Professional Development Schools in Maryland

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Introduction

In December 2003, Dr. Nancy Grasmick, the Maryland State Superintendent of Schools, and Dr. John Sabatini, Jr., then-Acting Secretary of the Higher Education Commission, committed their agencies to producing comprehensive state reports on Professional Development Schools (PDS) and Teacher Education Capacity. The Maryland State Department of Education (MSDE) took the lead on the former report and the Maryland Higher Education Commission (MHEC) the latter.

In 1999, MSDE, acting in concert with MHEC and the Maryland Partnership for Learning K-16, was awarded a $6 million United States Department of Education Title II Teacher Quality Enhancement (TQE) grant for the express purpose of fully implementing the *Redesign of Teaching Education in Maryland.* MSDE's Program Approval and Assessment Branch of the Division of Certification and Accreditation managed the activities of the TQE grant between 1999 and 2003. Annually-collected data required for Federal TQE grant reporting provided the basis for this report.

Much work has been done in Maryland to promote the expansion of PDS across the state. The result of that work is a level of outstanding cooperation and collaboration among Institutions of Higher Education, Departments of Education and Local Education Agencies (LEA) across the State of Maryland with MSDE as a facilitating partner.

MSDE acknowledges with gratitude the contributions of the following to this effort:

Dr. Lee Teitel, (University of Massachusetts in Boston), nationally recognized authority on professional development schools and frequent author concerned with PDS work and resultant data, for survey design and other consulting to Maryland for the past four years;

Dr. George J. Funaro, former Deputy Secretary of the Maryland Higher Education Commission, a designer of the *Redesign of Teacher Education in Maryland,* frequent consultant to the Program Approval and Assessment Branch of MSDE, and primary evaluator on a current MSDE Transition to Teaching Federal grant, for consulting on the design of the survey;

Towson University and the Towson Institute for Professional Development School Studies, Baltimore County Public Schools, and Prince George's County Public Schools for their willingness to share unpublished data with MSDE for this report;

The State Teacher Education Council for its thoughtful deliberations and sound advice;

Norma Allen and Tracy Irish, Program Approval Specialists, for their assistance;

Finally, MSDE acknowledges college and university deans, department chairs, faculty members, supervisors, PDS liaisons, school-system and school PDS partners, mentor teachers, other inservice teachers developing professionally, and the K-12 children with whom they all work. All have contributed greatly to the implementation of the *Redesign* as it comes to fruition in PDS.

This report was prepared (survey development, study coordination, data analysis, document writing and editing) by Michelle Dunkle, Teacher Quality Coordinator and Grants Manager, with the assistance of Kimberly Fleming, MSDE Consultant, under the direction of Dr. Virginia H. Pilato, Director of Certification and Accreditation, at MSDE.

1. Background

Since its adoption as state policy in 1995, the *Teacher Education Task Force Report* (commonly known as the *Redesign of Teacher Education in Maryland* or simply *the Redesign*) has guided reform efforts in Maryland's Institutions of Higher Education (IHE). The Maryland State Department of Education, with the full support of the Maryland Partnership for Teaching and Learning K-16, has been deeply committed to the full implementation of the *Redesign*. Central to this endeavor was urging and supporting IHEs in Maryland to develop and maintain Professional Development Schools (PDS) for the training of teacher candidates and to provide continuing professional development for inservice teachers rooted in the needs of an individual school's improvement efforts. Under the umbrella of the K-16 Partnership, MSDE published *Maryland Professional Development Schools: An Implementation Manual* in 2001, and printed a revised second edition of the manual in Spring 2003.

Using funds from the Partnership-sponsored USDOE Teacher Quality Enhancement (TQE) Grant acquired in 1999, and with the active support of the Maryland Higher Education Commission, MSDE was also able to provide funding to colleges and universities across the state to develop and maintain Professional Development Schools in accord with the tenets of the *Redesign*. Further, a three-year series of leadership academies and multiple collaborative committee undertakings produced the Maryland Standards for Professional Development Schools. These standards are closely aligned with the PDS Standards of the National Council for the Accreditation of Teacher Educators (NCATE). The Standards were adopted in their final form in 2002, and IHEs were at that point responsible for PDS development and implementation according to standards' requirements. In 2003, MSDE published the *Maryland Professional Development Schools Assessment Framework*, which now guides IHEs in preparing for their Maryland Program Approval and/or NCATE accreditation visits. The close relationship between Maryland and NCATE has provided a strong environment for the combined state/national visit dynamic, and that same relationship provides the backdrop for the use of these standards in that visit environment. As a result, an IHE must now document as a part of those approval/accreditation visits that it operates standards-driven PDSs.

That same TQE grant funding provided the means for MSDE to facilitate a number of activities on behalf of the *Redesign* between 1999 and 2003. Specifically, MSDE, in collaboration with IHE stakeholders, developed annual reporting documents required by both Federal Title II legislation and the State, outlining in detail each IHE's progress in meeting both Title II and *Redesign* requirements. The major document is called the Teacher Preparation Improvement Plan (TPIP), and through it each IHE reports yearly on its current status, its acknowledged and data-supported challenges, and its current-year plans for meeting those challenges. In many ways, the TPIP mirrors the School Improvement Plans required by school systems.

2. Methodology

Due to the commitment to produce a comprehensive state report on PDS, the 2004 TPIP was modified to focus exclusively on PDS and is referred to as the TPIP/Professional Development Schools Questionnaire (TPIP/PDSQ). The TPIP/PDSQ surveyed all Maryland IHEs with teacher preparation programs asking questions about PDS development over the past four years.

MSDE disseminated the TPIP/PDSQ to Maryland IHEs with departments of education in March 2004 with a required return date of May 2004. The TPIP is collected each spring and reflects data from the previous school year in alignment with the most recent available Praxis scores each IHE reports to the Federal government. This timeline was originally established to allow timely federal reporting and to facilitate comparison between IHE TPIP data and the annual Teacher Staffing Report. IHE PDS data,

however, always reflect the most current figures. The report that follows, the TPIP/PDSQ reflects 2003-2004 status (number of PDS, number of students in PDS, etc.).

Individual IHE data were entered into a master database from which calculations were made to provide state averages for each data field. Following preliminary MSDE analysis of the institutional reports, some data appeared inconsistent. MSDE subsequently asked several IHEs to review data to ensure that the most current compliance expectations were utilized in developing their reporting criteria. (Note: MSDE strongly encourages IHEs to place all teacher candidates in PDS. In the future, IHEs will be required to move toward this goal even for certification areas such as special education, music, art, physical education, etc. Additionally, some Masters of Arts in Teaching (MAT) program candidates are also teachers of record in LEAs. For this report, MSDE did not require PDS placement for these areas. This becomes an important check in a series of checks and balances. By comparing numbers reported by an IHE as those trained in a PDS, those not trained in PDS, and those not currently required to be in a PDS with numbers supplied through the data collection of the Teacher Staffing Report, MSDE can validate reporting accuracy.)

MSDE also asked several IHEs to review PDS funding data to ensure that reported costs were exclusive to PDS (as compared with traditional student teaching models).

Reports are not collected from the Peabody Institute nor the Maryland Institute College of Art since the numbers of program completers from those IHEs is very small. Some years there are no program completers for these IHEs. The University of Maryland University College (UMUC) will begin to report annually beginning in 2005. (UMUC was given initial program approval in 2001.)

MSDE staff entered all original and revised data into a comprehensive database from which calculations were made. The enclosed report represents more than 2,000 pages of data submitted by IHEs. Compilation, calculations, and report writing were completed by MSDE staff and a consultant. The consultant provided an independent review of the final report, as well.

3. PDS Development

The summary data from the TPIP/PDSQ reveal the progress of PDS development between 1997 and 2003, the number of candidates trained in PDS, and the percentage of PDS-trained teachers per IHE in the State. A complete listing of PDS arranged by IHE follows. The chart identifies the level of each PDS site and each site's designation as either a single- (one school with one IHE) or multiple-site (more than one school with one or more IHE) PDS.

- The chart columns reflect the distribution of PDS by (1) IHE (2) LEA (3) Name of school (4) Single-site PDS (5) Multiple-site PDS (6) Early Childhood Center 7) Special Center (8) Elementary school (9) Middle school (10) High school

