MARYLAND PROFESSIONAL DEVELOPMENT SCHOOLS

School Systems and Institutions of Higher Education Investing in Current and Future Teachers

Collaborating to Improve Student Performance

Benefits to School Systems NOW:

- Lowers the student/teacher ratio through co-teaching
- Builds a professional learning community
- Supports small group enrichment or reinforcement
- Offers opportunities for after-school tutoring, clubs, event and Advanced Placement support
- Facilitates various intern volunteer service activities
- Provides professional renewal for veteran teachers
- Co-facilitates action research/inquiry related to School Improvement Plans
- Provides professional development and/or higher education expertise at the PDS site for pre- and in-service teachers
- Provides training for pre-service mentors
- Allows interns to be a part of school improvement efforts through extensive internships
- Provides certification renewal opportunities for teachers who supervise interns
- Allow opportunities for site-coordinators to exhibit leadership skills

Benefits to School Systems in the FUTURE:

- Provides multiple opportunities for principals to observe prospective teachers in classrooms: a five-month job interview
- Gives opportunities for PDS principals to share information with other principals who are hiring
- Serves as an excellent recruitment tool for interns who know the school system culture and curriculum
- Supports new teachers who can “hit the ground running” with a clear understanding of Maryland classroom requirements
• Provides professional development focused on student achievement as identified in School Improvement Plans
• Uses higher education annual reporting document, the Teacher Preparation Improvement Plan (TPIP), to promote activities collaboratively implemented by schools and higher education
• Provides opportunities for school faculty to interact with other PDS stakeholders through Maryland PDS Network meetings
• Promotes collaboration through developing shared understanding of pertinent topics/concerns/research and implementing ways to meet those needs
• Provides opportunities for cross-fertilization between higher education and public schools to operate in one another’s arenas as respected professionals
• Increases teacher stability and continuity

Research Says:
• Mentor/intern co-teaching results in a significant increase in student achievement (www.stcloudstate.edu/coe/tqe)
• Principals who hire new teachers from a Maryland Professional Development School say they perform like second and third year teachers and have a higher retention rate compared to traditional teacher preparation programs (Retention studies conducted by Towson University and Prince George’s County Public Schools)

By the Numbers:
• 23 Maryland colleges and universities have interns placed in PDSs in 24 local school systems
• There are over 413 Professional Development Schools in Maryland

What Strategies Can Be Used to Enhance the Perception of PDS for School Systems?
• Hold a system-wide event and invite all stakeholders to share in action research projects conducted in schools
• Send a periodic report/newsletter of PDS directly to the Superintendent, the Executive Board and School Board
• Revive Memoranda of Understanding signings and invite the superintendent, principals, school staff, school board members, university president/dean and staff to participate
• Obtain more media coverage for all PDS events
• Extend invitations to stakeholders from other PDS programs throughout the state to attend local events
• Highlight one or more interns in your school/division/system newsletter throughout the year
• Participate in more university PDS and non-PDS meetings and planning sessions
• Engage in positive conversations at state and national levels about strengths and authentic opportunities for partners in PDS work

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