

**MARYLAND PARTNERSHIP FOR TEACHING AND LEARNING, PreK-16**

Maryland Higher Education Commission  
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**Professional Development Schools (PDS) Report**

**Prepared by the Maryland Higher Education Commission  
and  
the Maryland Partnership for Teaching and Learning, PreK-16**

**As Requested by the  
Senate Budget and Taxation Committee  
and  
House Committee on Appropriations**

**2007 Session of  
The Maryland General Assembly  
Operating Budget Program**

**September 12, 2007  
(JCR: 2007\_p181\_MHEC\_PDSreport)**

## Executive Summary

This report has been prepared in response to language in the 2008 Joint Chairmen's Report, on page 181, which requires the Maryland Higher Education Commission (MHEC) and the Maryland Partnership for Teaching and Learning, PreK-16, to submit a report prior to the release of the appropriation to support PDS in FY 2008:

*“Further provided that \$1,000,000 of this appropriation to support professional development schools (PDS) may not be expended until a report is submitted to the budget committees of the General Assembly that provides a plan for distributing the funds to professional development schools and includes the following information for each higher education institution proposed to receive professional development school funds: actual fiscal 2007 revenue by revenue source for PDS activities, for academic year 2006-2007; total operating budget for PDS; number of PDS sites; number of teacher interns; other affiliated higher education institutions; funding from local school systems by each local system for PDS activities. . . The budget committees shall have 45 days to review and comment on the report.”*

MHEC and the Maryland State Department of Education (MSDE) worked with colleges and universities operating professional development schools (PDS) and with school systems that partner with them to collect this information. The funding formula proposed for distributing the FY 2008 appropriation (now \$500,000) was developed through the PreK-16 PDS Funding Committee, a group composed of representatives from MHEC, MSDE, the University System of Maryland, the Maryland Independent College and University Association, public and independent colleges with teacher education programs, and K12 PDS representatives.

Institutions of higher education and their school system PDS partners uniformly report that the FY 2007 State grant funding has been extremely helpful in enhancing their partnerships, enabling them to achieve greater performance. Among other things, funding was used to:

- Assess current infrastructure of PDS networks and plan and implement improvements;
- Expand higher education faculty presence in schools;
- Provide more professional development opportunities through system-wide and school-based workshops, courses, and action research activities;
- Improve data infrastructure so PDS partnerships can make more data-driven decisions;
- Intensify and expand training for teachers mentoring teacher candidates;
- Involve more school personnel in planning, mentoring, and otherwise providing time and expertise to PDS activities;
- Provide support to schools' improvement plans to increase student learning; and
- Hold extensive summer strategic planning sessions, including for long-term planning.

In Maryland, PDS are required for both State program approval and joint State/nation accreditation of full-time teacher education programs. They are, however, school-college partnerships, and partners contribute to their support as they can. State grants provide a stable source of funding to ensure quality regardless of fluctuations in local funding and have helped enhance PDS services, thereby contributing meaningfully to new teacher retention, improved student and school achievement, and quality teacher professional development embedded in the daily activities of the school.

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# PROFESSIONAL DEVELOPMENT SCHOOLS (PDS) FY 2007 REPORT

## I. Legislative Reporting

Language in the 2008 Joint Chairmen's Report, page 181, requires the Maryland Higher Education Commission (MHEC) and the Maryland Partnership for Teaching and Learning, PreK-16, to submit a report prior to the release of the appropriation to support PDS in FY 2008:

*"Further provided that \$1,000,000 of this appropriation to support professional development schools (PDS) may not be expended until a report is submitted to the budget committees of the General Assembly that provides a plan for distributing the funds to professional development schools and includes the following information for each higher education institution proposed to receive professional development school funds: actual fiscal 2007 revenue by revenue source for PDS activities, for academic year 2006-2007; total operating budget for PDS; number of PDS sites; number of teacher interns; other affiliated higher education institutions; funding from local school systems by each local system for PDS activities. . . The budget committees shall have 45 days to review and comment on the report."*

This document is offered to provide the information requested. The budget language refers to a \$1,000,000 appropriation, but the Governor cut this to \$500,000 in July 2007 as part of the deficit reduction process. Consequently, the plan for distributing FY 2008 funds addresses only \$500,000.

## II. Background

### Partnerships to Improve Education: Defining a PDS

Since its adoption in 1995, the *Redesign of Teacher Education* has served as the foundation policy document for improving teacher preparation, thus impacting individual school improvement. Central to the *Redesign* is the requirement that all institutions of higher education with teacher preparation programs provide their teacher candidates with an extensive internship at a professional development school (PDS).

**A PDS is a collaborative partnership** between an institution of higher education (IHE) and a local school system. The focus of the PDS partnership is to improve student performance through research-based teaching and learning. PDS are sites where higher education and school system partners plan and implement activities that address the individual school improvement plan, how pre-service teacher clinical experiences can contribute to that plan, and how continuous professional development can be provided for both preK-12 teachers and college and university faculty. **A fully operationalized PDS offers** mentoring, classroom and school-wide experience, and action research opportunities to teacher candidates; in-service professional development to teachers and other school personnel provided by school, school system, and college staff and faculty; field experiences and research opportunities for college faculty; and often courses on-site taught by school and/or college faculty that benefit all PDS personnel. While most often a PDS site involves a single university working with a school system in one school, a PDS may involve a single or multiple schools, school systems, and IHEs. The

particular PDS form reflects the needs, strengths, and goals of the specific partnership with regard to teacher preparation and student learning.

In the extensive PDS internship, PDS interns receive mentoring from experienced teachers, as other teacher candidates may. **PDS interns, however, are more fully integrated into the life of the school, experiencing more of the full range of school activities**, such as parent conferences, setting up classrooms, team-teaching, faculty meetings, conducting school-based research, and receiving training for working with special student populations. In traditional programs, the teacher candidate experience is more often limited to the cooperating teacher's classroom and thus less prepared to deal with the variety of challenges facing teachers now in the profession.

### **Accountability and Standards for Teacher Education Programs**

The National Council for Accreditation of Teacher Education (NCATE) developed a system of accountability for professional development schools based on standards and assessments, and in 2001, Towson University piloted these NCATE PDS standards. Since then, using the national standards as a guide, MSDE worked with stakeholders to develop the *Maryland Standards for Professional Development Schools* (see Appendix B) and the *Professional Development School Assessment Framework for Maryland*. These accountability standards are now incorporated into State approval for teacher education programs and used in the joint MSDE/NCATE accreditation process. Teacher candidates are expected to serve a 100-day internship in a PDS (substantially more the former 75-day student teaching experience).

Thus, **PDS are mandated for institutions of higher education**. Schools and school systems, however, are not mandated to participate. Successful PDS develop on the basis of good communication and a sense of mutual commitment. Their continuation requires sustained communication, flexibility, and continued service to common goals. As the PDS partnership moves through time, the people and institutions engaged in the PDS change, and the strengths, needs, and skills of the partners may shift as well.

### **Stages of Development for PDS**

As part of the accreditation process, Maryland institutions of higher education (IHEs) are required to use a collaborative process with their PDS partners to self-assess their place on the PDS Standards continuum, i.e. *Beginning*, *Developing*, or *at Standard*, and to report this information to MSDE annually. This self-reported evidence is verified through the state/national process of accreditation and program approval. Each December, IHEs provide MSDE with a complete list of their professional development schools, the stage of development for each PDS, PDS contact information for the site, and data about school and student performance. This information is reported through the Teacher Preparation Improvement Plan, or TPIP.

Every PDS partnership has the "at Standard" assessment as a goal. The changing needs of the partners, however, may mean that a PDS moves back and forth in its place on the performance continuum, especially if it has not yet become an at Standard PDS. The PreK-16 Partnership reported to you last year that for 2004-05, 26 percent of Maryland's PDS sites were performing at the *Beginning* level, 65 percent at the *Developing* level, and 9 percent at the *at Standard* level.

**State PDS grant recipients have been using their grant funds to move their PDS further along on the continuum.** It is too early to determine on a statewide basis how many PDS have moved to a new stage of development, but individual institutions are reporting that they have been able to achieve many more goals this year than they would have without the FY 2007 State PDS grant funding. (MSDE compiles an update of the statewide information after the reports are submitted in mid-December.)

For example, all institutions report that grant funds have supported partnership members' increased participation in strategic planning, which is critical in determining what types and frequencies of services partners will be prepared to offer to the PDS. For small institutions, such as Columbia Union College, the funds for planning have been critical because such institutions have relatively few faculty and other resources to contribute to planning during months when school and postsecondary faculty are off contract and few resources to use to adapt to changing circumstances during the academic year. Frostburg State University (FSU), a much larger institution, used grant funds to restructure its entire PDS network during the past year. The university had over 30 PDS, but overall the sites were not operating at the level FSU desired. The State grant afforded FSU the resources to hire a consultant who helped organize the PDS network into fewer, more effective sites. FSU points out that without the State grant, it would not have been possible to do this restructuring in the single semester in which it took place. Mount Saint Mary's University has also engaged in a restructuring process and used grant funds to conduct strategic planning to accomplish this and to provide additional professional development to strengthen PDS partnerships.

### **Sources of PDS Support**

**Institutions of higher education provide the bulk of financial support for PDS, but school systems offer resources, and sometimes substantial financial support, to PDS networks. At the same time, local school systems (LSS) vary tremendously in what they contribute to PDS efforts.** Standards for PDS are uniform statewide, but the LSS funding provided for PDS activities is inconsistent, and the ways in which the LSS funding may be used also vary. All LSS funding is also dependent upon the availability of discretionary funds, which fluctuates from year to year. Colleges and universities, however, must operate PDS regardless of where they are located and their local school systems' ability to support the PDS.

Some LSS provide no funding for PDS activities, some contribute to stipends for mentor teachers, and others provide funding for professional development for PDS teachers. Because LSS derive their funding contributions from a variety of sources, there may be stipulations on how money may be spent. Baltimore County does not provide stipend support for PDS, but PDS mentors and interns are included in its professional development and induction training at the beginning of the school year. Prince George's County, on the other hand, contributes funding to strategic planning, school site coordinators, and professional development. Anne Arundel County has hired a person to be a liaison to all its PDS college partners and also provides assistance for data collection. Howard County has three full-time professionals who provide direct assistance to PDS.

Local school systems in high-turnover areas generally invest more heavily in PDS. In Central Maryland and the National Capital areas, teacher turnover and teacher shortages are more severe

than in the western and eastern parts of the State. In these areas, central office administrators (and school boards) have had to look closely at all avenues of recruiting and retaining teachers. Prince George's County began to study new teacher retention and was persuaded to invest more heavily in PDS. Baltimore City has started an incentive program that guarantees PDS interns who sign an early contract a salary at step 6—an amount ordinarily available only to a teacher with several years of experience.

**At the present time, there is limited federal grant support for PDS.** During the early years of PDS development in Maryland, Eisenhower Professional Development grants distributed competitively through MHEC helped support PDS activities (\$1.3m of federal funding from 1998-2003). The Eisenhower program ended in 2003, and the federal Improving Teacher Quality program, which succeeded it, has significantly narrower guidelines as to how and where the grant funds can be spent. For example, the guidance to the program released in 2005 explicitly precludes the use of the funds on pre-service teachers. Goals 2000 funding is no longer available, and the State Grant under (the Higher Education Act) Title II Teacher Quality Enhancement program has ended. Through these programs, over \$5.8 million in discretionary grants from the U.S. Department of Education was received by MSDE in a 3-year period, but these grants have ended, and there is no prospect of receiving another of that magnitude that could support PDS.

**State support for PDS ensures a baseline level of statewide PDS performance, regardless of fluctuations in federal and local soft money. State funding also makes it possible for institutions of higher education to implement effective PDS in school districts throughout the state,** regardless of the resources the district can contribute. State funding helps IHEs that have relatively fewer resources target their efforts at schools and districts that are interested in PDS, not just school districts that can offer substantial financial support. It also helps ensure that colleges can support PDS in areas proximate to the colleges even if the IHE is located in an area where teacher turnover is not occurring at a high rate and the district has less incentive to fund PDS or help train teachers who will work elsewhere. All school districts and colleges can benefit from PDS, and the State funding helps ensure that that happens. *State support helps make Maryland a leader in the implementation of PDS and effective PreK-16 education.*

### **III. Value Added by Professional Development Schools (PDS)**

While there are other ways of producing teachers and providing professional development than through PDS, virtually none of the other routes provide the sustained, collaborative, and reciprocal relationship available through PDS. Three Maryland educators describe this relationship in communication sent to their college partner (names available upon request):

*Our partnership with the Towson University PDS has resulted in a reciprocal relationship that has greatly benefited all stakeholders. Our students are greatly enriched as our young, aspiring teachers provide additional instructional support and share cutting-edge strategies to accelerate achievement. In addition, our triad also participated in Professional Development activities supported by the PDS, including training in the implementation of Six + 1 Writing Traits as well as Hot Topics in Technology. Funding through the PDS enabled us to secure a renowned speaker on Six Traits, and also purchase teacher texts to clarify the Six*

*Traits process. In addition, the action projects planned and executed by our interns directly supported school improvement initiatives targeting specific students. We are happy to provide our guidance and expertise, while immersing our interns in the exemplary practices outlined by the Howard County Public School System.*

\*

*In the age of NCLB [No Child Left Behind] and the demand for the "highly qualified teacher," the Professional Development School seems to be the most logical pathway to ensure that all of our students get the best opportunities for learning.*

*On a personal note, Edgewood High School's association with Towson University's Professional Development School has been most successful. In the past two years, Edgewood has had the opportunity to hire five of Towson's secondary education graduates. These five teachers started the school year with a decided advantage. They avoided many of the common pitfalls of the first year of teaching, immediately became a vibrant part of the school community, and have emerged as the school's next educational leaders.*

*Everyone at Edgewood High School associated in any way with our PDS, from student to teacher to principal to parent, sings the praises of this program. I count my association with the program as site coordinator one of the highlights of my professional career. I will be glad to do anything I can to help you ensure that this program not only continues but has the chance to grow and expand.*

\*

*I am truly saddened to hear about the budget cut. The Professional Development School certainly is one of the most mutually beneficial partnerships in which any high school can engage. The program works on many levels to increase the quality of educators. Young interns experience first-hand what theory in books looks like in the reality of the classroom. Mentor teachers become keenly aware of their craft and are much more thoughtful and intentional in their instruction as they model for this next generation of teachers.*

As noted earlier in this report, PDS interns arrive in the profession better prepared for and more confident in face of the full range of responsibilities a teacher has in a school than are teacher candidates from traditional programs. PDS also provide a means of retaining more new teachers in the schools, enhancing student achievement, delivering professional development to school and college faculty, and contributing to school improvement goals.

