<div style="border:1px solid black; text-align:center">

Race to the Top
Progress Update – October 2012 Monthly Call

</div>

Directions: In preparation for monthly calls, a State must provide responses to the questions in Part A for their overall plan, and responses to the questions in Part B for *two* application sub-criterion.

Part A: *In preparation for monthly calls, States must provide information that addresses the three questions below on the implementation of all aspects of its approved scope of work. This may include a written response. If your State already has a state-specific system to report on its progress, please work with your program officer to determine the best method of providing this information for your State.*

1. What were the State's key accomplishments and challenges this past month?

   Accomplishments:

   - Project 44/41 (Breakthrough Center): Aspiring Leaders' Program was provided to 11 BCPS participants on October 18 and 19. A November follow-up will be conducted for both summer and fall participants. During October 2012, representatives from CAIRE met with the District Turnaround Teams in Baltimore City and Prince George's County Public Schools to share the formative and summative evaluation design of the Breakthrough Center. Protocols for collecting data were established. CAIRE identified two researchers for each district who will utilize various methodologies to collect information that will result in case studies of selected schools and the LEA's central offices.
   - Project 47/45 (Coordinated Student Services): Professional development on PBIS was completed for Prince Georges' County on 9/28. A third session on effective student services teams is scheduled for 11/1. All student services professional development is being coordinated through the MSDE student services team facilitated by Lynne Muller, project manager for project 47/45.
   - Project 8/11 (Develop Overall Technology Infrastructure to Support RTTT Initiatives): all equipment received and final installation in progress for P20 and K12 data production data warehouses.
   - Project 10/28 (Multimedia Training) recommendation for procuring LDS LEA Coaching services drafted – vendor oral presentations being scheduled.
   - Project 17/32 (Implement a Test Item Bank System) and Project 18/33(Implement a Computer Adaptive Test delivery System) recommendation for vendor for CAT and Item bank drafted – final questions sent to vendors
   - Project 4/3 (Curriculum and Formative Assessment Development): Finalized award recommendation for cyber-security and environmental science online high school STEM courses. MSDE procurement needed to receive BAFOs and complete external communications to unsuccessful vendors.
   - Project 5/4 (Curriculum and Formative Assessment Development for ITEEA): All summer professional development (PD) concluded. Evaluations are being compiled. Comments made by participants were very positive. Evaluation results are expected to be similar.

- Project 14/31(Develop and Implement State Curriculum Management System): Completed initial build and initiated pilot testing of the CMS with 70 users across 14 LEAs
- Project 26/43 (Implement a System to Support ELearning for Intervention, Enhancement, and Enrichment): Blackboard hosted Learning Management System procurement was approved by the Board of Public Works on September 19. The vendor has successfully provisioned (made available for use) MSDE Test, Pre-production, and Production environments. MSDE specific configuration is underway and contract to migrate legacy courses has started with LearningMate.
- DPSCS projects: Completed procurement for an EMC backup and recovery solution to support environment build outs

Challenges:
- Project 44/41 (Breakthrough Center and related projects): Though some progress has been made, securing the commitment of Baltimore City for professional development and enabling us to work in schools continues to be a challenge. A meeting involving Robert Glascock and Jim Foran will be held with BCPS leadership to reiterate the commitment that is required for success. A plan to dramatically improve the climate and culture in four Baltimore City turnaround schools is being developed by Breakthrough Student Services specialists. The plan will be presented to the Turnaround Office staff in Baltimore City on November 2, 2012. A climate and culture needs assessment will be conducted by December. Implementation of each turnaround school-based plan will begin no later than mid-January.
- Project 43/21 (Develop Online PD on Educator Instructional Improvement Content): Review and issuance of RFPs continue to retard project progress.
- Project 21/42 (Implement a Statewide System to Support Student Instructional Intervention): Pricing received from all three vendors on the Student Instructional & Intervention System solicitation grossly exceeded available budget. Project is submitting a change of scope request to provide direct assistance to LEAs to enhance existing systems and processes.

2. Is the State on track to meet the goals and timelines associated with the activities outlined in its approved scope of work? If not, what strategies is the State employing in order to meet its goals?

The State has experienced delays in some of its projects. The amendments that are being submitted address those delays and explain how MSDE is mitigating issues that have resulted in delays.

3. How can the Department help the State meet its goals?

MSDE needs to transition to the State fiscal year as soon as possible so that we can maintain our

momentum. Your assistance in approving the required amendments to make that happen is sincerely appreciated.

Race to the Top
Progress Update – October 2012 Monthly Call

Part B: *In preparation for monthly calls, States must submit written responses to the following questions for* **two** *application sub-criteria (e.g. (A)(2) and (D)(4)).* [1] *All responses in this section should be tailored to the goals and projects associated with this sub-criterion.*

Application sub-criterion:[2] (D) (3)

STATE's goals for this sub-criterion:
- Increase the equitable distribution of teachers and principals in high-poverty, high-minority, and hard-to-staff schools
- Ensure that all teachers effectively transition into the profession
- Give all teachers and principals the opportunity to become highly effective or highly effective educators

Relevant projects:
Project 31/13: Building the Leadership Capacity in Low-Achieving Urban and Rural Districts
Project 32/73: Teach for Maryland
Project 33/50: Compensation to Teachers and Principals in Lowest 5% Schools
Project 34/51: Compensation Incentives for Teachers in Shortage Areas
Project 35/26: Elementary STEM Certification
Project 36/75: LEAs, Providers, and IHEs (UTeach Maryland)
Project 37/53: Incentives for Teachers who Obtain ESOL Certification

1. What is the extent of the State's progress toward meeting the goals and performance measures and implementing the activities that are included in its approved scope of work for this sub-criterion?

    Project 31/13:   Building Leadership Capacity in Lower Achieving Urban and Rural Districts

    Building Leadership Capacity in Lower Achieving Urban and Rural Districts is meeting its goals and performance measures by seeking to increase the number of effective/highly effective leaders in the state for rural and urban areas. The urban initiative is represented by the New Leaders (NL) cohorts in the urban school systems of Baltimore City and Prince George's County. NL provides program support, professional development modules and the use of its innovative EPIC (Effective Practice Inventive Community) system. EPIC is an on-line system that provides authentic experiences for training in administrator programs.
    - Cohort 10 (2010-11) had 9 candidates in Baltimore City and 6 in Prince George's County
    - Cohort 11 (2011-12) had 7 candidates in Baltimore City and 8 in Prince George's County.
    - Cohort 12 (2012-13) has 8 in Baltimore City and 8 in Prince George's County

---

[1] On each monthly call, program officers and states should work together to select two sub-criteria for the following month.
[2] All highlighted fields will be pre-populated by the Department Program Officer prior to State completion.

They are progressing on target to meet the goal in Baltimore City and have already met the goal (and will exceed it) in Prince George's County with another year of funding to go.

NL is also working with two eastern shore universities, Salisbury (SU) and the University of Maryland Eastern(UMES), enriching and altering their existing administrator programs to support a cohort of 25 candidates representing rural school districts. The 25 candidates were identified by the superintendents of the five school systems - Dorchester, Somerset, Talbot, Wicomico and Worcester - as teacher-leaders worthy of special training to be "leaders in waiting," poised to assume leadership roles when vacancies arise. This portion of the project is now known as LESLI, Lower Eastern Shore Leadership Institute. Mentors have been specially trained to support the candidates. A third initiative, Notre Dame of Maryland University (NDMU) has developed a special leadership course in conjunction with NL called *Tools for Innovative Leadership*. This course, which is based on proven effective practices of NL, is being offered to 20 students each semester this academic school year (2012-2013), and will become a required course in NDMU's administrator preparation program.

