

**MARYLAND HIGHER EDUCATION
COMMISSION**

TEACHER EDUCATION TASK FORCE REPORT

May 17, 1995

TABLE OF CONTENTS

	Page
Executive Summary	1
Preface	5
I. Guiding principles	9
II. A Framework for Teacher Preparation.....	11
A. Undergraduate Preparation.....	11
B. The Professional Development Experience	15
• Admission to the Internship	17
• Professional Development Schools.....	19
• Monitoring and Assessment Process.....	24
C. Continuing Professional Development.....	26
D. Program Approval.....	29
III. Implementation	30
• Costs	32
Summary	34

EXECUTIVE SUMMARY

Principles

The redesign of teacher education in Maryland rests upon eight basic principles:

- (1) a solid foundation in academic disciplines for all teacher candidates
- (2) multiple paths to teacher certification
- (3) school-based professional training
- (4) providing teacher candidates with opportunities to teach children with diverse backgrounds in culturally diverse settings
- (5) systemic linkage between teacher education redesign and school improvement efforts
- (6) accountability and assessment throughout teacher education programs
- (7) a view of learning to teach as a career-long process and the importance of a professional development plan for each teacher which supports his/her growth
- (8) diversity of ethnicity, gender, and age in Maryland's teacher population

Recommendations

The key recommendations of the Task Force which address the details of the redesign follow:

Undergraduate Preparation

1. *All students pursuing careers in teaching should complete programs with sufficient academic rigor to give them the depth and breadth necessary to effectively teach their subjects. This may be accomplished by:*
 - a. *A degree in a single academic content area; or*
 - b. *A degree in an academic interdisciplinary or multidisciplinary program.*

2. *As part of a comprehensive foundation in the liberal arts, all prospective teachers should have substantive math, science, and technology backgrounds.*
3. *Teacher preparation programs should accommodate “early deciders” (i.e., undergraduates who express an interest in teaching as a career) and “late deciders” (i.e., those who decide to pursue teaching as a career after they earn their baccalaureate).*
4. *As an alternative to offering academic content undergraduate degrees, institutions may develop undergraduate education degree programs that:*
 - a. *Are performance-based in design;*
 - b. *Include a performance-based assessment measuring the students’ knowledge in academic areas and pedagogy;*
 - c. *Have rigorous academic requirements; and*
 - d. *Require an extended clinical internship in a Professional Development School.*
5. *The implementation of these recommendations should accompany more campus-wide attention to the importance of ensuring the highest quality instruction - across the disciplines in the arts and sciences - that will serve as a model for prospective teachers. In particular, efforts should be made to improve instruction at the introductory levels, especially in math and science.*

The Professional Development Experience

6. *Every teacher candidate should do an extensive internship in a specially designed Professional Development School.*
7. *The Maryland State Department of Education should develop guidelines for use by university, college and school system partnerships in the establishment of rigorous standards for admission to a Professional Development School. These basic requirements should include:*
 - Substantial completion of a bachelor’s degree in an academic discipline, academic interdisciplinary or multidisciplinary program, or performance-based education program;*
 - Successful completion of a State-approved assessment measuring knowledge in general liberal arts and sciences; and*
 - Successful completion of a State-approved assessment measuring knowledge in the intended teaching content area.*

8. *Maryland's Essential Dimensions of Teaching and the Interstate New Teacher Assessment and Support Consortium (INTASC) should serve as the framework for the teacher education curriculum. The Professional Development School should provide clinical settings for teacher candidates to master the combination of theory and practice inherent in these Essentials.*
9. *Professional Development Schools should support school improvement efforts and other Statewide pre-K–12 reform initiatives.*
10. *Professional Development Schools should demonstrate effective uses of technology as an instructional, planning, and management tool. Interns and experienced teachers should gain expertise in effectively applying technology to the learning needs of all children.*
11. *Teacher candidates in extensive Professional Development School internships should study and have experience with children and youth from multicultural settings. Internship experiences should include intensive involvement with children from diverse backgrounds as well as opportunities to interact with parents and the broader community.*
12. *Teacher candidates in extensive Professional Development School internships should study and have experience with students with special learning needs and should develop effective inclusion strategies to integrate regular and special education students into their classrooms.*
13. *Incentives should be provided to mentors, cooperating teachers and interns who participate in the Professional Development Schools.*
14. *Interns should be assessed through a developmental portfolio review process. This process should be based upon rigorous performance criteria applied to a portfolio created at entrance, developed during the internship, and concluded upon exit from the internship.*
15. *The Professional Development Monitoring and Assessment Team should ensure that exit portfolio requirements are fully met before recommending initial teacher certification.*

Continuing Professional Development

16. *Teachers should engage in career-long professional development; school systems should assist teachers in developing their own “professional development plans.”*
17. *Teachers should be provided access to continuing professional development programs at Professional Development Schools in their regions.*

Implementation

18. *The first phase of implementation should begin with a pilot program that would encourage the creation of several innovative teacher preparation prototypes through a competitive grants process funded by the State. These proposed prototypes should be systematically evaluated to ensure that they meet performance-based outcomes established by the State that incorporate the recommendations of this Report, and Maryland's Essential Dimensions of Teaching or the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.*
19. *The State should contract with an independent consultant to develop a research design incorporating the Essential Dimensions of Teaching or INTASC standards to assess the effectiveness of these prototypes.*
20. *Upon the demonstration of the prototypes' effectiveness, institutions should shift their program emphasis and resources, including education faculty and staff, to the full implementation of the recommendations of this Report. This institutional shift should be accompanied by State support for the expansion and creation of these programs throughout all regions of the State.*
21. *The Maryland State Department of Education should implement a multi-stage assessment as described in recommendations 7, 14 and 15 in this report. (See pp. 17-19, 24-26).*

