

Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

Interim Report



**Annapolis, Maryland
November 2016**

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Teacher Induction, Retention, and Advancement Act of 2016 Workgroup Members

Ms. Sarah Spross, Maryland State Department of Education, Chairman

Ms. Tess Blumenthal, Maryland Association of Elementary School Principals (MAESP)

Ms. Amanda Conn, Esq., Maryland State Department of Education (MSDE)

Dr. Emily Dow, Maryland Higher Education Commission (MHEC)

Ms. Marietta English, Baltimore Teachers Union (BTU)

Ms. Linda Gronberg-Quinn, Maryland Association of Directors of Education at Community Colleges (MADTECC)

Dr. Deborah Kraft, Maryland Independent Colleges and University Association (MICUA)

Dr. Nancy Shapiro, University of Maryland System (USM)

Ms. Rowena Shurn, Maryland State Educators Association (MSEA)

Dr. Jack Smith, Public School Superintendents Association of Maryland (PSSAM)

Ms. Annette Wallace, Maryland Association of Secondary School Principals (MASSP)

Ms. Laura Weeldryer, Maryland State Board of Education (SBOE)

Maryland State Department of Education Staff

Ms. Jessica Bancroft

Ms. Alexandra Cambra

Ms. Ruth Downs

Ms. Kelly Meadows

Workgroup Charge and Process

Introduction:

In the 2016 Maryland General Assembly, legislation was passed concerning teacher retention and induction. Chapter 740 (Senate Bill 493) - Teacher Induction, Retention and Incentive Act of 2016 (Appendix I) altered the incentives provided for teachers, and created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring. Additionally, the Act required the Maryland State Department of Education (MSDE) to convene a group of stakeholders to include representatives of primary and secondary education, higher education, and education policy experts to determine effective recruitment, retention, and the promotion of quality educators at all levels. The workgroup convened by MSDE is to deliver an interim report to the Governor and the General Assembly on November 1, 2016 and a final report on November 1, 2017.

Charges:

The workgroup shall determine how

- to recruit, retain, and promote quality teachers at all levels of education in the State;
- to incorporate and interweave the principals of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs;
- to make the teacher recertification process more valuable including an exploration of how to link recertification to career ladders and content or high need area specializations;
- to link loan forgiveness to teaching in high need schools;
- to incorporate induction best practices into professional eligibility certificates; and
- to determine if or how existing state laws and regulations impact recruitment, retention, and promotion for each of the following areas:
 - a. individual and team competency;
 - b. performance measurement and management;
 - c. reward and recognition for excellent work; and
 - d. discipline in the classroom.

The workgroup shall make recommendations regarding

- 1) The findings of the above referenced items;
- 2) Legislative changes that will ensure that teacher academies, as authorized under the Every Student Succeeds Act, will be of the highest quality and rigor if they are implemented in Maryland, and that the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland;
- 3) A coordinated statewide strategy for recruiting , retaining, and promoting quality teachers at all levels of education; and
- 4) The best methods of incentivizing effective teachers to choose to teach in low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require the equitable distribution of effective teachers.

Process:

To effectively and efficiently manage its charge, at the first meeting five committees were identified and workgroup members were asked to identify one individual to represent their organizations on each of the committees, each responsible for focusing on specific aspects of the charge. Each group was responsible for using the data provided to all workgroup members and to independently collect additional data to formulate sub-recommendations to be presented to the workgroup members as related to their assigned topic. The committee assignments and responsibilities are found on page 6.

Initial meetings were rich with materials and presentations by speakers suggested by workgroup members and the chair to facilitate their work. Materials included numerous newspaper articles, studies from a number of educational organizations addressing the various topics, incentive information from each of the fifty states, attrition data from Maryland, and state laws and regulations pertaining to teacher certification, induction, and preparation. Workgroup members were given the opportunity to request additional speakers or information from the chair and staff.

Beginning on July 19, 2016, the committees were given time to discuss their topics and how to use the information provided and to identify additional information needed to make clear and concise sub-recommendations concerning how to recruit, prepare teacher candidates, facilitate induction, and retain quality teachers in Maryland.

In August, the committees presented their sub-recommendations to the full workgroup and the workgroup members adopted its interim recommendations. Workgroup members had the opportunity to review and discuss the draft interim report at the October 4, 2016 meeting.

Committee Assignments and Responsibilities (Appendix II)

Committee 1: Determine how to recruit quality teachers at all levels of education in Maryland

Audra Butler	Anne Arundel Community College	MADTECC
Carrie Conley	Montgomery County Public Schools	MAESP
Matthew Record	Worcester County Public Schools	MASSP
Tanya Williams	Hood College	MICUA
Jeanne-Marie Holly	Division of College and Career Readiness	MSDE
Mary Tillar	Anne Arundel County Public Schools	PSSAM
Nomsa Geleta	University of Maryland Eastern Shore	USM

Committee 2: Determine how to prepare quality teachers at all levels of education in Maryland

Debra Poesse	Montgomery Community College	MADTECC
Monique Sloan	Prince George's County Public Schools	MAESP
Chris Merson	Carroll County Public Schools	MASSP
Stacey Brown-Hobbs	Mount St. Mary's College	MHEC
Chadia Abras	Johns Hopkins University	MICUA
Michelle Dunkle	Division of Educator Effectiveness	MSDE
Robin McNair	Prince George's County Public Schools	MSEA
Laurie Mullen	Towson University	USM

Committee 3: Determine how to induct quality teachers at all levels of education in Maryland

Deanna Stock	Chesapeake College	MADTECC
Phylis Lloyd	Baltimore City Public Schools	MAESP
Lance Pace	Prince George's County Public Schools	MASSP
Stacy Williams	Loyola College	MICUA
Cecilia Roe	Division of Curriculum, Assessment and Accountability	MSDE
Cathy Carpela	Montgomery County Public Schools	MSEA
Heather Lageman	Baltimore County Public Schools	PSSAM
Kelly Fiala	Salisbury University	USM

Committee 4: Determine how to retain quality teachers at all levels of education in Maryland

Stacie Burch	Anne Arundel Community College	MADTECC
Lisa Booth	Howard County Public Schools	MAESP
Conrad Judy	Retired Principal	MASSP
Judy Jenkins	Goucher College	MICUA
Justin Heid	Frederick County Public Schools	MSEA
Gene Schaffer	University of Maryland Baltimore County	USM

Committee 5: Education Article §11-208

Fran Kroll	Howard Community College	MADTECC
Sister Sharon Slear	Notre Dame University	MHEC
Margret Trader	McDaniel College	MICUA
Maggie Madden	Division of Educator Effectiveness	MSDE
Kathie Walasik	Baltimore County Public Schools	MSEA
Kathy Angeletti	University of Maryland College Park	USM
Derek Simmons	Office of the Attorney General	OAG
Amanda Conn	Executive Director, Legislative Services	MSDE

Summary of Meetings

June 22, 2016

This was the first meeting of the workgroup with eight members present. Sarah Spross, Chair and Dr. Karen Salmon, then Acting State Superintendent, opened the meeting with introductions and expectations. Ms. Spross introduced Senate Bill 493, the legislation passed by the General Assembly, which required MSDE to create the workgroup.

Ms. Spross advised the workgroup members that the workgroup is considered to be a public body and, under the Open Meetings Act, the work conducted must be done in the open and must be transparent to the public. She counseled members to expect observers at the meetings and advised the group that there will be time for public comment at future meetings.

Ms. Spross introduced the charge and outlined the reporting requirements. Five committees were identified and workgroup members were asked to identify one individual to represent their organizations on each of the committees, each responsible for focusing on specific aspects of the charge. (Appendix II)

Materials of Interest

At this meeting, the workgroup members were given 25 documents including Senate Bill 493, the Annotated Code of Maryland, Education Articles §6-112 State and Local Aid Program for Certification or Renewal of Certification, §6-202(b) Probationary Period, and §6-306 County Grants for National Certification, §6-705. Also included were Reciprocity in Certification of Teachers, §11-208 National Accreditation, Code of Maryland Regulations 13A.07.01 Teacher Mentoring Programs, COMAR 13A.07.06.01 Program Approval, 13A.07.08, Incentive Programs for Certification by the National Board for Professional Teaching Standards, 13A.12.01.04 Options for Obtaining Initial Certification in Maryland, chart of Teacher Preparation Program Reform Efforts, the December 1, 2015 Joint Chairmen Reports on Teacher Development and Ensuring High Quality Teachers, The 1995 *Redesign of Teacher Education*, The *Maryland Institutional Performance Criteria*, Teacher Attrition Data, and seven various studies and newspaper articles on the topic of teacher induction, retention, and advancement. (Appendix III)

July 7, 2016

This was the second meeting of the workgroup with seven members present. Two speakers were invited to present information and to respond to questions at this meeting.

Ms. Jeanne-Marie Holly, Program Manager, Career and Technology Education Systems, Maryland State Department of Education, presented the Teacher Academies of Maryland (TAM) and its relation to the workgroup. TAM is a state-approved Career and Technology Program of Study (CTE). It was developed in 2005-2006 with representatives from local school systems, community colleges, baccalaureate degree granting institutions, the Maryland Higher Education Commission, the University of Maryland System, and MSDE.

TAM prepares high school students for further education and careers in the education profession. It is currently offered in 18 of Maryland's 24 Local School Systems (LSSs) and there are currently five statewide articulation agreements with various Institutions of Higher Education (IHE). In 2015, there were 2,105 students enrolled in this program and over 90% of the TAM students passed the industry recognized credential, *the ParaPro*, which was 11% higher than the state average for all industry credentials for all CTE programs.

All members agree that this was a great example of collaboration between the Higher Education and the Maryland PreK-12 Communities and is a unique approach to engaging students early regarding the education profession.

Ms. Cecelia Roe, Director of Instruction Assessment & Professional Learning, Division of Curriculum, Assessment, and Accountability, Maryland State Department of Education, summarized the COMAR Regulations that pertain to teacher induction in Maryland. Furthermore, she provided an overview of how LSSs provide professional development to their teachers. While each county's professional development plan may be different, Ms. Roe reported that all LSSs offer pre-school year orientation, provide mentors some sort of professional development throughout the year, and focus on discipline, planning, and assessment.

Workgroup members expressed interest concerning the qualifications required of mentors and whether or not MSDE and LSSs have collaborated with IHE's for professional development. Members indicated that further research and discussion is needed on both topics. (Appendix IV)

Materials of Interest

At this meeting, workgroup members were given information from each of the presenters, documents exploring teacher retirement programs, causes for educator separation, information regarding Council for the Accreditation of Educator Preparation (CAEP) and various reports and articles. (Appendix V)

July 19, 2016

This was the third meeting of the workgroup with ten members present. During this meeting, the five sub-committees, recruitment, preparation, induction, retention and Education Article §11-208 met for the first time.

Ms. Spross briefly reiterated the charge of the workgroup and recommended providing the opportunity for public comment at both the August 2 and August 16 meetings. Workgroup members agreed that this would be beneficial.

The five committees were given approximately 1.5 hours to discuss their topics. At the conclusion of the work session, each committee provided an update to the workgroup members. Committee reports and workgroup discussions are reflected in the July 19, 2016 minutes. (Appendix VI)

Materials of Interest

At this meeting, workgroup and committee members were given information that pertained to the work of each committee: recruitment, preparation, induction, retention and Education Article §11-208. Documents primarily included articles but additional information was provided on National Board Certification and CAEP. (Appendix VII)

August 2, 2016

This was the fourth meeting of the Task Force with ten members present. This meeting had time allocated for public comment; however, no one signed up. Notice was provided for public comment at the August 16, 2016 meeting. There will be more opportunities for public comment.

