What is the TEIR/TIR Initiative?

Towson University, in partnership with Baltimore County Public Schools, provides the Teacher-Educator-in-Residence (TEIR)/Teacher-in-Residence (TIR) Program through Race to the Top. Three Towson University faculty members (Teacher-Educator-in-Residence) work in Baltimore County Schools along with three Baltimore County Public School Teachers (Teacher-in-Residence) who also work on the Towson University campus. The TEIRs and TIRs are expected to provide school-wide and individual support for new, non-tenured and teachers with experience through co-planning, co-teaching, de-briefing observations, teaching demonstration lessons, and providing 1:1, small group or whole faculty professional development. In their work on the TU campus, the TIRs create and deliver presentations that ensure relevancy and currency to the campus courses.

The goal of the TEIR/TIR Program is to increase teacher effectiveness, teacher retention and student achievement in six identified Baltimore County Public schools. Those schools are Colgate Elementary, Edmondson Heights Elementary, Riverview Elementary, Deep Creek Middle and Dundalk Middle.

Jess and Mildred Fisher College of Science and Mathematics

Dr. Honi Bamberger, Department of Math, is coordinating the work of Rebecca Kinney and Laura Joseph, TU mathematics faculty, as they work in two of the six Baltimore County Public Schools involved in the BCPS/TU Partnership one day a week from November until the end of May. Ms. Joseph is assisting seven kindergarten teachers at Hawthorne Elementary as they become more familiar with the Math Common Core Standards, Daily Calendar Math, Investigations, and Math Solutions curricula. Ms. Kinney is supporting four teachers from different grade levels at Colgate Elementary as they continue to work on strategies for student engagement, small group instruction in deficit skills, and technology use to teach students to make sense of problems and reason abstractly.

The teachers have expressed their appreciation for the assistance of Ms. Joseph and Ms. Kinney as reflected in the following comments following a Number Sense presentation:

- The games and activities you presented are great ways to reinforce various concepts and skills in my classroom.
- I will use the information from your presentation to make a conscious effort to do more number sense activities with my students.
- I will include your number sense ideas in my calendar time and transition times.
This past fall semester, **Lisa Antonious** and **Becky Sewell** supported the discussion of math instruction in Dr. Patty Rice Doran’s SPED 441 classes. Mrs. Antonious and Ms. Sewell shared activities to make math engaging for students at all levels within a classroom. Dr. Doran wrote, “I am seeing many lesson plans incorporating games, children’s literature, and the Seek and Solve activity – all evidence of the way in which you gave the students some practical, easy-to-implement and classroom-ready ideas.” Several students wrote in their evaluation:

> - The activities were very beneficial to pre-service teachers and helped me in my own math lesson planning.
> - I left with so many ideas from this lesson. I already used one of the game ideas for a lesson I taught.
> - I was able to learn a lot in a short amount of time, very useful.
> - It is extremely important for teachers to differentiate. Differentiation is so important for pre-service teachers to understand what goes along with differentiation and the resources that are available.

The students were so excited about the presentation that several went to Dr. Bamberger and asked her to invite Mrs. Antonious and Ms. Sewell to present to the Math Education Club. After that presentation, Chelsie Hockenberry, President of the Math Education Club, wrote, “Not only did you provide us with the knowledge of how to craft these useful tools but provided us with countless lesson plan ideas. As future educators, ideas for lesson plans are the ultimate gift!”

Ms. Hockenberry has continued to rave about Mrs. Antonious and Ms. Sewell’s presentations and now they have been invited to present to Dr. Ming Tomayko’s Elementary Math Methods class and Rebecca Kinney’s Early Childhood and Elementary Math Methods classes. They will also continue presenting to Dr. Doran’s SPED 441 classes and most recently, they were asked to present to Dr. Qing Li’s ISTC 301 class on the importance of lesson plans, writing effective lesson plans, and planning active student engagement.

For more information on topics that Mrs. Antonious and Ms. Sewell could present to students, please contact them at lantonious@bcps.org or rsewell@bcps.org, or through Susan Wilken, Project Manager at swilken@towson.edu or 410-704-2921.

**Teacher-in-Residence Activities on the TU Campus**

Also during the fall semester, **Mrs. Gerry DePetris** was actively involved with the Early Childhood Education Department, Department of Special Education and Department of Instructional Leadership and Professional Development. Early in the semester, she served on a panel presenting to a group of Chinese Master Principals from China. Dr. David Lovewell acknowledged, “Mrs. DePetris’s involvement with the ten Chinese Master Principals from Shanghai, China was fantastic! I am so pleased that her expertise could be shared in this unique format with them. Hopefully, if this activity is done again, Mrs. DePetris will be a part of the group. Thanks for all you did to make this a successful and informative session into the life of an American school principal.”

