

Teacher Induction, Retention, and Advancement Act of 2016

Workgroup

Materials of Interest

June 20, 2017 Meeting

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

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

**“He’s One of the Finest Educators I’ve Ever Seen in the Classroom and He’s Leaving”,
Better Conversation, June 6, 2017**

<http://educationpost.org/hes-one-of-the-finest-educators-ive-ever-seen-in-the-classroom-and-hes-leaving/>

This blog focuses on one teachers perspective of why teachers are leaving the profession. It references recent studies and research focused on teacher retention.

“How States Fail their Teachers on Retirement: New Report Gives 42 States Failing Grades for Pensions”, The 74, June 14, 2017

<https://www.the74million.org/article/how-states-fail-their-teachers-on-retirement-new-report-gives-42-states-failing-grades-for-pensions>

A report from the Bellwether Education Partners grades teacher pension plans on an A-F scale failing 42 out of 50 states. Furthermore, no state received higher than a C. The report used two questions to focus the report; “Are all of the state’s teachers earning sufficient retirement benefits?” and “Can teachers take their retirement benefits with them no matter where life takes them?” A state would earn a perfect score if it offered all its educators “a portable and financially secure retirement plan.” While strategies to improve pensions will vary from state to state, the authors offer three recommendations that all states should use:

- get finances under control;
- make portable teacher retirement plans the default to provide all teachers with financially secure benefits
- expand Social Security coverage to include teachers.

“THE NCTQ Teacher Trendline: A snapshot of district-level teacher policies from NCZTQ’s Teacher Contract Database” Teacher Trendline, May 2017

<http://www.nctq.org/commentary/article.do?id=357>

This article looks at how common differentiated pay is for teachers. NCTQ focused on two types of differentiated pay: more compensation for either teacher a hard-to- staff subject or teaching in high needs schools. The sample included 124 districts, 2/3 of which were large districts. NCTQ found that districts are twice as like to offer additional compensation for hard-to-staff position. 71 of the 124 had policies to offer additional pay to those position which were declared a shortage. 37 of the districts offered incentives to teach at high needs schools.

“Improving our education system to increase student achievement requires a multifaceted effort that involves action and initiative at all levels of the system” ”, Learning Policy Institute, June 5, 2017

https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report?utm_source=LPI+Master+List&utm_campaign=29fbd9e12e-LPI+MC+ProfLearning+CommSchools+2017+06+05&utm_medium=email&utm_term=0_7e60dfa1d8-29fbd9e12e-42322391

https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief?utm_source=LPI+Master+List&utm_campaign=29fbd9e12e-LPI+MC+ProfLearning+CommSchools+2017+06+05&utm_medium=email&utm_term=0_7e60dfa1d8-29fbd9e12e-42322391

LPI released two new studies focused on professional development and community schools

“California programs to entice would-be teachers to the classroom” EdSource, May 30, 2017

<https://edsources.org/2017/california-programs-to-entice-would-be-teachers-to-the-classroom/581708>

Provided by: Nancy Shapiro, Workgroup Member

Article focuses on new programs developed by the California Department of Education, California State University, University of California and nonprofits to entice individuals into the math and science fields. NASA has gotten involved and the U.S. Department of Labor has funded loan forgiveness and scholarship programs for those pursuing math and science. Report indicates that lowering standards is not a long term solution however simplifying the process and lowering the cost of training would help. Furthermore, the report recommends “higher salaries, especially for teachers at high-needs schools; housing incentives, loan forgiveness and scholarships both for initial teacher training and ongoing professional development; fewer barriers for teachers who move to new districts or across state lines; earlier hiring processes, so schools have fall staff rosters in place by the previous spring; and surveys of teachers to find out what they need, why they’d consider quitting and how the administration can better support them”

“IS there a Teacher Shortage in Maryland? A new Policy Brief from the Maryland Equity Project” Baltimore Sun, April 25, 2017

http://www.education.umd.edu/TLPL/centers/MEP/Research/k12Education/Janulis_5.30.17/

This article reviews Maryland’s data as it pertains to teacher shortages for the state. It offers the following three recommendations:

“Monitor the regional teacher market. Understanding the intricacies of the teacher supply and demand dynamics in the state of Maryland requires looking beyond our state borders. School districts consistently rely on out of state hiring, and it is likely that MAP graduates also consider positions out of state. Understanding the push and pull factors that may entice candidates to and away from our state may be key in better understanding the teacher labor market in Maryland. In particular, further attention must be paid to the causes of the sharp decline in the hiring of MAP graduates for the 2015-2016 school year.

Improve tracking of critical content area shortages: The current tracking system tends to inflate critical area shortages because it does not take into account the supply of teachers from out of state. While the measure includes data on both in state and out of state hires, the teacher supply data includes only those graduates from Maryland institutions of higher education. Revising this system to take into account teachers prepared out of state will provide a more reliable measure of critical shortage areas. Since districts continue to report shortages in critical content areas via survey reports, it is important to better understand the scope and depth of possible shortages.

Track geographic shortage areas: Maryland needs to develop a more reliable indicator of geographic shortages that is independent of content area shortages. This will help us gain a greater understanding of the within state market for teachers.”

Committee 4 Document:

Draft IPC Concept Paper