3.A General Listing of Maryland PDS

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Bowie State University	Prince George's	C. Elizabeth Reig				X			
Bowie State University	Prince George's	Chapel Forge			X				
Bowie State University	Prince George's	High Bridge					X		
Bowie State University	Prince George's	Oaklands					X		
Bowie State University	Prince George's	Samuel Ogle					X		
Bowie State University	Prince George's	Scotchtown					X		
Bowie State University	Prince George's	Tulip Grove					X		
Bowie State University	Prince George's	Kettering						X	
Bowie State University	Prince George's	Bowie State University							X
College of Notre Dame	Anne Arundel	Arnold					X		
College of Notre Dame	Anne Arundel	Belvedere					X		
College of Notre Dame	Anne Arundel	Cape St. Clair					X		
College of Notre Dame	Anne Arundel	Magothy River						X	
College of Notre Dame	Anne Arundel	Severn River						X	
College of Notre Dame	Anne Arundel	Broadneck							X
College of Notre Dame	Baltimore City	Medfield Heights*					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
College of Notre Dame	Baltimore City	Furley*					X		
College of Notre Dame	Baltimore City	Woodhome*					X	X	
College of Notre Dame	Baltimore County	Baltimore Highlands*					X		
College of Notre Dame	Baltimore County	Hillcrest*					X		
College of Notre Dame	Baltimore County	Sandy Plains*					X		
College of Notre Dame	Baltimore County	Kenwood							X
College of Notre Dame	Harford	Churchville					X		
College of Notre Dame	Harford	Church Creek					X		
College of Notre Dame	Harford	George D. Lisby at Hillsdale					X		
College of Notre Dame	Harford	Bakerfield					X		
College of Notre Dame	Harford	Joppatowne					X		
College of Notre Dame	Harford	Roye Williams					X		
College of Notre Dame	Harford	Forest Lakes					X		
College of Notre Dame	Harford	Aberdeen							X
College of Notre Dame	Howard	Northfield					X		
College of Notre Dame	Howard	Longfellow					X		
Columbia	Montgomery	Rolling					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Union College Union		Terrace							
Columbia Union College Union	Montgomery	John Kennedy							X
Columbia Union College Union	Montgomery Private	John Nivins Andrews					X	X	
Columbia Union College Union	Montgomery Private	Sligo School					X	X	
Columbia Union College Union	Montgomery Private	Takoma Academy							X
Coppin State University	Baltimore City	Gwynns Falls					X		
Coppin State University	Baltimore City	John E. Howard					X		
Coppin State University	Baltimore City	Rosemont					X		
Coppin State University	Baltimore City	Wellwood International					X		
Coppin State University	Baltimore City	Lemmel						X	
Frostburg State University	Allegany	Beall					X		
Frostburg State University	Allegany	Bel Air					X		
Frostburg State University	Allegany	Cash Valley					X		
Frostburg State University	Allegany	Cresaptown					X		
Frostburg State University	Allegany	Flintstone					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Frostburg State University	Allegany	Frost					X		
Frostburg State University	Allegany	George's Creek					X		
Frostburg State University	Allegany	John Humbird					X		
Frostburg State University	Allegany	Northeast					X		
Frostburg State University	Allegany	Parkside					X		
Frostburg State University	Allegany	South Penn					X		
Frostburg State University	Allegany	Westernport					X		
Frostburg State University	Allegany	West Side					X		
Frostburg State University	Allegany	Mt. Savage					X	X	
Frostburg State University	Allegany	Washington						X	
Frostburg State University	Frederick	Middletown					X		
Frostburg State University	Frederick	Wolfsville					X		
Frostburg State University	Frederick	Middletown						X*	
Frostburg State University	Garrett	Accident					X		
Frostburg State University	Garrett	Friendsville					X		
Frostburg State University	Garrett	Grantsville					X		
Frostburg State University	Garrett	Route 40					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Frostburg State University	Washington	Hancock					X		
Frostburg State University	Washington	Lincolnshire					X		
Frostburg State University	Washington	Salem Avenue					X		
Goucher College	Anne Arundel	Brooklyn Park					X		
Goucher College	Anne Arundel	Overlook					X		
Goucher College	Anne Arundel	Odenton					X		
Goucher College	Anne Arundel	Marley Glen					X		
Goucher College	Anne Arundel	Linthicum					X		
Goucher College	Anne Arundel	Corkran						X	
Goucher College	Anne Arundel	Glen Burnie							X
Goucher College	Baltimore City	Roland Park					X	X	
Goucher College	Baltimore County	Scotts Branch					X		
Goucher College	Baltimore County	Winand					X		
Goucher College	Baltimore County	New Town					X		
Hood College	Frederick	Urbana					X		
Hood College	Frederick	Green Valley					X		
Hood College	Frederick	Kemptown					X		
Hood College	Frederick	Glade					X		
Hood College	Frederick	North					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
		Frederick							
Hood College	Frederick	Spring Ridge					X		
Hood College	Frederick	Windsor Knolls						X	
Hood College	Frederick	Walkersville						X	
Hood College	Frederick	Urbana							X
Hood College	Frederick	Walkersville							X
Hood College	Frederick	Governor Thomas Johnson							X
Hood College	Montgomery	Martin Luther King						X	
Hood College	Montgomery	McAuliffe					X		
Johns Hopkins University	Baltimore City	Marie Garnett Farring					X		
Johns Hopkins University	Baltimore City	Paul Lawrence Dunbar							X
Johns Hopkins University	Baltimore County	Deer Park						X	
Johns Hopkins University	Howard	Pointers Run					X		
Johns Hopkins University	Montgomery	Silver Spring International						X	
Johns Hopkins University	Montgomery	Sligo						X	
Johns Hopkins University	Montgomery	Paint Branch							X
Johns Hopkins University	Montgomery	Einstein							X
Loyola College of Maryland	Anne Arundel	Solley					X		
Loyola College of Maryland	Anne Arundel	Northeast							X
Loyola College	Baltimore	The Barclay				X			

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
of Maryland	City	School							
Loyola College of Maryland	Baltimore City	Western							X
Loyola College of Maryland	Baltimore County	Chadwick					X		
Loyola College of Maryland	Baltimore County	Elmwood					X		
Loyola College of Maryland	Baltimore County	McCormick					X		
Loyola College of Maryland	Baltimore County	Pine Grove					X		
Loyola College of Maryland	Baltimore County	Pleasant Plains					X		
Loyola College of Maryland	Baltimore County	Franklin						X	
Loyola College of Maryland	Baltimore County	Lansdowne						X	
Loyola College of Maryland	Baltimore County	Loch Raven							X
Loyola College of Maryland	Baltimore County	Overlea							X
Loyola College of Maryland	Baltimore County Private	Our Lady of Mt. Carmel					X	X	X
Loyola College of Maryland	Howard	Rockburn					X		
McDaniel College	Baltimore County	Franklin					X		
McDaniel College	Baltimore County	Franklin							X
McDaniel College	Carroll	Cranberry Station					X		
McDaniel College	Carroll	Eldersburg					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
McDaniel College	Carroll	Elmer Wolfe					X		
McDaniel College	Carroll	Linton Springs					X		
McDaniel College	Carroll	Sandymount					X		
McDaniel College	Carroll	Taneytown					X		
McDaniel College	Carroll	William Winchester					X		
McDaniel College	Carroll	Winfield					X		
McDaniel College	Carroll	Mount Airy						X	
McDaniel College	Carroll	New Windsor						X	
McDaniel College	Carroll	Northwest						X	
McDaniel College	Carroll	Francis Scott Key							X
McDaniel College	Carroll	South Carroll							X
Morgan State University	Baltimore City	Thomas Johnson					X		
Morgan State University	Baltimore City	Arlington					X		
Morgan State University	Baltimore City	Northwood							
Morgan State University	Baltimore City	Winston						X	
Morgan State University	Baltimore City	Merganthaler							X
Morgan State University	Baltimore City	Northern							X

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Morgan State University	Baltimore City	Paul Lawrence Dunbar							X
Morgan State University	Howard County	Hammond		X			X		
Morgan State University	Baltimore County	Church Lane					X		
Mt. St. Mary's University	Frederick	Ballenger Creek					X		
Mt. St. Mary's University	Frederick	Carroll Manor					X		
Mt. St. Mary's University	Frederick	Emmitsburg					X		
Mt. St. Mary's University	Frederick	Hillcrest					X		
Mt. St. Mary's University	Frederick	Lewistown					X		
Mt. St. Mary's University	Frederick	Orchard Grove					X		
Mt. St. Mary's University	Frederick	Parkway					X		
Mt. St. Mary's University	Frederick	Sabillasville					X		
Mt. St. Mary's University	Frederick	South Frederick					X		
Mt. St. Mary's University	Frederick	Thurmont					X		
Mt. St. Mary's University	Frederick	Thurmont					X Pri		
Mt. St. Mary's University	Frederick	Waverley					X		
Mt. St. Mary's University	Frederick	Whittier					X		
Mt. St. Mary's University	Frederick	Ballenger Creek						X	

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Mt. St. Mary's University	Frederick	Thurmont						X	
Mt. St. Mary's University	Frederick	West Frederick						X	
Mt. St. Mary's University	Frederick	Catoctin							X
Mt. St. Mary's University	Frederick	Frederick							X
Mt. St. Mary's University	Frederick	Tuscarora							X
Salisbury University	Somerset	Princess Anne					X Pri		
Salisbury University	Somerset	Westover					X		
Salisbury University	Somerset	Greenwood						X	
Salisbury University	Somerset	Washington							X
Salisbury University	Wicomico	Beaver Run					X		
Salisbury University	Wicomico	East Salisbury					X Pri		
Salisbury University	Wicomico	Charles H. Chipman					X Pri		
Salisbury University	Wicomico	Glen Avenue					X Int		
Salisbury University	Wicomico	Delmar					X		
Salisbury University	Wicomico	North Salisbury					X		
Salisbury University	Wicomico	Pinehurst					X		
Salisbury University	Wicomico	Pittsville					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Salisbury University	Wicomico	Willards					X Pri		
Salisbury University	Wicomico	Prince Street					X		
Salisbury University	Wicomico	Wicomico						X	
Salisbury University	Wicomico	James M. Bennett						X	
Salisbury University	Wicomico	Salisbury						X	
Salisbury University	Wicomico	Wicomico							X
Salisbury University	Wicomico	James M. Bennett							X
Salisbury University	Wicomico	Parkside							X
Salisbury University	Wicomico	Mardela						X	X
Salisbury University	Worcester	Showell					X		
Salisbury University	Worcester	Berlin					X Int		
Salisbury University	Worcester	Snow Hill					X		
Salisbury University	Worcester	Stephen Decatur						X	
Salisbury University	Worcester	Pocomoke						X	
Salisbury University	Worcester	Stephen Decatur							X
St. Mary's College of Maryland	St. Mary's	Leonardtown					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
St. Mary's College of Maryland	St. Mary's	Green Holly					X		
St. Mary's College of Maryland	St. Mary's	Hollywood					X		
St. Mary's College of Maryland	St. Mary's	Spring Ridge						X	
St. Mary's College of Maryland	St. Mary's	Great Mills							X
Towson University	Anne Arundel	Belle Grove					X		
Towson University	Anne Arundel	Highpoint					X		
Towson University	Anne Arundel	Jessup					X		
Towson University	Anne Arundel	Maryland City					X		
Towson University	Anne Arundel	Meade Heights					X		
Towson University	Anne Arundel	North Glen							
Towson University	Anne Arundel	Park					X		
Towson University	Anne Arundel	Sunset					X		
Towson University	Anne Arundel	George T. Cromwell					X		
Towson University	Baltimore City	Calvin Rodwell					X		
Towson University	Baltimore City	Grove Park					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Towson University	Baltimore City	Hampstead Hill					X		
Towson University	Baltimore City	Marie Garnett Farring					X		
Towson University	Baltimore City	Midtown Academy					X		
Towson University	Baltimore City	Morrell Park					X		
Towson University	Baltimore City	Sarah Roach					X		
Towson University	Baltimore County	Campfield			X				
Towson University	Baltimore County	Carney					X		
Towson University	Baltimore County	Featherbed					X		
Towson University	Baltimore County	Grange					X		
Towson University	Baltimore County	Hawthorne					X		
Towson University	Baltimore County	Hebbville					X		
Towson University	Baltimore County	Hernwood					X		
Towson University	Baltimore County	Joppa View					X		
Towson University	Baltimore County	Mars Estates					X		
Towson University	Baltimore County	Middlesex					X		
Towson University	Baltimore County	Owings Mills					X		
Towson University	Baltimore County	Reisterstown					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Towson University	Baltimore County	Shady Spring					X		
Towson University	Baltimore County	Summit Park					X		
Towson University	Baltimore County	Timber Grove					X		
Towson University	Baltimore County	Westowne					X		
Towson University	Baltimore County	Woodbridge					X		
Towson University	Baltimore County	Woodbridge					X		
Towson University	Baltimore County	Perry Hall						X	
Towson University	Baltimore County	Pine Grove						X	
Towson University	Baltimore County	Ridgley						X	
Towson University	Baltimore County	Eastern Technical							X
Towson University	Baltimore County	Owings Mills							X
Towson University	Baltimore County	Parkville							X
Towson University	Baltimore County	Perry Hall							X
Towson University	Carroll	Sykesville						X	
Towson University	Carroll	Westminster West						X	
Towson University	Carroll	Liberty							X
Towson University	Cecil	Bainbridge					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Towson University	Harford	Deerfield					X		
Towson University	Harford	Harford Glen Environmental				X			
Towson University	Harford	Havre de Grace					X		
Towson University	Harford	Hickory					X		
Towson University	Harford	Magnolia					X		
Towson University	Harford	Ring Factory					X		
Towson University	Harford	William Paca-Old Post Road					X		
Towson University	Harford	William S. James					X		
Towson University	Harford	Youth's Benefit					X		
Towson University	Harford	Bel Air						X	
Towson University	Harford	Bel Air							X
Towson University	Howard	Bonnie Branch					X		
Towson University	Howard	Centennial Lane					X		
Towson University	Howard	Clemens Crossing					X		
Towson University	Howard	Forest Ridge					X		
Towson University	Howard	Dunloggin						X	
Towson University	Howard	Hollifield Station					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Towson University	Howard	Jeffer's Hill					X		
Towson University	Howard	Manor Woods					X		
Towson University	Howard	St. John's Lane					X		
Towson University	Howard	Waverly				X	X		
Towson University	Howard	Burleigh Manor						X	
Towson University	Howard	Hammond						X	
Towson University	Howard	Wilde Lake							X
Towson University	Montgomery	Oakland Terrace					X		
Towson University	Montgomery	Strathmore					X		
Towson University	Montgomery	Wood Acres					X		
Towson University	Montgomery	Col. E. Brooke Lee						X	
Towson University	Montgomery	Kingsview						X	
University of Maryland Baltimore County	Anne Arundel	Brock Bridge					X		
University of Maryland Baltimore County	Anne Arundel	Van Bokkelen					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland Baltimore County	Anne Arundel	Meade						X	
University of Maryland Baltimore County	Anne Arundel	Meade							X
University of Maryland Baltimore County	Baltimore City	Bay Brook					X		
University of Maryland Baltimore County	Baltimore City	Canton						X	
University of Maryland Baltimore County	Baltimore City	Digital Harbor							X
University of Maryland Baltimore County	Baltimore County	Arbutus					X		
University of Maryland Baltimore County	Baltimore County	Relay					X		
University of Maryland Baltimore County	Baltimore County	Arbutus						X	

