



Nancy S. Grasmick  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Nancy S. Grasmick *Nancy*  
**DATE:** April 27, 2010  
**SUBJECT:** COMAR 13A.07.01  
Comprehensive Teacher Induction Program

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**PURPOSE:**

To request approval of proposed regulation COMAR 13A.07.01: Comprehensive Teacher Induction Program. (attachment 1)

**BACKGROUND:**

In 2003, COMAR was amended to include requirement for mentor teacher programs to support new teachers. In 2006, a statute was passed (section 6-117) calling on MSDE to develop guidelines for a comprehensive induction program for new teachers in hard-to-staff schools. Also in 2006, a statute was passed (section 6-119) calling for the State Board to develop guidelines for an incentive program to encourage local school systems to adopt a teacher support system for new teachers through a teacher consulting program. In July 2009, the Maryland Teacher Professional Development Advisory Council presented its fourth report to the State Superintendent with a recommendation to revise COMAR to define a comprehensive teacher induction program. The report included information about the current status of induction programs in Maryland's 24 local school systems on pages 6-12. In August 2009, the Governor's STEM Task Force has recommended an induction program for all new STEM teachers and recommendations under discussion by the College Success Task Force include addressing the quality and availability of induction programs.

**EXECUTIVE SUMMARY:**

The proposed regulation is designed to address the quality and consistency of support to new teachers across the 24 local school systems. The regulation was discussed with a subset of the superintendents by telephone prior to sharing it with all superintendents at their September, 2009, meeting. It was discussed by the local assistant superintendents for instruction at their September, 2009, meeting.

MSDE received six public comments from local schools districts (Allegany, Baltimore City, Carroll, Howard, St. Mary's, and Washington) and one from the Superintendents' Group as a whole. The comments opposed the regulation, citing fiscal concerns, specificity of the requirements and questioning the statutory authority. The questions about statutory authority



were corrected when the citations for Sections 6-117 and 6-119 were removed early in the public comment period. In raising concerns over specific requirements and the fiscal impact of the regulation, districts explained what they were already doing in their induction programs. While the fiscal concerns are real and certainly hold merit, each specific district providing comments articulated what they are already providing and demonstrated that they are addressing many, if not all of the proposed regulatory requirements so much of the additional cost would be incurred only if they plan to do what is proposed in the regulation in addition to what they are already doing. Additional concerns voiced including the staffing ratios and training requirements for mentors although all 24 districts have partially met those requirements with their current programs. The final concern raised was ensuring that the regulations do not call for a “one-size-fits-all” program for both new teachers and experienced teachers who are new to a district. By incorporating the Maryland Teacher Professional Development Standards, Planning Guide and Evaluation Guide by reference, that concern is explicitly addressed by requiring differentiation to address specific teacher participant needs in the design, implementation and evaluation of Teacher Induction Programs. The proposed regulation includes a phase-in period for full compliance of July 1, 2011.

The regulation was revised based on these comments and republished in January, 2010. MSDE has received no comments on the revised, republished regulations since January, 2010.

**ACTION:**

I recommend State Board adoption of COMAR 13A.07.01: Comprehensive Teacher Induction Program.

**Attachment**

NSG/cps

Mental Hygiene the results of the hearing and vision screenings and, to the extent practicable, the number of students receiving the recommended services.

(e) Students may be exempt from these *hearing and vision* screenings if the parent/guardian objects in writing on the ground that it conflicts with the tenets and practice of a recognized church or religious denomination of which the parent/guardian is a member.

[(b) Scoliosis. The local board of education, in conjunction with the local health department, shall provide scoliosis screening tests for all students in public schools at least once in grades 6 through 8. If a student is suspected of having scoliosis, a copy of the screening report shall be given to the parent or guardian of the student with information about idiopathic scoliosis, the significance of treating scoliosis at an early stage, and services available for treatment after diagnosis, and a copy of the screening report shall be sent to the local health department. The local health department shall ascertain if the services recommended based on the results of the scoliosis screening have been obtained, determine if additional services are needed, and report the results of the scoliosis screening and the number of students receiving the recommended services to the Department of Health and Mental Hygiene. A student whose parent or guardian objects in writing to the screening may not be required to be screened. A person who performs any scoliosis screening required by law is not liable for any civil damages resulting from acts or omissions in the screening not amounting to gross negligence.]

