# Name of Institution: Loyola University Maryland

### Section I. Program Summaries

#### A. Performance-based assessments

MSDE assumes that all teacher education programs as well as related approved programs are now performance based, using either the InTASC Standards or EDOT standards and collaboratively-developed rubrics as measurement tools where applicable. MSDE also assumes that appropriate assessments are in place and that data are being continually gathered to support those assessments. MSDE makes these assumptions for both NCATE and non-NCATE institutions.

#### B. Testing

Please place an X in the box that applies.

	For entrance into unit	For entrance into internship	As Exit requirement for program completion	As graduation requirement
Praxis I or its				
accepted				
equivalent:		X		
Passing score				
Undergraduate				
Praxis I or its				
accepted				
equivalent:	X	X		
Passing score				
Graduate				
Praxis II or				
ACTFL:				
Passing score				
Undergraduate				
Praxis II or				
ACTFL:			X	X
Passing score			Λ	Λ
Graduate				
Praxis II				
Pedagogy				
Passing Score				
Undergraduate				
Praxis II				
Pedagogy				
Passing Score				
Graduate		_		

# C. Institutional and Unit Demographic Information \*Male and Female totals reflect the total of SoE Unit Full Time and SoE Unit Adjunct Faculty

1. Unit Faculty 2012-2013

Race/Ethnicity	Institution (Full time)	Unit (Full time)	Unit (Adjunct)	Male Total *	Female Total *
Ethnicity					
Hispanic/Latino of	11	3	0	1	2
any race					
Race					
American Indian or	1	0	0	0	0
Alaska Native					
Asian	25	0	3	0	3
Black or African	13	3	3	3	3
American					
Native Hawaiian or	0	0	0	0	0
Other Pacific					
Islander					
White	255	31	22	18	37
Two or more races	1	0	0	0	0
Unknown	6	1	0	0	1
Total	306	38	28	22	46

2. Teacher Candidates participating in the 100-day internship expecting to graduate in 2012-2013. Please use the Academic Year Unduplicated Head Count.

Race/Ethnicity	Undergraduate year-long interns	Graduate, either in PDS or not in PDS	Male Total	Female Total
Til ''	year-iong interns	PDS of flot in PDS	Total	Total
Ethnicity				
Hispanic/Latino of any	3 UG	1		3 UG
race				GR//4
Race				
American Indian or	0	0	0	0
Alaska Native				
Asian	2	0	0	2 UG//2
Black or African	2	2	1 GR//1	2 UG
American				1 GR//3
				, ,
Native Hawaiian or	0	0	0	0
Other Pacific Islander				
White	40	46	13	40 UG
			GR/13	33 GR/73
			,	,
Two or more races				
Declined to Report	4			4UG
Total	48	48	14	82

Total 96

3. Teacher Candidates projected to graduate in 2013-2014. Please use the Academic Year Unduplicated Head Count.

Race/Ethnicity	Undergraduate year-long interns	Graduate, either in PDS or not in PDS	Male Total	Female Total
Tth minite	year-long interns	PDS of flot ill PDS	Total	Total
Ethnicity				
Hispanic/Latino of				
any race				
Race				
American Indian or				
Alaska Native				
Asian	3	0		3 UG//3
Black or African	1	2 GR		1 UG/2
American				GR// 3
Native Hawaiian or				
Other Pacific Islander				
White	60	39	6 UG/7	54 UG/32
			GR//13	GR//86
Two or more races	1			1
Declined to Report				
Total	65	41	13	93

Total 106

4. Areas of Certification Please put the number of anticipated program completers in the appropriate box.

Certification Area	Expected 2012-2013	Projected 2013-2014
Early Childhood Education (PreK-3)		
Elementary Education, grades 1-6	41 UG, 15 GR//56	48 UG, 23 GR//71
Middle School Areas: (4-9)		
English Language Arts		
Mathematics		
Science		
Social Studies		
Secondary Academic Areas: (7-12)		
Biology	5 GR//5	1 GR//1
Business Education		
Chemistry		
Computer Science		
Earth/Space Science		
English	2 UG, 7 GR//9	6 UG, 7 GR//13
Environmental Science		
Family and Consumer Sciences		
Geography		
History Social Studies		
Marketing		
Mathematics	2 UG, 6 GR//8	3 UG. 1 GR//4
Physical Science		
Physics	1 GR//1	

Professional and Technical Education		
Social Studies	1 UG, 8 GR//9	7 UG, 8 GR/15
Speech Communication		
Theater		
Special Education		
Infant/primary (birth - grade 3)	3 GR//3	
Elementary/middle (grades 1-8)	2 GR//2	
Secondary/adult (grades 6-12)	1 GR//1	
Hearing Impaired		
Severely and Profoundly Disabled		
Visually Impaired		
Specialty Areas (PreK-12)		
American Sign Language		
Art	1 UG//1	1 UG//1
Dance		
English for Speakers of		
Other Languages Environmental Education		
Health		
Music	1 UG//1	
Physical Education		
World Languages (PreK-12)		
Italian		
Chinese Mandarin		
Japanese		
Russian		
Arabic		
French		
German		
Spanish		1 GR//1

Totals 96 106

#### 7. Reading Courses

From the MSDE website listing of Approved Reading Courses, identify those courses that have undergone substantial revision since their initial approval by name and HEGIS or Subject Code and list them below.

