



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

December 1, 2020

The Honorable Larry Hogan
Governor
State House
100 State Circle
Annapolis, Maryland 21401 – 1925

The Honorable Bill Ferguson
President of the Senate
H-107, State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker of the House of Delegates
H-101, State House
100 State Circle
Annapolis, Maryland 21401

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

Dear Governor Hogan, President Ferguson, and Speaker Jones:

The Teacher Collaborative Grant Program Report is submitted in accordance with requirements of Senate Bill 1030 of 2019 requiring a report to the Governor and General Assembly by December 1st 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 grantee's activities funded under the program. This report comprises the first fiscal year of the grant program, July 2019 through June 2020.

The Maryland State Department of Education (MSDE) is currently monitoring three Collaboratives that were awarded funds during the 2020 fiscal year to implement a three-year program. The grant activities during year one of each grant was reviewed and each program is continuing the work of their program. In accordance with the reporting requirements, the MSDE is providing the following:

- Name of approved teacher collaborative program;
- Current status of grantee; and
- Status of grantee's year one activities funded under the program.

If you have questions or need additional information, please contact Zachary Hands, Director, Education Policy and Government Relations, at zachary.hands1@maryland.gov or (410) 767-0504.

Best Regards,

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

Attachment: Teacher Collaborative Grant Summary

C: Sarah Albert

Teacher Collaborative	Project Summary	Current Status	Activities	Activity Status (Year 1 of 3)
Morgan State University, Baltimore City Public Schools, and Baltimore Teachers Union	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 targeted small group instruction and culturally responsive teaching. Interventions include the Orton-Gillingham approach to reading instruction, culturally responsive practices, and integration of in-class Tier 2 reading interventions with the City Schools language arts curriculum. Project outcomes include increased student reading achievement, improved teaching practice, and increased alignment between Morgan State University's elementary teacher preparation program and City Schools induction and mentoring program.	Approved to continue	21st Century Practicum and Professional Development focused on culturally responsive teaching and developing teacher skills in implementing reading interventions	21st Century Practicum: In Development Professional Development: In Progress
Howard County Public Schools, Bowie State university, and the Howard County Education Association	Through a partnership between Howard County Public School System (HCPSS) and Bowie State University (BSU), the PP-CRT (Paraeducators Pathways to Culturally Responsive Teaching) program is implementing a new 21st-Century Practicum that enables a cohort of current HCPSS paraeducators to achieve teacher certification by the end of year 3. In addition, culturally responsive teaching practices will be embedded in the program for the cohort and stakeholder groups. Intended for duplication in other districts and nationwide, the project supports a new and diverse pool of teachers through the completion of upper level credits and full-year classroom experience for paraeducators who are already currently employed with the district. This project amplifies HCPSS' Strategic Call to Action, institutionalizes collaborative approaches in teacher preparation partnership, and coordinates with State guidance for a performance-based career ladder.	Approved to continue	21st Century Practicum and Professional Development focused on culturally responsive teaching	21st Century Practicum: In Development Professional Development: In Progress
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	Throughout 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.	Approved to continue	21st Century Practicum and Professional Development focused on culturally responsive pedagogy, best practices with diverse students, effective use of instructional materials include technology and other pertinent topics aligned with the grant program	21st Century Practicum: In Development Professional Development: In Progress