



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

November 25, 2019

The Honorable Larry Hogan  
State House  
100 State Circle  
Annapolis, MD 21401

The Honorable Thomas V. Mike Miller  
H-107, State House  
100 State Circle  
Annapolis, MD 21401

The Honorable Adrienne A. Jones  
H-101, State House  
100 State Circle  
Annapolis, MD 21401

Re: Teacher Collaborative Grant Program Report (MSAR #12173)

Dear Governor Hogan, President Miller, and Speaker Jones:

The Teacher Collaborative Grant Program Report is submitted in accordance with the requirements of Senate Bill 1030 requiring a report to the Governor and General Assembly by December 1 of each year, which includes: (1) the number of grant applications received under the program (2) the number of grants awarded under the program and (3) the current status of each grantee and the grantee's activities funded under the program. This report comprises the first six months of implementation of the legislation, fiscal year 2020.

The Maryland State Department of Education (MSDE) received six grant applications under the Teacher Collaborative Program. Three grants were awarded. In accordance with reporting requirements, the MSDE is providing a summary of applications approved for funding (attached). This document also includes the following:

- Name of approved Teacher Collaborative Programs
- Summary of approved programs
- Current status of grantee
- List of grantee's activities funded under program

If you have questions or need additional information, please contact Tiffany Clark, Director of the Office of Education Policy and Government Relations, at [tiffany.clark1@maryland.gov](mailto:tiffany.clark1@maryland.gov) or (410) 767-0090.

Best Regards,

Karen B. Salmon, Ph.D.  
State Superintendent of Schools

C: Sarah Albert



Teacher Collaborative	Project Summary	Current Status	Activities
<p>Morgan State University, Baltimore City Public Schools, and Baltimore Teachers Union</p>	<p>This project seeks to transform literacy instruction for grades 3-8 in selected schools. Project partners will enhance teacher and teacher candidate proficiency to improve foundational reading skills through small group instruction and culturally responsive teaching. Interventions include Orton Gillingham, culturally responsive practices for literacy instruction, and integration of in-class Tier 2 interventions with the City Schools language arts curriculum. Project outcomes include increased reading achievement, improved teaching practice, and increased alignment between Morgan State University's elementary teacher preparation program and City Schools induction and mentoring program.</p>	<p>Initial Implementation</p>	<p>21st Century Practicum and Professional Development focused on culturally responsive teaching</p>
<p>Howard County Public Schools, Bowie State university, and the Howard County Education Association</p>	<p>From FY20-22, and in a partnership between Howard County Public School System (HCPSS) and Bowie State University, a new 21st Century Practicum will support HCPSS pareducators achieve teacher certification. In addition, culturally responsive professional learning will be embedded in the program for the cohort and skateholders groups. Intended for duplication in other districts and nationwide, the project supports a new and diverse pool of teachers through a practicum of upper level credits and full year classroom experience. This project amplifies HCPSS Strategic Call to Action, institutionalizes collaborative approaches in teacher preparation partnership, and coordinates with State guidance for performance based career ladders.</p>	<p>Initial Implementation</p>	<p>21st Century Practicum and Professional Development focused on culturally responsive teaching</p>

Teacher Collaborative	Project Summary	Current Status	Activities
University of Maryland College Park, Montgomery County Public Schools (MCPS), Prince George's County Public Schools (PGCPS), Montgomery County Education Association, and Prince George's County Education Association	Through out this project, the collaborators will partner to reimagine Professional Development Schools to serve as hubs of learning for experienced teachers and teacher candidates. To achieve this goal, collaborators offer innovative, site-based professional development for teachers and teachers candidates, tailored support for mentor teacher candidates, and a practicum that brings teacher preparation into the 21st century. Ultimately, this project blurs institutional lines, capitalizes on the unique expertise of PGCPS, MCPS, and the University of Maryland, and demonstrates how collaboration is the future of education.	Initial Implementation	21st Century Practicum and Professional Development focused on culturally responsive teaching