

Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers, and Principals



Prepared by the
Maryland Teaching Consortium

with support of the
Maryland State Department of Education

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Section 1

Background

Tab 1

IN THIS SECTION:

- Purpose
- Maryland Context
- Overview & Our Process
- How to Use this Document
- Concept Map

Purpose

High poverty/culturally and linguistically diverse schools pose unique challenges to educators, who strive to close academic achievement gaps between different socioeconomic and ethnic student groups, prevent failure and dropout, and recruit and retain effective teachers in those schools. Teachers with the least experience are often the teachers who work in the most challenged schools, tending to maintain a status quo rather than raise student achievement. The need for educators who are equipped to support diverse students and students in poverty, coupled with the unequal distribution of novice teachers at these schools, necessitates a transformation in educator preparation programs toward a focus on the distinct needs of students in high poverty/culturally and linguistically diverse schools.

Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers, and Principals is designed for use by educator preparation program practitioners and professional developers within the higher education community, local school systems, and schools. The manual is intended to be used to facilitate program development and program implementation to improve educator effectiveness in high poverty/culturally and linguistically diverse schools. It includes a literature review, program indicators (processes), educator indicators (knowledge, skills, and dispositions) and suggested evidence of these indicators as related to three program components: Knowing Students, Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity, and Teaching in the Context of Poverty/Cultural and Linguistic Diversity.

In addition, the manual includes partnership descriptions detailing elements from each of the ten partnerships that relate to the program components.

The Maryland Teaching Consortium (MTC) strongly believes that with proper preparation and ongoing professional development, through the implementation of the program components particularly focused on preparing educators to be effective in high poverty/culturally and linguistically diverse schools, educators can connect with, engage, and cultivate excellence in all learners. The contents of this manual are intended to drive this quest for excellence.

Maryland Context

Maryland has long been committed to achieving effective educational reforms. All Maryland state-approved educator preparation programs for initial certification consist of coursework, field experiences, and a 100-day internship across two consecutive semesters. This combination of coursework, field experiences, and internships is designed to prepare candidates for a particular certification area (e.g., early childhood, elementary, middle level, preK–12, or secondary). Programs are based on standards that are identified by national Specialized Professional Associations such as the National Council of Teachers of English and by the state *Institutional Performance Criteria Based on the Redesign of Teacher Education in Maryland* (Maryland State Department of Education – MSDE, 2011). Both State and national standards require educator preparation programs to assess candidate competence related to teaching a diverse population.

Teacher candidate internships focus on building competencies by giving candidates the guidance and practice needed to refine skills in an authentic setting prior to assessment. In Maryland, internships occur in Professional Development Schools (PDSs) that are based on the “Standards for Maryland Professional Development Schools” contained in *Professional Development Schools: An Implementation Manual* (Maryland Partnership for Teaching and Learning K–16, 2004) and *Professional Development School Assessment Framework for Maryland* (MSDE, 2007). One of the strands in the Maryland PDS standards is related directly to Diversity and Equity. These standards for PDS partnerships (college/university, school system, and school) apply to educator preparation and continuing professional development for school-based teachers and administrators. These partnerships focus on research-based teaching and learning related to student achievement.

The program components outlined in this manual have been designed to provide guidance to partnerships seeking to meet the full intent of the *Maryland Institutional Performance Criteria*. These components will be used in future State program approval and joint State/national accreditation visits in Maryland to assure that programs are preparing candidates for work in high poverty/culturally and linguistically diverse schools.

To assist programs in implementing the program components, the ten MTC partnerships have worked over the grant period to infuse within their programs the three program components related to teaching in high poverty/culturally and linguistically diverse schools: Knowing Students, Understanding Oneself in the

Context of Poverty/Cultural and Linguistic Diversity, and Teaching in the Context of Poverty/Cultural and Linguistic Diversity. These programs are able to serve as models for other programs within their institutions and across the state. They share their partnership descriptions, change processes, and challenges within this manual.

Overview and Our Process

Founding the Maryland Teaching Consortium

The Teach for Maryland project, known as the Maryland Teaching Consortium, is a Race to the Top (RTTT) grant-funded initiative involving the Maryland State Department of Education (MSDE), Division of Educator Effectiveness, Program Approval and Assessment Branch, and ten public and private institutions of higher education (IHEs) throughout the state. The MTC project aims to increase the number of effective educators in schools with high concentrations of students living in poverty and/or high concentrations of culturally or linguistically diverse students, through collaborative partnerships, rigorous coursework, ongoing professional development, intensive internships, and mentoring, all focused on meeting the needs of diverse learners. In order to effectively extend the reach of this goal, the partners have focused on the development of essential program components with program commonalities, expectations, and indicators for other states, IHEs, and schools to access as they prepare educators to be effective in schools with high concentrations of students living in poverty and/or high concentrations of culturally or linguistically diverse students.

In developing the MTC, staff of MSDE applied for, and received, a RTTT grant from the United States Department of Education for this initiative. IHEs throughout the state partnered with PDS sites to write subgrant proposals to become members of the consortium. The subgrant applications were reviewed, scored by rubric, and selected by a team of nonaffiliated colleagues. The initial grant year included five IHE partners; since that time, five new partners have been added in order to increase representation in the consortium to ten partnerships.

The MTC uses the nationally-recognized Maryland PDS model (Maryland Partnership for Teaching and Learning K–16, 2004) as the foundation for components, expectations, and indicators. This model focuses on educator preparation and continuous professional development through which IHEs partner with individual school sites to support both the interns and the school-based faculty for the benefit of students in the schools. In the context of this project, each IHE focused its work on two to four partnership schools (either public or public charter schools) with high concentrations of students living in poverty and/or with high concentrations of culturally or linguistically diverse students. IHEs used awarded grant funds in varied ways to support the efforts of those partnerships in the work of preparing educators and facilitating student achievement. The stories of these partnerships serve as case studies in the development of these program components, expectations, and indicators. For example, many of the partnerships selected both an existing successful PDS site and a new or developing PDS site in order to explore how those partnerships participated in the project and were able to implement initiatives based on new findings.

In addition to the work at individual PDS sites, the MTC hosted six meetings per year and a summer institute where consortium members gathered with local and national experts to discuss topics such as cultural and classroom context, issues surrounding poverty, self-understanding, and educator and student resilience. These meetings allowed partners to share ideas and provided an excellent foundation for manual development and writing.

Consortium Meetings

The MTC meetings have been a crucial element in the process of constructing these common program components, expectations, and indicators. Meetings typically began with a presentation by an expert in a specific field related to high poverty or culturally and linguistically diverse education, followed by a brainstorming session in which MTC members generated a list of the knowledge, skills, dispositions, and processes necessary to prepare educators in relation to the topic of the session. From these brainstormed lists, the group discussed the components, expectations, and indicators related to that specific topic. After general discussion of components, PDS partnerships worked to identify aspects from the presentations that they would incorporate into their educator preparation programs and PDS partnerships. Below is a list of each meeting topic that was used to frame the consortium discussions.

- June 2011: “Mapping the TRIP: Teacher Resiliency In Progress” (Dr. Teena R. Gorrow and Dr. Susan Muller)
- Summer Institute 2011:

- “The Breakthrough Center: The Right People, the Right Services, the Right Time” (Dr. Robert Glascock)
 - “Teacher Preparation Program for Teachers in High Poverty/High Minority Schools: Who, What, When, Where, Why, and How” (Dr. Kimberly Fleming)
 - “Cultural Competencies Necessary to Meet the Needs of All Learners” and “Professional Dispositions That Are Critical for Effective Teachers in High Poverty/High Minority Schools” (Dr. Laila J. Richman)
 - “Enhancing Teacher Resilience” (Dr. Linda Adamson and Dr. Christina Harnett)
- September 2011: “Teacher Resiliency Revisited ” (Dr. Linda Adamson)
 - November 2011: “Collaborative Conversations” with Maryland Teachers of the Year
 - December 2011: “A Framework for Understanding Poverty, Part I” based on the work of Dr. Ruby Payne (Ms. Patricia Levroney and Ms. Maria Whittemore)
 - February 2012: “A Framework for Understanding Poverty, Part II” based on the work of Dr. Ruby Payne (Ms. Patricia Levroney)
 - April 2012: “Moving Beyond the Language of Crisis and Towards an Ethos of Hope: Educating African American Males Amidst an Opportunity Gap” (Dr. Robert W. Simmons III)
 - June 2012: “A Framework for Understanding Poverty, Part III: Relationships, Educator Expectations and Student Achievement” (Ms. Patricia Levroney and Ms. Maria Whittemore)
 - Summer Institute 2012:
 - “Brain Targeted Teaching” (Dr. Mariale Hardiman)
 - “Why Do I Teach?” (Mr. Joshua Parker)
 - “Research to Practice: Voices of Practitioners” (Ms. Jenny Heinbaugh, Ms. Zilma Yvette Oliver, and Ms. Suzanne McNamara)

- “Determining Guidelines for Informing Teacher Preparation Programs for High Poverty, High Minority Schools” (Dr. Kimberly Fleming)
- September 2012: “Dissonant Harmony: Strategies for Enhancing the Achievement of Diverse Learners” (Mr. Joshua Parker and Dr. Lisa Williams)
- December 2012: “Dissonant Harmony: Strategies for Enhancing the Achievement of Diverse Learners, Continued” (Mr. Joshua Parker and Dr. Lisa Williams)
- January 2013: “Mindset: Overcome Struggle and Uncover Success” based on the work of Dr. Carol Dweck (Ms. Meg Lee)
- February 2013: “Towson Interns Create Instructional Light and Magic Using *Teaching with Poverty in Mind*” based on the work of Eric Jensen (Towson University Interns Ms. Emily Adams, Ms. Lindsay Alvey, Ms. Dana Bolden, Ms. Melissa Brooks, Ms. Breanna Renfro, Ms. Chelsea Rothman, Ms. Haley Ruppenthal, Ms. Stephanie Schorr, Ms. Robin Warehime, and Towson University Instructor, Ms. Ann Eustis)
- April 2013: “Making Content Instruction Comprehensible for English Learners” (Ms. Ilhye Yoon)
- May 2013: “No Subtitles Needed: Building a Multicultural Learning Community by Connecting College, Classroom, and Curriculum” (Dr. Laura L. Marasco)
- Summer Institute 2013:
 - “How to Conduct an Effective Mentor/Intern Co-Teaching Forum: Effective Pedagogy During the Internship” (Dr. Ron Siers and Ms. Stacie Siers)
 - “Investigating the Complexity of Family-School Partnerships” (Dr. Laila J. Richman)
 - “Barriers to Student Success: Understanding Racism” (Dr. Lynne Muller)
- September 2013: “Engaging Students With Challenging Behaviors” (Dr. Mary Ellen Lewis)
- October 2013: “Student Resilience” (Dr. Lisa Williams and Ms. Candace Logan-Washington)

- November 2013: “Operation Arts Integration: Rescuing the Modern Classroom” (Dr. Brandy Terrill)
- January 2014: “Social-Emotional Learning” (Dr. Mayaugust Finkenberg)
- February 2014: “Engaging Diverse Families in the 21st Century” (Ms. Barbara Scherr and Ms. Young-chan Han)
- April 2014: “The Disenfranchised Student” (Dr. Lynn Muller) and “Culturally and Linguistically Diverse Learners” (Ms. Laura Hook)
- Summer Institute 2014:
 - “Bullying, Gangs, and Teacher Communication” (Dr. Michael Ford)
 - “When to Refer” (Dr. Lynne Muller)
 - “Teaching, Learning, and Affect” (Mr. Joshua Parker)

Programmatic modifications based on these sessions are reflected in the case studies that follow, but several examples include the creation of a Spanish for Educators course at one of the PDSs; the use of Eric Jensen’s (2009) book *Teaching with Poverty in Mind: What Being Poor Does to Kids’ Brains and What Schools Can Do About It* in various coursework or internship experiences; university faculty development programs; creation of new program focus areas such as social justice and urban teaching; and attention to intern dispositions related to cultural competence.

Manual Writing

Development of the program components, expectations, and indicators found in *Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers, and Principals* began during MTC meetings

and annual Summer Institutes as knowledge, skills, processes, and dispositions were brainstormed, and as components, expectations, and indicators were discussed. Representatives from each of the ten partnerships and from local school systems worked to create this manual using brainstormed lists and discussion notes generated in MTC meetings in order to develop program components, expectations, indicators, resources, a glossary, and descriptions of ten educator preparation programs that incorporate the program components. In order to construct the guidance presented in this manual, the consortium needed to bring clarity to the electronic notes recorded after each meeting. The group began by analyzing all suggestions and grouping items into categories with similar content. Three major program components emerged from this process: Knowing Students, Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity, and Teaching in the Context of Poverty/Cultural and Linguistic Diversity. Small groups then worked to distill the expectations and indicators under each program component using a combination of online meetings, face-to-face meetings, and conference calls. The representatives created a Concept Map based on the major program components and expectations developed by the larger consortium. For two years, these representatives met to develop, revise, and refine all elements of the manual to create a cohesive and user-friendly document. Prior to publication, the manual was submitted to partnership groups for feedback, and the representatives collaborated to integrate revisions that were consistent with the overall work of the MTC.

How to Use this Document

Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers, and Principals is divided into several parts, and three main Program Components addressed in Section 2 provide the overarching structure for the manual. These three components are

- Component 1: Knowing Students
- Component 2: Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity
- Component 3: Teaching in the Context of Poverty/Cultural and Linguistic Diversity

For each component, the literature base is surveyed. Following this overview, each component is divided into expectations, as exemplified in the Concept Map. The expectations are defined by a list of suggested indicators for successful program processes and educator indicators that represent the knowledge, skills, and dispositions needed by educators in order to effectively teach in contexts of poverty and cultural/linguistic diversity. Finally, each expectation area includes a list of suggested evidence that can be used by PDS partnerships to determine the extent to which their programs and educators are meeting the indicators, expectations, and program components outlined in the manual.

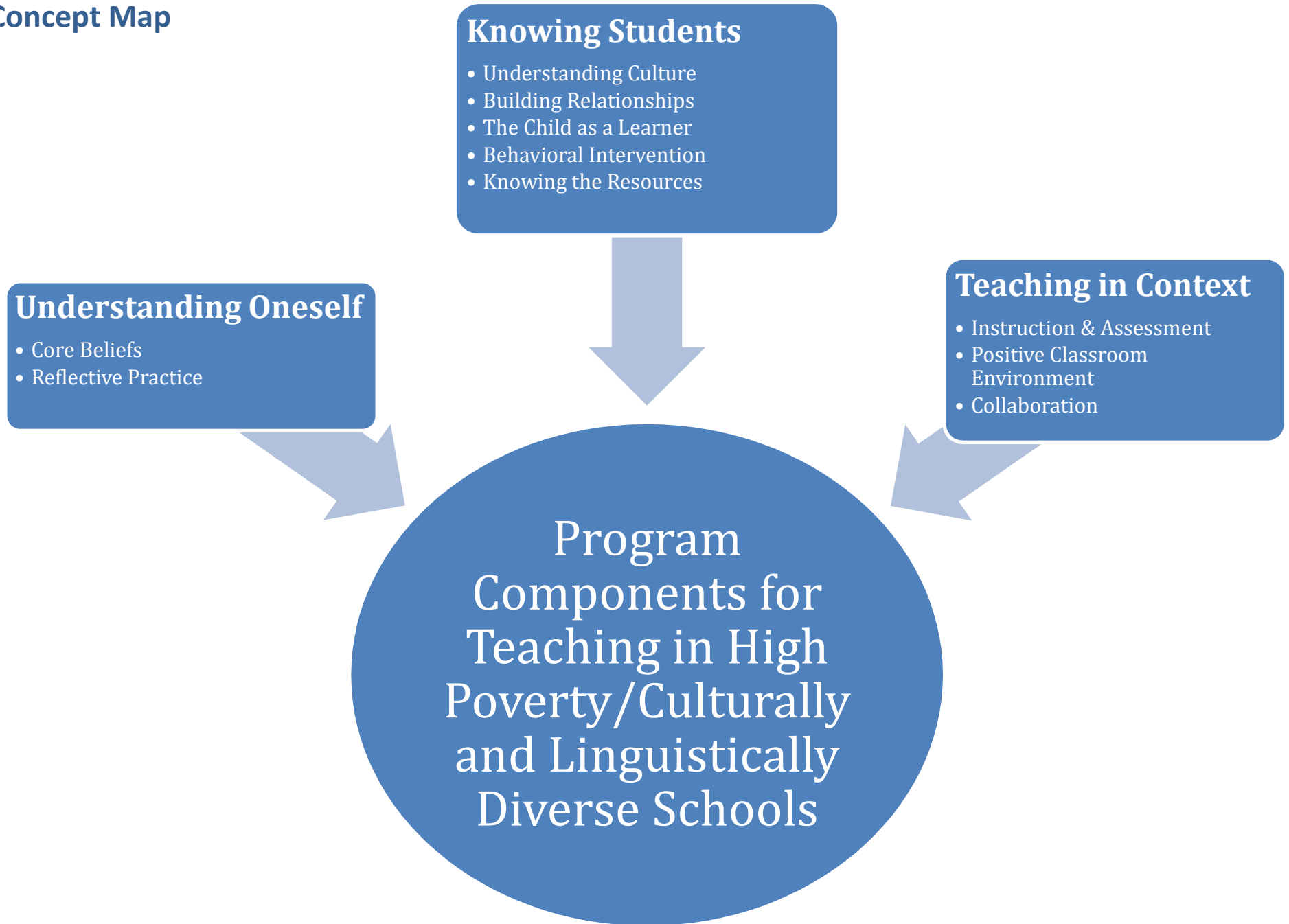
It should be noted that while the components and expectations are designed to be comprehensive, the indicators and lists of suggested evidence are only

representative of multiple indicators and pieces of evidence that a program could employ to fully implement the expectations and components.

In order to offer models of effective programs, each of the partnerships in the MTC is described in Section 3: Program Descriptions. Section 4 provides useful resources and references, each coded with the component and expectation area to which it most closely relates. Finally, a glossary is provided to ensure clarity of terms in this document.

It is suggested that readers refer to the Concept Map on the following page for an overview of the components and expectations, explore a component of interest, and then use the program descriptions and resources as supporting material to build a complete understanding of the component.

Concept Map



Section 2

Program Components, Expectations, Indicators & Evidence

IN THIS SECTION:

- Component 1: Knowing Students
- Component 2: Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity
- Component 3: Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Tab 2

Program Component 1: Knowing Students

Literature Review

A critical element of effective pedagogy is the teacher knowing the students for whom instruction will be provided. This “knowing” includes not only a general understanding of the student, but a deeper knowledge based upon an examination of the student’s culture and community, preferred learning styles, strengths, and prior knowledge and background experiences. Without the development of this basic schema within teacher candidates, the effectiveness of even the most well-intentioned instructional strategies will be diminished. Knowing Students includes the following subcomponents, which serve as expectations for the implementation of this component: Understanding Culture, Building Relationships, The Child as a Learner, Behavioral Intervention, and Knowing the Resources.

Understanding Culture

Constructivism and multiculturalism are major paradigms that have shaped researchers’ and educators’ knowledge of students, and an understanding of students’ cultures can enable educators to better support students’ construction of knowledge. The areas of constructivism—cognitive, social, and critical—have led scholars to investigate the theory that culture impacts how students develop cognitively and socially. Scholars of multicultural education have played a major role in promoting the notion that society, schools, and classrooms are more

pluralistic than when viewed through the lens of behaviorism, and the knowledge, dispositions, and skills expected of educators should be reformed to ensure that diverse students are supported and able to connect to the curriculum in a personal way (Banks, 1979, 1991, 1993; Banks & Banks, 2004; Dolby, 2012; Giroux, 1996; Grant & Sleeter, 2011; Kincheloe, 2005; Kincheloe & Steinberg, 1997; Nieto, 1992; Sternberg, 2001). Multicultural education focuses on the need to address issues of race, class, diversity, language, oppression, and empowerment in student learning and teaching. Constructivism and multiculturalism have led to the development and dissemination of culturally responsive approaches to teaching and learning that enable each student to achieve, not despite, but due to diversity (Ladson-Billings, 1994, 1995).

Compelling evidence suggests that including diversity preparation in candidate curricula improves teachers' knowledge, skills, and dispositions for working with students and families from diverse cultures (Sobel, Taylor, Kalisher, & Weddle-Steinberg, 2002). Therefore, it is essential that teacher educators find ways to effectively address candidates' preparation in this area. It is equally critical that educators in schools receive professional development to support culturally responsive pedagogical skills. Educators must demonstrate a sound understanding of diverse cultures, while possessing the knowledge, skills, and dispositions that support the education of students from culturally and linguistically diverse backgrounds. Researchers continue to identify factors and develop models that contribute to effective candidate preparation for culturally responsive school environments. One such effective factor that has emerged in

candidate preparation is cultural competence. Cultural competence, defined as “the ability to successfully teach students who come from cultures other than your own” (Diller & Moule, 2005), helps teachers better meet the needs of students representing a diverse population through awareness, understanding, acceptance, and respect of cultural differences (Lindsey, Robins, & Terrell, 2003).

Building Relationships

Culturally responsive educators seek to create a synergy between students’ home/community cultures and the school culture (Gay, 2010; Ladson-Billings, 1994, 1995; Sheldon, 2003). This approach seeks to strengthen the relationship among teachers, students, families, and communities to improve student learning, build relationships, create learning communities, and develop cultural congruence between home/community and school cultures. Establishing a dialogue among students, parents, and educators about the needs, strengths, and goals for student learning can build a three-way relationship where each partner shares responsibility for student achievement (Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2011), and it is imperative that teacher candidates know how to begin and sustain this partnership (Amatea, Cholewa, & Mixon, 2012).

Incorporating student cultural diversity into classroom education extends to language as well. Relationships among school, student, and family, and between individual students in a classroom, benefit by increased exposure to the diversity of languages represented in the classroom (Agirdag, 2009; Cummins, 2001).

Culturally responsive education supports the notion that students, and their experiences and backgrounds, should be the center of individualized education, and that the history, culture, language, and contributions of diverse groups should be a natural part of the schooling process. In addition, involving students in community-based learning activities provides relevance and meaning for students and helps them identify personally with academic pursuits (Borko & Putnam, 1998; Koerner & Abdul-Tawwab, 2006).

The Child as a Learner

Behaviorism and constructivism espouse opposing views that have had a large impact on researchers' and educators' knowledge of students (Banks, 1979, 1991, 1993; Bruner, 1980; Dewey, 1929, 1933/1998; Piaget, 1926; Skinner, 1953, 1974, 1977; Vygotsky, 1962). Behaviorism, premised on the conception of students as vessels that teachers must fill with knowledge, is one of the foundational educational theories for designing instruction and pedagogy. Conversely, constructivists challenge the behaviorist paradigm by suggesting that students are not passive consumers of knowledge, but must be actively engaged in knowledge construction with their peers and teachers (Dewey, 1929, 1933/1998). In many respects, constructivism has opened the door to transformations in educational theory that support multicultural perspectives in education, including those that address the special needs of English learners (ELs) and students with disabilities (SWDs), and best serve high poverty/culturally and linguistically diverse students.

Behavioral Intervention

Culturally and linguistically diverse students are at the highest risk of being excluded from the general education classroom due to misinterpretations of student behavior, resulting in a higher risk of disciplinary referrals, suspensions, and placement within self-contained special education programs. As a result, school failure increases for these students (Cartledge, Singh, & Gibson, 2008). One critique of culturally responsive education has been the lack of focus on classroom management, an area with which teachers often experience problems in supporting students (Weinstein, Tomlinson-Clarke, & Curran, 2004). Culturally responsive classroom management rests on five tenets: (1) recognition of one's own cultural lens and biases; (2) knowledge of students' cultural backgrounds; (3) awareness of broader social, economic, and political context; (4) willingness to use culturally appropriate management strategies; and (5) commitment to building caring classroom communities (Weinstein, Tomlinson-Clarke, & Curran, 2004). Embracing a culturally responsive classroom management perspective acknowledges, and is responsive to, students' cognitive, social, physical, and emotional needs, and provides a safe environment for students to learn and for educators to learn about their students.

Knowing the Resources

Culturally responsive education rests on the notion that students must develop academic success, cultural competence, and critical consciousness (Gay, 2010; Ladson-Billings, 1994, 1995). Students face challenges accomplishing this task if their families lack stability. When families are stronger, they are better able to support success in school (Bruns, 2010), so it behooves teachers to partner with families in ways that strengthen them. To serve in this role as student/family advocate, educators must be aware of the resources, supports, and services available to students and their families (Bruns & Walker, 2010; Poncin & Woolston, 2010). Furthermore, educators need to learn to communicate with parents and families, as well as with student support services (Berry, 2009; Berry, Daughtry, & Wieder, 2009). Teachers can serve as a trusted go-between, linking families with human service agencies and community resources. Simultaneously, educators must work to integrate the resources found within the community to support student learning. Connecting school with community helps students see the relevance of school topics to their lives (Koerner & Abdul-Tawwab, 2006), and connecting the family with service agencies provides support and stability in the lives of students.

Following are the expectation areas related to Program Component 1. Each expectation is followed by program indicators (processes), educator indicators (knowledge, skills, and dispositions), and suggested evidence.

Understanding Culture

Program Indicators (Processes):

UC1. The program provides educators opportunities to develop their knowledge of culture and diversity, and understand the implications for professional practice. Further, educators will learn about issues such as, but not limited to, racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators.

UC2. The program offers cultural immersion experiences.

UC3. The program provides educators with strategies for meeting the unique learning needs of ELs.

UC4. The program makes a concerted effort to incorporate the parent's point of view related to school culture to determine strategies for improving interaction between the school and families.

Educator Indicators (Knowledge, Skills, and Dispositions):

UC5. The educator demonstrates knowledge, understanding, and respect for students' cultures.

UC6. The educator is able to uphold the shared values and expectations of the school while understanding and respecting different perspectives of students and colleagues.

UC7. The educator strives to understand and respect cultures outside his/her own.

UC8. The educator provides opportunities for students to show understanding and empathy for others.

Understanding Culture Suggested Evidence:

- Lesson plans that specifically demonstrate evidence of educator responsiveness to students' cultures, such as by engaging multiple cultural perspectives
- Observation feedback regarding candidate's use of culturally responsive instruction
- Classroom design/environment that is inclusive (e.g. seating arrangement, images, graphics, maps, displays of student work, multicultural classroom library)
- List of courses and professional development that educators completed to learn about other cultures
- Portfolio artifact that demonstrates evidence of educators' collaboration with parents for cultural exchange, such as the involvement of family members as guest speakers
- Evidence of educator's interaction with culture-specific advocacy groups
- Cultural heritage paper in which educators explore their own cultures and facilitate discussion of culture among other educators
- Interview or shadowing of a student and/or parent from another culture to describe what the educator learned about a student and/or parent and their culture.
- Description of educator's learning about a culture, or important issues within that culture, through attendance at culture-specific community events or museums

- Description of educator’s learning about the culture, or important issues within that culture, from watching culture-specific news stations, television shows, or commercials
- Observation instrument with indicator that assesses teacher performance related to cultural competence

Building Relationships

Program Indicators (Processes):

BR1. The program teaches educators how to build meaningful relationships with students, parents, colleagues, administrators, and other stakeholders in multiple contexts (e.g. school, community, classroom, sporting events).

BR2. The program provides opportunities for educators to develop an empathetic disposition for working with students, parents, colleagues, and other stakeholders.

BR3. The program provides opportunities to develop effective communication skills that reflect sensitivity to cultural norms.

Educator Indicators (Knowledge, Skills, and Dispositions):

BR4. The educator considers the whole child when developing relationships with students.

BR5. The educator creates positive personal relationships with students.

BR6. The educator observes student-student interactions to better understand each individual.

BR7. The educator employs specific strategies to build relationships of mutual trust and respect with diverse students and families.

BR8. The educator values communication with families, and understands the important role family and community play in supporting student success.

BR9. The educator provides opportunities for families to be involved in their child's educational experiences.

BR10. The educator views the parent as an expert on the child.

BR11. The educator facilitates student social skill development to promote effective communication.

BR12. The educator infuses the role of family and community into teaching and learning.

BR13. The educator provides opportunities for students to form positive relationships and work in teams.

BR14. The educator participates in the local community.

BR15. The educator provides opportunities for students to contribute in meaningful ways to the school and the surrounding community.

Building Relationships Suggested Evidence:

- Evidence log of educator participation in related after-school or extracurricular activities within the school community
- Journal reflection on role playing activities citing understanding of students who live in high poverty/culturally and linguistically diverse settings

- Record of educator involvement in service learning and regular interactions with community members in the external community surrounding the school
- Educator reflection on positive parent involvement, the value of communication with families, and the important role family and community play in support of student success
- Written summary or video clip of role play related to parental involvement and reflective discussion
- Record of intern engagement with parents through parent teacher conferences, parent organizations, Individualized Education Program (IEP) meetings, home visits, and other community and school events
- Log of emails, text messages, newsletters, and language lines (interpreters) that represent multiple ways that educators stay in touch with family members to meet or address each family's needs
- Notes/reflection from educator bus tour of community/neighborhood
- Parental involvement plan/course syllabus that highlights how to educate parents about how to be involved in classrooms and the school community
- Evidence of helping parents with strategies for content learning to assist their child at home

The Child as a Learner

Program Indicators (Processes):

- CL1.** The program provides educators with opportunities to work with children at all developmental levels.
- CL2.** The program provides candidates with the knowledge of the instructional implications of cultural and linguistic diversity.
- CL3.** The program provides a venue to showcase student work.

Educator Indicators (Knowledge, Skills, and Dispositions):

- CL4.** The educator believes that each and every student can learn at high levels and actively contribute to class activities.
- CL5.** The educator believes that empathy and understanding the lived experiences of students are fundamental in reaching and teaching each learner.
- CL6.** The educator helps students develop resilience through protective factors, such as helping students not take the adversity in their lives personally or see adversity as permanent or pervasive.
- CL7.** The educator helps students recognize when internalized negative messages are impacting their ability to achieve.
- CL8.** The educator understands the emotional response of moving to a new country, and the situations of various ELs (newly arrived with prior schooling, newly arrived with little prior schooling, migrant students, etc.).

- CL9.** The educator uses knowledge of human and brain development to identify the impact of poverty on a student's learning and his/her sociological, physical, and psychological development.
- CL10.** The educator understands the academic, functional, social, and behavioral needs of SWDs, including SWDs who are also ELs.
- CL11.** The educator encourages and creates opportunities for students to take ownership of their learning through student choice and self-regulation.
- CL12.** The educator understands the relationship between self-esteem and motivation in students.
- CL13.** The educator understands that praise can be either a motivator or de-motivator and uses praise as a way to support specific needs of each student.
- CL14.** The educator provides support for students to encourage resilience.
- CL15.** The educator believes intelligence is a malleable quality to be developed in all students.
- CL16.** The educator believes an important part of the profession is advocating for children.
- CL17.** The educator recognizes students' internal and external stressors, and provides constructive outlets for responses to those stressors.
- CL18.** The educator plans and facilitates activities that broaden student experiences.
- CL19.** The educator understands the developmental learning process.
- CL20.** The educator provides opportunities for students to recognize their own emotions, values, strengths, and limitations.