The quality of the implementation to date has been very successful. NL committed to recruit, select and train at least 40 aspiring school leaders in Baltimore City and 20 in Prince George's County (the urban component). (See the numbers above.) The SU/UMES partnership with NL assistance is on target to meet their goals. They have recruited and enrolled 25 candidates for the rural piece (5 for each county school system), as described in the proposal; they recruited and trained mentors to support the candidates. The 25 candidates are either in the PhD educational administration program at UMES or the Masters program at SU. All attend weekly seminars conducted by NL and the SU/UMES directors/mentors. Three of the candidates have already been promoted to administrative positions.

An additional goal of this project is to share the progress, developments, and practices from the project with the members of the Maryland Administrators Network, which represents the approved programs for administrator training in the State. This has occurred both at Network meetings and at the summer State Institute. We plan to continue this information/practice sharing for the life of the project.

In addition to the CAIRE evaluation process, each program has an evaluator. SU/UMES has its own evaluator and Rand Corporation has always been the evaluator for New Leaders. They recently completed the first year phase of the assessment of this project and reported favorably on the project.

An additional commitment of this project is to share the progress, developments, and practices from the project with the members of the Maryland Administrators Network , which consists of 17 institutions of higher education and New Leaders, all with State approved educational administration programs). The group most recently met with all the players in the grant at the August State Institute. We plan to continue this information/practice sharing for the life of the project.

This project is on track to meet its goals and performance measures.

Project 32/73:   Teach for Maryland

The Teach for Maryland (Maryland Teaching Consortium) Race to the Top project is designed to expand the number of teachers prepared to teach in high poverty/high minority schools, and to aid in the retention of teachers in such schools using Maryland's Professional Development School (PDS) learning community model. The activities that are included in the scope of the project are being successfully implemented.

The project is open to both traditional and alternative pathways for teacher preparation. The projects described in the summary reports are as follows:

 Year 1 Start-up

Mt. St. Mary's University with two PDSs located in Frederick County (Crestwood Middle School and West Frederick Middle School)

Loyola University Maryland with two PDSs within Baltimore City Public Schools (Commodore John Rodgers Elementary/Middle School and John Ruhrah Elementary/Middle School)

Goucher College with three charter PDSs within Baltimore City Public Schools (Empowerment Academy, KIPP Ujima Village Academy, and Baltimore Leadership School for Young Women)

Notre Dame of Maryland University with two PDSs within Baltimore City Public Schools, (Barclay Elementary/Middle School and Margaret Brent Elementary/Middle School)

Salisbury University with four PDSs in Wicomico County Public Schools (Wicomico Early Learning Center, Beaver Run Elementary School, Pemberton Elementary School and Chipman Elementary School).

Year 2 Early Start-Up Towson University with two PDSs within Baltimore City Public Schools (Armistead Gardens Elementary/Middle School and Thomas Johnson Elementary/Middle School)

University of Maryland College Park with two PDSs within Prince George's County Public Schools (Greenbelt Middle School and Martin Luther King, Jr. Middle School)

All public or charter schools within the partnerships have significant numbers of students living in poverty and /or minority students. It is anticipated that 200 teachers will be prepared to teach in high poverty/high minority schools during the four years of this project. Stakeholders, including higher education representatives, school level administrators, and teachers participate in six regularly scheduled consortium activities and an annual summer institute. Local school system PDS contact personnel, past presenters and resource personnel are included in Consortium activities.

Six successful Consortium meetings were held in year one and six were held in year two. The Maryland Teaching Consortium continues to identify components of initial teacher preparation programs that will help prepare teachers specifically for high poverty/high minority schools. The project is designed to identify the knowledge, skills, dispositions, and processes as components of

teacher preparation programs that will prepare teachers to be effective in high poverty/high minority schools. Guidelines to inform all teacher preparation programs will be created and disseminated as a result of this project.

Summer Institutes have been held in years one and two. At the conclusion of each Summer Institute, Consortium members identified changes that they have or will integrate into their teacher preparation program in collaboration with their PDS partners beginning in the 2011-2012 academic year and for the 2012-2013 academic year.

Participants are reporting change at all levels: school, PDS partnerships, and at the higher education level based on the learning experiences within the Consortium. Feedback from participants have attested to the value and benefits of the meetings, resources, professional contacts, and impact of the components of this project. They have integrated personnel they met at the Consortium meeting into activities on their IHE/PDS site project levels.

Presentations and discussions at Consortium meetings have continued to focus on professional and cultural dispositions, A Review of Best Practices and *A Framework for Understanding Poverty (Ruby Payne)*, working with African American Males, working with culturally diverse students, and Brain Targeted Teaching. Topics for future meetings include presentations on working with English Language Learners.

The project manager has provided on-site and electronic technical assistance to each of the project partners. Budgets and required sub-grantee paperwork have been reviewed. The project manager has participated in strategic planning meetings, steering committee meetings, school visits, as well as teacher professional development opportunities. She has continued to examine materials and resources, solicited input from Consortium membership and leaders in the field, and provided materials for professional development and programmatic change. An overview/update of the RTTT grants is provided to the Deans and Directors representing all Maryland institutions of higher education and the Maryland Approved Alternative Preparation Programs (MAAPP) during their Meetings. An overview/update was also provided to Professional Development School (PDS) Contacts during their 2012 fall meeting.

The Teach for Maryland Consortium (Maryland Teaching Consortium) project has met all milestones to this point and accomplished all planned deliverables with the exception of adding a third partnership in year two. In mid-December 2011, a Request for Proposals (RFP) was disseminated to potential new partners with the intent of adding three additional partnerships from either Maryland Approved Programs or Maryland Approved Alternative Preparation Programs along with their identified PDS partnerships. This RFP facilitated "Early Start Up" to permit the newly identified partnerships to become active members earlier than initially proposed by bringing on new partners for this year's Consortium meeting in late third quarter, during the Summer Institute, and fourth quarter activities.. A Technical Assistance Meeting for interested higher education and school system personnel and MAAPP personnel was held on January 9, 2012. A number of potential partnerships were present at the technical assistance meeting. Only two successful partnerships meet the review criteria, so only two could be added to the

Consortium. The same model will be used to bring on three additional partnerships in year three resulting in ten teacher preparation partnerships in the project.

Guidelines for Preparing Teaching and Principals for High Poverty/High Minority Schools to inform teacher preparation programs will be created and disseminated as a result this project. The project will be evaluated by the following:

- o Development of Essential Components (Knowledge, Skills, Dispositions, and Processes) for programs to prepare teacher to be successful in high poverty/high minority schools
- o Number of programs developed specifically to prepare teachers to be successful in high poverty/high minority schools
- o Number of Professional Development Schools serving as models for how to prepare teachers to be successful in high poverty/high minority schools
- o Number of candidates completing internships in PDSs designed to prepare teachers to be successful in high poverty/high minority schools
- o Establishment of a Consortium focused on sharing best practices in preparing teachers to be successful in high poverty/high minority schools

Each of the seven current sub-grantees and future sub-grantees is responsible for evaluating its own project as required for MSDE. Seven current sub-grantees will evaluate the inclusion of the essential components in their preparation programs. Additionally, examples of focus areas continue to include brain targeted teaching, action research, professional learning communities, professional development related to school improvement goals, working with diverse student populations, kid writing, developing an academy model for teacher preparation, using developmentally appropriate practices, and arts integration.

