



Mohammed Choudhury
State Superintendent of Schools

To: Members of the State Board of Education
From: Mohammed Choudhury, State Superintendent of Schools
Date: March 28, 2023
Subject: Maryland Leads Implementation Update

Purpose

To provide a briefing to the State Board of Education on the implementation of Grow Your Own (GYO) and Science of Reading (SOR) strategy-related activities in Allegany County Public Schools and Prince George’s County Public Schools as part of the Maryland Leads initiative.

Background/Historical Perspective

Maryland Leads is a grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities. MSDE is disbursing more than \$169 million in funding to LEAs across the State to directly accelerate learning and seed long-term, sustainable, and transformational change in Maryland school communities through Maryland Leads. All 24 Maryland School Districts applied to the Maryland Leads program and received an award. The largest awarded program investments are in two strategy areas: Grow Your Own Staff and the Science of Reading.

Executive Summary

Staff members from Allegany County Public Schools and Prince George’s County Public Schools will discuss local Maryland Leads grant program activities in their respective local education agencies. Specifically, the staff will discuss program implementation associated with Grow Your Own and Science of Reading strategy areas.

Action

No action is required; this information is for discussion only.

Attachments

CombinedPresent_MDLeads_032023_Board Update.pdf



Maryland Leads: Implementation Updates from Allegany County Public Schools and Prince George's County Public Schools


MARYLAND STATE BOARD OF EDUCATION | March 28, 2023

Presented By | Dr. Deann Collins & Justin Dayhoff



PRESENTATION OUTLINE

1. Local Education Agency (LEA) Summaries
2. Allegany County Public Schools
3. Prince George's County Public Schools

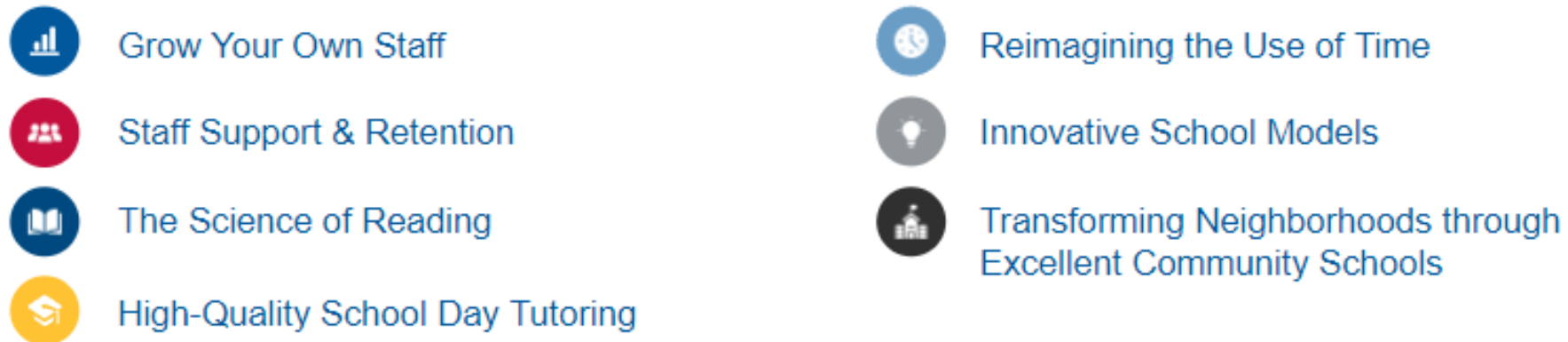
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1. LEA Summaries
 2. Allegany and Prince George's Counties Public Schools

LEA Summaries

Brief overview of Maryland Leads and high-level funding information for Maryland leads strategies.

Maryland Leads

Maryland Leads is a grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.



- Each strategy contains focus areas and best practices from the field.
- LEAs have the opportunity to work with best-in-class partners to execute approved plans.

Distribute \$165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.