Ms. Spross addressed the confusion that was experienced by both committee and workgroup members at the July 19th meeting. Some committee members expressed confusion regarding their assignments (member vs. alternate) and that there was a misunderstanding about how many representatives could participate in the committee work. As has been previously shared, each stakeholder group has an equal voice, and with that understanding, will have equal representation on both the workgroup and the committees. This means that each committee shall only have one representative from an organization at the table as a participant at any given time. The alternate would fill in for that member if he or she is unable to attend a meeting or needs to leave early.

The five committees were given approximately 1.5 hours to discuss their topics. Committee reports and workgroup discussions are reflected in the August 2, 2016 minutes. (Appendix VIII)

Materials of Interest

At this meeting, workgroup and committee members were given information that pertained to the work of each committee: recruitment, preparation, induction, retention and Education Article 11-208. Documents included statutes, regulations and articles. (Appendix IX)

August 8, 2016

A committee meeting was held. This meeting afforded committee members the opportunity to work in their groups to begin formulating their interim recommendations.

August 16, 2016

This was the fifth meeting of the workgroup with nine members present. The location for this meeting was changed to the Baltimore County Library - Arbutus Branch due to space constraints at the Odenton Regional Library. This meeting also had time allocated for public comment; however, no one appeared to give testimony. There will be additional opportunities for public comment.

Time was allocated on the agenda for the committees briefly to meet to review their interim recommendations. The majority of this meeting was dedicated to the committees presenting their work and to make initial recommendation(s) to the workgroup. All five committees reported out, and the discussions are reflected in the August 16, 2016 minutes. (Appendix X)

Materials of Interest

At this meeting workgroup and committee members were given information that pertained to the work of each committee: recruitment, preparation, induction, retention and Education Article 11-208. In addition to various articles, workgroup and committee members were provided data regarding National Board Certified Teachers in Maryland, a chart comparing the Maryland IPC to the CAEP standards, and the 2014-2016 Teacher Staffing Report. (Appendix XI)

October 4, 2016

This was the sixth meeting of the workgroup with nine members present. The date for this meeting was changed from Wednesday, September 28, 2016 to Tuesday, October 4, 2016 to accommodate schedules of several workgroup members. In addition, this meeting location was changed to the Maryland State Department of Education because none of the facilities formerly used - the Odenton Regional Library, the Baltimore County Library Arbutus Branch, and the Baltimore County Library Owings Mills Branch - were available for use.

Workgroup members reviewed and discussed the draft report. The workgroup's interim recommendations will be found in the Interim Recommendation section beginning on page 13 of this report.

The Chair advised the work group to consider the draft as confidential and not to be disseminated. (Appendix XII)

Materials of Interest

At this meeting, workgroup members were given information that pertained to the work of each of the committees: recruitment, preparation, induction, retention and Education Article 11-208. In addition to other reports and articles, members received a number of reports recently generated by the Learning Policy Institute. (Appendix XI)

Meeting Attendance

Name	Organization	6/22/16	7/7/16	7/19/16	8/2/16	8/8/16	8/16/16	10/4/16
Amanda Conn Executive Director Governmental Relations	Maryland State Department of Education (MSDE)	Abs.	X	X	X	X	X	X
Emily Dow Assistant Secretary	Maryland Higher Education Commission (MHEC)	X James Fielder	X	X	X Jon Enriquez	Abs.	X	X Michael Kiphart
Marietta English President	Baltimore Teachers Union (BTU)	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.
Linda Gronberg-Quinn Chair	Maryland Association of Directors of Teacher Education at Community Colleges (MADTECC)	X	X	X	X	X	X	X Fran Kroll
Deborah Kraft Dean, School of Education Stevenson University	Maryland Independent College and University Association (MICUA)	X	X	X Jennifer Frank	X	X	X	X
Tess Blumenthal Member, Executive Board	Maryland Association of Elementary School Principals (MAESP)	Abs.	Abs.	X	X	X	X	X
Nancy Shapiro, Associate Vice- Chancellor	University of Maryland System (UMD)	X	X	X	X Donna Wiseman	X Donna Wiseman	X	X Kathy Angeletti
Jack Smith Superintendent	Public School Superintendents Association of Maryland (PSSAM)	X Renee Spence	Abs.	X Gail Bennett	X Gail Bennett	X Renee Spence	X Gail Bennett	X Gail Bennett
Sarah Spross, Chair Assistant State Superintendent	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	X
Annette Wallace Principal, Pocomoke High School	Maryland Association of Secondary School Principals (MASSP)	X	Abs.	X	X	?	Abs.	Abs.
Rowena Shurn Teacher	Maryland State Education Association (MSEA)	X	X	X	X	X Geraldine Duvall	X	X
Laura Weeldryer Member	Maryland State Board of Education (SBOE)	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.

Kelly Meadows, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	Abs.
Alex Cambra, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	X
Jessica Bancroft, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	Abs.	X	X
Derek Simmons, Attorney	Maryland State Department of Education (MSDE)	X	Abs.	X	X	X	X	X
Ruth Downs, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	X
Sylvia Lawson	Maryland State Department of Education (MSDE)	NA	X	X	X	Abs.	X	Abs.

Interim Recommendations

Committee 1: Determine how to recruit quality teachers at all levels of education in Maryland

Committee 1 was charged with discussing and considering how to recruit quality teachers at all levels in Maryland. Specifically, the committee was to consider:

- (1) How to incorporate and interweave the principals of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs [Section 5(a)(1)(ii)]
- (2) How to link loan forgiveness to teaching in high need schools [Section 5(a)(1)(iv)]
- (3) How to make optimum use of alternative certification programs and/or Conditional Certification
- (4) How to enhance Specialized Professional Areas as routes to certification

Because Chapter 740 linked teacher quality incentives to National Board Certification (NBC), the committee did discuss the tenets of NBC. The committee intends to further explore how to tie NBC into recruitment efforts but expressed concern about linking educator certification to NBC.

Furthermore, the committee expressed a need to further study educator certification with the overall goal of breaking down barriers to becoming certificated in Maryland. The committee also looked at specialized areas of certification, the conditional certificate, and alternative routes to certification, noting how difficult some areas of certification are to fill. Further conversations focused on critical teacher shortage areas.

The committee discussed how to link loan forgiveness to recruitment and a review of the required basic skills assessment. The committee intends to continue to research and explore the above areas.

Specific recommendations relating to the charges in Chapter 740 include:

- A. How to incorporate and interweave the principals of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs (Section 5. (a)(1)(ii)).** Teacher preparation programs at the undergraduate and graduate level should include the tenets/principles (core propositions) of National Board Certification (NBC) as they support quality teaching and learning experiences (interwoven throughout course of study to reinforce interdisciplinary connection). However, NBC should not be a

requirement of educator preparation programs nor should it be a requirement for Maryland certification. The committee recognizes that NBC is already an alternate pathway to achieve the Advanced Professional Certification (APC) in Code of Maryland (COMAR). The Committee will continue to explore allowing educators who hold NBC and enter Maryland from another state to use their NBC as a route to professional certification.

B. How to link loan forgiveness to teaching in high needs schools (Section 5. (a)(1)(iv)).

The committee believes loan forgiveness should be a focused marketing tool for teachers only vs. all employees. This extends beyond “High Need” schools in hard to fill areas (STEM, SPED, etc.). Loan Forgiveness should be clearly communicated during recruitment to enhance recruitment/marketing efforts with a guarantee upon hiring vs. condition of hiring. Loan forgiveness programs should be tailored to teachers, easy for college students to understand, and marketed at the collegiate level with transparent and clear language to facilitate easy navigation. Loan forgiveness should occur at the beginning and the end of a program of study (financial support with entry and conclusion). Finally, the committee will continue to explore the concept of LSSs linking loan forgiveness to a required “years of service” clause.

C. Quality Teacher Stipends. The committee has begun discussions concerning Quality Teacher Incentives. Members have expressed concern that currently only National Board Certified teachers are eligible for this financial incentive and this limited scope does not encompass the full spectrum of educators who may be responsible for the improvement of a low performing school or who are contributing to positive growth of the educational community.

As was reported in the December 1, 2015 Joint Chairman’s Report, *Teacher Development* (R00A02.55 p. 107), the current language of the Quality Teacher Incentive Act has created a disincentive for improving school performance. Once a school is no longer designated as a “comprehensive needs school”, its teachers are no longer eligible to receive the stipend. As such, the committee has acknowledged that further research needs to be conducted regarding the various types of incentives that promote continued growth within a school program.

Currently, there are generally four alternative teacher compensation systems that are in use or being discussed throughout the education community. They include:

- Merit Pay: individual teachers receive bonuses based on improvements in their performance;
- Knowledge and Skills Based Pay: teachers can earn permanent increases for acquiring new skills;

- Performance Pay: teachers earn increases tied to improvements in student performance; and
- School-Based Performance Pay: all professional staff in a school earn a bonus if the school achieves its goals.

The committee is continuing to explore how to expand the Quality Teacher Incentive Act to expand eligibility to those individuals who hold an Advanced Professional Certificate, work in a comprehensive needs school, and are responsible for providing an added benefit to the school community, such as mentoring, in addition to their regularly assigned duties.

D. Alternative Certification Programs: Conditional Certificate. The committee will explore different options for basic skills assessments, including whether assessments are the only way to measure basic skills and what multiple measures could be considered toward meeting this requirement. The group will continue to explore and address if a performance-based assessment should be considered.

E. Specialized Professional Areas: Routes to Certification. The committee will explore what minimum pedagogy requirements are essential for all teachers, with the possibility of adding an “adjunct” certificate to the continuum of certifications offered in Maryland (e.g., the BSO violinist, the NASA engineer, etc.). The intent is to allow an individual, who is currently employed in their field, to provide one or two courses to a LSS, without lowering the certification standards and without forcing these individuals to leave their full-time jobs.

F. Additional Recommendations. The committee will explore the expansion of Teacher Academies with the goal of increasing the number of LSSs and students participating.

Committee 2: Determine how to prepare quality teachers at all levels of education in Maryland

Committee 2 was charged with discussing and considering how to prepare quality teachers at all levels in Maryland. Specifically the committee was to consider:

- (1) how existing laws and regulations impact teacher recruitment, retention, and promotion for discipline in the classroom (Section 5. (a)(1)(vi)(4));
- (2) recommending legislative changes that will ensure that teacher preparation academies, as authorized under the federal Every Student Succeeds Act (ESSA), will be of the highest quality and rigor if they are implemented in Maryland, and that the individuals who participate in these academies will be fully prepared and trained to be in a classroom in Maryland (Section 5.(b)(2));

- (3) a review of the *Institutional Performance Criteria*, the framework for Maryland’s approval of teacher preparation programs;
- (4) further exploration of national Specialized Professional Association (SPAs), Interstate New Teachers Assessment and Support Consortium, (InTASC) and other Program Review Options.

Specific recommendations relating to the charges in Chapter 740 include:

- A. **“Discipline in the classroom.”** The committee noted that there needs to be consideration of discipline in the classroom; however, the committee still had not met consensus regarding the intended definitions of the terms “classroom discipline” and “classroom management”. The committee asked for further clarification of the intent of the charge and noted they will continue to explore an alignment between districts and the methodology of classroom discipline.

Based on the request for clarification, Ms. Spross indicated that the probable intent was to ensure that students are prepared to work with a continuum of students from diverse socioeconomic and cultural backgrounds. Furthermore, that educator interns should also be prepared to address special needs students and have the skills to manage a variety of behaviors in the classroom.

- B. **Recommendations for Legislative Changes.** The committee did not have specific recommendations for the workgroup to consider at this point in time. Rather, the committee would continue to explore and research:

- A. Classroom management strategies;
- B. Restorative practices for discipline;
- C. Making recommendations for legislative changes regarding ESSA;
- D. Whether an alternative preparation program, teacher academy, or university-based academy, all are held to the same high standards;
- E. Revision of the *Maryland Institutional Performance Criteria*; and,
- F. Requirements of various accreditation and national specialized professional associations.