### **Better Retention of New Teachers**

Maryland, like other states, does not have all the qualified teachers it needs for its classrooms. There is enough of a crisis that the Leadership Council of the Maryland Partnership for Teaching and Learning, PreK-16, is now convening a high-level Teacher Shortage Task Force for the 2007-08 academic year and asking the group to make recommendations on how Maryland can address this critical need. In the coming year, Maryland will hire more new teachers than it graduates, and because the teacher shortage is national, the state will not simply be able to hire



its way out of the teacher shortage problem. According to the *Maryland Teacher Staffing Report, 2006-2008*, in 2005-2006, Maryland's local school systems hired 8,046 new teachers, including 4,350 beginning new hires (up nearly 1,200 from the year before). Only 1,439, or a third, of these beginning new hires were educated in Maryland. Traditionally, many Maryland graduates return to their home states or for other reasons do not go on to teach in Maryland. The same staffing report shows that in 2004-05, Maryland approved teacher education programs produced 2,576 newly eligible teacher candidates. Maryland must continue to work on ways to retain its graduates, upon graduation and in the years that follow.

The national and state teacher shortage appears to be caused by three converging trends: 1) increased enrollments in elementary and secondary schools; 2) chronically high teacher attrition due to retirements and teachers leaving the profession; and 3) low enrollments in teacher education programs. Maryland continues to combat the teacher shortage by recruiting and providing incentives to attract new teachers into the profession. PDS may also prove to be a way to attract teachers to Maryland schools, including newly minted teachers graduating from Maryland colleges who have been out-of-state students. At the same time, Maryland must improve its ability to retain teachers already in the pipeline and effectively prepare students for successful careers in teaching. PDS are recognized at both the State and federal levels as being an effective method to improve teacher retention.

The National Commission on Teaching and America's Future (NCTAF) and others suggest that high attrition rates in the first five years of service are the dominant factor driving the demand for new teachers. According to NCTAF, PDS strengthen teacher education by (1) providing students clinical training through a coherent program of mentoring and instruction by school and university faculty, (2) integrating theory and practice (thereby correcting the long standing fragmentation), and (3) reconnecting all levels of education—elementary, secondary, and higher education, including graduate education. Two studies from the late 1990s, one by Reinhartz and Stetson (1999) and one by Abdal-Haqq (1998), present evidence to show that PDS-trained teachers are better prepared to be effective classroom teachers than teachers trained through traditional teacher preparation programs. This preparation facilitates new teachers' confidence and contributes to their retention.

PDS and teacher retention has been studied by national and state individuals and organizations, though to a relatively limited degree. Charlene Fleener won the 1999 Distinguished Dissertation in Education Award by the Association of Teacher Educators for her study of attrition and retention rates among elementary teachers who were trained at a sampling of universities offering both PDS teacher training programs and traditional university campus-based programs. While acknowledging the complexity of retention, her study argues that PDS improve new teacher retention rates. Locally, Prince George's County has been reviewing the retention rates of PDS-trained teachers, and the results have persuaded the county of the importance of PDS. The school system now commits more of its professional development formula funding to PDS activities. Towson University has been conducting a study on the extent to which beginning teachers from PDS and non-PDS preparation programs are retained as classroom teachers. The University has tracked the retention rates of 87 early childhood, elementary, and secondary education teachers who graduated in 2001. The data demonstrate that PDS-trained teachers were retained at a higher rate than non-PDS prepared teachers in each of the five years reported:

Type of Preparation Program	Retention After Year 1 (2001-02)	Retention After Year 2 (2002-03)	Retention After Year 3 (2003-04)	Retention After Year 4 (2004-05)	Retention After Year 5 (2005-06)
PDS Program (N=34)	100% (34 of 34)	94% (32 of 34)	94% (32 of 34)	80% (27 of 34)	71% (24 of 34)
Traditional/ Non-PDS (N=53)	85% (45 of 53)	62% (33 of 53)	58% (31 of 53)	45% (24 of 53)	34% (18 of 53)
Rate Difference	15%	32%	36%	35%	37%

Although the Towson study was based on a relatively small sample of teachers, it illustrates the potential advantages for the State, schools systems, and pupils. The Jacob France Institute of the University of Baltimore has also been working on a retention study with a larger sample size. Preliminary results issued in late August 2007 confirm the results of the Towson study. The PDS model provides a strong opportunity to address Maryland’s teacher shortage by improving the retention of new beginning teachers, and the PDS grant program helps ensure top-quality preparation for these new teachers.

### **Improved Student Achievement**

Maryland IHEs are beginning to document the impact of the PDS model on student achievement. While more research must be done in this area—by schools as well as universities—the results thus far are very promising. As we reported last year, individual principals and superintendents have publicly credited PDS with improved student performance. For example, the principal of John Humbird Elementary School in Allegany County attributed the rise of his school from a “watch” list to a top performer, in part, to its PDS association with Frostburg State University. Dr. Jon Andes, Superintendent of Schools for Worcester County, publicly credited PDS programs in his system for good results. The improvement in Maryland School Assessment test results in PDS schools from 2003–2005 exceeded the improvement of all schools in Worcester County. In some areas, the PDS percentage improvement was almost twice that of all county schools. The percent improvement ranged from 15%–70% in the PDS schools compared to 3%–37% in all Worcester County schools.

Teacher candidates from some institutions complete a research project that demonstrates the impact of their work on the students they serve in a PDS setting. The December 2006 *Teacher Preparation Improvement Plan* from Towson University (submitted to MSDE) describes positive results from numerous projects as evidenced by the results of pre- and post-testing. In several instances, interns worked with small groups of elementary-level readers and mathematics students at the elementary and intermediate level who were not achieving at the level of the rest of the class. A specific example of a similar high school effort is offered by a PDS partner:

*In [our] County Public Schools, the Towson University/LSS professional development schools partnership on the secondary level worked to improve student achievement through two projects in core subject areas. With the support of their mentors, MAT interns in each school [two middle schools, two high*

*schools] identified small target populations of underachieving students in the areas of English and social studies. The interns worked with defined testing skills and content knowledge to help serve the needs of these at-risk students, many of whom were in special education. At the end of their work on these service projects, the mentors, interns, and students were pleased with the preliminary results of their preparation for the Maryland School Assessment and High School Assessment. All of the students involved in the projects felt that they had received support and mentoring. This special attention to their children seemed to be appreciated by the parents too. Also, the interns gained exemplary experience with difficult students and felt they were better prepared for their work in the classroom because of the projects. Thanks.*

**Evidence of Student Learning, MAT Program, Secondary PDS, 2006-07**

<b>Intern</b>	<b>Gr.</b>	<b>Subject</b>	<b>Unit</b>	<b>Unit Length (Days)</b>	<b>Average Pre-Test Score (Total Class)</b>	<b>Average Post-Test Score (Total Class)</b>	<b>Change (+ or -) Pre to Post</b>
A	6	English	Writer's Voice	5	36.5%	65.8%	+29%
B	6	Earth Space Science	Prevailing Winds, Ocean Currents, and Hurricanes	5	29%	80%	+51%
C	9	Social Studies	The U.S. Government's Expansion at Home and Abroad, 1932-1953	5	20%	65%	+45%
D	7	Social Studies	Latin America: the Age of Exploration & the "Columbian Exchange"	5	49%	78%	+30%
E	8	English	Literary Origins: Epics (Beowulf)	8	30%	90.64%	+60.64%
F	8	Social Studies	Growth of a Nation (Jefferson to Jackson)	5	42%	79%	+36%
G	9	English	Vocabulary from <i>A Raisin in the Sun</i>	5	23%	76%	+53%
H	7	English	<i>The House on Mango Street</i>	7	21.4%	80.9%	+66%
I	10	Social Studies	Domestic Policy	6	53%	66%	+13.8%

The improvements in student achievement within PDS can be linked to one or more of the many facets of a PDS: readily available and targeted professional development; teacher candidate projects aimed at achieving particular school goals; attention to appropriate incorporation of technology; and a cooperative, mutually supportive professional environment.

## Enhanced Professional Development Opportunities

PDS training improves the quality of new teacher candidates by providing practical clinical experiences in the classroom and around the school, but PDS also provide a venue for college and school personnel to receive and provide professional development. While the professional development typically involves school and college faculty, administrators, counselors, and other school personnel might also be involved in these activities, depending on the needs of the school.

Maryland school systems provide professional development for their teachers and other personnel. What they can afford to provide, what avenues they use to make this professional development available, and the focus of the professional development all vary by the needs, variation in budget, and goals of the district, as well as the expertise available and within the district's ability to pay for it. Colleges and universities can help expand the delivery methods, volume, and types of professional development available. At the same time, PDS teacher candidates in some districts are invited to the district- and school-based professional development. This is both instruction for the intern and another opportunity to become a fully initiated member of the local teacher community. A local educator describes her experience with PDS-based professional development this way:

*PDS partnerships between local school systems (LSS) and institutions of higher education (IHE) promote collaboration in teacher preparation for pre-service candidates and professional development for in-service teachers. PDS partnerships have enabled LSSs and IHEs to support initiatives by providing resources for experts in the field to present at systemwide events and school-based meetings which include in-service staff, pre-service candidates, and IHE faculty. Materials such as professional books have been made available because of PDS partnerships to in-service staff to support initiatives connected to school improvement plans. Graduate courses have been offered at a reduced cost and on-site to in-service staff supporting state certification requirements as well as requirements for NCLB.*

In 2005-06, approximately **1,750 professional development sessions** were held at the nearly 370 PDS statewide. These sessions were **sponsored by either the school system or college partner and were planned for their mutual benefit**. Attendance at those sessions included the state's more than 2,100 interns and more than 10,500 teachers (the latter number is total attendance and may include some duplication).

## Targeted Activities Linked to School Improvement Plans

PDS activities are rooted in school improvement plans. This is true for professional development and also for activities in which interns take on responsibilities. Partners work to ensure that intern activities are part of the overall goals of the partnership. The particular activities interns engage in are tied in some ways to their schedule in the school. Internships are served over two semesters, with the second the one in which the intern spends more time directing an entire class (or, in secondary school, classes) under the mentorship of an experienced teacher. They work together to ensure that high-quality targeted lessons are delivered to the class or classes the intern teaches. Teacher candidates learn how to use data-

driven instruction and how to assess the value of their own teaching behaviors in quantitative and qualitative terms, information which in turn is linked to the overall goals of the classroom and school.

During the first semester of the internship, the teacher candidate is in the school some, but not all, days of the semester. Interns may engage in many different kinds of activities in this semester. Numerous examples of such activities are described in the *Teacher Preparation Improvement Plan* that colleges submit to MSDE. For example, one University of Maryland, College Park intern who is bilingual **translated a school newsletter for families into Spanish**, which helped the school with its goal of involving more parents in the life of the school. Teacher candidates from Bowie State University worked successfully on a reading project with a group of intermediate students to **help lessen bullying** at the school. Numerous institutions report using interns to **tutor small groups of students** and that this has helped the students achieve greater academic success with reading and mathematics. (Tutoring in reading was more commonly reported than mathematics tutoring.)

Interns, IHE personnel, and school personnel also have reported working together to hold **cultural diversity fairs, math nights to help parents** learn how to better assist their children with homework, and campus visits with activities to help encourage students to persist in school who are considered to be at risk for dropping out or otherwise not meeting their academic potential. The College of Notre Dame of Maryland reports several **action research activities** in Harford County in which interns participated in small learning communities; topics included “Hear Our Cry: Boys in Crisis,” “Technology,” “Motivating Boys,” “Everyday Math,” “Co-Teaching,” and “Four Core Blocks.” Each learning community presented their findings as they related to student achievement to the staff at the end of the year.

During this past year, the Johns Hopkins University targeted some of its State PDS grant funding toward continuing a successful program that its partner could not afford to sustain. In 2005-06, Dunbar High School in Baltimore held a successful Saturday Math Academy that dramatically improved scores on the Algebra High School Assessment for that year—the pass rate increased from 43.2% in 2005 to 86.2% in 2006. Unfortunately, no funding was available from the school district to continue the program in 2006-07. Therefore, JHU allocated part of the PDS grant funds to Dunbar to conduct the Saturday Math Academy, which ran from March 3, 2007, to May 19, 2007. Funding was used to provide professional development for the teachers; teachers’ stipends for planning and delivering math instruction to Dunbar students; and breakfast and a snack for the students who attended the Academy each week. PDS funds were also expended at Dunbar to provide Advanced Placement Training for English, Math, Science, and Social Studies teachers. The university, along with some other IHE, also offered mini-grants to schools out of their State grant to support school-based initiatives to support school improvement plans.

#### **IV. FY 2007 PDS Grants**

In spring 2006, the General Assembly approved \$2 million for a Professional Development Schools educational grants program through the MHEC budget. The budget language restricted the funds until a report was provided to the Joint Chairs of the budget committees. The report was submitted in September 2006, and the funds were released in November 2006, after the 45-day period of report review required by the budget language. The report proposed a plan for

distributing the funds, which was accepted and the funds were disbursed accordingly. That process and plan are summarized here because they form the basis for the FY 2008 plan for distributing funds, which is requested in this report (see Section VI). It also serves as background for how the funds were expended.

### **Process for Distributing Funds**

In May 2006, a 14-member work group was established by the PreK-16 Leadership Council to develop a formula for distributing funding to PDS. Members included representatives from the Maryland Higher Education Commission (MHEC), the University System of Maryland (USM), the Maryland Independent College and University Association (MICUA), the Maryland State Department of Education (MSDE), PDS representatives from local school systems (LSS), and education departments of Maryland's colleges and universities. This work group met again in May 2007 to address the funding formula for FY 2008 (\$1m appropriation) and, after the July 2007 cut to the FY 2008 appropriation (to \$500,000), the group discussed how to disburse funds in light of reduced funding and approved a revised formula for FY 2008.

