

**Christa McAuliffe Award
For Excellence in Teacher Education**

Application

Name of Program: Towson University Professional Development School Network

Name and Address of College or University: Towson University
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Abstract:

The overriding goal of the Towson PDS Network has been the simultaneous reform/renewal of P-12 schools and teacher education programs through a "Community of Learners." The Network reaches out to 115 school sites in metropolitan Baltimore, and believes foremost in facilitating the learning of P-12 students as well as improving the skills of inservice and preservice teachers to be facilitators of active learning for diverse and inclusive communities of learners in technologically advanced environments.

(a). Mission, goals, and key components of the Towson University Professional Development School Network

“A Community of Learners,” the theme of the Towson Professional Development School Network, has been the driving force behind network implementation. Established in 1994, the network has been successful because of the systemic effort of P–16 collaboration linking the best of practice with the best of theory and research, thus preparing and sustaining the abilities of teachers to have a positive impact on student achievement. The network promotes fundamental change not by prescription but through challenging involvement and problem solving for all stakeholders, by allowing structures to emerge in ways that support rather than constrain change within existing cultures, and by offering leadership and professional growth opportunities to university and PDS school faculties.

Much has been accomplished and learned by the network partners in nearly two decades of existence. Their experiences continue to inform the growth and development of the network. The yearlong internship continues to provide teacher candidates the rich opportunity to be immersed in the realities of school culture and become members of the community of learners. Numerous professional development opportunities continue to be designed and delivered collaboratively in a variety of formats to meet the varying needs of practicing or in-service teachers and university faculty. University faculty have broadened and modified their practices as a result of their sustained involvement in public schools. The central focus of the Network remains the same: improved student learning.

The mission/theme of the Towson University Professional Development School Network has been a focus on learning and continuous professional development in our community of learners. With this goal, the Towson PDS Network has facilitated expanded efforts between Towson’s College of Education and 12 local school districts to solidify a cooperative spirit that helps educators confront the challenges of seamless professional development, and improved student achievement by ongoing dialogue and action planning with individual PDS and school system strategic planning, state and national conferences, and graduate courses that are mechanisms for strengthening P-12 schools and the university ties. Network sponsored professional development focuses on state and school system priority areas delivered through a variety of programs such as action research groups, study groups, workshops for principals and site coordinators, coursework for recertification, and peer coaching. The PDS Network agenda is realized when high-quality teacher education has the reality base of learning in the schools and testing ideas in classrooms that focus on P-12 student achievement.

Towson University is a national leader in the preparation of new teachers and the ongoing professional development of practicing educational professionals because of the forcefulness of the college’s desire for respectful, reciprocal partnerships between the faculty and staff of the university, Maryland’s public schools, and the statewide cadre of educational professionals. The Towson PDS Network has gained national recognition during its development at the national and state levels for its excellence, including the Association of Teacher Educators’ *Distinguished Program in Teacher Education* (1998), the Maryland Association of Supervision and Curriculum Development’s *Excellence in Education Award* (2005), the American Association of Colleges of Teacher Education’s *Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education* (2008), and the National Association of Professional Development Schools’ *Spirit of Partnership Award* (2008).

The development and implementation of all sites in the Towson PDS Network follow the NCATE PDS Standards, as well as the more recent Maryland Standards for Professional Development Schools. Aligned with these standards, six primary goals of the Network are to:

- Strengthen the collaborative culture and governance structure to guide the work of the Network.
- Provide an enhanced preservice experience through the integration of theory and practice in a clinically based teacher education program.
- Provide needs based, continuous professional development for inservice teachers and administrators.