Changes to reading courses since last approved:

HEGIS code: 080200

RE 419 changed to RE 219 Processes and Acquisitions, no changes to course content

RE 442 changed to RE 242 Materials for Teaching Reading, no changes to course content

RE 444 changed to RE 344 Instruction and Assessment I, added co-requisite ED 440 Field Experience in Reading

HEGIS code: 080200

RE 474 Teaching Reading in the Content Area I, major course revisions

RE 474 Teaching Reading in the Content Area II, major course revisions

#### HEGIS 080312

RE 733 Teaching Reading in the Content Area I, major course revisions RE 744 Teaching Reading in the Content Area II, major course revisions

#### 8. Retention Data

If there is data that you have collected regarding the retention of your students in Maryland LSSs, please include here. It is critical, if uneven, data.

#### D. PDS and Other Placement Summary Data

1. Institutional Personnel 2012-2013
Identify the individual who is responsible for all IHE PDS partnerships and for completing this report.

If the roles are represented by two separate people, please identify each with their responsibilities.

Institutional PDS	Email	Telephone	Business Address
Network Coordinator			
Mrs. Stacy Williams (Responsible for IHE PDS Partnerships)	sawilliams@loyola.edu	410-617-2756 Office 410-617-2097 Fax	Loyola University Maryland 4501 North Charles Street Beatty Hall Baltimore, Maryland 21210-2699
Mrs. Liz Trimmer (Compiles report)	etrimmer@loyola.edu	410-617-5376 Office 410-617-5097 Fax	(address for both)

#### 2. Placement Data 2011-2012

Neither "partnership schools" nor schools on hiatus should be counted.

Questions should be answered using actual numbers of individuals in this section.

		<u>2011-2012</u>
a.	Total # of PDS (each school in a multiple site should be counted)	20
b.	Number of multiple site partnership PDSs	0
c.	Total number of candidates in all initial certification programs except Maryland	87
	Approved Alternative Preparation Programs. Count both undergraduate and graduate	
	students.	
d.	Number of candidates required to be placed in PDS.	50
e.	Number of candidates required to be placed in PDS who are actually placed in PDS.	50
f.	Number of candidates for whom PDS is a requirement placed in another IHE's	0
	PDS.	
g.	Number of PreK-12 certification candidates, special education candidates, or others	37
	for whom PDS is not required but strongly encouraged. This includes those whose	
	programs are part-time graduate programs, those seeking certification in art, music,	
	physical education, health, and ESOL.	
h.	Number of PreK-12 certification candidates, special education candidates, or others	28
	for whom PDS is not required who were placed in PDS.	
i.	Total % of all candidates placed in PDS	78/87
		89.66%
j.	Total % of required candidates placed in PDS	50/50
		100%
k.	Number of teachers (students) in non-alternative post-baccalaureate programs, hired	9
	by a school system (2011-2012), and mentored by you. Include MAT and Master's	(6 in Professional
		Growth Experience

	Certification students here, but <b>not</b> those in an alternative route program. (A program is only defined as alternative if it is a state-approved MAAPP and uses the Resident Teacher Certificate.)	and 3 in Special Education Practicum)
1.	Number of teachers (students) in post-baccalaureate non-alternative programs, hired by a school system (2011-2012), and not mentored by you. This number will represent almost exclusively conditionally hired teachers or teachers hired as long-term substitutes for whom you are providing no support.	0
m.	Number of teachers (students) who are utilized the RTC for the first time (2011-2012) for whom you provided a Maryland Approved Alternative Preparation Program in partnership with a local school system. Count MAT or Master's Certification Program candidates here if those teachers are utilizing the Resident Teacher Certificate.	0

3. Please provide a <u>brief</u> narrative explaining why any eligible candidates were not placed in PDS in 2011-2012?

#### Not Applicable

4. Of those candidates identified as required to be in PDS, but not placed in PDS, please list the placement schools and number of interns placed at each school in 2011-2012 in the table below.

Not Applicable

1 (of inpplicable	
Name of School	Number of Interns 2011-2012

5. Program Improvement Please refer to the Maryland State Addendum to the Joint NCATE/State Continuing Accreditation/Program Approval Report. You should respond to the "Overall Recommendations for All Professional Development Schools" found near the end of the report. Do not respond to NCATE directives here.

	Response Activity(ies) accomplished during the	Date of Most
Area or Recommendation for Improvement	2011-2012 school year	Recent visit
Loyola College should develop a	Each student intern is required to develop and	March 2007
procedure to institutionalize action	complete a reflective inquiry project in	
research and inquiry in the teacher	conjunction with the mentor teacher in the	
education program and in the PDS	PDS. M.A.T. students are required to complete	
partnership. This should be done in	a course in teacher research and inquiry during	
collaboration with PDS partners.	internship I where they develop their projects,	
	also in collaboration with the mentor teacher in	
	the PDS. Projects are implemented during	
	internship II, data is analyzed, and final papers	
	are presented and evaluated in the students'	
	teaching portfolios.	
	In 2011, the PDS Networking Meeting	
	addressed the topic of Reflective Inquiry.	
Loyola College should broaden the PDS	Each year Loyola University Maryland sponsors	
learning community to include a	a networking meeting. LSS officials, mentor	
meaningful presence of Loyola College	teachers, administrators, and other individuals	
faculty beyond the PDS coordinator.	involved in the PDS are invited to a dinner	
	meeting at Loyola. Loyola faculty members	
	attend and have the opportunity to interact with	
	LSS partners. Field experiences for non-internship courses are	
	frequently in professional development schools,	
	and interns, or simply to visit to get a sense of	
	what happens in the PDS.	
Professional development needs of PDS	The School address the professional	
<u> </u>	. ,	
=		
students at Loyola College.		
	msu acuon.	
	2. Each year we hold at least one	
	stakeholders' dinner. This year the	
	topic was on co-teaching with a	
	presentation by two of our faculty	
	*	
	to the faculty at one of our PDS sites.	
	3. PDS faculty members, sometimes	
Professional development needs of PDS faculties should be addressed through course offerings, workshops, focused staff development, and incentives for school faculties to become graduate students at Loyola College.	giving non-PDS faculty a presence in the schools.  Faculty members are also invited to come to PDS sites to do workshops, work with teachers and interns, or simply to visit to get a sense of what happens in the PDS.  The School address the professional development (PD) needs of our PDS faculties through a variety of venues:  1. Faculty at PDS sites are offered a chance to become a part of a cohort in various masters' degrees that have included over the past three years:  Educational Leadership, Reading Specialist and Curriculum and Instruction.  2. Each year we hold at least one stakeholders' dinner. This year the topic was on co-teaching with a	

