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TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon 

DATE: October 25, 2016

SUBJECT: Chapter 740 (Senate Bill 493) Teacher Induction, Retention, and Advancement Act of 2016 Update

PURPOSE:

The purpose of this item is to provide an update regarding the interim recommendations of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup.

HISTORICAL BACKGROUND:

In the 2016 Maryland General Assembly, legislation was passed concerning teacher retention and induction. Chapter 740 (Senate Bill 493) - Teacher Induction, Retention and Incentive Act of 2016 (Appendix I) altered the incentives provided for teachers, and created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring. Additionally, the Act required the Maryland State Department of Education (MSDE) to convene a group of stakeholders to include representatives of primary and secondary education, higher education, and education policy experts to determine effective recruitment, retention, and the promotion of quality educators at all levels. The workgroup convened by MSDE is to deliver an interim report to the Governor and the General Assembly on November 1, 2016 and a final report on November 1, 2017.

Chapter 740 requires the reports to include findings related to national board certification, teacher recertification, loan forgiveness, and induction best practices; legislative changes that will ensure that teacher academies, as authorized under the Every Student Succeeds Act, will be of the highest quality and rigor if they are implemented in Maryland, and that the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland; a coordinated statewide strategy for recruiting, retaining, and promoting quality teachers at all levels of education; and the best methods of incentivizing effective teachers to choose to teach in low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require the equitable distribution of effective teachers.

Workgroup members include representatives from the Maryland Association of Elementary School Principals, the Maryland Higher Education Commission, the Baltimore Teachers Union, Maryland Association of Directors of Education at Community Colleges, Maryland independent Colleges and University Association, University of Maryland System, Maryland State Educators Association, Public School Superintendents Association of Maryland, Maryland State Board of Education, and MSDE. At the first meeting, five committees were identified to effectively and efficiently manage its charge, and workgroup members were asked to identify one individual to represent their organizations on each of the committees, each responsible for focusing on specific aspects of the charge.

EXECUTIVE SUMMARY:

In this update, the Maryland State Department of Education is presenting the interim recommendations from the five subcommittees of the Chapter 740 workgroup for your review and discussion. Interim recommendations include; but are not limited to:

Recruitment

- Expand Quality Teacher Stipends
- Explore different options for the basic skills assessment for the Conditional Certificate
- Add an adjunct certificate to the continuum of professional certifications in Maryland
- Determine if National Board Certification can be used as a route to professional certification
- Link loan forgiveness to high need schools with a service component
- Expand Teacher Academies.

Preparation

- Explore the alignment between districts and the methodology of classroom discipline
- Determine whether alternative preparation programs should be held to the same standards as traditional preparation programs
- Revise the Institutional Performance Criteria (IPC)
- Assure that national specialized professional area standards are sufficient for Maryland

Induction:

- Abandon the notion of incorporating induction best practices into professional eligibility certificates
- Establish minimum requirements for a mentor teacher in the LSS
- Explore the possibility of using a performance based assessment to determine if an individual is ready to enter the teaching profession
- Determine the feasibility of transferring the Growth Plan used by some IHE's to the LSS mentor

Retention:

- Consider a "Career Lattice" that reflects a teachers expertise in both rural and urban settings
- Review mentoring models for beginning teachers that are differentiated from the mentoring offered to second and third year teachers
- Review independent assessments on the benefits and limitations of National Board Certification
- Establish a link between the IHEs and MSDE in regards to issuing a certificate
- Survey teachers regarding desirable incentives to increase retention in and commitment to challenging settings

Education Article §11-208:

- Create two pathways for IHEs to receive approval of programs that would certify a graduate to teach: (1) national accreditation; or (2) MSDE approval;
- Alter the definition of "national accreditation" to mean an accreditation agency recognized by both MSDE and MHEC;
- State explicitly that the pathway for approval is determined by the IHE; and
- Require MSDE and MHEC to consider national professional standards that are comparable to the standards used by MSDE when determining whether to recognize an accrediting agency.

ACTION:

For discussion only.

