



**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
Materials of Interest  
November 14, 2016 Meeting**

**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, 2021) by which the interim and final reports must be submitted to the governor.

**Materials of Interest**

**“Maryland Teacher Staffing Report 2016-2018”, Maryland State Department of Education  
September 2016**

<http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MarylandTeacherStaffingReport20162018.pdf>

This report, just released at the end of October 2016, provides information on the number of teacher candidates produced through traditional and nontraditional teacher preparation programs. In addition the actual and anticipated hiring needs of the 24 local schools systems are included. This information addresses both the supply of new Maryland teachers and the demand that the local school systems expect in hiring.

**“Education commission not just about money, but how it is spent, and what it achieves”  
Maryland Reporter.com November 1, 2016**

<http://marylandreporter.com/2016/10/31/education-commission-not-just-about-money-but-how-its-spent-and-what-it-achieves/>

This article highlights the Commission on Innovation and Excellence in Education; commonly referred to as the Kirwan Commission. Included in the article is a link a PowerPoint used by Marc Tucker, National Center on Education and the Economy at the most recent meeting. The PowerPoint is entitled “What will it take for Maryland to compete with the best education systems in the world.”

**“October Issue Brief: America’s Teacher Pipeline”, Core Education, October 28, 2016**

<http://us5.campaign-archive1.com/?u=a4ae2b1b129b9f8a29d50b80f&id=512ea8208f>

This issue brief contains, 6 links to various articles pertaining to the Teacher Pipeline. Titles include *Educator Pipeline at Risk*, *Teacher Supply, Demand and Shortages in the U.S.*, *The condition of Future Educators*, *the Changing Landscape of the Teacher Workforce*, *Exploring the Teacher Shortage Dilemma*, and *Districts Facing Teacher Shortages Look for Lifelines*.

**“Final U.S. Teacher-Prep Regs Allow Flexibility on Student-Outcome Measures”,  
Education Week, October 12, 2016**

[http://blogs.edweek.org/edweek/teacherbeat/2016/10/today\\_the\\_education\\_department.html?cmp=eml-enl-eu-news1-RM](http://blogs.edweek.org/edweek/teacherbeat/2016/10/today_the_education_department.html?cmp=eml-enl-eu-news1-RM)

This article provides a summary of the new requirements aimed at holding teacher training programs accountable for the performance of their graduates. Under the new regulations states will be required each year to rate all of its traditional, alternative, and distance preparation programs as either effective, at-risk, or low performing. Those that are identified as low performing will have to receive additional support. Annual ratings will be based on multiple measures; however, states will have the flexibility to use other measures deemed relevant to student outcomes. In an effort to help recruit diverse candidates into the teaching profession, students will be held to a high bar by program end not as a condition of admission..

**“Education Department Releases Final teacher Preparation Regulations” U.S. Department of Education, October 12, 2016**

[http://www.ed.gov/news/press-releases/education-department-releases-final-teacher-preparation-regulations?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](http://www.ed.gov/news/press-releases/education-department-releases-final-teacher-preparation-regulations?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

USDOE press release indicating the publication of new regulations governing teacher preparation programs. These focus on promoting stronger outcomes for all programs for both traditional and alternative preparation programs.

Key provisions of the regulations provide transparency around the effectiveness of all preparation programs (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools;
- Feedback from graduates and their employers on the effectiveness of program preparation;
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.”

**“Obama administration released long-delayed regulations for teacher-preparation programs”, The Washington Post, October 12, 2016**

[https://www.washingtonpost.com/local/education/obama-administration-releases-long-delayed-regulations-for-teacher-preparation-programs/2016/10/12/14049e10-8fee-11e6-9c52-0b10449e33c4\\_story.html](https://www.washingtonpost.com/local/education/obama-administration-releases-long-delayed-regulations-for-teacher-preparation-programs/2016/10/12/14049e10-8fee-11e6-9c52-0b10449e33c4_story.html)

Provides an overview regarding the regulations published by the US Department of Education governing programs that prepared new K-12 teachers. These regulations require each State to issue annual ratings for teacher-preparation program. The regulations faced delays related to the issues surrounding the role standardized test scores play in gauging the effectiveness of a new teacher. The regulations allow states to decide how to measure student learning and how much that should count in an overall rating. It is important to note that these regulations apply to both traditional and alternative preparation programs. Ratings must be introduced as a pilot in the 2017-2018 year.

**“Department of Education 34CFR Parts 612 and 686”, October 12, 2016**

<http://www2.ed.gov/documents/teaching/teacher-prep-final-regs.pdf>

Newly established federal regulations to implement the requirements for the teacher preparation program accountability system under title II of the Higher Education Act of 1965. These amendments will result in the collection and dissemination of more meaningful data on teacher preparation program Quality. In addition the regulations governing the TEACH grant program have been amended.

**“The teaching profession needs and overhaul”, Baltimore Sun, October 9, 2016**

<http://www.baltimoresun.com/news/opinion/oped/bs-ed-teacher-shortage-20161009-story.html>

In this Op Ed piece, Dr. Nancy Grasmick provides commentary on the national teacher shortage.

**“Debunking the myth of the ‘teacher pay gap’ again”, AEI, October 6, 2016**

[http://www.aei.org/publication/debunking-the-myth-of-the-teacher-pay-gap-again/?utm\\_source=twitter&utm\\_medium=social&utm\\_campaign=biggsteachermith](http://www.aei.org/publication/debunking-the-myth-of-the-teacher-pay-gap-again/?utm_source=twitter&utm_medium=social&utm_campaign=biggsteachermith)

This article by AEI provides an overview of the recent report by Economic Policy Institute (EPI) regarding their position that teachers are underpaid. AEI criticizes the report for not recognizing the work that has been done on teacher compensation since its last report in 2008.

**“ESSA: How Should States and Districts Use their Teacher-Quality Money?” Education Week Blog, September 27, 2016**

[http://blogs.edweek.org/edweek/teacherbeat/2016/09/how\\_should\\_states\\_use\\_their\\_title\\_ii\\_money\\_for\\_teacher\\_support\\_preparation\\_and\\_training](http://blogs.edweek.org/edweek/teacherbeat/2016/09/how_should_states_use_their_title_ii_money_for_teacher_support_preparation_and_training)

This blog provides snapshot guidance regarding how states and districts may want to use the title II money under ESSA for teacher support, preparation, and training.