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland Baltimore County	Howard	Stevens Forest					X		
University of Maryland Baltimore County	Howard	Thunder Hill					X		
University of Maryland Baltimore County	Howard	Patapsco						X	
University of Maryland Baltimore County	Howard	Mt. Hebron							X
University of Maryland College Park	Howard	Bollman Bridge					X		
University of Maryland College Park	Howard	Deep Run					X		
University of Maryland College Park	Howard	Elkridge Landing					X		
University of Maryland College Park	Howard	Elkridge					X		
University of Maryland College Park	Howard	Fulton					X		
University of Maryland College Park	Howard	Triadelphia Ridge					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland College Park	Howard	Waterloo					X		
University of Maryland College Park	Howard	Atholton							X
University of Maryland College Park	Howard	River Hill							X
University of Maryland College Park	Montgomery	Belmont					X		
University of Maryland College Park	Montgomery	BelPre					X		
University of Maryland College Park	Montgomery	Brookhaven					X		
University of Maryland College Park	Montgomery	Burnt Mills					X		
University of Maryland College Park	Montgomery	Center for Young Children				X			
University of Maryland College Park	Montgomery	Chevy Chase					X		
University of Maryland College Park	Montgomery	Dr. Charles Drew					X		
University of Maryland College Park	Montgomery	Fallsmeade					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland College Park	Montgomery	Gaithersburg					X		
University of Maryland College Park	Montgomery	Georgian Forest					X		
University of Maryland College Park	Montgomery	Glenallan					X		
University of Maryland College Park	Montgomery	Greenwood					X		
University of Maryland College Park	Montgomery	Harmony Hills					X		
University of Maryland College Park	Montgomery	Jackson Road					X		
University of Maryland College Park	Montgomery	Kensington-Parkwood					X		
University of Maryland College Park	Montgomery	Maryvale					X		
University of Maryland College Park	Montgomery	Montgomery Knolls					X		
University of Maryland College Park	Montgomery	New Hampshire Estates					X		
University of Maryland College Park	Montgomery	Oakview					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland College Park	Montgomery	Olney					X		
University of Maryland College Park	Montgomery	Rachel Carson					X		
University of Maryland College Park	Montgomery	South Lake					X		
University of Maryland College Park	Montgomery	Summit Hall					X		
University of Maryland College Park	Montgomery	Takoma Park					X		
University of Maryland College Park	Montgomery	Twinbrook					X		
University of Maryland College Park	Montgomery	Viers Mills					X		
University of Maryland College Park	Montgomery	Waters Landing					X		
University of Maryland College Park	Montgomery	Wheaton Woods					X		
University of Maryland College Park	Montgomery	Woodlin					X		
University of Maryland College Park	Montgomery	Eastern						X	

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland College Park	Montgomery	North Bethesda						X	
University of Maryland College Park	Montgomery	Parkland						X	
University of Maryland College Park	Montgomery	Takoma Park						X	
University of Maryland College Park	Montgomery	Montgomery Blair							X
University of Maryland College Park	Montgomery	Walter Johnson							X
University of Maryland College Park	Montgomery	Wheaton							X
University of Maryland College Park	Prince George's	Beltsville					X		
University of Maryland College Park	Prince George's	Glenn Dale					X		
University of Maryland College Park	Prince George's	Hollywood					X		
University of Maryland College Park	Prince George's	Kenilworth					X		
University of Maryland College Park	Prince George's	Montpelier					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland College Park	Prince George's	Rockledge					X		
University of Maryland College Park	Prince George's	Springhill Lake					X		
University of Maryland College Park	Prince George's	Yorktown					X		
University of Maryland College Park	Prince George's	Buck Lodge						X	
University of Maryland College Park	Prince George's	Dwight Eisenhower						X	
University of Maryland College Park	Prince George's	Martin Luther King						X	
University of Maryland College Park	Prince George's	Eleanor Roosevelt							X
University of Maryland College Park	Prince George's	High Point							X
University of Maryland College Park	Prince George's	Northwestern							X
University of Maryland Eastern Shore	Caroline	Caroline County Technical and Career Center				X			
University of Maryland Eastern Shore	Caroline	Federalsburg					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland Eastern Shore	Caroline	Colonel Richardson							X
University of Maryland Eastern Shore	Caroline	Colonel Richardson						X	
University of Maryland Eastern Shore	Somerset	Deal Island					X		
University of Maryland Eastern Shore	Somerset	H.D. Whittington					X		
University of Maryland Eastern Shore	Somerset	Marion Sarah Peyton					X		
University of Maryland Eastern Shore	Somerset	Woodson						X	
University of Maryland Eastern Shore	Somerset	Crisfield							X
University of Maryland Eastern Shore	Somerset	J.M. Tawes Technology and Career Center							X
University of Maryland Eastern Shore	Wicomico	Pinehurst					X		
University of Maryland Eastern Shore	Wicomico	Prince Street					X		
University of Maryland Eastern Shore	Wicomico	Bennett						X	

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
University of Maryland Eastern Shore	Wicomico	Parkside							X
University of Maryland Eastern Shore	Wicomico	Salisbury						X	
University of Maryland Eastern Shore	Worcester	Cedar Chapel				X			
University of Maryland Eastern Shore	Worcester	Snow Hill					X		
University of Maryland Eastern Shore	Worcester	Snow Hill						X	
University of Maryland Eastern Shore	Worcester	Snow Hill							X
University of Maryland Eastern Shore	Worcester	Stephen Decatur							X
University of Maryland Eastern Shore	Worcester	Worcester Career and Technology Center							X
Villa Julie College	Baltimore County	Bedford					X		
Villa Julie College	Baltimore County	Berkshire					X		
Villa Julie College	Baltimore County	Cedarmere					X		
Villa Julie College	Baltimore County	Chatsworth					X		

IHE		School(s)	Single-site	Multi-site	EarlyCC	Spec.Cn	Elem.	Middle	High
Villa Julie College	Baltimore County	Milbrook					X		
Villa Julie College	Carroll CPS	Mechanicsville					X		
Villa Julie College	Harford CPS	Homestead-Wakefield					X		
Washington College	Cecil	Bohemia Manor						X	
Washington College	Cecil	Bohemia Manor							X
Washington College	Kent/Queen Anne's	Church Hill					X		
Washington College	Kent/Queen Anne's	Henry Highland Garnett					X		
Washington College	Kent/Queen Anne's	Sudlersville					X		
Washington College	Kent/Queen Anne's	Worton					X		
Washington College	Kent/Queen Anne's	Centreville						X	
Washington College	Kent/Queen Anne's	Chestertown						X	
Washington College	Kent/Queen Anne's	Kent County							X
Washington College	Kent/Queen Anne's	Queen Anne's County							X

Demographics and Distribution

- The following chart provides demographic information related to PDS between 1997-2004. The chart details the following facts:

  - The number of PDS sites has increased by 1,479%;
  - The number of LEAs with active PDS partnerships has grown by 82%;
  - The distribution of elementary PDS has remained fairly stable with 67% of PDS located in elementary schools in 1997 and 64% in 2004. (The current Teacher Staffing Report indicates that 49% of teachers produced in 2003-2003 are certified in elementary education indicating that there may not be enough middle and secondary PDS to accommodate the need; however, elementary certification currently includes middle school, and many IHEs have partnerships in elementary PDS that train teachers who will teach in middle school.)
  - In 1997, 87% of PDS were located inside the National Capital Area (see chart) or Central Maryland (see chart); in 2004 that percentage has decreased to 78%, reflecting PDS movement toward a state PDS distribution more adequate in meeting the needs of regional recruiting and the populations of IHEs outside the urban areas of the state.

