



COPPIN STATE
UNIVERSITY

“Nurturing Potential ... Transforming Lives”

2500 W. North Avenue
Baltimore, Maryland 21216

Education Unit

“Teacher as a Reflective Facilitator of Learning”

PDS Explication Paper Lemmel Middle School

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Lemmel Middle School

Partnership Profile

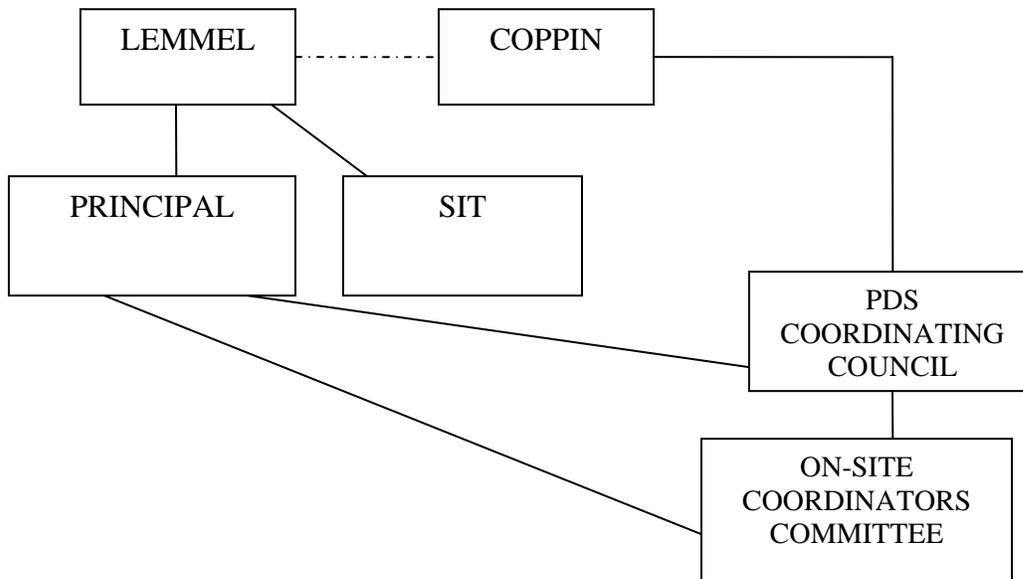
Partners: Lemmel Middle School operates as a single-site partnership. This site serves primarily as a special education site, since the grade band does not meet early childhood requirements and elementary education candidates do not choose to seek additional certification in a content area, a requirement to teach at the middle school level. Lemmel serves as a possible rotation for inner-city experience for special education candidates who are being trained to teach at both the elementary and middle school levels. Lemmel does not serve as a partnership site with any specific diverse site in Baltimore County or Howard County. Candidates are placed in available rotations.

History of Partnership: Lemmel Middle School began its partnership with Coppin State during year 2000. The original partnership began as a special education specific site. At this site, special education pre-majors completed their practicum field experiences, participated in the methods block courses, and completed student teaching at Lemmel. Because of the inclusion model, Lemmel was later designated as a school where all special education candidates could complete their student teaching internship. In recent years the school has struggled with various educational issues including maintaining certified teachers, especially in special education. Consequently, Lemmel has received a reconstitution-eligible status with improvement needed in the areas of reading and mathematics.

School Information:

Enrollment (Grades 6,7,8)	Total 941 6 th (319) 7 th (329) 8 th (293)	
Students	52.6 % Male 47.4% Female	
	99.9 African American 0.02 Asian	
	90.9% Free and Reduced Lunch	
	92.1% Attendance	
	21.9% Mobility Rate	
	17.3% Students Receiving Special Education Services	
Faculty	84% Classes not Taught By Certified Teachers	
	48% Certified Staff	49% Non tenured
By Gender	20 Males	49 Females
	29 % Male	71 % female
	50 African Americans	19 White/Non African Am.
By Ethnicity	72 % African American	28 % White/Non AA

In 2004-05 Lemmel was recognized for the highest gain in mathematics for all middle schools in Baltimore City Public Schools.

Organizational Chart:

Governance Structure: Lemmel Middle School is governed by the School Improvement Team (SIT) as stipulated by the Baltimore City Public School System. The SIT is comprised of the

principal, teachers, a union representative, a special education teacher representative, a student representative, the CSU PDS faculty liaison, and committee Chairperson Dr. Alphonse Nnadozi.

