

**Notre Dame of Maryland University – School of Education  
2020-2021 Professional Development School (PDS) Accomplishments**

NDMU formally partners with 14 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.

**John Ruhrah Elementary/Middle School – Baltimore City Public Schools  
Liaison – Patty Silver, Assistant Professor, SoE  
Site Coordinator – Lauren Watson, Vice Principal at John Ruhrah**

John Ruhrah Elementary/Middle School and NDMU had a remarkable partnership experience this year! Partnership stakeholders helped craft and received the GEER (Governor's Emergency Education Relief fund) Grant, which provided funding to implement many supports for interns, mentors, and students during the pandemic. The grant helped to purchase needed technology for everyone, including headphones and iPads for interns, and hot spots and headphones for mentors. Free graduate classes for mentors and all teachers in NDMU's PDS schools were also offered through the grant. Coordinating Council meetings were changed to weekly Zoom meetings, where participants were able to maintain strong communication ties, and brainstorm ideas as particular needs arose. An NDMU class to tutor JREMS students online was developed, and NDMU professors volunteered as online tutors. A book study was developed out of the funds and was attended by more than half the teachers at the school. It included various young adult and children's books focused on the theme of the immigrant experience in schools. The liaison and site coordinators presented the results of the book club at the NAPDS Conference this year. The team hopes to help replicate many of its successes at other PDS schools next year.

**Medfield Heights Elementary School, Baltimore City Public Schools  
Liaison- Lisa Pallett, Assistant Professor, SoE  
Site Coordinator- Stephanie Jones, Teacher at Medfield**

At Medfield Heights Elementary, three teacher candidates successfully completed their internships. The interns gained experience in learning to teach remotely using technology. One intern, Robert Bishop, was hired as a long-term substitute and has been hired to teach 4<sup>th</sup> grade at Medfield next year. Interns participated in a variety of professional development activities at the school on topics including 21<sup>st</sup> Century Technology, the Foundations Reading Program, and using data to inform instruction. Interns learned valuable skills as part of their internship experience that they were able to immediately apply in the classroom.

**Oakleigh Elementary School, Baltimore County Public Schools  
Liaison – Lisa Pallett, Assistant Professor, SoE  
Site Coordinator – Heather Hylock, Teacher at Oakleigh**

Seven teacher candidates successfully completed their internships at Oakleigh this year. These teacher candidates learned quickly how to adapt to distance learning under the guidance of their mentor teachers. They successfully engaged students in whole group, small group, and one-to-one lessons using a variety of technology tools. Interns participated in book studies on providing equity in educational contexts. Interns read and discussed the books, *Culturally Responsive Teaching and the Brian*, by Zaretta Hammond and *White Fragility* by Robin DiAngelo. They immediately applied what they learned from the book studies in their classrooms.

### **Arnold Elementary School – Anne Arundel County Public Schools**

**Liaison – Sr. Janet Mary Shields, SSND, SoE**

**Site Coordinator – Stacey Curry, Teacher at Arnold**

Arnold Elementary teachers hosted 3 intern teachers this year. They were slated to have more, but because of the teacher shortage, some of the interns were hired as conditional teachers prior to completing their internship experience. Arnold had 1 MAT intern, and 2 Women’s College interns in grades 3 and kindergarten, respectively. Because of the pandemic, the internship had many challenges for both interns and mentors. Virtual teaching was both exciting and time consuming, however, the interns and their mentors worked together to give more than 100% to the students. *The Second Steps Program*, a social-emotional learning program that helps transform schools into supportive learning environments, was introduced and gave interns a new perspective in the classroom. Interns were also exposed to the *PBIS Program*, a program that promotes a positive approach to behavior management. The year was productive; both interns and mentors supported one another through the unique circumstances under which they worked together to support their students.

### **Belvedere Elementary School – Anne Arundel Elementary School**

**Liaison – Sr. Janet Mary Shields SSND, SoE**

**Site Coordinator – Kelly Henderson, Teacher at Belvedere**

Belvedere Elementary teachers hosted 5 interns this school year. This included 2 BAMAT interns, 1 MAT intern, 1 GEI intern and 1 CAUS intern in grade 3, Kindergarten, grade 1 and special education, respectively. The teachers and interns spent many hours preparing for daily virtual learning. As the year progressed, they transitioned to hybrid learning and embarked on another new learning curve. The interns and mentors were very supportive of each other throughout this year. AACPS provided valuable professional development opportunities on *Second Step* and *PBIS* programs, mentioned above. Overall, it was great year as interns and mentors learned new things about teaching and learning during a pandemic.