(4) — (7) (text unchanged)

D. — F. (text unchanged)

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**Subtitle 07 SCHOOL PERSONNEL**

**13A.07.01 [Teacher Mentoring Programs]  
Comprehensive Teacher Induction Program**

Authority: Education Article, §§2-205(c) and 6-202(b),  
Annotated Code of Maryland

**Notice of Proposed Action**

[09-328-R-I]

The Maryland State Board of Education proposes to repeal existing Regulations .01 — .05 under **COMAR 13A.07.01 Teacher Mentoring Programs** and adopt new Regulations .01 — .08 under **COMAR 13A.07.01 Comprehensive Teacher Induction Program**. This action was considered at the Maryland State Board of Education meeting held on January 26, 2010. Because substantive changes have been made to the original proposal as published in 36:21 Md. R 1607 — 1609 (October 9, 2009), this action is being repropose at this time.

**Statement of Purpose**

The purpose of this action is to establish guidelines for a comprehensive induction program for new teachers, including a mentoring component.

**Comparison to Federal Standards**

There is no corresponding federal standard to this proposed action.

**Estimate of Economic Impact**

**I. Summary of Economic Impact.** Currently all of Maryland's 24 local school systems provide some of the components of the comprehensive teacher induction program but would need new monies or would need to reallocate resources to address all of the elements of the comprehensive induction program. Local school systems may use state or local general funds, federal Title I, IIA, and Special Education funds for new teacher induction programs. This may be difficult under current tight fiscal constraints and may require a phase in period to allow all school systems to come into compliance with this regulation.

**II. Types of Economic Impact.**

|   | Revenue (R+/R-)<br>Expenditure (E+/E-) | Magnitude |
|---|--|-----------|
| A. On issuing agency:                       | NONE                                   |           |
| B. On other State agencies:                 | (E+)                                   | Unknown   |
| C. On local governments:                    | NONE                                   |           |
|   | Benefit (+)<br>Cost (-)                | Magnitude |
| D. On regulated industries or trade groups: | NONE                                   |           |
| E. On other industries or trade groups:     | NONE                                   |           |
| F. Direct and indirect effects on public:   | NONE                                   |           |

**III. Assumptions.** (Identified by Impact Letter and Number from Section II.)  
B. Unknown

**Economic Impact on Small Businesses**

The proposed action has minimal or no economic impact on small businesses.

**Impact on Individuals with Disabilities**

The proposed action has no impact on individuals with disabilities.

**Opportunity for Public Comment**

Comments may be sent to Colleen Seremet, Assistant State Superintendent for Instruction, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0316, or email to cseremet@msde.state.md.us, or fax to 410-333-2369. Comments will be accepted through April 26, 2010. A public hearing has not been scheduled.

**Open Meeting**

Final action on the proposal will be considered by Maryland State Board of Education during a public meeting to be held on May 25-26, 2010, at 200 West Baltimore Street, Baltimore, MD 21201.

Ed. Note: Pursuant to State Government Article, §10-113, Annotated Code of Maryland, if a promulgating agency substantively alters the text of regulations that have been previously proposed in the Maryland Register, the altered text must be published in the Maryland Register as though it were initially proposed. The text of regulations appearing immediately below has been altered substantively from the initially proposed text.

Symbols: Roman type indicates existing text of regulations. *Italic* type indicates initially proposed new text. **Helvetica Bold Italic** type indicates new text that substantively alters the text as initially proposed. [Single brackets] indicate existing text proposed for repeal. [[[Triple brackets]]] indicate text proposed for deletion which substantively alters the originally proposed text.

**.01 Scope.**

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to **provide guidance** for local school systems to establish a high quality induction program that addresses critical **professional learning** needs of new teachers, improves instructional quality, and helps inductees **achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession.** **The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support for new teachers.** **Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.**

.02 — .03 (originally proposed text unchanged)

**.04 General Requirements.**

A. — B. (originally proposed text unchanged)

C. The content and structure of the comprehensive induction program shall be aligned with the Maryland Teacher Professional Development Standards set in December 2004. Local school systems shall use the Maryland Teacher Professional Development Planning Guide (updated in November 2008) to develop the program, which shall include **at a minimum,** the following professional learning activities:

(1) (originally proposed text unchanged)

(2) Ongoing support from a mentor, including regularly scheduled meetings during noninstructional time, and as described in Regulation .06 of this chapter;

(3) Regularly scheduled opportunities for new teachers to observe or co-teach or observe and co-teach with skilled teachers;

(4) (originally proposed text unchanged)

(5) Ongoing professional development sessions specifically designed to address new teacher needs and concerns; and

(6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

(a) Based on clearly defined teaching standards and expectations; and

(b) Conducted by the mentor or other skilled member of the induction program staff.

