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TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: October 24, 2017

SUBJECT: Chapter 740 (Senate Bill 493) Teacher Induction, Retention, and Advancement Act of 2016 Update

PURPOSE:

The purpose of this item is to provide an update regarding the final recommendations of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup.

HISTORICAL BACKGROUND:

In the 2016 Maryland General Assembly, legislation was passed concerning teacher retention and induction. Chapter 740 (Senate Bill 493) - Teacher Induction, Retention and Incentive Act of 2016 (Appendix I) altered incentives provided for teachers and created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring. Additionally, the Act required the Maryland State Department of Education (MSDE) to facilitate a group of stakeholders to include representatives of primary and secondary education, higher education, and education policy experts to determine effective recruitment, retention, and the promotion of quality educators at all levels. The workgroup was required to deliver an interim report to the Governor and the General Assembly on November 1, 2016, and to submit a final report on November 1, 2017.

Chapter 740 requires the reports to include:

- findings related to national board certification;
- teacher recertification;
- loan forgiveness;
- induction best practice;
- legislative changes that will ensure that teacher academies, as authorized under the Every Student Succeeds Act, will be of the highest quality and rigor if they are implemented in Maryland, and that the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland;
- a coordinated statewide strategy for recruiting, retaining, and promoting quality teachers at all levels of education; and
- the best methods of incentivizing effective teachers who choose to teach in low-performing schools and schools with a critical mass of economically disadvantaged students.

Workgroup members included representatives from the Maryland Association of Elementary School Principals, the Maryland Higher Education Commission, Baltimore Teachers Union, Maryland Association of Directors of Education at Community Colleges, Maryland Independent Colleges and University Association, University of Maryland System, Maryland State Educators Association, Public School Superintendents Association of Maryland, the Maryland State Board of Education, and the MSDE. At the first meeting, five committees were identified and workgroup members were asked to identify one individual to represent their organizations on

each of the committees. Each committee was responsible for focusing on specific aspects of the legislative charge.

EXECUTIVE SUMMARY:

This update, presents the MSDE's response to the recommendations developed by subcommittee and workgroup members for your review and discussion. Final recommendations from the workgroup fall into four categories:

- Standards and accountability for educator preparation programs in Maryland;
- Certification of Maryland educators;
- Financial incentives for the recruitment and retention of teachers; and
- Mentoring and professional development for current teachers.

ACTION:

For discussion only.

KBS: sds

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

**Committee 4 of the Teacher Induction and Retention Act: Revising the Institutional Performance Criteria
September 2017
Recommendations to the Work Group**

Committee Members:

- **Dr. Chadia Abras, MICUAA**
- **Lisa Booth, MAESP**
- **Stacie Burch, MADTECC**
- **Michelle Dunkle, MSDE**
- **Charelle James, Maryland Approved Alternative Preparation Programs**
- **Robin McNair, MSEA**
- **Dr. Laurie Mullen, USM**

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Introduction

A. This committee makes the following recommendations to the Work Group:

1. With unanimous agreement, the committee recommends to the Work Group that it seek the adoption of the *Maryland Educator Preparation Standards* to replace the *Institutional Performance Criteria* as the framework for all state-approved educator preparation programs. (The complete document follows.)
2. The committee further recommends that a representative stakeholder group revise the *Professional Development School Standards*, the *PDS Implementation Manual*, and the *PDS Framework for Assessment* between November 1, 2017 and November 1, 2018.
3. Concurrently, a work group of representative stakeholders will focus on the alignment of the *Maryland Approved Alternative Preparation Program Standards*, currently aligned with the *Institutional Performance Criteria*, with the *Maryland Educator Preparation Standards*.
- 4.. The committee finally recommends that MSDE, with its EPP, LSS and other partners develop a “Glossary of Terms” commonly used but that do not always lend themselves to a common definitive understanding. Such terms as “rubrics,” “performance assessment,” and others require a clear common understanding of meaning to maintain the critical balance between EPP performance and State Program Approval and assure program excellence.

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

B. Notes

1. The word “mastery” is used in the document to replace commonly used, but ill-defined and often meaningless, words such as “rigorous” and “proficient.” In the context of this document, EPPs will be required to provide evidence that teacher candidates demonstrate mastery of certain instructional elements and competencies. EPPS will be required to define the measurement of mastery in its assessment system, defend that measurement with a rationale, collect and use resulting data to validate the rationale, and systematically engage in ongoing program improvement as a result of data analysis.
2. The Work Group will note the most significant changes recommended are found in Standard II in relation to the Professional Development Schools landscape, and in Standards I and III with increased requirements for program completion/certification eligible.

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Maryland Educator Preparation Standards

Standard I: Strong Instructional Foundation

This standard is designed to identify all of the standards and outcomes-based instructional and testing requirements in an educator preparation program and affirm fidelity to their implementation across programs.

Element	Indicator	Evidence
A. Content, Pedagogy, Testing, and Professional Practice	1. Programs Meet Entrance and Exit Requirements	
	a. Entrance <ol style="list-style-type: none"> 1) Basic skills test 2) Basic skills test 3) GPS requirements 4) EPP identifies initial dispositional data for teacher candidate 	<ol style="list-style-type: none"> 1) Praxis 80% Summary Pass Rate- required by Title II 2) Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) 3) EPPs annually identify GPA and testing requirements for entry into professional unit and/or entry into internship; (<i>Praxis® Core Academic Skills for Educators (or Praxis® Core) has been approved as a measure of academic proficiency for CAEP Standard 3, Component 3.2.</i>) 4) Programs provide initial candidate dispositional data
	b. Exit <ol style="list-style-type: none"> 1) Identification of requirements for graduation, program completion, and/or 	<ol style="list-style-type: none"> 1) Each cohort by program meets state qualifying score on content and pedagogy

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	<p>program completion culminating in eligibility for certification</p> <p>2) Successful completion of a validated performance assessment and/or pedagogical content knowledge and pedagogical knowledge test</p> <p>3) Documented understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies</p>	<p>tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests)</p> <p>2) Each cohort meets collaboratively set and as yet to be determined state qualifying score on validated performance-based assessment. If the EPP chooses to develop its own assessment, it will be the responsibility of that EPP to demonstrate the validity and reliability of the assessment. These assessments must be used as part of multiple-measure determination of program completion that results in certification.</p> <p>EPPs must report to the State on an annual basis the testing requirements (Praxis II/ACTFL) and GPA required for (1) program completion; (2) program completion and certification eligible.</p> <p>3) Evidence of instruction related to ethical conduct, professional standards of practice, and relevant laws and policies and demonstration of competencies as</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	<p style="text-align: center;">4) 3.0 overall GPA by exiting cohort for program approval</p>	<p>measured through both instructional assessments and rubrics, and in PDS and/or field experiences. Evidence includes instruction and assessments related to InTASC Standard #9 and NASDTEC Model Code of Ethics for Educators.</p> <p>4) Evidence by exiting cohort that candidates for certification have earned a 3.0 overall GPA.</p>
<p>B. Alignment with Local and National Standards</p>	<p>1. Programs Align Instruction with Fidelity to National and Local Standards in all Areas of Content and Pedagogy</p>	
	<p>a. Programs align PreK-12 standards and pedagogical content knowledge with national and local standards through collaboration among the education and arts and sciences colleges or departments.</p>	<p>a. Program documents collaboration between and among departments and colleges related to standards alignment and balanced content and pedagogy requirements</p>
	<p>b. Programs implement academic instruction and require strong performance in mathematics and science for teacher candidates as appropriate to the content area, and identify key required assessments linked to national and local content standards.</p>	<p>b. Program documents that each candidate for completion and/or certification</p> <p>1) Earns 12 credits each of math and science for early childhood, elementary, and Special Education grades 1-8 certifications with a minimum of six credits bearing the HEGIS code of mathematics, and six</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
		<p>credits bearing the HEGIS code of Education accepted, but not required, all of which align in content with the MCCRS.</p> <p>2) Earns math and science credits as appropriate for all other certification areas offered</p>
	<p>c. Programs implement outcomes-based instruction for teacher candidates that aligns with national and state content standards, and identifies key required assessments.</p>	<p>c. Evidence of Standards-based, rubric-assessment mastery of competencies for:</p> <ol style="list-style-type: none"> 1) National Content Standards 2) Maryland College and Career-Ready Standards (MCCRS) 3) InTASC Model Core Teaching Standards 4) Model Code of Ethics for Educators 5) International Society for Technology in Education (ISTE) Standards 6) Professional Standards for Education Leadership (PSEL)
	<p>d. Program assures that teacher candidates are familiar with State-required pre-K 12 instructional elements and assessments.</p>	<p>d. Program provides evidence of candidates' knowledge of currency of Maryland PreK-12 requirements to teacher candidates</p>
	<p>e. Secondary education teacher candidates major in or present the hours equivalent in certificate areas</p>	<p>e. Transcripts provide evidence of major or equivalent acceptable hours.</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	f. Candidates for Masters of Arts in Teaching may present major, hours equivalent, or appropriate content test results	f. Candidates' transcripts reflect major, equivalent hours, or appropriate test results.
	g. Programs include reading/literacy courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.	g. Current college/university catalogs list the required literacy courses for each program required for program completion: <ol style="list-style-type: none"> 1) Secondary Education - 6 credit hours required for initial completion and/or certification with the option to take three credits prior to first certificate renewal 2) PreK–12 Education - 6 credit hours required for initial completion and/or certification with the option to take three credits prior to first certificate renewal 3) Early Childhood and Elementary Education - 12 credit hours
	h. Programs define the metric indicating mastery of InTASC competencies through standards-based, rubric-assessed performance indicators that occur across field experiences and internships, and include the resulting data as a required component in a system of multiple measures	h. Evidence that candidates meet defined levels of competency in each of the InTASC Standards. The Learner and Learning Learner Development <ol style="list-style-type: none"> 1. Learning Differences 2. Learning Environments

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	<p>that determine candidate program completion and/or certification eligibility.</p>	<p>Content Knowledge 3. Content Knowledge 4. Application of Content Instructional Practice 5. Assessment 6. Planning for Instruction 7. Instructional Strategies Professional Responsibility 8. Professional Learning and Ethical Practice Model Code of Educator Ethics 9. Leadership and Collaboration</p>
<p>B. Cultural Competency, the Classroom Environment, and the Exceptional Child</p>	<p>1. Programs assure instruction and experiences that enable the teacher candidate to build a positive classroom environment where all students have the opportunity to succeed</p>	
	<p>a. Programs implement outcomes-based instruction designed to promote cultural competency and support the teacher candidate’s ability to build and maintain a positive classroom environment.</p> <p>b. Programs include instruction for PreK-</p>	<p>a. Programs document a minimum of three performance- based assessments across the program yielding evidence of instruction in cultural competency using identified practical application tools.</p> <p>b. EPPs will define and submit the evidence of</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	<p>social-emotional learning.</p> <p>c. Programs demonstrate use of <i>A Manual for Teacher Educators, Teachers and Principals: Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals</i> OR another tool linking to Positive Behavior Intervention Supports (PBIS), Restorative Justice/Practice programs, etc.</p> <p>d. Instructional design of all programs focuses on candidate capability to teach all students.</p> <p>e. Programs prepare all candidates to instruct students for whom English is not the primary language.</p>	<p>this instruction.</p> <p>c.. Programs identify use of tools such as the MSDE-developed Manual mentioned in the indicator, or other such research-based tool.</p> <p>c. Assignments, assessments, rubrics and data provide evidence that candidates demonstrate ability to differentiate and/or modify instruction to teach children with all identified or unidentified exceptionalities at both ends of the cognitive spectrum.</p> <p>d. Assignments, assessments, rubrics and data provide evidence of candidates’ ability to modify instruction for students for whom English is not the primary language.</p>
<p>C. Accessible Systems of Support for</p>	<p>1. Programs provide interventions and support for struggling teacher candidates for all programs.</p>	<p>1. Data indicating intervention and supports designed to result in teacher candidate success or appropriate career counseling and in ongoing</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
Teacher Candidates		program improvement
	2. Programs assess teacher candidate dispositions at various intervals.	2. Programs provide assessments of candidate dispositions at Entrance to program, at acceptance into internship, and at Exit.

Standard II: Extensive Pre-Professional Field and Clinical Experiences Aligned with Program Instruction and PreK-12 Priorities

This Standard is designed to establish with local school system partners a system of identification of Professional Development Schools based on school capacity to offer opportunities for teacher candidates to meet one or more required competencies based on the InTASC Standards. Field experiences should build their competencies through a series of clinical experiences that build upon one another and culminating in a full-semester internship. All competencies identified in Standard I as performance requirements must now be documented through the scaffolded field experiences and internship.

Element	Indicator	Evidence
A. Multiple, Extended, and Diverse Field Experiences	1. Teacher candidates have extensive and progressive field-based preparation in PreK-12 schools; 2. All candidates will have direct experience with diverse populations of PreK-12 students including all students with exceptionalities and students for whom English is not the primary language; 3. Candidate demonstrates mastery of required competencies through performance in PDS field and internship placements or in non-PDS situations that support the acquisition of required competencies demonstrated through performance assessment. (The latter	

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	situation applies to graduate, part-time MAT programs, specifically.)	
B. Annual PDS Assessment		
	<p>1. Programs document the ongoing capacity of identified PDS(s) to provide opportunities for candidate acquisition and demonstration of required competencies determined through annual self-assessment and Teacher Preparation Improvement Plan reporting guided by the <i>PDS Implementation Manual</i> and the <i>PDS Assessment Framework for Maryland</i>.</p>	<p>Data charts are revised yearly to reflect PDS capacities. TPIP provides annual updates.</p>
	<p>2. Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for PreK-12 faculty, the Educator Preparation Provider maintains state recognition of its PDSs.</p>	<p>List of active PDS sites</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Standard III: Performance Assessment

This Standard requires that all data collected from instructional standards-based requirements and related performance in Standard I, and implementation of those instructional and standards-based requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement.

Element	Indicator	Evidence
<p>A. An Integrated Assessment System Documents Candidate and Program Data to Guide Ongoing Program Improvement</p>	<p>1. a. and b. Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores), content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests, or validated performance based assessment c. Cohort overall GPA is minimally 3.0 for program completion and certification eligible.</p>	<p>1. a. Charts aggregated by program and unit of test data for entry to professional unit and internship b. Exit data for graduation, completion, completion as certification eligible c. Exit GPA data for graduation, completion, completion as certification eligible indicating 3.0 by cohort, and EPP.</p>
	<p>2. Programs provide evidence of use of standards-based, rubric-assessed performance assessments for teacher candidates designed to assure continuous improvement based on the Interstate Teachers Assessment and Support Consortium Standards (InTASC), national content standards, state PreK-12 standards and scoring tools.</p>	<p>2. Data from key assessments, rubrics, scores, data, analyses, feedback loop, aggregated by unit, disaggregated by program. As appropriate to certification area, data required for:</p> <ul style="list-style-type: none"> • National Content Standards • State Content Standards

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
		<ul style="list-style-type: none"> • Professional Standards for Education Leaders • InTASC Standards • ISTE Standards
	<p>3. The EPP identifies 6-8 key assessments that will be used in all programs offering educator certification</p>	<p>3. The EPP provides evidence of performance on the key assessments aggregated and disaggregated by program.</p>
	<p>4.</p> <p>a. EPPs define content mastery in all content areas determined by instructional assignments, assessments, rubrics, and outcome data.</p> <p>EPPs define mastery of required InTASC competencies to be demonstrated through field experiences and internship.</p> <p>b. EPPs provide evidence of candidate mastery of content requirements measured through grades and other performance measures; EPPs provide evidence of candidate mastery of InTASC competencies to be demonstrated through field experiences and internship using performance measures.</p>	<p>a. Definition of mastery supported by rationales for both instructional and competency-based requirements.</p> <p>b. The EPP provides data disaggregated by program, providing evidence of candidate mastery of content and candidate mastery of InTASC competencies through assignments, assessments, rubrics, and outcome data.</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	<p>c. EPPS use data from 3a and 3b to address areas of candidates' strengths and weaknesses and use each for ongoing program improvement.</p>	<p>c. Systematic data collection of both disaggregate candidate and aggregated program data including results of the data-driven system of addressing strengths and weaknesses at both the candidate and program level and using each for continuous program improvement</p>
	<p>d. Programs document candidates' assignments in field and internship experiences that assure each candidate has direct experience with a diverse PreK-12 student population.</p> <p>e. Programs use performance data from field experiences and internship in identified PDS (Levels 1-4) to assure candidate acquisition of required competencies.</p> <p>Competencies Assessed for Mastery</p> <p>The Learner and Learning</p> <ol style="list-style-type: none"> 1. Learner Development 2. Learning Differences 3. Learning Environments <p>Content Knowledge</p> <ol style="list-style-type: none"> 4. Content Knowledge 5. Application of Content 	<p>d. Charts documenting PDS demographics and placements</p> <p>e. Evidence charts, graphs, projects, etc., related to Performance, Essential Knowledge and Critical Dispositions collected through field and internship experiences at PDS, disaggregated by Program.</p> <p>EPP provides Evidence of Critical Dispositions captured at program entry, entry into internship and exit.</p> <p>EPP provides data from a minimum of three performance-based</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	<p>Instructional Practice</p> <ul style="list-style-type: none"> 6. Assessment 7. Planning for Instruction 8. Instructional Strategies <p>Professional Responsibility</p> <ul style="list-style-type: none"> 9. Professional Learning and Ethical Practice 10. Model Code of Educator Ethics 11. Leadership and Collaboration 	<p>assessments disaggregated by program with evidence of instruction in cultural competency with practical applications such as but not limited to Positive Behavior Intervention Supports (PBIS), Restorative Practice/Justice, etc. Strong evidence includes performance data from demonstrated use of <i>A Manual for Teacher Educators, Teachers and Principals Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals</i></p>
	<p>f. Programs provide formative and summative performance feedback to candidates both in coursework and field placements, collect data from that feedback and employ a system of program feedback for continuous program improvement.</p>	<p>f. Aggregated and disaggregated data by program: feedback, action generated by feedback, and data fed to program for continuous improvement</p>
	<p>g. Programs monitor candidate progress and provide supports to those at risk for not meeting criteria.</p>	<p>g. EPPs provide data collected from support interventions</p>
	<p>h. Programs set criteria at critical milestones (entry, internship, completion, certification eligibility) and provide</p>	<p>h. EPPs provide data collected at critical milestones, candidate criteria</p>

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	evidence of candidates' having met criteria.	for achieving milestones, data collection chart by program, system of feedback to program for ongoing improvement
	i. Programs provide aggregated and disaggregated teacher candidate performance data related to demonstrating positive impacts on PreK-12 student learning in the assessment system.	i. Commercial assessment instrument (e.g. edTPA, PPAT) or EPP-developed assessment instrument related to PreK-12 student learning.
	j. Programs provide performance measures and aggregated and disaggregated performance data reflecting the teacher candidate's ability to teach to the state required literacy standards.	j. Performance assessment data from Elementary Literacy courses or Literacy in the Content Area Parts I and II
	k. Candidates demonstrate a 3.0 GPA for program completion, certification eligible.	k. EPPs provide summary data of GPA, aggregated and disaggregated by program.
Supporting Ongoing Program Improvement	l.. The education unit shares data with internal and external stakeholders, analyzes the data, and uses data for continuous program improvement.	l. Charts, data, stakeholder advisory meeting agendas, department agendas, action plans, etc. 1) Employer surveys and/or focus groups
	1) The education unit demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.	

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	2) The provider demonstrates that stakeholders are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.	2) Program graduate surveys and/or focus groups
	3) The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	3) Program graduate surveys and/or focus groups

Standard IV: State Approval

This Standard assures that all programs in the Educator Preparation Provider hold State Program Approval and that required annual reporting informs the state of continuous improvement efforts.

Element	Indicator	Potential Evidence
A. The Educator Preparation Provider and all professional educator certification programs have state program approval.	1. The EPP identifies any series of courses offered for certification or endorsement through transcript analysis, and documents the institution's timeline for seeking state approval.	1. Lists or sequences of courses used in transcript analysis; EPP provides rationale for continuing transcript analysis or timeline for submitting for program approval.
	2. The EPP has the continuing capacity through its organization, the roles played by the	2. The EPP provides organizational and staffing charts to assure capacity to offer programs for which it holds approval.

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Potential Evidence
	administration, faculty and staff of the EPP, and through resources provided to the EPP by the EPP to provide a fully-functioning, state-approved educator preparation program.	
	2. Partnered Maryland Approved Alternative Preparation Programs are state approved.	<p>2. The EPP provides evidence that any alternative preparation programs in a local school system partnership (Maryland Approved Alternative Preparation Program) with the college or university have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.</p> <p>See Program Review Documents for MAAPP at www.marylandpublicschools.org</p> <p>Division of Educator Effectiveness, MAAPP</p> <p>Evidence: Program Approval letter of approval, most recent report from MAAPP State Program Site Review.</p>
	3. MAAPP partnerships use modified IPC for ongoing program approval	3. MAAPP Standards will reflect alignment with IPC
	4. The EPP uses feedback from state program review to facilitate continuous improvement, addressing Areas for Improvement	4. Data analyses, agendas, work plans, course revisions, etc. Annual TPIP response data

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Potential Evidence
	or Recommendations for Improvement and reports on that improvement through the annual Teacher Preparation Improvement Plan (TPIP) report process.	
	5. Programs maintain copies of TPIP annual reports to illustrate the annual improvement process	Electronic file maintenance
B. The provider recruits and supports completion of high-quality candidates from a broad range of backgrounds and diverse populations.	1. The EPP develops a plan to recruit high-quality candidates of diversity	1. EPPs will submit a plan with the TPIP collected one year from the implementation of the revised IPC.
C. The EPP demonstrates efforts to know and address state and local needs and shortage areas.	1. The EPP develops plan for addressing state and local needs for educators.	1. The EPP will submit a plan with the TPIP collected one year from the implementation of the revised IPC.
D. Standards Review	1. The community of educator preparation stakeholders assures currency and excellence in practice by reviewing its standards,	1. MSDE will facilitate a work group to review the Maryland Educator Preparation Standards within ten years of their adoption.

Attachment I:

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Potential Evidence
	minimally, every ten years.	

1. If the outcome of the state program approval visit is conditional approval or probation, the institution is then identified as “*at risk for low performing or low performing*” according to the reporting guidelines of Title II. The on-site review schedule is modified to meet state requirements.
2. Upon adoption of the Maryland Educator Preparation Standards, MSDE will facilitate the revision of the *PDS Implementation Manual*, and the *PDS Implementation Framework* in collaboration with a representative stakeholder work group. (November 2018-November 2019). One year following the completion of those documents, MSDE will hold three pilot standards reviews. (2019-2020.)



Program Approval and Assessment Branch

Maryland Institutional Performance Criteria based on The Redesign of Teacher Education

Introduction

The Program Approval and Assessment Branch of the Maryland State Department of Education (MSDE) conducts on-site institutional reviews of all educator preparation programs on a five/seven-year cycle*. The institutional performance criteria based upon *The Redesign of Teacher Education* frame the on-site review as well as the report sent to the institution following the visit.

An institution may receive the following program approval status resulting from the on-site visit: full approval, conditional approval, probation, or denial. The full approval status is for a period of five/seven years from the date of the review. Conditional approval and probation are forms of approval that are limited to one or two years with state monitoring and a focused visit or re-visit. During conditional approval or probation, the institution and its students receive the benefits of state approval. To conclude the conditional approval or probationary status, thereby restoring full five/seven-year approval, the State Superintendent determines that the conditions of conditional approval or probation have been met. If these conditions are not met, the State Superintendent terminates state approval.

For purposes of compliance with Title II of the Higher Education Act, the state will identify an institution as *at risk for being identified as low performing* or as *low performing* when a status of conditional approval or probation results from the on-site visit. **The conditional approval or probationary status and the accompanying *at risk* or *low performing* Title II status will result if the state determines that the institution's performance is unsatisfactory in any one of the five component areas of the *Institutional Performance Criteria*.**

The State Superintendent reserves the authority to inform a president and the dean or director of educator preparation regarding unsatisfactory performance at any time during the program approval five/seven-year cycle, an action that may result in conditional approval or probation and an *at risk* or *low performing* Title II designation.

* The State Superintendent reserves the authority to determine a revised timeline for an institution's on-site review based upon institutional performance.

Data that the State Superintendent draws upon to determine program approval status are from the following sources:

- State review reports combined the CAEP Accreditation Council decisions
- State review reports
- MSDE staff reports

CAEP/State/Federal Status

CAEP Council Decision (if applicable)	State Status and Requirements	Federal Status and Requirements
Accreditation	Full Approval	_____
Accreditation with follow-up report	Full Approval	_____
Accreditation with Conditions requiring a focused visit	Conditional approval with re-visit and monitoring/technical assistance	“At risk” or “low performing”** with technical assistance
Probationary Accreditation requiring a full visit	Probation with re-visit and monitoring/technical assistance	“At risk” or “low performing”** with technical assistance
Denial	Denial; program termination	If the institution does not terminate the program, the IHE is ineligible for professional development federal funds; AND the students in the program may not receive federal aid.

** The State Superintendent determines this status based upon the type and/or magnitude of unsuccessful performance.

Institutional Performance Criteria

Redesign of Teacher Education Component I:

Strong Academic Background

Each cohort (e.g., 2007-2008 graduates) meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) and content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests.

Indicators

- Certification assessment summary pass rate = 80%

Programs provide a strong academic background in mathematics and science for teacher candidates.

Indicators

- Document how your institution provides instruction in mathematics (12 credits) and science (12 credits) for prospective teachers appropriate to their certification area. *For example, you may include content and methods course syllabi as well as other program opportunities for teacher candidates.*
- Provide evidence that teacher candidates demonstrate proficiency in mathematics and science appropriate to their certification area. Identify how your performance assessment system measures candidate proficiency. *For example, you may include teacher candidate work and related PreK-12 student work that demonstrates proficiency in teaching appropriate to the candidate's certification area.*
- Document your use of a system that assesses candidate competence in mathematics and science and the method used to address areas of candidate weakness.

Programs provide strong academic background for teacher candidates that align with the Maryland College and Career-Ready Standards (MCCRS) .

Indicators

- Provide evidence that your teacher candidates possess knowledge and skills that are consistent with the MCCRS. Identify how your performance assessment system measures candidate proficiency.
- Document ways in which your institution's education and arts and sciences faculty work with one another to achieve PreK-16 standards alignment. You also may show how you work with MSDE, local school systems, and community colleges to enhance the alignment. *For example, you may explain how your PreK-16 committee compares the teacher preparation content curriculum with the Maryland MCCRS, making important curriculum revisions as needed.*

Secondary education teacher candidates major in their certificate area.

Institutional Performance Criteria ***Redesign of Teacher Education Component II:***

Extensive Internship

Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which includes an internship within two consecutive semesters that at a minimum has 100 full days in a school.

Indicators

- State the number of interns in each Professional Development School (PDS) site.
- State the total number of schools in which you place an intern across the two consecutive semester internship.
- Document how your institution ensures each candidate is trained in a diverse setting.
- Document how you achieve an internship of a minimum of 100 days across two consecutive semesters in a PDS for each certification program (excluding PreK-12 areas) at the baccalaureate and full-time post-baccalaureate level.
- Describe the internship for your part-time post-baccalaureate certification programs, including those for conditionally certified teachers.

Teacher candidates have their extensive internship in sites that are collaboratively planned with public school partners and follow the Maryland Professional Development School Standards.

Indicators

- Document the process you use to collaboratively plan and implement each of your PDSs, using the Maryland PDS Standards:
 - Learning Community
 - Collaboration
 - Accountability
 - Organization, Roles and Resources
 - Diversity and Equity

Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for PreK-16 faculty, the unit seeks and obtains state recognition of its professional development schools.

Indicators

- Document the developmental stage of your PDS(s) determined through Teacher Preparation Improvement Plan self-assessment and feedback from a PDS site visit team, guided by the *PDS Assessment Framework for Maryland*.

Institutional Performance Criteria

Redesign of Teacher Education Component III:

Performance Assessment

The educator preparation provider (EPP) unit uses a performance assessment system that is based on the Interstate Teachers Assessment and Support Consortium (InTASC), national Specialized Professional Association (SPA) standards and/or the Essential Dimensions of Teaching, (EDoTs) and is assessed by a standards-based rubric.

Indicators

- Name the standards for performance assessment your education unit uses for each certification area.
- Provide evidence of your use of standards-based, rubric-assessed performance assessment for your teacher candidates.
- Provide aggregated and disaggregated teacher candidates' performance data based on your assessment system.

The education unit provides formative and summative performance feedback to candidates.

