

Blueprint for Maryland's Future:

High Quality and Diverse Teachers and Leaders - Teacher Collaborative Grant Program

**Division of Educator Certification and
Program Approval**

December 2022 General Assembly Report

MARYLAND STATE DEPARTMENT OF EDUCATION

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Introduction

The Maryland State General Assembly finds and declares that *The Blueprint for Maryland's Future* is necessary to improve teacher education 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 Maryland 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.

Current Grantees

The MSDE is currently monitoring five Collaboratives that were awarded funds to implement a three-year program. Due to COVID-related delays and challenges, the three grantees that were awarded funds in Fiscal Year 20 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
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:

Approved to continue

ACTIVITIES FUNDED:

21st Century Practicum and Professional Development focused on culturally responsive teaching and developing teacher skills in implementing a reading intervention

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Progress
Professional Development program: In Progress

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 3. 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:

Approved to continue

ACTIVITIES FUNDED

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

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development
Professional Development program: In Progress

TEACHER COLLABORATIVE:

University of Maryland Baltimore County
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. Ultimately, this project blurs institutional lines, capitalizes on the unique expertise of PGCPs, MCPS, and the University of Maryland, and demonstrates how collaboration is the future of education.

CURRENT STATUS:

Approved to continue

ACTIVITIES FUNDED:

21st Century Practicum and Professional Development focused on culturally responsive pedagogy, best practices with diverse students, effective use of instructional materials include technology and other pertinent topics aligned with the grant program

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development
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:

21st Century Practicum and Professional Development focused on best practices for educators, enhanced opportunities for teacher leaders and additional topics aligned with the grant program

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development
Professional Development program: In Development

New Applications

As a result of HB1300 (2020) *Blueprint for Maryland's Future* extending the funding for the Teacher Collaborative Grant program through fiscal year 2024, the MSDE issued a Notice of Funding Availability in May 2022. The MSDE received four additional grant applications, one of which was approved. In accordance with reporting requirements, the MSDE is providing the following information: composition of each Collaborative; a summary of each program; current status of each grantee; and status of each grantee's activities funded under the program.

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 to upgrade and invest 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 for funding in the amount of \$1,813,126

ACTIVITIES FUNDED:

21st Century Practicum, Professional Development focused on the evaluation and effective use of research, formative and summative data, and high quality instructional materials to improve student performance, and a Peer Assistance Review program

STATUS OF ACTIVITIES FUNDED:

21st Century Practicum: In Development
Professional Development program: In Development
Peer Assistance and Review program: In Development

TEACHER COLLABORATIVE:

Frederick County Public Schools
Hood College
Frederick County Teachers Association

PROJECT SUMMARY:

In this project, Frederick County Public Schools (FCPS) partners with Hood College and the Frederick County Teachers Association (FCTA) to design and implement all three grant components as a way of addressing the shortage of highly-qualified special education teachers in FCPS. A micro-credentialing program is developed and offered to 20 special education teachers, as they also go through the process of becoming Nationally Board Certified. These teachers will ultimately be utilized after the grant period to mentor candidates and teachers. A practicum will be designed to target current general educators, interested in becoming certified to teach Special Education. The practicum will be realized through after-school tutoring, teaching summertime in the Extended School Year and workday release through substitutes.

The Peer Assistance and Review program will be structured after the Danielson Framework for Teaching, in consultation with Robyn Jackson, author of *Stop Leading, Start Building* and the accompanying Builder's Lab learning series.

CURRENT STATUS:

Denied funding request in the amount of \$1,129,958

REASONS FOR DENIAL:

The goals, outcomes, and milestones were not clearly linked to the grant program. The proposed professional development program centered around existing special educators earning competency-based micro-credentials that lead to Continuing Professional Development (CPDs) credits that may be used to renew the existing Maryland Educator Certificate; however, Code of Maryland Regulation 13A.07.08.05 states that those who complete the National Board Certification candidacy are entitled to CPDs. This effort appeared to be duplicative. The 21st-century practicum did not clearly constitute a full school-year experience for candidates. Additionally, it is not explicit that partner schools will consist of diverse student bodies and be organized on a career ladder as it is defined in Md. Code, Education §6-1001 through §6-1004. Finally, it was unclear how the Collaborative planned to sustain the program beyond the grant period.

ACTIVITIES FUNDED:

n/a

STATUS OF ACTIVITIES FUNDED:

n/a

TEACHER COLLABORATIVE:

Somerset County Public Schools
Somerset Education Agency
Salisbury University
University of Maryland Eastern Shore

PROJECT SUMMARY:

The Somerset PDS Project is a collaborative partnership program with a focus on providing professional support and mentoring to existing and developing teachers. The program has three main focus areas: 1) year-long 21st century practicum reflecting best practices of top performing countries, 2) professional development designed to grow staff capacity providing all staff opportunities to participate in coursework and/or learning opportunities in restorative and trauma-informed practices, culturally-responsive pedagogy, and effective use of inquiry-based research, and 3) support for career advancement through National Board Certification and graduate level coursework with an enhanced peer review and evaluation system.

CURRENT STATUS:

Denied funding request in the amount of \$1,269,845

REASONS FOR DENIAL:

The goals and milestones submitted were vague and not measurable. Details about the professional development program and 21st century practicum were not sufficient and collaboration between the local education agency and institutions of higher education was not evident for either program. A teacher evaluation system was not addressed in the Peer Assistance and Review program, which is required to be aligned to the five core propositions of the National Board for Professional Teaching Standards. It was not clear how data would be collected and reviewed to inform decisions or how a determination of success would be measured.

It should be noted that the Maryland State Department of Education provided an opportunity for this collaborative to resubmit an updated proposal; however, the collaborative chose not to move forward.

ACTIVITIES FUNDED:

n/a

STATUS OF ACTIVITIES FUNDED:

n/a

TEACHER COLLABORATIVE:

University of Maryland Global Campus
Caroline County Public Schools
Caroline County Education Association
Wicomico County Public Schools
Wicomico County Education Association
Worcester County Public Schools
Worcester County Education Association

PROJECT SUMMARY:

The Eastern Shore Teacher Collaborative is designed to develop teacher leaders who will engage in professional development (PD) planning/implementation and coaching activities within their counties. The PD program will consist of 7-8 teachers from each county participating in a train-the-trainer model of PD. A cohort of 25 teachers will complete a master's degree program focusing on 21st century pedagogy, instructional best practices, and technology integration, with an emphasis on culturally responsive pedagogy, data-driven instruction, digital resources, trauma informed practice and restorative justice, meeting the diverse challenges of modern learners, and recognition of student mental health disorders.

CURRENT STATUS:

Denied funding request in the amount of \$718,985

REASONS FOR DENIAL:

The collaborative submitted a proposal to implement a professional development program and Peer Assistance and Review (PAR) program; however, a PAR program was not addressed in the application. The goals, outcomes, and milestones proposed for the professional development program were not measurable. The collaborative proposed offering 25 employed teachers a graduate program in Instructional Technologies but did not provide justification as to the need for this program nor was collaboration evident between local education agencies and institutions of higher education in the design of the program.

It should be noted that the Maryland State Department of Education provided an opportunity for this collaborative to resubmit an updated proposal; however, the collaborative chose not to move forward.

ACTIVITIES FUNDED:

n/a

STATUS OF ACTIVITIES FUNDED:

n/a