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“Nurturing Potential ... Transforming Lives”

2500 W. North Avenue
Baltimore, Maryland 21216

Education Unit

“Teacher as a Reflective Facilitator of Learning”

PDS Explication Paper Rosemont Elementary School

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Rosemont Elementary School

Partnership Profile

Partners: The partnership with Rosemont is primarily a single site partnership. However, candidates who complete the first half of the extensive internship experience (methods block) generally complete the second eight weeks of the internship experience (student teaching) experience at Wellwood, which represents a diverse setting.

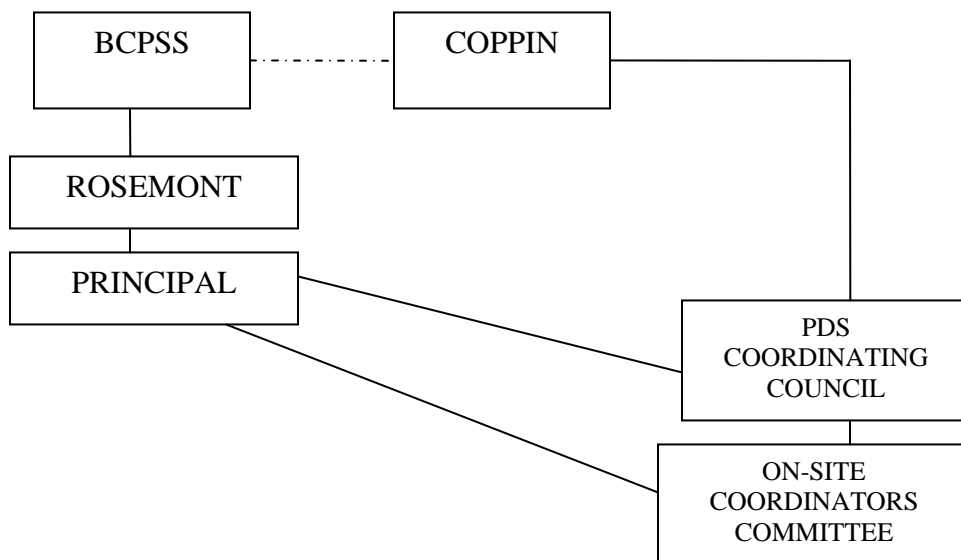
History of Partnership: Rosemont Elementary school began its educational partnership with Coppin in the fall of 1997. Dr. Calvin Burnett, past president of Coppin, after much collaboration between Baltimore City Public Schools and Coppin, was given authority to operate Rosemont. The PDS partnership evolved in 1998. The Rosemont-CSU initiative is a unique educational partnership in that very few universities have the responsibility for operating a failing elementary school in an urban setting as well as preparing teacher candidates to face the challenges associated with Rosemont.

School Information:

Enrollment	377	
Grade Levels	Prek-6	
Student Data	52.3% Male	47.7% Female
	99.5 African American	0.3% Asian
	77.0% Free Lunch	
	11.9% Mobility Rate	
	20.4 % Students Receiving Special Education Services	
Attendance	94.8%	City attendance 94.1%
By Gender	6 Males	27 Females
Total Faculty	18% Male	82% female
Ethnicity of Faculty	82% African American	18% White/Non AA
Certification of Teachers	79% Teachers are certified	
	52% Statewide Average of Certified Teachers	
	47.4% Advanced Certification	

Rosemont received various acknowledgements during the past years. The school received the State Superintendent's Award for significant achievement gains over the past three years, and in securing monetary awards and certificates. Rosemont is acknowledged as one of the highest achieving elementary schools in Maryland for the past three years. All students in grades 3, 4, and 5 passed the MSA tests with higher rates than that of the city and in some instances exceeded the state. Special education students also passed the MSA tests. Rosemont is recognized as the first school in Baltimore to receive state validation for its pre-k program. The school has a partnership with NASA and U.S. Fish Wildlife. The Fish/Wildlife partnership has been in effect for the past 8 years and the NASA partnership was awarded in the spring of 2005.

Organizational Chart for Rosemont Elementary School:



Governance Structure: Since Rosemont is also managed by CSU, the organizational structure for this public, now charter school is different than most. The School Improvement Team (SIT) includes the principal, vice-principal, academic coach, union representative, teachers, parents, student representative, community representative, and the CSU PDS Liaison.

