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TO: Members of the Maryland State Board of Education
FROM: Nancy S. Grasmick *Nancy*
DATE: March 22, 2011
SUBJECT: COMAR 13A.07.01 (AMEND)
Comprehensive Teacher Induction Program
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this item is to propose amendments to the teacher induction regulations that address requirements of the *Education Reform Act of 2010*.

BACKGROUND/HISTORICAL PERSPECTIVE:

In August 2010, the Maryland State Board of Education adopted the comprehensive teacher induction regulations. Language in the *Education Reform Act of 2010* made it necessary to review the regulations for compliance.

The regulations and the *Education Reform Act* were discussed at two monthly meetings of local school system superintendents and in internal meetings which included a member of the Attorney General's Office.

EXECUTIVE SUMMARY:

The proposed amendments to the teacher induction regulations meet the requirements of the *Education Reform Act of 2010*, align to Maryland's Race to the Top application, and address many of the suggestions provided by superintendents.

ACTION:

Grant permission to publish 13A.07.01.

NSG/mc

Attachment: Proposed amendments to COMAR 13A.07.01

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

Chapter 01 Comprehensive Teacher Induction Program

Authority: Education Article, §§2-205(c), 5-206-1, 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 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 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 shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. 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 .06 of this chapter.
- (3) "New teacher" means a teacher who is:
 - (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 the following professional learning activities:~~]

D. The Comprehensive Induction Program shall include:

(1) Standards for effective mentoring that are:

(a) focused;

(b) systematic;

(c) ongoing;

(d) of high quality;

(e) geared to the needs of each teacher; and

(f) include observations with feedback.

([1] 2) Before the school year begins, orientation programs for all teachers new to the local school system;

([2] 3) Ongoing support from a mentor, including regularly scheduled meetings during noninstructional time;

([3] 4) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;

([4] 5) Follow-up discussions of the observations and co-teaching experiences;

([5] 6) Ongoing professional development designed to address new teacher needs and concerns; and for any teachers not on tract to qualify for tenure at any formal evaluation point, additional professional development shall be provided to the employee, as appropriate; and

([6] 7) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

D. The [~~district~~] local school systems shall consider the need for staffing to:

(1) Plan and coordinate all induction activities;

(2) Supervise new teacher mentors;

(3) Communicate with principals and other school leaders about induction activities; and

(4) Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program 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 at least one of~~] consider the following options for first-year teachers [~~during their comprehensive induction period~~]:

(1) A reduction in the teaching schedule; and

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

~~{(3) Sensitivity to 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 one mentor to 15 mentees.

D. A mentor under the comprehensive induction program may be assigned school-level administrative duties only on an emergency basis.

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

F. [~~A-m~~] Mentors shall:

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

(2) 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 and be rated as a satisfactory or effective teacher or be a retiree from [~~the~~] a local school system who was rated as a satisfactory or effective teacher; and

(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:

(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 evaluate *the effectiveness of* the comprehensive induction program and shall use the Maryland Teacher Professional Development Evaluation Guide, October 2008, as a resource for developing an evaluation model. [~~that addresses:~~

~~(1) The components of the comprehensive induction program, including the extent to which the components are coherent, coordinated and implemented as planned or not;~~

~~(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 Regulation .04C(6) of this chapter; 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.

.09 Reporting Requirements:

Local school systems shall include their Comprehensive Induction Program report in their Bridge to Excellence Master Plan Annual Update to the Maryland State Department of Education. This report shall include:

(1) A description of the mentoring program;

(2) Data, including the number of probationary teachers and the number of mentors who have been assigned; and

(3) How they have measured the effectiveness of the program.