

## **Notre Dame of Maryland University – School of Education – 2018-2019 Professional Development School (PDS) Accomplishments**

NDMU formally partners with 19 public PDS schools across 4 different school systems to develop teacher interns, provide professional development to school-based faculty, and support school improvement goals. Below are just a few of the many accomplishments these partnerships have accomplished this year.

### **Arnold Elementary School – Anne Arundel County Public Schools Liaison - Sister Janet Mary Shields SSND, SoE Site Coordinator – Cynthia Sowell, Teacher at Arnold ES**

Arnold Elementary School hosted 6 CAUS interns and 1 ACT intern this year. The Coordinating Council met quarterly to discuss the progress of the interns and any needs NDMU and/or Arnold ES could address. All interns were immersed in the edTPA assessment as they prepared a portfolio of lesson plans, materials, and commentaries to document their internship experiences. Through the edTPA, the interns demonstrated their ability to teach through lesson plans and the implementation of the plans which should be designed to support the students' learning styles. Interns continue to be involved in the school professional development on the CRE math methods and the explicit comprehension skills in reading with small guided reading groups. Funds from NDMU were used to develop a professional library for interns and mentors. Several of the books include the following: *80 Morning Meeting Ideas for Grades K-2*, *Cooperative Learning*, *The Happiness Advantage: The Seven principles of Positive Psychology That Fuel Success and Performance at Work*, and *The Morning Meeting Book*. All interns learned about effective planning, behavior management, and assessment techniques from their mentors.

### **Belvedere Elementary School – Anne Arundel Elementary School Liaison – Sister Janet Mary Shields SSND, SoE Site Coordinator – Kelly Henderson, Teacher at Belvedere ES**

Belvedere Elementary School hosted 5 CAUS interns, 1 ACT intern, and 2 GEI interns during the 2018-2019 school year. Intern teaching assignments included Grade 4, Special Education, Grade 3, Music, and Pre-K classes. Schoolwide professional development continued on explicit comprehension with small group guided reading, equity strategies, and collaborative planning with resource teachers. The CAUS and ACT interns were immersed in the edTPA assessment. The NDMU funds were used to obtain substitutes in order to release mentors to do in-depth planning with their interns on the Maryland Common Core Standards, the AACPS curriculum, and the F&P Assessments. The interns learned about effect lesson planning and implementation, behavior management, and assessment techniques from their mentors.

### **Western High School, Baltimore City Public Schools Liaison – Stephanie Savick, Associate Professor, SoE Site Coordinator – Casey McConnell, Teacher at Western**

Three interns successfully completed their internships at Western this year – 1 GEI, 1 ACT, and 1 MAT intern. Their content areas included Special Education, Social Studies, and Science. Intern-mentor relationships were very strong this year as interns and mentors paired to plan and implement daily lessons for their students. NDMU and Western also partnered to offer a

professional book study to teachers at Western. The book was titled, *Push Out: The Criminalization of Black Girls*. Ten Western teachers participated in the book study and gained valuable information about how they can better understand the lived experiences of girls of color in an effort to better meet their social, emotional, and academic needs in school. The partnership also offered a school-wide professional development session to Western faculty, led by Associate Professor, Ryan Schaff entitled, *Reinventing Learning for the Always-On Generation*. Evaluations from both the book study and PD session were excellent.

**Woodlawn High School, Baltimore County Public Schools**  
**Liaison – Stephanie Savick, Associate Professor, SoE**  
**Site Coordinator – Amy Schnirel, Teacher at Woodlawn**

Two interns successfully completed their internships at Woodlawn High this year – 1 GEI and 1 ACT intern. Their content areas included ESOL and Social Studies. The coordinating council continued their tradition of offering semester-long ‘chew and chat’ professional development sessions for the interns this year. These sessions allowed interns to participate in professional development topics based on their specific needs, and provided them with an additional team of practicing teachers to tap into for support and advice. Some of the topics included ‘chats’ on classroom management, special education, setting up your classroom, and first-year reflections. Needs assessment results from Woodlawn faculty indicated a strong desire to gain more information about the use of technology in teaching and learning. As a result, the partnership offered a school-wide professional development session to Woodlawn faculty, led by Associate Professor, Ryan Schaff entitled, *Using Digital Tools to Improve Instruction and Teacher Productivity*. Feedback from participants indicated that the PD session was very useful for immediate classroom practice. Funds from NDMU were used to develop a professional library for interns and mentors to access from year to year.

**Lansdowne Elementary School – Baltimore County Public Schools**  
**Liaison – Terry McVey, SoE**  
**Site Coordinator – Amy Cirjak, STAT Teacher at Lansdowne**

Lansdowne Elementary hosted 3 GEI interns and 1 undergraduate intern during its third year as a PDS School and Learning Center. The school warmly welcomed the interns. The interns were celebrated on a welcoming bulletin board. Interns participated in Chat and Chew sessions that targeted topics including behavior management strategies and interpretation of school data to support research projects. Interns participated in monthly grade level meetings and all professional development sessions scheduled at the school. Exit surveys indicated that interns found their participation in grade level meetings to be a valuable learning experience. The school continued to explore topics related to equity and diversity during team discussions and faculty meetings. Interns benefitted from the opportunity to engage in these experiences. Student interns were invited to participate in a book study at Lansdowne that addressed issues related to equity. The school, in preparation for the 2019-2020 school year, hired one GEI intern.