3.B Professional Development School Demographics 2004

	1997	**2000**	**2001**	**2003**	**2004**
Total number of PDS Sites	24	81	92	181	379
Number of IHEs with PDS	11	13	15	14	20
Number of Elementary Schools*	16	48	55	134	244
Number of Middle Schools*	3	17	17	23	67
Number of High Schools*	5	15	16	24	66
Number of Special Centers (Special Education or Technical*)	0	1	2	2	8
Early Childhood Centers*	0	0	0	0	2
PDS Locations					
Central Maryland (Anne Arundel, Baltimore City, Baltimore, Carroll, Harford, Howard)	11	41	38	82	187
Eastern Shore (Caroline, Cecil, Dorchester, Kent, Queen	1	3	5	29	62

	1997	2000	2001	2003	2004
Anne, Somerset, Talbot, Wicomico, Worcester)					
National Capital Area (Frederick, Montgomery, Prince George's)	10	30	33	55	107
Southern Region (Calvert, Charles, St. Mary's)	1	2	2	5	5
Western Region (Allegany, Garrett, Washington)	1	4	4	10	22
High Poverty School (by state-recognized formula)	N/A	N/A	N/A	N/A	24 (Incomplete data)

* Some schools may offer PDS experience crossing over between early childhood/ elementary, elementary/special education, middle/high school levels - accounting for occasional double entry data.

Arts and Sciences Faculty Participation in PDS

MSDE asked IHEs to report members of Arts and Sciences faculties at their institutions who had a regular and ongoing process of participation with activities, faculties, and students in the Departments of Education. The following chart provides the number of such faculty by content area who work closely with teacher educators in the 20 IHEs that reported such data. A total of 134 faculty members from Arts and Sciences are listed by name in full IHE reports. These data have not been collected regularly over the period of study, so no comparisons are made with any other time frame. Participation includes the following activities:

- intern observation and supervision ;
- content support to interns;
- workshops in PDS;
- grant writing and support;
- active membership on Teacher Education Councils;
- PDS Coordinating Councils; and
- Collaborative research.

3.C Arts and Science Faculty Participation in Teacher Education

Content Area	# Participants	Content Area	# Participants
Social Studies	28	Art	5
Mathematics	23	Psychology	4
Science	21	Technology	3
English	18	Family and Consumer Science	1
Music	9	Economics	1
Other Fine Arts	7	Business	1
Physical Education	6	Agriculture	1
Modern/Foreign Languages	6		

IHE Implementation of PDS

IHEs are required, within the confines of the accountability explained in the methodology section of this report (page 3), to place all of their teacher candidates in internships in specially-designed PDS and to annually report their progress toward 100% compliance with this part of the *Redesign.*

- The following chart provides the required information for 2003 - 2004 in columns: (1) IHE; (2) IHE's reported # of PDS; (3) number of program completers required to be in PDS who were in PDS; (4) number of program completers required to be in PDS who were not in PDS; (5) % of program completers required to be in PDS who were in PDS.

3.D Current IHE Participation in PDS

IHE	# of PDS*	# in PDS**	# not in PDS**	% in PDS
McDaniel	15	21	5	82%
UMCP	11	216	58	82%
College of Notre Dame	23	71	13	85%
Frostburg	25	87	15	85%
Salisbury	27	192	27	88%
Mt. St. Mary's	19	79	9	89%
UMES	21	33	4	89%
Columbia Union College	5	10	1	91%
Loyola	15	74	6	93%
Goucher	11	51	2	96%
Hood	11	27	1	96%
UMBC	14	73	2	97%
Bowie State University	9	67	0	100%
Coppin	5	17	0	100%
Johns Hopkins	10	42	0	100%
Morgan	14	25	0	100%
St. Mary's College	5	20	0	100%
Towson	75	538	0	100%
Villa Julie	7	34	0	100%
Washington	10	14	0	100%
Total	**379**	**1,690**	**143**	**92%**

* Inconsistent double entries for multiple-level sites account for differences.

** Undergraduate or graduate, **full-time** anticipated program completers in May 2003; does not include career changers in part-time certification programs, IHE-monitored teachers of record or RTC candidates.

IHE Mentoring (Non-PDS)

Currently, IHEs are not held accountable for placing teacher candidates seeking certain certification placements in PDS. Other anticipated program completers do not have PDS placements because they are already teaching in school systems as conditional teachers and completing their certification requirements through a post-baccalaureate program like the MAT degree, or they are being prepared to teach while serving as teachers of record and working on the Resident Teacher Certificate. IHEs often treat these individuals similar to a teacher candidate in a PDS: mentoring, observing, giving feedback…and often holding a new teacher's hand.

The following chart outlines the extent to which IHEs enroll and mentor such teachers in their programs in columns: (1) IHE; (2) number of students mentored. This chart does not include RTC candidates.

3.E IHE Mentoring (non-PDS)

Bowie State University	105
College of Notre Dame	72
Columbia Union College	N/A
Coppin State University	6
Frostburg State University	0
Goucher College	17
Hood College	N/A
Johns Hopkins University	161
McDaniel Daniel	0
Morgan State University	4
Mt. St. Mary's University	7
Salisbury State University	1
St. Mary's College of Maryland	2
Towson University	13
University of Maryland Baltimore County	9
University of Maryland College Park	N/A
University of Maryland Eastern Shore	2
Villa Julie College	0
Washington College	N/A
Total	**390**

*In MAT reporting that includes part-time or hired teachers of record, MSDE does not require a PDS placement, but participants may be reported as initially certified in other documents accounting for discrepancies between PDS reporting and State Staffing reports.

4. PDS Standards and Accountability

Since the earliest beginnings of PDS in Maryland, MSDE has sought to develop an objective system for determining that a college-school partnership was, indeed, a PDS. MSDE set about to put in place standards, realizing that, in a standards-based world, a system of accountability based and assessed on standards would be the way in which PDS work could be objectively validated and recognized. The National Council for Accreditation of Teacher Education (NCATE) developed such standards and, in fact, Towson University piloted the NCATE PDS Standards in 2001. The *Redesign*, however, required more intensive accountability for PDS. In 2002, MSDE published the *Maryland Standards for Professional Development Schools*, originally adapted from the NCATE Standards and the *Maryland Common Understandings about Professional Development Schools* document. MSDE brought together stakeholders from every facet of PDS work in Maryland to three Professional Development School Leadership Academies to accomplish several goals:

- examine, reflect upon, and refine the standards;
- develop guidelines for standards implementation;
- devise pilot experiences to test the standards in real-life settings;
- review pilot experiences;
- formulate an accountability process by which an IHE's PDS efforts could be formally recognized as "PDS operating according to Standards;" and
- develop a model of peer coaching and sharing as well as MSDE-provided technical assistance to IHEs and their PDS partners in standards compliance.

Using the understandings that resulted from the above activities and reflections, MSDE published the *Professional Development School Assessment Framework for Maryland* in Fall 2003. The accountability for PDS is now incorporated into the state program approval or joint state program approval/NCATE accreditation process. MSDE continues to provide technical assistance to IHEs and their school partners in meeting this requirement. By the use of this framework in such approval and accreditation visits, MSDE is able to officially recognize an IHE's network of PDS. IHEs are now asked to use the collaborative process with each of their PDS partnerships in self-assessing their place on the PDS Standards continuum, i.e., *Beginning, Developing, At Standard,* and to report this information annually. It is these evidence-driven self-assessments that are verified through the state/national process mentioned above and through which, by extension, an IHE's global PDS structure is validated.

➢ The following chart provides the self-identified Statements of Standing for Maryland PDS for 2003-2004.

4. A Maryland PDS Statements of Standing

PDS operating at the Beginning level	81
PDS operating at the Developing level	144
PDS operating At Standard	31

IHE-Sponsored Research

A major component of the *Maryland Standards for Professional Development Schools* is research. While the *Standards* broadly include research conducted by all PDS stakeholders, data presented here represent only those research projects conducted by IHE faculty and graduate students. Teacher research and other practitioner-based inquiry projects are included in this report under section 5, PDS Professional Development. (In the future, MSDE will encourage IHEs to conduct more formal, academic research studies in addition to action research in PDSs.)

- The following chart provides information on the number of studies that were conducted in non-PDS schools and the number conducted in PDS. The PDS studies were not necessarily focused on the PDS program but may have targeted a specific educational intervention or phenomena.

4.B IHE Research

# IHEs Reporting	# studies conducted in non-PDS school	# studies conducted in PDS
19	187 (68%)	87 (32%)

5. PDS Professional Development

IHEs commit, along with the PDS partner schools and IHE PDS liaisons, to collaboratively plan and provide professional development for PDS inservice teachers, specifically, and to the entire PDS school community in general. Maryland PDS Standards require that such professional development be grounded in the School Improvement Plan of the individual school and be an area of need identified by the school. This collaborative process may yield coursework, content-specific workshops, classroom management seminars, courses needed by conditional teachers for full certification or by inservice teachers for recertification, or sessions for other purposes.

The following chart details the number of collaboratively developed and implemented professional development sessions statewide in columns: (1) indicates the content of the session; (2), the number of sessions held; (3), the number of inservice teachers (IST) attending the session; (4), the number of non-tenured teachers (NTT) attending (where available); (5), the number of preservice interns (PSI) attending; and column (6), the number of IHE faculty (IHE) attending.

5.A PDS Professional Development Chart

Content	# of sessions	Inservice-teachers attd.	Non-Tenured teachers attd.	Pre-service Interns attd.	IHE faculty attd.
Literacy	365**	1,970	196*	428	125
Mathematics	296	1,095	132*	265	60
Mentoring	326***	1,187	69*	23	178
Technology	190	880	101*	324	121

* This information (number of non-tenured teachers attending) is not readily available due to privacy issues and may not reflect actual numbers (which may be higher).

