An Invitation from the Dean of the College of Education  2

Education in Action

The Saturday Academy  4
Math—and life—skills for middle school students

Making Inclusion work  6
Teaming up for transition to the mainstream classroom

Behavior and Performance  8
Removing the roadblocks to academic achievement

School Reform Takes Leadership  10
The Principals’ Institute provides practical tactics for school reform

Better Teachers for Better Schools  12
Professionalizing teacher training

Measuring Up to MSPAP  14
Assessing student success and school improvement

Testing Technology  16
When is computer technology an effective tool for teaching and learning?

Reaching Out Across the State  18
A listing of current outreach initiatives of the College of Education

About the College of Education  22
“Educational reform in the state of Maryland depends on creative partnerships between educators, researchers and policy makers. At the University of Maryland we are actively involved in many collaborations that are yielding results designed to benefit all children in the K-12 system.”
The College of Education at the University of Maryland, College Park, manifests its land-grant mission in outreach programs that extend to every corner of the state. Our broad range of expertise, from administration to special needs, from assessment to teacher training, is brought to classrooms, schools, systems and state government in a variety of formats. In every case, our programs are informed by the strong research of College of Education faculty and by the challenges of our colleagues in the field.

Maryland’s flagship university status means that faculty must demonstrate both excellent teaching and conduct significant research that advances the knowledge and theory of education. We are innovators in the area of professional development programs for teachers at all levels. We lead in the developmental aspects of teaching and learning, and share the best practices for leadership and policy formation. We are nationally recognized for our efforts with special needs and at-risk children, behavior management, and pre-school environments and we train individuals to offer critical support services, including counseling. At the heart of it all is our passion for teaching and our shared goals to provide all children the opportunities necessary to reach their full potential.

In compiling this inventory of outreach programs, we demonstrate the many ways that the University of Maryland is working with teachers, students and administrators to improve education in the state. We have highlighted seven programs from our various departments to give a fuller picture of the programmatic and human resources we bring to these outreach initiatives.

We look forward to working with you, exploring new opportunities for collaboration and providing you with more information about the College of Education’s wealth of expertise and enthusiasm for the improvement of Maryland’s educational systems. Contact us at the college or on the Web at www.education.umd.edu.
Putting together a program for 7th graders struggling with math skills is not a task for the faint-hearted, especially when classes are held for four hours on a Saturday morning. But for Dr. Betty Ann Robertson-Tchabo, the problem is having to turn kids away who really need the help.

The Saturday Academy grew out of a concern by the College Board that many minority students were performing poorly on the math SATs and losing the opportunity to attend college. Prince George’s County, Md., was one of six sites across the country chosen by the testing organization for a pilot program that would target students who were getting Cs and Ds in math but had the potential to do better.

“There are more than 3,000 students in Prince George’s County who meet the criteria for the Academy,” says Robertson-Tchabo, a professor in the Department of Human Development. “We work with principals and guidance counselors in 13 middle schools to select between 225 and 250 students to participate.”

Motivation is one factor that is considered. The program also requires that parents take an active role, attending concurrent sessions with their students. A major limitation is the lack of transportation to the program, though Robertson-Tchabo is always impressed with the persistence of children and parents who walk or take public transportation to the campus.

The Academy is an ambitious collaboration between the county school systems and the university. It has evolved into a four-semester program that begins in spring semester of the 7th grade and culminates in fall semester of 9th grade. The Fall 1999 class served 240 children and 206 parents. Teachers with math or science specialties are selected from the K-12 system and are given two weeks of training each semester before the six-week session. The curriculum focuses on algebra, geometry, probability and statistics and, in the final semester, consumer issues.

Experiential Learning Emphasis
Each class is taught by an instructional team that includes the teacher, a guidance counselor and one or two mentors who are most often graduate students from the university. The emphasis is on experiential learning in math and science, with a healthy dose of teamwork and problem-solving.

“A typical Saturday class for the students is broken into four segments,” explains Robertson-Tchabo. “We’ll start out with warm-up problems related to the SAT, and have the students working at the blackboard explaining their process toward solving the problem. It’s important for them to learn the language of mathematics, and to be able to verbalize their ideas the way they might on any subject.”

The second part of the session usually revolves around a group activity. One exercise involves the students working in teams to construct large two- and three-dimensional structures from dowels and connectors. “This is a way to demonstrate visually the abstract concepts of area and volume, as well as logical relationships.” The students make written observations, cued by worksheets, and also identify actual structures on a walk through campus that exemplify the principles they are learning.

Another hour might be spent in the computer lab, performing guided internet searches related to something they are learning, exploring college and university websites or even career alternatives. “A lot of these students have had very limited exposure to what is out there,” says Robertson-Tchabo. “It’s important to open them up early to the possibilities and advantages that a college education can provide.”

The final segment is always a writing exercise, when students are asked to describe the concept they learned that day, the strategies they used to solve problems, and their observations about the difficulties they encountered.

Parent Participation is Key
Meanwhile, parents are meeting in other classrooms for a program designed to support their students and reinforce parenting skills. The sessions generally open with a guest speaker, and topics range from the ins and outs of standardized testing to adolescent self-esteem or communication skills. “The liveliest part of the program, always,” says Robertson-Tchabo, “is the networking discussions among parents with similar concerns. Many of these parents were active in the elementary grades through PTA and classroom activities, she points out, “but in middle school their connection to their child’s education and experience is often diffused. They need to exchange information and support.”

Parents are interested, also, in learning the math their children are learning, so that they can help with homework and better understand the challenges. They cover
similar material, take the sample standardized tests, and get pointers on how to cope with frustration and avoid a sense of failure.

A fair amount of time is spent discussing university admissions processes and the college experience. A popular speaker is Linda Clement, director of Undergraduate Admissions at the University of Maryland. She shares with the parents some sample admissions applications and asks them how they would make decisions based on the information. “It’s an eye-opening exercise,” says Robertson-Tchabo.

Over the years, two important components have been added to the Saturday Academy. For participating parents who have younger children not in the program, a child care facility is provided. College students staff the facility, providing a range of age-appropriate activities for about 20 children every semester.

The Academy also serves as a resource for the training of provisionally certified teachers who are taking courses in adolescent development or learning theory. The Academy serves as the laboratory for these courses and gives the teachers an opportunity to observe and work with seasoned teachers in a classroom setting.

How successful is the Saturday Academy? Prince George’s County values it enough to fully fund the program as part of their Equity 2000 Initiative. In their tracking of the students who have participated, they have documented that compared to a control group, these students do better in math throughout their high school years and that up to 30 percent more of them go on to college.

For the college students who participate as mentors in the program, the experience is invaluable and enriching. Whether they are graduate students in human development or undergraduates in the university’s Advocates for Children program, they provide more meaningful insights into college life and the university experience for Academy participants than any other source.

Nikki Graves is a doctoral student in the Department of Human Development who has served as a parent mentor in the Saturday Academy for the last five years. “I’ve been able to observe first-hand how other parents deal with adolescents—I’m a parent myself, and so are several other of the parent facilitators.” Graves appreciates how the theory she learns in her doctoral program can help parents understand why their students are acting and reacting as they do, and how the reality responds to theoretical solutions.

“The parents set the agenda for their networking sessions at the beginning of each semester,” she says. “The things they want to know more about are issues of peer pressure, academic motivation, typical adolescent behaviors. One group of mostly foreign-born parents were anxious to discuss how to maintain their cultural roots and yet have their children fit into the mainstream.”