- Provide for inquiry into and refinement of effective practices in teaching and learning.
- Maximize student achievement, especially meeting the needs of students in our diverse schools
- Disseminate promising practices and research results to the education community for high quality student learning

Towson University produces the largest number of teachers in Maryland, approximately 550, annually. Programs of study are constantly assessed by gathering data from a variety of sources to constantly improve three essentials for professional success (a) a challenging general education in a variety of disciplines, (b) in-depth content knowledge in the field of teaching specialization, and (c) a professional education based upon current research and models of best practice. We certify teachers in an Early Childhood Education Program, an Elementary Education Program, and a Secondary Education Program, which offers 13 certification programs in biology, chemistry, earth-space science, English, French, geography, German, health, history, mathematics, physics, social science and Spanish. A K-12 certification may be earned in art education, dance, library media, music, and physical education. The Special Education Program prepares teachers to work with three tracks: infant/primary; elementary/middle, and secondary/adult. In addition, the secondary/adult major offers concentrations in four subject areas: English, mathematics, social science, and science. It also offers an integrated major in elementary education and special education.

Programs in the College of Education at Towson University require a 1 year professional internship that is based on the 10 INTASC principles and assessed by means of a performance portfolio and evaluations by the mentor teacher and university supervisor. Teacher candidates are integrated and immersed into the schools' programs and regarded as junior staff members who take on full responsibilities for teaching and learning in diverse classrooms. Requirements such as service learning projects, action research, and participation in school improvement teams make the internship part of the added value afforded schools by the Towson PDS Network.

(b). Cooperative effort between the faculty in the COE, Arts and Sciences, and P-12 Schools

At Towson University, the preparation of teachers is an all-university responsibility. Based on that fundamental belief, the dedicated group that is responsible for the entire unit is the Teacher Education Executive Board (TEEB). This long-established standing committee is charged with university wide coordination of policies, procedures, and assessments associated with the professional education programs. This governance structure includes representatives from all undergraduate and graduate programs and meets regularly to coordinate decision making among academic programs and faculties who contribute to the total array of Towson's professional education programs. Interdisciplinary committees evolve from the TEEB for professional development school councils, curriculum oversight, assessment analysis, and planning for interdisciplinary courses. For example, methods courses are jointly scheduled, taught, supervised, and assessed by arts and sciences faculty members. Arts and sciences and education faculty collaborate often to integrate learning expectations defined by state and national P-12 standards in teacher preparation programs. Focal points include research efforts, curriculum development, teacher education, and pedagogical reform designed to enhance teaching and learning in P-16 content areas. Advisory committee members representing local schools, universities, community agencies, business, and the Maryland State Department of Education provide counsel in guiding these activities. Sample initiatives include:

- The arts and sciences faculty work with PDS liaisons to plan collaborative professional development activities implemented in the PDS schools. For example, if the focus of a School Improvement Plan is math problem solving skills, a Towson math faculty member may provide several types of professional development throughout the year for the inservice faculty in the PDS.
- The Center for Science and Mathematics Education, co-directed by a biology professor and an education professor, research efforts, curriculum development, teacher education, and pedagogical reform to design and enhance the P-16 teaching and learning of mathematics, science, and technology.
- Through the Vertically Integrated Partnerships K-16, 13 Towson science content and science educators work with inservice science teachers in grades K-12 to improve high school science instruction. This collaboration enables students to meet rigorous state science standards as measured on the Maryland Science High School Assessments. A science faculty member, formerly an astronaut, also offers motivational activities with our PDSs to encourage P-12 students to become future math and science teachers.
- Towson faculty conducts professional development outreach to local school systems. Math faculty members provide professional development mathematics modules in primary grades (in 11 Maryland school systems). In response to a request from the coordinator of science in an urban school system, science and education faculty collaborated with school science personnel to design a new M.Ed. in Elementary Education with a focus in science content. The science courses are aligned with the Voluntary State Curriculum and Core Learning Goals and are targeted to provide content enrichment for urban middle school teachers.

Preparation of secondary teacher candidates is the collaborative responsibility of the Department of Secondary Education and 13 academic departments from the Colleges of Liberal Arts, Science and Mathematics, and Health Professions. To this end, Secondary Education and the academic departments have joined to design a program based upon specialty organization guidelines and standards (e.g., NCSS, NSTA, NCTE) that manifests their mutual conviction that teachers of the content area must have exceptional preparation both in the discipline (academic major) and in professional education courses.