PREFACE

The 1988 Higher Education Act establishing the Maryland Higher Education Commission (the “Commission”) required the development of a systematic planning effort to address priorities essential to the overall growth and development of higher education in the State. In preparation for developing the plan, the Commission held a series of public hearings in every region of the State during the last half of 1989. One of the central themes emerging from these hearings was the plea for improvement in teacher education, both in formal professional preparation and continuing professional development. As the plan evolved, two of the twelve objectives approved by the Commission for achieving its major goals of Quality, Access and Choice, and Accountability were:

- To require specific plans by public campuses to improve undergraduate education, with an emphasis on arts and sciences core requirements;
- To require specific plans by public campuses to improve teacher education programs.

Task Force I

Accordingly, in the fall of 1991, the Commission charged a blue ribbon Task Force with recommending a comprehensive approach to the education of teachers which combined a solid foundation in academic preparation with the most promising developments in professional practice.

After reviewing national and state reform efforts and consulting with a number of experts, the Task Force completed its work approximately a year later. Its report, “Investing in Teachers: Professional Preparation for the 21st Century,” proposed a conceptual framework intended “to enhance elementary/secondary student performance through the more rigorous and

relevant preparation of their teachers.” In doing so, the Task Force strongly recommended that any proposal to redesign teacher education have the following objectives:

- to enhance the liberal arts and sciences preparation of teacher candidates;
- to enhance the clinical, school-based experience;
- to institute outcomes-based instruction and assessment of teacher preparation;
- to integrate teacher education reform and school reform;
- to integrate college-based faculty into the clinical setting;
- to involve the total campus community in the preparation of teachers; and
- to create a professional development ladder for future teachers.

It was further recommended that reform efforts emphasize an undergraduate education of substantive breadth and depth grounded in the liberal arts and sciences, a sustained clinical experience of professional practice (at least a year in length), and continuing education opportunities for experienced teachers aligned with State requirements for recertification. Progression through the entire training and education sequence was to be guided by a performance-based assessment program to ensure accountability and quality.

In December 1992, the Commission accepted the report of the Task Force and charged its Education Policy Committee to determine how the report’s concept and framework could be implemented. Acting on its charge, the Committee endorsed the concept and framework and directed the Secretary to “develop details of the concept through a series of open hearings and consultations.”

Task Force II

Accordingly, the Secretary invited the co-sponsorship of the State Superintendent of Schools and the joint involvement of the Maryland State Department of Education (MSDE).

Over the next several months, approximately 120 individuals were selected from among many hundreds of nominations representing public schools, colleges and universities, business, government, and the community to serve on Design Teams. Approximately 200 additional nominees accepted invitations to serve on a State Resource Panel to receive and comment on preliminary reports and recommendations. Organized into five design teams coordinated by a Steering Committee, Task Force II began its work in August 1993. The Secretary and State Superintendent charged the Task Force to examine the conceptual framework established by Task Force I and recommend specific strategies for implementing reform initiatives by the year 2000. Three “givens” were to guide the work of the Task Force:

- a liberal arts and sciences undergraduate education with breadth and depth, eventually replacing the undergraduate degree—not courses or experiences—in education;
- a comprehensive and intensive clinical training program within a public school classroom setting;
- all program elements of teacher education reform integrated with school reform activities.

As noted above, the Task Force was structured around five major themes:

- the undergraduate experience
- the pre-intern assessment
- the professional development experience (internship)
- the post-internship assessment
- the continuing professional development of teachers

As the work of the Task Force progressed, each design team increasingly identified certain concerns and interests common among them. In response, the Steering Committee encouraged interaction among the teams and assured flexibility in drafting the report.

After many meetings and much deliberation, the Task Force completed its report within the general timeline established by the Secretary and the State Superintendent. The report not only makes recommendations for the effective implementation of its programmatic elements but identifies remaining issues that are more appropriately addressed by policy makers. Among these are the costs required to implement the recommendations. To assist policy makers in this regard, the Task Force appointed a special Cost Committee charged with estimating costs and identifying possible sources of revenue.

Outline of Report

This proposal for redesigning teacher education in Maryland calls for a systemic approach to improving teaching and learning in schools. Preparing teachers grounded in a solid foundation of content knowledge and pedagogy is viewed in the broader context of school improvement that will enhance the education of all children. A series of principles for this comprehensive approach to school improvement is presented, followed by a framework for defining: (a) appropriate undergraduate preparation; (b) admission to a professional development school; (c) an extensive clinical internship; (d) a comprehensive monitoring and assessment process; and (e) a support system for continuing growth and development for novice and experienced teachers. Finally, implications for approving teacher education programs, implementation, and funding are considered.