Project 33/50: Compensation to Teachers and Principals in Lowest 5% Schools

Project 33/50, Compensation Incentives to Teachers and Principals in the Lowest 5% Schools, has been making great progress in the months since its last USDE Monthly Call Report. Soon after January 2012, Prince George's County Public Schools (PGCPS) submitted the final version of its application for grant year 2011-2012, as well as signed assurance and C-125 documents. The LEA's application was then approved by the project manager and Assistant State Superintendent for Academic Policy. At this time, PGCPS began implementing its program for project 33/50. Baltimore City, which had previously received approval for its program, had begun implementation of its program in the months prior.

Notice of Grant Awards and cover letters, describing the purpose of the grant, reporting requirements, payment method, and contact information, were also issued to Baltimore City and Prince George's County.

Throughout this time and the duration of the 2011-2012 grant year, the project manager and Assistant State Superintendent for Academic Policy provided technical assistance, support, and guidance to the participating LEAs as needed.

Each LEA developed its own individualized plan, aligned to the project requirements, for utilizing the grant funds to provide compensation to teachers and principals in the lowest 5% schools.

For grant year 2011-2012, Baltimore City used the grant as a means to improve school climate, specifically awarding incentives to eligible staff for demonstrated improvements to school characteristics that are understood to be essential conditions for improving student achievement, such as reducing chronic absenteeism, decreasing the rate of habitual truancy, decreasing the suspension rate for soft offenses, demonstrating growth in school climate as determined by the school's overall satisfaction composite score on the school climate survey, and meeting the School Performance Plan goals for school climate. All classroom-based teachers as well as principals were eligible for incentives if their school met the individualized growth targets designed for each school and described fully in the LEAs application. Schools also had to demonstrate that these targets were met through revised approaches and practices towards attendance and student discipline, including increased use of alternatives to suspension.

Prince George's County used the grant to provide incentives to eligible teachers who had demonstrated proven growth with students and who took leadership roles in the development of instructional practice around the areas of Reading English Language Arts, Mathematics, and Science / STEM, including special educators who co-teach or provide intensive service to students. Each content area sponsored a cohort and the eligible teachers expanded their knowledge of practice through extended study with content experts. Teachers participating in the cohorts engaged in professional learning communities around "problems of practice" to implement new practices and track student progress in the form of action research. Practices that demonstrated growth were then shared with their colleagues in each school.

Despite the delays that were faced during the initiation of this project (due to the additional time needed for the approval of an amendment from USDE and negotiations between the LEAs and their local bargaining units) Baltimore City and Prince George's County were able to put their incentive programs into effect very quickly and successfully. The project manager stayed in close communication with contacts at the LEAs as they implemented and continued the work outlined in their applications.

As the 2011-2012 school year came to a close, the LEAs were sent information about the reporting requirements that they will need to submit at the end of the grant year, reflecting on and providing data to demonstrate the success and outcomes of the first year of this grant program. The LEAs submitted this information to the project manager by September 30, 2012 and their reports are currently being reviewed.

Although we are still reviewing the end-of-year reporting from the LEAs about outcomes of this past grant year (2011-2012), LEA contacts have continually communicated the success of their incentive programs and the positive feedback they have received from the participating teachers and principals.

In preparation for grant year 2012-2013, the project manager and Assistant State Superintendent for Academic Policy reviewed the procedures from the past project year and worked to revise the

procedures, distribution, accountability, and criteria for grant year 2012-2013. They also worked to develop an updated grant application, identify eligible schools, and calculate the recommended grant amounts for each LEA for 2012-2013.

In reviewing the procedures for project 33/50 in advance of grant year 2012-2013, the project manager and Assistant State Superintendent for Academic Policy revised the eligible schools for the coming grant year, opening the program to include all ESEA Priority Schools in the two LEAs for 2012-2013.

The applications for grant year 2012-2013 were distributed to Baltimore City and PGCPS over the summer 2012. Extra time was requested by both LEAs in the submission of their applications, however both applications have been received at this time. The project manager and Assistant State Superintendent for Academic Policy have reviewed all of the applications and communicated with the LEAs about any needed revisions. Those revisions have been received and approved and the delay in submitting the applications did not impact the implementation of the LEAs' programs for 2012-2013.

For grant year 2012-2013, Baltimore City will be utilizing the same incentive program that they used during the previous grant year, however targets for each school were re-set based on attendance and school climate data from the 2011-2012 school year. Additionally, the LEA eliminated the habitual truancy measure, however high schools will now have a 5th measure, graduation rate, and must meet 4 out of 5 targets.

For the 2012-2013 grant year, Prince George's County has decided to change its program from focusing on providing professional development to a program that incentivizes highly effective teachers with a track record of improving student achievement to remain teaching at these lowest achieving schools. The success of these eligible teachers will determined by formal and informal observations, attendance, participation in school improvement activities, and the LEA's teacher evaluation instrument, specifically looking at a teacher's effective teaching preparation, professionalism, and student achievement outcomes.

The project manager has also received signed assurances and C-125 forms from the LEAs and will be working to draft Notice of Grant Awards for the LEAs in the coming weeks.

Both of the LEAs put a great deal of consideration and thought into the implementation of their incentive programs in 2011-2012. In their end-of-year reports, the LEAs provided documentation of their successes and any challenges they faced during the past grant year. In Baltimore City, eligible teachers and principals in two of the nine eligible schools met their performance targets and received incentives. However, the data provided by the LEA shows that even in the schools that did not meet all of their targets, measurable improvements to school climate were made. In Prince George's County, 31 teachers received incentives in the 2011-2012 grant year. These teachers participated in professional development and developed modules to enhance their practice. As agreed upon with their local bargaining unit, the LEA worked to separate these tasks from the teachers' day-to-day work and utilized innovative and unique tasks to build teacher effectiveness through this project, including virtual modules, forum discussions, and using video capture to analyze practices with teaching coaches.

The applications for grant year 2012-2013 from both LEAs also demonstrated their commitment to implementing programs that would continue and build upon the successes and lessons learned from the first year of this grant. Based upon their experiences from grant year 2011-2012, both Baltimore City and Prince George's County revised their programs to make them more beneficial to teachers and provide a greater impact on the achievement of the students in these schools. Having worked closely with contacts in these two LEAs, their commitment to making this grant a success is evident.

Since receiving the finalized application from PGCPS for project year 2011-2012 back at the beginning of the year (2012), we have faced very few, if any, challenges with this program. The LEA contacts are very responsive and quick to address any questions or concerns from MSDE. Additionally, the applications submitted by the LEAs for the coming grant year (2012-2013) only required minimal revisions or clarifications. Should any new obstacles arise, the project manager is in close contact with the LEAs and will address any concerns with them immediately.

Overall, project 33/50 is on track to meet its goals and performance measures. We have reached all of the year one milestones in the Microsoft Project plan for this project and are well on track for year two.

