



Teacher Preparation Committee #2 August 2, 2016 Meeting Minutes

Members Present: Chadia Abras, MICUA, Michelle Dunkle, MSDE

Alternates Present: Althea Pennerman, USM

Members Not Present: Chris Merson, MASSP, Debra Poese, MADTECC, Monique Sloan, MAESP, Robin McNair, MSEA, and Laurie Mullen, USM, Toni Ungaretti, MICUA (Alternate)

MSDE Staff: Alexandra Cambra

Introductions:

Minutes from the July 19, 2016 meeting were disseminated, reviewed, and approved. The group reviewed the charge of the committee required by Chapter 740 and the charge required by pre-existing workgroup initiatives. Materials were provided by Sarah Spross in advance of the committee meeting and again at today's meeting by staff for the group's review. Materials reviewed include the White Paper and the Institutional Performance Criteria.

Discussion of White Paper:

- Group discussed the "white paper" submitted to MSDE entitled "Paradigm Shift 2016: Bringing Maryland's Teacher Preparation Policies into the 21st Century".
- Why does pedagogy test still remain a requirement? MSDE has same concern.
- The linkage between PK-12 priorities is a valuable discussion to have; data sharing can be tricky due to privacy issues.
- Not seeing any reference to demographics in the paper: Maryland is a majority minority state.
- Group redirected to look at what we can glean from the White Paper, not to critique it.
- Perhaps we need to shift to an outcome-based model; but MSDE looks at outcomes; are we relying on performance assessments when the evidence we collect is not? Ex: how do we assess internships? Did they assess what the interns learned in the field? How is that shown? Did they gather data on what students learned?
- The 100 day internship may or may not be enough; often depends on the setting; special education may require more.
- Internship shouldn't be the only measure; should require more; should reflect on what they learned not just whether or not they finished; use the outcomes as a guiding principle.
- Need to have some minimums established or schools will take advantage of the time.
- Meeting the diversity piece in one setting may not be feasible; there are not Professional Development Schools (PDS) everywhere; different settings yield more diverse experiences.

- Special Education students are hard to place; we end up violating the “no more than 5 interns in a setting” rule; and PDS tend to be elitist.
- Group encouraged to look at strategies – how do we ensure more students attend “partner schools” (PDS) with low performing students? Partnerships can improve this collaboration; online support in rural areas?
- In direct response to the Bill – classroom management is less likely to be an issue at a less challenging school, so how does that prepare them? How to use the system to assure comprehensive training in comprehensive schools?
- Some PDS are in low performing schools but they tend to be less diverse now; placing students in most challenging schools ensures no longevity of the teachers; it’s disheartening.
- Training teachers to be in the classroom comes from staff who are far removed from the classroom themselves; that’s why PDS were initiated but its no longer in practice the way it was intended.
- We need to find creative ways to energize interns to teach in the classroom; some ways that aren’t bean counting and following a checklist.
- Given that we have the opportunity to make changes now, let’s look at our best interns and find out what schools did to “create” them.
- How do we build relationships and manage the classroom in a variety of settings? Too much “management” in the classroom decreased the teaching and subsequently the learning that occurs.
- Collaboration will be the key; the need to measure things causes all to move away from using the tool of collaboration.
- Group notes the difficulty in preparing students for the diversity of all Maryland counties; this is what recruiters seem to be looking for.
- Defining collaboration – Invitations to faculty meetings and parent-teacher conferences? That’s surface-level. There are too many standards to address it’s impossible to meet all of them effectively.
- Standards should be part of the blueprint but not the measure of the outcome.
- What data do we have to show an intern is ready to move from internship to residency? Program Approval (MSDE) looks at transition points; don’t dictate what to do. There is interest in having the standards met somewhere along the way.
- IHEs should collect data after graduation; employment data; this will help inform schools how and where to improve.
- How can we hold a teacher responsible for their outcomes when they are interning or working in one of the lowest performing schools? The group discussed this as it relates to other professions as well.
- How do we know if the success of a teacher is due to collaboration or their sole performance?
- The group questioned if there exists data that measures the effectiveness of teacher preparation programs; do schools even want that data published? Is student performance data what we need to look at? Is separation data telling us a different story Are there incentives for low performing schools? Yes. Is it effective?

Next Meeting: On Monday, August 8, 2016 from 12:30-3:30

- Group will review Minutes from this meeting and summarize discussion for members not present.
- Group will begin to formulate the language in their response to the charge of the committee.