Number of LEAs

23

Total Investment (including matching)

\$47,486,941

New Grow Your Own programs and activities have the potential to generate more than 300 new teachers, 100 new paraprofessionals, support for more than 400 conditionally certified teachers to pass licensure exams and build sustainable talent pipelines for years to come in Maryland. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.

Maryland Leads

Grow Your Own Staff

Launch initiatives to grow the pipelines of teachers and other professional support staff.



Focus Areas

- ❖ Establish a year-long, paid residency program for teachers and other professional support staff (e.g., social workers, speech language pathologists, etc.).
- ❖ Enable teaching assistants to become teachers.
- ❖ Develop programs to diversify the teaching corps (underrepresented groups).
- ❖ Create programs for high school students to pursue careers in education.
- ❖ Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, bilingual, CTE, etc.
- ❖ Build programs to support individuals in changing careers and entering the education field.

Inspiration from the Field

> [A 'TA to BA' Educator Fellowship in Rhode Island](#)

The 74

> [Detroit Public Schools' On the Rise Academy](#)

Chalkbeat Detroit











> [Teach Forward Houston: A Partnership to Recruit High School Students](#)

National Council on Teacher Quality

Additional Readings

- [New Hiring Initiative Aims to Increase Presence of Black Male Educators in Dallas ISD - The Hub](#)
- [To Maintain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report](#)
- [CMCSS Teacher Apprenticeship Partnership – First in the Country - Clarksville-Montgomery County School System](#)
- [A 'Grow-Your-Own' Teacher Pipeline - Maryland Today](#)
- [Grow Your Own Educators - New America Explainer](#)

Potential Use of Funds

- | | | |
|---|--|---|
|  Tuition and fees |  Salaries |  Institution of Higher Education Costs |
|  Certification costs |  Consulting, Technical Assistance |  Marketing and Communications |
|  Stipends |  Non-Personnel LEA Implementation Costs |  Project Management |
|  Training and Professional Development | | |

Partnership Requirement

LEA works with qualified partner(s) to design and implement preparation programs that include significant support and clinical experiences.

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Number of LEAs

22

Total Investment (including matching)


\$53,252,654

All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.

Maryland Leads

The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of teaching reading.



LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for MSDE approval.

Focus Areas

- ❖ Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.
- ❖ Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.
- ❖ Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.

Inspiration from the Field

› [One Pennsylvania District's Investment in the Science of Reading](#)

NPR

› [The Science of Reading - A Relief to North Carolina Teachers](#)

EducationNC








› [Podcast: High-Quality Instructional Materials and the Science of Reading In Practice](#)

Education Trust

Additional Readings

- [Supporting Struggling Readers - Education Week](#)
- [Reading: A Four-Part Documentary Series - APM Reports](#)
- [Rethinking How to Promote Reading Comprehension - American Educator](#)
- [Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware - The 74 & Learn More in This Podcast About Seaford, Delaware - The Education Trust](#)
- [Improving Reading for Older Students with David Liben \(Part 1\) - Melissa and Lori Love Literacy Podcast](#)

Potential Use of Funds

<ul style="list-style-type: none">  Supplies and Materials  Instructional Materials  Stipends 	<ul style="list-style-type: none">  Assessments  Training and Professional Development 	<ul style="list-style-type: none">  Consulting, Technical Assistance  Non-Personnel LEA Implementation Costs
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Partnership Requirement

LEA works with qualified partner(s) to ensure all eligible teachers and other relevant staff participate in rigorous professional development aligned to the science of teaching reading.

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Prince George's County Public Schools

- Grow Your Own Staff (\$1,532,696)
- The Science of Reading (\$1,214,125)

Staff Support and Retention (\$2,163,413)

- Implement redesigned new teacher induction professional learning for early career educators.
- In-field coaching and monthly professional learning sessions for mentor teachers supporting early career educators provided by Maryland leads partner: The New Teacher Center.