**Johnnycake Elementary School – Baltimore County Public Schools**  
**Liaison – Terry McVey, SoE**  
**Site Coordinator – Jolene Anticoli, Teacher at Johnnycake**

Johnnycake Elementary hosted 3 undergraduate interns during the 2018-2019 school year. All interns completed EdTPA and worked closely with mentor teachers and NDMU supervisors to successfully complete the process. The school warmly welcomed the interns during an introductory faculty meeting. Student interns fully participated in all grade level meetings and professional development at the school. The school's focus on topics related to equity and responsive strategies allowed the interns to grow in their understanding of strategies to meet the needs of a diverse student population. Schoolwide instructional goals addressed foundational literacy skills. Interns developed skills and strategies during their stay at JES to support the establishment of reading skills for students. One intern was hired in a long term substitute position at the school during the winter/spring semester.

**Hillcrest Elementary School – Baltimore County Public Schools**  
**Liaison – Terry McVey, SoE**  
**Site Coordinator – Amanda Winpigler, Teacher at Hillcrest**

Hillcrest Elementary hosted six student interns –3 undergraduate and 3 GEI – during the 2018-2019 school year. Three of the interns participated in EdTPA process. Mentor teachers worked closely with student interns and NDMU supervisors to successfully complete EDTPA requirements. The Coordinating Council at the school highlighted efforts to welcome and support student interns as a goal. Interns were invited to an initial meeting with the site coordinator and provided with an orientation to the building and PDS expectations. Interns also participated in monthly grade level meetings that provided them with a valuable professional growth opportunity. The interns completed exit interviews that indicated their overall positive experiences at the school. The administration at the school is very supportive of the PDS relationship, and the ongoing support at HES contributes to the continued growth of PDS activities.

**Lothian Elementary School – Anne Arundel County Public Schools**  
**Liaison – Patty Silver, Assistant Professor, SoE**  
**Site Coordinator – Jennifer Simmons, Teacher at Lothian**

Lothian had a great year. One of the interns won the “Educator of Promise” award at Notre Dame. She also accepted a contract with Anne Arundel County Schools for next year. Lothian had a large group of interns this year, which is unusual for the remote school. This meant a number of our mentors worked with students for the first time. They had great experiences and strong support from the combined team of site-coordinator, liaison, and intern supervisor. The partnership is also excited by our increased participation in our coordinating council meetings. They look forward to another strong year with increased numbers of interns next year as well.

**John Ruhrah Elementary/Middle School – Baltimore City Public Schools**  
**Liaison – Patty Silver, Assistant Professor, SoE**  
**Site Coordinator – Jennifer Simmons, Teacher at Lothian**

John Ruhrah had a remarkable group of student interns this year. Mentors praised their strength and preparedness to teach. One mentor remarked, “I feel more like I’m working with an experienced co-teacher than a new intern.” One of the interns was hired by Baltimore City Public School, and was excited to learn that she received her first placement request... John Ruhrah Elementary! All PDS stakeholders are all excited to have her start her first official year at her PDS school! The new liaison/site-coordinator partnership is also strong. Artifact collection went very smoothly, with the new online collection format.

**Aberdeen Middle School – Harford County Public Schools**  
**Liaison – Angelo Letizia, Assistant Professor, SoE**  
**Site Coordinator – Michelle Kling, Teacher at Aberdeen Middle**

The partnership between AMS and NDM welcomed a new site coordinator AND a new liaison this year. As such, there was some expected adjustment time and necessary relationship building. AMS hosted two interns this school year, one in the second fall placement and one in the second spring placement. The biggest achievement was certainly the immediate hiring of both teacher interns!

**Aberdeen High School – Harford County Public Schools**  
**Liaison – Angelo Letizia, Assistant Professor, SoE**  
**Site Coordinator – Jessica Marx, Teacher at Aberdeen High**

In the fall, Aberdeen High School hosted one intern. The Coordinating Council meetings were very successful and attracted 5-7 people at every meeting. The participants represented many different areas and disciplines in the school. In the spring, the PDS partnership put together and ran a successful book study based on Michael Fullan’s book, *Leading in a Culture of Change*. The book study participants met twice for face-to-face discussions in addition to participating in several virtual activities. The book allowed members of the coordinating council to explore a number of relevant topics, many of which were discussed in the faculty needs assessment. One specific topic floated we spent a great deal of time discussing was that of the role of technology and data in the school setting.

**Broadneck High School – Anne Arundel Public Schools**  
**Liaison – Juliann Dupuis – Associate Professor, SoE**  
**Site Coordinator – Brianna Bostic, Teacher at Broadneck**

Broadneck High School had two very strong interns this year, one of whom was hired as a long term sub in Baltimore County. The interns were able to attend many valuable professional development sessions hosted by both the school and the county. These professional developments focused on AVID strategies, equity, and environmental science. One of the interns presented a highly impressive and successful research project focusing on having struggling students turning in assignments. She was able to attain a 100% success rate for a full marking period with her students. All teachers (especially veteran teachers) at the school were greatly impressed.