	hour PD at their sites on topics such as	
	effective mentoring, working with	
	math manipulatives, and teaching	
	specific topics in content areas.	
	specific topics in content areas.	
	Through an MSDE grant of money from the	
	Race to the Top Initiative, the School has	
	offered PD for two full days at two of our PDS	
	sites on the topic of cultural competence. We	
	have also offered a 15 hour workshop on the	
	topic of writing using the Common Core State	
	Standards.	
The partners have developed strong	Loyola University Maryland and lower school	
learning communities and processes for	systems continue to have strong learning	
collaboration. All partners must	communities. Loyola University works closely	
	with the schools and their missions; the schools	
continue to provide the necessary	· ·	
resources required to support the	nurture the interns in support of Loyola's	
organization, roles, learning	mission to develop competent, conscientious,	
communities, collaboration, and	and compassionate teachers.	
professional development opportunities		
that drive the operation of a PDS.		
Without these resources, any PDS		
success will not be sustained.		

#### Section II

- A. Program Internships\* \*\* \*\*\*
  - All full-time programs in the unit provide for a 100-day experience in a PDS.
     All programs in the unit provide for a 100-day experience, even if not in PDS.
     X Yes
- The length of a school year is defined by the Annotated Code of Maryland (7-103) as 180 days or 1,080 hours; however, LSSs may vary the number of hours required for a school day.
- \*\* The question refers to the program expectations. Should schools be closed for any reason, it is not vital that missed days be "made up" to achieve the 100 days.
- \*\*\* The 100-day experience should be in no more than two PDSs. The 100 days cannot include substitute teaching or any other activity other than performing as an intern in a PDS.
  - B. Other PDS Institutional Activities
    - 1. Please place an (x) to indicate any activities in which your unit participates in any LSS. Add additional LSS columns where applicable.

	New teacher induction support	Incentives for graduates to teach in high-poverty areas	Support for Future Educators Association	Support for any other PreK- 12 teacher recruitment efforts
LSS #1 Anne Arundel	X			X
LSS #2 Baltimore City				X
LSS#3 Baltimore County	X		X	X
LSS #4 Howard County	X		X	X

2. Please supply data regarding your Professional Development Activities in PDS. This does not include Summer Strategic Planning. Since professional development activities sponsored by the IHE are also a part of the performance assessment report (Section F), this section refers only to professional development sponsored by the LSS. All data reflect the period between July 1, 2011 through June 30, 2012. Please identify each local school system (LSS). Add template sections by copying and pasting the section in the table to report on more than one LSS. "Sponsored" means "paid for and organized" by LSS, but all PDS stakeholders are invited to participate. Professional Development sponsored and delivered by the IHE should be reflected in Section F.1.

Local School System sponsored	Description	Literacy	Math /Science	Mentor Training	Technology	Classrm Mngmt.	Teaching Children w/Special Needs and/or Differentiating Instruction	Other: Specify	Total
Anne Arundel	# of sessions – workshops/se	10	4	0	4	1	8	28	55
County	minars, etc.  # of PK12 teachers attending	300	185		100		445	1110	2140
	# of field placement students (including interns or other candidates) attending	62	22		24	7	51	68	234
	# of LSS faculty participating as presenters	14	3	2	5	1	20	39	84
	# of IHE faculty attending	6	1		2	1	2	1	13
	Place a diffollow up was conducted for one or more stakeholders in the session	X	X	X	X	X	X	X	

Local School System sponsored	Description	Literacy	Math /Science	Mentor Training	Technology	Classrm Mngmt.	Teaching Children w/Special Needs and/or Differentiating Instruction	Other: Specify	Total
Baltimore City Public Schools	# of sessions – workshops/se minars, etc.	11	10	5	2	10	38	17	93
	# of PK12 teachers attending	447	439	9	2	279	880	400	2456
	# of field placement students (including interns or other candidates) attending	23	21	6	7	21	7	7	92
	# of LSS faculty participating as presenters	7	6			6	4	2	25
	# of IHE faculty attending	4	4	1		3	1	1	14
	Place a different in the session	X	X	X	X	X	X	X	

Local School System sponsored	Description	Literacy	Math /Science	Mentor Training	Technology	Classrm Mngmt.	Teaching Children w/Special Needs and/or Differentiating Instruction	Other: Specify	Total
Baltimore County Public Schools	# of sessions – workshops/se minars, etc.	18	5	9	6	9	5	4	56
	# of PK12 teachers attending	99	62	28	88	86	47	45	455
	# of field placement students (including interns or other candidates) attending	12	12	12	18	12	36	13	183
	# of LSS faculty participating as presenters	18	11	2	16	13	14	3	77
	# of IHE faculty attending	5	3	4	3	5	4	4	28
	Place a diffollow up was conducted for one or more stakeholders in the session	X	X	X	X	X	X	X	

