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NCATE 10 Design Principles Maryland Progress Spring 2011

Introduction

On May 17, 1995, the Maryland Higher Education Commission (MHEC), in conjunction with the Maryland State Department of Education (MSDE), released the *Teacher Education Task Force Report*, also known as the *Redesign of Teacher Education (Redesign)*, which responded to concerns from educational stakeholders and employers in Maryland that Maryland's children were not receiving the education necessary (especially in content areas) to make them either college or career ready. The *Redesign* was a blueprint for reform that resulted from two years of collaborative work by panels and work groups, composed of representatives of ALL educational stakeholders in Maryland. The document was adopted by MSDE as the reform template and policy document for teacher education and, in 2001, was streamlined by a group of institution of higher education (IHE) stakeholders, becoming *The Performance Indicators of the Redesign of Teacher Education (Performance Indicators)*. These *Performance Indicators* now serve as the policy document for multiple reporting areas, including NCATE, Federal Title II, and the state-required annual performance report from all IHE teacher preparation programs. At the heart of both documents is the requirement that all teacher candidates experience extensive clinical preparation in specially-designed professional development schools (PDS). To support this requirement and to completely implement the policies of the reform agenda, the MSDE has implemented a PDS Network, composed of representatives of all 24 local school systems and 23 IHEs (public and private) that prepare teachers in 413 sites. The Network is responsible for implementation of the statewide policies that emanated from the original collaboration among state educators, business persons, political representatives, MHEC and MSDE.

1. Student learning is the focus.

Current practice: First published in 2001, the Standards for Maryland Professional Development Schools (aligned to the NCATE PDS Standards) and accompanying Developmental Guidelines - <http://www.marylandpublicschools.org/NR/rdonlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/2930/ImplementationManualReprint2004.pdf> focus on PreK-12 student achievement across all standards (Learning Community, Collaboration, Accountability, Organization, Roles and Resources, and Diversity and Equity). The *Redesign* - <http://www.marylandpublicschools.org/NR/rdonlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/19746/InstitutionalPerformanceCriteria31109.pdf> requires all initial teacher preparation programs to prepare candidates who can address PreK-12 priorities including state

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standards for students (the Maryland Learning Outcomes which will become the Common Core Standards). Candidates must be able to identify assessment limits for the Maryland School Assessments in reading, language arts, mathematics and science [elementary and middle] and for the High School Assessments in Biology, English, Algebra and Social Studies. Candidate proficiency on these elements must be included in the unit assessment system.

Future Goals: Using the Maryland PDS Network, work with colleges and universities to ensure that teacher preparation programs will be modified to reflect the Common Core Standards. Collect and report data on IHE candidates and graduates and how their performance is linked to student growth.

2. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way.

Current practice: Maryland Professional Development Schools (which are the sites for the minimum 100-day internship across two consecutive semesters for all full-time teacher candidates) provide an authentic environment in which interns experience the full range of activities in a school. Teacher preparation programs also provide field experiences aligned with the *Redesign* elements prior to the 100-day internship. All teacher preparation programs are required to provide candidates with opportunities to work with diverse populations. Additionally, intern action research/inquiry projects related to the goals of School Improvement Plans are a required element of all initial teacher preparation programs. All teacher preparation programs are assessed using the Professional Development School Assessment Framework for Maryland - <http://www.marylandpublicschools.org/NR/rdonlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/14214/PDSAssessmentFrameworkRevisedAugust2007.pdf>.

Future goals: The PDS Network will continue to provide support for interns to share data-supported action research/inquiry results that measure student growth at local school system and statewide venues, such as the annual Maryland Professional Development School Network Conference.

3. A candidate's progress and the elements of a preparation program are continuously judged on the basis of data.

Current practice: Through the *Redesign* (1995), Maryland's teacher preparation programs have been required to include performance assessment for teacher candidates for more than 15 years. Candidate performance has been assessed using the INTASC Principles or the Maryland Essential Dimensions of Teaching as a basis for candidate portfolios. All teacher preparation programs in Maryland must undergo State program approval or joint State program approval/NCATE accreditation and must have a data assessment system in place that includes candidate progress and notes the ways in which those data inform changes in the programs. Increasingly, Maryland institutions have emphasized the importance of assessing the impact of candidates on student achievement. Since 2000, the annual Teacher Preparation Improvement Plan Report, completed by each IHE fielding teacher education programs and modeled on the elements of the local School Improvement Plan, has been the prime source of data regarding university and intern impact on student achievement in the PDS.

Future goals: Three universities [Towson University, Morgan State University and University of Maryland] are participating in the Teacher Performance Assessment Consortium (TPAC), piloting a common teacher candidate performance assessment that is focused on data-supported instruction to promote student learning. Lessons learned from the pilot project will be shared with the other 20 teacher preparation institutions with the expectation that they will use the model to adopt or adapt their assessment systems.

4. Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers.

Current practice: The *Redesign* requires all early childhood and elementary candidates to have a background in math and science (12 credits in each area). All secondary candidates are required to have a major in the content area in which they plan to teach. All middle school teachers (a new certification area in Maryland) are required to show mastery in two content areas following the requirements of the National Middle School Association Standards

Future Goals: Race to the Top (RTTT) funding is being used to support content expertise by developing an elementary STEM certification, and a secondary STEM UTeach Texas replication model. In addition, the Maryland Teaching Consortium will identify program components to prepare teachers to be more effective in high poverty/high minority schools. These projects will identify the specific content for STEM mastery as well as foster innovation to promote student growth for all children, especially in challenging environments.

5. Candidates learn in an interactive professional community.

Current practice: Interns in Maryland must spend 100 days in a professional learning community of practice. Maryland PDS require Memoranda of Understanding (MOUs) with participating school systems that delineate the expectations of both partners that the PDS will be more than a placement site for interns. Professional development, team planning between interns and teachers in the host school, data analysis, assessment construction, portfolio reviews and action research projects related to the host school's School Improvement Plan are all part of this rich and hands-on practice. University supervisors are present at the host school and provide support for interns and for career teachers. During the 2009-2010 school year, more than 2,700 Maryland PreK-12 teachers participated in professional development activities sponsored by IHEs through the collaborative efforts of the state's PDS partnerships.

Future goals: Continue to expand the reach of PDS across IHEs and local school systems.

6. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector.

Current practice: Clinical educators include both full-time college/university faculty and clinical faculty who work with interns. Pre-service mentor teachers receive training for their roles in working with interns and local school faculty in PDS. Pre-service mentors must be tenured and hold a certificate in the area in which they are supervising interns. The Maryland PDS model is

not just about interns, but rather about professional development for the PDS community, which includes university faculty, as well.

Future goals: Expand the use of and training for the co-teaching model currently being used by many teacher preparation programs. Include knowledge and understanding of PDS in principal preparation programs.

7. Specific sites are designated and funded to support embedded clinical preparation.

Current practice: The site specific 100-day experience provides an embedded professional development environment in which the intern is assimilated into the school culture. Sites are chosen carefully by the local school system in tandem with the institution of higher education. New PDS sites are added when the school community indicates the intention to host interns and to engage in the full range of opportunities for professional development and growth for inservice teachers. This job-embedded practicum was required by the Maryland State Department of Education in the *Redesign*. Currently there are 413 PDS sites in all 24 local school systems, with 112 of those PDS in high poverty/high needs schools. There were 2,278 interns in PDS in 2009-2010 and over 2,700 PreK-12 teachers participated in higher education sponsored professional development.

Future goals: Increase the number of PDSs in high-poverty/high-minority schools

8. Technology applications foster high-impact preparation.

Current practice: The Maryland State Department of Education mandated use of the Maryland Teacher Technology Standards http://www.mttsonline.org/standards/MDTchrTech_StdMITS.pdf in 2000. These standards published on the MSDE website <http://www.mttsonline.org> are embedded in educator preparation programs and measured through the joint State program approval/NCATE accreditation and State program approval process. These standards were developed and field-tested by groups of IHE and school system educators in Maryland, using a PT3 Federal grant. Standards development was followed by stakeholders' development of demonstration lessons that were made available to all IHEs and school systems both electronically and on CD.

Future goals: Focus on the integration of the technology standards to support student learning. Maryland goals include support for student learning, educator proficiency, and equitable access.

9. A powerful R&D agenda and systemic gathering and use of data support continuous improvement in teacher preparation.

Current practice: All 24 approved teacher preparation programs in Maryland must submit annually to MSDE a Teacher Preparation Improvement Plan [TPIP] Report that documents the progress of their PDSs. These data are used by the institutions for program improvement, and for various reports required by MSDE to provide information for outside stakeholder groups. Towson University and Prince George's County Public Schools have implemented retention studies.

Future goals: Use the RTTT-funded longitudinal data system [LDS] which will be developed to allow the state to track the progress of candidates from teacher preparation programs to their evaluations as teachers if they are hired in Maryland Schools.

10. Strategic partnerships are imperative for powerful clinical preparation.

Current practice: The Maryland Professional Development Network is a dynamic collaboration among the Maryland State Department of Education, 24 Maryland Approved Programs [Higher Education] and 24 local school systems. This group meets regularly to share best practices, improve the delivery model and assess effectiveness. This Network fosters cross-fertilization among IHEs and school systems. MOUs are developed between school systems and partner IHEs, which are periodically reviewed and renewed. Each LSS has a designated central office contact person who coordinates PDS.

Future goals: Increase the participation of teacher unions in encouraging their members to be a part of the cadre of pre-service mentor teachers in local schools. Improve family awareness of the benefits of PDS for a school community and a vehicle to support and foster student learning.