Through discussion they developed several strategies, including after-school programs that focused on the origin of their customs and rituals and how similar customs evolved in the United States.

Graves was surprised that one group chose the topic of returning to school themselves. As a returning student she was able to give them valuable information about computer skills, research techniques, using libraries, and getting credit for life experiences. “I know of at least 7 to 10 parents from the program who are now enrolled in college,” Graves says.

Parent participation has many benefits, Graves notes. “The students are impressed at the sacrifice their parents are making to get them to the Academy, and being there themselves. It underscores the importance of school and achievement, of sticking with a program and making an effort.”
Faculty at the University of Maryland’s Department of Special Education made an interesting discovery in their work with the Early Childhood Research Institute on Inclusion, a national research project studying pre-school children with disabilities. In identifying barriers to inclusion they found a serious lack of communication and understanding between the educators, health specialists, social workers and parents who set goals and create programs for these children.

Three faculty in the Department of Special Education set out to design a program that would improve teamwork and collaborative planning among these groups. With input from Prince George’s County service providers, Professor Paula Beckman and Associate Professors Joan Lieber and David Cooper submitted a grant proposal to the U.S. Department of Education that funded a three-year “Training in Team Collaboration.” The first two years of the program involved a total of 19 teams—110 individuals—from early childhood centers, elementary schools and one Head Start program in Prince George’s County. The program’s unique aspect was that each team defined an issue or objective specific to their school that would benefit from a team approach. Some, but not all teams, worked on problems directly related to inclusion.

All groups received training at a week-long Summer Institute that emphasized communication, team-building, effective meeting management, problem solving techniques and negotiation skills. In this highly interactive program, assertiveness training was one of the most popular and appreciated workshops. During the week, teams worked at refining their goals, reaching consensus about objectives, strategies and activities and shaping the role each team member would assume. The teams took their new skills back to their schools and spent the year working collaboratively toward their stated objective with help from faculty and doctoral students at the university.

Taking Skills to the Front Line
Lieber, one of the principal investigators, worked with a team at the Wheatley Early Childhood Center. The team consisted of two special education teachers, one Head Start teacher, one pre-kindergarten teacher and a motor skills specialist. “Their goal,” says Lieber, “is to increase inclusion by facilitating meetings of the entire pre-school staff where strategies can be developed by mutual agreement. The group meetings are also opportunities to share experiences and serve as sounding boards for concerns.” To date, she says, there has been some gain in the amount of time children with and without disabilities spend together, but, she observes, “Special education teachers think very differently. We’ve been trained to focus on the individual, where pre-kindergarten teachers address the needs of the class as a whole. It’s a definite learning curve.”

The third year of the program, in Summer 2000, will bring former team members back to campus in a “Train the Trainers” curriculum that will enable them to go back to their communities and schools to train additional groups in collaborative processes.

Beverly Strong, coordinator of the “Training in Team Collaboration” program, is currently involved in helping faculty and doctoral students prepare the modules that will ultimately become a training handbook for the potential trainers. “We’re focusing on two areas,” she says. “First is development of interpersonal relationships for successful collaboration. An important aspect here is understanding individual frames of reference. We can help identify biases and roadblocks using tools like the Keirsey profiling system.” Modules in this area include conflict management and negotiation, how to structure teams, how to run meetings, and basic communication techniques.

“The second area of emphasis is attaining goals—how to set them, communicate them and implement strategies.
to accomplish them. We talk about defining the purpose of the team, i.e., stating the goal. Then, how to keep stakeholders involved throughout the process, through communication, investment, etc.” Strong says experience with existing teams shows tremendous initial enthusiasm and excellent results in individual growth and awareness, but difficulty in the implementation process. “Time is always the enemy,” she says. “Once teams are back in their work environments, daily routines and regular responsibilities often overwhelm the new initiative.” The training module will help teams create realistic roadmaps—strategic plans that will move them incrementally toward their goals.

“The important thing about this initiative,” Strong claims, “is that it took the vision and expertise of University of Maryland faculty who are doing research in this area to put together the grant proposal and the program content to make a difference in an area that is seldom addressed.” Concerns for special education students and the issues of inclusion are rarely approached from this wide-spectrum, comprehensive point of view.

One of the crucial elements in the grant proposal was the formulation of a Prince George’s County Task Force to assist in the implementation process. This leadership group was selected from special education providers, school principals, service and care agencies, and the educational leadership of the county. Along with the three University of Maryland faculty, this team helped identify programs and people to be involved in the training process. They will also be instrumental in developing the “Train the Trainers” segment of the grant, advising not only on the selection of participants but on the structure of the training. “This will have a different structure than the Summer Institutes,” Strong points out. “There will be a lot of reading associated with these training modules, so we might pace the actual sessions over several weeks.”

From a Teacher’s Perspective

Barrie Hershkowitz is a special education teacher at the Chapel Forge Early Childhood Center in Prince George’s County. She participated in both Summer Institutes, working with different teams and different goals each year. “The training is magnificent,” she says. “I wish the entire school could take it. I’ve taken back what I’ve learned to several committees, and our teamwork has improved enormously.”

Hershkowitz, an 11-year veteran teacher who recently earned her National Board Certification, works with kindergartners with moderate and severe disabilities. Her group’s interest in the last Summer Institute was to work together to integrate the learning assessments of her students with the documentation required by the regular school system. She and her team are developing curriculum checklists that match skills from the IEP (Individual Educational Program) records of her students with the county’s curriculum. “With the push for inclusion,” she says, “it’s important for teachers in the regular schools to know what the skills and limitations of individual students are. For example, can a student recognize a school bus by its color coding, or a number? Tie his shoes? Put on a coat?”

Hershkowitz uses the skills she learned at the institute in all her team activities. “We work collaboratively to decide what it is we want to accomplish. We have a facilitator, a time-keeper, a recorder and an observer, at every meeting, and we change roles frequently. It takes the pressure off of individuals and creates pride in the shared outcome. Collaboration is a process that needs to be learned, and it works.”
Using data and instructional models developed by Sylvia Rosenfield, professor of school psychology, and Todd Gravois, a research associate at the university, almost 50 schools statewide have implemented Instructional Consultation Teams (IC–Teams). These multidisciplinary teams focus on problem solving, collaboration, curriculum-based assessment and data-based decision making.

The program began in Howard County in 1991. The county currently has 28 schools using the IC–Teams. Another 13 schools in Baltimore City have IC–Teams, and within the last 12 months, Calvert, St. Mary’s, Carroll, Kent and Anne Arundel counties as well as several school districts in surrounding states have instituted the IC–Team model. Initial success with the IC–Teams came with a K–6 model, and a middle school model is also now in use.

“Very often, a lot of behavioral problems turn out to be frustration problems,” says Rosenfield. “With the state of Maryland having set increasingly higher academic standards for students, there is now more pressure on teachers to move through the curriculum at a faster pace—and this may lead to some students becoming frustrated and falling behind.” Students who are struggling through their coursework, Rosenfield says, “grow tired of constantly getting ‘un-smiley faces’ on their work, and may display this frustration through a lack of attention to the work or through disruptive behavior.”

How can the IC–Teams identify and provide assistance to these students?

The multidisciplinary teams include a school psychologist as a facilitator, onsite administrators, and both regular and special education teachers. “Rather than use the school resources to label these children as ‘problem’ children,” Rosenfield says, “the people who ordinarily would be doing that [e.g., school psychologists and counselors] are now engaged in a team effort as part of the problem-solving process.”

