

Blueprint for Maryland's Future: Teacher Collaborative Grant Program

ED § 6-123(g)
MSAR #14505

Division of Educator Certification and
Program Approval

December 2023

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

Interim State Superintendent of Schools

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford

President, Maryland State Board of Education

Joshua Michael, Ph.D. (Vice President)

Shawn D. Bartley, Esq.

Chuen-Chin Bianca Chang

Susan J. Getty, Ed.D.

Monica Goldson, Ed.D.

Nick Greer

Irma E. Johnson, Ph.D.

Joan Mele-McCarthy, D.A.

Rachel L. McCusker

Samir Paul, Esq.

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

Table of Contents

Introduction.....	3
Existing Grantees	4
Fiscal Year 2023 Applications	9

Introduction

The Maryland State General Assembly through *The Blueprint for Maryland's Future* has elevated the need to improve teacher education. The objective is to prepare teachers for higher teacher standards and integrate teacher induction, professional development, and advancement to meet the goals of the January 2019 Interim Report of the Commission on Innovation and Excellence in Education. The purpose of the Teacher Collaborative Grant program is to:

- provide funds for Collaboratives to develop state-of-the-art professional education for prospective and current teachers that reflects international and national best practices; and
- award grants to multiple Collaboratives in various regions of the State that will develop model professional development programs that can be replicated in local education agencies throughout the State.

The Teacher Collaborative Grant Program Report is submitted in accordance with the requirements of Md. Code, Education Article §6-123, requiring a report to the Governor and General Assembly by December 1st of each year, to include:

- the number of grant applications received under the program;
- the number of grants awarded under the program; and
- the current status of each grantee and the grantee's activities funded under the program.

Existing Grantees

Five Collaboratives received grant awards to implement a three-year program in fiscal years 2020 through 2022. Due to COVID-related delays and challenges, the three grantees that were awarded funds in fiscal year 2020 requested (and were approved for) a 12-month no-cost extension. Below is the following information: composition of each Collaborative; a summary of each program; the current status of each grantee; and the status of each grantee's activities funded under the program.

TEACHER COLLABORATIVE:

Morgan State University

Baltimore City Public School System (City Schools)

Baltimore Teachers Union

PROJECT SUMMARY:

Project UPLIFT (Urban Partnership for Literacy Instruction for Teachers) seeks to transform literacy instruction for grades 3-8 in selected schools. Project partners will enhance teacher and teacher candidate proficiency to improve foundational reading skills through targeted small-group instruction and culturally responsive teaching. Interventions include the Orton-Gillingham approach to reading instruction, culturally responsive practices, and integration of in-class Tier 2 reading interventions with the City Schools language arts curriculum. Project outcomes include increased student reading achievement, improved teaching practice, and increased alignment between Morgan State University's elementary teacher preparation program and City Schools induction and mentoring program.

CURRENT STATUS:

Completed all programs on June 30, 2023.

ACTIVITIES FUNDED:

The 21st Century Practicum and Professional Development focused on culturally responsive teaching and developing teachers' skills in implementing reading interventions using Orton-Gillingham.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: Completed

Professional Development Program: Completed

TEACHER COLLABORATIVE:

Bowie State University

Howard County Public School System

Howard County Education Association

PROJECT SUMMARY:

Through a partnership between Howard County Public School System (HCPSS) and Bowie State University (BSU), the PP-CRT (Paraeducators Pathways to Culturally Responsive Teaching) program is implementing a new 21st-Century Practicum that enables a cohort of current HCPSS paraeducators to achieve teacher certification by the end of year three. In addition, culturally responsive teaching practices will be embedded in the program for the cohort and stakeholder groups. Intended for duplication in other districts and nationwide, the project supports a new and diverse pool of teachers through the completion of upper-level credits and full-year classroom experience for paraeducators who are already currently employed with the district. This project amplifies HCPSS' Strategic Call to Action, institutionalizes collaborative approaches in teacher preparation partnership, and coordinates with State guidance for a performance-based career ladder.

CURRENT STATUS:

Completed all programs on June 30, 2023.

ACTIVITIES FUNDED

The 21st Century Practicum and Professional Development focused on culturally responsive teaching.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: Completed

Professional Development Program: Completed

TEACHER COLLABORATIVE:

University of Maryland

Prince George's County Public Schools

Prince George's County Education Association

Montgomery County Public Schools

Montgomery County Education Association

PROJECT SUMMARY:

Throughout this project, the collaborators will partner to reimagine Professional Development Schools to serve as hubs of learning for experienced teachers and teacher candidates. To achieve this goal, collaborators offer innovative, site-based Professional Development for teachers and teacher candidates, tailored support for mentor teacher candidates, and a practicum that brings teacher preparation into the 21st Century Practicum. Ultimately, this project blurs institutional lines, capitalizes on the unique expertise of Prince George's County Public Schools, Montgomery County Public Schools, and the University of Maryland, and demonstrates how collaboration is the future of education.