Maryland State Department of Education

**Chapter 740 (Senate Bill 493)
Teacher Induction, Retention and
Advancement Act of 2016
October 25, 2016**

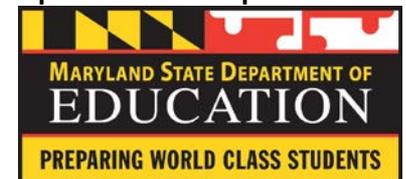
Background

- Maryland General Assembly passed this bill on April 11, 2016
- Bill became law on May 28, 2016
- 4 Major components
 - Altered the Quality Teacher Incentive Act
 - Created a county grant for specific teachers in Anne Arundel County
 - Created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring
 - Required MSDE to convene a group of stakeholders to determine effective recruitment, retention, and the promotion of quality educators at all levels (PreK-12)



Reporting Requirements

- Interim report on November 1, 2016
- Final report on November 1, 2017
- Reports to include:
 - Findings related to national board certification, teacher recertification, loan forgiveness, and induction best practices;
 - Legislative changes that will ensure that teacher academies, as authorized under the Every Student Succeeds Act, will be of the highest quality and rigor if they are implemented in Maryland, and that the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland;
 - A coordinated statewide strategy for recruiting, retaining, and promoting quality teachers at all levels of education; and
 - The best methods of incentivizing effective teachers to choose to teach in low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require the equitable distribution of effective teachers.



Workgroup Members

- Include representatives of primary and secondary education, higher education, and education policy experts
- In addition the 12 workgroup members were asked to identify one individual to represent their organizations on each of the committees
- Potential of 72 individuals working on this topic

Committees

- **Committee 1:** Determine how to recruit quality teachers at all levels of education in Maryland
- **Committee 2:** Determine how to prepare quality teachers at all levels of education in Maryland
- **Committee 3:** Determine how to provide quality induction to teachers at all levels of education in Maryland
- **Committee 4:** Determine how to retain quality teachers at all levels of education in Maryland
- **Committee 5:** Education Article §11-208 National Accreditation

Summary of Meetings

- Workgroup has met 7 times beginning June 22, 2016 through October 4, 2016
- Committees have met 4 of those 7 times
- Public Comment was offered twice
 - Notice provided on the website
 - One individual signed up for the August 16th meeting but did not appear
 - Meetings are well attended observers represent:
 - Division of Legislative Services, IHEs, MSEA and Specialty Groups

Committee 1: Recruitment Interim Recommendations

- Expand Quality Teacher Stipends
- Explore different options for the basic skills assessment for the Conditional Certificate
- Add an adjunct certificate to the continuum of professional certifications in Maryland
- Determine if National Board Certification can be used as a route to professional certification
- Link loan forgiveness to high need schools with a service component
- Expand Teacher Academies

Committee 2: Preparation Interim Recommendations

- Explore the alignment between districts and the methodology of classroom discipline
- Explore necessary legislative changes regarding ESSA
- Determine whether alternative preparation programs should be held to the same standards as traditional preparation programs
- Revise the Institutional Performance Criteria (IPC)
- Assure that national specialized professional area standards are sufficient for Maryland

Committee 3: Induction Interim Recommendations

- Abandon the notion of incorporating induction best practices into professional eligibility certificates
- Establish minimum requirements for a mentor teacher in the LSS
- Explore the possibility of using a performance based assessment to determine if an individual is ready to enter the teaching profession
- Determine the feasibility of transferring the Growth Plan used by some IHEs to the LSS mentor

Committee 4: Retention

Interim Recommendations

- Consider a “Career Lattice” that reflects teachers expertise in both rural and urban settings
- Review mentoring models for beginning teachers that are differentiated from the mentoring offered to second and third year teachers
- Review independent assessments on the benefits and limitations of National Board Certification
- Establish a link between the IHEs and MSDE in regards to issuing a certificate
- Survey teachers regarding desirable incentives to increase retention in and commitment to challenging settings.

Committee 5: Ed. Article §11-208

Interim Recommendations

- Create two pathways for IHEs to receive approval of programs that would certify a graduate to teach: (1) national accreditation; or (2) MSDE approval
- Alter the definition of “national accreditation” to mean an accreditation agency recognized by both MSDE and MHEC
- State explicitly that the pathway for approval is determined by the IHE
- Require MSDE and MHEC to consider national professional standards that are comparable to the standards used by MSDE when determining whether to recognize an accrediting agency
- Other small technical changes related to the above provisions.

Additional MSDE Interim Recommendations

- Invite a representative from the Alternative Preparation Community to be a member of the workgroup;
- Identify local and national education policy leaders to address the workgroup; and
- Establish an additional committee to focus on Quality Teacher Incentives

Discussion