The first step is for the classroom teacher to contact a member of the school’s IC–Team and go through a systematic analysis of the problem. Rosenfield says it may take several meetings to identify what the problem actually is with the child, or group of children, in question.

“Very often teachers see things in general terms,” she says. “We help to refine the problem by acquiring information that presents a very clear picture.”

Once the teacher and IC–Team member agree on what the problem is, they set both short and long-term goals for the child and also develop a specific plan. A whole range of well researched intervention strategies are looked at, including changes in instruction, changes in classroom management, best practices for building attendance if attendance is part of the problem, or other options.

“The problem-solving process and intervention strategies are based on research in developmental psychology, educational psychology and organizational development,” Rosenfield says. Once an intervention plan is selected, it is carefully decided among the participants who will do what—what materials are needed, when the intervention will take place and when, and how the child’s parents will become involved.

Providing a Sounding Board

If a problem arises that the teacher and individual IC–Team member cannot solve together, then the entire team is used as a sounding board, Rosenfield says. This is important, she says, especially if a group of children are referred for similar problems. For example, if a large number of first-grade children in a particular school are consistently being referred for reading problems, Rosenfield says, “then having an onsite administrator as part of the IC–Team allows the team to make changes in the classroom curriculum—if that is found to be a source of the students’ frustration.”

The IC–Teams at each school conduct a self-evaluation twice a year. Data are collected and used to upgrade the IC–Team models at the schools. This helps ensure that the strategies developed are actually working and that the model is being implemented as designed. Graduate students in the school psychology program at Maryland participate in much of the data collection and analysis, and some doctoral students have written their dissertations on aspects of the instructional consultation program. There is also cross-university collaboration with faculty and students in the master’s program in...
school psychology at Towson University.

Karen Moore-Roby, principal of Fulton Elementary School in Howard County, has experienced the program since its inception—Moore-Roby was principal of one of the first two schools to implement the IC-Teams. “The instructional teams pull together a lot of service providers so that we are not duplicating our efforts,” she says. “More important, people are encouraged to reach across teaching boundaries and help each other.”

Moore-Roby says the IC-Teams support the changing dynamics of a school. “Schools constantly change,” she says, “the students change…teachers change…and this model is flexible enough that it can adapt to these changes.” And, she adds, “Everything is ultimately linked to instruction—without putting a label on a child as either disruptive or a problem child—and that is important.”

Rosenfield agrees: “We have specific data demonstrating that we have lowered the number of referrals of children to special education programs,” she says. “This is critical—now we are able to use special education resources more effectively for what they were intended for. And, we can provide assistance to teachers and students in their classrooms.”

Summer Institute Offers In-Depth Training

Challenges confronting school psychologists today are not that different from 10 years ago, they are just greater in number. Violence, drug abuse, bipolar disorders, depression and aggressive behavior are behaviors seen statewide in general education classrooms everyday. School psychologists need constantly updated training and information to deal with these issues.

During alternate years, the school psychology program in the Counseling and Personnel Services department offers a summer institute for professional development. The institute is for either one or two weeks, allowing school psychologists from across the state more in-depth training than a typical one or two day workshop.

The topics of the week-long seminars are varied, but are always relevant, says Hedy Teglasi, associate professor of school psychology and co-director of the summer institute. The two topics covered in summer 1999 were in-school assessment and psychopharmacology.

The workshop in psychopharmacology was especially important, says Teglasi, who notes that the number of school children on medications has increased dramatically from just 10 years ago. “Medications and combinations of different medications are used so often now that school psychologists need a working knowledge of them,” she says. “They need to know what these medications are for, as well as their effects and side effects.”

The summer institute featured two researchers from the National Institutes of Health who discussed hyperactivity disorders, bipolar disorders, depression and anxiety—all conditions that require medication or combinations of medications. “The NIH staff explained the warning signs to look for on a medication’s possible negative side effects, and also explained how to communicate more effectively with medical professionals and better interpret medical reports,” says Teglasi.

The College of Education regularly provides training to school psychologists across the state and throughout the surrounding region. The quality of instruction is well documented—the latest U.S. News & World Report rankings of graduate programs in education listed the Counseling and Personnel Services department as No. 2 in the nation.
The school reform agenda adopted in 1989 by the Maryland State Department of Education has made school principals across the state acutely aware of the educational challenges they face.

While there has been much effort in the last decade to identify challenges to improving student outcomes, many school principals—whose job it is to implement school reform—are now ready to “roll up their sleeves, get to work and learn from their peers,” says Hanne M. Mawhinney, an associate professor in the Department of Education Policy and Leadership.

The Maryland Principals’ Institute helps to do just that. The institute—a professional development program that attracts school principals from Baltimore City and all 23 counties in the state—meets for three days each summer, with three subsequent one-day follow-up sessions. The Maryland State Department of Education and other educational and business organizations provide funding for the program. “A broad constituency recognizes the Principals’ Institute as an effective means of building quality leadership to achieve educational excellence in the state,” says M. Mawhinney, who serves as director of the institute.

“We can go to other conventions and seminars and hear what the current problems in education are,” says Andrew Barshinger, principal of Guilford Elementary School in Howard County. “With recent concerns with MSPAP, gaps in achievement testing, and the issue of equity, we are looking toward the Principals’ Institute to provide practical solutions we can use. I’m also looking forward to the collaboration and fellowship with other school principals that the program offers.”

“We are, right now, at the cusp of a new era of implementation of school reform,” says M. Mawhinney. “More than enough data on what the challenges are has already been collected, and the principals themselves have said they don’t want more broad based rhetoric—they have told us that they want to know what the specific next steps to improvement are, and how to implement them.”

Addressing Student Achievement

The Principals’ Institute provides professional development on specifics. The summer 1999 institute, attended by more than 90 principals from across the state, offered technical assistance for improving achievement for all students using data-based instructional decision making. The upcoming summer 2000 program will focus on K-12 reading skills. Specific topics will include meeting the needs of English as a Second Language students; meeting the needs of special education students in the regular classroom; reading across the curriculum; and using technology to improve reading.

“The emphasis will be on very specific strategies that principals can use in understanding the new directions in reading; in organizing their programs; and in working with teachers in staff development,” says M. Mawhinney. “In all three of these areas, there is strong data suggesting that reading and writing are the foundations to increasing levels of improvement in all aspects of student learning.”

There also is an increased awareness that Maryland high schools need to tackle their reading problems more directly, M. Mawhinney says. The summer 2000 institute has set up additional workshops that will focus on professional development and cross collaboration between high school principals. “These collaborative efforts allow principals to interact outside of their own school districts,” says M. Mawhinney, “and that will give them a broader perspective that can be refined into distinct strategies that work.”

The agenda for each summer institute is decided by a committee that includes members of the Maryland Business Roundtable, principals who represent the Maryland Association of Secondary School Principals, the Public School Superintendents Association of Maryland, the Maryland Middle School Association, the Maryland State Teachers Association as well as representatives from the Maryland State Department of Education. “This broad representation of both educational leaders and the business community helps ensure that school principals have the skills required to lead schools in making the transition to excellence,” M. Mawhinney says.

Leadership Skills Essential

Robert Anastasi, executive director of the Maryland Business Roundtable Foundation, serves on the advisory board that sets the agenda for the Principals’ Institute.