Indicators

- Provide evidence of performance feedback at critical milestones (such as entry requirements, internship requirements, and exit requirements).
- Describe how you monitor progress and use the feedback mechanisms with teacher candidates, including support and counseling available to candidates facing difficulties.

The education unit uses performance assessment data for continuous improvement of programs.

Indicators

- Describe and document both internal and external data analysis for unit and program improvement.
- Document the use of analyzed results with major stakeholders for continuous improvement of programs.

Institutional Performance Criteria

Redesign of Teacher Education Component IV:

Linkage with PreK-12 Priorities

Programs prepare professional educators for assessment and accountability in Maryland, through focusing on the following reform elements:

- **Maryland College and Career-Ready Standards (MCCRS)**
- **Ready for Kindergarten (R4K) (Early Childhood)**
- **Student Learning Objectives (SLO)**
- **PARCC Assessments (PARCC)**

Indicators

- Document how your institution provides instruction in Maryland's school accountability system for all prospective teachers.
- Provide evidence that teacher candidates demonstrate proficiency in the knowledge, skills, and dispositions related to the Maryland accountability elements of the certification program in which they are enrolled. Identify how your performance assessment system measures candidate proficiency. *For example, demonstrate how the program determines Early Childhood Education candidates' ability to explain to parents the purposes and goals of the R4K, as it is used in their own child's classroom, and provide summarized candidate performance data.*

Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Learners (EL), giftedness and inclusion of students with special needs in regular classrooms).

Indicators

- Document how your institution provides instruction in how to teach a diverse student population for all prospective teachers.
- Provide evidence of teacher candidates' ability to develop and implement specific integrated learning experiences that address diverse student population needs. Identify how your performance assessment system measures candidate proficiency.
- Provide evidence of teacher candidates' ability to plan instruction, adapt materials, and implement differentiated instruction in an inclusive classroom, to use functional behavior assessments, and to provide positive behavior support for students with disabilities. Similarly, provide evidence of teacher candidates' ability to differentiate instruction for gifted and talented students. Identify how your performance assessment system measures candidate proficiency.
- Provide evidence of teacher candidates' ability to collaboratively plan and teach with specialized resource personnel for a diverse student population. Identify how your performance assessment system measures candidate proficiency.

Institutional Performance Criteria

***Redesign of Teacher Education* Component IV:**

Linkage with PreK-12 Priorities (continued)

Teacher candidates demonstrate competency on the Maryland Teacher Technology Standards (MTTS).

Indicators

- Document how your institution aligns curricula with the Maryland Teacher Technology Standards across learning experiences for all teacher candidates.
- Provide documentation of candidate performance for each of the seven technology standards. *(For example, you could include benchmark samples of teacher candidates' products or their ePortfolios.)* Identify how your performance assessment system measures candidate proficiency.
- Provide aggregated and disaggregated teacher candidates' performance data using your performance assessment system.

Programs include reading courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.

Indicators

- Affirm that all Maryland approved teacher education programs include state approved reading course(s) that meet current state requirements.
- Affirm that current college/university catalogs list the required reading courses for each program.
- Document how your institution provides instruction in reading for all teacher candidates, as well as procedures your institution follows to ensure that all outcomes continue to be addressed in the program.
- Provide evidence of teacher candidates' ability to teach reading in their certification area. Identify how your performance assessment system measures candidate proficiency.

Institutional Performance Criteria

Redesign of Teacher Education Component V:

State Approval/National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) Accreditation Performance Criteria

The education unit and all professional educator certification programs have state program approval* and NCATE/CAEP accreditation (if applicable).**

Indicators

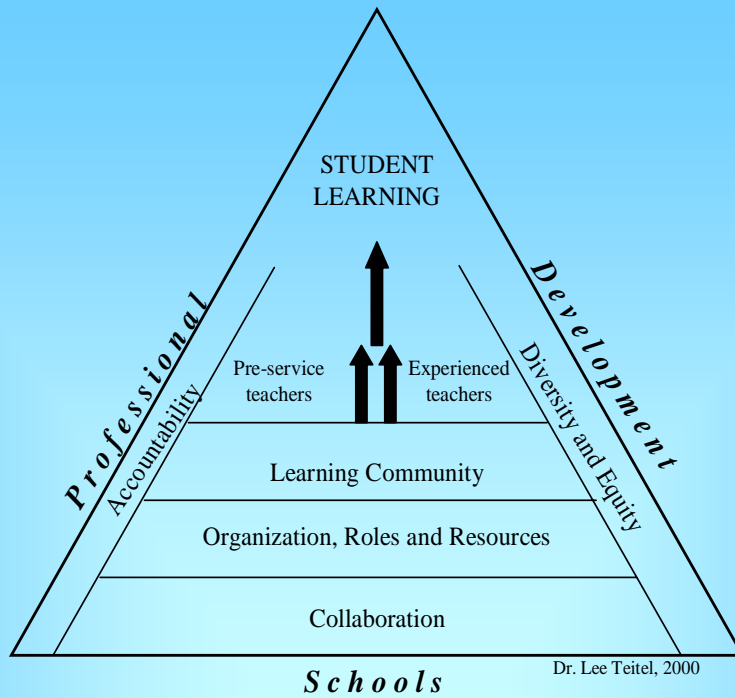
- Identify any program which you offer for "credit count," and document your institution's timeline for seeking state approval.
- Affirm that all programs are reviewed using state-recognized national standards or state developed and validated standards.
- If NCATE or state program review procedures are incomplete for one or more programs, document the current status for each program, and provide the timeline for review completion.
- Provide evidence that all alternative preparation programs in a local school system partnership have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.
- Provide evidence that all alternative preparation programs have developed and implemented an assessment system based on national (InTASC and/ or SPA) standards.

The education unit uses feedback from state and NCATE/CAEP (if applicable) review to annually show ongoing improvement through the Teacher Preparation Improvement Plan (TPIP) and NCATE/CAEP (if applicable) report process.

Indicators

- Provide copies of TPIPs and NCATE/CAEP annual reports to illustrate the annual improvement process.

*** If the outcome of the state program approval or joint state/NCATE/CAEP accreditation visit is conditional approval or probation, the institution is then identified as "*at risk for low performing* or *low performing*" according to the reporting guidelines of Title II. The on-site review schedule is modified to meet state and NCATE/CAPE accreditation (if applicable) requirements.



Professional **D**evelopment **S**chools: An Implementation Manual

Maryland Partnership for Teaching and Learning K-16
Superintendents and Deans Committee

PROFESSIONAL DEVELOPMENT SCHOOLS: AN IMPLEMENTATION MANUAL

Maryland Partnership for Teaching and Learning K-16
Superintendents and Deans Committee
Revised Edition, Spring 2003
Reprinted February 2004

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Professional Development School

*A **Professional Development School (PDS)** 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 institution of higher education (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.*

TABLE OF CONTENTS

Acknowledgement	i
Preface: A Message to Superintendents and Deans The Roles of Superintendents and Deans	ii
Chapter 1: Maryland’s Professional Development Schools (PDSs) Teacher Education Reform in Maryland Definitions	1
Chapter 2: Standards for Maryland PDSs Standards Development Standards Developmental Guidelines Standards Review and Adoption	6
Chapter 3: Best Practices in PDSs Building the Infrastructure Teacher Preparation Programs Professional Development Restructuring Issues Sustaining a PDS Support Networks	9
Chapter 4: PDS Evaluation The Importance of Evaluation An Evaluation Framework for Maryland Tailoring Evaluation Studies to Document Impact Essential Questions Evaluation and Statewide Capacity Building	24
Chapter 5: Summary	29
References	32
Appendix A: Glossary	34
Appendix B: Guidelines for Multiple-Site PDSs	38
Appendix C: Standards for Maryland PDSs	40
Appendix D: Developmental Guidelines for Maryland PDSs	42
Appendix E: Alignment Grid for NCATE and Maryland PDS Standards	65

ACKNOWLEDGEMENT

We would be remiss in the second publication of this manual not to acknowledge the work of Dr. Lee Teitel of the University of Massachusetts at Boston in Maryland's PDS work. Dr. Teitel is an acknowledged national expert in the field of professional development schools, and he has worked for more than four years with MSDE and the practitioners who engage in this work throughout the State. He is a consultant for the National Council for Accreditation of Teacher Education (NCATE) and, as such, was part of NCATE's PDS Standards development. Because NCATE is the national accrediting body for the departments, schools, and colleges of education in Maryland, it has been necessary to align the Maryland PDS Standards with those of NCATE. We are grateful to Lee for his assistance in this endeavor. Additionally, Lee includes in his new book, *The Professional Development Schools Handbook*, a wonderful graphic in the form of a pyramid which took original shape "from Lee's mind to a napkin" at the first of three PDS Summer Leadership Academies MSDE was privileged to convene with Dr. Teitel as facilitator. Through his generosity of spirit, we acquired permission to modify this diagram for Maryland use. It appears on the cover of this publication and now becomes the logo for PDS in Maryland. Although this modification was made with the author's permission and prior to the book's publication, we nonetheless thank Corwin Press for its use. Many thanks to Lee Teitel for the great support he has given to practitioners and policy makers from all facets of PDS work in Maryland.

PREFACE

A MESSAGE TO SUPERINTENDENTS AND DEANS

In Spring 2001, the Superintendents and Deans Committee of the Maryland Partnership for Teaching and Learning K-16 was proud to present *Professional Development Schools: An Implementation Manual*. This publication was designed as a tool for practitioners working in Maryland's Professional Development Schools, school system and local school faculties, and college/university faculties and staff. As a group of educational leaders committed to reform, the Superintendents and Deans Committee was united in encouraging all school system superintendents and deans/directors/chairpersons of colleges or schools of education (hereafter referred to as "deans") to actively support Professional Development Schools (PDS). The PDS has fundamental implications for educational leadership at both the local school system and institution of higher education (IHE). The relationship between school system superintendents and deans is central to the successful implementation of PDS.

Superintendents and deans, as leaders of their respective organizations, know that the preparation of teachers and their continuing professional development are key to dramatically improving the quality of education in Maryland as well as in the nation. The PDS is in many respects a vehicle for reform, as Levine and Trachtman (1997) point out very succinctly. The PDS is in this strategic position for three reasons:

- PDS embodies fundamental changes in the basic assumptions about teaching and learning;
- PDS supports these new assumptions with organization, roles, and relationships;
- PDS plays a critical role in enabling several other major reform strategies to have an impact.

Since the first publication of this volume in 2001, the federal Elementary and Secondary Education Act, *No Child Left Behind* (NCLB) has emerged as the primary force driving all educational activity in all schools and school systems, with far-reaching accountability systems attached to those activities. The need is even greater now than it was two years ago for those who initially train teachers to collaborate with those who ultimately hire, develop and supervise teachers. In the climate of shared responsibility that is the nature of the PDS relationship, PreK-12 student achievement must be the measure of that collaboration.

As the Maryland School Performance Assessment Program (MSPAP) moves aside to make room for a new assessment system and reporting requirements that allow no "hiding places" for underachieving students or subgroups of students, the message is clear and unequivocal. Colleges must prepare teachers who are sufficiently grounded in their content areas to teach *all* students in all different kinds of settings and must share the responsibility for the ultimate success of those students with schools and school systems. Similarly, it is highly advantageous for school systems to share the responsibility for training new generations of teachers with their

college counterparts. PDSs become even more strategic in serving local and regional systems as they endeavor to meet the challenges of NCLB.

As more and more IHEs move toward providing a year-long PDS placement for all teacher candidates, some underserved regions of the state are not always able to participate with four-year institutions in providing PDS placements. While school systems in these regions may understand the PDS advantages for teacher recruitment, ongoing professional development and teacher retention, the distances between those systems and four-year providers may be too great for PDS development. As this volume goes to print, conversations about cross-institutional partnerships are beginning among colleges and universities and their school system and community college counterparts. Through continued conversation and careful planning, new partnerships promise to maintain high standards of quality while responding to regional needs.

Just as there are underserved regions of the state, there are underserved children in Maryland. It is abundantly clear that in every region, in every school system, children who belong to minority groups are achieving at a rate substantially below that of their non-minority counterparts. The data are alarming, and the State is committed to closing such gaps with all due haste. PDSs, with their ability to make fundamental changes to the art and practice of teaching on multiple levels, must assume a position front and center to meet this challenge. Practitioners who engaged in discussions over the past two years surrounding the PDS *Diversity and Equity* standard have wrestled with defining equity, gleaning artifacts, and essentially proving the validity of equity indicators through an objective process. Clearly, where the *Diversity and Equity* standard meets the *Student Achievement* component on the grid, the issue most visible and most urgent is eliminating this disparity. No challenge could be more important and more far-reaching in defining who we are as educators in Maryland and in the nation.

The Roles of Superintendents and Deans

PDSs as Partnerships

PDSs provide the foundation for the simultaneous renewal of teacher education and schools (Goodlad, 1990). Supportive deans and superintendents facilitate this process by leading their respective organizations into true partnerships that initiate and support systemic change in the traditional roles and relationships of local school systems and IHEs. Participants recognize a shared responsibility for the preparation of interns, the professional development of inservice teachers and administrators, improvement of all students' learning, and improvement in professional practice. Superintendents and deans assume shared responsibility for continuity, conversations, parity, and linkages within the PDS relationship.

Continuity of faculty and staff within the PDS promotes ongoing vision-based planning and facilitates the development of trust between the school and the IHE. Institutional relationships are built upon long-term, day-to-day interactions and a developed understanding of shared vision and goals. Parity is foundational to a true partnership in a PDS. All participants have equal rights, responsibilities, and goals with no one partnership dominating. Deans and superintendents create the time, space and expectations for the dialogue, discussion, and dreaming that occurs as joint efforts are directed toward the goals of improved pre- and inservice professional

development and improved student learning. Educational leaders equitably distribute resources to support these activities, particularly within reward systems. Finally, superintendents and deans support and facilitate linkages between research and practice. Superintendents and deans promote openness to inquiry and experimentation and promote participation of PDS stakeholders.

PDSs as Clinical Sites

PDSs provide the site for performance based learning by interns. The PDS offers interns successive experiences that build upon and integrate knowledge gained from coursework within the teacher preparation program. The partnership between the local school system and IHE ensures alignment of curriculum with the activities that interns observe and conduct within the PreK-12 classroom. PDS supports a focus on student learning that then informs curriculum development within the teacher preparation program. Additionally, PDS serves as a laboratory for demonstrations of best practices and introduction of new pedagogical techniques, including those that involve the use of technology. In PDSs, superintendents and deans plan and work together to facilitate an involvement, shared by IHE faculty and PreK-12 teachers, in the development of teacher education curriculum and the integration of best practices into PreK-12 classrooms.

Relationships among pre-service, induction, and experienced teachers become a series of mentoring experiences within the PDS setting. Team teaching, integrated learning experiences, induction activities, and professional revitalization are all facilitated by the PDS. Leadership in these activities is shared among participants based on expertise and experience. Interns are acculturated to the concept of shared mission, continuous professional development, and mentoring as a professional responsibility. In PDSs, superintendents and deans prioritize the professional development of pre-service and inservice teachers, particularly when making decisions concerning the allocation of financial and human resources.

PDSs as PreK-16 Initiatives

Successful PDSs become true PreK-16 initiatives. Deans and other IHE administrators bring the focus and the resources of the entire IHE to the partnership. They integrate their PDS faculty and staff with their non-PDS faculty and staff, including PDS faculty in the shared decision-making processes of the college, school, or department of education. Faculty outside the teacher preparation program recognize their role in the improvement of PreK-12 education, and they are rewarded for their involvement. Education faculty partner with arts and sciences faculty to improve the teacher preparation program and to work with PreK-12 teachers.

Superintendents and other PreK-12 personnel provide rewards to teachers who become involved in PDS activities. These teachers work with IHE faculty to identify and implement best practices for learning across the PreK-12 spectrum. Superintendents and deans insist upon “space at the table” for all participants within the PDS relationship. As with all PreK-16 initiatives, the goal of PDS is to provide competent teachers for all students and to ensure that all students receive high quality education and are adequately prepared for postsecondary education. Leadership for

these initiatives comes through assumption of shared responsibility by superintendents and deans.

CHAPTER 1

MARYLAND'S PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs)

Teacher Education Reform in Maryland

Growing out of a series of public hearings held by the Maryland Higher Education Commission (MHEC) during the last half of 1989, there emerged a call for dramatic improvements in teacher preparation, both in pre-service professional preparation and continuing professional development. In response, MHEC charged a Blue Ribbon Task Force with recommending a comprehensive strategy for the reform of teacher preparation in the state. MHEC's report, "Investing in Teachers: Professional Preparation for the 21st Century," proposed a conceptual framework intended "to enhance elementary/secondary student performance through the more rigorous and relevant preparation of teachers" (1992). The Task Force recommended that reform efforts emphasize rigorous undergraduate education grounded in the liberal arts and sciences, a sustained clinical experience of professional practice (at least a year in length), and continuing education opportunities for experienced teachers aligned with state requirements for recertification.

In December 1992, the Secretary of Higher Education invited the co-sponsorship of the State Superintendent of Schools and the joint involvement of the Maryland State Department of Education (MSDE) to implement the recommendations of the Blue Ribbon Task Force. Over the next several months, more than 300 individuals representing public schools, IHEs, business, government, and the community were invited to serve on Design Teams and a State Resource Panel as part of a second task force which provided comment on preliminary reports and recommendations. The Secretary and State Superintendent charged Task Force II to examine the conceptual framework established by Task Force I and recommend specific strategies for implementing reform initiatives by the year 2000. Three design parameters regarding teacher preparation were to guide the work of the Task Force:

- a liberal arts and sciences undergraduate education with breadth and depth, eventually replacing the undergraduate degree in education;
- a comprehensive and intensive clinical preparation program within a public school classroom setting;
- all program elements of teacher education reform integrated with school reform activities.

The result was the seminal document, *Teacher Education Task Force Report* (commonly referred to as the *Redesign of Teacher Education*), which was formally adopted by MHEC in May 1995 and endorsed by the State Board of Education in June 1995.

The Redesign of Teacher Education

Since the document's release, the *Redesign of Teacher Education* (hereafter referred to as the *Redesign*) has guided reform efforts in teacher education throughout the state of Maryland. MSDE and MHEC have worked collaboratively to provide funding and technical assistance to IHEs and local school systems to support full implementation of the *Redesign*. In addition, both agencies have created measurable objectives within their strategic plans to focus state efforts on this implementation.

The *Redesign* emphasizes a systemic approach to improving teaching and learning in schools through a solid teacher preparation program, grounded in a foundation of content knowledge and pedagogy. In the *Redesign*, the teacher preparation program is viewed in the broader context of school improvement and is expected to enhance the education of all children. The major recommendations of the *Redesign* include the following:

- completion of a content degree (including inter- and multi-disciplinary degrees) or a performance-based teacher preparation program, grounded in the liberal arts and sciences, for all prospective teachers;
- multiple points of entry for early and late deciders, as well as career changers, to facilitate the recruitment, retention and graduation of individuals of diverse backgrounds, including underrepresented minorities;
- a rigorous content and performance assessment program linking all aspects of the academic and professional program;
- a sustained, intensive internship within a professional development school (PDS) that exemplifies diversity among students under the guidance of mentor classroom teachers and IHE faculty;
- determination of readiness for state certification through the demonstration of performance competencies;
- increased emphasis on teacher renewal and inservice through PDSs; and
- the development of specific linkages between teacher preparation and statewide school reform efforts.

Soon after the release of the *Redesign*, Chancellor Donald Langenberg, State Superintendent Nancy Grasmick, and Secretary Patricia Florestano created a unique, very powerful alliance, the Maryland Partnership for Teaching and Learning K-16. This partnership of the University System of Maryland, the Maryland State Department of Education, and the Maryland Higher Education Commission is committed to three essential issues: first, that the education of all of Maryland's children is critical to a healthy state; second, that the reform of PreK-16 education in Maryland will only be achieved through bold educational leadership; and third, that the efforts of Maryland secondary and higher education will be more effective if common problems are addressed jointly. Since the establishment of the Maryland Partnership for Teaching and Learning K-16 in 1995, the group has facilitated educational reform efforts in the state of Maryland.

With policy in place, the Maryland Partnership for Teaching and Learning K-16 established a Professional Development Design Team charged with producing a detailed plan and schedule leading to “full implementation” of the PDS as a mechanism for teacher education and professional development across the state. The Design Team’s plan was adopted by the Leadership Council of the K-16 Partnership in February 1998. In implementing the plan, a new subcommittee of the Maryland Partnership for Teaching and Learning K-16, the Superintendents and Deans Committee, was established.

Superintendents and Deans Committee

In October 1999, the Superintendents and Deans Committee, a subcommittee of The Maryland Partnership for Teaching and Learning K-16, was formed to develop recommendations that specifically address the implementation of PDSs. This committee, consisting of local school system superintendents and deans of IHEs working in collaboration with MSDE and MHEC, has collaborated to create definitions to guide PDS implementation, draft the *Standards for Maryland Professional Development Schools*, arrange PDS site visits for Maryland’s superintendents and deans, and author this handbook.

Definitions

In fulfilling its charge, the Superintendents and Deans Committee drafted the following definitions and explanations, which are offered as an attempt to clarify terminology across IHEs and local school systems in the state of Maryland. Other relevant terms are defined in the glossary (See Appendix A).

PDS

A Professional Development School (PDS) 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 institution of higher education (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.

PDSs immerse interns into the culture of schools in order to make the clinical experience more meaningful. In Maryland, interns completing a PDS experience spend a minimum of 100 days over two consecutive semesters engaged in the school community learning to teach and having experiences with students of diverse backgrounds and abilities (See the discussion of the extensive internship in Chapter 3). Interns are also expected to document mastery of professional standards for beginning teachers through the development of a portfolio. IHE faculty are expected to become immersed in the school as well, providing on-site coursework and professional development opportunities, and serving on school improvement teams and other coordinating and advisory groups.

PDSs also afford greater professional development opportunities for school staff members. Teachers may assume one or more of many new roles, such as site coordinator, pre-service mentor, or adjunct faculty, to support the PDS. School faculty can also participate in activities such as peer coaching, mentoring, presenting at conferences, or serving on the Coordinating Council. PreK-16 faculty may also engage in other professional collaborations such as team teaching and conducting action research.

PDSs are ever-emerging entities. The PDS's developmental nature allows each PDS to meet the unique needs of the partners. A new PDS will operate differently and target different outcomes than a mature partnership. This dynamic nature allows PDSs to respond to the needs of the school system and IHE, while encouraging innovation and reform.

PDSs may involve undergraduate and/or graduate programs. Additionally, a PDS may be constituted as a single or multiple site, requiring interns to complete experiences in one or more buildings (See Appendix B, *Guidelines for a Multiple-Site Professional Development School*). The PDS may also involve one or more IHEs, including community colleges. When more than one IHE is involved in a partnership, special care must be taken to provide integrated professional development and intern placement opportunities to avoid burnout among school faculty.

Intern

An intern is a student in a teacher preparation program who participates as part of a cohort (typically 5 or more) in an extensive internship in a PDS. Interns completing a PDS experience spend a minimum of 100 days over two consecutive semesters engaged in the school community learning to teach.

Compared to traditional student teachers, PDS interns are provided more exposure to the full range of teacher duties (e.g., classroom set-up, committee meetings, faculty meetings, parent conferences, etc.), becoming more comfortable with full teaching responsibilities and more knowledgeable about the school, the PreK-12 students and faculty, and the instructional program.

Literature shows that the leadership skills and instructional effectiveness of PDS interns exceeds those of student teachers trained in a traditional teacher preparation program (Reinhartz & Stetson, 1999). PDS interns feel more confident in their knowledge and skill as professionals and subsequently experience less "culture shock" when they become practicing teachers, feel better equipped to instruct ethnically and linguistically diverse students, and have lower attrition rates during the first few years of teaching (Abdal-Haqq, 1998).

Pre-Service Mentor

A pre-service mentor is a tenured, professionally certificated 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 ongoing training in guiding, supporting and assessing the strengths and weaknesses of interns.

Pre-service mentors improve their own practice by reflecting with their interns. They are kept abreast of advances in curriculum development and instruction by IHE faculty and interns. Pre-service mentors may also receive release time to observe or work with colleagues.

Finally, participation in the PDS affords pre-service mentors, as well as other staff members, opportunities to participate in on-site courses, workshops, inquiry/action research groups, conferences, and other professional development activities.

Selection criteria and procedures for intern/pre-service mentor matching are often determined at a strategic planning session or by the PDS Coordinating Council.

CHAPTER 2

STANDARDS FOR MARYLAND PDSs

Standards Development

Upon first examination of the status of PDSs in Maryland, the Superintendents and Deans Committee found there was no mechanism to determine whether existing partnerships met the intent of the *Redesign*. The group decided that a set of standards was needed to guide the implementation and determine the developmental level of PDSs in Maryland.

In developing the standards, the committee recognized that while a PDS may continually be in the process of “becoming”, certain common components are essential to the implementation of the partnership. The *Standards for Maryland Professional Development Schools* (See Appendix C) were designed to identify the distinguishing characteristics of PDS and to support the development of quality PDSs.

The *Standards for Maryland Professional Development Schools* have been drawn primarily from two sources, which in their own right have served the purposes of PDS implementation and assessment. The first source was the *Maryland Common Understandings about Professional Development Schools* (Maryland State Department of Education, 1995), which guided a 1995-1997 cross-site review of selected PDSs in Maryland by the State Teacher Education Council (Maryland State Department of Education, 1998). The second source was the *Draft Standards for Identifying and Supporting Quality Professional Development Schools* (National Council for Accreditation of Teacher Education, 1997). These national standards have been valuable for PDS planning in Maryland and other states and have served as the basis of the National Council for Accreditation of Teacher Education (NCATE) PDS on-site review of 20 sites which were specially selected pilot sites. This national project included Towson University’s PDS with Owings Mills Elementary School in Baltimore County, Maryland. The purpose of the 20-site review process was to test the draft standards in a real-life setting and produce data necessary for revising and finalizing them.

The *Standards for Maryland Professional Development Schools*, drawn from these two sources, are grounded in the theory and practice of PDSs. They provide current and future PDS stakeholders with clear, concise standards that are relevant to the state’s commitment to provide quality PDS experiences for all interns. The *Standards* are intended to be used by PDS partners to conduct self-assessments to improve school and IHE programs as well as to guide the development of new PDSs. To help PDS practitioners achieve the standards, developmental guidelines have been created as well.

Standards

The *Standards for Maryland Professional Development Schools* are presented in a matrix. The five standards represent important attributes of PDSs. Each is described within the context of four state components of the *Redesign*: teacher preparation, continuing professional development, research and inquiry, and student achievement (PreK-12 priorities). Within the cells are indicators of how the standard might be met in the particular priority area. The indicators are only examples and 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.

The five Maryland standards for PDSs are as follows:

Learning Community

As a learning community, the PDS recognizes and supports the distinct learning needs of all stakeholders by integrating the development of students and adults. Interns complete extensive internships as a part of the learning community and share responsibility with school faculty for the academic performance of PreK-12 students. In turn, school-based pre-service mentors share responsibility with the teacher preparation program for the academic and clinical performance of interns. Throughout the process, PDS partners model reflective practice and self-initiated learning and assessment. Instruction and professional development at all levels is data-driven and focused on increasing student capabilities.

Collaboration

The mission of the PDS is jointly defined and mutually supported by the IHE and the school(s). Roles and structures are collaboratively designed to support the PDS work and to improve outcomes for PreK-12 students and interns. Arts and sciences, school-based, teacher education, and clinical faculty plan and implement intern curriculum and professional development initiatives centered on student achievement. The partners set standards for participation and learning outcomes together. Respect for the needs and goals of all stakeholders is central to the PDS.

Accountability

The PDS accepts the responsibility of and is held accountable for upholding professional standards for preparing and renewing teachers in accordance with the *Redesign*. Consequently, PDS partners jointly identify standards for interns and participate in evaluating intern performance. Accomplished PreK-16 faculty are engaged in the mentoring and supervision of interns, and intern development is documented in a portfolio and evaluated against state or national standards for beginning teachers. All PDS stakeholders are held accountable for the achievement of PreK-16 students as measured by performance assessments.

Organization, Roles and Resources

PDS partners allocate resources to support the continuous improvement of teaching and learning. New roles are created and old roles are modified for PreK-16 students, interns, faculty and administrators to achieve the mission of the PDS. Effective communication about PDS plans and structures plays a key role in the linkage with school districts, IHEs, parents, and others. Jointly funded positions are encouraged and supported. Partners provide PDS stakeholders with

necessary resources to advance PDS work: vision, time, space, incentives, leadership, technology, and access.