GUIDING PRINCIPLES

The philosophical framework for the recommendations contained in this proposal for redesigning teacher education in Maryland is based on the following principles:

1. Prospective teachers must have a solid foundation in the academic disciplines they are to teach. This is accomplished through the attainment of an academically rigorous undergraduate degree in the liberal arts or sciences, including the fine arts, as well as through continuing education in appropriate academic disciplines.
2. Multiple paths to teacher certification should exist to reflect the needs of those who have committed to a career in teaching during their pre-baccalaureate experience, those who decide to pursue a teaching career shortly after completing their undergraduate degrees, and those individuals with degrees who desire to make a career change into teaching.
3. In order to effectively integrate subject matter content with knowledge and skills about effective teaching and learning, the core of the teacher education curriculum must take place in elementary and secondary schools. Universities and colleges will work closely with these schools to design models for extended internships that will integrate teacher education and pre-K–12 curricula.
4. Prospective teachers must receive exposure during their professional training to a diversity of students and to multicultural classrooms and settings.
5. The redesign of teacher education must reflect and support school improvement efforts to meet the needs of all children. This includes State mandates for school reform and accountability, as well as individual school improvement plans.
6. Preparation of teachers must include an accountability system that requires prospective teachers to demonstrate their knowledge of the subject matter they are

to teach, as well as the ability to apply current research and best practice on effective teaching and learning. This accountability system must serve both a gatekeeping role in admitting candidates into teacher education programs and into teaching careers, and a developmental role that provides teacher candidates with constant feedback and guidance for continuous growth and development.

7. Initial teacher preparation must be viewed as the first step in a career-long process of teacher growth and development. School-university partnerships must address the initial preparation and continuing education needs of teaching interns, beginning teachers, and experienced educators at various stages of their careers. Teacher development must include constant expansion and updating of content knowledge, as well as continuing growth in the understanding and application of current research and best practice regarding the teaching-learning process.
8. Programs for the preparation of teachers must attract individuals from diverse backgrounds into teaching, including underrepresented minorities.

A FRAMEWORK FOR TEACHER PREPARATION

This proposed framework for guiding candidates through the process of becoming teachers is based on the principles outlined above. Each component of the process presents opportunities for colleges/universities and their partner school systems to design programs that reflect their unique institutional characteristics and to address the varying needs of their students. The following sections trace the teacher preparation process from the undergraduate education of prospective teachers through the admission process, the extensive internship in a supportive school setting, the monitoring and assessment process, the initial certification process, and the support system for career-long growth and development.

A. Undergraduate Preparation

Recommendation 1. All students pursuing careers in teaching should complete programs with sufficient academic rigor to give them the depth and breadth necessary to effectively teach their subjects. This may be accomplished by:

- a. A degree in a single academic content area; or***
- b. A degree in an academic interdisciplinary or multidisciplinary program.***

Recommendation 2. As part of a comprehensive foundation in the liberal arts, all prospective teachers should have substantive math, science, and technology backgrounds.

Recommendation 3. Teacher preparation programs should accommodate “early deciders” (i.e., undergraduates who express an interest in teaching as a career) and “late deciders” (i.e., those who decide to pursue teaching as a career after they earn their baccalaureate).

Exemplary teachers have mastered both the content of the subjects they teach and their professional knowledge and skills. In addition to proficiency in pedagogy, teachers at all levels must have a thorough understanding of the nature and structure of the disciplines they will teach, their most substantive and challenging ideas, and their interactive relationship to other disciplines. Therefore, in addition to rigorous pedagogical training, a strong foundation in the liberal arts and sciences, including the fine arts, should be an essential part of the preparation of teachers. In an effort to strengthen undergraduate education over the past decade, colleges and universities have expanded requirements for their core General Education program as well as the academic major and supporting areas of study. These increases, while vital, have constrained the student's ability to also include intensive and sustained pedagogical and clinical training within the traditional 4-year period for completing the baccalaureate.

It is therefore recommended that prospective teachers earn baccalaureate degrees in substantive academic majors or academic interdisciplinary or multidisciplinary programs, and undergo demanding pedagogical training at a Professional Development School upon completion of the baccalaureate. The academic coursework required for these degrees should be of sufficient rigor to ensure that these future teachers have the depth and breadth necessary to teach their subjects. Examples of these programs may include an academic degree program that integrates the Professional Development School within the framework of the traditional 4 to 4 ½ years to complete the baccalaureate. Another example may be a 3-year baccalaureate program, with the Professional Development School taking place in the fourth year.

The academic major must be appropriate to the students' intended area(s) of teaching. This may include traditional academic majors in science, mathematics, social sciences, the humanities, or the arts, as well as interdisciplinary or multidisciplinary majors that provide the breadth and depth of academic preparation needed for pre-K-8 assignments. All prospective teachers should also possess substantive backgrounds in science, mathematics, and technology,

as well as complete discipline-based courses and other experiences in multiculturalism, before entering the professional development experience.

In addition, early-deciders should be encouraged to pursue their goal through early opportunities to interact with schools, students, and classrooms in a variety of innovative arrangements. These opportunities could be offered as early as freshman year. In addition, colleges and universities should have available to these early deciders appropriate course work and practicum experiences in multiculturalism, human development, and child or adolescent psychology. These undergraduate teacher education components will provide early deciders with a foundation to build upon in their extensive internships.

Community college students who have shown an early interest in teaching as a career should receive recognition at senior institutions for early clinical experiences. This recognition will require improved articulation between community colleges and four-year institutions.

