

MR. DeGRAFFENREIDT:

We are in our second installment of our self education process on teacher certification. The last meeting we had an extensive presentation on, "Why do you have teacher certification in the first place and what does it do for you?"

Today, we are going to hear from different panels to address different dimensions of the question, what works? What do we need to change? What are your experiences with teacher certification?

The first panel will be one of our local school superintendents. And Dr. Grasmick, I will let you introduce our esteemed panelists.

MS. GRASMICK:

Yes, I'm delighted to do so. Joining us, and we will ask them to join us now, will be Dr. William Hite who is the CEO of the Prince George's County School System. Dr.

Andres Alonso who is the CEO of Baltimore City Public Schools, and Dr. Elizabeth Morgan, affectionately known as Betty and I want to say something about Dr. Morgan.

Dr. Morgan was just selected as The National Superintendent of the Year.

MR. DeGRAFFENREIDT:

Congratulations.

(Applause.)

MS. GRASMICK:

She is a stunning example of an instructional leader who has truly transformed a school system in Washington County. And I have had the opportunity to work with her both in that capacity and in her capacity as the Academic Officer for the Baltimore City Public Schools.

She was in her vast career, also in Frederick County and Montgomery County. So she has seen the state from many different perspectives and this is quite an honor to be

selected and Maryland is very, very proud.

So we have three superintendents where certification considerations are very important to them, both in ratcheting up the performance of the systems, and the challenges that the superintendents face. Certainly, Dr. Hite and Dr. Alonso in terms of systems that have required major restructuring.

And in the case of Dr. Morgan, a system which is basically economically a struggling system and had many issues around schools meeting standards when she arrived and has transformed that. So we are eager to hear from them.

Perhaps, you would like to begin, Dr. Hite.

MR. HITE:

Thank you, Dr. Grasmick. Good morning.

PARTIES:

Good morning.

MR. HITE:

This morning we have the opportunity to talk about the Teacher Certification Program and with respect to teacher preparation. And in preparation for this panel this morning I reviewed quite a few documents from the State and from internal resources around this issue.

Some are the MHed Teacher Ed Task Force Report, the Professional Development Schools, the Quality Teacher Work Group final report, and the Maryland Instructional Leadership framework, along with a lot of internal memos and correspondence.

And it was one theme that was discovered in looking at all of those documents and that theme is of no surprise to any of us, I am sure, there does exist a correlation between student achievement and quality instruction.

And what we know is that the better the quality of teacher, the better students learn. And so, therefore, I am going to use that notion to frame my comments this morning about teacher certification in preparation in Maryland and in particular Prince George's County.

And I know we had three questions and we were asked to really talk from the perspective of those three questions. The strengths, the recommendations or modifications, and then what any recommendations or modifications with respect to STEM related fields.

So I will begin with strengths and I think first and foremost, talking about this issue from the perspective of quality is an important first step. I think the State of Maryland and MSDE has had or used quality as a basis for having this conversation for several

years now.

As all of you know, the culture is shifting from qualifications, what people know, really to what people know and can do with respect to improving student learning effectiveness. And the fact that the state has convened key workgroups to study and make recommendations around teacher quality is extremely important.

Another strength are the various ways in which teachers can become certified in the state. Multi-pathways exist for graduates and career changers to enter teaching. In Prince George's County where last year 76 percent of our new hires were from alternative certification programs, it is really important to have the flexibility in terms of how individuals can enter into our system to teach our youngsters.

Another key strength is the year-long

internships for individuals interested in entering teaching, particularly through what is known as Professional Development Schools. This internship provides a progressive process for budding teachers to enter their experience more deliberately and it has a process that allows them to observe for a period and then move into areas of more responsibility.

Finally, the stability and longevity of teachers participating and who come from the Professional Development Schools and the alternative certification options.

Many individuals question why we use some of these alternative programs as certification because they submit that many of the individuals coming through these programs do not remain with the school system for a long period of time. Generally, not beyond two, maybe three years.

We are finding just the opposite. We

are finding that those teachers are not only remaining in the system, but they are remaining at the schools where they began their teaching experience.

Modifications that I would recommend with respect to certification has to do with the internships. And I would like to see training in more schools that are representative of our diverse population in Prince George's County.

The best examples of what we currently do are in our high schools, and at the moment we have 27 schools participating as Professional Development Schools or are sites for alternative routes to certification. Sixteen are elementary, three are middle, five are high schools and three are speciality centers.

But the problem for us in Prince George's County is only five of those schools



are considered "high need" schools. And what we find is where individuals generally begin their internship, that generally is where they would like to remain or stay. And in our County we have an initiative really to push more highly effective teachers to our schools that are the most needy.

The other part of this is in with the difficult budget season that we are experiencing right now is the cost associated with some of these programs. And while we understand that we would love to have more individuals coming through programs like "The New Teacher Project, Teach for America," those programs are expensive and the expenses associated with those limit the number of individuals that we can then attract from those programs.

So ways to really sustain that effort or those efforts in recruiting young people

from some of those programs, in addition to the programs that we see at our institutions of higher education is extremely important.

A few other modifications or recommendations. I do think that any time we have the ability to engage with institutions of higher education and engage at the high levels around teacher preparation, specifically, defining skills and abilities of the individuals, I think that that is a very important process for us.

I would also like to see more evidence-based practices to become more integrated inside of those programs. I would also like to see the use of student performance data of graduates from both those programs and universities used to determine future programs, curriculum, and support for future graduates.

I think that school systems are all held accountable for the performance of their

young people. I also think that institutions of higher education and programs that partner for teacher development should also be held accountable, at the very least, for individuals for developing the next cohort of individuals based on the information that we know from their most recent graduates.

That concludes my comments, Dr. Grasmick.

MS. GRASMICK:

Thank you.

MR. DeGRAFFENREIDT:

Thank you, go ahead Dr. Alonso.

MR. ALONSO:

Good morning, everybody.

PARTIES:

Good morning.

MR. ALONSO:

I walked in here ready to say that we hire a greater percentage of alternative

certified teachers than anyone else in the State, but I would say that cannot possibly be true because --

(Laughter.)

MR. ALONSO:

We hired 317 folks just from Teach for America and the Baltimore City Teacher Residency Project, which is our partnership with The New Teacher Project last year.

That was 52 percent of all the new teachers that we hired last year. A huge number. As the number of new teachers that we are hiring is being reduced, they are a larger percentage of the teachers that we are hiring. We believe in them, it is a great partnership.

Like Bill, what we find is that they stay in our schools. There is this myth that they don't. The reality is that after three years TFA and BCTR have a higher retention percentage than traditional teachers in

Baltimore City.

And they are also, in many ways, the pipeline in terms of other leadership positions within the district. Fourteen of my principals are former TFA alumni. My Deputy Chief of Staff is a former TFA alumni, my Special Assistant is a former TFA alumni. So, you know a, very, very interesting set of elements at play.

In terms of the larger conversation, you know in a way for me this is very closely tied to the --

MR. DeGRAFFENREIDT:

Dr. Alonso, pull the microphone --

MR. ALONSO:

Yeah.

MR. DeGRAFFENREIDT:

-- a little closer to you because our acoustics are horrible. Thanks.

MR. ALONSO:

This to me is very closely tied to the earlier conversation about quality of teaching and what is going on around "Race to the Top."

Part of what makes it a difficult conversation is that it is so difficult to really talk about effectiveness in a context where the data systems have not been in place to really measure whether different cohorts or different pipelines are leading to different results.

And we struggle with that and we have been changing our own systems in order to capture information that has not been there in the past.

As an example, if at the elementary level, these are at the high school level, but if at the elementary level we are tying students to homeroom and not necessarily to the teacher teaching a class, it becomes very

difficult to capture evidence of effectiveness even if we had been in that sort of lane in the past.

So lots of data that can inform this conversation is simply not available in terms of looking at what is predictable about people coming into the profession. And at some level this conversation is about predictability, as in how can we predict who is going to be effective.

Is it going to be through credit accumulation? Is it going to be through background in a particular subject? Or is it going to be about grade point average in a particular institution? And the data, at least the data that I have reviewed, I don't see it. In a way we are at the beginning of this conversation as opposed to other conversations in education.

The one thing that I want to highlight

is that almost every new teacher that comes into the system requires an investment in professional development. And I don't see the difference in that way between the people coming in through alternative certification and the folks that are coming in from the schools of education.

Folks are coming in from the schools of education and everyone is demanding professional development. So that should be part of the conversation.

The other aspect that I wanted to put at the table is that, for me, as a superintendent from a systemic perspective and this is something Bill alluded to, the issue, systemically, it is not about individual candidates.

Systemically, the issue is less about the individual characteristics of the people coming to the table because we are getting far



more applicants than we have slots from these folks in alternative certification now. And I am happy to say that Baltimore City is getting more applicants than we have positions.

Cost is a huge concern. So that we doubled, for example, the Teach for America cohort this year and I had to essentially barnstorm for private funding in order to do it. If I had not found the funding on the outside it would have been difficult for me to expand.

Also, there is the policy frame and there is the reality of what happens and in the reality of what happens, we have had tremendous flexibility in terms of the people that we have been able to bring in.

So the issue of flexibility is more relevant, let's say, when a charter school wants to hire somebody that is not from a pipeline and at some level TFA and BCTR are now

almost traditional for me.

So with those folks we work with the State. We work with my Certification Office and we essentially get whoever we want. TFA, I think, is a little different because they do their piece nationally. But with BCTR, which is very local and almost like working within my HR Office, it is a different relationship. So there is both lots of flexibility and a policy frame that we need to respond to and it is a very complex thing.

The other thing that I wanted to put on the table is that there is tremendous confounding in this conversation because people might be coming from the outside. Right? But then as soon as they are in the schools they start getting some of the credits that they need to take for the professional certificates that they need to qualify for in the same schools of education that the traditional

candidates are coming from.

So even when I push for, give me the data, separate them, I want to be able to give contracts on the basis of effectiveness. Well, it is the same person who might be coming from one institution and is taking the certification courses from the institution that has certified some of the traditional candidates that I am trying to hold as the control group.

Which makes it confounding from a statistical analysis perspective, there is tremendous confounding here. So we struggle with how to create a control group in this conversation.

And ultimately, for me, the end game is return on investment. So how do I get clean information that is going to then shape my responses? I think that the State is facing a three-prong decision here which is, how much flexibility to give to the locals, number one.

And by the way, the locals can be more than one within a jurisdiction with the growth of charters.

Secondly, you know should there be an expansion of the guidance that has gone to the local jurisdictions? And our own conversations with MSDE suggest that MSDE is open to that conversation.

And then the final question is, what is the Board's sense of what the barrier to entry into the profession should be? That is a hard conversation in the absence of data informing the conversation. There has to be some barrier and the question is, what should that barrier be?

So those are thoughts and I work very closely with my non-traditional partners and they want as much flexibility as possible, of course. And I work very closely with my MSDE partner and they give me as much flexibility as

I need.

So the question is, that from a policy perspective, where are you going to draw that line? I think that that is highly significant. It has a practical implication for schools of education or maybe not since they end up giving the courses that lead to the latter, whatever, whatever.

So those are my comments.

MR. DeGRAFFENREIDT:

Thank you.

MS. GRASMICK:

Dr. Morgan.

MS. MORGAN:

Well, as Dr. Grasmick said, having worked in four jurisdictions in the State of Maryland I guess as the line from the song says, "I've seen life from both sides now."

(Laughter.)

MS. MORGAN:

And it has been interesting to me having worked in Montgomery County, Frederick County, in Baltimore City during the first major turnaround after the school system was restructured into the City/State partnership, and now with my ninth year in Washington County, I do have a unique perspective and I have found that, I think, most school systems in which I have worked kind of approach certification in a similar manner.

But I feel that I have been very lucky to work in Maryland where I believe the standards are very high for teacher certification. I think that is extremely important because I think we have to guarantee to the students, to the parents, to the taxpayers, that there is a base of knowledge. That there is a validation.

Just as I wouldn't want a doctor to operate on my child's brain who is a foot

doctor, I think specialization is important and the basic knowledge that comes along, the guarantee that I have gone through these series of knowledges, if you will, and that I am now at base level because that is really what the certification or the undergraduate preparation gives you.

Clearly though, in my experience, certification doesn't guarantee effectiveness. I was fascinated in listening to you, Andres, because how do you guarantee that. And what do you look at? What are the factors? And I think we did that a lot when I was in Baltimore City.

And I have come to believe that there are certain content areas that really have to be taught well. Particularly in the math and the science areas such as middle school students could benefit from more teachers graduating from middle school specific

preparation programs.

To some extent, I have found that in all the jurisdictions in which I have worked to be the weakest link in the whole sequence.

For a long time we had a lot of elementary teachers who moved into middle school and I am not saying that was a bad thing, but I think where we have had teachers who previously taught math in elementary school and then moved into middle school, I think that has created some issues in the content area for us and I think it is something we need to look very carefully at.

I would agree also with my colleagues that the professional development that we provide to our teachers is what really makes all the difference. In Washington County we don't leave those things to chance. We have a very extensive professional development program. We want to assure that the teachers



are prepared to deliver certain outcomes in our classrooms and I think this has been one of the things that has boosted the achievement in our school system.

Unlike my colleagues though, having been where you sit and where you sit, Bill, having spent many years in Montgomery County in a large, complex system and then during the days where we didn't have enough people to fill slots.

I have been in school systems where we open school at 200 teachers short and then in school systems now, in Washington County, for every position we fill we have more than a 100 applicants for that one position.

Just to let you know. It is startling even to me. At our last teacher fair I think we had 27 openings and we got about 2,700 people interested. So what is the difference? And I think the difference is in the promise to

teachers that you will develop them.

We find that the people who come to work in Washington County look at that carefully. They, themselves recognize, what I have is a baseline knowledge. Please, develop me as a teacher. I want to be a good teacher. I want to be the best teacher. And that piece of it, I think, is extremely important.

I think even though I consider myself to be a very traditional educator, I believe that the basic skills of instilling those in our students are very important. I think we do have to think out-of-the box and I think we do need to look at non-traditional certification programs, particularly, in the areas of math and science.