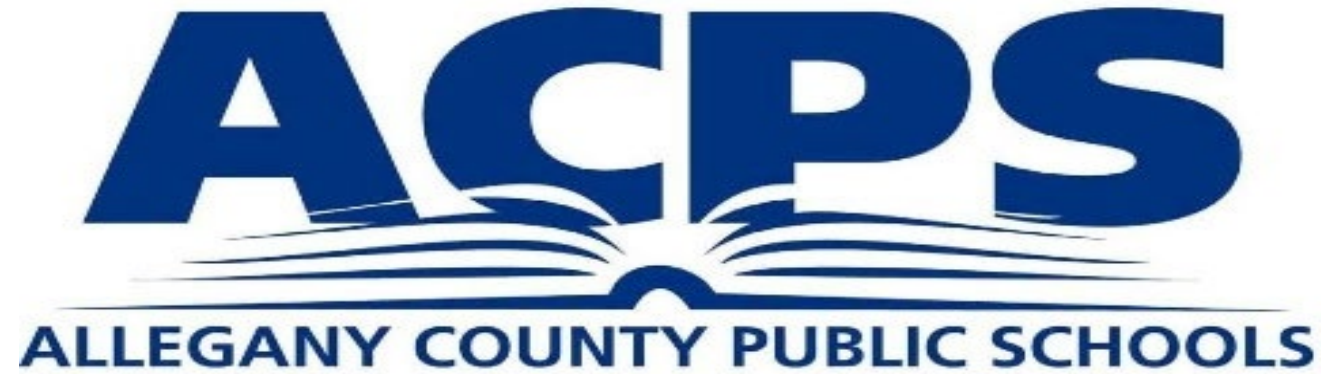
Transforming Neighborhoods through Excellent Community Schools (\$2,748,950)

- Providing training on the dual capacity-building framework to Community Schools Coordinators to strengthen their skills in developing school-community partnerships.
- Expand PGCPS' work beyond policy into other forms of systems change to ensure the collective impact goals of the PGCPS' community-schools initiatives are met.

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1. LEA Summaries
 2. Allegany and Prince George's Counties Public Schools

Allegany Public Schools and Prince George's County Public Schools

The local education agency presentation of Maryland leads implementation Science of Reading and Grow Your Own Staff high-leverage strategies to date.



Maryland Leads Implementation Update

*Grow Your Own
Science of Reading*

March 28, 2023

“Great Teaching. Great Learning. Every Student. Every Day.”

Grow Your Own

Strategy 1



Grow Your Own Focus Areas

1. Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, computer science, and career and technical education. Provide opportunities for teacher assistants to earn an Associate of Arts (AA) degree, a credential and/or become teachers.
2. Create a dual enrollment teacher education program for high school students to pursue careers in education.

Grow Your Own

Focus Area One-Building a Pipeline

- Provide opportunities for current staff to earn certification in a critical teaching area such as special education, math, etc.
- Support the certification of school counselors, mental health professionals, social workers, and school psychologists.
- Provide opportunities for teacher assistants to earn a two-year degree or Child Development Associate (CDA) credential.
- Provide opportunities for teacher assistants to become teachers.

Grow Your Own

Focus Area One-Partnerships

- Allegany College of Maryland (ACM)
 - Dual Enrollment Teacher Education Program
 - Associate of Arts Degree- Instructional Assistants
- Frostburg State University (FSU)
 - Coursework and Certifications
- Allegany County Education Association (ACEA)
 - Recruiting and Supporting Educators

Grow Your Own

Focus Area One-Progress to Date

- Summer 2022- Planning and collaboration with Human Resources (HR)
 - Reporting and Grant Management Procedures
 - Internal Staffing Responsibilities and Workflow
- August 2022- HR works with ACPS faculty/staff for fall semester
 - Applications and Reimbursement Procedures
- December/January 2023- Reminders to ACPS faculty/staff for spring semester opportunities
 - Applications and Reimbursement Procedures

Grow Your Own

Focus Area One-Success Indicators

- Number of faculty/staff completing coursework and/or working on certification requirements
- Number of critical areas filled with certified faculty or staff
- Number of teacher assistants seeking credentials and/or completing coursework to become a teacher
- Perception of employees regarding quality of program experience, mentorship, training, and tutoring support

Grow Your Own Focus Area Two- Dual Enrollment Teacher Education Program

- Provide a dual enrollment opportunity for juniors and seniors to earn a two-year degree in Teacher Education.
- Increase exposure and learning experiences in the Future Educators of America (FEA) organization.
- Provide mentors to students preparing for future careers in education.
- Increase job shadowing experiences, work-based learning, and internships for high school students to pursue careers in education.