The Child as a Learner Suggested Evidence:

- Record of the implementation of a lunch bunch, friendship group, club, or other activity focused on advocating acceptance of all children
- Evidence of implementation, compilation, and analysis of interest survey or questionnaire about the student (e.g. academic subject area(s), likes or dislikes, learning preferences), and how the data will be used to make instructional decisions for a unit or lesson
- Evidence of candidate's analysis of assessment results and planning for improvement or maintenance of academic performance
- Lesson plan rubric requiring evidence of differentiation
- Analysis of formative or summative assessment data by race, gender, special education status, language diversity, content standards, and/or objectives, and plans for the educational modifications the educator will make as a result of the analysis
- Notes from observations and three-way conferences (mentor-intern-supervisor) related to the understanding of student characteristics in relation to learning
- Recording of interaction between educator and student using student's first language
- Examples of detailed feedback on students' work that accurately and consistently refer to what students did correctly and provide support in areas of need
- Written description of the demographics of students in internship placements in terms of age, grade, language, and ability, and the impact of those demographics on planning for instruction

- Portfolio that includes a teaching philosophy that reflects understanding of student characteristics (such as diversity of culture, language, and economic status) in relation to learning
- Video clips demonstrating appropriate praise and feedback for students (e.g. praise of students when they struggle, select difficult tasks, apply strategies, and show effort, improvement, or persistence; avoidance of praising intelligence)
- Analysis of educator's participation in activities designed to build empathy for the experience of students who are SWDs and/or ELs
- Description or transcript of a cognitive interview that the educator conducts with a student about a concept taught, analysis of what the interview reveals, and instructional modifications that will be made as a result of the interview
- Personal and educational autobiography that explores the educator's own personal and academic experiences and facilitates discussion to explore how these experiences impacted his/her academic performance as a student and approach to teaching as a professional

Behavioral Interventions

Program Indicators (Processes):

BI1. The program provides opportunities in courses and clinical experiences to practice active listening, conflict de-escalation, and other strategies to promote a positive and productive classroom environment.

BI2. The program provides instruction to candidates on teaching students strategies for self-regulation.

BI3. The program provides educators opportunities to develop knowledge of and strategies to address bullying and harassment.

Educator Indicators (Knowledge, Skills, and Dispositions):

BI4. The educator is non-judgmental and practices skills of active listening and rephrasing.

BI5. The educator identifies components of bullying and harassment.

BI6. The educator is able to use strategies to de-escalate emotional situations and to resolve conflict.

BI7. The educator is able to identify the consequences of bullying and related issues.

BI8. The educator effectively uses positive reinforcement to promote productive behaviors.

BI9. The educator develops a classroom leadership style that is respectful while maintaining a rigorous academic environment.

BI10. The educator develops Behavioral Intervention Plans as needed.

BI11. The educator facilitates student self-regulation and ability to circumvent and resolve interpersonal conflict.

Behavioral Interventions Suggested Evidence:

- Educator action plans in response to case studies and simulations requiring behavioral intervention
- Educator action plans in response to videos depicting bullying

- Observation notes indicating educator use of strategies to de-escalate volatile situations
- Reflective journals in response to examples of types of bullying
- Video clips of educators focusing on using positive reinforcement
- Review of educational technologies that can increase student academic focus and motivation
- Functional Behavior Assessment and/or Behavioral Intervention Plan with documentation/justification of need
- Syllabi including assignments and assessments in response to, or related to, identified student behaviors
- Exemplar comprehensive behavior management plan that outlines classroom expectations, procedures, and communications strategies focused on promoting a positive learning environment

Knowing the Resources

Program Indicators (Processes):

KR1. The program instructs educators on how to identify school and community resources that are available for students, educators, and families.

KR2. The program ensures that information about relevant resources at the IHE is shared with all school stakeholders.

Educator Indicators (Knowledge, Skills, and Dispositions):

KR3. The educator serves as a student and family advocate, connecting families with resources, supports, and services.

KR4. The educator infuses community-based resources into instruction to support student learning.

KR5. The educator identifies student behaviors that prompt referral.

Knowing the Resources Suggested Evidence:

- Portfolio entries detailing personal growth as a result of community involvement during internship
- Assignments that require educators to access and compile community resources
- Lesson plans that integrate community resources
- Educator action plans in response to student situations that warrant additional resources or referral
- Example of how community resources have been used in the classroom

Program Component 2: Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Literature Review

Knowing oneself is part of the framework known as the Achievement Triangle (Howard, 2006). Howard's three-sided Achievement Triangle links self-knowledge, alongside knowing one's practice and knowing one's students, as essential to rigorous and responsive teaching in high poverty/culturally and linguistically diverse schools. He finds self-knowledge especially necessary for white teachers, who make up most of the nation's teaching force in a time of ever increasing student diversity (Boser, 2011). To understand students' cultures and identities, educators must make sense of their own cultural backgrounds. Lenz and Deshler (2006) explain knowledge of self as the ability to understand how a teacher's personal learning preferences and needs may influence his or her teaching. Knowing oneself is the foundation of who individuals are as teachers and profoundly influences one's interactions with students (Palmer, 2007).

Palmer (2007) argues that self-knowledge will enable one to maximize service to students and enhance scholarship regarding effective pedagogy. Maintaining safe learning environments; engaging students in worthwhile academic work; valuing students' diverse cultures, languages, and experiences; and being lifelong learners all grow out of the teacher's understanding of self and the teacher's core

beliefs (Nieto, 2005). Through an intentional process of self-reflection, educators will be prepared to effectively meet the needs of diverse learners in their classrooms.

Core Beliefs

Self-understanding has been identified as the most important and most neglected goal of education (Noddings, 2006). Before educators can understand students or develop meaningful and responsive instruction, they must know themselves. This self-understanding will have an impact on the students in classrooms as their educators' beliefs and practices unfold, develop, and transform over time from their earliest pre-service days throughout their careers. Educators' core beliefs directly impact the way they teach and interact with learners (Florio-Ruane, 2001; Sobel, Taylor, Kalisher, & Weddle-Steinberg, 2002). The process of *carrere*, explored by Pinar (2004) and Grundy (1987), is one fruitful method for engaging educators in exploring their own core beliefs through autobiographical writing. Through this process, educators develop a deep understanding of the connections among their current instructional practices, their past histories, and their future projections of self. Palmer (2000) encourages educators to let their lives speak, encouraging them to pay close attention to their actions, reactions, intuitions, instincts, feelings, and bodily states of being. An ongoing process of reflection about their beliefs and work is

imperative for educators in diverse school communities, which are often so different from the schools in which they themselves were educated.

As one essential belief, candidates must develop a growth mindset focused on student strengths rather than deficits (Dweck, 2007). It is critical that along with a growth mindset comes the belief that all students can learn; without this belief, educators often unknowingly create a self-fulfilling prophecy of failure for the students whom they teach. President George W. Bush (2000) referred to this as “the soft bigotry of low expectations” —educators who do not believe that they can reach their students are likely to set low expectations for those students. In turn, low expectations result in less challenging curricula that set students up for failure (van den Bergh, Denessen, Hornstra, Voeten, & Holland, 2010). For example, Warren (2002) found that “Teachers’ low expectations and lack of efficacy often resulted in lower teaching standards, less teacher effort and watered-down curricula for low-achieving students, especially in poor urban schools” (p. 112). Educator preparation programs, therefore, need to work with candidates to develop the dispositions behind the foundational beliefs that will set the tone for their entire classroom.

Reflective Practice

A common component for successful teaching is the practice of deep and meaningful reflection (Danielson, 2008; Hollins & Guzman, 2005). This process is particularly important for educators in high needs schools, and contributes to

successful culturally relevant teaching (Gay & Kirkland, 2003; Sharma, Phillion, & Malewski, 2011). In order to successfully achieve the other expectations within this manual, educators must be able to look inward and review both their beliefs and practices. Educators cannot adapt their instruction if they are unable to reflect upon their practices in light of assessment data. Educators cannot build positive classroom environments if they cannot see the effect that they have on students, and educators cannot successfully work with other educators and community members if they cannot understand and learn from the feedback of others. As reflection is such an important process for candidates and educators, educator preparation programs must help candidates develop useful tools of deep self-reflection and ongoing reflective practice.

While many educator preparation programs encourage self-reflection as educators establish their core beliefs about students and instruction, experienced educators also realize the importance of continued reflection throughout their careers. Nieto (2005) proposes that the elusive characteristics of effective teachers of diverse students “emerge through reflection, investigation, collaboration, and study” (p. 8). Further, the researcher also notes that educators change as people over the course of their careers along with their practices and beliefs (Nieto, 2003). These changes imply that educators are continuing their lifelong journeys of learning and continually reflecting on those journeys.

Self-reflection is promoted through intentional exposure to ideas and experiences that may conflict with closely held beliefs. Many texts, such as

Howard's (2006) *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*, Kozol's (1992) *Savage Inequalities: Children in America's Schools*, and Paley's (2000) *White Teacher*, offer opportunities to engage teacher candidates in self-reflective exercises. Exposure to the home and community lives of economically, culturally, and linguistically diverse children, paired with careful observation, has also been suggested as a way to engage teacher candidates in reflecting deeply on previously held beliefs and actual lived experiences within a culture (Ladson-Billings, 2006).

Exposing educators to critical race theory and engaging them in difficult conversations about institutional and societal racism, prejudice, and privilege is proposed by many researchers as a productive way to promote self-reflection for cultural competence (Singleton & Linton, 2006; Tatum, 2008).

Reflective educators learn every day, from observations and interactions with culturally diverse students and families, from the courageous conversations they hold with others, and from texts and professional development seminars that challenge their beliefs. They reflect on these experiences to create developmentally appropriate and culturally competent practices.

Reflective practice also includes the development of a healthy work/life balance. Engaging educators in reflection on their own stressors and facilitating the development of protective factors should be essential components of educator preparation for high poverty/culturally and linguistically diverse schools (Henderson & Milstein, 2003). Yoder (2014) offers a self-assessment tool that

engages educators in reflecting on their own competencies for social and emotional learning and on the extent to which they are building these skills in students.

To succeed as an effective educator within a high poverty/culturally and linguistically diverse setting, educators must closely examine their own core beliefs and reflective practices. Lifelong learning, continuous improvement, and work/life balance are essential to career resiliency and the ongoing success of all learners.

Below, indicators and suggested evidence are provided for each of the Understanding Oneself expectations: Core Beliefs and Reflective Practice.

Core Beliefs

Program Indicators (Processes):

CB1. The program provides opportunities for educators to explore their core beliefs about teaching and learning.

CB2. The program provides opportunities to develop a personal philosophy of teaching that embodies culturally responsive pedagogy.

CB3. The program implements a process for identifying and assessing dispositions, and when appropriate, provides specific and timely counseling related to dispositional concerns (including opportunities for growth and positive change).

CB4. The program teaches the importance of a growth mindset.

CB5. The program engages educators in the examination of new research and teaching strategies related to high poverty/culturally and linguistically diverse school populations.

CB6. The program provides opportunities for teachers to engage with the community outside of the classroom.

Educator Indicators (Knowledge, Skills, and Dispositions):

CB7. The educator believes she/he can teach all students in such a way that they can learn and achieve at high levels.

CB8. The educator accepts responsibility for the education of the whole child.

CB9. The educator values student creativity and process as well as product.

CB10. The educator believes that critical and creative thinking can be taught.

CB11. The educator believes that every student can develop resilience.

CB12. The educator believes culture plays a large part in everyone's lives and actively seeks experiences to evolve in his/her understanding of race and culture.

CB13. The educator assumes positive intent and operates with empathy.

CB14. The educator embraces and responds positively to a variety of cultures.

CB15. The educator understands the difference between productive and unproductive instructional practices and their implications for student learning.

CB16. The educator views himself/herself as a learner and models the value of lifelong learning.

CB17. The educator seeks a deeper understanding of his/her worldview, in conjunction with a rich understanding of the students' personal worldview.

Core Beliefs Suggested Evidence:

- Statement of teaching philosophy that reflects core beliefs related to poverty/cultural and linguistic diversity
- Journal entries and/or reflections on interactions with students and thoughts about teaching high poverty/culturally and linguistically diverse students
- Lesson plans reflecting differentiation to meet a variety of backgrounds/needs
- Pre/post self-awareness surveys related to beliefs about poverty/cultural and linguistic diversity
- Documentation of a student interest inventory, and plan for the use of student interest data
- Reflection on interactions with a variety of school personnel, both site- and system-based, through a lens of high poverty/cultural and linguistic diversity
- Autobiography examining self, background, and values
- Evidence indicating participation in professional development, seminars, and book clubs that include investigation around issues of diversity

Reflective Practice

Program Indicators (Processes):

RP1. The program teaches candidates strategies to develop the practice of deep reflection on all aspects of their teaching.

RP2. The program teaches candidates about the value of multiple lenses as an important component of their reflective process.

RP3. The program teaches candidates to implement data-driven instruction as part of the reflective process.

RP4. The program provides multiple and varied opportunities for self-reflection.

RP5. The program encourages the ongoing practice of reflection as a part of lifelong learning.

RP6. The program provides strategies for achieving and maintaining an appropriate work/life balance.

Educator Indicators (Knowledge, Skills, and Dispositions):

RP7. The educator values critical feedback.

RP8. The educator regularly reflects on his/her own strengths and weaknesses.

RP9. The educator assumes responsibility for failures and successes and is willing to seek alternative solutions.

RP10. The educator uses his/her awareness of personal biases, and those of others, to shape appropriate responses and reactions.

RP11. The educator and candidate debrief findings from student feedback surveys to improve understanding and interactions with their learners, who may have different values, experiences, and filters.

RP12. The educator uses student data and reflection to analyze and inform instruction.

RP13. The educator strives to maintain an appropriate work/life balance.

Reflective Practice Suggested Evidence:

- Evidence of educator membership in, and participation with, a professional learning network
- Written reflection on personal biases and beliefs
- Three-way conferences in which the candidate or mentor teacher reviews strengths and weaknesses of components of teaching practice (e.g. a lesson, student interactions, pacing) and develops a plan to address challenges
- Self-evaluation of competencies and dispositions using a rubric
- Self-analysis of video of teaching (instructional delivery, educator-student interactions, etc.)
- Plan for using data from student feedback surveys to refine teaching practices
- Action research debriefing notes, feedback, and researcher reflections
- Lesson plan revisions based on student outcomes and personal reflection
- Reflection on artifacts included in a Professional Portfolio
- Synthesis and reflection on data from multiple perspectives (e.g. student, educator, candidate, peer)
- Chart of use of professional/personal time with a goal of healthy work/life balance

Program Component 3: Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Literature Review

The context of high poverty/linguistically and culturally diverse schools is complex and challenging. Educator preparation programs often provide inadequate training, leaving teachers with insufficient knowledge, skills, and dispositions to handle the demands of the job (Darling-Hammond & Green, 1990; Eckert, 2013; Horng, 2009; Lankford, Loeb, & Wykoff, 2002; Levine, 2006; Talbert, 1990). Educators are underprepared for the complexities of the task, tossed into challenging situations, and expected to learn on the job. All too often, the least experienced educators are expected to teach in the most challenged environments, without resources or support. In core academic classes nationwide, teachers with neither certification nor a major in the subject teach in high poverty schools at double the rate of low poverty schools (Eppley, 2009; Keller, 2007). Far too often, our least able teachers educate our most vulnerable students (Achinstein, Ogawa, & Speigelman, 2004; Goldhaber, Gross, & Player, 2011), and teachers leave these school contexts too often and too soon (Hanushek & Rivkin, 2010; Ingersoll, 2001). The solution to this problem is to bring to these contexts the most critical school resource: educators who have a personal commitment to high poverty/culturally and linguistically diverse students, who refuse to give up, and who refuse to let obstacles stand in the way of student progress (Darling-Hammond, 2006;

Education Trust, 2013). In order to create this cadre of committed educators for high poverty/culturally and linguistically diverse students, educator preparation programs have the charge of creating institutional structures that provide their students with multiple opportunities to develop both self-efficacy and pedagogical skills within the context of high poverty/culturally and linguistically diverse school communities (Ladson-Billings, 2001).

The concept that educators in high poverty/culturally and linguistically diverse schools require something different from their educator preparation programs is not novel (Rivlin & Robinson, 1968; Weiner, 2000). Beginning with the civil rights movement in the 1960s, educator preparation programs began to pay close attention to the challenges of teaching students in high poverty communities (Eckert, 2011; Rivlin & Robinson, 1968). Despite this history, educator preparation programs still struggle to define exactly what teacher candidates need and exactly how to provide it to them. Currently, a variety of educator preparation models focus on social justice, multicultural education, teacher residencies, and exposure for educating and preparing candidates to work effectively with students living in poverty, but the challenge remains (Bogges, 2010; Darling-Hammond, 2006; Grant, 1994; Hollins & Gunzman, 2005).

In part, the challenges associated with preparing candidates to work with students living in poverty is due to the research community's lack of direction regarding effective ways to teach children who come from diverse backgrounds and/or live in poverty. Recent research on the brain and learning indicates that students living in poverty learn differently from more affluent students (Jensen, 2009). Therefore,

educators need to understand these differences and how to adapt instruction to meet the needs of these students. They need to identify and implement successful strategies that allow students to access resources beyond the classroom, including digital technologies. Students from high poverty/culturally and linguistically diverse populations need exposure to engaging instructional approaches that infuse 21st-century learning skills (Longview Foundation, 2008; Partnership for 21st Century Skills, 2007) and multidisciplinary approaches such as arts integration (Deasy, 2002; Eilber, Hardiman, & McKhann, 2009).

Instruction and Assessment

One of the most critical strategies for improving student performance within the context of high poverty/culturally and linguistically diverse school communities is preparing the classroom educator to reach students in these contexts (Darling-Hammond, 2006). However, the most effective means of preparing candidates for these classrooms is an issue of debate. Despite the unknowns, it is clear that educator preparation programs must offer diverse experiences in a variety of settings, working with a variety of educators, students, and other members of the community (Hollins & Guzman, 2005). Candidates must master a wide range of strategies, including those to build academic language fluency for ELs and address the special needs of SWDs, and know when to apply strategies to specific learning settings and students. Hammerness, Darling-Hammond, and Bransford (2005) refer to the ability to master and apply a variety of strategies as “adaptive

expertise” (p. 360). This skill-set applies to all teachers in all classrooms, but it is particularly salient in high poverty/culturally and linguistically diverse classrooms that tend to serve children with diverse social, emotional, and educational needs. Equally important is that new teachers enter their first classrooms with a solid pedagogical skillset developed through sufficient guided practice in using the most effective teaching skills during their educator preparation. Educator preparation programs that emphasize heavy skills practice, such as Fast Start by The New Teacher Project (2014), show promise in preparing new teachers with the essential skills needed for success the moment they enter their first classroom. A variety of specific instructional strategies (such as direct instruction) have been proposed as effective means of teaching students living in poverty, but what is more important is the ability to monitor student needs and adapt lessons to meet the needs of students (Cole, 1995; Darling-Hammond, 2000; Haberman, 1995, 2005).

In order to develop this instructional ‘adaptiveness,’ in conjunction with instructional strategies, candidates must also be proficient with a variety of assessment tools that extend beyond traditional paper and pencil responses. Furthermore, candidates must be skilled in the use of assessment results as a tool to inform the instructional program. Assessment components such as feedback and reflection are critical in the development of high quality teaching, and student data are an important part of this reflection process. In addition, teachers need to be able to guide students in setting and monitoring their own goals. For high poverty and/or culturally and linguistically diverse populations, the stakes are

higher, and teachers must be accountable for student improvement (Balfanz, Herzog, & MacIver, 2007).

Positive Classroom Environment

In order for students to thrive, the classroom environment must be positive and supportive, and candidates must recognize their critical role in creating this kind of environment (Landsman, 2009). Educator preparation programs must explicitly teach the skills needed for effective classroom leadership in a culturally responsive learning environment using tools such as, but not limited to, case studies, role plays, and video scenarios (Banks, 2001). The candidates must provide opportunities for students to be capable, connected, and contributing class members through activities such as class meetings for goal setting, development of effective communication, and establishing class norms in order to foster a classroom community and prevent conflict. Educators must encourage the development of student self-regulated behaviors as an effective tool for creating a positive environment.

Culturally responsive educators ensure that curricula, textbooks, learning materials, and classroom environments represent the cultural diversity of students and society, supporting students' development of diverse cultural and linguistic knowledge as they become both academically and culturally competent. From this theoretical perspective, educators must create equitable and just educational environments.

Collaboration

In order for educators to meet the needs of students in high poverty/linguistically and culturally diverse settings, they must learn to collaborate with each other from the beginning of, and throughout, their careers. Collaboration can take many forms for educators: lesson studies, observations of other educators, joint assessments, and joint review of assessment data with other educators (Berry, 2009). The Center for Strengthening the Teaching Profession (Elfers, Boatright, & Knapp, 2004) reports that eighty percent of teachers sampled express having less than two hours each week to collaborate. In contrast, Goddard and Goddard (2007) report that teachers in schools that claim higher levels of educator collaboration tend to have better achievement results in both mathematics and reading. In other words, collaboration is an essential component of teaching children, yet schools do not (for various reasons) dedicate time for this process. Candidates, therefore, need to learn how to collaborate and how to do so efficiently.

Assigning the most prepared educators to any one group of students over another group is what The Education Trust (2013) calls unequal access to high-caliber teachers. High-caliber teachers seek out continuous renewal and reinvigoration, which contributes to educator resiliency and retention. These educators, using the co-planning/co-teaching model, engage in meetings embedded in the school day and seek opportunities for professional development from a range of professional

agencies. Above all, these educators find ways to communicate with one another, learn from each other, and, eventually, lead one another through the challenges that, very often, can only be understood in context. Educator preparation programs can facilitate the development of collaborative skills in novice teachers through the co-teaching model. The positive impact of co-teaching on learners is documented in a four-year study identifying the differences between a co-teaching and non-co-teaching model of internships (Bacharach, Heck, & Dahlberg, 2010).

Teaching in the Context of Poverty/Cultural and Linguistic Diversity requires attention to Instruction and Assessment, Positive Classroom Environment, and Collaboration. Educators who are adaptive experts, well-versed in these expectation areas, are an important component in closing achievement gaps. Each of these expectations is further developed with indicators and suggested evidence below.

Instruction and Assessment

Program Indicators (Processes):

IA1. The program offers diverse experiences in a variety of settings, working with a variety of educators, students, and other members of the community.

IA2. The program provides models of effective instruction and assessment in high poverty/culturally and linguistically diverse settings.

IA3. The program provides frequent, specific, and meaningful feedback to candidates.

IA4. The program provides opportunities to apply the use of culturally responsive pedagogy.

IA5. The program prepares educators to meet the needs of SWDs and ELs and provides opportunities to apply the use of group-specific pedagogy.

IA6. The program uses a lesson plan template that reflects planning for diverse learners.

IA7. The program models instruction that allows for learner choice.

IA8. The program integrates the arts into professional learning experiences.

IA9. The program models technology integration and instruction that promotes 21st-century learning skills.

Educator Indicators (Knowledge, Skills, and Dispositions):

IA10. The educator understands the impact of culture on student learning and applies that knowledge when planning and delivering instruction and assessment.

IA11. The educator demonstrates that content knowledge and prescribed learning standards are important for designing meaningful lessons.

IA12. The educator presents subject matter and social issues from multiple perspectives to enhance student learning.

IA13. The educator designs curricula that engage, foster higher order thinking, and allow for explicit teaching of a variety of learning skills/strategies.

IA14. The educator uses research to effectively design instruction and assessment that is relevant to students.

IA15. The educator applies systematic programs such as Universal Design for Learning (UDL) to develop curriculum and assessments that meet the needs of diverse learners.

IA16. The educator implements strategies for differentiation and appropriate assessments for ELs as needed.

IA17. The educator applies the progression of language development (pre-production, early production, speech emergence, intermediate fluency, and fluency) in working with students from high poverty/culturally and linguistically diverse schools.

IA18. The educator explores best practices in meeting the needs of ELs, SWDs, and high poverty and culturally/linguistically diverse students through action research.

IA19. The educator understands both the value, and the processes behind implementation, of a balanced and culturally responsive assessment system.

IA20. The educator provides opportunities for student self-assessment and self-reflection in relation to personal and academic goals.

IA21. The educator integrates the arts into content instruction to promote student learning and to encourage student self-expression and communication.

IA22. The educator effectively integrates technology and 21st-century skills instruction to promote student learning.

Instruction and Assessment Suggested Evidence:

- Written reflection based on lesson implementation and assessment practices identifying planning for diverse student needs

- Lesson plan that provides multiple means for students to demonstrate learning in a culturally and linguistically diverse classroom
- Analysis of videotaped lessons focused on culturally responsive instructional strategies
- Review of observation instrument feedback through lens of poverty/cultural diversity
- Educator reflections, lesson plans, and instruction that demonstrate application of feedback
- Student work samples from instruction and assessment evidencing UDL, arts/technology integration, and/or community involvement
- Intern placement data demonstrating diverse placements and requirements for candidates in each setting
- Three-way conference notes from an observation focused on addressing the needs of diverse learners
- Elements of course syllabi that concentrate on use/analysis of assessment in high poverty/culturally and linguistically diverse settings
- Analysis of student learning assessment data, disaggregated to determine possible achievement gaps

Positive Classroom Environment

Program Indicators (Processes):

PCE1. The program provides educators with a safe space to be innovative and supports innovation in the classroom.

PCE2. The program explicitly teaches the skills needed for effective classroom leadership in a culturally responsive learning environment.

PCE3. The program engages candidates in active learning experiences related to classroom leadership, including but not limited to case studies, role play, and video scenarios.

Educator Indicators (Knowledge, Skills, and Dispositions):

PCE4. The educator builds on students' strengths, rather than acting from a deficit model.

PCE5. The educator ensures that students see themselves in texts, curricula, and school/classroom displays.

PCE6. The educator creates a safe and structured environment that is responsive to the needs of all students.

PCE7. The educator provides opportunities for students to feel a sense of belonging, competence, and usefulness.

PCE8. The educator models effective participation in a community through facilitation of class meetings for goal setting, use of effective communication, and establishment of class norms in order to foster a sense of belonging and prevent conflict.

PCE9. The educator celebrates small victories with students to develop student perseverance.

PCE10. The educator provides opportunities for students to practice responsible decision-making about personal and social behavior.

PCE11. The educator is intentional about language use, choosing to use language that communicates respect and high expectations.

PCE12. The educator facilitates effective classroom discussions.

Positive Classroom Environment Suggested Evidence:

- Comprehensive behavior management plan (rules, policies, etc.) inclusive of precedent actions
- Photographs of physical arrangement of classroom and hallway (e.g. bulletin boards, libraries, furniture arrangement, displays of student work)
- Examples of family friendly environment (e.g. materials in multiple languages, bulletin boards, guest book, places in classroom for guests)
- Materials and curriculum accessible for various languages, representing diversity of classroom
- Lists of multicultural resources in the classroom library and unit
- Agendas from professional learning sessions related to classroom environment
- Artifact packets/documentation from Professional Teaching Portfolio related to classroom environment
- Review and analysis of case studies, role plays, and video scenarios related to establishing and maintaining a positive classroom environment.
- Photographs of classroom spaces that promote self-regulated student behaviors

Collaboration

Program Indicators (Processes):

- C1.** The program provides an opportunity for mentor and candidate to develop a foundation for a collaborative relationship and co-teaching prior to, or in the early stages of, the internship.
- C2.** The program provides opportunities for educators to develop co-teaching and collaboration skills within and among content areas.
- C3.** The program provides models of effective collaboration, co-planning, and co-teaching.
- C4.** The program differentiates for all educators the similarities and differences between both co-teaching as an internship model and co-teaching as a special education model, and the difference between co-teaching and collaborating.
- C5.** The program articulates the roles and responsibilities of both the educator and the candidate in order to support student achievement.
- C6.** The program infuses collaborative teaching strategies within the IHE curriculum.
- C7.** The program fosters collaborative relationships between schools and cultural arts organizations/museums.
- C8.** The program provides educators with the opportunity to visit the EL and special education classes, debrief experiences, and participate in collaborative meetings with EL educators, special educators, and paraprofessionals.

C9. The program ensures that all candidates collaborate, plan, or teach with special resource personnel.

Educator Indicators (Knowledge, Skills, and Dispositions):

C10. The educator engages effectively with colleagues, family, community, and other stakeholders to build classroom culture and improve student outcomes.

C11. The educator collaborates with visual arts, media arts, music, drama, and dance educators to develop arts-integrated curriculum.

C12. The educator collaborates with special resource personnel such as reading specialists and instructional assistants.