For the FY 2007 State grant, the \$2 million PDS Grant was distributed (after the funds were approved for release in November 2006) using the following formula:

#### **Grant Award = Base Funding + Additional Funding**

1. **Base Funding:** Each eligible institution of higher education (IHE) received a base allocation to be calculated as follows:
  - a. Each eligible institution with at least 2,000 full-time students and accreditation by the National Council for Accreditation of Teacher Education (NCATE) received \$10,000 for strategic planning and \$5,000 for data collection.
  - b. Each eligible institution with fewer than 2,000 full-time students and no accreditation by NCATE received \$5,000 for strategic planning and \$5,000 for data collection.
  - c. Two institutions, Maryland Institute College of Art and Peabody Institute, each received \$5,000 for data collection. While these institutions do not field professional development schools of their own due to the unique nature of their programs, they will be encouraged to engage in partnerships with other institutions of higher education to place interns in PDS. They will be required to submit retention data and, therefore, will be funded for that purpose.
2. **Additional Funding:** The funding remaining, after the base allocations are deducted from the total allocation, was distributed based on the number of interns served by each institution of higher education (IHE) in a PDS setting. Intern numbers were based on data for academic year 2004-2005 reported by the institutions on their *Teacher Preparation Improvement Plans* (TPIP) and submitted to the Maryland State Department of Education.

$$\text{Additional Funding Per Institution} = (\# \text{ PDS interns} / \text{State total} \# \text{ PDS interns}) \times (\$2,000,000 - \text{Base Funding})$$

Rationale for the Funding Formula: The base allocation (provided in Step 1) recognizes two important activities that every institution of higher education offering teacher preparation programs must perform: (1) strategic planning and (2) data collection.

(1) Each institution must develop an effective strategic plan to provide its students with meaningful internships in a professional development school setting. All institutions were provided \$5,000 for planning purposes. An additional \$5,000 was provided to institutions accredited by NCATE because these institutions have a greater number of teacher candidates and require additional planning to meet accreditation requirements. The success of the PDS revolves around planning and the collaboration involved in the process of clarifying the mission, goals, and expected outcomes of the PDS partnership. Each PDS Strategic Plan should support the local *School Improvement Plan* and the *Teacher Preparation Improvement Plan* (TPIP) of the IHE.

(2) Each institution must track students served in a PDS setting to provide accountability measures for the State and to collect meaningful data to improve teacher preparation programs. Each IHE with a teacher preparation program must submit information to the Maryland State Department of Education (MSDE) in accordance with the requirements of the *Teacher Preparation Improvement Plan* and the *Assessment Framework for PDS in Maryland*. Certain information is submitted to MSDE on an annual basis in mid-December of each year. Additional information, including outcomes based assessment data, must be collected and reported during the program approval and accreditation process that is conducted every five years.

Through this base allocation, a minimum level of resources is available to every institution of higher education providing teacher preparation regardless of the number of students served. The appropriation per intern (provided in step 2) recognizes the incremental cost of serving students in a professional development school setting. This second allocation provides additional resources to institutions based on the number of teacher candidates served.

Currently, the size, institutional support, and partner support of the 20 IHEs with professional development schools vary substantially. This is evident from the financial data provided subsequently in this report. The FY 2007 PDS funding allocations assured a base level of staffing and resources for professional development schools throughout the State to offer the quality of teacher education anticipated in the *Redesign of Teacher Education in Maryland*.

### **Summary of Services Funded**

Without exception, IHEs reported that the State grant funds enabled their faculty to engage in **more strategic planning, especially during the summer**. In many cases, institutions reported that **network-wide meetings** were possible for the first time in years (generally since one or another federal grant ended). Such meetings could last for a full day or longer and be used for **long-term planning**, which can help make the difference between a PDS “at Standard” and what one director referred to as “drive-by PDS.” Most institutions reported doing more planning during the academic year as well. Loyola College and others noted that the funds enabled them to hold **more small, site-based planning sessions**, which their PDS sites had requested. Whether for large groups or small, strategic planning is the *sine qua non* of effective PDS partnering. The partners need to be able to assess how professional development can be

incorporated into the schedule of the school, what professional development (including course work) is appropriate, how intern projects can contribute to school improvement, how data will be collected, and how to implement all facets of PDS work.

As noted above, Frostburg hired a consultant to assist in restructuring its PDS network. Frostburg, Salisbury, Mount St. Mary's, and many other institutions **reorganized their data collection and assessment processes**, hired part-time assistants to collect data (for developing teacher retention studies and student achievement studies, for example), and worked on making data processes more uniform across districts and schools. The base funding for data collection helped facilitate partnerships in their efforts to make data-driven decisions, as well as paid for assistants to prepare the TPIP, NCATE paperwork, and smaller reports such as this one.

Most institutions report that they enhanced their training process for mentor teachers who work with interns, either offering courses, workshops, rewritten manuals, or some combination of all these. Salisbury University invested not only in **more mentor teacher training** than usual, but also used funds to professionally develop a **DVD for mentor instruction** illustrating authentic teachers and work with their interns. The University of Maryland Eastern Shore is making its mentor training module available online through Blackboard software. Institutions also used funds to **recognize mentor work**, either with a stipend or a sign of appreciation, as at one small independent institution with very limited funds which offered a \$25 gift certificate to a bookstore. Institutions would very much like to be able to provide mentors and school liaisons with some compensation both as a matter of fairness and to provide them with an incentive to stay involved. Mentors offer time to PDS work above and beyond what their regular job duties are, including work during off-contract hours.

Mount St. Mary's used grant funds to support the **PDS Diversity Electronic Support Collaborative Learning Environment** to increase diversity opportunities for both Mount St. Mary's University's teacher candidates and candidates from a Baltimore area college. As a result, these candidates will have the opportunity to share their experiences in working with a variety of diverse learners and peers. By increasing their knowledge and experiences with a wide range of diverse learners, teacher candidates will be more prepared to enter school systems as proficient and effective professionals. Frostburg has been working to provide internships in an urban area for students attending a university in a rural area. These activities benefit the colleges and their students as well as the school districts who will hire the new teachers and the students in those districts. These activities also help keep Maryland-trained teachers in Maryland and facilitate the hiring in urban areas of teachers from rural colleges.

**Other common purposes for grant funds include:**

- Expanding higher education faculty presence in schools (e.g., have a faculty member in each PDS one day per week to help plan professional development, support the school improvement team, and act as a liaison to ensure continuous and appropriate service for the interns and the school);
- Providing more professional development opportunities through system-wide and school-based workshops, courses, and action research activities; a small sample of course topics includes incorporating technology, mentoring young writers, mentoring interns, and differentiated instruction;



- Materials (e.g., books) and faculty time and stipends to buy time for following up on professional development;
- Paying stipends to school staff to compensate them for time spent off-contract in planning, mentoring, and otherwise offering time and expertise to PDS activities;
- Supporting travel to the Maryland PDS conference and, in fewer instances, to the national PDS conference, as well as increased travel for strategic planning and to deliver professional development;
- Action research projects for interns (supervision, materials);
- Mini-grants to PDS schools to support site-based initiatives to enhance student achievement;
- Portfolio review (paying for school and college faculty, including arts and sciences faculty, for time to review intern portfolios); and
- Handbooks for mentors and interns.

All partners have been very appreciative of the FY 2007 funding and are very hopeful that funding can return to that level.

**IHE partners describe what stable State funding might allow, especially if kept at FY07 levels:**

- Above all else, State funds might provide predictable resources that facilitate long-term planning, including being able to make multi-year commitments to personnel who work in PDS, which in turn could encourage retention in those coordinator positions and more generally contribute to the kind of multi-year sustained effort that produces effective PDS;
- Mentors, who spend two semesters closely supervising and training interns, could receive a stipend commensurate with the time they offer to PDS, which may in turn help retain them as mentors; in some areas, mentors now receive no compensation for their extra time and effort;
- Yearlong professional development and student achievement projects would be possible on a regular basis; these, too, are part of follow-up on long-term planning, enabling PDS to become aligned with standards more quickly;
- School-based site liaisons could receive compensation for their time—some currently receive nothing and yet they are critical to ensuring that communication with the college partner is maintained, that artifacts (for use in evaluation and approval processes) are monitored, and that data is stored and collected properly;
- Expanded school-based action research to determine best practices for student achievement;
- Providing stipends to the sometimes numerous people collecting data, which ensures the collection is done; and
- Resources for newsletters and other means of regular communication between and among PDS partners.

**IHEs also describe the following impacts if State funding is substantially cut from FY07 levels:**

- Long-term or strategic planning slows dramatically (as one college faculty member put it, “*We cannot continually ask faculty and public school teachers to work without*

*compensation. Our partnerships reflect an impressive amount of good will where PDS is concerned and to add yet another intense and time-consuming process such as long-term or strategic planning would not only be presumptuous, but damaging to the partnerships”);*

- Scaled back or continued under-compensation for school staff participating in PDS as mentors and coordinators (this is a universal and urgent matter of concern);
- Less mentor and prospective mentor training;
- Fewer site-based college liaisons and less faculty time in schools;
- Significantly less professional development;
- Less research on PDS impact on students, schools, and teachers; and
- More generally, the difficulty or impossibility of implementing the items noted in what would be possible with stable State grant funding.

### **Grant Period versus Fiscal Year**

Fiscal year 2007 funding was released in November 2006, after the submission and review of a Joint Chairmen’s Report. Once the funding formula was approved and the funds released, institutions were asked by MHEC to provide projected budgets to show how grants would be used. Grants were paid to IHEs once their budgets were approved. Several institutions received their funds not in November but slightly later. Thus, the PDS grant period does not coincide with the fiscal year. This should be kept in mind when reviewing the PDS operating budgets.

The State PDS funding is administered as a grant program through MHEC. As with other MHEC grant programs, grantees are offered the opportunity to request a one-time, no-cost, six-month extension. IHEs requested extensions so that they could use substantial amounts of their grants for summer strategic planning. That planning typically takes place between June and September—but not by the end of June (the end of the fiscal year). With the extension granted by MHEC, the PDS grant period comes out to between 11 and 14 months, depending upon when the funds were granted to an IHE.

For those institutions that requested and were approved for an extension, MHEC requested institutions to report how they plan to spend the balance of their grant. This information is included to make clear the full utilization of the FY 2007 appropriation.

All institutions that operate Maryland PDS have been using grant funds through summer 2007 for their major strategic planning sessions. Some PDS partnerships have not been able to hold such sessions since the Teacher Quality in Education grant ended and have expressed a mixture of appreciation, relief, and enthusiasm that it has been possible to hold such sessions this year on account of the grant. Partnerships believe this is a very important activity, and the timing of it is important also—summer is the slow time of year for schools, there is time to reflect on what needs to be done, and staffing issues are being addressed. Once school starts, teachers must be focused on delivering instruction to students and do not have time to devote to planning—and principals may not want them leaving classes to do so. It is also very important that plans are made to include teacher candidates, whenever possible, in the opening week of school so that they understand the stress and challenges of setting up the classroom, securing textbooks, obtaining classroom supplies etc. But it is also difficult to support summertime planning

sessions because both higher education and school faculty are typically not on contract in the summer, and few are willing to demand that people work for free. It is true that many have donated their time to planning, but the broad participation necessary for success requires funds. These planning sessions help build good communication and relationships among PDS partners.

**IV. FY 2007 Information on Maryland Professional Development Schools**

This section includes the number of PDS interns and sites, the PDS operating budgets for each institution that received PDS funds, and a funding summary by source.

**Number of PDS Interns and Sites by Institution of Higher Education**

This data was reported for academic year 2006-2007 by each IHE during the summer of 2007 when MHEC, on behalf of the Maryland Partnership for Teaching and Learning, PreK-16, and in cooperation with MSDE and the University System of Maryland, requested reports from each institution operating PDS. Typically, this information is reported each December on the *Teacher Preparation Improvement Plan* (TPIP) submitted to the Maryland State Department of Education. The number of schools and PDS sites has been requested four months earlier than usual to complete this report, but the evaluation of each school for its place in the PDS performance continuum (beginning, developing, at standard) has not been requested as that requires more time and discussion between the PDS partners to evaluate the individual schools. The full list of Maryland PDS created from the TPIP also notes some schools in “partner” status, which means they are not currently a PDS but may become one again. This data collection did not include such schools. From year to year, the list of schools does not change dramatically.

**Number of PDS Sites and Interns by Institution for Academic Year 2006-07**

<b>Higher Education Institution</b>	<b># Interns 2006-07</b>	<b># PDS Sites 2006-07</b>	<b># of schools in PDS sites</b>
Towson University	660	39	105
University of Maryland, College Park	304	10	63
Frostburg State University	241	14	14
Salisbury University	233	19	31
Mount St. Mary’s University	68	10	16
Loyola College in Maryland	65	12	12
Hood College	63	12	12
University of Maryland, Baltimore Co.	60	14	14
Johns Hopkins University	59	11	11
College of Notre Dame of Maryland	56	17	17
Villa Julie College	49	11	11
McDaniel College	47	14	18
Bowie State University	46	10	11
Morgan State University	46	9	14
Goucher College	25	12	12
Washington College	25	10	10
University of Maryland, Eastern Shore	22	8	8
St. Mary’s College of Maryland	21	6	6
Coppin State University	20	8	8
Columbia Union College	10	2	2
<b>TOTAL</b>	<b>2,120</b>	<b>248</b>	<b>395</b>

Multi-school or paired-school sites may be used for a number of purposes, including providing intensive special education experiences or developing cohorts for secondary school interns who work in a single discipline. For example, one high school may not be prepared to support a cohort of five science interns, but a cluster or pair of schools, including both a middle and a high school, might work together as a PDS site to train the interns and to offer and receive professional development. Other paired sites could be an elementary school and an early childhood learning center or a school dedicated to special education and another school. A very small percentage of schools partner with more than one college, and most of these are those that are shared between Salisbury University and the University of Maryland Eastern Shore (see “Other Affiliated Institutions of Higher Education” and school list in Appendix A).

Maryland Institute College of Art and the Peabody Institute operated no PDS; the former reports working with 6 PDS sites for the intensive internship. Eighteen of its 25 teacher candidates had PDS placements for at least a portion of their in-school experiences. Peabody has very few teacher candidates and did not report PDS partnerships this year.

### **FY 2007 PDS Operating Budgets**

*With revenue by revenue source, broken out by LSS, and plans for grant balances for FY 2008*

This section presents the PDS operating budgets as submitted by the institutions of higher education (IHE) that operate PDS. Under each budget is an explanation of how the institution will use any grant funds that remained as of June 30, 2007. Institutions received funds after the November 2006 release date and after their PDS budgets were approved. As noted above, MHEC granted IHEs a one-time, no-cost, six-month extension, the extension typical for other grants administered by MHEC. Institutions therefore have until December 31 to expend their funds. The entire \$2m statewide appropriation will have been expended in approximately one calendar year, though this year does not correspond to the fiscal year.