We strongly believe the continuous improvement of our professional development schools depends on our collaboration with multi-layered stakeholders. In addition to local and school system joint committees, regularly scheduled meetings are held with building principals, site-based teacher coordinators, mentor teachers, university faculty, instructional facilitators, and P-12 professional staff development personnel. Collaboration among higher education faculty who teach the general, content, and professional education facets of the curriculum is a strength of our program. The governance structure of the university provides a philosophical and structural base for maximizing faculty participation and collaboration in program planning, evaluation, and data analysis. As a professional community of learners, collaboration among higher education faculty and school system personnel is extensive.

(c). Impact of the Towson PDS Network on Teacher Candidates' Learning

In a letter to Dr. Robert L. Caret, President of Towson University, Dr. Nancy S. Grasmick, Maryland State Superintendent of Schools, commended the quality of teacher preparation afforded by the Towson Professional Development School Network. Dr. Grasmick wrote, "The College of Education has shown my staff, Maryland local school systems, and the teacher education community nationwide how to improve teaching and learning for K-16 students in professional development schools. Your teacher education students are ready to teach upon graduation and are much more like second year teachers than their predecessors were." From this statement, it is clear that Towson University has the reputation, in the word's of the State Superintendent, "as the preeminent teacher education institution" in Maryland.

As evidence, the institutional pass rate for Towson teacher candidates on Praxis II in 2006-2007, indicates the following areas had a pass rate over 97%: elementary education, social studies, physical education, early childhood education, math, music, art, and Spanish. As described earlier, all teacher candidates complete a performance portfolio based on the 10 INTASC principles. Teacher candidates are required to defend their portfolios in an oral examination by a panel of reviewers who are trained and use an INTASC-based rubric on a scale of 1-5. Reviewers include classroom teachers, university teachers and arts and sciences faculty, school administrators, and community representatives. In Spring 2007, the average total score for candidates' portfolios was 4.47 on a scale of 5.0.

PORTFOLIO ASSESMENT RATINGS OF INTERNS
SEMESTER SUMMARY OF INTASC PERFORMANCE OUTCOMES: SP '07
 5=Exceptional 4=Proficient 3=Satisfactory 2=Needsimprovement 1=Unsatisfactory

INTASC Principles	ECED N= 47	ELED- Campus N= 88	ELED- CSM N= 15	EESE- Campus N= 24	EESE- Laurel N= 12	EESE- USG N= 24	SCED N= 35	SPED N= 28	MAT ECED- Campus N= 6	MAT ELED- Campus N= 17	MAT SCED- Campus N= 30	MAT SPED- Campus N= 7	UNIT N= 333
1	4.70	4.34	4.00	4.08	4.25	4.08	4.40	4.82	4.67	4.78	4.57	4.93	4.44
2	4.60	4.35	3.87	4.13	4.33	4.29	4.22	4.75	4.67	4.56	4.67	4.86	4.42
3	4.33	4.41	4.00	4.00	4.50	4.00	4.14	4.82	4.67	4.76	4.54	4.86	4.37
4	4.67	4.40	4.00	4.17	4.50	4.25	4.26	4.79	4.83	4.79	4.73	4.86	4.48
5	4.50	4.47	4.33	4.29	4.17	4.38	4.17	4.93	4.50	4.64	4.53	5.00	4.47
6	4.67	4.42	4.07	4.38	4.42	4.17	4.31	4.82	4.67	4.56	4.60	4.71	4.47
7	4.80	4.35	3.80	3.96	4.33	4.00	4.33	4.86	4.67	4.78	4.67	4.79	4.44
8	4.53	4.57	3.87	4.29	4.67	4.17	4.40	4.75	5.00	4.89	4.67	4.93	4.53
9	4.63	4.48	4.33	4.08	4.42	4.38	4.30	4.75	4.50	4.78	4.60	5.00	4.50
10	4.60	4.61	4.40	4.54	4.75	4.33	4.59	4.86	4.83	4.68	4.60	5.00	4.61
Average	4.60	4.44	4.07	4.19	4.43	4.21	4.31	4.82	4.70	4.72	4.62	4.89	4.47

At the initial program level, one key assessment incorporates the INTASC- and SPA-aligned Standards to evaluate candidates during the capstone internship experience. Data are presented from mentor teachers, and university supervisors for each set of standards. For example, university supervisors show candidates' mean scores are in the proficient level (4.46) by the completion of the experience.