Collaboration Suggested Evidence:

- Lesson plans that highlight inclusion of cross-curricular components, teaching across content areas, and/or community resources
- Student work that demonstrates arts integration
- Evidence of educator participation in parent meetings and events
- Course assignments that explore models of effective home/community collaboration theory
- Identification rubrics utilized to select mentor educators for PDS partners
- Agendas from meet and greet events that engage co-teachers in getting to know one another in the early stages of the co-teaching relationship
- Handbook outlining the co-teaching model and roles and responsibilities of mentor and teacher candidate
- Notes from collaborative planning meetings

- Periodic candidate reflections focused on the co-teaching model
- Journal of knowledge gained from class visits and meetings with EL educators, special educators, and other special resource personnel
- Evidence of collaborative planning among educator preparation faculty

Section 3

Partnership Descriptions

IN THIS SECTION:

- Overview of Partnership Programs
- Loyola University Maryland
- Mount St. Mary's University
- Notre Dame of Maryland University
- Salisbury University
- Goucher College
- University of Maryland
- Towson University
- Bowie State University
- Johns Hopkins University
- St. Mary's College of Maryland

MTC Partnership Descriptions

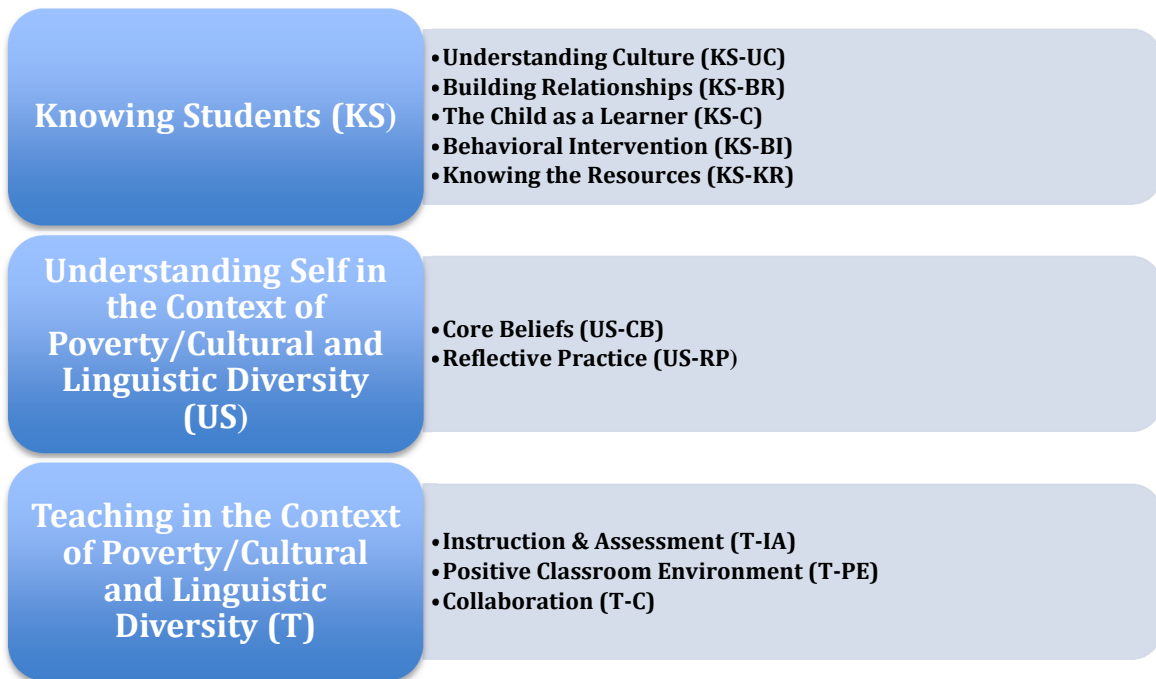
Overview of Partnership Programs

Partnership	Size of Education Department - Degrees awarded	Description of Program involved in MTC	Partner School Characteristics	Focus of Partnership
Loyola University Maryland	68	Elementary Education	Urban	Co-teaching, Culturally Competent Pedagogy
Mount St. Mary's University	59	Secondary Education	Urban	Culturally Responsive Teaching, Research-based Pedagogy, Reflective Practitioners
Notre Dame of Maryland University	334	Early Childhood, Elementary, Secondary, and Special Education	Urban	Dual Certification, Co-Teaching, English Learners
Salisbury University	233	Early Childhood and Early Childhood/Elementary Education	Rural with high number of urban settings within Salisbury	Developmentally Appropriate Practices
Goucher College	38	Elementary, Secondary, and Special	Urban	Culturally Responsive Teaching, Action

		Education		Research
University of Maryland	350	Middle School Education, Secondary Education	Suburban	Co-teaching, Mentor Training, Student Achievement, PDS Model
Towson University	676	Elementary Education	Urban	English Learners, Universal Design for Learning, Mentoring
Bowie State University	47	Secondary Education	Suburban, Urban	Educator Professional Development, Increasing Student Achievement, Teacher Candidate Recruitment & Development
Johns Hopkins University	500	Elementary and Secondary Education	Suburban, Urban	Personalized Learning
St. Mary's College of Maryland	34 (MAT)	Elementary and Secondary Education	Primarily rural	Student & Educator Resilience

Program Initiatives Key

Each IHE partnership's Program Initiatives table is coded in reference to this manual's components and component expectations, as follows.



Loyola University Maryland

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMs	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	preK-8	2011	2011	94%	6%	10%	3%	92%	3%	<1%	n/a
B	preK-8	2011	2011	89%	13%	18%	4%	74%	11%	11%	n/a

MTC Project Directors: Dr. Wendy Smith & Ms. Cathy Rosensteel

MTC Grant Authors: Dr. Mickey Fenzel & Ms. Cathy Rosensteel

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Culturally Responsive Pedagogy	KS-UC; KS-BR; KS-C	US-CB; US-RP	T-IA; T-C
Education the Whole Child – “Creating Harmonious Classrooms”	KS-BR; KS-BI	US-RP	T-PE
Educating African American Males	KS-UC; KS-BR; KS-C	US-RP	T-IA; T-PE

Capstone Course		US-CB; US-RP	T-IA; T-PE
Writing Using Maryland College and Career-Ready Standards			T-IA; T-PE
Effective Pedagogy			T-IA; T-PE

Context of IHE Program

Loyola University Maryland is a Jesuit, Catholic university, located within the city of Baltimore, Maryland. The university is committed to the educational and spiritual traditions of the Society of Jesus and the development of the whole person. Accordingly, the university inspires students to learn, lead, and serve in a diverse and changing world.

At Loyola, the curriculum is rigorous and faculty expectations are high. In addition to academic coursework, the Jesuit mission is carried out through a variety of programs and events sponsored by various university departments, including Campus Ministry and the Center for Community Service and Justice. Loyola aims to lead students, faculty, staff, alumni, and friends forward to pursue an examined life of intellectual, social, and spiritual discernment. In pursuing these goals, Loyola asserts a bold vision: that Loyola University Maryland will be the nation's leading Catholic, comprehensive university. The standards by which Loyola measures that achievement include the enrollment of outstanding students; the creation of a diverse and supportive community;

the cultivation of a rigorous intellectual climate which distinctly prepares graduates to succeed in any endeavor they choose to pursue; the scholarly achievements of the faculty; the recognition of academic peers; and the intellectual and professional attainments, and generosity of spirit of the alumni.

The Loyola University Maryland School of Education was founded in 2008 from the former Loyola Department of Education as part of the process of institutional transition from Loyola College of Maryland to Loyola University Maryland. The vision of the founding dean of the School of Education was to create a focus on urban education in order to meet the educational needs of the community in which the university is situated.

As educated theorists and seasoned practitioners, the School of Education faculty members recognize the complexity of teaching and learning. It is the faculty's goal to focus on educator actions and decision-making, with an emphasis on reflection and feedback so that this complex process is viewed deeply and productively.

Within the Loyola University Maryland School of Education, candidates at both the graduate and undergraduate levels who wish to teach in elementary or secondary schools are required to complete a two-semester school-based internship in a PDS. PDSs are collaborative arrangements between the School of Education and local public and non-public schools. Currently, the School of Education has established partnerships with public school systems in the city of Baltimore, as well as Baltimore, Howard, and Anne Arundel counties. Additionally, partnership schools that are not formal PDS sites exist with the Archdiocese of Baltimore. These

schools provide opportunities for students to receive mentoring from experienced educators and supervision from Loyola faculty. The relationships also foster opportunities to build connections among theories and practices of teaching. PDSs are designed to serve the professional development needs of practicing educators and to promote exemplary teaching practices.

Loyola's model is closely aligned to the Maryland educator preparation reform efforts, which are guided by the *Maryland Institutional Performance Criteria Based on the Redesign of Teacher Education in Maryland* (MSDE, 2011). The Institutional Performance Criteria seek to frame educator preparation programs within the broader context of school improvement, giving the PDS concept a critical role in the state design.

In Maryland, PDSs are a requirement for all full-time baccalaureate and post-baccalaureate initial certification programs and are a critical component of the program accreditation approval process. The two documents that guide the development and growth of the PDS movement in Maryland are the Maryland Partnership for Teaching and Learning K-16 *Professional Development Schools: An Implementation Manual* (2004), which includes Maryland PDS Standards, and the MSDE *Professional Development School Assessment Framework for Maryland* (2007). It is Loyola's intent and mission to implement these standards and guidelines in a manner that is true to school reform beliefs and pedagogy and to the Jesuit tradition and departmental conceptual framework.

Context of School Partners

The Loyola University Maryland School of Education has created a partnership with two elementary/middle schools that are a part of the Baltimore City Public Schools. Both schools are located within the Greater Homewood community of the city of Baltimore. The schools were identified based upon completion of a needs assessment as well as a selection process that included participation from each school's faculty in extensive professional development regarding the structure of a PDS partnership with Loyola University Maryland.

Close proximity of the PDS sites means that there are many demographic characteristics shared by the two facilities. The demographics of both schools represent high poverty/culturally and linguistically diverse student populations. Further, both schools are characterized as "community schools" in that the majority of the student population lives within walking distance of the schoolhouse. The faculty for each school consists of a principal, assistant principal, educational resource specialist, classroom teachers, paraeducators, special area resource teachers, and special education teachers. Additionally, each school enjoys the services of resource support staff including an EL teacher, school psychologist, social worker, and, in one of the schools, a behavior intervention specialist. There are multiple classes for each grade at the elementary level, with a departmentalized structure for the middle school. Through relationships, rigor, and relevancy, the schools endeavor to provide all students with a quality educational program.

School A. School A is dedicated to educating the “Whole Child.” The school boasts not only consistently high test scores, but also many unique program opportunities and initiatives, including being an official Community School Site, an Association for Supervision and Curriculum Development Healthy Schools site, an Experience Corps site, and a Maryland Governor’s Green School. Additional programs that serve the needs of the students and community include Project Early ID, Environmental Justice, Stocks in the Future, a School Habitat and Education Program, and a Goldseker Neighborhood-School Partnership for Project-Based Learning. Thanks to many strong partners like the Greater Homewood Community Corporation, Johns Hopkins University, First English Lutheran Church, Abell Improvement Association, and Loyola University Maryland, the school is able to meet the vast array of needs for all students, families, staff, and community.

School B. School B is a small school with a diverse, family-like environment that educates children with a focus on character, creativity, and community. The school serves students in grades preK through 8. There is one class for each grade at the elementary level; the middle school follows a departmentalized structure. Additionally, special education services are provided across all ages and grade levels. Today, the student population reflects the varied social, ethnic, and socioeconomic groups in the surrounding communities. Further, School B is in partnership with the Greater Homewood Community Corporation that connects the school to resources in the community. Through this collaboration, the school is

a working example of the community and school working together to provide the best possible environment for the personal development of each child.

Background of Educator Preparation Program Related to High Poverty/Culturally and Linguistically Diverse Schools

Loyola University Maryland School of Education aims to have a positive impact on education in urban communities through collaborative research, program development, community engagement, and targeted initiatives embedded within the School of Education programs. Three ways Loyola specifically addresses improving education for high poverty/culturally and linguistically diverse schools is through the work of the Center for Innovation in Urban Education (CIUE), and through School of Education seminars and undergraduate field experiences that specifically address the needs and issues present in urban schools.

The CIUE at Loyola University Maryland is a collaborative space for those concerned with the educational experiences of students, families, and educators in urban schools. The CIUE strives to participate in local and national conversations about urban education. Through research, program development, and community engagement, grounded in Baltimore but extending to other urban communities in the United States, Loyola's vision is to work collaboratively to ensure equity in schools in urban communities.

Undergraduate field experiences are another way that Loyola's programs aim to serve the needs of high poverty/culturally and linguistically diverse schools and prepare teacher candidates to work in these schools. Each undergraduate

elementary education major participates in multiple field experiences, beginning in the first year and culminating in the Internship I and II experiences during the senior year. These field experiences, which are coordinated by specific course instructors, are aligned with the core curriculum for Elementary Education majors and are conducted at schools with demographics that reflect high poverty/culturally and linguistically diverse student populations. The field experiences and the recommended timeframes for each are as follows:

Academic Year	Course/Field Experience
First Year	Introduction to Elementary Education
Sophomore	Child and Adolescent Development Introduction to Special Education Math Methods Lab
Junior	Field Experience in Reading Science Field Experience Education Field Experience
Senior	Internship I Internship II

Additionally, the Loyola University Maryland School of Education hosts department-wide seminars that share knowledge and open discussion about the specific issues faced by educators of high poverty/culturally and linguistically diverse students. For the past two academic years, the School of Education has

sponsored seminars that address critical issues related to the education of high poverty/culturally and linguistically diverse students. Topics for these seminars have included culturally responsive pedagogy, issues of equity related to poverty, bullying, and the political climate of high poverty/culturally and linguistically diverse school communities. Guest lecturers for these seminars have included Dr. Julie Landsman, Dr. Paul Gorski, Dr. Robert Simmons III, and Mr. Mark Steiner.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

Knowing Students

The ability for pre-service educators to develop skills that enable one to develop an understanding of students is essential to an effective educator preparation program. With that end in mind, Loyola University Maryland has identified the following program initiatives to address this component of educator development.

Culturally Responsive Pedagogy. Workshops have been held at both partnership schools and at the university level to ensure that all mentors and faculty who are working with pre-service interns are knowledgeable about culturally responsive pedagogy and are able to meet preK–8 students at their level of need. The workshops were incorporated within the structure of the monthly faculty meetings for the School of Education and/or Teacher Education Department, as well as included within the long-term professional development schedule for each partnership school.

Educating the Whole Child—“Creating Harmonious Classrooms.” A professional development initiative was instituted for all faculty and staff of both partnership schools. The three-session initiative was implemented by Ms. Cathy Rosensteel, Co-director of Special Education Programs at Loyola University Maryland.

“Creating Harmonious Classrooms” was implemented using a Saturday School format. Each session provided participants with knowledge and strategies that would enable them to create a strong sense of community within their existing classrooms. Session activities also provided each participant with the opportunity for self-reflection about specific teacher dispositions, classroom structures, and instructional strategies, with the goal of refining current pedagogical practices.

Educating African American Males. Dr. Robert Simmons III presented a series of workshops designed to assist educators and interns in identifying pedagogical strategies that would effectively meet the needs of African American males in the partnership schools. Dr. Simmons also served as a presenter for all MTC stakeholders at one of the regularly scheduled MTC professional development meetings. Follow-up activities, including conducting Loyola University Maryland education coursework within local schools, were planned for implementation during the 2013–2014 academic year. The faculty of the Loyola University Maryland School of Education, including faculty from the Teacher Education Department, continue to explore structures that will enhance the effectiveness of this initiative. A recent professional development initiative focused on creating engaging lessons that meet the diverse needs of all students. The professional

development activities allowed participants to examine the high expectations of the Maryland College and Career-Ready Standards (MCCRS) and to identify instructional implications for the classroom. Components from Gail Thompson's (2009) book, *The Power of One: How You Can Help or Harm African American Students*, were included in the professional development initiative.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

If pre-service educators are to develop pedagogical practices that will enable them to enrich the lives of all students whom they will teach, they must first be provided with the opportunity to create an understanding of themselves. This process includes an examination of core beliefs, an understanding of program structures, and the development of critical educator dispositions, all within the framework of a self-reflection process. With this aim in mind, Loyola University Maryland has initiated the following initiatives within the structure of the Teacher Education Department of the School of Education.

Capstone Course. The Loyola University Maryland faculty has focused on strategies to enhance the current curriculum to better educate pre-service interns to meet the needs of all students in urban settings. Particularly noteworthy is the creation of a capstone course, which will be taken by all elementary pre-service interns concurrently with the Internship II experience.

Each week students in the capstone will begin the day with “teacher talk.” This provides an informal opportunity to share the stories that always begin with, “You

will never believe what happened today...” This fifteen-minute activity will be followed up by a brief independent writing reflection on a topic provided by the professors. The next half-hour will be focused on a different topic that is related to one of the four major themes of the course: Closing the Pedagogical Loop, Integrating Theory and Practice, Effective Practice, and Advocacy. Sometimes a guest speaker will participate in this component of the lesson, and other times lectures, Socratic discussion, or group work facilitated by faculty will occur. The fourth component of each lesson will include Portfolio Review Time (PRT). Each week candidates will have an opportunity to discuss elements that will become a part their portfolios and bring lessons and artifacts to share during PRT. The final component of each lesson wraps up the day, introduces “a day in the life of an educator” topic, and/or connects the class to an issue that has emerged in the past week. Two or three weeks out of the semester, the class will not meet, but rather students will be engaged in completion of one of the SmartPD MCCRCS modules, submitting their work for comment and feedback from PRT members.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

It is the belief of the Loyola University Maryland School of Education faculty and staff that pre-service educators are only able to develop the pedagogical skills and dispositions needed to be an effective educator if the educator preparation program provides maximum opportunities for teaching in context. In addition to the myriad field experiences and internship programs that are currently available at Loyola University Maryland, additional initiatives have been enacted that

provide opportunities for both pre-service educators and teachers of record to practice their craft within a real-world context.

Writing Using Maryland College and Career-Ready Standards. Faculty from the School of Education presented a series of workshops on the use of the MCCRS in writing within the preK–8 classroom. These workshops included a particular focus on the impact that effective planning has on the achievement of high poverty/culturally and linguistically diverse students and provided the participants with a specific framework for creating unit plans that are aligned with both the MCCRS and the curriculum of each partnership school. Participants included both pre-service interns and current educators in the partnership schools.

Effective Pedagogy. Clinical faculty from the Loyola University Maryland School of Education presented a workshop on co-teaching in order to introduce both pre-service interns and teachers to the variety of co-teaching models that constitute effective instruction. Additionally, two clinical faculty members from Loyola University Maryland participated in the trainer of trainers workshop on co-teaching held at St. Cloud State University. Plans were developed to implement the co-teaching professional development model to the mentor teacher/internship teams at School A during the 2013–2014 academic year. At the request of the leadership team at this school, implementation of this initiative was rescheduled for the 2014–2015 academic year. This was due to an unexpected change in leadership at the school.

Change Process

The Loyola University Maryland MTC partnership is periodically reviewed to ensure that grant activities continue to be aligned with the two-fold purpose of the grant: (1) to refine the initial certification program for elementary education for undergraduate and graduate interns; and (2) to provide meaningful and effective professional development for all members of the partnership schools' faculty in order to retain highly qualified educators within high poverty/culturally and linguistically diverse schools. In order to complete the review process, members of the Loyola University Maryland MTC Partnership Steering Committee meet quarterly to complete data analysis and/or needs assessments of existing partnership programs. Members of the steering committee include the administrative/leadership team of the partnership schools, the Loyola PDS coordinator for the partnership schools, the Chair of the Teacher Education Department, the Loyola MTC program coordinator, a representative from the Baltimore City Public Schools human resources office, and the chairperson of the Greater Homewood Community Association. Based upon the recommendations of the steering committee, revisions to grant activities are initiated. Regular program review from partnership members, including both administrative team members and teaching staff of the partnership schools, occurs at the conclusion of each monthly MTC professional development initiative. Ongoing communication between the administrative team of the partnership schools and the PDS coordinator is also employed to maintain a focus on the purpose of the grant.

Challenges

In developing and refining the professional relationship that exists between Loyola University Maryland and the MTC partnership schools, one significant challenge emerged. While this challenge, identifying and retaining effective mentor teachers within the structure of the PDS, was not unique to the MTC partnership, it did have a significant impact on the ability for one of the partnership schools, which went “on hiatus,” to gain maximum benefit from inclusion in both the PDS and MTC process. When a school’s PDS status is identified as “on hiatus,” meaning that they are not accepting interns for a period of time, the interactions that the school has with the university and, more specifically, the PDS faculty, is greatly impaired. Therefore, it becomes more difficult to engage the faculty and staff of the school on hiatus in meaningful dialogue and professional development that would enable the school to return to “active” status as a PDS/MTC partnership school. Ideally, maintaining lines of communication, including the leadership team in steering committee meetings, active recruitment of mentor teachers, and inviting the faculty and administrative team to actively participate in the professional development initiatives of the global MTC partnership would effectively increase the opportunity for the school to return to active status. Plans were envisioned for interns to be placed at both partnership schools by the beginning of the Spring 2014 semester, but unfortunately, Loyola University Maryland was unable to secure a sufficient number of mentor teachers at the partnership school that was on hiatus.

An additional challenge emerged at the onset of the 2013–2014 academic year for both partnership schools. This challenge was the result of the appointment of a new building administrator to both partnership schools; the building administrators were charged by the local school system governing body with specific tasks related to effective instruction and/or student achievement at both schools. Consequently, plans for providing professional development related to co-teaching strategies were postponed for the current school year. The PDS coordinator continues to interact with mentor teachers at the PDS site to support continued implementation of the Loyola University Maryland Internship I and Internship II experiences.

Future Plans

As the Loyola University Maryland School of Education continues its work with the partnership schools within the MTC, it looks forward to refining the programs already in place while expanding services to both educators and interns. With that end in mind, the following initiatives have been identified as “next steps” for the partnerships.

Co-teaching as a Model for Mentor Teacher/Intern Relationships. During the 2013–2014 academic year, professional development efforts were focused on implementing the St. Cloud State University Co-Teaching program with the mentor teacher/intern teaching team. This initiative will be continued in subsequent years.

Increasing the Number of Interns. During the first year of the partnership a total of thirteen unduplicated interns were placed at the partnership schools. In the second year of the program the number of unduplicated interns placed within the partnership schools declined by six. The cause for this decline in intern assignments was two-fold: School B was placed on hiatus due to a decrease in enrolled interns and available mentor teachers, and four of the interns at School A stayed at the school for the second internship rotation which did not allow for new interns to serve at the school. By identifying additional mentor teachers through the process of professional development initiatives, Loyola University Maryland will endeavor to increase the number of interns at School A and to reintroduce interns at School B.

Continued Professional Development Initiatives. The steering committee for the MTC partnership schools continues to meet on a bi-monthly basis. One of the key tasks for the steering committee is to continually monitor the needs of each partnership school in order to determine appropriate support for educators, students, and interns. Consequently, topics for professional development have been identified based upon initiatives from the greater MTC monthly seminars. These identified topics serve as the focus for future professional development initiatives that will be coordinated by faculty and leadership from both the partnership schools and Loyola University Maryland.

Mount St. Mary's University

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMs	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	9-12	1999	2013	37%	7%	9%	9%	27%	23%	37%	7%
B	9-12	2003	2013	25%	n/a	9%	6%	19%	13%	54%	7%
C	6-8	1999	2011	49%	3%	11%	8%	26%	23%	35%	5%
D	6-8	2004	2011	43%	n/a	11%	10%	29%	16%	41%	9%

MTC Project Director: Dr. Laura Corbin Frazier

MTC Grant Authors: Dr. Laura Corbin Frazier, Dr. Barbara Martin Palmer, Dr. Stacey Brown-Hobbs

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Middle School Student Video	KS-BR	US-CB; US-RP	
Feeder Pattern Bus Trips	KS-BR; KS-KR; KS-UC	US-CB; US-RP	
College Goal Setting	KS-C; KS-		T-PE

	BR; KS-KR		
Educator Retention Videos		US-CB, US-RP	
Mindset Theory Workshops	KS-C; KS-UC		T-PE
“Teachers for Teachers” Mentoring Program	KS-BR	US-CB; US-RP	T-IA; T-PE
Teacher Resilience Workshop		US-CB; US-RP	
Academy Model for Internship I	KS-C; KS-KR	US-RP	T-C
Book Study: <i>Teaching with Poverty in Mind</i>	KS-UC; KS-C; KS-BI	US-CB; US-RP	T-IA, T-PC; T-C
Book Study: <i>Discipline with Dignity</i>	KS-BI		T-PC
Professional Learning Communities on Engagement, Data Analysis, and School Profile Index	KS-C	US-RP	T-IA; T-C
Consultation and Candidate Exploration Week	KS-C		T-IA; T-C

Context of IHE Program

Mount St. Mary's University (MSM) is a private, nonprofit university. Established in 1808, it is the second-oldest Catholic university in America. The main campus is located in the Catocin Mountains near Emmitsburg, Maryland, and a Professional and Continuing Studies Center is conveniently located in Frederick, Maryland.

Mount St. Mary's University's (2011) mission statement grounds the work of the School of Education and Human Services:

The university is . . . committed to education in the service of truth; we seek to cultivate a community of learners formed by faith, engaged in discovery, and empowered for leadership in the Church, the professions, and the world. . . Mount St. Mary's strives to graduate men and women who cultivate a mature spiritual life, who live by high intellectual and moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens. Four university pillars undergird MSMU's mission. The pillars—faith, discovery, leadership and community—are infused into all areas of the institution.

These core values along with the education department's conceptual framework based on the motto "Teachers for Today and for Tomorrow who are Proficient, Reflective, Ethical, Leading, and Adaptive" guide the education department and inform decision making. MSM's commitment to the MTC and its work to identify best practices in preparing educators for high poverty/culturally and linguistically diverse schools is a natural extension of the university's concern for social justice. Education programs at MSM are nationally accredited through the National Council for the Accreditation of Teacher Education (currently the Council for Accreditation of Educator Preparation).

Context of School Partners

MSM partnership schools (two high schools and two feeder middle schools) are located within the city limits of Frederick, Maryland. The diverse population of the partner schools offers teacher candidates the opportunity to develop skills working with a high poverty/culturally and linguistically diverse student population. One of the high schools houses an EL program, which teaches high school students until their English is proficient enough to attend their neighborhood school.

MSM assigns a Professor in Residence (PiR) to each high school/middle school pair of schools. The PiR's responsibilities include supervising a cohort of teacher candidates, instructing a seminar class on location, and providing support to mentor teachers. The PiR also serves as a liaison between MSM and the schools by sitting on one of the schools' leadership teams, supporting communication between MSM and each school in order to understand the needs of the partnership. A site coordinator at each school works with the MSM field placement coordinator to assign teacher candidates to work with a highly qualified mentor teacher and to arrange opportunities for teacher candidates to work with other educators throughout the building to broaden their experience.

Background of Educator Preparation Program Related to High Poverty/Culturally and Linguistically Diverse Schools

MSM teacher candidates have been prepared for high poverty/culturally and linguistically diverse schools by being placed with effective, qualified mentor teachers in schools servicing this population. Coursework and teaching expectations have included differentiation of instruction to meet the needs of all learners, attention to multiple intelligences and various learning styles, and modification of instruction specifically for students with English as a second language. Candidates have been required to make their planning in these areas intentional by using a MSM Lesson Plan template. This template has been recently revised to meet the rigorous demands of the MCCRS. Technology instruction has been integrated into MSM coursework to support teacher candidates as they develop the skills needed to engage this population effectively in the classroom. Internship requirements include a list of experiences in the assigned mentor's classroom, but also outside the mentor teacher's classroom in order to help the teacher candidate understand the broader responsibilities of staff in a school. Middle and high school teacher candidates meet together at one of the PDS sites for the seminar class led by the PiR. In these meetings, common concerns and observations are discussed, and strategies for handling the unique needs of students in high poverty/culturally and linguistically diverse classrooms are explored through reflection and discussion.

Undergraduate field experiences provide an opportunity for focused observations in schools with high poverty/culturally and linguistically diverse populations.

Freshmen Elementary and Secondary Education students observe lesson structure and teacher decisions for the Foundations of American Education course.

Sophomores observe student behavior and write a lesson plan responding to student needs for the Educational Psychology course. Juniors complete Internship I requirements in the spring, and seniors complete Internship II in the fall. Course requirements for specific pedagogy classes are integrated within the Internship I and II experiences.

Teacher candidates conduct a Reflective Inquiry Project across the duration of Internship II. Taking into account the sociocultural context of the school, each teacher candidate identifies an area of need that can be addressed with classroom instruction. A measurable research question that relates to student achievement is posed by the teacher candidate, and relevant scholarly research is reviewed. The teacher candidate then implements a study to gather data through multiple assessments and analyzes the outcome. Results of the investigation are shared and questions are answered at a school-based presentation to other teacher candidates, teachers, administrators, and the PiR.

Electronic Program Completer Portfolios are also presented to university instructors and representatives from the local school system. Candidates prepare a narrative and share artifacts documenting how Interstate Teachers Assessment and Support Consortium (InTASC) Standards, program benchmarks, technology standards, and specialized professional association standards were met.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

Knowing Students

Middle School Student Video. Partners developed a video in which students were interviewed about what makes a good educator and what kinds of activities help them to learn. This interview video was used in classes with interns for reflection and discussion on how student perspectives impacted actions they would take in the classroom to build rapport with students. Additionally, this video was used with steering committee members and shared at the MTC Summer Institute to focus discussion on building rapport with students who live in poverty. It will continue to be used for inclusion in IHE coursework for interns.

Feeder Pattern Bus Trips. Interns, teachers, and administrators embarked on bus trips through the communities where their students live. During the trip, administrators and guidance counselors pointed out housing, community resources, and recreational areas. This activity was designed to enable educators to better understand the whole child, help build relationships, and tap into available resources. A post-trip survey helped synthesize the information that will be used to help better understand students' home communities. Feedback from the post-survey indicates that this activity is meeting its goal, and it will be continued as a part of MSM's educator preparation courses.

College Goal Setting Opportunity. Students in high poverty/culturally and linguistically diverse populations often are not exposed to the idea of attending

college as a step toward career preparation, which results in missing an opportunity to set personal goals that increase academic motivation. For this initiative, eighth grade students toured MSM's campus, and participated in talks and question-and-answer sessions with university students, faculty, and administrators on academics, student life, and athletics. Further, these students got a sample of university life, as they ate in the dining hall, engaged in recreation activities, and participated in a hands-on academic lesson. Over 500 students visited in Years 3 and 4 of the subgrant. A pre- and post-trip survey confirmed that students took note of the points and accomplished the objectives the experience was designed to teach. In one school, a writing assignment requiring students to write a letter defending the value of the trip rather than being in class for the day met the MCCRS for writing an argumentative essay and provided focused reflection. At another school, a video was developed, and a magazine article was published for future reference. Feedback on this activity from students, parents, educators, and university staff was very positive.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Educator Retention Videos. Partners developed two videos based on focused interviews with veteran educators at partnering middle schools to find out why these educators choose to remain at their schools and what resources/supports help them persist. After viewing each video, the participants discussed how the perspectives of educators translated into actions that preparation programs or school systems could take to support educator preparation and retention in high

poverty/culturally and linguistically diverse schools. Content of these videos will be revisited by the IHE and school system stakeholders. The videos were shared at the MTC Summer Institute, thereby reaching a greater audience.

Mindset Theory Workshops. A series of workshops using the book *Mindset: The New Psychology of Success*, by Carol Dweck (2007), was conducted to support educators in analysis of their own mindset and to facilitate a shift to a growth mindset. A *fixed mindset* is the belief that an individual has a certain amount of intelligence, a certain personality, and a certain moral character that cannot be changed or enhanced, leading those individuals to decline growth opportunities in an effort to avoid failure. A *growth mindset* is based on the belief that an individual's basic qualities can be cultivated through personal effort, leading those individuals to seek out challenges that will enhance their learning and character despite the risk of temporary failure. Interns, mentors, and staff engaged in two-part workshops on mindset theory held at the middle and high schools. After a presentation and subsequent group discussion on mindset theory, interns and educators reflected on their own mindsets. They returned to their classrooms to implement ideas indicative of a growth mindset. After two weeks, the group came together again to debrief on their activities, sharing both successes and concerns, and completing self-reflections.

"Teachers for Teachers" Mentoring Program. A three-day "Teachers for Teachers" mentoring program was conducted by a MSM professor for teachers who currently mentor candidates or wish to become mentors in the future. Participating teachers examined practices of highly effective mentoring using

Mentoring and Coaching: A Lifeline for Teachers in a Multicultural Setting (Gudwin & Salazar-Wallace, 2009). Evaluation results were positive, and this program will be continued.