Description of Internship: Pre-majors generally complete phase I and IIA levels at Lemmel. During these required experiences, pre-majors are required to observe classroom instruction and interactions, while specifically looking for theoretical foundations demonstrated in best practices. The number of candidates who participate in practicum experience at this location is limited. This is due to the fact that as the middle school placement is required primarily of special education candidates.

During the fall 2005 semester, CSU worked with Lemmel to improve the pedagogical teaching skills of teachers of mathematics. Dr. Genevieve Knight served as the facilitator of the professional development sessions that were organized for the teachers of mathematics. These professional development participants also enrolled in a graduate course MATH 605 that Dr. Knight taught on site at the school. The elementary education teacher candidates who were enrolled in *ELED 302: Methods of Teaching Mathematics in the Elementary School*, which is taught by Dr. Knight, met on-site at the school for the completion of the course. Candidates were assigned to complete classroom observations with the teachers who were participating in the professional development activities. Candidates and teachers received instruction in understanding, planning, and implementing the requirements of the *Maryland's Voluntary State Curriculum*. Dr. Knight also had the opportunity to observe the teachers and CSU candidates model the best practices expected of them to obtain improved student achievement. The professor was able to provide immediate feedback on those observations.

Number of Interns in Cohort: Presently there are no student teachers at Lemmel Middle School.

Major Challenges

There are numerous challenges at Lemmel Middle School that are common in many urban middle schools. Some of these challenges include:

- A high number of provisional and new teachers;
- Challenging discipline situations that limit effective teaching and possibilities of a successful learning environment; and
- Turnover rate of effective administrators.

Major Focus

At Lemmel Middle School, the School Improvement Team determined that the major focus for development would occur in the area of seeking improvement in student discipline and working with teachers to improve math and reading scores at all grade levels. CSU, through PDS efforts, has launched many educational initiatives to attempt to abate the reconstitution-eligible status at Lemmel. Recently, the overall PDS focus was improving mathematics. Lemmel was the prime target of this focus since the reported mathematics scores were extremely low. During the 2004 summer strategic planning meeting, it was determined that the PDS focus should continue in the area of mathematics. The onsite coordinator was instrumental in getting mathematics teachers to attend mathematics workshops conducted by Dr. Genevieve Knight, CSU mathematics professor. Dr. Knight tailored workshops specifically for Lemmel, took middle school teachers to a three day summer session in Harrisburg, Pennsylvania, and conducted training sessions at the school building. As a result, mathematics scores increased at certain

grade levels. Although the school made progress during the 2004-2005 school year in the area of mathematics, the PDS Network and the Lemmel SIT determined that reading and mathematics would continue to serve as the focus for this PDS site.

Lemmel is the sole recipient of a Maryland High Education Commission (MHEC) Middle school grant that was written by the education unit at CSU to assist the school in improving reading instruction. Special permission was secured from the MHEC grant office to also use the grant funds to assist in continued work with improving mathematics instruction in response to a letter from the principal. During the 2004-2005 academic year, reading/language arts teachers participated in intensive professional development activities in the areas of reading and mathematics. As noted earlier, Dr. Knight served as the mathematics instructor for professional development in mathematics. Dr. Delores Harvey, Reading Specialist, worked with the reading teachers in enhancing their skills in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Dr. Harvey's activities were supported by reading specialists who visited from Vanderbilt University in Tennessee and the University of Texas, Austin and were supported by the Reading First Teacher Education Network (RFTEN) project. Teacher participants received resources for teachers and students. For the 2005-2006 school year, mathematics and reading initiatives have continued at Lemmel. CSU hired a reading professor, Dr. Shawyn Williams, who has continued to work with the reading/language arts teachers at Lemmel in the area of language arts and reading. RFTEN funds will also continue to provide additional support for teachers to develop pedagogical strategies that will guide their instruction in reading and across the curriculum.

Overall Statement of Standing: Developing

PDS Standards

Standard 1: Learning Community

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

Strengths:

- PDS partners collaboratively integrate instructional content priorities in the teacher education program and field-based experience. Dr. Genevieve Knight, Professor of mathematics, Dr. Shawyn Williams, Assistant Professor of reading, and Dr. Lois Nixon, Special Education Professor and Professor Shirley Edwards, method block instructors, provide workshops and training sessions for teachers and candidates. These sessions are based on state assessment standards and aligned with the Voluntary State Curriculum.
- Candidates engage in the full range of teacher activities in the school community. Candidates are encouraged to participate in all activities related to the school, including staff development, PTA meetings, and parent conferences, Saturday workshops, and school-wide assemblies.
- PDS partners collaboratively create, conduct and participate in needs-based professional development to positively impact student achievement. Needs-based staff development in the area of mathematics has been a focus at Lemmel. Math scores were extremely low at all grade levels. As a result of the staff development by Dr. Knight, Lemmel received an award for having the highest percentage gain in mathematics (from 5.3% to 28.3%). Dr. Williams, hired this school-year, is now working to improve reading scores.