CURRENT STATUS:

Completed the 21st Century Practicum on June 30, 2023. The Professional Development Program is approved to continue through June 2024.

ACTIVITIES FUNDED:

The 21st Century Practicum and Professional Development focused on culturally responsive and sustaining pedagogy, subject-specific content, and the effective uses of research and technology.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: Completed

Professional Development Program: In Progress

TEACHER COLLABORATIVE:

Towson University

Howard County Public School System

Howard County Education Association

PROJECT SUMMARY:

Towson University, Howard County Public Schools, and the Howard County Education Association come together to form the Leadership and Educator Advancement Project (LEAP), which will work together to create and refine a replicable model of teacher education. The LEAP project will design and implement a 21st-Century Practicum implemented through pipeline and residency models, a specialized certification program that prepares teachers to become Nationally Board Certified through a fellowship, and enhanced opportunities for current educators to move up the career ladder.

CURRENT STATUS:

Approved to continue.

ACTIVITIES FUNDED:

The 21st Century Practicum and Professional Development focused on best practices for educators in culturally responsive pedagogy and teaching diverse students and communication with diverse student families. Additional topics of focus are effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches, and recognition of student mental health disorders.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Progress

Professional Development Program: In Progress

TEACHER COLLABORATIVE:

McDaniel College

Carroll County Public School System

Carroll County Education Association

PROJECT SUMMARY:

Lead Teacher Academy Collaborative (LTAC) will create pathways into the profession through a redesign of the teacher practicum, develop a Professional Development program encompassing multiple focus areas for teachers, invest in increasing and diversifying the number of teachers earning National Board Certification (NBC) to advance up the Career Ladder and build a Peer Assistance and Review (PAR) Program that mentors and inducts new and struggling teachers. The centerpiece of the LTAC is the Lead Teacher Academy, which unifies all three grant components with the objective of upgrading and investing in the teacher pipeline. This three-year collaborative project will directly prepare 32 teacher candidates in two cohorts through the 21st Century Practicum, 80 teachers enrolled in the Lead Teacher Academy for NBC with 50 completing the process, 270 participants in meaningful Professional Development across Carroll County Public Schools, and 60 participants mentored through the PAR program.

CURRENT STATUS:

Approved to continue.

ACTIVITIES FUNDED:

The 21st Century Practicum, a Peer and Assistance Review program, and Professional Development focused on the evaluation and effective use of research, data, and high-quality instructional materials, including digital resources and technology, to improve student performance.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development

Professional Development Program: In Progress

Peer Assistance and Review Program: In Progress

Fiscal Year 2023 Applications

MSDE received six grant applications during fiscal year 2023, three of which were approved for funding. In accordance with reporting requirements, MSDE is providing a summary of each grant application received, including the number of grants awarded under the program, the current status of each grantee, and the grantee's activities funded under the program.

TEACHER COLLABORATIVE:

Bowie State University

Kent County Public School System

Kent County Education Association

PROJECT SUMMARY:

Bowie State University, Kent County Public School System, and Kent County Education Association will create leadership opportunities for educators to obtain their National Board Certification and then be appointed as Lead or Distinguished teachers to provide mentoring and coaching to teachers in the 21st Century Practicum. In addition, selected topics focusing on culturally responsive teaching will be provided for existing teachers. This three-year collaborative project will directly prepare 20 teacher candidates through the 21st Century Practicum leading to certification. All Kent County teachers will be exposed to culturally responsive teaching and opportunities to advance up the Career Ladder for Educators.

CURRENT STATUS:

Approved for funding in the amount of \$1,405,805.80.

ACTIVITIES FUNDED:

The 21st Century Practicum and Professional Development program focused on culturally responsive pedagogy. This grant program will provide quality support through the induction and mentoring of educators and assist teachers in advancing up a career ladder.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development

Professional Development Program: In Development

TEACHER COLLABORATIVE:

Anne Arundel County Public Schools

Teacher Association of Anne Arundel County

Towson University

PROJECT SUMMARY:

Towson University, Anne County Public Schools (ACPS), and the Teacher Association of Anne Arundel County (TAAAC) come together to form the Leadership for Inservice and Future Teachers (LIFT), which will work together to create and refine a replicable model of teacher education. The LIFT project is the second iteration of a currently approved Teacher Collaborative Grant program, Leadership and Educator Advancement Project (LEAP), and will design and implement a 21st Century Practicum implemented through pipeline and residency models, a specialized certification program that prepares teachers to become Nationally Board Certified through a fellowship, and enhanced opportunities for current educators to move up a career ladder.

CURRENT STATUS:

Approved for funding in the amount of \$1,563,801.