Committee 3: Determine how to induct quality teachers at all levels of education in Maryland

Committee 3 was charged with determining how to induct quality teachers at all levels of education in the State. Specifically, the committee was to consider:

- (1) How to incorporate induction best practices into professional eligibility certificates [Section 5(a)(1)(v)];
- (2) How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency [Section 5(a)(1)(vi)1];
- (3) How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management [Section 5(a)(1)(vi)2.].

Specific recommendations relating to the charges in Chapter 740 include:

A. How to incorporate induction best practices into professional eligibility certificates. (Section 5(a)(1)(v)) The committee recommends that no action be taken on this charge. Professional Eligibility Certificates do not offer a candidate access to students in a classroom, and based on known best practices of induction, a candidate must have access to students in a teaching environment and be engaged with a mentor teacher to best be served by any induction practice. Continued discussion of this charge must include a discussion of access to a district and a classroom, and how the experience of an educator who has not been hired by the district would be financed.

B. How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competence and how existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management. (Section 5 (a)(1)(vi)1 and (a)(1)(vi)2).

The committee believed that these two charges can be addressed at the same time. The committee noted that COMAR 13A.07.01 clearly articulates the best practices in new teacher induction, as supported by research, literature, and current practice. If all requirements for induction in COMAR are adhered to, there will be an improvement in recruitment and retention. An individual who knows a school district will support him or her, through best induction practices, as a new teacher may choose this district for employment over another district. With induction best practices in place and extended to the new teacher, the teacher may be more likely to stay in the teaching position and district, increasing the effectiveness of both recruitment and retention. Individuals who are nurtured through the best practices outlined in COMAR will improve individual and team competency.

Similarly, if COMAR 13A.07.01 is followed as it is articulated, the recruitment and retention issues are consistent with the above scenario. Furthermore, following best practices in COMAR should result in an improvement in the ability to identify and address performance measurement and management.

The committee will continue to research and explore the requirements of a mentor teacher and best practices of induction. The committee noted that COMAR regulations

relating to induction were updated in 2011 to include these best practices. The committee intends to look at these regulations and offer further suggestions for revisions.

Finally, the committee has discussed the need for the preK-12 and IHE community to collaborate on ways to integrate the mentoring received by the IHE during the clinical internship with the mentoring received during the educator's first year as a teacher. The committee will continue to explore ways for IHEs and LSSs to partner in order to provide induction programs.

C. Qualifications for a Mentor Teacher

The committee recommended that language be added to COMAR 13A.07.01.04 to reflect the following qualifications for mentor teachers:

- Tenured;
- Have a minimum of three years' experience, with five years teaching experience preferred;
- Be in good standing with a rating of "highly effective" or the equivalent rating, depending upon the rating scale used by the LSS;
- Receive a recommendation from a principal or administrator; and
- Express a willingness to participate in professional development specific to mentoring.

Furthermore, mentor teachers should receive training in best practices. Mentor teachers and administrators should mutually agree to the mentorship position.

D. EdTPA

Students from some of Maryland's teacher education programs complete an edTPA assessment in the final semester of their program and use these assessment results to develop an edTPA Professional Growth Plan. (edTPA is a performance assessment based on the National Board for Professional Teaching Standards that is designed to help determine if new teachers are ready to enter the profession with the skills necessary to help all of their students learn.)

There was a recommendation that, for graduates of IHEs that have students complete an edTPA Professional Growth Plan, the induction mentors should be encouraged to ask the new teacher for the plan so that induction supports can be differentiated for the new teachers with whom they work. Opposition to this idea came from a few committee members who thought the committee charge was to discuss only the qualifications of the mentor for induction and that the idea of a professional development plan from the new teacher did not need to be included in the committee

proposal. Additionally, concern was expressed regarding the inclusion of only one performance assessment program.

Committee 4: Determine how to retain quality teachers at all levels of education in Maryland

Committee 4 was charged with determining how to retain quality teachers at all levels of education in Maryland. Specifically, the committee was to consider:

- (1) how to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations [Section 5(a)(1)(iii)];
- (2) how existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work [Section 5(a)(1)(vi)3.];
- (3) recommending best methods of incentivizing effective teachers to choose to teach in low-performing schools and in schools with a critical mass of economically disadvantaged students in light of federal regulations that require equitable distribution of effective teachers [Section 5(b)(4)]; and
- (4) evaluate for efficacy whether or not the Anne Arundel County Grant for Teaching in an Economically Disadvantaged School (Section 2: ends June 30, 2019) Section 5(a)(2) the stipend created under 6-306(c), and as enacted by Section 2 of Chapter 740, was effective in retaining effective teachers in schools with a critical mass of economically disadvantaged students. (Note: Determining this program's effectiveness cannot begin until the program becomes operational and funding for it has begun.)

The committee preferred to use the phrase "career lattice" and not "career ladder" as a way to conceptualize an educator's career development in more broad terms. Teachers need to be valued for their time and experience. The committee is considering expanding the options that might be available in addition to NBC. The committee also noted the need for recognition of teachers as a way to increase retention. In addition, any new policy needs to address the issue of diversity throughout all districts and schools.

The committee determined that the national discussion on retention is not necessarily mirrored in Maryland based on a preliminary analysis of Maryland data. The national discussion is less nuanced than may be needed to create a strong policy to improve retention. First, the committee proposes a policy that takes into account variation among districts. Furthermore, additional analysis is needed to examine attrition. These analyses include, but are not limited to, attrition by subject matter, but extend to attrition at the school rather than district level, and attrition based on teacher pay, school location, and school climate and community poverty.

Specific recommendations relating to the charges in Chapter 740 include:

A. How to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations. (Section 5 (a)(1)(iii))

Career Lattice: Consider alternative career structures that fit the Maryland environments of both small rural and large urban and suburban districts. The lattice should reflect the development of teachers' expertise and experience and offer options, opportunities, and alternative pathways throughout their career.

Mentoring: Review mentoring models for beginning teachers that expand in duration and complexity. Teachers benefit from mentoring that reflects their needs in content, child development, and teacher experience and expertise. Just as first year teachers may require assistance with organizing classroom environments and instructional clarity, second and third year teachers often grow in expertise; therefore, while mentoring remains valuable, the emphasis can shift to exploring student's in-depth learning and developing teacher expertise in advanced content. Mentors should be a major population for training as well.

National Board for Professional Teaching Standards: The committee recognizes the incentives and recognition that NBC provides teachers, but also is aware of the cost to teachers to achieve NBC - both financially and time-wise to teachers and schools. Reviews of independent assessments of the benefits and limitations of NBC should be undertaken by the committee within the context of career lattice.

B. How existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work. (Section 5(a)(1)(VI))

Beginning Teacher Pilot Program: Chapter 740 provides 20% additional planning time for beginning teachers. This appears to be a valuable contribution to support beginning teachers, but there are a number of questions that need to be answered before this proposal becomes widely implemented. Among the questions that need to be answered:

- Does a reduced load in fact increase teacher expertise or reduce issues of retention of first year teachers?
- How do districts support beginning teachers to assure they benefit from the increase of planning time?
- As giving five new teacher's increased planning time would require the employment of an additional teacher, how would districts absorb the related costs?

Examination of Laws and Regulations: An example of a regulation that limits recruiting is the practice of individual teacher candidates submitting documentation to the state for certification rather than submission of all graduates of a program by the university or college. The submission of all graduates from a given semester by the institutions would reduce paper work and the back and forth between the individual teacher candidate and the state. Paperwork would not be submitted until reviewed and approved by the institutions for this population. The state’s role would be verification. While this does not address all certification issues, it would reduce a significant bottleneck in the process. Other regulations could be reviewed in the same manner.

C. Make recommendations regarding the best methods of incentivizing effective teachers to choose to teach in low performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require equitable distribution of effective teachers. (Section 5(b)4)

Teacher Voices: Any discussion of retention and assignment of teachers should recognize the teachers’ voices and include a variety of teachers in those discussions about what increases commitment and retention in their schools. The committee suggests inviting a range of teachers from across the spectrum of schools and of varying experiences and expertise to inform the committee on desirable incentives to increase retention in, and commitment to, challenging settings.

Program Reviews: The committee will review practices by states and districts to assure all students receive quality instruction.

Anne Arundel County Grant for Teaching in an Economically Disadvantaged School: Finally, the committee was charged with assessment of the Anne Arundel County Grant for Teaching in an Economically Disadvantaged School. This grant has not been implemented at this time and, therefore, no assessment is possible.

Committee 5: Education Article §11-208

Committee 5 was charged with reviewing Education Article (EA) §11-208. Under EA §11-208 Institutions of Higher Education may not offer graduate and undergraduate programs in teacher preparation that result in teacher certification unless the program has received national accreditation which is defined as “teacher education accreditation by an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department” (MSDE).

Two accrediting agencies previously met the definition of national accreditation in §11-208: the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of

Teacher Education (NCATE). In 2016, those two entities merged to form a new accrediting agency: the Council for Accreditation of Educator Preparation (CAEP). As a result of the consolidation, both TEAC and NCATE declined to renew their recognition by the U.S. Department of Education.

As of July, 2016, CAEP is not currently recognized by the U.S. Department of Education. Although CAEP expects its new standards for the accreditation of teacher preparation programs to be in place by the fall of 2016, recognition by U.S. Department of Education is not likely to occur for several years. That means that there is currently no national accrediting agency for teacher preparation programs that is recognized by the U.S. Department of Education (USDE). As a result, all IHEs in Maryland may no longer offer undergraduate or graduate programs that certify teachers since there is no other accrediting agency that meets the requirements of §11-208, specifically the requirement that an accrediting agency be recognized by the U.S. Department of Education.

Since the Workgroup was to be convened that contained representatives from MSDE, LSSs, and IHEs, Dr. Salmon asked for the Workgroup to formulate recommendations to MSDE on how EA §11-208 should be amended to deal with the lack of a USDE endorsed accrediting agency. She stated that it was MSDE's intention to request departmental legislation to address the problem of the lack of a USDE-endorsed accrediting agency.

The Committee discussed their overall goals relating to the need to amend EA §11-208. The Committee suggested that the statute be amended in a way that if other national accrediting bodies merge or no longer exist, there were other avenues that an IHE could receive approval of their teacher preparation program, and that recognition of an accrediting agency did not depend, solely, on a federal agency which the state does not control. In other words, recommend changes to the statute that would prevent another situation in the future whereby no accrediting agencies exist that can approve an IHE's graduate or undergraduate program, leading to graduates not being certified by MSDE.

The Committee also discussed other issues relating to teacher preparation such as including alternative teacher preparation programs within the scope of EA §11-208 and a review of the standards for MSDE program approval. MSDE stated that since it was charged with preparing departmental legislation to deal with the CAEP issue that including alternative teacher preparation programs was outside of the purview of the departmental legislation.

Specific recommendations relating to the charges in Chapter 740 include:

A. Attached as Appendix XIV is a draft of §11-208 that includes the changes recommended by the Committee. These changes are:

- Create two pathways for IHEs to receive approval of programs that would certify a graduate to teach: (1) national accreditation; or (2) MSDE approval;

- Alter the definition of “national accreditation” to mean an accreditation agency recognized by both MSDE and MHEC;
- State explicitly that the pathway for approval is determined by the IHE;
- Require MSDE and MHEC to consider national professional standards that are comparable to the standards used by MSDE when determining whether to recognize an accrediting agency; and
- Other small technical changes related to the above provisions.