“The leadership ability of a school principal makes a big difference in the success of a school—both academically and socially,” he says. Anastasi speaks from experience: He was a school principal in Montgomery County for 20 years, and he created and ran the National Principals’ Academy for the National Association of Elementary School Principals. “Instructional leadership by principals is very important,” he says, “but other leadership skills are also needed to support the broad changes that education has undergone in the last 20 years.” The Maryland Principals’ Institute teaches those across the board skills,
Anastasi says, and good things lie ahead for schools in Maryland—"The state has a bold vision for education reform, and I don't see any major barriers for us to implement them and succeed."

"The state is very aware of the value in quality training programs for aspiring as well as current school administrators," says Margaret Trader, assistant superintendent for staff development for the Maryland State Department of Education. "We think the Principals' Institute is highly successful, and many of our administrators have said that the intensive three-day format allows for plenty of information and ideas to flow, while the seminar's commuting format helps to keep costs down." Trader would like to see the Principals' Institute expand or replicate. "There is so much happening in education today—and the principal is the key instructional leader," she says. "The institute now has 100–150 principals attending... we want to reach the leaders of all 1,250-plus schools in Maryland." Trader also says state education leaders appreciate the prominent role the College of Education plays in the institute and other outreach initiatives. "One of the real strengths of the Principals' Institute is the collaboration with the University of Maryland," she says. "The experience and expertise of those in the higher education arena—coupled with the grassroots collaboration that comes at the principals' level—brings a very broad and rich experience to our administrators who attend."

"The Department of Education Policy and Leadership will continue to support the direction the state has taken, and the College of Education can put the weight of the university's involvement as a premier national research institution behind these applied school reform initiatives," Mawhinney says. "I think we are very close to seeing the results of the last ten years of positive planning and research. By building on the solid platform of specific knowledge we have acquired, we are enhancing the capacity of the state of Maryland to be a leader in school reform."
Better Teachers for Better Schools

How best to educate teachers for America's public schools has been a subject of controversy for decades. There has never been an argument over the critical importance of good teaching to the development of our children and future citizens, but plenty of debate about what “good teaching” entails. A national movement since the mid-1980s to establish consistent standards both for teacher training and performance has found consensus in one key area: field internships for student teachers.

The Professional Development School concept provided the basis for the Redesign of Teacher Education, a report issued in 1985 by the Maryland Higher Education Commission and the Maryland State Department of Education. The report linked changes in teacher education with school improvement efforts throughout the state. The emphasis on learning by teachers as well as their students is key to the success of reform initiatives.

Theory into Practice

Like clinical internships in the medical profession, field experience for education students demonstrates how the theories of the discipline play out in the reality of the classroom. At the University of Maryland, the development of these clinical environments, with a team of supporting professionals, is an important component of preparing students for their teaching careers. It is also a prime opportunity to offer practicing teachers insights into the latest pedagogical research and applications.

The heart of the Professional Development School concept is the school-based supervision team—the cooperating teachers and school-based coordinators who provide the mentoring and professional immersion that transforms teacher candidates into effective participants in the education process. The university has a wide range of professional development sites throughout the K-12 system in Maryland. Recent efforts have focused on bringing these sites into networks that maximize the collaboration of administrators, teachers, student teachers and research faculty in meeting state of Maryland educational standards.

The newest of these initiatives is the Prince George's County/Montgomery County Secondary Professional Development School Network, involving four high schools and six middle schools. In this program, students are paired with teachers in the schools who volunteer to be site representatives for the network, providing mentorship, support and evaluation of student teacher performance over a one-year internship. This extended exposure to the classroom under guidance of a certified professional exposes students not only to pupil-teacher interaction and presentation of content, but to the educator culture of professional meetings, parent involvement, planning and the exchange of best practice among colleagues.

Support from the University

Practitioners recruited to the PDS Network are supported by faculty from the university, who provide training in supervising student interns and set expectations for the internship period. These teams meet regularly to evaluate the success of the program, both in general and for specific teacher/student teams. The in-service teachers are charged with recruiting additional teachers from their site to participate in the PDS model. Faculty and doctoral students in the Department of Curriculum and Instruction gather the data that will measure the effectiveness of the program over the course of several years.

The secondary/middle school network, implemented in September 1999, presents new challenges to the program. Working from content-driven course work in an environment of changing classes, where not every subject area is involved, creates an uneven base from which to measure and evaluate the effectiveness of the program's goals. Nevertheless, the PDS model, with its team-driven planning and consistent performance standards, is a vast improvement over the old student-teaching model where individual students were sent to classrooms with only occasional recourse to faculty feedback often under more subjective evaluative processes.

Todd Stephens, a recent College of Education graduate, spent his final semester in two of the network schools—one a middle school and the other a high school. His subject area is history. The challenge for Stephens was to adapt instruction in his subject to the variety of classrooms he encountered. “Each classroom has a personality,” he says. “That is something my cooperating teachers were able to help me understand and cope with.” Not only are there different expectations for age groups, he found, but differences in each group of students.

Stephens had the opportunity to observe the classroom techniques and dynamics at his middle school placement for about a month before he began teaching. “Building a
rapport with the cooperating teacher and with other teachers at the school was a great asset for me,” he says. Both of them were able to develop a sense of trust and expectation before he began his teaching assignment.

Richard Solomon directs the University of Maryland’s participation in the Secondary Professional Development School Network initiative, and also conducts workshops and seminars for both teacher representatives and student interns. Stephens found Solomon’s workshops in classroom management invaluable. “He gave us techniques for relaxing, for presenting the material, and for preparation.” And, says Stephens, “It was a tremendous comfort to know that Dr. Solomon was only a phone call away if I ran into difficulties.”

At Northwestern High School, Stephens had the benefit of a range of teaching practices, from team teaching with his cooperating teacher to taking over certain classes completely for a period of time. “It was that chance to create a rapport with the students, to bring creative ways of learning into the class, helping them to read effectively or to study,” that cemented Stephens’ commitment to the profession.

Professional Development Schools receive funds administered by the Maryland State Department of Education that come from a variety of sources, including the Maryland Higher Education Commission, the U.S. Department of Education’s Dwight D. Eisenhower Professional Development Activities Grant and Labor Career Connections Grants, as well as participating schools, school systems and universities. These grants provide resources for materials and personnel that enhance the learning environment.

PDSs can be initiated by a school or school system in collaboration with one of Maryland’s institutions of higher education. Currently, there are participating school districts in Anne Arundel, Baltimore City, Baltimore, Charles, Frederick, Garrett, Harford, Howard, Montgomery, Prince Georges and Wicomico counties.
Measuring Up To MSPAP

Holding public schools accountable for excellence in education is an essential part of the state's school reform initiative.

The Maryland School Performance Assessment Program (MSPAP), introduced in 1991 with results published since 1993—helps document progress that Maryland students and schools are making toward meeting rigorous state performance standards. The annual MSPAP results are readily available in print and on the Internet, allowing educators, legislators and parents an opportunity to view detailed assessment data from every public school within the state of Maryland.

"It is entirely reasonable to hold schools accountable for spending public funds," says William Schafer, associate professor in the Department of Measurement, Statistics and Evaluation. Schafer is directly involved in the state's assessment efforts on three fronts: He has conducted a research program focusing on MSPAP since its introduction; he recently took a two-year sabbatical (1997–99) from the College of Education to serve as the state director of student assessment; and he continues to offer his experience and expertise to the Maryland State Department of Education on a wide range of assessment initiatives.

MSPAP covers reading, mathematics, writing, language usage, science and social studies for students in grades three, five and eight. The MSPAP assessments are based on standards developed by state administrators, teachers and curriculum and testing experts from the state Department of Education. MSPAP assesses Maryland Learning Outcomes that specify what students should know—and be able to do—as a result of their educational experiences.