Teacher Resilience Workshop. Interns and staff at the two middle schools met together for a program on educator resilience. The program focused on identifying the sources of resilience in both students and educators that could be tapped to increase perseverance when students and teachers face challenges.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Academy Model for Internship I. An enhanced Internship I model known as the Academy Model for Internship I was developed to prepare interns to teach in high poverty/culturally and linguistically diverse schools. Internship I requires teacher candidates to complete six formal lessons and assist their mentors in various aspects of the instructional day. Interns receive both formal and informal feedback from their PiR and mentor teachers during this internship. The Academy Model offers three additional opportunities for interns to interact with educators other than their primary mentors for focused observation and debriefing in a seminar setting. One experience includes meeting with an educator to discuss the thought process and considerations made to meet the needs of all learners in planning a particular lesson, including possible extensions or re-teaching strategies that might need to be implemented. After this meeting, the interns return to observe the implementation of the discussed lesson. For the second experience, interns observe an educator using a variety of engagement techniques to note students'

attention and on-task behaviors. The third activity has the interns observe a teacher with a classroom management style that is different from that of their mentors, which reinforces the results of different educator decisions to create a positive classroom environment. In the implementation of these new field experiences thus far, after each experience, the interns from the partnership schools meet together and engage in rich discussion facilitated by the Dean of the Education and Human Resources Department. Notes shared from these meetings provide a list of take-aways that inform instructional practice.

Book Study: Teaching With Poverty in Mind. Teachers and candidates engaged in a book study using Eric Jensen's (2009) book *Teaching with Poverty in Mind*. In one school, for example, three sessions facilitated by the principal were held after school. This book led educators to examine the changes in the physiological development of children's brains brought on by the stresses of growing up in poverty and the necessity for different approaches to meet students' needs. The principal submitted a record of all suggested approaches and instructional activities, as well as his expectations for observable changes in the classroom.

Book study: Discipline with Dignity. Program partners engaged in a book study with educators and interns using the book *Discipline with Dignity: New Challenges, New Solutions*, by Richard Curwin, Allen Mendler, and Brian Mendler (2008), in the high schools. This book focuses educator attention on methods for classroom management in high poverty/culturally and linguistically diverse schools. In one school, study sessions were facilitated by the principal in which pre- and post-

book study data were collected to be shared with the Academy Steering Committee.

Professional Learning Communities on Engagement, Data Analysis for Instructional Decisions, and Implications from the School Progress Index.

Throughout Internship I and II, interns attend professional development sessions and Professional Learning Community (PLC) meetings with their grade-level teams and curricular departments. Strategies to enhance student engagement have been a focus for training throughout the partnership. In PLCs, interns, along with their mentor teachers' teams, regularly identify critical objectives for encouraging lifetime learning, develop pre- and post-assessments, identify instructional strategies, and analyze student formative data to assess the strength of implemented strategies to maximize student achievement. Attention is given to individual student data to assure that all students are learning. A School Progress Index activity guided the cohort of candidates in their own PLC to examine the school data reported on MSDE's Web site, *School Improvement in Maryland*. This analysis of data disaggregated by race, special education, and economic status brings into focus for interns the unique needs of individual students in high poverty/culturally and linguistically diverse schools.

Consultation with Specialists and Candidate-Selected Observations. Internship II candidates document consultation with teacher specialists within the building to expand their knowledge of available resources and assure rigorous instruction in line with MCCRS for all students. Specialists support interns with ideas to enhance or differentiate lessons, discuss instructional strategies, locate text and non-text

resources, and integrate technology. Immediately following Internship II, interns engage in two and a half days of self-identified opportunities to extend their learning experience. To complete this learning extension, past interns have chosen to observe other learning environments such as the Learning for Life special education classroom, and have shadowed specialists, special education teachers, guidance counselors, or administrators.

Change Process

In 2011, MSM established The Mount Teacher Academy in conjunction with its work with the MTC. The Academy has three main initiatives: increase educator retention and effectiveness in high poverty/culturally and linguistically diverse schools, enhance teacher candidate preparation in high poverty/culturally and linguistically diverse schools, and improve eighth graders' understanding of MCCRS goals.

The change process was facilitated by establishing the Academy Steering Committee to develop, guide, and evaluate activities to meet these initiatives. In the first year of the grant, this committee was comprised of the grant manager, MSM Education Department faculty members, three teachers, an administrator from each of the two middle schools, and a graduate assistant. In Year 3, the steering committee was expanded to include teachers and administrators from the two high schools. This group met five times per year to identify and plan the activities which would make the greatest impact on educator effectiveness with

high needs students. Material resources and personnel already available within the IHE and local schools were identified to address sustainability when developing a course of action that includes continuance of activities initially made possible by the grant.

Challenges

Any new initiative that pushes people and programs to expand beyond their current capabilities faces challenges. One challenge faced by the Academy and its steering committee was a "Work to Rule" called for by the local teacher union at the end of Year 2. During that time, all activities planned were postponed until the start of the next school year.

Although good for the future, a tremendous bump in the number of interns needing placements in special education exceeded the number of highly qualified, tenured mentors available. The need for skilled teachers who are passionate about helping the most challenged learners continues to grow, but staffing formulas and funds stretch the personnel resources currently available. As a result interns are assigned to the local school's Special Education Department and placed under the supervision of a lead mentor. This mentor facilitates scheduling interns in a variety of experiences, both in inclusion and specified needs classrooms.

Another challenge was in attempting to schedule professional development opportunities at the most opportune time for teachers and candidates to use their

new learning. Although worthwhile in itself, delivering the session on resilience and ways to handle stress one day before school started created more stress.

Future Plans

In the future, the Academy plans to continue the enhancements to Internship I through the Academy model. The three additional field experiences in the school tapped into the expertise of a broader spectrum of educators making the school a more comprehensive professional learning community, and no funds are required to sustain this. Also effective and sustainable, the eighth grade visit to campus will continue. Transportation of eighth graders for this visit to MSM is the only necessary expense for this activity to continue, and different avenues to cover that cost will be explored. Continuing professional development will be an acute need with full implementation of the MCCRS curriculum and educator accountability. University and local educator expertise will be used to meet that demand. The relationships forged and the networking between schools and MSM will have a positive impact for years to come.

Notre Dame of Maryland University

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMS	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A*	preK-8	August 2010	2011	83%	45%	20%	2%	10%	53.5%	34%	n/a
B*	preK-8	August 2010	2011	90%	14%	17% (Elem) 42% (Mid)	.5%	77%	18%	.5%	n/a

* Figures from 2010–2011: Notably, both FARMS and EL rates increased considerably in the first two years of the partnership for both schools (By 2013 EL rates for school A were 52% and FARMS rates for school A were 92%. By 2013 EL rates for school B were 19.7% for elementary students and 6.1% for middle school students and FARMS rates for School B were over 95% for elementary students and 94.5% for middle school students).

MTC Project Director: Carol Rabin and Dr. Sarah Anne Eckert

MTC Grant Author: Carol Rabin and Dr. Laila Richman

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Spanish for Educators	KS-UC; KS-BR; KS-C; KS-KR	US-RP	T-IA; T-PE; T-C
Expanded Coverage of ELs in Coursework	KS-UC; KS-BR; KS-C; KS-	US-CB; US-RP	T-IA; T-PE; T-C

	KR		
Book Study: Eric Jensen's <i>Teaching with Poverty in Mind</i>	KS-UC; KS; KS-BR; KS-C; KS-BI; KS-KR	US-CB; US-RP	IA, PE, C, RP
Targeted Recruitment Efforts Based on Dispositions / Revised Entrance Interview		US-CB; US-RP	T-C
Mentoring Support for Middle School Special Education Teachers	KS-BR; KS-C; KS-BI; KS-KR	US-CB, US-RP	T-IA;T-PE; T-C
GEI Action Research	KS-C; KS-BI; KS-KR	US-RP	IA, PE, C, RP

Context of IHE Program

Notre Dame of Maryland University (NDMU) is a small, private, Catholic university in Baltimore, Maryland. The university is divided into three basic divisions: The Women's College, The College of Adult Undergraduate Studies, and the College of Graduate Studies. The vast majority of education programming takes place in the School of Education in the College of Graduate Studies, which offers a number of educator preparation programs such as the Graduate Education Internship (GEI) program. When NDMU joined the MTC at the outset of the grant, the project directors elected to focus on the GEI program because of the prior history of preparing interns to be successful in high poverty/culturally and linguistically diverse schools.

The GEI program is a one-year intensive Master of Arts in Teaching (MAT) program that provides a yearlong intensive internship in concert with rigorous coursework that aligns to the school-based experience. The interns serve as half-time apprentices in the first half of the year and full-time interns for the second half of the year. While serving as apprentices and interns, candidates complete all of the coursework required for educator certification in their desired area, such as Elementary Education, Art, or English. The GEI program was originally developed to serve the needs of one major metropolitan school system and now, while all GEI candidates do not elect to intern in this school system, interning in a high needs school is promoted. Notably, the vast majority of the students in the GEI program are working to obtain dual certification in Special Education and Elementary or Secondary Education, an area of need, particularly in urban schools.

While all MTC partners are working to understand how to prepare educators to be successful in high poverty/culturally and linguistically diverse schools, the NDMU partnerships have focused on three specific issues based on the nature of the partner schools and the challenges encountered in the first two years of the project: (1) recruitment and retention of educators into schools with high concentrations of students living in poverty and/or high concentrations of culturally or linguistically diverse students; (2) providing support to special education teachers and special education interns in an inclusive environment; and (3) helping interns and educators support the growing numbers of ELs in the classroom.

Project directors chose to focus on the GEI program because of the program's history with urban schools. In 2006, NDMU (then College of Notre Dame of Maryland) partnered with a large urban school system specifically to provide aspiring special educators the opportunity for a yearlong, school-based apprenticeship with a mentor teacher while completing the requirements for a master's degree and certification. The goal was to offer some elements of a residency model, but with the support of a mentor teacher. In 2007, this model was expanded to include students from Panama who were bilingual in English and Spanish. Candidates were expected to teach in this city school system for several years and then return to Panama to contribute to the developing inclusion movement in that country. By September 2009, a total of thirty of the international candidates were employed as bilingual special educators in this urban school system. Although the GEI program has now expanded beyond the reach of this particular urban school system, the program is still committed to recruiting and preparing interns for urban settings.

Context of School Partners

As members of the MTC, NDMU partnered with two high poverty/culturally and linguistically diverse elementary/middle schools in Baltimore, Maryland.

Partnership with these schools through the MTC serves two interconnected purposes: (1) to provide services to the faculty, students, and interns in these schools; and (2) to collaborate with key informants to develop a set of best

practices for preparing educators to work in schools with high concentrations of students living in poverty and/or high concentrations of culturally or linguistically diverse students.

Both partner schools have been with the NDMU/MTC partnership since the beginning of the grant. The two schools are similar in some ways; however, they each have unique characteristics that have driven the work undertaken with each school. As elementary/middle schools, both schools educate students from preK through eighth grade, but, while both schools are classified as Title I and can be considered high poverty/culturally and linguistically diverse, the school demographics are actually quite different. Both of the schools described below have hired NDMU interns during the tenure of the MTC grant; this success serves as an indication of the strength of these two partnerships.

School A. In August 2010, the faculty of School A voted to become a PDS partner school with NDMU. This school has been a dedicated PDS site since that inception date, hosting at least five interns each year in many certification areas, including English for Speakers of Other Languages (ESOL). In the 2010–2011 school year, School A served approximately 560 students in preK through eighth grade. This school has undergone a significant population shift in terms of both language and student income; in 2003, thirteen percent of students were classified as EL and seventy-one percent were classified as FARMs, but during 2013, fifty-two percent of students were classified as EL and ninety-two percent were eligible for FARMs. In the 2012–2013 school year, as a result of the huge influx of EL students, the

school had eight EL teachers, an EL department chair, and two full-time translators/parent liaisons.

School B. School B is a Turnaround School, that is, a school that has been identified by the state for intensive intervention, focused on preparing all students to be college and career-ready. The school is operated by the Living Classrooms Foundation. NDMU has been involved with School B since it opened as a Turnaround School in Fall 2010, and the school is currently in partnership status with NDMU. In the 2010–2011 school year, School B educated 442 students. In 2009, six percent of students were considered EL and eighty-six percent of students were classified as FARMs; by 2013 the school was educating 544 students, of which twenty percent of elementary students were classified as EL, and more than ninety-five percent of students were eligible for FARMs. In 2010–2011, seventeen percent of elementary students qualified for special education services and forty-two percent of middle school students qualified for special education services. Although the number of SWDs had declined to fourteen percent (elementary) and eighteen percent (middle school) in 2013, this is a considerable special education population. School B moved to a full inclusion model with all special education services and supports delivered in the general education classroom. The commitment to full inclusion is integral to the school’s vision and mission to ensure that all students will succeed.

Background of Educator Preparation Program Related to High Poverty/Culturally and Linguistically Diverse Schools

NMDU educates women and men to become leaders to transform the world. Embracing this mission, the School of Education has always been dedicated to preparing educators to work with underserved populations. As NDMU is located in a large metropolitan area, all educator preparation programs focus on preparing interns to be successful in high poverty/culturally and linguistically diverse schools, although each program takes a slightly different approach. For example, undergraduate students in the Women's College are required to do at least one placement in a city school. Other programs rely on various projects embedded in specific coursework. In Special Education for the Classroom Teacher (taken by all initial certification candidates), for example, participants undertake a case study analysis of the legal/ethical issues related to the identification and placement of an EL suspected of having a disability. Additional courses encourage candidates to reflect on their experiences with diversity. As the GEI program has shifted from specifically working to prepare educators for one urban school system, several changes have been made to the program in order to prepare all interns (rather than only those who elect to intern in urban schools) to be successful with students in high poverty/culturally and linguistically diverse schools. Changes to the program and other work completed through the MTC grant are outlined below.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

The work that NDMU has completed through the MTC falls into two basic categories: programs designed for each school to provide professional development to faculty and interns on a specific area of need; and changes made to the internship coursework and programming. While these two efforts fall into separate categories, it is important to note the connection. Developing programming for faculty and interns at individual schools has illuminated specific needs that are common across many high poverty/culturally and linguistically diverse schools. These areas of need have then led to changes in the programming provided to all interns.

Knowing Students

Spanish for Educators. Before beginning any work in the two partner schools, the project directors conducted a needs assessment at each school. Among other concerns, the faculties of both schools reported challenges regarding parent communication. Further investigation revealed that part of the communication concern was a language barrier related to the growing population of EL students at both schools. Using funds from both the university and the MTC grant, a graduate-level course called Spanish for Educators was developed. The course was open to faculty at both schools and held on site at one of the schools. The course not only gave educators basic Spanish language skills, but also focused on school

specific situations (like parent conferences), and Hispanic culture. The vast majority of participants report using what they learned through the course in their classrooms at least once each week. Through offering this course, the project directors have come to understand how important it is for interns and educators to have knowledge of students' and their families' language and culture.

Expanded Coverage of ELs in Coursework. The program coordinators have begun to introduce topics related to teaching in high poverty/culturally and linguistically diverse settings both in coursework and in the monthly seminars that are part of the GEI program. Notably, the program director has required expanded coverage of ELs in various course offerings.

Book Study: Teaching with Poverty in Mind. In 2012–2013 and 2013–2014, the GEI candidates read and discussed Eric Jensen's (2009) *Teaching with Poverty in Mind* as part of their induction program. In 2013, this book study was replicated by both the teachers at School A and by an NDMU alternative certification cohort in Prince George's County Public Schools. Regarding future seminars and book studies, a goal is to expand the amount of time discussing culturally responsive teaching, the effect of poverty on brain development and learning, and evidence-based practices for effective teaching that reduce the achievement gap in high poverty/culturally and linguistically diverse schools.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Targeted Recruitment Efforts Based on Dispositions and Revised Entrance

Interview. Based in part on lessons learned from implementing these new initiatives, the project directors have been able to make programmatic changes to the GEI program to recruit, select, and support candidates who will be successful in high poverty/culturally and linguistically diverse schools. The targeted recruitment efforts and intern selection strategies are based on learning about the dispositions and experiences related to success through the MTC. Additional items related to practical experience and candidate dispositions have been added to the entrance interview for the GEI program. In terms of dispositions, the GEI program recruits candidates who show adaptability, resourcefulness, and ability to self-reflect. In terms of experiences, the GEI program recruits recent college/university graduates and career changers who speak Spanish, have lived abroad or traveled internationally, and have experiences working with children and youth who live in high poverty environments. Self-reflection is, and continues to be, part of the NDMU educator preparation curriculum; not only are interns recruited for their ability to self-reflect, but the self-reflection process is encouraged on a continual basis throughout the program.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Mentoring Support for Middle School Special Education Teachers. In year two of membership in the MTC, School B requested mentoring support for their middle

school special education teachers as the school implemented an inclusive co-teaching model. NDMU was able to offer this support by placing a coach in the school one day per week. This coach works collaboratively with the special education team by participating in grade-level meetings, providing feedback and support, and consulting with the special education instructional leader.

Furthermore, this coach also supports and supervises the interns in the building and has become an integral part of the community in School B.

GEI Action Research. In 2012–2013, interns at both School A and School B began to conduct action research during the observation phase of their internship; often this action research was incorporated into the major research paper that interns write at the conclusion of their program. The action research completed by interns is in the form of an intervention with either a small group or an entire class of students who are struggling academically or behaviorally. The project, notably, requires interns to not only collect pre- and post-test data to help improve instruction and teaching practice, but to reflect significantly on their data and develop a deeper understanding of their students.

Change Process

While the NDMU/MTC project focuses on schools that accept interns from all NDMU programs, the major focus has been to strengthen the GEI program and support overall instruction in the partner schools. By collecting needs assessment data and consistent feedback throughout the project, significant changes have

been made that are directly related to the needs of schools and interns. One particular focus is to create change that is sustainable. The change process, therefore, has been focused, intentional, and steady. As NDMU is a large educator preparation program, it was important to begin with a focus on only one program and to focus on the MTC partner schools. In documenting successful changes, the MTC project will be able to impact all NDMU educator certification programs.

Challenges

All projects and program changes described above have enhanced efforts to prepare highly effective teachers for high poverty/culturally and linguistically diverse schools; however, they have not been without challenges. Logistics, time, and buy-in have all served as speed bumps in the implementation of these efforts. Among these challenges, one of the most complex, but eventually one of the most rewarding, experiences was offering the Spanish for Educators course at one of the partner schools. Implementing this new course required collaboration and buy-in from several NDMU departments and school system offices, as well as partner schools. Participant feedback indicated that the course, although a very rigorous graduate-level course, was well worth the effort. The participants indicated that they met their personal goals of being able to communicate (at a basic level) with the parents of their students. There are plans to offer the course again in the future.

The second major challenge encountered by this project concerns time. In order to develop programming and make significant changes in the internship, all key personnel had to contribute a significant amount of time to the project. For most stakeholders (principals, teachers, interns, and IHE participants), the time devoted to the project was above and beyond their job requirements. This time constraint was especially complicated for those in the partner schools, as they are tasked daily with educating the very students whose education this consortium is trying to improve. Due to this constraint, it was important that the NDMU project worked very hard to make all programming meaningful and applicable to both teachers and interns; in this way, teachers were able to see the benefit of giving their time to the project.

Lastly, the major challenge that the NDMU team has faced, and continues to overcome, is recruitment of candidates interested in teaching in high needs schools. The negative image that large, urban school systems have with the public often makes it difficult to identify interns whose goal is to work in these schools, or in high needs schools in general. When this project began, it was exceptionally difficult because the school system in question, due to contracts with alternative certification programs, had no method of priority hiring for teachers who had completed internships in the city's schools. As all other local school systems had some method of priority hiring interns (such as a guaranteed screening interview), it was hard to convince interns that their placement could lead them to a job. Interns with a desire to work with students in high poverty/culturally and linguistically diverse schools often selected a suburban rather than an urban

placement because of the better job prospects. In part through advocacy from the MTC, the local urban school system began a process to offer priority hiring for candidates who successfully intern in a partner school. This change has begun to remove one of the roadblocks to recruiting for internships within this system.

Future Plans

NDMU plans to continue efforts to prepare interns for high poverty/culturally and linguistically diverse schools through enhancing coursework, providing targeted professional development, and extending internship seminars focused on the needs of ELs and students living in poverty. Through studying teacher dispositions and advocating for priority hiring, NDMU will continue to enhance recruitment and selection of interns for high poverty/culturally and linguistically diverse schools. In terms of professional development, the NDMU/MTC team has created a program of study for a Special Education certification cohort at the two partner schools. This cohort will give the teachers at the two partner schools the opportunity to obtain Special Education certification in addition to their existing certification, and to support existing inclusion initiatives. Above all, NDMU will continue to work with the MTC to develop effective and innovative methods for preparing interns to be successful in high poverty/culturally and linguistically diverse school

Salisbury University

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMS	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	preK	April 2011	Fall 2011	98%	6%	16%	3%	55%	11%	17%	13%
B	K, 1	April 2011	Fall 2011	88%	n/a	8%	5%	43%	13%	28%	11%
C	K, 1	April 2011	Fall 2011	63%	n/a	n/a	7%	46%	4%	37%	6%
D	K, 1	April 2011	Fall 2011	80%	10%	11%	1%	60%	10%	20%	9%

MTC Project Director: Dr. Patricia Dean

MTC Grant Authors: Dr. Patricia Dean and Ms. Amanda Banks

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Content Infusion	KS-UC; KS-	US-CB; US-RP	

	BR; KS-C		
Critically Reviewing Children’s Literature that Showcase Gender Roles, Unique Families and Various Cultures	KS-UC; KS-C;KS-KR	US-RP	
Social Justice Studies Minor	KS-UC; KS-C; KS-KR	US-RP	
Reflect on Oneself: Learn, Unlearn and Relearn		US-CB, US-RP	
Reading and Discussing Deeply about Culturally Responsive Pedagogy	KS-UC, KS-BR, KS-C	US-CB, US-RP	T-IA; T-PE
Implementing Developmentally Appropriate Practices	KS-C		T-IA
Grow a Community of Learners	KS-BR		T-C

Context of IHE Program

Located on the Eastern Shore of Maryland, Salisbury University (SU) is a Maryland University of National Distinction, noted for its high-quality and affordable education. Nestled between the Chesapeake Bay and the Atlantic Ocean, Salisbury University’s enrollment is currently 8,600, drawing students from 31 states and 69 countries. Although it is a public university, SU has the qualities of a private campus. There are four endowed schools within the university, offering fifty-eight distinct programs. Among SU’s majors are liberal arts, the sciences, and pre-professional/professional programs in education, nursing, social work, and business. Applied graduate programs are also a part of SU, including a doctoral

program in the Seidel School of Education & Professional Studies, Contemporary Curriculum Theory and Instruction in Literacy.

SU recruits exceptional and diverse faculty, and is committed to fostering a student-centered community, encouraging students and faculty interactions in small classroom settings. The Department of Teacher Education, where this subgrant originated, has one of the most diverse faculties on the SU campus. Salisbury has a supportive, engaged, and innovative faculty who encourage individual growth and welcome big ideas.

Context of School Partners

Schools A, B, and C are all part of the Wicomico County Judy Center (WCJC), formally known as the Judith P. Hoyer Early Child Care and Family Education Center, an integral early childhood program provided for culturally and linguistically diverse/high poverty children across Maryland. In 2010, the WCJC received an award from MSDE and the Judith P. Hoyer Foundation for being “Most Improved” across the state.

The WCJC continues to show strong scores on the Maryland Model for School Readiness. Data show that the strong, positive, early education continues to benefit children as they travel through the Wicomico County Public Schools. The children from these three schools (all partners in this subgrant), who now are between the third and fifth grades, have scored in the eighty-nine percent and above range in most areas over the last several years.

School A. A key part of the success of the WCJC is School A. This little school houses five age four classes and two age three classes. The school is filled with children's writing and self-created artwork, and the independence, confidence, and purposefulness of these young children permeate the environment.

This amazing school has not gone unnoticed. In 2012, the State of Maryland International Reading Association (SoMIRAC) awarded School A the Reading Excellence Award. For a preschool setting to receive top honors for literacy in Maryland schools shows the amazing success of this school. Representatives from the U.S. Department of Education visited the school, filming what they saw, and designated this school a national model site for early childhood education. In March 2014, one of the teachers in this school, Lauren Monroe (a B.S. and M.Ed. graduate of SU) was awarded the Wicomico County Teacher of the Year designation.

School B. School B is the largest of all of the partner schools in the group with about 600 students, and, along with School A, has the largest population of high poverty/high minority children of the four partner schools. The current principal of School B was formerly the principal of School A and was instrumental in School A's success. She is very receptive to new ideas, fully involved in collaboration with SU's interns and faculty, and eager to incorporate special events and opportunities whenever funding is available. This principal places high importance on hiring teachers who are receptive, competent, and compassionate in their work with this specific student population.

School C. School C has been recently remodeled, and the halls are adorned with friendly children's art. The principal of School C is very welcoming and encourages interns and teachers to be innovative. Additionally, he welcomes the collaboration with SU and has worked with the university toward MTC goals.

School D. School D, the fourth school added to the grant is not part of the Judy Center, but had requested to participate due to its high volume of at-risk children. Although the WCJC could not include another school, the project director chose to add School D to the RTTT subgrant, offering support and professional development in areas of need for this early childhood school.

As a direct result of working with the partner schools through this initiative, a close relationship has developed among teachers across the four schools.

Additionally, strong connections have been made with the director of this grant and the administrators at the partner schools. The Early Childhood Supervisor, Title I Supervisor, and Associate Superintendent are all collaborative partners with the director, discussing teacher in-services and future projects to provide the best instruction and environment for the children of Wicomico County.

Background of Educator Preparation Program Related to High Poverty/Culturally and Linguistically Diverse Schools

Salisbury University's Department of Teacher Education has long emphasized the need to reach out to diverse populations in the schools. Most of the teacher education courses incorporate topics on differentiation and celebrating student

learning differences, ethnicities, cultures, and languages. SU is engaged with forty-five PDSs in seven different counties in Maryland. In Wicomico County, many PDS sites are high in FARMs, minority, and poverty-level students. Teacher candidates are placed in these schools, guided by caring and knowledgeable mentors who help them understand what it means to be an effective teacher in an economically and culturally diverse school. SU's commitment to preparing teachers who are dedicated to social justice in education is reflected by the high number of pre-service teachers that leave SU having made conscious decisions to seek employment in schools with these populations.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

Knowing Students

Content Infusion. Knowledge gained through the work of the MTC is infused in the courses in the Early Childhood and the Early Childhood/Elementary Education dual certification programs. New permanent additions to the courses include information pertaining to mindset, EL issues, brain development, and affect, ensuring that the teacher candidates leave SU with a deeper, more meaningful knowledge base about how to reach the youngest children in need.

Critically Reviewing Children's Literature that Showcases Gender Roles, Unique Families, and Various Cultures. In one specific course that focuses on social studies for early childhood education, the book *Black Ants and Buddhists* by

Mary Cowhey (2006) is used. Each semester the SU students asked if there was any way they could meet Ms. Cowhey in person. Through the subgrant funding, the project director was able to invite this author to campus to speak to all interested SU students and PDS teachers as well. All participants were inspired by her continued work in this area.

Using a wide variety of high quality children's literature is common practice in SU's methods courses. Candidates in the early childhood, dual certification, and elementary education courses explore books to use with children that focus on diversity, social issues, and different family dynamics. The windows/mirror theory, stating that children must be able to see themselves in books and also be able to learn about others through books, is used to showcase literature. The teachers working within the subgrant and the teacher candidates in the Early Childhood and Early Childhood/Elementary Education programs have extensive knowledge about children's literature in these areas, as well as on the ethnic backgrounds of authors and illustrators.

Social Justice Studies Minor. A new minor, Social Justice Studies, encourages candidates to gain knowledge and experience in serving underrepresented or high-needs populations. As noted on the Teacher Education Web page, "This minor will allow you to create opportunities to study topics from a cross-disciplinary perspective. For example, you can create a course of study from multiple departments if you want to focus on poverty." The minor will be available to declare in Fall 2014.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Reflect on Oneself: Learn, Unlearn, and Relearn. Many of the projects in which the candidates engage are directly related to cultural responsiveness. A required culture cluster activity asks the candidates to explore their own culture through a representative “culture box” and an oral history assignment. Additionally, each candidate must create a self-portrait, matching paint to skin color and writing a narrative that includes the naming of the skin tone. As the candidates understand their own culture, they are better able to appreciate that of others, looking through a variety of lenses.

Reading and Discussing Deeply about Culturally Responsive Pedagogy. During Spring 2014, the educator preparation faculty joined in a monthly book club, focusing on *Mindset: The New Psychology of Success*, by Carol Dweck (2007).

Aspects of this book have been implemented in several of the undergraduate and graduate courses. The concept of mindset has also been a topic of deep reflection in the language arts methods course for undergraduates in the Early Childhood Education, Elementary Education, and Early Childhood/Elementary Education professional programs. Candidates were asked to consider whether they had fixed or growth mindset in different areas.

Teaching in the Context of High Poverty/Cultural and Linguistic Diversity

Implementing Developmentally Appropriate Practices. One of the major initiatives of SU is an emphasis on Developmentally Appropriate Practices (DAP)

in Early Childhood Education. There are four DAP components that the teacher candidates must know in order to be successful in their coursework: Age Appropriate; Individually Appropriate; Meaningful, Purposeful Learning; and Invested, Responsible Learners. As a result of the work with MTC, a fifth component has been added: Culturally Responsive Teaching.

Grow a Community of Learners. As the grant activities continued over three years, a strong learning community emerged. In 2013, when meeting an author at SU whose focus was writing books for children of color, the group committed to taking a road trip to visit the author and her colleagues, learning about their work and the children whom they represent. The author/illustrator's processes were explored, and the teachers now share a connection with, and commitment to, the author, her colleagues, and their work. It must be noted that this same author/illustrator, Shelley Rotner, was invited once again to present at the SU Children's Literature and Young Adult Festival in April 2014, emphasizing children's literature featuring children of all backgrounds.

An intern involved with the grant since its onset received the prestigious 2013 Social Justice award from the Literacy and Social Responsibility Special Interest Group (LSR) within the International Reading Association. Jenna Dulin created a Peace Wall and a Peace Album in the Teacher Education Department of SU following the Sandy Hook Elementary School shooting in December 2012. She reminded SU students, as future educators, the importance of promoting peace and caring deeply for the children in their future classes. SU students and faculty, along with many international guests, added messages to Ms. Dulin's Wall.