Local School System sponsored	Description	Literacy	Math /Science	Mentor Training	Technology	Classrm Mngmt.	Teaching Children w/Special Needs and/or Differentiating Instruction	Other: Specify	Total
Howard County Public Schools	# of sessions – workshops/se minars, etc.	78	69	12	23	75	45	163	465
	# of PK12 teachers attending	1668	1663	30	518	1219	820	1280	7198
	# of field placement students (including interns or other candidates) attending	17	14		11	26	19	43	130
	# of LSS faculty participating as presenters	11	3	3	6	27	29	34	113
	# of IHE faculty attending	4	1	4	2	4	3	9	27
	Place a diffollow up was conducted for one or more stakeholders in the session	X	X	X	X	X	X	X	

#### C. Regional Data **2012-2013**

Identify the number of PDS Schools (all schools in a multiple-site format should be included) in each region. Identify any PDS(s) with whom you have a partnership that may be located in high-poverty schools as measured by Free and Reduced Meals (FARMS) or other acceptable determination data. (Title I schools are identifiable at the elementary level, and the figure of 45% receiving free or reduced meals is generally accepted for secondary identification as high-poverty.) In multiple-site partnerships, please count all schools involved in that partnership.

Regions are:

Central: Anne Arundel, Baltimore City, Baltimore County, Carroll, Harford and Howard Counties;

Eastern Shore: Caroline, Cecil, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester

Counties;

National Capital: Frederick, Montgomery, and Prince George's Counties;

Southern: Calvert, Charles and St. Mary's Counties;
Western: Allegany, Garrett, and Washington Counties

Central	National Capital	Eastern Shore	Southern	Western	High Poverty
	•				(all regions)
Freetown Elementary School					
2. Marley Middle School					1. Freetown Elementary School
3. Northeast High School					2. Marley Middle School
4. Solley Elementary School					3. Barclay Elementary/Middle School
5. Barclay Elementary/Middle School					4. City Neighbors Charter
6. City Neighbors Charter Elementary/Middle					Elementary/Middle
7. Guilford Elementary/Middle School					5. Guilford Elementary/Middle School
8. Lakeland Elementary/Middle School					6. Lakeland Elementary/Middle School
9. Margaret Brent Elementary/Middle School					7. Margaret Brent Elementary/Middle
10. Chadwick Elementary School					School
11. Elmwood Elementary School					8. Chadwick Elementary School
12. Franklin Middle School					9. Elmwood Elementary School
13. Lansdowne Middle School					10. Lansdowne Middle School
14. Loch Raven High School					11. Overlea High School
15. Overlea High School					12. Pleasant Plains Elementary School
16. Pine Grove Elementary School					
17. Pleasant Plains Elementary School					
18. Atholton Elementary School					
19. Bollman Bridge Elementary School					
20. Long Reach High School					
21. Mount View Middle School					

C. PDS Data: As explained in the opening paragraphs, also attached in this mailing is an Excel spreadsheet specific to the individual IHE. This spreadsheet reflects the PDS information provided by each IHE about its cadre of PDS in the 2012-2013 school year, in addition to some performance data from school year 2011-2012. Please make the necessary changes, additions, or deletions to the spreadsheet and information about current PDS partnerships and return to Michelle Dunkle at <a href="mdunkle@msde.state.md.us">mdunkle@msde.state.md.us</a> whenever the work is complete. It is not necessary to submit the spreadsheet at the same time as the word document. <a href="Motor: For best results">Note: For best results</a>, always make a copy of the spreadsheet sent to you before beginning work in case you make a mistake in

# completing the form. If you need very specific help with the spreadsheet, and no one at your institution can help you, please call or email for help.

#### D. The following questions reflect information from the 2011-2012 school year.

- 1. Was strategic planning done at each PDS? \_\_\_\_\_ Yes X No
- 2. IHEs often have PDS partnerships with more than one local school system which may have a bearing on the number of hours or days in which a PDS engages in strategic planning. Please identify the number of PDSs in your network that engage in one of the numbers of hours or days listed. For example, if three of your six PDS experience four or more hours of strategic planning each year, place the number 3 in the line next to that phrase, and so on until all PDS are accounted for.

1-2 hours 9 4 or more hours 7 1 full day 2 2 full days 0 more than two days 0 (18 schools)

3.

List the PDS for which this planning WAS NOT done and explain the circumstances. (3 schools)

School	Explanation
Atholton Elementary	Our PDS Coordinator for Atholton Elementary retired in June 2012. Her replacement did not start until Fall 2012.
Bollman Bridge Elementary	Our PDS Coordinator for Bollman Bridge Elementary retired in June 2012. Her replacement did not start until Fall 2012.
Guilford Elementary/Middle	This school has been on hiatus for a number of years.

4. Do PDS stakeholders participate in the School Improvement process in all schools?

<u>X 18</u> Yes <u>X 3</u> No

List the PDS where this WAS NOT done and explain the circumstances.

School	Explanation
Atholton Elementary School	Our PDS Coordinator for Atholton Elementary in June 2012. Her replacement did not start until Fall 2012.
Bollman Bridge Elementary	Our PDS Coordinator for Bollman Bridge Elementary in June 2012. Her replacement did not start until Fall 2012.
Guilford Elementary/Middle	This school has been on hiatus for a number of years.