Additionally, the planning structure also includes CSU Administrators (Dr. Stanley F. Battle, CSU President and Dr. Frank Kober, Special Assistant to Dr. Battle and Special Liaison to Rosemont). The SIT meets monthly to plan school improvement, especially intervention activities designed to facilitate students' improvement. Improvement initiatives are directed towards reading and mathematics. Rosemont's mathematics scores are higher than that of the city's scores since intervention strategies put in place for the past two years were designed to improve students' mathematics achievement scores. The fifth grade reading and language arts scores exceeded the city and state average.

Rosemont's on-site liaison committee is comprised of all PDS on-site liaisons, including the principal, the members, and the CSU PDS Coordinator. Monthly meetings are rotated to each PDS site. The PDS Coordinating Council is also a part of the governance structure of this PDS. Rosemont's on-site teacher liaison and principal are members of the Coordinating Council. The Council is comprised of representatives from all schools in the network and CSU education faculty liaisons, department chairpersons, Arts and Sciences representatives, and community representatives. The Council meets bi-monthly to discuss, plan, and assess PDS initiatives.

Description of Internship: Teacher education candidates begin their required practicum experiences during some of their early education courses. These practicum experiences are categorized according to phases of complexity as outlined in the *Undergraduate Graduated Field Experience Manual*. The elementary and early childhood education program candidates are those that primarily complete their extensive internship at Rosemont. There are times when special education teacher candidates are also immersed at Rosemont.

During the first semester of the senior year, elementary education candidates enroll in methods courses taught on site at Rosemont -- *ELED 303: Methods of Teaching Reading in the Elementary School*; *ELED 304: Methods of Teaching Language Arts in the Elementary School*; *ELED 305: Methods of Teaching Science in the Elementary School*; *ELED 306: Methods of Teaching Social Studies in the Elementary School*. Early Childhood education students, during that same period, are enrolled in *ECED 333: Methods of Teaching Reading in the Elementary School*; *ECED 330: Methods of Teaching Language Arts in the Elementary School*; *ECED 337: Methods of Teaching Science in the Elementary School*; *ECED 331: Methods of Teaching Social Studies in the Elementary School*. Rosemont has provided a room on-site where the CSU methods instructor meets on Mondays, Tuesdays, and Wednesdays to provide instruction to the candidates.

Candidates, during this Phase IIB of the assessment process, worked for the first eight weeks of the fall semester with the university faculty member in their designated space. The candidates must first reconstruct their space to design an effective and conducive learning environment. The candidates are required to be involved in observing the integration of theory and practice and to engage in educationally sound practices as he or she instructs small and/or whole groups in the classroom. Instruction begins in the four content areas with review of content knowledge, involvement in theoretical perspectives that will be used to involve students in their own learning, discussion of strategies to plan effectively for meeting all learners' needs using the Voluntary State Curriculum as a guiding framework, and designing alternative assessment strategies that will capture the students efforts and abilities. Candidates also become involved in discussing strategies for maintaining a well-balanced classroom where classroom management is maximized and students are comfortable. Additionally, candidates are guided

through related and required program assessments such as case study, portfolio, and unit plan, among others. During the second half of the fall semester, all candidates are placed with a supervising teacher who model best instructional practices. The candidates are also supervised by the university supervisor and will teach at least three demonstration lessons, including a combined reading/language arts lesson, during this period. These candidates initiate the case study project, where they identify a student who is experiencing difficulty with one of the core components of reading instruction using the SBRR model. The candidates begin the literature review section of the case study project during this time. One video taped lesson is also required at this time.

In the following spring semester, the candidates begin the second half of the extensive internship, the student teaching experience, with the same supervising teacher. Candidates complete eight weeks of the student teaching experience at Rosemont. The student teaching requirements, completed under the guidance of the supervising teacher and university supervisor, are outlined in the student teaching syllabus and in the *Undergraduate Graduated Field Experience Manual*. The second eight weeks of the student teaching experience are generally completed at Wellwood International Elementary School, where candidates work with a population of students that is more academically and socio economically diverse than that of Rosemont. The combined extensive field experience totals 114 days in the classroom.