Project 34/51: Compensation Incentives for Teachers in Shortage Areas (STEM, Special Education, and ELL)

Soon after January 2012, all outstanding grant applications from LEAs for year 2011-2012 were received, any outstanding revisions to the applications were made and submitted to MSDE, and all outstanding assurance documents, C-125 forms, and other necessary paperwork from the LEAs were signed and submitted to MSDE. After receiving all the necessary documentation and revisions, the project manager was able to finish issuing Notice of Grant Awards to all the LEAs participating in this project (Baltimore City, Baltimore County, Kent County, and Prince George's County).

LEA Incentive Programs for Grant year 2011-2012
Each LEA developed its own individualized plan for utilizing the grant funds to provide incentives to eligible STEM, special education, and ELL teachers to teach in low-achieving, high-minority, high-poverty schools.

For grant year 2011-2012, Baltimore City provided incentives to at least one special educator who teaches mathematics or science content and at least one STEM general educator from each eligible school (33 schools in total), as well as at least one ELL educator for those schools that staff one or more full-time ELL teachers. These teachers participated in Community of Practice (CoP) sessions aimed at enhancing their knowledge and leadership concerning practices that enhance student achievement in mathematics and science, specifically for ELLs and students with special needs. These teachers then used the skills they gained through the CoP to facilitate a school-based Professional Learning Community focused on encouraging highly effective teaching practices known to enhance student achievement.

11

Prince George's County's program for grant year 2011-2012 provided incentives to 22 STEM teachers, as well as ELL and special education teachers. A cohort in each content area was formed and teachers in each cohort engaged in Professional Learning Communities around problems of practice and expanded their knowledge through extended study with content experts. Baltimore County used their funds for grant year 2011-2012 to hire 8 new STEM teachers, who will begin in the 2012-2013 school year. Kent County focused its program for grant year 2011-2012 on providing professional development specifically for special education teachers.

Despite the delays that were faced during the initiation of this project (due to the additional time needed for the approval of an amendment from USDE and negotiations between the LEAs and their local bargaining units) the participating LEAs were able to put their incentive programs into effect very quickly and successfully. The project manager stayed in close communication with contacts at the LEAs as they implemented and continued the work outlined in their applications.

As the 2011-2012 school year came to a close, the LEAs were sent information about the reporting requirements that they will need to submit at the end of the grant year, reflecting on and providing data to demonstrate the success and outcomes of the first year of this grant program. The LEAs have been asked to submit this end-of-year report to MSDE by September 30, 2012.

In preparation for grant year 2012-2013, the project manager and Assistant State Superintendent for Academic Policy reviewed the procedures from the past project year and worked to revise the procedures, distribution, accountability, and criteria for grant year 2012-2013. They also worked to develop an updated grant application, identify eligible LEAs and schools, and calculate the recommended grant amounts for each LEA for 2012-2013.

The applications for grant year 2012-2013 were distributed to all eligible LEAs over the summer. While some eligible LEAs chose not to participate in the program (Harford County and Dorchester County), the other eligible LEAs (Baltimore City, Baltimore County, Kent County, and Prince George's County) were very timely in submitting their grant applications and applications for grant year 2012-2013 have been submitted by all four participating LEAs.

The project manager and Assistant State Superintendent for Academic Policy have reviewed all of the applications and have communicated with LEAs requiring revisions. The project manager is still collecting signed assurance and C-125 documents from the LEAs as well as the revisions or clarifications they were asked to make to their applications.

Although we are still awaiting the final end-of-year reporting from the LEAs about outcomes of this past grant year (2011-2012), LEA contacts have continually communicated the success of their incentive programs and the positive feedback they have received from the participating teachers.

Since receiving all the finalized documentation from the LEAs for project year 2011-2012, we have faced very few, if any, challenges with this program. The LEA contacts are very responsive and quick to address any questions or concerns from MSDE. Additionally, the applications submitted by the LEAs for the coming grant year (2012-2013) only required minimal revisions or clarifications.

LEA Incentive Programs for Grant year 2012-2013

Due to the USDE approved amendment that was made to this project, reallocating funds from grant year 2010-2011 over the following three years, funds for the 2012-2013 grant year increased from $320,000 to $500,000, allowing each LEA to receive additional funds to provide incentives to additional teachers based on number of Tier III schools in the LEA.

For grant year 2012-2013, Baltimore City will provide at least 48 eligible STEM teachers with incentives, in addition to eligible special education and ELL teachers. Their program will be the same as in grant year 2011-2012, however the LEA plans to adapt the implementation of the CoP to include more sessions with differentiation for returning teachers or teachers who enter the CoP for the first time this year.

Prince George's County will use its funds to provide incentives for 32 STEM teachers, as well as special education and ELL teachers. Participants will attend workshops focused on the development of STEM lesson plans centered around mathematics curriculum framework progress guides, accessing data, and supporting the special education and ELL subgroups. This year, mathematics teachers will be involved in the development of STEM lessons in order to reach students in various content areas. Instead of working in isolation, all teachers (STEM, special education, and ELL) will work together to develop comprehensive lessons that meet the needs of their school populations. The LEA is using this approach to support teachers across disciplines and allow students to hear common language and themes across content areas. Baltimore County has proposed to again use their funds to hire new teachers. For the 2012-2013 grant year, they plan to hire 12 new STEM teachers to work in the eligible schools, as well 4 new special education teachers. Kent County will again focus its program on providing professional development for eligible special education teachers.

After receiving the applications for project 34/51 from the four participating LEAs, the project manager and Assistant State Superintendent for Academic Policy reviewed the applications and sent requests for revisions and/or clarification to each of the LEAs. Most of the LEAs have provided those revisions and the project manager is in close contact with the other LEAs as they make the necessary changes/provide clarification to their plans.

Baltimore City, Prince George's County, and Kent County have also submitted the end-of-year reporting requirements that were requested by the MSDE project manager. Baltimore County has communicated to the project manager that they need an extension on the September 30, 2012 deadline, but should have the necessary information submitted shortly. The project manager and Assistant State Superintendent for Academic Policy will be reviewing these reports in the coming weeks.

The applications for grant year 2012-2013 from all four participating LEAs demonstrate their commitment to implementing programs that will continue and build upon the successes and lessons learned from the first year of this grant. Based upon their experiences from grant year 2011-2012, the LEAs have reevaluated their programs and made any necessary revisions to make their programs more beneficial to teachers and provide a greater impact on the achievement of the

students in these schools. Having worked closely with contacts in these LEAs, their commitment to making this grant a success is evident.

The project manager and Assistant State Superintendent will also review the budget from grant year 2011-2012 and make any needed revisions based on the outcomes and amount of funds spent during that grant year.

Since receiving the finalized applications from the remaining LEAs for project year 2011-2012 back at the beginning of this year (2012), we have faced very few, if any, challenges with this program. The LEA contacts are very responsive and quick to address any questions or concerns from MSDE. Additionally, the applications submitted by the LEAs for the coming grant year (2012-2013) only required minimal

Overall, project 34/51 is on track to meet its goals and performance measures. We have reached all of the year one milestones in the Microsoft Project plan for this project and are well on track for year two.

Project 35/26:   Elementary STEM Certification

Maryland approved teacher preparation pathways, both traditional and alternative, continue to receive funds to participate in an Elementary STEM Certification Network to develop, pilot, revise, and implement Elementary STEM teacher preparation programs. Network meetings continue on a regular basis. Beginning this fall, 2012, two additional project partners are receiving funding, one of which is an alternative certification program. These two new partners, along with our seven existing partners, have participated in Network meetings this spring and fall, and have sent representatives to the annual Elementary STEM Certification Summer Institute.