**Severn River Middle School – Anne Arundel Public Schools**

**Liaison – Juliann Dupuis – Associate Professor, SoE**  
**Site Coordinator – Karen Pompey, Severn River**

Severn River Middle school hosted five interns who were each successful in their placements. These interns were able to participate in a variety of professional developments focused on AVID strategies, restorative practices and community circles. Interns were able to work with the “room 201” initiative, a school initiative, which allowed teachers and interns to get to know students on a deeper, more personal level in order to support their learning.

**Oakleigh Elementary School, Baltimore County Public Schools**

**Liaison – Lisa Pallett, Assistant Professor, SoE**  
**Site Coordinator – Jaclyn Tamburo, Teacher at Oakleigh**

Nine teacher candidates successfully completed their internships at Oakleigh this year. In addition to interning, several of these interns volunteered for a before school tutoring program to help increase student achievement in reading and mathematics. One intern was hired as a long term substitute after she completed her internship. Interns participated in a book study on Conscious Discipline. Also, eight students from NDMU volunteered during Oakleigh’s Math Night. At Math Night, Notre Dame students worked with Oakleigh students and parents at math night and engaged them in fun and engaging math activities.

**Medfield Heights Elementary School, Baltimore City Public Schools**

**Liaison- Lisa Pallett, Assistant Professor, SoE**  
**Site Coordinator- Shawniqua Ames, Teacher at Medfield**

At Medfield Heights Elementary, six teacher candidates successfully completed their internship experience. Interns were welcomed into the school community. One intern wrote about her experience at Medfield Heights “Everything was wonderful! My mentor was so willing to include me in everything and made me feel like a part of the staff.” The mentors, many of whom are NDMU graduates, were impressed with the quality of the interns. Interns participated in professional development at the school on topics including *Leading in Trauma Sensitive Schools* and *Teaching Mindfulness*, which will be valuable in their future roles as teachers.

**Kenwood High School, Baltimore County Public Schools**

**Liaison – Kelly Bull – Associate Professor, SoE**  
**Sam Andruzyk – Teacher at Kenwood**

Kenwood High School, NDMU’s longest-running Professional Development School, continued to provide excellent support and development opportunities for interns this academic year. Throughout fall and spring semesters, interns attended early morning Chew & Chat sessions hosted by Kenwood teachers. Conversations focused on building relationships with students, classroom management, differentiating instruction, understanding IEPs, and restorative practices. Interns appreciated gaining strategies and insights from experienced teachers across several disciplines. Additionally, numerous KHS teachers and staff participated in a Schoology-based, online book study of *Teaching with Poverty in Mind*.

### **Stemmers Run Middle School**

**Liaison – Kelly Bull – Associate Professor, SoE**

**Site Coordinator – Jennifer Miller – Teacher at Stemmers Run**

Interns in math, social studies, special education, English, and music enjoyed their placements at Stemmers Run Middle School. Each intern received strong support and encouragement from their mentors and the site coordinator. Action research projects examined new ways of presenting content via technology or targeted small group instruction. Additionally, teachers at Stemmers participated in a school-wide book study of *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks*.

### **Forest Hill Elementary School, Harford County Public Schools**

**Liaison – Rosemary Poling, Assistant Professor, SoE**

**Site Coordinator – Jody Stover, Special Educator at Forest Hill**

Forest Hill Elementary hosted three wonderful NDMU student interns this school year. Interns represented the Undergraduate, MAT, and ACT programs. The interns quickly acclimated to FHES, engaged in school-wide professional development, and participated on team level and school improvement level meetings with their mentor teachers. In addition, interns had the opportunity to participate in many themed days at the school including, “Dr. Seuss Day”. The liaison provided training in collecting and saving PDS documents in addition to providing interns with a folder of valuable information regarding their internship experience. Interns were observed by the administration and completed the pre-employment process for Harford County Public Schools.

### **Church Creek Elementary School, Harford County Public Schools**

**Liaison – Rosemary Poling, Assistant Professor, SoE**

**Site Coordinator – Josie Curry, Kindergarten Teacher at Church Creek**

Church Creek Elementary School welcomed three interns this school year. The interns represented NDMU’s Undergraduate, MAT, and ACT programs in Elementary and Special Education. At the beginning of each placement, the interns were welcomed at the weekly faculty meeting by the principal and site coordinator. In addition, the interns created an “All About Me” poster to display at the front office. Training was provided by the liaison on collecting and saving PDS documents. During this training interns also received a “School Survival Kit” and “411” folder to help navigate CCES during their internships. Interns participated in faculty meetings, professional development activities, team planning sessions, IEP meetings, a Family Reading Night, and school improvement committee meetings. After spring break, one special education intern accepted a long term special educator substitute position and finished out the school year. At the end of each placement, NDMU interns and mentor teachers were celebrated with small tokens of appreciation.