Diversity and Equity

The PDS supports equitable involvement of PreK-16 faculty and interns, as well as equitable support of student outcomes. Teacher candidates have equitable access to the PDS internship, and all PreK-16 faculty have opportunities to participate in PDS activities. The PDS is attentive to issues of equity related to student achievement and seeks to address them through research-based program improvements that enable interns to meet the needs of diverse learners.

Developmental Guidelines

In the summer of 2000, PDS practitioners from a variety of partnerships in Maryland assembled for the PDS Summer Leadership Academy. These “fellows” brought various artifacts from their PDSs and used the *Standards for Maryland Professional Development Schools* to classify these artifacts. The documents were used as a basis for the development of *Draft Developmental Guidelines for Maryland Professional Development Schools* (See Appendix D). These guidelines were developed to facilitate the clear interpretation and smooth implementation of the *Standards*. The *Guidelines* are offered as a developmental continuum to further clarify the indicators found in the cells of the PDS Standards matrix. Like the indicators, the guidelines are intended as suggestions, not as a required checklist for PDS implementation.

As a result of the process used for guidelines development, the *Guidelines* are firmly rooted in practice, and a host of technical assistants throughout the state are available to demonstrate *Guidelines* in action and to provide support to new PDSs. (See the discussion of Support Networks in Chapter 3.)

Standards Review and Adoption

In March 2000, the state’s deans and directors of teacher education and local school superintendents agreed to endorse the *Standards for Maryland Professional Development Schools* and pilot them on a voluntary basis for the 2000-2001 academic year. In addition, four PDS partnerships agreed to use the *Standards* and *Guidelines* as implementation tools, serve as demonstration sites for visits, and host “no-fault” site reviews focused on evaluating the *Standards* and *Developmental Guidelines for Maryland Professional Development Schools*. The sites received assistance to produce self studies based on the *Standards* and *Guidelines*.

Feedback gathered from PDS practitioners who participated in site visits guided final revisions to the *Standards* and *Developmental Guidelines for Maryland Professional Development Schools*. The final revisions were adopted by the Superintendents and Deans Committee in October 2002, after the committee ensured alignment with the National Council for Accreditation of Teacher Education's PDS Standards (see Appendix E for a table demonstrating the alignment of Maryland PDS standards and NCATE PDS standards). Maryland's *Standards* are currently being integrated with MSDE's program approval process to support the development of quality PDSs within the State.

CHAPTER 3

BEST PRACTICES IN PDSs

Building the Infrastructure

Best practices in PDSs have emerged from the amassed experiences of PDS practitioners in Maryland since the establishment of Maryland's first PDSs in 1994. The best practices included here are designed for use by a wide variety of PDSs, including single and multiple sites, elementary and secondary partnerships, and graduate and undergraduate programs.

Site Selection

Establishing a PDS infrastructure that encourages PDS development and ensures sustainability depends on conversations of both breadth and depth among all stakeholders of the partnership. These conversations must occur at several levels prior to any commitments being made concerning that development. There must be an initial conversation between the school building administrator or empowered designee and the dean of education or empowered designee. In addition, local school system superintendents or designees must authorize schools wishing to become PDSs. While faculty members must be fully engaged in the collaborative process, the leaders must make the commitments necessary to further the initiative.

Sometimes, good reasons exist for exploring the concept of multiple-site PDS development. In some areas of the state, placements that offer experiences in dealing with students with diverse backgrounds and needs are difficult to provide. Single sites may also have difficulty supporting the needs of a large cohort due to a shortage of accomplished and experienced teachers to serve as pre-service mentors. In these and other circumstances, a multiple-site partnership may be desirable.

Regardless of the number of school sites involved in the PDS, certain questions must be answered by each principal with the school staff before commitments can be made. These include the following:

- Can the site offer interns experiences working with diverse learners?
- Is the site able to provide a sufficient number of experienced, accomplished pre-service mentors to support the cohort of interns (typically five or more)?
- Can the principal envision the development of this partnership evolving into a whole new way of “doing business” at the school?
- Is the principal prepared to engage in (and encourage the staff to engage in) the deep collaboration necessary for the strategic planning of a PDS, particularly in establishing the roles and responsibilities of all the parties involved and in working together to design and implement the School Improvement Plan?
- Is the principal willing to encourage the staff to engage in a needs analysis for collaborative staff development between the site and the IHE?
- Will the principal commit to sharing data concerning student achievement and teacher success (where legally and ethically possible) in an effort to make the PDS accountable?

- Is the principal willing to explore ways to equitably compensate staff members for the time spent in first-level engagement in the PDS process? To explore incentives for staff who engage in this process?
- Does the principal aspire to the creation of a community of learners at the school, a community that engages all who work in the building?
- In the case of a multiple-site partnership, is the principal willing to work collaboratively with other schools to plan and engage in PDS activities?

At the IHE, the IHE administrators and faculty must reflect on and be able to respond to another set of questions prior to making such a commitment:

- Is the IHE able to place a full cohort (typically 5 or more interns) in the PDS for an extensive internship (at least 100 days over two consecutive semesters)?
- Is the IHE willing and able to commit the resources to the site to be able to support the partnership? That is, will the IHE hire and assign sufficient faculty to be present at the site to work with the interns, the pre-service mentors and the school faculty as designed by the collaboration?
- Is the IHE willing to take action to ensure that each partner's voice has equal weight?
- Does the IHE understand that the need for collaborative staff development must include IHE faculty as well as school faculty and the interns, and that the staff development is dictated by self-assessed needs, not by the IHE alone?
- Is the IHE willing to commit resources to assist in the analysis of data leading to an accountability process for the developing PDS?
- Does the IHE aspire to the creation of a community of learners at the school site; a community that engages all who work in the PDS?

The very nature of a PDS partnership depends on the willingness of all parties to commit to the partnership. Although partnerships usually involve only one school or one small group of schools, school district-level approval and commitment must be secured as well. The design of the partnership is based on outcomes for the PreK-12 students in the school with collaborative staff development and pre-service teacher preparation centered on those outcomes. Local school systems must be helped to understand the congruence of PDSs and school improvement or there will be little incentive to commit time and resources to such partnerships. Initial efforts, then, must be grounded in a strong and supportive relationship with the central office of a school system in order for the partnership to be sustainable.

Likewise, there must be a level of understanding and commitment at the administrative levels of the IHE as well. Examples of concerns that must be addressed in both institutions in order for the PDS to be strong and lasting include the following:

- Are the missions of the institutions compatible? Does each understand the accountability structures that exist for the other? (PreK-12 requirements/High School Assessments and the *Redesign*; Middle States and State/NCATE Approval, etc.)
- Does each institution recognize that a fully developed and functioning PDS is not something "done to" the site, but instead becomes the identity of the site?

- Does each institution make information about the PDS available to possible employees who will be assigned to the site before securing their commitment?
- Does each understand the importance of collecting and analyzing data to be used in focusing accountability on the partnership regarding the success of PreK-12 students, interns and inservice teachers?
- Does each understand the shared responsibility for providing human and fiscal resources to support PDS activities?

Finally, no PDS can be successful at any level without full collaboration of the faculty at each prospective site. This does not mean that each and every member of the faculty will be equally engaged, nor that each will be equally supportive. The goal is to provide a collaborative experience for all faculty and staff and to provide an atmosphere where developing a community of learners is possible.

Some ways to facilitate whole-faculty involvement include the following:

- Make a presentation to the whole faculty at the potential site outlining the goals and objectives of the PDS and emphasizing the benefits for each stakeholder group. Explain that the overriding goal is to improve the quality of experiences for their own students as well as for themselves.
- Be sure the initial conversations, the very first presentations, set a tone of collegiality and collaboration, where each person has a voice that is heard, and that this tone is adopted as the norm for all such conversations. That a paradigm of equity develops in all conversations and collaborations is critical.
- Stress that this initiative is not top down; stress also that the partnership is not the IHE telling the school faculty what to do; emphasize the concept of a learning community where all stakeholders share in developing and implementing a collaborative plan.
- Provide opportunities for a variety of forms of engagement with the development of the PDS. Some faculty may have had experiences as cooperating teachers in a traditional setting and may be very interested in serving as a pre-service mentor for this more intensive relationship, while others may not be ready for that level of participation, but would enjoy participating as demonstration teachers, as inquiry group members, or as willing ears for the reflections and concerns of the interns or pre-service mentors. Many creative ways exist to include people in partnership activities.

The conversations that precede the commitment to site selection for PDS development are perhaps the most critical elements to the possibility of success at every level for the partnership. Relationship building is critical to such a development. Absent an atmosphere which promotes this blend of missions, goals and objectives, expected outcomes, shared responsibilities and accountabilities, it is not possible to create a partnership which will be more than a project. Selecting and preparing the site are essential before moving to the next level.

Establishing the Coordinating Council

Once a site for PDS development is agreed upon by all stakeholders, the next step is to establish a collaborative governance vehicle (e.g., Coordinating Council) that will serve as the organizing body for the development and implementation of all aspects of the PDS. The Coordinating Council should be co-chaired by school and IHE personnel to immediately demonstrate the collaboration. Every effort should be made to ensure that the membership of the Coordinating Council includes representatives from all stakeholder groups and reflects the diversity of the school and community. The Coordinating Council's membership might include, but need not be limited to:

- The principal of the school site(s). The principal may designate another administrator to speak for the administrative team or to attend some meetings; however, the principal should make a commitment to be a part of this team wherever and whenever possible.
- The IHE liaison(s). The IHE liaison is critical to the process not only in terms of the knowledge that is brought to the table but also in terms of promoting the spirit of collaboration from the outset.
- The school site coordinator(s). The site coordinator is the one upon whom much of the day-to-day operation, and therefore the ultimate success of the partnership, will depend.
- The chair of the school improvement team and/or the instructional coordinator of the school(s). Planning for the PDS centers on the school improvement plan. Conversations surrounding this process should be grounded in the Coordinating Council.
- Pre-service mentors. These are the people engaged in front-line roles of the PDS. Their voice is an important one in planning and implementing goals and objectives for the PDS.
- Parents. Because PDS seeks to improve instruction for PreK-12 students, a parent presence should be included in PDS planning.
- Interns. Along with the pre-service mentors, interns are on the front line and can respond most efficiently to planning that is reality based as well as useful to the desired outcomes.
- IHE Faculty. Teacher education and arts and sciences faculties provide a critical link between the school(s) and IHE(s).
- Teachers (non-mentor teachers). Non-mentor teachers from the school site(s) provide a wide-lens perspective of the potential impact of PDS activities on the entire school community.
- Students (for secondary partnerships). Secondary students are able to offer valuable insight for designing interventions and activities to promote PreK-12 student learning.
- Community Members. Business partners and community members are able to provide valuable support and resources to the partnership.

The Coordinating Council meets regularly throughout the school year to monitor/evaluate the day-to-day operation of the PDS and progress toward goals and objectives identified in the PDS Strategic Plan. In addition, the Coordinating Council provides a forum for feedback and open communication among stakeholders. The Coordinating Council also may be involved in reporting required by funding agencies and addressing issues of concern. The responsibilities of the Coordinating Council are jointly shared among school and IHE personnel.

Memorandum of Understanding

PDSs require strong commitments to improving teaching and learning for both students and adults. School systems commit to providing sites for interns to complete their PDS experience, as well as pre-service mentors to guide and support them as they become a part of the school culture. In addition, they may commit monetary and/or human resources to support the PDS operation. Other commitments may include efforts to stabilize leadership at the PDS and increased efforts to recruit PDS graduates. IHEs commit to providing cohorts (typically, groups of 5 or larger, who are provided opportunities to work and interact with one another in the same site) to serve as interns in PDSs and faculty to help coordinate their activities. Other commitments include providing professional development opportunities for school staff and participating in school improvement efforts. IHEs may also commit financial and other human resources to support PDS activities. Often, the individual commitments of the IHE and PreK-12 education partners are defined within a Memorandum of Understanding which clarifies the commitment, the expectations and the resources that each party brings to the partnership. The memorandum is endorsed at both the school system level and at an administrative level of the IHE.

Strategic Planning

The success of the PDS revolves around planning and the collaboration involved in the process of clarifying the mission, goals, and expected outcomes of the partnership. The PDS Strategic Plan should support the local School Improvement Plan and the Teacher Preparation Improvement Plan (TPIP) of the IHE. At a minimum, PDS strategic planning should involve all members of the Coordinating Council; provisions for additional teacher representatives should be made, where possible. (Keep in mind that in multiple-site partnerships, all schools and/or IHEs should be represented equally so that planning encompasses the needs of all partners.)

Strategic planning, which may vary in structure from partnership to partnership, should have certain commonalities. This planning should take place at least once a year and should:

- Establish immediately the need for a truly collaborative atmosphere where each voice at the table has equal weight. School personnel may be reluctant at first to take ownership in the partnership in the presence of IHE personnel. Additionally, previously established relationships among school personnel may inhibit collaboration. The co-chairs of the Coordinating Council must assume this task as a priority.
- Establish clearly defined long- and short-term goals and objectives that are written around targeted improvements for PreK-12 students, interns, and PreK-16 faculty. These goals and objectives establish the focus for the PDS and should be closely linked to the school improvement plan(s) of the school(s) involved. During the first year of a partnership, a great deal of relationship/trust building along with information sharing is necessary to build a strong and enduring foundation for the partnership.
- Develop timelines that are challenging but realistic. Life in a school becomes hectic once students return. A timeline that defines when an activity will be completed and the person(s) responsible build the momentum of a partnership.

- Generate expected outcomes for both the long- and short-term goals and objectives. All stakeholders should see fruits of their labors in real-life outcomes. Documentation of results is a necessary part of the inquiry and impact research process.
- Include opportunities for celebration at milestones along the way. Serving refreshments, planning recognition activities, giving token acknowledgement gifts, etc., build an underlying social structure that contributes to trust building and lasting relationships.

Equity

Developing a partnership that envelops all stakeholders in a learning community provides opportunities for intentional rather than tangential focus on issues of equity. Equitable opportunities for interns, school faculty, IHE faculty, and PreK-12 students should be ensured by the processes and procedures adopted by the PDS. Given the demographics of the school, all interns should be given an opportunity to work with students of diverse backgrounds and abilities, including students with special needs. In addition, all school staff should have equitable access to professional development and other activities offered as a result of the partnership. IHE faculty should be provided with equitable opportunities to engage in PDS work, and strategic planning should consciously ensure that all PreK-12 students have equitable access to learning opportunities.

Roles and Responsibilities

Certain participants are essential for the successful implementation of the PDS partnership. Assuming particular roles and their attendant responsibilities is fundamental to creating and sustaining partnerships. Described below are some of the roles and responsibilities of key personnel.

Site Coordinator

The Site Coordinator assumes myriad roles and responsibilities in collaboration with IHE faculty. The contributions of the individual who assumes this role greatly influence the smooth operation and success of the PDS partnership. Typically, the individual who serves in this role is chosen by the school administration in consultation with the IHE liaison. The site coordinator serves as the “point person” or designated representative for the school principal and resolves many questions and problems on behalf of the school administration.

Compensation for the role may take a variety of forms. Some school systems have created budgeted positions that facilitate significant release time; up to one-half of an individual’s assignment time may be allotted to PDS coordination activities. Other models compensate site coordinators by paying them as if they were performing extra duty activities such as sponsoring yearbook development or coaching athletics. Funding has come from IHE partners, the local school system, and grant sources.

The site coordinator typically performs the following duties:

- Places interns with pre-service mentors
- Coordinates school academic schedules with IHE curriculum needs

Professional Development Schools: An Implementation Manual

- Identifies and recruits pre-service mentors
- Conducts meetings and serves as a liaison between IHE faculty and pre-service mentors
- Coordinates the introduction of interns to the school/school staff
- Coordinates PDS site visitations
- Co-hosts PDS site visits
- Disseminates registration forms to school faculty for graduate, undergraduate and workshop course offerings
- Presents at conferences, institutes and other forums to disseminate best practices
- Plans Strategic Planning Institute collaboratively with IHE counterpart
- Attends or co-chairs various meetings such as Coordinating Council meetings
- Maintains archives of documents of the PDS partnership
- Collects and organizes research data
- Assists principal with any PDS-related administrative task
- Disseminates needs assessments to faculty
- Plans activities for interns, such as welcome breakfasts and closing celebration activities
- Coordinates service projects with interns and IHE faculty
- Problem solves for all stakeholders (responsibilities, requirements, concerns, scheduling conflicts)
- Publicizes PDS partnership activities within and beyond the school site
- Facilitates school PDS meetings
- Creates and distributes flyers and notices

IHE Liaison

Just as the school site coordinator is a point person in facilitating the partnership, the IHE liaison is the contact for the IHE. This is the individual whose presence in the school building manifests the regular IHE visibility in the partnership. This person is responsible for approaching PDS work with sensitivity to the needs of the school and with a spirit of true collaboration and respect. Some of the many tasks the IHE liaison performs are as follows:

- Coordinates intern placements with Site Coordinator
- Plans Strategic Planning Institute collaboratively with school system counterpart
- Conducts intern course work on site (if possible)
- Serves as the IHE's presence in the school
- Serves on the school improvement team
- Provides or secures staff development to meet school improvement needs
- Provides or secures training for pre-service mentors
- Observes intern work in the classroom and provides summative and formative feedback
- Collects and organizes research data
- Serves on or co-chairs the Coordinating Council
- Problem solves for all stakeholders (responsibilities, requirements, concerns, scheduling conflicts)

- Co-hosts PDS site visits
- Presents at conferences, institutes and other forums to disseminate best practices

In some cases, the site coordinator and/or the IHE liaison may be jointly funded by the IHE and the school system to aid in institutionalizing the partnership and strengthening the network. In such cases, these jointly funded personnel are called boundary spanners.

IHE Arts & Sciences Faculty

IHE arts and sciences faculty are involved in course delivery, course design, and course content to provide a strong academic background for interns. In addition, they serve on the Coordinating Council and provide support to meet professional development needs defined during PDS strategic planning.

IHE Teacher Education Faculty

IHE teacher education faculty are involved in course delivery, course design, and course content to provide a strong pedagogical background for interns. In addition, they serve on the Coordinating Council and provide support to meet professional development needs defined during PDS strategic planning.

Pre-Service Mentors

Pre-service mentors provide opportunities for interns to experience the blending of theory and practice as they learn to become competent teachers. Interns learn instruction, classroom management and human relations competencies under the tutelage of the pre-service mentor. While coaching interns, pre-service mentors continue working with PreK-12 students, who remain the teacher's primary responsibility. Even when the intern is providing large-group instruction, the pre-service mentor should be engaged in instructional activities such as small group tutoring or enrichment. The pre-service mentor's roles and responsibilities are as follows:

- Participates in pre-service mentor training
- Provides teacher intern with varied teaching experiences (bit teaching, small group teaching, team teaching, total class instruction, etc.)
- Coaches teacher intern in classroom management, instructional processes, and assessment techniques
- Coaches and reflects with intern
- Observes intern and provides daily formative or summative feedback
- Confers with site coordinator and IHE personnel to maintain ongoing communication
- Contributes to the final evaluation of the intern
- Hosts PDS site visitors
- Presents at conferences, institutes and other forums to disseminate best practices

Principal

The school principal plays an integral role in influencing the success or lack of success of the PDS. The principal must be committed to the identity of the school as a PDS. The principal's enthusiasm, knowledge, and coaching establish and maintain the tone of the

PDS partnership. The roles and responsibilities of the principal are numerous and include the following:

- Communicates the progress of the PDS to all stakeholders (parents, business partners, community, school system, IHE and school staff, etc.)
- Collaborates with IHE liaison and site coordinator to arrange logistics for intern placement, pre-service mentor selection, and physical resources to accommodate interns and liaison within the school building
- Plans Strategic Planning Institute collaboratively to address PDS needs and school improvement issues
- Serves on Coordinating Council
- Allocates time for professional development
- Presents to PDS site visitors
- Presents at conferences, institutes and other forums to disseminate best practices

School System Representative

The designation of a PDS coordinator for the local school system or existing agency facilitates communication between the school system and potential IHE partners. The designee may be a member of the department of professional development, curriculum and instruction, or the superintendent's staff. The designation of a PDS coordinator helps to prevent false starts with school/IHE partnerships because the coordinator can communicate at the superintendent's staff level, the curricular and instructional level, and the school level to elicit support for the potential partnership. The roles and responsibilities for the position are as follows:

- Serves as a clearinghouse for the establishment of school/IHE PDS partnerships
- Facilitates communication among PDSs through varied means such as newsletters, PDS Network meetings, etc.
- Marshals system resources to support PDS efforts
- Fosters synergy through uniting PDS efforts
- Addresses concerns that have system-level solutions
- Provides consistency of resources and personnel at PDSs, especially during early phases of development
- Communicates PDS information to system leadership
- Collects and organizes research data
- Serves on various Coordinating Councils
- Presents to PDS site visitors
- Presents at conferences, institutes and other forums to disseminate best practices
- Facilitates recruitment and hiring of interns

Staffing to Promote PDS Institutionalization

PDSs are ongoing entities. When administrative changes occur, school system leaders should select administrators who are willing to support the continued implementation of the PDS. Additionally, information regarding PDS activities and expectations should be shared during the

recruitment and hiring of school faculty who will be placed in a PDS. At the IHE, continuity of the PDS should be considered as teaching assignments are made.

Teacher Preparation Programs

Teacher preparation programs vary greatly across institutions. But whether the program is graduate or undergraduate, secondary or elementary, all teacher preparation programs committed to PDS as the capstone experience for interns share the following components:

Placement of Interns

Interns are placed in single- or multiple-site PDSs in cohort groups of approximately five interns per school. The use of intern cohorts and pre-service mentors encourages interdependence and a positive attitude among interns (Yerun and Grossman, 1993). Various methods exist for determining the placement of an intern with a pre-service mentor. In some PDSs, the intern cohort and potential pre-service mentors meet during the semester prior to the full year experience for a social occasion or an interview. In this case, the IHE liaison and the site coordinator ask for feedback from both groups before they decide upon placements. In some long-standing partnerships where most of the faculty are willing to be pre-service mentors, the IHE liaison and the school site coordinator determine how the matches will be made.

In single site PDSs, interns might not spend the entire year with the same pre-service mentor. Instead, interns may be assigned to pre-service mentor teams or paired pre-service mentors so that the intern is able to experience more than one grade level.

Internship

Literature on teacher preparation points to the extensive internship in a PDS as a critical element of effective teacher education (Darling-Hammond, 1999; National Commission on Teaching & America's Future, 1996). As a result, the *Redesign* calls for all interns in Maryland to have a yearlong internship in a PDS. Currently, a minimum goal is 100 full days in a PDS across two consecutive semesters. The length of the full-time (5-days/week) portion of the internship varies, with fifteen weeks as a minimum full-time placement. The internship can be accomplished in a variety of ways at single- and multiple-site PDSs. A multiple-site placement may be necessary in some areas of the state to ensure that interns are given an opportunity to teach diverse learners and students with special needs.

Many PDSs offer interns the opportunity to begin their internships when teachers return at the beginning of the school year. This allows interns to begin their immersion in the school by experiencing the full range of pre-opening school activities (e.g., preparing a classroom for instruction, attending in-school and school system professional development meetings, experiencing the pace of a real world school). In the semester prior to the full-time internship, interns benefit from spending at least two days per week at the PDS. This gives them an opportunity to get to know school faculty, students, curricula, and the community. This schedule also allows interns who are in a multiple-site PDSs to spend time in two schools (for example, a paired middle and high school) and develop a comfort level with both schools before the full-time internship begins. The intern can begin the full-time internship with a concentrated focus on teaching.

The extensive internship allows more opportunities for school faculty to be involved in formal and informal instruction of interns. Teachers may make seminar presentations, conduct demonstration lessons, and teach specific lessons within a course. Some PDS partnerships have developed a service project requirement, which allows interns to engage in tutoring, special event planning and other activities to expose the intern to the wide range of school activities.

Many IHEs are able to offer field experiences for teacher candidates prior to the extensive internship. These early placements are highly desirable. When these placements are made within a functioning PDS, interns are often able to provide coaching to pre-internship teacher candidates who are engaged in early field experiences.

Coursework

Teaching in a PDS affords IHE faculty the opportunity to develop integrated course syllabi and to teach courses on site at the PreK-12 school. PreK-16 faculty work together to develop curricula for interns, often during strategic planning sessions. When this occurs, theory and practice naturally merge to produce an integrated teacher preparation program.

Offering coursework on site provides a way for interns to learn about a particular theory or strategy, see it in practice in a classroom, and come back together with other interns and the IHE faculty member to reflect on what they have just seen. Having access to schools places interns in a realistic environment where student achievement is the focus. This focus on student achievement begins to permeate course syllabi as IHE faculty connect the real life experience of schools with their courses.

In many cases, schools make a room available for intern coursework throughout the extensive internship. When coursework is offered on-site at the PDS, greater flexibility in scheduling is allowed. Courses can be planned to fit the natural rhythms of the school day and year. In some instances, school site teachers engage in teaching coursework. In other cases, IHE faculty team-teach courses with qualified school faculty. Providing at least some of the coursework at the school site and integrating course content into school activities is recommended.

Performance Assessment

A PDS offers an ideal environment for performance assessment of PDS interns. Assessment of the interns' performance is a joint responsibility of the IHE supervisor/faculty member and the pre-service mentor. Since interns and IHE faculty are in schools more often, more opportunities are available to conduct informal and formative assessments.

In PDSs, interns develop standards-based portfolios or ePortfolios (a computer-based version of the portfolio) to demonstrate their performance according to Maryland's standards, the Essential Dimensions of Teaching (EDoTs), or the Interstate New Teachers Assessment and Support Consortium (INTASC) standards. In these portfolios, interns document their achievement related to each standard, using student work and other artifacts and providing reflections on their learnings. Interns often begin these developmental portfolios in the early courses in their education program. In many PDSs, pre-service mentors and representatives from the local school system or the Maryland State Department of Education serve on portfolio review teams. In addition to developing a portfolio, interns make an oral presentation to the review team.

Use of Technology

The ability to use technology in instruction must be a component of all teacher preparation programs, and documentation of an intern's ability to use technology in instruction is required in portfolios. Having an extensive internship in a PDS provides more time for interns to delve more deeply into uses of technology for instruction and to master the Maryland Teacher Technology Standards. In many cases, the use of technology for instruction becomes a focus for professional development for other PDS partners as well.

Professional Development (PreK-12 teachers, administrators and IHE faculty)

Inquiry/Action Research

The learning community that evolves through a PDS offers an ideal medium for inquiry and action research surrounding teaching and learning. Inquiry groups and/or action research groups and the training necessary to participate in these groups are an integral part of a PDS partnership.

Inquiry begins with the formation of a group of PDS stakeholders who 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 (often in a study group format), use their findings to inform practice, and relate their findings to others. Inquiry groups might include teachers, IHE faculty and interns, and may be designed to affect practice in the classroom, in school-wide or system-wide programs, and in teacher preparation programs.

Action research groups engage in a more formal, systematic form of inquiry that allows stakeholders to participate in spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition (Kemmis & McTaggart, 1982). Action research can provide results that may affect education on a more global level. For this reason, dissemination of research findings through publication or presentations at local, regional, and/or national conferences is encouraged.

Pre-Service Mentor Training

The training of pre-service mentors is a critically important component of the PDS. Providing a common language, shared understandings, and a model for coaching and reflection enables school and IHE personnel to achieve shared understandings and a common vision regarding their roles in the community of learners. Intern expectations, mastery of standards such as INTASC or EDOT, and methods of assessment are all topics that may be included in pre-service mentor training. One of the benefits of pre-service mentor training is that this training enables school staff to participate in the partnership in various capacities. Some who complete the training choose to become pre-service mentors. Others may choose to have interns in their classrooms on occasion, volunteer to do demonstration lessons, or even become IHE adjunct faculty.

Coursework

Coursework, either graduate level or undergraduate level, based on faculty needs assessments, can be offered on site to address school improvement needs. Courses focusing on reading, technology, and multicultural education reflect intern and inservice teacher learning needs in many sites. Some IHEs have crafted appealing financial partnerships which have offered courses at reduced rates, at times directly billing the local school system for tuition

reimbursement and charging participating teachers a significantly reduced out of pocket expense. Some IHEs have also assigned faculty members to certain PDS sites to collaboratively meet the professional development needs of the inservice teachers at that site.

Discussion Groups

Teacher Chats are forums that encourage networking in an informal manner. These informal conversational opportunities are frequently held at the end of a school day. Over light refreshments, teachers and interns from one site or several PDS sites may share outstanding lessons or topic-specific instructional materials. Topics that have been addressed during these discussion groups range from "Involving Parents in Instruction during American Education Week" to "Performance Assessment Instruction." Some PDSs are experimenting with electronic discussion groups and electronic bulletin board postings, as well.