Each PDS operating budget submitted by the IHEs shows contributions from each public school system with which the IHE partners (listed by county name) and any grant funding that may have been used for PDS, with the grant name and source identified on the page. The requested financial information has been prepared by IHEs that operate PDS, working in cooperation with local school systems. MSDE disseminated information to school districts about the reporting requirements and offered technical assistance meetings to assist school systems in providing information. MHEC participated in that technical assistance and worked with IHEs as requested to assist them in preparing reports. Although the fiscal year ended on June 30, some charges may not have appeared until July 31. Institutions therefore were given until August 15 to submit information. Some institutions encountered a delay in securing information from school districts because of personnel changes and absences; school districts then helped provide information to the State agencies and colleges as they accessed it. MSDE and MHEC worked together to try to make the reports as consistent in structure as possible.

Information here pertains only to **costs associated exclusively with activities conducted on behalf of Maryland PDS**. The result is that contributions that school systems make are under-reported in the sense that district-wide benefits, such as tuition reimbursement policies, are not reflected here (and would be difficult to ascertain). Also, Maryland school systems provide their

teachers with professional development opportunities, but when it is not just for PDS (and there is no way to determine a PDS percentage etc.), it is not recorded. Baltimore City Public School System is offering PDS interns the ability to start at Step 6 on the salary scale if they sign a contract to teach in the City (\$2,477 signing bonus per contract); this incentive is also not reflected in the budgets below. Although contributions from Prince George's County Public Schools are noted, it will not show up here that PGCPS is also transferring the PDS program to the Division of Accountability and the Department of Professional Development; providing a BlackBoard e-communication site for PDS; including all interns and IHE staff in all induction activities; and increasing its recruitment of PDS interns and providing hiring incentives.

It should also be noted that for a variety of reasons, there are substantial differences in the services provided at various PDS sites. Some PDS sites are operating at the beginning stages of implementation, while others are well established. School size, school and teacher needs, intern cohort size, school resources, and other factors impact services. Consequently, the number of PDS sites is not necessarily proportional to the resources needed to provide appropriate services.

**Bowie State University**

Expense Category	In-Kind Contributions				Revenue by Source FY 2007						TOTAL Revenue & In-Kind
	IHE	PGCPS	Anne Arundel	Charles	IHE	PGCPS	Anne Arundel	Charles	PDS Grant	MSDE Regional Professional Development Grant	
Strategic Planning	\$100					\$5,055			\$9,992		\$15,147
Portfolio Review	\$175	\$250				\$450			\$150		\$1,025
School Site Coordinators						\$9,000	\$1,000				\$10,000
IHE Site Liaison(s)	\$125								\$3,920		\$4,045
IHE Network Coordinator					\$28,000				\$9,300		\$37,300
Professional Development	\$60	\$300	\$80			\$985	\$25		\$2,200	\$500	\$4,150
Materials and Supplies	\$125	\$75					\$200		\$549		\$949
Travel Reimbursement		\$300			\$4,760				\$4,053		\$9,113
Mentor Teacher Stipends					\$11,375	\$27,750	\$100				\$39,225
Data Collection	\$2,000	\$18,000	\$1,240							\$2,000	\$23,240
% time intern supervisors & Dir of Field Studies					\$61,000						\$61,000
Other (Central Offc PDS liaisons; room usage; reception; Asst PDS Coord, \$4,400)		\$36,102	\$7,177			\$210	\$182		\$5,200		\$48,871
<b>TOTAL</b>	<b>\$2,585</b>	<b>\$55,027</b>	<b>\$8,497</b>	<b>\$0</b>	<b>\$105,135</b>	<b>\$43,450</b>	<b>\$1,507</b>	<b>\$0</b>	<b>\$35,364</b>	<b>\$2,500</b>	<b>\$254,065</b>
PDS Grant balance =	\$16,232										
Plans for balance (with estimates):	Towards asst. PDS coordinator for fall (\$1,500); action research class in fall (\$3,000); PDS coordinator stipend for Charles Co. elementary school (\$1,000); mentor teacher training (\$2,500), mentor teachers--strategic planning meeting (\$300), print mentor tool kit (\$600); revise and print yearlong internship handbook (\$400); data collection regarding revisions to mentor program (\$2,000); mileage for coordinator (\$100); portfolio review supplies and refreshments (\$100); revision of PDS brochure (\$400); PDS newsletter (\$400); data collection--some by Asst PDS Coord (\$4,000)										

COLLEGE OF NOTRE DAME OF MARYLAND												
Expense Category	In-Kind Contributions					Revenue by Source FY 2007						TOTAL Revenue & In-Kind
	IHE	Anne Arundel	Balti-more City	Balti-more County	Harford County	IHE	Anne Arundel	Balti-more City	Balti-more County	Harford County	PDS Grant	
Strategic Planning							\$350		\$1,750		\$3,086	\$5,186
Portfolio Review											\$300	\$300
School Site Coordinators							\$3,105				\$7,200	\$10,305
IHE Site Liaison: PS central offices+from IHE		\$4,374		\$1,098		\$40,888					\$15,000	\$61,360
IHE Network Coordinator						\$32,857						\$32,857
Professional Development	\$41,130				\$450	\$11,500	\$2,373		\$438		\$5,280	\$61,171
Materials and Supplies							\$200				\$2,364	\$2,564
Travel Reimbursement	\$260						\$3,210				\$2,061	\$5,531
Mentor Teacher Stipends							\$600					\$600
Data Collection		\$775									\$1,943	\$2,718
Other (staff time not otherwise accounted for; recognition items)							\$182				\$700	\$882
<b>TOTAL</b>	<b>\$41,390</b>	<b>\$5,149</b>	<b>\$0</b>	<b>\$1,098</b>	<b>\$450</b>	<b>\$85,245</b>	<b>\$10,020</b>	<b>\$0</b>	<b>\$2,188</b>	<b>\$0</b>	<b>\$37,934</b>	<b>\$183,474</b>
PDS Grant balance =	\$22,607											
Plans for balance (with estimates):	Fall Orientations (\$700), on-going strategic planning (\$6,800) and data collection (\$3,000). Funds to support Site-Coordinators (\$5,600). Books to support small learning groups within PDSs (\$300). Portfolio reviews in December (\$300). Stipends to complete data collection for TPIP (included with data collection line). One new liaison (\$5,000). Site-based course on brain-based learning and cultural diversity (\$1,000 plus support from IHE). Parts of several categories support two new PDS in Anne Arundel Co.											

COPPIN STATE UNIVERSITY											
Expense Category	In-Kind Contributions			Revenue by Source FY 2007							TOTAL Revenue & In-Kind
	IHE	Baltimore County	Baltimore City	IHE	Baltimore County	Baltimore City	PDS Grant	Federal Grant	Other State Grant	Private Grant	
Strategic Planning	\$1,040	\$378	\$130	\$512			\$10,040				\$12,100
Portfolio Review							\$1,000				\$1,000
School Site Coordinators		\$39		\$9,000			\$1,000				\$10,039
IHE Site Liaison(s)	\$960										\$960
IHE Network Coordinator	\$10,000			\$5,000							\$15,000
Professional Development		\$133	\$1,300	\$5,400			\$6,000				\$12,833
Materials and Supplies							\$3,345				\$3,345
Travel Reimbursement				\$800							\$800
Mentor Teacher Stipends				\$2,093							\$2,093
Data Collection	\$1,500						\$5,000				\$6,500
Other (intern receptions, in kind subsistence for meetings)	\$1,000	\$366	\$3,211	\$500							\$5,077
<b>TOTAL</b>	<b>\$14,500</b>	<b>\$916</b>	<b>\$4,641</b>	<b>\$23,305</b>			<b>\$26,385</b>				<b>\$69,747</b>
No PDS grant balance--some data and planning funds encumbered to pay for ongoing data collection											



<b>Columbia Union College</b>							
<b>Expense Category</b>	<b>In-Kind Contributions</b>		<b>Revenue by Source FY 2007</b>				<b>TOTAL Revenue &amp; In-Kind</b>
	<b>IHE</b>	<b>Montgomery</b>	<b>IHE</b>	<b>Montgomery</b>	<b>PDS Grant</b>	<b>Other Grants</b>	
Strategic Planning		\$132			\$2,856		\$2,988
Portfolio Review					\$900		\$900
School Site Coordinators				\$1,000			\$1,000
IHE Site Liaison(s)	\$1,800						\$1,800
IHE Network Coordinator							\$0
Professional Development					\$2,794		\$2,794
Materials and Supplies	\$210						\$210
Travel Reimbursement		\$10					\$10
Mentor Teacher Stipends			\$600	\$1,200			\$1,800
Data Collection			\$1,660		\$1,500		\$3,160
Other (software etc. for implementing technology in classroom)					\$498		\$498
<b>TOTAL</b>	\$2,010	\$142	\$2,260	\$2,200	\$8,548	\$0	\$15,160
PDS grant balance =	\$8,771						
Plans to expend grant balance (with estimates):	Strategic planning (\$2,134); school site coordinator stipend for documentation & additional reaccreditation report planning meetings (\$1,500); mentor training and course stipends (\$1,182); PDS brochures and other materials (\$540); data manager stipend and material for data collection (\$3,500)						

Frostburg State University													
Expense Category	In-Kind Contributions					Revenue by Source FY 2007							TOTAL Revenue & In-Kind
	IHE	Allegany	Frederick	Garrett	Washington	IHE	Allegany	Frederick	Garrett	Washington	PDS Grant	Other Grants	
Strategic Planning		\$3,080	\$7,095	\$250	\$2,051	\$10,700	\$960		\$705		\$7,389		\$32,230
Portfolio Review						\$12,970					\$600		\$13,570
School Site Coordinators		\$4,958		\$1,500	\$1,564	\$10,200		\$3,000					\$21,222
IHE Site Liaison(s)						\$11,648					\$28,311		\$39,959
IHE Network Coordinator			\$3,041		\$1,564	\$57,373							\$61,978
Professional Development	\$54,000	\$3,900		\$2,500		\$10,850		\$4,967	\$2,500		\$14,373		\$93,090
Materials and Supplies								\$558			\$3,489		\$4,047
Travel Reimbursement						\$13,526			\$210		\$254		\$13,990
Mentor Teacher Stipends						\$50,355							\$50,355
Data Collection	\$20,879	\$2,100	\$1,890	\$1,000			\$800				\$31,500		\$58,169
Other (consultant; central office staff time)		\$400	\$3,931				\$179				\$10,000		\$14,510
<b>TOTAL</b>	\$74,879	\$14,438	\$15,957	\$5,250	\$5,179	\$177,622	\$1,939	\$8,525	\$3,415	\$0	\$95,916	\$0	\$403,120
PDS grant balance =	\$58,961												
Plans for balance (with estimates):	Site liaison (\$30,737) and work in strategic planning with consultant (\$2500+17,500--consultant has been in "other"); travel, including for professional development conferences (\$8,225);												

**Goucher College**

Expense Category	In-Kind Contributions				Revenue by Source FY 2007						TOTAL Revenue & In-Kind
	IHE	Anne Arundel	Baltimore County	Baltimore City	IHE	Anne Arundel	Baltimore County	Baltimore City	PDS Grant	Other Grants	
Strategic Planning	\$ 800.00				\$ 975.00	\$ 1,200.00	\$ 1,927.75		\$ 905.60		\$ 5,808.35
Portfolio Review	\$ 2,340.00				\$ 254.60						\$ 2,594.60
School Site Coordinators					\$ 4,500.00	\$ 7,000.00	\$ 157.53				\$ 11,657.53
IHE Site Liaison(s)	\$ 25,000.00				\$29,000.00						\$ 54,000.00
IHE Network Coordinator											\$ -
Professional Development	\$ 49,470.00					\$ 1,800.00	\$ 530.64		\$ 10,333.99		\$ 62,134.63
Materials and Supplies	\$ 1,000.00					\$ 200.00					\$ 1,200.00
Travel Reimbursement					\$ 7,000.00	\$ 1,070.00					\$ 8,070.00
Mentor Teacher Stipends					\$11,900.00	\$ 700.00					\$ 12,600.00
Data Collection	\$ 7,500.00	\$ 2,356.00							\$ 1,500.00		\$ 11,356.00
Other	\$ 35,250.00	\$ 13,637.16	\$ 1,464.52			\$ 182.00					\$ 50,533.68
<b>TOTAL</b>	\$ 121,360.00	\$ 15,993.16	\$ 1,464.52	\$ -	\$53,629.60	\$12,152.00	\$ 2,615.92	\$ -	\$ 12,739.59	\$ -	\$ 219,954.79
PDS grant balance =	\$ 29,789.41										
Plans for balance (with estimates):	Complete action research (\$3,500); second training session for mentor teachers (\$8,500); second strategic planning meeting with site coordinators & supervisors and other planning through fall (\$3,500); data collection (\$3,500); other professional development (\$7,000); travel reimbursement (\$500)										

Hood College							
Expense Category	In-Kind IHE		Revenue by Source FY 2007				TOTAL
	IHE	Frederick	IHE	Frederick	PDS Grant	PT3 Grant	
Strategic Planning (incl council meetings)	\$1,537.00		\$550.00	\$10,500.00	\$1,976.00		\$14,563.00
Portfolio Review	\$1,845.00		\$519.92				\$2,364.92
School Site Coordinators (10)				\$4,750.00			\$4,750.00
Central Offc liaison		\$3,041.00					\$3,041.00
IHE Site Liaisons							\$0.00
IHE Network Coordinator			\$52,023.50				\$52,023.50
Professional Development			\$2,565.00		\$5,613.15	\$17,752.00	\$25,930.15
Materials & Supplies		\$1,240.00	\$676.72		\$462.95		\$2,379.67
Travel Reimbursement			\$7,469.00		\$3,228.40		\$10,697.40
Mentor Stipends (\$50+voucher for 3-cr grad course can be used for up to 1 yr)			\$3,600.00				\$3,600.00
Data Collection					\$1,500.00		\$1,500.00
Other: Mini-grants for school-based initiatives					\$3,536.25		\$3,536.25
Other: Mentor workshops; reception	\$200.00		\$1,518.00				\$1,718.00
<b>TOTAL</b>	<b>\$3,582</b>	<b>\$4,281</b>	<b>\$68,922</b>	<b>\$15,250</b>	<b>\$16,317</b>	<b>\$17,752</b>	<b>\$126,103.89</b>
Other grants:	PT3 is a federal grant administered by MSDE to incorporate technology effectively into instruction; it supported professional development to ensure the implementation of the MD Teacher Technology Standards.						
PDS grant balance =	\$26,212.25						
Plans for balance (with estimates):	Two-day strategic planning, plus council meetings (\$3,500); mentor training, incl for 6 new partner schools (\$5,500); Consultant continuing with data collection (\$3,500); Diversity Conference--trainer, materials, participant stipends, \$5,400; mini-grants to support school improvement goals for 5 schools (\$2,500); additional professional development (\$4,700); materials and supplies						

