

PDS Council Meeting- WCPS and FCPS Partners

Monday, April 8, 2024, 10:00-12:00 p.m. via Microsoft Teams

<p><u>In Attendance:</u></p> <ul style="list-style-type: none">• Maxine Riley, FSU, Field Experiences• Dr. Fannia Boayue, FSU, EC/E Coordinator• Dr. Jennifer Bishoff, FSU, MAT/Secondary Coordinator• Dr. Maureen Hamilton, FSU, CCCPDF Coord.• Dr. Janet Mattern, FSU• Jennifer Delaney, FSU, Program Specialist• April Vierra, FCPS, Recruitment Specialist• Toya Newman- Piermarini, FCPS, Recruitment Specialist• Brianne Munday, Pangborn Elem., Site Coord.• Jeff Byard, Fountaindale Elem., Site Coord.• Lisa Hatcher, Williamsport Elem., Site Coord.• Tiffany Flowers, Tuscarora High, Site Coord.	<p><u>Agenda:</u></p> <ul style="list-style-type: none">• 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
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PDS/ Partner Schools:

- Dr. Janet Mattern, from Frostburg State, shared that the State of Maryland has moved from a Professional Development School (PDS) model to a Partner School model, with the new COMAR regulations released on April 1.
- Dr. Mattern shared a PowerPoint presentation that included the new regulations for Partner schools and Mentor teachers. They are as follows:
 - A. A Partner school shall:

1. Assist in finding teaching training practicum placement, to ensure:
 - A well-rounded clinical experience based on student population and geographic location
 - Exposure to distinguished instructional practices
 - Placement with a mentor teacher who meets the requirements outlined in this regulation and is professionally licensed in the area in which the candidate is placed.
2. Actively collaborate with programs to ensure mentoring and growth of teacher candidates.

B. A Clinical Mentor Shall:

1. Be a highly competent teacher demonstrated by evidence of impacting student achievement
2. Be trained and selected by the partner school
3. Hold a professional Maryland educator license
4. Have the skills and knowledge needed to mentor teacher training practicum participants and to instill the skills, attitudes, values, and knowledge necessary for the next generation of teachers
5. Provide opportunities for teacher training practicum participants in guided, hands-on, practical applications and demonstrations of a candidate's professional knowledge while applying educational theory through collaborative and facilitated learning tasks, activities, and assessments

6. Have teaching and release time per the implementation of the county board approved career ladder to mentor candidates and lead workshops and demonstrations at the school level
7. Will collaborate with the educator preparation program to evaluate participants in a teacher training practicum to ensure each participant demonstrates the competencies required for certified teachers
8. Be selected using the following criteria:
 - From the career ladder system, as applicable, when the Accountability and Implementation Board determines that the career ladder system is well established throughout the state; or
 - Until the Accountability and Implementation Board makes a determination that the career ladder is well established, meet the requirements of 1-7 of this regulation.
- Dr. Mattern shared that a potential time to meet and do the interrater reliability process could be during the professional development week prior to when students return to school in the fall.

Interrater Reliability Process:

- Jennifer 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 members use the rubrics to evaluate a mock capstone paper. Then, the faculty gathers to discuss the rubrics and make necessary changes.

- Mrs. Delaney said that Mentor teachers, Site Coordinators, and Supervisors would all get the same materials for a mock student and assess that student based on the rubrics. Then there would be a discussion about how each person rated the student and why.
- Mrs. Delaney said that in the meeting with Allegany and Garrett Counties, it was brought up that a meeting could potentially be held during the professional development week before the students return in August.
- April Vierra, from FCPS, said that during that professional development week, many of their teachers are participating in leadership opportunities.
- Ms. Vierra also said that there are several universities that have candidates in FCPS, and would like to see how those universities approach this situation.

Maryland Blueprint:

- Mrs. Delaney, on behalf of 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 may be set in 2025. This does not mean that there will be a score requirement in order to graduate from a higher education institution.

Introductions:

- Maxine Riley provided an opportunity for everyone to introduce themselves. (The agenda had been shifted to enable Dr. Mattern to present prior to her scheduled class time.)

Special Education Survey:

- Mrs. Riley shared that Dr. Heather Hoffert, Frostburg State's new Special Education Program Coordinator, sent a survey to Site Coordinators to gather information on how many Special Education teachers can be mentors.

Career Prep Day:

- Mrs. Riley stated that Career Prep Day for the Fall semester will be held on October 14, and that it will be much like the Career Prep Day held this semester.

County Updates:

- Ms. Vierra provided an update for FCPS.
 - Ms. Vierra introduced Toya Newman- Piermarini, who is taking over the management of Interns placed in FCPS.
 - Ms. Vierra said that if there are any students who want to apply for FCPS, now is the time to do so because they are working on hiring for next school year.
 - Ms. Vierra shared that there will be an event to provide help to the professionals already hired pursue their teacher licensure.
 - FCPS is looking forward to interviewing candidates for their residency program.

Common Handbook:

- Mrs. Riley briefly went over the substituting policy in the common handbook:
 - Interns are permitted to substitute for their mentor teachers. If there is a situation where someone needs to be pulled to cover a different class, the mentor teacher

would be the one to go to the different classroom and the Intern remains in their assigned one.

Scheduled breakout sessions followed.

Data Review-P9:

- Before breaking up into groups for the data review, Dr. Jennifer Bishoff from Frostburg State, shared that through a grant that was recently received, Frostburg State will be incorporating computational thinking into their methods courses.
- 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 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 asked if anyone had any suggestions about how to support Interns in these areas.
 - Lisa Hatcher and Brianne Munday said that, in Washington County, there are meetings every two weeks where the level of instruction is discussed.
- Regarding PRAXIS, Dr. Boayue shared the following:

- 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.
- 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. Boayue thanked everyone for what they do to help their Interns and encouraged the meeting participants to reach out anytime.