UNIVERSITY SUPERVISOR'S RATINGS OF INTERNS
SEMESTER SUMMARY OF INTASC PERFORMANCE OUTCOMES: SP '07
 5=Distinguished/Exceptional 4=Proficient 3=Satisfactory 2=Needs Improvement 1=Unsatisfactory

INTASC Principles	ECED N= 53	ELED- Campus N= 81	ELED- CSM N= 15	EESE- Campus N= 24	EESE- Laurel N= 12	EESE- USG N= 24	SCED N= 38	SPED N= 28	MAT ECED- Campus N= 7	MAT ELED- Campus N= 11	MAT SCED- Campus N= 32	MAT SPED- Campus N= 12	ARED N= 31	MUED N= 28	DNCE N= 3	PHED N= 20	HEALTH N= 6	UNIT N=425
1	4.60	4.49	4.13	4.48	4.74	4.74	4.05	4.36	3.94	4.03	4.69	5.00	4.69	4.66	4.75	4.48	4.00	4.46
2	4.63	4.53	4.13	4.36	4.87	4.40	3.87	4.49	4.22	4.08	4.51	5.00	4.49	4.46	4.00	4.28	3.71	4.42
3	4.41	4.35	4.67	4.42	4.96	4.32	3.91	4.42	3.83	4.11	4.44	5.00	4.37	4.39	4.25	4.43	4.29	4.37
4	4.57	4.53	4.53	4.34	4.57	4.15	3.93	4.26	3.94	3.97	4.49	5.00	4.57	4.41	4.63	4.40	4.29	4.40
5	4.64	4.50	4.47	4.44	4.79	4.30	3.97	4.42	3.94	4.17	4.42	5.00	4.47	4.55	4.25	4.58	4.57	4.45
6	4.64	4.53	4.73	4.46	4.70	4.09	4.08	4.55	3.94	4.11	4.48	5.00	4.56	4.59	3.75	4.40	4.14	4.47
7	4.63	4.63	4.53	4.49	4.87	4.24	4.16	4.45	4.06	4.03	4.61	5.00	4.65	4.66	5.00	4.63	4.29	4.53
8	4.49	4.48	3.87	4.32	4.70	4.15	3.81	4.40	3.83	4.03	4.43	5.00	4.38	4.30	3.63	4.28	4.29	4.32
9	4.79	4.59	4.87	4.53	4.96	4.30	4.15	4.56	4.72	3.97	4.69	5.00	4.78	4.57	4.63	4.58	4.86	4.80
10	4.77	4.71	4.73	4.64	4.87	4.44	4.06	4.66	4.50	4.44	4.60	5.00	4.68	4.56	4.63	4.20	4.14	4.59
Overall Rating	4.62	4.53	4.47	4.45	4.80	4.26	4.00	4.46	4.09	4.09	4.54	5.00	4.56	4.52	4.35	4.43	4.26	4.46

At the initial program level, aggregated unit performance data (over six semesters and reflecting the INTASC principles) document that more than 1,500 interns during their capstone teaching experience demonstrated professional and pedagogical knowledge and skills. Their mean scores exceed four points on a five-point scale. Additionally, portfolios are assessed using the INTASC principles. These data indicate candidates achieved mean scores of more than four on a five-point scale over a six semester period. The unit aggregate pass rates for this three-year period range from 94 percent to 98 percent, documenting candidates' pedagogical content knowledge.

Results from the quantitative ratings of an independent assessor showed that teacher candidates in the PDS were better prepared in three selected areas of teaching performance: (a) maintaining classroom discipline, (b) use of technology effectively for instruction, and (c) reflection on teaching. The teacher candidates were judged by their mentor teachers at the PDS site as being more self-confident, more receptive to constructive criticism and reflection, and more realistic as to professional expectations than previous student teachers in the traditional student teaching program.