Grow Your Own

Focus Area Two-Progress to Date

- Summer/Fall of 2022- Planning and collaboration with college partner
- December/February 2023- Announcements, presentations, and public relations activities
- February/March 2023- Recruitment and student scheduling
- March 2023- Cohorts identified
- April 2023- Signing Day event
- May 2023- Student/Mentor team building field experience

Grow Your Own

Focus Area Two-Success Indicators

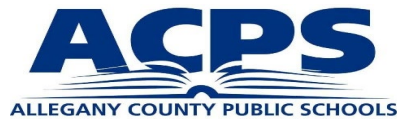
- Characteristics of student program cohort- number, race, gender, major area of focus (early childhood, elementary, middle, secondary)
- Perception of students regarding quality of program experience, mentorship, and tutoring support
- Percentage of students who transfer to finish a four-year degree program in teaching

Grow Your Own By The Numbers

- **Teacher Pipeline-** Thirty-four (34) teachers and two (2) teacher assistants participated in the fall/winter semester.
 - Goal- To recruit 10% or more of ACPS teachers and teacher assistants to take courses or earn credentials in high need areas to fill district vacancies.
 - Success Criteria-The district will have a minimum of 10% or more teacher and/or teacher assistant participation in the four priority areas identified under Building a Teacher Pipeline.
- **Teacher Education Student Program-** To date, six (6) students- three (3) juniors and three (3) seniors have applied for the program. The application window is open through early April.
 - Goal- To recruit 10-20 students each year to participate in the teacher education program.
 - Success Criteria- At least 80% of the participants will finish the teacher education program, and the dual enrollment program will be sustained in the district beyond the grant period.

Science of Reading

Strategy 3



Science of Reading

Focus Areas

1. Conduct training for all teachers and administrators on the Science of Reading to support high quality literacy instruction.
2. Enhance the multi-tiered system of support for reading to ensure students are screened for reading difficulties, are provided targeted interventions based on their needs, and are making progress toward reading proficiency. High quality materials and professional development will be provided.

Science of Reading

Focus Area One-Training

LETRS Training

- 70% of teachers in Grades K-3, 4 cohorts, participating in training on foundational skill instruction aligned to the science of reading - complete training in June 2023; the remaining 30% of teachers will be trained by the end of the grant
- 60% of teachers in Grades 4-5, 3 cohorts, participating in training on key reading components within SOR aligned to core programs - complete training in June 2023
- 100% of elementary school principals participating in training SOR principles for literacy instruction and leadership practices-complete training in 2022-2023 school year

Science of Reading

Focus Area One-Training

To support staff's application of LETRS training:

- Bridge to Practice/Application Activities are supported by literacy coaches through Community of Practice meetings, bi-monthly at each school
- Administrator follow-up occurs during monthly council meetings
- Additional cohorts begin in July 2023 to ensure all teachers are trained