Change Process

The change process at SU is very organic, and the project director did not need to seek program approval to add topics related to MTC goals to teacher education courses. Several individuals intimately involved with the MTC subgrant are instructors for SU educator preparation courses, and these individuals were able to infuse MTC content within their courses and begin the process of program transformation at the grassroots level. As an example, the director of this subgrant teaches all of the Early Childhood and Early Childhood/Elementary Education teacher candidates for at least one course, so she was able to use this opportunity as the conduit for new information and assignments pertaining to culturally and linguistically diverse/high poverty settings. Another individual became the instructor for the language arts methods course for undergraduates in the Early Childhood Education, Elementary Education, and Early Childhood/Elementary Education professional programs. Knowledge gained through her work as an active member of MTC, the SU portion of the subgrant, and the WCJC book club was shared with candidates as they spent class time together. She infused information on resiliency, affect, mindset, and brain development.

In addition to these instructors' efforts, SU partners' attendance at the MTC meetings in Columbia, Maryland facilitated change within the partnership. Meetings were held approximately two and a half hours away from Salisbury, meaning that partners shared a five-hour drive together for every MTC meeting.

On the way to MTC meetings, teachers shared their stories and experiences, and on the way home, reflection on the day's presentations permeated the air.

Challenges

Change is always a challenge. During the duration of the grant, the director worked with the Field Services Office to connect dedicated interns and teachers who have worked within the project. This has been a change for the department, as previously faculty members were able to make connections with the schools directly. The Field Services Office will continue to match interested interns with dedicated teachers who have jointly focused on successfully engaging and teaching children in high poverty/culturally and linguistically diverse schools. Collaboration between the Field Services Office and the department is ongoing, and partners believe this new arrangement will be of benefit to the partnership.

A strong professional relationship has emerged as a result of MTC meetings, local subgrant meetings, and book clubs involving interns, mentor teachers, administrators, and a SU Professor. This bond is strong, and the group is wondering how it can continue its solid commitment, not only to the children, but to one another. There are suggestions to continue with book clubs and other meetings, but the awareness of busy schedules has participants concerned that these activities will not be able to continue on the same level of intensity in the future.

Future Plans

The partnership is looking forward to implementing the following initiatives that have been inspired by MTC participation:

Dropout Prevention Project for Middle School Students. One of the most promising future initiatives is a partnership between the Wicomico Board of Education, two faculty in the Teacher Education Department, and Dr. Robert Simmons III, a faculty member of Loyola University Maryland whose expertise is in working with African American male students. SU is in the process of designing a project to work with middle school students, their teachers, and parents to address the issue of school dropout. SU will create focus groups in Fall 2014 for the purpose of listening and gaining information. The university will then design and implement a plan in Spring 2015 to address this issue with each of the three groups in hopes of addressing this ongoing problem.

Strengthen Professional Community at SU. Another future plan is a possible remedy to one of SU's challenges: keeping the professional community intact. There have been two different book clubs connecting teachers, interns, administrators, and a professor from SU. One book club has been ongoing since 2011, and the other began with the onset of this initiative to focus on professional literature associated with poverty, cultural diversity, and linguistic diversity. These book clubs hopefully will be combined and continue in the future as a sustainable partnership.

The group of teachers and certain interns who will remain in the Wicomico County area are developing a plan to meet monthly in the 2014–2015 school year to view and critique movies that focus on teaching in highly diverse settings. On the list to view together is: *Freedom Writers* (2007), *Dangerous Minds* (1995), *Lean on Me* (1989), and *Coach Carter* (2005). This activity will continue the group’s current connection in a meaningful way as the MTC group at SU continues to grow, learn, and develop.

Additionally, the implementation of a parent night in the fall to assist parents in filling out forms has been discussed by the partnership. With assistance of teachers and interns, parents struggling with completing school forms will be invited to come to a central location for personalized assistance. This opportunity will provide needed support to families and will allow teachers and interns to begin to establish productive relationships with parents.

Expand and Share MTC’s Mission with a Wider Community. The subgrant program director is currently sharing information about MTC with professional organizations and will continue to do so in the future. As a member of Literacy Educators of Maryland (LEM), a special interest group within SoMIRAC, the director will share continued work on culturally responsive teaching and connections within local schools during annual conferences. Most recently, the program director shared with LEM at SoMIRAC the overarching components and purpose of this grant. This inspired many in attendance to learn more; since SU will host the fall LEM meeting on campus, it has been decided that the group will read the book *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*,

by Michelle Alexander (2012), and discuss it together. This is a direct result of the interest in MTC's mission.

Internationally, the director is president of the Literacy and Social Responsibility special interest group within the International Reading Association. During round table discussions at the annual conference, the work of MTC will continue to be shared as the project continues within high poverty/culturally and linguistically diverse schools.

Emphasizing Diversity in Undergraduate Programs. Beginning in Fall 2015, the undergraduate catalog for Early Childhood Education, Elementary Education, and Early Childhood/Elementary Education will include four new one-credit courses focused on topics such as diversity, cultural knowledge, and social responsibility. Additionally, existing courses will continue to be improved to ensure that issues surrounding diversity are a focus of each course throughout the programs.

New Graduate Course Offering on African American Experience. A graduate student who is also a teacher in a partner school, requested development of a new Special Topics graduate course titled *From Sierra Leone to the USA: Journeys, Strife, and Resilience*. This summer graduate course will take students on a journey of understanding the African American experience from the 1500s through the present day. Books read will include both nonfiction and fiction, and the PBS (2014) series *The African Americans: Many Rivers to Cross*, written and presented by Henry Louis Gates, Jr., will be studied, driving deep conversation and reflection. As noted by the teacher who requested this course, demographics in

Wicomico County are predominantly African American, and a respectful understanding of African American cultures as they evolved through history is important for teachers to gain.

Goucher College

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMs	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	5-8	2011	2011	87.7%	0%	12%	0%	100%	0%	0%	0%
B	preK-8	2011	2011	82.1%	0%	6%	0%	100%	0%	0%	0%
C	6-10	2011	2011	77.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note: Data are from date of partnership.

MTC Project Director: Ms. Barbara Bisset

MTC Grant Author: Dr. Phyllis Sunshine

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Conflict Resolution Education in Teacher Education/Functional Behavior Assessment	KS-UC; KS-BR; KS-BI; KS-KR	US-CB; US-RP	T-PE
Multi-Tiered Approach to Student Behavior	KS-UC; KS-BI	US-RP	T-PE
Action Research	KS-C; KS-BI	US-CB; US-RP	T-IA

Middle School Science	KS-C	US-CB	T-IA; T-PE; T-C
EL Content in Methods Courses and Internship Seminar	KS-UC; KS-C; KS-KR	US-CB	T-IA

Context of IHE Program

The Graduate Program in Education at Goucher College is based on the assumption that through a curriculum carefully balanced in theory and practice, participants can acquire the knowledge and skills needed for teaching general and/or special education students. The program requires candidates to complete a yearlong internship or supervised teaching experience guided both by a member of the Goucher faculty and by a mentor teacher at a PDS.

Designed to prepare well-qualified teachers, this intensive program develops the skills to meet the following standards:

- Planning shows content knowledge and embraces developmental and diverse student needs;
- Management for student behavior maximizes a positive learning environment;
- Instructional practices complement student needs and encourage problem solving and critical thinking;
- Assessments evaluate instruction and student learning; and
- Professionalism and interpersonal relationships are maintained.

Both graduate and undergraduate interns are evaluated based on these standards.

Additionally, Goucher collaborates with Baltimore County, Anne Arundel County, and Harford County to offer cohort programs on site.

Context of School Partners

The education programs at Goucher College have established a partnership with three charter schools in the city of Baltimore. The schools were chosen as ideal PDS sites based on their overall effectiveness and success as high poverty/culturally and linguistically diverse schools. Despite different geographic locations in Baltimore, each of the schools is located in a high poverty/culturally and linguistically diverse area. Another common thread shared by the schools is their status as public charter schools. By definition, a charter school in Maryland is a tuition-free school open to all students with entry based on lottery admission.

School A. School A is a college preparatory middle school that serves approximately 500 students in grades 5–8. Students are grouped in Knowledge Circles, which are primarily grade-based. This school operates with the belief that all children can learn and knowledge is power—the power needed for students to transcend their current socioeconomic status. With a school motto of “Excellence Without Exception,” this school communicates high expectations for character development and academic achievement. The school consistently maintains high test scores and offers a unique program which follows students to, and through, post-secondary education—from applying to college, obtaining financial aid, and offering study support from matriculation to graduation.

School B. School B is a small school serving grades preK through eighth grade with approximately 240 students. This school, whose motto is “Knowledge is Power,” focuses on literacy through the arts and character development, in addition to academic achievement. School B is known for integration of the arts throughout all of its programs. The school has strong academic achievement, and additionally also has very active parent involvement with all parents volunteering in the school.

School C. School C is an all-girls school with approximately 288 students in grades 6–10. This school offers a college-preparatory focus and nurtures the development of the whole young woman—emotionally, physically, and academically. While cultivating strong habits of the mind and a sense of community responsibility, this school empowers its students with many leadership opportunities. School C did not have enough certified teachers to accommodate intern placements when the partnership began. However, teacher certification is growing, and the partnership is now beginning to place interns in this school.

Background of Educator Preparation Program Related to High

Poverty/Culturally and Linguistically Diverse Schools

Currently, graduate programs in Education at Goucher include a wealth of courses that embed knowledge, skills, and dispositions necessary to teach effectively in high poverty/culturally and linguistically diverse schools. Many classes contain cultural components and relate to understanding the sociological and psychological issues affecting youth, such as poverty, race, crime, and other

environmental risk factors. Within graduate educator preparation programs, Goucher offers specializations in areas that focus on high poverty/culturally and linguistically diverse schools, such as specializations in At-Risk and Diverse Learners, and Special Education. The college seeks to develop culturally competent graduates who are diverse, lifelong learners as a strategy to best prepare new teachers for working in diverse school settings.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

As a result of the partnership with the MTC and participation in the grant, Goucher has improved its program in several ways. The college has successfully placed both graduate and undergraduate interns in all three partnership schools and, upon request, has provided a series of professional development sessions on behavior management to School C. Two interns from School A have been hired directly as a result of their internship experience.

Knowing Students & Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Conflict Resolution Education in Teacher Education (CRETE). MAT students are required to take a course in CRETE that includes discussion of honoring diversity and communicating beyond cultural and communication barriers. MAT courses specifically address cultural awareness of diverse student populations. Based on

the work of the MTC, Goucher has implemented an additional requirement to the internship seminar that involves resolving classroom conflict, building relationships, developing communication skills, and identifying functions of student behavior. Interns must also develop a Functional Behavior Assessment (FBA) that is scored using a rubric. Data collection on student behavior based on the FBA implementation includes forming hypotheses on the function of student behavior and the development of additional strategies for the student.

Multi-Tiered Approach to Student Behavior. Graduate Programs in Education created this new master's degree specialization that focuses on preventative strategies, intervention strategies, and strategies for students with chronic behavioral challenges. Three experts were involved in creating each course and aligning the three core courses. Videos for self-reflection and analysis, and assignments on understanding student needs and classroom culture are required for this specialization.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Action Research. Eight of Goucher's PDSs, including two from the MTC partnership, have conducted action research related to a variety of topics impacting students in high poverty/culturally and linguistically diverse schools. A sampling of the research questions explored is given below:

- What are the academic and behavioral effects of chronic long term sleep deprivation in early adolescence (grades 5–8)?

- Will extra reading assistance provided on a regular basis from Goucher interns increase student achievement in decoding and fluency skills?
- Will teacher mentoring of chronically absent students improve attendance and increase student achievement?
- Is tiering an effective instructional strategy for increasing student achievement from proficient to advanced?
- What is the best way to implement the Systematic Instruction in Phonological, Phonics, and Sight Words (SIPPS) intervention?
- Will extended learning through a homework club to remediate and re-teach skills increase math and reading benchmark and topic test scores?
- Does having trained volunteers who provide small group and individual support increase students' achievement or performance on tests and classwork?
- Will a system of tracking students' performance on specific content and skill standards by teachers, shared with students weekly, increase students' knowledge of what help they need?
- Will extended learning through an afterschool science, technology, engineering, and mathematics (STEM) program increase science and mathematics scores?

Action research projects are reviewed annually. Several projects are multi-year projects, while others focus on a more finite time frame. During review of the projects, the team analyzes the data, discusses the results, and then evaluates the implications of the findings. While some projects resulted in significant positive results, they cannot be continued due to limitations in funding beyond the term of the grant. Other projects had inconclusive results and were not continued. Several key findings from the projects, however, continue to be implemented as a part of

school programs. For example, the school investigating tiering as a differentiation strategy continues to implement this strategy and will continue to explore other differentiation strategies.

Middle School Science. Another change involved response to the growing need for teachers proficient in STEM education. Goucher created a site-based PDS course specifically for middle school science to address this need, along with flagging achievement scores in science, at the middle school PDSs. This course is designed to enhance STEM teaching and learning for middle school students by creating a bridge that begins in the elementary feeder schools to create strong foundations on which middle school students can build STEM knowledge.

EL Content in Methods Courses and Internship Seminar. Goucher has also infused EL content in methods courses and embedded this content in the internship seminar. To accomplish this change, the college revised intern standards to reflect EL practices and provided staff development for faculty on EL content and strategies to facilitate course revision. Intern progress was documented to meet intern standards through required completion of the e-portfolio and participation in an internship exit conference. In addition, EL content was documented in course syllabi.

Change Process

At regular Program Improvement Team (PIT) meetings, directors, professors, faculty, candidates, and alumni meet to analyze and improve current programs

and partnerships. The partnerships' MTC learnings were discussed at PIT meetings and used to change Goucher's programs. For example, it became evident during these review meetings that candidates needed courses to better prepare them to handle disruptive student behavior in order to maximize teaching and learning. During the creation of the new specialization, which requires an internship component, the college infused culturally responsive pedagogy, effective communication practices, and self-awareness techniques.

Challenges

Establishing partnerships with the three schools identified in the grant posed a few challenges. Any new relationship requires becoming familiar with personnel of the schools, the IHE, and the supervisors involved. Due to the nature of the program, there is not much time before the school year begins for PDSs to schedule meetings to individually meet with IHE supervisors, causing some confusion in expectations and communications of school culture. As all partner schools are charter schools, their culture, curricula, and expectations are unique and require time to fully understand. Additionally, with such small schools involved in the partnerships, it was often hard to identify strong mentor teachers with whom to place interns, who had very specific placement requirements according to their program needs. A final challenge involved the middle school science course developed to address the growing need for PDS teachers to be proficient in STEM education. Despite creating the course, and

offering reduced tuition, not enough participants have yet enrolled to allow for execution of the class.

Future Plans

Future plans for Graduate Programs in Education at Goucher College include:

- Offering the Multi-Tiered Approach to Student Behavior specialization in Fall 2014
- Continuing to place interns in the three partnership schools with possible extension to an elementary school in the same charter network as School A
- Continuing support for action research conducted by teachers in partnership schools, even if research extends beyond the scope of the grant
- Continuing to offer professional development sessions for schools in the partnership network with a focus on culturally responsive teaching and reflective practices

University of Maryland

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMs	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	6-8	2012	2012	42%	6%	13%	0%	53%	22%	10%	3%
B	6-8	2002	2012	64%	9%	13%	0%	52%	31%	7%	4%

MTC Project Director: Ms. Susan DePlatchett

MTC Grant Author: Ms. Susan DePlatchett

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Support Achievement for English Learners	KS-UC; KS-BR; KS-C; KS-KR	US-RP	T-IA; T-C
Revised Seminar Course	KS-BR; KS-BI	US-RP	T-PE
Awareness of Diversity	KS-UC; KS-BR; KS-C	US-RP	T-IA; T-PE

edTPA Portfolio		US-CB; US-RP	T-IA; T-PE
Action Research		US-RP	T-IA
Capstone Course	KS-BR; KS-C	US-RP	T-IA; T-PE; T-C

Context of IHE Program

The University of Maryland (UM) is the state’s flagship research institution whose mission is to foster the education, critical thinking, and intellectual growth of its students; the creation and application of new knowledge; the economic development of the state; and the effective engagement of students, faculty, and staff with the surrounding world.

The College of Education is committed to providing educator preparation programs that support development of critical knowledge and skills needed to effectively teach all children, preK–16, in a diverse and multicultural society. Programs reflect the College of Education's mission of excellence and equity through research, teaching, and service. The UM College of Education is committed to drawing upon research to improve practice. Professional preparation programs include rigorous and relevant coursework and field experiences to help teacher candidates develop the knowledge, skills, and dispositions necessary for successful teaching careers.

The educator preparation programs at UM engage candidates in both content and

pedagogical knowledge through a combination of rigorous academic coursework and multiple field experiences in diverse classroom settings. These complementary experiences enhance UM graduates' commitment to the education profession and help to advance their students' learning and development, while fostering equity in the schools where they work. As a result of this thorough preparation in both content and pedagogy, UM graduates enter the teaching profession ready to embrace their responsibility for advancing the learning and development of their preK–12 students, advocate for equity in the schools and classrooms where they work, and lead others toward these same goals.

The College of Education envisions a world in which every individual has equal access to lifelong learning and opportunities for healthy development, and each person's distinct abilities are nurtured from potential to achievement. UM aims to prepare accomplished professionals who can advance the learning and development of their students, and who are ready to become leaders in the field of education. The College of Education's mission is to foster the learning and development of preK–12 students through its educator preparation programs, leadership, research, advocacy, and partnerships, and it seeks to prepare educators with the skills and commitments necessary to ensure equity for all students in the schools and classrooms they will lead. The College of Education is dedicated to rigorous, evidence-based research and responsibility to the surrounding community. Core values include diversity and equity, innovation and creativity, internationalization, and policy engagement.

Context of School Partners

The partnership between UM and two Prince George's County, Maryland public middle schools began in July 2012 with the formation of a steering committee. This committee was formed based on the continuing partnership of School A and the implementation of a new PDS at School B. Through the paired PDS partnership, School B has learned how School A has structured its PDS for maximum engagement of interns and for student success. The partnership also joined the MTC during July 2012 with members from each school attending the Summer Institute. Developing a strong teaching force is a priority for virtually all school systems, and there is an acute need for middle level teachers with appropriate but strong content backgrounds and the skills to teach in high poverty and culturally and linguistically diverse schools, along with a commitment to teach in those settings.

Data from MSDE's Web site, *Maryland Report Card*, show that both partner schools have similar student demographics, with School B having slightly higher percentages of FARMs recipients and ELs. However, the significant difference between the two schools is shown in Annual Yearly Progress (AYP) data, with School A achieving AYP in all areas and its students outperforming School B students. By pairing these two schools in a PDS relationship, School B can learn from the successful practices of School A, both in developing teacher candidates prepared to teach in high poverty/culturally and linguistically diverse schools and

in mobilizing the work of the PDS for improved student achievement. Additionally, the work of these partners can be shared throughout the UM PDS network.

School A. The mission of School A is to foster the growth of knowledge, skills, and personal development enabling all students to achieve their potential. This mission is accomplished by maintaining high expectations, a positive and safe environment, effective home-school communication, and frequent assessment of student progress. The responsibility for student success is shared among educators, students, and parents.

School B. The vision of School B is an institution of learning where data drives instruction, technology is integrated, parents are involved, and all stakeholders are held accountable for student achievement. This school was identified by MSDE as a school in “improvement,” and a restructuring of administrative staff occurred in 2010–2011. The school’s improvement status was a result of years of failure to make AYP on the Maryland School Assessment (MSA) with low performance levels for racial subgroups. Trends seen in this school indicate rising poverty levels and increased numbers of ELs. In 2012–2013, School B transitioned to a new building equipped with enhanced educational technology. It also became a Talented and Gifted Center providing intensive services to qualified students living in the boundary area and those outside of the boundary area who apply for admission through a lottery. The focus of learning is based on continuous integration of differentiated instruction in all classes with 21st-century technology, incorporation of student-based learning projects within the curriculum, and infusion of STEM

into the everyday teaching and learning for all students at School B, all with the aim to promote student achievement. School B also provides academic programs for over 100 students receiving special education services including a non-diploma track Community Reference Instruction (CRI) program, intensive resource classrooms, and inclusion classes with the goal of providing the least restrictive environment to meet the needs of diverse learners.

Background of Educator Preparation Program Related to High Poverty/Culturally and Linguistically Diverse Schools

The UM College of Education is committed to preparing teacher candidates to work successfully in high poverty/culturally and linguistically diverse schools. Existing educator preparation programs highlight diversity, self-awareness, and reflection, and feature field experiences that enable candidates to explore issues of student diversity in context. Within UM's education programs, undergraduate candidates take a minimum of one diversity course, and graduate candidates take a minimum of two diversity courses. Candidates examine a variety of theoretical frameworks that serve as artifacts for class conversations about equity and diversity. Central to the work of the diversity courses is the ability to think deeply about one's own experiences, values, and understandings in light of the readings and with an emphasis on self-analysis of candidates' own teaching. Connecting the concept of diversity in the classroom with the goal of creating more equitable classroom practices that support student learning is a main objective of the

diversity courses.

Field experiences and internships occur in PDSs. These networks of preK–12 schools have established partnerships with the Early Childhood, Elementary, Secondary, and Special Education professional education programs. Through these relationships, the College of Education has set high standards designed to establish a learning community that supports diversity and equity among candidates, faculty, and staff while improving teaching and learning of all students.

The university program faculty and professional staff are committed to working with PDS partners to support high quality educator preparation and improvement of student learning for all children. The candidates' program coursework is grounded in research-based best practices. With this foundation in both content knowledge and pedagogy, the College of Education strives to support teacher candidates within their practica, internships, and coursework. While under the mentorship of the school and university faculty, candidates are expected to demonstrate high standards of professional conduct, acting as integral and contributing members of the school community. PDS models vary somewhat across the institution; the College of Education currently has an established partnership with more than fifty individual public schools. These PDS networks share a commitment to excellence according to the standards developed by MSDE.

Field experiences vary among programs to align program requirements with content area and grade level of intended teaching, and many of the undergraduate educator preparation programs offer introductory fieldwork experiences that

allow teacher candidates to explore the teaching profession. In these courses, candidates work in school-based settings in addition to completing on-campus coursework. Candidates are also encouraged to explore on- and off-campus activities to gain experience with the age group they intend to teach.

The yearlong internship takes place in a PDS setting and is the culminating field experience in all educator preparation programs at UM. Each candidate's internship varies according to the unique attributes of their educator preparation program, yet all internships provide teacher candidates with the opportunity to integrate theory and practice through a comprehensive, authentic learning experience. The yearlong internship is arranged by the academic program in collaboration with the PDS Coordinators and the designated schools in the partnership.

Implementation of New Initiatives for Teacher Preparation for High Poverty/Culturally and Linguistically Diverse Schools

Knowing Students

Support Achievement for English Learners. While both undergraduate and graduate interns attend to the learning needs of ELs in their diversity courses, an additional professional development opportunity for learning strategies to teach EL students has been designed for all teachers and interns at partner schools. The

university and its partner schools collaborated to address the professional development needs of all teachers of ELs.

Revised Seminar Course. The undergraduate seminar course has been redesigned to meet the needs of a growing middle school intern population. First, the seminar is taught in one of the PDS middle schools, allowing for the participation of the PDS site coordinator and mentor teachers with the goal of continuing to develop a more cohesive PDS. Candidates in the seminar are able to use the school technology and resources in the classroom during seminar. Second, candidates are introduced to concepts of the Education Teacher Performance Assessment (edTPA) early in their teaching experience because the College of Education believes the edTPA assesses elements of good teaching. For example, interns are asked to think about their students, their students' cultures, and their community early in the internship. Interns and the PDS coordinator additionally take a field trip around the school's neighborhood to experience the students' community.

Awareness of Diversity. Candidates begin their internship with a structured observation phase where they shadow their mentor teachers to observe classroom routines and procedures, get to know students, and begin to engage with content discipline. During this time, the PDS site coordinator structures organized observations for interns to visit multiple classroom settings, including special education, EL, general education, and talented and gifted classes. Interns meet regularly with their supervisor or PDS Coordinator to engage in conversations about intern observations of the diverse class settings.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Education Teacher Performance Assessment Portfolio. edTPA is an effective, research-based measure of entry-level teaching skills and readiness for the classroom, regardless of the path candidates take to become teachers. It is a highly credible measure of candidate assessment, which reinforces the College's efforts to use reliable and valid assessment measures. The edTPA is only one component of the final teaching portfolio submitted for completion of a certification program. Interns begin working with concepts from edTPA at the inception of their program, but the portfolio is not submitted until the spring of their yearlong internship.

UM values edTPA as a meaningful, relevant assessment for the preK–12 education community because it focuses on student learning in diverse settings with connections to MCCRS and the Danielson Framework for Teaching. edTPA provides common language for discussion of educator preparation, a professional development plan for induction, and a “dress rehearsal” for new teacher evaluation systems, all while representing an excellent source of professional development for in-service teachers.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Action Research. The Action Research course helps pre-service teachers in the graduate certification programs develop their reflective capacities by providing the opportunity for interns to participate in inquiry into their own classroom practices during the course of their internship. During the spring semester, interns

identify a question about their own teaching practice; review current research literature; develop a plan to collect data; collect and analyze data; identify emergent themes; write an action research paper; and present their project and their findings to the class. Interns are asked to work with their PDS partner schools to look at the School Improvement Plan when thinking about their action research question. At each stage of intern inquiry, course instructors and peer research groups provide feedback.

Capstone Course. Candidates in the graduate certification program take a capstone course at the end of their program. Prior to this course, interns have completed their yearlong internship, edTPA teaching portfolio, and action research paper. Interns participate in book studies and classroom discussions as they dig deeper into the profession of teaching and the knowledge base that defines teaching. They discuss current social issues that affect teaching and learning, as well as the role of research and experience in learning to teach.

Change Process

The partnership has developed into a larger PDS both by introducing a new middle school to the partnership, and also through a newly-developed middle school certification program. This has resulted in a higher demand for intern placements in school, and a greater capacity for collaboration with partners. Through attendance at MTC meetings, UM members have acquired much information about teaching students in high poverty and/or culturally and

linguistically diverse schools. As the needs of partner schools and their students are evaluated, the research that has been presented through MTC will be utilized to ensure that candidates are fully prepared to meet the needs of students in high poverty/culturally and linguistically diverse settings.

Challenges

A large challenge UM has faced lies in organizing time for all partners to meet. Partners from both middle schools and the university attended the bi-monthly MTC meetings and have come away with ideas for the partnership. Currently, the partnership meetings are scheduled after school, but, with multiple partners, securing a convenient time for all has been a challenge.

Future Plans

Next year, the partnership plans on engaging partners in multiple book studies. Book studies will include interns, teachers from both partner schools, and university faculty members, and will focus on texts related to the needs of students in partnership schools. Book discussions will be held both face-to-face and in an online discussion format.

Many of the partners have participated in evaluation of edTPA, and the program plans to include a discussion of how edTPA aligns with MCCRS and the Danielson Framework for Teaching in the mentor training sessions, professional

development, and seminar courses. The partnership also plans to encourage all partners to participate in edTPA local evaluation opportunities.

UM additionally plans to develop an initiative to extend field experience activities to involve teacher candidates with parents and the community. One plan for next year is to work with teachers and interns to help interns meet parents and engage with them in meaningful ways that communicate support for students and their families. An example is for interns to invite any interested parents into the school at the beginning of the school year to assist them with filling out required county and school forms. Interns will be encouraged to send out a letter to all parents in their classroom inviting them to come to Back to School Night. This initiative grew directly out of MTC meeting discussions.

Towson University

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMs	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	preK-8	2008	2012	69%	3.6%	24.6%	3%	29.6%	7%	59%	n/a
B	preK-8	2012	2012	84%	15.6%	19.6%	3%	16.0%	34%	45%	n/a

MTC Project Directors: Dr. Laila Richman & Ms. Ann Eustis

MTC Grant Authors: Dr. Laila Richman & Ms. Ann Eustis

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Academic Language	KS-C		T-IA
Book Studies: <i>Teaching with Poverty in Mind</i>, <i>The Brain-Targeted Teaching Model</i>, and <i>Not for ESOL</i>	KS-UC; KS-C; KS-BR; KS-KR	US-CB; US-RP	T-IA; T-A; T-PE; T-C
Explicit Assessments on Knowing the Learner	KS-UC; KS-BR; KS-C		
Dispositions		US-CB, US-RP	

<u>Book Studies as Basis for Fieldwork</u>	KS-KR	US-CB	
<u>Education Teacher Performance Assessment</u>			T-IA; T-PE; T-C
<u>Linguistically Diverse Learners in the Classroom</u>	KS-UC; KS-BR; KS-C; KS-KR	US-CB; US-RP	T-IA; T-PE; T-C
<u>Universal Design for Learning</u>	KS-C	US-CB	T-IA; T-PE
<u>Targeted Mentor Training</u>	KS-UC; KS-BR; KS-C; KS-BI	US-CB; US-RP	T-IA; T-PE, T-C

Context of IHE Program

Towson University is the largest comprehensive university in the Baltimore area and is situated eight miles north of downtown Baltimore. In Fall 2012, the overall student enrollment was almost 22,000 students. In 2012, the College of Education had 1,650 undergraduate students and 1,337 graduate students enrolled across programs. Towson University's vision is to serve as a metropolitan university with connections to the surrounding urban area. Building on this vision, Towson University's College of Education has made it a priority to develop new PDS sites in diverse settings that are considered to be high poverty/culturally and linguistically diverse.

In 1866, Towson University, known then as the State Normal School, was the first teacher training school in the State of Maryland. As the oldest and largest producer of teachers in the state, the Towson University PDS Network has a long history of being integrally involved in the evolution of PDSs in Maryland and has been repeatedly recognized for these efforts, both nationally as well as at the state level. Currently, Towson University has over 120 PDS partnerships in the area. In addition to the work done in PDSs, faculty at Towson have been involved in improving educator preparation in many ways, including through their integral role in implementing the goals of the *Maryland Institutional Performance Criteria Based on the Redesign of Teacher Education in Maryland* (MSDE, 2011) and current participation in the new edTPA.

Context of School Partners

School A. School A is a preK–8 school located in a vibrant community that has undergone much change since the economic downturn beginning in 2008. While MSDE identifies this as a high poverty school, in the last few years, several private schools in the neighborhood have closed and many families have chosen public over private education as economic situations changed and neighborhood schools thrived. During this same time, housing in the vicinity was rehabilitated, slowly changing the school’s demographics in its elementary grades. As the system allows choice for middle school students, upper grade levels are much more diverse. School A has a great level of family involvement

with an active Parent Teacher Association (PTA) and many afterschool programs focused on student interests (e.g. drama) and student needs (e.g. math tutoring).

School B. School B is a preK–8 school with a highly qualified and committed faculty and a relatively new principal who is passionate about university partnerships. This site’s EL population, currently twenty-one percent, has been rapidly increasing over the last few years, and the school primarily serves a growing Latino community that contributed forty-three percent of School B’s students in 2012. The school strives to be a safe and nurturing focal point of the surrounding community, offering a vast array of before- and after-school programs.