B. Committee 5 has completed their charge.

Additional Recommendations from MSDE

A. Invite a representative from the Alternative preparation Community to be a member of the Workgroup. Based on discussions and recommendations of committee five during the August 16, 2016 meeting concerning the approval requirements of the Maryland Approved Alternative Preparation Programs that lead to educator certification, MSDE believes it is essential for members from that community to be present to participate in the larger discussion. As such, MSDE will be inviting a representative from the Alternative Preparation Community to participate as a member of the workgroup. As with other workgroup members, this individual will be asked to identify one individual to represent their community on each of the committees.

B. Identify local and national education policy leaders to address the workgroup members on recent developments on teacher recruitment, preparation, and retention. While committees have been given a variety of reports, studies, and articles generated by national education policy leaders on topics related to recruitment, educator preparation, induction, and retention, some of the interim recommendations do not reflect an analysis or consideration of these ideas.

As such, the focus of our next meeting (November 14th) will be for the workgroup members to meet without the committees to regroup and articulate guidance, identifying pertinent topics that committees may not have considered or need further development that will be critical to the outcome of the final report. Topics may include, but are not limited to, further development of how stipends can be expanded, specific recommendations as to the criteria used for approving and evaluating teacher preparation programs, analysis as to why Maryland prepared educators are not staying in Maryland to teach, and specific strategies for retaining teachers.

C. Establish a new committee 5 responsible for the researching and expanding the recommendation for the structure of the Quality Teacher Stipend. As required by Chapter 740 and the Joint Chairman’s Report of the Session of 2016 (R00A02.55 page 109), MSDE is required to submit a report including any statutory changes that would allow for increased flexibility in

allocating the Quality Teacher Incentive grants. These recommendations must be informed by the use of new assessment data to review the status and progress of comprehensive need schools .

These requirements represent the recommendations made in the December 1, 2015 Joint Chairman's Report, *Teacher Development* (R00A02.55 p. 107). Specifically, this report recommended that a comprehensive study by a diverse stakeholder group should be completed during the 16-17 school year resulting in a comprehensive plan with recommendations for implementation in FY 2018. These recommendations could include a range of high Return on Investment (ROI) programs, including loan forgiveness, induction support, career ladders, collaboratively developed professional development opportunities with higher education, and industry-, school- or LSS-based stipends and other evidenced based suggestions included in the P-20 Teacher Education Task Force and JCR R75T00.

As evidenced in the aforementioned recommendations, Committees 1, 3, and 4 have made preliminary recommendations related to the Quality Teacher Incentive Act that require further exploration and development. Joint Chairman's Report of the Session of 2016 (R00A02.55 page 109), is specific to the Quality Teacher Stipend grants; Chapter 740 has included many, if not all, of the same elements.

Further complicating the redesign of the Quality Teacher Incentive grants are the new requirements of Every Student Succeeds Act (ESSA), signed into law on December 10, 2015. Maryland is currently developing their consolidated state plan which is currently under review by the State Board of Education. Most recently the SBOE has been reviewing Maryland's accountability plan. Currently, Maryland is requesting that scores from 2017-2018 be used solely to identify the lowest performing schools and that the scores from the 2018-2019 school year be used for accountability purposes.

Therefore, in order to assure that Maryland Quality Teacher Incentives are aligned with Maryland's accountability plan under ESSA, the workgroup will need to wait to make specific recommendations concerning the lowest performing schools and specific assessment related links to the Quality Teacher Incentive grants. Workgroup members should continue to provide the newly established Committee 5 with clear expectations for specific recommendations concerning how Quality Teacher Incentive grants could be expanded. However, MSDE will need to wait until the 2017-2018 data is available to apply these recommendations to the schools identified as the lowest performing. The Committee will need to address how to ensure that the Quality Teacher Incentive grants will continue to support those individuals that have contributed to removing the schools identified as lowest performing.

Appendix Summary

- Appendix I: Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016
- Appendix II: June 22, 2016 Meeting Minutes
- Appendix III: June 22, 2016 Materials of Interest
- Appendix IV: July 7, 2016 Meeting Minutes
- Appendix V: July 7, 2016 Materials of Interest
- Appendix VI: July 19, 2016 Meeting Minutes
- Appendix VII: July 19, 2016 Materials of Interest
- Appendix VIII: August 2, 2016 Meeting Minutes
- Appendix IX: August 2, 2016 Materials of Interest
- Appendix X: August 16, 2016 Meeting Minutes
- Appendix XI: August 16, 2016 Materials of Interest
- Appendix XII: October 4, 2016 Meeting Minutes
- Appendix XIII: October 4, 2016 Materials of Interest
- Appendix XIV: Draft of Education Article §11-208 as proposed by Committee 5

Appendix I

Chapter 740

(Senate Bill 493)

AN ACT concerning

Teacher Induction, Retention, and Advancement Act of 2016

FOR the purpose of altering the maximum amount of a certain State stipend awarded to certain teachers or other school-based employees who hold certain certificates and who teach in certain public schools; requiring certain public schools to utilize certain teachers in certain leadership roles; requiring certain teachers who teach in certain public middle and high schools in Anne Arundel County to receive a certain stipend from the State under certain circumstances for certain academic years; establishing the Teacher Induction, Retention, and Advancement Pilot Program; authorizing each county board of education to choose to participate in the Pilot Program; requiring a county board to select certain teachers to participate in the Pilot Program; requiring certain teachers to be afforded a certain amount of time to be spent on mentoring, peer observation, assistance with planning, or other preparation activities under the Pilot Program; prohibiting a certain amount of time from including student supervision or administrative responsibilities; authorizing a certain amount of time to include support from certain teachers under certain circumstances; requiring a certain county ~~boards of education~~ board to provide certain information regarding the availability of certain resources to ~~be provided to~~ certain teachers; providing for the sharing of certain costs incurred under a certain program; requiring the Governor to include annually a certain appropriation in the State budget; providing for the use of certain funds under a certain program; requiring the State Department of Education to develop certain criteria; requiring the Department to disburse certain funds subject to certain provisions of law; specifying the intent of the General Assembly; ~~defining certain terms~~; requiring the Department to convene a certain workgroup and submit certain reports on or before certain dates; providing for the termination of certain provisions of this Act; defining certain terms; and generally relating to the induction, retention, and advancement of public school teachers.

BY repealing and reenacting, without amendments,
 Article – Education
 Section 6–306(a)
 Annotated Code of Maryland
 (2014 Replacement Volume and 2015 Supplement)

BY repealing and reenacting, with amendments,
 Article – Education
 Section 6–306(b)(2) and (5), (c), (d), and (e)
 Annotated Code of Maryland
 (2014 Replacement Volume and 2015 Supplement)

BY adding to

Article – Education

Section 6–117.1 and 6–306(b)(5) *and (c)*

Annotated Code of Maryland

(2014 Replacement Volume and 2015 Supplement)

Preamble

WHEREAS, Teacher turnover in Maryland remains a persistent problem, as it does in many parts of the country; and

WHEREAS, Between 40% and 50% of all first year teachers will leave the profession by the end of their fifth year of teaching; and

WHEREAS, A large amount of teacher turnover contributes to both school instability and student instability, particularly in communities that are highly impacted by instances of instability; and

WHEREAS, Teacher turnover is costly to local school systems, costing as much as \$50,000 for every teacher leaving the system according to the National Center for Teaching and America’s Future, for recruiting, inducting, and other personnel matters relating to new teacher training; and

WHEREAS, There are almost 3,000 teachers in Maryland on whom National Board Certification has been conferred; and

WHEREAS, There are 634 teachers in Maryland currently pursuing National Board Certification; and

WHEREAS, In 2015, two new studies found that National Board Certified teachers are more effective at advancing student learning than teachers who are not National Board Certified, building on more than a decade of research finding similar results; and

WHEREAS, During the 2015 Legislative Session, a \$1,500 stipend that was required to be awarded to public school teachers that hold an advanced professional certificate and who teach in a public school having comprehensive needs was eliminated; now, therefore,

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article – Education

6–306.

(a) (1) In this section the following words have the meanings indicated.

(2) "County grant for national certification" means an annual grant distributed to a teacher certified by the National Board for Professional Teaching Standards established:

- (i) Outside of the collective bargaining process; or
- (ii) As part of a collective bargaining agreement with the local employee organization.

(3) "School-based employee" means a certificated employee who works directly with students or teachers at a public school.

(b) (2) A classroom teacher or other nonadministrative school-based employee in a public school identified by the State Board as having comprehensive needs who holds a standard professional certificate or an advanced professional certificate who is employed by a county board and who holds a certificate issued by the National Board for Professional Teaching Standards shall receive a stipend from the State in an amount equal to the county grant for national certification, up to a maximum of ~~[\$2,000] \$5,000~~ \$4,000 per qualified individual.

(5) TO THE MAXIMUM EXTENT PRACTICABLE, EACH PUBLIC SCHOOL SHALL UTILIZE TEACHERS WHO HAVE OBTAINED NATIONAL BOARD CERTIFICATION IN LEADERSHIP ROLES WITHIN THE SCHOOL.

[(5)] (6) (i) 1. The State Board shall establish a program to support locally negotiated incentives, governed under Subtitles 4 and 5 of this title, for highly effective classroom teachers and principals to work in public schools that are:

- A. In improvement, corrective action, or restructuring;
- B. Categorized by the local school system as a Title I school;

or

C. In the highest 25% of schools in the State based on a ranking of the percentage of students who receive free and reduced priced meals.

2. The program established under subsubparagraph 1 of this subparagraph may include financial incentives, leadership changes, or other incentives.

(ii) 1. The State Board shall adopt guidelines to implement this paragraph.

2. Nothing in this paragraph shall be construed to prohibit a local school system from employing more stringent standards than the guidelines adopted under this subparagraph.

SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Article - Education

6-306.

(C) (1) THIS SUBSECTION APPLIES ONLY IN ANNE ARUNDEL COUNTY.

(2) IN THIS SUBSECTION, "COUNTY GRANT FOR TEACHING IN AN ECONOMICALLY DISADVANTAGED SCHOOL" MEANS AN ANNUAL GRANT DISTRIBUTED TO A TEACHER WHO TEACHES IN AN ECONOMICALLY DISADVANTAGED SCHOOL ESTABLISHED:

(I) OUTSIDE OF THE COLLECTIVE BARGAINING PROCESS; OR

(II) AS PART OF A COLLECTIVE BARGAINING AGREEMENT WITH THE LOCAL EMPLOYEE REPRESENTATIVE.

(3) FOR FISCAL YEARS 2017 THROUGH 2019, THE GOVERNOR SHALL INCLUDE IN THE STATE OPERATING BUDGET FUNDING FOR THE STIPENDS PROVIDED IN THIS SUBSECTION.

(4) A CLASSROOM TEACHER SHALL RECEIVE A STIPEND FROM THE STATE IN AN AMOUNT EQUAL TO THE COUNTY GRANT FOR TEACHING IN AN ECONOMICALLY DISADVANTAGED SCHOOL, UP TO A MAXIMUM OF \$1,500 IF THE TEACHER:

(I) TEACHES IN A PUBLIC MIDDLE OR HIGH SCHOOL IN WHICH AT LEAST 30% OF THE STUDENTS AS A PERCENTAGE OF FULL-TIME EQUIVALENT STUDENTS AS DEFINED IN § 5-202 OF THIS ARTICLE QUALIFY FOR FREE AND REDUCED PRICE MEALS UNDER THE NATIONAL SCHOOL LUNCH PROGRAM;

(II) HOLDS A STANDARD OR ADVANCED PROFESSIONAL CERTIFICATE; AND

(III) IS EMPLOYED BY THE COUNTY BOARD.

[(c)] (D) An individual who receives a stipend or bonus under subsection (b) OR (C) of this section may not be deemed an employee of the State.

[(d)] (E) The employer of an individual who receives a stipend or bonus under subsection (b) OR (C) of this section shall pay the increase in fringe benefit costs associated with the stipend or bonus.

~~[(e)]~~ (F) The Department shall act as fiscal agent for funds disbursed under this section.