A Unique Testing Process
But the news on MSPAP has not been all positive. There are public concerns that not enough students meet the minimum performance standards that MSPAP tests. There also is criticism that the testing itself is flawed.

"The [MSPAP] assessment is a very integrated assessment, and to many people, the assessment appears as if it is divorced from content," Schafer says. "It's only when you get into the scoring that you understand how much content is there—that MSPAP is picking up on the learning that has been done, as opposed to the aptitude that students bring into the testing situation."

A traditional assessment test might ask a student to calculate a perimeter, whereas a performance assessment, like MSPAP, may ask students to use perimeter calculations to design a garden. "MSPAP is unique in that it doesn't identify for each question which content students are being tested on," Schafer explains. "Students answering a question are not told whether it's a math question or a science question; or whether the question is going to be scored for reading or writing." The MSPAP tests, he says, emphasize supporting an answer with information; predicting an outcome and comparing results to the prediction; and comparing and contrasting information, "This application of an array of skills and knowledge to solve problems, make decisions and understand information," he says, "is the essence of higher order thinking, as opposed to mere rote recall of isolated facts."

In May 2000, MSPAP will mark its eighth year of test results. Scores rose during the first six years, but then stagnated. What happened?

"When a new testing program is introduced, often there is an immediate gain in assessment scores, and that's what happened with MSPAP," Schafer says. This initial gain, he believes, can be due to people in the field changing the content of their curricula to be consistent with the high-stakes testing program. "Once that is done, then it is really instruction that needs to improve to continue making progress," he says. "It is always more difficult to change how you teach as opposed to what you teach."

Instituting positive change in a statewide educational system is not an easy task. There are more than 1,250 public schools in the state of Maryland.

"What you're hearing around the state is, 'we're working really hard on this, but we're not seeing any more gains,'" Schafer says. MSPAP is a summative evaluation, he explains, not a formative evaluation. "The intent is not to show schools what they should do; but instead help them to understand the success of what they are doing right."

The College of Education is helping with that process. Schafer and faculty from the Department of Education Policy and Leadership have done extensive research on Maryland schools that are succeeding.

"Good schools do lots of good things simultaneously," is how Schafer describes the results of a comprehensive study the college conducted in 1996. One thing the researchers found, Schafer explains, is that "successful schools are picking up directly on the terminology of MSPAP—they're talking about the content...they're discussing the outcomes...they're talking about the state curriculum, and how that gets translated into instruction—it's a culture of excellence that they've developed."
College of Education research identified five areas associated with noticeable improvement from studying a broad group of 15 schools selected statewide. “We found that certain interrelated school conditions have had the greatest positive effect on student learning,” Schafer says. The traits attributed to improving schools were:

• teacher motivation, teaching capabilities and professional development;
• school conditions that favor collaborative problem solving and effective teaching;
• shared values, beliefs and professional norms of the school;
• school policies and resources that affect student opportunities to learn in school;
• school policies and practices that affect student readiness to learn.

In explaining the absence of school leadership from the list, Schafer notes the researchers determined that “effective leaders will ensure the five things that we identified as the ‘essentials’ are addressed.” The study can be found on the Web at www.mdk12.org/practices/benchmark/improve/web_of_success/.

The College of Education plays an important role in another high-profile project the Maryland State Department of Education has adopted. The Maryland High School Assessments—scheduled to be a requirement for the graduating class of 2005—will, like MSPAP, have a significant impact on education reform in Maryland, Schafer says. MSPAP will help raise standards of academic excellence in the lower grades, and students will be expected to extend this higher level of competency to their high school work. The college has played a strong advisory role in the Maryland High School Assessment program, and faculty from other colleges across the university have offered their expertise in helping teachers develop test materials.

Students will be required to pass the Maryland High School Assessments in order to graduate. “The goal is to graduate students able to excel in real life situations,” Schafer says. “Whether they go on to higher education or enter the work force, they need top-notch academic skills to be competitive.” One example, Schafer notes, will be a higher level of math skills required for graduation.

In explaining the absence of school leadership from the list, Schafer notes the researchers determined that “effective leaders will ensure the five things that we identified as the ‘essentials’ are addressed.” The study can be found on the Web at www.mdk12.org/practices/benchmark/improve/web_of_success/.

The College of Education plays an important role in another high-profile project the Maryland State Department of Education has adopted. The Maryland High School Assessments—scheduled to be a requirement for the graduating class of 2005—will, like MSPAP, have a significant impact on education reform in Maryland, Schafer says. MSPAP will help raise standards of academic excellence in the lower grades, and students will be expected to extend this higher level of competency to their high school work. The college has played a strong advisory role in the Maryland High School Assessment program, and faculty from other colleges across the university have offered their expertise in helping teachers develop test materials.

Students will be required to pass the Maryland High School Assessments in order to graduate. “The goal is to graduate students able to excel in real life situations,” Schafer says. “Whether they go on to higher education or enter the work force, they need top-notch academic skills to be competitive.” One example, Schafer notes, will be a higher level of math skills required for graduation.

In explaining the absence of school leadership from the list, Schafer notes the researchers determined that “effective leaders will ensure the five things that we identified as the ‘essentials’ are addressed.” The study can be found on the Web at www.mdk12.org/practices/benchmark/improve/web_of_success/.

The College of Education plays an important role in another high-profile project the Maryland State Department of Education has adopted. The Maryland High School Assessments—scheduled to be a requirement for the graduating class of 2005—will, like MSPAP, have a significant impact on education reform in Maryland, Schafer says. MSPAP will help raise standards of academic excellence in the lower grades, and students will be expected to extend this higher level of competency to their high school work. The college has played a strong advisory role in the Maryland High School Assessment program, and faculty from other colleges across the university have offered their expertise in helping teachers develop test materials.

Students will be required to pass the Maryland High School Assessments in order to graduate. “The goal is to graduate students able to excel in real life situations,” Schafer says. “Whether they go on to higher education or enter the work force, they need top-notch academic skills to be competitive.” One example, Schafer notes, will be a higher level of math skills required for graduation.

In explaining the absence of school leadership from the list, Schafer notes the researchers determined that “effective leaders will ensure the five things that we identified as the ‘essentials’ are addressed.” The study can be found on the Web at www.mdk12.org/practices/benchmark/improve/web_of_success/.

The College of Education plays an important role in another high-profile project the Maryland State Department of Education has adopted. The Maryland High School Assessments—scheduled to be a requirement for the graduating class of 2005—will, like MSPAP, have a significant impact on education reform in Maryland, Schafer says. MSPAP will help raise standards of academic excellence in the lower grades, and students will be expected to extend this higher level of competency to their high school work. The college has played a strong advisory role in the Maryland High School Assessment program, and faculty from other colleges across the university have offered their expertise in helping teachers develop test materials.

Students will be required to pass the Maryland High School Assessments in order to graduate. “The goal is to graduate students able to excel in real life situations,” Schafer says. “Whether they go on to higher education or enter the work force, they need top-notch academic skills to be competitive.” One example, Schafer notes, will be a higher level of math skills required for graduation.

In explaining the absence of school leadership from the list, Schafer notes the researchers determined that “effective leaders will ensure the five things that we identified as the ‘essentials’ are addressed.” The study can be found on the Web at www.mdk12.org/practices/benchmark/improve/web_of_success/.

