Professional Development School

Assessment Framework
for Maryland

Maryland State Department of Education
Program Approval and Assessment Branch

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Professional Development School Assessment Framework for Maryland

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Table of Contents

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> 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.

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

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:

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

T he 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

E ach 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

E ach 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

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

A ssessing 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.

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

T he 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
I. Learning Community *The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members.*	a. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences; b. Interns engage in the full range of teacher activities in the school community; c. Interns are placed in cohorts and reflect on learning experiences with their cohort peers and IHE and school faculty.	a. PDS partners collaboratively create, conduct and participate in needs-based professional development to improve instruction and positively impact student achievement; b. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns; c. School and campus-based instructional activities are informed by PDS experiences.	a. PDS partners collaboratively engage in inquiry and/or action research; b. PDS partners disseminate results of research/inquiry activities.	a. IHE and school faculty model the use of state/local learning outcomes and assessments in coursework and field experiences; b. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.
II. Collaboration *PDS partners work together to carry out the collaboratively defined mission of the PDS.*	a. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences; b. PDS partners share responsibility for evaluating interns; c. PDS partners collaboratively meet the needs of pre-service mentors; d. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.	a. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions; b. IHE and school faculty engage in cross-institutional staffing; c. PDS partners identify and address professional development needs of faculty and interns; d. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.	a. PDS partners collaboratively examine the action research/inquiry process; b. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.	a. PDS partners use demographic and performance data to modify instruction to improve student achievement; b. Representatives of PDS stakeholder groups participate on the school improvement team; c. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.
III. Accountability *The PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education.*	a. IHE and school faculty collaborate on the development of intern performance assessments; b. The teacher education program requires that interns be assessed through a standards-based portfolio; c. PDS partners develop and implement a collaborative agreement regarding exit standards for interns; d. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.	a. PDS partners assess the collaborative professional development provided in the PDS; b. IHE and school faculty collaboratively prepare to mentor and supervise interns; c. PDS partners work together to meet one another's professional development needs; d. PDS partners recognize one another's accomplishments.	a. PDS partners collect, analyze and use data for program planning and implementation; b. PDS partners use results of research and inquiry to inform future practice within the PDS.	a. PDS stakeholders assume responsibility for improving PreK-12 student achievement; b. PDS partners collaborate to determine the impact of PDS on student achievement.
IV. Organization, Roles and Resources *Partner institutions allocate resources to support the continuous improvement of teaching and learning.*	a. PDS partners communicate regarding roles, responsibilities and operating procedures and use continuous feedback to improve the operation of the PDS; b. PDS partners share resources to support the learning of PreK-12 students and PDS partners; c. PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed.	a. IHEs recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program; b. PDS stakeholders institutionalize recognition and rewards for pre-service mentors; c. PDS partners use the PDS as a vehicle for the recruitment and retention of teachers; d. A Memorandum of Understanding signed by PDS partners delineates the organization of the PDS and the resources to be provided.	a. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice; b. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.	a. PDS stakeholders examine the impact of PDS on student achievement; b. PDS partners use performance data in strategic planning to design, implement, evaluate and revise PDS policies, roles and resources; c. The IHE and school district institutionalize resources to ensure the continuity of the PDS.
V. Diversity and Equity *The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.*	a. The IHE provides all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS; b. Interns demonstrate skill in working with diverse student, parent and staff populations; c. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.	a. PDS partners provide equitable opportunities for stakeholder participation in PDS activities; b. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues; c. PDS partners represent diverse backgrounds.	a. PDS partners plan and conduct action research/inquiry with attention to issues of equity; b. PDS partners disseminate research findings related to student equity and use these for program improvement.	a. PDS partners work with parents and community members in support of student learning; b. PDS partners collaborate to ensure that all education is multicultural; c. PDS partners focus on meeting the needs of diverse learners to eliminate achievement gaps.

Appendix 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. 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
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)

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 <u>no more than 20 pages total</u>**. 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 H

Determining Statements of Standing

NOTE: This worksheet may be used as a tool to aid partnerships in selecting a holistic Statement of Standing for each standard and for an overall partnership.

Step 1. Review the standard and its accompanying developmental guidelines.
Step 2. Based on the evidence you have collected, choose which developmental level best represents your work on this standard. Remember that a PDS is NOT required to show evidence of ALL indicators or guidelines to have met a developmental level. Your statement of standing should be based on a HOLISTIC judgment of the implementation level for each standard.
Step 3. Place an "X" on the continuum beside the standard in the chart below to represent your analysis. Transfer the results to a piece of newsprint and hang it up in your meeting room.
Step 4. Repeat steps 1-3 for the remaining four standards.
Step 5. Examine the placement of your "X's" for each of the standards. Considering your partnership's implementation of the five PDS standards, how would you holistically rate the overall developmental level of your PDS?

Component	Beginning	Developing	At Standard
Standard I: Learning Community	←————————————————————→		
Standard II: Collaboration	←————————————————————→		
Standard III: Accountability	←————————————————————→		
Standard IV: Organization, Roles and Resources	←————————————————————→		
Standard V: Diversity and Equity	←————————————————————→		
Overall Statement of Standing (Circle One)	**Beginning**	**Developing**	**At Standard**

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 ePortolfio is a computer-based electronic version of the portfolio.

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

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.