** This figure includes Reading courses for initial certification for conditional teachers and for recertification.

*** MSDE requires all intern mentors to be trained; some IHEs train interns and mentors together in the art of mentoring and being mentored.

Performance Outcomes

In 2000, MSDE imposed certain requirements on IHEs applying for subgrant funding through the above-mentioned Title II funding. Among those were that partnerships must agree on measurable outcomes for the three audiences of PDS work: preservice interns (teacher candidates), inservice teachers, and K-12 students. This ongoing reporting requirement is not an attempt to derive direct causality between PDS activities and K-12 student achievement. Rather, MSDE insists on reflective and thoughtful attention to those activities, and ultimate and sustained commitment on the part of the partners of a PDS to focus attention not only on what is being done in the PDS, but on why such activities were planned and implemented according to data. Outcomes resulting from described activities are expected to either support replication of, or indicate a need for change in, the quality and/or content of the activities. As in other sections of the report survey, a format for reporting the performance outcomes was provided and institutions were encouraged to use the format. The intent was to use this information in the same way other data were used: to calculate the numbers of like projects and outcomes to produce a statewide snapshot. However, the reported activities were so unique to individual schools and to each PDS

partnership and categories of interventions or measurements were so widely diverse that to draw conclusions or to suggest any statewide trends would not have validity. IHEs reported that 122 projects were undertaken during the period 1999-2003. The format in which the data are presented in this report is the same format provided to IHEs for their use; all but one project selected for presentation uses the format in this report. (See Coppin State University #1).

In 2002, in direct response to the requirements of *No Child Left Behind*, the State began the process of changing its assessment data collection and accountability system from the Maryland State Performance Assessment Program (MSPAP) to the current Maryland State Assessments. Many of the activities using MSPAP as a measurement tool were forced to redirect their tracking efforts. Further, projects were occasionally interrupted by a change in PDS principal or PDS IHE Site Liaison affecting the projects themselves. Finally, a number of IHEs, funded in years two or three of the grant, were just beginning to develop PDS and were not specifically required to focus on outcomes. Selection criteria, then, required projects that completed tracking activities and outcomes to a measurable conclusion. The report does not contain more than one example of the same project. Publishing of the following was intended to provide a brief representative cross-section of projects submitted. The names of individual LEA schools have been deleted.

5.B Performance Outcomes

Bowie State University

Targeted Population	Interns
Number of Interns Served	20
Academic subject targeted	Literacy
Assessment Instrument	Rubrics and student achievement data
Baseline Data	Individual classroom literacy data
Intervention(s).	Pre-service candidates participate in PDS inquiry groups.
Measurable Achievements over life of Grant	Knowledge and experience with collaborative inquiry opportunities to experience reading strategies in inquiry groups, methods class, and implement such strategies during their yearlong internship and for inclusion in exit electronic portfolios.

Bowie State University

Targeted Population	In-service Teachers
Number of In-service Teachers Served	45
Academic subject targeted	Literacy
Assessment Instrument	Rubrics and student achievement data
Baseline Data	Individual classroom literacy data
Intervention(s).	Inquiry groups focusing on strategies that work
Measurable Achievements over life of Grant	• Teacher experts developed in literacy • Inquiry group process established • Class strategies improved
Notes	Teachers will present their results at the PGCPS Teachers-as-Researchers Conference hosted by Bowie State University.

College of Notre Dame

Targeted Population	Inservice Teachers
Number of Inservice Teachers Served	2001-02 – 121 2002-03 - 125
Academic subjects targeted	math, English, science, art, and social studies
Pedagogical topic targeted	Classroom management, vocabulary strategies, assessment/planning, scoring tools, directed reading, SAT format/integration, raising expectations, HSA format/integration, and memory strategies
Assessment Instrument	Teacher surveys HSAs for Algebra I and English 9 and SAT scores
Baseline Data	*MSA reading scores for incoming ninth graders (2002) – 19.4% in satisfactory range HSAs: English 9 2003 – 22.8 2002 – 25.9 Biology 2003 – 37.3 2002 – 43.8 S. Studies 2003 – 48.3 2002 – 42.3 Algebra I 2003 – 34.6 2002 – 24.8 SAT 2003 verbal – 521 2002 verbal – 507 2003 math – 545 2002 math – 522
Intervention(s).	- required to select/participate in professional development activities offered at the school - required to attend faculty/department meetings focused on specific needs identified by formal and informal assessments - asked to demonstrate increased proficiency in preparing students for HSA/MSA during formal observations - invited to participate in CND courses offered on-site - required to participate in on-site mentor training course if applying to become a mentor teacher - invited to attend portfolio assessment training offered on-site
Measurable Achievements over life of Grant	- decrease in teacher attrition - increase in interns hired by school - increase in teachers interested in becoming mentors - increase in student achievement on HSAs, MSAs, and SATs - received high marks on TABCO climate survey
Notes	- teachers have access to and utilize the services of two BCPS mentor-trainers at the school - teachers attend an extensive program of differentiated staff development offerings - teachers are actively involved in preparing/assessing/developing the School Improvement Plan

Comments:

The data, goals, and interventions are consistent for all stakeholders at this school. This clear focus assures that everyone is working toward the same goals. Because of this emphasis on student achievement and professional development, the school is making significant progress and faculty morale is high.

The data used for the years of this assessment focus on the HSAs. The SIP and grant activities have now begun to utilize other assessments (MSA scores and reading scores); therefore, the 2003-04 school year will be a baseline year for many areas.

College of Notre Dame

Targeted Population	K-12 Students
Number of K-12 Students Served	2001-02 – 1759 2002-03 – 1775
Academic subject targeted	math, English, science, art, and social studies
Pedagogical topic targeted	Classroom management, vocabulary strategies, assessment/planning, scoring tools, directed reading, SAT format/integration, raising expectations, HSA format/integration, and memory strategies
Assessment Instrument	Informal classroom assessments HSAs for Algebra I and English 9 and SAT scores
Baseline Data	*MSA reading scores for incoming ninth graders (2002) – 19.4% in satisfactory range HSAs: English 9 2003 – 22.8 2002 – 25.9 Biology 2003 – 37.3 2002 – 43.8 S. Studies 2003 – 48.3 2002 – 42.3 Algebra I 2003 – 34.6 2002 – 24.8 SAT 2003 verbal – 521 2002 verbal – 507 2003 math – 545 2002 math – 522
Intervention(s).	Reading/Vocabulary: - increased emphasis on reading/writing/vocabulary skills in all content areas - regular implementation of directed reading/thinking activities in all classes - classroom focus on BCR writing skills as required by HSA Math - Algebra I teams meet weekly to discuss strategies, analyze data, and plan lessons - classroom drills are utilized to prepare students for HSA and MSA format and questions
Measurable Achievements over life of Grant	- Algebra I MSA results showed an increase of almost 6% - English 9 MSA results showed a decrease of less than 3% - SAT scores showed an increase in both verbal and math scores despite an increase in the number of students taking the test
Notes	- Level of expectation has increased - Classroom instruction is more clearly focused on assessed student needs

College of Notre Dame

Targeted Population	Interns
Number of Interns Served	2001-02 – 9 2002-03 - 11
Academic subjects targeted	math, English, science, art, and social studies
Pedagogical topic targeted	Classroom management, vocabulary strategies, assessment/planning, scoring tools, directed reading, SAT format/integration, raising expectations, HSA format/integration, and memory strategies
Assessment Instrument	Intern evaluations/observations by mentor and supervisor Intern journal entries Intern evaluations of program Intern portfolio HSAs in Algebra I and English 9 and SAT scores
Baseline Data	*MSA reading scores for incoming ninth graders (2002) – 19.4% in satisfactory range HSAs: English 9 2003 – 22.8 2002 – 25.9 Biology 2003 – 37.3 2002 – 43.8 S. Studies 2003 – 48.3 2002 – 42.3 Algebra I 2003 – 34.6 2002 – 24.8 SAT 2003 verbal – 521 2002 verbal – 507 2003 math – 545 2002 math – 522
Intervention(s).	Reading/Vocabulary: - invited to attend professional development activities related to reading comprehension offered at the school - attended a welcoming session prior to the start of school where they were introduced to LEA - required to attend faculty/department meetings - asked to demonstrate a lesson plan incorporating a reading skill for mentor and/or college supervisor - planned and participated in classroom activities (including test-taking strategies) to prepare students for HSAs and SAT Math: - utilized classroom drills designed to replicate HSA-type questions - required to attend department meetings focused on improving math skills, particularly on incorporating writing into daily instruction - met with Algebra I teams to analyze data and plan instruction

	Others: - invited to attend staff development activities on a variety of topics related to school goals and objectives
Measurable Achievements over life of Grant	- Scores in Algebra I and government increased - SAT scores increased - Three interns were hired by the school; at least 4 others were hire within the system based on recommendations provided by the school
Notes	- Interns have access to and utilize the services of two BCPS mentor-trainers in the school - Environment of school supports action research and interns have access to data and knowledgeable personnel - Interns are invited and attend an extensive program of differentiated staff development offerings

Coppin State University

Nature of Inquiry	Why targeted populations	Interventions	Results	Conclusions
Behavior Modification	**Poor Behavior, Low Achievers**	**Mentoring, Tutorial**	**Improved Behavior**	**Research not conclusive**
Mathematics	**Low math scores**	**Tutorial, use of Math resources**	**Improved math scores**	**Research not conclusive**
Reading /Language Arts	**Low reading scores**	**Mentoring, tutoring**	**Improved reading scores**	**Research not conclusive**

Coppin State University

Targeted Population	Interns
Number of Interns Served	8
Academic subject targeted	mathematics, reading
Pedagogical topic targeted	Demonstrate use of individualizing instruction and teaching specific content skills in reading, math
Assessment Instrument	MSA, Iowa Test of Basic Skills
Intervention(s).	Provide lesson plans on grade level that meets the need of each skill focused in the workshop (math)
Measurable Achievements over life of Grant	Increase test scores by 10% in reading and math (scores indicated on MSA)

Coppin State University

Targeted Population	K-12 Students
Number of K-12 Students Served	Grades K-5 in all PSD sites (high need schools)
Academic subject targeted	Reading, mathematics
Pedagogical topic targeted	Students will demonstrate a mastery level of test awareness Skills taught by teachers attending the workshops in math and reading
Assessment Instrument	MSA, Iowa Test of Basic Skills
Intervention(s).	Teachers attending the workshops will demonstrate a Mastery of the math and reading content area skills by Teaching skills to students and reporting results in follow-up sessions
Measurable Achievements over life of Grant	Improve reading and math test scores by 10%

Coppin State University

Targeted Population	Inservice Teachers
Number of Inservice Teachers Served	160
Academic subject targeted	Reading, math
Pedagogical topic targeted	In-service teachers will demonstrate a mastery of performance based assessments and constructive based responses in reading and math
Assessment Instrument	MSA, Iowa Test of Basic Skills
Intervention(s).	Using acquired content knowledge to teach skills to students, in-service teachers will write grade level lesson plans that will improve reading and math scores
Measurable Achievements over life of Grant	10% increase of math and reading test scores

Coppin State University

Targeted Population	PreK-3 (math), Special needs students (K-5), Regular K-5
Number Served	100
Academic subject targeted	Reading, math
Pedagogical topic targeted	PreK-3 teachers will demonstrate a mastery of the prerequisite skills needed by students to improve on MSA and Iowa Test of Basic Skills
Assessment Instrument	MSA
Intervention(s).	Teachers will complete and turn in lesson plans with activities that address needed skills by grade-level
Measurable Achievements over life of Grant	Increase test scores by 10% in reading and math

Frostburg State University

Note: MSDE combined Frostburg projects' identified targeted populations. Project seeks to develop leaders and build and maintain efficient PDS across all programs.