Science of Reading

Focus Area Two-High Quality Materials

Enhancement Materials to Core Programs

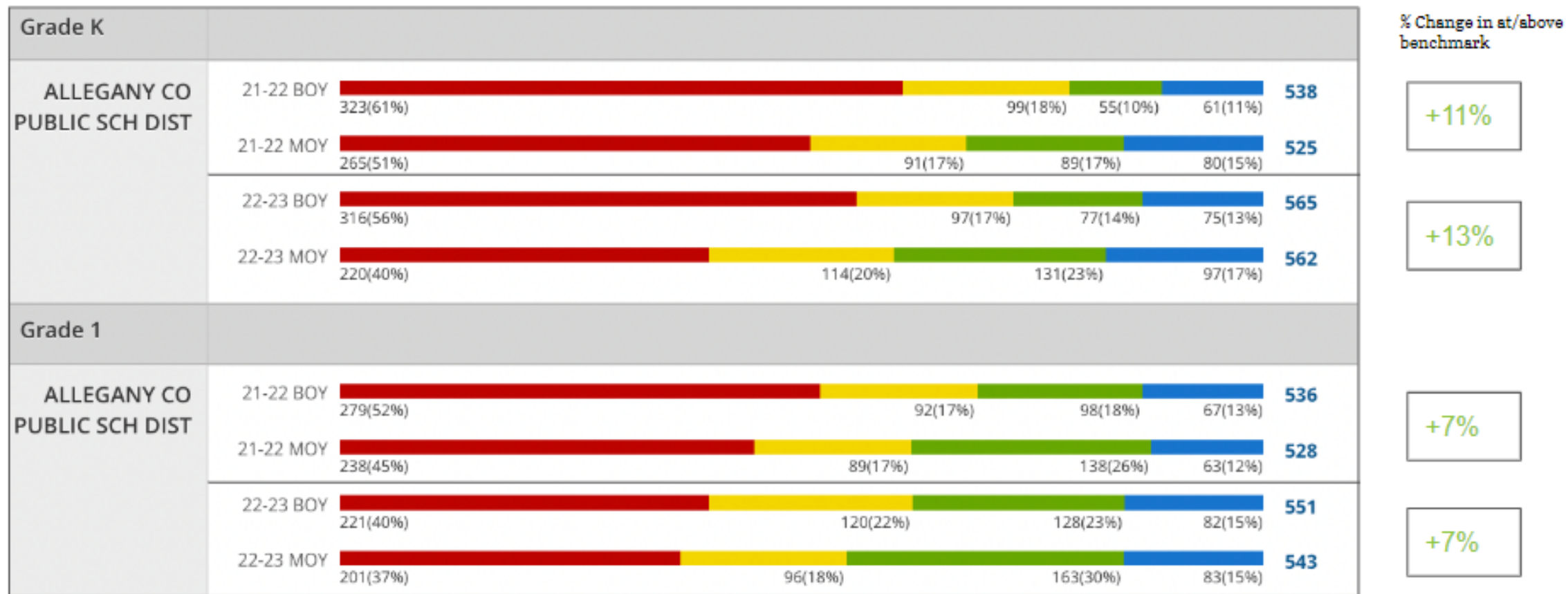
- Multi-syllable Routines Lessons-Grades 3-5
- Sound Wall Materials and Lesson Plans-Grades K-3 and intervention
- Piloting OgStar digital program to support students in Orton Gillingham reading intervention