The people that we try to recruit have excellent backgrounds in math and science technology in our teacher-shortage areas in Washington County, but we are trammled by the

traditional certification. There are people who have degrees in those subject areas, they have been excellent in their fields.

We have looked at people from NASA, we have looked at people from NIH, but we had a great deal of difficulty in hiring those folks to come in and teach science in our classrooms because the certification was a barrier. And we have worked through all the alternative certifications, but we haven't been able to get that person certified fast enough.

Another area is, I think it is very hard for people to leave the private sector. To leave the good job that they have had but they have a passion to teach. But they have to take such a huge decrease in pay and until they get certified, can't move to that level of pay with the SPC, APC and so forth.

I think it is something that we have to look really carefully at in order to allow

people to come into teaching through a non-traditional route but still be able to have adequate compensation so we can buy the best and the brightest out of the private sector.

Something that I would recommend is that we begin to look at certification differently based on time on the job, the professional development benchmarks achieved, and career goals.

I would propose to you that we look at the possibility of a Teacher Career Ladder and that the certification at different points in time on a continuum be tied to different levels of teaching.

For example, we could have a Teacher Career Ladder that would have certification at an Assistant Teacher Level and then they could move to a Novice Teacher Level and then perhaps, they could become an Advanced Teacher and eventually be a Master Teacher.

All of these levels in a Teacher Ladder could carry with it different types of certification. Many people could enter as Assistant Teachers and be on a career track. And again, with appropriate compensation. And this sequence, if you will, is certification tied to career goals, time on the job, et cetera, and could also have a provision for teachers who are on improvement plans.

Right now, we do have teachers who go into, and I don't like the term at all, Second Class Certificate. And I just think it is a bad name and I think we ought to give it a different name. But if we had somebody, for example, who would be in that status in this Teacher Career Ladder they could, perhaps, go back to being an Assistant Teacher or have a different designation along this Career Ladder and also is tied to certification.

I think certification can be tied to

evaluations of teachers in a number of ways. If you use this type of career ladder structure I think it would be a lot easier if you are looking at that teacher's individual goals and plug that into an evaluation system.

It would make it a lot easier if a person has a goal to just to remain an Assistant Teacher for all of their career, that's a lot different than somebody who has the goal to become a Master Teacher and everything in between. And people would feel as if they are advancing themselves based on different kinds of certification towards some goals in teaching.

One of the things that happens in teaching is teachers don't want to leave the classroom but they want to be recognized for the good work that they are doing and I think by tying some of these speciality things in the Career Ladder you could satisfy the ambitions

that teachers have. And you want to keep your good teachers in the classroom, but I think they should also be rewarded and recognized.

So in summary, I believe that there should be basic knowledge that people have. We should guarantee to the students that a teacher is prepared coming out of undergraduate or however it is they get prepared.

But I believe that the range of professional development, the way the school system handles the teachers career, how we look at non-traditional people to come into areas of critical shortage and need, I think all of that should be possible and I would urge you to have some aspect in the traditional program and the excellent, I think, standards that we have had in Maryland along with the possibility for people who have the passion to teach and a background to be able to come into teaching in the State of Maryland.

MR. DeGRAFFENREIDT:

Thank you. The floor is open for questions or comments. Professor Gates.

MR. GATES:

I have a question. About a week or so ago I was actually one of the service providers at a professional development activity in New Jersey and had a chance to interact with a group of teachers there in the West Morris Regional School District.

And one of things that teachers have said to me as I have gone about these things as a recurring activity in my career, is that they would prefer to have a kind of professional development which they don't see because what is often termed "Professional Development" there is this phrase One and Done. Right?

You have one day, you go, you listen to some Professor from some place and then you check the box that the Professional Development



was done for that day. And they would like much more of an opportunity, at least this is what I hear, to have maybe even ongoing interaction. At least a series of interactions with these people who are brought in for the professional development. So I would like to hear your response to that. That is one question.

Kate and I sort of started this focus, this set of discussions, especially alternative certification and I have a set of friends who actually started me thinking about this. They were both engineers, both mid-career people, decided to become teachers and one of them now teaches in the Chicago Public School System, which that is a great addition, a deep content knowledge in a technical area.

And so, the other thing that I was very gratified to hear in your presentation was that STEM areas especially, come with this as a

challenge. That unless we get better at the process of providing alternative routes of certification, especially for people with STEM content backgrounds, then we are going to be losing this battle.

So I would like to have both of those two points addressed in a response that you think appropriate. Thank you.

MR. ALONSO:

Why are you both looking at me? I will start with your first question. I think we have tried to move away from the "One and Done." We have ten days of systemic professional development in the City which is a huge investment on professional development. Huge and negotiated long before me.

And what I have tried to do is try to shift some of that to the school so that school communities can engage in something that goes beyond the One and Done and be about the needs

of the individual schools and also tie it to collaborative planning at the school level.

You know every teacher in the system has at least one period of collaborative planning, we want to move toward more. In the absence of that in the teacher's contract, then the systemic Professional Development Days become an opportunity for that kind of team planning.

So I agree there is a need to move beyond that. However, tying it back to the question of certification, what I am going to repeat what I said before is that I don't see people coming in from the traditional route who theoretically have been engaged in a great deal of training toward being a teacher over time, requiring less professional development than people coming in through the alternative certification route.

At some level we need to examine what

has to change at the teacher training level. So that there isn't an expectation that whether a teacher is in the profession one year, five years, ten years, fifteen years, we are still investing. It is an extraordinary resource is developing teacher and Betty's idea of career ladders and developing ways of measuring effectiveness and capacity over time that can allow us to differentiate, I think is a really, really good one and if it can be tied to different ways of thinking about entry into the professional I think it is worth exploring.

When it comes to STEM areas, and for me they go beyond STEM areas. You know I have a Montessori school, for example. I have the best high school in the State, the Baltimore School of the Arts.

Those are settings where we almost have to go beyond what is there and try to create flexibility for good people to come in

because the traditional channels are not going to be able to bring the right people in front of the kids.

And then the question becomes, what are the mechanisms in place and what is the flexibility in order to bring those people on board? You know that is the question.

I have not found the conversations to be inflexible. I have found the conversations to be about, "I need this" and then it gets done. The question is, at the entry level is there the same kind of flexibility before it becomes a systemic issue and that is the policy frame about what is there.

MR. HITE:

I am going to add to the one about professional development because I think that is important. I think Betty made a point, early on, that talked about this as a career long sort of process. And I for one don't

think that certification, nor graduation is definitely not the final step in becoming a highly effective teacher.

I think that the processes that we could use to both embed training into what they experience in the classrooms every day, have training that is more in-depth around the content and skills that individuals need. Allow for the PD to be contextual, which means that it is responsive to the needs of that individual as opposed to the need of me as a leader to offer professional development.

I think that as we think about that process, it becomes more of a career-long process that is more responsive to the needs of individuals. And I agree with Andres, his point about the STEM-related fields.

In Prince George's County we sit in the shadows of NASA-Goddard and we have the university system and we are not too far away

from NOAA and NSA and with that what we have found is, like my colleague, it is not a lack of flexibility to get those individuals involved. It really is determining how we can bring them into a profession that allows them to utilize some of their expertise.

So it really becomes this notion around thinking about certification, perhaps, differently for some of those individuals. Especially, where there is a pretty acute need for that type of experience.

MS. MORGAN:

I am surprised to hear that people are still doing the One and Done because we have left that a long time ago and I think the possibility coming is we will have a representative from every school. Something like that is very specialized knowledge and we want people to hear him.

But in general now we have

Decentralized Staff Development System, where we have mentors and we have staff development specialists but more than that we have a person in every single building in our system that is charged with working alongside of teachers, supporting teachers, one-on-one professional development. I guess the way I view it, just-in-time professional development.

I have got this student and I am not reaching him and he is out of control and he is struggling with reading, help me. And we call them Student Achievement Specialists in our school system and they are charged with the one-on-one staff development also supported by mentors and others that come from the central office.

I think it is extremely important, because again, as my colleagues have said and I believe that certification does not guarantee effectiveness, you have to develop folks. And



we see that as our main charge, to develop teachers into the kind of teachers they want to be and we want to see for the students.

Other aspects of that is we use a lot of internet resources. We use a lot of on-line things, the 360-degree Staff Development. In fact, I just participated in a session yesterday. It was very stimulating, actually.

You can't do that for too long or too much but it has its place, as well as we do a lot of book readings. We do a lot of learning community activities that we do across the system or across one school. So decentralizing it and doing it in various ways to meet the needs of your teachers who are at different levels.

One of the mistakes we make is to try offer the same staff development to teachers across the board and you have to differentiate it because you have got very experienced Master

Teachers, you have got teachers who are just beginning, some that may be five years or less at teaching but they are still struggling. A whole variety of things, you have to meet their individuals needs.

And I agree with what my colleagues have said, I think I already made my statement about STEM. We have to make it easier for people who are experts in their field who have a passion to teach, to be able to get in front of the kids.

MR. DeGRAFFENREIDT:

Thank you. Ms. Stanton.

MS. STANTON:

Good morning. Thank you for your presentation. I want to ask a question. The answer to which may be very obvious to some, just not to me.

What, if any, conclusions would you have us draw from the fact that in Baltimore

City and Prince George's County there are such high numbers of people who have been certified through alternative methods. Does it reflect a preference? Is it a resource-driven option? What should be concluded about that reality?

MS. GRASMICK:

That is a good question.

MR. HITE:

It is not resource-driven because it is more expensive, and so the fact that we go after that -- one of the things that we found, at least in Prince George's County, is that there is a greater inclination for individuals to move into high-risk schools that come from some of those areas.

Which means that there is an energy, if you will, about addressing the problem more as a moral imperative as opposed to just as a job responsibility. And I think that has worked for us.

The other thing is really looking at we have had, and we have operated historically with a lot of individuals who were what we called, conditionally certified. And as we attempt to replace those individuals and it is no surprise that the schools with the greatest needs had the most conditionally certified individuals.

So what we had to really do was look to other places to get some of the hard to serve areas, Special Ed, Math, particularly as it relates to high school, some Science. And what we found was that while our university systems do a nice job of producing large numbers of elementary educators, we don't have the numbers in some of those areas.

And so it was incumbent upon us to really look for other options and opportunities to attract those individuals to Prince George's County.

MR. ALONSO:

I would say that history matters a great deal and Betty testified to a time in Baltimore City where she would open schools and there would be 200 vacancies.

That required that the City and the State, I want to give credit to the State for allowing these channels to developed, worked very hard in order to expand possibilities around how to attract teachers to places that traditionally certified teachers were not flocking to.

So and in the case of Baltimore City, it extended behind TFA and The New Teacher Project. We went heavily into other countries to recruit teachers for Math and Special Education. We no longer need to do that.

As a superintendent, for me it is a preference as well. I believe deeply in the juice that programs like Teacher For America

bring to schools and classrooms. As I said before, I think these folks are the leadership pipeline in many ways for the district.

I mean, these are extraordinarily accomplished college students and the organization does an amazing job of filtering and looking at characteristics that can predict success in ways that I endorse.

With the Baltimore City Teacher Residency Project it has been about also attracting teachers who might not have thought of going into teaching and creating training mechanisms and a way of working with these teachers that I have a partnership in developing which has been hard to do at traditional colleges of education.

As I said, they are almost embedded in my HR Department and they have been instrumental in terms of getting highly qualified teachers into places where we have

difficulty finding highly qualified teachers to go. In the past they worked with principals, it is not simply working with teachers.

So a combination of history and real preference, and a sense of how does the district become an entity that is going to move forward. That they are part of an overall strategy for reform.

MS. STANTON:

Interesting. Thank you.

MR. DeGRAFFENREIDT:

Okay. Dr. Dukes.

MS. DUKES:

Good morning and again I want to echo the thank you that my colleagues have given you all for spending your time with us.

I have a question that might be a little to left or right of certification, but it has been intriguing as I have listened to each of you because you have used words like,

moral imperative, juice, energy when you talk about non-traditional ways of getting into teaching or the organizations that you work with that are outside of the higher education community.

My question then becomes because I am either believing that you are implying or inferring that those same kinds of things don't exist within the higher education realm or you don't see it as readily from people who come through more traditional routes to get to you.

So what is the conversation that superintendents or key leadership within your organizations are having with institutions of higher education either statewide or regionally as you talk about the differences in what you see and what you need in order to achieve your goals locally?

Or in order not to put you on the spot, what I will do is turn to Dr. Grasmick



and say, clearly there needs to be a discussion.

(Laughter.)

MS. GRASMICK:

... the ideas for Race to the Top.

MR. HITE:

Dr. Dukes, I actually will share a recent conversation that I had with the Dean at the University of Maryland, College Park, and I think I used this example.

We had young man who is a graduate of one of our high schools, Eleanor Roosevelt, and he attended the University of Maryland, College Park.

MS. DUKES:

Uh-huh.

MR. HITE:

He is now the principal of a high school in Texas that is ranked number nine in the USA Top 100. And when I talked with him

about coming back to his hometown --

(Laughter.)

MS. DUKES:

Yes.

MR. HITE:

I asked, so how come Texas? And what he shared with me was that he was a business student at the University of Maryland, College Park, and got involved with TFA. Got into education and then became an educational leader.

And the conversation I had with the Dean was that there are individuals walking around your campuses right now, people like some of these entities like TFE, TNTP and other agencies, even us through our Resident Teacher Program.

MS. DUKES:

Uh-huh.

MR. HITE:

Are attracting after the fact, and I think that my recommendation was more of an internal outreach on the campus and while those students are still there, to attract them into a structure or a process that is similar to some of those programs right now.

And so that was not putting me on the spot because we just had that conversation.

MS. DUKES:

Okay.

MR. ALONSO:

It is a difficult conversation because the data is so hard to find and it is so confounded, anecdotally. These institutions are not all the same, also.

MS. DUKES:

Right.

