

# Teacher Induction, Retention, and Advancement Act of 2016

## Workgroup

### Materials of Interest

### June 22, 2016 Meeting

#### **2016 Legislative Session**

##### **Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016**

[http://mgaleg.maryland.gov/2016rs/chapters\\_noln/ch\\_740\\_sb0493e.pdf](http://mgaleg.maryland.gov/2016rs/chapters_noln/ch_740_sb0493e.pdf)

Statute that requires the State Department of Education to establish a workgroup, the participants, sets forth the elements to be reported on and the dates (November 1, 2016, November 1, 2017, and December 1, 20121) by which the interim and final reports must be submitted to the governor.

##### **SB 493: Department of Legislative Services Fiscal and Policy Note**

[http://mgaleg.maryland.gov/2016RS/fnotes/bil\\_0003/sb0493.pdf](http://mgaleg.maryland.gov/2016RS/fnotes/bil_0003/sb0493.pdf)

Document provides a fiscal summary and analysis of the bill.

##### **May 27, 2016 Letter to President of the Senate regarding SB 493**

This letter indicates that SB: 493 will become law without the governor's signature. The Governor indicates that while he supports the efforts to retain and incent those most effective teachers he objects the amendment specific to Anne Arundel County.

#### **Current Statues and Regulations Regarding Teacher Induction, Retention, and Advancement**

##### **Annotated Code of Maryland, Education Article §6-112 State and Local Aid Program for Certification or Renewal of Certification**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-112&ext=html&session=2016RS&tab=subject5>

This statute sets forth the State and Local aid for teachers that peruse National Board Certification. The State Board of Education (SBOE) is to select a maximum of 1,000 teachers to participate in the program and adopt regulations (COMAR 13A.07.08) that establish procedures for submitting applications and criteria for selection of candidates. Reimbursement is provided to each teacher in the amount equal to the certification fee charged by NBPTS. The LSS must pay 1/3 and the State pays 2/3. Finally, if a teacher does not complete the program they are required to repay the state the full amount.

**Annotated Code of Maryland, Education Article §6-202(b) Probationary Period.**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-202&ext=html&session=2016RS&tab=subject5>

This section of the Statute defines the probationary period for non-tenured employees in local school systems and requires that a mentor and additional professional development be provided to any individual who is not on track to earn tenure.

**Annotated Code of Maryland, Education Article §6-306 County Grants for National Certification**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-306&ext=html&session=2016RS&tab=subject5>

This statute defines the monetary incentives that may be awarded to specified teachers. As of July 1, 2016 classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school will be eligible to receive a stipend up to \$2,000.00. Classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a non-comprehensive needs school are eligible to receive a stipend up to \$1,000.00. Local School systems can implement more stringent standards. As of July 1, 2017, the stipend will increase to \$4,000.00 for classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school.

**Annotated Code of Maryland, Education Article §6-705. Reciprocity in Certification of Teachers**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-705&ext=html&session=2016RS&tab=subject5>

This Statute allows the State Superintendent to make an agreement with the appropriate educational authority of any other state to provide for reciprocity in the certification of this teachers. It also allows the State Superintendent the authority to accept the accreditation for certification purposes of a teacher preparation program from another State.

**Annotated Code of Maryland, Education Article §11-208. National Accreditation**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=11-208&ext=html&session=2015RS&tab=subject5>

This Statute requires Institutes of Higher Education that offer a program of undergraduate or graduate studies leading to the educator certificate to have National Accreditation. Schools with a full time enrollment of under 2,000 students or those that are recognized as a school of fine arts or music may apply for a waiver of accreditation requirement. National accreditation is defined as teacher education accreditation by an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department.

**COMAR 13A.07.01 Comprehensive Teacher Induction Programs**

[http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.01.\\*](http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.01.*)

This regulation sets for the requirements for teacher mentoring programs.

### **COMAR 13A.07.06.01 Program Approval**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.06.01.htm>

This regulation sets forth the process for the approval of educator preparation programs in Maryland through the use of Department-approved standards that are performance based, reflect contemporary thinking, and are supported by research, best practice and expert opinion. These standards are currently found in the Institutional Performance Criteria (IPC).

### **COMAR 13A.07.08 Incentive Programs for Certification by the National Board for Professional Teaching Standards**

[http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.08.\\*](http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.08.*)

This regulation establishes the criteria for the section of public school candidates who are eligible to receive financial aid to pursue initial certification or renewal by the National Board for Professional teaching Standards

### **COMAR 13A.12.01.04 Options for Obtaining Initial Certification in Maryland**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.04.htm>

This regulation sets forth the ways an individual can obtain a Maryland educator certificate. The routes include completion of a Maryland Approved Program, and Approved Out-of-State Teacher Preparation Program or a program leading to a specialist, administrator, or supervisor; the Approved Professional Experience route; and Transcript Analysis.

## **Additional Information Regarding Teacher Induction, Retention, and Advancement**

### **Chart, Teacher Preparation Program Reform Efforts**

This chart provides a summary of the ongoing work between the Maryland State Department of Education, the University of Maryland System, and the Maryland Higher Education Commission. Efforts began in 2013 with the work of the P-20 Council and over the past year there has been significant momentum leading to the passage of SB 493. These initiatives can best be categorized into 4 areas:

- Recruitment;
- Preparation;
- Induction, and
- Retention.

### **December 1, 2015 Joint Chairman's Reports**

- **Report on Teacher Development**  
<http://test.msde.maryland.gov/about/Documents/Gov-Rel/p107QualityTeacherDevelopmentReport.pdf>

This report provides a review of best practices for administering fiscal incentive programs for educators; an evaluation of the current Quality Teacher Incentive program; an evaluation of any incentive programs piloted during the Race to the Top

Grant; and two alternative proposals including the fiscal estimates for implementing them.