Qualitative data collected from teachers who graduated show further testimony to the quality of the preparation afforded through the Towson PDS Network. One teacher wrote, "The PDS...program was an awesome experience. I felt completely prepared to enter my own classroom and begin teaching. It provided me with a realistic view of what being a teacher is all about--not just standing in front of a group of students sharing information. I cannot stress its effectiveness in preparing qualified teachers." Another teacher wrote, "Having the opportunity to receive training for Towson was unbelievable. This being my third year of teaching, Towson prepared me to integrate many different teaching techniques. The ideals they taught were realistic, yet progressive. Many techniques in the area of language arts and math were familiar to me from Towson, and they are now being introduced in my school as new information. Finally, "I am 100% satisfied with the training received at Towson. Other teachers in my building (which is a top ranked school) come to observe my classroom because I know how to do things they do not. I went through an intense interview process consisting of five rounds, including teaching a lesson to a third grade class. I am by far, the youngest teacher in my building. People try for years to get a job in this district. If I had gone to any other school, I know I would not have gotten, or be so successful at my job. Thank you."

Towson faculty members collaborated with researchers from a local school system to conduct a study on *The Impact of Teacher Preparation on Teacher Retention and Quality*. At the end of year five of this study, there was a significant difference in the retention rates of PDS and non-PDS trained teachers. 71% of the PDS trained teachers remained in the classroom, whereas 34% of the non-PDS trained teachers were retained. Results of interviews with inservice teachers who teach in this school system suggest that PDS trained teachers not only continue to embed values from INTASC-based preparation in their professional reflection and discourse but also develop an ethical commitment for maintaining a positive impact on student learning as well as continuing their own professional growth.

Findings: Retention, Class of 2001*

Preparation Program	Retention After Year 1 (01-02)	Retention After Year 2 (02-03)	Retention After Year 3 (03-04)	Retention After Year 4 (04-05)	Retention After Year 5 (05-06)
PDS Program (N=34)	100% (34 of 34)	94% (32 of 34)	94% (32 of 34)	80% (27 of 34)	71% (24 of 34)
Traditional/ Non-PDS (N=53)	85% (45 of 53)	62% (33 of 53)	58% (31 of 53)	45% (24 of 53)	34% (18 of 53)

*N=87 Early Childhood, Elementary, and Secondary Ed. Graduates in 00-01.

(d) Impact of the Towson PDS Network on P-12 Pupil Learning

The impact on P-12 student learning has been, and continues to be, of utmost importance to the Towson PDS Network. We believe that while our interns are developing their teaching proficiencies, they should also be documenting the effects of their skills on P-12 student learning. We develop the focus for program improvement in a true collaboration with our partner schools.

The guiding force of each PDS is the strategic planning that occurs throughout the year with the PDS Steering Committee and the School Improvement Team. Administrators, university liaisons, site coordinators, mentor teachers, interns, and often community members comprise the groups that study, analyze data, and plan the focus and school goals for the year. Site specific PDS initiatives are built around the goals in the School Improvement Team Plans using the PDS Strategic Planning Guide and the PDS Action Plan below. This outlines the support the school will receive from the university and the interns. See below:

Towson University
PDS Strategic Planning Guide

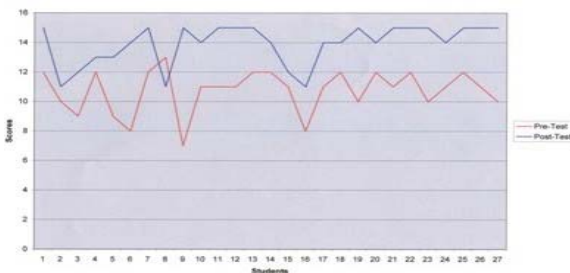
School Goals for (School Improvement Plan)	Action Research	Service Learning	Professional Development								
1.											
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 60%;">PDS ACTION PLAN</div> <p>Please complete this plan with:</p> <p>1) info that tells what you planned and completed in the 06-07 year, 2) a second page with what you plan to accomplish in 07-08.</p>											
2.	<p>School(s):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Major Focus/Goal <small>(Developed from the School Improvement Plan for student achievement)</small></th> <th style="width: 25%;">Connections to PDS Standards <small>(Which PDS Standards are addressed?)</small></th> <th style="width: 25%;">Strategy <small>(What did you need to do to reach your desired outcome?)</small></th> <th style="width: 25%;">Outcome <small>(How did you determine success in measurable data?)</small></th> </tr> </thead> <tbody> <tr> <td style="height: 60px;">3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Major Focus/Goal <small>(Developed from the School Improvement Plan for student achievement)</small>	Connections to PDS Standards <small>(Which PDS Standards are addressed?)</small>	Strategy <small>(What did you need to do to reach your desired outcome?)</small>	Outcome <small>(How did you determine success in measurable data?)</small>	3.			
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3.											

Interns are required to complete an Action Research Project and a Volunteer Service Project that support the school goals and document their results using the Summary of Intern Requirements that provide evidence of improvements made in the school as a result of their Action Research projects and students benefits/learning as a result of their Service Learning Project. These examples are for math:

Examples of the positive impact on student learning that interns demonstrated in **Action Research Projects**.

Specific math strategy improvement

Math strategy improvement graph



Improving computation skills

Race and Gender Computational skills

Race	Average Score Pre Assessment	Percentage Pre Assessment	Average Score Post Assessment	Percentage Post Assessment	Change in Percentage
African American	3.78	63%	5.22	87%	+24%
Caucasian	4	67%	3.75	63%	-4%

Gender	Average Score Pre Assessment	Percentage Pre Assessment	Average Score Post Assessment	Percentage Post Assessment	Change in Percentage
Female	3.92	65%	4.92	82%	+17%
Male	3.70	62%	4.80	80%	+18%

Examples of the positive impact on student learning in classrooms that interns demonstrated during **Volunteer Service**.

Before school remediation of math skills

MATH REMEDIATION FOR 6 STUDENTS					
Name	Preassessment	Percent	Post Assessment	Percent	Total Points Possible
Student A	15	75%	20	100%	20
Student B	15	75%	18	90%	20
Student C	14	70%	20	100%	20
Student D	8	40%	17	85%	20
Student E	10	50%	18	90%	20
Student F	9	45%	18	90%	20

Tutoring sessions for addition facts

INDIVIDUAL TUTORING SESSIONS			
STUDENT	9/28/07	10/15/07	Identification Change
A	43	66	+23
B	38	69	+31
C	19	47	+28
D	22	45	+23
AVERAGE	30	57	+27

Data from the Comprehensive Test of Basic Skills (CTBS) for some schools in the Towson PDS Network also demonstrate measurable impact upon student learning. For example, the PDS Coordinating Council at 2 urban schools used the 2006-07 CTBS data in planning significant mathematics curricular activities and professional development for the 2061-07 school year. Towson teacher candidates and faculty were actively engaged in planning and implementing these activities as a part of the School Improvement Plan support. Students in grades one to five were pre-tested in September 2006 using a locally developed and benchmarked mathematics assessment; these same students were post-tested in January 2007. The summary data follow.

Percentage of Students Achieving at Satisfactory Level in Mathematics						
	XX Elementary			YY Elementary		
	Sept. 2006 Pre-Test	Jan. 2007 Post-Test	% Change	Sept. 2006 Pre-Test	Jan. 2007 Post-Test	% Change
Grade 1	12%	84%	+72%	55%	88%	+33%
Grade 2	14%	77%	+53%	58%	86%	+28%
Grade 3	7%	75%	+68%	56%	87%	+31%
Grade 4	0%	45%	+45%	76%	81%	+5%
Grade 5	2%	48%	+46%	83%	90%	+7%

These data clearly indicate dramatic increases in the percentage of students achieving at the satisfactory level or above at XX school. Increases were also found at YY school, but to a lesser degree, due to the higher pre-test scores.