5. Do PDS school-determined	5. Do PDS school-determined needs assessments direct the professional development at each PDS?							
	<u>X</u> Yes No							
If not, please explain.								
School	Explanation							

E. Performance Data. In an effort to avoid reports totaling exceedingly large numbers of pages, the format for this report changed last year. The table is four columns wide and requests that data on PreK-12 student achievement (number 1) be separate from that collected from professional development activities. We have made this change because there have been very few activities in the past three years that resulted in collected data. A second table below (number 2) allows for the reporting of data from professional development activities. There is no subject column for this reporting. Simply write the text and offer that data in the format you choose in the appropriate space. Please note the school system, the school, and subject area for which the data were collected. Please use the following labels for this column when referring to activities in an elementary school: Elem. Math; Elem. ELA; Elem. Literacy; Elem. Science; Elem. ESOL; Elem. Special Ed.; Elem. Behavior management; Elem. Attendance; Elem. Other. When referring to activities at the middle or high school level, please use the following labels: Math, English, ESOL, Social Studies, Science, Attendance, Behavior, Secondary Special Ed.; Secondary Other. Using these labels will assist us in sorting for statewide data according to subject area. Except for the labeling, feel free to abbreviate where appropriate.

This form is not IHE-specific as it was last year. Although we have included a number of lines for response, if the number supplied does not match the number of PDS in your network or you have added new PDS, you will need to cut and paste an entire form beginning with the header line. Leave extra lines blank or delete. If a PDS is no longer counted in your partnerships, do not include it here unless you have performance data to report. This form and the information on the Excel spreadsheet should align.

## 1. PreK-12

LSS	School	Subject	PreK-12 Activity and data collected
AACPS	Solley Elementary	Elem. ELA	• Sight word recognition with struggling readers – 8 selected, struggling students increased recognition of selected sight words (grade 1)
AACPS	Solley Elementary	Elem. ELA	• Use of QAR to increase second grade comprehension – 6 identified below grade-level readers demonstrated improved comprehension (grade 2)
AACPS	Solley Elementary	Elem. Math	<ul> <li>Practicing multiplication facts with struggling third graders – identified group of students worked with intern to practice multiplication facts and improved their skills</li> </ul>
AACPS	Solley Elementary	Elem. ELA	• Can individual, direct instruction and practice incorporating a flow map help the students improve their comprehension skills, specifically with sequencing? Majority of group improved their sequencing skills.
AACPS	Solley Elementary	Elem. ELA	• Use of word study activities to improve spelling for identified 5th grade struggling spellers. All six students in the group improved their spelling.
AACPS	Freetown Elementary	Elem. Science	• Use of hands-on science activities to increase interest, motivation, and comprehension in first grade students. Students were engaged in the lessons and anecdotal evidence collected to demonstrate their increased interest in science lessons. Portfolios were collected and evaluated that demonstrated comprehension of the science content.
AACPS	Freetown Elementary	Elem. Science	• Use of supplementary activities to increase interest and motivation in high- achieving fifth grade students. Selected students were pulled to participate in enrichment activities in science and demonstrated increased enthusiasm and comprehension in science.
AACPS	Marley Middle	Behavior	• Positive reinforcements used to reduce transition times (get 8th graders to class on time) – mixed results; not consistent in motivating the students.
AACPS	Marley Middle	Social Studies	• Use of organized competition to increase vocabulary comprehension among 8th grade students. Students were motivated by the competition and vocabulary comprehension increased over time.
AACPS	Marley Middle	Math	• Use of single-gender grouping to increase math achievement in 8th grade students. Female groups showed improved academic achievement but not males.
AACPS	Marley Middle	Science	• Examination of the "every student response method" to provide the teacher with immediate formative assessment data while keeping the students engaged as active participants. Intern was able to improve instructional strategies and adjust teaching based on formative assessments.

AACPS	Marley Middle	Social Studies	• Use of thinking maps to improve 7th grade student writing in Social Studies.
			Students demonstrated improved writing over the course of the project.

LSS	School	Subject	PreK-12 Activity and data collected
BCPSS	Barclay Elementary/Middle	Reading/Language Arts	Utilize PDS interns to work with small groups and individual special education, African American, Hispanic, and other at-risk students
			Data indicates that students showed positive growth in all area and met proficient standards in reading as measured by MSA.
BCPSS	Barclay Elementary/Middle	Mathematics	<ul> <li>Utilize PDS interns to work with small groups and individual special education, African American, Hispanic, and other at-risk students</li> <li>Quarterly assessment and Unit assessment results; MSA performance in mathematics</li> </ul>
			• Data indicates that students showed positive growth in all area and met proficient standards in mathematics as measured by MSA.
BCPSS	Margaret Brent Elementary/Middle	Reading/Language Arts	<ul> <li>Utilize PDS interns to work with small groups and individual special education, African American, Hispanic, and other at-risk students</li> <li>Data indicates that students showed positive growth in all areas as measured by MSA.</li> </ul>
BCPSS	Margaret Brent Elementary/Middle	Mathematics	<ul> <li>Utilize PDS interns to work with small groups and individual special education, African American, Hispanic, and other at-risk students</li> <li>Unit assessment results; MSA performance in mathematics</li> <li>Data indicates that students showed positive growth in all areas as measured by MSA.</li> </ul>
BCPSS	Lakeland Elementary	All	Data collection and review
BCPSS	Lakeland Elementary	All	Weekly planning/conferencing with special education faculty
BCPSS	Lakeland Elementary	Reading	• Engaging instruction; flexible grouping; matching instruction to resources and assessments
BCPSS	Lakeland Elementary	Math	• Engaging instruction; flexible grouping; matching instruction to resources and assessments
BCPSS	Lakeland Elementary	All	Use of BCPSS curricula and MSC across planning continuum
BCPSS	Lakeland Elementary	All	Introduction to Common Core
BCPSS	Lakeland Elementary	All	Effective utilization of Promethean board and related resources
BCPSS	Lakeland Elementary	All	Utilization of BCPSS licensed software programs
BCPSS	Lakeland Elementary	All	Instructional strategies and flexible grouping

