



**Mohammed Choudhury**  
State Superintendent of Schools

December 1, 2021

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

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, MD 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 the requirements of Maryland Education Article §6-123, requiring a report to the Governor and General Assembly by December 1st of each year, to include: (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.

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. Additionally, as a result of HB1300 (2020) *Blueprint for Maryland's Future* extending the funding for the Teacher Collaborative Grant Program through fiscal year 2024, the MSDE issued a Notice of Funding Availability in July 2021. The MSDE received six additional grant applications, one of which was approved. In accordance with reporting requirements, the MSDE is providing a summary of applications received (attached).

This document also includes the following:

- Composition of each Collaborative;
- A summary of each program;
- Current status of each grantee; and
- Status of each grantee's activities funded under the program.

If you have questions or need additional information, please contact Ary Amerikaner, Chief of Staff, at [ary.amerikaner@maryland.gov](mailto:ary.amerikaner@maryland.gov) or (410) 767-0090.

Best Regards,

A handwritten signature in black ink, appearing to read 'Mohammed Choudhury', written in a cursive style.

Mohammed Choudhury  
State Superintendent of Schools



**BLUEPRINT**  
FOR MARYLAND'S FUTURE

Blueprint for Maryland's Future:

# Teacher Collaborative Grant Program: Report

**Division of Educator Certification and  
Program Approval**

December 2021 General Assembly Report



**MARYLAND STATE DEPARTMENT OF EDUCATION**

**Mohammed Choudhury**

State Superintendent of Schools  
Secretary-Treasurer, Maryland State Board of  
Education

**Deann M. Collins, Ed.D.**

Deputy Superintendent, Teaching and  
Learning

**Kelly Meadows**

Assistant Superintendent, Division of  
Educator Certification and Program Approval

**Larry Hogan**

Governor

**MARYLAND STATE BOARD OF EDUCATION**

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Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Kevin Bokoum (Student Member)

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# Introduction

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The Maryland State General Assembly finds and declares in *The Blueprint for Maryland's Future* that it is necessary to improve teacher education to prepare teachers for higher teacher standards and integrate teacher induction, professional development, and advancement to meet the goals of the January 2019 Interim Report of the Commission on Innovation and Excellence in Education. The purpose of the Teacher Collaborative Grant program is to:

- Provide funds for Collaborative to develop state-of-the-art professional education for prospective and current teachers that reflects international and national best practices;
- Award grants to multiple Collaboratives in various regions of the State that will develop model professional development programs that can be replicated in local school systems throughout the State.

The Teacher Collaborative Grant Program Report is submitted in accordance with the requirements of Maryland Education Article §6-123, requiring a report to the Governor and General Assembly by December 1st of each year, to include: (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.

# Current Grantees

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The MSDE is currently monitoring three Collaboratives that were awarded funds during the 2020 fiscal year to implement a three-year program. Due to COVID-related delays and challenges, each grantee requested (and was approved for) a 12-month no-cost extension. Below is the following information: composition of each Collaborative; a summary of each program; current status of each grantee; and status of each grantee's activities funded under the program.

## TEACHER COLLABORATIVE #1:

Morgan State University

Baltimore City Public School System

Baltimore Teachers Union

### Project Summary:

Project UPLIFT (Urban Partnership for Literacy Instruction for Teachers) 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.

### Current Status:

Approved to continue

### Activities Funded:

21st Century Practicum and Professional Development focused on culturally responsive teaching and developing teacher skills in implementing a reading intervention

### Status Of Activities Funded:

21st Century Practicum: In Development

Professional Development program: In Progress

## **TEACHER COLLABORATIVE #2:**

Bowie State University

Howard County Public School System

Howard County Education Association

### **Project Summary:**

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.

### **Current Status:**

Approved to continue

### **Activities Funded:**

21st Century Practicum and Professional Development focused on culturally responsive teaching and developing teacher skills in implementing a reading intervention

### **Status Of Activities Funded:**

21st Century Practicum: In Development

Professional Development program: In Progress

### **TEACHER COLLABORATIVE #3:**

University of Maryland Baltimore County

Prince George's County Public Schools

Prince George's County Education Association

Montgomery County Public Schools

Montgomery County Education Association

#### **Project Summary:**

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 teacher 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.

#### **Current Status:**

Approved to continue

#### **Activities Funded:**

21st Century Practicum and Professional Development focused on culturally responsive teaching and developing teacher skills in implementing a reading intervention

#### **Status Of Activities Funded:**

21st Century Practicum: In Development

Professional Development program: In Progress

# New Applications

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As a result of HB1300 (2020) Blueprint for Maryland's Future extending the funding for the Teacher Collaborative Grant program through fiscal year 2024, the MSDE issued a Notice of Funding Availability in July 2021. The MSDE received six additional grant applications, one of which was approved. In accordance with reporting requirements, the MSDE is providing the following information: composition of each Collaborative; a summary of each program; current status of each grantee; and status of each grantee's activities funded under the program.