SECTION ~~2~~ 3. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Article - Education

6-117.1.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) "FIRST YEAR TEACHER" MEANS A PUBLIC SCHOOL TEACHER WHO HAS NOT PREVIOUSLY HAD ANY FULL-TIME TEACHING EXPERIENCE.

(3) "PROGRAM" MEANS THE TEACHER INDUCTION, RETENTION, AND ADVANCEMENT PILOT PROGRAM.

(B) (1) THERE IS A TEACHER INDUCTION, RETENTION, AND ADVANCEMENT PILOT PROGRAM IN THE STATE.

(2) (I) EACH COUNTY BOARD MAY CHOOSE TO PARTICIPATE IN THE PILOT PROGRAM.

(II) A COUNTY BOARD SHALL SELECT THE FIRST YEAR TEACHERS TO PARTICIPATE IN THE PILOT PROGRAM.

(III) A COUNTY BOARD IS ENCOURAGED TO GIVE PRIORITY TO TEACHERS WHO TEACH IN A SCHOOL THAT IS PART OF A CLUSTER OF SCHOOLS IN WHICH THE MAJORITY OF THE ELEMENTARY AND MIDDLE SCHOOLS THAT FEED INTO ONE HIGH SCHOOL ARE TITLE I SCHOOLS.

(C) (1) UNDER THE PILOT PROGRAM, EACH PARTICIPATING FIRST YEAR TEACHER SHALL BE AFFORDED AT LEAST 20% MORE TIME THAN TEACHERS WHO ARE NOT FIRST YEAR TEACHERS DURING THE ACADEMIC WEEK TO BE SPENT ON MENTORING, PEER OBSERVATION, ASSISTANCE WITH PLANNING, OR OTHER PREPARATION ACTIVITIES.

(2) THE ADDITIONAL TIME AFFORDED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY NOT INCLUDE STUDENT SUPERVISION OR ADMINISTRATIVE RESPONSIBILITIES.

(3) AT THE REQUEST OF A FIRST YEAR TEACHER MADE TO THE PRINCIPAL OF A SCHOOL, THE ADDITIONAL TIME AFFORDED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY INCLUDE SUPPORT FROM A VETERAN TEACHER.

(4) ~~EACH A~~ COUNTY BOARD ~~THAT HAS A PARTICIPATING FIRST YEAR TEACHER~~ SHALL PROVIDE EACH FIRST YEAR TEACHER PARTICIPATING IN THE PILOT PROGRAM FROM THAT COUNTY WITH INFORMATION REGARDING RESOURCES AVAILABLE TO THE FIRST YEAR TEACHER THAT MAY BE USED DURING THE ADDITIONAL TIME THAT INCLUDE:

- (I) MENTORING;
- (II) PEER OBSERVATION; AND
- (III) ASSISTANCE WITH PLANNING.

(D) ANY COSTS INCURRED UNDER THE PILOT PROGRAM SHALL BE BORNE 80% BY THE STATE AND 20% BY THE COUNTY BOARD.

(E) (1) THE GOVERNOR ANNUALLY SHALL INCLUDE AN APPROPRIATION OF ~~\$7,000,000~~ \$5,000,000 IN THE STATE BUDGET FOR THE DEPARTMENT TO ADMINISTER THE PILOT PROGRAM.

(2) THE DEPARTMENT SHALL DEVELOP CRITERIA BY WHICH FUNDS SHALL BE ALLOCATED TO ~~LOCAL SCHOOL SYSTEMS~~ COUNTY BOARDS TO ALLOW FIRST YEAR TEACHERS TO PARTICIPATE IN THE PILOT PROGRAM.

(3) (I) IN ACCORDANCE WITH SUBSECTION (D) OF THIS SECTION, AND SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE DEPARTMENT SHALL DISBURSE FUNDS TO EACH COUNTY BOARD THAT HAS FIRST YEAR TEACHERS PARTICIPATING IN THE PILOT PROGRAM.

(II) THE DEPARTMENT SHALL INCLUDE ANY COSTS INCURRED BY A COUNTY BOARD IN MEETING THE REQUIREMENTS OF SUBSECTION (C) (3) AND (4) OF THIS SECTION WHEN DISBURSING FUNDS TO A COUNTY BOARD.

(4) IT IS NOT THE INTENT OF THE GENERAL ASSEMBLY THAT ENOUGH FUNDS BE PROVIDED TO ENSURE THAT EVERY FIRST YEAR TEACHER IN THE STATE BE ABLE TO PARTICIPATE IN THE PILOT PROGRAM.

SECTION ~~3~~ 4. AND BE IT FURTHER ENACTED, That ~~en~~:

(a) On or before December 1, 2021, the State Department of Education shall report to the Governor and, in accordance with § 2-1246 of the State Government Article,

the General Assembly regarding the retention of first year teachers that participate in the Teacher Induction, Retention, and Advancement Pilot Program.

(b) The report shall:

(1) include the number of first year teachers who participated in the Pilot Program and are still teaching 4 and 5 years after participating in the Pilot Program, versus the number of teachers who were similarly situated first year teachers but who did not participate in the Pilot Program and are still teaching 4 and 5 years later; and

(2) make recommendations on whether to continue, modify, or eliminate the Pilot Program.

SECTION ~~4~~ 5. AND BE IT FURTHER ENACTED, That:

(a) The State Department of Education shall convene a workgroup composed of stakeholders from primary and secondary education, higher education, and other education policy experts to:

(1) determine how ~~to~~:

(i) to recruit, retain, and promote quality teachers at all levels of education in the State;

~~(1)~~ (ii) to incorporate and interweave the principles of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs;

~~(2)~~ (iii) to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations;

~~(3)~~ (iv) to link loan forgiveness to teaching in high need schools; and

~~(4)~~ (v) to incorporate induction best practices into professional eligibility certificates; and

(vi) existing state laws and regulations impact teacher recruitment, retention, and promotion for each of the following areas:

1. individual and team competency;
2. performance measurement and management;
3. reward and recognition for excellent work; and

4. discipline in the classroom; and

(2) evaluate whether the stipend created under § 6-306(c) of the Education Article, as enacted by Section 2 of this Act, was effective in retaining effective teachers in schools with a critical mass of economically disadvantaged students.

(b) The workgroup established under subsection (a) of this section shall make recommendations regarding:

(1) its findings under subsection (a) of this section; ~~and~~

(2) legislative changes that will ensure that teacher preparation academies, as authorized under the federal Every Student Succeeds Act, will be of the highest quality and rigor if they are implemented in Maryland, and the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland;

(3) a coordinated statewide strategy for recruiting, retaining, and promoting quality teachers at all levels of education by the State Department of Education, the Maryland Higher Education Commission, the University System of Maryland, and other education stakeholders; and

(4) the best methods of incentivizing effective teachers to choose to teach in low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require the equitable distribution of effective teachers.

(c) (1) On or before ~~September~~ November 1, 2016, the Department shall submit ~~a~~ an interim report regarding the recommendations of the workgroup established under this section to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

(2) On or before November 1, 2017, the Department shall submit a final report regarding the recommendations of the workgroup established under this section to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

SECTION ~~5~~ 6. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2016. Section 2 of this Act shall remain effective for a period of 3 years and, at the end of June 30, 2019, with no further action required by the General Assembly, Section 2 of this Act shall be abrogated and of no further force and effect. ~~Section 2~~ Section 3 of this Act shall remain effective for a period of 6 years and, at the end of June 30, 2022, with no further action required by the General Assembly, ~~Section 2~~ Section 3 of this Act shall be abrogated and of no further force and effect.

Enacted under Article II, § 17(c) of the Maryland Constitution, May 28, 2016.

Appendix II



Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

June 22, 2016 Meeting Minutes

The 1st meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1 p.m.

In attendance: Dr. Karen Salmon Maryland State Department of Education (MSDE), Sarah Spross (MSDE), James Fielder, (Maryland Higher Education Commission), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Deborah Kraft (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Renee Spence (Public School Superintendents Association of Maryland), Annette Wallace (Maryland Association of Secondary School Principals), Rowena Shum (Maryland State Education Association), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Aidan DeLisle (MSDE), Ruth Downs (MSDE), Derrick Simonsen (Attorney General's Office/MSDE Legal Representative)

Absentees: Amanda Conn (MSDE); Mariette English (Baltimore Teachers Union), Kimberlyn Pratesi (Maryland Association of Elementary School Principals), Laura Weeldryer (Maryland State Board of Education)

Welcome:

Dr. Karen Salmon welcomed the panel members and expressed her gratitude to them for accepting the invitation to join the workgroup. She went on to note that charge of this bill was very robust with the goal of this workgroup and the goal of Senate Bill 493 is to assure we put the best people in the classroom. Dr. Salmon expressed confidence in Ms. Spross' ability to support and facilitate this workgroup to reach a thoughtful recommendation to the legislature regarding teacher induction, retention and advancement.

Administrative Details:

Sarah Spross again welcomed the members of the workgroup emphasizing what an amazing team Dr. Salmon has assembled. Ms. Spross welcomed the members of the task force again, indicating that Dr. Salmon has put together Institutes of Higher Education (IHEs), both public and private, and two and four year programs, teachers, Local School System (LSS) leadership and State oversight. Collectively, the group represents Maryland's educational community in very significant ways.

Ms. Spross indicated that it is important to acknowledge the public conversations that have already taken place and that is it our job to build on the information that is already available and to explore ways to incorporate other information that the group believes is important to consider before the group issues its findings and recommendations.

Everyone's participation is necessary and every voice matters. We are confident that this group can produce a quality report that all can be proud of. We are excited to be working with this esteemed group of professionals who each bring a unique perspective.

Ms. Spross noted where the bathrooms are, exit strategies in the event of an emergency, and that future meetings will be held at the West County Library in Annapolis. In the event that you are unable to attend a meeting please let Jessica Bancroft or Sarah Spross know.

Ms. Spross introduced the staff to the workgroup; Ms. Kelly Meadows, Ms. Jessica Bancroft, Ms. Alexandra Cambra and Ms. Ruth Downs, who will be taking notes for us.

Ms. Spross informed members that the work of this group is subject to the "Open Meetings Act" which applies to multi-member public bodies. Ms. Spross reviewed that under the Open Meetings Act, public business is performed in an open and public manner, and citizens are allowed to observe the performance of public officials and the deliberations and decisions that the making of public policy includes. What that means is that what we do must be transparent. We will have people and/or organizations that may come into the room and sit quietly in the back and observe. We will be posting information on the MSDE website so that future meetings, as well as the work of this group, will be available to the public

Furthermore, Ms. Spross reminded all members of the workgroup that if a quorum of members is present and begin to talk about the work of this workgroup, even outside of these scheduled meetings, it will be considered a meeting and would need to follow all of the Open Meetings Act requirements.

As such, all meetings will be planned and posted on the Maryland State Department of Education Website. Ms. Spross also shared three ground rules for the meetings:

1. We will begin and end on time;
2. We honor all contributions. Your voice and what you bring to the table is important; and
3. We will listen and consider the opinions of others.

Members of the Workgroup introduced themselves and identified the organizations that they represented.

Introduction of Senate Bill 493/ Chapter 740

Ms. Spross introduced Senate Bill 493/Chapter 740 to the workgroup along with detailed points of the bill.

Outline of timeline:

- First report due November 1, 2016. This means the work of the group needs to be done by September 1, 2016 to allow time for the report to go through the appropriate reviews
- Final report due November 1, 2017
- Report due on or before December 1, 2021 in regards to the retention of first year teachers that participate in the Teacher Induction, Retention, and Advancement *Pilot* Program.

Important questions for the group to answer concerning this Bill:

How do we make teacher certification accessible and meaningful?

Can we make it more accessible without lowering standards?

How can we assure our best and brightest teachers reach our neediest students?