MR. ALONSO:

And the embrace of accountability is variable. We have a partnership with Towson,

for example, in which the Board has approved in the Cherry Hill community. That means that we are working very closely with Towson around issues of accountability because they have interns that go into five, six schools. They end up as teachers of those schools.

At some point, the outcomes for those schools are going to be inextricably linked with the types of training that are taking place in the school of education, but it is very dispersed with everyone else.

That confounding of data, by the way, came to me from the Dean of a school of education when we were having this kind of, sort of, challenging conversation.

He said to me, "But Andres, I am the one who is giving those teachers the graduate training, so why are you assuming that the juice is coming from the sending program and not from the work that I am doing with them."

So what I do find is that these organizations are far more responsive to my need in the sense of if I need middle school teachers, that is what I get. If I need teachers in certain areas, that is what I get. With the schools of education it is far broader in that sense.

I do also want to say and I hope I don't sound like I am talking out of both sides of my mouth, there are extraordinary people also coming from the schools of education. Just yesterday I was at Hamilton Elementary/Middle with Senator Mikulski and when we put teachers in a panel to have part of this discussion it was not just the Teach For America and BCTR folks. Each one of them had a mentor teacher that was an effective, experienced teacher in the building.

And at some level the conversation is about effectiveness as much as it is about

certification. How can we predict effectiveness in terms of people who are at the door to the profession?

MS. DUKES:

Okay. Thank you.

MR. DeGRAFFENREIDT:

Professor Gates.

MR. GATES:

I had a follow-up question for Dr. Hite. You said you talked to the Dean. The Dean of which college?

MR. HITE:

Education.

MR. GATES:

Thank you. I just thought I would make sure.

MR. DeGRAFFENREIDT:

Ms. Walsh.

MS. WALSH:

I just have a bunch of really, sort

of, factual yes/no questions because we are sort of running out of time. So I would appreciate just getting your quick view on some of the things that the Board is considering as it is going forward and let me know what your thoughts are.

One of the things we are looking at is whether Maryland should provide a test-out option specifically for STEM teachers. So that someone who didn't have a major could prove what they know. So do you think that is a good idea, a bad idea?

MR. ALONSO:

Good idea.

MR. HITE:

Yes.

MS. WALSH:

Currently the reading course requirements, there is a test-out option for teachers who come from other states and there

is a test-out option for grandfathered teachers, teachers who were already here.

Do you find that the reading courses are such that the Board should consider maintaining the requirement that you take four courses or should we look to instead instituting a really high quality reading test and scientifically-based reading instruction instead as some other states have done?

MS. MORGAN:

I think a test-out option can work, but perhaps maybe the requirement to take a course should be based on actual performance in the classroom and the need in certain schools, certain areas of your school system, for every teacher to be a reading expert.

It should be situational. I don't know if it should be across the board.

MR. ALONSO:

No, on that. I think all my teachers



almost have to be teachers of reading. Maybe I am not familiar enough with those tests and their quality, but it just seems to me very hard for the type of test that I have seen to be able to measure whether a teacher has the necessary knowledge to teach reading.

That is different than content knowledge.

MS. WALSH:

Right. No, no, absolutely.

MS. MORGAN:

You are talking about like a secondary teacher?

MS. WALSH:

Secondary teacher.

MS. MORGAN:

That is part and parcel of the elementary training.

MR. ALONSO:

But even with secondary teachers,

increasingly, adolescent literacy is the biggest problem that I have. Kids that are in like, tenth grade and are reading at a sixth grade level, so.

MR. HITE:

I would also add, I think that because of the fundamental skills associated with reading and the fact they build on each other, I think content and knowledge of content of reading is very different than the ability to teach reading.

And so I would say, no, I think that that still should remain --

MS. WALSH:

So you are finding value?

MR. HITE:

Yes.

MS. WALSH:

Good. Okay. Should the State reconsider its requirement that teachers get a

Master's Degree to advance in certification?

MR. ALONSO:

Yes.

MR. HITE:

Yes.

MR. MORGAN:

We agree.

MS. WALSH:

Okay. Is there anything in the licensing front with principals? Are there any obstacles now to bringing principals in from alternative backgrounds into your school or is that work pretty well?

MR. ALONSO:

Yes. A quarter of my principals are new leaders for new school principals.

MR. WALSH:

So it has all worked well?

MR. HITE:

There is a vehicle in place already to

provide for that alternative option.

MS. WALSH:

And the task force on the Principalship recommends, there was a strong recommendation from that task force that we allow some alternate routes to the Principalship. Great.

And then the last one is, do you find your elementary teachers prepared to teach math, and if not, what do you think we ought to do about it? I have a serious problem with that and again, and this is probably where I stand right of center. I think people who are teaching in content areas really have to have mastery of those content areas.

And it is interesting, your question about the reading, because my husband teaches in Montgomery County and he teaches AP Calculus and he thought it was a total waste of time for him to take a reading class.

And there are very few people even in his department who can teach AP Calculus and it is a very large department in a large high school.

I believe that the content knowledge is extremely important in every area, probably, but particularly in the STEM areas. And there are I think a lot of people probably who can teach reading having had the courses, but I think there are far fewer people who can teach AP Calculus even having had the background.

So I think we have to really look at what is being taught and how much of a speciality it is and feel that it is extremely important that people have the command and the confidence in the areas or they are not going to be able to deliver it to the students properly. That is my opinion.

MR. ALONSO:

I think in some ways some of these

tests should be made harder. As in, open it up a little wider but make certain criteria a lot harder.

MS. WALSH:

Well I would agree with you that the reading tests that are generally out there are too easy and they are not focused as well, but there are a couple of good tests out there as well as the mathematics. Massachusetts has piloted an excellent mathematics test for elementary grades.

So, thank you.

MR. DeGRAFFENREIDT:

Professor Gates.

MR. GATES:

I am sorry.

MR. DeGRAFFENREIDT:

You have the last word.

MR. GATES:

Yes, I have become so enamored of you

folks that I just can't let this end.

(Laughter.)

MR. GATES:

This is actually a question that occurred to me about technology because, clearly, technology in the classroom is something that we can see rolling in and it will be an increasing role in instruction.

So my question is, at your level are you able to detect a difference in the way that the background training of a teacher, whether it is alternative certification or traditional, whether there is a difference in how they engage in using the technology? Is that detectable to you?

MR. HITE:

Anecdotally, we are. We don't have a way to collect that data.

MR. GATES:

No, but which way does it point?

Which way is the arrow pointing?

MR. HITE:

The arrow typically points to some newer teachers, the younger teachers. But definitely the --

MR. GATES:

So the alternative certification --

MR. HITE:

The alternative certification.

MR. GATES:

That is the question I am asking.

Okay.

MR. HITE:

Yes.

MR. GATES:

Thank you. Okay.

MS. MORGAN:

But I think across the board our younger teachers are very good at technologies.

MR. HITE:



Yes.

MS. MORGAN:

And we have spent a lot of time and money and effort and professional development for our more veteran teachers in the area of technology with some good success, by the way, because we have a very intensive data system in Washington County.

We expect data-driven decision making in the classroom and initially we had a lot of teachers being resistant and now we have got everybody on board because it is an expectation that you are working with this data system in order to improve your instruction in the classroom.

I guess, it is like the Malcolm Gladwell idea, 10,000 hours. You keep at it, eventually it becomes institutionalized and I think our veteran teachers are probably almost as good as our young teachers. It is just the

young teachers are more into Facebook and a lot of things that they do with kids in the classroom that perhaps our veterans don't do as much of.

MR. DeGRAFFENREIDT:

Dr. Finan.

MS. FINAN:

I have to just ask a question because you know how many alternative teachers, 52 percent, do you keep the data? Do you have the data on how many teachers you hired from each traditional program? Do you know how many you hired from College Park? How many you hired from Towson? Do you have that data at your school system?

MR. HITE:

We do.

MS. MORGAN:

We do.

MR. HITE:

That is correct.

MS. FINAN:

And can that be shared with the institutions? If Frostburg would call and ask how many of our teachers did you hire, you would give us that information?

MR. HITE:

Yes.

MS. MORGAN:

Yeah. Sure. We have very readily available.

MS. FINAN:

Thank you.

MR. DeGRAFFENREIDT:

Well we definitely appreciate the major time commitment you have made. Not only just to be here but the prep work you did to bring so much information and distill it for us. As you can see, we are kind of focused on this and we will probably have more questions

for you even after you have left the room. So we do appreciate it.

I realize we have two other panels we want to get on this morning, so, I will steal a couple of minutes but we are going to take a break.

MS. GRASMICK:

Thank you.

MR. ALONSO:

Thank you.

MR. DeGRAFFENREIDT:

Thank you very much.

MS. MORGAN:

Thank you.

MR. HITE:

Thank you.

MR. DeGRAFFENREIDT:

Yes, that was thank you for the break as well.

(Laughter.)

MR. DeGRAFFENREIDT:

We will resume at ten after eleven.

(Break)

MR. DeGRAFFENREIDT:

We will call ourselves back to order.

This is a process check with my colleagues. We have two more important panels on the same topic to complete and what I would propose is that we complete both panels before we take our lunch break for closed session.

MS. GRASMICK:

Yes.

MR. DeGRAFFENREIDT:

And that way we don't impose on the people who are going to participate on this panel, so they can get on with their lives and give them the kind of time that we would like.

You know on our first panel these people are sitting in the room being talked about.

(Laughter.)

MR. DeGRAFFENREIDT:

So they get to come to the table.  
These are a panel of the alleged alternative  
program providers.

MS. GRASMICK:

Yes.

MR. DeGRAFFENREIDT:

Or the people that have been described  
as such.

MS. GRASMICK:

The ones with the juice.

MR. DeGRAFFENREIDT:

Yeah, all those people with the juice  
and energy. So I will let Dr. Grasmick  
introduce them as they are invited to please  
take a seat at the table here. Thank you very  
much for being here.

MS. GRASMICK:

Well, let me begin at the beginning

and we have Roger Shulman who is the Senior Partner in The New Teacher Project.

And I have had a long association with Roger Shulman and he used the Resident Teacher Certificate and actually taught at West Baltimore Middle School. Then he was responsible here in Maryland for Teach for America and now he has assumed this position. He has been a wonderful partner, may I say that.

And Omari Todd who is the Executive Director for Teach for America in Baltimore since 2006. And he joined also Teach for America and was a core member and taught fourth grade at Yorkwood Elementary School in Baltimore.

He has clearly done some stunning things in galvanizing an alumni presence throughout the City of Baltimore with all of those who have been engaged with Teach for

America and so we welcome him today. And he has been a very flexible partner working with us and we appreciate that.

And Debra Poesse who is currently the Director of the School of Education at Montgomery College. She is a member of the Maryland Association of Directors of Teacher Education at Community Colleges and she coordinates the Montgomery College Alternative Pathway Program in partnership with the Montgomery County Public Schools.

She represents not only that alternative pathway but is also representative of the 15 Maryland approved alternative preparation programs. And so we would like to welcome all of them.

MR. DeGRAFFENREIDT:

Thank you for being here. Why don't we start with you, Mr. Shulman.

MR. SHULMAN:



Happy to start. First of all, thank you all so much for inviting us to be here today. It has already been an interesting conversation and dialogue this morning and I am really happy to be a part of it right now.

As Dr. Grasmick said, I work for The New Teacher Project, which as you may know is a national non-profit organization working to end the injustice of educational inequality by providing excellent teachers to the students who need them most. And by advancing the policies and practices that are going to lead to effect teaching in every classroom.

Over the past several years we have worked very closely with our partners in Baltimore City Public Schools and Prince George's County Public Schools to become the largest provider of resident teacher candidates in the state. Between those two districts we recruit, select and prepare roughly 300

teachers a year to begin their teaching careers in the State of Maryland.

As Dr. Grasmick said, I have the unique opportunity in my current role helping to work and design and deliver a Maryland-approved alternative preparation program, but I also was part of the first cohort of teachers in the fall of 1992 to use the Resident Teacher Certificate here in Maryland.

And it has been really exciting and in many ways inspiring to see first-hand how the Resident Teacher Certificate has continued to evolve and grow over time as the needs of the districts that benefit most from the certificate change, but also as we gain experience in data about what is working with the certificate and what is not.

And when we talk about what is working, there is lots that is working. And one of the things I want to just point to

really quickly is this conversation today and conversations that we are involved in all of the time with the Maryland State Department of Education.

I work in many states around the country and there is no other state that invites its partners to the table the way that the State of Maryland does to discuss these issues and to share our experiences. To look at data and to help continue to grow the program in a way that makes sense, mostly for students. And that is something that Maryland should be very proud of.

I also think that Maryland is at the forefront in many ways of the alternative certification issue. Maryland was the third state in the country to approve The New Teacher Project's Practitioner Teacher Program as a pathway to certification.

It is a non-university based pathway

to certification with very good results about the impact of teachers who go through this pathway to certification received with the students and Maryland was the third state in the country to approve this model. And that is very exciting for us to be working here.

As we talk about bringing the group together, I want to talk about five years ago that I was part of a group that was pulled together to look at the eligibility requirements of the Resident Teacher Certificate.

And that group did include representation from many, if not all, of the groups who are a part of this conversation today. And as you can imagine, those conversations were challenging and they took a lot of time, but after a lot of input from a lot of people we landed on language around the eligibility requirements that at the time we

felt was very flexible and very inclusive.

For the last five years we have been implementing our program under these agreed-upon policies and we have learned more about what is predictive of teacher effectiveness. And what we have learned as a result of implementing the program and the changing knowledge base about teacher effectiveness is that those guidelines and those policies right now are probably not the best way to think about the eligibility requirements for teachers.

As Dr. Alonso said, we work with Baltimore City Public Schools. We are bringing in 200 teachers a year to Baltimore City Public Schools. And I was pleased to hear Dr. Alonso say that the flexibility works for us because it does.

What Dr. Alonso doesn't know, nor should he know is it takes an incredible amount

of work to get that flexibility to work for us. And I want to share with you a little bit about our experience in Baltimore City Public Schools.