The College of Education plays an important role in another high-profile project the Maryland State Department of Education has adopted. The Maryland High School Assessments—scheduled to be a requirement for the graduating class of 2005—will, like MSPAP, have a significant impact on education reform in Maryland, Schafer says. MSPAP will help raise standards of academic excellence in the lower grades, and students will be expected to extend this higher level of competency to their high school work. The college has played a strong advisory role in the Maryland High School Assessment program, and faculty from other colleges across the university have offered their expertise in helping teachers develop test materials.

Students will be required to pass the Maryland High School Assessments in order to graduate. “The goal is to graduate students able to excel in real life situations,” Schafer says. “Whether they go on to higher education or enter the work force, they need top-notch academic skills to be competitive.” One example, Schafer notes, will be a higher level of math skills required for graduation.

In explaining the absence of school leadership from the list, Schafer notes the researchers determined that “effective leaders will ensure the five things that we identified as the ‘essentials’ are addressed.” The study can be found on the Web at www.mdk12.org/practices/benchmark/improve/web_of_success/.
There is no doubt that the technological revolution is changing the face of contemporary society. The widening gap between the techno-haves and -have-nots is as critical as the economic polarization to which it is related.

The University of Maryland has taken the lead on a number of fronts to seek answers to the important questions about computers as tools for K-12 instruction. In one program, the Maryland Electronic Learning Community (MELC), students in four Baltimore City middle schools are benefiting from partnerships between university researchers, private industry, the federal government and classroom teachers who are developing electronic interactive lesson plans in science and social studies, language arts and math.

MELC is the university’s component of the Baltimore Learning Community project, one of 19 original national, five-year demonstration projects funded by the U.S. Department of Education’s Technology Challenge Grant Program. When the program began in 1996, only limited progress had been made, nationwide, toward integrating technology in daily classroom lessons. MELC’s goal was to help teachers learn to use new technologies to enhance their teaching. Several strategies were set in place to meet this objective.

First, the schools needed technology. Each participating classroom in the four middle schools was outfitted with a teacher Apple G3 workstation, four networked Apple iMac workstations for students, a laser printer, two 27” monitors, T-1 connection to the Internet, and a high speed connection to a server. In addition, the project provided each participating school with digital cameras, VisCams, and rewritable recordable CD-ROMs. The Baltimore City Public Schools placed a Bell Atlantic Distance Learning Lab, equipped with VCRs, document cameras and computer with Internet access, in each of the participating schools.

Second was to make it easier for teachers to find, create and use high quality content materials by providing a digital library of multimedia resources and tools for easy access to the content. Project partner Discovery Communications made available over 100 hours of documentary video selected by the teachers. Maryland Public Television, the National Archives and the Space Telescope Science Institute also contributed video, audio and text resources teachers could use in their lesson plans. A customized indexing system developed by the College of Library and Information Services at the university cataloged thousands of video segments, graphics, text and Web sites that are available in the classrooms through a direct, high-speed linkage and software interface developed at the university.

This electronic database of over 2,800 resources is keyed to the objectives of the Baltimore City Public School curriculum and the Maryland State Performance and Assessment Program (MSPAP) as well as national standards. Teachers can customize their teaching modules to improve the performance of students considered most at risk for school failure by enriching their lessons with interactive, multimedia materials that address multiple learning styles.

Sharing Lesson Plans
From their classroom workstations, teachers have the capability to create a complete multimedia lesson in about an hour from an electronic lesson plan template. The system goes farther by allowing them to share their work with other teachers. The lessons and activities, complete with a description of how they were used in the classroom and how effective they were, are stored on a networked server that allows teachers covering the same subject to reuse the module, extract parts of it in creating their own lesson or talk with other teachers online about other strategies.

“A major part of what we are doing here is developing a learning community where teachers work together to improve what they are doing in the classroom,” says Kathleen Fulton, co-principal investigator of MELC. “The development of the learning community whereby they can interact with other teachers, university faculty and graduate students, as well as other subject-matter experts, is very important in improving the quality of instruction.”

Professional development for the teachers takes a different tack in the MELC project. Although project teachers attend intensive summer institutes for a week each summer, their learning is a continuing process. Each week they gather in the distance learning labs in each school to meet electronically with their colleagues throughout the learning community. During these sessions, they have the opportunity to work collaboratively on modules, field test them in front of their peers and receive feedback on their effectiveness. Some have brought students together in the distance learning labs for classes taught across schools.
while others have been given release days to work in teams
on interactive lesson plan development. Participants also
communicate regularly online in the special project dis-
cussion space called MELChat.

Evaluation of MELC is being undertaken by College of
Education faculty and graduate students, with a full
report due in the fall of 2000. The evaluation will look at
indicators of teacher change and growth, competence with
technology and collaboration with colleagues. It will also
look at student outcomes in terms of motivation, achieve-
ment, and overall school performance.

Although federal funding for the project ends in
September 2000, the Baltimore City Public Schools are
committed to supporting the project as a model for
teacher professional growth and effective integration of
technology in the classroom. ☺
Reaching Out Across the State

The University of Maryland College of Education reaches across the state to provide support and programs for pre-school and special needs children, K-12 teachers, and administrators. As part of its flagship university mission, the college offers programs and resources for school-community partnerships and leadership programs for policy makers. This representative list shows the variety and breadth of outreach efforts on behalf of Maryland children and educators.

Pre-School, Kindergarten, Middle School, High School

ACME at Mt. Rainier Elementary School is a summer enrichment program in which 35 University of Maryland students from the Department of Human Development work to provide instruction in performance-based tasks for Prince George’s County Public School students in the first through sixth grades. Eleven Mt. Rainier teachers assisted by provisionally certified teachers deliver the program and serve as mentors to the students. Contact: Dr. E.A. Robertson-Tchabo, 301.405.2804; er14@umail.umd.edu

Children from age 3 through first grade are invited to the Center for Young Children Summer Camp, a seven-week enrichment program sponsored by the college’s Center for Young Children in the Department of Human Development. Contact: Dr. Francine Favretto, 301.405.3168; ffavrett@accmail.umd.edu

Funded by the National Science Foundation, the Core-Plus Mathematics project is a multi-university project which aims to develop, establish and nationally disseminate a four-year high school mathematics curriculum that implements the curriculum and instructional standards of the National Council of Teachers of Mathematics. The algebra and functions strands are being developed at Maryland by the Department of Curriculum and Instruction. Contact: Dr. James Fey, 301.405.3151; jf7@umail.umd.edu

Creative Initiatives in Teacher Education (CITE) is a partnership between the University of Maryland, the Montgomery County Public Schools and the Maryland State Department of Education. Citizens with bachelor’s degrees in fields other than education are recruited to participate in a two-year teacher education program, especially from a multicultural population. Students work as instructional assistants in Montgomery County elementary schools and also receive tuition assistance and/or scholarship support. Successful graduates of this Department of Curriculum and Instruction program earn a masters degree in education and grades 1-8 certification, along with guaranteed interviews for elementary teacher positions in Montgomery County. Contact: Dr. Teresa Bridger, 301.405.3139; tb81@umail.umd.edu

Teachers from Yorktown Elementary School and children ages 5 through 10 partner with University of Maryland researchers to develop Digital Libraries for Children, With Children. The goal is to develop a children’s digital library environment that encourages querying, browsing and organizing of multimedia information. With children as “technology design partners,” teachers gain a better understanding of how new technologies affect learning, communicating and collaborating. This three-year National Science Foundation research project is offered through the Department of Human Development. Contact: Dr. Allison Druin, 301.405.7406; allisond@umiacs.umd.edu