We want Towson interns to be able to develop a strong emphasis on the demonstration and synthesis of INTASC Standard proficiencies. For their capstone portfolio project, interns must include at least one cycle of instruction and assessment in their portfolio that provides evidence that they have the knowledge and skills to impact student learning. Interns select a thematic unit in a content related group of lessons that they teach to students in their internship. They collect data which illustrates gains in student achievement that took place as a result of their teaching. Components in this unit of instruction illustrate the impact on student learning that produces ongoing improvement and gains in achievement. Samples of aggregated data and evidence of data analysis that illustrates a positive impact on student learning is essential for a satisfactory rating of their portfolio. Interns must also be able to defend their work to reviewers by answering “How do the artifacts in this portfolio demonstrate a positive impact on student achievement?” Interns constantly evaluate their own instruction and assessment and determine whether tasks they have chosen are appropriate for identified groups of learners and whether they can generate specific information for both student and teacher learning. They use this long-term planning to gain working knowledge of typical learning progressions within subject matter domains in order to remediate and/or accelerate the students in their class. Part of the required artifact interns must complete to demonstrate mastery of INTASC 8 follow:

Assessment Plan:

- o Develop a summative unit assessment aligned with the Learning Goal you selected.

- Design a pre-assessment instrument that will enable you to identify students' prior knowledge and learning needs.
- Plan formative assessment strategies to use throughout the lessons and at the end of each lesson to determine how differentiation would enable all students accomplish the lesson objective
- Use scoring tools to assess learning and collect data for lessons and unit

Instruction:

- Share objectives of each lesson with students in student-friendly terms to ensure that they understand their expectations for achievement.
- Analyze pre-assessment data to ensure that your objectives for each day are appropriate and revise if necessary.
- Motivate and engage students.
- Introduce new knowledge/content.
- Model new skills. Allow opportunities for guided practice, then independent practice with feedback.
- Encourage critical and creative thinking skills during this application.
- Use formative assessment to check for understanding and to plan differentiated instruction as needed
- Give descriptive, clear feedback to students
- Summarize important points of the lesson
- Administer summative assessment.

Analysis and Instructional Decision Making:

- Examine student work samples for evidences of student achievement of the Maryland Voluntary State Curriculum indicator and objective.
- Compute the percentage of change from pre to post assessments in order to measure student growth.
- Identify students who did not master the student objectives and implement appropriate interventions to improve your next lesson.
- Decide what instruction and assessment is essential for the next level of learning.

Reflection and Self Evaluation:

- Cite evidence(s) of learning to explain how you influenced learning through your instruction.
- Reflect on which strategies were effective and why? Reflect on which strategies were not effective by explaining why not.
- What are the implications for your future instruction? List 2 professional learning goals for yourself that emerged from your reflection and experiences with this unit.

Data reported from portfolio assessment is evaluated by portfolio reviewers and given a score. We aggregate scores for the required artifact 8 and the weighted mean for Spring, 2007 is 4.53 on a five-point rating scale. This is another way we are able to demonstrate that interns have positively impacted student learning. In fact, the result of artifact 8 was the second highest of the INTASC principles' ratings.

As you can see, interns in the PDS program are involved in several aspects of the school environment that contribute to school program achievement. They learn how their requirements for action research and volunteer service initiatives are aligned with and support school improvement goals. The interns also demonstrate and document evidence of successful practices through the formal planning cycle. First and second year teachers in the PDS are invited to join this process to continue professional growth as an induction activity. Even though they are not mentors yet, they often work hand-in-hand with interns as critical friends to improve outcomes for students. Interns also join new teachers in induction activities in their school systems.

In summary, the past decade has brought many challenges and opportunities for developing, implementing, and now sustaining the Towson PDS Network. As we enter a new decade of PDS work, we look forward to further documenting what it is we know and are able to do best: prepare highly qualified teachers who will improve teaching and learning for all people's children in the state and the nation.