- CSU and school faculty model the use of state/local learning outcomes and assessments in coursework and field experiences. In teaching the methods block, Dr. Nixon and Professor Edwards provided experiences where candidates interact with state and local outcomes and assessment materials. The interns are given the opportunity to use these learning experiences in their student teaching internship.
- Teachers of reading and language arts at Lemmel have worked with Dr. Delores Harvey to build teaching strategies for the implementation of the five core components of reading as identified by SBRR. Workshops to facilitate reading instruction were also conducted by facilitators from the University of Texas at Austin and Vanderbilt University.

Areas for Growth

- Candidates are generally placed in cohorts and reflect on learning experiences with their peers and CSU and school faculty. Presently there are no interns at Lemmel Middle school. The school and CSU must work to increase the number of certified teachers at the school who demonstrate best practices and with whom teacher education candidates may be placed during the student teaching experiences.
- As candidates, university supervisors, and school supervisors collaborate to launch case study projects, the practice must be implemented at sites with results disseminated for the benefit the sites.

Statement of Standing: Developing

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. Candidates have been placed at Lemmel for the second part of their methods courses. Dr. Nixon or Professor Edwards provide experiences for the candidates to work with the school's curriculum. The candidates also work with the supervising teacher to create authentic learning experiences.
- PDS partners collaboratively meet the needs of the pre-service mentors. Prior to entering their student teaching internship, orientation sessions are held with the candidates outlining requirements and student teaching expectations. Principals are invited to these orientation sessions.
- Meetings with the supervising teachers are held to outline supervisory expectations. Regular meetings between the university supervisor and supervising teacher are held to discuss the needs of the candidates.
- Education, arts and sciences, and school faculty collaborate in planning and implementing content-based learning experiences for the PDS partners. Dr. Knight, mathematics professor from the school of arts and sciences, Dr. Delores Harvey, reading specialist from education, and Dr. Williams, reading specialist from education have conducted workshops at Lemmel Middle school.
- PDS partners identify and address professional development needs of faculty and candidates. During the PDS summer strategic planning meetings, Lemmel's

academic needs were identified and activities were planned based on data. Workshops were planned and executed based on the low scores in the area of mathematics.

- PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers. Because Lemmel had many provisional teachers, Dr. Knight provided small group workshops according to grade level. Large group workshops were also conducted.
- Lemmel teachers also enrolled in graduate level reading and mathematics courses to assist in their continued professional development and application of effective pedagogical strategies that should result in improved achievement for students.
- PDS partners use demographic and performance data to modify instruction to improve student achievement. The summer strategic planning meetings and needs assessment completed at the beginning of the school-year are used to plan, modify, and improve student achievement. Based on assessment data gathered by the school, modifications and instructional decisions are made for students not making adequate progress.

Area for Growth

- Candidates and teachers continue to explore case study/action research as intervention strategies for enhancing student learning.

Statement of Standing: Developing

Standard 3: Accountability

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

Strengths

- The teacher education program requires that candidates be assessed through a standards-based portfolio. Guidelines for the development of the professional portfolio are presented in the Undergraduate Performance-Based Field Experience Manual. Lemmel teachers collaborated with the special education faculty to assess candidates' presentation of the portfolio.
- University and school faculty solicit and use feedback from candidates to modify the teacher education program. Surveys are distributed to candidates to provide them with an avenue for feedback on their internship. Results are disseminated to school faculty and university instructors for improvement of the teacher education program. Feedback is provided by supervising teachers and university supervisors to interns during observation and evaluation conferences.
- PDS partners assess the collaborative professional development provided in the PDS. At PDS Coordinating Council meetings, each school provided an assessment of PDS activities and its impact on student achievement. Lemmel is part of the PDS Coordinating Council. Additional meetings are held with the principals and the on-site coordinators to assess the impact of PDS activities.
- University supervisors and supervising teachers collaboratively prepare to supervise candidates. Meetings are scheduled by the PDS coordinator with student teaching supervisors and university supervisors to discuss the expectations and the process for supervising candidates. Handbooks, syllabi, and assessment

instruments are distributed and discussed. The Director of Educations also meets with university supervisors to discuss requirements and expectations.

