr. Heather Hoffert, who was recently hired to oversee Frostburg State's Special Education Program.
- Mrs. Riley said that Dr. Hoffert sent out a survey to site coordinators and is developing how co-teaching will work.

Common Handbook

- Mrs. Riley discussed the Common Handbook given to the candidates, mentors, and supervisors.
- Updates are being made to the Handbook.
- Mrs. Riley went over the substituting policy as it is written in the Common Handbook.
 - “If a candidate is willing to do so, he/she may be used as a substitute teacher in a critical need situation. A critical need situation is defined as a time when all other available options in the school have been considered. In a critical need situation, a candidate covering as a substitute teacher will be paid for either a half-day or a full day. The candidate will not be paid by the hour. The candidate must have completed substitute training in the county for which they are interning if they are to

be paid. If the candidate is not willing to serve as a substitute teacher, he/she cannot be forced to do so. The candidate should not be scheduled as a substitute teacher. For example, if Mr. X. knows he will be out for the day, he should not schedule a candidate to substitute for him. A candidate covering as a substitute teacher will only be eligible to cover the classes that are part of his/her practicum. The cooperating professional will be the educator who has to cover for another teacher.”

- Mrs. Riley emphasized that candidates are not supposed to cover for other classes. If a situation arises where another class needs to be covered, the mentor teacher needs to go to the different class and the candidate remains in the placement classroom.
- Mrs. Riley stated the lesson plan expectations for the candidates.
 - Candidates have to turn in their lesson plans to their mentor teacher 48 hours before the lesson is supposed to be taught and to their supervisor 24 hours before they have an observation.
 - Mrs. Riley said that writing a lesson plan is a requirement and if the candidate fails to write one, they can be told that they are not allowed to teach the lesson.
- Mrs. Riley asked if small-group instruction still happens in the classroom daily.
- Dr. Fannia Boayue said that a requirement of EdTPA is for the candidates to have experience teaching students in whole group, small-group, and individual settings.
- Kim Collins said that there are intervention groups, and the candidates can plan for those small groups.

- Dr. Boayue said that the purpose of the small group planning for EdTPA is that the candidate has an identified need for a student, or group of students, and intentionally plans instruction to support them.

Data Review- P9

- Dr. Boayue shared that entrance interviews will be held on May 15 and there are 35 candidates. Exit interviews will be held on May 6 and this will be virtual.
- Dr. Boayue shared data trends based on the 2023 spring and fall semesters.
 - Two areas that need improvement are differentiated instruction and the ISTE standards.
 - The candidates are using technology, but are missing the piece where the students also have to use the technology.
 - There are differences in the levels of performance between the MAT and P9 candidates and between the candidates at the USMH and Frostburg campuses.
 - More than 80% of candidates are not passing the PRAXIS Subject tests the first time they take them.
 - 76% of candidates are passing the Teaching Reading Elementary PRAXIS on their first attempt.
 - There has been a decrease in candidates receiving a score of at least 37 on EdTPA.
- Dr. Boayue shared that for internal evaluations (Intern Performance Rating) 80% of candidates should be receiving effective ratings.
 - 76% of all Candidates are effectively differentiating instruction.
 - 73% of all candidates are effectively communicating with families.

- 78% of all candidates analyze technology.
- 67% of all candidates collaborate with technology.
- 68% of all candidates use individualized instruction to enhance learning.
- Dr. Boayue added that Frostburg has a PRAXIS Support plan.
 - Attention in classes and focused instruction based on data.
 - Continued opportunities for candidates.
 - Practice test purchased by the department, but not offered until late in the semester.
 - Communicate the expected timeline for taking the tests (after Assistantship and after Internship I).
- Dr. McGee shared four questions in a Padlet for attendees to answer.
 - How could we increase interactions for the Interns and parents and caregivers to improve communication while in the field?
 - What FSU program tools, rubrics, and/or expectations would your mentor teachers like us to provide training for in the future?
 - How can we increase FSU candidates' knowledge of strategies in the context of scripted programs?
 - Please add your ideas for our candidates' experiences in our schools to achieve the "equivalence" of a full year.

References

Wright, C. M. (2023). *Summary of the repeal and replacement of COMAR 13A.12.01-.07 Educator licensure and COMAR 13A.07.06 Programs for professionally licensed personnel*. Maryland State Board of Education.
<https://marylandpublicschools.org/stateboard/Documents/EdPolicyCommittee/11302023/13A.07.06-Programs-for-Professionally-Licensed-Personnel-A11Y.pdf>