The Equity 2000 Saturday Academy program from the Department of Human Development is designed for Equity 2000 students and their parents to supplement Prince George’s County new mathematics curriculum. (See page 4 for details.) Contact: Dr. E.A. Robertson-Tchabo, 301.405.2804; er14@umail.umd.edu

The Reading Center at the Department of Curriculum and Instruction serves children who need assistance in reading development. Faculty and graduate students in the department provide small-group instruction and diagnostics in the five-week program, and present information seminars for parents during the summer months. Contact: Dr. Peter Afflerbach, 301.405.3159; pa15@umail.umd.edu
The Mathematics Application and Reasoning Skills (MARS) program is a partnership between the University of Maryland, the Baltimore City Public Schools, Baltimore Urban Systemic Initiative and Morgan State University. It is designed to enhance teachers' knowledge of math content and methods for teaching mathematics. Through the Department of Curriculum and Instruction, teachers participate in a two-week summer program with follow-up staff development and grade-level planning sessions during the school year. Funding is provided through the Local Systemic Change Cooperative Agreement from the Teacher Enhancement Program of the National Science Foundation. Contact: Dr. Patricia Campbell, 301.405.3129; pc2@umail.umd.edu

The Preschool Program for Children with Autism was originally funded in 1989 by the U.S. Office of Special Education and Rehabilitative Services. Funding for this Department of Special Education program is now supported by Montgomery County Public Schools to provide services for children with autism. Contact: Dr. Andrew Egel, 301.405.6487; ae3@umail.umd.edu

The Mid-Atlantic Japan-in-the-Schools (MARJIS) program is an international, intercultural initiative to develop school curriculum materials on Japanese history, culture and society. The program provides in-service education for teachers and conducts research and evaluation studies to sustain curriculum development. The program supports a resource center through the Department of Education Policy and Leadership offering Japan-related print, audiovisual and artifact materials for classroom use. MARJIS staff travel to schools throughout the region to work with teachers and administrators. Funding is provided by the U.S./Japan Foundation and the Japanese Commerce Association. Contact: Dr. Barbara Finkelstein, 301.405.7350; bf6@umail.umd.edu

Working with schools in Montgomery, Prince George's, Anne Arundel, Charles, Baltimore and Frederick Counties in Maryland, Fairfax County, Va. and the District of Columbia, faculty from the College of Education and field supervisors in the schools have prepared a comprehensive School Counseling Program. Students are trained to work with a diverse population and to interact with parents, teachers, administrators, pupil service workers and community resources. Extensive practicum and internship experience is supervised and mentored by school counselors and faculty from the Department of Counseling and Personnel Services. Contact: Dr. Kenneth Greenberg, 301.405.2866; kg@umail.umd.edu

Community Partnerships

A collaboration between Prince George’s County, community leadership and the university, the Bladensburg Intra-Community Partnership fosters effective transitions from school to vocational pursuits. Department of Education Policy and Leadership faculty work with members of the community to develop a results-based accountability framework and to prepare a funding proposal to support several projects. Contact: Dr. Hanne Mawhinney, 301.405.4546; hmawhinney@wam.umd.edu

The Healthy Families program is a home-based family support project for families at risk of abuse and neglect. Department of Human Development faculty collected and evaluated data in Prince George's County from families in their homes regarding depression, social support, parenting skills, etc., and continue to collect parent-child interaction data on videotape, as well as parent-report data on family and parental functioning. Contact: Dr. Brenda Jones Harden, 301.405.2580; bj34@umail.umd.edu

Department of Human Development faculty work on the Quality of Foster Care with the Montgomery and Prince George’s County Departments of Social Services to collect data on young children in foster care. The assessment includes parental psychological functioning, family environment, child emotional expression and problem-solving, child cognition/language, and child behavioral problems. Contact: Dr. Brenda Jones Harden, 301.405.2580; bj34@umail.umd.edu
Collaborative Partnerships through the Office of Laboratory Experiences

Since 1995, the Office of Laboratory Experiences in the College of Education has collaborated with elementary, early childhood, secondary and special education programs to offer Professional Development Schools (PDS) funded by the College of Education and local school systems. Partnerships throughout Prince George's, Montgomery, Howard and Charles counties bring together university faculty, inservice teachers, administrators and Department of Curriculum and Instruction teacher candidates to create a school culture where action research, inquiry and reflection are ongoing professional practices. Participants engage in professional development activities to enhance teaching effectiveness, increase student achievement and address current educational reform initiatives. Throughout a yearlong internship, teacher candidates are mentored by experienced teachers and are evaluated through a rigorous performance assessment process based on national standards. The culmination of this experience is the development of a professional teaching portfolio. The following describes the four current partnerships. Contact: Ms. Pat Costantino, 301.405.5607; pc34@umail.umd.edu

The Howard County/University of Maryland PDS is comprised of cohorts of 30 teachers candidates from the Master's Certification Program who are placed in elementary, middle and high school settings appropriate to their area of certification. The inservice and preservice program is led by the PDS coordinator in collaboration with the Master's Certification faculty liaison. During the internships the teacher candidates complete an action research project. The PDS serves as a center for the identification and documentation of best practices in teaching and learning. Contact: Mr. Jim DeGeorge, 410.313.7338; jimdeg@umd5.umd.edu

The Montgomery/Prince Georges/University of Maryland Elementary PDS is an integrated partnership (elementary, early childhood, special education) with six elementary schools serving 60 teacher candidates. The inservice and preservice professional development program is organized and implemented by a PDS coordinator and field based instructors in collaboration with the elementary and special education faculty. The professional development activities are organized around inquiry groups utilizing network wide expertise. In addition, this PDS utilizes technology to enhance communication and instruction across the six PDS network schools. Contact: Dr. Christy Corbin, 301.405.7793; ccorbin@erols.com

The Prince Georges/Montgomery/University of Maryland Secondary PDS partnership includes four high schools and five middle schools from both counties. Approximately 40 teacher candidates from the secondary education program practice teaching in both school systems. The inservice and preservice program components are led by the PDS coordinator in collaboration with the secondary education faculty liaison from each subject area department. Mentor teachers receive extensive training in the skills of supervision and instruction. Contact: Dr. Richard Solomon, 301.596.4433; rs59@umail.umd.edu

The Prince Georges/University of Maryland Elementary PDS is a collaborative partnership with 30 teacher candidates in five elementary schools. The PDS preservice and inservice professional development program is organized by the PDS coordinator, field supervisors, and elementary education faculty. The current focus is classroom management for teacher candidates and coaching skills for mentor teachers. Contact: Ms. Susan O’Connell, 301.805.6600; sueoc@kreative.net

In addition to Professional Development School Partnerships, the College of Education collaborates with Montgomery County Public Schools and Charles County Public Schools in the placement of teacher candidates within the school system. As part of the Montgomery County Yearlong Internship, elementary teacher candidates in cohorts of 30 are placed in four elementary schools and one middle school for yearlong internships. Elementary faculty and field based supervisors work with the schools to provide leadership and supervision for this internship experience. Contact: Ms. Pat Costantino, 301.405.5607; pc34@umail.umd.edu

The Charles County Education Center is a collaborative partnership that has been in existence for over 20 years. The program continues to provide quality mentoring of teacher candidates and meaningful staff development for inservice teachers. The center is led by both a coordinator and assistant coordinator. Contact: Dr. Jackie Grabis-Bunker, 301.870.3814 ext. 7500; jbunker@ccboe.com or Dr. Kathleen Blanche, 301.870.3814 ext. 7501; kblanche@ccboe.com
Continuing Education