 On-site technical assistance for project partners continues to provide MSDE Project Managers the opportunity to review program/course offerings, budgets and required paperwork. MSDE Project Managers have observed local school system as well as higher education institution STEM teacher professional development, attended steering committee meetings and participated in other grant related activities as part of technical assistance.

 In April 2012, the Maryland State Board of Education adopted the STEM Standards of Practice for students, developed by MSDE's Office of STEM Initiatives in the Division of Instruction. STEM Standards of Practice for teachers were developed to parallel the student STEM Standards of Practice. The standards for teachers were developed by the MSDE Elementary STEM Certification project managers, in consultation with Program Approval Specialists and Network Members. These STEM standards of practice will provide the framework for developing and assessing approved teacher preparation programs in elementary STEM.

Since January 2012, three Elementary STEM Network meetings, three Professional Development Schools meetings, and the second annual Elementary STEM Summer Institute have been held. These meetings provided networking opportunities and support for the development of new

elementary STEM programs. In addition, the project has funded state and national experts to present to our Network members their perspectives and promising practices related to elementary STEM teacher preparation. Guest presenters include:

- Donna Clem, MSDE Coordinator of STEM Initiatives

- Michelle Shearer, 2011 National Teacher of the Year, Chemistry teacher form Frederick County Public Schools

- Brenda Capobianco and Chell Nyquist, education faculty from Purdue University and project directors for the Science Learning through Engineering Design (SLED) project

- Susan Hoban, project coordinator of NASA's BEST (Beginning Engineering, Science and Technology) Students project

- Claudia Morrell, Chief Operating Officer at the National Alliance for Partnerships in Equity

- Elizabeth Parry, engineering educator from North Carolina State University.

- Deb Hemler and Angela McKeen, education and science faculty from Fairmont State University specializing in literacy and STEM.

In July, MSDE Project Managers facilitated the annual Elementary STEM Certification Network Summer Institute in Cambridge, Maryland. A total of 45 participants attended the Institute including representatives from each project, MSDE personnel and local school system STEM representatives. The lead presenter was Dr. Elizabeth (Liz) Parry from North Carolina State University. STEM note booking was modeled and used by all participants during the two day institute. There was an 87% response rate for the evaluations and the following presentations were rated as the most useful (1) STEM Note booking, (2) Project Sharing of Assessments and Challenges, and (3) Project Group Meeting time. Evaluations showed that 73% of participants found STEM Note booking useful in their project work and 54% of participants reported presentation Integrating across the Curriculum as useful. Comments indicated the resources in the latter presentation were excellent but there was too much information in the time allowed. Participants recommended limiting the presentation to exploring several key resources. Participants suggested the following topics for future meetings: (1) pedagogy for teaching STEM, (2) rubrics and tools for assessing field and clinical experiences related to STEM, and (3) project meeting time with partners. All of the participants indicated the accommodations met their needs and 96% of participants indicated communication prior to the institute was appropriate.. The Hyatt continues to be an excellent meeting location and provides outstanding support for conference needs.

National conferences have continued to be an important source of expertise and resource for project partners. In October 2012, the MSDE Elementary STEM Certification Project Managers and the MSDE Coordinator of STEM Initiatives attended the Triangle Coalition Conference on "World Class STEM Education in America". This conference is attended by representatives from

states, higher education, school systems and industry and provides a good snapshot of what is happening in the rest of the nation with respect to STEM education.

Network project partners are working to enhance their approved initial elementary certification programs to include a concentration in STEM for pre-service teachers. At the beginning of October, the MSDE Professional Standards Board and Teacher Education (PSTEB) requested that a work group be convened to develop an endorsement for Instructional Leader: STEM, PreK-6 for practicing teachers. This workgroup is currently being formed under the leadership of the Certification and Accreditation Division.

The Elementary STEM Certification project has continued to complete all milestones to this point and has accomplished all planned deliverables. We amended our budget so we are able to fund two additional projects in Years Three and Four, and hope to fund two more projects in Year Four. In early 2013, proposal guidelines for the two new project partners for 2013-2014 will be released.

Project 36/75: UTeach Maryland

The replication of the UTeach model of teacher education in the STEM areas of certification is on track and proceeding well. In January 2012, both Towson University (TU) and the University of Maryland Baltimore County (UMBC) began working with MSDE to complete a proposal to submit to the UTeach Institute for possible funding for replication projects.   In early May, both universities submitted proposals.   Proposals were read and "graded" by a team made up of representatives from the Institute and NMSI. Suggestions were then forwarded to MSDE for final approval and funding.   While TU believed it could make the changes required by the reviewers to implement the program, UMBC decided it was not currently in a position to do so and respectfully withdrew the university from the competition.

In late May, a team from TU and the project manager from MSDE attended the UTeach Institute annual conference where the first meetings to organize and prepare for development and implementation were held. MSDE awarded the first payment of two to Towson in June 2012. The second payment will complete the award amount dedicated to this project under RTTT. NMSI has confirmed that it will continue to fund the project through school year 2016 when the first cohort of teachers would graduate from the program.

A working team from Towson that includes as co-directors faculty from both the Fischer College of Math and Science and the College of Education has met a number of times with the MSDE project director attending several of those meetings. 25 students are currently engaged in the UTeach Step 1 course being taught by a highly-regarded master teacher recruited from a local school system. Anecdotal information suggests that the students are enjoying the course very much and that most will elect to continue to Step 2.

A meeting with the Deans of both colleges on October 17, 2012 confirmed that all subsequent courses necessary to fully implement the program will be developed and approved by the TU

Faculty Senate in time to field them in the Fall of 2013. Additionally, outcomes and assessments for the Maryland required reading courses are being infused into the UTeach coursework and will be submitted to MSDE for approval prior to the beginning of the second semester. TU has further committed to placement of final-year interns in a Professional Development School and the university is currently working to assure that appropriate placements for the year-long internships required by the *Redesign of Teacher Education in Maryland.*

This project is now on schedule as agreed to in an earlier approved amendment.

Project 38/53: Incentives for Teachers who obtain ESOL Certification

This project provides incentives to increase the number of teachers who become certified to teach ESOL (English for Speakers of Other Languages). Content teachers who take coursework on second language acquisition and ESOL methodology are better prepared to work with the increasing number of ELLs in Maryland as they strive to improve their content knowledge while progressing toward English proficiency.

To date, 131 teachers from 20 LEAs have completed all requirements to be certified in ESOL and have received stipends.

From years 1 and 2, twenty-seven teachers dropped out of the project. These teachers have been replaced with new applicants. In addition, there are 97 teachers who have partially completed the requirements and are projected to complete by June 30, 2013. For example, several teachers have completed coursework but did not receive a qualifying score on Praxis II and will be retaking the exam.

In September 2012, Year 3 project applications were approved for 15 LEAs projecting 140 teacher participants.

Quality control for project implementation is assured first by LEA approval of required courses, followed by MSDE coursework approval. Additionally, all teacher applicants must meet the state assessment requirement (Praxis II) for ESOL certification. MSDE approves the payment of the teacher incentive upon receipt of an invoice, course transcript, and proof of Praxis II score from the LEA for each teacher.

This project is on track to meet its goal of 520 teachers certified in ESOL at the end of year 4.

2. What methods, tools, and processes is the State using to determine the progress toward the goals and performance measures and the quality of implementation of the activities described for this application sub-criterion?