Number of Interns in Cohort: At the beginning of the spring 2006 semester there were four elementary education candidates who were completing student teaching experiences at Rosemont. These candidates are supervised by the university supervisor who served as the methods block instructor. These candidates will complete the second student teaching experience

at Wellwood under the supervision of the same university supervisor. These candidates, along with the special education cohort of three candidates, completed the methods block on-site at Rosemont during the fall 2005 semester.

Major Challenges

Rosemont has experienced challenges as a result of their affiliation in the CSU PDS network. One challenge is that of relying on the same certified and outstanding supervising teachers to work with teacher candidates, which may contribute to teacher burn-out. Additionally, the challenge at finding time for requested professional development which results in most workshops taking place during school hours (lunch hours, after school meetings, and during planning times).

Major Focus

The major focus for Rosemont Elementary School for the past three years has been the improvement of test scores in all grade levels including special education. In fall 1996 Rosemont was ranked as one the lowest achieving schools in the state of Maryland and was placed on the state's reconstitution-eligible list. Rosemont is now ranked as one of the highest achieving schools in Baltimore City. Some grade levels ranked higher than the state level, such as in the areas of mathematics and reading. For the past two years, Rosemont has been trying to maintain high achievement levels and while at the same time continue to enhance teaching and learning. The focus is to maintain high test scores in math and reading. Dr. Genevieve Knight, professor of mathematics in the School of Arts and Science has worked with the principal and teachers to plan a course of action to improve math scores. This plan of action centered on strategies designed to upgrade the skills of mathematics teachers, which include week-end workshops,

traveling to other states for seminars, staff developments sessions, and grade level meetings. As a result of this collaboration, math scores in the Coppin PDS network are now higher than the reading scores. Reading is now a major focus area for the CSU PDS network. Dr. Shawyn Williams, newly hired CSU reading faculty member, is involved in strategies designed to assist teachers in using effective and research-based strategies to promote learning in the five core components of reading that will result in improved reading achievement.

Overall Statement of Standing: Developing

PDS Standards

Standard 1: Learning Community

Description of Artifacts: Description of artifacts is outlined on artifact the cover sheet

Strengths

- PDS partners collaboratively integrate instructional content priorities in the teacher education program and field experiences. Professor Juanita Ashby-Bey, methods block teacher, Dr. Genevieve Knight, professor of mathematics, and Dr. Shawyn Williams, professor of reading, provide continuous pre-service and in-service professional development to candidates and teachers at Rosemont. These needs-based training sessions are aligned with the state and city standards and outcomes.
- CSU reading faculty members are working collaboratively with Rosemont's principal and teachers to assist parents in developing literacy skills. The enhancement of parents' literacy skills in the five core components of Scientifically Based Reading Research

(SBRR) instruction will assist parents in guiding the literacy development of their children, which should result in improved achievement scores.

- Candidates are placed in cohorts and reflect on learning experiences with their cohort peers, CSU and school faculty. PDS partners plan and participate in activities where all school staff members are encouraged to interact with candidates. Candidates are placed at Rosemont for their methods block courses and the first placement for student teaching in the extensive internship. Candidates, university supervisor, and supervising teachers collaborate to complete the student teaching evaluation form at the end of placement. Seminars are held throughout the internship where candidates reflect upon their experiences.
- All candidates are encouraged to participate in school-wide activities. This includes parent meetings, grade level meetings, staff development training sessions, and after school programs.

Area for Growth

- A case study project is conducted by candidates during the entire extensive internship experience. The purpose of the case study is to guide candidates in identifying, designing, and analyzing strategies that may prove informative and beneficial in their classroom. Supervising teachers are expected to be involved in the identification of the project subject and the intervention strategy, as well as the implementation of that strategy. However, there is a need for the results of these projects to be disseminated for program improvement.

