



TEACHER INDUCTION, RETENTION, AND ADVANCEMENT ACT OF 2016

WORKGROUP

April 26, 2017 Meeting

COMMITTEE #3 – Professional Development for Teachers and Administrators

Committee Members Present: Kathy Angeletti (UMD), Henoch Hailu (MSEA), Yi Huang (USM), Heather Lageman (PSSAM), Angela deGusman (MSDE)

Committee Members Absent: Deanna Stock (MADTECC), Phyllis Lloyd (MAESP), Judy Jenkins (MICUA)

MSDE Staff: Karen Dates Dunmore

Approval of Minutes:

Committee minutes from February 21 were approved with following change:

Page 2 – UMD is having K12 teachers hired in a new master teacher role (shared position with time on campus and in the district 40/60)

Discussion:

Question: Can we revise some of the recommendations to incorporate the email conversation that Yi sent to Nancy Shapiro—adding additional material to refine? (Yi)

1 – adding supporting references to recommendation 1.

2 – language change a little bit and add more definition to support recommendation 2.

Can there be integration of two – email and committee recommendations? (Kathy)

Recommendation 1 -- Create state-wide professional development pathways with career-wide learning opportunities for educators across the state.

Conversation:

What about community colleges? Are we missing two year colleges? Are all key stakeholders in the recommendation statement? (Kathy)

What about alternative providers? What about funding? Alternative providers will want to seek benefit of all services, but they might not be eligible for all services. – Parking lot for conversation at another time (Yi)

- a. **Leverage state, LEA, union and two and four year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.**

Discussion:

Who is responsible for doing PD in the LSS right now? (Kathy)

The county, union and working in partnership with the state. Induction and mentoring programs are shared responsibilities. (Henoach)

We need to look at the current lay of the land and make sure everyone is represented. (Kathy)

How do we know what coursework is like from school to school? How do we know what high quality coursework is available across the state? Need a statewide resource that all can access. (Kathy)

All need to be on the same page. Need to get into a central repository so that all can see. Do we need to elaborate on what transparency means? – Parking lot for conversation at another time (Kathy)

- b. Leverage new knowledge, promising practices, and advanced technologies to increase access and success.**
- c. Leverage statewide and regional partnerships, resources, and delivery structure to ensure equitable access across the state.**

Certain regions across the state have hubs that act as a resource across the state – build up the capacity that do not always get with a single institution or single LSS. (Kathy)

Increase access and success at the same time. Reduces cost, increase efficiency. (Yi)

Each LSS has different needs but with hubs can make it accessible. (Henoach)

Hubs that share resources so do not have to drive across the state to access PD. (Angela)

Could drive to another county to access a PD program, however will there be enough spaces for those who are from those counties? (Henoach)

Delivery structure references the content and conditions. (Yi)

How is this going to work? (Angela)

This is what has been missing for so long. Is the partnership aspect implicit in the recommendation – how do the hubs interact and meet broader needs. A particular county or school that can tap into resources from across the state would be beneficial. (Kathy)

Equitable access and success was based upon the idea of networks. When have statewide access it implies that everything falls under the entire state. (Yi)

A portion of PD funding by district could be re-directed to the regional model. Having these resources could help to push this model forward. (Kathy)

Educators feel that the LSS's do not provide enough PD now. (Henoach)

This offers educators more choice and more access. (Yi)

This is pooling resources so everyone can access. Shared resources. (Kathy)

How to sell this model? If take funding away from my LSS and now I have to go to a regional hub, I will have to drive further. (Henoach)

The hub is not a physical place. It is out of a university office used to bring together resources— more of an organizational resource. It brings people together as far as the centers. Technology usage. Not a physical building. (Angela)

Similar to universities with campuses all over the state. (Yi)

Recommendation 2 -- Establish LEA-Institutes of Higher Education (IHE) partnerships in developing, delivering and ensuring high quality induction professional development programs that link but are not limited to certification regulations for renewal.

