

PDS Council Meeting- ACPS and GCPS Partners

Tuesday, November 14, 2023, 12:00-2:00 p.m. via Microsoft Teams

In Attendance:

- Maxine Miller, Field Experiences
- Kate Loughrie, ACPS, New Teacher Induction and Professional Learning
- Greg Troutman, Northeast Elem., Site Coord.
- Dr. Jodi Welsch, FSU Professor
- Kim Collins, Grantsville Elem., Site Coord.
- Dr. Kay Sheehe, Allegany H.S., 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
- Bill Dwyre, Assistant Principal, Cash Valley Elem.
- Shannon Green, Principal, George's Creek Elem.
- Tammy Twigg, Mentor Teacher, Allegany H.S.
- Dr. Fannia Boayue, FSU EC/E Coordinator
- Karen Irons, Cresaptown Elem., Site Coord.
- Mary Anne Gillies, Washington M.S., Site Coord.
- Carmen Bishop, Beall Elem., Site Coord.
- Kelly Oyer, John Humbird Elem., Site Coord.
- Candy Cannon, Principal, Fort Hill H.S.
- Dr. Kristine McGee, MAT- Elementary Coordinator
- Ryan Patterson, Mountain Ridge H.S, Site Coord.
- Denise Langley, Intern Supervisor
- Jennifer Delaney, FSU, Program Specialist
- Dr. Janet Mattern, FSU, CAEP Coord.
- Autumn Eirich, Principal, Bel Air Elem.
- Dr. Christina Durham, FSU Elem/Middle Coord.
- Sarah Knieriem, South Penn Elem., Site Coord.

Agenda:

- Welcome and Agenda Review
- County Updates
- Career Prep Day
- Clearances for Interns (TB)
- CAEP Review
- Mentor Training
- Maryland Blueprint
- Special Education Program
- Data Review

Welcome and Agenda Review:

PDS Coordinator Maxine Miller and attendees introduced themselves.

County Updates:

- Allegany County
 - Ms. Loughrie provided the updates for Allegany County Public Schools (ACPS).
 - ACPS is currently working with a Blueprint facilitator who is helping them prepare for the next implementation that will take them through 2027.
 - ACPS is also working on their Consolidated Asset Application, which is due to MSDE on November 22nd.
 - ELAs had been asked to align their programs with the Blueprint for Maryland's Future Literacy Plan.
 - ACPS is working on a K through 12 literacy development plan with the goal of every student being literate.
 - ACPS currently has 73 teachers in the National Board Certification Process. 15 are continuing the process, 32 are initial candidates, 3 are maintenance, and 23 are retakes.

- Garrett County
 - Dr. Wildesen provided the updates for Garrett County Public Schools (GCPS).
 - GCPS is also working with a facilitator on the Maryland Blueprint.
 - GCPS is working on a career ladder for the transition from lead teacher to distinguished professor teacher.
 - GCPS is working on a 60/40-classroom structure and a staffing plan.
 - GCPS is working with their Maryland Leads Grant to help their Pre-K instructional assistants obtain a Child Development Associate (CDA) certificate or an associate degree.

- GCPS is also working with Garrett Community College and Frostburg State University to create a teacher pipeline where they grow their own. They already have teachers working towards either an AA degree, bachelor's degree, or in the MAT program.
- GCPS is working to implement their professional learning collaborative process and focusing on their ELA strategies across the county.
- GCPS had all their elementary administrators complete the first phase of their LETRS training (a training based on the science of reading).

Career Prep Day:

- Ms. Miller shared the agenda for Career Prep Day scheduled for February 26, 2024.
- Ms. Miller was asking for feedback about whether in-person would be ideal considering the possibility of bad weather.
- Dr. Wildesen from GCPS stated that Garrety County would be willing to make the drive to have Career Prep Day in-person.
- Ms. Miller then shared that Steve Wilson from ACPS also expressed a preference for an in-person Career Prep Day.

Clearances for Interns (TB):

- Jennifer Delany shared information regarding the current requirements for interns to submit TB test results.
- Ms. Delaney stated that she cannot find any reason as to why a TB test is required for the interns, and when talking to Brady Health, she learned that it is not recommended for students to get TB tested unless they will be in high-risk places, like nursing homes.