Science Of Reading

Focus Area Two-Professional Learning

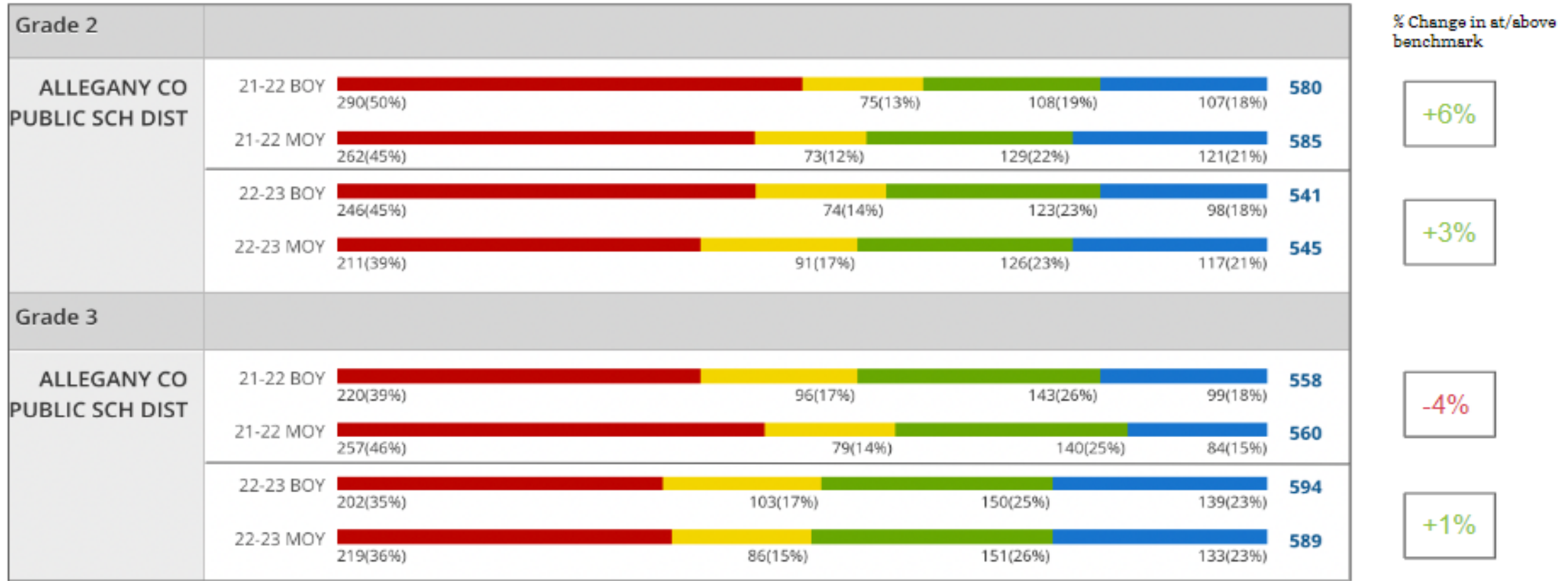
- *Training in Amplify Reading (Boost) - November 2022*
Initial training for teachers of Grades K-2 and data analysis training for teachers of Grades 3-5
- *Amplify CKLA Coaching Sessions - February/March 2023*
Individual observations and feedback for classroom teachers focused on implementation fidelity and engagement strategies
Principal debrief and district feedback sessions included
- *Amplify mClass DIBELS Analysis - March 2023*
DIBELS data analysis sessions for literacy coaches and supervisor to examine trends and determine needs for school and district professional learning. Literacy coaches shared the data analysis process with schools during data team meetings, inclusive of classroom teachers, special education teachers, interventionists, and administrators.

mClass DIBELS Trends



This year, both K & 1st started at a higher place at BOY than last year. From BOY to MOY, Kindergarten made more growth this year, 1st grade made the same.

mClass DIBELS Trends



This year, both 2nd and 3rd grades started at a higher place at BOY.
 2nd grade had less growth at/above benchmark, however a larger decrease in well below benchmark.
 3rd grade held steady, whereas performance decreased last year.

Science of Reading

Focus Areas-Success Indicators

- School leaders will create structures that prioritize core reading instruction and tiered interventions and also promote collaborative data discussions and informal observation cycles around instructional practice.
- Teachers will implement core reading instruction using high quality reading program materials and will use data to drive targeted supplemental instruction.
- Literacy coaches will implement proven, quality instructional coaching techniques and practices to support teachers and administrators effectively in reading instruction, leading to improved student reading outcomes.
- Student data will indicate higher percentages of students who are reading proficiently.
- *By the 2024 EOY screener administration, the number of students identified as on or above benchmark at each grade level will increase to at least 65%.*

ACPS Contacts

Grow Your Own

Kim Green Kalbaugh, Ed.D.