Recommendation 4. As an alternative to offering academic content undergraduate degrees, institutions may develop undergraduate education degree programs that:

- a. Are performance-based in design;***
- b. Include a performance-based assessment measuring the students' knowledge in academic areas and pedagogy;***
- c. Have rigorous academic requirements; and***
- d. Require an extended clinical internship in a Professional Development School.***

Consistent with the intent of this Report, this alternative program should have rigorous academic requirements and an extended clinical internship in a Professional Development School. Both the academic and clinical components should incorporate concepts from Maryland's K-12 school reform initiative regarding performance-based instruction and assessment. The assessments for both of these areas should meet standards developed by the

State or State-endorsed national standards for pedagogy and academic content areas. The assessments in the academic fields should also be as demanding as those required for students who have academic majors in those fields.

Recommendation 5. The implementation of these recommendations should accompany more campus-wide attention to the importance of ensuring the highest quality instruction - across the disciplines in the arts and sciences - that will serve as a model for prospective teachers. In particular, efforts should be made to improve instruction at the introductory levels, especially in math and science.

In order to enhance the undergraduate experience for all students, colleges and universities should strengthen the quality of teaching in arts and sciences courses, especially those in mathematics and science. Effective teaching at this level contributes to enriched academic experiences for all students and provides prospective teachers with models of quality teaching. For example, this goal could be facilitated by the establishment of a “Faculty Resource Bureau” to share key faculty across the State who could provide models of scholarship and teaching excellence in areas such as new developments in science and mathematics, as well as multiculturalism. Campus-wide attention should be given to ensuring the highest quality of instruction to serve as a model for prospective teachers.

Even more important than improvement in instruction, however, is the re-examination and dramatic redesign of undergraduate education in general. Colleges and universities are facing greatly decreased resources, along with increased enrollments and societal demands. It is becoming obvious that the traditional model for undergraduate education, with its emphasis on conventional classroom instruction and credit counting, is too cumbersome and costly to meet these demands. Instead, colleges and universities should reassess the content, organization, and structure of undergraduate education. They should design performance-based programs with

related assessment, using the extraordinary advances in computer technology and distance learning, as well as the increased opportunities inherent in program partnerships with business, industry, governmental agencies, and community organizations. The institutions should provide faculty with the maximum flexibility to design these programs, while also allowing students the same flexibility in completing them. These performance-based programs would truly revolutionize undergraduate education, and ensure its relevance in the next century.

B. The Professional Development Experience

Recommendation 6. Every teacher candidate should do an extensive internship in a specially designed Professional Development School.

In order to effectively integrate subject matter content with knowledge and skills about effective teaching and learning, the core of the teacher education curriculum will be a professional development experience in an elementary or secondary school. Universities, colleges, and schools will work closely to design enriched school environments and extensive internships, usually one-year in length, that integrate teacher education and pre-K-12 curricula.

The designated “Professional Development Schools” (PDSs) may take many forms to reflect specific partnership activities and approaches to improving both teacher education and pre-K-12 schools. Some may be designed to provide initial experiences for early deciders who have participated in undergraduate practica (see section on undergraduate programs) or opportunities to build upon undergraduate experiences. Other PDSs may be tailored to the needs and experiences of career changers or late deciders. Some may vary by purpose or specific theme. For example, institutions and school systems could design PDSs that have particular areas of emphasis, such as special education inclusion, middle school interdisciplinary or multidisciplinary studies, urban education, integrated social and other services, teaching students with limited English proficiency, or a specific subject matter emphasis such as science or technology. In addition, several institutions could collaborate with a school system to create

regional PDSs. A PDS may in fact be comprised of several schools, in order to provide interns with a wide variety of professional experiences. It is anticipated that many models and approaches to these partnership schools will emerge.

While the specific characteristics and designs of PDSs will vary, the following will serve as defining characteristics of the PDS:

- PDSs will serve as the setting for extensive internship experiences for prospective teachers. While it is anticipated that most interns will spend an entire school year learning and teaching in their PDS assignments, the exact length and nature of the experience will depend on the unique characteristics and needs of the interns. For example, individual early deciders with undergraduate education course work and appropriate clinical or field experiences may have somewhat shorter assignments than career changers or late deciders with little or no previous education course work or experience. The primary criterion for determining the length of this internship will be teacher candidate performance in the portfolio assessment process (see section on assessment).
- PDSs will model the best in teaching and learning for pre-K-12 students, teacher interns, experienced teachers, other school personnel, and university and college faculty. Analogous to a teaching hospital, these sites will reflect the most current research and best practices in education. College and university faculty will work with practicing teachers to develop new methods of instruction and innovative curricula - for both the school and the college classroom.
- PDSs will provide a problem-centered approach to teaching and learning for pre-K-12 students, interns, and experienced teachers. Higher order thinking skills and authentic problem solving must be primary characteristics of K-12 and teacher education curricula.

- PDSs will provide opportunities for continuing growth and development of experienced teachers, other school personnel (see section on continuing professional development), and university and college faculty.
- University and pre-K-12 educators will participate in shared governance of PDSs and will engage in collaborative planning and decision making to address the needs of both teacher education and pre-K-12 programs.
- University faculty will actively participate in PDSs through on-site courses and seminars for teacher candidates and experienced teachers, involvement in school improvement projects, participation in site-based research projects, and service on mentoring and assessment teams (see following section).
- Practicing teachers will have expanded opportunities to test new approaches, conduct and participate in research, and share observations in scholarly settings. They will also have opportunities to practice as clinical faculty in the training of new teachers.

