

BLUEPRINT
FOR MARYLAND'S FUTURE

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Blueprint for Maryland's Future:

Teacher Collaborative Grant Program

ED § 6-123(g)

MARYLAND STATE DEPARTMENT OF EDUCATION

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Introduction

The Blueprint for Maryland's Future affirms that a world-class education system requires a high-quality and diverse teacher workforce. Accordingly, the law seeks to prepare teachers for higher standards and to integrate teacher induction, professional development, and advancement to meet the goals of the December 2020 Final Report of the Commission on Innovation and Excellence in Education.

To this end, the purpose of the Teacher Collaborative Grant program (hereafter, "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.

This report is submitted in accordance with Md. Code, Education Article § 6-123, requiring a report to the Governor and the 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.

Grant Programs

Eight Collaboratives received awards to implement a three-year program in fiscal years 2020 through 2024. 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: LEADERSHIP AND EDUCATOR ADVANCEMENT PROJECT (LEAP)

LEA Partner: Howard County Public Schools

EPP Partner: Towson University

Exclusive Employee Representative: Howard County Education Association

PROJECT SUMMARY:

The Leadership and Educator Advancement Project (LEAP) will design a replicable teacher development system including a 21st-century practicum (pipeline and residency models), a postbaccalaureate certification that prepares teachers for National Board Certification (NBC), a Fellowship designed to diversify the pool of teachers pursuing NBC, professional development reflecting best practices, and enhanced opportunities for teacher leaders through a career ladder. The project will result in strengthened collaboration among partners, more robust and sustainable practicum experiences, increased number of educators moving along the career ladder and earning NBC, increased diversity of teacher candidates and teacher leaders, and increased mentoring and leadership opportunities for NBC teachers.

CURRENT STATUS:

Completed all activities on September 30, 2024

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: Completed

21st-Century Practicum: Completed

TEACHER COLLABORATIVE: LEADERSHIP FOR INSERVICE AND FUTURE TEACHERS (LIFT)

LEA Partner: Anne Arundel County Public Schools

EPP Partner: Towson University

Exclusive Employee Representative: Teachers Association of Anne Arundel County

PROJECT SUMMARY:

The Leadership for In-service and Future Teachers (LIFT) Project is designed to research, create, test, and refine a replicable model of a comprehensive teacher development system that will include a 21st-century practicum implemented through pipeline and residency models, a post-baccalaureate certification program that prepares teachers for National Board Certification with supports and strategies designed to increase the participation of diverse teachers in pursuing NBC, professional development reflecting best practices for educators, and enhanced opportunities for teacher leaders through the career ladder.

CURRENT STATUS:

This project has been approved for funding in the amount of \$1,563,801 through April 30, 2026

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: In Progress

21st-Century Practicum: In Progress

TEACHER COLLABORATIVE: LEAD TEACHER ACADEMY COLLABORATIVE (LTAC)

LEA Partners: Carroll County Public Schools and Frederick County Public Schools

EPP Partner: McDaniel College

Exclusive Employee Representatives: Carroll County Education Association and Frederick County Teachers Association

PROJECT SUMMARY:

Lead Teacher Academy Collaborative (LTAC) is a comprehensive and multifaceted model for professional growth and advancement that is fully aligned to the priorities outlined in the Blueprint for Maryland's Future. LTAC will prepare teacher candidates through a yearlong practicum and rethink effective practices for professional development and induction that equip and advance teachers in the profession. Collaborative work amongst longstanding partners will accelerate the growth of sustainable and scalable practices that enhance the quality and diversity of the teacher profession and inform local and state policy leaders of critical lessons learned.

CURRENT STATUS:

This project has been approved for funding in the amount of \$2,111,624.48 through June 30, 2026. Although this project was initially approved to operate through June 30, 2025, a program amendment was approved in September 2024 to allow the Collaborative's work to extend into a fourth year to meet needs identified by CCPS and to incorporate a new partner LEA, Frederick County Public Schools.

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: In Progress

21st-Century Practicum: In Progress

Peer Assistance and Review Program: In Progress

TEACHER COLLABORATIVE: MD PDS 2025

LEA Partners: Montgomery County Public Schools and Prince George's County Public Schools

EPP Partner: University of Maryland

Exclusive Employee Representatives: Montgomery County Education Association and Prince George's County Education Association

PROJECT SUMMARY:

In this project, Montgomery County Public Schools (MCPS), Prince George's County Public Schools (PGCPS), Montgomery County Education Association (MCEA), Prince George's County Education Association (PGCEA), and the University of Maryland (UMD) will partner to reimagine Professional Development Schools to serve as hubs of learning for new and 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 year-long practicum that brings teacher preparation into the 21st century. Ultimately, this project blurs institutional lines, capitalizes on the unique expertise of PGCPS, MCPS, and UMD, and demonstrates how collaboration is the future of education.