Targeted Population	Interns/Preservice/Inservice
Number	Served 341 K-12 students, 20 teachers, all FSU interns
Pedagogical topic targeted	Instructional leader Dedicated Professional Continuous Assessor Education Advocate Collaborative Bridge Builder Reflective Decision Maker (All pedagogical topics included within these FSU Unit Outcomes)
Assessment Instrument	Exit Portfolio Interview
Baseline Data	PDS Entrance & Portfolio Interview
Intervention(s).	Ongoing within each course and internship.
Measurable Achievements over life of Grant	Overall development began with 2 individual PDS becoming standards based. During the 2002-2003 academic year 2 complete clusters consisting of 9 schools became standards based (with 1 of the original 2 in each cluster).
Notes	Of the total PDS within our network, we now have four clusters (17 Schools), which are standard based; the other 3 clusters are in the process of becoming standard based.

Goucher College

Targeted Population	Interns
Number of Interns Served	55
Academic subject targeted	Elementary middle and certification areas of the interns
Pedagogical topic targeted	Pedagogy in general, mastery of Goucher standards for education (matched to EDoT), INTASC, and CEC
Assessment Instrument	Intern Evaluation Instrument (30 item)
Baseline Data	In the fall exit conference, 69% of the graduate interns received a score of 3 or above on the Intern Evaluation instrument.
Intervention(s).	Year long internship with seminars and cluster meeting with the PDS coordinators (supervisors) and site leaders.
Measurable Achievements over life of Grant	In the spring, 100% of the graduate interns received a score of 3 or above.

Goucher College

Targeted Population	K-12 Students
Number of K-12 Students Served	367
Academic subject targeted	MSPAP – reading and writing
Assessment Instrument	MSPAP baseline and MSA
Baseline Data	In 2002 MSPAP was used. There can be no comparison of student data due to the change of instrumentation

Data

MSA data			
	Proficient	Advanced	NR
Reading – 3	43		27
Reading – 5	44.1	17.6	38
Math – 3	50.7	9	46
Math – 5	52.9	2.9	55

Attendance (1-5)	95.1%

AYP	MET	
	Reading	**Math**
All	Met	Met
Am. Indian	-	-
Asian	-	-
African Am.	Met	Met
White	Met	Met
Hispanic	-	-
FARMS	Met	Met
Sped. Ed	Met	Met
LEP	-	-

Intervention(s).	Curriculum analysis. The original intervention examined the reading and writing curriculum and student work for the match with MSPAP. When the state changed the instrumentation, the curriculum analysis work had to change.
Measurable Achievements over life of Grant	Cannot be done because the state changed the assessment. School has met AYP for 2003. Norm reference data show reading in grade 3 the weakest area.

Hood College

Targeted Population	Inservice Teachers
Number of Inservice Teachers Served	81 teachers in 10 schools
Pedagogical topic targeted	Mentoring beginning teachers and interns
Assessment Instrument	Survey
Baseline Data	Pre-assessment indicated that teachers had very little understanding of mentoring.
Intervention(s).	Overview of mentoring Identifying characteristics of effective mentor Understanding adult learners Identifying personal strengths Practicing communication skills Developing effective conference skills
Measurable Achievements over life of Grant	Post-assessment indicated that teachers were knowledgeable of roles and responsibilities of a mentor and that they were willing to be a mentor. Follow-up observations indicate that those who participated in mentor training were more successful in working with interns and beginning teachers.
Notes	Research is continuing to monitor the effectiveness of the mentor and intern training.

Hood College

Targeted Population	K-12 Students
Number of K-12 Students Served	K-5 students in six elementary schools.
Academic subject targeted	Reading
Assessment Instrument	MSPAP, Degrees of Reading Power
Baseline Data	Results of the Degrees of Reading Power assessment. Grade 3 MSPAP results
Intervention(s).	Interns worked with individual students and small groups of students. Interns and inservice teachers participated in school-based, system sponsored, and PDS collaborative professional development activities. Interns collected data and conducted assessments with students, i.e. running records, etc.
Measurable Achievements over life of Grant	Two elementary schools showed gains in reading performance. One elementary school's results remained the same. The middle school reported that the results of the DRP were helpful in scheduling students for instruction.
Notes	Several schools had changes in administrators and the use of the Degrees of Reading Power assessment was not used after the first year.

Johns Hopkins University

Targeted Population	Interns
Number of Interns Served	28
Academic subject targeted	Grant targets: Reading in content areas (emphasis: science)
Pedagogical topic targeted	Effective planning using *Understanding by Design* framework; action research
Assessment Instrument	Focus groups, questionnaires, lesson plans, student assessments/work products, action research projects
Baseline Data	Baselines not established for interns specific to grant-funded Summer Programs or action research projects
Intervention(s).	Interns plan & deliver two 2-week summer enrichment program sessions each year, recruit students identified by PDS as "gifted" or "promising" (i.e., capable of better academic achievement than currently exhibiting), pre- & post-assess students, analyze data & use for program improvement from Session I to Session II in a given year, and from one year to the next. Training using *Understanding by Design* planning framework; training in action research.
Measurable Achievements over life of Grant	Demonstrate proficiency in effective planning, engaging students in challenging/stimulating content, data analysis, and action research methodology. Demonstrate ability to use effective strategies to improve students' reading/writing in content area (science).
Notes	Interns have a "major" placement in one of the schools in the PDS (over 75% of school year, including both beginning the year and >100 days in second semester), and a "minor" placement/rotation in another school. This results in building experience across the secondary grade levels and develops a sense of teaching in an entire feeder system rather than being limited to a single school. Interns in outgoing cohort mentor incoming cohort of interns in planning, teaching, assessing, and understanding school context (including interacting with parents) prior to start of school year annually. Result of grant: Summer Program has now been institutionalized without grant funds for two years (2003, 2004). Approx. 25% of interns overall accepted teaching positions in the PDS.

Johns Hopkins University

Targeted Population	K-12 Students.
Number of K-12 Students Served	187 in grades 5 through 9
Academic Subject Targeted	Reading/writing across content areas; science content emphasized, with additional focus on career awaredness and use of technology
Assessment Instrument	Writing prompts + informal content assessments; questionnaires
Baseline Data	Students scores on writing prompts (average scores range from 1- 2 on 4-pt. Rubric)
Intervention(s).	Two 2-week sessions per summer of enrichment program targeting both identified GT/high achieving students and "promising" students (those identified as capable of achieving at higher levels).
Measurable Achievements over life of Grant	67% - 85% of students (depending on year) showed increase in writing proficiency measured on 4-point rubric. Students also demonstrated improved mastery of technology (desktop publishing, website design, etc.) and positive dispositions to the program overall.
Notes Descriptions above apply only to students participating in grant-funded summer programs. Number of students impacted by working with interns is in hundreds annually.	Parents also demonstrated satisfaction with the program every year, as shown in annual questionnaires and informal comments at culminating presentations.

Salisbury University

Targeted Population	**Interns**
Number of Interns Served	60
Academic subject targeted	math, reading, language arts
Pedagogical topic targeted	inclusive instruction assistive technology lesson modifications
Assessment Instrument	course projects and written assessments
Baseline Data	content analysis of preliminary reflections on inclusion
Intervention(s).	- on-site course @ PDS - working in inclusive classrooms - inservice workshops -tutoring of inclusive students
Measurable Achievements over life of Grant	- 85% of students were able to identify shifts in their dispositions about teaching students with diverse needs in inclusive settings, including understanding their biases, prejudice, and assumptions about students with diverse needs - students participated in semester-by ethnographic research (participant observes) working in inclusive classroom - students wrote pre/post reflections about Inclusion and presented their field based case studies at the end of semester

6. Retention

IHEs were asked to begin to report any data they could obtain on the retention of PDS-trained teachers hired by systems in the State of Maryland. Twelve IHEs survey their graduating students for such information, but the rate of return is very poor.

The following chart reflects IHEs that survey their graduates for hiring and retention information. Since these data are now required by NCATE, more will survey in the future.

6.A Graduate survey chart

# of IHEs who survey graduates	**# of IHEs who do not survey graduates**	**Average rate of return from 7 institutions who average rate of return**
12	**8**	**41%**

MSDE asked IHEs to report retention information for their graduates using the resources of hiring school systems where possible. Some systems do not maintain such records, so reporting is uneven across the state. The following chart shows data from reporting IHEs who were able to obtain the figures. (MSDE is now working with schools systems' PDS liaisons and HR placement officers to broker retention data by graduates of Maryland PDS.)

- The chart reflects **only those IHEs who could supply data on the hiring and continued employment of their graduates** and does not include Towson University.
- The chart compares PDS versus non-PDS trained teachers and their retention rates.