D. The district's comprehensive induction program shall consider the need for staffing to be led by an experienced staff member whose responsibilities include:

(1) **Plan** and **coordinate** all induction activities;

(2) **Supervise** new teacher mentors;

(3) **Communicate** with principals and other school leaders about induction activities and their roles; and

(4) **Oversee** the evaluation of the comprehensive induction program.

E. **The comprehensive induction program local school systems shall may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations**

for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

**.05 Participation in the Comprehensive Induction Program.**

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities **designed for veteran teachers** for a minimum of 1 year.

B. To **facilitate the induction process and participation in induction activities, local school systems shall, to the extent practicable, adopt the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:**

(1) (originally proposed text unchanged)

(2) A reduction in, or elimination of, responsibilities for involvement in **non-instructional activities other than induction support; or**

(3) **Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.**

**.06 Mentoring Component of the Comprehensive Induction Program.**

A. — B. (originally proposed text unchanged)

C. **To the extent practicable given staffing and fiscal concerns, local school systems shall establish the maximum ratio of mentors to mentees in the comprehensive induction program at one mentor to 15 mentees, unless the State Superintendent grants a waiver based on good cause.**

D. A mentor under the comprehensive induction program may **not be assigned to perform school-level administrative duties only on a regular an emergency basis.**

E. (originally proposed text unchanged)

F. A mentor shall:

(1) **Hold an advanced professional certificate;**

(2) (originally proposed text unchanged)

(3) **Hold an advanced professional certificate or be a retiree from the local school system;**

(4) (originally proposed text unchanged)

G. Local school systems shall provide ongoing training for mentors **that includes including training prior to assuming their assignments and regular training sessions equivalent to at least 1/2 day of training per month.**

H. Training for mentors shall include, at a minimum:

(1) Initial training for each mentor **prior to assuming the assignment on the essential characteristics of mentoring adults and the duties and responsibilities of a mentor;**

(2) — (4) (originally proposed text unchanged)

**.07 Evaluation of the Comprehensive Induction Program.**

A. Local school systems shall **conduct rigorous biennial evaluations of evaluate the comprehensive induction program and shall use**

B. Local school systems shall allocate adequate resources to conduct these evaluations.

C. Local school systems shall meet the criteria for evaluations as set forth in **the Maryland Teacher Professional Development Evaluation Guide, October 2008, as a resource for developing an evaluation model that addresses:**

[[[D. Evaluations of the comprehensive induction program shall address, at a minimum:]]]

(1) [[A description of the ]]] *The components of the comprehensive induction program, including the extent to which the components are coherent, [[and internally consistent and the extent to which all the activities were implemented as planned]]] coordinated and implemented as planned or not;*

(2) (originally proposed text unchanged)

(3) *The extent to which all participating teachers demonstrate mastery of the [[knowledge and skills necessary for*

*success in their classrooms and with their students]]] teaching standards used by local school systems in Regulation .04C(6) of this chapter; and*

(4) (originally proposed text unchanged)

.08 (originally proposed text unchanged)

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## Errata

### COMAR Title 11

At 37:1 Md. R. 13 (January 4, 2010), column 1, line 43 from the top:

For: Subtitles 11 — 19 Motor Vehicle  
Read: Subtitles 15 — 19 Motor Vehicle

[10-07-53]

### COMAR 13A.16.18.03

At 37:3 Md. R. 253 (January 29, 2010), col. 2, line 8 from the bottom:

For: other emergency actions, the filing of a hearing request may  
Read: other emergency actions, the filing of a hearing request] may

### COMAR 13A.16.18.08

At 37:3 Md. R. 254 (January 29, 2010), col. 1, line 2 from the top:

For: otherwise provided in Maryland Rule [B4] 7-201 — 7-211.  
Read: otherwise provided in Maryland [Rule B4] Rules 7-201 — 7-211.

### COMAR 13A.17.15.05

At 37:3 Md. R. 258 (January 29, 2010), col. 2, line 25 from the top:

For: child care [:] and  
Read: child care [:]

### COMAR 13A.17.16.08

At 37:3 Md. R. 259 (January 29, 2010), col. 1, line 2 from the top:

For: otherwise provided in Maryland Rule [B4] 7-201 — 7-211.  
Read: otherwise provided in Maryland [Rule B4] Rules 7-201 — 7-211.

[10-07-52]