Restructuring Issues

Both local school systems and IHEs must undergo internal examination and prepare for restructuring when embarking on a PDS partnership. This restructuring is a developmental process that takes much time and energy. Institutional partners must examine their common values and beliefs and then work to align institutional resources to support the goals of the partnership.

At the IHE, the way time and resources are used must be reevaluated. Methods courses that are taught on the school site require IHE faculty to spend more time in the field, using the classroom as the place where reflection on theory meets practice. In addition, collaboration requires the training and support of pre-service mentors and involves whole school staff development. Load assignments and procedures for promotion and tenure must be reevaluated in light of the new PDS commitments required of IHE faculty. A concerted effort must be made to help IHE administrators, including presidents and provosts, understand the fiscal and human resources needed to support PDSs.

Restructuring must occur at the school system as well. Resources in the form of space assigned to the IHE or innovative scheduling that facilitates time for collaboration and planning are needed. Again, efforts must be made to help school system administrators understand the value of PDS partnerships so that adequate fiscal and human resources will be allocated.

It is also important to remember that the PDS is a part of the inclusive learning community and that parents and business partners must share in the experience. Parents sometimes fear that the presence of "student teachers" will weaken the instruction their children receive. Every effort must be made to restructure communication procedures so that parents and community members are included in the development of a common mission and the planning of the partnership, as well as to reinforce at every instance the success of PreK-12 students as the first priority of the PDS.

Sustaining a PDS

Even the most carefully planned and implemented partnership will eventually encounter issues of sustainability. The following proactive measures may help the maturing PDS avoid the most common pitfalls of collaborative partnerships:

- Plan to prevent burnout. Care must be taken at all times to present the PDS in alignment with the other reform initiatives that exist within the institutions. All stakeholders need to understand that their work with PDS supports their daily responsibilities. PDS is not an add-on, but an integrated vehicle for reform. Burnout can also be prevented by insuring that adequate rewards and release time are available to practitioners. Finally, some multiple-site PDSs have found it helpful to have a year of reflection built into the PDS structure so that each school can take a year off from hosting interns every few years.
- Plan to provide continuity during personnel changes. Recordkeeping is essential to preserve the history of the PDS partnership, especially as administrators and coordinators are replaced. New appointments will not erode the progress of the PDS if governance is institutionalized and written records have been kept. In addition, a PDS should plan to induct new teachers each year so that the entire school faculty is aware of and involved in the partnership.
- Plan for institutionalization of resources. Grant money is always helpful in establishing a PDS, but partners should plan for the day that grant funds are expended. Efforts should be made to institutionalize the PDS budget so that the program is not threatened as funding sources dry up.
- Plan regular time for dialogue. In schools, the best conversations are often interrupted by the comment, “Well, I’d love to keep talking, but I have bus/lunch/hall duty now.” Time must be made within the PDS structure to promote thoughtful, uninterrupted dialogue among all partners. Finding this time may require alignment of school/IHE calendars, innovative school schedules, or unorthodox job descriptions.

Regardless of the number of years that a PDS has been in existence, the partnership will always need nurturing. PDSs continue to change and develop through the years, and there will always be a new challenge or a new opportunity for collaboration.

Support Networks

Perhaps the most valuable advice for anyone attempting to establish a new PDS is to use the support structures that are in place and to learn from the experience of PDS colleagues. At the state level, this can be accomplished through the Maryland PDS Network. The Maryland PDS Network provides a forum for all issues surrounding PDS. As a result of the Summer Leadership Academies sponsored by the MSDE on behalf of the Network, practitioner Fellows are available to provide technical assistance to emerging PDSs throughout the state. In addition, the Network provides a venue to explore issues of research as well as common problems associated with partnerships through its Electronic Learning Community and other activities. All PDSs in Maryland are welcomed as a part of the Network. To access technical assistance through the Maryland PDS Network, contact the Program Approval Branch of the Certification and Accreditation Division of the Maryland State Department of Education at (410) 767-0390.

Further information about Maryland PDSs is available on the MSDE website at <http://cte.jhu.edu/pds>.

At a local school system level, PDS Networks provide support by facilitating discussions of common goals, problems and solutions that benefit all stakeholders across school and IHE lines. These are strong and powerful collaborations. They may also include a representative from the local teacher's union or association.

IHEs have their own networks of PDSs as well, allowing interschool sharing, inquiry, support and coordination among the schools and the IHE.

School district and/or IHE PDS Networks often host institutes or conferences which bring several PDSs together to focus on a joint issue such as minority student achievement or literacy. Schools typically obtain permission to use a staff development day to engage all teachers in PDS-sponsored professional development. A keynote presenter, breakout sessions, and opportunities for teacher sharing are typically part of the conference. Access to out-of-area, IHE, school system, and school expertise results in learning and sharing of best practices. This network-wide collaboration can be a prudent use of financial resources that allows national and state trainers to be available to work with several PDSs where one school would have been unable to afford the experience independently.

CHAPTER 4

PDS EVALUATION

The Importance of Evaluation

Evaluating the outlay of human and fiscal resources committed to the planning, implementation, and expansion of PDSs is critically important to the sustainability of the PDS movement in Maryland and elsewhere. What are the impacts of the change efforts that have been taking place, site by site, as manifestations of the *Redesign*? Are the expenditures of this costly and complex change process worth the efforts? If they are, they should continue. Their documented effectiveness should merit policy maker and practitioner support through targeted budgetary appropriations and reallocations, as well as new staffing, use-of-time, and reward structures. To make the necessary transition from early to full implementation, carefully designed and clearly reported research and evaluation studies are important.

In Maryland, where PDSs are a major element of state policy and PDS standards are integrated with the program approval process for IHEs, evaluation is necessary at two levels, institutional and state. At the institutional level, IHE and school system partners must assess cost, effort, and outcomes to answer questions related to the need for improvement and expansion, or the possible need for termination. At this level, institutional partners need to work within the broad parameters of the PDS to determine how well their PDS is working for all stakeholder groups. They need to determine what evidence they have, how they can best report findings, and how they can best use data for decision making. Institutional evaluation needs to be sensitive to the unique characteristics of elementary, middle, and high school PDSs, as well as to the unique characteristics of the specific partners. At the state level, evaluation of PDS outcomes is important for the continuation and expansion of state support and funding.

Underscoring the importance of PDS evaluation, Teitel and Abdal-Haqq (2000) address the critical nature of impact assessment, advising that credible, systematic documentation is essential for the growth and sustenance of partnerships individually and for the PDS movement as a whole. Using a pragmatic approach that nevertheless encompasses PDS complexity, their book *Assessment: Assessing the Impacts of Professional Development Schools* provides a blueprint for assessment with sample assessment tools. They draw upon their previous work, which includes Abdal-Haqq's *Professional Development Schools: Weighing the Evidence* (1998) and Teitel's *Professional Development Schools: A Literature Review* (1998), as well as the work of many others, including Clark's *Ensuring That There Really Are Clothes: Evaluating a PDS* (1999). The Teitel and Abdal-Haqq *Assessment: Assessing the Impacts of Professional Development Schools* is a particularly useful resource for Maryland practitioners and evaluators because of its emphasis on multiple impacts.

An Evaluation Framework for Maryland

Maryland is fortunate to have state-developed PDS standards. In Maryland these standards serve as the most vital element of an evaluation framework.

Alone or taken together with the Teitel and Abdal-Haqq (2000) conceptual model for assessing impacts, the *Standards for Maryland Professional Development Schools* allow individual sites to conduct standards-based assessments. Desired PDS outcomes are those which are consistent with the *Standards* and ultimately result in improved learning for PreK-12 students, for practicing teachers and other school personnel, and for interns and IHE personnel (Teitel & Abdal-Haqq, 2000).

Sites need to conduct self-assessment for numerous purposes. Importantly, they need evidence of their effectiveness to present to their various publics, such as local boards of education, superintendents, principals, and parents, and IHE administrators, faculty, and students. Data for external audiences are essential for maintaining and broadening support. Sites also need data to help them clearly see the impact of their efforts in their priority areas. Their own priorities might focus on interns, PreK-12 students, or practicing teachers. Within these areas they might have specific areas of interest, such as the relationships between certain inquiry practices and intern effectiveness. Using self-assessment to improve their own understanding of various impacts allows sites to refine and improve their practices formatively in a continuous improvement model. Another major reason for self-assessment is that results may become the basis for grant proposals to request new funds for continuation or replication activities.

Tailoring Evaluation Studies to Document Impact

Clearly, no single best method or design for evaluating PDSs exists. Evaluation designs must be developed to meet the single or multiple purposes for which they are to be conducted, as well as the single or multiple audiences to whom outcomes will be presented. A broad-based evaluation that is planned to shed light on PDS effectiveness would be designed to measure multiple impacts on multiple stakeholder groups. On the other hand, a more narrowly focused study would concentrate on the specific impacts on just one or two stakeholder groups. In either case, the evaluation design should include the following steps:

- Identify the evaluation purpose. What is the context of the evaluation? Who is the intended audience? What kinds of decisions need to be made? While an innovation is in its early stages but already preparing for expansion, a costs-benefits analysis is a typical evaluation purpose.
- Identify the scope of the study in terms of the Maryland standards. Will the study encompass the full extent of the Maryland standards, components, and guidelines? Will the study be limited to one or two standards? Will the study concentrate on elementary, middle, or high schools?

- Identify the impact areas that are of highest priority in the study.

Will the study focus on **PreK-12 students**? If so, will the study focus on their achievement; their participation in certain functions; their attitudes, for example, toward the intense relationship that their school has with an IHE; their performances on certain tasks?

Will the study focus on **interns**? If so, will the study focus on their achievement; their participation in certain functions; their attitudes, for example, toward the intense relationship that their IHE has with the PreK-12 school; their performance on certain tasks; their teaching positions following program completion; their retention in their teaching jobs after one, two, three, four, and five years following program completion?

Will the study focus on **practicing PreK-12 teachers**? If so, will the study focus on changes in their teaching practices; their participation in professional development activities; evidence of professional growth; their rewards and incentives in the partnership?

Will the study focus on **IHE faculty**? If so, will the study focus on changes in their teaching practices; their participation in professional development activities; evidence of professional growth; their rewards and incentives in the partnership?

Will the study focus on **relationships between or among stakeholder groups**? If so, will the study focus on communication patterns; stakeholder involvement in collaborative activities; stakeholder attitudes, for example, toward the intense relationship between the school and the IHE?

Will the study focus on **organizational change** in PreK-12 schools and/or in IHEs? If so, will the study focus on the composition of the staff; the attendance or retention of faculty; time and resource allocation; recognition and reward structures?

Will the study focus on **parents and communities**? If so, will the study focus on their roles and responsibilities; benefits to the site from their participation; their attitudes; their forms of support?

- For each impact area, identify the specific questions that need to be answered. Collaborative brainstorming to address this planning component will help to develop and clarify the priorities. Use the *Standards for Maryland Professional Development Schools* as a guide. The components and indicators point to the need for certain questions; they may also stimulate the framing of novel questions, or questions that are relevant in a specific context. For example, an IHE and local school system partnership might just be beginning a cohort model with interns and pre-service mentors, so a question might ask if the new cohort model is more effective for several stakeholder groups than the previously used student teacher placement model.

- For each major question and for each impact area, identify multiple data sources and methodologies. Again, collaborative brainstorming will help clarify the priorities, while identifying the types of evidence and resources that are available. For example, a site might recognize that meeting minutes, revised course syllabi, PreK-12 student work, intern work, and faculty reflections might all become useful data sources, and that these are indeed multiple sources which are readily available for data analysis. Contextual issues, such as IHE mission, institutional support, or public school performance on state measures, should be considered. Both quantitative and qualitative data will be important.
- Develop an overall design and work plan that reflects the single or multiple impact areas of major interest. Does the design involve multiple impact areas? Do the parts of the design relate to the whole? In complex designs, who will have lead and support responsibilities for design components? Who will have overall coordination responsibilities? Who will provide technical support? Who will provide office support? What additional resources will be needed? How and when will resources become available? When will major activities occur? What is the deadline for the complete study?
- Plan for effective communication with internal and external audiences. How will feedback flow back to and within the site? How will the evaluation continuously engage the multiple stakeholders, both internal and external? How will refinements occur and data-driven change be reported? How will the evaluation study be used to leverage internal change and external recognition and support? How well does the evaluation study communicate to various audiences? Does one version of the final report speak to a lay audience in language that is free of technical terminology? Does one version of the final report specifically address critical audiences, such as school superintendents and school boards, in terms that are important to their priorities, such as “home growing” their own teachers?

Finalizing the plan will involve deleting evaluation questions and methodologies that are not of the highest priority and not consistent with the overall purpose.

Essential Questions

For Maryland to continue its widespread support of PDSs and its ongoing search for additional funding, evaluation studies collectively need to produce answers to several essential questions. These questions are as follows:

- Are PDSs beneficial to Maryland public schools and the students and communities they serve?
- Are local school systems finding that PDS-prepared teachers arrive for their first teaching assignments prepared to teach?
- Do local school systems set a priority on hiring PDS-prepared teachers?
- With reasonable school level supports and working conditions, are PDS-prepared teachers likely to continue in the teaching profession beyond the state and national norms for other new teachers?

- Do the teaching staffs of PDSs benefit through appropriate and challenging professional development opportunities that are related to school improvement and the performance of their students?
- Organizationally, do public schools and IHEs realize benefits of partnering through PDSs?
- Do changes in professional development and other activities in PDSs lead to school system level changes that reach beyond the PDSs?
- Do changes in teaching, research, and faculty development in PDSs lead to institutional changes in the IHE that reach beyond the PDSs?
- Are the benefits of PDSs worth the costs?

Answers to these questions and others will be learned directly and over time through site-specific and state-level evaluation studies. That PDS partnerships create new school organizational cultures, where PreK-16 student achievement is viewed as the primary goal, and professional development is viewed as the primary strategy is already evident in data provided by Maryland's early PDS partnerships. With additional insights from impact evaluation studies, Maryland pursues answers to the PDS essential questions. PDS sustainability is clearly linked to the documentation of successful efforts, especially where Maryland's PreK-12 students are concerned.

Evaluation and Statewide Capacity Building

In conclusion, a critical component of the state's *Redesign* is its emphasis on statewide capacity building for successful implementation of PDSs. Since the mid-1990's, Maryland IHEs have one by one begun their *Redesign*-based transformation from relatively traditional forms of student teacher placements in many, many public schools across the state to extensive internships in specially designed PDSs where the benefits are intended to accrue for PreK-12 students and their practicing teachers, just as they are for the interns being trained. For this transformation to be successful for all PreK-16 partners, research and evaluation studies on impact must become a significant part of Maryland's support and accountability system.

CHAPTER 5

SUMMARY

The educational landscape is constantly changing, but the impetus for the work of educators remains constant: to impact and improve people's lives. PDSs may provide a formal vehicle for educators to transform the lives of PreK-12 students, teachers, school administrators, interns, and IHE faculty. By providing an opportunity for these partners to communicate with, understand, and learn from one another, PDSs form the basis of an evolving learning community.

Through PDS work, educators at all levels are given the opportunity to realize their true interdependence. Schools need qualified teachers to teach the PreK-12 students who tomorrow, become teacher candidates in IHEs. Those teacher candidates rely on IHE faculty and elementary, middle, and high school teachers to provide the experiences necessary for entry into the profession. They then become the teachers who educate the next generation of IHE students.

Clearly the goals and objectives of PreK-12 and higher education are interconnected. PDS allows discovery of the ways in which schools and IHEs can merge to become one institution in support of common outcomes. This is a revolutionary concept. PDS does not simply ask educators to understand one another's institutions; it asks their institutions to become something new. PDS not only requires instructors to be aware of one another's cultural contexts; it requires them to become bicultural. One of the key roles in a PDS is that of a boundary spanner, an individual who may be hired by both partners. This individual is at first truly a boundary spanner, finding a home in two separate institutions, but as the PDS develops, the person becomes more of a boundary blur-er, working to merge the two institutions to create one dynamic learning community.

At a time when the teacher shortage is becoming ever more critical, it is imperative that educators work together to "home grow" teachers by recruiting students for teacher preparation programs, providing relevant professional experiences for these interns, and supporting these new teachers as they make their transitions from college to classroom. The immersion model of PDS allows all stakeholders to work together to ensure that new teachers will not experience a culture shock that drives them from the classroom at the start of their careers. Indeed, PDS impact research shows that "those trained in PDS programs leave the profession at significantly lower rates than those trained in traditional programs" (Fleener, 1999).

In addition, PDS provides a reason for teachers to remain in the profession. As the IHE and school work together to improve student learning, teachers feel less isolation and less powerless related to their work (Abdal-Haqq, 1998). These same teachers are given new opportunities for leadership within the PDS: as co-instructors of IHE courses, as site coordinators, as pre-service mentors, as workshop presenters, and as researchers. These opportunities are designed with an objective of keeping teachers enthusiastic and growing and preventing stagnation and burnout.

Most importantly, PDS provides for the improvement of instruction for PreK-12 students through a lower student/teacher ratio, infusion of best practices, and a commitment to continuous refinement of teaching methods.

The rationale for PDS work is clear. The reality of PDS work, however, is complicated. It is not for the faint of heart or for those who thrive on routine and certainty. While this manual has provided many suggestions for the implementation of PDS, each PDS will necessarily evolve with significant differences from all others. The state of Maryland can provide standards for PDS, but no one expects *standardization* of partnerships. PDSs must respond to the needs of the stakeholders involved, and a “cookie-cutter” approach is counterproductive. Certainly PDSs in a rural area will differ from those in the city. Partnerships that include multiple schools or IHEs will differ from one-to-one partnerships. Graduate programs will evolve differently than undergraduate PDSs.

While all PDSs will be unique, all will have some commonalities. These include an extensive internship for interns with a goal of immersing these interns in the school culture, performance assessment of interns, inquiry into and refinement of best teaching practices, data-driven professional development, and a focus on PreK-12 priorities such as multicultural education, technology, and inclusion.

Suggested procedures for the establishment and governance of a PDS have emerged from recent research and from the experiences of Maryland PDS personnel involved in the PDS Leadership Academies. The steps to establishing a strong partnership are as follows:

- Prospective partners communicate openly about their goals, objectives, and resources available.
- School principals, teachers, IHE faculty, supervisors, and others seriously consider the implications of the partnership and reach consensus regarding participation.
- PDS stakeholders explore a common mission, goals, and objectives.
- Partners draft a Memorandum of Understanding between institutions.
- Authorities at the local school system and IHE endorse the Memorandum of Understanding.
- PDS partners create a strategic plan so that the partnership has a roadmap for meeting agreed-upon outcomes.
- PDS partners collect data and routinely evaluate it to assess the progress and effectiveness of the partnership.
- Stakeholders celebrate the group’s accomplishments.
- PDS partners guide stakeholders through a self-assessment and reflection process, to be followed by a new round of data analysis and goal setting.

To complicate the process, these steps rarely occur in a neat, linear fashion. Instead, PDS work is much more recursive as it evolves according to the needs of the partners.

As the PDS develops, participants are challenged to make their assumptions explicit, eventually coming to understand, and then trust, others in the process. Equity and collegiality are necessary components of a successful PDS. These can only come when a partner is able to view a situation from another’s point of view and see how individual actions can be mutually beneficial and transformative.

In fact, support is a crucial element of a successful PDS. The local school system must understand and support PDS activities, making administrative staffing decisions to ensure the continuation of the partnership, and allowing PDSs to experiment with new schedules that allow for additional professional development time or to pilot new curricular programs and instructional strategies which have been suggested by action research findings.

The IHE must support the PDS by committing human and fiscal resources to the partnership, by aligning the IHE's mission to include school reform as a primary focus, by encouraging action research and other research studies regarding student achievement or the impact of the PDS, and by rewarding PDS work in promotion and tenure processes.

The Maryland State Department of Education and the Maryland Higher Education Commission must support PDSs by providing the mechanism for PDS partners in IHEs and local school systems to explore best practices and learn from one another. In addition, these state agencies can serve as a clearinghouse for PDS impact research, making certain that legislators are hearing the good news about PDSs and are subsequently funding these endeavors.

For many years, educators at the local school system level, the IHE level, and the state level have been laboring to reform schools. Many interventions have been made in an attempt to improve teaching and learning: new assessments have been introduced, new curricular materials have been piloted, and alternative school organizational structures have been implemented. But none of these interventions has attempted to view PreK-16 education as a holistic system whose parts must work together to produce lasting change. In Peter M. Senge's book, *The Fifth Discipline: The Art and Practice of the Learning Organization*, the author speaks of the principle of leverage – “seeing where actions and changes in structures can lead to significant, enduring improvements” (Senge 1990). For school reform, this lever rests squarely on the shoulders of the teacher, and PDSs provide the structure for current and future teachers and those who strive to provide training to them to grow and develop together into educators who can make the changes necessary to effect school reform.

PDSs provide the opportunity for simultaneous renewal and improvement of Maryland's PreK-12 schools and the state's IHEs. In addition, they promote the growth and development of PreK-12 students, teachers, school administrators, interns, and IHE faculty. If improving people's lives is the business of educators, then PDS is most definitely a worthwhile endeavor.

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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 ePortfolio 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

**Maryland State Department of Education
Program Approval and Assessment Branch
Maryland Professional Development School Network**

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.

Guidelines for a Multiple-Site Professional Development School (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.

APPENDIX C
STANDARDS FOR MARYLAND PROFESSIONAL DEVELOPMENT SCHOOLS

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

APPENDIX D
DEVELOPMENTAL GUIDELINES FOR MARYLAND PROFESSIONAL DEVELOPMENT SCHOOLS

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INTRODUCTION

The *Developmental Guidelines for Maryland Professional Development Schools* were developed in order to provide the necessary scaffolding for new PDSs that are striving to meet the *Standards for Maryland Professional Development Schools* and for existing PDSs that are engaging in self-assessment for continuous improvement. The *Guidelines* were developed to facilitate the clear interpretation and smooth implementation of the *Standards*. The *Guidelines* are offered as a developmental continuum to further clarify the indicators found in the cells of the *Standards* matrix.

Like the indicators, the guidelines are intended as suggestions, not as a required checklist for PDS implementation. The *Guidelines* provide an explanation of what evidence might be found in a BEGINNING PDS, a DEVELOPING PDS, and a PDS that is AT STANDARD. While all Maryland PDSs will aspire to reach or exceed standards, various partnerships within an institution of higher education or local school system may fall within different categories on the developmental continuum, due to such factors as length of partnership, continuity of faculty/staff, and established norms for communication and sharing.

The *Guidelines* were developed by a group of Maryland PDS practitioners under the auspices of the Superintendents and Deans Committee of the Maryland Partnership for Teaching and Learning K-16. The process for creating the *Guidelines* included backward mapping from the *Standards*. The *Guidelines* are grounded in authentic PDS artifacts and examples from Maryland PDSs that reflect implementation of the *Standards*.

The *Guidelines* are a partner to the *Standards for Maryland Professional Development Schools*. They are the path, while the *Standards* are the destination.

**Standard I: Learning Community
Teacher Preparation Developmental Guidelines**

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
<p>A. Teacher education program reflects PreK-12 instructional content priorities.</p>	<p>A. Teacher education program and field-based experiences reflect PreK-12 instructional content priorities.</p>	<p>A. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences.</p>
<p>B1. IHE and school faculty/staff discuss ways to involve interns in school/community activities within the PDS.</p>	<p>B1. IHE and school faculty/staff provide on-going opportunities for interns to participate in school/community activities.</p>	<p>B1. IHE and school faculty/staff ensure interns' active participation in school and community-related projects.</p>
<p>B2. Interns observe, implement and analyze standards-based teaching practices during the extensive internship.</p>	<p>B2. Interns observe, implement, analyze and assess standards-based teaching practices during the extensive internship.</p>	<p>B2. Interns observe, implement, analyze and refine standards-based teaching practices during the extensive internship.</p>
<p>C1. IHE and school faculty communicate regarding the facilitation of reflection concerning the integration of theoretical models with classroom practice.</p>	<p>C1. IHE and school faculty facilitate reflection by collaborating to provide learning experiences that integrate theoretical models with classroom practice.</p>	<p>C1. PDS partners facilitate reflection by collaborating to provide learning experiences that integrate theoretical models with classroom practice.</p>
<p>C2. Interns engage in reflection with their cohort members.</p>	<p>C2. Interns, pre-service mentors and IHE faculty engage in reflection with one another.</p>	<p>C2. PDS partners engage in reflection with one another.</p>

Standard I: Learning Community
Continuing Professional Development Developmental Guidelines

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
A. PDS partners support shared learning to improve instruction and positively impact student achievement.	A. PDS partners participate in professional development to improve instruction and positively impact student achievement.	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 a variety of opportunities for all school staff to support and interact with interns.	B. PDS partners provide a variety of opportunities for all school staff to support and interact with interns.	B. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns.
C1. PDS partners envision the PDS as an instrument for school and IHE improvement.	C1. PDS partners guide school and IHE improvement through strategic planning.	C1. PDS partners collaboratively implement changes at the school and IHE as an outgrowth of strategic planning.
C2. IHE and school faculty support the use of research-based practices to improve instruction.	C2. IHE and school faculty model research-based practice for interns.	C2. PDS partners apply research-based best practices to improve instruction.

**Standard I: Learning Community
Research and Inquiry Developmental Guidelines**

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
A. PDS partners support action research and other forms of inquiry as valuable tools in improving instruction.	A. Interns engage in reflective inquiry and/or action research.	A. PDS partners collaboratively engage in inquiry and/or action research.
B. IHE faculty, pre-service mentors and interns discuss results of research/inquiry activities.	B. PDS partners discuss results of research/inquiry activities.	B. PDS partners disseminate results of research/inquiry activities.

**Standard I: Learning Community
Student Achievement Developmental Guidelines**

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
<p>A. Pre-service mentors model the use of specified learning outcomes and assessments in field experiences.</p> <p>B. Interns demonstrate competency in using specified learning outcomes and assessments to plan instruction.</p>	<p>A. IHE faculty and pre-service mentors model the use of specified learning outcomes and assessments in coursework and field experiences.</p> <p>B. Interns demonstrate competency in using specified learning outcomes and assessments to plan and deliver instruction.</p>	<p>A. IHE and school faculty model the use of state/local learning outcomes and assessments in coursework and field experiences.</p> <p>B. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.</p>

Standard II: Collaboration
Teacher Preparation Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
A. IHE faculty communicates course content to pre-service mentors.	A. IHE faculty and pre-service mentors collaborate to provide authentic learning experiences for interns.	A. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences.
B1. IHE faculty share standards-based intern assessment instruments with pre-service mentors.	B1. IHE faculty and pre-service mentors share a common understanding regarding the use of standards-based intern assessments.	B1. IHE and school faculty use collaboratively refined standards-based intern assessment instruments.
B2. Pre-service mentors evaluate interns weekly.	B2. Pre-service mentors evaluate intern performance several times each week.	B2. Pre-service mentors provide verbal and/or written feedback to interns on a daily basis.
B3. IHE supervisor conducts scheduled observations of interns.	B3. Scheduled observations provide the pre-service mentor, supervisor, and intern a reference for discussion of the intern's progress.	B3. Scheduled observations and three-way conferences provide the pre-service mentor, supervisor, and intern a reference for discussion of the intern's progress.
C1. IHE communicates minimum criteria for selecting teachers as pre-service mentors.	C1. IHE and school representatives have developed criteria for selecting teachers as pre-service mentors.	C1. IHE and school representatives implement criteria for selecting accomplished teachers as pre-service mentors and a procedure for making intern/pre-service mentor pairings.
C2. IHE and school faculty develop strategies to determine pre-service mentor effectiveness.	C2. IHE and school faculty collaborate to develop and implement strategies to determine pre-service mentor effectiveness.	C2. IHE and school faculty collaborate to develop, implement, and assess strategies to determine pre-service mentor effectiveness and refine training to meet the needs of pre-service mentor teachers.
D. IHE arts and science faculty participate in PDS planning.	D. IHE arts and science and school faculty collaborate in planning content-based learning experiences for teacher education programs.	D. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.

Standard II: Collaboration
Continuing Professional Development Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
A. IHE faculty and pre-service mentors collaborate to implement teacher education.	A. PDS partners collaborate to implement and monitor teacher education across institutions.	A. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions.
B. PDS partners engage in dialogue regarding the job skills and characteristics needed for PDS participation.	B. PDS partners solicit input from one another regarding hiring decisions at one another's institutions.	B. IHE and school faculty engage in cross-institutional staffing (adjunct faculty, co-instructional positions, co-funded positions, etc.).
C1. PDS partners collaborate to determine professional development needs.	C1. PDS partners plan activities to address identified professional development needs.	C1. PDS partners determine professional development needs, plan professional development activities to meet those needs, implement activities and assess the effectiveness of the implemented activities.
C2. PDS partners identify content/curriculum-based needs of school faculty and interns.	C2. PDS partners plan and participate in content/curriculum-based workshops to address identified needs.	C2. Teacher education, arts and sciences, school faculty, and interns participate in content/curriculum-based workshops to address identified needs.
D. IHE and school faculty and administrators identify professional development needs of all educators including non-tenured and provisionally certified teachers.	D. IHE and school faculty and administrators provide ongoing support for all educators including non-tenured and provisionally certified teachers.	D. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.