Johns Hopkins University													
Expense Category	In-Kind Contributions					Revenue by Source FY 2007							TOTAL Revenue & In-Kind
	IHE	Howard	Balti-more City	Balti-more County	Mont-gomery	IHE	Howard	Balti-more City	Balti-more County	Mont-gomery	PDS Grant	Other Grants	
Strategic Planning		\$100								\$15,000	\$624		\$15,724
Portfolio Review			\$250										\$250
School Site Coordinators	\$15,000			\$79			\$3,600			\$1,500			\$20,179
IHE Site Liaison(s)	\$117,420			\$732	\$10,000								\$128,152
IHE Network Coordinator			\$550		\$850								\$1,400
Professional Development		\$13,742		\$284			\$920			\$9,720	\$5,333		\$29,999
Materials and Supplies			\$450			\$1,100	\$1,000			\$15,000	\$11,434		\$28,984
Travel Reimbursement			\$150			\$2,000							\$2,150
Mentor Teacher Stipends						\$27,200							\$27,200
Data Collection											\$960		\$960
Other (teacher stipends for prof devel., video editing for prof devel)		\$3,709						\$100			\$8,720		\$12,529
<b>TOTAL</b>	\$132,420	\$17,551	\$1,400	\$1,095	\$10,850	\$30,300	\$5,520	\$100	\$0	\$41,220	\$27,071	\$0	\$267,527
PDS grant balance =	\$13,953												
Plans for grant balance (with estimates):	Strategic planning (\$9,400 total): Howard Co PS (\$3,910), Baltimore City (\$4,030), multiple-site STEM planning (\$1,100); multiple-site PDS steering comm. (\$360); assessment (\$4,700)												

**Loyola College in Maryland**

Expense Category	In-Kind Contributions				Revenue by Source FY 2007						TOTAL Revenue & In-Kind
	IHE	Howard County Public School System	Anne Arundel County Public School System	Baltimore County Public School System	IHE	Howard County Public School System	Anne Arundel County Public School System	Baltimore County Public School System	PDS Grant	Other Grants	
Strategic Planning					\$3,500	\$2,802	\$450	\$3,108	\$2,560		\$12,420
Portfolio Review	\$300	\$20			\$300		\$485		\$151		\$1,256
School Site Coordinators/Central Office			\$7,174		\$8,000	\$2,400	\$1,000	\$249			\$18,824
IHE Site Liaison(s)					\$245,712						\$245,712
IHE Network Coordinator											\$0
Professional Development	\$2,500	\$8			\$5,000	\$15,582	\$948	\$597	\$10,173		\$34,808
Materials and Supplies	\$1,000				\$3,000	\$60	\$200		\$1,676		\$5,936
Travel Reimbursement					\$2,000	\$341			\$4,463		\$6,804
Mentor Teacher Stipends					\$12,120	\$2,800	\$500		\$3,755		\$19,175
Data Collection			\$1,240		\$35,000	\$173	\$0		\$31		\$36,444
Other (Balto Co. central offc salary; intern receptions; room usage; misc. at IHE)			\$177	\$2,929	\$500	\$1,555	\$182		\$2,714		\$8,058
<b>TOTAL</b>	<b>\$3,800</b>	<b>\$28</b>	<b>\$8,592</b>	<b>\$2,929</b>	<b>\$315,132</b>	<b>\$25,713</b>	<b>\$3,765</b>	<b>\$3,954</b>	<b>\$25,523</b>	<b>\$0</b>	<b>\$389,436</b>
PDS grant balance =	\$43,151										
Plans for grant balance (with estimates):	Strategic planning meetings over the summer and fall--both large ones on campus and small, school-based meetings for planning and funding to cover modest salary increase for PDS coordinators (\$20,000); data collection (\$11,000); site coordinator stipend (\$5700); school-based professional development (\$2,500); portfolio review (\$500); supplies and materials PDS (\$3000)										

McDaniel College									
Expense Category	In-Kind Contributions			Revenue by Source FY 2007				Other Grants	TOTAL Revenue & In-Kind
	IHE	Carroll County	Baltimore County	IHE	Carroll County	Baltimore County	PDS Grant		
Strategic Planning			\$ 367.50	\$ 725.00			\$ 3,861.65		\$ 4,954.15
Portfolio Review	\$ 5,635.87	\$ 2,417.61							\$ 8,053.48
School Site Coordinators		\$ 17,367.80	\$ 758.51	\$ 6,975.00					\$ 25,101.31
IHE Site Liaison(s)		\$ 9,178.98		\$ 45,100.00					\$ 54,278.98
IHE Network Coordinator				\$ 65,720.75					\$ 65,720.75
Professional Development	\$ 2,650.03	\$ 2,241.52	\$ 132.66	\$ 9,926.40			\$ 19,916.82		\$ 34,867.43
Materials and Supplies				\$ 2,500.39			\$ 4,481.80		\$ 6,982.19
Travel Reimbursement				\$ 5,638.31			\$ 262.69		\$ 5,901.00
Mentor Teacher Stipends									\$ -
Data Collection							\$ 4,254.60		\$ 4,254.60
Other (mentor recognition, project showcase)							\$ 1,156.62		\$ 1,156.62
<b>TOTAL</b>	\$ 8,285.90	\$ 31,205.91	\$ 1,258.67	\$136,585.85	\$ -	\$ -	\$ 33,934.18	\$ -	\$ 211,270.51
PDS grant balance =	\$ 14,408.82								
Plans for balance (with estimates):	Offer additional "Mentoring Young Writers" course & materials (\$5,000); offer additional "Differentiating Instruction:" course (\$2,000); PDS network site coordinator meeting (\$800); complete strategic planning with graduate PDS (\$1,200); develop additional module on co-teaching for mentor training (\$2,500; modify intern handbook to reflect specific needs of phys ed candidates & mentors (\$400); data collection on candidates' employment (\$1000); intern reception to showcase projects & honor mentors (\$800)								

Morgan State University												
Expense Category	In-Kind Contributions				Revenue by Source FY 2007							TOTAL Revenue & In-Kind
	IHE	Anne Arundel	Baltimore City	Baltimore County	IHE	Anne Arundel	Baltimore City	Baltimore County	PDS Grant	Federal Grant	Other Grants	
Strategic Planning	\$2,000.00											\$2,000.00
Portfolio Review	\$1,000.00	\$25.00	\$125.00	\$50.00								\$1,200.00
School Site Coordinators					\$4,250.00							\$4,250.00
IHE Site Liaison(s)	\$6,000.00	\$1,000.00										\$7,000.00
IHE Network Coordinator	\$10,000.00											\$10,000.00
Professional Development	\$6,000.00					\$938.00	\$938.88	\$938.00		\$2,798.00		\$11,612.88
Materials and Supplies	\$1,000.00	\$70.00	\$300.00	\$70.00						\$6,000.00		\$7,440.00
Travel Reimbursement										\$1,084.00		\$1,084.00
Mentor Teachers					\$8,250.00							\$8,250.00
Data collection	\$1,000.00	\$11,800.00	\$10,800.00	\$10,800.00								\$34,400.00
Other (reception, room usage; prof devel meeting expenses)		\$400.00	\$600.00	\$268.00						\$1,392.50		\$2,660.50
<b>TOTAL</b>	<b>\$27,000.00</b>	<b>\$13,295.00</b>	<b>\$11,825.00</b>	<b>\$11,188.00</b>	<b>\$12,500.00</b>	<b>\$938.00</b>	<b>\$938.88</b>	<b>\$938</b>	<b>\$0</b>	<b>\$11,275</b>	<b>\$0</b>	<b>\$89,897.38</b>
Other grants:	MSU's Center for Excellence in Mathematics & Science Education held an Improving Teacher Quality grant to provide content-based professional development (including PRAXIS-related professional development) to in-service teachers.											
PDS Grant balance =	\$35,331											
Plans for grant balance (with estimates):	Consultative services for developing standard operating procedures (\$19,000); planning (\$2,000); professional development (\$3,000); materials and supplies (\$2,000); travel (\$2,000—including PDS conference registrations for faculty, interns, teachers); mentor stipends (\$3,000); data collection (\$3,000); other (stipends for workshop facilitators, \$1,331); there has been recent personnel change											



<b>Mount St. Mary's University</b>							
<b>Expense Category</b>	<b>In-Kind Contributions</b>		<b>Revenue by Source FY 2007</b>				<b>TOTAL Revenue &amp; In-Kind</b>
	<b>IHE</b>	<b>Frederick</b>	<b>IHE</b>	<b>Frederick</b>	<b>PDS Grant</b>	<b>Other Grants</b>	
Strategic Planning	\$845	\$180	\$930		\$1,563		\$3,518
Portfolio Review	\$180		\$0		\$900		\$1,080
School Site Coordinators	\$0	\$200	\$7,500	\$4,600			\$12,300
IHE Site Liaison(s)			\$53,713		\$9,800		\$63,513
IHE Network Coordinator			\$6,500				\$6,500
Professional Development	\$3,795	\$1,520	\$800	\$12,976	\$25,075		\$44,166
Materials and Supplies			\$2,789				\$2,789
Travel Reimbursement			\$10,992		\$3,034		\$14,026
Mentor Teacher Stipends			\$24,450				\$24,450
Data Collection	\$2,280				\$10,440		\$12,720
Other (PDS Coordinators; NCATE & placement coordinators; FCPS interviews; mouse pads, brochures, electronic-supported learning environment)		\$4,981	\$40,575	\$3,041	\$6,728		\$55,325
<b>TOTAL</b>	<b>\$7,100</b>	<b>\$6,881</b>	<b>\$148,249</b>	<b>\$20,617</b>	<b>\$57,540</b>	<b>\$0</b>	<b>\$240,387</b>
PDS Grant balance =	\$50,862						
Balance plans (with estimates):	Summer strategic planning--overall restructuring of PDS network, including use of site-based university supervisor (\$7,500); December portfolio review (\$1,200); partner site coordinators (\$1,600); site coordinator time for TPIP and NCATE work (\$2,000); 4 site-based university supervisors (\$11,250+7800); IHE faculty for planning PDS Diversity Electronic-Supported Collaborative Learning Environment (with Towson) (\$3600); mentor training (\$1,260); workshop presenters for internship I students, faculty associates (\$900+\$400+200+200); prof devel sessions--university supervisors (\$4,000); more data collection (\$940+\$450); more mini-grants for professional learning communities in schools (\$4,000); brochures (\$522); PDS supplies (\$2,050--ordered June 1);						

St. Mary's College of Maryland									
Expense Category	In-Kind Contributions		Revenue by Source FY 2007						TOTAL Revenue & In-Kind
	IHE	St. Mary's County Public Schools	IHE	St. Mary's County Public Schools	PDS Grant	Federal Grant	Other State Grant	Private Grant	
Strategic Planning									\$0
Portfolio Review	\$300				\$1,000				\$1,300
School Site Coordinators		\$200	\$12,000		\$4,000				\$16,200
IHE Site Liaison(s)									\$0
IHE Network Coordinator			\$36,600						\$36,600
Professional Development									\$0
Materials and Supplies									\$0
Travel Reimbursement									\$0
Mentor Teacher Stipends			\$1,500		\$300				\$1,800
Data Collection					\$3,000				\$3,000
Other									\$0
<b>TOTAL</b>	<b>\$300</b>	<b>\$200</b>	<b>\$50,100</b>	<b>\$0</b>	<b>\$8,300</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$58,900</b>
PDS grant balance =	\$26,097								
Plans for grant balance (with estimates):	Summer strategic planning (\$5,248); collaborative planning between LSS and IHE for courses, co-teaching course payment (\$7,000); portfolio review (\$4,000 for stipends, developing rubrics, notebooks); professional development (\$3,469); travel reimbursement (\$2000--PDS conference & local travel); materials and supplies (\$800 PDS brochures, mentor handbooks, MAT handbooks); additional data collection and mentor recognitions (\$2500)								

Salisbury University																		
Expense Category	In-Kind Contributions							Revenue by Source FY 2007										
	IHE	Anne Arundel	Caroline	Dorchester	Somerset	Wicomico	Worcester	IHE	Anne Arundel	Caroline	Dorchester	Somerset	Wicomico	Worcester	PDS Grant	Federal Grant	USM Redesign of Tchr. Ed. Grant	TOTAL Revenue & In-Kind
Strategic Planning	\$1,617							\$882							\$1,435			\$3,934
Portfolio Review																		\$0
School Site Coordinators									\$1,000			\$1,024						\$2,024
IHE (Network) Liaison(s)	\$18,216							\$28,341							\$9,225			\$55,782
IHE Network Coordinator								\$75,093							\$2,000		\$10,957	\$88,050
Professional Development	\$5,086	\$3,841	\$4,888		\$875	\$7,076	\$3,268	\$1,720							\$15,640	\$80		\$42,474
Materials and Supplies						\$400		\$1,507	\$200		\$50		\$1,395	\$390				\$3,942
Travel Reimbursement								\$6,856	\$1,778		\$575	\$58	\$75	\$1,242	\$1,766			\$12,349
Mentor Teacher Stipends															\$6,250			\$6,250
Data Collection															\$4,840			\$4,840
Central Office staff; county/ regional receptions, conference		\$500	\$1,130		\$233	\$14,830	\$4,880	\$3,327	\$182					\$500	\$3,447			\$29,029
<b>TOTAL</b>	\$24,919	\$4,341	\$6,018	\$0	\$1,108	\$22,306	\$8,148	\$117,727	\$3,160	\$0	\$625	\$1,082	\$1,470	\$2,132	\$44,603	\$80	\$10,957	\$248,675
PDS grant balance =	\$130,604																	Fed Grant: \$80 PT3 for technology workshop
Plans for grant balance (with estimates):	Strategic planning (\$1609+\$1875+\$590+\$9000), regional PDS summit on 9-20 (\$6000); Site coordinator training (\$2000); Mentor training, incl. stipends (\$9500+1800+832+1254+1500); adjunct liaison, new hires fall 07 (\$5,000); faculty liaisons (\$6400); expand PDS in Somerset, into Talbot (\$6000 plus some funds noted already in prof devel ); expand SU Reading Friends (SURF) project, 5 months (\$36,396); brochures (\$270); expand mentor co-teaching DVD series & training module (\$7000); PDS website enhancement (\$1000); PDS mini-grants for school & student achievement data (\$2000); grad asst for fall data collection (\$5,000); prof development workshops (\$9052); PDS prof. developmt conferences (\$3,000); supplies (\$720); intern orientations (\$4300)																	