- Ms. Delaney brought up that Frostburg State does not require students to be TB tested unless their answers on a TB screening form indicate that they are high-risk.
- Both Katherine Loughrie from ACPS and Jane Wildesen from GCPS indicated that their counties each use a screening form similar to the one that Frostburg State uses.
- Ms. Miller said that, because counties are now only conducting screenings, it seems that the TB test requirement that used to be a part of COMAR has since been removed.
- The topic of TB testing requirements will also be brought up at the WCPS and FCPS council meeting being held at the end of November.

CAEP Review:

- Jennifer Delaney provided information for the CAEP review.
- Ms. Delaney started by listing the different assessments that Frostburg State uses for interns. The lesson plans, unit plan, intern performance rating, dispositions, exit interviews, and entrance interviews are all included. The assessments listed here were created by Frostburg State about 10 years ago.
- Ms. Delaney stated that Frostburg State also uses Praxis exams and EdTPA to assess their interns and like these assessments because they are already proven to be valid and reliable.
- Ms. Delaney stated that CAEP needs Frostburg State to prove that the assessments which have been developed are valid and reliable. They hope to achieve this by working with PDS partners on developing some interrater reliability training.

Mentor Training/Interrater Reliability:

- Ms. Delaney suggested that Frostburg provide the mentor teachers with a package in advance that contains an intern's unit along with the rubrics. Each mentor teacher would grade the unit based on the rubrics prior to meeting. (Each mentor teacher would receive the same unit). Then in an hour-long meeting, the mentor teachers would gather and discuss the similarities and differences between the scored rubrics and the challenges of the rubrics.
- Maxine Miller presented two options where the mentor teachers could meet virtually for about an hour. The first option was that the interns cover their mentor teacher's class for an hour while the mentor teacher meets for the discussion. The second option was that they take an hour out of an upcoming professional development day for the mentor teachers to meet.
- Ms. Delaney suggested that they could use a portion of the spring PDS council meeting to discuss the results of the rubrics.
- Ms. Miller stated that the mentor teachers typically are not able to attend the PDS council meetings.
- Tammy Twigg, a mentor teacher in Allegany County, said that in the past mentor training had been in the evening after the school day, for about an hour, during the first week of school. (*Clarification note: Mentor **orientation**, not mentor training, occurs each semester.*)
- When asked if mentors would be willing to do this training, Tammy said that she was willing to do it.
- Mary Anne Gilles from ACPS said that it is part of the job of being a mentor teacher to attend these sorts of things.

- Jennifer Delaney asked if the mentor orientation happened in the spring semester, as well. (Orientation occurs at the beginning of each semester. We hold intern/supervisor orientation and mentor orientations for each program.)
- Jennifer Delaney said that they can look into scheduling something after school hours toward the beginning of the semester.

Maryland Blueprint:

- Dr. Kristine McGee from the Hagerstown satellite campus presented information about the Maryland Blueprint.
- Dr. McGee stated that she is on the Professional Standards and Teacher Education Board. Through being on the board, she has seen the comments about the Maryland Blueprint made by teachers and higher-ed professionals.
- The Professional Standards and Teacher Education Board made revisions and comments about the Blueprints' regulations and voted at the beginning of November to approve them and pass it on to MSDE's board.
- The Professional Standards and Teacher Education Board has not released an official implementation timeline yet, but it tentatively begins in March of 2024.
- A concern for most higher-ed professionals at the moment is the implementation of requiring 180 days for interns. The 180-day requirement is set to begin in 2025 but will that only affect the interns who begin their program in 2025 and following, or will it affect students who entered the program prior to 2025 but whose internship is partially in 2025?
- Dr. McGee stated that she does not have an answer to this problem at this time but believes that she will have one by the December board meeting.

- Dr. McGee is willing to share updates as soon as she receives them, and any concerns can be emailed to her at kmcgee@frostburg.edu.
- Dr. Wildesen mentioned how she appreciated the representation of higher ed on the Professional Standards and Teacher Education Board.
- Dr. McGee then mentioned that the board is putting together a letter that states that the teachers who are recertifying are not being required to take EdTPA like new teachers are to get their certification. The board believes that it does not hold the teachers who are recertifying to the same standard as new teachers.
- Another issue that the board is trying to address in their letter is the in-district trainings that the Blueprint requires. The board wants to ensure that the rigor of the in-district training is similar to what is being done at the higher education level.
- Dr. Jodi Welsch, from Frostburg State University, shared that because of the Blueprint's 180-day requirement, interns will need 60 to 80 more days of field experience.
- Dr. Welsch asked the partners who attended the meeting if they had any ideas or concerns about the interns being in their schools and classrooms for 60 to 80 days longer.
- Dr. McGee stated that when they say "days" that day does not mean an 8-hour day. It also does not have to be from teacher start time to teacher end time.
- Dr. McGee also said that the 180 days is only for the undergraduates, and it does not apply to the graduate programs, which will remain at 100 days.
- Mary Anne Gilles from Washington Middle School in Allegany County stated that a concern for the new teachers she mentors is developing behavior and classroom management strategies. She believes that adding extra days would be beneficial to the

students who are interning in the spring semester because it would give the interns an opportunity to help develop these strategies.