Senate Bill 493/ Chapter 740

- Passed into law without Governor's signature
- Governor's letter has been provided in workgroup materials
- This Bill has 5 major components
 1. Changes to the Quality Teacher Incentive Act; Increase stipend for NBCT teachers in comprehensive needs schools from up to \$2000 to up to \$4000. Will go into effect July 1, 2017.
 2. Each LSS should, to the maximum extent possible, use National Board Certified Teachers (NBCT) in leadership roles
 3. Establishment of a stipend program for Anne Arundel County teachers in middle and high schools in which at least 30% of their students receive free and reduced meals
 4. Establishment of a pilot program in which county boards may choose to give their first year teachers 20% more time for mentoring in the classroom
 5. MSDE to establish a workgroup to include:
 - a. Recommendations concerning teacher recruitment, preparation, induction, and retention
 - b. MSDE is responsible for 3 reports, as noted above.

Conversation regarding stipends:

Ms. Spence noted stipends in Prince George's County Public Schools (PGCPS) may be reduced. PGCPS currently provides their teachers with a \$5000.00 stipend. Ms. Spross explained that since this is a matching grant, that counties may establish different stipend levels but that the state will only contribute up to the maximum amount. In the case of PGCPS, they can exceed the \$4000. Dr. Fielder noted there has been silence from Human Resource community concerning the 20%. Ms. Spross said this could be an opportunity for NBCTs to be placed into leadership positions, creating a career ladder. Dr. Shapiro mentioned current incentives and consistent funding need to be identified and made available. Ms. Spence reminded all that the program is voluntary and the state will contribute 80%, and the locals 20%. Ms. Spross noted that some members of the Human Resources community have expressed concern that by providing 25% more planning time to teachers, it may create the need for an additional teacher, which contributes to the recruitment issue.

Ms. Meadows introduced materials (See packet of materials provided)

- Law bundle (SB 493/Chapter 740) with fiscal note
- Statue bundle
 1. Annotated Code of Maryland, Education Article §6-112 State and Local Aid Program for Certification or Renewal of Certification
 2. Annotated Code of Maryland, Education Article §6-202(b) Probationary Period.
 3. Annotated Code of Maryland, Education Article §6-306 County Grants for National Certification
 4. Annotated Code of Maryland, Education Article §6-705. Reciprocity in Certification of Teachers
 5. Annotated Code of Maryland, Education Article §11-208. National Accreditation

Ms. Spross indicated that these statues have been provided because Chapter 740 has asked the workgroup to identify any of the existing statues and regulations that may require regulatory changes.

➤ Regulations bundle

1. COMAR 13A.07.01 Comprehensive Teacher Induction Programs
2. COMAR 13A.07.06.01 Program Approval
3. COMAR 13A.07.08 Incentive Programs for Certification by the National Board for Professional Teaching Standards
4. COMAR 13A.12.01.04 Options for Obtaining Initial Certification in Maryland

These regulations are relevant to all of the tenants of the Chapter 740.

Ms. Spross commented on how individuals who are looking to get certified as educators in Maryland from within the state, as well as out of state, find the process prohibitive, difficult, and obstructive. We need to look at the standards, not to lower them but to determine if they are current and appropriate. Collaboration is driven by leadership. Dr. Shapiro noted that current collaboration between MSDE and higher education is unprecedented.

➤ Maryland Teacher Preparation Resources

1. Teacher Prep information
2. Redesign of 1995
3. Institutional Performance Criteria
4. Professional Development School Manuel (not included, website provided)
5. Attrition Data 2013 – 2014 and 2014 - 2015
6. Links for information on PDS schools
7. Maryland Institute Performance Criteria (IPC)

Dr. Fielder asked if there are exit interviews for those who leave in 5 years. Ms. Spross responded that she would investigate what data is available at MSDE.

Dr. Salmon noted that there are considerable issues with the retirement system in Maryland as we are 49th out of 50 states for retirement packages. Pennsylvania is in the top five. We are also an import state for teachers. Some teachers may stay for a few years and then return to their home state where they will have better resources for retirement.

Ms. Spence commented that studies of young people show they will make multiple changes and potentially have many careers and also noted that the retirement package has improved recently.

Ms. Spross also commented that at the National Association of State Directors of Teacher Education and Certification (NASDTEC) conference there was talk of the need for transportability of teacher certification as compared to a nursing degree. Once a nurse you can be a nurse in other states.

Ms. Spross noted uneven distribution of Professional Development Schools (PDS) in the state. She discussed that we as a group need to look at the PDS model closely, ensuring that all regions of the state have access to PDS opportunities as LSSs have reported this is an excellent way to recruit new teachers. As a group we should be exploring other ways to distribute PDS schools and students in other counties, including those that are more difficult to reach. This may be a time to look at how we use technology.

Ms. Spross provided the workgroup with a chart on Teacher Preparation Program Reform Efforts. The chart highlighted information for the following four areas: recruitment, preparation, induction and retention.

Committees

- Committee 1: Determine how to **recruit** quality teachers at all levels of education in Maryland
- Committee 2: Determine how to **prepare** quality teachers at all levels of education in Maryland
- Committee 3: Determine how to **induct** quality teachers at all levels of education in Maryland
- Committee 4: Determine how to **retain** quality teachers at all levels of education in Maryland
- Committee 5: Education Article §11-208 – Program Approval Statute

All required reporting elements of Senate Bill 493 have been placed under one of the four identified areas (Recruit, Prepare, Induct, Retain) and, as many of the mandated reporting requirements could have been placed in more than one area, consideration was given to what area requirements were most closely aligned for the even distribution among all four groups.

In addition, there were six additional workgroups that have been created in the past four months. Since the purposes of these workgroups are aligned with the tenants of Chapter 740, each will be moved under one of the committees. These six workgroups include:

- 4 Council for Accreditation of Educator Preparation (CAEP) workgroups
 - Admissions Criteria: Moved under Committee 5
 - Data Requirements: Moved under Committee 5
 - Institutional Performance Criteria: Moved Under Committee 2
 - National Specialized Professional Association (SPA): Moved under Committee 2
- 2 workgroups identified by Professional Standards in Teacher Education Board (PSTEB)
 - SB 635 (2015 Session) Conditional Certificate: Moved under Committee 1

Specialized Areas (use specific language from handout: Moved under Committee 1

- Discussion of Education Article §11-208. Requires any teacher preparation program to have National accreditation and further requires that the accrediting body must be recognized by the United States Department of Education (USDE).
- CAEP will not be recognized by the USDE for approximately three years. CAEP must request review and recognition by the USDE and has not completed this process as of this date. Instead of focusing on accreditation with USDE, they instead focused on their Standards. This means they will not be available for accreditation until 2018.

Ms. Spross explained effect of CAEP and how Maryland law requires programs to be accredited by a national organization. The statute will be opened to look at multiple options of how to continue with the requirement of National accreditation. There are other states currently sharing the same dilemma as Maryland's IHEs. As a result, MSDE will not be conducting any joint reviews with CAEP until they receive National recognition. State approval visits will continue as appropriate and these visits will differentiate from CAEP. Ms. Spence asked how legislation will be put forth, noting it can be submitted as emergency legislation and that the group should put together a media plan that protects IHEs from taking a hit for their temporary lack of accreditation.

Dr. Shapiro noted the language of the Bill makes no reference to the Higher Education community. To have a voice, she believes there needs to be language specific to IHEs. Ms. Spross noted that the language used in the

description of the committees comes directly from Chapter 740 and that the workgroup does not have the authority to change the language of the Bill. Furthermore, Ms. Spross indicated that MSDE was charged with convening a broad based workgroup and that Higher Education has representatives from public universities, private colleges, and two year community colleges. Dr. Shapiro indicated that she does not feel that this is any charge specific to Higher Education, but only a reference to working with Higher Education. Ms. Spross stated that all voices are equal and will be considered.

Dr. Shapiro inquired, after looking at the chart, if preparation covers all the elements we want to address?

Ms. Spross stated that these are the elements we must address. Throughout the committee work, other areas may be addressed, but at a minimum we must address the identified issues.

- Language is not all encompassing
- We cannot transform teacher preparation without looking at all of these elements of the Bill and the charges put forth. Each committee has a sizeable and important task. This offers the possibility of change in teacher education, and education as a whole, something that has been worked on for many years but this is an opportunity to produce recommendations that will move this work forward.

Explanation of Work Groups

Work groups need to be a manageable size

- Each group can be represented by one person per organization. Not all groups need be represented by each organization on the workgroup, if an organization does not feel they need to be on a particular committee
- Expectation that writing will take place as meetings progress

Meeting Schedule

- Immediate need for work to be done in July and August for September submission
- Each group will have space to meet as a committee. As a group you are tasked with providing initial reflections on the part of the Bill on which you are working and to outline early suggestions. Each group will have a chance to report out at the end of the meeting cycle
- MSDE will gather the information and pull together the report
- Allows for open meetings and transparency
- Those on workgroup can float between committees if preferred

Ms. Spross spoke to the workgroup about the option of having speakers present to them on specific and relevant topics. She asked for next meeting requests, including speakers the group would like to hear from. No one identified specific materials or speakers to invite to the next meeting. Ms. Spross then offered the suggestion of having speakers present information on Teacher Academies as something to consider.

The meeting was adjourned at 3 p.m.

Appendix III

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

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

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§ion=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§ion=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§ion=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§ion=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§ion=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.*

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.*

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/rdonlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/1496/Redesign Teacher Ed.pdf](http://marylandpublicschools.org/NR/rdonlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/1496/Redesign%20Teacher%20Ed.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

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/rdonlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/2930/ImplementationManualReprint2004.pdf>

<http://marylandpublicschools.org/NR/rdonlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/14214/PDSSAssessmentFrameworkRevisedAugust2007.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

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.



May 27, 2016

The Honorable Thomas V. Mike Miller
President of the Senate
State House
Annapolis, Maryland, 21401

LARRY HOGAN
GOVERNOR

STATE HOUSE
100 STATE CIRCLE
ANNAPOLIS, MARYLAND 21401-1925
410-874-3901

TOLL FREE: 1-800-811-8338
TTY USERS CALL VIA MD RELAY

Dear Mr. President:

In accordance with Article II, Section 17 of the Maryland Constitution, Senate Bill 493 – *Teacher Induction, Retention, and Advancement Act of 2016* will become law without my signature.

Senate Bill 493 establishes a Teacher Induction, Retention, and Advancement Program for first-year teachers who participate in the program to be afforded at least 20% more time than other teachers to be spent on mentoring, peer observation, assistance with planning, or other preparation activities. The bill also increases the maximum State matching stipend for teachers who hold National Board Certification (NBC) from \$2,000 to \$4,000. These are worthy ideas that my Administration supports.

What I cannot support is the use of a bill focused on statewide education policy as a vehicle for the General Assembly to intervene in a labor dispute at the local level. Included with this legislation is a last-minute amendment that provides a \$1,500 stipend to teachers in Anne Arundel County, following a decision by the local teachers union to jettison the special school-specific stipend program in favor of using those funds for across-the-board pay increases to teachers during the county salary negotiation process.

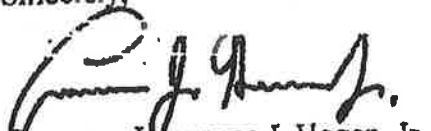
Our fiscal 2017 budget delivers a record \$6.3 billion for K-12 education, including almost \$418 million for Anne Arundel County, an increase of nearly four percent over fiscal 2016. Statewide, we are contributing more to education than any Governor in the history of the State.

While I support retention of teachers and providing the appropriate incentives to keep the most effective teachers in the classroom, I object to the last minute amendment specific to Anne Arundel County. Labor contracts between county leaders and local teachers unions are the business of the county officials. If members of the General Assembly are eager to have their voices heard in labor contract negotiations, I would suggest they lobby their county executives and county councils instead of seeking out backroom deals that contradict the negotiations of the local teachers union and that require taxpayers from across the State to fund a teacher incentive program in only one county.