- PDS partners work together to meet one another's professional development needs and recognize accomplishments. Needs are addressed based on data derived from surveys and meetings with principals and school staff. School faculty members also serve as facilitators for staff development, teaching university courses, and participating in CSU planned staff development. Lemmel staff members participated in an off campus math activity in Harrisburg, Pennsylvania, and the aspiring leadership program in Ocean City. Recognition programs are held annually at the end of the school-year to celebrate the work of teachers, on-site coordinators, candidates, and principals.
- PDS partners collect, analyze, and use data for program planning and implementation. PDS summer strategic planning meetings, needs assessment sessions, and Coordinating Council meetings are used to collect data for planning activities.

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 use results of research and inquiry to inform future practice within the PDS. The elementary schools have participated in more case study projects than at the middle

school level. This concern needs to be addressed, since the data realized from these projects may be used to determine the impact on student achievement. The Coordinating Council has placed this item on upcoming agendas.

Statement of Standing: Developing

Standard 4: Organization, Roles, and Resources

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

Strengths

- The Memorandum of Understanding signed by the administrators clearly outlines the roles, resources, and expectations of the partnership.
- PDS partners communicate regarding roles, responsibilities and operating procedures and use continuous feedback to improve the operation of the PDS. The PDS coordinator meets with PDS onsite coordinators and the Coordinating Council on a regular basis. The meetings are used to allow schools to give feedback on PDS activities and modify procedures as needed. The PDS handbook, which outlines roles and responsibilities, is distributed to all partners.
- PDS partners share resources to support the learning of P-12 students and PDS partners. Lemmel has benefited from many grants written by the university faculty. These include mathematics, reading, and technology grants. Resource materials in the building include math and reading resource materials for teachers and students.

Technology supplies were also requested and provided. Additionally technology support is scheduled to be assessed prior to the close of the school-year.

- The University recognizes and rewards the PDS work of university faculty through incentives that fully integrate PDS work with the mission of the teacher education and the merit reward system. The PDS Network receives financial resources from the provost's office to support initiatives. Stipends that are competitive with other LEA's are given to the onsite coordinators, supervising teachers, and to teachers attending after school and weekend workshops.
- PDS partners use performance data for strategic planning to design, implement, evaluate, and revise PDS policies, roles, and resources. PDS Strategic planning is completed during the summer to plan PDS activities Based on student performance data. Lemmel has participated in this process.

Area for Growth

- CSU and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry. More support is needed from the Baltimore City Public School System. Even though Lemmel is under the umbrella of the local school system, no financial assistance is given to support the PDS.

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 equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS. Lemmel has accommodated student teaching candidates. University instructors have also conducted the methods block courses at the school.
- Candidates demonstrate skill in working with diverse student, parent, and staff populations. Candidates are taught the pedagogy for working with diverse students especially in the special education methods block. At Lemmel, the candidates are placed with certified special education supervising teachers.
- Candidates demonstrate the ability to work with students with special needs and collaborate with special education educators. While working with special needs students, candidates collaborate with special education resource teachers who must collaborate with regular teachers. Here the candidates will acquire additional strategies for working with challenging students.
- PDS partners provide equitable opportunities for stakeholders participation in PDS activities. All PDS teachers and candidates are given the opportunity to participate in all activities. These activities include out of town seminars, local workshops, conferences, aspiring leadership training sessions, technology workshops, and demonstrations held by the PDS network.

- PDS partners represent diverse backgrounds. Lemmel has a diverse teaching population as well as a diverse student population. (See demographic information on Lemmel)
- PDS partners focus on meeting the needs of diverse learners to reduce or eliminate the achievement gap. Numerous workshops are conducted with staff on meeting the needs of underachieving students. Even though Lemmel is struggling to meet the annual yearly progress standards, mathematics scores are rising significantly.

Area for Growth

- PDS partners plan and conduct research/inquiry with attention to issues of equity and disseminating the findings for program improvement. Action research continues to be an area for further exploration at Lemmel.
- PDS partners work with parents and community members in support of student learning. Very little attention has been given to parent support in the middle school by the PDS Network. This need must be an agenda item for the Coordinating Council.

Statement of Standing: Developing