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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick *Nancy*
DATE: January 26, 2010
SUBJECT: COMAR 13A.07.01
Comprehensive Teacher Induction Program

PURPOSE:

To request re-publication of proposed regulation COMAR 13A.07.01: Comprehensive Teacher Induction Program. (Attachment 1)

BACKGROUND:

In July 2009, the Maryland Teacher Professional Development Advisory Council (PDAC) 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.

In response to those reports and recommendations, in August 25, 2009, this Board proposed a regulation establishing the requirements of a Comprehensive Teacher Induction Program. The notice and comment period on the proposed regulation ended on November 12, 2009.

MSDE received comments from six local school systems all of whom generally opposed the regulations citing fiscal requirements and the prescriptiveness of the regulations. The Maryland Association of Boards of Education also commented and, along with two local school systems, questioned the statutory authority of the Board to promulgate the regulations. In addition, at the December 2009 meeting of PSSAM, the superintendents offered a number of changes to the text of the proposed regulation designed to eliminate much of the prescriptiveness.



(1) **Fiscal Concerns:**

We concur that the fiscal concerns are real. It is difficult, however, to estimate the actual fiscal impact on each school system. Particularly, each school system that commented on the regulation also explained that they are already providing many, if not all, of the components of the comprehensive induction program described in the proposed regulations. We do not underestimate the school systems' concerns about having sufficient dollars to conduct all the mandated components of the program.

(2) **Prescriptiveness:**

Of all the types of comments MSDE received, the comments on the prescriptiveness of the proposed regulation resonated because those comments also reinforced the fiscal concerns. Therefore, MSDE has revised the proposed regulations to limit the prescriptiveness to some extent. In this regard, MSDE has adopted many, but not all, of the changes to the regulations that PSSAM suggested at its December, 2009 meeting. We did not adopt all the changes because we continue to support the PDAC recommendations accepted by this Board to require the local board systems to provide a comprehensive teacher induction program during the 2009-2010 school year and to achieve a fully functioning induction program by July 2011. Given the Race to the Top reform emphasis on effective and highly effective teachers, we strongly believe that we cannot back away from that commitment.

Yet, we recognize in the newly revised regulation that a one-size-fits-all comprehensive induction program mandate will not meet the needs of each and all of the 24 school systems. Therefore, the revised regulations increase program design flexibility at the local level.

(3) **Statutory Authority:**

The statutory authority for the proposed regulation rests solidly on two sections of the Education statute. Section 2-205 of the Education Article gives the State Board broad authority to determine the education policies of the State, to exercise general control and supervision over public schools and the education interests of the State, and to adopt regulations for the administration of the public schools. This is the comprehensive visitatorial power of the State Board. Without further statutory direction or authority, it is broad enough to encompass creating an appropriate framework to bring new teachers into the profession, support them, and retain them.

Specifically, too, the General Assembly has directed the State Board to adopt regulations to define the scope of a mentoring program aligned to the 2-3 year probationary period for new teachers. (Md. Educ. Code Ann. § 6-202(b)(3)). These regulations do just that. The central

feature of a comprehensive induction program is a mentoring program. Indeed, the regulations as proposed focus on the mentoring aspect of the induction program and appropriately place it in context of good educational policy and planning, particularly given the new education reform efforts directed toward effective and highly effective teachers.

EXECUTIVE SUMMARY:

The revised regulation establishes the framework of a comprehensive induction program for new teachers: (1) an orientation program; (2) support from a mentor; (3) observation and co-teaching opportunities; (4) professional development; (5) formative review of new teacher performance; (6) the need for induction program staff; (7) participation in the program by all new teachers; (8) to the extent practicable given fiscal and staffing concerns, reduction in workload for new teachers and mentors; and (9) an evaluation model.

We have revised the regulations significantly to allow local school systems to design their comprehensive induction program within that framework. Because the changes are significant and arguably substantive, the revised regulations should be published again for comment.

ACTION:

Approve the revised regulations for publication as proposed regulations.

NSG/cps

Attachment

Title 13A

STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

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

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

.01 Scope.

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to ~~require~~ 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 ~~find~~ 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 ~~Program design~~ 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 Incorporation by Reference.

In this chapter, the following documents are incorporated by reference:

- A. Maryland Teacher Professional Development Standards;*
- B. Maryland Teacher Professional Development Planning Guide (updated November 2008);*
- C. Maryland Teacher Professional Development Evaluation Guide, October 2008.*

.03 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "Mentee" means a public school teacher who is the recipient of the services of a mentor.*
- (2) "Mentor" means an individual who possesses the attributes set forth in Regulation .05 of this chapter.*
- (3) "New teacher" means a teacher who is:*

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(a) New to the profession; or

(b) A veteran who is new to the district.

.04 General Requirements.

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

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) Before the school year begins, orientation programs for all teachers new to the local school system;

(2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional 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) Follow-up discussions of the observations and co-teaching experiences;

(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) ~~Planning and coordinating~~ all induction activities;

(2) ~~Supervising~~ new teacher mentors;

(3) ~~Coaching and communicating~~ with principals and other school leaders about induction activities and their roles; and

(4) ~~Overseeing~~ the evaluation of the comprehensive induction program.

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

(1) A reduction in the teaching schedule;

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

(3) ~~Sensitivity to~~ Exemption from 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. A local school system shall establish a mentoring program as part of its Comprehensive Induction Program.

B. A local school system shall establish a cadre of full-time or part-time mentors whose ~~sole~~ responsibilities are to support teachers during their comprehensive induction period.

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 shall be 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 an emergency-regular basis.

E. A mentor under the comprehensive induction program may not participate in the formal evaluation of a mentee.

F. A mentor shall:

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

(2) ~~Demonstrate knowledge of adult learning theory and peer coaching techniques;~~

(3) ~~Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and~~

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

(4) Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills of the mentor applicant.

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 ½ 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) Ongoing training and feedback to enable each mentor to address the specific and varied performance needs of mentees;

(3) Models of effective instructional practices that address the identified needs of mentees; and

(4) Identification and coordination of appropriate resources to address the performance needs of mentees.

.07 Evaluation of the Comprehensive Induction Program.

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

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

~~C. Local school systems shall use 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 components of the comprehensive induction program, including the extent to which the components are coherent, coordinated and implemented as planned or not and internally consistent and the extent to which all the activities were implemented as planned;~~

~~(2) Participating teachers' perceptions of the adequacy, relevance, and usefulness of all elements of the induction program;~~

~~(3) The extent to which all participating teachers demonstrate mastery of the teaching standards used by local school systems in section .04 (C)(6) of this regulation, the knowledge and skills necessary for success in their classrooms and with their students; and~~

~~(4) Participating teacher retention and attrition during the first 5 years after their initial teaching assignment.~~

.08 Date of Compliance.

Local school systems shall be in full compliance with this chapter by July 1, 2011.