- Becky Murphy from Cash Valley Elementary in Allegany County asked if the interns would stay with the same mentor teacher throughout their internship or if they will still have two different teachers.
- Dr. Kristine McGee answered by describing how in the MAT-E program there are two tracks. There is the normal track where the interns have two mentor teachers and then the residency track where through the grant, the intern has one mentor teacher for both internships. She also mentioned that there are pros and cons to both. For example, if the intern and the mentor teacher's personalities do not mix well, then a change is good, on the other hand if their personalities go well together then there is a benefit to staying with one mentor teacher.
- Becky Murphy then asked if there are steps that can be taken if the mentor and the intern's personalities do not mix to have the intern change mentors.
- Maxine Miller noted there has been discussion of other options aside from just extending the internship, like adding to other field experiences.
- Dr. Kay Sheeche from Allegany High School said that an issue that is happening at the high school level across Allegany County is that the number of preps a teacher has increased from before. There is also a concern where interns may only be allowed to teach for two periods throughout the day. Dr. Sheeche thinks that having two mentor teachers for the intern would be beneficial.
- Dr. Jodi Welsch from Frostburg State stated that within the undergraduate program there are dual majors, so early childhood/elementary majors need a placement in early

childhood and a placement in elementary. Elementary/middle major interns need a middle school placement and an elementary school placement.

- Dr. Welsch also posed the question of whether there is a certain number of days an intern needs to be placed in a specific grade level for certification. As of now with the 100 days for certification there is not, and Frostburg just made sure that interns had both.
- Dr. Kristine McGee said that the Professional Standards and Teacher Education Board does not make decisions for higher-ed. Dr. McGee said that the board gives higher-ed professional trust and respect, and she can get something in writing if needed.
- Dr. Welsch noted that the definition of what a day is needs to be established.
- Dr Fannia Boayue from Frostburg State stated that discussions like this one help Frostburg know what they need to consider when they put these changes in writing.
- Dr. Jennifer Bishoff from Frostburg State stated the following is as the problem for secondary undergrad students. These students are not education majors they are students from other departments who have internships in their final year. The issue is that there is no flexibility for the days required, so in most cases the students add a fifth year that is just all internship.
- Dr. Christina Durham from Frostburg State shared the outcome of some brainstorming on what the new field experience could look like.
 - Apprenticeship: Currently apprenticeship is 20 hours for elementary and elementary/middle majors, while early childhood/elementary majors have 45 hours in HeadStart. To change this for the Blueprint, the idea is for apprentices to do 15 days in the field, which is to be completed on Tuesdays and Thursdays throughout the semester and then complete 30 hours of outreach.

- Assistantship: Currently assistantship is 15-17 days. To change this for the Blueprint, the idea is to have the assistants go out for 12 Fridays throughout the semester and then do 20 consecutive days for a total of 35 days.
- Internship I: Currently internship I is 30 days minimum. To change this for the Blueprint, interns would go out every Monday, Wednesday, and Friday for 24 days. They would also continue to complete the 30 consecutive day portion of internship as it is implemented currently. In total, internship I would be 55 days.
- Internship II: Currently internship II is 70 days minimum. To change this for the Blueprint, interns will be out for 75 consecutive days after adding the extra 5 days to the end of the current 70-day internship.
- Dr. Jane Wildesen from Garrett County liked the idea that Dr. Durham presented. Dr. Wildesen feels that the 180 days gives the interns a richer experience.
- Dr. Durham then added that the assistantship is still completed in partners.
- Maxine Miller stated that when the 180 days was first added that everyone thought that meant every day of the school year. Instead, we have to be flexible and see where the added days fit in the schedule.
- Dr. Durham continued and said that we need to make sure that the students receive a well-rounded experience, so, in those instances where they are only in the classroom for four hours, it should not always be the same four-hour block of time. By scheduling at different times, students are able to see how the class is throughout the day.
- Dr. Wildesen shared a presentation about the Maryland Blueprint. She reminded the attendees that the whole Blueprint will not be completely implemented until 2030. She then shared the different levels of the teaching career ladder. Dr. Wildesen also

mentioned that in GCPS they are working on the 60/40 approach to instruction and went on to note the different objectives within pillar 2 of the Blueprint.