The overriding theme of these college/university-school system partnerships will be to design projects and activities that support the simultaneous renewal and improvement of teacher education and pre-K-12 schools for the common purpose of enhancing the learning of all children.

Admission to the Internship

Recommendation 7. The Maryland State Department of Education should develop guidelines for use by university, college and school system partnerships in the establishment of rigorous standards for admission to a Professional Development School. These basis requirements should include:

- *Substantial completion of a bachelor’s degree in an academic discipline, academic interdisciplinary or multidisciplinary program, or performance-based education program;*
- *Successful completion of a State-approved assessment measuring knowledge in general liberal arts and sciences; and*
- *Successful completion of a State-approved assessment measuring knowledge in the intended teaching content area.*

The Task Force believes that the establishment of rigorous admission standards to the PDS is essential to the success of the redesign of teacher education. The Maryland State Department of Education should establish guidelines for the development of PDSs and related admission standards that are consistent with this Recommendation. Requiring the substantial completion of an academic degree or performance-based education program along with an assessment of the student’s general and specialized knowledge, will ensure that the intern has the depth and breadth of knowledge necessary to teach. While it is generally expected that students would possess a baccalaureate degree before entering the PDS, some program designs might provide opportunities for undergraduates to participate in the PDS.¹ MSDE is currently reviewing several assessment instruments to evaluate the prospective interns. Candidates with deficiencies in their undergraduate preparation may be required to take additional course work or to re-take qualifying examinations before being admitted to an internship. Some universities may incorporate the extensive internship into master’s degree programs; others may view this stage as a teacher certification process independent of degree requirements.

Individual PDSs may add other entrance requirements reflecting their unique program designs or the needs of students in their area. Examples include interviews, specified grade point

¹ However, the intern will still have to successfully complete the pre-internship assessment before admission; furthermore, certification to teach will not be granted until the student has received the degree.

averages, completion of graduate school entrance requirements (if the intern is enrolled in a graduate degree program), performance on additional standardized examinations, specified course work, and experience with children.

Admission decisions must take into consideration the diversity in students' backgrounds and undergraduate experiences, as well as the match between the individual student's strengths and specific program intentions. For example, some programs may build upon experience begun in the undergraduate programs of early deciders, others may be for career changers who are beginning their study of education and experiencing their first formal interactions with schools and students, and still others may offer a hybrid of these approaches.

Finally, the assessments utilized in the admission process should extend beyond the "gatekeeping" function described above to begin a "developmental" process used to assess and guide prospective teachers through appropriate programs and experiences *en route* to becoming effective teachers. More about the "developmental" function will be noted in the section on mentoring and student assessment.

Professional Development Schools

Recommendation 8. Maryland's Essential Dimensions of Teaching and the Interstate New Teacher Assessment and Support Consortium (INTASC) should serve as the framework for the teacher education curriculum. The Professional Development Schools should provide clinical settings for teacher candidates to master the combination of theory and practice inherent in these Essentials.

The Task Force has adopted the *Essential Dimensions of Teaching* (²Appendix A), Maryland's performance-based standards for what beginning teachers should know and be able

² Appendix available under separate cover.

to do, as the fundamental principles that will guide interns' professional development. These standards closely align with emerging national standards, including those developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), a unit of the Council of Chief State School Officers (CCSSO). These standards also serve as a developmental structure to guide the career-long professional development of all teachers.

The *Essential Dimensions of Teaching* are grounded in the assumption that learning to teach is a career-long, continuous cycle involving the domains of knowledge, analysis, action, and reflection. PDSs will serve as the ideal sites for interns to integrate learning in all of these areas. Their professional knowledge and skills will develop as they observe and analyze classroom and school events, as they plan and deliver lessons, and as they reflect upon their actions. PDSs, as clinical settings, will provide interns with ongoing opportunities to wed theory to practice through continual guidance and support from mentors, cooperating teachers, and university faculty.

Recommendation 9. Professional Development Schools should support school improvement efforts and other Statewide pre-K-12 reform initiatives.

The State of Maryland has initiated a number of school reform initiatives. In order for these initiatives to be successful, teachers will need to understand and contribute to them. Beginning teachers who enter the school familiar with and committed to these reforms will contribute immeasurably to the process and success of the reform effort. It is therefore necessary for teacher preparation to be linked to school reform.

Professional development activities of PDSs will be consistent with State and national goals. The increased resources will be targeted to specific reform initiatives, such as data-based decision making, site-based management, performance-based assessment, and instruction that is keyed to high student performance. The clinical preparation of interns in schools that are fully

engaged in school reform will allow them to learn and to practice reform simultaneously with practicing teachers.

Recommendation 10. Professional Development Schools should demonstrate effective uses of technology as an instructional, planning, and management tool. Interns and experienced teachers should gain expertise in effectively applying technology to the learning needs of all children.

The innovative use of technology will be a critical aspect of any future reforms to our education systems. The effective use of technology in the classroom causes change in teaching practices, encourages cooperative learning and peer tutoring, and allows students to take more responsibility for their own learning. Teachers are able to give more attention to students needing help. But these changes cannot occur unless teachers have a thorough understanding of the use and potentials of technology. Therefore, it is of the utmost importance that all teachers be familiar and comfortable with state-of-the-art educational technology, and that they be receptive to innovations that may periodically require significant changes in their standard practices.

