



# Maryland's 3rd Wave of Reform

## From National Leader to World-Class

Maryland's public education system is ranked as the nation's best for one simple reason: it does not stand still. Over the past three decades, Maryland has built a strong foundation, policy by policy, through two waves of reform to achieve national status as a leader in educational excellence.

During the first wave of reform (1989–2002), Maryland focused on creating a comprehensive system of public assessment and accountability to hold schools, local school systems, and the State responsible for student achievement.

Maryland's second wave of reform (2002–2009) featured significant additional funding; increased accountability; development of a statewide curriculum and related tools; alternative pathways for high-school students; and stronger preparation and development programs for school leaders and teachers.

Today, Maryland is poised for its third wave of reform, and the State Board of Education's mission couldn't be clearer—create a world-class system that prepares students for college and career success in the 21st Century.

World-class means recognizing and acting on the new reality that a high school diploma is just the starting point; every student must be prepared to succeed in college or the workplace.

To reach world-class status, Maryland has developed a 5-pronged strategy that will provide the appropriate challenges and supports to students, educators, and administrators to bring Maryland's education system to the next level.

### 1 Ensure that all students are fully prepared for college and career in the 21st Century

- Revise the State's PreK–12 curricula, assessments, and accountability system based on the Common Core State Standards to ensure that all graduates are college and career ready;
- Align the PreK–12 standards with college and university admission standards, and ensure that higher education stakeholders are involved in defining college-ready standards;
- Redesign high school graduation requirements to include four years of mathematics, including Algebra II;
- Create an assessment that will gauge students' college readiness early in their high school careers; and
- Add a college-ready and STEM-ready endorsement to the high school diploma.

### 2 Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to promote student achievement

- Link current Local Education Agency (LEA), Maryland State Department of Education (MSDE), higher education, and workforce data systems;
- Create an instructional improvement system to give teachers better data about their students; and
- Expand the Online Instructional Toolkit to equip teachers with curriculum information, model lessons, formative assessments, and professional development opportunities.

### 3 Develop and support Great Teachers and Great Leaders

- Redesign and strengthen the model for the preparation, development, retention, and evaluation of teachers and principals;
- Extend the tenure timeline from two years to three years;
- Provide comprehensive induction programs for non-tenured teachers and provide training for LEA staff to ensure quality induction services; and
- Provide Educator Instructional Improvement Academies for administrators and school-based coaches in all 1,400 schools.



### 3 Develop and support Great Teachers and Great Leaders (cont'd.)

- Create a new mandatory evaluation system
  - **For teachers:** general evaluation standards include 30% based on student growth determined by the State and 20% on student growth determined by the local school system and bargaining unit. The remaining 50% includes planning and preparation, classroom environment, instruction, and professional responsibilities with other measures added by the local school system.
  - **For principals:** general evaluation standards include 30% based on student growth determined by the State and 20% on student growth determined by the local school system and bargaining unit. Of the remaining 50% — 25% is based on the Maryland Instructional Leadership Framework and 25% determined by the local school system.



### 4 Turn around low-achieving schools

- Expand implementation of Maryland's Breakthrough Center for transforming low-achieving schools and LEAs;
- Create a new Breakthrough Zone for the lowest-achieving schools to allow for more targeted assistance;
- Adopt one of four school intervention models to help the State's persistently low-achieving schools;
- Provide monetary and resource incentives to specially-trained teachers and experienced principals to work in low-achieving schools; and
- Address cultural and climate issues in the State's lowest-achieving schools to ensure that students will be successful, safe, and healthy.



### 5 STEM (Science, Technology, Engineering, Mathematics)

- Implement all seven recommendations of the Governor's 2009 STEM Task Force report, including creating a STEM Innovation Network to coordinate efforts;
- Develop curriculum and resources in STEM to address the Common Core State Standards;
- Increase the number of secondary STEM teachers in the State and enhance STEM preparation for early childhood and elementary teachers; and
- Increase the use of Advanced Placement (AP) courses with a STEM focus.



*"We are poised to focus attention where our schools need it most. Our reforms are student-centered. Our ultimate goal is to have each high school graduate leave school prepared for higher education or the world of work. There is no more important mission facing education."*

Nancy S. Grasmick  
State Superintendent of Schools

For more information, go to [MarylandPublicSchools.org](http://MarylandPublicSchools.org)  
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