As with all sub-criteria, we are utilizing project management techniques for monitoring and

controlling the program at the project/activity level and for determining progress towards milestones and goals. Microsoft Project Professional is being used to develop project level schedules. Project schedules have been detailed for 54 projects with specific activities planned for the remainder of the year. Project managers review their respective project schedule with their program director to ensure that project activities, issues, risks, and concerns are discussed. Monthly reports are also submitted by each project manager. Technology projects also follow the State's Department of Information Technology (DoIT) software development life cycle (SDLC) process. Technology projects are also subject to additional quarterly reviews by DoIT. Communication, both verbal and electronic, occurs on a regular basis between MSDE and its various vendors (e.g., MBRT, MPT). Feedback from external project assessment teams has been invaluable. The seven pilot LEAs are playing a critical role in helping to design a quality product for evaluating principal s and teachers that is transparent, equitable, and fair that can be used to guide individual growth and development. Throughout this process, all stakeholders have been involved in the development of the evaluations systems. Their input is sought continually and modifications are made based on their feedback. Continuous and consistent communication among stakeholders is critical to success. Finally, the quality of implementation of the activities will be determined by our overall program evaluation that has been built into the grant. Project teams have specified requirements to be met during each year. The formative and summative evaluation tools to be developed by USM for each project will enable us to assess the degree to which we met goals and objectives established for each project. Biannual milestone review reports are received from CAIRE.

3. What is the State's assessment of its quality of implementation to date?

   The quality of implementation has been outstanding Despite the inevitable obstacles during any change effort, project managers have found ways to mitigate those challenges enabling the projects to stay on track

4. If the State is not on track to meet the goals, performance measures, timelines and quality of implementation related to this sub-criterion as outlined in its approved scope of work, why not, and what strategies is the State employing in order to meet goals and performance measures?

   The State is on track to meet its goals in this sub-criterion.

5. What are the obstacles and/or risks that could impact the State's ability to meet its goals and performance measures related to this sub-criterion?

   We do not foresee any obstacles or risks that cannot be mitigated enabling us to meet our goals.

Evaluation: Based on the responses to the previous question, evaluate the State's performance and progress to date for this sub-criterion (choose one)

Red (1)   Orange (2)   Yellow (3)   Green (4)[3]

---

[3] Red – substantially off-track and/or has significant quality concerns; urgent and decisive action is required; Orange –off-track and/or there are quality concerns; many aspects require significant attention; Yellow –generally on-track and of high or good quality; only a few aspects require additional attention; Green – on-track with high quality.

Race to the Top
Progress Update – Monthly Call

Part B: *In preparation for monthly calls, States must submit written responses to the following questions for **two** application sub-criteria (e.g. (A)(2) and (D)(4)). [4] All responses in this section should be tailored to the goals and projects associated with this sub-criterion.*

Application sub-criterion:[5] (D)(5)

STATE's goals for this sub-criterion:
- Increase the equitable distribution of teachers and principals in high-poverty, high-minority, and hard-to-staff schools
- Ensure that all teachers effectively transition into the profession
- Give all teachers and principals the opportunity to become highly effective or highly effective educators

Relevant projects:
Project 39/25: Teacher Induction Academies
Project 40/15: Professional Development for Executive Officers
Project 41/24: Educator Effectiveness Academies
Project 42/17: Priority Schools Academy
Project 43/21: Develop Online PD on Educator Instructional Improvement Content

1. What is the extent of the State's progress toward meeting the goals and performance measures and implementing the activities that are included in its approved scope of work for this sub-criterion?

Project 39/25: Teacher Induction Academy

In July 2011 the Maryland State Department of Education (MSDE) and the New Teacher Center (NTC) reviewed deliverables of the request for proposals (RFP) to develop outcomes for the teacher induction academy training and support.

Outcomes:

- Increase or stabilize new teacher retention
- Identify correlation between mentoring support and new teacher evaluation ratings of effective
- Enable all LEAs to participate in summer training, program leader meetings, on-line professional development sessions offered twice each year; and,
- Increase capacity of program leaders to sustain LEA programs; advocate for program needs; collect and provide data of implementation and effectiveness.

---

[4] On each monthly call, program officers and states should work together to select two sub-criteria for the following month.
[5] All highlighted fields will be pre-populated by the Department Program Officer prior to State completion.

Summer Academy 2012:
In its second year, two hundred thirty-four participants attended the Teacher Induction Academy from June 26-28, 2012. The year two academy provided new mentors engagement in the content delivered during the year one academy (see above). Advanced mentors and program leaders gained new skills with mentoring in complex situations and issues of equity.

Online follow up work with all participants of the year two academy will occur in late November and again in April 2013. Feedback from participants indicated a need for synchronous learning with a few LEAs indicating the on-line follow up work will be done as teams during a mentor forum professional development.

New this year program leaders will have an opportunity for individual coaching by senior NTC staff. The plan discussed this week at the Academy is that program leaders will tape and upload a mentor/teacher exemplar interaction. NTC staff will then coach the program leader along the continuum of program development and NTC program standards. They will support program leaders to set goals, establish targets and action plans for continuous improvement.

Online Follow-ups:
The Spring 2012 Online Follow-ups have been completed, and the Fall 2012 Online Follow-ups have been planned and dates are being finalized.   In response to Coordinators' requests, we are offering differentiated synchronous webinars that can be used in their mentor forums. The descriptions are:

Online Mentor Forum (Year 1 Mentors) – Fall 2012
Coaching and Observation
In this 90-minute online mentor forum, the processes and tools necessary for collecting in-class teaching and learning data through the lens of professional teaching standards; processes for collaboratively analyzing and using instructional data to improve new teacher instructional practice will be the focus. Through a variety of small group activities and whole group discussions mentors will have additional opportunities to observe teacher practice, collect data, and determine how to provide feedback.

Online Mentor Forum (Year 2+ Mentors) – Fall 2012
Coaching in Complex Situations
In this 90-minute online mentor forum, mentors will select an individual case study focused on a recent complex coaching situation – a situation that posed a particular professional challenge. The challenge may range from stretching yourself pedagogically to know how to support a new teacher's instruction, or learning how to accurate assess a new teacher's professional needs and support him/her in ways that accelerate professional growth, or some other complexity. Through a variety of small group activities and whole group discussions mentors will mentors will practice skills to sharpen awareness and use of various mentoring options and stances.

Teacher Induction Coordinator Quarterly Meetings:
In addition to the summer Academy, NTC and MSDE have led additional quarterly LEA Teacher

Induction Coordinator meetings this year. The third quarterly meeting was held on February 22, 2012 and outcomes included reviewing county TELL data, reflecting and discussing implications for action plans with coaching partners, hearing from colleagues about their programs, discussing updates to state website, planning for the year two Academy, and connecting with colleagues from across the state.

The fourth quarterly meeting was held on April 24, 2012 and outcomes included reviewing and discussing principal engagement strategies, crafting advocacy messages to communicate program successes, hearing best practices from colleagues, engaging in table discussions about hiring and selection of mentors and evaluating mentors and supporting mentors with information about the Common Core State Standards, creating a year-end evaluation survey to identify unique program needs, and connecting with colleagues from across the state.