Standard II: Collaboration
Research and Inquiry Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
<p>A. IHE provides information to pre-service mentors and interns regarding the action research/inquiry process.</p>	<p>A. IHE provides information to school faculty and interns regarding the action research/inquiry process.</p>	<p>A. PDS partners collaboratively examine the action research/inquiry process.</p>
<p>B. School faculty and/or interns identify the research/inquiry agenda.</p>	<p>B. School faculty and interns identify the research/inquiry agenda.</p>	<p>B. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.</p>

Standard II: Collaboration
Student Achievement Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
<p>A. PDS partners use demographic and performance data to identify student achievement needs.</p> <p>B. School faculty participate on the school improvement team. The school improvement plan is shared with IHE faculty.</p> <p>C. Pre-service mentors and interns collaborate to plan PreK-12 performance assessments.</p>	<p>A. PDS partners use demographic and performance data to identify student achievement needs and collaborate to plan instruction to meet those needs.</p> <p>B. Representatives of IHE and school faculty participate on the school improvement team.</p> <p>C. School faculty and interns collaborate to plan and implement PreK-12 performance assessments.</p>	<p>A. PDS partners use demographic and performance data to modify instruction to improve student achievement.</p> <p>B. Representatives of PDS stakeholder groups participate on the school improvement team.</p> <p>C. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.</p>

**Standard III: Accountability
Teacher Preparation Developmental Guidelines**

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.

Beginning	Developing	At Standard
<p>A1. IHE and school faculty discuss formative and summative standards-based intern performance assessments.</p> <p>A2. IHE and school faculty discuss rubrics for intern performance assessments.</p> <p>B1. Interns develop professional portfolios.</p> <p>B2. IHE and school faculty assess intern performance.</p> <p>C. PDS partners understand the exit standards for interns.</p> <p>D. IHE faculty and pre-service mentors solicit feedback from interns.</p>	<p>A1. IHE and school faculty agree on the design of formative and summative standards-based intern performance assessments.</p> <p>A2. IHE and school faculty agree on rubrics for intern performance assessments.</p> <p>B1. Interns develop professional portfolios that are based on INTASC, EDoT, or other recognized professional standards.</p> <p>B2. IHE and school faculty assess intern portfolios and performance.</p> <p>C. IHE and school faculty develop a collaborative agreement regarding the exit standards for interns.</p> <p>D. IHE faculty and pre-service mentors solicit and incorporate feedback from interns.</p>	<p>A1. IHE and school faculty collaboratively refine and implement formative and summative standards-based intern performance assessments.</p> <p>A2. IHE and school faculty collaboratively refine and implement rubrics for standards-based intern performance assessments.</p> <p>B1. Interns develop professional portfolios that demonstrate mastery of INTASC, EDoT, or other recognized professional standards.</p> <p>B2. IHE and school faculty collaboratively assess intern portfolios and performance using standards-based scoring tools/rubrics.</p> <p>C. PDS partners develop and implement a collaborative agreement regarding exit standards for interns.</p> <p>D. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.</p>

Standard III: Accountability
Continuing Professional Development Developmental Guidelines

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.

Beginning	Developing	At Standard
<p>A. IHE and school faculty design assessments of the collaborative professional development provided in the PDS.</p> <p>B1. IHE supervisors and pre-service mentors participate in training sessions to prepare for mentoring, coaching, and supervising interns.</p> <p>B2. A structure exists to facilitate communication between pre-service mentors and IHE supervisors.</p> <p>C. Procedures exist for PDS partners to determine one another's professional development needs.</p> <p>D. PDS structure offers an opportunity for PDS partners to recognize one another's accomplishments.</p>	<p>A. IHE and school faculty assess the collaborative professional development provided in the PDS.</p> <p>B1. IHE and school faculty participate in training sessions to prepare for mentoring, coaching, and supervising interns.</p> <p>B2. Pre-service mentors and IHE supervisors communicate regularly with one another.</p> <p>C. PDS partners collaborate to determine one another's professional development needs.</p> <p>D. IHE and school faculty recognize the accomplishments of interns.</p>	<p>A. PDS partners assess the collaborative professional development provided in the PDS.</p> <p>B1. IHE and school faculty participate in ongoing training sessions to prepare for mentoring, coaching, and supervising.</p> <p>B2. Pre-service mentors and IHE supervisors provide mutual and reciprocal feedback to one another.</p> <p>C. PDS partners work together to meet one another's professional development needs.</p> <p>D. PDS partners recognize one another's accomplishments.</p>

**Standard III: Accountability
Research and Inquiry Developmental Guidelines**

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.

Beginning	Developing	At Standard
A1. A structure exists for IHE and school faculty to communicate about program assessment and improvement.	A1. IHE and school faculty periodically discuss program assessment and improvement.	A1. IHE and school faculty collaboratively develop assessments and feedback tools to be used for PDS program planning and improvement.
A2. Intern, school and IHE assessment and feedback data is collected.	A2. PDS partners review and analyze intern, school, and IHE assessment and feedback data.	A2. PDS partners review intern, school and IHE assessment and feedback data and modify the program to address identified needs.
B. PDS partners value the results of research and inquiry for school improvement.	B. PDS partners examine results of research and inquiry and discuss the implications of these findings.	B. PDS partners use results of research and inquiry to inform future practice within the PDS.

Standard III: Accountability
Student Achievement Developmental Guidelines

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.

Beginning	Developing	At Standard
A1. PDS partners understand the school improvement planning process and are aware of school improvement plans and initiatives.	A1. PDS partners collaborate on initiatives identified in the school improvement plan.	A1. PDS stakeholders collaborate to identify specific ways each stakeholder will address identified school improvement plan goals.
A2. School faculty and interns actively engage in implementing school improvement plans and initiatives.	A2. PDS partners actively engage in implementing school improvement plans and initiatives.	A2. PDS stakeholders actively engage in implementing school improvement plans and initiatives.
B1. IHE and school faculty identify data to be used to determine the impact of PDS on student achievement. B2. Interns include PreK-12 student work in their standards-based professional portfolios.	B1. IHE and school faculty collect data on the impact of PDS on student achievement. B2. Interns include PreK-12 student work that reflects impact on student achievement in their standards-based professional portfolios.	B1. IHE and school faculty collaboratively analyze data on the impact of PDS on student achievement. B2. Interns include PreK-12 student work and their own reflections on that work in their standards-based professional portfolios to demonstrate impact on student achievement.

**Standard IV: Organization, Roles and Resources
Teacher Preparation Developmental Guidelines**

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
<p>A. PDS partners examine and share their own organizational and communication patterns.</p> <p>B. IHE and school faculty and administrators identify resources that could be shared to support the learning of PreK-12 students and PDS partners.</p> <p>C. IHE and school faculty examine current processes and responsibilities for inducting interns and new faculty to PDS structures.</p>	<p>A. PDS partners clearly define and communicate roles, responsibilities and operating procedures.</p> <p>B. IHE and school faculty and administrators share resources and inform PDS stakeholders of their availability.</p> <p>C. IHE and school faculty and administrators collaboratively plan and implement PDS induction for interns and new faculty.</p>	<p>A. PDS partners communicate regarding roles, responsibilities, and operating procedures and use continuous feedback to improve the operation of the PDS.</p> <p>B. PDS partners share resources to support the learning of PreK-12 students and PDS partners.</p> <p>C. PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed.</p>

Standard IV: Organization, Roles and Resources
Continuing Professional Development Developmental Guidelines

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
<p>A. IHE faculty and administrators identify changes in organizational structures to promote PDS work.</p>	<p>A. IHE faculty and administrators provide adjustments to teaching load and/or addition of personnel to accommodate and support PDS work.</p>	<p>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.</p>
<p>B. IHE and school faculty and administrators develop an understanding of the importance of the contributions of the pre-service mentor in the PDS.</p>	<p>B. IHE faculty and administrators and school administrators publicly recognize contributions by pre-service mentors and identify possible rewards and incentives.</p>	<p>B. PDS stakeholders institutionalize recognition and rewards for pre-service mentors.</p>
<p>C1. School and/or school system administrators recognize the value of interns as potential staff members.</p>	<p>C1. . IHE and school faculty and administrators inform local school system personnel about their PDS intern cohort.</p>	<p>C1. IHE and school faculty and administrators work collaboratively to facilitate recruitment.</p>
<p>C2. IHE and school faculty plan to develop a support system for interns and school staff.</p>	<p>C2. IHE and school faculty develop a support system for interns and school staff.</p>	<p>C2. The PDS partnership employs strategies aimed at the retention of new and experienced teachers.</p>
<p>D. PDS partners explore possible organizational configurations and resource sharing opportunities.</p>	<p>D. PDS partners develop a Memorandum of Understanding to delineate the organization of the PDS and the resources to be provided.</p>	<p>D. A Memorandum of Understanding signed by PDS partners delineates the organization of the PDS and the resources to be provided.</p>

**Standard IV: Organization, Roles and Resources
Research and Inquiry Developmental Guidelines**

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
<p>A. IHE and school-based faculty reflect on their own professional ethics and explore ways to bring discussions of ethical issues into the context of the partnership.</p>	<p>A. PDS partners design and implement a process to examine their own individual and collective professional ethics and plan for action based on that self-examination.</p>	<p>A. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice.</p>
<p>B. IHE and school faculty determine support mechanisms to promote PDS research/inquiry.</p>	<p>B. PDS partners actively solicit resources to support PDS research/inquiry.</p>	<p>B. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.</p>

**Standard IV: Organization, Roles and Resources
Student Achievement Developmental Guidelines**

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
<p>A. IHE and school faculty and administrators identify strategies for keeping parents informed about PDS programs.</p> <p>B1. IHE and school faculty and administrators begin to examine current mechanisms for creating and monitoring PDS policies, roles and resources.</p> <p>B2. IHE and school faculty use strategic planning to create and communicate a shared mission centered on PreK-12 student achievement.</p> <p>C. PDS partners explore ways to institutionalize PDS resources.</p>	<p>A. PDS partners include parents and community members in planning and implementing PDS activities.</p> <p>B1. IHE and school faculty and administrators cooperate to recommend changes in the monitoring and evaluation of current PDS policies, roles and resources.</p> <p>B2. PDS partners use strategic planning to determine evaluation measures and collect data to assess the impact of PDS on school improvement.</p> <p>C. PDS partners elicit support from the school district and IHE for institutionalizing PDS resources.</p>	<p>A. PDS stakeholders build a structure to examine the impact of PDS on student achievement.</p> <p>B1. PDS stakeholders use a collaborative governance structure to design, implement and evaluate PDS policies, roles and resources.</p> <p>B2. PDS partners use performance data in strategic planning to make appropriate changes to policies, roles and resources.</p> <p>C. The IHE and school district institutionalize resources to ensure the continuity of the PDS.</p>

Standard V: Diversity and Equity
Teacher Preparation Developmental Guidelines

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
<p>A. Teacher Preparation Improvement Plan (TPIP) prepared by the IHE indicates strategy for training all interns in Professional Development Schools.</p>	<p>A. TPIP describes substantial progress toward training all interns in PDSs.</p>	<p>A. The IHE provides all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS.</p>
<p>B. PDS partners select PDS sites that are demographically diverse in student and staff population.</p>	<p>B. PDS partners provide interns with experiences working with diverse student and faculty populations.</p>	<p>B. Interns demonstrate skill in working with diverse student, parent and staff populations.</p>
<p>C. All interns have classroom experiences with students with special needs.</p>	<p>C. All interns have experiences with students with special needs and special educators.</p>	<p>C. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.</p>

Standard V: Diversity and Equity
Continuing Professional Development Developmental Guidelines

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
A1. PDS partners discuss and explore the availability of monetary and human resources to support PDS efforts.	A1. PDS partners identify monetary and human resources to support PDS work.	A1. All PDS partners have access to benefits of the PDS partnership such as monetary and human resources.
A2. PDS partners discuss strategies to elicit support and involvement of stakeholders.	A2. PDS partners initiate and participate in activities to elicit broad involvement of stakeholders in PDS activities.	A2. PDS partners engage in actions to support broad involvement of stakeholders in PDS activities and assess the results of stakeholder involvement.
B. PDS partners acknowledge the value of and collaboratively plan training to support knowledge, skills and dispositions surrounding equity issues.	B. PDS partners implement training to support knowledge, skills and dispositions surrounding equity issues.	B. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues.
C. PDS partners plan to recruit faculty, staff and interns who represent diverse backgrounds.	C. PDS partners engage in recruiting faculty, staff and interns who represent diverse backgrounds.	C. PDS partners represent diverse backgrounds.

**Standard V: Diversity and Equity
Research and Inquiry Developmental Guidelines**

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
<p>A. PDS partners acknowledge the importance of equity related concerns in determining action research/inquiry topics.</p> <p>B1. PDS partners share results of action research/inquiry targeting equity issues and the needs of diverse learners within the PDS.</p> <p>B2. IHE faculty, pre-service mentors, and interns discuss ways to use research findings related to equity in classroom practice.</p>	<p>A. PDS partners provide a framework for PDS action research/inquiry that addresses issues of equity.</p> <p>B1. PDS partners share results of collaborative action research/inquiry targeting equity issues and the needs of diverse learners within the PDS.</p> <p>B2. IHE faculty, pre-service mentors and interns select, design, and implement instructional strategies related to equity based on research findings.</p>	<p>A. PDS partners plan and conduct action research/inquiry with attention to issues of equity.</p> <p>B1. PDS partners share collaborative research findings targeting equity issues and the needs of diverse learners with stakeholders.</p> <p>B2. PDS partners select, design, implement and assess instructional strategies related to equity based on research findings.</p>

Standard V: Diversity and Equity
Student Achievement Developmental Guidelines

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
A1. PDS partners communicate with parents and community members about increasing student achievement, with attention to achievement needs and gaps.	A1. PDS partners seek input from parents and community members about increasing student achievement, with attention to achievement needs and gaps.	A1. PDS partners, parents and community members cooperate to increase student achievement, especially attending to achievement needs and gaps and other equity issues.
A2. School and IHE staffs support interns' engagement in various forms of parent communication about student achievement, with special attention to equity issues and the participation of minority and underrepresented parents.	A2. Interns initiate and participate in various forms of parent communication about student achievement, with special attention to equity issues and the participation of minority and underrepresented parents.	A2. Interns initiate, participate in, and assess the success of various forms of parent communication about student achievement, with special attention to equity issues and the participation of minority and underrepresented parents.
B. School staff and interns implement education that is multicultural.	B. PDS partners collaboratively implement education that is multicultural.	B. PDS partners collaborate to ensure that all education is multicultural.
C1. IHE faculty and pre-service mentors help interns explore and address diversity issues in instruction.	C1. PDS partners explore and address diversity in instruction.	C1. PDS partners explore, celebrate, and value diversity in instruction.
C2. IHE faculty and pre-service mentors help interns explore and address diversity issues in assessment.	C2. PDS partners explore and address diversity in assessment.	C2. PDS partners explore, celebrate, and value diversity in assessment.
C3. PDS partners demonstrate attention to equity issues including decision-making, communication skills, and personal interactions.	C3. PDS partners collaboratively identify equity issues and appropriate models for decision-making, communication skills, and personal interactions.	C3. PDS partners model appropriate decision-making, communication skills, and personal interactions with attention to equity issues.
C4. IHE and school faculty examine instructional data to determine achievement gaps.	C4. PDS partners plan to modify instruction to eliminate achievement gaps.	C4. PDS partners modify instruction to eliminate achievement gaps.

APPENDIX E
ALIGNMENT GRID FOR NCATE AND MARYLAND PDS STANDARDS

Professional Development Schools: An Implementation Manual

Alignment Grid for NCATE and Maryland PDS Standards

NCATE PDS Standards	Learning Community/ Support Multiple Learners	Learning Community/ Work and Practice are Inquiry-Based and Focused on Learning	Learning Community/ Develop a Common Shared Professional Vision of Teaching and Learning	Learning Community/ Serve as Instrument of Change	Learning Community/ Extended Learning Community	Accountability & Quality Assurance/ Develop Professional Accountability	Accountability & Quality Assurance/ Assure Public Accountability	Accountability & Quality Assurance/ Set PDS Participation Criteria	Accountability & Quality Assurance/ Develop Assessments, Collect Information, and Use Data	Accountability & Quality Assurance/ Engage with the PDS Context
Marvland PDS Standards										
Learning Community/ Teacher Preparation	X	X	X	X						
Learning Community/ Continuing Professional Development	X			X					X	
Learning Community/ Research and Inquiry		X	X	X			X		X	X
Learning Community/ Student Achievement	X	X							X	X
Collaboration/ Teacher Preparation			X	X	X			X		
Collaboration/ Continuing Professional Development					X					
Collaboration/ Research and Inquiry		X							X	
Collaboration/ Student Achievement	X		X		X	X	X		X	X
Accountability/ Teacher Preparation			X			X		X	X	
Accountability/ Continuing Professional Development						X		X	X	
Accountability/ Research and Inquiry		X	X	X		X			X	
Accountability/ Student Achievement	X	X	X			X	X			
Organization, Roles and Resources/ Teacher Preparation										
Organization, Roles and Resources/ Continuing Professional Development				X				X		X
Organization, Roles and Resources/ Research and Inquiry										
Organization, Roles and Resources/ Student Achievement						X			X	X
Diversity and Equity/ Teacher Preparation	X									
Diversity and Equity/ Continuing Professional Development										
Diversity and Equity/ Research and Inquiry		X		X			X			
Diversity and Equity/ Student Achievement	X			X	X	X	X		X	X

Professional Development Schools: An Implementation Manual

Alignment Grid for NCATE and Maryland PDS Standards

	NCATE PDS Standards	Collaboration/ Engage in Joint Work	Collaboration/ Design Roles and Structures to Enhance Collaboration and Develop Parity	Collaboration/ Systematically Recognize and Celebrate Joint Work and Contributions of Each	Diversity & Equity/ Ensure Equitable Opportunities to Learn	Diversity & Equity/ Evaluate Policies and Practices to Support Equitable Learning Outcomes	Diversity & Equity/ Recruit and Support Diverse Participants	Structures, Resources, and Roles/ Establish Governance and Support Structures	Structures, Resources, and Roles/ Ensure Progress Towards Goals	Structures, Resources, and Roles/ Create PDS Roles	Structures, Resources, and Roles/ Resources	Structures, Resources, and Roles/ Use Effective Communication
Maryland PDS Standards												
Learning Community/ Teacher Preparation												
Learning Community/ Continuing Professional Development	X											
Learning Community/ Research and Inquiry	X											X
Learning Community/ Student Achievement												
Collaboration/ Teacher Preparation	X		X				X					
Collaboration/ Continuing Professional Development		X	X				X		X			X
Collaboration/ Research and Inquiry	X											
Collaboration/ Student Achievement	X	X		X			X	X				X
Accountability/ Teacher Preparation			X		X			X				
Accountability/ Continuing Professional Development	X		X									
Accountability/ Research and Inquiry								X				
Accountability/ Student Achievement	X		X									
Organization, Roles and Resources/ Teacher Preparation		X	X				X	X	X	X	X	X
Organization, Roles and Resources/ Continuing Professional Development		X	X				X		X	X		
Organization, Roles and Resources/ Research and Inquiry											X	
Organization, Roles and Resources/ Student Achievement								X		X	X	
Diversity and Equity/ Teacher Preparation				X	X	X						
Diversity and Equity/ Continuing Professional Development		X		X	X	X						
Diversity and Equity/ Research and Inquiry				X	X	X						
Diversity and Equity/ Student Achievement				X	X	X	X	X				

Professional Development School

Assessment Framework for Maryland

Maryland State Department of Education
Program Approval and Assessment Branch

Revised August 2007

**Professional Development School
Assessment Framework
for Maryland**

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Table of Contents

Acknowledgements	i
PDS Definition	1
History of PDS in Maryland	2
PDS and Program Approval	3
PDS Standards and Guidelines	4
Selection Process for Site-Specific PDS Review	6
Institutional Report	7
Collection and Display of Artifacts for Site-Specific PDS Review	7
Explication Paper for Site-Specific PDS Review	8
PDS Site Visits	11
Site Visit Schedule	12
Institutional PDS Review	13
The Team Report	15
Appendix A: PDS Standards	16
Appendix B: PDS Developmental Guidelines	18
Appendix C: IHE Selection Form for PDS to be Visited	39
Appendix D: Performance Criteria Component II	40
Appendix E: Criteria for School Overview	41
Appendix F: Site-Specific PDS Artifact Selection Tool	42
Appendix G: Format for Explication Paper	44
Appendix H: Determining Statements of Standing	45
Appendix I: Reviewer's Worksheet for PDS Review	46

PDS Assessment Framework for Maryland

Appendix J: Interview Questions and Summary Sheet	47
Appendix K: PDS Abstract Format	52
Appendix L: PDS Summary Chart	53
Appendix M: Template for Component II of State Team Report	54
Appendix N: Template for Joint State/NCATE Team Report	55
Appendix O: Glossary	56

Acknowledgements

The development of a PDS Assessment Framework for Maryland has been an intensely collaborative process spanning over five years. The Program Approval and Assessment Branch would like to thank the following individuals and groups who have made invaluable contributions to this process:

The Maryland Partnership for Teaching and Learning, K-16, and its Professional Development Design Team and Superintendents and Deans Committee

PDS Leadership Academy Fellows, 2000-2002

Developmental Guidelines Writing Committee

Pilot Site Visit Team Members

IHE and School Hosts for Pilot Site Visits

Dr. Lee Teitel, University of Massachusetts, Boston

The National Council for the Accreditation of Teacher Education

Thanks are also due to the University of Maryland Eastern Shore, Bowie State University, McDaniel College and the University of Maryland Baltimore County for sharing their experiences as the first IHEs to use the Framework.

Portions of this Assessment Framework have been excerpted with permission from the following documents:

Superintendents and Deans Committee. (2003). *Professional development schools: An implementation manual*. Annapolis, MD: Maryland Partnership for Teaching and Learning K-16.

Maryland PDS Network. (2002). *Visiting team member resource notebook, pilot site visit project*. Baltimore, MD: Author.

National Council for the Accreditation of Teacher Education. *Handbook for the assessment of professional development schools, PDS standards field test project*. Washington, DC: Author.

This work has been funded in part by the Higher Education Act - Title II Teacher Quality Enhancement State Grant.

Professional Development School

A Professional Development School (PDS) 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 institution of higher education (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.

All documents referenced in this publication can be found by logging on to www.marylandpublicschools.org, accessing the Division of Certification and Accreditation and dropping down to Program Approval.

History of PDS in Maryland

Since the adoption of the *Teacher Education Task Force Report* (commonly referred to as the *Redesign of Teacher Education*) in May 1995, the *Redesign* has guided reform efforts in teacher education throughout the state of Maryland. The Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) have worked collaboratively to support Institutions of Higher Education (IHEs) and local school systems to encourage full implementation of this policy. In addition, both agencies have created measurable objectives within their strategic plans to focus state efforts on implementation of the *Redesign*.

The *Redesign* emphasizes a systemic approach to improving teaching and learning in schools through a solid teacher preparation program, grounded in a foundation of content knowledge and pedagogy. In the *Redesign*, the teacher preparation program is viewed in the broader context of school improvement and is expected to enhance the education of all children. Major recommendations of the *Redesign* include the following, among others:

- a sustained, extensive internship within a professional development school (PDS) that exemplifies diversity among students under the guidance of mentor classroom teachers and IHE faculty;
- increased emphasis on teacher renewal and inservice through PDSs; and
- the development of specific linkages between teacher preparation and statewide school reform efforts.

Clearly, full implementation of the *Redesign* requires fully functioning PDSs. To facilitate the understanding and development of this initiative, the Maryland Partnership for Teaching and Learning K-16, a partnership of the University System of Maryland, MSDE and MHEC, established a Professional Development Design Team which produced a detailed plan and schedule leading to “full implementation” of PDS as a mechanism for teacher education and professional development across the state. The Design Team’s plan was adopted by the Leadership Council of the K-16 Partnership in February 1998.

In implementing the plan, a new subcommittee of the Maryland Partnership for Teaching and Learning K-16, the Superintendents and Deans Committee, was formed to develop recommendations that specifically address the implementation of PDSs. This committee, consisting of local school system superintendents and deans of IHEs working in collaboration with MSDE and MHEC, collaborated to create definitions to guide PDS implementation, draft the *Standards for Maryland Professional Development Schools*, arrange PDS site visits for Maryland’s superintendents and deans, and author the *Professional Development Schools Implementation Manual*.

In the summer of 2000, PDS practitioners from a variety of partnerships in Maryland assembled for the first PDS Leadership Academy. These “fellows” brought various artifacts from their PDSs and used the draft *Standards for Maryland Professional Development Schools* to classify these artifacts. The documents were used as a basis for

PDS Assessment Framework for Maryland

the creation of *Developmental Guidelines for Maryland Professional Development Schools*. These guidelines were developed to facilitate the clear interpretation and smooth implementation of the *Standards*. As a result of the process used for guidelines development, the *Guidelines* are firmly rooted in practice, and a host of technical assistants throughout the state are available to demonstrate *Guidelines* in action and to provide support to new PDSs.

The state's deans and directors of teacher education and local school superintendents agreed to endorse the *Standards for Maryland Professional Development Schools* and pilot them on a voluntary basis for the 2000-2001 academic year. In addition, four PDS partnerships, Villa Julie College and The Chatsworth School, University of Maryland and the Prince George's County Elementary School Partnership, Towson University and the Ellicott City Partnership, and Frostburg State University with Cresaptown Elementary and John Humbird Elementary agreed to use the *Standards* and *Guidelines* as implementation tools, conduct self studies, and host "no-fault" site reviews focused on evaluating the *Standards* and *Developmental Guidelines for Maryland Professional Development Schools*.

Feedback gathered from PDS practitioners who participated in pilot site visits guided final revisions to the *Standards* and *Developmental Guidelines for Maryland Professional Development Schools*. The final revisions were adopted by the Superintendents and Deans Committee in October 2002, after the committee ensured alignment with the National Council for Accreditation of Teacher Education's PDS Standards.

PDS and Program Approval

After the extensive development and field testing of the *Maryland Standards for Professional Development Schools* and the *Developmental Guidelines*, MSDE began considering how this policy could best be integrated into the current assessment system in Maryland. Already, the PDS Standards had been subsumed within the Maryland Performance Criteria and were being used informally for Title II reporting.

Because the *Redesign* calls for PDS to become an integral part of every teacher education program in Maryland, it was decided that an integrated assessment framework that merged program approval and PDS assessment would be most desirable. Assuming PDS assessment within the program approval process encourages IHEs to treat their PDSs as interdependent portions of their programs. PDSs are not add-on experiences that operate independently from a teacher education program; neither should PDS assessment be conducted apart from program approval.

To the extent possible, PDS assessment has been dovetailed with current program approval processes. Several changes to the current program approval process are necessary, however, to complete this merge. These changes fall into two main categories, Site-Specific PDS Review and Institutional PDS Review. For each category, evidence-room or on-line artifacts and visit experiences are needed to allow team members to gather the data necessary to evaluate the IHE's PDS program. Major changes are outlined below and are explained in more detail throughout this document:

PDS Assessment Framework for Maryland

Site-Specific PDS Review

- ✓ Two PDSs will be selected for on-site review during a half-day of the state program approval or joint state/NCATE visit. (In some instances, only one site will physically host a visiting team.)
- ✓ School data for the two selected PDSs will be included in the explication papers.
- ✓ Each of the two selected PDSs will prepare a display of artifacts and an explication paper to be included in the evidence room or on the IHE website. The explication paper is submitted to the review team six weeks in advance of the visit.

Institutional PDS Review

- ✓ The state institutional report will respond to revised indicators for Component II of the Maryland Performance Criteria.
- ✓ Abstracts of all PDSs not selected for site-specific PDS review will be included in the evidence room or on-line, with the Teacher Preparation Improvement Plan (TPIP) Attachment A documents.
- ✓ The IHE will prepare a PDS Summary Chart, presenting a 5-year history of the total number of PDSs, the number of candidates placed in PDSs, the number of graduates who completed extensive internships in PDSs, the number of candidates placed in traditional student teaching placements, and the overall statements of standing for PDSs.
- ✓ The IHE will represent PDSs not selected for site-specific PDS review to team members (through artifacts, interviews, etc.), following the guidelines set forth by NCATE and/or Maryland State Program Approval delineated in the PDS Assessment Framework.