### **Western High School, Baltimore City Public Schools**

**Liaison – Stephanie Savick, Associate Professor, SoE**

**Site Coordinator – Charmaina Clay, Teacher at Western**

Six interns successfully completed their internships at Western this year. Their content areas included Social Studies, English, Business, and Art. The partnership offered a virtual

professional article study on *Engaging in Courageous Conversations about Race*.

Approximately 10 teachers participated in the study during the spring semester and engaged with topics related to teaching and learning using a racial lens. In addition, the partnership offered two panel discussions for high school juniors and seniors entitled, “College Life: What’s It Like?” Three Notre Dame students participated in the panel and provided valuable information about their present experiences as college students. The partnership also piloted tutoring opportunities for Western students focused on writing. Tutoring sessions were hosted by three Notre Dame English majors who met with Western students in virtual breakout rooms to assist with writing skills through English classrooms. The partnership looks forward to expanding the pilot program next year.

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

Nine interns successfully completed their internships at Woodlawn High this year. Their content areas included English, Theatre, World Languages, Social Studies, Special Education, and Math. The coordinating council continued their tradition of offering semester-long ‘chew and chat’ sessions for the interns who were able to engage with administrators, counselors, the school psychologist, the PBIS Coordinator, and the equity team among others. These sessions allowed interns to get to know important faculty and staff members outside of their mentors’ classrooms and feel a greater connection to the entire school. This was especially important during virtual instruction this year. The partnership offered a school-wide professional development session to the Woodlawn faculty this spring. The session was hosted by the SoE’s Dr. Christa deKleine and her presentation was titled, “Working Towards Linguistic Equity: The Role of African American English in our Schools.” The workshop was well-received and attended by over 100 faculty members. The partnership also initiated an *Equi-TEA* professional development community learning series for interested teachers at Woodlawn. While the 6 sessions were open to everyone, the first 5 teachers who signed up also received a stipend to participate. Partnership funds were used to purchase Milner’s highly acclaimed book, “Start Where You Are, But Don’t Stay There,” for participants, a text that focuses on equity and education. The partnership looks forward to expanding equity-focused opportunities next year to both inservice teachers and interns.

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

Lansdowne Elementary hosted 7 interns this school year including 3 GEI interns, 3 MAT interns, and 1 undergraduate intern. The school warmly welcomed the interns. Interns participated in monthly grade level meetings and all professional development sessions and faculty meetings scheduled at the school. Exit surveys indicated that interns found their participation in grade level meetings to be a valuable learning experience. Schoolwide instructional goals addressed the use of technology tools to manage virtual instruction as a mediation strategy for COVID 19. Teachers and interns developed a new set of virtual materials and strategies to utilize during the period of school closure. Interns participated in Chat and

Chew sessions that targeted topics including behavior management strategies and interpretation of school data to support research projects. 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 2021-2022 school year, hired one GEI intern.

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

**Liaison – Terry McVey, SoE**

**Site Coordinator – Jolene Antioli, Teacher at Johnnycake**

Johnnycake Elementary hosted four interns during the 2020-2021 school year (2 undergraduate, 1 GEI, 1 MAT). Schoolwide instructional goals addressed the use of technology tools to manage virtual instruction as a mediation strategy for COVID 19. Teachers and interns developed a new set of virtual materials and strategies to utilize during the period of school closure. Two interns completed edTPA during their JES internships. The school warmly welcomed the interns as they were formally introduced during a faculty meeting. Student interns fully participated in all grade level meetings and professional development sessions at the school. The school's focus on topics related to equity and responsive instruction allowed the interns to grow in their understanding of strategies to meet the needs of diverse student populations. Weekly chat and chew sessions allowed interns to explore topics related to curriculum, behavior management and interpretation of school data. The student 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. The ongoing support at JES contributes to the continued growth for PDS activities.

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

**Liaison – Terry McVey, SoE**

**Site Coordinator – Andrew Weymont, Teacher at Hillcrest**

Hillcrest Elementary hosted two GEI interns during the 2020-20201 school year. The Coordinating Council highlighted efforts to welcome and support interns as a goal. Monthly chat and chew sessions provided interns with ongoing support and an opportunity to discuss areas of need including managing instruction in a virtual learning environment, use of technology tools, and exploring topics for research projects. Student interns participated in monthly grade level meetings that provided them with a valuable professional growth opportunity. Schoolwide instructional goals addressed the use of technology tools to manage virtual instruction as a mediation strategy for COVID 19. Teachers and interns developed a new set of virtual materials and strategies to utilize during the period of school closure. Both interns participated in edTPA process. Interns completed exit interviews that indicated their overall positive experiences at the school. The new administration at the school is supportive of the PDS relationship.