Chief Academic Officer

kim.green@acpsmd.org

Steve Wilson

Director of Human Resources

steven.wilson@acpsmd.org

Science of Reading

Jackie Enright

Early Childhood/Elementary Supervisor

jacqueline.enright@acpsmd.org



MARCH 28, 2023

Maryland Leads Grant Prince George's County Public Schools Update

Dr. Judith J. White, Chief Academic Officer

Dr. Kristi Murphy Baldwin, Chief of Human Resources



Grow Your Own

Prince George's County Public Schools
Activities and Updates

EUROPE





'Grow Your Own' Programs Overview

Maryland Leads Grant - PGCPS

Program Overview: PGCPS partnership with Notre Dame of Maryland University

Cohort Model (8 Week sessions)

40 PGCPS Support Based Personnel who hold one of the following:

- 60 College Credits
- Associate's Degree
- Bachelor's Degree

3 Focus Areas of Certification:

- Special Education
- English Speakers of Other Languages (ESOL)
- World Language (Spanish)

Program Participant Incentives:

- PGCPS Issued Laptop
- 'Wrap Around' support sessions
- Praxis Assessment Fee Waiver

PGCPS Internal 'Grow Your Own' Programs for Employees

- **Individuals with Degrees in Other Fields:** Current PGCPS employees who are eligible, and accept a Maryland Conditional or Resident Teaching Certification to serve as a full-time classroom teacher.
- **Support Personnel to Teacher Program:** Current PGCPS employees who hold conferred bachelor's degrees are invited to learn more about alternative routes to teacher certification and receive a credential evaluation to determine eligibility. Candidates who meet certification requirements will be extended a Maryland State conditional teacher license and offered a permanent classroom teaching opportunity with PGCPS.
- **PGCPS Conditional Educator Program (CEP):** District-funded program to support conditionally certified teachers in meeting initial Maryland State Certification requirements by funding up to 12 Professional Coursework credits per participant.
- **PGCPS Resident Educator Program:** Maryland Approved Alternative Preparation Program (MAAPP) designed with a focus on recruiting and training talented individuals who possess a strong background in "hard to staff" content areas, but do not have traditional teacher certification. This Alternative Route to Certification provides an outlined course of study for teacher education pedagogy and training while teaching in full-time status.

PGCPS Internal 'Grow Your Own' Programs for High School Students

Teacher Academy Programs: Housed under PGCPS Career Technical Education (CTE) and through the Academy of Health Sciences (AHS), both offer pathways for students to complete teacher preparation coursework and engage in a hands-on experience working with children. Courses begin for students as early as 10th grade.

- **Academy of Health Sciences (AHS - 106 students) Teacher Prep Program at Prince George's Community College (PGCC):** This dual enrollment four-year curriculum provides students with the ability to earn a high school diploma and receive an Associate of Arts in Education (A.A.T.) through a rigorous Teacher Preparation Academy.
- **Teacher Academy of Maryland (TAM - 134 students):** The program of study prepares students for further education and careers in elementary and secondary education.
- **Early Childhood Education (ECE - 244 students)-Child Development Associate Program (Preschool):** The program of study prepares students for further education and careers in early childhood education and care or to enter the child-care workforce as a lead teacher in a preschool program.

Science of Reading

Prince George's County Public Schools
Activities and Updates

EUROPE





The Science of Reading: MD Leads Focus Areas

LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for MSDE approval.

Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.

Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.

Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.

Focus Area 1

Professional Development

Objectives: Provide K-3 teachers and principals with high-quality professional development from Language Essentials for Teachers of Reading and Spelling (LETRS®)

Goal: 442 K-3 educators will be trained by the end of Summer 2024.

Key Activities:

- Provide LETRS® Training of Volume I: Units 1-4 and Volume II: Units 5-8
 - Winter 2023: Enrolled 102 educators across both volumes
 - Additional cohorts beginning in spring 2023
 - The remaining 340 teachers will be trained during SY 2023-2024.

District Professional Development Prior to Maryland Leads

Language Essentials for the Teaching of Reading and Spelling (LETRS®)

Completion Status
Fall 2020-present

Early Childhood LETRS	102 participants
LETRS Volume I	398 participants
LETRS Volume 2	210 participants

Training Goal: 1000 PGCPSS Educator will be trained in LETRS by 2026 (*Maryland Leads 80% of teachers*)
PGCPSS is utilizing local, Blueprint revenue to ensure all remaining teachers are trained by 2026.