BCPSS	Lakeland Elementary	All	Interventions for students performing below grade level
BCPSS	Lakeland Elementary	All	Interventions for Spanish speaking students
BCPSS	Lakeland Elementary	All	Collaborative grade level planning
BCPSS	Lakeland Elementary	School wide	Ongoing input (Experience Core, Art with a Heart, Urban League Debate
		Initiatives	Program etc.) and best methods of utilization

LSS	School	Subject	PreK-12 Activity and data collected
BCPS	Elmwood Elementary	Reading/Language Arts	Utilize PDS interns to work with small groups and individual special education, African American, Hispanic, and other at-risk students     DIRECS and a state of the stat
			• DIBELS progress monitoring and benchmark results; reading short cycle and benchmark assessments; MSA performance in reading
			• Data indicates that students showed positive growth in all area and met proficient standards in reading as measured by MSA.
BCPS	Elmwood Elementary	Mathematics	<ul> <li>Utilize PDS interns to work with small groups and individual special education, African American, Hispanic, and other at-risk students</li> <li>Quarterly assessment and Unit assessment results; MSA performance in</li> </ul>
			mathematics
			• Data indicates that students showed positive growth in all area and met proficient standards in mathematics as measured by MSA.
BCPS	Franklin Middle	Math/Reading	Coach Class Training: Test Prep Strategies for Math and Reading
			• Student Practice Test Scores: Overall improvement school wide by 15%
			• MSA Test Scores: Met AYP
BCPS	Overlea High	Secondary Other	HSA Test Prep: General Test Taking Strategies implemented for each tested content area
			Student pre-post assessments collected
			• Attendance of tutoring sessions collected: 86% attendance rate
			• Growth in pre/post test scores analyzed for effectiveness of instruction. Average improvement of 12 points.
BCPS	Lansdowne Middle	English	PDS interns worked with small groups and individual at-risk students (among them, special education, ELL, Hispanic, FARMS)
			Short Cycle and Benchmark test results and MSA performance.
			• Data indicates that students showed positive growth in all areas and improved scores in the MSA.

Lansdowne Middle	Mathematics	• PDS interns worked with small groups and individual at-risk students (among them, special education, ELL, Hispanic, FARMS)
		• Short Cycle and Benchmark test results and State Middle School Math test results.
		• Data indicates that students showed positive growth in all areas and improved scores in the MSA.
Lansdowne Middle	Science	• PDS interns worked with small groups and individual at-risk students (among them, special education, ELL, Hispanic, FARMS)
		• Short Cycle and Benchmark test results and MSA performance.
		• Data indicates that students showed positive growth in all areas and improved scores in the MSA.
Loch Raven High	English	• PDS interns worked with small groups and individual at-risk students (among them, special education)
		• Data indicates that students showed passing scores in the state test.
Pleasant Plains	Literacy	Utilize PDS interns to implement 100 Book Challenge program
Elementary		• Individual comprehension/fluency conferences
		• Data indicates the students on average increased grade appropriate levels
Pleasant Plains Elementary	Literacy	Utilize PDS interns to work with identified groups to implement Comprehension Toolkit strategies
		Teacher anecdotal records, student work samples
		• Data indicates students showed positive growth: greater than 80% of the students met standards in reading comprehension
Pine Grove Elementary	Literacy	Utilize PDS interns to implement and analyze data related to the effectiveness of the "Words Their Way" program.
		<ul> <li>Student daily work samples and daily application, quarterly test data</li> <li>Students in grades 2-3 demonstrated 90% proficiency in applying the word patterning skills</li> </ul>
Pine Grove Elementary	Literacy	<ul> <li>Utilize PDS interns to work with small groups and identified students</li> <li>DIBELS progress monitoring and benchmarks results; reading short cycle and benchmark assessments; MSA performance in reading</li> <li>Data indicates students showed positive growth, 90% of the students met standards in reading comprehension</li> </ul>
	Lansdowne Middle  Loch Raven High  Pleasant Plains Elementary  Pleasant Plains Elementary  Pine Grove Elementary	Lansdowne Middle  Loch Raven High  Pleasant Plains Elementary  Pleasant Plains Elementary  Literacy  Pine Grove Elementary  Literacy  Literacy

BCPS	Chadwick Elementary	Elem. Behavior	Mentor teacher provided in-service training to Loyola interns.
		Mgmt.	
BCPS	Chadwick Elementary	Elem. other	Mentor teacher provided in-service training to Loyola interns in technology.
BCPS	Chadwick Elementary	Elem. Other	Mentor teacher provided in-service training to Loyola interns in curriculum planning. See attached report detailing performance data.