6.B Retention Data

Year of Graduation	# IHEs reporting	# PDS trained	# Employed	# Still Employed	# Non-PDS Trained	# Employed	# Still Employed
1999-2000	4	34	29 (85%)	28 (97% of those hired)	50	47 (94%)	45 (96% of those hired)
2000-2001	3	50	47 (94%)	47 (100%)	5	5 (100%)	5 (100%)
2001-2002	5	78	73 (94%)	72 (99%)	4	2 (50%)	2 (100%)
2002-2003	5	91	85 (93%)	82 (96.5%)	7	5 (71%)	3 (60%)
2003-2004	4	46	39 (85%)	N/A	22	14 (64%)	N/A

The more compelling studies on teacher retention in PDS are those currently being formally conducted between Towson University and Baltimore County Public Schools, and an informal study of PDS-trained new hires in Prince George's County Public Schools between 2000 and 2003. The results are promising, and Towson will begin a study with Howard County Public Schools this school year (2004-2005).

Towson Retention Study

Towson undertook an ongoing study comparing the retention rate of PDS-trained graduates of Towson University with the non PDS-trained graduates in collaboration with Baltimore County. These results will be presented in detail through that university. MSDE acknowledges the contribution of Towson University in responding to the MSDE PDS study by sharing a research study of its own. These data are the property of Towson University and Baltimore County Public Schools. 87 graduates were followed over a period of three years. The chart reflects the percentage of graduates still teaching after one, two and three years:

6.C Towson Retention Study

	PDS Preparation	Non-PDS Preparation
Year 1	100%	85%
Year 2	94%	62%
Year 3	94%	58%

Towson plans a similar study with the Howard County Public Schools beginning with the 2004-2005 school year.

Prince George's County Public Schools (PGCPS) Retention Study

In 2001, Prince George's County Public Schools began a retention study of new hires trained in PDS. IHE-specific data relates to teachers hired from Bowie State University State University and the University of Maryland College Park. These data do not relate this retention rate with the aggregate PGCPS retention rate. This is an ongoing study.

6.D Prince George's Retention Study

IHE	Year hired	# PDS grads hired	2002-2003 % retained	2003-2004 % retained	2004-2005 % retained
Bowie State University	2001-2002	5	100	100	80
	2002-2003	16	*	88	88
	2003-2004	15	*	*	100
	2004-2005	13	*	*	Data not yet available
University of Maryland College Park	2001-2002	22	100	77	77
	2002-2003	40		98	85
	2003-2004	27	*	*	85
	2004-2005	32	*	*	Data not yet available

Note: The Teacher Staffing Report indicates an unexpected decline in the number of teachers hired during the school year 2002-2003. MSDE will explore the possible correlation between those data and the increasing percentage of Maryland teachers who are PDS trained. Promising, but far from conclusive, retention data linked to PDS training, makes further study critical in light of the continuing teacher shortage.

Induction Data

Frederick County will begin discussions with MSDE on a cost analysis of induction training required for a PDS-trained teacher compared to a non-PDS trained teacher. Frederick County Public Schools report that PDS-trained teachers require mentoring more appropriate to a second- or third-year teacher rather that that of a first-year teacher, reducing the intensity, and thereby the LSS cost, of induction.

7. Cost Analysis

IHEs were asked to analyze the costs of training a teacher in a PDS that operates using the Maryland PDS Standards when compared to the costs of training a teacher through a traditional student teaching model. MSDE developed categories unique to PDS in collaboration with IHE partners. Each college/university submitted such a budget. The data indicated a wide range of IHE- reported expenditures. From the data submitted, MSDE calculated average amounts invested per intern using IHE funds and/or grant funds, and the average contribution of LEAs to PDS. This survey revealed a wide range of reported expenses: Columbia Union College reported spending $665 per intern, the lowest cost reported, while the University of Maryland Eastern Shore and Johns Hopkins University reported the greatest expense, each slightly over $3,800 per intern. Towson University, the largest producer of teachers in the state, reported it's spending per intern at just under $900, while the second largest producer, the University of Maryland College Park reported slightly more than $3,300 per intern. The range between the highest and lowest may be explained in how an IHE chooses to assign faculty to PDS. If regular faculty are assigned to schools as liaisons, the costs may be less, while using adjunct or clinical faculty may increase the salary costs.

Chart 7.A provides the average total costs per intern per category. IHEs reported the amount of money contributed to PDS by LEAs; however, those contributions are dramatically uneven across the state, with some systems in the central part of the state able to contribute, while other, smaller systems in more rural areas are able to contribute nothing. Further, some institutions make heavy use of grant funds to support PDS; others do not use any. Grant funding also ranges dramatically across the state, with Johns Hopkins reporting more than $15,000,000 in grant funding while several small institutions report no grant funding. The total grant funds available to IHEs for education was reported at slightly more than $22,000,000. The chart details the average dollars expended in categories unique to PDS.

7.A Total average costs of PDS by category

Summer Strategic Planning	$169,404
Portfolio Review (K-12 mentors are included in the review of standards-based portfolios and are recompensed for their time.)	$43,685
Materials and Supplies	$351,227
IHE Site Liaison	$991,643
School Site Coordinator	$217,216
IHE Network Coordinator	$583,921
Professional Development	$365,508
Other	$374,984
Total Average Cost	**$2,921,820**
Average Cost per Intern	**$1,728**

8. Summary

Within the past decade, PDS has achieved the most widespread reform in Maryland's teacher preparation programs.

- The years from 1997-2004 saw an increase in PDS sites of 1,479%;
- Maryland school districts with operating PDS partnerships increased by 82% in the same time period;
- In 2004, 92% of all preservice interns required to be in a PDS are completing extensive internships in a standards-based PDS;
- 68% of the state's PDS partnerships are operating beyond the standards for beginning partnerships, which may be an even greater testament to work of these years;
- A statewide accountability structure is in place to monitor and assess the proliferation of PDS for quality assurance and continued growth.

Much work is being done in existing PDS partnerships.

- In 2002-2003, a total of 1,177 professional development sessions focusing on literacy, mathematics, mentoring and technology were conducted under the auspices of the PDS;
- In 2002-2003, 5,132 inservice teachers, 1,040 preservice interns, and 484 IHE faculty participated with one another in these sessions, facilitating the dual renewal of school and university that is characteristic of PDS.

The report does indicate some opportunities for IHEs to improve their PDS partnerships without imposing undue hardship on either partner. For example:

- The costs reported for operating PDS remain an issue. The largest reported expense is related to personnel. Under some organizational structures, personnel expenses can make up over 60% of PDS operating expenditures. Alternate staffing structures may provide cost-effective options, and IHEs at the high end of per intern expenditure figures may wish to consider such options to minimize costs of PDS while maximizing benefits;
- The majority (68%) of IHE-sponsored school-based research is still being conducted in non-PDS schools. There is opportunity for improving this collaborative function of PDS while more effectively utilizing existing faculty and funding structures.

The data presented in this report indicate that the benefits of PDS may be well worth the costs. Focused work within PDS has targeted outcomes for preservice interns, inservice teachers, and K-12 students. While the data are still preliminary, the outcomes indicate that PDS, as a total part of a school's context and instructional program, is having positive effects on students, preservice interns and inservice teachers. While it is impossible to claim causality or to generalize results, educators throughout Maryland are becoming convinced of the power of PDS in the schooling equation.

Additionally, promising retention data are being collected:

- Educators can have greater confidence in the hypothesis that PDS graduates have better retention rates than non-PDS graduates;

- A portion of the costs incurred in the preservice years for PDS graduates may be saved during the induction years of teaching, when PDS graduates need less intensive induction support and training.

Challenges persist in providing PDS opportunities for all teacher candidates regardless of certification area. Further, more thorough studies are necessary concerning PDS effectiveness related to K-12 student performance and teacher retention. Through standards-based self-assessment and State accountability structures, MSDE will continue to monitor PDS to determine the ultimate impact of this reform effort.

References

Maryland Higher Education Commission. (1995). *Teacher education task force report.* Annapolis, MD: Author.

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Maryland State Department of Education. (2003). Professional development school assessment framework for Maryland. Baltimore, MD: Author.

APPENDIX A

GLOSSARY

Action Research. Action research is a deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition (Kemmis & McTaggart, 1982).

Cohort. A cohort typically consists of five or more interns in a single school engaged in the extensive internship as part of a single or multiple-site PDS.

Components. The components of the *Standards for Maryland Professional Development Schools* include Teacher Preparation, Continuing Professional Development, Research and Inquiry, and Student Achievement. These reflect elements of the *Redesign of Teacher Education* that are directly related to PDS.

Coordinating Council. The Coordinating Council is the collaborative governance vehicle that serves as the organizing body for the development and implementation of all aspects of the PDS. The Coordinating Council is co-chaired by school/school system and IHE personnel. Membership includes representatives of PDS stakeholder groups. The Coordinating Council meets at least four times per year.

Day. In referring to the 100-day extensive internship, a day is defined as a full school day or two half-days, not including travel time to and from a site.

Developmental Guidelines. The Developmental Guidelines for Maryland Professional Development Schools are intended to further elucidate the indicators found within the cells of the Standards for Maryland Professional Development Schools. The Guidelines provide a developmental continuum to aid PDS implementation and self-assessment.

Diversity. Diversity refers to differences among groups of people and individuals in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, region, age, and/or sexual orientation.

EDoT. The Essential Dimensions of Teaching are Maryland's standards used to measure intern effectiveness and to guide program development for teacher education programs.

Education that is Multicultural. Education that is multicultural is a continuous, integrated, multiethnic, multidisciplinary process for educating all students about diversity and commonality. Education that is multicultural promotes academic achievement and student success through addressing diverse learning styles and presenting curriculum and instruction that incorporate multiple perspectives.

Equity. Unlike equality, which implies sameness, equity "places more emphasis on notions of fairness and justice, even if that requires an unequal distribution of goods and services" (Valli, et. al., 1997). In the *Standards for Maryland Professional Development Schools,* equity refers to equitable access, processes and outcomes for PreK-12 students, interns, school faculty, and IHE faculty.

Extensive Internship. An extensive internship is a minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in the PDS school community.

IHE. The Institution of Higher Education is the two-, four-, or five- year college or university involved in the PDS partnership.

IHE Faculty. IHE faculty include adjunct, assistant, associate, and full professors and other faculty members in IHEs who are involved in the teacher education program. Arts and sciences faculty as well as teacher education faculty are included.

IHE Liaison. The IHE liaison is the point person for the IHE in the PDS partnership. Working collaboratively with the site coordinator, the IHE liaison provides leadership to the PDS.