Mrs. DePetris co-taught an ECED 342 Preprimary Curriculum class on parent involvement/parent conferences with Dr. Judith Guerrero, as well as, made several presentations to undergraduate students on socio-economic diversity, working with students and families from culturally and linguistically diverse backgrounds, ethics, gradual release method and effective instructional strategies. She has also presented information on supervisory practices to graduate students in Dr. Diane Wood’s ILPD Seminar for Supervision and presented information on the teacher observation process to the Early Childhood Education Faculty.

Dr. Wood shared, “Gerry has been a strong, insightful, and diplomatic participant in an ILPD ad hoc committee working on improving the Administrator I internship. She brings the ‘inside knowledge’ of a highly-effective practitioner and administrator to the committee in order to support members as they revise the internship experience. She also taught one night in my supervision course, engaging the students in a lively conversation about the challenges of promoting, cheerleading, and sustaining effective teachers focused on student learning. Gerry has been a great resource for me as I think through my own teaching as a faculty member charged with education future school leaders.”

Heather Rasmussen, Department of Special Education, wrote, “Thank you for coming to speak to the students in my course, Working with Families of Students with Disabilities. Your discussion regarding multi-cultural and socioeconomic issues was well received. The students gained valuable insight through your sharing of first-hand experiences. The students later shared that they appreciated your practical suggestions for overcoming challenges. Thanks again!”

Mrs. DePetris continues to work with various academic departments on numerous presentation topics. Already, she has several presentations and/or demonstration lessons scheduled with professors for the spring semester on the Co-teaching Model, Classroom Management, Gradual Release Instructional Method, Writing Meaningful Objectives, Enduring Learning, Effective Differentiation and Culturally, Linguistically and Socio-economic Diversity.

For more information on topics that Mrs. DePetris could present to an undergraduate or graduate class, please contact her at mdepetris@bcps.org or through Susan Wilken, Project Manager at swilken@towson.edu or 410-704-2921.
Teacher-Educator-in-Residence Activities in Baltimore County Public Schools

Steve Edgar and Charla Walls are very active in the schools working with individual teachers as well as conducting professional development. Book studies are a frequent request for the TEIRs to conduct. Topics such as overcoming poverty and obstacles to success; creating powerful learning environments; understanding how the brain learns math; building relationships with parents for student success and communicating with students so they can learn have been requested by the school administrations. Leading the teachers on discussions using professional books, Mr. Edgar and Ms. Walls will become quite the book study moderators!

In addition to the book study activities, Ms. Walls conducted after school professional development on incorporating multisensory techniques using Open Court lessons and activities to increase student engagement and achievement. While Mr. Edgar worked closely with Dwan Pinamonti, Principal of Deep Creek Middle School, and Janice Jacksits, Special Education Department Chair at Deep Creek Middle School, to develop and present a 15 week after school professional development activity that was focused on implementing the co-teaching model. Along with providing the group time to co-plan, the group examined current research on the effectiveness of co-teaching, explored the Maryland Learning Links website with its wealth of information on the topic, participated in a discussion hosted by the Maryland State Department of Education on providing family support, created their own co-teaching informal observation checklist with the help from Michele Murphy from the Baltimore County Public Schools Office of Special Education, and picked the brains of two of Baltimore County’s most experienced co-teaching pairs, Wally Guenther and Missy Ullman of Parkville High School. Another highlight of the program featured Faith Hermann from the Towson University Department of Elementary Education who provided the group with the most recent research on co-teaching in her Professional Development School. The Deep Creek teachers were astonished to hear the similarities between the co-teaching experience among interns and mentors as related to their own experiences. Finally, as a next step, Ms. Pinamonti will have the teachers who attended this year’s co-teaching initiative train other teachers next year on how to move beyond the power of two!

It is clear from all that has occurred this first semester, that the involvement of the Teacher-in-Residence and the Teacher-Educator-in-Residence in the Baltimore County Public Schools will help teachers add to and polish the tools in their instructional toolkits!

You’re Invited!

On behalf of the TU/BCPS RTTT Partnership, we truly appreciate the support we have received on both the campus and in the Baltimore County schools.

To thank everyone who has been involved, we are holding a breakfast on Friday, April 27, 2012 in the Loch Raven Room of the University Union starting at 9am. We look forward to seeing everyone and reflecting on our first year of the partnership.

Please rsvp your attendance to Susan Wilken, TU/BCPS RTTT Partnership Project Manager, at swilken@towson.edu or 410-704-2921.