Background of Educator Preparation Program Related to High Poverty/Culturally and Linguistically Diverse Schools

Towson University has a strong PDS network and prepares candidates to work in diverse settings through these partnerships. Each course in Towson’s Elementary Education teacher preparation program emphasizes providing content and supporting activities focused on diversity. Over the 2012–2013 academic year, the Elementary Education program at Towson researched and developed ten “Guiding Principles” that serve as a blueprint for the program to ensure candidates are well prepared to teach in all contexts:

Education and the Learner in Context. Graduates of the program understand the historical, political, philosophical, anthropological, and communal aspects of schooling, as well as the physical, cognitive, emotional, and social factors that influence children's development.

Multicultural Considerations. Graduates of the program are cognizant of how matters of diversity, equity, and social justice impact curricular and classroom practice, and they proactively address these issues through culturally relevant, empowering, and socially appropriate pedagogy.

Learning as a Process. Graduates of the program view learning as a complex, ongoing process and effectively cultivate differentiated levels of support, challenge, and enrichment for all students.

Critical Analysis and Reflection. Graduates of the program thoughtfully consider and question their own observations, beliefs, assumptions, ideas, and attitudes when planning and evaluating instruction, curriculum, assessment, and standards.

Teacher Philosophy and Identity. Graduates of the program possess a thoughtful and informed philosophy of education and, especially when confronted with challenges and ongoing pressures, embody ethics, morals, and values that are in the best interest of children.

Professionalism and Ongoing Professional Development. Graduates of the program are lifelong learners who view teaching as a craft, uphold the standards of the profession, respectfully interact with the school community, and commit to continuously refining their practice.

Skillful Approach to Engaging with Content. Graduates of the program have a comprehensive grasp of subject matter and the ability to engage students in deep and meaningful content learning.

Management Strategies. Graduates of the program effectively manage time, materials, student motivation and behavior, and professional responsibilities.

Theory and Data Driven Praxis. Graduates of the program align assessment and instruction with educational research and theory, as well as classroom data, to make informed decisions about teaching and learning.

Innovative Spirit of Pedagogy. Graduates of the program implement cutting-edge, highly effective strategies for planning, instruction, assessment, and technology integration.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

Through the MTC partnership, several initiatives have occurred related to the three program components.

Knowing Students

Academic Language. The program developed candidates' understanding of the critical role and impact of culture and language, with a particular focus on academic language. Using the edTPA as a framework, *academic language* was

defined in this context as the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. In seminar, candidates examined issues concerning the impact of language development on students' future learning, language spoken at home, language development and poverty, and students' academic language through analyzing the edTPA scores related to the academic language tasks and intern reflections from the seminar course.

Book Study. The program integrated MTC resources into program coursework to provide content and serve as the basis for field-based projects. Specifically, *Teaching with Poverty in Mind*, by Eric Jensen (2009), for Fall 2012, *The Brain-Targeted Teaching Model for 21st-Century Schools*, by Mariale Hardiman (2012), for Spring 2013, and *Not for ESOL Teachers: What Every Classroom Teacher Needs to Know about the Linguistically, Culturally, and Ethnically Diverse Student*, by Eileen Ariza (2010), for Fall 2013 were included, with a focus on application and how the text confirmed or differed from candidates' personal beliefs as well as their lived experiences in their urban PDSs using candidate surveys and reflections.

Explicit Assessments on Knowing the Learner. The program created a new assignment for methods courses involving the interview of a child who was culturally and/or linguistically different from the intern using interview instruments in an internship setting. From interview responses, candidates and interviewed students worked together to develop "culture boxes" about the country of origin of the learner. Candidates shared their projects in class as a

gallery walk, created learning stations for individual student learning in their internship settings, and formally assessed activities with a rubric.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Dispositions. The program evaluated candidates' dispositions related to diversity at both the midpoint and the end of their internship year. Supervisors and mentors evaluated candidates in their placements. Candidates also completed a summative reflection citing specific evidence of their growth in each area.

Dispositions were evaluated using the College of Education Essential Dispositions Scoring Guide and data were analyzed at the end of the semester.

Book Study Basis for Fieldwork. The program integrated new texts into program coursework to provide the basis for field-based projects and candidate leadership experiences, and surveyed candidates about their desire to teach in a high poverty/culturally and linguistically diverse school at the beginning of their program and then again at the end. Candidates provided a reflection about how and/or why their personal desire to teach in such a school may have changed. Candidates experienced a trainer of trainers model, as candidates taught others and presented in various venues.

Education Teacher Performance Assessment. The program implemented self-analysis of candidates' teaching regarding the context of learning, community, and diversity, and the identification of relevant future steps. The edTPA rubrics were

used to evaluate candidate proficiency in these areas, and program stakeholders discussed ways to strengthen candidate knowledge and skills.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Linguistically Diverse Learners in the Classroom. The university created a new course, Linguistically Diverse Learners in the Classroom, to develop candidates' ability to critique and reflect on theory and educator practice that relates to preparing educators for teaching children who are learning English as a second language as a requirement for all elementary education majors.

Universal Design for Learning. The program integrated instruction and preparation in UDL into coursework and seminar. Candidates are now required to develop inclusive lessons and units using UDL principles to provide rich context for student learning and to inform planning. Lessons are evaluated for accessibility and flexibility.

Targeted Mentor Training. The program created a handbook for mentor teachers to facilitate their support of candidates in culturally and linguistically diverse/high poverty settings and provided one-on-one mentor training using the handbook at each PDS site. Evaluative feedback was provided by mentors and candidates.

Change Process

The College of Education at Towson University allows for great flexibility within departments and coursework to support change in response to shifts in educational, educator preparation, and demographic landscapes. Through this project, new ideas have been shared within participating departments, and alterations to assignments, texts, and field-based activities have been made.

Challenges

Towson's partner schools are constantly seeking opportunities to support students, and during this grant they were engaged in a variety of programs and initiatives in addition to the partnership. Some of these initiatives overlapped with the original areas of focus for the grant project. For example, one of the schools was identified by the school system to participate as a UDL pilot school, and through that program the school received extensive resources and professional development related to UDL. At the other partner school, the development of a partnership with the Graduate Reading Department at Towson University provided site-based diversity courses. This multitude of projects presented an organizational challenge to the partner schools. MTC project staff met with school personnel and identified ways to enhance and support the UDL and diversity professional development initiatives through the MTC partnerships, rather than in competition with them. This cooperation enabled educators at both schools to

receive cutting-edge professional development from these additional initiatives while also supporting the MTC project's intended areas of focus.

Future Plans

Towson University plans to continue its efforts to prepare highly effective teachers for high poverty/culturally and linguistically diverse schools in many ways inspired by the work of MTC. The mentor training manual created during the project will be further enhanced by integrating materials to promote cultural competence for both mentors and interns. In addition, future efforts will focus on better preparing candidates to support families and to build the communication strategies necessary to address diverse family needs. Towson will also provide continued support, such as professional development on guided reading and family engagement, at both schools through the existing PDS partnership.

Bowie State University

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMS	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	6-8	2003	April 2013	30.2%	*	9%	4%	67%	8%	15%	5%
B	9-12	2013	April 2013	23.5%	≤ 5%	9.2%	4%	69%	7%	18%	2%

Notes: Data based on 2012 MD Report Card. '*' represents none or fewer than 10 students

MTC Project Directors: Drs. Julius Davis, Eva Garin, and Lynne Long

MTC Grant Writer: Dr. Julius Davis

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
African American Males in Education / African American Male Mentoring Program	KS-UC; KS-BR; KS-C; KS-BI; KS-KR		
Recruiting High School Students to Become Educators			T-IA; T-PE; T-C

Educator/Intern Professional Development in the MTC	KS-UC; KS-BR; KS-C; KS-BI; KS-KR	US-CB; US-UR	T-IA; T-PE; T-C
Strengthening Arts & Science Faculty Involvement in PDS			T-IA; T-PE; T-C

Context of IHE Program

Bowie State University (BSU) serves an undergraduate and graduate population of more than 5,000 students in Prince George’s County, Maryland. The university was founded in 1865 with a mission of serving African American adults and youth.

Bowie has a long history of providing educational opportunities for culturally, linguistically, and economically diverse populations and continues to provide such opportunities, notably through its educator preparation programs. The College of Education anchors the university with three initial undergraduate Teacher Education (TE) degree programs in Early Childhood/Special Education (dual certification program), Elementary Education, and Secondary Education, as well as a graduate degree program, the Master of Arts in Teaching (MAT). Teacher candidates and yearlong interns in the Secondary Education (undergraduate and MAT) programs are the focus of BSU’s participation in the MTC.

BSU is geographically situated in the center of four school systems: Baltimore County Public Schools, District of Columbia Public Schools, Baltimore City Public School System, and Prince George’s County Public Schools (PGCPS). These school

systems are considered urban, or have urban characteristics, based on geographical location, student population, student achievement, and community context. BSU has provided these school systems with effective educators in preK–12 classrooms for many years. PGCPS is the primary school system in which BSU pre-service educators conduct their yearlong internship in PDSs.

Context of School Partners

PGCPS recognizes PDS partnerships as a way to “improve student performance through research-based teaching and learning and to encourage educator retention through onsite professional development for school-based personnel” (Stanski, 2012, pp. 22–23). PGCPS has thirty-two PDS sites, and nine of those are partnered with BSU. BSU paired two secondary schools in PGCPS to form a joint secondary PDS partnership in the BSU PDS Network that focused on addressing the needs of diverse learners in culturally, linguistically, and socioeconomically diverse schools. The high school is an existing BSU PDS partner, while the middle school becomes the tenth PDS for BSU in PGCPS. Both partner schools are socioeconomically diverse, but neither has a large population of students who are considered high poverty.

School A. School A is a traditional comprehensive middle school that serves grades 6–8. Eighty-seven percent of the educators hold advanced professional certification and sixty-three percent are highly qualified. This middle school has a strong Positive Behavioral Interventions & Supports (PBIS) program that sponsors

annual events such as Men Make a Difference Day, Black History Month, and Women’s History Month. The school also has a vibrant science fair annually.

School B. School B is a public high school PDS partner that serves grades 9–12. The high school was listed as one of *Newsweek’s* Top Public High Schools in America in 2010, boasting high Advanced Placement (AP) participation rates and SAT scores. School B has the second highest SAT average in PGCPs and is among the top five percent of high schools, nationwide. There are over twenty educators at School B that graduated from BSU educator and administrator preparation programs, including the school’s principal.

The geographical proximity of the two selected schools to each other and to BSU makes this an ideal partnership. Another notable feature of this partnership is that inclusion of the middle school in the BSU PDS Network creates a complete feeder pattern of students who benefit from the partnership starting in elementary school and extending through high school.

Background of Educator Preparation Program Related to High

Poverty/Culturally and Linguistically Diverse Schools

The College of Education (COE) educator preparation program operates from the theme “Preparing Effective, Caring, Collaborative Educators for a Global Society” that is grounded in a multicultural conceptual framework. This framework shapes education courses to help broaden teacher candidates’ awareness of diversity; address complexities of issues such as race, ethnicity, and culture; and encourage

candidates to take multi-level actions to help solve racial, social, and economic problems facing students and schools, as well as society. In addition to using multicultural frameworks, education courses are shaped by culturally relevant/responsive teaching, culturally responsive classroom management, Afrocentricity, critical race theory, and social justice theories. Both undergraduate and graduate candidates are provided multiple opportunities in courses, field experiences, yearlong internships, and COE programming to develop the knowledge, skills, and dispositions to educate students from diverse cultural, social, economic, and educational backgrounds. BSU faculty members serve as cultural guides and lead candidates through a structured, comprehensive curriculum where they reflect on who they are as people and as educators, and on their role in providing students from diverse backgrounds with a just, equitable, culturally-aware education. Course faculty provide teacher candidates with articles and assign book chapters related to the abovementioned theories, and candidates learn, apply knowledge, and reflect on their development and practice as educators.

Reflection is a critical tool for preparing secondary teacher candidates to be effective educators in general, and, more specifically, culturally relevant educators. Teacher candidates are provided the opportunity to reflect on their many experiences, ranging from personal, academic, social, and cultural, to inform their development as educators and expand the pedagogical approaches they use to educate students from diverse backgrounds. As a means of helping teacher candidates reflect on their experiences, candidates are required to complete a

personal and educational autobiography and cultural heritage paper. These assignments are not only used to guide teacher candidates through the reflection process, but they are also used to help candidates think about preK–12 students' cultures, differences, and exceptionalities, and how knowledge of themselves and their students can inform the selection of appropriate pedagogy. During Phase I of the yearlong internship, BSU interns in both programs work with high school teachers, administrators, and students in the Advancement Via Individual Determination (AVID) program at School B to support students who are at risk for academic failure. BSU interns tutor students involved with special education and help students complete High School Assessment (HSA) bridge projects.

Another aspect of candidates' reflection focuses on parental involvement, requiring candidates to reflect on the discourse about involvement, particularly how parents from diverse backgrounds learn to be involved and how educators can support parental involvement. During the yearlong internship, interns are required to attend Back to School night, engage in scheduled parent-teacher conferences, observe IEP meetings, email parents, and use their course syllabus to encourage parental involvement in the classroom.

In order to prepare interns to meet the needs of diverse learners, all interns are placed with an experienced mentor teacher in their content area. The mentors at the two secondary PDS sites exceed the minimum requirement of three years teaching experience and are strongly encouraged to take BSU's Teach Coach Reflect (TCR) course to prepare them to mentor and guide interns. A new Advanced TCR course was first offered during the 2013–2014 school year with a

focus on advancing mentor teachers' and site coordinators' knowledge of supporting action research.

Interns must prepare and implement a differentiated unit (including differentiated lesson plans) to demonstrate their ability to meet the needs of diverse student populations during their yearlong internship. In the MAT program, the differentiated unit plan requires interns to create, implement, and analyze pre-assessments and student interest survey/questionnaires by race, gender, and disability status before planning their unit, and document use of those data during planning. The interns implement the unit plan, prepare three teaching videos from the unit, and include an analysis of formative assessment data and how those data will be used to inform instructional decisions for subsequent lessons. At the end of the unit, interns are required to implement and analyze post-assessment data and reflect on the unit.

During the internship, undergraduate secondary interns complete an individual action research project using the School Improvement Plan and based on student needs present within their assigned classroom. Action research provides interns with the opportunity to collect and analyze student data over a set period of time to inform their instructional and classroom practices. In addition to individual action research, interns conduct school-wide action research with mentor teachers, site coordinators, and other interns. In the spring, interns, mentor teachers, and site coordinators are provided opportunities to present their action research at the annual BSU PDS Network Conference and Maryland PDS Network Conference.

The e-portfolio assignment is a capstone project that requires all candidates to demonstrate their ability to meet the needs of diverse learners to a panel of educators in their content area at the university. Before candidates present e-portfolios, the site coordinator organizes a mock portfolio presentation during which educators, site coordinators, and interns provide the presenter with feedback. The e-portfolio is based on the COE conceptual framework, which focuses on knowledge of subject matter, pedagogy, technology, students, society, research, best practices, professional collaboration, and professional dispositions. Candidates are required to reflect on each of these areas in a way that describes what they have learned during their yearlong internship and throughout the program. They are also required to provide an overview of the school, classroom, and community context in which they completed their internship teaching experience.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

The BSU MTC partnership has focused on building and implementing new initiatives for secondary PDS partners in the areas of professional development, recruitment, BSU College of Arts and Sciences faculty involvement in PDS, and African American male mentoring.

Knowing Students

African American Male Mentoring Program. During MTC grant activities, Dr. Julius Davis worked with partner schools to develop mentoring activities for African American males. This partnership led to males participating in both a campus visit and the BSU Male Initiative Guest Speaker Program with the president of Bowie State University.

The visit involved male partner school students interacting with BSU students and listening to a presentation on peer pressure and bullying. BSU African American male students shared their academic and personal experiences and discussed how they balance their academics with sports and extracurricular activities. The partner school students went on a campus tour and ate lunch in the cafeteria with the BSU community. After lunch, male students from partner schools went to a science, technology, engineering, arts, and mathematics (STEAM) art exhibit that featured BSU male students coupling the visual arts with STEM. Partner school students then visited BSU's visual arts lab and green room to learn more about STEAM concepts.

The second half of the program involved male students from the partner schools participating in President Mickey L. Burnim's Male Initiative Speaker Program. The students listened to three brief presentations from African American men about cultivating leadership and about their academic, professional, and personal lives. The partner school students who participated in this field trip were presented with an opportunity to participate in an essay contest on cultivating

leadership, win prizes, and have their essays published in the May 2013 issue of *BSU's Journal of Undergraduate Research and Writing Across the Curriculum*.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Recruiting High School Students to Become Educators. Before receiving the MTC grant, the BSU educator preparation program had a small number of secondary education interns. A total of five secondary education interns participated in grant activities, and the year before BSU had only six secondary education interns. The MTC grant has encouraged and supported BSU faculty and staff in taking a closer look at the BSU secondary pre-service educator pipeline and barriers to candidates' progress to the internship phase and graduation. This inquiry has led BSU faculty and staff to discover that teacher candidates need more ongoing support and advisement from education faculty members than were included in their programs. As of May 2014, the BSU secondary pre-service teacher pipeline is stronger with thirteen Science Education, fifteen History Education, thirteen Mathematics Education, and twenty-four English Education candidates.

To help continue to build the secondary education teacher pipeline, Dr. Julius Davis partnered with the PGCPs Teacher Academy of Maryland (TAM) and Child Development Pathway Academy (also known as Education Academy) to help support and develop their high school educator preparation program, and recruit high school students from the program into BSU secondary educator preparation programs. He served as the vice chair of the PGCPs Education Academy Advisory Board. Dr. Davis submitted a Memorandum of Understanding (MOU) to accept

TAM credits at BSU, and worked with PGCPs staff to bring TAM students on campus to visit the university and develop dispositions in prospective candidates related to giving back to the community and teaching in high poverty/culturally and linguistically diverse settings.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Educator and Intern Professional Development. BSU faculty, site coordinators, educators and interns have engaged in three levels of professional development: (1) MTC Meeting Professional Development Workshops; (2) PGCPs and Partnership School Site-Based Professional Development; and (3) BSU PDS Signature Programs. The BSU Secondary PDS Partnership considers all professional development opportunities being offered by MTC, PGCPs, BSU PDS Network, and each partner school site as contributing to our goal of providing educators and interns with professional development to meet the needs of diverse learners. Secondary partners also wanted to avoid duplication of professional development offerings.

As a part of the BSU partnership work, a professional development survey focused on supporting educators in meeting the needs of diverse learners was created and administered to secondary educators and interns. The results of the survey indicated that meeting the needs of African American students was a concern for a number of educators. The steering committee used the results to plan professional development activities for educators and interns, and the targeted professional development focused on MCCRS, differentiated instruction, engaging student

learners, mathematics, reading, special education, and other core academic subject areas.

Secondary mathematics educators and interns at the middle school level participated in a two-day professional development workshop focused on MCCRS, differentiated instruction, and engaging students in learning mathematics with Dr. Claudia Burgess of Salisbury University. Dr. Burgess conducted follow-up visits in classrooms each quarter and communicated on Edmodo, a Web-hosted collaborative learning environment, during the school year about teaching practices and student learning. Dr. Danyell Wilson, BSU science faculty member, worked with teacher coordinators and educators in the science department at School B to revise traditional labs to problem-based discovery labs.

Drs. Eva Garin, Jacqueline Sweeney, and Gibreel Kamara worked with the English Department at School B to assist students with reading, writing, assessments, and MCCRS. Drs. Garin and Sweeney focused on helping educators with content area literacy and reading across the curriculum. Jenise Williamson, BSU associate professor of English, conducted a creative writing workshop for secondary educators and students.

At the request of school principals, PGCPS provided all core subject area educators at both partner schools (and other schools throughout the county) with co-teaching professional development to enhance collaboration with their special educators and paraprofessionals. The principal of School A revised her school

layout and schedule to allow core educators and special educators to reside in the same classroom and have the same planning period to support co-teaching.

The BSU PDS Network uses inquiry groups, action research, learning walks, mentor teacher training, and professional meetings as approaches to dynamic professional development. Secondary educators and interns in the partnership are conducting inquiry groups around assessments, grading, teaching strategies, and MCCRS Mathematics and English topics using scholarly articles as the basis for their explorations. Mentors and interns are conducting learning walks in and out of their academic content area to reflect and improve on their practice.

Secondary interns conducted action research that was intended to impact student achievement by using technology, scaffolding, pre-writing strategies, reading comprehension strategies, and differentiated instruction. At the request of the principal of School B, BSU faculty, site coordinators, mentor educators, and interns developed an action research intervention project focused on helping students who were failing courses at the end of each academic quarter. The intervention used mentoring and academic supports to help improve students' academic performance and self-efficacy.

Finally, the BSU faculty organized the following professional development sessions specifically for teacher candidates:

- “Finding Our Voices” with Nikki Giovanni
- “Reflect—IN Professional Development” with PGCPS
- “Professional Ethics, Interviewing with a School, The Cultural Diverse Classroom” with Caroline County Public Schools

- “What Principals Look for in Teachers” with Terry Goldson
- “NASA—The STEM APPROACH for Pre-Service Teachers”
- “Championing the Individual Needs of All Students” with Stephen Peters
- “An Important Decision for Your Life” with Dr. Khalid Mumin, Superintendent, Caroline County Public School System

Strengthening Arts & Science Faculty Involvement in PDS. Efforts have been made to increase BSU College of Arts and Sciences faculty involvement in secondary PDS sites to help better prepare pre-service and in-service teachers to meet the needs of diverse learners in culturally and linguistically diverse schools. Project directors invited BSU College of Arts and Sciences faculty to BSU PDS Summer Strategic Planning meetings. Two professors in the English department created and facilitated a creative writing workshop for educators and students. Dr. Julius Davis collaborated with Jenise Williamson to conduct a presentation to BSU faculty across the university at the Faculty Development Institute to consider including BSU PDS sites in grants and programming. The presentation also encouraged faculty to consider teaching relevant courses at BSU PDS sites. The project directors have also hosted meetings for secondary methods faculty to become more involved in BSU secondary PDS sites. Dr. Davis met with core secondary teacher coordinators, instructional coaches, and principals at partner schools to discuss content area needs. These efforts have resulted in more BSU College of Arts and Sciences faculty members being involved with professional development and meetings with educators and interns.

Change Process

In 2012, BSU and its PDS partners successfully underwent joint State/NCATE reaccreditation, and, though the process, learned many things that could be used to improve the secondary TE program, field experiences, and clinical practice.

Reflecting on the reaccreditation process, university faculty decided to focus programmatic changes in the following areas:

- Recruiting secondary pre-service TE candidates into the COE to address the needs of diverse learners in culturally and linguistically diverse schools
- Including a middle school in the PDS Network to strengthen the secondary TE program, field experiences, and clinical practice
- Increasing BSU College of Arts and Sciences faculty involvement in PDSs to better prepare pre-service secondary educators
- Improving how the Network addresses the diversity and equity Maryland PDS standard

Activities implemented for the MTC subgrant addressed each of these priorities.

Due to the alignment of subgrant activities and recommendations of the reaccreditation visit, motivation to change has been high, and it is expected that the new initiatives will not only be continued, but also expanded.

Challenges

There are several challenges that have risen with implementing the initiatives proposed in this grant. The professional development survey that was administered revealed that over seventy percent of BSU interns were employed

elsewhere during the yearlong internship. These employment commitments often resulted in candidates missing important learning experiences at their schools. To help prepare interns to be culturally competent, interns were strongly encouraged and advised to get involved with sports and extracurricular activities to get to know students outside of the classroom. Interns were also required to participate in any professional development activity that their mentor teacher attended.

Another challenge came with bringing a new PDS partnership into the BSU PDS network. Blending new and existing PDS partners to create a joint secondary PDS partnership was a challenge due to differing levels of experience and expertise related to PDSs. Additionally, there are a number of new initiatives (e.g., Student Learning Objectives (SLOs), Framework for Teaching (FFT), MCCRS) being implemented in Maryland that have resulted in educators feeling overwhelmed. Many educators in partner schools are trying to figure out how to address these new initiatives and are unwilling to volunteer to participate in additional activities, including those related to this project. Finally, the BSU Secondary Education Coordinator resigned and, for a time, there was no one assuming responsibilities for that position. The position has now been filled, and the BSU partnership is looking forward to future collaboration.

Future Plans

There are a number of faculty members in the COE whose research focuses on African American male students and educators. These scholars have been

approached to develop a course on African American Males in Education to be offered during the 2014–2015 academic year. An African American male mentoring program will be connected to the course and eventually become an after-school, Saturday, and/or summer program where pre-service teachers further develop their pedagogical and classroom skills. The program will utilize existing, and propose novel, pedagogical and classroom strategies that are effective in meeting the needs of males.

During BSU Summer Strategic Planning, secondary PDS partners expressed an interest in implementing a secondary PDS methods course at the two partner schools to better prepare pre-service teachers. Hosting the methods courses on-site will help pre-service teachers meet the needs of diverse learners, implement new policy initiatives, and learn the schools' cultures, lesson planning expectations, and technology systems.

The steering committee plans to continue to administer the professional development survey to secondary educators and include elementary educators in the future. As a part of this effort, the committee would like to collect and analyze data about what professional development activities help educators meet the needs of diverse learners. The committee has also discussed implementing the professional development survey at the beginning of the year as opposed to the end of the school year. The committee believes that educators may welcome activities that represent a timely response to an expressed need.

Johns Hopkins University

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMS	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	K-8	2013	2013	91%	<1%	15%	0%	99%	0%	1%	0%
B	K-8	2011	2013	82%	14%	12%	0%	66%	19%	11%	3%

MTC Project Director: Dr. Mary Ellen Beaty-O’Ferrall

MTC Grant Author: Dr. Mary Ellen Beaty-O’Ferrall

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
English Learner Students	KS-UC; KS-BR; KS-C; KS-KR		T-IA
Student Instructional Needs	KS-BR; KS-C		T-IA; T-C
Classroom Management Strategies	KS-BI	US-CB	T-PE
Demonstrating Personal and Professional Growth		US-CB; US-RP	

Participating in Personalized Learning			T-IA; T-C
Observational Rounds	KS-C	US-RP	T-IA; T-PE; T-C

Context of IHE Program

The Johns Hopkins University is a private research institution, located in Baltimore, Maryland. Originally founded in 1909 as the College Courses for Teachers, the Johns Hopkins School of Education (JHU-SOE), established in 2007, is grounded in the Johns Hopkins tradition of research and innovation. JHU-SOE is a vibrant community of scholars dedicated to addressing the most challenging problems facing education, who approach their work with an entrepreneurial spirit and a fundamental desire to work in collaborative ways with school systems, traditional and non-traditional education stakeholders, and government agencies. JHU-SOE's innovative academic programs and research address the most pressing needs of preK–12 schools, especially in the most challenged urban schools. These needs include recruiting, preparing, and retaining a new generation of highly qualified teachers; building school leadership capacity in an era of heightened accountability; helping children with special needs to reach their full potential; developing research-based curricula focused on school improvement and enhanced student achievement; closing achievement gaps; and addressing social and emotional needs of children, youth, and families. JHU-SOE prepares its

candidates to be content experts, data-based decision makers, and reflective practitioners committed to embracing and promoting diversity.

JHU-SOE offers doctoral and master's level programs and certificates. Specific programs that prepare educators to serve in high poverty/linguistically and culturally diverse settings are as follows:

Baltimore Education Fellows. In 2013, as a result of a university-wide initiative to serve the city of Baltimore, the JHU-SOE initiated the Baltimore Education Fellows (BEF) program, and for the first time in its history, recruited undergraduates from the JHU Krieger School of Arts and Sciences Class of 2013 to become BEFs. These interns prepare to be teachers in the JHU-SOE operated school in the city of Baltimore, complete the 39-credit MAT program, and receive full tuition support and a \$20,000 living stipend. This commitment to JHU graduates and Baltimore City Public Schools aligns with the overall JHU vision set forth by current university president Ron Daniels (n.d.) in the publication "Ten x 2020: A Vision of Johns Hopkins University through the Year 2020." For the JHU-SOE, participation in the MTC provided an opportunity to pilot new models of educator preparation.

MAT Program. The 39-credit MAT Program attracts candidates who want to be prepared to teach in a program that integrates coursework with highly supported internship experiences. This program can be completed in a full- or part-time format. Candidates are placed in partnership schools for internship experiences in Howard and Anne Arundel Counties, and Baltimore City Public Schools. All

candidates must complete a supervised internship in a partnership school supported by a strong mentoring team that includes the Field Placement Office coordinator, on-site classroom teacher, on-site PDS coordinator, university supervisor, and university PDS coordinator. All team members contribute to the development of program policies and procedures, and participate in professional learning experiences in order to provide a rich learning experience for all teacher candidates.

Admission requirements for the MAT program have become more challenging in recent years and currently require an undergraduate GPA of 3.0 or above, content credit requirements aligned with professional organization standards, passing GRE scores, application and essay, individual interview, audition, and interview essay.

Graduate Certificate in Urban Education. In addition to the MAT program, JHU-SOE offers a certificate program in Urban Education. This 15-credit program assists the early-career certified teacher and other teaching professionals in understanding, valuing, and contributing to the rich diversity of schools and communities in urban and urbanizing settings in order to enhance learning outcomes for all students.

Context of School Partners

JHU-SOE has a long history of working in challenging schools with high racial, ethnic, and socioeconomic diversity in both urban and suburban settings. Since

1998, the SOE has partnered with organizations such as Teach For America and The New Teacher Project to deliver alternative certification programs to teachers working in Baltimore City Public Schools. Teacher candidates in these programs earn the Master of Arts in Educational Studies degree.

In 2010, JHU-SOE increased its partnership schools in Baltimore and began recruiting candidates for a Baltimore MAT program, in which candidates learned to teach in Baltimore City Public Schools exclusively. In Summer 2013, the MAT program became a member of the MTC and received funding to strengthen its PDS partnerships and to improve its efforts in preparing teachers for high poverty/culturally and linguistically diverse schools. As part of this initiative, a new PDS was established at School A, a K–8 school operated by JHU-SOE, which was partnered with the existing PDS at School B, a preK–8 school, to collaborate in PDS activities. Teacher candidates can reach School A using the free JHU shuttle transportation.

Teacher Candidate Selection. Selection of candidates for the program has become a collaborative endeavor as a result of MTC collaboration. The leadership team from School A participated in the selection process for the Year 2 BEFs. In this process, it was discovered that differences exist in selection criteria between the university and the school-based leaders.

Teacher Recruitment. The partnership engages in a series of recruitment events designed to recruit teacher candidates for permanent employment in schools with a high poverty/linguistically and culturally diverse population. The principal from

School A provided an interview workshop in early spring. Candidates answered sample questions and discussed professional plans during this workshop. This experience provided candidates with opportunities to solidify their reasons for wanting to teach in high poverty/culturally and linguistically diverse schools. In addition, both principals participated as guest speakers for the inaugural Baltimore City Public Schools Recruitment Meet and Greet. This event was the first of its kind in the school system's history and provided candidates who had completed internships in the city with a priority application process. This occurred as a result of school system personnel collaborating through the MTC project. In addition, all interns from School A and School B were invited to apply for employment at both schools. School B then invited all candidates to participate in the interview process. Three of the six chose to participate, and two of the six were selected for the final round of interviews and are currently being considered for employment.