LETRS participants can receive 12 graduate credits from American College of Education (ACE)/MSDE CPD credits for completion of Volume I and II.

Training will be supplemented through our Science of Reading modules and asynchronous training.

Current District Professional Development (outside of Maryland Leads)

Additional professional development opportunities:

Science of Reading Professional development and coaching sessions with a national science of reading trainer and Really Great Reading asynchronous modules

Focus Area 2

High Quality Instructional Materials

Objectives: To provide all at-risk K-3 students with Lexia® Core5® Reading, an evidence-based resource aligned to the science of reading.

Key Activities:

- Provide Lexia® Core5® Reading launch training to all new K-3 teachers who were not previously trained
 - 304 educators trained SY22-23
- Provide coaching sessions and professional development to support Lexia® Core5® Reading monitoring student usage, progress, and targeted instruction.
 - 121 educators participated in coaching sessions

Focus Area 2: High-Quality Instructional Materials

Lexia® Core5® Reading

4,469 students have moved from **Below Grade Level** to **On Grade Level**

	Start Grade Level of Skills							Current Grade Level of Skills					
	# of students	PreK	K	1st	2nd	3rd	4th	Pre-K	K	1st	2nd	3rd	4th
Kindergarten	3,630	69%	30%	0%				24%	74%	2%	0%		
1st Grade	4,587	33%	55%	12%	0%			8%	69%	23%	0%		
2nd Grade	4,291	11%	48%	34%	7%			3%	41%	44%	11%	0%	
3rd Grade	4,600	7%	22%	49%	19%	3%	0%	2%	21%	43%	30%	5%	0%
All Grades	17,108	28%	39%	25%	7%	1%	0%	8%	50%	29%	11%	2%	0%

Efforts Outside of Maryland Leads: Instructional Materials

Balanced Literacy



Structured Literacy
(Science of Reading)

Since 2019, PGCPS has been shifting from balanced literacy to structured literacy. PGCPS has utilized other funding sources to gradually add high quality instructional materials that support the Science of Reading. All instructional materials used in the elementary RELA curriculum are aligned to the Maryland College and Career Ready Standards.

Core Instruction and Supports

	Kindergarten - First Grade	Second Grade	Third - Fifth Grade
PGCPS Curriculum Instructional Map (CIM)			
Core Textbook			
Foundational Skills			
Handwriting (manuscript and cursive)			
Supplemental Materials and Supports			
Decodable Texts			

Focus Area 3

Universal Screeners/ Progress Monitoring

Objectives: Provide targeted, high-quality professional development that will support teachers and instructional leaders in administering Amplify mCLASS with DIBELS 8th Edition with fidelity, including progress monitoring in order to support transformational literacy outcomes among students three times a year.

Key Activities:

- Provide initial training to prepare teachers and instructional leaders to implement Amplify mCLASS with DIBELS 8th Edition/DIBELS Lectura with fidelity
 - 2,186 educators were trained through live synchronous and asynchronous sessions
- Provide strengthening sessions to deepen educators' program implementation and elevate their data-driven instructional practices to the next level.
 - 2,200 educators attended the sessions
- Provide coaching support to teachers, instructional leaders, and central office staff to support implementing Amplify mCLASS with DIBELS 8th Edition with fidelity
 - To date, Amplify coaches have provided 191 hours of support



Next Steps

Professional Learning:

- Structured Literacy Modules for Grades 3-5
- Summer Sessions: Science of Reading Training Modules and Book Study
- LETRS for Administrators
- Facilitators Training for the Early Literacy Support Team
- Ongoing site-based and job-embedded coaching
- Data Analysis and Progress Monitoring:
 - Amplify mCLASS DIBELS
 - Lexia® Core5® Reading



Contact Information:

Dr. Judith J. White, Chief Academic Officer
judith.white@pgcps.org

Dr. Kristi Murphy Baldwin, Chief of Human Resources
kristi.murphy@pgcps.org