As I said, we are trying to bring in 200 teachers a year. In order to do that we get roughly 3,000 applications to our program. And it is important for me to let people know that because I do think there is a perception that people do not want to teach in Baltimore City Public Schools. And I am here to tell you we have 3,000 people applying for 200 positions in our program.

And we select our teachers based on the competencies, behaviors and dispositions that are most likely to result in effective teaching. Of the candidates who are able to go through our process and meet our rigorous selection bar, 56 percent of those candidates receive a status that we refer to as "check

list pending.”

And what this “check list pending” status means is that they are missing some number of credits in order to meet the eligibility requirements that are outlined in the Resident Teacher Certificate. And this result has been typical for the last three years or so.

And I think as we look at what is working and what is not about the Resident Teacher certificate, we have to look at this if we say that 56 percent of people who are meeting our rigorous selection bar are not meeting eligibility requirements on a consistent basis. Because we know the intent of these eligibility requirements was to be rigorous and flexible. But if 56 percent of candidates are not meeting them off the top it raises some questions for us.

So what happens to candidates who meet

our selection bar but don't meet the eligibility bar? We work with those candidates to identify for them the specific courses or credits that they need in order to meet the eligibility requirements. And then those candidates have a choice of either taking those courses or not.

And this may not sound like a huge deal, but when we talk about candidates who are saying, I want to teach in Baltimore City Public Schools, it becomes a significant problem.

One really quick example I want to share with you of a candidate who graduated from a local university, had well above a 3.0 grade point average, she worked for a very reputable company in the Baltimore area and wanted to be an elementary teacher through our program.

She had a four credit Calculus course



which she received an A in, but the Resident Teacher Certificate requires six math credits in order to be eligible to teach elementary school in the Resident Teacher Certificate.

So we had talked to this teacher and she did enroll at a local university and took an introductory level math course. Not because she needed the content of that math, but because she needed the credits of that math. And that to me is a very important distinction.

And as I tell this story that is a success story to us, and I refer to it as a success story because she opted to do it. She opted to take the class and she is now in the classroom teaching and having a pretty big impact on students, but that is not always the case.

About 39 percent of our "check list pending" group fail to meet the eligibility requirements because they are either unwilling

or unable to take the additional credits despite successfully completing our selection process and despite any evidence that tells us that those credits will make a difference on their performance in the classroom.

And that, I think, is the big point is that we don't have evidence to tell us that one extra class, three extra credits is going to make a difference in the success that teachers have in the classroom.

I also think it is worth noting, as we think about these requirements, the amount of resources that are required to confirm these eligibility requirements. As Dr. Alonso said, this flexibility works for us and it does and we work very closely with our partner district and we work very closely with the State to try maximize the flexibility that is in there, but it is a huge amount of time and work.

Both in our program in Baltimore City

and Prince George's County we have about 40 percent of a full-time staff member whose whole job it is, is to check the requirements of these candidates and to deal with what we call our "check list pending" group.

Within our partner districts and even here at MSDE there are countless people who spend their time reviewing transcripts in order to ensure that the quote, unquote, "right number of credits" or right courses have been completed. And the time and resources spent confirming these input measures have very little predictive value in determining the effectiveness of the teacher.

So you would have to question, is that time well spent? And then I force myself to imagine what the impact would be for students if we could take those same resources that we are putting into measuring inputs and allocate that toward measuring the results that our

teachers have in the classroom and linking certification to results.

Given all of this information I urge you today to reconsider the eligibility requirements of the RTC. I want to be really explicit that I am not proposing in any way to eliminate the demonstration of content knowledge expertise as a requirement for a Maryland-approved alternative preparation program.

But I do think we have to think about multiple opportunities for candidates to demonstrate that content knowledge and I think that should include some sort of option where one could take a nationally recognized test of some sort that measures content knowledge, whether it's the Practice Content Knowledge Test or some other test and use that as the measure of content knowledge expertise.

And I think that taking this

critically important step will allow Maryland to continue to demonstrate a high-level of rigger and accountability for its approved programs, while at the same time allowing greater flexibility. To allow those who are most committed to serving the students in Maryland in their quest for success.

Thank you very much for allowing me to be here today.

MR. DeGRAFFENREIDT:

Thank you. Mr. Todd.

MR. TODD:

Great. I would also like to thank the Board for inviting Teach For America to be a part of this conversation today.

I appreciate the opportunity to speak to you all about the success that we have seen with the Maryland Alternative Certification Program, but I am equally excited to talk about the chance to discuss what we can do to make

our Residency Teacher Certificate an even more robust opportunity for candidates to come here to the State.

I hope to speak to you, specifically, about the challenges that Teach for America faces as it relates to the RTC entry requirements necessitating that each candidate possess a particular major in the area taught and the unintended consequences of the policy memos that are put into place to clarify exactly what those majors should be.

I would also like to just share a few examples of the hundreds of candidates that we must divert every year from the Maryland schools because of these specific requirements that are actually at play. I am hopeful that the conversation today will ultimately result in a new method of how do we determine the competency of incoming teachers.

And not just assuming that the credits

on the transcripts are the only measure of what success should look like, but give us a different opportunity to give candidates how to actually show a demonstrated mastery level.

I strongly believe that in conjunction with our highly selective admissions process that the existing practices along with our rigorous selection model could also be an opportunity for our candidates to demonstrate mastery and effectiveness as it relates to actually demonstrating the content knowledge.

Teach for America, we are a national core of outstanding recent college graduates who commit to teach at least two years in our nations highest need urban and rural districts and who after that go on to become lifelong leaders in education and inequalities that exist.

Over the past 18 years we have had the opportunity to work with MSDE in placing a

steady pipeline of highly effective teachers. Roger and myself, we have both come through Teach for America as core members 10 years ago. I am from 1992 with Roger.

(Laughter.)

MR. SHULMAN:

Thanks, Omari.

(Laughter.)

MR. TODD:

Well, we know how long this partnership has been in place and we do see MSDE as huge partners of ours. Currently here in the State of Maryland, we have over 350 teachers throughout the state, 240 in Baltimore City within their first and second year of teaching and over 100 in Prince George's County.

As an organization, we have spent more than a decade examining what are the competencies and skills that make an effective



teacher. And we use those competencies to ensure that we are informing the right selection process when we are actually recruiting.

I think that it is also worth noting that our candidates go through a rigorous and intense months-long selection process and we use that model to recruit on the top 450 colleges throughout the country and we have seen no evidence that the credits on the transcripts and the demonstration of a major is any correlation as it relates to teacher performance.

We have seen teachers with non-majors performing at the same level or even greater than teachers that actually come in with a specific major. So we are not seeing a correlation between specific content areas and a degree and those that don't have a degree.

Our candidates meet a content

knowledge bar by passing the practice exam and our research indicates that this is just as good a proxy as any other academic major.

In 2007 Teach for America, we did an internal study where our non-majors in the area in which they taught outperformed or performed at the same level as the teachers that had the majors. I have included five of those non-majors in your presentation.

All five were disqualified from teaching here in the State of Maryland because they lacked the transcript credits to prove their competency. Each of those five that we highlighted went on to win Teacher of the Year awards in content areas in other regions. These are just five examples of the highly qualified teachers that we are actually losing here in the State of Maryland.

Currently, more than --

MS. GRASMICK:

Can I interrupt for one second?

MR. TODD:

Yes.

MS. GRASMICK:

Are you referring to this list?

MR. TODD:

Yes. Page five.

MS. GRASMICK:

Page five?

MR. TODD:

Yes.

MS. GRASMICK:

Oh, I am looking at pages three and four.

MR. TODD:

Yeah, not three and four. We are going to come back to pages three and four.

Currently, three-quarters of the national TFA applicants who preferenced Baltimore City or Prince George's County are

ineligible to teach here in Maryland.

Maryland has the lowest qualification rate nationally of the 37 regions that we place. And I would also like to note that 29 out of the 37 regions in which we operate have a test out model that exists currently and that is in place.

Under the current guideline memos, 76 percent of the candidates who would like to teach elementary are turned away specifically because their transcripts do not reflect six credits each of English, Social Studies, Math and Science.

Through a pilot launched this year with MSDE we actually raised the GPA for these candidates and also put into place different opportunities for them to experience a particular content area and we were able to bring in slightly more teachers, but we are still missing almost 60 percent of the pool of

the people that actually want to come here and teach elementary or early childhood.

And it gets worse when we think about other key areas as it relates to math and science. The disqualification rate in those areas are even higher even when we look at using -- quote, unquote "local latitude." 90 percent of the people that preferenced teaching math in Baltimore are turned away.

Of the 209 Teach for America candidates who last year selected teaching math in Baltimore as their number one placement, only 10 percent qualified. 17 candidates of the 209 that wanted to teach math in Baltimore.

An example of one of those candidates is a Yale graduate, 3.5 GPA, Environmental Engineering major. She had more than 44 credits in Engineering but only 8 credits easily identifiable in math. There is no question that she had the foundation to be an

incredibly effective teacher in Maryland but strictly speaking, she just did not meet the credit requirements under local latitude outlined within the policy memo.

We have no doubt that our partners at MSDE would have worked with us in giving this particular candidate special attention to gain entry into the RTC program but there were 192 other candidates just like this candidate.

And as Roger showed earlier, we don't have the resources to actually go back and look at each candidate's applicants that don't meet the initial requirements knowing that in special circumstances we do work closely with MSDE to make sure that we are able to get candidates in the door that we can identify early on.

As you can read on pages three and four of the particular slides, so far this year we have turned away 11 candidates with perfect math SAT scores whose top choice of placement

was to teach math in Baltimore. They did not meet the credit threshold, but one could hardly question their acumen in math.

Likewise, we lost 34 candidates who had perfect English SAT scores who preferred teaching English in Baltimore. In most of these cases local latitude would not be enough to gain entry.

I was asked to share what Teach for America sees as the strengths of alternative certification and teacher preparation in Maryland. To us the strengths are in outputs. While we think about those outputs, we think about teachers like Megan Vogel who just finished her second year of teaching in Baltimore City who is going into her third year.

In Megan Vogel's class 87 percent of her students scored proficient or advanced on the math MSA. In the previous two years at

this same school her improvement was a 59 percent improvement rate based on the school's scores.

So we are saying that our teachers are coming in highly effective and they are actually coming in getting results with students from day one. And that is because of the leadership that we have seen here at MSDE as it relates to creating an alternative pathway for teachers to come here to teach in the state.

However, alternative certification has come a long way in Maryland since 2005. Through our conversation with MSDE I think we all acknowledge that these obstacles were not the intent of the initial regulations.

Maryland has long been at the forefront of alternative certification and as we look toward the future of alternative certification I think we would all agree that



we should begin to look toward outputs and what is happening within teacher's classrooms.

Therefore, our recommendation would be that the Maryland State Board of Education will allow candidates a different opportunity to meet the bar and our recommendation is through a content specific test.

MS. GRASMICK:

Thank you.

MR. DeGRAFFENREIDT:

Thank you.

MS. POESE:

Very good. Thank you very much, President DeGraffenreidt.

MR. DeGRAFFENREIDT:

You are welcome.

MS. POESE:

Dr. Grasmick, members of the Board. I am very pleased to have the opportunity to represent the variety of Maryland-approved

alternative preparation programs in the state.

I think sometimes we enjoy the volume of my friends to the left in The New Teacher Project and the Teach for America programs and forget that there are a wide variety of alternative certification programs across the state involving partnerships with higher education institutions and local school districts in a lot of different ways.

I need to tell you that in my role as the Coordinator for the Alternative Certification partnership between Montgomery College and the Montgomery County Public Schools I have participated over the last three or four years in many of the various meetings where we have gathered to talk about the standards for the MAPS, as we call them. To look at how we are going to evaluate those programs and what kind of ongoing review we will see in those programs.

During that time I very much enjoyed learning first-hand about all of the different kind of partnerships including these two programs. In fact, last fall I served as a member of the review team for the Prince George's Teaching Fellows Program which was reviewed, very successfully I might add, in the fall.

I think that when I looked at some of the things that they do they provide some models that we would all be well served to investigate, particularly when it comes to the areas of accountability that we talked about already today in looking at data and really being intentional about that.

I have to tell you really what I most remember about the visits, is interviewing some of the current and past participants of the program and it just really reinforced for me something we said earlier today, which was that

we really know that excellent classroom teachers are what makes the difference when we talk about student achievement.

And I know that for all the different things and all the different directions we are coming here today that is definitely the centerpiece of what we are looking at.

I also know I was situated here on this panel to talk about and focus on the alternative preparation programs in terms of certification pathways, but I need to remind you and just be sure I say that I am representing also my colleagues from the community colleges across the State of Maryland who are all actively involved in the preparation of teachers in a variety of programs including both alternative and traditional pathways for teacher preparation.

I don't believe it will surprise any of you to hear that I believe a great strength

of teacher preparation in Maryland is the ways in which the community colleges have been brought in as partners in that pathway.

Particularly, elements such as the Associative Arts in Teaching programs in a variety of fields. The offering of course work that is needed for certification and for re-certification for teachers. And of course, our involvement in alternative preparation and certification in our counties.

We are very definitely ready and willing to be part of any future steps in the certification area. I am humored a little bit because I think about when I worked with my community college colleagues one of the things we have a great advantage in is that we have no competition.

There are no turf wars for community colleges because we all serve our local community, so we are really able to keep

ourselves focused on what is best for our local school system. And we want to bring that along the way to just continue to talk with each other about how these things can continue to happen.

Another one of the strengths that I do see in teacher preparation in the Maryland is this multiple different pathways. That we really have a variety of programs for entry. . I think that has made that happen.

When I think of, for example, a graduating high school senior, they have a choice of staying close to home in a community college setting and completing a 64-credit program. They might go across the state to a four-year institution that is as far away as they can manage and still have a really high quality teacher preparation program to attend.

Frankly, the students might even have begun their work on teacher preparation in high

school. I notice as I came in the building this morning the signs about the Teacher Academy down in the lobby and that is a program across the state that is starting to help us in preparing students and recruiting students for teaching even before they get to the collegiate level and that is an exciting program that is coming on as well.