The fifth quarterly meeting was held on October 2, 2012 and outcomes included sharing highlights of summer new teacher events, engaging in a coaching conversation around Program Goals, hearing from Howard County about their Instructional Mentor Training Program, reviewing Thomas Guskey's Five Levels of Evaluation, designing Program Evaluation pieces aligned to Thomas Guskey's Five Levels of Evaluation, participating in information sharing on the Academy evaluation and the Teacher Induction website, and connecting with colleagues from across the state. This meeting was significant because it was the first Induction Coordinator Quarterly Meeting led solely by MSDE in an effort to begin our effort for program sustainability beyond Race to the Top funding.

The quarterly meetings for program leaders will continue during the 2012-13 school year, led by MSDE and the LEAs Induction Coordinators as Maryland transitions to sustain this induction work beyond Race to the Top funding. This professional community shares best practices, successes and challenges, and coaches peers on establishing goals and action plans.

Again this year, feedback from these meetings has been very positive because it is a forum for continuous learning and revisiting collaborative assessment logs (CAL), Program Continuums, and Action Plans. In addition, this was an opportunity to address obstacles and challenges and develop solutions.

Teacher Induction Coordinator Site Visits:
During 2012, all 24 LEAs received a site visit. The site visits took many forms, including interviewing the LEA Induction Coordinators/LEA leaders, participating in Mentor Meetings and/or professional development, and attending new teacher professional development. Information was collected on what is working, structural changes/issues, and challenges. This data is being used to plan future quarterly meetings, webinars, and website material.

Teacher Induction Website:
Based on feedback, we have created an MSDE website on Teacher Induction to support this work. The link is: http://mdk12.org/instruction/teacher_induction/index.html. In addition, NTC has created a site on their website for Maryland Induction Coordinators. Some of the features include: all of the tools used in MD as a form fillable PDF; All of the video available for

streaming [downloads soon to be available]; link to the TELL data; a link to the teach induction page; the CPD credit form; place for Q & A; Webinar links, handouts, etc

Evidence of the quality of the implementation of teacher induction work is found in the evaluations and feedback from participants. This year's comments have included:

-"This is by far the best professional development I have experienced."

-"This was a very informative, useful, and re-energizing presentation. I'm excited to infuse a lot of new things into my work this coming year!"

-"The resources provided during the training and the conversations facilitated helped me to gain insight to further my practice."

-"Thank you for a truly transformative conference experience! I'm encouraged and energized to return to my schools!"

-"I love the ideas and tools. I can't wait to implement them with my mentors, mentees, and parents!"

Project 40/15: Professional Development for Executive Officers

Professional Development for Executive Officers in on track to meet its goals. Executive officers are those people in the local school systems (LEAs) who supervise principals. The focus of this project is to provide these executive officers with the professional development they need to enhance their ability to provide support to principals.   In order to be world class, Maryland must have a principal rated effective or highly effective in every school. Based on the new principal evaluation tool, executive officers will provide the coaching and support to each of their principals to address their individual needs which surfaced from their evaluation. This professional development will also enable both the executive officers and principals to implement the new evaluation system effectively, i.e. executive officers evaluating principals and principals evaluating teachers. In addition, MSDE will continue to work with individual LEAs to provide professional development experiences to principals, assistant principals, and central office staff, as requested, to enhance their skills and increase their effectiveness as they implement the teacher evaluation system.

Initially, MSDE worked with the seven (7) pilot LEAs during the first year of the grant as they designed and began to implement their pilot evaluation tools for their principals and teachers. The information gleaned from this pilot, in addition to visits to all 24 LEAs, has helped the Center Coordinator to assess the professional development needs of the various local school systems. Now that all 22 participating LEAs are involved in the field test year, additional personnel have been retained. Two (2) Regional Trainers have been hired, one who works primarily with the Eastern Shore LEAs and one who works primarily in western and central Maryland. Their work has focused on providing Student Learning Objectives (SLO) training throughout the State. This has occurred at both regional trainings and then at a series of differentiated, individualized

training sessions at the request of the local school systems. These sessions have been extremely well received.   In addition, throughout the last year, the Executive Officers and Principals received the most current information regarding the progress being made at MSDE to create the State Teacher/Principal Evaluation Models at their regular meetings. Topics have included student growth measures, professional practices, using the Maryland Teacher/Principal Evaluation Guidebook.   After each meeting, executive officers have been asked to identify professional development needs for their future training based on their school system's varying degrees of human, fiscal, and logistical resources.

The Project Manager and Center Coordinator have participated in all internal MSDE meetings regarding the Principal and Teacher Evaluation system. The Project Manager, Center Coordinator, and Regional Trainers will continue to provide professional development based on the State Teacher and Principal Evaluation Models to executive officers from all 24 LEAs during the 2012-2013 statewide field test year. Working collaboratively with the LEAs during this field test year will insure that the appropriate professional development and technical support will continue to be provided.

Project 42/17: Expand Maryland's Principals' Academy to Target Principals of Low Achieving Schools (Priority Schools Academy for School Turnaround)

The Priority Schools Academy for School Turnaround is on track to meet its goal to provide professional development to principals of the lowest achieving schools in Maryland. This summer, July 2012, executive officers and principals from 7 districts participated as the Year I Cohort, in a two-day Professional Learning Academy. The purpose of the Academy was to provide district and school leaders with practical turnaround actions, behaviors, and structure, supported by research, which can be immediately implemented to achieve rapid improvement in teaching and learning. The content for the academy was based on the Institute of Education Sciences (IES) Practice Guide: Turning Around Chronically Low-Performing Schools. Their work includes evidence-based recommendations for use by educators to quickly and dramatically improve student achievement in low-performing schools. This is especially important since persistently failing schools need guidance on what will work quickly to improve student achievement.   One key aspect of their report is the need for dramatic change. Therefore, an important aspect of the academy content focused on the principals' ability to lead complex change.

We have made logistical decisions regarding the two-year project timeline. Year one focused on schools from 7 districts: Anne Arundel, Charles, Dorchester, Montgomery, Prince Georges, Somerset, St. Mary's. A key decision was made to include the executive officers, those who supervise principals as Academy participants. A total of 77 participated.

One of the recommendations from the IES publication is the need to build committed staff at these schools. This could include releasing, replacing, or redeploying staff members who are not fully committed to turning around student performance and bringing in new staff who are committed. One of the roadblocks to achieving this, as verified by our MSDE Breakthrough

Center work, is the recognition that principals need systemic support. We have overcome that challenge by having the participation of the executive officers. They were involved with the principals they supervise, throughout the Academy and have a keen awareness of all the recommendations, including the need to make decisions on a district level that will support the recommendations.

Evidence of Progress:

• The Academy was held on July 24-25, 2012 at Henry A. Wise, Jr. High School in Upper Marlboro. The initial feedback forms and a follow-up electronic survey indicated that the 77 participants found the sessions to be very relevant for their work as turnaround leaders. 100% of the executive officers responded that the content in each session: Instruction, Leadership, and People was relevant and appropriate. Between 92 -100% of the principals responded that the content of the sessions were relevant and appropriate (varying percentages by sessions).

• Follow-up sessions are currently being designed that will be based on the specific needs of the participants, as they indicated on the electronic survey. No one person can do the work of school turnaround alone. Those who have been most successful have figured out how to put people and structures in the right places to help them. The 21 Turnaround Leader Practices that were introduced to participants in July are most effective when implemented by a TEAM of leaders. Therefore, the context for the February session will be: strong teams and distributive leadership--both are essential to this work.