- Dr. Welsch asked what 60/40 instruction is.
- Dr. Wildesen stated that 60/40 is where teachers teach for 60% of their time and then do professional development for the other 40%.
- Dr. Welsch likes the 60/40 approach but is concerned that the reforms that are coming out are making it more difficult to become teachers.
- Dr. Bishoff asked if there was a possibility for the teachers that are on the career ladder to help provide some supervision for the interns as part of their 40%.
- Kay Sheehe added that she had a similar thought as Dr. Bishoff. She thinks that teachers who are already National Board Certified could work more with interns.
- Jane states that the teachers who are lead teachers or National Board Certified, from her understanding, are supposed to have roles and responsibilities tied to higher-ed, so it should work that these teachers could work with interns.

Special Education Program:

- Dr. Christina Durham explained how the new Special Education Program being offered by Frostburg will work. Elementary/special education majors will take 24 credits of special education courses split into 4 semesters. In apprenticeship, the intern will be placed in an inclusive classroom to observe a general education and special education teacher co-teach. In assistantship, the intern will be paired with another intern of the same major, and they will co-plan and co-teach taking turns being the general education or special education teacher. For internships 1 and 2, the intern needs a placement in a middle school special education classroom and then a placement in an elementary general

education classroom. The order does not matter, but the intern needs one of each between the two internships.

- Dr. Welsch added that students who are elementary/special education majors will do the special education EdTPA.
- Dr. Janet Mattern from Frostburg State added that elementary/special education majors will also have opportunities to have alternative placements. She also mentioned that from the time that students enter the program, every field experience they have will be with a different type of special education setting. Dr. Mattern also stated that the Special Education Program Coordinator at Frostburg will be co-teaching the methods courses and model for students what co-teaching looks like.
- Dr. Fannia Boayue stated that the new Program Coordinator for Special Education will be the face of the program that will be seen in the schools.
- Maxine Miller said that she will be sending out a survey to the site coordinators to get an idea of how many special education teachers there are in each school and how many would be willing to be mentor teachers.

Data Review:

- Dr. Christina Durham allowed for an open discussion about the interns from the previous semesters and any concerns. She added that she understands that the scripted curriculums and interventions are difficult at times for interns, but the extra guidance provided by the mentor teachers is appreciated.
- Dr Fannia Boayue read from the chat that Kelly Oyer noted intern use of technology is a strength. She also read that Greg Troutman said that the interns will be able to handle changes to the schedule better this year. Dr. Boayue then asked Mr. Troutman to

elaborate. He responded that the interns are more adaptable when they are called on to fill in because of the lack of substitutes. He added that interns now are ready to jump in when needed. In the past interns have refused.

- Dr. Durham said that differentiation has been called both a strength and a weakness of the interns. Dr. Durham then asked about what limitations the interns have when it comes to looking at IEPs or 504s.
- Jane Wildesen responded by saying that the interns understand differentiation. The problem is planning for all the different accommodations that are potentially in one classroom.
- Kim Collins from Grantsville Elementary in GCPS said that interns stepping up to help cover classes because there are not enough substitutes is a big help. She also said that when the interns sub, it is a chance to teach in a different classroom.
- Dr. Durham asked what the interns are permitted to see with regard to an IEP.
- Becky Murphy said she gives interns an idea of the students' strengths and areas of need. She will need to ask the person in charge of IEPs at her school if interns are allowed to see IEP documents. Interns are not allowed to attend IEP meetings.
- Greg Troutman said the intern is permitted to look at IEPs for students in the mentor teacher's class, and if parental consent is granted, the intern can attend the IEP meeting.
- Dr. Durham asked about how the interns are doing with small group instruction.
- Sarah Knieriem from South Penn in Allegany County said that the interns need to improve on being engaged even when they are not the ones teaching.
- Dr. Durham said that the interns are told to be monitoring and walking around the room. She then asked again about small group instruction. Dr. Durham mentioned that she

discusses with the interns that she supervises the importance of small group instruction but does not know if it is applied.

Closing:

- Maxine Miller and Dr. Christina Durham thanked everyone for their participation and for working with the candidates. The meeting concluded.