When you talk about recent college graduates or a lot of retired civil servants, which is the kind of returning, career changers we see in Montgomery County very often, there are alternatives like our particular alternative certification program and the partnership. There are Masters of Arts and Teaching programs. There is a variety of other programs across the state for those folks to take advantage of.

I do want to mention one area that I think we need to find ways to work together on.

I want to think of an example. This is a gentleman that I have worked with recently who happens to work in the school system in Montgomery County as a para-educator.

He does not have a Bachelors Degree yet. He has about 60, 65 credits close to completing his AAT in Elementary Education in this case. He wants to become a teacher. He is a Special Ed para-educator now. He has been working slowly, part-time, taking classes on-line, taking classes in the evening, taking classes on the weekends mostly.

And at the end of this coming fall will find himself with an AAT and no place to go, essentially, because there is not a program that he can go to that will allow him to keep his job and go to complete his Bachelors Degree toward teacher certification.

So he is left with the choice of quitting his job and going full-time to one of



the programs, or what often I am seeing from students we work with, continuing his Bachelors Degree in a subject field of his choice in a flexible program like we have in our state in a variety of places. Finishing his Bachelors Degree and then applying to Teach for America or The New Teacher Project or the Montgomery County Alternative Certification Program as his primary means of certification.

I believe that there are things we can do to work with all of our education partners to try to make those opportunities available for the many, many wonderful future teachers in the state who are caught in the gap in an ability to finish their certification in a way that will allow them to keep doing the good work they are doing with children in our public schools.

I want to just remember, we do have a few programs in this state who are working on

that and I do want to thank those partners who are beginning to look at this kind of flexibility.

And thirdly, I want to speak really from my role as a mathematician here, and in this case I am not speaking for the Maryland Association of Directors of Teacher Education and I am not speaking on behalf of the multiple alternative certification partnerships.

I am speaking as someone who originally was a math teacher in Charles County and went to the University of Maryland, College Park, and earned a Master's Degree in Mathematics and as part of my role has been in teaching math at the community college where I work.

I am also very invested and keenly aware of the needs in the STEM teacher recruitment areas. I am also a parent and as a parent of two children who went through the

Montgomery County Public Schools, I have been very aware that we see teachers who lack either content knowledge or teaching skill.

Generally, not both I might add. I rarely run into both. We have lived through both kinds of those folks, there is certainly no question. I was waiting for Dr. Morgan earlier when she was speaking of her husband who teaches AP Calculus and took the reading course which he thought was a waste of time. I was waiting for her to say, but he found out it wasn't. Because that is usually what I hear.

We work with folks who have content knowledge and they are asked to take some of the requirements such as the reading courses, sort of as a continuing growth program. They are reluctant and believe there is nothing to be gained and often then in the process of a well-taught course or training and development program, actually find out there is a lot of

good teaching that they can learn through the learning about reading in their content areas. And that has been a professional development piece that we have been involved with from the community college.

I, quite frankly, am very pleased that Maryland has one of the highest requirements for mathematics and science course work and content knowledge for elementary education because I have seen in many areas that this really bares out in student achievement.

I am perfectly open to looking at all the data and looking at the research as we move forward but I believe we have made those decisions based on looking at what is good for students and I think we need to continue to look carefully at any changes in those requirements.

I would agree that the content itself, as opposed to the number of credits, might very

well be a more important factor to consider. What they are studying as opposed to the number of hours they are studying in mathematics and science, for example, may be something to be more specific on.

I would tell you that at the secondary level, I am thinking at middle school and high school level, I actually do have some concerns that the content requirements for the STEM fields have contributed to teacher shortages in those areas without necessarily improving student performance.

Now you can understand that I don't suggest that we need no mathematics in the background of a mathematics teachers or no chemistry in the background of a chemistry teacher and if I am entering a Baccalaureate program to become a teacher, that I think it still makes really, really good sense to be a major in that field.

I think we do need to find a balance in terms of our alternative preparation programs between the course work in the specific subject area that they are teaching and the supporting areas of the related fields that people often bring with them.

I can think of some examples like the engineer that you discussed where I am pretty confident of that person's mathematical ability but could not get the numbers to add up. It is a difficult question to figure out how to make sure that we do have teachers who work with our students who are qualified in mathematics and science. Again, that is the area that I am concerned about.

But I do believe that there are areas where, for example, national exams exist to set a minimum standard that we need to keep looking at that and make sure that we are doing what is best for the students.

In closing, I wanted to just share a little story. Some of my colleagues here have heard this story before because I happen to have a 21-year-old son who is a fourth year student at one of the institutions of higher education in our state. Notice I said fourth year, that doesn't mean he is graduating yet.

(Laughter.)

MS. POESE:

And the reason he is not graduating this year is that he started as a Business major and he fell in love with Astronomy in a Gen Ed Science class and when he went to investigate the option of a double major in Physics and Astronomy, which really isn't much of a reach frankly.

There is not a lot of extra courses for Physics. He came home and said, mom I just can't do that because the Physics teachers are so bad I can't imagine sitting through even

three more classes.

Well I suspect frankly, actually I might add by the way he is a double major in Astronomy and Mathematics. Now, that is not a problem you guys are going to solve, obviously.

(Laughter.)

UNKNOWN:

Well, some of us are double majors.

MS. POESE:

I just bring it because I suspect, in fact, knowing my son and knowing his personal qualities and I would send him in to apply for your program any day, that he probably will become a high school science teacher or a high school math teacher. I think that is where he is going to head. He doesn't know it yet, but I am pretty sure that is where he is going.

But it is going to be in spite of his college teachers not because of them and that is a concern that I have in terms of the broad



issue of recruitment and preparation, especially in STEM, is that if our students don't get inspired by wonderful, passionate teachers who bring the field alive for them it is not likely they are going to think about teaching it to other people as well.

And so that is an issue I always like to bring up and I thank you for your time.

MR. DeGRAFFENREIDT:

Thank you all.

UNKNOWN:

We want to know where your son goes.

MR. DeGRAFFENREIDT:

At least one of us wants to know. The un-named institution of higher learning.

UNKNOWN:

I want to know too, my husband is an Astronomy and Physics Professor.

MS. POESE:

Is he at College Park?

UNKNOWN:

Okay. He is at Washington College,  
Chestertown.

MR. DeGRAFFENREIDT:

Questions? Discuss. Professor Gates.

UNKNOWN:

Professor Gates.

MR. GATES:

Well, rather than going to the obvious  
place. I was one of those kids who double  
majored in Math and Physics and all that kind  
of stuff but I wanted to come back to the  
statement that Omari gave us and it says  
proposed changes.

"Teach for America does not believe  
that a major in the subject to be taught is  
essential for resident teachers and has found  
no correlation to exist between possessing a  
major and teacher effectiveness."

At first this statement confused me

tremendously until I finally figured out that what I think if might be better phrased to say that, does not believe that a formal degree major as opposed to a major, because that is a little bit too expansive.

So it is the formal degree that you are actually -- if I am an engineer I have probably taken advance Calculus. I probably could teach Algebra, those sorts of things even though my degree would not say mathematics, and so that is the point you are trying to make here. Is that correct?

And also for The New Teacher Project, right? This is the point you are making.

MR. TODD:

No. I think that is exactly the point that we are making. And I think the point is being made and I think the way it was written is because of the way it was actually written in the guidelines as outlined within the Policy

Memo.

Yes. So it does mean a formal major, and so essentially what we are saying is we don't believe that you have to have a formal major to be able to demonstrate results in a particular area.

MR. GATES:

And the other thing is that during both of your presentations you talked about essentially data-driven decisions and how you select your people. How transparent would that be for someone like me to come in and say, well gee, how are you folks actually doing this?

MR. SHULMAN:

I think like many selection models we don't publish it. Right? We don't want the people who come into our program to --

MR. GATES:

To become your competitors?

MR. SHULMAN:

Right. But what we do is for anybody who wanted to see how we made decisions about a candidate we could show you very clearly, very concretely the criteria we use, the indicators we use for a candidate to be able to demonstrate the competencies that we believe are predictive.

MR. GATES:

Sure. If I may follow-up? So the folks here at MSDE might be much more familiar than someone like myself --

MR. SHULMAN:

That is right.

MR. GATES:

Who would come in and ask, how are these criteria actually operating.

MR. SHULMAN:

Correct.

MR. GATES:

Okay.

MR. TODD:

I think the other thing that I would add is at this point, within Teach for America's trajectory, we are actually beginning to share more of the learners that we have around our selection model and our preparations for our teachers.

So we describe it as the teaching leadership framework where we have six attributes that we specifically select for to ensure that when we think about the students that we are impacting, based on the research that we have seen over the years, there is a set of competencies that exist that we believe would demonstrate effectiveness as it relates to the teacher.

MR. SHULMAN:

And we have had some conversation about this recently and I do think it is important to distinguish selection from

eligibility. They are two very different things. And it is important as you think about your approved programs to understand that eligibility, unto itself, should not be a selection bar for any approved program.

That you can meet these eligibility requirements and still not have the right competencies and dispositions to be an effective teacher. And I think it is a very important distinction to make.

MR. GATES:

If I may go back to Ms. Poese? You actually touched on a point that I and a number of us are very concerned about with regard to higher education's role in this whole issue. Because it is indeed the case, I think on many university campuses, that particularly in the STEM areas there is not enough possession of this issue producing courses that will be useful for people who are not going to be

practitioners of the discipline.

And if fact, maybe that is the wrong even mind set for people to have, is that if you are not actually going to become a practicing scientist then the courses don't have to meet certain bars.

So I, actually, very much appreciate your comments. Although, I must admit it sure did hurt.

(Laughter.)

MS. POESE:

And of course, I am only working on the sample of three, actually, that he had already taken.

MR. GATES:

Okay.

UNKNOWN:

Question for Teach for America. How much preparation time do you have between graduation and sending the kid to the



classroom?

MR. TODD:

That is a great question. So we have what we call an intense five-week institute where basically our core members actually go -- our institute is in Philadelphia, where they work to begin to understand the foundations of what it takes to be a great teacher.

I think something that came out within the conversation with Dr. Alonso and Dr. Hite and all, it is not about just the five-week preparation institute. I mean, I think we see that as the foundation and basis around ensuring that they are set up to actually be successful teachers.

And then we have an ongoing model of training, support, and development throughout the two years of their career here with the Teach for America. So and that includes them being paired with a coach, essentially. We

call them Program Directors.

They come together once a month, specifically in content areas where they are designing lessons around what does it take to be an effective teacher? What are you going to do to move students? You are looking at the data.

So we have four formal check points a year, and a number of informal follow-ups throughout the year. So after the five-week institute we have a two-year-long support, ongoing training support process in place to ensure that training doesn't end at the end of the five weeks, but it is ongoing through the two years of their commitment.

UNKNOWN:

Thank you.

MS. WALSH:

Okay. I just want to ask my quick questions I asked the previous panel. It is

pretty clear that our first two panelists suggested that a test-out option be important, but I didn't hear from you whether you thought it should be considered?

MS. POESE:

Could you remind me in what areas --

MS. WALSH:

Should prospective teachers be allowed to take a test to show that they know their subject matter knowledge as opposed to specific course work?

MS. POESE:

If there were a test that I felt was appropriate. I think it would be something we should consider. For example, the elementary content knowledge, in my opinion, that math and science that's the practice, is to my mind not adequate.

MS. WALSH:

I would agree.

MS. POESE:

But there are other things like you said.

MS. WALSH:

Right. And on reading I would like to hear what do your core members say about the reading courses and the teachers whether they find them of value or should the Board or on top of those courses instituting a more rigorous reading test?

MR. SHULMAN:

So as I mentioned when I was speaking, the State of Maryland has approved The New Teacher Project to provide the certification content. So our Residents no longer take those reading courses through a university, they take it through The New Teacher Project in content that we have developed and we are just, quite frankly, starting that this year with this cohort.

But so far the results have been very strong in terms of the residents saying that it is having meaningful impact in their classrooms immediately, and they believe that the content is preparing them to be more effective in their classrooms.

But that is self-reported data and we are moving to, where we want to go organizationally, is to see what is it actually doing in the classroom.

So that is a long answer to your question. Ultimately, like the content knowledge I think there should be multiple opportunities to demonstrate your knowledge base in the skills that the reading courses are trying to ensure all teachers have. I don't think it all has to be done through course, ours or others.

MR. TODD:

I mean, I would agree with Roger. I

mean, I think what Deb said is right. They would probably say they found something good out of the course, right? I mean, if you said, through the reading course did you take away something?

I think they all would say that they would take away something but the question becomes are we giving them a different opportunity to actually demonstrate knowledge of what we are trying to get across?

And the other part of that is, we also want to ensure that it doesn't stop after the course, and it is also a part of the ongoing training, support, and development that we provide. So I think there should be multiple options for our candidates to meet the bar.

MS. POESE:

I see the reading courses as a lot of methods and performance-based interaction and I would be concerned to see the loss of those

classes.

MS. WALKS:

Great. Thank you. And should Maryland reconsider its decision to have Master's Degree required for advance certification?

MR. TODD:

Yes.

MR. SHULMAN:

Yes.

MS. POESE:

I don't have an opinion on that one.

MS. WALKS:

Okay. Is there anything we should think about doing to better prepare elementary, well you guys really don't have that issue. Well, actually Roger, you do do some stuff with elementary teachers in mathematics, is there anything the Board should consider that would improve elementary teachers preparation in

mathematics?

MR. SHULMAN:

I mean, I think figuring out some sort of rigorous standard to really be able to know how much math a candidate knows prior to coming in and then I think it continues to be how you support the teachers once they are in the classroom.

I mean, I was very struck by Dr. Alonso's comment that all teachers coming in need extensive professional development. And that I think we need to think about how we work with the teachers and that performance in the classroom should be what is driving professional development.

So I would not want to say that all elementary school teachers should have to go through some sort of content to ensure they know how to teach math.

I would want to look at how elementary



teachers are performing in the classroom. And the ones who need help with math should get professional development that is focused on math. The ones who need help with reading should get professional development that is focused on reading.