To that end, PDSs should become demonstration sites where technology is integrated into the K-12 curriculum in order to meet the educational needs of all children. Interns and experienced teachers will become users of databases to support decision-making. They will also learn to use innovations in technology both to promote high performance learning and to enhance their professional work. They will expand their teaching knowledge and skill through consulting advanced computer-based training systems, such as MSDE's Instructional Frameworks. They, and the students they teach, will expand their learning community through telecommunications, with networking opportunities allowing them access to libraries, classrooms, and individuals all over the world.

Further, in order to encourage the development of technology that specifically meets K-12 educational outcomes, PDSs should actively seek and promote the broad-based involvement of education, business, and community leaders. This involvement will provide rich resources for the development of technology, as well as ensure its relevance to the development of an education workforce and citizenry. In order to accomplish these goals, the recommendations of *The Maryland Plan for Technology in Education* should be incorporated into the PDS.

Recommendation 11. Teacher candidates in extensive Professional Development School internships should study and have experience with children and youth from multicultural settings. Internship experiences should include intensive involvement with children from diverse backgrounds as well as opportunities to interact with parents and the broader community.

When teachers enter classrooms, they encounter a wide spectrum of students from different cultural backgrounds. In order to teach effectively in this diverse environment, it is essential for teachers to acknowledge, understand, and appreciate the differences their students bring to the classroom. Teacher training should therefore take place in a multicultural setting where the interns can encounter and learn from a wide variety of students, their parents, and their communities. Furthermore, the PDS curriculum should develop and enhance the interns' ability to understand and respond to the learning needs of all children and youth. In order to accomplish this goal, the PDS does not need to be restricted to a single site. It is possible for the PDS to be composed of several different schools enabling the interns to gain a wide variety of experiences in multiple settings.

Recommendation 12. Teacher candidates in extensive Professional Development School internships should study and have experience with students with special learning needs and should develop effective inclusion strategies to integrate regular and special education students into their classrooms.

Learning to teach in PDSs that are organized for special education inclusion will allow interns to participate in the goal of helping all students learn at high levels. Interns will learn new dimensions of professional integration by observing and participating in the consultative-collaborative arrangements in which regular and special educators in the inclusive classroom engage. They will recognize and learn to use techniques that maximize academic and social learning by special needs students.

Recommendation 13. Incentives should be provided to mentors, cooperating teachers and interns who participate in the Professional Development Schools.

A key incentive for teachers to participate in PDSs is the opportunity for continued growth and development. Examples of professional growth activities are identified in the section on Continuing Professional Development.

In addition, teachers should be formally recognized for their contributions and expertise. Consideration might be given to designating PDS mentors as clinical faculty members of partner universities. These individuals could be provided with access to university resources and support systems (such as libraries, resource centers, and faculty development activities) and be given a formal voice in planning, implementing, and evaluating PDS partnership projects.

Teachers participating in PDS activities should be compensated for hours devoted to planning, mentoring, and related program development and evaluation activities. Compensation might include financial remuneration, subsidies for courses taken towards recertification, or credit toward recertification.

Consideration should also be given to providing some form of compensation to the interns. Over the course of their training, interns will assume increasing, independent professional duties. Further, compensation would encourage career changers to consider teaching as a new profession. This compensation could take a variety of forms, such as stipends for graduate-level interns, scholarships, or a forgivable loan program.

Monitoring and Assessment Process

Recommendation 14. Interns should be assessed through a developmental portfolio review process. This process should be based upon rigorous performance criteria applied to a portfolio created at entrance, developed during the internship, and concluded upon exit from the internship.

Recommendation 15. The Professional Development Monitoring and Assessment Team should ensure that exit portfolio requirements are fully met before recommending initial teacher certification.

Assessment of students in teacher education programs begins with the admission process noted earlier and continues throughout the internship. Continuous assessment provides a summative, gatekeeping function at two key points in the process: (1) upon admission to the program, to assure that teacher candidates have the prerequisite undergraduate content major and subject matter expertise (see previous section on admissions) and (2) before recommendation for certification, to determine if the teaching candidate has sufficient knowledge of the skills and knowledge contained in MSDE's *Essential Dimensions of Teaching* and is qualified for initial teacher certification. Between these points, continuous assessment maintains a formative, developmental process designed to provide feedback and guidance to teacher candidates throughout their internship experience.

A Professional Development Monitoring and Assessment (PDMA) Team will be responsible for assessing, guiding, and supporting candidates through the extended internship experience. Teams will consist of college/university and school personnel, including school-based mentors who work with interns on a daily basis. The framework for ongoing summative and formative assessment of each intern's performance will be provided by the establishment of a portfolio maintained and expanded throughout the internship process. This collection of documents will begin as an *Entrance Portfolio*, will evolve into an active *Internship Portfolio*, and then be refined into an *Exit Portfolio*.