Towson University																
Expense Category	In-Kind Contributions							Revenue by Source FY 2007							TOTAL Revenue & In-Kind	
	IHE	Anne Arundel	Howard	Baltimore County	Baltimore City	Prince George's	Carroll, Cecil, Charles, Harford, Montgomery	IHE	Anne Arundel	Howard	Baltimore County	Baltimore City	Prince George's	Carroll, Cecil, Charles, Harford, Montgomery		PDS Grant
Strategic Planning	\$125,000		\$25,519					\$29,845	\$1,200	\$25,519	\$11,747				\$23,860	\$242,690
Portfolio Review	\$22,000		\$2,060					\$16,800		\$2,060	\$1,260				\$27,500	\$71,680
School Site Coordinators			\$21,600					\$81,000	\$17,000	\$21,600					\$12,000	\$153,200
IHE Site Liaison(s):	\$2,045,295	\$21,000						\$70,500							\$12,528	\$2,149,323
IHE Network Coordinator	\$175,448			\$12,082				\$85,915							\$25,188	\$298,633
Professional Development	\$82,000		\$2,300					\$25,231	\$7,744	\$2,300	\$3,383		\$51,400		\$69,513	\$243,871
Materials and Supplies	\$21,000		\$540					\$39,540	\$200	\$540					\$84,714	\$146,534
Travel Reimbursement	\$12,900		\$3,069					\$48,800	\$7,490	\$3,069					\$22,263	\$97,591
Mentor Teacher Stipends			\$40,800					\$264,000	\$8,400	\$40,800					\$18,000	\$372,000
Data Collection Other	\$16,800	\$3,720	\$1,555					\$32,478		\$1,555					\$30,750	\$86,858
(network research fair, graduate assistant; PGCPs central office person % time)	\$386,861	\$1,775	\$141,876		\$113	\$18,168		\$0	\$182	\$141,876						\$690,851
<b>TOTAL</b>	<b>\$2,887,304</b>	<b>\$26,495</b>	<b>\$239,319</b>	<b>\$12,082</b>	<b>\$113</b>	<b>\$18,168</b>	<b>\$0</b>	<b>\$694,109</b>	<b>\$42,216</b>	<b>\$239,319</b>	<b>\$16,390</b>	<b>\$0</b>	<b>\$51,400</b>	<b>\$0</b>	<b>\$326,316</b>	<b>\$4,553,232</b>
PDS grant balance=	\$308,373							No other grant support.								
Plans for balance (with estimates):	Summer strategic planning, including PDS network meetings of liaisons and site coordinators (\$54,100); planning for 10 new PDS (\$30,000); summer mentor training (\$30,500); fall Research Fair to showcase joint intern-mentor work for approx 600 interns (\$24,000); data collection and assessment (\$15,300); additional professional development expenses (\$33,500); network coordinator (\$45,000); materials and supplies used for trainings, school-based action research projects, prof development (\$86,300). Note that Howard Co. reported information to TU as is.															

University of Maryland, Baltimore County														
Expense Category	In-Kind Contributions					Revenue by Source FY 2007								TOTAL Revenue & In-Kind
	IHE	Anne Arundel	Balti-more City	Balti-more County	Howard	IHE	Anne Arundel	Balti-more City	Balti-more County	Howard	PDS Grant	Other State Grant	Private Grant	
Strategic Planning	\$50		\$500			\$312	\$2,550		\$1,145	\$7,005	\$5,287			\$16,849
Portfolio Review	\$3,142				\$30					\$600	\$4,525			\$8,297
School Site Coordinators							\$10,000		\$92	\$6,000	\$3,500			\$19,592
IHE Site Liaison(s)	\$12,621					\$70,212								\$82,833
IHE Network Coordinator	\$82,912										\$14,894			\$97,806
Professional Development	\$2,750		\$960		\$4,766		\$1,081		\$133	\$1,577	\$8,692	\$5,140	\$2,826	\$27,925
Materials and Supplies			\$600		\$150	\$2,431	\$200					\$5,084	\$4,904	\$13,369
Travel Reimbursement			\$400			\$3,895				\$853	\$7,783	\$3,353	\$431	\$16,715
Mentor Teacher Stipends						\$26,425	\$2,600			\$8,000	\$4,700	\$8,060		\$49,785
Data Collection	\$56,127	\$1,240	\$1,500		\$432	\$16,798					\$5,057			\$81,154
Other (Central office staff/PDS coord for LSS; literacy program in a city HS; building use, receptions)		\$7,178	\$1,000	\$1,098	\$34,412	\$525	\$182			\$1,314	\$8,995	\$837	\$2,420	\$57,961
<b>TOTAL</b>	<b>\$157,602</b>	<b>\$8,418</b>	<b>\$4,960</b>	<b>\$1,098</b>	<b>\$39,790</b>	<b>\$120,598</b>	<b>\$16,613</b>	<b>\$0</b>	<b>\$1,370</b>	<b>\$25,349</b>	<b>\$63,433</b>	<b>\$22,474</b>	<b>\$10,581</b>	<b>\$472,286</b>
Other Grants:	Two private grants for which a portion could be directed to PDS work: Gudulsky Foundation and the Chesapeake Bay Fund; UMBC also had 4 USM grants to be used for PDS, one for 2006-07 and three for which extensions had been granted so the balances could be used (#44675, #0897, #1249, and #2063).													
PDS Grant balance =	\$9,307													
Plans for balance (with estimates):	Continuing training for mentors & faculty in the Clinical Practice Performance Assessment (\$1,800); initial and ongoing training for faculty & PDS personnel in TK20, a new system paid for in part by the grant that provides online support for PDS data collection and evaluation, among other things (\$5,000); continued work with faculty at Digital Harbor HS in the city on data collection; continued strategic planning as Baltimore Polytechnic HS in the city becomes a PDS (\$2,500). Note that UMBC has used funds to compensate mentor teachers in Baltimore City and County to be more commensurate with what is available through Howard and Anne Arundel, where the school system compensates mentor teachers; the State grant made this possible.													

**University of Maryland, College Park**

Expense Category	In-Kind Contributions				Revenue by Source FY 2007						TOTAL Revenue & In-Kind
	IHE	Howard	Montgomery	Prince George's	IHE	Howard	Montgomery	Prince George's	PDS Grant	Other State Grant (Redesign of Teacher Ed, USM)	
Strategic Planning		\$50	\$6,800		\$2,446	\$9,548		\$208	\$1,759		\$20,810
Portfolio Review					\$3,689	\$500		\$462			\$4,651
School Site Coordinators					\$0	\$9,040	\$26,500	\$22,500			\$58,040
IHE Site Liaison(s)					\$794,664						\$794,664
IHE Network Coordinator					\$19,048						\$19,048
Professional Development					\$70,958	\$12,298	\$19,372	\$22,860	\$48,030		\$173,518
Materials and Supplies					\$2,942	\$936	\$6,242	\$29,283			\$39,403
Travel Reimbursement			\$450		\$27,749	\$1,194			\$305		\$29,697
Mentor Teacher Stipends					\$139,300	\$4,400	\$800	\$75,600			\$220,100
Data Collection					\$1,200	\$605		\$5,400	\$31,905	\$27,868	\$66,978
Other (central office staff time, space)		\$4,508	\$28,750	\$78,540	\$89,540	\$2,507					\$203,846
<b>TOTAL</b>	\$0	\$4,558	\$36,000	\$78,540	\$1,151,536	\$41,028	\$52,914	\$156,312	\$81,999	\$27,868	\$1,630,755
PDS Grant balance =	\$191,611										
Plans for balance (with estimates):	Strategic planning for 4 multi-site PDS (\$8,700), regional administrators summit (\$12,500); portfolio review sessions MCPS (\$2,300); prof devel for 3 LSS: two-semester mentor training, 3 courses, summer & fall workshops (\$20,350); data collection in 3 LSS, incl student achievement data (\$17,444); unit assessment system analysis & recommendations--PDS outcomes (\$27,000); School Improvement Team planning process to identify professional development projects for 60+ individual schools in the network (\$103,000)										

University of Maryland Eastern Shore												
Expense Category	In-Kind Contributions				Revenue by Source FY 2007							TOTAL Revenue & In-Kind
	IHE	Somerset	Wicomico	Worcester	IHE	Somerset	Wicomico	Worcester	PDS Grant	Federal Grants	Other State Grants	
Strategic Planning	\$300	\$2,190	\$65	\$65								\$2,620
Portfolio Review	\$600								\$371			\$971
School Site Coordinators			\$10,590	\$375		\$1,876						\$12,841
IHE Site Liaison(s)												\$0
IHE Network Coordinator											\$24,985	\$24,985
Professional Development	\$1,800								\$7,603	\$7,044	\$22,865	\$39,312
Materials and Supplies					\$5,500				\$1,360			\$6,860
Travel Reimbursement									\$2,418			\$2,418
Mentor Teacher Stipends					\$9,288							\$9,288
Data Collection	\$3,888								\$5,050			\$8,938
Central offc. PDS representatives; \$210 admin asst Worc.		\$160	\$7,700	\$660								\$8,520
<b>TOTAL</b>	<b>\$6,588</b>	<b>\$2,350</b>	<b>\$18,355</b>	<b>\$1,100</b>	<b>\$14,788</b>	<b>\$1,876</b>	<b>\$0</b>	<b>\$0</b>	<b>\$16,802</b>	<b>\$7,044</b>	<b>\$47,850</b>	<b>\$116,753</b>
Federal grant funding:	PT3 (for incorporating technology into instruction) administered by MSDE; Improving Teacher Quality administered by MHEC (for in-service professional development in content areas only--here for summer institute for in-service teachers)											
Other State Grants:	Maryland State Improvement Grant (for 2006-07; \$22,865) and USM Redesign of Teacher Education Grant (for 2006-07; \$24,985)											
PDS grant balance =	\$22,997											
Plans for balance (with estimates):	Mentor Training Module to include technology-based component using Blackboard to allow for online delivery of training (\$6,200); PDS Web site for school coordinators, central office personnel, & mentors (\$1,100); additional professional development, especially because many mentor teachers retiring (\$4,900); print handbooks for Field Experiences & Internships (\$460); support PDS coordinator who coordinates all planning and other activities (\$10,000)											

**Villa Julie College**

Expense Category	In-Kind Contributions				Revenue by Source FY 2007							TOTAL Revenue & In-Kind
	IHE	Balt-more County	Harford	Carroll	IHE	Balti-more County	Harford	Carroll	PDS Grant	Other State, Federal Grants	Private Grant	
Strategic Planning	\$6,500					\$2,446			\$7,500			\$16,446
Portfolio Review	\$4,900	\$3,632	\$454	\$909								\$9,895
School Site Coordinators		\$4,000	\$500	\$1,000		\$196					\$5,500	\$11,196
IHE Site Liaison(s)					\$58,080							\$58,080
IHE Network Coordinator					\$9,000							\$9,000
Professional Development		\$9,900	\$2,700	\$2,100		\$851	\$300	\$500	\$8,830			\$25,181
Materials and Supplies	\$2,150	\$4,000	\$500	\$1,000					\$8,033			\$15,683
Travel Reimbursement					\$8,000							\$8,000
Mentor Teacher Stipends					\$24,500							\$24,500
Data Collection									\$5,000			\$5,000
Teacher Recognition		\$4,000	\$500	\$1,000	\$4,159				\$1,563			\$11,222
<b>TOTAL</b>	<b>\$13,550</b>	<b>\$25,532</b>	<b>\$4,654</b>	<b>\$6,009</b>	<b>\$103,739</b>	<b>\$3,493</b>	<b>\$300</b>	<b>\$500</b>	<b>\$30,926</b>	<b>\$0</b>	<b>\$5,500</b>	<b>\$194,203</b>
Other grants:	Bank of America Foundation grant for 2006-07											
PDS Grant balance =	\$10,911											
Plans for grant balance (with estimates):	Strategic planning--fall network meetings (\$2,500); professional development, including cross-site workshops (\$3,707); materials and supplies fo support interns' implementation of schoolwide projects in relation to areas identified in school improvement plans (\$2,967); (\$1,707) to recognize mentors who work with interns and for institutional membership in PDS PTAs											



Washington College									
Expense Category	In-Kind Contributions			Revenue by Source FY 2007					TOTAL Revenue & In-Kind
	IHE	Kent	Queen Anne's	IHE	Kent	Queen Anne's	PDS Grant	Other Grants	
Strategic Planning		\$933	\$8,197	\$600			\$283		\$10,013
Portfolio Review		\$400	\$531	\$200			\$262		\$1,393
School Site Coordinators		\$19,171							\$19,171
IHE Site Liaison(s)				\$47,840					\$47,840
IHE Network Coordinator									\$0
Professional Development		\$300	\$34,344	\$680			\$547		\$35,871
Materials and Supplies		\$800	\$654	\$200			\$115		\$1,769
Travel Reimbursement		\$1,000	\$218	\$500					\$1,718
Mentor Teacher Stipends				\$5,221					\$5,221
Data Collection		\$200		\$150					\$350
Central office PDS coordinator		\$12,268							\$12,268
<b>TOTAL</b>	\$0	\$35,072	\$43,944	\$55,391	\$0	\$0	\$1,207	\$0	\$135,614
PDS Grant balance =	\$25,871								
Plans for grant balance (with estimates):	Most funds spent July 1-Sept 1: Intern supervisor training (\$1,150); professional development workshops (\$9,823); summer, early fall strategic planning (\$4,498); data collection (\$2,500); site coordinator stipends for fall (\$7,900)								

**Maryland Institute College of Art**

All \$5,000 of its grant was used for data collection. Some collection is still taking place but will be completed by December. MICA is tracking its graduates' employment (up to five years). MICA does not operate PDS but works to place its teacher candidates in other institutions' PDS. In 2006-07, candidates were placed in 6 PDS.

**Peabody Institute of the Johns Hopkins University**

All \$5,000 of its grant is being used to study teacher retention. Peabody does not operate its own PDS.



