

**Notre Dame of Maryland University – School of Education
2021-2022 Professional Development School (PDS) Accomplishments**

NDMU formally partners with 13 public PDS schools across 5 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 during the 2021-2022 academic 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**

Six interns completed their internships at Ruhrah this year – two interns were offered full-time teaching positions, and one intern was hired. The coordinating council completed work with the GEER grant by offering a final, tuition-free course to all PDS faculty and staff entitled *Spanish for Teachers*. The coordinating council worked with the professor teaching the course to meet the differentiated levels of Spanish among participants; to share information about the cultures of Ruhrah's students' families; and to address how to best advocate for multilingual students. The site coordinator and liaison presented at the National PDS Conference in Chicago in February and worked with other PDS liaisons to write a book chapter regarding the PDS partnership's accomplishments through the GEER grant, which will be published this year.

**Western High School, Baltimore City Public Schools
Liaison – Dr. Stephanie Savick, Associate Professor, SoE
Site Coordinator – Leah Prandi-Abrams, Teacher at Western**

Four interns successfully completed their internships at Western this year. Interns were welcomed to the school and integrated with the faculty immediately upon their arrival. They were supported by weekly chew-and-chat sessions organized by the site coordinator and provided with Western swag upon the successful completion of their internships. Two of the interns presented action research projects to coordinating council members, showcasing what they learned about the importance of data-informed instruction and the development of interventions to support student growth and learning. The partnership offered a professional article study on *Critical Race Theory in Education*. Approximately 8 teachers participated in the study during the spring semester and engaged with topics related to teaching and learning using a racial lens.

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

Twelve interns successfully completed their internships at Woodlawn High this year. 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. One intern accepted a full-time position at the school during the third quarter. The partnership offered two school-wide professional development workshops to the Woodlawn faculty this spring. The first session was hosted by Dr. Renee Garraway, Assistant Professor in the SOE, and her colleague Dr. Keena Howell, and titled *Trauma-Informed Instruction Through the Lens of Homelessness*. The second workshop was hosted by Dr. Kristine Larson, Assistant Professor in the SOE, and it was titled, *Promoting Individual and Community Flourishing in Schools*. Both workshops were well-received, and each were attended by over 100 faculty members. The partnership also initiated a book study on Matthew Desmond's work, *Evicted: Poverty and Profit in the American City*. The study was hosted by Woodlawn's school psychologist, Dr. Jacobs. The 7 teachers who participated in the book study received learning stipends for their time and commitment. The partnership looks forward to expanding equity-focused opportunities next year related to supporting ESOL students in general education classrooms.

Johnnycake Elementary School, Baltimore County Public Schools

Liaison – Dr. Renee Garraway, Assistant Professor, SoE

Site Coordinator – Jolene Antioli, Teacher at Johnnycake

The school warmly welcomed two interns this year. Interns participated in monthly grade level meetings and all professional development sessions and faculty meetings scheduled at the school. The interns gained valuable experience teaching in-person during the challenging post-pandemic transition. The liaison and site coordinator hope to increase in-person collaboration to include administrators and other staff more frequently in the year to come.

Hillcrest Elementary School, Baltimore County Public Schools

Liaison – Patty Silver, Assistant Professor, SoE

Site Coordinator – Andrew Weymont, Teacher at Hillcrest

Hillcrest Elementary hosted three student interns this year. Monthly chat and chew sessions provided interns with ongoing support and an opportunity to discuss personal areas of need. Student interns participated in monthly grade level meetings that provided them with valuable professional growth opportunities. All interns successfully completed the edTPA, a formal assessment of their teaching required for certification in MD. The new administration at the school is supportive of the PDS partnership and committed to its future growth. The liaison and site-coordinator supported the effort to excite experienced teachers regarding the chance to mentor with a mentor information breakfast.

Broadneck High School, Anne Arundel County Public Schools

Liaison: Dr. Kristine Larson, Assistant Professor, SoE

Site Coordinator: Elisa Kraus, Teacher at Broadneck

Members of the coordinating council enhanced and expanded partnership efforts this year. Mentor teachers were trained prior to welcoming interns into their classrooms. Upon their arrival, interns received personal parking spots, mailboxes, email accounts, and laptops. Interns also co-observed classrooms and participated in professional development activities including

the county-sponsored book study entitled, *Culturally Responsive Pedagogy and the Brain* by Zaretta Hammond. At the end of the year, one of the interns presented their action research project entitled, "Is Exposure Enough?" to members of the coordinating council and administrative team. Mentor teachers were supported through weekly emails containing strategies to support successful mentor/ internship experiences. Coordinating council members co-hosted a mentor breakfast to thank current mentors and to recruit future mentors. This event also increased Notre Dame's visibility at Broadneck. PDS stakeholders continued to integrate flourishing/comprehensive wellbeing into the partnership. The university liaison worked with other PDS stakeholders to integrate flourishing into an English 9/10 class. This collaborative team co-taught a lesson linking the Flourishing Standards to the required curriculum. The PDS team then collaborated in writing an article for the *School University Partnership* journal. Lastly, the Student Alliance for Flourishing completed its second year, having had 8 students participate consistently throughout the year, a 100% increase in membership!