So it is hard for me to sit here and say, everybody should get more of something.

MR. DeGRAFFENREIDT:

First, Mr. Murray.

MR. MURRAY:

Looking at the statistics across the states, I would like to know what is different in the regulations that allows for a difference among that many states between one way in either extreme?

MR. TODD:

You mean from test out only or just what is --

MR. MURRAY:

Just --

MR. TODD:

I think it is the states and the state's boards and the direction that the state wants to go. So I don't think it is driven by Teach for America. I do think there are unique opportunities where states are really trying to attract the top talent to the states and they want to figure out how they remove some of the barriers that exist from keeping these talented people out of the state.

And I think that is what our huge focus is. How do we ensure that we are attracting the best talent throughout the country here to the State of Maryland? And after that, retaining them once we get them here.

MR. DeGRAFFENREIDT:

Dr. Grasmick.

MS. GRASMICK:

Let me thank you for your presentation and for the opportunity to work with you and to ensure that we can attract the very best teachers for our classroom.

Dr. Smeallie has, I know, worked intimately in terms of your work together and I just want to provide him with one minute of an opportunity to speak about some of our intention and flexibility that we would like to offer.

MR. SMEALLIE:

Thank you, Dr. Grasmick. Good afternoon. I appreciate that and perspective is so important in the context and I think that is how I offered to conclude last month's meeting and I will briefly offer to work closely with each of these individuals and many others.

It was around five years ago when we went through what I will generously call the

alternative preparation wars. The fascinating thing contextually is that at that time the discussion was not around how do you know what you have to teach.

It was not about content at all, it was about pedagogy, the internship. We have come and I value my colleagues' comments here about perspective and experience and now we have data, because at that time this Board and the Professional Standards Board spoke with a very clear voice and of one mind that it was about a major and a concentration. And that was an immutable, an immutable.

So as one who engaged in that, and many are here who engaged in that, it is very exciting now to be looking at what I see as a very exciting time to be now using what we know in Maryland to look at multiple options.

What we have heard here today and, in fact, we worked with a number of our providers

just a week or so ago and had an exciting couple of hours doing this same kind of brainstorming we did five years ago, what are some other ways we can get to this very important threshold question of how do we know the teachers come in know what they are teaching?

To Professor Gates' question, maybe not a formal major but there is a big gap between a formal major, a related major and maybe nothing whatsoever in the collegiate background but only a test. And history tells us in Maryland, and this is the last context comment. I promise to be brief.

We work with stakeholders and partners around the state in all the venues. In fact, we are seeing a microcosm of that today. Higher education, PREP and Superintendents. We work with HR Directors. What works, and come back to this Board.

I know we suspect at the next meeting when, "what's next" comes up one of the "what's next" will be to come back to these same groups that worked in 2005 to develop the implementation of this, what is it we need to know, get together and then come back to this board, the department of the Board with recommendations.

Because I see this as someone involved at the initial stage as very exciting moment in time to build on what we have done over the last -- it is hard to believe it has been only four or five years and we have come this far.

And that is a testament, by the way, to the skill of the folks that you are hearing from this morning. Thank you for that opportunity.

MR. DeGRAFFENREIDT:

Thank you. Well Dr. Smeallie, based on your comments and the comments that you have

each made and I appreciate the fact that you serve up data-based observations and recommendations as opposed to just unsupported opinion and it is useful in this discussion.

Would it be fair to say that there are some things that we could do relatively quickly because we have already studied them and because we are building data? I know some things that we will have to take a longer period of time to evaluate but this probably coming out of this again, as you said, in our next scheduled discussion of this topic. It is about what we do next? What have we learned?

I am getting the sense that there is a short list of things that we could integrate pretty effectively without a whole lot of additional time going by.

MR. SMEALLIE:

I think you have heard the panel members speak and again we work with this

network of providers all the time. So the structure is there and with some gratification I look back at that '04, '05 work on the part of this Board and the Professional Standards Board crafted very elegantly a simple, short regulation that I don't believe in looking at my partners here, it doesn't require change. Because the meat of the implementation for programs, which is what this State is best at, not just a certificate but relying on program.

One of the requirements Mr. Todd provided is that the State Board said Bachelors Degree and enrolled in a program. And then the rest of it gets to what is an approved program. That guidelines document is the substance of the eligibility that you have heard us all talk about.

That does not require going through a lengthy regulatory process. In fact, it simply requires, maybe simply is too strong, but both



Boards have the ability to revise those guidelines as guidelines. And that, I think, there are some very clear focused areas, particularly around what it takes in the content.

How do we know teachers know that content? That seems to be the crux of the issue on selection, not about so much the internship or how we do the pre-residency or even with the residency. I wouldn't want to speak to, you need to get that group together.

But I do think that it is finite and I do think there is an excitement and an energy as we bring other partners together that we can do that relatively quickly and it will not be an overly complex process.

MR. DeGRAFFENREIDT:

I was looking around to see if anybody else had anything to say before I ask my question. Let me ask the panel this. We have

been having a conversation around teacher effectiveness as opposed to traditional notions of teacher qualifications as a basis for entry into this profession, and what kind of support you need to grow and sustain that effectiveness.

From your vantage point, do you perceive that the teachers themselves, whether they come through your so-called alternative paths or the traditional paths, have any more difficulty working with the notion of effectiveness versus the traditional approach? Does it matter? Do they fear it for any reason? And is that fear well-founded?

MR. SHULMAN:

I would say our teachers do not fear it all. I would say they welcome it, in part, as we have talked about selection models because it is part of what we select for. It is part of what we want. People with a

disposition who believe their role as a teacher is to make gains in student growth.

That that is their role and that is what they should be held accountable to and as we, as an organization, continue to develop and grow. Our certification model is ultimately going to be tied toward being able to demonstrate growth in student results.

And if you cannot demonstrate growth in student results you will not earn your certification through the partnership that we have created with the State.

So I would say they do not fear it. I would say that they welcome it.

MR. TODD:

Yes, I mean I would echo that. I mean, our candidates I would say they don't fear it and I think we hold them accountable now as relates to being able to measure their effectiveness within the classroom.

And even from the tools and the resources that we use with them, I mean all of our teachers set a big goal for where they want their students to be by the end of the year. They have formal cycles in place to ensure that they are tracking progress along the way around like where they are against that goal. And we work with them throughout the year to make sure that we are on track.

Now I think the difference from a traditional teacher, they don't come in with that network and that support of a Teach for America with these tools. So the more that we can begin to create this on a universal front, I think everyone will be striving toward the same goals.

Right now I think there are gaps that exist around teacher professional development and effectiveness simply because programs like ours, we actually have a model in place that

ensures that our focus is about student achievement and student results.

MS. POSES:

Well, I think that one of the things that happens is that when you are working directly with the school system you are in a partnership with them and you know what their models for effectiveness are and how they are working together.

I think that is one of the difficulties with the higher education system is that teachers come from every school in the state and beyond into a school system which has its pattern and its measures and its way that it does things and there is some enculturation that occurs as a results. It takes some time.

Whether we should work to improve that, I can't argue at all, of course.

MR. DeGRAFFENREIDT:

Thank you very much. If there are no

other questions for this panel? Thank you very much for the time that you have spent with us and as you can anticipate, we probably have more questions for you as we zero in on what we are going to do here.

So thank you very much.

MS. POESE:

Thank you.

MR. SHULMAN:

Thank you.

MR. TODD:

Thank you.

MR. DeGRAFFENREIDT:

Now our third panel is composed of representatives of the so-called traditional teacher education program that are conducted by our higher education institutions in the State.

And I really thank you all both for your patients because we are way past the time we told you we would be getting to you, but

also for the time you have put into preparation. And as you can see, we are kind of engaged in this discussion and we hope that it is going to be as much fun for you as it is for us.

So Dr. Grasmick, why don't you introduce our panelist.

MS. GRASMICK:

Yes. Certainly, it is my pleasure. Sister Sharon Slear who is the Dean of the School of Education at Notre Dame College. And she is the former Chair of our Professional Standards and Teacher Education Board. I would like to welcome her again, a familiar place to you, Sister.

Dr. David Imig who is the Professor of Practice in the Department of Curriculum and Instruction, College of Education, University of Maryland, College Park. But I have known him through the year as the former Executive

Director of the American Association of Colleges of Teacher Education, a huge contribution in the role.

And Dr. Kenneth Witmer, who is the Dean of the College of Education, Frostburg State University and the President of the Maryland Association of Colleges of Teacher Education. A great friend to our department and the wisdom to have Dr. Finan on his faculty.

(Laughter.)

MS. GRASMICK:

So welcome, all of you.

MR. DeGRAFFENREIDT:

She gave me list of questions.

MS. GRASMICK:

So, however you would like to begin.

MR. IMIG:

I am going to begin with the caveat that I am really speaking for myself today and



not for the Colleges of Education and certainly not for the College of Education at the University of Maryland.

But I do appreciate the opportunity. I have invested probably 40 years in this discussion of certification and licensure of how we, in fact, prepare teachers and the high standards and the high qualities that we would expect all teachers to bring to the classroom.

I want to start by, in effect, suggesting that the distinction you are trying to draw between alternative and traditional is a false distinction.

The first alternative roots, if you will, occurred in traditional colleges of education certainly in the 1950's when the Master of Arts and Teaching was a Ford-funded initiative at Harvard and then at a number of other colleges of education. And in every sense of the word was an alternative to a

traditional four-year program.

The strength of the University of Maryland's College of Education today is an MCERT program. A 15-month, post-back program that in every way is a non-traditional program as you in some sense have described it.

It is a residency-based program using professional partner schools. It is a program that brings together the best of practitioners from three counties and faculty from the University of Maryland.

There are a number of other programs on the campus of Maryland that I could cite but also we can talk about other colleges and universities in the State of Maryland that have equally prestigious, high-quality, quote/unquote alternative roots to teacher education.

I was asked to speak on strengths, weaknesses and something about recruitment. I

will attempt to do so in the five minutes that I was allotted.

While I might argue in a different context that there is a distinction between licensings and certification that I would urge you to explore, for the sake of today's discussion we will deal with the language that you have used and the language that certainly (inaudible) have in their article.

I want to commend Superintendent Grasmick for her investment in this topic over the last 20 years. I think that she and her staff have recommended to the Board, and the Board have adopted strong measures to strengthen teacher education, improve the induction and mentoring of beginning teachers, align teacher education with the school curriculum at the State and establish a tiered or multi-state system licenses for teachers to follow.

Principles put in place in 1992's redesign of teacher education have benefitted the pupils of Maryland. Reliance on professional measures, in-task principles for teacher licensure, the NCATE standards for teacher education approval and national board standards for advanced practice have made Maryland one of the preeminent states relative to teacher preparation, licensing and re-certification and approval.

The expansion of alternative routes and the inclusion of community colleges I think have benefitted education in this state. But with all 20-year-old systems there is some tweaking that probably needs to be done.

The whole matter of middle school certification is one of those things that I would suggest needs further exploration by this Board. And then there are minor tweaks in terms of testing periods and when people get

test results, and how those test results play into the certification process.

But I want to commend the Board for building a strong system of licensure that is based on best practices derived from other states, tying together professional accreditation and state program approval, building and managing a very complex system of licensure that does succeed in awarding licenses for four different levels in 40-some different areas and building a system that is multi-state and promotes advancement on successful experience and high-quality professional development.

Weaknesses of the current system. I think there is too much emphasis in the current system around courses completed and courses taken. I am surprised at some of the people at this table.

I think that the system is built on

the premise that different routes to certification should culminate in different forms of licensure. And what I would like to do is shift the conversation in some sense to performance, with performance being the measure that should be adopted and be used in the state.

I want to argue for a system that enables Board members and the public to be able to look carefully at the performance of all beginning teachers and on that basis be able to make judgments about the efficacy of teacher education programs. Whether so-called traditional or alternative.

I want a system that indeed rewards performance and uses that as the basis for compensation, promotion and tenure. I want all preparation programs, traditional and alternative, to be held to a common expectation and rewarded on the basis of their success in

preparing teachers who practice well their preparation.

It should be noted that Maryland's teacher education institutions have anticipated a new system of teacher education that indeed focuses on student learning and is based on teacher success in the classroom.

There are a number of experiments underway currently, both at College Park and on other campuses, to tie more closely to student performance in schools. Now remember this is teacher graduates, their students in classrooms.

This is a stretch. This is an enormous undertaking and it is very expensive to do. We have an experiment at College Park currently in Prince George's County in which we are working with a limited number of recent Science graduates to measure their success in classrooms in Science classrooms in Prince

George's County.

That is a kind of an issue, a kind of an effort that I think needs to be replicated throughout the State and I think with sufficient investment by you and sufficient investment by the State it can be a hallmark for the State but this is expensive to do.

I think that there is a model that is out there that could be imported, at least could be examined. And that is the model that is currently being used in the State of California, the so-called "PACT" model or the Performance Assessment of California Teachers, is a model that is being explored across the country as a way to get to what I think you want to see.

Working with all of the institutions in Maryland, I think PACT presents some possibility for where we want to get in terms of highly effective teachers who indeed have



success with all students.

On the matter of recruitment. In a performance-based system with greater teacher discretion and continuous professional learning based on the standards and expectations set by communities and school boards and superintendents, I would see a major recruitment incentive for STEM candidates.

Last night when I practiced this before my doctorate students, who were not at all happy with pieces of it. One of the students who is taking courses ... noted the fact that we, this is a quote, "We are problem solvers. We in Science Education are determined to be problem solvers. That is what drew us to Science, but we are given little discretion or incentive to solve those problems in the day-to-day operations or in long-term planning of our schools. That is why we leave."

I would shift the emphasis from recruitment to retention and begin to try to figure out smart ways to better involve teachers in addressing some of the concerns and issues that are before us today.

In summary, I urge that the State Board strengthen its commitment to the professionalization of teaching and invest in the performance-based system of accountability for all of Maryland's teacher education providers.

Put in place a Performance Assessment for California Teacher system and the differentiation in the way we address traditional and alternative and have common expectations for all providers in the State of Maryland.