The Honorable Thomas V. Mike Miller
May 27, 2016
Page 2

Despite the reservations that I have expressed above, Senate Bill 905 will become law without my signature.

Sincerely,



Governor Lawrence J. Hogan, Jr.

Teacher Preparation Program Reform Efforts

Beginning in 2013 with the work of the P-20 council, The Maryland State Department of Education, the University of Maryland System, and MHEC have worked collaboratively to address the growing need for teacher preparation reform. Recruitment, preparation, induction, and retention have been the ongoing focus. Significant momentum the past year has positioned Maryland to begin to implement a variety of pilot programs aimed at increasing the teacher pipeline, providing more support to beginning teachers, and increasing the number of leadership opportunities for teachers. All work is aimed at putting high quality teachers in front of Maryland's children.

Recruitment

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly

2015: Formation of P-20 Workgroup

2016: SB 493: Teacher Induction, Retention, and Advancement Act

+ Link Loan forgiveness to teaching in high needs school

2016 MSDE Initiatives

+ Examine certification options for individuals with specialized training for hard to fill positions: (COMAR 13A.12.02.27)
+ Alternative Certification Programs Workgroup (MSAR 10533)

Preparation

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly

+ Improve Teacher Quality State Grants
+ Transition to Professional Learning Networks built on a model of internships and residencies
+ Increase the number and variety of Field Placements

2015 Formation of P-20 Workgroup

2016: SB 493 Teacher Induction, Retention, and Advancement Act

+ Interweave NBC, APC, M.Ed., and teacher prep
+ Changes to the Teacher Quality State Grant

2016 MSDE Initiatives

+ NCATE to CAEP MOU & Workgroups

Induction

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly

+ Professional Development to include collaboration with Higher Education
+ Establish a 3-year residency model
+ Establish Collaboratively supported teaching Innovation Centers

2015 Formation of P-20 Workgroup

2016: SB 493 Teacher Induction, Retention, and Advancement Act

+ Teacher Induction, Retention and Advancement Pilot
MSDE Initiatives

+ Teach to Lead Grant
+ NT3 Grant
+ Teachers of Promise

Retention

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly

+ Create career ladder incentives
+ Reward teachers for NBC teaching in lowest performing schools
+ Restructure Quality Teacher Incentive Funds

2015 Formation of P-20 Workgroup

2016: SB 493 Teacher Induction, Retention, and Advancement Act

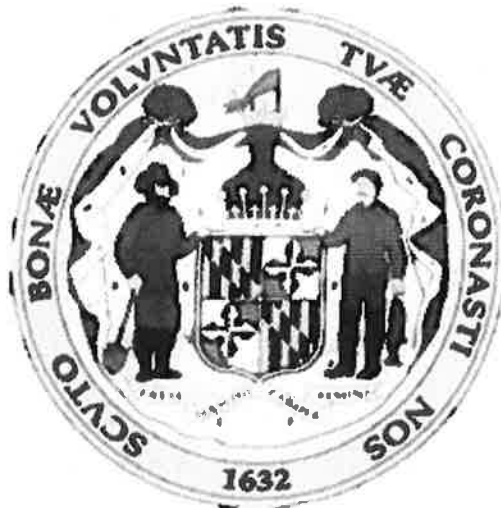
+ Increase NBC stipend for teachers in comprehensive needs
+ Utilize NBC teachers in leadership roles
+ Examine teacher recertification
+ Teacher Induction, Retention and Advancement Pilot

MSDE Initiatives:

+ Examine the requirements of the conditional certificate (MSAR 10533)

**Joint Chairmen's Report
Report to Ensure High Quality Teachers
(R75T00 PAGE 130)**

Final Report



**Annapolis, Maryland
December 1, 2015**

R75T00 p. 130

Report to Ensure High Quality Teachers: The P-20 Council established a task force on teacher education to develop recommendations and an action plan to ensure Maryland Programs produce high quality teachers. The budget committees are interested in the task force examining identified best practices of high performing countries and developing recommendations to producing high quality teachers and making teaching a profession with career ladders. The committees request the task force to submit a report with recommendations to ensure Maryland produces high quality teachers based on identified best practices by November 14, 2015.

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Executive Summary

In response to the JCR request (R75T00), this report provides a review of 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. High performing systems have lower rates of teacher attrition, as teachers who are well prepared and supported stay on the job longer, become even more effective over time, and have positive impact on student achievement.

Enacting the reforms and recommendations included in this report will require rethinking how current resources are used, revising current regulations and legislation to allow for greater flexibility, being open to reallocating some current resources, and investing some additional resources to earn a higher return on investment in the form of both increased teacher retention and student achievement.

Key recommendations from this report fall into four categories:

- 1) Pre-service preparation and teacher induction;
- 2) Professional development for current teachers, including collaborations with higher education;
- 3) Continuous improvement through accountability; and
- 4) Career ladders for teachers that could include joint appointments in higher education.

This report concludes with the following recommendations:

1. The Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) should prepare a cost analysis for the high priority recommendations offered in this report, and make recommendations for the 2017-18 fiscal year for budget reallocations to support those recommendations that have the greatest evidence of high return on investment as defined by higher teacher retention and student achievement.
2. MSDE, in collaboration with MHEC, should establish an incentive fund for pilot projects, and review evidence of progress on the key goals of recruiting and retaining high quality teachers in Maryland public schools, with the goal of improving student learning outcomes and increased college and career readiness.
3. A reallocation of current resources should be considered in several categories of current funding:
 - District-level and school-wide professional development funds: Current professional development funds in every district could be reallocated for new priorities and career ladder incentives.
 - Quality Teacher Incentive Funds (QTI): Restructuring the QTI funding to include several different buckets, including, but not limited to:
 - Rewarding teachers for National Board Certification and/or teaching in the lowest performing schools;

- Creating competitive pilot projects to improve teacher retention and recruitment and using 2015 PARCC scores as baseline; and
 - Establishing three-year cycles with flexibility for determining the actual measures as needed.
- Projected teacher retention savings: an “advance” on teacher retention savings, based on the estimate that Prince George’s County Public Schools (PGCPS) and Baltimore City Public Schools alone spend \$42 million per year to attract and train replacement teachers (NCTAF, 2007).
 - Improving Teacher Quality State Grants (ITQ): These grants, authorized by Title II, Part A of the No Child Left Behind Act of 2001, overseen by MHEC, support higher education to prepare quality teachers and principals.

Process

In November 2013, the P-20 Leadership Council charged a Task Force with making recommendations for ensuring all Maryland teacher preparation programs produce high quality teachers. Co-chaired by then-Deputy Superintendent Jack Smith and Towson University Provost Tim Chandler, the Task Force met five times between December 2013 and April 2014. Other appointed members of the task force included representatives from P-12 schools, institutions of higher education, parent organizations, and teacher associations. The co-chairs also convened targeted subcommittees. By April 2014, the Task Force offered recommendations on pre-service teacher preparation, teacher induction, professional development for teachers, and continuous improvement through accountability to the P-20 Council.

Since April 2014, members of the P-20 Task Force have continued to work together to address the recommendations put forth in their original report. Representatives from the University System of Maryland (USM), MSDE, and various institutions of higher education in the state have collaborated on collecting additional evidence and through meetings such as the P-20 Task Force Focus Group of Deans, Superintendents, Principals, and Teachers, which convened on September 1, 2015 (see Appendix 1). Further, the USM’s P-20 office continues to support Chancellor Robert Caret’s work with the Governor Larry Hogan’s P-20 Leadership Council. On October 19 2015, the USM P-20 office collaborated with MSDE and arrived at consensus on needs and priorities with regard to teacher preparation. At that meeting, the co-chairs of the P-20 Task Force agreed to link the two JCR reports addressing this topic: JCR R74T00 p. 130 and JCR R00A02.55 p. 107, which is why they are being submitted together.

Finally, when the Task Force met in 2014, it considered the proposed federal regulations on teacher preparation that were under discussion. The current projection is that the federal government will release the final teacher preparation regulations in December 2015, and that they will call for states to rank and evaluate all teacher preparation programs and use “student

learning” as a metric. The recommendations in this report are consistent with the national conversations regarding teacher quality.

Introduction and Context

Despite longstanding myths about who enters the teaching profession, today’s teaching force does not come from the bottom half of high school achievers. Rather, they are from the middle of the college-attending cohort.¹ Since 2000, the academic ability of both individuals certified and those entering teaching has steadily increased.² In order to accelerate this trend, policy makers are formulating ambitiously high admission requirements for entry into teaching, and preparation programs are admitting more high-quality candidates. The challenge, we believe, is that public education faces a serious threat as those who enter find little support and, as a result, leave quickly. In fact, focusing on recruiting top performers into the profession is proving to be a short-sighted method, as suggested in a new analysis. The study, *Beginning Teacher Longitudinal Survey*, reveals that teachers who come from highly selective universities were 85% percent more likely to leave the profession by the third year.³

The climate under which teachers enter their preparation programs, as well as the first job of successful candidates, heavily influences whether and how long they will stay in the classroom.⁴ While there are different definitions of teacher turnover (leaving one school for another) and teacher attrition (leaving the profession), to address staffing shortages we must focus on both the retention of teachers to the profession and to their schools.⁵ It is estimated that one-third of teachers leave the job during their first three years, and up to one half leave within the first five years.⁶ In 2012-13 in Maryland, the attrition rate for teachers with up to five years of experience was 39 percent.⁷ Further, turnover at high poverty schools is nearly one-third higher than for all teachers in all other schools.⁸ In Baltimore City, the attrition rate was 50 percent in 2012-2013, and in Prince George’s County it was 58 percent.⁹

According to the Alliance for Excellent Education, a conservative estimate of the cost of teacher attrition in the United States is \$4.9 billion per year.¹⁰ However, the actual cost for replacing and training teachers who leave the profession and those who transfer to other schools is estimated at \$7 billion dollars, nationally.¹¹ For Maryland, that amount is over \$42 million dollars annually.¹²

Below is a table indicating a variety of studies trying to pin down the cost of teacher attrition. While the results vary from state to state and from study to study, there is no question that teacher attrition accounts for a significant drain on public school funds.¹³

Study	Area	Number of Teachers	Reported Turnover Rate	Claimed Cost of Teacher Turnover	Claimed Cost per Turnover
Texas Center for Educational Research (2000)	Texas Public Schools	258,000	15.5%	Model 1: \$329M Model 2: \$2.1B	Model 1: \$8,227 Model 2: \$52,513
Chicago ACORN (2003)	64 Chicago Public Schools	2377	22.9%	Model 1: \$ 5.6M Model 2: \$42.2M Model 3: \$34.7M	Model 1: \$10,294 Model 2: \$77,574 Model 3: \$63,787
Breaux & Wong (2003)	Nation			Model 1: 2.5 x Initial salary Model 2: 1.75 x initial salary	
Alliance for Excellent Education (2005)		2,998,795	13.1%	13.1%	\$12,546
Shockley et al. (2006)	2 Florida districts	Broward: 1206 St. Lucie: 320	Broward: 7.25% St. Lucie: 16.4%	Broward: \$15.3M St. Lucie: \$1.48M	Broward: \$12,652 St. Lucie: \$4,631

The financial costs alone are worrisome, but the costs paid by students and their families are even more important. Teacher turnover has a negative impact on school quality, instruction and student achievement.¹⁴ According to the National Council on Teaching and America's Future and The New Teacher Project, those leaving the profession now exceed those entering.¹⁵ Teacher retention is the key issue in addressing teacher shortages.