Both site-specific and institutional PDS review are needed to provide the full picture of PDS implementation to reviewers. The site visits and site-specific documentation provide a focused snapshot of PDS in action at the IHE. The institutional perspective is necessary for reviewers to understand the comprehensive integration of PDS within the larger teacher education program and governance structure.

PDS Standards and Guidelines

The *Maryland Standards for Professional Development Schools* will guide the entire PDS assessment process and will provide the framework that will be used by team members to conduct the site-specific PDS review and the institutional PDS review.

The *Standards for Maryland Professional Development Schools* were drawn primarily from two sources. The first was the *Maryland Common Understandings about Professional Development Schools* (Maryland State Department of Education, 1995), which guided a 1995-1997 cross-site review of selected PDSs in Maryland by the State Teacher Education Council (Maryland State Department of Education, 1998). The second source was the *Draft Standards for Identifying and Supporting Quality*

Professional Development Schools (National Council for Accreditation of Teacher Education, 1997).

The *Standards for Maryland Professional Development Schools*, drawn from these two sources, are grounded in the theory and practice of PDSs. They provide current and future PDS stakeholders with clear, concise standards that are relevant to the state's commitment to provide quality PDS experiences for all interns. The *Standards* are intended to be used by PDS partners to conduct self-assessments to improve school and IHE programs as well as to guide the development of new PDSs. The *Developmental Guidelines* provide further guidance for PDSs by expanding upon the developmental nature of PDS work.

The *Standards* and *Developmental Guidelines for Maryland Professional Development Schools* are two documents that are to be used in tandem to holistically guide the development of a PDS.

The documents consist of the following parts:

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 (See Appendix A).

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.

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 meeting the standards.

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 assessment (See Appendix B).

Indicators and developmental guidelines list possible ways that a PDS might implement a standard. They are intended as suggestions, not as a required checklist for PDS implementation. The developmental guidelines are formatted so that a PDS practitioner may understand the level of implementation that is necessary to be considered a "beginning" PDS, a "developing" PDS and a PDS that is "at standard." A PDS is NOT required to show evidence of ALL indicators or guidelines to be considered "at standard."

The *Standards and Developmental Guidelines for Maryland Professional Development Schools* may be used for self-assessment or collegial evaluation of a partnership; however, it is essential that they be used **holistically** to judge the PDS's implementation of each standard within the four component areas.

Selection Process for Site-Specific PDS Review

During each state program approval or joint state/NCATE accreditation visit, two PDSs will be chosen for site-specific PDS review. These two sites will each prepare a display of artifacts and an explication paper to be included in the evidence room or on the website of the IHE. In addition, these sites will be visited by team members for 1/2 day of the accreditation visit. In some instances, only one site will be physically visited. Some small IHEs may have PDSs widely separated from one another, and only one or two programs to be reviewed requiring only a small state team. Visiting two sites becomes impractical and costly. In this model, one site will host the intensive review of the two selected PDSs.

The selection of the sites will proceed as follows: One site will be selected by the IHE one year prior to the accreditation visit using the form found in Appendix C. The PDS selected must have been included on the IHE's most recent TPIP Attachment A.

The second site will be chosen at random by the Maryland State Department of Education from the remaining PDSs as named on the IHE's most current TPIP Attachment A. When available, a PDS from a different program and within a different local school system will be selected.

For example, if the institution selects an early childhood PDS in Baltimore County, MSDE would examine the institution's TPIP Attachment A, eliminate any other early childhood PDS and any other PDS in Baltimore County, and then make a random selection from the remaining PDSs. (If no other programs or school systems are represented, the random selection will be made from the complete list of Attachment A PDSs.)

For selection purposes, a multi-site PDS will function as one PDS. If an institution selects a multi-site PDS for site-specific PDS review, the institution must determine one school within that multi-site partnership to be physically visited. The artifact display and explication paper, however, should be prepared by representatives of all schools within the multi-site partnership.

If a multi-site PDS is selected randomly by MSDE, a second random selection will occur to determine which particular school will be physically visited by team members.

Site selections will occur one year prior to the program approval/accreditation visit. The specific half-day will be determined in the pre-visit consultation with the NCATE Board of Examiners Chair, if applicable; the state team chair; the IHE; and the state liaison one to two months prior to the review.

Institutional Report

The institutional report prepared by the IHE for program approval/accreditation may be either a state-only report or a joint state/NCATE report with PDS issues embedded in Standard 3, Field Experiences and Clinical Practice. The IHE must ensure that *The Redesign of Teacher Education Performance Criteria* are addressed. PDS assessment has necessitated that the indicators for Component II of the *Performance Criteria* be expanded. The revised portion of the *Performance Criteria* may be found in Appendix D.

In addition to addressing the *Performance Criteria*, institutions also must provide an overview of each of the schools that have been selected for site-specific PDS review in two PDS explication papers. Explication papers should be sent to the review team six weeks in advance of the visit. See Appendix E for specific requirements for this overview.

Collection and Display of Artifacts for Site-Specific PDS Review

Each PDS selected for site-specific PDS review is responsible for collecting and displaying artifacts that exemplify that PDS's work related to the *Standards for Maryland Professional Development Schools*. The goal is to provide reviewers with a multi-dimensional self-portrait that reflects the partnership's work related to each of the five standards and four component areas of the *Standards for Maryland Professional Development Schools*.

Artifacts may include minutes of governing boards and steering committees, reports of the history or progress of the partnership, policy statements and handbooks, data on outcomes for PreK-12 students or other PDS stakeholders, family comments on the PDS, analysis of intern accomplishments, records of intern observation, practitioner journals, reports from inquiry activities, newspaper reports on the partnership, school improvement plans, previous self-study reports, videotape, assessment of professional development activities, modified course syllabi, etc. Partnerships are encouraged to use the worksheet provided in Appendix F to aid in the collection and organization of artifacts.

Each of the two selected sites is limited to a display of **no more than 15 artifacts per PDS standard**. Site-specific PDS artifacts should be displayed separately from the rest of the institutional evidence in the evidence room (e.g., in a separate crate for each site or in a separate binder for each site) and should be divided or color-coded by standard. IHEs are encouraged to scan and post artifacts on the IHE website when possible, as this allows reviewers to examine artifacts prior to the official start of the visit. Be sure PDS site-specific artifacts are filed under a separate folder or link, so they may be easily distinguished from other institutional artifacts. The use of fully detailed cover sheets aids the reviewer in assessing the evidence both quickly and efficiently. The cover sheet

should describe the standard, including a rationale as to why the artifact was selected and how it supports the standard.

Because of the limit on the number of artifacts that may be displayed, the partnership will have to be selective. The selection process should be a collegial activity in which various stakeholders are able to openly discuss which artifacts most accurately represent the essential work of the PDS.

Explication Paper for Site-Specific PDS Review

Each PDS selected for site-specific PDS review will prepare **a double-spaced document with 12-point font of no more than 20 pages total.** The explication paper is to be available in the evidence room at the IHE or on the IHE website, displayed with the site-specific PDS artifacts.

This document will provide an overview of the partnership, an overall self-assessment of PDS development, and specific comments and self-assessment information related to each of the five PDS standards. The explication paper is intended to provide the reviewers with an insider's lens through which to view site-specific PDS artifacts and experiences.

The explication paper should contain a partnership profile of no more than five pages, which contains information about the partners, the history of the partnership, the organizational and governance structure, the internship, and any major issues, challenges, or any major areas of focus. In addition, the partnership profile should provide an overall statement of standing for the PDS, based on the *Standards for Maryland Professional Development Schools*. The statement of standing will either be "Beginning," "Developing," or "At Standard."

After the Partnership Profile, the explication should provide no more than three pages for each of the five PDS standards. For each standard, the explication may discuss artifacts presented as they demonstrate strengths, areas for growth that have emerged as a result of collaborative discussions, and a statement of standing for that particular standard. Again, the statement of standing will be either "Beginning," "Developing," or "At Standard." This section should not merely be a listing of artifacts, because a fuller explanation of each artifact will be included on the artifact cover sheets.

A format for the explication paper is provided in Appendix G.

Crafting the explication requires PDS partners to engage in collaborative inquiry focused on looking at their work through the lens of the PDS Standards. PDS partnerships at all levels of development, including those at the beginning stage, can benefit from this part of the process. Writing the explication should be a collegial activity involving representative PDS stakeholders. If a partnership already has a workgroup whose functions are program assessment, strategic planning, or PDS development, it may make sense to expand that group's functions to take on the coordination of the artifact collection and development of the explication papers; however, some partnerships will

PDS Assessment Framework for Maryland

choose to set up a new group responsible for these tasks. Partnerships should be engaging in this strategic planning and assessment process on a regular basis in meetings of a coordinating council or steering committee.

The group responsible for the explication paper will begin successfully with the collected evidence. These artifacts will serve as entry points into the self-assessment process. As discussion proceeds, however, collected evidence may be supplanted with other artifacts that the group feels better exemplify the standards-based work of the partnership. The data collection and self-assessment processes thus become recursive, each influencing the other.

After agreeing on a body of collected evidence, the group must assign a statement of standing for each of the five PDS Standards. The Developmental Guidelines are especially useful in this regard. The statement of standing reflects where the partnership thinks it is along the developmental continuum. Appendix H provides a worksheet for determining statements of standing for each standard and for determining an overall statement of standing for the partnership.

Strengths and areas for growth will naturally emerge from the comparison of evidence with the *Standards* and *Developmental Guidelines*. Strengths will be areas of excellence within the partnership. Areas for Growth specifically focus on work that the partnership sees as necessary to move to the next stage on the developmental guideline continuum.

Preparing to Write the Explication Paper

PDS stakeholders preparing to write the explication paper must examine evidence, make holistic judgments about the partnership's stage of development for each standard using the guidelines, determine strengths, make recommendations for improvement, and determine an overall statement of standing for the partnership. These steps comprise the self-assessment process necessary to craft the explication paper.

Formulate Standard-Specific Statements of Standing

- Review evidence
- Look at where the work falls on developmental guidelines
- Make holistic judgment having viewed all evidence
- Write one statement of standing for each standard

Determine Strengths

- Look at statement of standing and evidence for each standard
- Note any areas of excellence
- Develop 0 to 5 strengths as appropriate

Determine Areas for Growth

- Look at statement of standing and evidence for each standard
- Develop specific recommendations for improvement for each standard
- Make 0 to 5 recommendations depending upon standing

Determine Overall Statement of Standing

- Review standard-specific statements of standing, strengths, and areas for growth
- Make holistic judgment having viewed all evidence
- Write one overall statement of standing

PDS Site Visits

The site visit is an important aspect of the site-specific PDS review. It complements the site-specific PDS evidence and explication paper and brings to bear the perspectives and professional judgment of outsiders, who, through a visit, have an opportunity to support the PDS partnership efforts toward continuous improvement.

In the case of a joint state/NCATE visit, at least one national team member assigned to NCATE's Standard 3, Field Experiences and Clinical Practice, will attend each PDS Site Visit. Other team members (perhaps Standard 4, Diversity) may attend as well, depending on availability and the requirements of the review. The MSDE consultant will attend one of the visited sites. Two state team members will attend each PDS site.

In a joint state/NCATE visit, it is desirable that the PDS site visit take place on Monday morning. A tentative schedule for the PDS site visit with key interviews will be outlined at the State/NCATE pre-visit, two months prior to the review. This schedule will be based on the PDS site visit schedule contained in the following section.

Prior to arrival at the PDS site, reviewers will have examined the site-specific PDS artifact display and will have carefully considered the explication paper. To facilitate the review, team members may find the worksheet contained in Appendix I useful in the following ways:

- to help begin to make connections and develop an overview of the partnership
- to raise questions about the partnership that require further clarification
- to identify further evidence that needs to be collected

The team interviews individuals to validate information or provide additional data as needed. The questions asked in the interviews are intended to help the team understand the perceptions of key stakeholders regarding the extent to which the PDS is meeting standards. It is recommended that team members make use of appropriate questions from the list in Appendix J, as these have been developed specifically with the *Standards for Maryland Professional Development Schools* in mind. Team members should feel free to ask follow-up questions, questions that are specific to the PDS, or questions that have evolved from artifact review as well.

Site Visit Schedule

In most cases, the site visits will occur concurrently for a half-day on Monday of the visit, from approximately 9:00 a.m. until 12:00 p.m. Each session is approximately 30 minutes in length, with two concurrent interviews. When possible, the partnership should arrange to have the following experiences available for reviewers:

9:00 - 9:40 a.m.

Panel Discussion - Panel may include IHE Liaison, Site Coordinator, School Administrator(s), Intern(s), Cooperating/Mentor Teacher(s), K-12 student(s), and others.

9:40 - 10:00 a.m.

Brief Tour of Building - If any of the following activities are taking place, be sure to point them out during the building tour. Reviewers may choose to briefly observe:

- interns at work in the school
- university/college courses in session
- PDS meetings in session
- teachers implementing best practices that are a result of PDS action research or other PDS-sponsored professional development

10:00 - 11:00 a.m.

Individual Interviews - Team members concurrently conduct interviews with the following individuals, based on their availability:

IHE Liaison
Site Coordinator
School Principal
Local School System PDS Representative

11:00 a.m. - 12:00 p.m.

Group Interviews - Team members concurrently conduct interviews with the following groups, based on their availability:

Preservice Mentor Teachers
Interns
Field Supervisors
Other Teachers in the PDS
K-12 Students, Parents, Teachers' Union Representatives, Community Members,
and Business Partners, as appropriate

Institutional PDS Review

Assessing an entire institution based on two PDSs might not fully reflect an institution's PDS efforts. Certainly, the in-depth perspective that the site visits provide is helpful in understanding institutional implementation of professional development schools, but the site-specific PDS review alone is not sufficient.

Fortunately, current program approval and NCATE accreditation processes already require much evidence and exposure to much of the data and experiences necessary for reviewers to gain a complete understanding of the unit-wide implementation of PDS. In the NCATE Handbook for Accreditation Visits (2002), suggested evidence for Standard 3 includes the following:

- Descriptions of the field experiences and field placements that demonstrate diversity of setting
- Candidate work samples
- Faculty evaluations of candidates
- Summary results of candidate assessments upon entering and exiting field experiences
- Internship/student teaching assessment instruments
- Student teaching handbook
- Assessments and scoring rubrics/criteria used in field experiences and clinical practice

In addition, NCATE protocols recommend interviews with the following individuals and groups, all as part of the regular accreditation visit:

- the director of clinical/laboratory experiences
- cooperating teachers
- principals
- student teachers/interns
- recent graduates
- internship supervisors
- school personnel directors
- teachers and other practitioners from area schools
- members of a professional development school team
- participants in joint research sites
- recipients of inservice by the IHE
- advisory board members

Certainly, much information about professional development schools may be collected through the artifacts and experiences historically available to reviewers. Because Maryland teams have the added responsibility of assessing institutions using PDS standards, however, some additional requirements are needed.

PDS Assessment Framework for Maryland

First, where opportunities are available to offer interviews with PDS personnel apart from the site-specific PDS review, institutions are encouraged to invite PDS practitioners who represent OTHER partnerships. Many institutions include PDS partnerships in a gallery walk or poster session as part of the early activities of the review. The objective is to provide reviewers with access to information about as many partnerships as possible. In the same vein, when displaying artifacts for NCATE Standard 3 or Maryland Component II apart from the site-specific PDS artifact displays, efforts should be made to choose artifacts from OTHER partnerships.

Finally, the following documents are now required as evidence for Maryland Component II, as reflected in the revised Component II indicators of the Performance Criteria (see Appendix D). They may be posed on the IHE website or made physically available in the evidence room:

- Abstracts for EVERY partnership which the institution designates as a PDS (See Appendix K). These abstracts should be double-spaced with 12 point font and should contain the following information (4 pages maximum):
 - Partners
 - History of Partnership (with inception date)
 - School Information (Size, Grade Levels, Demographics of PreK-12 Students, Achievement Data for PreK-12 Students)
 - Organizational Chart (including ways in which multiple sites function if it is a multi-site PDS)
 - Governance Structure (including roles represented on Coordinating/Advisory Committee)
 - Description of Internship
 - Number of Interns in Cohort
 - Major Issues/Challenges, if any
 - Major Focus, if any
 - Overall Statement of Standing
 - Most recent TPIP Attachment A for this PDS

- PDS Summary Chart (See Appendix L), to include a 5-year history of the following:
 - Total Number of PDSs
 - Number of Candidates Placed in PDSs
 - Number of Graduates who completed Extensive Internships in PDSs
 - Number of Candidates placed in Traditional Student Teaching Placements
 - Number of PDSs with Overall Self-Assessment "At Standard"
 - Number of PDSs with Overall Self-Assessment at "Developing"
 - Number of PDSs with Overall Self-Assessment at "Beginning"

The reviewers will use all available information related to PDS implementation, including the evidence gathered from the site-specific PDS review, to formulate overall findings related to an institution's performance in relation to the *Standards for Maryland Professional Development Schools*.

The Team Report

The State Team Report or State Addendum to the NCATE BOE Report provides information related to the *Redesign of Teacher Education* Performance Criteria. Assessment of the IHE's professional development school program will be embedded throughout the report but will be concentrated mostly within NCATE's Standard 3 and Maryland's Component II.

Within the report, reviewers will be given an opportunity to comment specifically on the Site-Specific PDS Review and the Institutional PDS Review. Reviewers will determine a Statement of Standing for EACH of the two PDSs selected for site-specific review. This Statement of Standing will be either "Beginning," "Developing," or "At Standard." This statement of standing draws, in a holistic way, on the evidence examined and information gathered. In addition, reviewers will provide a discussion of holistic findings related to each visited PDS. This portion of the narrative will include commendations and recommendations, as appropriate. Commendations specifically highlight areas of excellence within the visited PDS. Recommendations specifically focus on work that the visit team thinks will be necessary in order for the partnership to move to the next stage of the developmental guidelines.

The report also will provide findings related to the Institutional PDS Review. In this section, each of the five Maryland PDS Standards will be discussed. The narrative will articulate the strengths and weaknesses of the institution and its PDSs related to each standard. These findings will be gleaned from all information obtained on the visit, including information gathered through the site-specific PDS review.

For approval/accreditation purposes, an institution must demonstrate successfully that it is operating standards-based PDSs that are striving to meet Maryland standards. PDSs are expected to show improvement from one visit cycle until the next, but not all PDSs are expected to be "At Standard" at all times. Various partnerships within an IHE or local school system may fall within different categories on the developmental continuum, due to such factors as length of partnership, continuity of faculty/staff, and disruptions to established norms for communication and sharing. A visited PDS may be assigned a statement of standing at the "Beginning" level without harming the IHE's state approval, as long as other evidence confirms that the institution is striving to meet PDS standards.

Revised templates for Component II of the State Team Report and the Joint State/NCATE Team Report appear in Appendices M and N, respectively.

Appendix A

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)

Standards for Maryland Professional Development Schools

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

Appendix B

Developmental Guidelines for Maryland Professional Development Schools

**Standard I: Learning Community
Teacher Preparation Developmental Guidelines**

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
A. Teacher education program reflects PreK-12 instructional content priorities.	A. Teacher education program and field-based experiences reflect PreK-12 instructional content priorities.	A. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences.
B1. IHE and school faculty/staff discuss ways to involve interns in school/community activities within the PDS.	B1. IHE and school faculty/staff provide on-going opportunities for interns to participate in school/community activities.	B1. IHE and school faculty/staff ensure interns' active participation in school and community-related projects.
B2. Interns observe, implement and analyze standards-based teaching practices during the extensive internship.	B2. Interns observe, implement, analyze and assess standards-based teaching practices during the extensive internship.	B2. Interns observe, implement, analyze and refine standards-based teaching practices during the extensive internship.
C1. IHE and school faculty communicate regarding the facilitation of reflection concerning the integration of theoretical models with classroom practice.	C1. IHE and school faculty facilitate reflection by collaborating to provide learning experiences that integrate theoretical models with classroom practice.	C1. PDS partners facilitate reflection by collaborating to provide learning experiences that integrate theoretical models with classroom practice.
C2. Interns engage in reflection with their cohort members.	C2. Interns, pre-service mentors and IHE faculty engage in reflection with one another.	C2. PDS partners engage in reflection with one another.

Standard I: Learning Community
Continuing Professional Development Developmental Guidelines

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
A. PDS partners support shared learning to improve instruction and positively impact student achievement.	A. PDS partners participate in professional development to improve instruction and positively impact student achievement.	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 a variety of opportunities for all school staff to support and interact with interns.	B. PDS partners provide a variety of opportunities for all school staff to support and interact with interns.	B. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns.
C1. PDS partners envision the PDS as an instrument for school and IHE improvement.	C1. PDS partners guide school and IHE improvement through strategic planning.	C1. PDS partners collaboratively implement changes at the school and IHE as an outgrowth of strategic planning.
C2. IHE and school faculty support the use of research-based practices to improve instruction.	C2. IHE and school faculty model research-based practice for interns.	C2. PDS partners apply research-based best practices to improve instruction.

**Standard I: Learning Community
Research and Inquiry Developmental Guidelines**

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
A. PDS partners support action research and other forms of inquiry as valuable tools in improving instruction.	A. Interns engage in reflective inquiry and/or action research.	A. PDS partners collaboratively engage in inquiry and/or action research.
B. IHE faculty, pre-service mentors and interns discuss results of research/inquiry activities.	B. PDS partners discuss results of research/inquiry activities.	B. PDS partners disseminate results of research/inquiry activities.

Standard I: Learning Community
Student Achievement Developmental Guidelines

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents and community members.

Beginning	Developing	At Standard
A. Pre-service mentors model the use of specified learning outcomes and assessments in field experiences.	A. IHE faculty and pre-service mentors model the use of specified learning outcomes and assessments in coursework and field experiences.	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 instruction.	B. Interns demonstrate competency in using specified learning outcomes and assessments to plan and deliver instruction.	B. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.

Standard II: Collaboration
Teacher Preparation Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
A. IHE faculty communicates course content to pre-service mentors.	A. IHE faculty and pre-service mentors collaborate to provide authentic learning experiences for interns.	A. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences.
B1. IHE faculty share standards-based intern assessment instruments with pre-service mentors.	B1. IHE faculty and pre-service mentors share a common understanding regarding the use of standards-based intern assessments.	B1. IHE and school faculty use collaboratively refined standards-based intern assessment instruments.
B2. Pre-service mentors evaluate interns weekly.	B2. Pre-service mentors evaluate intern performance several times each week.	B2. Pre-service mentors provide verbal and/or written feedback to interns on a daily basis.
B3. IHE supervisor conducts scheduled observations of interns.	B3. Scheduled observations provide the pre-service mentor, supervisor, and intern a reference for discussion of the intern's progress.	B3. Scheduled observations and three-way conferences provide the pre-service mentor, supervisor, and intern a reference for discussion of the intern's progress.
C1. IHE communicates minimum criteria for selecting teachers as pre-service mentors.	C1. IHE and school representatives have developed criteria for selecting teachers as pre-service mentors.	C1. IHE and school representatives implement criteria for selecting accomplished teachers as pre-service mentors and a procedure for making intern/pre-service mentor pairings.
C2. IHE and school faculty develop strategies to determine pre-service mentor effectiveness.	C2. IHE and school faculty collaborate to develop and implement strategies to determine pre-service mentor effectiveness.	C2. IHE and school faculty collaborate to develop, implement, and assess strategies to determine pre-service mentor effectiveness and refine training to meet the needs of pre-service mentor teachers.
D. IHE arts and science faculty participate in PDS planning.	D. IHE arts and science and school faculty collaborate in planning content-based learning experiences for teacher education programs.	D. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.

Standard II: Collaboration
Continuing Professional Development Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
A. IHE faculty and pre-service mentors collaborate to implement teacher education.	A. PDS partners collaborate to implement and monitor teacher education across institutions.	A. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions.
B. PDS partners engage in dialogue regarding the job skills and characteristics needed for PDS participation.	B. PDS partners solicit input from one another regarding hiring decisions at one another's institutions.	B. IHE and school faculty engage in cross-institutional staffing (adjunct faculty, co-instructional positions, co-funded positions, etc.).
C1. PDS partners collaborate to determine professional development needs.	C1. PDS partners plan activities to address identified professional development needs.	C1. PDS partners determine professional development needs, plan professional development activities to meet those needs, implement activities and assess the effectiveness of the implemented activities.
C2. PDS partners identify content/curriculum-based needs of school faculty and interns.	C2. PDS partners plan and participate in content/curriculum-based workshops to address identified needs.	C2. Teacher education, arts and sciences, school faculty, and interns participate in content/curriculum-based workshops to address identified needs.
D. IHE and school faculty and administrators identify professional development needs of all educators including non-tenured and provisionally certified teachers.	D. IHE and school faculty and administrators provide ongoing support for all educators including non-tenured and provisionally certified teachers.	D. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.

Standard II: Collaboration
Research and Inquiry Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
A. IHE provides information to pre-service mentors and interns regarding the action research/inquiry process.	A. IHE provides information to school faculty and interns regarding the action research/inquiry process.	A. PDS partners collaboratively examine the action research/inquiry process.
B. School faculty and/or interns identify the research/inquiry agenda.	B. School faculty and interns identify the research/inquiry agenda.	B. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.

Standard II: Collaboration
Student Achievement Developmental Guidelines

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Beginning	Developing	At Standard
A. PDS partners use demographic and performance data to identify student achievement needs.	A. PDS partners use demographic and performance data to identify student achievement needs and collaborate to plan instruction to meet those needs.	A. PDS partners use demographic and performance data to modify instruction to improve student achievement.
B. School faculty participate on the school improvement team. The school improvement plan is shared with IHE faculty.	B. Representatives of IHE and school faculty participate on the school improvement team.	B. Representatives of PDS stakeholder groups participate on the school improvement team.
C. Pre-service mentors and interns collaborate to plan PreK-12 performance assessments.	C. School faculty and interns collaborate to plan and implement PreK-12 performance assessments.	C. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.

**Standard III: Accountability
Teacher Preparation Developmental Guidelines**

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.

Beginning	Developing	At Standard
A1. IHE and school faculty discuss formative and summative standards-based intern performance assessments.	A1. IHE and school faculty agree on the design of formative and summative standards-based intern performance assessments.	A1. IHE and school faculty collaboratively refine and implement formative and summative standards-based intern performance assessments.
A2. IHE and school faculty discuss rubrics for intern performance assessments.	A2. IHE and school faculty agree on rubrics for intern performance assessments.	A2. IHE and school faculty collaboratively refine and implement rubrics for standards-based intern performance assessments.
B1. Interns develop professional portfolios.	B1. Interns develop professional portfolios that are based on INTASC, EDoT, or other recognized professional standards.	B1. Interns develop professional portfolios that demonstrate mastery of INTASC, EDoT, or other recognized professional standards.
B2. IHE and school faculty assess intern performance.	B2. IHE and school faculty assess intern portfolios and performance.	B2. IHE and school faculty collaboratively assess intern portfolios and performance using standards-based scoring tools/rubrics.
C. PDS partners understand the exit standards for interns.	C. IHE and school faculty develop a collaborative agreement regarding the exit standards for interns.	C. PDS partners develop and implement a collaborative agreement regarding exit standards for interns.
D. IHE faculty and pre-service mentors solicit feedback from interns.	D. IHE faculty and pre-service mentors solicit and incorporate feedback from interns.	D. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.

Standard III: Accountability
Continuing Professional Development Developmental Guidelines

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.

Beginning	Developing	At Standard
A. IHE and school faculty design assessments of the collaborative professional development provided in the PDS.	A. IHE and school faculty assess the collaborative professional development provided in the PDS.	A. PDS partners assess the collaborative professional development provided in the PDS.
B1. IHE supervisors and pre-service mentors participate in training sessions to prepare for mentoring, coaching, and supervising interns.	B1. IHE and school faculty participate in training sessions to prepare for mentoring, coaching, and supervising interns.	B1. IHE and school faculty participate in ongoing training sessions to prepare for mentoring, coaching, and supervising.
B2. A structure exists to facilitate communication between pre-service mentors and IHE supervisors.	B2. Pre-service mentors and IHE supervisors communicate regularly with one another.	B2. Pre-service mentors and IHE supervisors provide mutual and reciprocal feedback to one another.
C. Procedures exist for PDS partners to determine one another's professional development needs.	C. PDS partners collaborate to determine one another's professional development needs.	C. PDS partners work together to meet one another's professional development needs.
D. PDS structure offers an opportunity for PDS partners to recognize one another's accomplishments.	D. IHE and school faculty recognize the accomplishments of interns.	D. PDS partners recognize one another's accomplishments.