In that way we indeed can have high-quality teachers for every student in the state. Thank you.

MR. WITMER:

Thank you once again for having us, Mr. Chairman, Superintendent. Mr. Todd, yes I would like you to send me that engineering student. I have a year-long program I can put him through.

As I knew he would, Professor Imig offered a clear and concise presentation of the significant perspectives relating to the certification and licensing issues in the state.

I would like to focus more of my allotted time on talking about teacher preparation, the component of the questions that were asked at our invitation today. I believe teaching is a profession and as such I have dedicated my professional life to its cause.

I also believe it is a moral imperative, Dr. Dukes, that as a democratic

society we must strive to give every child a high equality, meaningful and impartial education. And at the end of any discussion I believe a litmus test for whether we have engaged in meaningful discourse or come to some worthy conclusions is found by asking the question, will this improve what we do for young people?

Therefore, when I speak of teacher preparation I am referring to the task of producing highly prepared individuals who have the content, technical, and pedagogical skills and caring dispositions developed to entry-level so that they can go into a classroom and begin without making students their lesson plans.

Thinking about where we are as a traditional teacher preparation component of the state, I have to say it is not your mother's traditional teacher education

training. In 1974 when I was completing my degree in Physics, I have gotten two whacks today.

(Laughter.)

MR. WITMER:

And to know I wanted to be a high school teacher, all I had to do was spend a semester in a classroom with a Physics teacher who taught me more about what it means to be a good teacher in contrast and really was a bit provoked that I was there.

I began my first year of teaching at Middletown High School where I taught Physics and Physical Science and in the third month I told my wife, I am quitting tomorrow. It was a group of friends that I had made at Middletown that said, don't give up Ken. Stick with it.

They got together with me, helped me learn what I needed to know and I started down a more successful path. I should never have

walked into that classroom in the condition that I was in as a professional.

And I can tell you that the students who are trained at Frostburg State University by Dr. Finan, myself and our colleagues will not share that experience.

It is not just our conviction that motivates us to create programs that produce pre-service teachers who are ready to enter the workforce. It is also the result of forward thinking by this State Department of Education and the State's redesign of teacher education construction that guides teacher education programming.

As you know, the redesign initiative ... I believe that is part of it. By requiring programs to provide strong content knowledge, extensive field experiences, performance assessments, linkages to P12 priorities and national and state accreditation we are

responding, although we have a distance to go, to the call of politicians and the public for the continual refinement of teacher education.

In combination these five components provide for meaningful input from the three entities that were identified in the Agnes and Muriel article that said, that for us to real influence teacher education we must bring together professors of liberal arts, professors of education, students and faculty from the public schools and LEA's themselves.

We have come a long way since the day when I was stuck in a classroom with a teacher who considered my presence just more work. We have come to know more about the quality of the academic base and professional practice base a pre-service teacher needs to be ready to step into the classroom and help children learn from that starting point.

Truly, teacher education must be

continually transformed, as the world in which it occurs is continually transforming. It must be nimble and it must be dynamic. There are several things I believe would help to greatly improve teacher preparation.

First, we cannot make someone better by continually telling them how ill they are. Those of us involved in teacher education from alternative to more formal programs realize the need to make changes. But rather than spend so much energy on diagnosis I believe it is time to put our heads together and collectively determine what will work best as a consortium of preparers.

As Agnes -- Muriel stated, educational professionals seeking to reform teacher preparation will need to approach this process by recognizing the need to work closely with important groups. That is parents, political leaders, and community leaders who do not



necessarily share their vision of what constitutes crucial change.

We need to nurture a partnership oriented approach not only for teacher preparation but really to inform the whole of education. There are many service providers, social groups, and other civic organizations which could make a real difference if they were brought into the formal preparation of teachers and into the classroom of every day students.

Secondly, we must not rely on well-meaning supposition but use scientifically-based evidence to design and refine preparation programs. And this evidence must be linked strongly to student learning and growth which is the prize upon which we must all focus our eyes.

Indeed I suspect schooling itself will be transformed as we gather reliable evidence of how to prepare teachers to facilitate high-

level student learning and growth.

Finally, we must work together to dispel the notion that traditional teacher education is still stuck in a rut of a bunch of Mickey Mouse method courses which are stale and totally detached from the real world of teaching.

We need to let the public know our programs are becoming more and more practiced-based, clinically-driven and collectively designed partnerships with a significant number of various group holders. We are moving in the right direction in Maryland.

Allow me to briefly address the question of attracting prospective STEM teachers, and once again I have to use a personal experience to make this point. Being born in the early to mid 1950's. No counting.

(Laughter.)

MR. WITMER:

My early years of cognitive development were greatly influenced by Sputnik, the emergence of the National Science Foundation, and the social pressure to have science save us from the Russians and of course that awesomeness of Mr. Einstein.

Many of us kids, particularly those who are linear thinkers as I was, thought the height of greatness would be to become a famous scientist. Traditional science was revered.

Today traditional science and mathematics has given way to a more computer/technical age in which I believe that science and math have become tools and stepping stones to reach emerging disciplines.

And then there are those typical yet valid points, science and math are not taught as much in our elementary schools. Much of science teaching remains dull and uninventive. Students stop taking science courses as early

as possible in high school.

The point is there is not the critical mass of science and mathematics- interested students from which to attract teacher candidates. It makes me wonder without the Little League and school sports, would there really be as many great baseball players.

In my opinion we need to, one, encourage and prepare elementary teachers to not only teach science but to understand and love science. We need to take advantage of the growing national interest in the STEM area and use the funding to meet the goals that we know are so important to our young people.

And finally, we need to market. We need the PR. Science is great, science is fun, science is what you want to do.

Thank you for allowing me to speak to you today.

MR. DeGRAFFENREIDT:

Thank you.

SISTER SLEAR:

And I would like to thank the members of the Board for this opportunity to speak with you. I would like to start really with addressing the first questions, strengthening of the current system.

And I would like to let you know that I did not follow a traditional route. However, I taught in secondary school for 17 years, then went for my Ph.D. and then taught in higher ed.

I don't know if we could say there is traditional programs. I think in an institution, and I can speak for ours, and then the rest of the higher ed, I think we do. If we want to call it traditional, we might say it is the 18 to the 22-year-olds that are in the programs, but our programs even then are not traditional.

When you talk about your Bachelors

program, in all of our institutions they do do it in a content area. They do not do it in education. In ours it is the content area and then certification in the elementary, middle, or early childhood.

Second of all, when they come, a lot of them come in their first year and want Education and they start right away. But we have programs involved so that if they are in their junior year, if they are in their senior year and they are late deciders they would be able to go into Education and be certified and still get the internship which I think is very important.

I think the content in education that we really need to stress is the brain-based learning so that they know what is important and how students learn and how to teach. Also, technology is a strong part that we have. And the third, the differentiation in instruction

so that we can meet the changing populations that our students are facing in the school systems.

Another part of our, quote, "teacher education or traditional programs". We believe it is very important to work with the counties and try to have partnerships with the counties.

I know Debra was talking about, what about the AAT, the people that complete the AAT and they can't go to work. They need to work in the day and continue their program. What we have established in the four areas where we are very strong, not only at our main campus up in the Heap Center in Anne Arundel, in Laurel, and in Southern Maryland.

And we have started our accelerated college which is a two-year program which continues. Once they finish the AAT they can complete their degree and be ready to teach in the school. So it does address the AAT part.

We really work with ten different counties and try to work. We are in Southern Maryland and I must admit that we had a Maryland alternative approved program and it was approved by the state and they decided that they really did not need that at this time.

We do have an alternative approved program with Anne Arundel County, we have one with Prince George's County, and we also have one with Baltimore County. A couple of them are the Special Ed. The others are with English. I never thought English would be a shortage area but it is in certain counties and also foreign language.

When we talk about a traditional program for a MAT program, there isn't really a traditional one there either. We have what is called the 10-month intensive program, which we call our Graduate Education Internship.

They are in the school the entire year



in the morning. They take the courses in the afternoon and then starting in February they do the full-time student teaching, but they do it gradually as they move through.

This is our fourth year with that program. I can say we first started the first two years with Baltimore City and so I can say out of 22 of those in the program 20 of them are still in the Baltimore City area teaching and have been very successful teachers there. I can say the other two programs we have had 98 percent remain within the counties where they have become teachers.

And I think because that program has been immersed in the county or in the school system where they are, when they talked about professional development, a lot of those teachers in their first year in the school system are giving the professional development to other teachers in the system because they

have learned the latest IEP's. They have learned the latest with the technology because they have been in the schools during the entire year.

We also have a 15-month Master's program. There is also a two-year MAT program and I guess we might have said we probably started our first, if you want to say, alternative-approved program back in 1990 when we started accelerated certification for teaching.

And we really started because of math and science teachers. We wanted them to become certified and we started that, and now that is considered an approved program. So it went from alternative to approved but we still have that and that would be a different way of looking at, I would say, alternative programs.

I think what is important is that as a higher ed institution that we are open to the

needs of the districts and we work within the districts.

And I know Dr. Smeallie would, when he came to Dean's and Director's meetings and he would bring up new changes and he would always say that I would probably find the loophole in some of the changes, and we have, and we have also worked with those.

And I can say that the State Department has been responsive with those and we have worked to make sure we can complete and have the certification of the teachers.

The other part that I would like to address are maybe what are some weaknesses in the system. Well, because I am one that likes to think outside of the box, I can't claim that they really are weaknesses. I figure out how I can go around them in order to make those.

And I think there are several ways you can, but then when there are laws you have to

stick to the regulations, but then MSDE knows that I always call them with regards to those regulations and see how we can work around them. And I don't think I am any different than any of the others and I must admit that we have been very successful for those.

I can't think of any that I can give you a story that we had a perfect candidate and we couldn't actually work with them in order to make them through the system.

And the other part to address, I would like to, is the STEM issues. And I really do believe if we want to have good teachers in science and math we do need to start with their elementary ed teachers. And just now we are working with the Baltimore Museum of Industry to get a wonderful program for our elementary.

We are going from one to eight because we feel that that is most important because that is where they develop the real passion for

the content area and also for the teaching. And I think that is when once they have that and they can see the content and then the real world experience and that is what we want to do and that is why we are making the partnership. Think that is what is really essential for the students and also to become the good teacher.

When we look at alternative routes, whether it is alternative, I don't know what we could call ours traditional/alternative or out-of-the-box or whatever we want. I think all pathways are necessary for certification because we know that all students learn differently and I think we can prepare teachers differently too.

And I think they can all become very good teachers in our system and they can make and have an impact on their students because I think at the end it is very important it is actually teacher effectiveness and that the

students learn. We want to see the difference that they make in the schools.

And we might say every year we evaluate our programs. You sit down and it is a part of an NCATE requirement too but I think even before we were in NCATE we did it because we wanted to see if we were effective. And what could we change.

Because, I guess, professionally as a School Sister of Notre Dame I think teaching is very important and we want to make sure that we are the best that we can and we produce the best that we can, and the students really make strides.

And part of ours is we have a commitment that we are in Baltimore City, our student teaching, no matter what program they are in the City for their first experience and we have a large number that stay in the City.

And it is in the Professional

Development Schools that they really feel a part of the City and realize that they can make a change and they can develop and they can add their expertise and learn expertise from the teachers that are in the city.

So I think there are good things that we have. We can always tweak them and I think we need to and I think we need to think of the many ways that we can certify our teachers. Thank you.

MR. DeGRAFFENREIDT:

Thank you all. Questions for our panel?

SISTER SLEAR:

Are you going to give us our three questions?

UNKNOWN:

Well, I was but I wasn't going to go first.

SISTER SLEAR:

Oh, okay.

UNKNOWN:

Remember lunch. No, just kidding.

MR. DeGRAFFENREIDT:

Go ahead Ms. Walsh.

MS. WALSH:

Okay. So you are familiar, I have to sit on this side. I would just like some quick answers to some things we are pondering about.

Do you think it is something the Board ought to consider doing is providing a test-out option as an alternative to completing course work or to demonstrate knowledge of a content area?

SISTER SLEAR:

I would say I would look at the test. I would want it to be definitely rigorous and then I think in some areas, yes.

MR. WITMER:

With all the cautions?



MS. WALSH:

Uh-huh.

MR. WITMER:

Yes.

MR. IMIG:

Likewise, I think once again I need to add the caveat though, one size does not fit all when they are entering the field of education. So a test that is very rigorous and very appropriate, even though a person might do well on it, may not prove that they have teaching ability.

MS. WALSH:

Well, this isn't about pedagogical knowledge.

MR. IMIG:

Oh, right.

MS. WALSH:

This is only the content knowledge.

MR. IMIG:

Okay, well you see the direction of my thoughts.

MS. WALSH:

Yeah.

MR. IMIG:

Thank you.

MS. WALSH:

And then on reading there is a test-out option for teachers who are coming from another state or teachers who have already been in the system, do you think that there ought to be a rigorous reading test offered instead of reading courses, or do you think the reading courses are uniformly of value and we ought to stick with them?

SISTER SLEAR:

Well, I was one that really opposed the number of credits and offered the reading courses when it started. I do think the reading courses are important. I have realized

the methodology and also the assessment that you can gather.

I am not so sure that we need four. I do think though the content is very important and you can test out of that, but not necessarily can you really do it with the methodology or the assessment. That is why I think there should be the courses.

MS. WALSH:

Okay. Very useful, thank you.

MR. WITMER:

I guess I would have to say I am anxious to see any kind of data that we could get back on the effectiveness of having the courses. I am really not an expert in that area. It probably wouldn't be inappropriate to defer to Dr. Finan.

But I think the intention was to provide rigorous training. We all know reading is important to any subject area and if we put

something into place, I don't know that we now have the data of what we have done to say whether or not it could be something someone could pass tests to accomplish as well.

MR. IMIG:

I would like to see the Massachusetts test that you referred to and then all the cautions. The thing with reading is it has become so entwined with pedagogical knowledge and pedagogical content knowledge that I don't know if you can actually dis-aggregate that and test just on knowledge of. So that is my caution and concern.