- a. Establish shared vision, responsibilities and resources for professional development and induction programs that meet LEA and school priorities and address individualized needs for educators.**

Discussion:

What about mentoring? (Hench)

If LSS could work with teachers during induction, then less of a load for mentors. Now there are no structures to have conversations. Right now the current model does not make the best of what is available. There are a lot of people who are not being served. (Kathy)

Inconsistencies between LSS's re mentoring because of funding – difference in quality of what is delivered. Induction coordinators are not sharing with each other as much as they could be. We need a way to bring induction resources together and pool funds and resources to make it work. Make sure new teachers are ready – part of the shared responsibility. (Angela)

How address when it comes to funding? If take funding, how is it distributed? Should not be pushed off to IHE. (Hench)

How can we move forward so that certain parts of the state are not disadvantaged? (Kathy)

Schools and universities have partnerships but schools do not have between districts. (Angela)

If we could start from scratch, how do it so that no disadvantaged counties? (Kathy)

The system could work a lot better. For instance, there is no specific language re what a mentor really is. There is a difference between what a PT and FT mentor really is. People who are moving into the county may need some support as well. Mentors are FT teachers so they do not have any release but are supposed to fully support a new teacher. Multiple year support is necessary. Need 2-3 years of support with a consulting teacher. First year teachers do not feel supported their second year. (Hench)

What would the ideal world look like if we changed funding in MD and was equitable? What would need to change? (Kathy)

Teachers coming out of college and going into a LSS – needs to change the process. Also change – each district should have the support necessary for the teacher. Disconnection from higher ed into the schools. Districts are not aligned with higher ed. Pre service teachers do not have classroom management, multi cultural training, etc. (Angela)

There needs to be more time for application of what is learned. Not by yourself until last year in the classroom during four year program – need to have the pressure of the classroom experience earlier. Much depends upon the mentor teacher a student may have. (Hench)

There is a greater rationale for the residency model. Three year mentoring – induction through tenure. (Kathy)

LEA and higher ed partnerships could really expand and flourish. (Yi)

The model used with Race to the Top – expand – worked on having cohorts of all induction coordinators from each LSS come together – have higher ed come to those meetings for quarterly meetings to talk about best practices, alignment, areas of need and provide them with professional learning. Learning is being provided to coordinators but the problem continues to be expansion. (Heather)

We are starting to expand partnerships. (Angela)

If we all agree upon standards to make sure all agree with not just COMAR but mentor standards, and mentor selection – needs to be outlined and ratio adhered to by each school(1/15). The whole idea that everyone is on the same page and held accountable so everyone getting the support services needed. Everyone who is a mentor has aligned PD. Race to the Top – trained over 900 mentors over 4 years. Same standards, learned community, regional meetings, web meetings so that people are getting a big learning experience in the summers. State is making sure mentors have solid foundation. Be conscious and focused on full engagement. Now working on coaching principals – looking at how everyone needs a coach – not about “fixing” so it is not something people don’t want. Common expectation that it is part of the profession as an educational professional as part of teaching and learning in profession. (Heather)

A statewide institutional process. Professional continuum is the ideal way. What did you learn from Race to the Top? (Yi)

Part of learning is that unless there is accountability tied at a really high level, it is not going to work. Data was collected but no way that we could take money away from LSS’s with high ratio. Need to make a value proposition. (Heather)

There is a need to be a district priority. (Angela)

Give everyone support from the beginning rather than getting assigned when a few failing observations – too negative. (Hench)

Negative connotation needs to be changed. (Kathy)

- b. Establish professional development and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency, technology integration and promising practices in mentoring to increase educator effectiveness and student achievement.**

Discussion:

We need to add mentoring as an expectation. (Kathy)

We need a system that is supportive and helps teachers grow. (Henoeh)

We need to establish common standards, including for mentors. (Yi)

- c. Establish a quality assurance framework that meets state and national guidelines such as National Board of Professional Teaching Standards and Learning Forward Standards for Professional Learning.**

We need to address losing educators at such a high rate. (Henoeh)

Do we need to incorporate recommendations from another entity when all are finalized? (Yi)

FINAL RECOMMENDATIONS WITH CHANGES INCOPORATED:

Recommendation 1 -- Create state-wide professional development pathways with career-wide learning opportunities for educators across the state.

- a. Leverage state, LEA, union and two and four year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.**
- b. Leverage new knowledge, promising practices, and advanced technologies to increase access and success.**
- c. Leverage statewide and regional partnerships, resources, and delivery structure to ensure equitable access across the state.**

Recommendation 2 -- Establish LEA-Institutes of Higher Education (IHE) partnerships in developing, delivering and ensuring high quality induction professional development programs that link but are not limited to certification regulations for renewal.

- a. Establish shared vision, responsibilities and resources for professional development and induction programs that meet LEA and school priorities and address individualized needs for educators.**
- b. Establish professional development and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency, technology integration and promising practices in mentoring to increase educator effectiveness and student achievement.**
- c. Establish a quality assurance framework that meets state and national guidelines such as National Board of Professional Teaching Standards and Learning Forward Standards for Professional Learning.**