LSS	School	Subject	PreK-12 Activity and data collected
HCPSS	Mount View Middle	Social Studies	• PDS interns worked with small groups and individual at-risk students (among them, special education)
			County wide quarterly test results
			Data indicates that students showed high passing scores on the county tests.
HCPSS	Mount View Middle	English	• PDS interns worked with small groups and individual at-risk students (among them, special education)
			• County wide quarterly test results and the Reading MSA results.
			• Data indicates that students showed high passing scores on the county and state tests.
HCPSS	Mount View Middle	Mathematics	• PDS interns worked with small groups and individual at-risk students (among them, special education)
			• County wide quarterly test results.
			Data indicates that students showed high passing scores on the county tests.
HCPSS	Mount View Middle	Science	PDS interns worked with small groups and individual at-risk students (among
			them, special education)
			• County wide quarterly test results and State Middle School Science Test results.
			Data indicates that students showed high passing scores on the county and
			state tests.
HCPSS	Atholton	Reading	• Grade 2 Stanford 10
HCPSS	Atholton	Math	Grade 2 Stanford 10
HCPSS	Atholton	Reading	• MSA
HCPSS	Atholton	Math	• MSA
HCPSS	Atholton	Reading	• Alt-MSA
HCPSS	Atholton	Science	• MSA
HCPSS	Atholton	All	Introduction to Common Core

HCPSS	Atholton	All	Utilization of HCPSS licensed software programs
HCPSS	Atholton	All	Close collaboration with ESOL faculty related to both planning and
			instruction
HCPSS	Bollman Bridge	Reading	Grade 2 Stanford 10
HCPSS	Bollman Bridge	Math	Grade 2 Stanford 10
HCPSS	Bollman Bridge	Reading	• MSA
HCPSS	Bollman Bridge	Math	• MSA
HCPSS	Bollman Bridge	Reading	• Alt-MSA
HCPSS	Bollman Bridge	Math	• Alt-MSA
HCPSS	Bollman Bridge	Science	• MSA
HCPSS	Bollman Bridge	All	Introduction to Common Core
HCPSS	Bollman Bridge	All	Utilization of HCPSS licensed software programs
HCPSS	Bollman Bridge	All	Close collaboration with ESOL faculty related to both planning and
			instruction

1. Teacher Professional Development (This section corresponds to the LSS-sponsored data found in Section B2.) Again, you may need to cut and paste additional response lines. Leave extra lines blank or delete.)

LSS	School	Teacher Professional Development activities and data collected
AACPS	Solley Elementary	<ul> <li>Workshop: Reflective Inquiry. Evidence for effectiveness was demonstrated in the improved quality of the interns' reflective inquiry projects. Mentors noted increased understanding of the process and ability to assist interns in implementing meaningful projects.</li> <li>Workshops: Portfolio Development. Interns noted reduced stress after information shared during these workshops. Evidence demonstrated in proficient and distinguished portfolios.</li> </ul>
AACPS	Freetown Elementary	<ul> <li>Workshop: Reflective Inquiry. Evidence for effectiveness was demonstrated in the improved quality of the interns' reflective inquiry projects. Mentors noted increased understanding of the process and ability to assist interns in implementing meaningful projects.</li> <li>Workshops: Portfolio Development. Interns noted reduced stress after information shared during these workshops. Evidence demonstrated in proficient and distinguished portfolios.</li> </ul>
AACPS	Marley Middle	<ul> <li>Workshop: Reflective Inquiry. Evidence for effectiveness was demonstrated in the improved quality of the interns' reflective inquiry projects. Mentors noted increased understanding of the process and ability to assist interns in implementing meaningful projects.</li> <li>Workshops: Portfolio Development. Interns noted reduced stress after information shared during these workshops. Evidence demonstrated in proficient and distinguished portfolios.</li> </ul>

AACPS	Northeast High	• Workshop: Teaching in the block period. Written feedback from participants indicated they
		appreciated the ideas shared by the presenter and other participants. Evidence of the use of the techniques discussed was documented in classroom observations and portfolio artifacts.
		the techniques discussed was documented in classroom observations and portiono artifacts.

LSS	School	Teacher Professional Development activities and data collected
BCPSS	City Neighbors	• Reading Strategies in the Content Areas: for Middle School Teachers
	Elementary/Middle	• Teaching how to teach students to read content area material
		• Survey given: 6/8 teachers plan to implement strategies into content areas
BCPSS	City Neighbors	Running Records: Assessing Students Reading Level
	Elementary/Middle	• Taught assessment and how to analyze
		• Teachers gave RR to students, brought back to follow up to analyze and reflect on how this will improve instruction.
		• 93% of teachers felt the assessment was beneficial to their planning of instruction
BCPSS	City Neighbors	Mentor Meetings: General Information and Effective Feedback
	Elementary/Middle	• Survey Monkey: Interns rated mentors: 100% of interns felt they received effective feedback from their mentors
BCPSS	Barclay Elementary/Middle	• Provide training for PDS Mentor Teachers to prepare them for mentoring interns and provide leadership for PDS activities
		• Classroom observation; Portfolio Review; lesson plans; intern reflections
		• 100% of interns successfully completed the internship program.
BCPSS	Barclay Elementary/Middle	• Provide professional development to target the academic achievement of African-America male students
		• Assist teachers in the development of positive teacher/student relationships with African- American male students
		• Examine cultural dispositions related to educating African-American male students
		• Monitor academic progress of African-American male students quarterly and as measured by the MSA results
BCPSS	Barclay Elementary/Middle	• Provide professional development to examine the impact of cultural stereotypes within informational and fiction texts
		• Examine one's own cultural bias in relation to pedagogical practices
		• Review of selected texts to be used to implement prescribed curriculum