At the program admission point, an *Entrance Portfolio* will provide documentation that the candidate possesses the qualifications for admission into the extended internship as well as information for developing an individualized education plan for the intern. Required contents of the Entrance Portfolio include transcripts reflecting undergraduate degree preparation in an appropriate academic major and scores on qualifying examinations documenting subject matter knowledge in the liberal arts, science and mathematics, and the intended teaching area. Individual PDSs may add other portfolio requirements, such as a resume, letters of recommendation, documentation of previous experience with children or youth, performance on standardized tests, selected prerequisite course work, interview results, and samples of writing ability. After reviewing each candidate's Entrance Portfolio, the PDMA team will determine if the candidate is eligible for admission, and encourage the student to eliminate deficiencies by engaging in additional course work, testing, or experiences before commencing the internship or by exploring alternative career options.

Admitted students will begin their internship in a PDS site. Throughout this experience candidates will collect evidence that they are meeting the performance standards established by MSDE in accordance with the *Essential Dimensions of Teaching* and will present these data in their *Internship Portfolios*. Examples of data to be collected include lesson plans and assessment

tools, samples of pupil performance, intern evaluations of student performance, reflective logs of teaching experiences, videotapes of lessons at various mileposts that document intern growth, action research projects, written supervisory evaluations of the intern's performance, writing samples, and documentation of community activities. Candidates will meet with PDMA Teams at regular intervals to present their portfolios, receive feedback on their performance in relation to the *Essential Dimensions of Teaching*, and obtain guidance for future activities.

As candidates progress through the internship, they begin to refine their performance documentation in *Exit Portfolios* under the guidance of their mentors and their entire PDMA Teams. Data collected should present the intern's best available evidence that she or he has met the performance standards established by MSDE in accordance with the *Essential Dimensions of Teaching*. The PDMA Team reviews the portfolio to determine if the candidate needs additional work, should be counseled out of teaching, or should be recommended for initial teaching certification. Institutions electing to build this process into a graduate degree may have additional requirements.

Initial teaching certification resulting from the professional development experience shall not be granted unless or until the intern has completed the bachelor's degree in an academic discipline appropriate to their area(s) of instruction.

C. Continuing Professional Development

Recommendation 16. Teachers should engage in career-long professional development; school systems should assist teachers in developing their own "professional development plans."

Recommendation 17. Teachers should be provided access to continuing professional development programs at Professional Development Schools in their regions.

The redesign of teacher education in Maryland views initial teacher education as the first step in a career-long process of teacher growth and development. Professional development must include constant expansion and updating of content knowledge, as well as continuing growth in the understanding and application of current research and best practice regarding the teaching/learning process. This career-long approach to teacher growth is a key component in the recently proposed teacher recertification plan in Maryland.

All schools should become sites of continuing professional development. Teachers' experiences that expand their content and pedagogical abilities should be linked to their practice with students. They should have opportunities for testing new ideas in collegially supportive environments. Mentoring should be a common practice, provided particularly for new teachers but also for experienced teachers during periods of transition. Teachers should have opportunities to learn how to incorporate new technologies into their classrooms. Innovative staffing and staff development practices may be developed to promote teacher visitation and study in sites other than teachers' home schools. PDSs will be ideal sites for professional development opportunities by visiting teachers.

School/university partnerships in PDSs must address teachers' career-long professional development, beginning with their initial preparation and including their continuing education needs as interns, beginning teachers, and experienced teachers. PDSs will also provide growth opportunities to meet teachers' needs for retraining and redirection. The initial teacher certification process outlined in this proposal will provide individuals with a solid foundation in the "essentials" with which to launch their teaching careers. Their Exit Portfolios should serve as living documents to build upon as they begin their first years as certified teachers. For novice and experienced teachers, PDS activities can support the recently proposed recertification requirements in Maryland through:

- school-based university courses and graduate programs in content areas and pedagogy

- experienced teacher participation in action research, curriculum development, and other school improvement activities
- experienced teacher participation as mentors for interns and as instructors in school-based intern seminars
- individualized professional development plans
- continued development and refinement of professional portfolios to serve as guides to ongoing professional development and documentation of professional growth
- distance learning technology linking schools to university resources in various content areas and teacher education support activities including the assessment and demonstration of new educational technologies.

In addition, the PDS will provide a supportive climate for teachers who are striving to meet the rigorous requirements of the National Board for Professional Teaching Standards. University mentors could support teachers in these efforts, and board certified teachers would further enrich the school climate by serving as role models and mentors for interns and novice teachers.

The continuing development of teachers throughout their careers is a key ingredient of this proposal. In order to meet the complex needs of all the children in Maryland's schools, it is essential that teachers continually expand their knowledge and teaching skills. The integration of pre-K-12 and teacher education in PDSs provides a structure that appears to offer great promise for supporting career-long teacher education and school improvement.

D. Program Approval

This proposal for redesigning teacher education in Maryland presents a set of guiding principles and a framework that will result in multiple models and approaches to preparing teachers. MSDE is responsible for approving Maryland's teacher education programs. MSDE will work with and provide technical assistance to colleges/universities and LEAs as they develop programs that implement the recommendations of this report. The recently revised MSDE program review process (³see Appendix B) provides a structure well suited for evaluating the new program designs that are emerging. The institutional portfolio advocated in the review process will allow colleges/universities and their partner schools great flexibility in presenting their programs for MSDE approval. In addition, MSDE will oversee an examination of issues related to interstate reciprocity so that implementation of this report's recommendations will not disadvantage Maryland graduates.

³ Appendix available under separate cover.