IHE Supervisor. The IHE supervisor is the IHE representative who is responsible for collaborating with the pre-service mentor to provide individualized support and guidance to the PDS intern. The IHE supervisor and pre-service mentor work together to provide formative and summative assessment to the intern.

Indicators. In the *Standards for Maryland Professional Development Schools*, the indicators are the statements that appear in the cells of the table. These indicators are examples of how the standard might be met for each component. The indicators are in no way meant to be an exhaustive list of ways the standards may be met. There may be other indicators that equally convey the achievement of or progress toward the standards.

INTASC. The Interstate New Teachers Assessment and Support Consortium is a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. Maryland IHEs may use either the INTASC standards or EDoTs in their teacher education programs.

Inquiry. Inquiry is the process whereby PDS partners collaboratively examine and assess their practices and the outcomes achieved. Inquiry groups raise specific questions related to teaching and learning, seek to systematically answer these questions, use their findings to inform practice, and relate their findings to others. PDS inquiry supports change at the individual, the classroom, and the institutional level.

Intern. An intern is a student in a teacher education program who participates as part of a cohort in an extensive internship in a PDS.

PDS. A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and IHE faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools.

PDS Partners. PDS Partners include the IHE and school faculty and staff and the interns participating in the extensive internship.

PDS Stakeholders. PDS Stakeholders include the IHE and school faculty, staff, and support staff; the interns participating in the extensive internship; central office staff from the local school system; parents; community members; business partners; and PreK-12 students. PDS Stakeholders may also include representatives from the local teacher's association. The *Standards for Maryland Professional Development Schools* allow PDS partners to use collaborative decision-making regarding the appropriate selection of stakeholders as participants in PDS activities. For example, in an elementary PDS, an elementary student may not be an appropriate stakeholder for school improvement planning.

Performance Assessment. Performance assessment is a method of evaluation in which the learner is placed in an authentic situation and asked to demonstrate specific knowledge and skills.

Portfolio. A portfolio is a collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching. Intern portfolios are most often organized around EDoT or INTASC standards and are assessed by a team of IHE and school faculty using a standards-based rubric or scoring tool. An ePortolfio is a computer-based electronic version of the portfolio.

Pre-Service Mentor. A pre-service mentor, also known as a cooperating or supervising teacher, is a tenured, professionally certified teacher in the PDS who is responsible for collaborating with the IHE supervisor to provide individualized support to a PDS intern. Pre-service mentors receive specific training in guiding, supporting and assessing the strengths and weaknesses of interns.

Provisionally Certified Teachers. Provisionally certified teachers are those hired within the state of Maryland who have been issued a provisional certificate because they have not yet satisfied all requirements for a Maryland professional certificate.

Redesign of Teacher Education. Authored by the Teacher Education Task Force and formally endorsed by the Maryland State Board of Education and by the Maryland Higher Education Commission in 1995, this report is the guiding document for reform efforts in teacher education throughout the state of Maryland.

Resources. Resources include time, people, space, money, and materials.

School Improvement Plan. The School Improvement Plan is the data-driven document that provides the plan for staff development and other interventions to increase student achievement at the school site.

School Improvement Team. The School Improvement Team is the group of PDS stakeholders who collaborate to analyze student achievement data and craft the School Improvement Plan.

Site Coordinator. The site coordinator serves as the empowered representative of the school in the PDS partnership. Working collaboratively with the IHE liaison, the site coordinator provides leadership to the PDS.

Standards. The *Standards for Maryland Professional Development Schools* are statements of expected performance in the areas of Learning Community; Collaboration; Accountability; Organization, Roles and Resources; and Diversity and Equity.

Student Achievement. In the *Standards for Maryland Professional Development Schools*, student achievement refers to the holistic success of the student. This may be measured using a variety of means, including but not limited to standardized test scores, grades, work samples, and student performances.

Students with Special Needs. Students with special needs include those who have been identified in compliance with regulations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Teacher Education Program. A teacher education program is any program during which interns receive the coursework and experiences necessary for initial teacher certification.

TPIP. The Teacher Preparation Improvement Plan is the plan developed annually by all Maryland IHEs that have teacher preparation programs to document implementation of the *Redesign of Teacher Education* and to provide an action plan for the future.

Appendix B: Standards for Maryland Professional Development Schools

Adapted from: Draft Standards for Identifying and Supporting Quality Professional Development Schools (NCATE), and Common Understandings about Professional Development Schools (MD PDS Consortium) 10/23/2002

Standards	Components			
	Teacher Preparation	Continuing Professional Development	Research and Inquiry	Student Achievement
I. Learning Community *The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members.*	a. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences; b. Interns engage in the full range of teacher activities in the school community; c. Interns are placed in cohorts and reflect on learning experiences with their cohort peers and IHE and school faculty.	a. PDS partners collaboratively create, conduct and participate in needs-based professional development to improve instruction and positively impact student achievement; b. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns; c. School and campus-based instructional activities are informed by PDS experiences.	a. PDS partners collaboratively engage in inquiry and/or action research; b. PDS partners disseminate results of research/inquiry activities.	a. IHE and school faculty model the use of state/local learning outcomes and assessments in coursework and field experiences; b. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.
II. Collaboration *PDS partners work together to carry out the collaboratively defined mission of the PDS.*	a. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences; b. PDS partners share responsibility for evaluating interns; c. PDS partners collaboratively meet the needs of pre-service mentors; d. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.	a. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions; b. IHE and school faculty engage in cross-institutional staffing; c. PDS partners identify and address professional development needs of faculty and interns; d. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.	a. PDS partners collaboratively examine the action research/inquiry process; b. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.	a. PDS partners use demographic and performance data to modify instruction to improve student achievement; b. Representatives of PDS stakeholder groups participate on the school improvement team; c. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.
III. Accountability *The PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education.*	a. IHE and school faculty collaborate on the development of intern performance assessments; b. The teacher education program requires that interns be assessed through a standards-based portfolio; c. PDS partners develop and implement a collaborative agreement regarding exit standards for interns; d. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.	a. PDS partners assess the collaborative professional development provided in the PDS; b. IHE and school faculty collaboratively prepare to mentor and supervise interns; c. PDS partners work together to meet one another's professional development needs; d. PDS partners recognize one another's accomplishments.	a. PDS partners collect, analyze and use data for program planning and implementation; b. PDS partners use results of research and inquiry to inform future practice within the PDS.	a. PDS stakeholders assume responsibility for improving PreK-12 student achievement; b. PDS partners collaborate to determine the impact of PDS on student achievement.
IV. Organization, Roles and Resources *Partner institutions allocate resources to support the continuous improvement of teaching and learning.*	a. PDS partners communicate regarding roles, responsibilities and operating procedures and use continuous feedback to improve the operation of the PDS; b. PDS partners share resources to support the learning of PreK-12 students and PDS partners; c. PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed.	a. IHEs recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program; b. PDS stakeholders institutionalize recognition and rewards for pre-service mentors; c. PDS partners use the PDS as a vehicle for the recruitment and retention of teachers; d. A Memorandum of Understanding signed by PDS partners delineates the organization of the PDS and the resources to be provided.	a. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice; b. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.	a. PDS stakeholders examine the impact of PDS on student achievement; b. PDS partners use performance data in strategic planning to design, implement, evaluate and revise PDS policies, roles and resources; c. The IHE and school district institutionalize resources to ensure the continuity of the PDS.
V. Diversity and Equity *The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.*	a. The IHE provides all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS; b. Interns demonstrate skill in working with diverse student, parent and staff populations; c. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.	a. PDS partners provide equitable opportunities for stakeholder participation in PDS activities; b. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues; c. PDS partners represent diverse backgrounds.	a. PDS partners plan and conduct action research/inquiry with attention to issues of equity; b. PDS partners disseminate research findings related to student equity and use these for program improvement.	a. PDS partners work with parents and community members in support of student learning; b. PDS partners collaborate to ensure that all education is multicultural; c. PDS partners focus on meeting the needs of diverse learners to eliminate achievement gaps.

Appendix C

Guidelines for a Multiple-Site Professional Development School (PDS)

As institutions of higher education (IHEs) and local school systems work together toward full implementation of the *Redesign of Teacher Education in Maryland*, the number of PDS sites will continue to increase. Many existing PDSs consist of a partnership composed of a single IHE, a local school system, and an individual school. There are, however, multiple-site PDSs which involve more than one school. A multiple-site PDS might also be referred to as a cluster or a network.

A multiple-site PDS reflects all of the attributes of a single site PDS, with the expectation that the characteristics of a PDS are present as undergirding for the partnership of the IHE, the local school system(s), and the participating schools. School and higher education faculty and administrators are committed to the PDS partnership.

The Maryland Professional Development School Network has developed suggested guidelines for establishment of a multiple-site PDS. These guidelines are meant to be viewed as a work in progress and are intended to assist IHEs, schools, and school systems with their planning. Some elements of the guidelines are not exclusive to multiple-site PDSs, but are included because of their crucial nature in implementation of any multiple-site PDS.

- A representative from the central office of one or more local school systems takes part in the identification of schools which comprise the multiple-site PDS.
- A PDS coordinator at the Institution of Higher Education (IHE) and a PDS coordinator from the school/school system are identified by the PDS partnership.
- Interns comprise one cohort. In a semester previous to the full time internship, interns complete a practicum experience in the same school where they will have their full-time internship. There is critical mass of interns in each school (typically 5 or more). Within a multiple-site PDS, the number of interns at participating schools might vary, depending upon the capacity of the school or its stage in PDS development. In some cases, a school may choose to participate fully in professional development for inservice teachers while not having interns in the school for a period of time. Ideally, some classes for interns are held on-site at one of the schools.
- A co-chaired committee/council is formed to give all stakeholders input into the policy and operations decisions affecting the PDS. Suggested membership includes: the IHE PDS coordinator, another IHE representative, an identified central office representative(s) of the school system, an administrator from each participating school, a teacher from each participating school, intern(s) from the cohort, a parent/community representative, a teachers'/administrators' professional association representative, and a participating school student (secondary school).
- Close geographical proximity of the participating schools is ideal, but not essential.
- Professional development opportunities occur within and across sites: e.g., common staff development days, workshops, etc. These professional development activities are open to all interns, faculty and administrators in the schools and the IHE.

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