Standard III: Accountability
Research and Inquiry Developmental Guidelines

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.

Beginning	Developing	At Standard
A1. A structure exists for IHE and school faculty to communicate about program assessment and improvement.	A1. IHE and school faculty periodically discuss program assessment and improvement.	A1. IHE and school faculty collaboratively develop assessments and feedback tools to be used for PDS program planning and improvement.
A2. Intern, school and IHE assessment and feedback data is collected.	A2. PDS partners review and analyze intern, school, and IHE assessment and feedback data.	A2. PDS partners review intern, school and IHE assessment and feedback data and modify the program to address identified needs.
B. PDS partners value the results of research and inquiry for school improvement.	B. PDS partners examine results of research and inquiry and discuss the implications of these findings.	B. PDS partners use results of research and inquiry to inform future practice within the PDS.

Standard III: Accountability
Student Achievement Developmental Guidelines

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.

Beginning	Developing	At Standard
A1. PDS partners understand the school improvement planning process and are aware of school improvement plans and initiatives.	A1. PDS partners collaborate on initiatives identified in the school improvement plan.	A1. PDS stakeholders collaborate to identify specific ways each stakeholder will address identified school improvement plan goals.
A2. School faculty and interns actively engage in implementing school improvement plans and initiatives.	A2. PDS partners actively engage in implementing school improvement plans and initiatives.	A2. PDS stakeholders actively engage in implementing school improvement plans and initiatives.
B1. IHE and school faculty identify data to be used to determine the impact of PDS on student achievement.	B1. IHE and school faculty collect data on the impact of PDS on student achievement.	B1. IHE and school faculty collaboratively analyze data on the impact of PDS on student achievement.
B2. Interns include PreK-12 student work in their standards-based professional portfolios.	B2. Interns include PreK-12 student work that reflects impact on student achievement in their standards-based professional portfolios.	B2. Interns include PreK-12 student work and their own reflections on that work in their standards-based professional portfolios to demonstrate impact on student achievement.

**Standard IV: Organization, Roles and Resources
Teacher Preparation Developmental Guidelines**

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
A. PDS partners examine and share their own organizational and communication patterns.	A. PDS partners clearly define and communicate roles, responsibilities and operating procedures.	A. PDS partners communicate regarding roles, responsibilities, and operating procedures and use continuous feedback to improve the operation of the PDS.
B. IHE and school faculty and administrators identify resources that could be shared to support the learning of PreK-12 students and PDS partners.	B. IHE and school faculty and administrators share resources and inform PDS stakeholders of their availability.	B. PDS partners share resources to support the learning of PreK-12 students and PDS partners.
C. IHE and school faculty examine current processes and responsibilities for inducting interns and new faculty to PDS structures.	C. IHE and school faculty and administrators collaboratively plan and implement PDS induction for interns and new faculty.	C. PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed.

Standard IV: Organization, Roles and Resources
Continuing Professional Development Developmental Guidelines

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
A. IHE faculty and administrators identify changes in organizational structures to promote PDS work.	A. IHE faculty and administrators provide adjustments to teaching load and/or addition of personnel to accommodate and support PDS work.	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. IHE and school faculty and administrators develop an understanding of the importance of the contributions of the pre-service mentor in the PDS.	B. IHE faculty and administrators and school administrators publicly recognize contributions by pre-service mentors and identify possible rewards and incentives.	B. PDS stakeholders institutionalize recognition and rewards for pre-service mentors.
C1. School and/or school system administrators recognize the value of interns as potential staff members.	C1. IHE and school faculty and administrators inform local school system personnel about their PDS intern cohort.	C1. IHE and school faculty and administrators work collaboratively to facilitate recruitment.
C2. IHE and school faculty plan to develop a support system for interns and school staff.	C2. IHE and school faculty develop a support system for interns and school staff.	C2. The PDS partnership employs strategies aimed at the retention of new and experienced teachers.
D. PDS partners explore possible organizational configurations and resource sharing opportunities.	D. PDS partners develop a Memorandum of Understanding to delineate the organization of the PDS and the resources to be provided.	D. A Memorandum of Understanding signed by PDS partners delineates the organization of the PDS and the resources to be provided.

**Standard IV: Organization, Roles and Resources
Research and Inquiry Developmental Guidelines**

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
A. IHE and school-based faculty reflect on their own professional ethics and explore ways to bring discussions of ethical issues into the context of the partnership.	A. PDS partners design and implement a process to examine their own individual and collective professional ethics and plan for action based on that self-examination.	A. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice.
B. IHE and school faculty determine support mechanisms to promote PDS research/inquiry.	B. PDS partners actively solicit resources to support PDS research/inquiry.	B. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.

Standard IV: Organization, Roles and Resources
Student Achievement Developmental Guidelines

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Beginning	Developing	At Standard
A. IHE and school faculty and administrators identify strategies for keeping parents informed about PDS programs.	A. PDS partners include parents and community members in planning and implementing PDS activities.	A. PDS stakeholders build a structure to examine the impact of PDS on student achievement.
B1. IHE and school faculty and administrators begin to examine current mechanisms for creating and monitoring PDS policies, roles and resources.	B1. IHE and school faculty and administrators cooperate to recommend changes in the monitoring and evaluation of current PDS policies, roles and resources.	B1. PDS stakeholders use a collaborative governance structure to design, implement and evaluate PDS policies, roles and resources.
B2. IHE and school faculty use strategic planning to create and communicate a shared mission centered on PreK-12 student achievement.	B2. PDS partners use strategic planning to determine evaluation measures and collect data to assess the impact of PDS on school improvement.	B2. PDS partners use performance data in strategic planning to make appropriate changes to policies, roles and resources.
C. PDS partners explore ways to institutionalize PDS resources.	C. PDS partners elicit support from the school district and IHE for institutionalizing PDS resources.	C. The IHE and school district institutionalize resources to ensure the continuity of the PDS.

Standard V: Diversity and Equity
Teacher Preparation Developmental Guidelines

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
A. Teacher Preparation Improvement Plan (TPIP) prepared by the IHE indicates strategy for training all interns in Professional Development Schools.	A. TPIP describes substantial progress toward training all interns in PDSs.	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. PDS partners select PDS sites that are demographically diverse in student and staff population.	B. PDS partners provide interns with experiences working with diverse student and faculty populations.	B. Interns demonstrate skill in working with diverse student, parent and staff populations.
C. All interns have classroom experiences with students with special needs.	C. All interns have experiences with students with special needs and special educators.	C. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.

Standard V: Diversity and Equity
Continuing Professional Development Developmental Guidelines

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
A1. PDS partners discuss and explore the availability of monetary and human resources to support PDS efforts.	A1. PDS partners identify monetary and human resources to support PDS work.	A1. All PDS partners have access to benefits of the PDS partnership such as monetary and human resources.
A2. PDS partners discuss strategies to elicit support and involvement of stakeholders.	A2. PDS partners initiate and participate in activities to elicit broad involvement of stakeholders in PDS activities.	A2. PDS partners engage in actions to support broad involvement of stakeholders in PDS activities and assess the results of stakeholder involvement.
B. PDS partners acknowledge the value of and collaboratively plan training to support knowledge, skills and dispositions surrounding equity issues.	B. PDS partners implement training to support knowledge, skills and dispositions surrounding equity issues.	B. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues.
C. PDS partners plan to recruit faculty, staff and interns who represent diverse backgrounds.	C. PDS partners engage in recruiting faculty, staff and interns who represent diverse backgrounds.	C. PDS partners represent diverse backgrounds.

**Standard V: Diversity and Equity
Research and Inquiry Developmental Guidelines**

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
A. PDS partners acknowledge the importance of equity related concerns in determining action research/inquiry topics.	A. PDS partners provide a framework for PDS action research/inquiry that addresses issues of equity.	A. PDS partners plan and conduct action research/inquiry with attention to issues of equity.
B1. PDS partners share results of action research/inquiry targeting equity issues and the needs of diverse learners within the PDS.	B1. PDS partners share results of collaborative action research/inquiry targeting equity issues and the needs of diverse learners within the PDS.	B1. PDS partners share collaborative research findings targeting equity issues and the needs of diverse learners with stakeholders.
B2. IHE faculty, pre-service mentors, and interns discuss ways to use research findings related to equity in classroom practice.	B2. IHE faculty, pre-service mentors and interns select, design, and implement instructional strategies related to equity based on research findings.	B2. PDS partners select, design, implement and assess instructional strategies related to equity based on research findings.

Standard V: Diversity and Equity
Student Achievement Developmental Guidelines

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

Beginning	Developing	At Standard
A1. PDS partners communicate with parents and community members about increasing student achievement, with attention to achievement needs and gaps.	A1. PDS partners seek input from parents and community members about increasing student achievement, with attention to achievement needs and gaps.	A1. PDS partners, parents and community members cooperate to increase student achievement, especially attending to achievement needs and gaps and other equity issues.
A2. School and IHE staffs support interns' engagement in various forms of parent communication about student achievement, with special attention to equity issues and the participation of minority and underrepresented parents.	A2. Interns initiate and participate in various forms of parent communication about student achievement, with special attention to equity issues and the participation of minority and underrepresented parents.	A2. Interns initiate, participate in, and assess the success of various forms of parent communication about student achievement, with special attention to equity issues and the participation of minority and underrepresented parents.
B. School staff and interns implement education that is multicultural.	B. PDS partners collaboratively implement education that is multicultural.	B. PDS partners collaborate to ensure that all education is multicultural.
C1. IHE faculty and pre-service mentors help interns explore and address diversity issues in instruction.	C1. PDS partners explore and address diversity in instruction.	C1. PDS partners explore, celebrate, and value diversity in instruction.
C2. IHE faculty and pre-service mentors help interns explore and address diversity issues in assessment.	C2. PDS partners explore and address diversity in assessment.	C2. PDS partners explore, celebrate, and value diversity in assessment.
C3. PDS partners demonstrate attention to equity issues including decision-making, communication skills, and personal interactions.	C3. PDS partners collaboratively identify equity issues and appropriate models for decision-making, communication skills, and personal interactions.	C3. PDS partners model appropriate decision-making, communication skills, and personal interactions with attention to equity issues.
C4. IHE and school faculty examine instructional data to determine achievement gaps.	C4. PDS partners plan to modify instruction to eliminate achievement gaps.	C4. PDS partners modify instruction to eliminate achievement gaps.

Appendix C

IHE Selection Form for PDS to be Visited

Submit this form to your state liaison one year prior to your scheduled program approval/accreditation visit.

IHE: _____ Date of Visit: _____

School to be Visited: _____

Local School System: _____

If this is a multi-site partnership, list other schools involved:

Program(s) in which interns placed at this school are typically enrolled (elementary, secondary, etc.):

Appendix D

Maryland Institutional Performance Criteria

The Redesign of Teacher Education Component II: Extensive Internship

Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which includes an internship within two consecutive semesters that at a minimum has 100 full days in a school.

Indicators

- Prepare a PDS summary chart, providing the following data for the past 5 years: the total number of PDSs, the number of candidates placed in PDSs, the number of graduates who completed an extensive internship in a PDS, and the number of candidates placed in traditional student teaching placements.
- Document how your institution ensures each candidate is trained in a diverse setting.
- Document how you achieve an internship of a minimum of 100 days across two consecutive semesters in a PDS for each certification program (excluding PreK-12 areas) at the baccalaureate and full-time post-baccalaureate level.
- Describe the internship for your part-time post-baccalaureate certification programs, including those for conditionally certified teachers.

Teacher candidates have their extensive internship in sites that are collaboratively planned with public school partners and follow the Maryland Professional Development School Standards.

Indicators

- Prepare an artifact display and explication paper to demonstrate and self-assess the work of two selected PDSs, as outlined in the *PDS Assessment Framework for Maryland*.
- Prepare abstracts for all other PDSs. These abstracts should be double spaced with 12-point font and should contain the following information (4 pages maximum):
 - Partners
 - History of Partnership (with inception date)
 - School Information (Size, Grade Levels, Demographics of PreK-12 Students, Achievement Data for PreK-12 Students)
 - Organizational Chart (include ways multiple schools function as a multi-site PDS)
 - Governance Structure (including roles represented on Coordinating Committee)
 - Description of Internship
 - Number of Interns in Cohort
 - Major Issues/Challenges, if any
 - Major Focus, if any
 - Overall Statement of Standing
 - Most recent TPIP Attachment A for this PDS

Appendix E

Criteria for School Overview

IHEs must provide overviews of both schools that have been selected for site-specific PDS review. These overviews are provided within the explication papers.

For both schools selected for site-specific PDS review, include:

- School Name
- Size
- Grade Levels
- Demographics of PreK-12 Students and School Faculty (Present demographics that will help team members understand the partnership context. Possibilities include total numbers, gender composition, racial composition, student mobility rate, percent of students receiving free and reduced meals, percent of students requiring special education services, retention rate of teachers, average number of years experience of school faculty, percent of non-tenured school faculty, percent of school faculty with Master's degree or equivalency.)
- Achievement Data for PreK-12 Students (Summary data such as that posted by MSDE on the state website is sufficient.)

Appendix F

Site-Specific PDS Artifact Selection Tool

This recordkeeping tool may be used by the partnership to track and select artifacts for the display of site-specific PDS evidence. For each piece of evidence, record the artifact's name, notes about what it reveals about the work of the PDS, and which standard(s) it exemplifies. Finally, assign the artifact a rank, either A, B, or C. When making the final selection of artifacts, choose from your "A" list first, selecting no more than 15 artifacts per standard.

The second page of this recordkeeping tool may be duplicated as needed.

Artifact Name	Notes	I	II	III	IV	V	Rank

Artifact Selection Tool

Artifact Name	Notes	I	II	III	IV	V	Rank

Total # of Artifacts per Standard (not to exceed 15)

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Appendix G

Format for Explication Paper

Each PDS selected for site-specific PDS review is to prepare a **double-spaced document with 12-point font of no more than 20 pages total**. The explication paper is to be available in the evidence room at the IHE, displayed with the site-specific PDS artifacts. The paper should include the following information:

Partnership Profile (5 pages maximum)

Partners

History of Partnership (with inception date, formation information and growth)

School Information (from Institutional Report, described above)

Organizational Chart (including ways in which multiple sites function if it is a multi-site PDS)

Governance Structure

Description of Internship

Number of Interns in Cohort

Major Issues/Challenges, if any

Major Focus, if any

Overall Statement of Standing

Standard 1: Learning Community (3 pages maximum)

Description of Artifacts

Strengths

Areas for Growth

Statement of Standing

Standard 2: Collaboration (3 pages maximum)

Description of Artifacts

Strengths

Areas for Growth

Statement of Standing

Standard 3: Accountability (3 pages maximum)

Description of Artifacts

Strengths

Areas for Growth

Statement of Standing

Standard 4: Organization, Roles and Resources (3 pages maximum)

Description of Artifacts

Strengths

Areas for Growth

Statement of Standing

Standard 5: Diversity and Equity (3 pages maximum)

Description of Artifacts

Strengths

Areas for Growth

Statement of Standing

Appendix I

Reviewer's Worksheet for PDS Review

PDS Standard	Evidence	Strengths	Questions/Concerns
PDS Standard I: Learning Community			
PDS Standard II: Collaboration			
PDS Standard III: Accountability			
PDS Standard IV: Organization, Roles and Resources			
PDS Standard V: Diversity and Equity			

Appendix J

Interview Questions and Summary Sheet

PDS Site Visit General Interview Questions

For each interview, briefly describe the purpose of the PDS site visit and why the interview is taking place. Try to put the interviewees at ease and reassure them that their answers are confidential.

Interview with IHE Liaison

1. What is the PDS's vision of teaching and learning? Is this vision shared? How do you know? How was it developed? (Standard II)
2. What kinds of organization, roles and structures have been introduced to support PDS work? (Standard IV)
3. To what extent do IHE and school partners share responsibility for carrying out PDS functions? (Standard II)
4. How do inquiry and a focus on learning outcomes drive the work of the partnership? (Standard III)
5. Give an example of PDS partners learning together. How and to whom do they disseminate ideas and approaches they have developed? (Standard I)
6. To what extent do you feel the curriculum for PreK-12 students and interns is inclusive of diverse learners? What measures does the PDS take to ensure the inclusivity of PDS-sponsored professional development? (Standard V)

Interview with Site Coordinator

1. How is professional learning embedded into the PDS program and into day-to-day practice? (Standard I)
2. What have been the easiest areas for collaboration? What are the most difficult? (Standard II)
3. What is the impact of the PDS on PreK-12 student and intern performance? (Standard III)
4. How does the partnership provide opportunities for interns and faculty to develop their skills and knowledge in working with diverse students? (Standard V)
5. How and by whom are important decisions made? (Standard IV)
6. If this is a multiple school partnership, how do participants engage with each other? How do they benefit from these connections? (Standard IV)

Interview with School Principal

1. What role do you play in the PDS? (Standard IV)
2. To what extent does the PDS play a role in supporting your school improvement plan? (Standard III)
3. How has PDS-sponsored professional development impacted your school? (Standard I)
4. How well does the partnership's PDS work balance the need to meet K-12 students' needs and support the learning of faculty and interns? (Standards I & II)
5. In what ways do you see the PDS influencing your school's ability to meet the needs of diverse learners and reduce achievement gaps? (Standard V)

Interview with LSS Representative

1. What kinds of organization, roles and resources have been introduced to support PDS work? What are the issues relevant to creating new roles and organizational structures for the PDS? For accessing resources? (Standard IV)
2. To what extent is the work of this PDS integrated with district-wide initiatives? (Standard I)
3. In what ways has the PDS program improved the expertise of candidates you hire from this IHE? (Standard II)
4. How do PDS partners use information to make program changes? (Standard III)
5. What evidence of attention to equity have you noted at this PDS? (Standard V)
6. What influence has the PDS had on retention of PDS trained teachers? (Standard I)
7. How has having PDS partnerships influenced your hiring practices? (Standard IV)

Interview with Preservice Mentors

1. What types of assessment do you use to determine intern learning? To what extent did you collaborate with university faculty to design and implement these assessments? (Standard III)
2. How does the PDS help interns become sensitive to and able to meet the needs of diverse learners? (Standard V)
3. How does the PDS influence the organizational environment and influence practice at the school and IHE? (Standard I)
4. In what ways do you feel a sense of "equivalence" with IHE faculty? (Standards II & IV)
5. What are the perceived barriers to moving forward with the PDS program? (Standard IV)
6. Does your IHE partner support a collaborative teaching model for interns? (Standard IV)

Interview with Interns

1. How is your internship in this PDS similar to or different from the placements of other teacher education students you know? (Standard V)
2. How would you rate the clarity of the information you have received related to PDS procedures? If you had a problem, would you know who to contact? How confident are you that difficulties would be resolved in a timely manner? (Standard IV)
3. What kinds of reflective practice or inquiry have you seen modeled in this PDS? (Standard I)
4. If I were to ask you for evidence that the students in your class have learned from you during your internship, what would you show me? How does this demonstrate student learning? (Standard III)
5. In what ways has your PDS experience helped you to develop a greater understanding of other cultures and of individuals whose experiences are different from yours? (Standard V)
6. How often does your college supervisor visit your PDS? Is your supervisor involved in any other activities in the PDS in addition to your supervision? (Standard II)

Interview with Field Supervisors

1. To what extent do you believe there is commonality of vision and beliefs about teaching and learning in the IHE and the school? (Standard II)
2. What role do interns play in the school? How are they viewed by parents and school faculty? (Standard I)
3. How are interns assessed? Who is involved in this process? (Standard III)
4. How prepared were you to help interns make the connections between their campus-based teacher education program and their internship? What resources are available to you in this endeavor? (Standard IV)
5. How has the issue of equity affected the work of school- and IHE-based teachers, administrators, interns, and PreK-12 students? (Standard V)

Interview with Other (Non-Mentor) Teachers

1. How would you describe the relationship between your school and the IHE partner? (Standard II)
2. To what extent do you feel you understand the PDS, its organization and the roles of the people involved? (Standard IV)
3. How "deep" is this PDS? What percentage of the school is affected? (Standard I)
4. Are there any groups that are marginalized or left out of the PDS? (Standard V)
5. Is there any information or is there a plan for gathering information related to the impact of this PDS on PreK-12 students, interns or faculty? (Standard III)

Interview with Parents and Community Members

1. How have parents and community members been involved in the partnership? (Standards I & V)
2. To what extent do you feel you have been welcomed as a stakeholder in this PDS partnership? (Standard V)
3. What changes have you noticed in the school in the past few years? Did any of those changes occur as a result of the PDS? (Standards II & III)
4. How does the partnership with the IHE enhance the educational opportunities and resources available at this school? (Standards II & IV)

Interview with Secondary Students

1. What do the interns and college professors do in your school? (Standard IV)
2. If you were to give your teachers and interns a grade for their teaching, what grade would you give them? (Standard III)
3. Do the interns demonstrate an understanding of student differences? (Standard V)
4. Do your teachers ever learn anything new? (Standard I)

At the conclusion of each interview, thank the interviewee for participating and reaffirm the confidentiality of his/her responses.

Interview Summary Sheet

PDS Standard	Question Number(s)	Your Summary
PDS Standard I: Learning Community	IHE Liaison #5, Site Coordinator #1, Principal #3 & 4, LSS Representative #2, Preservice Mentors #3, Interns #3, Field Supervisors #2, Other Teachers #3, Parents and Community Members #1, Secondary Students #5	
PDS Standard II: Collaboration	IHE Liaison #1 & 3, Site Coordinator #2, Principal #4, LSS Representative #3, Preservice Mentors #4 & 7, Interns #6, Field Supervisors #1, Other Teachers #1, Parents and Community Members #3 & 4, Secondary Students #2	
PDS Standard III: Accountability	IHE Liaison #4, Site Coordinator #3, Principal #2, LSS Representative #4, Preservice Mentors #1 & 7, Interns #4, Field Supervisors #3, Other Teachers #5, Parents and Community Members #3, Secondary Students #2 & 3	
PDS Standard IV: Organization, Roles and Resources	IHE Liaison #2, Site Coordinator #5 & 6, Principal #1, LSS Representative #1, 6 &7, Preservice Mentors #4 & 5, Interns #2, Field Supervisors #4, Other Teachers #2, Parents and Community Members #4, Secondary Students #1	
PDS Standard V: Diversity and Equity	IHE Liaison #6, Site Coordinator #4, Principal #5, LSS Representative #5, Preservice Mentors #2, Interns #1 & 5, Field Supervisors #5, Other Teachers #4, Parents and Community Members #2, Secondary Students #4	

Appendix K

PDS Abstract Format

Within the evidence room, provide abstracts for EVERY partnership which the institution designates as a PDS. These abstracts should be double spaced with 12-point font and should contain the following information (4 pages maximum):

Partners

History of Partnership (with inception date)

School Information (Size, Grade Levels, Demographics of PreK-12 Students, Achievement Data for PreK-12 Students)

Organizational Chart (including ways in which multiple sites function if it is a multi-site PDS)

Governance Structure (including roles represented on Coordinating/Advisory Committee)

Description of Internship

Number of Interns in Cohort

Major Issues/Challenges, if any

Major Focus, if any

Overall Statement of Standing

Most recent TPIP Attachment A for this PDS

Appendix L

PDS Summary Chart

	Four Years Ago	Three Years Ago	Two Years Ago	Last Year	This Year
Total PDSs					
Number of Candidates Placed in PDSs					
Number of Graduates Completing an Extensive Internship in a PDS					
Number of Candidates Placed in Traditional Student Teaching Placements					
Number of PDSs with Overall Self-Assessment "At Standard"					
Number of PDSs with Overall Self-Assessment at "Developing"					
Number of PDSs with Overall Self-Assessment at "Beginning"					

Appendix M

Template for Component II of State Team Report

School – Based Professional Preparation

The *Redesign of Teacher Education* emphasizes school-based professional preparation, specifically in specially designed professional development schools with extensive internships. Three important components are as follows: extensive internship, formation of professional development schools, and clinical experiences with diverse populations.

The following observations and areas for growth resulted from the team review of this component.

Site 1: Statement of Standing

- Standard I: Learning Community
- Standard II: Collaboration
- Standard III: Accountability
- Standard IV: Organization, Roles and Resources
- Standard V: Diversity and Equity

Commendations

Recommendations

Overall Statement of Standing for Site 1

Site 2: Statement of Standing

- Standard I: Learning Community
- Standard II: Collaboration
- Standard III: Accountability
- Standard IV: Organization, Roles and Resources
- Standard V: Diversity and Equity

Commendations

Recommendations

Overall Statement of Standing for Site 2

Overall Institutional Findings:

- Standard I: Learning Community
- Standard II: Collaboration
- Standard III: Accountability
- Standard IV: Organization, Roles and Resources
- Standard V: Diversity and Equity

Commendations

Recommendations

Overall Statement of Standing for the Institution

Appendix N

Template for Joint State/NCATE Team Report Changes to the MSDE/NCATE report and review process: 7/06

The Report:

The **combined Maryland/BOE report** is written according to the NCATE template: Introduction, Conceptual Framework, NCATE Standards.....). Requirements for the *Redesign* Performance Criteria are embedded in this joint Maryland/BOE report in Standards 1, 3 and 4. NCATE Standard 2 incorporates all elements of *Redesign* Component III.

The **State Addendum** contains findings and observations related to the examination of two chosen PDS and the institutions' PDS partnerships as a whole.

Site 1: Statement of Standing

- Standard I: Learning Community
- Standard II: Collaboration
- Standard III: Accountability
- Standard IV: Organization, Roles and Resources
- Standard V: Diversity and Equity

Commendations

Recommendations

Overall Statement of Standing for Site 1

Site 2: Statement of Standing

- Standard I: Learning Community
- Standard II: Collaboration
- Standard III: Accountability
- Standard IV: Organization, Roles and Resources
- Standard V: Diversity and Equity

Commendations

Recommendations

Overall Statement of Standing for Site 2

Overall Institutional Findings:

- Standard I: Learning Community
- Standard II: Collaboration
- Standard III: Accountability
- Standard IV: Organization, Roles and Resources
- Standard V: Diversity and Equity

Commendations

Recommendations

Overall Statement of Standing for the Institution

Appendix O

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 (*Guidelines for 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.

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

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. A 100-day internship in a PDS is required for all full-time baccalaureate and full-time post-baccalaureate candidates.

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. The IHE liaison may supervise interns, as well.

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 teacher candidate 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 most often are organized around EDoT or INTASC standards and/or national Specialized Professional Association (SPA) standards and are assessed by a team of IHE and school faculty using a standards-based rubric or scoring tool. An ePortfolio 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.

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.

CERTIFICATION AND TEACHER PREPARATION REGULATIONS

STATE BOARD

PSTEB REVIEW

(Within 60 days, starting 10 days after publication in Maryland Register)

No Action

Approve
(simple majority)

Disapprove
(simple majority)

State Board may override
($\frac{3}{4}$ majority)

override

fail to
override

Final implementation by
State Board

Regulation Dies

State Board may amend
regulation
(substantive change;
repeat entire process)

PSTEB

STATE BOARD REVIEW

(Within 60 days, starting 10 days after publication in Maryland Register)

No Action

Approve
(simple majority)

Disapprove
($\frac{3}{4}$ majority)

Disapprove
(simple majority)

Final implementation by
PSTEB

Regulation Dies

PSTEB may amend
regulation
(substantive change;
repeat entire process)

Chapter 740 (Senate Bill 493)

Teacher Induction, Retention and Advancement Act of 2016



STATE BOARD MEETING
October 24, 2017

Background

- Maryland General Assembly passed this Senate Bill: 493 Teacher Induction, Retention, and Advancement Act on April 11, 2016
- Bill became law on May 28, 2016
- 4 Major components
 - Altered the Quality Teacher Incentive Act
 - Created a county grant for specific teachers in Anne Arundel County
 - Created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring
 - **Required MSDE to facilitate a workgroup of stakeholders to determine effective recruitment, retention, and the promotion of quality teachers at all levels (PreK-12)**

National and Local Perspectives: Teacher Recruitment and Retention

The nation is experiencing a clear and worsening teacher shortage.

- Maryland student enrollment projections for 2016-2021 surpass prior levels of growth, with 37,237 new students and with an average of 7,442 students per year (Maryland Department of Planning, 2016).
- Educator preparation programs across the country have collectively experienced a sharp reduction in candidates for teaching (Sutcher, Darling-Hammond, Carver-Thomas, 2016).
- Maryland currently imports 59% of its teaching workforce (2016-2018 Maryland Teacher Staffing Report).