BCPSS	Barclay	• "Understanding the Culture of Poverty" – Ruby Payne workshop
	Elementary/Middle	• Developed in conjunction with MSDE "Maryland Teaching Consortium"
		• Bi-monthly seminar that included representatives of the administrative team, school faculty, and IHE faculty
BCPSS	Margaret Brent Elementary/Middle	• Provide training for PDS Mentor Teachers to prepare them for mentoring interns and provide leadership for PDS activities
		• Classroom observation; Portfolio Review; lesson plans; intern reflections
		• 100% of interns successfully completed the internship program.
BCPSS	Margaret Brent Elementary/Middle	• Provide professional development to target the academic achievement of African-America male students
		• Assist teachers in the development of positive teacher/student relationships with African- American male students
		• Examine cultural dispositions related to educating African-American male students
		• Monitor academic progress of African-American male students quarterly and as measured by the MSA results
BCPSS	Margaret Brent Elementary/Middle	• Provide professional development to examine the impact of cultural stereotypes within informational and fiction texts
		• Examine one's own cultural bias in relation to pedagogical practices
		• Review of selected texts to be used to implement prescribed curriculum
BCPSS	Margaret Brent	• "Understanding the Culture of Poverty" – Ruby Payne workshop
	Elementary/Middle	• Developed in conjunction with MSDE "Maryland Teaching Consortium"
		• Bi-monthly seminar that included representatives of the administrative team, school faculty, and IHE faculty

LSS	School	Teacher Professional Development activities and data collected	
BCPS	Lansdowne Middle	• PDS Mentor Teachers received training to prepare them for mentoring interns and provide leadership for PDS activities	
	Loch Raven High	• Classroom observation; Portfolio Review; lesson plans; intern reflections	
		• 100% of interns successfully completed the internship program.	
BCPS	Franklin Middle	English Department Meetings: Improving student Literacy	
		• Implementing intervention strategies for at-risk students.	
		• Each teacher recorded how often they implemented strategies throughout lessons.	

		• 12 teachers collected data: 11/12 saw growth in their at-risk students with implementation of strategies
BCPS	Franklin Middle	<ul> <li>Mentor Meetings: General information and Effective feedback</li> <li>Survey Monkey: Interns rated mentors: 90% of interns felt they received effective feedback from their mentors.</li> </ul>
BCPS	Franklin Middle	<ul> <li>Co-Teaching PD series continued</li> <li>Administration surveyed all faculty to assess who was implementing co-teaching more often after PD.</li> </ul>
		• 34 teachers attended the PD and 13 of them reported to have implemented co-teaching following the PD.
		• The Series will continue more in depth during school year 2012-13
BCPS	Overlea High	• Writing in the Content Areas: for Social Studies Department
		• Teachers were to incorporate writing into their lessons for at least 1 week following the PD.
		• 8 teachers attended: 8/8 reported that they continued to teach/incorporate writing strategies within their content lessons following the trial week.
BCPS	Overlea High	• Literacy Integration into the Content Areas: Open to ALL content Area teachers
		• 17 teachers attended
		<ul> <li>Follow up e-mails of the effectiveness of PD and relevance to their subject area were sent to all 17</li> <li>15 teachers Replied</li> </ul>
		• 12/15 found the strategies effective and began to implement them with students
BCPS	Overlea High	Mentor Training: General Information and Effective Feedback
		• Survey Monkey: Interns rated mentors: 82% of interns felt they received effective feedback from their mentors
BCPS	Elmwood Elementary	• Provide training for PDS Mentor Teachers to prepare them for mentoring interns and provide leadership for PDS activities
		• Classroom observation; Portfolio Review; lesson plans; intern reflections
		• 100% of interns successfully completed the internship program.
BCPS	Pleasant Plains Elementary	• 100 Book Challenge/ Reading Research training- 100% of the participants implemented this program.
		• Technology Training- 100% of the participants successfully utilized technology in the instructional program
		• Comprehension Toolkit presentation – 100% of the participants utilized strategies in instruction

BCPS	Pine Grove	• Comprehension Toolkit presentation- 100% of the participants utilized strategies in instruction
	Elementary	• Action Research Workshop- 100% of the participated in Instructional Action research program
BCPS	Pleasant Plains Elementary	<ul> <li>Action Research Workshop- 100% of the participated in Instructional Action research program</li> <li>Vocabulary Development Presentation – 100% of the participants incorporated techniques in their instructional planning.</li> </ul>
BCPS	Pine Grove Elementary	<ul> <li>Taking in Higher Reading presentation – 100% of the participants incorporated materials in their instructional program</li> <li>Teaching Thoughtful Writers – 100% of the participants incorporated materials and strategies in their instructional program</li> </ul>
		• Technology – Incorporating Safari Montage, Pearson successnet, mini lab – 100% of participants incorporated technology into classroom instruction

LSS	School	Teacher Professional Development activities and data collected
HCPSS	Mount View Middle	• PDS Mentor Teachers received training to prepare them for mentoring interns and provide leadership for PDS activities
		• Classroom observation; Portfolio Review; lesson plans; intern reflections
		• 5 of 6 interns successfully completed the internship program.
HCPSS	Long Reach High	Classroom observation; Portfolio Review; lesson plans; intern reflections
		• PDS Mentor Teachers received training to prepare them for mentoring interns and provide leadership for PDS activities
		• 5 of 6 interns successfully completed the internship program.