IMPLEMENTATION

Recommendation 18. The first phase of implementation should begin with a pilot program that would encourage the creation of several innovative teacher preparation prototypes through a competitive grants process funded by the State. These proposed prototypes should be systematically evaluated to ensure that they meet performance-based outcomes established by the State that incorporate the recommendations of this Report, and Maryland's Essential Dimensions of Teaching or the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

Recommendation 19. The State should contract with an independent consultant to develop a research design incorporating the Essential Dimensions of Teaching or INTASC standards to assess the effectiveness of these prototypes.

Recommendation 20. Upon the demonstration of the prototypes' effectiveness, institutions should shift their program emphasis and resources, including education faculty and staff, to the full implementation of the recommendations of this Report. This institutional shift should be accompanied by State support for the expansion and creation of these programs throughout all regions of the State.

In order to provide an opportunity to evaluate the effectiveness of these recommendations, a number of prototype PDSs should be funded by the State through a competitive grants process. MSDE and the Commission should establish guidelines for the creation of PDSs that are consistent with these recommendations and place emphasis upon the importance of the knowledge and skills that teachers trained in these prototypes should be able to demonstrate. In addition, the guidelines should acknowledge standards and assessments

necessary to determine the extent to which teacher performance indicates mastery of Maryland's Essential Dimensions of Teaching/INTASC. At a minimum, performance outcomes, standards, and assessments should assure substantive and rigorous academic preparation and clinical training in a PDS, as discussed in the text accompanying Recommendations 6 through 15. The guidelines would be incorporated in a Request for Proposal (RFP) to which collaborating local education agencies (LEAs) and institutions of higher education (IHEs) would respond. In the process of awarding grants, the granting authority should take cognizance of the differences in wealth among applicants.

The RFP should encourage creativity and flexibility in the establishment of PDSs. The RFP should require the LEAs and IHEs to do the following:

- demonstrate how the proposed prototype will be consistent with the policies established by the Commission and MSDE resulting from the recommendations of the Teacher Education Task Force
- provide either in-kind or matching monetary support for the prototype from both the LEA and the IHE
- show how the prototype will encourage collaboration among the participants, including LEAs, IHEs, local community colleges, businesses, community groups, and government agencies
- provide an assessment of the financial impact of the prototype (See pages 32-33)

The State should also encourage the pursuit of external funding in addition to the grant program. MSDE and the Commission should work closely with all LEAs and IHEs in the development of these schools.

All prototypes should be evaluated by the State and by the colleges/universities and the LEAs involved. If necessary, modifications based upon the evaluations should be made in order to ensure that the prototypes provide the highest caliber teacher education. Colleges/universities

and LEAs who have not already established a prototype should use this information to develop their own. Creativity and diversity in the creation of a prototype should always be encouraged throughout the pilot project. In order to ensure objectivity in the review process, the State should contract with an independent consultant to develop a research design incorporating the *Essential Dimensions of Teaching* to assess the prototypes' effectiveness.

Upon the demonstration of the prototypes' effectiveness, institutions should replace non-performance-based undergraduate education degree programs with these new teacher preparation programs. This institutional shift should be accompanied by State support for the expansion and creation of these programs throughout all regions of the State.

Costs

In order to determine the costs associated with these recommendations, the Steering Committee appointed a Cost Committee. The Cost Committee was charged with projecting the estimated costs of the Task Force's recommendations. In addition, the Cost Committee was asked to recommend sources of revenue for the funding necessary for implementation. To complete these tasks, the Committee made a series of assumptions concerning the implementation of the recommendations.

Because of the wide range of possible programs, it is not possible to estimate costs in any reliable fashion. However, while the establishment of these prototypes will require financial support for areas such as faculty training, personnel costs, and program coordination, it is unclear at this time how much of these costs will involve new dollars and how much will involve funds reallocated from existing funding sources. One of the charges to the prototypes participating in the pilot program should be to assess the short- and long-term funding requirements, including an analysis of the extent to which current faculty development and teacher preparation

expenditures could be redirected into the prototypes. The following are examples of areas that might be considered for such reallocation:

- K-12 and MSDE allocations for staff development channeled into prototypes
- Transfer of some university faculty members' time from campus-based to school-based teacher education responsibilities
- Time and travel savings gained from clustering interns into fewer practicum settings than is the case in traditional student teaching assignments
- Possible savings from K-12 instructional assistant budgets
- Use of higher education graduate assistant funds to support research efforts in the prototypes
- Potential savings from use of the State's distance learning network to deliver university course work or faculty development activities to school sites
- Interrelating graduate programs for experienced teachers with prototypes (e.g., site-based master's or doctoral programs)

There should also be a requirement that the participants provide some of the support for the grant program, in the form of either in-kind or monetary contributions from both the local school system and the university or college. The amount awarded would be variable, depending on a wealth factor and upon any already existing commitments to teacher education and to continuing professional development. The grants could be used to cover any of the costs associated with the prototype, including any financial aid or stipends for the interns.

Recommendation 21. The Maryland State Department of Education should implement a multi-stage assessment as described in Recommendations 7, 14 and 15 of this report. (See pp. 17-19, 24-26).

SUMMARY

This proposal to redesign teacher education in Maryland calls for bold and creative measures to improve teaching and learning in schools. Colleges/universities and school systems are faced with the challenge and opportunity to design partnership programs that will redefine how we prepare teachers for our State's schools and how we approach teacher development and school improvement. The overriding theme of these college/university-school system partnerships will be to realize the common goal of enhancing the learning of all children.