Background of Educator Preparation Program Related to High

Poverty/Culturally and Linguistically Diverse Schools

Even prior to JHU's participation with the MTC, teacher preparation programs featured elements designed to prepare educators for service in high poverty/culturally and linguistically diverse settings. Examples of these previously existing elements are discussed below; each has been strengthened and continued through JHU's work with the MTC.

Teacher resiliency is a critical element in classroom success and teacher retention. In order to develop teacher resiliency, teacher candidates must have or develop significant adult relationships, a sense of personal responsibility, problem-solving skills, a sense of competence, expectations and goals, confidence, a sense of humor, and a sense of accomplishment. As part of the MAT orientation each year, teacher candidates spend their first day in the program learning about the importance of teacher resiliency and the ways educators can develop it. Candidates receive Personal Resiliency Packets that include a collection of items designed to increase resiliency. The topic of resiliency is revisited in seminar through discussions and written reflections.

All teacher candidates in the MAT program also take a two-credit course called Culturally Responsive Teaching. The course focuses on the development of dispositions related to diversity and equity. Teacher candidates are required to create a cultural self-portrait in which they explore their own cultural experiences, and these projects are shared in class and assessed by rubric.

In order to develop high levels of professionalism in teacher candidates, the MAT program has developed a system that operationalizes and assesses professionalism. The assessment is called the Professionalism and Performance Evaluation. Aligned with the InTASC Standards, it includes thirty-five performance items scored with a rubric using three levels of performance: Target, Proficient, and Emergent. Items include candidate knowledge, skills, and dispositions related to diversity, work ethic, collaboration, responsibility, commitment, and

community involvement. During internship experiences, candidates and their mentor teachers complete the Professionalism and Performance Evaluation each month as a method of feedback on the candidate's developing knowledge, skills, and dispositions on issues related to professionalism. These evaluations are used to guide written and oral discussions in seminar courses and contribute to final grades for internships.

Finally, all teacher candidates in the MAT program are required to take the Action Research Using Technology course. This course requires candidates to identify a problem related to school improvement goals and related to student achievement, conduct research of literature, gather baseline data, implement a strategy, review post-intervention data, determine results, determine next steps, and share as a rubric-scored portfolio artifact. This project emphasizes the importance of data-based decision making and provides a framework for candidates to become problem-solvers and leaders in their classrooms and school communities.

Implementation of New Initiatives for Educator Preparation for High Poverty/Culturally and Linguistically Diverse Schools

Knowing Students

English Learner Students. In response to the growing number of ELs, the MAT program revised an existing course to focus on methods of supporting student achievement for EL students. In the course, teacher candidates gain knowledge about teaching ELs through a variety of educational resources, including journal

articles and videos, and then apply new learning through an assignment that requires them to collaborate with the EL teacher at their school site to develop and deliver a lesson to an EL class. Teacher candidates then share their lessons and experiences with fellow teacher candidates in the course, and their presentations are scored with a rubric.

Student Instructional Needs. To extend the knowledge gained in the MAT course, Educational Alternatives, teacher candidates must attend IEP and Student Support Team (SST) meetings with mentor teachers during internships and provide input for development of student action plans with mentor teachers in IEP meetings and SST meetings. These kinds of experiences promote further collaboration between teacher candidates and special educators for classroom planning throughout the internship. These requirements are assessed through internship evaluation.

Classroom Management Strategies. Feedback from MAT program graduates and school partners prompted the university to develop a course focused specifically on classroom management. Course content focuses on knowledge, skills, and dispositions necessary for building a positive classroom environment in culturally and linguistically diverse/high poverty school settings. Teacher candidates apply these learnings to develop a classroom management plan scored with a rubric. During seminar courses throughout the program, teacher candidates are required to revise their original management plan based on internship experiences. Final classroom management plans are often included in candidate portfolios.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Demonstrating Personal and Professional Growth. MAT Teacher candidates are required to complete a culminating self-reflection about growth and commitment to education in high poverty/culturally and linguistically diverse schools as a rubric-scored portfolio artifact. Teacher candidates are encouraged to use their written educational philosophy, monthly reflections, and other reflective documents as resources for this culminating self-reflection.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Participating in Personalized Learning. Personalized learning is an approach to teaching and learning that combines face-to-face instruction with computer-assisted instruction to maximize learning outcomes for each learner. Personalized learning is one of the major initiatives for the JHU-SOE operated School A, and it is a priority for the teachers at School A and for the BEFs, who complete a full-year internship at the school. Personalized learning has become a part of the MAT curriculum in seminar courses that accompany internship experiences. For teacher candidates in School A, seminars were held on site, which provided opportunities for school-based leadership and in-service teachers to participate in the seminars. School B partners are invited to attend these sessions. The school-based Personalized Learning Coach met weekly with candidates to assist them in science unit development.

Personalized learning is currently being used at School A for mathematics, science, and reading instruction. The BEFs have taken on a leadership role in using personalized learning through the development of inquiry-based science units. In a unique co-teaching model, BEFs developed science units, shared them with mentor teachers and university faculty, and then delivered instruction to one group of students, while their mentor teachers delivered the same instruction simultaneously to another group of students. In essence, the roles of the mentor teacher and intern flipped completely regarding planning while both engaged in parallel simultaneous instruction. This model was employed from mid-February through mid-May of the 2013–2014 academic year.

Observational Rounds. Observational Rounds are a professional development experience in which teacher candidates from both schools come together to observe expert teachers in the partner schools. Two Observational Rounds were conducted in December 2013 and April 2014. Teacher candidates observed classrooms that featured highly effective teachers using strategies for innovative applications of technology to support personalized learning, project-based science learning, and innovations to improve school climate through a character education program initiative. After the observations, candidates, teachers, PDS site-based coordinators, and university coordinators participated in a debriefing session, with a focus on opportunities for personalized learning.

Essential to all of these initiatives has been the work of the site-based PDS coordinators, who have worked to support teacher candidates in weekly meetings,

attended monthly mentor meetings, and provided support for all program initiatives. These positions were made possible with MTC grant funds.

Change Process

The change process at JHU-SOE for improving educator preparation for high poverty/culturally and linguistically diverse schools is influenced by many factors. With new leadership that began in 2010, SOE has focused its efforts on developing a new Ph.D. program, a new online Ed.D. program, and a national online program for Teach For America candidates. The MAT program has experienced declining enrollments in the past three years.

Another factor that impacts the change process is the many standards with which the SOE aligns the MAT program. These standards include those established by national accreditation agencies like Council for the Accreditation of Educator Preparation (CAEP), professional organizations, and national and state standards. JHU-SOE is currently engaged in a CAEP self-study to prepare for the accreditation visit in May 2105. As part of this self-study, faculty work across departments to align program activities and assessments. For example, the Professionalism and Performance Evaluation evolved out of an institution-wide need to measure dispositions.

Change is also influenced by collaborations and partnerships with local school systems. For example, as a result of the partnership with School A and School B, JHU-SOE has instituted new ways to model effective teaching and reflection

through Observational Rounds, new collaborative approaches to select teacher candidates for high poverty/culturally and linguistically diverse schools, and more intensive internship experiences. Partnership representatives meet each semester to review and assess progress on MTC grant initiatives. These meetings include university and site-based PDS coordinators, site-based teachers and administrators, interns, mentors, and parents/community members.

One organizational structure that benefited from the change process was the fact that one individual served as supervisor for interns in both schools. This supervisor also taught the Methods course and the Curriculum, Instruction, and Assessment course, providing through both roles great continuity in the program.

Challenges

The exciting challenge in the work of preparing teachers for high poverty/culturally and linguistically diverse schools is the development of a new model of educator preparation. The leadership of the JHU School of Education has made the BEFs a priority by providing full funding and a living stipend to each of the five BEFs for a second year. The expectations that JHU has for the BEFs are extremely high. It is not enough that they mimic experienced teachers—they must innovate and lead, assume teaching responsibilities early, and become an integral part of their school community. BEFs are responsible for developing and teaching STEM and literacy content, using technology for data-driven decision making, and showcasing student achievement through community events, while working

under the direction of a mentor teacher to gradually assume full teaching responsibilities and become fully accountable for student performance.

The challenges lie in learning from new practices that push the limits of what is required of teacher candidates. As BEFs are held accountable at both the classroom and school levels, they must meet many of the same expectations as teachers of record. The leadership in the school comes to know these candidates well and will have strong opinions about hiring these candidates. The site-based university faculty member will develop a much more realistic view of what it takes to be successful in a high poverty/culturally and linguistically diverse school and will have opportunities to engage in these discussions on a regular basis with school-based personnel. The JHU-SOE challenge is to continue to experiment with this model, to refine it, and, with feedback from many stakeholders, to determine if it can and should be continued and replicated.

Future Plans

Future plans for the JHU-SOE and its MAT program designed to prepare teachers for high poverty/culturally and linguistically diverse schools include increased commitment to Baltimore City Public Schools. For the first time in SOE history, all courses and placement for elementary candidates will take place within the city of Baltimore. Previously, elementary candidates were also placed in neighboring suburban school systems. This may indicate the need to establish a new PDS site within the city. The partnership will be improved by an increase in the number of

teacher candidates in both schools. For the 2014–2015 academic year, plans to place at least five candidates in each school are in place.

Plans to develop teacher candidates in STEM areas are also underway. The MAT program will be frontloaded with science and mathematics methods courses so that teacher candidates can begin learning about STEM instruction from the start of the program. The BEFs will be expected to serve as STEM leaders at School A beginning in their fall internship, as opposed to the spring internship from Year 1.

Plans to cross-train candidates between the two PDS sites are also under discussion. With an increased number of candidates in School B for the upcoming year, there are many possibilities for collaborating across schools through more frequent Observational Rounds and shared professional development experiences and resources.

MAT faculty plan to reflect upon “lessons learned” from Year 1 of the BEFs’ experiences at School A to determine what changes might be made to the existing MAT program. In addition, knowledge gained through the MTC will be further developed and integrated into the MAT program, specifically, preparation on topics related to social-emotional learning and ELs. University faculty and school partners will evaluate the BEF program to determine how some of these changes can be integrated into the existing MAT program. This collaborative selection process will be adopted for the upcoming year and will be expanded to include other partner school leadership teams.

St. Mary's College of Maryland

Partners

School	Grade Levels Served	Date of Partnership	Date Joined MTC	FARMs	EL	SWD	Asian/Pacific Islander	African American	Hispanic	White	Two or more
A	preK-5	1998	2013	55.8%	2.6%	21.5%	4.7%	42.3%	10.8%	54.8%	n/a
B	preK-5	2013	2013	56%	1%	8%	5%	47.3%	8%	46%	n/a
C	6-8	1998	2013	44.7%	Less than 5%	9.9%	4.1%	29.9%	6.2%	54%	4.7%

MTC Project Director: Ms. Leslie Moore

MTC Grant Author: Dr. Lois Stover

Program Initiatives

Targeted Initiative	Focus on Components and Expectations		
	Knowing Students	Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity	Teaching in the Context of Poverty/Cultural and Linguistic Diversity
Book Study	KS-UC; KS-C; KS-BI	US-CB; US-RP	T-IA; T-PE; T-C
Culturally Relevant Pedagogy Addressing Social Justice	KS-C; KS-UC; KS-BR; KS-BI	US-CB; US-RP	T-IA; T-PE

Revising Intern Evaluation Forms	KS-C; KS-KR	US-CB	T-IA
Student Learning Outcomes (SLO) Model Professional Development	KS-C; KS-KR	US-RP	T-IA; T-C
Collaborative Resiliency Conversation and Professional Development Planning with MTC Partners	KS-BR; KS-C; KS-BI	US-CB	T-PE
Currere Initiative	KS-BR	US-CB; US-RP	T-IA; T-C
Developing Student Resilience	KS-BR; KS-C; KS-BI	US-CB	T-PE
STEM Unit Development	KS-C		T-IA
Teaching Universal Design for Learning	KS-C; KS-KR	US-RP	T-IA; T-C

Context of IHE Program

St. Mary's College of Maryland (SMCM) is the undergraduate public honors college in Maryland's public higher education system. Dealing with the tension between the terms *public* and *honors* has been a grounding force for the SMCM faculty, who take seriously the charges of providing an honors education to all students, and of serving the greater good by preparing highly qualified individuals with a strong liberal arts skills base to become leaders in their fields. In 1996, the faculty voted to support the creation of approved programs in educator preparation, believing

that one way to serve the public mission is to send individuals with strong content backgrounds into the public schools as educators. In 2006, the faculty voted, almost unanimously, to create the MAT as its lone graduate program, recognizing that the demands of the yearlong internship for pre-service teaching and need for rigorous teacher preparation course work could best be met in a concentrated, yearlong, cohort-based program for individuals who had already received an undergraduate degree. Both the college and the Department of Educational Studies are striving to attract more diverse students and faculty to SMCM's rural location. SMCM has the highest four-year graduation rate of any Maryland public institution of higher education.

Context of School Partners

School A. School A is located just outside the Patuxent River Naval Air Station and serves a diverse population of 436 preK–5 students. The school is a special education center and includes a Judy Center for early childhood education. School A's instructional resource teacher has been an adjunct at SMCM for five years, teaching both the language acquisition course for elementary interns and the early childhood methods class. This teacher additionally coordinates the placement of all field experience undergraduates in the six school sites in which candidates for the language acquisition course are placed, including School B, the second new partner school.

School B. School B, also serving grades preK–5, is located in Lexington Park, Maryland, primarily serving military families and areas surrounding the Patuxent River Naval Air Station. Student enrollment at School B is 648 and climbing. The School B principal is eager to extend partnerships with SMCM by building on the long history of undergraduate early field placements. A number of SMCM graduates are teaching in School B.

School C. Serving grades 6–8, School C is also located in Lexington Park, Maryland, and primarily serves military families and areas surrounding the Patuxent River Naval Air Station. The enrollment is 930 students. The middle school and SMCM have enjoyed a long partnership through the many field placements for undergraduates taking courses through the Educational Studies Department. SMCM candidates provide tutoring and general assistance in classrooms and after-school programs. In addition, SMCM places several interns from the MAT program with School C mentor teachers every year.

Background of Educator Preparation Program Related to High

Poverty/Culturally and Linguistically Diverse Schools

Teacher candidates entering the SMCM MAT program take several courses focused on the increasing linguistic, cultural, and academic diversity encountered by new teachers in public schools. These courses include an array of topics focused on social justice, ELs, educational psychology, special education, and language acquisition. For example, although it is not a teacher certification requirement in

Maryland, SMCM requires MAT candidates to have taken a course about best instructional practices for ELs. The program also requires an additional reading course focused on language acquisition for its secondary and preK–12 candidates, in addition to the two required reading courses for certification under MSDE guidelines. The Educational Studies faculty members model reflective practice as they lead candidates through readings by past and current researchers in the field and assignments that embed journaling and extensive field placement components. Coursework throughout the MAT stresses research-based practices such as UDL, culturally responsive pedagogy, and behavior support models. MAT interns also complete a Master’s Research Project (MRP) with planning stages in the summer and fall of their MAT year followed by completion of the projects, analysis of data, and presentation of findings during the winter and spring of the MAT year. The MRP is embedded in their internship, often directly related to one of their placements and the goals of the School Improvement Plan. Their research papers are then published in *Rising Tide*, the St. Mary’s Department of Educational Studies’ online publication.

The internship for the MAT candidates consists of two placements, termed the Buoy and the Anchor Placements. The Buoy Placement is the shorter experience of six weeks in length and currently offered at the start of school year, while the Anchor Placement is the longer experience, lasting from late November through March continuously in one school site that is different from the Buoy Placement site. For elementary candidates, the two placements are in different grade levels, usually one primary and one intermediate, while secondary candidates experience

both middle and high school placements. The preK–12 candidates for certification in Art Education and Music Education experience both elementary and middle/high school placements.

Through the summer of 2013, the yearlong MAT included a week-long experience supporting high poverty/culturally and linguistically diverse students from Prince George’s County who stayed at the college for a week under the Gear Up program. The Gear Up program was funded under a grant that has since ended; as of Summer 2014, the MAT program initiated a summer literacy enrichment camp for students from School B and School C in place of Gear Up. The focus of the camp curriculum is a literacy model that includes both fiction and nonfiction reading and cross-disciplinary links with the arts, humanities, and STEM. Instructional activities include both reading and writing tasks grounded in best practices that are based on research in the literacy field. The summer literacy program is not a one-time encounter, but rather an experience that will provide opportunities for interactions throughout the academic year between interns and the participating students. The aim is to follow initial campers and invite them back in coming years, along with new campers, to provide both academic support and mentoring for later college attendance. The literacy courses required within the MAT year will integrate the literacy camp into course requirements and include course readings and discussions, tutoring of campers, reflection on experiences, evaluation of outcomes, and follow-up visits during the school year.

Implementation of New Initiatives for Teacher Preparation for High Poverty/Culturally and Linguistically Diverse Schools

The SMCM Educational Studies Department and the St. Mary's County Public Schools (SMCPS) created a new PDS partnership at School B and implemented the following improvements for the continuing PDS sites as part of the engagement with MTC.

Knowing Students

Book Study. In response to persistent economic hardship among the families of students, the partnership created PDS site-based book groups on *Teaching with Poverty in Mind*, by Eric Jensen (2009), which included mentors, interns, and administration. Meetings were structured to discuss book concepts and plan professional development and implementation in PDSs. Written reflection by book study members included implementation ideas that interns could use in their classrooms.

Culturally Relevant Pedagogy Addressing Social Justice. SMCM focused MAT coursework on relevant pedagogy addressing social justice issues to support intern development in serving high-needs student populations in high poverty/culturally and linguistically diverse schools. This initiative strengthened the culture emphasizing social justice that permeates the MAT program at SMCM. Various course assessments and intern reflections were embedded in coursework and intern observation visits.

Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity

Revising Intern Evaluation Forms. The partnerships enabled SMCM to revise the intern evaluation instrument to correlate with the SMCPs evaluation process as well as with InTASC standards that stress understanding, and teaching to, students with diverse cultures and learning needs. SMCM's PDS Coordinator worked with PDS partners from SMCPs Central office, two school liaisons, and two mentor teachers. Stakeholders met with three groups (central office, liaisons, and mentor teachers) for in-depth discussions to gather different perspectives.

Student Learning Outcomes Model Professional Development. As a result of participating in MTC, the MAT faculty developed an assignment in which all interns participate in a modified version of the SLO initiative, which applies to Maryland teachers as part of the new evaluation process. Interns work with their mentors (who play the role that the principal plays in "real" SLO conferences) to develop outcomes and then assess their effectiveness in reaching those outcomes. The effectiveness of this new assignment is monitored through both the interns' effectiveness in meeting self-set objectives, and also through self-reflections guided by the SMCPs' SLO rubrics. The SLO assignment has been integrated into ongoing intern preparation and will continue in the future.

For the interns who are placed in Title I schools, mentors help them reflect specifically on how this SLO process can be used to help interns more effectively work in culturally and linguistically diverse/high poverty schools. Evidence indicating its effectiveness is not yet available; however, it is anticipated that the

findings will be instrumental not only in helping interns teach themselves to be more effective in high poverty/culturally and linguistically diverse schools, but also in giving them the confidence to seek jobs in those settings. SMCM anticipates that all interns will approach Maryland's new teacher evaluation protocols with confidence as a result of this activity.

Collaborative Resiliency Conversation and Professional Development Planning

with MTC Partners. SMCM created and shared a Web site with links to articles and pertinent TED talks that serve as a discussion base for professional development opportunities on increasing resiliency. The resulting discussions focused on developing ideas concerning professional development, and on creating a plan for specific professional development with faculty and candidates in the PDSs that prepare teachers for work in high poverty/culturally and linguistically diverse schools.

Currere Initiative. PDS partners used the currere process (regression, progression, analysis, and synthesis) to develop personal insights in terms of working with high poverty/culturally and linguistically diverse populations. *Currere* is the Latin verb form for *curriculum*, and the currere process is an autobiographical method developed by William F. Pinar (2004) that is designed to provide a fuller and deeper understanding of an educator's own educational practice in the present by exploring the past, imagining the future, and analyzing and synthesizing those discoveries. *Curriculum* as used here does not refer to the document that sets down instructional expectations—it represents how groups (teachers and students) act and interact as educational experiences are created

(Grundy, 1987). At SMCM's PDSs, this process included having mentor teachers complete the currere process assignment after interns had previously completed this assignment. Mentor and intern pairings shared their projects to develop mutual understanding and strengthen their relationship with the goal of better serving students. Assessment included written reflections from participants on the process itself. Use of the currere process will continue in the program.

Teaching in the Context of Poverty/Cultural and Linguistic Diversity

Developing Student Resilience. When partner schools met to discuss the strengths and challenges within each school community in October 2013, the need for information about helping to build student resiliency emerged. Participants discussed the area's troubled economy and accompanying factors as contributing to distractions leading away from academic success among their students. Stressors in their home environments were crossing over into the classrooms as students dealt with emotions that sometimes played out as school disciplinary issues. The teachers requested information about how to help their students cope in the face of challenges and remain persistent and focused on their academic progress. SMCM engaged MTC guest speaker Candace Logan-Washington to share her presentation entitled "Examining Resilience in Teaching and Learning" with SMCM stakeholders. Partnership participants included mentors, the entire SMCM intern cohort, and School C staff. The event was held in the School C media center. Assessment continued in follow-up site-based conversations and in the intern seminar at SMCM.

STEM Unit Development. SMCM refocused the teacher candidate course requirement for unit development to specifically address STEM unit creation and infused training with state STEM materials into coursework. SMCM worked with PDSs supporting STEM unit development through professional development that included mentors and interns, and by suggesting additional online resources to enrich STEM content instruction. These hands-on activities aim to engage students in high poverty/culturally and linguistically diverse schools more thoughtfully around STEM learning. Assessment will be done through school-level evaluations and through the use of rubrics developed by SMCM. This PDS initiative is the county model for achievement in STEM for high poverty/culturally and linguistically diverse students.

Teaching Universal Design for Learning. SMCM infused direct instruction of UDL into MAT courses, including Instructional Design and other methods courses. To accomplish this, the faculty collaborated to coordinate use of UDL to support interns' development in planning differentiated instruction. Assessment for these assignments will occur at both the midpoint and final evaluation of the MAT program, and will focus on planning and instruction, specifically on candidate ability to differentiate instruction for diverse learners in high poverty/culturally and linguistically diverse schools.

Change Process

The implementation of the initiatives required ongoing evaluation of the goals and processes planned at the outset of the new partnership, as well as the modification of plans based on input from stakeholders. Early in the partnership, it was necessary to address issues related to miscommunication and changes in personnel. As the Educational Studies Department's Chair/writer of the subgrant retired in June 2013, various responsibilities related to the subgrant were redistributed among department members. When the PDS steering committee members discussed the lack of summer meetings for preparation of the new partnership at School B, the PDS support structure was reshaped so that Schools A and C could better support School B in its first year of hosting interns from SMCM. Students from School B feed into School C, which makes its inclusion in the partnership both valuable and even essential in order to provide continuity for students' instruction as they move from the elementary to middle school setting.

The Educational Studies Department Chairperson and the Director of Teacher Education at SMCM supported and encouraged participants in book groups and professional development meetings, and modified courses based on MTC learnings. They wisely kept watch on the work climate in PDS sites and on campus, especially during the winter of 2013–2014 when severe weather caused an unusually high number of school closings and changed schedules.

Challenges

The three-school PDS partnership encountered initial startup challenges during the summer of 2013 when the first joint professional development planning could not move ahead due to scheduling conflicts. However, all three schools were committed to accepting interns from the MAT in August 2013. Both School A and School C have partnered consistently with SMCM to provide mentor teachers for interns; while School B has accepted field placement undergraduates for courses such as Child in America, Language Acquisition, and Educational Psychology, it has become the new partner for graduate-level interns.

The first official partnership meeting occurred in October 2013 at School B and included representatives of all three schools, SMCPs central office staff, and SMCM faculty. The meeting's theme was "RTTT Grant Needs Assessment: Preparing Reflective Teachers of Diverse Learning Communities through Enhanced PDS Partnerships." Participants received an overview of the grant. Mentor teachers from each school then brainstormed in the following areas:

- Concerns/questions about working with high poverty students
- Concerns/questions about working with interns
- Biggest school site assets for working with high poverty students
- Biggest school site assets for working with future teachers

Shared concerns that emerged during the meeting were family custody issues that become problematic for the schools and the increase in hunger and homelessness in the school communities as the result of the economic downturn in the county. The overarching concern that emerged as resulting from these factors is stress on both students and teachers in the three schools. As a result, the group decided that they would like to explore current brain research on the topics of resiliency and coping in both children and adults. The mentors also discussed the need to include their substitute teachers in professional development sessions to expand their knowledge of best practices in dealing with these identified issues.

The PDS steering committee used the needs assessment recommendations to create a professional development plan focused on workshops, book groups, and the SLO process. Workshops for mentors and interns as well as book groups for local school and SMCM faculty were two venues to address these needs. In addition, the SMCM faculty regularly monitored the implementation of initiatives embedded within courses for the MAT program.

Future Plans

The SMCM Educational Studies Department has a history of ongoing reflection and assessment regarding its MAT program. The department will continue to implement the initiatives under this subgrant with appropriate modifications to respond to the changing needs of interns, partner schools, and preK–12 students. In addition, SMCM will examine end-of-course surveys from candidates, exit

interviews with interns, and ongoing conversations between SMCM and SMCPs personnel to assess the initiatives currently in place. An ongoing goal is to attract a more diverse pool of candidates simultaneously with the local school system as it strives to recruit a more diverse workforce; this endeavor is supported by the college, which is also actively recruiting a more diverse student body through its DeSousa-Brent Program for first-generation college students. Working closely with MTC and supporting the faculty's research interests related to ELs, struggling readers, and high poverty/culturally and linguistically diverse populations will enable this program to remain current on best instructional practices for closing achievement gaps and improving schools.

Section 4

Resources

IN THIS SECTION:

- Suggested Books
- Suggested Journal Articles
- Suggested Web Sites
- References
- Glossary

Resources

Resources Key

Knowing Students (KS)

- **Understanding Culture (KS-UC)**
- **Building Relationships (KS-BR)**
- **The Child as a Learner (KS-C)**
- **Behavioral Intervention (KS-BI)**
- **Knowing the Resources (KS-KR)**

Understanding Self in the Context of Poverty/Cultural and Linguistic Diversity (US)

- **Core Beliefs (US-CB)**
- **Reflective Practice (US-RP)**

Teaching in the Context of Poverty/Cultural and Linguistic Diversity (T)

- **Instruction & Assessment (T-IA)**
- **Positive Classroom Environment (T-PE)**
- **Collaboration (T-C)**

Suggested Books

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press. **(KS-UC; US-CB)**
- Ariza, E. (2010). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student* (2nd ed.). Boston, MA: Allyn & Bacon. **(KS-UC)**
- Aune, B., Burt, B., & Gennaro, P. (2010). *Behavior solutions for the inclusive classroom: A handy reference guide that explains behaviors associated with Autism, Asperger's, ADHD, Sensory Processing Disorder, and other special needs*. Arlington, TX: Future Horizons. **(KS-BI; T-PE)**
- Banks, J. A., & Banks, C. M. (2009). *Multicultural education: Issues and perspectives* (7th ed.). New York, NY: Wiley. **(KS-UC)**
- Baker, C. (1996). *Foundations of bilingual education and bilingualism* (2nd ed.). Clevedon, UK: Multilingual Matters. **(KS-UC; T-IA)**
- Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis: Myths, fraud and the attack on America's public schools*. Reading, MA: Addison Wesley. **(US-CB)**
- Blackburn, B. R. (2012). *Rigor is not a four-letter word* (2nd ed.). New York, NY: Routledge. **(T-IA)**
- Brisk, M. (Ed.). (2008). *Language, culture and community in teacher education*. New York, NY: Lawrence Erlbaum Associates. **(US-CB)**
- Calhoun, E. F. (1999). *Teaching beginning reading and writing with the picture word inductive model*. Alexandria, VA: Association for Supervision and Curriculum Development. **(T-IA)**
- Cary, S. (2007). *Working with English language learners, second edition: Answers to teachers' top ten questions*. Portsmouth, NH: Heinemann. **(KS-C; T-IA)**
- Cowhey, M. (2006). *Black Ants and Buddhists*. Portland, ME: Stenhouse. **(KS-UC; KS-BR; T-IA)**
- Cohen, L. N., & Frydenberg, E. (1996). *Coping for capable kids: Strategies for parents, teachers, and students*. Melbourne, Australia: Hawker Brownlow. **(KS-C)**

- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters. **(KS-UC)**
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development. **(T-IA)**
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press. **(KS-UC; KS-BR)**
- Delpit, L. (2013). *Multiplication is for white people: Raising expectations for other people's children*. New York, NY: The New Press. **(KS; T-IA; T-PE; T-C; US-CB)**
- Dweck, C. S. (2007). *Mindset: The new psychology of success*. New York, NY: Ballantine Books. **(US-CB; KS-BR; T-PE)**
- Echevarria, J., Vogt, M., & Short, D. J. (2004). *Making content comprehensible for English learners: The SIOP model*. Upper Saddle River, NJ: Pearson. **(T-IA)**
- Epstein, J., Sanders, M., Sheldon, S., Simon, B., Salinas, K., Jansorn, N., ... Williams, K. (2009). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin. **(KS-C; T-C)**
- Florio-Ruane, S. (2001). *Teacher education and cultural imagination: Autobiography, conversation, and narrative*. Mahwah, NJ: Lawrence Erlbaum Associates. **(KS-UC; US-RP)**
- Fideler, E. F., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Boston, MA: Recruiting New Teachers. **(US-CB)**
- Fullan, M. (2010.) *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin. **(T-PE)**
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press. **(KS-UC; T-IA)**
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (Eds.). (2006). *Educating English language learners*. New York, NY: Cambridge University Press. **(KS-UC; T-IA)**
- Glasgow, N. A., McNary, S. J., & Hicks, C. D. (2006). *What successful teachers do in diverse classrooms*. Thousand Oaks, CA: Corwin. **(US-CB; US-RP)**
- Gorski, P. (2013). *Reading and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press. **(T-IA, KS-UC)**