MS. WALSH:

I hear you. Great. Should the State get rid of its requirement of having a Master's Degree to advance in certification?

MR. WITMER:

I will go first on that one. Absolutely, if we don't improve the quality of

the Master's Programs and respond directly to the needs of the K-12 schools in providing those Master's Degrees.

We at Frostburg are working - and it is not an easy change to make but we are working to make our CNI Program rather than the traditional CNI Program, one that is actually guided by the public schools in its development, trying to make it be continuously updated based on their needs. The technology, for example, would relate to their grading system in the county. Those sort of things.

So I think it is one of the great avenues, but there is great detachment between what you learn in a Master's in some of our programs and the real developmental needs of the faculty in the schools.

SISTER SLEAR:

I think, as in ours, we have really changed our Master's Programs and we have

really entered the Master's Programs in 1992 so we haven't been there that long, if you want. But we do, we believe in changing them to meet the needs of the schools. I guess if I see teaching as a profession I feel that there should be the career ladder and that they can move in the profession and move up as far as going from the BA to the Master's to the CATE's, to the Ph.D.

And I do feel though that our Master's must meet the needs of, as we said, the partnerships within the schools. We just have one in now Instructional Leadership for Changing Populations where they can get also, if they want, ANS certification, but they really look at what is necessary that they need in order to work with the changing populations in the different areas.

I do believe that we need to keep our Master's Programs current like we have to keep

our certifications ones.

MR. IMIG:

Until six months ago I would have said you can dispense with them.

(Laughter.)

MR. IMIG:

But for many of the reasons that Ken cited, that they hadn't kept up current, they hadn't been in touch, a lot of the disengagement. What College Park is invested in for some of its Master's Programs, I would commend all, and it is a very serious engagement of faculty and of school people trying to look at the Middle State Standards, and NCATE standards, but trying to look at those connections.

And I think we are in the midst of a major re-design of most of the courses. I mean, we are down to the course level and down to the lesson. I mean, the big argument last

week was between two courses and what we are trying to do is an introduction and a capstone and how you connect those in new ways with schools.

So and the consistent message I get from Master's students is there is nowhere else they are going to learn some of these things. So to approach it with some hesitancy, either wipe out or maintain, I guess is what I am cautioning.

MS. WALSH:

I don't think it is a matter of wiping out. I think it is a matter of whether it is a regulation.

MR. IMIG:

Yeah.

MS. WALSH:

So if the programs add value, people go to them anyway.

MR. IMIG:



Right.

MS. WALSH:

Because they add value. And then the last question was, is there anything the State could do to better prepare elementary teachers to teach mathematics?

Right now we have four mathematics requirements, but they are not specific to topics. I mean, is there anything that you think we ought to be doing?

MR. IMIG:

Calling for a lot more professional development of faculty.

MS. WALSH:

Faculty in the ed schools?

MR. IMIG:

Not in the ed schools.

MS. WALSH:

In the Mathematics Departments of the higher ed?

MR. IMIG:

Yes.

MS. WALSH:

Oh, okay. Got you. I thought you meant professional development.

MR. IMIG:

I would hold our Mathematics Education people up to anybody in the country.

MS. WALSH:

You do have some of the best.

MR. IMIG:

Yes.

MS. WALSH:

Yes, you do.

MR. IMIG:

And the message consistently is, it's is how do we work across the street to help them be a part. And my colleagues are very proud of the courses that have emerged to College Park in Mathematics as a result of

this.

MS. WALSH:

All right. Good.

SISTER SLEAR:

And I think on our institution, definitely our Science faculty and our Math faculty really meet with the Education one to make sure that the courses are appropriate and that the students are really getting what they need to have in order to be good teachers in elementary school.

Good math and also very good science teachers in K-8 with the elementary ones.

MS. WALSH:

But is there anything the State needs to do differently is the question?

SISTER SLEAR:

Well, I know we require the 12 credits but we make sure that within those courses that we feel the content. Now if we feel that we

need to have extra, we will have extra courses for them whether the State requires it or not.

But I think they can within the four courses that we have right now become very effective to elementary math teachers and science teachers.

MR. WITMER:

I don't know if it is regulation or policy but there some mathematic courses that our students take that can't be for Education Majors only.

SISTER SLEAR:

None of those can. They are for everybody.

MR. WITMER:

Let me just speak to that for a moment. I don't know if this is something the State can do or not. Dr. Hoffman who is the Dean of the College of Education now, was the Department Head of Physics and he and I got

together and put together a course which Dr. Finan is very familiar with, Physics or Physical Science 203.

And it is a course that actually takes the students, measures above the content knowledge they will need to teach but at the same time really focuses on that content that they will teach.

SISTER SLEAR:

Exactly.

MR. WITMER:

And that course, we had to make it a General Education course so that it could count. We started with two core sections that we would advise our students to take. That course now, Joe tells me, he has to offer five or six sections because people like the hands-on. These are people who have no idea that they could be good teachers, who are making lessons plans and enjoying it.

So I guess that regulation, in some ways I understand it, because we don't want to water down content. And I have to say that I boast that I have a Physics Degree, but I don't boast. But I have a Physics Degree - I just boasted yeah, that is right. Nuns they tell you.

(Laughter.)

MR. WITMER:

But I think basically that would be something to look at. If we could really guarantee that colleges and Liberal Arts and Science faculty and Education faculty put courses together that are rigorous but at the same time focused on the content, that those people are going to go out and teach tomorrow. That would be very helpful.

MS. WALSH:

Great. Thank you.

MR. DeGRAFFENREIDT:

Dr. Duke.

MS. DUKE:

Well, because I asked the last group of questions that you reminded me about, Dr. Witmer, so I am going to ask you this question.

MR. WITMER:

Okay.

MS. DUKES:

Clearly, each one of you laid out some opportunities that exist that can be defined as non-traditional, but even in terms of your presentation it is title, "Traditional", sort of routes our traditional preparation.

What do you think accounts for the disconnect between what may be the public believes happens within our institutions of higher education, vis-a-vis what is actually going on. Is it just communication? What is it?

MR. WITMER:

I think it is partly perception and partly because we are the current act. I think there are some many other needs. Particularly, I am learning so much about urban education that I never knew as I watered down the Allegheny and Potomac Rivers.

But, for example, we have started and actually Dr. Hite wasn't aware of this, but we have a professional development school in Prince George's County because we believe as I think he was the one who said, that if their last internship is in the school area where they are going to work. The retention rate, the start-up of ease and all of that is greatly increased.

So I think it is mainly because it is not new news that we do what we do. I should probably when we did that, really let people know we now have a Professional Development School. And I think this, when I refer to the



consortium of the preparers, I am thinking about those kinds of relationships.

There is an academic base that higher ed brings to this that we never want to get rid of. And then there is those situational environments where we can't just prepare every teacher the same way. We have got to expedite preparation. We have got to give more support.

We are going to have people start at different entrance points, so we are going to have to follow through with professional and I think it is going to take the efforts of everyone coming together. And the bottom line, I think if we keep our eyes on what is going to really help this school and those students in that school, then the public is going to say that group has gotten together and they know what they are doing and they are going to buy into it more.

SISTER SLEAR:

And I also think the research that has occurred in Education, and when you look at the various fields with the technology, the brain-based and all of the differentiation, I don't think that that was prevalent at all when I went through a Teacher Education program.

I still learned a lot in methodology because I was a pre-med major that then turned over to become a Chemistry major. So I learned, see I am not boasting, I am just saying the fact.

(Laughter.)

MR. WITMER:

We love our content, believe it.

SISTER SLEAR:

But I think there is real discipline for Education. So there I think that is where the change has occurred and I don't think the perception is yet that they realize that change, but we are very well aware of it.

And anything we teach we always want to make it research-based in order to improve their learning.

MS. DUKES:

Thank you.

MR. DeGRAFFENREIDT:

Thank you.

MR. WITMER:

Let me respond very quickly. I think that one of the realities over the last 15 years, and I have an enormous regard for what Endicott has built. I think Teach for America is a wonderful program. I mean that most sincerely.

But what she has been able to do is use her resources in very effective ways to tell her story. Most so-called traditional programs, most schools of education, have not had the resource base or have chosen not to use the monies to tell their story.

And I think if you put these two programs, a TFA program and a program like MCERT together, parallel to one another, we have a story to tell that we have not told. Teach for America has told that story. And so that is the disproportionality in this thing is the attention to is in large measure a communications problem.

MS. DUKES:

Okay. Thank you.

MR. DeGRAFFENREIDT:

Dr. Walks.

DR. WALKS:

I was quietly listening and then your last comment just made me need to ask this question. The last couple of Board meetings at some point we have talked about some of the significant improvements in Baltimore City, just to pick one place.

And then we had the Superintendent

come today and talked a lot about the connection and the working relationship with the alternative programs, and then we had them come and talk about the wonderful things that they have done.

And to focus on a different level of story-telling certainly makes sense to me, I understand marketing and promotion. I even understand boasting.

(Laughter.)

DR. WALKS:

But what I want to get to is, is there something else going on, because I don't remember, but it seemed like Dr. Alonso really spoke with great enthusiasm about the connection that his system had with these alternative programs and I got the idea that there was something different about the alternative programs that in some way accounted for this great progress that has been made.

So is there more to it than just the different promotion or is there something else going on?

MR. WITMER:

If I may, I think one of the things that we probably should have included somewhere here is the Professional Development School model. I can remember when I first started even at Frostburg, I had student teachers and I would go out and I would watch them and I would come back.

It is different now. The connection between the higher education institutions -- part of, I think, the dynamic changes that are occurring right now is the result of that collaboration and that closeness between training the next generation of teachers. At least, getting them ready to go into the classroom in the public schools.

So I think that relationship is there

in the form of the Professional Development School model. I mean, in Maryland every time we go -- I was AACTE, everybody wants to ask me about Maryland's Professional Development School model because they hear throughout the nation that all of our students have to be prepared in professional development schools.

Those in traditional programs have to be prepared in professional development schools with a hundred full days of practice and that sort of thing.

And they say, how are you doing that? And I said it, you know what it started out not being easy but what has happened is there has become a community relationship between higher education and public schools through the Professional Development School model.

So we work very close with that. In fact, just the other day the new Superintendent of Allegany County schools said that he saw as

one of the benefits was the come to Maryland because of the Professional Development School model and the fact that he has an institution like ours in his backyard.

So I think that is going to become stronger, but you are right. And I can understand, particularly, in an urban setting. I can understand if you can find people who are enthusiastic and have the mission- mindedness to start in the public school and fall in love with it, my son did that.

My son who teaches in Anne Arundel County fell in love with teaching. Thought for sure he was going to make films for the rest of his life, and so it happens. And that enthusiasm -- we have Jennifer Rankin who is the Teacher of the Year for Maryland graduated from our program. Not boasting, Sister.

(Laughter.)

SISTER SLEAR:



... we had last year.

MR. WITMER:

Okay. But talk about excitement, enthusiasm, you know all kinds of energy for the profession. So it is there, but once again I think as David mentioned, that is what we expect. And we don't announce it because it better be. And maybe we need to do a better job of saying, here is how we are keeping up with current societal needs and the profession.

SISTER SLEAR:

And I would say also in Baltimore City, like we have six Professional Development Schools in Baltimore City and all of those schools really their scores have gone up since we have been working with them, but again it is a partnership.

We are able to work with them and help in the professional development. They have also worked with our students in helping them

in the areas where they need their strengths.

But again, once my niece who came down and she was determined she was going to be a History teacher and she wanted to teach at Western. And she was in our 10-month program where you were in the school system for the whole year. I said, as a Social Study you better take Special Ed too, just to make sure you would be able to get hired.

She did our Special Ed Program. She is now teaching Special Ed Elementary in Baltimore City and loves it. And she said, I don't know if I want to go to high school. I said, well 10 years from now maybe you will but I mean she does and it was through the Professional Development School.

And I really think that does make a difference when they work side-by-side every single day with the teacher and we can see that. And we place five in each one so it is

30 but we are doing our retention on that.

And I can say ours have continued to stay in the city and I think that is what is very important that they continue to stay and have become leaders in the system. And have wanted to work with the system.

But again as Ken, and I will agree with Ken here, we think that is part of our job to do that. So we don't feel that we need to brag about it, but we are boasting about it today.

DR. WALKS:

Excuse me. I have kept quiet a good while but it is all based on trust in relationships and seeing beyond just yourselves, very good. And I think that there is a moral obligation and you are seeing it and you are not telling it. And so therefore, I think you have a job to do. But keep up the good work.

MR. WITMER:

Thank you.

MR. IMIG:

We need your help to do it though.

SISTER SLEAR:

Yeah.

MR. DeGRAFFENREIDT:

Go ahead, Dr. Grasmick.

MS. GRASMICK:

I just wanted to make one point of clarity. We don't require a Master's Degree for advanced certification. We just require continuing education, but we do not require a Master's Degree.

MR. DeGRAFFENREIDT:

Thank you. Go ahead, Ms. Stanton.

MS. STANTON:

I have one quick comment and it may be a little off-topic. And Sister, I was very interested and appreciative of your observation

that all students learn differently, so shouldn't we expect the teachers to as well.

I just wonder how much of that philosophy has now made its way into teacher preparation. Certainly, my experience is decades old but that acknowledgment that students learn differently really wasn't there.

It seems to me that is a key to teacher effectiveness too.

SISTER SLEAR:

And I would say again that as a body of knowledge that we have learned about because we have done so much with the brain-based and looking at that, that I think it is prevalent in all the teacher education programs.

Even it is one of our things for NCATE we look at and they look at the differentiation instruction and making sure you are meeting the students needs' and the way you teach and all.

So I think it has become very

prevalent in our schools today.

MS. STANTON:

Thank you.

MR. DeGRAFFENREIDT:

Well thank you all for your --

MR. WITMER:

Thank you.

MR. DeGRAFFENREIDT:

-- help with our education on the subject. It has been very informative. We appreciate it.

MR. WITMER:

Thank you. Thanks for having us.

(Whereupon, the panel discussion was concluded.)