For more than 20 years the Department of Education Policy and Leadership has offered doctoral and master’s degree programs for teachers who are geographically distant from the university. The Field-based Programs in School Leadership are designed to upgrade the skills and knowledge of persons currently functioning in the school systems and to provide certification programs for individuals seeking leadership roles in Maryland schools. Staffing and support is provided by the College of Education. Contact: Dr. Hanne Mawhinney, 301.405.4546; hmawhinn@wam.umd.edu

The Maryland Collaborative for Teacher Preparation is a partnership with the National Science Foundation and the University System of Maryland through the Department of Curriculum and Instruction. The programs prepare preservice teachers to become specialists in science and mathematics for students in upper-elementary and middle schools. Contact: Dr. Anna O. Graeber, 301.405.7060; ag20@umail.umd.edu

Education Policy and Reform

The Instructional Consultation Team Consortium is a comprehensive program that supports the educational reform goals of Maryland’s School Performance Program. Working in Baltimore City and Howard County public schools, the consortium assists these systems to better utilize existing resources for students in need, including students identified as at risk but not qualified for special services. This Department of Counseling and Personnel Services project has provided extensive staff development for team members as well as faculty within the project schools. Contact: Dr. Paul Power; 301.405.2858; pp21@umail.umd.edu

In partnership with the Maryland State Department of Education and key educational organizations in the state, faculty from the Department of Education Policy and Leadership present the annual Maryland Principals’ Institute, a summer program providing professional development for more than 90 principals from around the state. Contact: Dr. Hanne Mawhinney, 301.405.4546; hmawhinn@wam.umd.edu

In collaboration with the Prince George’s County Board of Education, the Department of Education Policy and Leadership offers current and prospective school principals an opportunity for professional development through off-campus programs and mentoring through the Prince Georges County Leadership Academy. Contact: Dr. Hanne Mawhinney, 301.405.4546; hmawhinn@wam.umd.edu

In partnership with the Baltimore City public schools, the Department of Counseling and Personnel Services is working on Restructuring the Role of the School Psychologist. Department faculty designed and implemented an on-site school psychology doctoral program for continuing professional development and M S D E certification. Contact: Dr. Sylvia Rosenfield, 301.405.2861; sr47@umail.umd.edu

The Twenty-first Century Schools Project is an educational policy initiative focusing on the six Reconstituted Schools in Prince George’s County. Faculty from the Department of Education Policy and Leadership offer research findings to generate support and facilitate change in the target schools. The Twenty-first Century Schools Project is led by the Department of Education Policy and Leadership. Contact: Dr. Barbara Finkelstein, 301.405.7350; bf6@umail.umd.edu or Dr. Betty Malen, 301.405.3587; lm125@umail.umd.edu

Electronic Resources

One of the top Internet resources in educational testing and evaluation, the Educational Resources Information Center (ERIC) Clearinghouse on Assessment and Evaluation supports more than 50,000 patrons and receives over 700,000 hits per week. This federally funded project provides a broad spectrum of research and resources on educational testing, a library of journal articles, an e-journal, practical assessment, research and evaluation, how-to programs for developing computer assisted testing and links to hundreds of related sites. Contact: Dr. Larry Rudner, 301.405.8131; rudner@ericae.net

Site address: http://ericae.net
The College of Education at the University of Maryland is ranked 22nd among colleges of education by U.S. News and World Report. College programs prepare educators, counselors, psychologists, administrators, researchers and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities. Educational programs are accredited and approved by the following: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education.

The Department of Counseling and Personnel Services is ranked second in the nation. Its programs provide the knowledge and skills needed for practice and research in counseling and human services professions. The department has M.A., M.Ed., and Ph.D. degree programs in college student personnel administration, rehabilitation counseling, school counseling, school psychology, counselor education, and counseling psychology. The department also offers master's programs on U.S. military bases overseas. Graduates work in state, regional and national organizations as counselors, psychologists and administrators.

The Department of Curriculum and Instruction offers M.A., M.Ed., Ed.D., and Ph.D. programs in the following disciplines: elementary education; English, speech and theater; mathematics; music; teacher education and professional development; reading; science; second language education, and social studies. The elementary and secondary education programs are among the top 15 in the nation, and curriculum and instruction is among the top 20. The department houses three research centers where faculty investigate mathematics, reading and science teaching, and learning.

The Department of Measurement, Statistics and Evaluation offers master's and doctoral degree programs that prepare students to be leaders in psychometrics, assessment, educational research and applied statistics. A doctoral minor is offered for students in other departments, as well as a special M.A./B.A. program for undergraduates. Faculty specialize in latent variable modeling, structural equation modeling, evaluating test bias, statistical model comparison procedures, technology-based instructional delivery and assessment, exploring test equating models and school assessment issues. Graduates take positions as university professors, assessment directors for school systems, statisticians for research associations, support personnel in universities, and evaluators in state and federal government agencies.

For contact information, visit www.education.umd.edu or call the Office of the Dean, 301.405.2334.
The Department of Education Policy and Leadership prepares leaders for a wide variety of educational roles. The department prepares leaders in schools, higher education institutions and other educational settings. M.A., M.Ed., Ed.D. and Ph.D. programs offer concentrations in curriculum policy, education leadership, education policy, higher education, international education and the social foundations of education. The programs in leadership, policy and higher education are among the top 25 in the nation. Graduates become school principals, superintendents of schools, college and university faculty and administrators, policy analysts and leaders in international education. Faculty research focuses upon educational policy and leadership, and the study of equity, diversity and cultural dimensions in educational policy and practice.

The Department of Human Development offers research- and practice-oriented master's, Ph.D. and Ed.D. programs. The department houses the Center for Young Children, a model laboratory preschool, and research laboratories in psychophysiological processes, family and child relationships, and social, emotional and cognitive development. Graduates become faculty at higher educational institutions, human services specialists in government and community agencies, educational psychologists, and research professionals in government, private, and not-for-profit organizations.

The Department of Special Education ranks among the top 15 special education programs in the nation. It offers M.A., M.Ed., AGS, Ed.D. and Ph.D. programs with concentrations in learning disabilities, behavior disorders, early childhood special education including infants, secondary and transition special education, severe disabilities, administration and policy studies. Faculty have received numerous awards for their research, service and nationally recognized model programs. Research centers focus on urban special education, learning disabilities, inclusion and the study of troubling behavior. The department offers the M.Ed. program in Europe for Department of Defense dependent school professional personnel. Graduates become master teachers, research specialists, university faculty and administrators.

In addition to its six department, the college’s Office of Student Services oversees the recruiting and retention of undergraduate and graduate students. This unit coordinates advising and registration, academic records, and provides verification of certification for approved programs.

The Center for Learning and Education Technology enhances the understanding and use of information technology in teaching and learning. The center collaborates with Baltimore city schools on a U.S. Department of Education Challenge Grant designed to create an electronic learning community to improve science and social studies instruction.

The Office of Laboratory Experiences is a service unit that arranged field placement for more than 600 students in the college’s professional programs, and is nationally recognized for pioneering professional portfolios for educators. See page 12 for details on its Professional Development School Network.
The University of Maryland is the flagship institution of the University System of Maryland. With a mandate to become nationally and internationally recognized for excellence in research and the advancement of knowledge, the university serves as the primary statewide center for graduate education and research and offers an extensive array of services and programs to state government, business and industry. The campus is strategically located in the thriving Baltimore-Washington, D.C. corridor, one of the most prosperous and fastest growing areas in the United States.

For more information, visit: www.maryland.edu