Statement of Standing: At Standard

Standard 2: Collaboration

Description of Artifacts: Description of Artifacts is outlined on the artifact cover sheet

Strengths

- CSU and school faculty collaboratively plan and implement curricula for candidates to provide authentic learning experiences. CSU and school faculty meet regularly during observation and evaluation sessions to discuss curricula needs of candidates.
- Candidates complete surveys that are designed to evaluate their experiences. Results are disseminated to teachers and university supervisors. Evaluation sessions are conducted with supervising teachers and university supervisors to determine the needs of candidates.
- PDS partners identify and address professional development needs of faculty and candidates. Needs assessment sessions are held on-site at the beginning of the school-year by Dr. Knight, Dr. Williams, and PDS Coordinator, Wyatt Coger. These needs are disseminated to the Coordinating Council and workshops are planned and information disseminated.
- Teachers and candidates use demographic and performance data to modify instruction and improve student achievement. Summer strategic meetings are held to analyze test data and plan adjustments to instructional programs based on needs. Rosemont conducts a collaborative two day focus meeting with the CSU's PDS Coordinator. Candidates are guided in the modification of instruction based on data from demonstration lessons taught during the methods blocks and the student teaching internship by the supervising teacher and the university supervisor.

- Rosemont teachers and the assistant principal have served as instructors for teacher education courses at CSU. Mr. Lunn, a mathematics educator has taught the elementary methods course. Assistant-Principal Shockney teaches graduate courses.
- All PDS partners meet yearly in the summer strategic planning conference to plan strategies for the year's activities. All partners agree on the major focus for the network and the strategies and assessments to be used to facilitate improvement in the performance of faculty, candidates, and students.
- Rosemont's principal and the CSU's PDS coordinator have co-presented the "Rosemont Story" at the national PDS conference in Orlando, Florida for the past two years. Principal Ashe and Coordinator Coger have submitted another proposal, which has been accepted, to present activities from the initiatives again for the 2006 conference. Ashe and Coger also presented at the local MSDE PDS conference held at Towson University last year.

Area for Growth

- There is a need for more collaboration between the candidates, supervising teachers, and university supervisors to determine the case study project that will be developed to assist in the improvement of student achievement.

Statement of Standing: At Standard

Standard 3: Accountability

Description of Artifacts: Description of Artifacts is outlined on the artifact cover sheet

Strengths

- The teacher education program requires that candidates are assessed through a standards-based portfolio. Teacher education candidates begin the portfolio process during early education courses. During the extensive internship, the candidates must complete a professional e-portfolio, which is an exit requirement that will be presented to peers, supervising teachers, and university faculty. The e-portfolio is also evaluated by a team of three individuals using an approved rubric.
- University faculty and teachers solicit and use feedback from candidates to modify the teacher education program requirements. Candidates are asked to complete surveys that provide feedback on their experiences. The feedback is shared with supervising teachers and university supervisors after the internship. Candidates also provide feedback for program development during the student teaching seminar session as they discuss their experiences with the university supervisor.
- Planned meetings are held with the university faculty members and the school faculty to discuss the supervisory process required for both the methods and the student teaching experiences of the year-long extensive internship. Training sessions for supervising teachers also include a review of assessment instruments and program requirements for candidates. Selecting appropriate mentors, a collaborative process between the university representatives and the Rosemont principal, is part of this process.
- PDS stakeholders assume responsibility for improving student achievement. PDS Coordinating Council meetings are used to facilitate the decision making process for

determining planned activities and the impact of those activities. Rosemont provides an update on the implementation of planned activities at Coordinating Council meetings.

Area for Growth

- CSU and school faculty attempt to collaborate on the development of candidate performance assessment instruments. Scheduling and availability of school faculty sometimes prevent this process from functioning in the manner intended or hoped for. Appropriate scheduling must be developed to secure input from all constituents involved in the training of teachers.
- PDS partners collaborate to determine the impact of PDS efforts on student achievement. More collaboration needs to be explored in this area. Scores have risen in reading and mathematics in the PDS network including at Rosemont. Ms. Betty Williams, academic coach at Rosemont and experienced at analyzing test data, will further explore possible impact of PDS activities on test scores.

Statement of Standing: Developing

Standard 4: Organization, Roles, and Resources

Description of Artifacts: Description of artifacts is outlined on the artifact cover sheet

Strengths

- PDS partners communicate regarding roles, responsibilities, and operating procedures and use continuous feedback to improve the operation of the PDS. The governance

structure of the PDS is the coordinating council, the on-site coordinators committee, and the school improvement team. Roles and responsibilities are disseminated early in the school-year at each coordinating council and on-site coordinators meetings. Each coordinating council member and on-site coordinator is given handbooks delineating roles and responsibilities and the governance structure of the unit and network. Supervising teachers are given student teaching handbooks.

