

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

NDMU formally partners with 13 public PDS schools across 5 different school systems to develop teacher interns, provide professional development to school-based faculty, and support school improvement goals. Below are just a few of the many accomplishments these partnerships have accomplished during the 2021-2022 academic year.

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

Six interns completed their internships at Ruhrah this year – two interns were offered full-time teaching positions, and one intern was hired. The coordinating council completed work with the GEER grant by offering a final, tuition-free course to all PDS faculty and staff entitled *Spanish for Teachers*. The coordinating council worked with the professor teaching the course to meet the di

greater connection to the entire school. One intern accepted a full-time position at the school during the third quarter. The partnership offered two school-wide professional development workshops to the Woodlawn faculty this spring. The first session was hosted by Dr. Renee Garraway, Assistant Professor in the SOE, and her colleague Dr. Keena Howell, and titled *Trauma-Informed Instruction Through the Lens of Homelessness*.

*Promoting*

*Individual and Community Flourishing in Schools*. Both workshops were well-received, and each were attended by over 100 faculty members. The partnership also initiated a book study on Matthew Desmond's work, *Evicted: Poverty and Profit in the American City*. The study was hosted by Woodlawn's school psychologist, Dr. Jacobs. The 7 teachers who participated in the book study received learning stipends for their time and commitment. The partnership looks forward to expanding equity-focused opportunities next year related to supporting ESOL students in general education classrooms.

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

**Liaison – Dr. Renee Garraway, Assistant Professor, SoE**

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

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

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

**Liaison – Patty Silver, Assistant Professor, SoE**

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

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

**Broadneck High School, Anne Arundel County Public Schools**

**Liaison: Dr. Kristine Larson, Assistant Professor, SoE**

**Site Coordinator: Elisa Kraus, Teacher at Broadneck**

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

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

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

**June 15, 2021**

process this year, volunteering to be part of the principal interview

Belvedere hosted seven teacher