- **Report to Ensure High Quality Teachers**

This report provides a review of the best practices of high performing education systems from around the world, a set of recommendations for producing high quality teachers based on those practices, and recommendations for transforming teaching into a profession with career ladders.

**May 17, 1995 Teacher Education Taskforce Report known as the Redesign of Teacher Education**

[http://marylandpublicschools.org/NR/ronlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/1496/Redesign\\_Teacher\\_Ed.pdf](http://marylandpublicschools.org/NR/ronlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/1496/Redesign_Teacher_Ed.pdf)

This report is the culmination of the work done to address the requirements of the 1988 Higher Education Act which resulted in the opportunity for LSSs and Maryland's higher Education community to develop partnerships focused on how we prepare teachers in Maryland and how we approach teacher development.

**Maryland Institution Performance Criteria (IPC) based on The Redesign of Teacher Education**

[http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/InstitutionalPerformanceCriteria\\_09032014.pdf](http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/InstitutionalPerformanceCriteria_09032014.pdf)

The IPC was based on the Redesign of Teacher Education and provides the framework for the on-site reviews and reporting elements for program approval. There are five components; strong academic background; Extensive Internship; Performance Assessment; Linkage with PreK-12 priorities; and State Approval/(NCATE/CAEP) Accreditation Performance Criteria.

**Professional Development Schools Manual and Implementation Guide and Professional Development School Assessment Framework**

These documents contain the standards for Maryland Professional Development Schools, includes best practices, and information regarding evaluation and assessment. Due to the extreme sizes of these documents we have provided the links below:

<http://marylandpublicschools.org/NR/ronlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/2930/ImplementationManualReprint2004.pdf>

<http://marylandpublicschools.org/NR/ronlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/14214/PDSAssessmentFrameworkRevisedAugust2007.pdf>

### **Teacher Attrition: By Years of Experience (2013-2014 and 2014-2015)**

These charts provides a summary of the teacher attrition in varying years of service increments by county. The data indicates that we see the highest level of attrition in years one to five.

- 2013-2014: 204 teachers left in less than one year and 1,396 teachers left in one to five years for a total of 1,600.
- 2014-2015: 262 teachers left in less than one year and 1,549 teachers left in one to five years for a total of 1,811.

### **Overview of Teacher Incentives by State**

**Prepared by: Aidan DeLisle, Governors Summer Intern**

This document provides a brief summary of the incentives offered by each state.

### **Teacher Education: A Bibliography**

**Prepared and provided by Stephanie M. Hall, Graduate assistant, University of Maryland**

This document serves as a reference guide for teacher education workgroups.

### **Studies Regarding Teacher Induction, Retention, and Advancement**

#### **Support from the Start: A 50-State Review of Policies on New Educator Induction and Mentoring, New Teacher Center, March 2016**

<https://newteachercenter.org/wp-content/uploads/2016CompleteReportStatePolicies.pdf>

A comprehensive report of each of the 50 states policies around support for new teachers and school principals focused on how states provide on the job support for beginning educators. Nine criteria provided the foundation for their analysis and included: educators served, mentor quality, time, program quality, program standards, funding, educator certification/licensure, program accountability, and teaching conditions.

#### **2016 Review of State Policies on New Educator Induction: State Policy Reviews, New Teacher Center, 2016**

<https://newteachercenter.org/policy/state-policy-reviews/>

This link provides comprehensive summaries for all 50 states. A copy of Maryland summary is provided.

#### **How Effective are Financial Incentives for Teachers? Linking teacher pay to student performance has become popular, but evidence on its effectiveness is mixed, IZA, World of Labor, June 2015**

<http://wol.iza.org/articles/how-effective-are-financial-incentives-for-teachers.pdf>

Study looked at the effect of financial incentives for teachers both stateside and internationally. The author reports that the evidence on the impact of financial incentives for teachers is mixed.

## **Various Newspaper Articles Regarding Teacher Induction, Retention, and Advancement**

**“How partnerships between school districts and teacher preparation Programs are transforming the teacher pipeline,” Accountability, January 20, 2016**

<http://educationpost.org/how-partnerships-between-school-districts-and-teacher-preparation-programs-are-transforming-the-teacher-pipeline/>

Blog emphasizing the importance of establishing strong partnerships between LSSs and IHEs. Highlights an Oregon-based partnership between Salem Keizer Public School and two IHE’s; Western Oregon University and Corban University .

**“Debate emerges over state actions needed to ease teacher shortages,” California’s EdSource, March 1, 2016**

<https://edsources.org/2016/debate-surfaces-over-how-much-state-action-needed-to-ease-teacher-shortages/95302>

News article addressing California’s teacher shortage issue. Includes references to the legislative analyst’s report and the January report issued the Learning Policy Institute. While this is a widely debated issue, both reports believe that due to the cyclical nature of the of teacher shortages that direct state action may not be necessary.

**“N.Y. Chief, SUNY Chancellor Team Up to Overhaul Teacher Preparation,” Education Week’s Blog Teacher Beat, June 1, 2016**

[http://blogs.edweek.org/edweek/teacherbeat/2016/06/ny\\_chief\\_suny\\_team\\_up\\_to\\_overh.html](http://blogs.edweek.org/edweek/teacherbeat/2016/06/ny_chief_suny_team_up_to_overh.html)

Blog commenting on TeachNY which is focused on a developing a more comprehensive set of policies for the teaching profession focused on how NY recruits , trains, and supports its teachers.