SUMMARY OF CONTRIBUTIONS BY SOURCE													
IHE	Kent County Public School System	Montgomery County Public School System	Prince George's County Public School System	Queen Anne's County Public School System	St. Mary's County Public School System	Somerset County Public School System	Washington County Public School System	Wicomico County Public School System	Worcester County Public School System	IHE	Federal Grants	State Grants other than PDS Grant	Private Grants
Bowie State University			\$ 98,477							\$ 107,720	\$ -	\$ 2,500	\$ -
College of Notre Dame of MD										\$ 126,635	\$ -	\$ -	\$ -
Columbia Union College		\$ 2,342								\$ 4,270	\$ -	\$ -	\$ -
Coppin State University										\$ 37,805	\$ -	\$ -	\$ -
Frostburg State University							\$ 5,179			\$ 252,501	\$ -	\$ -	\$ -
Goucher College										\$ 174,990	\$ -	\$ -	\$ -
Hood College										\$ 72,504	\$ 17,752	\$ -	\$ -
The Johns Hopkins University										\$ 162,720	\$ -	\$ -	\$ -
Loyola College in MD										\$ 318,932	\$ -	\$ -	\$ -
McDaniel College										\$ 144,872	\$ -	\$ -	\$ -
Morgan State University										\$ 39,500	\$ 11,275	\$ -	\$ -
Mount St. Mary's University										\$ 155,349	\$ -	\$ -	\$ -
St. Mary's College of MD					\$ 200					\$ 50,400	\$ -	\$ -	\$ -
Salisbury University								\$ 23,776	\$ 10,200	\$ 142,646	\$ 80	\$ 10,957	\$ -
Towson University			\$ 69,568							\$ 3,581,413	\$ -	\$ -	\$ -
University of MD, Baltimore Co.										\$ 278,200	\$ -	\$ 22,474	\$ 10,581
University of MD, College Park		\$ 88,914	\$ 234,852							\$ 1,151,536	\$ -	\$ 27,868	\$ -
University of MD Eastern Shore						\$ 4,226		\$ 18,355	\$ 1,100	\$ 21,376	\$ 7,044	\$ 47,850	\$ -
Villa Julie College										\$ 117,289	\$ -	\$ -	\$ 550
Washington College	\$ 35,072			\$ 43,944						\$ 55,391	\$ -	\$ -	\$ -
	\$ 35,072	\$ 91,256	\$ 402,897	\$ 43,944	\$ 200	\$ 4,226	\$ 5,179	\$ 42,131	\$ 11,300	\$ 6,996,049	\$ 36,151	\$ 111,649	\$ 11,131
										<b>Total LSS contributions =</b>	\$ 1,690,742		
										<b>Total grants other than state PDS grant =</b>	\$ 158,931		
										<b>PDS State Grant Expenses in FY07 (11/2006-6/2007) =</b>	\$ 979,823		
										<b>TOTAL</b>	\$ 9,825,545		

## **Other Affiliated Higher Education Institutions**

The MSDE Division of Certification and Accreditation, Program Approval and Assessment Branch, works with the 20 individual institutions of higher education that operate PDS to help implement PDS best practices. As noted earlier, MSDE collects PDS data each December through the *Teacher Preparation Improvement Plan* (TPIP) reports, and in these documents the IHEs provide information about each school with which they have a PDS relationship. The two additional institutions that prepare teachers in art and music (MICA and the Peabody Institute) also submit TPIP reports to MSDE.

**Appendix A** provides a complete listing of PDS sites by institution of higher education. Data was reported by the institutions for the 2005-2006 academic year and submitted with their December 2006 *Teacher Preparation Improvement Plan* (TPIP) to MSDE. The table identifies (1) IHEs, (2) partnering Local Education Agencies (LEAs)—i.e., school districts, and (3) participating schools. Hundreds of schools at all preK-12 levels have interns and give and receive professional development.

There are a few PDS sites that operate with more than one IHE: four schools participate in PDS work with both Salisbury University and the University of Maryland Eastern Shore, and Dunbar High School in Baltimore City is a Johns Hopkins University PDS and a school in partner status with Morgan State University.

## **VI. 2008 State Funding for Professional Development Schools**

The PreK-16 PDS Funding Committee had agreed at its May 2007 meeting to use the same base funding amounts for data collection and strategic planning in FY 2008 that had been used in FY 2007, even though the total funding that could be made available was half the FY 2007 amount. This was agreed to because of the importance of strategic planning and the recognition that data collection duties did not change. After the July appropriation cut to \$500,000, the committee reconsidered this base funding because maintaining the base skewed the proportions of the grants toward the smallest schools. It was recognized that certain hoped-for studies would not be done because the more limited funds would have to be reserved for trying to maintain services. The revised plan is similar to the FY 2007 plan, but with smaller base amounts.

### **Plan for Distribution of Funds**

Because the FY 2008 appropriation is just 25% of the FY 2007 funding, some changes to the base funding formula seemed fair, so that the percentage of total funding per institution approximates the total number of interns served by that institution. Distinctions between NCATE and non-NCATE institutions remain.

**Individual institution of higher education (IHE) grant = base funding + additional funding**

#### **I. Base Funding**

- a. Data Collection: 25% of last year's amount (consonant with program cut); \$1,250  
Additional cut to the two IHEs not operating PDS but placing

interns in PDS operated by other IHEs (\$500 each)

Total =\$26,000

- b. Strategic Planning: 50% of last year's amount to each grantee institution;  
Less than percentage of the State program cut because of its  
critical importance

NCATE-approved IHE, at least 2,000 FTE \$5,000

Not NCATE-approved IHE, 2,000 or fewer FTE \$2,500

No PDS operations = no planning allocation

*(same criteria as last year for categories)*

Total=\$85,000

## II. Additional Funding

As with the FY 2007 grants, the additional funding will be distributed based upon the number of PDS interns. The FY 2007 appropriation was distributed using the statewide total number of interns for academic year 2004-2005. For that year, the total was 2,115. In May, it was decided to keep this pattern: fund for the fiscal year beginning in July based on the numbers reported in the most recent *Teacher Preparation Improvement Plan* (TPIP). Thus, the FY08 funding formula uses the 2,154 PDS interns statewide reported for academic year 2005-2006 in the December 2006 TPIPs.

$$\$500,000 - (26,000+85,000) = \$389,000$$

$$\begin{aligned} \$389,000 / 2,154 &= \$180.59 \text{ per intern} \\ &\text{or } 22.21\% \text{ of last year's } \$813.24 \end{aligned}$$

Under this formula, all eligible IHE except two are projected to receive a PDS grant that reflects a percentage of the total funding that is within one percent of that institution's percentage of the total PDS intern total. The two remaining, large institutions are projected to receive grants that reflect a lower percentage of total funding lower than their percentage of total PDS interns (by 2% and 6%). Last year, the same institutions received grants that had the same imbalance (1% and 4%).

**Planned PDS Funding Allocations for FY 2008**

<b>Institution of Higher Education</b>	<b>NCATE Accreditation</b>	<b>Funding for Planning</b>	<b>Funding for Data Collection</b>	<b># PDS Interns 2005-06</b>	<b>Total PDS Funding</b>
Bowie State University	Yes	\$ 5,000	\$1,250	65	\$17,988.63
College of Notre Dame of Maryland	Yes	\$ 5,000	\$1,250	56	\$16,363.28
Columbia Union College	No	\$ 2,500	\$1,250	5	\$ 4,652.97
Coppin State University	Yes	\$ 5,000	\$1,250	16	\$ 9,139.51
Frostburg State University	Yes	\$ 5,000	\$1,250	185	\$39,659.94
Goucher College	No	\$ 2,500	\$1,250	32	\$ 9,529.02
Hood College	No	\$ 2,500	\$1,250	62	\$14,946.84
The Johns Hopkins University	Yes	\$ 5,000	\$1,250	63	\$17,627.44
Loyola College in Maryland	Yes	\$ 5,000	\$1,250	49	\$15,099.12
Maryland Institute College of Art	No	\$ -	\$500	*	\$ 500.00
McDaniel College	Yes	\$ 5,000	\$1,250	55	\$16,182.68
Morgan State University	Yes	\$ 5,000	\$1,250	33	\$12,209.61
Mount St. Mary's University	No	\$ 2,500	\$1,250	73	\$ 6,933.38
Peabody Institute	No	\$ -	\$500	*	\$ 500.00
Salisbury University	Yes	\$ 5,000	\$1,250	240	\$49,592.62
St. Mary's College of Maryland	No	\$ 2,500	\$1,250	34	\$ 9,890.20
Towson University	Yes	\$ 5,000	\$1,250	739	\$139,709.15
University of MD, Baltimore County	Yes	\$ 5,000	\$1,250	55	\$16,182.68
University of MD, College Park	Yes	\$ 5,000	\$1,250	279	\$56,635.79
University of MD Eastern Shore	Yes	\$ 5,000	\$1,250	19	\$ 9,681.29
Villa Julie College	Yes	\$ 5,000	\$1,250	66	\$18,169.22
Washington College	No	\$ 2,500	\$1,250	28	\$ 8,806.64
<b>TOTAL</b>	<b>--</b>	<b>\$85,000</b>	<b>\$26,000</b>	<b>2,154</b>	<b>\$500,000</b>

## **VII. Conclusion**

FY 2007 State grant support for PDS has made a significant difference in the intensity and quality of services provided through professional development schools and networks. College and school district personnel have repeatedly expressed their gratitude for this funding opportunity.

With stable funding that is relatively predictable in amount, the *Redesign of Teacher Education* can be fully implemented, with each teacher education program utilizing PDS for full-time undergraduate and graduate teacher internships, and the PDS operating at standard. Maryland school-college partnerships have demonstrated that they understand how to create highly effective PDS. Continuing to fund PDS at FY 2007 levels would enable the partnerships to implement their long-range plans and help Maryland be at the leading edge of PDS work and teacher preparation.



**General Listing of Maryland Professional Development Schools 2005-06**  
**Source: MSDE, December 2006 Teacher Preparation Improvement Plans**

*Notes from summer 2007 reports in italics*

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
Bowie State University	Anne Arundel	Crofton Meadows ES
	Charles	Dr. Samuel A. Mudd ES
	Prince George's	Bowie HS
		C. Elizabeth Reig Special Center
		Chapel Forge ES
		H. Winship Wheatley Early Childhood Center
		High Bridge ES
		Kettering MS
		Oakland ES
		Scotchtown ES
		Tulip Grove ES
<i>Scotchtown ES no longer a site (2007)</i>		
College of Notre Dame of Maryland	Anne Arundel	Arnold ES
		Belvedere ES
		Broadneck HS
		Cape St. Clair ES
		Magothy River MS
		(Severn River on hiatus)
	Baltimore City	Furley ES
		Medfield Heights ES
		Woodhome ES
	Baltimore County	Baltimore Highlands ES
		Hillcrest ES
		Kenwood HS
	Harford	Aberdeen HS/MS
		(Bakerfield ES-partner school)
		Church Creek ES
		(Churchville ES-partner school)
		Forest Lakes ES
		George D. Lisby at Hillsdale ES
		Joppatowne ES
		Roye Williams ES
<i>Partner schools are not counted as PDS sites</i>		
Columbia Union College	Montgomery	John Kennedy HS
		Rolling Terrace ES
	Montgomery Private	John Nivins Andrews ES

Institution of Higher Education	School District/Jurisdiction	Schools in PDS Network
		Sligo School ES
<i>2 sites only for 2006-07</i>		Takoma Academy ES/MS
Coppin State University	Baltimore City	Gwynns Falls ES
		John Eager Howard ES
		Lemmel MS
		Rosemont ES
	Baltimore Co.	Wellwood International ES
<i>Added 1 City, 2 in Howard County (2006-07: total 8 active PDS, 2 emerging)</i>		
Frostburg State University	Allegany	Beall EES
		Bel Air ES
		Cash Valley ES
		Cresaptown ES
		Flintstone ES
		Frost ES
		George's Creek ES
		John Humbird ES
		Mt. Savage ES
		Northeast ES
		Parkside ES
		South Penn ES
		Washington ES
		West Side ES
		Westernport ES
	Frederick	Meyersville ES
		Middletown ES
		Middletown MS
		WolfsvilleES
	Garrett	Accident ES
		Bloomington ES
		Broad Ford ES
		Crellin ES
		Dennett Road ES
		Friendsville ES
		Grantsville ES
		Kitzmiller ES
		Route 40 ES
		Yough Glade ES
	Washington	Hancock ES
		Lincolnshire ES
		Salem Avenue ES
<i>Some consolidation took place in 2006-07</i>		

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
Goucher College	Anne Arundel	Brooklyn Park ES
		Corkran ES
		Glen Burnie HS
		Linthicum ES
		Marley Glen ES
		Odenton ES
		Overlook ES
	Baltimore City	Roland Park ES/MS
	Baltimore County	New Town ES
		Scotts Branch ES
		Winand ES
<i>Added Patapsco High School in 2006-07</i>		
Hood College	Frederick	Glade ES
		Governor Thomas Johnson HS
		Green Valley ES
		Kempton ES
		North Frederick EES
		Spring Ridge ES
		Urbana ES
		Urbana HS
		Walkersville HS
		Walkersville MS
		Windsor Knolls MS
	Montgomery	Damascus HS
		McAuliffe ES
The Johns Hopkins University	Baltimore City	Marie Garnett Farring ES
		Paul Lawrence Dunbar HS
	Baltimore County	Deer Park MS
		Randallstown HS
	Howard	Burleigh Manor MS
		Centennial HS
		Gorman Crossing ES
		Pointers Run ES
		Swansfield
	Montgomery	Albert Einstein HS
		Einstein HS
		Fairland ES
		Farmland ES
		James H. Blake HS
		JF Kennedy HS

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
The Johns Hopkins University (cont'd)	Montgomery (cont'd)	Magruder HS
		Matsunaga ES
		Paint Branch HS
		Silver Spring International MS
		Sligo MS
Loyola College in Maryland	Anne Arundel	Northeast HS
		Solley ES
	Baltimore City	The Barclay School
		Western HS
	Baltimore County	Chadwick ES
		Elmwood ES
		Franklin MS
		Lansdowne MS
		Loch Raven HS
		Overlea HS
		Pine Grove ES
		Pleasant Plains ES
	Baltimore County Private	Our Lady of Mt. Carmel
	Howard	Rockburn ES
		Atholton ES
<i>12 active sites for 2006-07 reported</i>		
McDaniel College	Baltimore County	Franklin ES
	Baltimore County	Franklin HS
	Carroll	Cranberry Station ES
		Eldersburg ES
		Elmer Wolfe ES
		Francis Scott Key HS
		Linton Springs ES
		Mount Airy MS
		New Windsor MS
		Northwest ES
		Sandymount ES
		South Carroll HS
		Taneytown ES
		William Winchester ES
		Winfield ES
<i>19 schools participating in the network for 2006-07, with one on hiatus (year off)</i>		
Morgan State University	Anne Arundel	Folger McKinsey ES
	Baltimore City	Arlington ES
		Garrett Heights ES

