

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

NDMU formally partners with 4 public PDS schools across 4 different school systems to develop teacher interns, provide professional development to school faculty, and support school improvement goals. Below are just a few of the many accomplishments these partnerships have accomplished this year.

John Ruhrah Elementary/Middle School – Baltimore City Public Schools
Liaison – Patty Silver, Assistant Professor, SoE

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mentary School, Baltimore County Public Schools
Pallett, Assistant Professor, SoE
or – Heather Hylock, Teacher at Oakleigh

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

professional article study on Engaging in Courageous Conversations about Race. Approximately 10 teachers participated in the study during the spring semester and engaged with topics related to teaching and learning using a racial lens. In addition, the partnership offered two panel discussions for high school juniors and seniors titled, "College Life: What's It

Chew sessions that targeted topics including behavior management strategies and interpretation of school data to support research projects. The school continued to explore topics related to equity and diversity during team discussions and faculty meetings. Interns benefitted from the opportunity to engage in these experiences. Student interns were invited to participate in a book study at Lasdowne that addressed issues related to equity. The school, in preparation for the 2021-2022 school year, hired one GEI intern.

Johnnycake Elementary School, Baltimore County Public Schools
Liaison – Terry McVey, SoE
Site Coordinator – Jolene Antioli, Teacher at Johnnycake

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

Hillcrest Elementary School, Baltimore County Public Schools
Liaison – Terry McVey, SoE
Site Coordinator – Andrew Weymont, Teacher at Hillcrest

Hillcrest Elementary hosted two GEI interns during the 2020-2021 school year. The Coordinating Council highlighted efforts to welcome and support interns as a goal. Monthly chat and chew sessions provided interns with ongoing support and an opportunity to discuss areas of need including managing instruction in a virtual learning environment, use of technology tools and exploring topics for research projects. Student interns participated in monthly grade level meetings that provided them with a valuable professional growth opportunity. Schoolwide instructional goals addressed the use of technology tools to manage virtual instruction as a mediation strategy for COVID 19. Teachers and interns developed a new set of virtual materials and strategies to utilize during the period of school closure. Both interns participated in edTPA process. Interns completed exit interviews that indicated their overall positive experiences at the school. The new administration at the school is supportive of the PDS relationship.

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

This year, members of the Broadneck/ NDMU PDS partnership worked with NDMU's [Teacher](#)

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

While there were no interns placed at Aberdeen High this year, the partnership article study for inservice teachers on topics related to equity and inclusion virtual participation page was set up to engage participants and share ideas. In addition, the partnership ran a graphic novel book study with coordinating council member BDS funds were used to purchase three different graphic novels for participants. This led to some truly great discussions which helped to inform strategic planning for next year.