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

Three interns completed their internships at Kenwood this year. The liaison, site coordinator, and one of the mentor teachers lead a graphic novel study using *They Called Us Enemy*, which discussed a survivor's story of the Japanese internment camps in America. Arts and comics content from the novel were used to discuss diversity and inclusion issues and how these can be addressed in the classroom and taught through the history curriculum. The liaison presented the partnership's work on graphic novel studies at the NAPDS Conference this year. The liaison also ran an article study focused on classroom management ideas in which both interns and mentors participated virtually. Finally, a professional development library was created to support PDS stakeholders in their work in creating inclusive and equitable classroom environments. The goal moving forward will be to add more titles to the library each year.

Stemmers Run Middle School, Baltimore County Public Schools
Liaison – Dr. Angelo Letizia, Assistant Professor, SoE
Site Coordinator – Jen Miller, Teacher at Stemmers Run

Four interns successfully completed their internships at Stemmers Run this year. The liaison and site coordinator in conjunction with several mentor teachers participated in two graphic novel studies – one on *The Iliad* and one on *March*. Content gleaned from each novel study was aligned with lessons associated with the school system's required curriculum and diversity and inclusion efforts at the school. An article study was also implemented to open discussions between mentors and interns about the arts and classroom management. A professional library was created with PDS-sponsored funds. Many of the titles purchased were associated with diversity and inclusion. The partnership also supported the site coordinator's attendance at the virtual anti-racism summit at the NAPDS conference in February. A huge supporter of the partnership, Stemmer's Run principal, Bryan Thanner participated in the CAEP re-accreditation

process this year, volunteering to be part of the principal interviews that were conducted by the CAEP team.

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 welcomed seven interns this year. The interns represented Notre Dame's MAT and ACT programs in the following certification areas: Elementary, Early Childhood, Special Education, and Art. They were represented in almost every grade level at the school. Interns were welcomed at faculty meetings by the principal and invited to attend a host of community activities. The liaison provided informational meetings with interns to acclimate them to the Church Creek community. Interns participated in faculty meetings, school & countywide professional development, team planning, IEP meetings, and a host of other school committees. In addition, the interns attended weekly support sessions held by the site coordinator. Mentors were invited to join as well. Two interns were trained in *Leveled Literacy Interventions* and conducted small group interventions in 1st and 3rd grades. The site coordinator and liaison hosted a first-ever mentor recruiting breakfast and informational session, for prospective mentors. The principal invited each intern to interview and complete a lesson observation to begin the employment process. One intern accepted a position as a long-term substitute in 1st grade upon completion of their internship and another was offered a contract for the 2022-23 school year.

Clemens Crossing Elementary School

Liaison- Dr. Renée Garraway, Assistant Professor, SOE

Site Coordinator- Michelle Alban, Teacher at Clemens Crossing Elementary

A new partnership this year, Clemens Crossing hit the ground running, hosting 10 interns! This new partnership was a good learning opportunity for the interns, school staff, and the Notre Dame community. The interns gained valuable experience teaching in-person with their master-teacher mentors during a challenging transition after the pandemic. With many open teaching positions at the school, several of the interns were hired as long-term substitutes during their internship experience. The partnership has a promising future as strategic planning goals focus on building upon the groundwork that was accomplished this year.

Medfield Heights Elementary School, Baltimore City Public Schools

Liaison- Dr. Lisa Pallett, Associate Professor, SoE

Site Coordinator- Stephanie Jones, Teacher at Medfield

At Medfield Heights elementary, two teacher candidates successfully completed their internship. Both interns were hired to teach at Medfield next year. Through the partnership, NDMU supported the school's STEAM (Science, Technology, Arts, and Math) initiatives by purchasing Magna-tiles, materials for use with the curriculum.

Belvedere Elementary School –Anne Arundel Elementary School

Liaison – Dr. Lisa Pallett, Associate Professor, SoE

Site Coordinator – Kelly Henderson, Teacher at Belvedere

Belvedere hosted seven teacher candidates this academic year. Interns participated in a walkathon to help raise funds to help create new outdoor learning areas at the school. Additionally, interns participated in a variety of equity and diversity professional learning opportunities. Through the partnership, NDMU supported the school's PBIS initiatives by purchasing materials related to positive behavioral supports.