National and Local Perspectives: Educator Preparation Programs

- The state’s 34 educator preparation programs collectively (23 Maryland Approved Programs and 11 Maryland Approved Alternative Preparation Programs) have had fewer enrollees and completers over the past four years
- Maryland is not unique; neighboring states, like Pennsylvania and Delaware, have also experienced steeper declines in the number of their program completers (2016 & 2012 Title II Reports)

State	2010-2011	2014-2015	change
Maryland	3,072	2,618	-14.7%
Pennsylvania	12,297	6,979	-43.2%
Delaware	766	615	-19.7%

- As teacher education enrollment has plunged, some states have started to respond by adjusting entrance standards to keep pace with recruitment needs

Workgroup Recommendations

Key recommendations in the report fall into four categories

- Standards and accountability for educator preparation programs in Maryland;
- Certification of Maryland educators;
- Financial Incentives for the recruitment and retention of teachers; and
- Mentoring and professional development for current teachers.

Educator Preparation Program Standards Recommendation 1:

Standard I: Strong Instructional Foundation

Seek the adoption of the Maryland Educator Preparation Standards (attachment I) to replace the Institutional Performance Criteria (attachment II) as the framework for all state-approved educator preparation programs.

Standard I:
Strong
Instructional
Foundation

Identifies the standards and outcomes-based instructional and testing requirements in an educator preparation program and affirm fidelity to their implementation across programs.

**MSDE
Comments:**

Supports with Clarification: MSDE will recommend that all content link directly to the Maryland College and Career Ready Standards (MCCRS), including Maryland-specific requirements for elementary education, and any general education courses used to fulfill the elementary education content requirement. Require all cohorts achieve a 3.0 overall GPA as an exit requirement for certification, and that programs report the numbers of candidates meeting certification requirements.

Educator Preparation Program Standards Recommendation 1:

Significant Changes: Standard I – Strong Instructional Framework

- Institutes of Higher Education (IHEs) must distinguish between candidates who graduate/complete, and those who graduate/complete and are certification eligible.
- Educator Preparation Programs (EPP) must provide and maintain evidence that each cohort of certification-eligible completers has earned an overall GPA of 3.0 or better
- EPPs will submit content (English, mathematics, etc.) curricula to MSDE to review for alignment with and fidelity of rigor to the Maryland College and Career-Ready Standards (MCCRS).
- EPPs must assure that each candidate completes 12 hours of mathematics aligned to the MCCRS, and 12 hours of science aligned to the Next Generation Science Standards for approval of Early Childhood, Elementary, and Special Education (1-8) programs.

Educator Preparation Program Standards Recommendation 1:

Standard II: Extensive Pre-Professional Field and Clinical Experiences

Seek the adoption of the Maryland Educator Preparation Standards to replace the Institutional Performance Criteria (attachment 1) as the framework for all state-approved educator preparation programs.

Standard II:

Extensive Pre-Professional Field and Clinical Experiences
Aligned with PreK-12 Priorities

Establishes a system of identification of Professional Development Schools (PDS) based on school capacity to offer opportunities for teacher candidates to meet one or more required competencies based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. Field experiences should build candidate competencies through a series of clinical experiences that build upon one another, culminating in a full-semester internship. IHEs must provide evidence of mastery of required standards-based content, pedagogy, and professionalism competencies identified in Standard I, documented through scaffolded field experiences and internship.

MSDE Comments:

Supports with Clarification: MSDE will recommend that MSDE approve EPP-identified levels of “mastery” of each competency with rubrics to guide assignments, assessments, and required candidate outcomes. EPPs will identify PDS partners and the competencies that will be mastered in each. Candidates will be required to meet a MSDE-required level of proficiency and EPPs must maintain a specified level of cohort candidate mastery to maintain state program approval.

Educator Preparation Program Standards Recommendation 1:

Significant Changes: Standard II – Extensive Pre-Professional Field and Clinical Experiences

- MSDE will require candidates placed in field and clinical experiences to demonstrate competencies framed by the InTASC Standards, guided by state-determined levels of mastery, and earned in a wider, more inclusive, and diverse expanse of Professional Development Schools (PDS)
- EPPs must ensure that all candidates in all programs have direct classroom experience with a diverse PreK-12 student population, have instruction in cultural competency and restorative practices, and demonstrate the ability to develop a student-friendly classroom environment conducive to optimum learning.
- MSDE will no longer count the number of days in the internship or the number of interns in each location as proxies of excellence, but will require documented intern performance in PreK-12 classrooms as demonstrations of excellence

Educator Preparation Program Standards Recommendation 1:

Standard III: Performance Assessment

Seek the adoption of the Maryland Educator Preparation Standards to replace the Institutional Performance Criteria (attachment 1) as the framework for all state-approved educator preparation programs.

Standard III: Performance Assessment

Requires data collected from instructional standards-based requirements and related performance in Standard I, and implementation of those requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement

MSDE Comments:

Supports with Clarification: MSDE will recommend that key assignments, assessments, and scoring rubrics be submitted for each content area offered. Data from each content area, including PDS performance (competency) data, must be maintained in a longitudinal system of data-driven program improvement. EPPs must identify six to eight key assessments for each content offered and submit the requisite data as described above.

Educator Preparation Program Standards Recommendation 1: Significant Changes: Standard III – Performance Assessment

- EPPs must provide direct instruction in and assure with evidence that all candidates in all programs can demonstrate abilities to:
 - Differentiate or modify instruction to meet the needs of all students on the cognitive spectrum;
 - Teach students for whom English is not the primary language;
 - Utilize Universal Design for Learning (UDL), Positive Behavior Intervention Supports (PBIS),
 - Implement restorative justice/practice programs;
 - Recognize the impact of social/emotional learning to the success of the child
- EPPs must submit for MSDE approval, the metric indicating mastery of InTASC competencies through standards-based, rubric-assessed performance.
- EPPs must provide direct instruction on the Model Code of Ethics for Educators and provide evidence of candidate understanding.

Educator Preparation Program Standards Recommendation 1:

Standard IV: State Approval

Seek the adoption of the Maryland Educator Preparation Standards to replace the Institutional Performance Criteria (attachment 1) as the framework for all state-approved educator preparation programs.

Standard IV:
State Approval

Assures that all programs in the Educator Preparation Provider hold State Program Approval and that required annual reporting informs the state of continuous improvement efforts.

**MSDE
Comments:**

Supports with Clarification: MSDE will recommend that EPPs show of the resource capacity to provide high-quality required content and pedagogy instruction, as well as evidence that PDS partners are positioned to provide opportunities for identified competency acquisition. The PDS Standards and Assessment Framework must be revised to align with this Maryland Educator Preparation Standards revision. The annual reporting document, the Teacher Preparation Improvement Plan (TPIP), must include progress in eliminating areas for improvement identified through the program approval process, the number of program completers eligible for certification in the most recent academic year, and projections of completers for two succeeding years

Educator Preparation Program Standards Recommendation 1:

Significant Changes: Standard IV - State Approval

- Component IV in the Institutional Performance Criteria, Linkage with PreK-12 Priorities, is subsumed into Standard I of the Standards. This change signals the requirement that all EPP content, pedagogical, and professional behavior outcomes are inextricably linked to the needs of Maryland Local Education Agencies (LEA) through Maryland State Program Approval. All elements of this component are now found in Standard I, Strong Instructional Foundation.
- New Standard IV assures that the EPP has sufficient resources and qualified staff to deliver the approved program. MSDE has not directly concerned itself with EPP capacity, deferring to CAEP; however the MSDE recommends that this area be included as a required element for State program approval.
- MSDE is recommending focused annual reporting on data-driven program improvements as a result of use of the EPP assessment system. This reporting too is the Teacher Preparation Improvement Plan (TPIP), already collected annually.

Educator Preparation Program Standards Recommendation 2: Professional Development Schools

The committee further recommends that a representative stakeholder group revise the Professional Development School (PDS) Standards (attachment III), the PDS Implementation Manual (attachment III), and the PDS Framework for Assessment (attachment IV) between November 1, 2017 and November 1, 2018.

MSDE Comments:

Supports with Clarification: MSDE will recommend that a work group be charged with the revision of the PDS Standards and Assessment Framework. The effectiveness of EPP partnerships upon which PDS are built are a part of the State Program Approval process. With the structural changes to PDS required in Standard II, the framework for determining collaboration and efficiency of competency-related PDS requires revision of these accountability documents, as well.

Educator Preparation Program Standards Recommendation 2: Significant Changes: Professional Development Schools

Broaden PDS Definition

Candidates will demonstrate mastery of InTASC-based competencies in schools identified as Level 1 to Level 4, with Level 4 PDS able to offer the full range of PDS experiences. This will expand opportunities for more schools, including those with challenges, to participate in EPP partnerships.

Strengthen Clinical Experiences

Eliminate the arbitrary 100 days requirement and replace with a series of field placements and extended field experiences each of which requires candidates to meet a set of competencies framed by the InTASC Standards. Eliminate the five-intern in each location requirement in favor of demonstration of competency.

Diverse Populations

Require direct experiences with a diverse PreK-12 student population; EPPs will provide demographic and placement data that assures this experience for all candidates in all programs.

Increase Mentor Requirements

Require that Professional Development School mentors meet certain standards of competency in assuming this important link in the education of a teacher.

Educator Preparation Program Standards Recommendation 3: Alternative Preparation Programs

Assure alignment of the Maryland Approved Alternative Preparation Program Standards, currently aligned with the Institutional Performance Criteria , with the Maryland Educator Preparation Standards.

MSDE Comments:

Supports with Clarification: Just as Maryland Approved Alternative Preparation Programs (MAAPP) currently align with the Institutional Performance Criteria, MSDE will require that the MAAPP Standards and program approval requirements be revised and realigned to the Educator Preparation Standards.

Educator Preparation Program Standards Recommendation 3: Significant Changes: Alternative Preparation Programs

Elementary Resident Teachers

MSDE will require direct instruction for elementary education resident teachers during pre-employment training and the two-year residency that assures mastery of the Maryland College and Career Ready Standards (MCCRS), including specific demonstrated competency in the MCCRS Standards for Elementary Mathematics and English/Language Arts.

Evidence Based Program Reviews

Programs will submit evidence demonstrating compliance with each standard (assignments, assessments, rubrics, aggregated and disaggregated grades and evidence of ongoing use of data for program improvement.) This is current practice, but could be a significantly modified process dependent on the Spring 2018 release of national (CAEP) elementary content standards.

Educator Preparation Program Standards Recommendation 4: Glossary of Terms

Develop a “Glossary of Terms” that incorporates commonly used terms that do not always lend themselves to a common definitive understanding. Such terms as “rubrics,” “performance assessment,” and others require a clear, common understanding of meaning to maintain the critical balance between EPP performance and State Program Approval and assure program excellence.

**MSDE
Comments:**

The committee and MSDE agreed without dissent that some terms are so commonly-used that they have no consistently-understood meaning. Definitions of such terms as “rigorous”, “quality”, etc., will be incorporated into a Glossary of Terms that will be published with the implementation of the new standards, or if no common agreement can be determined, will no longer be used in the context of program approval.

Certification Recommendation 1:

Routes to Certification

Develop a direct pathway for initial certification for those individuals who have achieved National Board Certification.

MSDE Comments:

Supports with Clarification: MSDE will recommend regulations allowing National Board Certified Teachers (NBCTs) to receive certification upon presentation of their National Board Certificate. Although most NBCTs would currently qualify for a certificate through the experienced professional route; additional documentation is required.

Related Research:

Students of teachers that hold National Board Certification make greater academic gains than their peers, and National Board Certification is a signal of teacher effectiveness (e.g. Cavalluzzo, 2004; Vandevort and Berliner, 2004; Goldhaber and Anthony, 2005).

Certification Recommendation 2: Adjunct Certificate

Support regulation allowing LEAs the ability to request adjunct certification from the MSDE as follows:

1. Hold a minimum of a bachelor’s degree from an accredited university/college,
2. Hold industry licensure, when applicable, for that profession,
3. Have five years of successful experience in the field

LEAs required to provide the following to those individuals who hold an adjunct certificate:

1. Mentoring,
2. Full time, side by side coaching with a professionally-certified educator (for a minimum amount of time),
3. Professional Development, prior to entry into the classroom and throughout the school year,
4. Regular Evaluations

The certificate should have the following limitations:

1. One-year validity, renewable upon request of the LEA ,
2. Non-transferable,
3. Part-time,
4. Issued by; and limited to, certification areas identified by the MSDE

MSDE Comments:

Supports with Clarification: MSDE will recommend regulations creating a new adjunct certificate for those individuals with highly specialized content expertise, whom are interested in teaching on a part time basis. This certificate should allow LEAs to hire content experts in highly specialized areas to broaden the courses aniline for students to be college and career ready. The level of Professional Development and support provided to adjunct teachers, should be determined by the LEA in accordance with MSDE policy.

Related Research:

No related research because programs are new. From a policy standpoint, National Research Center for Career and Technical Education (NRCCTE) has called for alternative pathways for CTE teachers and may states have begun to identify alternative credentialing or passed some sort of legislation for part-time CTE and STEM certification. Further, the National Council for Teacher Quality (2015) recommends the expansion of the teaching pool by offering part-time teaching licenses for content experts.

Certification Recommendation 3: Pedagogy Assessment

Support the acceptance of either a traditional measure or standards-based performance measure (e.g., EdTPA, PPAT) to fulfill the pedagogy assessment requirement for certification.

**MSDE
 Comments:**

Supports with Clarification: MSDE will recommend the appropriate assessment requirements for the issuance of a certificate. MSDE supports providing alternative opportunities to measure a candidates certification eligibility.

**Related
 Research:**

The limited research on standards-based performance measures supports its use. Studies find a positive relationship between teacher effectiveness and the pre-service Performance Assessment of California Teachers (PACT) which is a predecessor to EdTPA (Wilson, Hallam, Pecheone, and Moss, 2010; Newton, 2010; Darling-Hammond, Newton, & Wei, 2013).

Certification Recommendation 4: Basic Skills Assessment

Amend current regulation to allow those individuals seeking certification, who have a conferred bachelor's degree or higher from an accredited university/college and a minimum GPA of 2.75, to be exempt from submitting passing scores on a basic skills assessment (Praxis Core, GRE, SAT, or ACT)

MSDE Comments:

Supports with Clarification: MSDE will recommend the appropriate assessment requirements for the issuance of a certificate. MSDE supports providing alternative opportunities to measure a candidates mastery of basic level math, reading, and writing skills. This recommendation does not eliminate the additional test requirements for certification (e.g. content and pedagogy). In addition, if opportunities for meeting the basic skills assessment are expanded, the minimum GPA should align with educator preparation program exit requirements recommendations (3.0).

Related Research:

Researchers caution that traditional pre-service assessments are useful for efficient “screening” of a large number of candidates, but that these assessments can “shut out” individuals who might otherwise be effective after only two or three years’ of experience, are not generally predictive of later teacher effectiveness, and can disproportionately screen out aspiring teachers of color (see, e.g., Angrist and Guryan, 2004; Goldhaber, 2007; Kane, Rockoff, and Staiger, 2008; Goldhaber and Hansen, 2010; Tyler, 2011). This is especially important because of the demonstrated positive academic, social-emotional, and long-term effects when struggling students of color have a teacher who is demographically similar to themselves (see, e.g, Dee 2001, 2004, and 2005).

Research also finds a high degree of correlation between final college GPA and Praxis scores, and that performance in a teacher preparation program is a significantly better predictor of teaching skill than test scores (Blue, O’Grady, Toro, and Newell, 2002; D’Angostino and Powers, 2009). Taken together, research supports the use of additional criteria besides traditional pre-service assessments.

Certification Recommendation 5: Professional Teacher Education

Amend current regulation to allow those individuals seeking certification in a specialized or Professional and Technical Education area, who do not hold a bachelor's degree, the ability to present credit bearing coursework to fulfill the basic skills requirement (Praxis Core, GRE, SAT, or ACT) in lieu of an assessment.

**MSDE
Comments:**

Supports with Clarification: MSDE will recommend amendments to current regulation to support providing alternative opportunities to measure a candidates mastery of basic level math, reading, and writing skills. In addition to credit bearing coursework, MSDE supports the inclusion of appropriate industry licensure or credentials to fulfill the basic skills requirement.

**Related
Research:**

Students see both short- and long-term benefits of career and technical education, such as increased likelihood of high school graduation, postsecondary enrollment, and employment, and higher wages (see, e.g., Kemple and Willner, 2008; Castellano et al., 2011; Dougherty, 2015, 2016; Bozick and Dalton, 2013). Many Maryland LSSs report acute difficulties in recruiting for Professional Technical Education areas of instruction, such as culinary arts, nursing, cosmetology, TV production, carpentry, Homeland Security, engineering, masonry, and auto mechanics. (Maryland Teacher Staffing Report 2016-2018)

Certification Recommendation 6:

The MSDE, with input from stakeholder groups, should explore the current structure and content of the certification regulations to determine if they remain appropriate.

**MSDE
Comments:**

Supports with Clarification: MSDE will recommend amendments to regulation should include, but not be limited to types of certificates, teacher test requirements, reciprocity, renewal requirements, and determination if the APC should continue in its current format.

Incentives Recommendation 1: Loan Forgiveness:

Recommend that loan forgiveness be open to all teachers, in all certificate areas, in all public schools and be aligned with the Kirwan Commissions recommendations on loan forgiveness. Repaid at a rate of \$25,000 for those prepared in Maryland Approved Programs, and at a rate of \$17,500 for those prepared in approved, out-of-state programs.

MSDE Comments:

Supports with Clarification: Since Maryland recruits 59% of its teachers from out of State, it is imperative that incentives be offered to both in-state and out-of-state applicants.

Related Research:

Loans and loan forgiveness are not well-studied, but limited research suggests that teacher candidates do respond to these programs (Hare and Heap, 2001; Liou and Lawrenz, 2010). Maryland data reveals that graduates of Maryland four-year public teacher preparation programs have an average aggregate loan amount of approximately \$24,000 (2014-15).

Incentives Recommendation 2: Quality Teacher Incentive

Maintain current incentive for Nationally Board Certified Teachers

- \$1,000 in non-comprehensive needs school
- \$2,000 (\$4,000 FY '18) in comprehensive needs school (CNS)
- No extension for individuals that assist in removing a school from CNS

MSDE Comments:

Supports with Clarification:

MSDE will recommend amendments to statute language to include:

- stipend to teach in critical shortage subject areas
- stipend to continue for those teachers in CNS that were employed when the school was removed from CNS status

Evaluate the impact of the increased stipend (\$4,000) on the recruitment of teachers to comprehensive needs schools is sufficient and effective.

Related Research:

Students of teachers that hold National Board Certification make greater academic gains than their peers, and National Board Certification is a signal of teacher effectiveness (e.g. Cavalluzzo, 2004; Vandevort and Berliner, 2004; Goldhaber and Anthony, 2005). (2)

A study of a \$5,000 retention bonus in Tennessee's Priority schools showed that the bonus had a consistently positive effect for teachers in tested subjects and grades, and that the teachers who stay because of the bonus have much greater estimated effectiveness than the teachers who would otherwise replace them (Springer, Swain, and Rodriguez, 2015).

Clotfelter, Ladd, Vigdor, and Wheeler (2006) find that a short-lived incentive policy in North Carolina that provided \$1,800 salary increases to math, science, and special education teachers who taught in low-performing public schools was successful at reducing turnover rates by an average of 12%.

Work by Steele, Murnane, and Willett (2010) finds that a California state incentive policy providing \$5,000 per year for 4 years to attract academically talented new teachers to the state's lowest performing schools increased the likelihood that those teachers would work in hard-to-staff schools by 28%.

Incentives Recommendation 2: Quality Teacher Incentive (Cont.)

Expand the QTIA to provide Advanced Professional Certificate (APC) holders and/or NBCTs who qualify to be mentors, based on revised COMAR language, to receive a \$1,000 stipend for serving as a mentor to an early-career educator in a non-comprehensive needs school and \$2,000 stipend in a comprehensive needs school.

MSDE Comments:

Does Not Support: Maryland requires all teachers to hold an APC in 10 years. The issuance of a stipend for a mentor teacher should remain a local school system decision.

Related Research:

Research shows numerous benefits of mentoring to new teachers, including increased educator effectiveness, greater job satisfaction and efficacy, and reduced turnover (see, e.g., Ingersoll and Strong, 2011; Villar and Strong, 2007; New Teacher Center, 2007 and 2016; U.S. Department of Education, 2010; DeCesare and Randel, 2017).

Research shows that bonuses can increase teacher retention, thus motivating the use of the stipend to retain NBCT and APC teachers (see Imazeki, 2004). Further, stipends are identified as a critical component to mentoring programs (see Waterman and He, 2011).

Goldhaber (2006) also reported that there is no relationship between Master's degree and teacher effectiveness

Incentives Recommendation 3: Recruitment Database

Develop a statewide recruitment database that acts as a central hub for information on eligible candidates for educator positions.

**MSDE
Comments:**

Does Not Support: Funding is not available to support the development and continued maintenance of this database. There are potential issues concerning Personally Identifiable Information (PII) data security, and educator information has the potential to become outdated quickly.

Incentives Recommendation 4: Teacher Intern Stipends

Fund and expand the Maryland Alternative Teaching Opportunity Program, originally created to encourage the use of alternative preparation programs to meet the demand for qualified teachers in science, mathematics, and special education to include traditional teacher preparation programs. Funding to be used to support participation in the residency internship.

MSDE Comments:

Supports: the continuation and development of alternative preparation programs. In addition, MSDE supports the development and funding of a stipend for teacher interns from both traditional and non-traditional preparation programs.

Related Research:

Research has demonstrated that alternative certification programs have a positive impact on student achievement in some tested subjects and grades (especially math), and have the same impact as traditionally-certified teachers in all other tested subjects and grades with no demonstrated negative impact (e.g. Glazerman, Mayer, and Decker, 2006; Henry et al., 2014). At the same time, alternative certification programs have been found to reduce teacher shortages (Shaw, 2008), and many programs recruit minority candidates (Putman et al., 2016). Further, classroom performance during the first two years of teaching is a much stronger predictor of future effectiveness than a teacher's initial certification status (Kane, Rockoff, and Staiger, 2008).

Incentives Recommendation 5: Teacher Academies

- Recommend that all LEAs implement the Career Technology Education Teacher Academies of Maryland (TAM) programs of study. Encourage all IHEs in Maryland with teacher preparation programs to enter into statewide articulation agreements with TAM.
- Recommend each county ensure their TAMs are located strategically across each county and not geographically misrepresented.

**MSDE
Comments:**

Supports: the increased use of TAM throughout Maryland to build the teacher pipeline.

**Related
Research:**

In 2015, there were 2,105 students enrolled in this program and over 90% of the TAM students passed the industry recognized credential, the ParaPro, which was 11% higher than the state average for all industry credentials for all CTE programs.

Induction and Mentoring Recommendation 1: Statewide Pathways

Create statewide and equitable professional development pathways, with career-wide learning opportunities, for educators across the state.

- Leverage state, LEA, union, and two- and four-year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.
- Leverage new knowledge, promising practices, and advanced technologies to increase access and success, including an online repository for professional development, mentor training, and induction programs.
- Leverage statewide and regional partnerships, resources, and delivery structures to ensure equitable access across the state.

MSDE Comments:

Supports with Clarification: MSDE training materials and approximately 4000 teacher resources are available online through the MSDE LMS eConnect, currently on Blackboard. MSDE is partnering with Amazon to revise and move teacher resources from Blackboard to the Amazon Inspire platform. Once on the new platform, teacher resources will be expanded.

Related Research:

The few rigorous empirical studies on teacher professional development indicate that, if delivered with fidelity and with sufficient dosage, certain models can improve student achievement (Johnson, Kahle, and Fargo, 2015; Yoon et al, 2007).

Induction and Mentoring Recommendation 2: Micro-credentials

Build capacities and establish protocols for development and implementation of innovative educational approaches, such as micro-credentials and micro-degrees, to strengthen teaching effectiveness and career advancement.

- Create contexts and conditions for research and development of micro-credentials and micro-degrees with high-tech, high-touch, and hi-impact approaches to increase equitable access and improve teacher effectiveness and career advancement.
- Establish state-wide quality assurance policies and procedures for validating and awarding micro-credentials and micro-degrees among stakeholders such as the MSDE, Maryland Higher Education Commission (MHEC), University System of Maryland (USM), LEAs, IHEs, and industry leaders.
- Establish an innovation and improvement collaborative on micro-credentials and micro-degrees that leverages expertise and resources among stakeholders to build capacity and linkages for sustainable advancement.

**MSDE
Comments:**

Supports with Clarification: Use of micro-credentials are being investigated by local school systems. MSDE currently offers Continuing Professional Development (CPD) credit associated with the earning of Micro-credentials, which may be used to renew a certificate.

**Related
Research:**

Although there is not yet research on the impact of micro-credentials, since they are a new development, there is a demonstrated need for this competency-based, personalized approach. Many teachers nationwide report dissatisfaction or lack of engagement with current professional development, or that “seat-time” based programs do not support their particular areas of need (see Berry, 2016).

Induction and Mentoring Recommendation 3: Cultural Competencies and Ethics

Establish LEA-IHE partnerships to develop, deliver, and ensure high-quality professional development programs that link, but are not limited to, certification regulations for renewal.

- Establish shared vision, responsibilities, and resources for professional development, mentor training, and induction programs that meet LEA and school priorities and address individualized needs for teachers.
- Establish professional development, mentor training, and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency and technology integration, to increase teacher effectiveness and student achievement.
- Establish a quality assurance framework that meets state and national guidelines such as National Board for Professional Teaching Standards, Standards for Professional Learning, and Model Code of Ethics for Educators.

**MSDE
Comments:**

Supports with Clarification: Current regulations require all local school systems to have mentor training and induction programs. To supplement local programs, MSDE provides annual new mentor training workshops regionally and for specific locals upon request. Besides IHE partnerships, MSDE and locals also partner with national organizations with expertise in mentor training. MSDE Certification requirements currently allow continuing professional development credits to be applied to certification renewal. All continuing professional development courses are aligned to the national professional learning standards

**Related
Research:**

Educators and scholars have long called for direct instruction of teachers to increase cultural competency, cross-cultural learning, and culturally-relevant pedagogy (e.g. Ladson-Billings, 2001; McAllister and Irvine, 2000) and emphasized that such instruction take place not only in pre-service training but as in-service professional development as well (Ladson-Billings, 1995, 2000).

Induction and Mentoring Recommendation 4: Mentor Requirements

Amend COMAR 13A.07.01.06.F (attachment V) to require mentors to:

- Have received tenure;
- Have a minimum of three years of “satisfactory” experience teaching (five years teaching experience preferred);
- Be in good standing with a rating of "highly effective" or the equivalent, depending upon the rating scale used by the LEA;
- Receive a recommendation from a principal or administrator that includes evaluation of content, pedagogical, and interpersonal skills;
- Express a willingness to participate in professional development specific to mentoring;
- Receive training in best practices related to mentoring; and
- Agree to the mentorship position.

MSDE Comments:

Supports with Clarification: Existing regulations sets forth minimum requirements for mentors that include many of the recommendations of the workgroup outlined here.

Induction and Mentoring Recommendation 5: Mentor Networks

Create state-wide and equitable mentoring training pathways among IHEs, LEAs and regulatory agencies to support teacher preparation and teacher leadership development.

- Co-develop and implement high-impact mentorship training programs which embed innovative evidence-based strategies and practices, such as adult learning theories, cultural competencies, and peer coaching, to support teacher development.
- Provide appropriate time and resources to address professional needs and support individualized learning for mentors and mentees.
- Establish mentoring networks and provide theme-based (such as English Learners and special education), role-based (such as department chair and resource teacher), and or/context-based (urban and rural schools) opportunities to improve effectiveness mentorship in diverse school settings.
- Match mentees with mentors who have similar experiences serving specific student populations, such as students with disabilities, English Learners, and socio-economic backgrounds and content areas.

MSDE Comments:

Supports with Clarification: Training for mentors is required by section 06.G of COMAR 13A.07.01. The COMAR includes many of the recommendations of the workgroup outlined here. Besides IHE partnerships, MSDE and locals may also partner with national organizations with expertise in mentor training. Any changes to mentor training as required by regulation, must be preceded by a feasibility study to determine capacity and impact on local school systems. As part of the State ESSA plan, MSDE is currently researching teacher leadership pathways and leveraging teacher leaders to impact teacher recruitment, retention, and equitable distribution.

Induction and Mentoring Recommendation 5: Funding

Provide appropriate funding and infrastructure to ensure equitable and accountable implementation of the above recommendations in compliance with statewide policies (e.g. COMAR 13A.07.01 and local operations).

**MSDE
Comments:**

Supports with Clarification: A feasibility study must be completed to determine specific funding needs and sources, as well as impact on local school system capacity.