CURRENT STATUS:

Completed all activities on June 30, 2024

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: Completed

21st-Century Practicum: Completed

TEACHER COLLABORATIVE: PARAEDUCATORS PATHWAYS TO CULTURALLY RESPONSIVE TEACHING (PP-CRT)

LEA Partner: Howard County Public School System

EPP Partner: Bowie State University

Exclusive Employee Representative: 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 activities on June 30, 2023

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: Completed

21st-Century Practicum: Completed

TEACHER COLLABORATIVE: RISING INTO SPECIAL EDUCATION TEACHER COLLABORATIVE (RISE-TC)

LEA Partner: Montgomery County Public Schools

EPP Partner: Johns Hopkins University

Exclusive Employee Representative: Montgomery County Education Association

PROJECT SUMMARY:

Rising into Special Education Teacher Collaborative (RISE-TC) is a partnership between Johns Hopkins University, Montgomery County Public Schools (MCPS), and Montgomery County Education Association that aims to promote MCPS preservice and current special education teachers' enactment of evidence-based, culturally responsive pedagogical practices in both inclusive and special education settings. RISE-TC is composed of a yearlong 21st-century practicum in partner schools, a professional development program with two pathway options, and a peer assistance and review program with innovative mentoring support. Our model will support the development of special education teachers in MCPS and can be replicated across the state and country.

CURRENT STATUS:

This project has been approved for funding in the amount of \$1,377,326 through April 30, 2026

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: In Progress

21st-Century Practicum: In Progress

Peer Assistance and Review Program: In Progress

TEACHER COLLABORATIVE: TEACHER COLLABORATIVE GRANT PROGRAM (TCGP)

LEA Partner: Kent County Public Schools

EPP Partner: Bowie State University

Exclusive Employee Representative: Kent County Teachers Association

PROJECT SUMMARY:

The Teacher Collaborative Grant project is a partnership between Kent County Public Schools (KCPS), Bowie State University (BSU), and the Kent County Teachers Association (KCTA). This project advances a Professional Development Program for existing teachers, a 180-day 21st-Century practicum for teacher candidates, and enhances induction and mentoring in KCPS. This grant program aims to increase the supply of high-quality teachers in KCPS resulting in the implementation of a career ladder for teachers that provides a track for National Board Certified Teachers to provide mentoring for new teachers.

CURRENT STATUS:

This project has been approved for funding in the amount of \$1,470,395.80 through April 30, 2026

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: In Progress

21st-Century Practicum: In Progress

TEACHER COLLABORATIVE: URBAN PARTNERSHIP ON LITERACY INSTRUCTION FOR TEACHERS (UPLIFT)

LEA Partner: Baltimore City Public Schools

EPP Partner: Morgan State University

Exclusive Employee Representative: 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 activities on June 30, 2023

STATUS OF ACTIVITIES FUNDED:

Professional Development Program: Completed

21st-Century Practicum: Completed

Fiscal Year 2024

Funding for the Program extended through fiscal year (FY) 2024. The FY 2024 funds were allocated for existing programs approved during prior fiscal years. Of the Program's \$2,500,000 appropriation for FY24, \$1,377,326 was awarded to RISE-TC (accounting for 100% of its total award), \$824,175.52 was awarded to TCGP (accounting for the remaining 56% of its total award), and \$298,498.48 was awarded to LTAC to support a fourth year of grant activities.

The table below reports Collaboratives' expenditures in the program year most closely aligned with FY24.

Collaborative	FY24 Program Year	Program-Year Budget	Expenditures	Amendment Requested to Roll Over FY24 Funds
LEAP	Year 3: July 1, 2023–June 30, 2024	\$409,734.80	\$310,033.06	N/A
LIFT	Year 1: May 1, 2023–April 30, 2024	\$430,896	\$54,159.67	Yes
LTAC	Year 2: July 1, 2023–June 30, 2024	\$840,359.16	\$333,802.80	Yes
MD PDS 2025	Year 4: July 1, 2023–June 30, 2024	\$1,710,889.78	\$1,037,143.89	N/A
RISE-TC	Year 1: May 1, 2023–April 30, 2024	\$366,280	\$82,057.29	Forthcoming
TCGP	Year 1: May 1, 2023–April 30, 2024	\$472,825.26	\$118,553.43	Yes