

PR Award #: U336S190008

Organization Name: Frostburg State University

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Project Model: Residency Model

Competitive Preference Priorities: (1) Promoting STEM Education

Invitational Priority – No

Requested Total Award Amount:

Project Description:

Maryland Accelerates (MA) aims to build systemic capacities in high-need rural communities through teacher-leader residencies with career advancement pathways for inclusive excellence. The accelerated pathways are designed to simultaneously increase teacher diversity and improve teaching competencies, while bridging opportunity and achievement gaps through investment in region-wide educator career ladders for improvement of teacher effectiveness, retention, and career advancement.

Project Expected Outcomes:

The MA will impact a total of 42 new teachers, 138 induction mentors and coaches, and 4500 P-12 students in high-need rural communities. 1. Accelerated Mega Community for Systemic Capacity and Linkage Building (Goal 1). Leveraging cross-sector expertise and resources, the MA will build capacities for accelerated teacher-leader residency programs with professional development infrastructures and educator career ladders for teacher advancement. 2. Accelerated Teaching Residency with Year-Long Clinical Experience (Goal 2). Leveraging current knowledge and promising practices, the MA will co-implement Master of Arts in Teaching residency programs to increase diverse teacher supply and accelerate professional growth with specialized competencies to support students in high-need schools. 3. Accelerated Teacher-Leader Pathways with Two-Year Induction (Goal 3). Leveraging State and LEA priorities and needs, the MA will co-implement Educator Career Ladders for new and experienced teachers to enhance teaching effectiveness, increase retention, accelerate career advancement, and improve student learning and achievement.

Project Special Features:

Teaching residents will be engaged in an 18-month co-teaching residency with (1) a fully integrated curriculum to ensure content mastery, (2) intensive and guided practices to ensure pedagogical mastery, (3) innovative rural-urban Clinical Rotations to cultivate specialized competencies in mathematical problem solving, computational thinking, high leverage practices, and culturally responsive teaching; and (4) comprehensive assessments with evidence-based MA MicroCredentials in teaching effectiveness. New teachers will be engaged in a 2-year induction with (1) intensive professional development in MA specialized competency areas, (2) regular and sustained coaching, and (3) competency-based demonstration of advancement through MA MicroCredentials in Networked Improvement Communities.

Project Partners: Frostburg State University (FSU), College of Education at FSU, College of Liberal Arts and Sciences at FSU, Frederick County Public Schools, Garrett County Public Schools and FSU Professional Development Partnership Schools Network.