- Gudwin, D. M., & Salazar-Wallace, M. D. (2009). *Mentoring and coaching: A lifeline for teachers in a multicultural setting*. Thousand Oaks, CA: Corwin. **(US-RP; T-IA)**
- Hadaway, N., Vardell, S., & Young, T. (2004). *What every teacher should know about English language learners*. Boston, MA: Allyn & Bacon. **(KS-UC; T-IA)**
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family school partnerships*. New York, NY: The New Press. **(KS-C; KS-KR)**
- Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, CA: Corwin. **(US-RP; KS-C)**
- Hill, J. D., & Flynn, K. M. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development. **(KS-UC; T-IA)**
- Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. New York, NY: Teachers College Press. **(US-RP; KS-C)**
- Irizarry, J. (2011). *The Latinization of U.S. schools: Successful teaching and learning in shifting cultural context*. Boulder, CO: Paradigm Publishers. **(KS-UC; KS-C; KS-BI; T-PE)**
- Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: Association for Supervision and Curriculum Development. **(KS-UC; KS-C)**
- Jenson, E. (2013). *Engaging students with poverty in mind: Practical strategies for raising achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. **(T-IA, US-SR)**
- Joyce, B., & Calhoun, E. (1998). *Learning to teach inductively*. Boston, MA: Allyn & Bacon. **(T-IA)**
- Klein, J. (2012). *The bully society: School shootings and the crisis of bullying in American's schools*. New York, NY: New York University Press. **(KS-BI)**
- Kozol, J. (1992). *Savage inequalities: Children in America's schools*. New York, NY: Harper Perennial. **(US-RP; KS-UC)**
- Kunjufu, J. (2009). *200+ educational strategies to teach children of color*. Sauk Village, IL: African American Images. **(T-IA)**
- Ladson-Billings, G. J. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco, CA: Jossey-Bass. **(KS-UC)**

- Landsman, J. (2009). *A white teacher talks about race*. Lanham, MD: Rowman & Littlefield. **(US-CB)**
- Landsman, J., & Lewis, C. W. (Eds.). (2011). *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism* (2nd ed.). Sterling, VA: Stylus Publishing. **(US-CB; KS-UC; T-PE)**
- Marzano, R. J., & Pickering, D. J. (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development. **(T-IA)**
- Medina, J. (2008). *Brain rules*. Seattle, WA: Pear Press. **(T-IA; T-PE; KS-BI)**
- Miramontes, O., Nadeau, A., & Commins, N. (1997). *Restructuring schools for linguistic diversity*. New York, NY: Teachers College Press. **(US-CB)**
- Moore, W. (2010). *The other Wes Moore*. New York, NY: Spiegel & Grau Trade. **(KS-UC)**
- Nieto, S. (1993). We speak in many tongues: Language diversity and multicultural education. In J. Tinajero & A. F. Ada (Eds.), *The power of two languages: Literacy and biliteracy for Spanish-speaking students* (pp. 37-48). New York, NY: Macmillan. **(KS-C)**
- Nieto, S. (2009). *The light in their eyes: Creating multicultural learning communities*. New York, NY: Teachers College Press. **(KS-BR; T-C)**
- Nieto, S. (2013). *Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms*. Portsmouth, NH: Heinemann. **(KS-UC, T-IA, T-PE)**
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- Paley, V. G. (2000). *White teacher*. Cambridge, MA: Harvard University Press. **(US-CB; US-RP)**
- Payne, R. K. (2005). *A framework for understanding poverty* (4th ed.). Highlands, TX: aha! Process, Inc. **(KS-UC; KS-C)**
- Portes, A., & Rumbaut, G. R. (2001). *Legacies: The story of the immigrant second generation*. Berkeley, CA: University of California Press/Russell Sage Foundation. **(KS-UC)**
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students*. New York City, NY: Guilford Press. **(T-IA)**

- Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass. **(KS-C)**
- Sanchez, H. (2008). *A brain-based approach to closing the achievement gap*. Bloomington, IN: Xlibris Corp. **(KS-BI)**
- Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA: Corwin Press. **(US-CB; US-RP; KS-UC)**
- Skutnabb-Kangas, T. (2000). *Linguistic genocide in education, or worldwide diversity and human rights?* Mahwah, NJ: Erlbaum. **(US-CB)**
- Slocumb, P. D., & Payne, R. K. (2011). *Removing the mask: How to identify and develop giftedness in students from poverty*. Highlands, TX: aha! Process, Inc. **(KS-C; T-IA)**
- Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.). Hoboken, NJ: Wiley. **(KS-UC; KS-C)**
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- Taylor, L. S., & Whittaker, C. R. (2009). *Bridging multiple worlds: Case studies of diverse educational communities*. Boston, MA: Pearson Education, Inc. **(US-CB)**
- Thompson, G. L. (2009). *The power of one: How you can help or harm African American students*. Thousand Oaks, CA: Corwin. **(KS-BR; KS-BI; US-CB)**
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- Tileston, D. W., & Darling, S. K. (2008). *Why culture counts: Teaching children of poverty*. Bloomington, IN: Solution Tree. **(KS-UC)**
- Tinajero, J. V., & Hurley, S. (2000). Exemplary schooling for intermediate and middle school students acquiring English. In K. D. Wood, & T. S. Dickinson, (Eds.), *Promoting literacy in grades 4–9: A handbook for teachers and administrators* (pp. 172–190). Boston, MA: Allyn & Bacon. **(T-IA)**
- Vorrath, H. H. & Brendtro, L.K., (1985). *Positive peer culture (2nd ed.)*. Piscataway, NJ: Aldine Transaction Publishers. **(KS-BI)**
- Weiner, L. (1993). *Preparing teachers for urban schools: Lessons from thirty years of reform*. New York, NY: Teachers College Press. **(US-CB)**

Xinsser, K., Weissberg, R., & Dusenbury, L. (2013). *Aligning preschool through high school social and emotional learning standards: A critical and doable next step*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. **(KS-C)**

Zweirs, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Portland, ME: Stenhouse Publishers. **(T-IA; T-PE)**

Suggested Journal Articles

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- Yoder, N. (2014). *Self-assessing social and emotional instruction and competencies: A tool for teachers*. Washington, DC: American Institutes for Research. Retrieved <http://www.gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf> **(US-RP)**

Suggested Videos

- Bertelsen, P., Wignot, J., Streeter, S., Gladsjo, A. (Producer/Directors), & Gates, H. L., Jr. (Writer). (2014). *The African Americans: Many Rivers to Cross* [Documentary series]. Arlington, VA: Public Broadcasting Service. **(KS-UC)**
- Brewster, J., & Stephenson, M. (Producer/Directors). (2014). *American promise* [Documentary series]. Arlington, VA: Public Broadcasting Service. **(KS-UC)**
- Bruckheimer, J., Simpson, D. (Producers), & Smith, J. N. (Director). (1995). *Dangerous minds* [Motion picture]. USA: Hollywood Pictures. **(US-CB; US-RP)**
- DeVito, D., Shamberg, M., Sher, S. (Producers), & LaGravenese, R. (Director). (2007). *Freedom writers* [Motion picture]. USA: Warner Bros. **(US-CB; US-RP)**
- Gale, D., Robbins, B., Tollin, M. (Producers), & Carter, T. (Director). (2005). *Coach Carter* [Motion picture]. USA: MTV Films. **(US-CB; US-RP)**
- Southern Poverty Law Center (Producer), Bullard, S., Carnes, J., Hofer, M., Polk, N.,

& Hernandez Sheets, R. (Writers). (2008). *Starting small: Teaching tolerance in preschool and the early grades* [Video]. Montgomery, AL: Producer. **(KS-BR; T-IA; T-PE)**

Twain, N. (Producer), & Avildsen, J. G. (Director). (1989). *Lean on me* [Motion picture]. USA: Warner Bros. **(US-CB; US-RP)**

Suggested Web Sites

Angela Lee Duckworth: The key to success? Grit.

www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

(KS-C)

Notes: In this TED talk, Duckworth discusses her concept of “grit” as an indicator of student success, as based on her experiences in an urban, public middle school.

Assessment, Evaluation, and Programming System for Infants and Children – Curriculum-Based Assessment Rating Rubric. (2005).

www.aepsinteractive.com/downloads/AEPS_CurriculumBasedRubric.pdf

(KS-BR; T-IA)

Notes: This rubric evaluation guide helps educators determine the quality of assessments used in the classroom, and suggests that the assessment process should follow family-centered principles and offer a continuum of options for families regarding participation, including involving families in all aspects of the decision making processes, and creating partnerships with families.

Baltimore County Public Schools – Secondary Assessment Tools. (2013).

www.bcps.org/offices/lis/models/tips/assess_sec.html **(T-IA)**

Notes: This site provides multiple assessment rubrics for brochures, newspaper articles, Web page design, multimedia presentations, posters, scrapbooks, and many other forms of authentic assessment.

Bridging Refugee Youth and Children’s Services – BRYCS. (2013). www.brycs.org

(KS-UC)

Notes: The BRYCS Web site, sponsored by the United States Conference of Catholic Bishops, advocates for the welfare of immigrant students and their families by providing resources that address the particular challenges facing these students with regard to health, social and emotional well-being, and school achievement, including the academic needs of ELs and the cultural competency of educators.

Center on Great Teachers and Leaders. (2014). www.gtlcenter.org/sel-school **(KS-**

BR; KS-C; T-PE)

Notes: This learning hub from the Center on Great Teachers and Leaders at the American Institutes for Research focuses on the Social-Emotional

Learning (SEL) School. The aim of the site is to connect social and emotional learning to effective teaching. It includes a self-assessment and tools for teachers, district leaders, and states.

Center on Great Teachers and Leaders (2014). www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms **(KS-BR, KS-C, T-PE)**

Notes: This link to a full professional development module, “Social and Emotional Learning in the Daily Life of Classrooms”, provides six hours of material on social and emotional learning, including a facilitator’s guide, agenda, slides, handouts, workbook, and assessment.

Collaborative for Academic Social and Emotional Learning – CASEL. (2013). www.casel.org **(KS-C)**

Notes: CASEL aims to integrate social and emotional learning into school-based learning as a fundamental aspect of preK–12 education. CASEL implements collaborative initiatives with schools and districts to increase social and emotional learning, advocates for policy change, and hosts a Web repository of research sources on social and emotional learning.

Colorín Colorado. (2011). www.colorincolorado.org **(KS-BR; T-IA)**

Notes: Colorín Colorado, hosted by WETA, is a bilingual Web resource for Spanish-speaking ELs, families, and educators that provides research-based best practices for teaching and learning English literacy in the form of information, advice, and instructional activities.

CrossCultural Developmental Education Services. (2013). www.crosscultured.com **(T-IA)**

Notes: This site features many classroom-ready activities based on culturally responsive strategies for K–12 students, and can be used in teacher education programs to prepare candidates to use culturally relevant teaching strategies in the classroom.

CultureGrams. (2010). www.culturegrams.com **(KS-UC; KS-KR)**

Notes: CultureGrams is a database of information on world cultures developed by the database information provider ProQuest in conjunction with Brigham Young University. CultureGrams seeks to provide an integrated, comprehensive understanding of individual cultures, rather than a collection of data and facts, and it serves as a tool to increase cultural competence for educators.

Education Place – Invitations to Literacy. (2000).

www.eduplace.com/rdg/res/index.html (KS-BR; KS-C)

Notes: Invitation to Literacy by the Houghton Mifflin Company promotes the idea that getting to know students as people and as learners helps teachers determine what and how to teach. By watching students interact with each other and talking to them about their interests, educators can begin to gather the information needed to build preliminary instructional plans for teaching literacy.

The Education Trust. (2009). www.edtrust.org/dc/about (T-IA; T-PE; T-C)

Notes: The Education Trust is an advocacy group with a mission to close achievement gaps between student groups through analyzing data, providing resources, collaborating with education stakeholders, and advocating for policy change. The Education Trust Web site provides data and resources addressing a wide range of factors that lead to student achievement in culturally, linguistically, and economically diverse schools.

George Lucas Educational Foundation [Social and Emotional Learning Section]. (2013). www.edutopia.org/social-emotional-learning (KS-C)

Notes: Edutopia, the Web publication of the George Lucas Educational Foundation, seeks to disseminate replicable research-based strategies to enhance teaching and learning. This Web site contains many resources on research-based best practices for teaching and learning in the social and emotional realms, in a variety of media for educators and families.

The IRIS Center. (2013). iris.peabody.vanderbilt.edu/ (US-CB)

Notes: The IRIS Center for training enhancement is free for educators and provides research about the education of students with disabilities. Materials provided are evidence-based and address topics such as behavior, RTI, learning strategies, and progress monitoring.

Lado International College. (2013). www.lado.edu/tefl/ (KS-KR; T-IA)

Notes: The Lado International College approach to teaching English as a foreign language appeals to different learning styles and takes into consideration the native language, culture, and education of the students.

Maryland State Department of Education – Bullying Prevention. (2003).

http://www.msde.maryland.gov/MSDE/divisions/studentschoolsvcs/student_services_alt/bullying/

Notes: The Bullying Prevention Division of MSDE's Web site hosts a variety of resources for educators and families designed to create a safe environment

for students, including presentations, Maryland State policy and laws, annual State reports on school safety, and the forms required to officially report bullying (in both English and Spanish).

Maryland State Department of Education – MD Bully Free. (2011).

<http://msde.state.md.us/bullying/index.html>

Notes: Developed for MSDE's 2nd Annual Conference on the Prevention of Bullying and Harassment, this Web site contains a range of presentations, articles, and Web sites on the topic of bullying prevention both for educators and families, including resources for discussing bullying and bullying prevention in the classroom. The Web site contents are available as a downloadable file for free distribution.

Migration Policy Institute. (2013). www.migrationpolicy.org **(KS-UC; KS-KR)**

Notes: The Migration Policy Institute is dedicated to the analysis of migration data and the development and evaluation of migration policy at multiple levels of government. Hosting a library of migration related data and research, this Web site provides many sources specific to issues surrounding immigrant children, including ELs.

National Association for Bilingual Education – NABE. (2013). www.nabe.org **(KS-UC; KS-KR)**

Notes: NABE's mission is to advocate for bilingual and English-learning students and their families, and to cultivate a multilingual, multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity. NABE is the only professional organization at the national level wholly devoted to representing both ELs and bilingual education profession through professional development, legislation, advocacy, and conferences. (Requires membership.)

National Clearing House for English Language Acquisition & Language Instruction Educational Programs. (2013). www.ncele.gwu.edu **(KS-KR)**

Notes: This site includes the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs and implement NCLB as it applies to ELs. Included in this site are resources on Title III accountability, state information systems, professional development, standards and assessments, and grants and funding.

National Foreign Language Resource Centers – LRC. (2013). nflrc.msu.edu **(KS-UC; T-IA)**

Notes: The LRC creates a national network of resources to promote the teaching and learning of foreign languages. LRC creates language learning and teaching materials, offers professional development opportunities for teachers and instructors, and conducts research on foreign language learning. LRC programs fall into various categories: research, training, and learning material; assessment; teacher development; less commonly taught languages; K–12 initiatives; and outreach and dissemination.

National K-12 Foreign Language Resource Center – NFLRC. (2010). wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu **(US-RP; KS-UC; T-IA)**

Notes: The Center for Applied Linguistics and the NFLRC have collaborated to improve student learning of foreign language in kindergarten through twelfth grade throughout the U.S. The NFLRC's research efforts include teacher action research, effective teaching strategies, performance assessments, and technologies. (This is an archived Web site not updated since 2010.)

Office of English Language Acquisition – OLEA. (2013). www2.ed.gov/about/offices/list/oela/index.html **(KS-KR)**

Notes: This site hosted by the U.S. Department of Education provides descriptive information about the services, special programs, initiatives, activities, and resources available to educators, parents, and students. OLEA manages programs and activities under Title III and Title V of Elementary Secondary Education Act (ESEA). The office identifies major issues affecting the education of ELs, assists and supports State and local systemic reform efforts that emphasize high academic standards, school accountability, professional development and parent involvement.

PD-360 – Professional Development on Demand. www.pd360.com **(US-CB; KA-KR)**

Notes: This is the largest on-demand, online professional development site for educators. Keywords/concepts are provided on popular educational topics. Videos and articles on professional development topics can be accessed.

Peace Corps. (2013). www.peacecorps.gov/learn/ **(KS-KR)**

Notes: Since 1961, Peace Corps volunteers have served in 76 countries in Africa, Asia, the Caribbean, Central and South America, Europe, the Pacific

Islands, and the Middle East. Peace Corps volunteers live, learn, and work with a community overseas for 27 months, providing technical assistance in six program areas: education, youth and community development, health, business and information and communications technology, agriculture, and environment. The Peace Corps mission is to promote world peace and friendship.

Phonemic Awareness Assessment Tools (K-1) – Educational Resources for Teachers from Los Angeles Unified School District Center for Applied Linguistics. (2013). www.cal.org **(T-IA)**

Notes: This Web site focuses on issues of language and bilingualism, and additionally includes research on student cultural diversity.

Primary Education Oasis – Oral Reading Fluency Benchmarks – DIBELS. (2009). www.primary-education-oasis.com/support-files/orfbenchmarks.pdf **(T-IA)**

Notes: This chart displays the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmarks by grade level that serve as the current fluency benchmarks for grades 1–12. The table shows the Correct Words Per Minute (CWPM) benchmarks and if a student is At Risk, Some Risk, or Low Risk for reading problems in the future.

Reading Rockets. (2013). www.readingrockets.org **(T-IA)**

Notes: Reading Rockets provides resources to address academic challenges for ELs and instructional examples to assist teachers in designing instruction that employs the strengths of linguistically diverse students.

Scholastic – Performance Assessment for Reading. (2013). teacher.scholastic.com/professional/assessment/readingassess.htm **(T-IA)**

Notes: This article by classroom teacher Adele Fiderer describes a strategy for reading performance assessment, applicable to literacy in any content area, that allows for diverse student responses to texts.

School Improvement in Maryland. (2013). www.mdk12.org **(T-IA)**

Notes: This is the Maryland School Improvement Site, which includes information pertaining to assessments, data analysis, and instruction.

The Sheltered Instruction Observation Protocol (SIOP) Model. (2012). www.siopinstitute.net **(T-IA)**

Notes: This Web site provides information and resources on the SIOP Model for instruction planning, a model which has been validated by research to

improve teaching and learning for all students, and to particularly improve content and language instruction for ELs.

Teaching Tolerance – Magazine Archives. (2013).

www.tolerance.org/magazine/archives **(KS-UC; T-PE)**

Notes: This free magazine for educators includes professional development, classroom activities, and teaching kits on various educational topics, including diversity and social justice.

Teaching Tolerance – The Teaching Diverse Students Initiative – TDSi. (2013).

www.tolerance.org/tdsi/ **(KS-UC; T-IA; T-PE)**

Notes: TDSi helps educators meet the challenge of teaching in high poverty/culturally and linguistically diverse schools with a collection of research-based tools and resources designed to improve the teaching of racially and ethnically diverse students.

World-Class Instructional Design and Assessment – WIDA. (2012). www.wida.us **(T-IA)**

Notes: WIDA aspires to build language development and academic achievement for ELs and linguistically diverse students. This Web site hosts resources on instruction, assessment, professional development, and research that aims to advance instruction for language learners while respecting student language diversity.

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Glossary

21st-Century learning – The body of knowledge and skills students need to develop in order to succeed academically and professionally in the 21st century, including technological fluency, creativity, global perspectives, critical thinking, problem solving, and collaboration.

Academic language – Academic language is the type (or register) of language used in formal educational settings, texts, assessments, and interactions. It is distinctly different in vocabulary and structure from the language used in informal settings, such as the home and community. Often, even fluent speakers of a language lack the knowledge and skills of academic language that are key to educational achievement.

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, and, finally, problem redefinition (Kemmis & McTaggart, 1988).

Active listening – Active listening is a communication technique that requires the listener to communicate what they hear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm what they have heard and moreover, to confirm the understanding of both parties.

Artifacts – Artifacts serve as tangible, concrete evidence that demonstrates or justifies attainment of one or more standards, program components, expectations, or indicators.

Behaviorism – Behaviorism is a psychological lens that focuses on the observable behavior of humans, rather than on the hidden mental processes of humans. For much of the 20th century, behaviorism was a foundation of educational theory and practice, responsible for both the “empty vessel” theory of student cognition and the use of operant conditioning for classroom management and student motivation. In today’s schools, behaviorist educational theory is often rejected in favor of constructivist theories of cognition.

Bias – Bias is an inclination of temperament or outlook to present or hold a partial perspective at the expense of (possibly equally valid) alternatives in reference to objects, people, or groups. Anything biased generally is one-sided and therefore

lacks a neutral point of view. Bias can come in many forms and is often considered to be synonymous with prejudice or bigotry.

Candidate – A candidate is a pre-service educator who is not yet serving as a teacher of record or principal.

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.

Conflict resolution – Conflict resolution is a process of steps engaged to negotiate, deescalate, and resolve problems through nonviolent manner often engaging peer mediation.

Constructivism – Constructivism (or cognitive constructivism) is a theory of cognitive development based on the idea that humans actively build new knowledge within themselves by comparing their prior knowledge with new experiences. Social constructivism applies this theory to group settings, emphasizing the role that interactions with others (and with cultural groups) has on cognitive development.

Co-teaching model – A co-teaching model is an instructional delivery approach in which two or more educators share responsibility for planning, delivery, and evaluation of instruction for a group of students. While co-teaching traditionally has been used to describe the relationship between general and special educators, it can also be used to describe the partnering of mentor/intern pair.

Critical race theory – Critical race theory is a critical perspective that explores the interrelationship of race and power within society, focusing on such topics as law, institutionalized racism, privilege/white privilege, and marginalization of people of color.

Cultural immersion experiences – Cultural immersion experiences are the purposeful immersion by one racial, cultural, and/or socioeconomic group into the surroundings, cultural trappings, and interactions of another cultural and/or socioeconomic group for the purpose of developing a deeper understanding of the alternative culture.

Culturally responsive pedagogy – An educator practicing culturally responsive pedagogy demonstrates and teaches awareness and sensitivity to the practices and attributes of particular cultures.

Cultural norms – Cultural norms are a set of guidelines generally accepted within a group (race, gender, national origin, religion, age, disability, marital status, family background, geographic, or economic status).

Culture – Culture is defined as the learned and shaped values, beliefs, and behaviors of a group of interacting people.

Currere process –The currere process is a self-study process designed to provide a fuller and deeper understanding of an educator’s own educational practice in the present by exploring the past, imagining the future, and analyzing and synthesizing those discoveries. Developed by William F. Pinar in 1975, the currere process follows four stages of reflection: regression, progression, analysis, and synthesis.

Differentiated instruction – Differentiated instruction is an instructional technique that includes various ways to teach content and assess learning in order to meet student needs and differences in readiness, interests, and learning styles.

Disposition – A disposition is a habitual inclination or tendency to understand a situation from a certain perspective. Dispositions for diversity and equity refer to a candidate's ability to show through speech, writing, and actions that he/she understands, appreciates, and welcomes the opportunity to work in diverse environments, whether it is with students, materials of instruction, or situations.

Diverse learners – Diverse learners include groups of students who differ in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, background and experience, religion, region, age, and/or sexual orientation.

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.

edTPA – edTPA (or Education Teacher Performance Assessment) is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

Educator preparation program – An educator preparation program is any program during which candidates receive the coursework and experiences necessary for initial certification for teaching or additional certification as an administrator or specialist.

Educator resilience – This term refers to the internal strengths and external strategies educators use to deal with threats to educator well-being.

English learners (ELs) – Sometimes referred to as Limited English Proficient (LEP) students, ELs are elementary or secondary students whose native language

is a language other than English and/or whose proficiency in the English language is not sufficient to allow achievement in English-language classrooms or State assessments, or to allow the opportunity to participate fully in society.

Equity – Unlike equality, which implies sameness, equity is a quality of fairness or justice, “even if that requires an unequal distribution of goods and services” (Valli et al., 1997).

FARMs – Free and Reduced-Price Meals (FARMs) status indicates eligibility for free or reduced lunches at school as defined by the National School Lunch Act. This program provides cash subsidies for free and reduced-price lunches to students based on family income and size. Eligibility is determined via an application process which parents complete and submit each year. Children from families at or below 130 percent of the poverty level are eligible for free meals. Children from families between 130 and 185 percent of the poverty level are eligible for reduced-price meals.

Frames of reference – Frames of reference refer to the overall context in which an interaction or situation is placed, view, or interpreted.

High poverty/culturally or linguistically diverse school population – This term refers to a school in the highest quartile of schools in the State with respect to poverty level and/or demographic population, using a measure of poverty and/or enrollment data disaggregated by race, SWD status, and EL status, as determined by the Maryland State Department of Education. This designation may include, for some local school systems, schools that are in the highest quartile of a particular local school system rather than those listed in the state designation. For the purposes of this grant, this does not mean schools that are necessarily low-performing schools.

Higher order questions – Higher order question are questions that require thinking and reflection (application, analysis, synthesis, and evaluation) rather than single-solution responses, and this term suggests the rigor and relevance of such questions.

IHE – The Institution of Higher Education is the two-, four-, or five-year college or university that offers educator preparation programs.

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

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

together to provide formative and summative assessment to the intern. The IHE supervisor might also be the PDS liaison.

Indicators – In this document, the indicators are examples of how the expectations might be met for each component. The indicators are in no way meant to be an exhaustive list of ways the expectations may be met. There may be other indicators that equally convey the achievement of or progress toward the expectations.

Institutional Performance Criteria – The *Institutional Performance Criteria Based on the Redesign of Teacher Education in Maryland* are the measures used in State program approval and joint State/national accreditation to determine adherence to state policy.

Inquiry – Inquiry is the process whereby PDS partners collaboratively examine and assess their practices and the achieved outcomes. 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.

InTASC – The Interstate Teacher 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 teachers.

Intern – An intern is a candidate in an educator preparation program who participates as part of a cohort in an extensive internship in a PDS.

Internship – In Maryland, an 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 in Maryland.

Learning community – A learning community is a face-to-face or online group consisting of program stakeholders in which members share accountability for supporting the distinct learning needs of one another and advancing the knowledge of the community.

Lifelong learning – Lifelong learning is the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also competitiveness and employability.

Maryland College and Career-Ready Standards (MCCRS) – Reflecting elements of the Common Core Standards, these rigorous education standards establish a set of shared goals and expectations for what students should understand and be able

to do in grades K–12 in order to be prepared for success in college and the workplace. The standards are research- and evidence-based.

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

Mindset – A mindset comprises the beliefs, values, and perceptions a person brings to the learning environment (Dweck, 2007).

Fixed mindset – Fixed mindset refers to the belief that basic abilities and talents are fixed traits that cannot be modified.

Growth mindset – A growth mindset reflects the understanding that talents and abilities can be developed through effort, effective teaching, and persistence.

MOU – A Memorandum of Understanding is a written communication that documents a partnership.

MSDE – This acronym refers to the Maryland State Department of Education.

Multiculturalism – Multiculturalism is an ideology based on the ideas that cultural diversity should be maintained within society, that all cultures should be respected as equal in value, and that cultural identity must not be sacrificed in order for a person to fully participate in society. Multiculturalism is opposed to the once-prevalent idea that students must assimilate to a dominant culture in order to derive the full benefits of education, making it a foundational belief of culturally responsive teaching.

Objectives – Objectives are the measurable steps towards the achievement of a goal.

Outcome – Outcomes refer to what students must know and be able to do at the end of a learning experience. Outcomes are frequently determined at the national and international levels, and must be met locally. Also called learning goals, performance objectives, standards, competencies, or capacities, outcomes require students to embrace new thinking, new strategies, new behavior, and new beliefs.

Parent – In this publication, parent refers to any caregiver who assumes responsibility for nurturing and caring for children. This includes a mother, father, stepparent, grandparent, aunt, uncle, other relative, foster parent, and legal guardian.

PDS – A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns as well as the continuous professional development of both school system and IHE faculty with intention to improve student performance through research-based teaching and learning.

PDS partners – PDS partners include the IHE, school faculty and staff, and all candidates participating in an extensive internship.

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.

Perseverance – In the context of this manual, perseverance is a student behavior that emphasizes determination and resolve for mastery of a learning goal. When confronted with challenge, the student persists, often with educator support.

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

Poverty – Poverty is determined by comparing a family’s monetary income to the income threshold set by the U.S. Census Bureau that corresponds to that family’s membership and composition (i.e. how many family members are included and what their ages are). Families whose monetary income falls below the income threshold for their family are considered to live in poverty. The same yearly income thresholds are used to determine poverty status in all U.S. states, meaning that families in geographical locations with a high cost of living may have a low socioeconomic status despite not being defined by the state as living in poverty.

Privilege/White privilege – Privilege is a concept of social inequality in which special advantages are received by a specific group of people and not received by other groups; accordingly, white privilege indicates the benefits of society that white people receive over other groups, purely due to their racial group membership. The concept of privilege includes the understanding that privileged individuals are often ignorant of their privilege, as to them the benefits of privilege are taken for granted as universal, emphasizing the need for educators to understand themselves in the context of socioeconomic, cultural, and linguistic group membership.

Program components – The Maryland Teaching Consortium has developed three essential program components for preparing educators for high poverty/culturally and linguistically diverse schools. These components include Knowing Students, Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity, and Teaching in the Context of Poverty/Cultural and Linguistic Diversity.

Redesign of Teacher Education in Maryland – 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 policy document for reform efforts in educator preparation throughout the state of Maryland. This document is generally referred to as “The Redesign.”

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

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

Service learning projects – Service learning projects are a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Simulation – The purpose of an educational simulation is to motivate the learner to engage in problem solving, hypothesis testing, experiential learning, schema construction, and development of mental models. To facilitate learning, educational simulations rely heavily on scaffolding, coaching, and feedback. An educational simulation is based on an internal model of a real-world system or phenomena in which some elements have been simplified or omitted in order to facilitate learning.

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.

Social justice – Social justice is the idea that all persons within a society should equitably receive the benefits of that society that enable them to reach their full potential as individuals. Social justice is a consideration of human rights, and speaks acutely against the disparity in access to educational resources and supports (including high quality educators, 21st-century learning and technology, and school-home-community partnerships) between different socioeconomic and cultural groups.

Stakeholders – Stakeholders include individuals from partner institutions including mentors, instructors, supervisors, principals, department chairs, teacher leaders, central office staff, IHE faculty and administrators, as well as current candidates. Stakeholders may also include recent program completers, community and business leaders, preK–12 students, parents, and representatives of related agencies.

Student achievement – 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 disabilities (SWD) – Students with disabilities include those who have been identified as eligible for special education and related services in compliance with regulations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Theoretical framework – A theoretical framework outlines the priorities of a partnership and guiding philosophy of a program, either in graphic or textual form.

Universal Design for Learning (UDL) – UDL is a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It is designed to reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners.

Whole child – The whole child approach to education enhances learning by addressing each student’s social, emotional, physical, and academic needs through the shared contributions of schools, families, communities, and policymakers. It is a move away from education policy that far too narrowly focuses on student standardized test scores as the key school accountability measure.

Work/life balance – Work/life balance is a concept focused on healthy prioritization of both work (career and ambition) and lifestyle (health, pleasure, leisure, family, and spiritual development/meditation).