ACTIVITIES FUNDED:

The 21st Century Practicum and Professional Development focused on best practices for educators in culturally responsive pedagogy and teaching diverse students and communication with diverse student families. Additional topics of focus are effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches, and recognition of student mental health disorders.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development

Professional Development Program: In Development

TEACHER COLLABORATIVE:

Montgomery County Public Schools

Montgomery County Education Association

Johns Hopkins University

PROJECT SUMMARY:

Johns Hopkins University (JHU), Montgomery County Public Schools (MCPS), and Montgomery County Education Association (MCEA) are collaborating to design and implement all three grant components to retain high-quality special education teachers in MCPS to enact evidence-based, culturally responsive pedagogical practices increasing equitable access to quality learning for students with disabilities. The 21st Century Practicum will support 15 teacher candidates on a pathway to special education in grades 1-8 or 6-12. New and struggling teachers who received a "Below Standard" rating in a formal evaluation will receive a yearlong consulting teacher per the MCPS teacher-level Professional Growth System. All programs will utilize the high levels of knowledge and skills pertaining to evidence-based, culturally responsive pedagogical practices.

CURRENT STATUS:

Approved for funding in the amount of \$1,377,326.

ACTIVITIES FUNDED:

The 21st Century Practicum, a Professional Development program with two pathways providing instruction on the following three key focus areas: (a) culturally responsive pedagogy, content knowledge, and best practices teaching diverse students; (b) high-quality instructional materials; and (c) effective tools and strategies to meet the needs of students with disabilities. Additionally, the Collaborative will implement a Peer Assistance Review program with mentoring support for preservice and current special education teachers for both inclusive and special education settings.

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development

Professional Development Program: In Development

Peer Assistance and Review Program: In Development

TEACHER COLLABORATIVE:

The University of Maryland

Howard County Public Schools

Howard County Education Association

PROJECT SUMMARY:

In this project, the University of Maryland (UMD) partnered with Howard County Public Schools (HCPS) and the Howard County Education Association (HCEA) to co-create and implement a paid 21st Century Classroom Residency to address teacher shortages. The Professional Development program was developed to address the literacy needs of multilingual learners by incorporating instruction aligned to the science of reading and a tiered model for coaching educators. Enhanced literacy instruction to support multilingual learners would be provided to the teaching interns, mentors, and 20 HCPS teachers through job-embedded professional development and training.

CURRENT STATUS:

Denied funding request in the amount of \$1,507,292.86.

REASONS FOR DENIAL:

The 21st-Century Practicum did not clearly constitute a full school year as required by law. The role of the Howard County Education Association was not evident in the development and implementation of the programs.

ACTIVITIES FUNDED:

N/A

STATUS OF ACTIVITIES FUNDED:

N/A

TEACHER COLLABORATIVE:

Dorchester County Public Schools

Wicomico County Public Schools

Worcester County Public Schools

University of Maryland Eastern Shore

PROJECT SUMMARY:

The Men of Color program was designed with a focus on recruiting, preparing, and retaining culturally and linguistically diverse teachers. The program has three main focus areas: 1) a paid year-long 21st-century practicum to support 10 preservice teachers of color; 2) a mentoring and induction program for new and struggling teachers; and 3) professional development with a focus on social-emotional learning, culturally and linguistically sustaining pedagogy, and diversity, equity, and inclusion.

CURRENT STATUS:

Denied funding request in the amount of \$1,657,800.

REASONS FOR DENIAL:

The proposal did not include a signed partnership agreement among at least one county board, one teacher preparation program, and one exclusive employee representative, as required by law. Collaboration among partners was not evident throughout the proposal nor did it include an explanation as to how a career ladder for educators would be developed as described in Education Articles § 6-1001 through § 6-1007.

ACTIVITIES FUNDED:

N/A

STATUS OF ACTIVITIES FUNDED:

N/A

TEACHER COLLABORATIVE:

Howard County Public Schools

Howard County Education Association

Towson University

PROJECT SUMMARY:

Through a partnership between Howard County Public School System (HCPSS) and Towson University (TU), the PP-CRT (Paraeducators Pathways to Culturally Responsive Teaching) program proposes a second iteration of a 21st-Century Practicum established in a previous collaboration with Bowie State University. The practicum enables a cohort of current HCPSS paraeducators to achieve teacher certification by the end of the grant period. In addition, culturally responsive teaching practices will be embedded in a Professional Development program designed for the same cohort and additional stakeholders. Intended for duplication in other districts and nationwide, the project supports a new and diverse pool of teachers through the completion of upper-level credits and full-year classroom experience for paraeducators who are already currently employed with the district.

CURRENT STATUS:

Denied funding request in the amount of \$1,063,735.21.

REASONS FOR DENIAL:

The goals, outcomes, and milestones presented were not measurable and the evaluation tools identified did not sufficiently align data-driven metrics to goals nor did they specify how success and failures would be measured. It was unclear how partner schools would be identified and how the program would ensure that practicum completers had access to diverse classroom settings.

ACTIVITIES FUNDED:

N/A

STATUS OF ACTIVITIES FUNDED:

N/A