- CSU and Unit provide financial resources through a PDS budget to support activities. Various state and local grants have been written to support reading, math, technology, and the special needs population within the PDS. Teachers at Rosemont have shared their expertise in teaching math courses, facilitating workshops, and serving on student teaching interview and exit interview panels. Rosemont teachers were among those in the group of teachers who demonstrated instructional expertise by producing “best practices” teaching videos.
- CSU recognizes and rewards the PDS work of the faculty by fully integrating PDS work in the evaluation and merit packet of the faculty members who work with the PDS. The work completed with the PDS is geared toward meeting the mission of the teacher education program and the goals of the PDS initiative, which is primarily student achievement. PDS on-site coordinators are rewarded with a stipend and through recognition at an awards ceremony at the end of the school-year. Supervising teachers are also rewarded financially through a university stipend derived from student fees and recognized at the annual award’s celebration. Teacher candidates enrolled in methods courses and student teaching are also part of this celebration.

- PDS partners use the PDS as a vehicle for the recruitment and retention of teachers. Many CSU program completers are hired at Rosemont. The “Courage to Teach” program, a teacher renewal program, is used at PDS sites including Rosemont to renew the passion of teaching.
- The Memorandum of Understanding, signed by school and CSU representatives, delineates the expectations of the partnership. Professional development and other collaborative activities are designed to enhance faculty and candidate effectiveness and ultimately student achievement.
- Rosemont benefits from advanced technological support from CSU. The technology lab, coordinated by a teacher who is also seeking Master’s degree from CSU’s Master of Science in Reading Program, is a resource used by candidates who are participating in the extensive internship on site. The schools in the network have asked that she, the Coordinator of the Rosemont Technology Center serve as the **Technology Coordinator** to the Network.
- Rosemont teachers, in their bid to obtain an advanced degree or certification, enroll in graduate courses offered by CSU at a significantly discounted rate. In past years, when the number of teachers who needed courses was greater, classes were offered on site at the school and taught by full-time CSU faculty. Rosemont teachers enroll in and participate in on-campus courses as needed.

Area for Growth

- PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice. Ethical issues are a major part of working with pre-service and in-service teachers; more work is needed in this area. Dr. Richard Rembold,

professor of education, and Professor Thomas James, lawyer, work with the PDS network on ethical issues.

- CSU and the school district have institutionalized resources to ensure the continuity of the PDS Network. Although CSU, provide financial support for the PDS, the Baltimore City Public School system does not provide any direct financial support. Greater financial support is needed for the continued enhancement of the PDS initiative for candidates' enhancement and improved student achievement.

Statement of Standing: Developing

Standard 5: Diversity and Equity

Description of Artifacts: Description of artifacts is outlined on the artifact cover sheet

Strengths

- The PDS provides all candidates an extensive internship of at least 100 days over two consecutive semesters. Candidates must complete one semester in the methods block courses, including an internship with a supervising teacher followed by a 16 week student teaching experience. Eight of the 16 weeks are completed in a diverse setting. Candidates are supervised by the same university supervisor and are assessed using the same assessment instruments.
- Candidates demonstrate skill in working with diverse students and the ability to interact with diverse teachers and staff. All candidates receive instruction in culturally diversity theories and practices, and have opportunities to work with a diverse population. At

Rosemont, candidates interact with and instruct academically, economically, and behaviorally challenging students, including special needs and gifted students. Special education teachers collaborate with candidates and onsite teachers to design and implement differentiated strategies that are necessary to meet the needs of diverse learners and inclusion students.

- Rosemont teachers represent a diverse background of experiences and racial and ethnic differences.
- PDS partners focus on meeting the needs of diverse learners in order to eliminate achievement gaps. Workshops conducted by CSU faculty, in collaboration with the PDS network sites, focused on closing the achievement gap.
- CSU President Battle has initiated the Urban Educational Corridor. The goal is to work collaboratively with the schools in the immediate vicinity of CSU to promote excellence with the expectations that the students will in turn enroll in CSU to build a strong Baltimore City and an urban learning community.

Area for Growth

- Supervising teachers, university supervisors, and candidates plan and conduct case study projects that are geared towards issues of achievement equity. The use of case study and professional development activities to address the disparity in achievement gap must be continued and supported at all sites.

Statement of Standing: Developing