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>	
Morgan State University (cont'd)	Baltimore City (cont'd)	J. Eager Howard ES	
		Mergenthaler HS	
		Northwood ES	
			Winston MS
		Baltimore County	Milford Mill ES
		Howard County	Hammond ES
Mount Saint Mary's University	Frederick	Ballenger Creek ES	
		Ballenger Creek MS	
		Carroll Manor ES	
		Catoctin HS	
		Crestwood ES	
		Emmitsburg ES	
		Frederick HS	
		Hillcrest ES	
		Lewistown ES	
		Liberty ES	
		Linganore HS	
		New Market MS	
		Orchard Grove ES	
		Parkway ES	
		Sabillasville ES	
		South Frederick ES	
		Thurmont MS	
		Thurmont ES	
		Thurmont Primary	
		Tuscarora ES	
Tuscarora HS			
Waverley ES			
West Frederick MS			
Whittier ES			
<i>Restructured; now 16 PDS sites &amp; 8 partners (5 multiple-school PDS; 5 one-school PDS)</i>			
Salisbury University	Anne Arundel	Piney Orchard ES	
	Somerset	Greenwood ES	
		Princess Anne ES	
		Beaver Run ES	
	Wicomico	Charles H. Chipman ES	
		Delmar ES	
		East Salisbury ES	
		Fruitland Intermediate	
			Fruitland Primary

Institution of Higher Education	School District/Jurisdiction	Schools in PDS Network
Salisbury University (cont'd)	Wicomico (cont'd)	Glen Avenue ES
		James M. Bennett HS
		James M. Bennett MS
		Mardela MS/HS
		North Salisbury ES
		Pinehurst ES
		Pittsville ES
		Prince Street ES
		Salisbury MS
		Wicomico HS
		Wicomico MS
		Willards Primary
	Worcester	Berlin Intermediate
		Buckingham ES
		Showell ES
		Snow Hill ES
		Stephen Decatur MS (shared with UMES for MAT program)
St. Mary's College of Maryland	St. Mary's	Great Mills HS
		Green Holly ES
		Hollywood ES
		Leonardtwn ES
		Piney Point ES
		Spring Ridge MS
<i>SMCM has unique arrangement with its local education agency in that there is a county-wide agreement for professional development and intern placement.</i>		
Towson University	Anne Arundel	Brooklyn Park MS
		Glendale ES
		High Point ES
		Hilltop ES
		Jessup ES
		Lindale MS
		Marley ES
		Marley Glen ES
		Maryland City ES
		North County HS
		Richard Henry Lee ES
		Sunset ES
	Anne Arundel/Baltimore City	George T. Cromwell ES

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
Towson University (cont'd)	Anne Arundel/Howard/ Baltimore City	Lakeland ES/MS
		Park ES
	Baltimore City	Calvin Rodwell ES
		Cherry Hill ES/Middle
		Grove Park ES
		Thomas Johnson ES
		Waverly ES/Middle
	Baltimore County	Bear Creek ES
		Campfield Early Learning Center
		Carney ES
		Chase ES
		Eastern Technical HS
		Essex ES
		Gen. John Stricker MS
		Grange ES
		Harford Hills ES
		Hawthorne ES
		Hernwood ES
		Joppa View ES
		Mars Estates ES
		McCormick ES
		Middlesex MS
		Owings Mills ES
		Owings Mills HS
		Parkville HS
		Parkville MS
		Perry Hall HS
		Perry Hall MS
		Pine Grove MS
		Reisterstown ES
		Ridgley MS
		Shady Spring ES
		Summit Park ES
		Sussex ES
		Timber Grove ES
		Woodbridge ES
		Woodholme ES
	Baltimore County/Harford	Deep Creek ES
	Carroll	Liberty HS
		Oklahoma Road MS
		Westminster West MS

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
Towson University (cont'd)	Carroll (cont'd)	Winters Mills HS
		Charles
		Eva B. Turner ES
		Matula ES
		Plum Point ES
		Harford/Cecil
		Bainbridge ES
		Harford
		Bel Air HS
		Bel Air MS
		Edgewood HS
		Fallston MS
		Havre de Grace ES
		Hickory ES
		Magnolia ES
		Meadowvale ES
		Prospect Hill ES
		Ring Factory ES
		William Paca-Old Post Road ES
		Youth's Benefit ES
		Howard/Anne Arundel
		Centennial Lane ES
		Howard
		Bellows Spring ES
		Centennial Lane ES
		Clemens Crossing ES
		Ellicott Mills MS
		Forest Ridge ES
		Hammond HS
		Harper's Choice MS
		Hollifield Station
		Ilchester ES
		Jeffer's Hill ES
		Manor Woods ES
		Murray Hill MS
		St. John's Lane ES
		Waverly ES
		Wilde Lake HS
		Montgomery
		Bel Pre ES
		Col. E. Brooke Lee ES
		Diamond ES
		Oakland Terrace ES
	Strathmore ES	
	Prince George's	
	Bond Mill ES	
	Harrison ES	
	Laurel ES	



<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
Towson University (cont'd)	Prince George's (cont'd)	Thomas Pullen Magnet School K-8
University of Maryland, Baltimore County	Anne Arundel	Brock Bridge ES Meade HS Meade MS Van Bokkelen ES
	Baltimore City	Bay Brook ES Canton MS Digital Harbor HS
	Baltimore County	Arbutus ES Arbutus MS Relay ES
	Howard	Mt. Hebron HS Patapsco MS Stevens Forest ES Thunder Hill ES
University of Maryland, College Park	Anne Arundel	Arundel HS Broadneck HS Chesapeake HS Southern HS
	Howard	Atholton ES Bollman Bridge ES Deep Run ES Elkridge ES Elkridge Landing MS Fulton ES River Hill HS Triadelphia Ridge ES Waterloo ES
	Montgomery	Belmont ES BelPre ES Bethesda ES Brookhaven ES Burnt Mills ES Chevy Chase ES Dr. Charles Drew ES Fallsmead ES Gaithersburg ES Galway ES

Institution of Higher Education	School District/Jurisdiction	Schools in PDS Network
University of Maryland, College Park (cont'd)	Montgomery (cont'd)	Georgian Forest ES
		Glenallan ES
		Greenwood ES
		Harmony Hills ES
		Jackson Road ES
		Kensington-Parkwood ES
		Maryvale ES
		Montgomery Blair HS
		Montgomery Knolls ES
		New Hampshire Estates
		North Bethesda ES
		Oakview ES
		Olney ES
		Parkland ES
		Rachel Carson ES
		South Lake ES
		Strawberry Knolls ES
		Summit Hall ES
		Takoma Park ES
		Takoma Park MS
		Viers Mills ES
		Walter Johnson HS
		Waters Landing ES
		Weller ES
		Westover ES
		Wheaton Woods EES
		Woodlin
	Prince George's	Beltsville ES
		Benjamin Tasker MS
		Buck Lodge MS
		Dwight Eisenhower MS
		Eleanor Roosevelt HS
		Glenn Dale ES
		High Point HS
		Hollywood ES
		Kenilworth ES
		Martin Luther King MS
		Montpelier ES
		Northwestern HS
		Rockledge ES
		Springhill Lake ES

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
University of Maryland, College Park (cont'd)	Prince George's (cont'd)	Yorktown ES
	USM	Center for Young Children
University of Maryland Eastern Shore	Caroline	Caroline Career & Technology Center
		Colonel Richardson HS
		Colonel Richardson MS
		Federalsburg ES
	Somerset	Crisfield Academy and Crisfield HS
		Deal Island ES
		H.D. Whittington Primary
		J.M. Tawes Technology and Career Center
		Marion Sarah Peyton ES
		Somerset Intermediate
		Washington Academy and Washington HS
	Wicomico	Bennett MS
		Parkside HS
		Pinehurst ES
		Prince Street ES
		Salisbury MS
	Worcester	Cedar Chapel Special Center
		Snow Hill ES
		Snow Hill HS
		Snow Hill MS
		Stephen Decatur MS (with SU for MAT program)
		Worcester Career and Technology Center
<i>Still 24 schools as partners; 8 PDS schools had intern placements in 2006-07; Bennett, Stephen Decatur, Snow Hill ES, and Pinehurst ES are shared with SU</i>		
Villa Julie College	Baltimore County	Bedford ES
		Berkshire ES
		Cedarmere ES
		Chatsworth ES
		Milbrook ES
	Carroll	Mechanicsville ES
	Harford	Homestead-Wakefield ES
<i>For 2006-07 there were 2 in Carroll, 1 in Harford, and 8 in Baltimore Co. (11)</i>		
Washington College	Cecil	Bohemia Manor HS

<b>Institution of Higher Education</b>	<b>School District/Jurisdiction</b>	<b>Schools in PDS Network</b>
Washington College (cont'd)	Kent and Queen Anne's (working together)	Bohemia Manor MD
		Centreville MS
		Chestertown MS
		Church Hill ES
		Henry Highland Garnett ES
		Kent County HS
		Queen Anne's County HS
		Sudlersville ES
		Worton ES

Standards for Maryland Professional Development Schools

Standards	Components			
	Teacher Preparation	Continuing Professional Development	Research and Inquiry	Student Achievement
<p>I. Learning Community</p> <p><i>The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members.</i></p>	<p>a. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences;</p> <p>b. Interns engage in the full range of teacher activities in the school community;</p> <p>c. Interns are placed in cohorts and reflect on learning experiences with their cohort peers and IHE and school faculty.</p>	<p>a. PDS partners collaboratively create, conduct and participate in needs-based professional development to improve instruction and positively impact student achievement;</p> <p>b. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns;</p> <p>c. School and campus-based instructional activities are informed by PDS experiences.</p>	<p>a. PDS partners collaboratively engage in inquiry and/or action research;</p> <p>b. PDS partners disseminate results of research/inquiry activities.</p>	<p>a. IHE and school faculty model the use of state/local learning outcomes and assessments in coursework and field experiences;</p> <p>b. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.</p>
<p>II. Collaboration</p> <p><i>PDS partners work together to carry out the collaboratively defined mission of the PDS.</i></p>	<p>a. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences;</p> <p>b. PDS partners share responsibility for evaluating interns;</p> <p>c. PDS partners collaboratively meet the needs of pre-service mentors;</p> <p>d. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.</p>	<p>a. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions;</p> <p>b. IHE and school faculty engage in cross-institutional staffing;</p> <p>c. PDS partners identify and address professional development needs of faculty and interns;</p> <p>d. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.</p>	<p>a. PDS partners collaboratively examine the action research/inquiry process;</p> <p>b. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.</p>	<p>a. PDS partners use demographic and performance data to modify instruction to improve student achievement;</p> <p>b. Representatives of PDS stakeholder groups participate on the school improvement team;</p> <p>c. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.</p>

Standards for Maryland Professional Development Schools

<p>III. Accountability</p> <p><i>The PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education.</i></p>	<p>a. IHE and school faculty collaborate on the development of intern performance assessments;</p> <p>b. The teacher education program requires that interns be assessed through a standards-based portfolio;</p> <p>c. PDS partners develop and implement a collaborative agreement regarding exit standards for interns;</p> <p>d. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.</p>	<p>a. PDS partners assess the collaborative professional development provided in the PDS;</p> <p>b. IHE and school faculty collaboratively prepare to mentor and supervise interns;</p> <p>c. PDS partners work together to meet one another’s professional development needs;</p> <p>d. PDS partners recognize one another’s accomplishments.</p>	<p>a. PDS partners collect, analyze and use data for program planning and implementation;</p> <p>b. PDS partners use results of research and inquiry to inform future practice within the PDS.</p>	<p>a. PDS stakeholders assume responsibility for improving PreK-12 student achievement;</p> <p>b. PDS partners collaborate to determine the impact of PDS on student achievement.</p>
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Standards for Maryland Professional Development Schools

Standards	Components			
	Teacher Preparation	Continuing Professional Development	Research and Inquiry	Student Achievement
<p>IV. Organization, Roles and Resources</p> <p><i>Partner institutions allocate resources to support the continuous improvement of teaching and learning.</i></p>	<p>a. PDS partners communicate regarding roles, responsibilities and operating procedures and use continuous feedback to improve the operation of the PDS;</p> <p>b. PDS partners share resources to support the learning of PreK-12 students and PDS partners;</p> <p>c. PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed.</p>	<p>a. IHEs recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program;</p> <p>b. PDS stakeholders institutionalize recognition and rewards for pre-service mentors;</p> <p>c. PDS partners use the PDS as a vehicle for the recruitment and retention of teachers;</p> <p>d. A Memorandum of Understanding signed by the PDS partners delineates the organization of the PDS and the resources to be provided.</p>	<p>a. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice;</p> <p>b. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.</p>	<p>a. PDS stakeholders examine the impact of PDS on student achievement;</p> <p>b. PDS partners use performance data in strategic planning to design, implement, evaluate and revise PDS policies, roles and resources;</p> <p>c. The IHE and school district institutionalize resources to ensure the continuity of the PDS.</p>
<p>V. Diversity and Equity</p> <p><i>The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.</i></p>	<p>a. The IHE provides all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS;</p> <p>b. interns demonstrate skills in working with diverse student, parent and staff populations;</p> <p>c. interns demonstrate the ability to work with students with special needs and collaborate with special educators.</p>	<p>a. PDS partner provide equitable opportunities for stakeholder participation in PDS activities;</p> <p>b. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues;</p> <p>c. PDS partners represent diverse backgrounds.</p>	<p>a. PDS partners plan and conduct action research/inquiry with attention to issues of equity;</p> <p>b. PDS partners disseminate research findings related to student equity and use these for program improvement.</p>	<p>a. PDS partners work with parents and community members in support of student learning;</p> <p>b. PDS partners collaborate to ensure that all education is multicultural;</p> <p>c. PDS partners focus on meeting the needs of diverse learners to eliminate achievement gaps.</p>