**Broadneck High School, Anne Arundel County Public Schools**  
**Liaison: Kristine Larson, Assistant Professor, SoE**  
**Site Coordinator: Jamie Culp, Teacher at Broadneck**

This year, members of the Broadneck/ NDMU PDS partnership worked with NDMU's [Teacher Education for Flourishing Collaborative](#) on incorporating the concept of "flourishing" (complete well-being) into various facets of the school community to support school improvement plan efforts. Specifically, one of Broadneck's teachers and PDS coordinating council members, Tara Segree, attended and presented at the [Education for Flourishing Summit](#), an annual conference co-hosted by NDMU, [Saint Louis University's Consortium for Human Flourishing](#), and the [Human Flourishing Program at Harvard University](#). This conference was the catalyst for two main initiatives this year at Broadneck: 1) developing the very first [Student Alliance for Flourishing Club](#) and 2) integrating the [Education for Flourishing Standards](#) into English 9-10 curriculum. Through these two initiatives, members of the PDS Coordinating Council worked to integrate flourishing into the school community. Both of these initiatives were presented on at two PDS conferences this year: 1) Maryland PDS Conference ("Creating a Student Club to Promote Equity and Flourishing") and the National Association for Professional Development Schools Conference ("Creating PDS Networks to Promote Flourishing"). Teachers from Broadneck High School are also invited to present at a workshop at the [Education for Flourishing Conference](#) on September 17-18, 2021. Lastly, NDMU partnered with Broadneck teachers to hold a professional development session related to flourishing, entitled "Mental Health and Flourishing." In addition to the work to support flourishing, Broadneck High School hosted 6 interns, who (thanks to the BHS mentors and NDMU faculty) did a fantastic job supporting BHS students by applying theory to practice. Site Coordinator, Jamie Culp also presented a paper with a former intern, Meghan Davis, entitled, "Making Sense of the Virtual Insanity." The PDS coordinating council members at Broadneck will continue to support school improvement goals by integrating flourishing into the school community and disseminating research on these efforts.

**Kenwood High School, Baltimore County Public Schools**  
**Liaisons – Angelo Letizia, Assistant Professor, SoE**  
**Site Coordinator – Samantha Andrucyk, Teacher at Kenwood**

Kenwood hosted 4 interns this year, all of whom successfully completed fulfilling internships with experienced mentors. The coordinating council offered an 8-week schedule of chew and chats for interns focused on educational topics that apply to new teachers. The partnership also hosted a seminar on race and diversity for Kenwood faculty members. In addition, the partnership offered an article study, led by Dr. Letizia, which engaged several inservice teachers who met monthly to discuss research related to equity and inclusion in schools. Finally, the partnership closed out the year with a Social Studies themed graphic novel book study. Interns and mentors each received three graphic novels and Dr. Letizia met with the group virtually to discuss how the content could be integrated into any Social Studies classroom.

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

While there were no interns placed at Aberdeen High this year, the partnership ran an article study for inservice teachers on topics related to equity and inclusion. A virtual participation page was set up to engage participants and share ideas. In addition, the partnership ran a graphic novel book study with coordinating council members. PDS funds were used to purchase three different graphic novels for participants. This led to some truly great discussions which helped to inform strategic planning for next year. Finally, a number of AHS faculty are taking GEER grant classes this summer offered through the university.

**Church Creek Elementary School, Harford County Public Schools**  
**Liaison: Rosemary Poling, Assistant Professor, SoE**  
**Site Coordinator: Lauren McHugh, Reading Specialist at Church Creek**

Church Creek Elementary School welcomed two interns from NDMU during the 2020-21 school year. The interns represented NDMU's MAT and ACT programs studying ESOL and Special Education, respectively. At the beginning of each placement the interns were welcomed at the weekly faculty meeting by the principal and site coordinator. Training was provided by the NDMU liaison on collecting and saving PDS documents as well foundational items of support. Our interns participated in faculty meetings, professional development opportunities, team planning sessions, IEP meetings, and a host of school committees. One intern excitedly accepted a position as a Special Educator at Church Creek upon completion of their internship. This year the PDS partnership began to create an intern borrowing library with resources to support the intern during their journey at CCES. The school looks forward to continued partnership as planning has already begun for next year.