Currently, we believe that the outcomes will be: provide in-depth opportunities for the participants to further explore the top-requested turnaround leader practices and also share specific actions related to them that are getting results; learn more about Indistar, a web-based system that simplifies and organizes the research of school turnaround, translates it into simple statements of effective professional practice (skills), and provides a platform where school and district teams can prioritize their work, communicate it, stay on top of it, and develop the leadership capacity of others in the school.(Building Distributive Leadership)

In order to prepare the participants for the February session, we are in the process of designing three electronic mailings with resources and assignments to build the participants' knowledge base. The materials will be based on the following themes: October- Systems, Not Superheroes; December- What Makes Leadership Teams Work?; January- Flawless Execution. As referenced earlier, a new ESEA accountability system is being implemented in Maryland. The only obstacles that we foresee is that the notification to superintendents of the Year II Cohort participants may be delayed until we can determine which schools will be the targeted audience. However, we expect that that information will be available by the end of October at the latest.

Project #: 43/21: Develop Online Professional Development (OPD) on Educator Instructional Improvement Content

Project Goals:

- Develop a sustainable model to deliver teaching academies regarding Common Core Curriculum, Assessments, and effective use of the Instructional Improvement System in future years.

- Develop a total of 12 online professional development courses: Elementary reading, math, and STEM; middle school reading, math, and STEM; Algebra I and II, English 10 and 11; and 2 high school STEM courses. Development will take place in the most cost-effective manner either by buying existing course content and adapting it to Maryland's needs or by hiring a consultant to develop courses.

This project will be fully implemented in Year Four since it was designed to replace the Educator Instructional Improvement Academies (project 41). The academies provide face-to-face instruction in years 1-3. In summer of 2014, project 21's online courses will be available.

The grant proposal specified that activities for this project would occur in Years 3 and 4. While developing an amendment to begin project activities in Year 2 and anticipating its approval from the US Department of Education, the Project Manager (PM) initiated Year 2 activities. These included the PM's: 1) providing support for the recorded follow-up sessions for the 2011 Educator Effectiveness Academies (EEA); 2) revising the project schedule to align with the amendment; and 3) meeting with the Executive Sponsor and Division of Instruction Staff to select the best mode for online delivery of the 2014 Educator Effectiveness Academies. This meeting resulted in the decision to offer the 12 courses as self-paced, non-facilitated online professional development courses that will include assessments providing instant feedback to teachers. It was also decided that the courses will have the technical capacity to generate a certificate upon satisfactory completion. In addition, these courses will be designed so that they may be used as part of hybrid professional development activities at the schoolhouse or district level. (In hybrid learning, a combination of online and face-to-face experiences occurs.) A subsequent meeting with the Executive Sponsor and Project Director focused on the importance of continuing to offer the quality online professional development program that MSDE has been expanding for the last four years while ensuring that Race to the Top activities for Project 21 move forward. This continuation is evident in MSDE's offering of eight quality online PD courses this fall to Maryland's educators.

After receiving US Department of Education approval to MSDE's amendment to begin project activities in Year 2, the Project Manager (PM) conducted the following activities. The online model to deliver teacher academies was developed. The purchase, creation, and delivery of the professional development courses will complete the model. Course procurement activities have been the primary focus of work during the second half of Year Two and the beginning of Year Three.

The PM met with the MSDE content coordinators to determine the order in which the 12 online professional development courses would best be developed, based on the status of curriculum experts' work developing curriculum standards aligned with Common Core. Five courses are in Set 1 and another five in Set 2; the remaining 2 courses comprise Set 3.

Based on this document, the project team issued two solicitations to: (a) hire content experts to review Set 1online professional development courses available for purchase from potential vendors, and (b) solicit vendor submission of proposals for the these five courses. Neither solicitation yielded the desired results. First, given the rigor of the State's requirements, only two candidates were found qualified and available to review courses that would be submitted in the first set. Additional qualified candidates were later identified through reissuance of the reviewer solicitation, but this extra step caused a delay in the procurement. Second, MSDE received unexpected feedback from vendors indicating their inability to offer the State exclusivity for existing content. This necessitated the State's development of a new Request for Proposals (RFP) that removed this restriction.

The quality of implementation has been good even though the two schedule setbacks occurred. The model and standards for designing the 12 online, self-paced professional development courses to support the implementation of the Maryland Common Core State Curriculum have been established. A detailed Request for Proposals (RFP) for the courses in Set 1 was developed and refined and sent to Procurement September 18. The RFP is now being revised as advised by MSDE's Attorney General's staff; once revised, it will move to the Department of Information Technology (DOIT) for review. Once approved, this RFP will serve as the time-saving template for the subsequent RFPs soliciting vendor submission of the courses in Sets 2 and 3.

2. What methods, tools, and processes is the State using to determine the progress toward the goals and performance measures and the quality of implementation of the activities described for this application sub-criterion?

As with all sub-criteria, we are utilizing project management techniques for monitoring and controlling the program at the project/activity level and for determining progress towards milestones and goals. Microsoft Project Professional is being used to develop project level schedules. Project schedules have been detailed for 54 projects with specific activities planned for the remainder of the year. Project managers review their respective project schedule with their program director to ensure that project activities, issues, risks, and concerns are discussed. Monthly reports are also submitted by each project manager. Technology projects also follow the State's Department of Information Technology (DoIT) software development life cycle (SDLC) process. Technology projects are also subject to additional quarterly reviews by DoIT. Communication, both verbal and electronic, occurs on a regular basis between MSDE and its various vendors (e.g., MBRT, MPT). Feedback from external project assessment teams has been invaluable. The seven pilot LEAs are playing a critical role in helping to design a quality product for evaluating principal s and teachers that is transparent, equitable, and fair that can be used to

guide individual growth and development. Throughout this process, all stakeholders have been involved in the development of the evaluations systems. Their input is sought continually and modifications are made based on their feedback. Continuous and consistent communication among stakeholders is critical to success. Finally, the quality of implementation of the activities will be determined by our overall program evaluation that has been built into the grant. Project teams have specified requirements to be met during each year. The formative and summative evaluation tools to be developed by USM for each project will enable us to assess the degree to which we met goals and objectives established for each project. Biannual milestone review reports are received from CAIRE.

3. What is the State's assessment of its quality of implementation to date?

   To date, the quality of implementation has been excellent.

4. If the State is not on track to meet the goals, performance measures, timelines and quality of implementation related to this sub-criterion as outlined in its approved scope of work, why not, and what strategies is the State employing in order to meet goals and performance measures?

   The State is on track to meet its goals in this sub-criterion.

5. What are the obstacles and/or risks that could impact the State's ability to meet its goals and performance measures related to this sub-criterion?

   We do not foresee any obstacles or risks that cannot be mitigated enabling us to meet our goals.

Evaluation: Based on the responses to the previous question, evaluate the State's performance and progress to date for this sub-criterion (choose one)
Red (1)   Orange (2)   Yellow (3)   Green (4)[6]

---

[6] Red – substantially off-track and/or has significant quality concerns; urgent and decisive action is required; Orange –off-track and/or there are quality concerns; many aspects require significant attention; Yellow –generally on-track and of high or good quality; only a few aspects require additional attention; Green – on-track with high quality.

Maryland, October 2012

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours (annually) per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (34 CFR 75.720, 75.730-732; 34 CFR 80.40 and 80.41). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0011.