## **TEACHER COLLABORATIVE #4:**

Towson University

Howard County Public School System

Howard County Education Association

## **Project Summary:**

Towson University, Howard County Public Schools, and the Howard County Education Association come together to form the Leadership and Educator Advancement Project (LEAP), which will work together to create and refine a replicable model of teacher education. The LEAP project will design and implement a 21st century practicum implemented through pipeline and residency models, a specialized certification program that prepares teachers to become Nationally Board Certified through a fellowship, and enhanced opportunities for current educators to move up the career ladder.

## **Current Status:**

Approved for funding in the amount of \$898,755

## **Activities Funded:**

21st Century Practicum and Professional Development focused on topics aligned with the grant program

## **Status Of Activities Funded:**

21st Century Practicum: In process

Professional Development program: In process

**TEACHER COLLABORATIVE #5:**

University of Maryland Baltimore County

Baltimore City Public School System

Baltimore Teachers Union

**Project Summary:**

In this project, the University of Maryland Baltimore County partners with Baltimore City Public School System and the Baltimore Teachers Union to design and implement all three grant components through the lens of Humanizing People, Policies and Policies (HP3) by cultivating learner-centered humanizing school ecosystems in Maryland. A 21st century yearlong practicum, a professional development program, and a peer assistance and review system will be implemented.

**Current Status:**

Denied funding request in the amount of \$4,768,618

**Reasons for Denial:**

This budget for this project is not cost-effective and has not been adequately justified. Milestones are not included that measure progress throughout each year. Additionally, evidence has not been provided that the proposed professional development program reflects best practices, and that the peer assistance and review program aligns with subsection 6-1010 of HB1300.

**Activities Funded:**

n/a

**Status Of Activities Funded:**

n/a

**TEACHER COLLABORATIVE #6:**

Somerset County Public Schools

Somerset Education Association

Salisbury University

University of Maryland Eastern Shore

**Project Summary:**

Somerset County Public Schools and the Somerset Education Association work with Salisbury University and the University of Maryland Eastern Shore to design a 21st century practicum experience of 150-180 days, a professional development program delivered by the university partners, and a peer assistance and review program with a focus on the Danielson Framework for Teaching.

**Current Status:**

Denied funding request in the amount of \$282,213

**Reasons For Denial:**

This project doesn't take into consideration the capacity and funding necessary to successfully implement the proposed activities. Additionally, it lacks a plan to implement the career ladder within schools offering the practicum experience, and the professional development model does not reflect international and national best practices.

**Activities Funded:**

n/a

**Status Of Activities Funded:**

n/a

**TEACHER COLLABORATIVE #7:**

University of Maryland Baltimore County

Baltimore City Public School System

Baltimore Teachers Union

**Project Summary:**

The University of Maryland Baltimore County, together with Baltimore City Public School System and the Baltimore Teachers Union form a project called "Investigating the Use of Peer Assistance Coaching Teams to Support the Professional Development of Early Career Secondary Teachers". In this project, a professional development and peer assistance and review model are designed and implemented, using the edTPA performance assessment and reflective critique meetings to meet program goals.

**Current Status:**

Denied funding request in the amount of \$1,060,743

**Reasons For Denial:**

This project relies on the completion of edTPA (a performance assessment given to teacher candidates) as the basis for the professional development program and peer assistance and review model for new teachers and does not align with subsection 6-1010 of HB1300 *Blueprint for Maryland's Future*. Additionally, formative milestones are not set throughout each year to measure progress throughout the grant period.

**Activities Funded:**

n/a

**Status Of Activities Funded:**

n/a

**TEACHER COLLABORATIVE #8:**

Washington College

Kent County Public Schools

Kent County Teachers Association

**Project Summary:**

Kent County Public Schools and the Kent County Teachers Association partner with nearby Washington College to design and implement a teacher pipeline to recruit, train and support young aspiring educators who wish to pursue a career in teaching. In this project, a 21st century practicum is designed and implemented, and a professional development program is created through Washington College targeting current Kent County teachers.

**Current Status:**

Denied funding request in the amount of \$1,825,387

**Reasons For Denial:**

The proposal states that a professional development program will be offered to all Kent County teachers, but fails to describe how that program will be designed or its alignment to the grant program. Moreover, an underdeveloped evaluation and data collection plan cannot adequately determine whether the program has succeeded or failed.

**Activities Funded:**

n/a

**Status Of Activities Funded:**

n/a

**TEACHER COLLABORATIVE #9:**

University of Maryland Eastern Shore

Somerset County Public Schools

Somerset Education Association

**Project Summary:**

The University of Maryland Eastern Shore partners with Somerset County Public Schools and the Somerset Education Association to form the "Teacher Residency Collaborative". In this project, the collaborative will refine the clinical experience at UMES, while also providing training to mentor teachers of candidates.

**Current Status:**

Denied funding request in the amount of \$299,231

**Reasons For Denial:**

The proposal failed to design and implement at least two of the required components. Evidence of collaboration among the partners was not evident. Moreover, a signed partnership agreement describing each partners' roles and responsibilities was not provided.

**Activities Funded:**

n/a

**Status Of Activities Funded:**

n/a