Overwhelming evidence points to the need for teacher education programs and school districts to provide the conditions that make successful preparation and on-going teaching and learning possible in order to discourage high-quality educators from leaving the profession. The most widely recommended practices include

- Extensive and rigorous clinical experiences;
- Systematic induction programs that include mentorships; and
- Effective, job-embedded professional development.¹⁶

Multiple studies have confirmed that beginning teachers who are supported through comprehensive induction programs are less likely to transfer schools or leave the profession altogether, even when controlling for teacher and school characteristics. Within induction programs, elements like mentorships, dedicated time for collaboration, common planning time, and belonging to an external network of teachers, have the strongest impact on reducing the chance of a teacher leaving after the first year.¹⁷ Teacher retention is an urgent policy issue. Stakeholders throughout school districts bear the brunt of these costs.

Experienced, high-quality teachers are positively associated with higher student achievement, better student attendance, and lower instances of disciplinary infractions. Research indicates that it may take teachers a decade to become consistently effective once they are in the classroom, making it that much more important to get teachers to enter and stay in the profession.¹⁸ Papay and Kraft found that teachers in their tenth to thirtieth years of teaching increased student test scores by an average of 40 percent.¹⁹ Attracting high-quality candidates and keeping high-performing teachers in the profession have widespread implications for the academic and social well being of Maryland's students.

Maryland P-20 Teacher Education Task Force Recommendations

On November 18, 2013, the Governor's P-20 Leadership Council charged a P-20 Task Force on Teacher Education with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce the high-quality teachers Maryland's students deserve. Co-chairs Jack Smith (Deputy Superintendent, Maryland State Department of Education) and Tim Chandler (Provost, Towson University) convened five meetings of the Task Force between December 2013 and April 2014. The appointed members included representatives from PreK-12 schools, the higher education community, parent organizations and teacher associations. In addition to the monthly Task Force meetings, the co-chairs presided over sub-committee meetings, conference calls, and electronic reviews of documents.

The Task Force on Teacher Preparation grew out of a collaboratively planned Teacher Education Summit¹ which was held on October 11, 2013, at Towson University. The keynote speaker, Chancellor Nancy Zimpher of the State University of New York System, challenged the assembled participants to think broadly about their aspirational goals and the changing context of teaching and teacher preparation. The Task Force accepted the charge and framed a set of recommendations that attempts to balance the on-the-ground realities with transformational best practices. The Task Force agreed that the recommendations should:

- Address the gap between teacher preparation programs and the on-the-ground realities in schools.
 - Align and integrate teacher preparation programs with the world of classroom teachers.

¹ Partners for the Summit included USM, MSDE, MHEC, MICUA, and MACC.

- Prepare all teachers with background and strategies to understand and adapt to changing student populations; including cultural differences, poverty, and special learning, social and emotional needs.
- Recognize that while new teachers must be adequately prepared in advance to enter the classroom, preparation must link seamlessly with school district induction and embedded professional development to ensure a successful and long-lasting teaching career.
- Use multiple qualitative and quantitative measures to study teacher preparation and look for evidence-based ways that lead to building continuous improvement.
- Develop a common Maryland framework that, while allowing for program flexibility and innovation, holds all education preparation providers - both traditional and alternative - accountable to a common set of rigorous expectations.
- Address the need for cycles of regular review and evaluation.

In responding to the charge, the Task Force examined national research reports and policy documents assembling categories of best practices; reviewed existing Maryland statutes and regulations related to teacher preparation; reached out to stakeholder groups; and circulated multiple drafts of the recommendations. The Task Force engaged with a variety of stakeholders including deans and directors of education at Maryland's two-year and four-year colleges and universities; principals and professional development coordinators convened by the University of Maryland; local school district superintendents; teachers and teacher association representatives; alternative certification providers; parent organizations; a number of national professional organizations; and the business community.

Maryland has also been a leader, through the use of Race to the Top (RTTT) funding, in reflecting global priorities. The increase in the quality and quantity of teachers in the science, technology, engineering and mathematics (STEM) areas has been a focus for the last four years. Additionally, RTTT prioritized preparing principals and teachers to be effective in challenging schools. The Task Force recommendations underscore the belief that closing the achievement gap is paramount in preparing all of Maryland's students for college and for successful careers.

Building on a strong foundation of educational excellence in Maryland, and taking lessons from many sources, the P-20 Task Force on Teacher Preparation offered recommendations in four key areas:

- A. Pre-service teacher preparation;
- B. Pre-tenure teacher induction;
- C. Professional development for current teachers; and
- D. Continuous improvement through accountability.

A. Pre-Service Teacher Preparation

1. Establish higher Maryland standards for admission to all teacher preparation programs.
2. Align teacher preparation programs, including Associate of Arts in Teaching (AAT) programs, with Maryland College and Career Readiness Standards (MCCRS).

3. Transition to Professional Learning Networks built on a model of internships and residencies to increase the number and variety of field placements for teacher candidates.
4. Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching.
5. Prioritize in-state programs for field placements, internships, and post-baccalaureate residencies.
6. Invest in scholarships, loan forgiveness, and early college/teacher academies to recruit highly qualified students into teaching careers.

B. *Pre-Tenure Induction*

1. Establish a three-year residency model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts.
2. Establish collaboratively supported Teaching Innovation Centers (hubs of innovation).
3. Fund three initial pilot Teaching Innovation Centers with state “seed” money – and subsequently with savings from reduced teacher attrition.

C. *Professional Development for Current Teachers*

1. Establish career-long professional development programs and career ladders for educators that are aligned with the high expectations of MCCRS.
2. Establish a school/university partnership process for building professional development programs for educators:
 - a. Programs should be collaboratively developed by PreK-12 and higher education; and
 - b. Programs should build strong content and pedagogy competencies.
3. Reallocate existing funds for professional development to support the new collaboratively developed models.

D. *Continuous Improvement through Accountability*

1. Build Maryland accountability recommendations around the ideal conditions that contribute to the development of highly effective teachers and set a high bar for qualifications and expectations for all teacher preparation programs;
2. Align current Institutional Performance Criteria to reflect school reform initiatives;
3. Ensure that higher education institutions have access to all data necessary for continuous improvement research; and
4. Align elements of the Council for the Accreditation of Educator Preparation (CAEP) standards for accreditation with Maryland’s priorities to ensure efficient and effective use of resources.

Career Ladders: An idea whose time has come to the teaching profession

Over 30 years ago, in 1983, *A Nation at Risk*²⁰ recommended:

"The teaching profession needs to recognize and reward expertise by following the lead of other professions that create diverse and flexible career options; link compensation to performance, expertise and responsibilities; and work to retain 'high achievers'."

That landmark report included a number of recommendations that have yet to be fully implemented in school improvement plans:

- Insist on higher standards for teacher-preparation programs;
- Introduce teacher salaries that are professionally competitive and based on performance;
- Introduce 11-month contracts for teachers allowing more time for curriculum and professional development;
- Introduce career ladders that differentiate teachers based on experience and skill, and infuse more resources into teacher-shortage areas;
- Build incentives for drawing highly qualified applicants into the profession; and
- Create and support mentoring programs for novice teachers that are designed by experienced teachers.

Today, 30 years and a generation later, "Gen Y teachers"—a new generation with different career aspirations—are projected to make up nearly half of the workforce in 2020.²¹ According to the 2012 MetLife Survey of the American Teacher, fewer teachers in general want to become principals, but there is growing interest in teachers teaching in "hybrid roles"—those roles that keep them part-time in the classroom combined with other roles of service and leadership in education.²² Interest in these hybrid roles is particularly strong among mid-career teachers, high school teachers, and those in urban schools or schools with high proportions of low-income students.²³

In 2013, the National Network of State Teachers of the Year did a state-by-state analysis of the different state-based policies and initiatives related to recognizing and promoting teacher leadership, as well as teacher career advancement initiatives in local districts. Their recent publication *Creating Sustainable Teacher Career Pathways: A 21st Century Imperative*, presented a comprehensive look at the most promising, evidence-based alternatives to our traditional career trajectories for teachers.²⁴ Examples included: tiered teacher licensure systems that include "master" or advanced level status; teacher leader/master teacher endorsements or designations; the development of continuums of teaching practice that distinguish the competencies of teachers throughout their careers; and more comprehensive teacher career advancement initiatives. Their thesis is undeniable: The teaching profession needs to evolve to meet 21st-Century career expectations for a new generation of teachers and learners.

Unlike most professions requiring licensure (nursing, architecture, law, civil engineering), teaching has historically been described as an “unstaged occupation,” with fewer opportunities to access higher earning and higher status positions than one would experience in other “staged professions.” In addition, in most states, upward movement on the salary scale is determined by number of years served, together with degree attainment, rather than actual performance, although that appears to be changing. This form of rank and pay movement is used across Maryland school districts, with the exception of Baltimore City.²⁵

Although much has been written about the stages in the professional life of teachers, the “career path” of a teacher is generally flat or narrowly linear.²⁶ The main opportunity for career advancement for teachers has been leaving the classroom to become a school administrator. “Mid-career” teachers often experience burnout, stress, and dissatisfaction.

Research shows that teachers improve their proficiency and effectiveness the most during the first seven years of teaching; and the failure to provide comprehensive, high-quality induction programs is costly in terms of lost human capital and diminished teacher effectiveness in the early career stages²⁷.

It is clear that, without structural changes to the teaching profession—including better working conditions, competitive compensation, flexibility, and career staging—it will be increasingly difficult to attract and retain enough highly motivated and qualified teachers into the profession. Currently, only nine percent of students in the “top third” of their academic cohort express interest in going into teaching.²⁸ Building additional career stages that value and reward high performing teachers may be one way to motivate promising newcomers to the profession to set longer-term goals that involve leading from the classroom.²⁹

The over-arching goals of a teacher career advancement continuum is to ensure consistent access by all students to excellent teachers and teaching teams, create the conditions for advancing student learning for all students, increase the effectiveness of all teachers, and to retain the most effective and talented teachers.

Teacher leadership opportunities will likely be critical in recruiting talented individuals into the teaching profession who might otherwise choose other professions. In addition, these teachers will expect opportunities to participate in decision-making at the school and district level, to assume specific leadership roles, and to be provided with recognition and financial rewards for high performance.

The P-20 Task Force on Teacher Preparation included recommendations for implementing career ladders in Maryland.

What Can We Learn from International Models?

Some international systems have more defined career paths than those in the U.S, examples of which are Singapore, Shanghai, and Australia. Others, such as Finland, Ontario and Japan, have less defined career ladders; but seek to engage all teachers in more collaborative work, sharing practice and research on teaching. What appears to be universal in all these countries is that teachers generally come from the top of their graduation cohort; and that the teaching profession is conferred with high status and, often, high pay. Many countries set attracting the "best and the brightest" into teaching as a national priority.

The table below summarizes some of the characteristics of the international models that are most commonly used as examples of best practice when describing teacher preparation and the teaching profession.³⁰

Teacher Policies in Select Countries

SINGAPORE

Recruitment and training: Teachers are recruited from the top third of high school graduates, with only one of eight applicants accepted for admission to the only teacher training institute in Singapore (the National Institute of Education [NIE], located in the Nanyang Technological University, one of the most prestigious institutions of higher education).

Career advancement: A teaching career can take the following tracks: the teaching track which can lead to becoming Principal Master Teachers, the leadership track for those seeking a formal leadership position in the school (the highest being Director-General of Education); and the specialist track focused on research and teaching policy (Chief Specialist). Singapore also has a new performance management system with a clearly defined, comprehensive teacher competency model designed to attain work-related goals, match teachers to a career path, and determine annual bonuses.

SHANGHAI

Recruitment and training: Teacher recruitment is not standardized across China, but is often competitive in urban areas. Teachers may be educated in special upper secondary schools (for pre-school and primary positions), normal colleges (equivalent to junior colleges), and normal universities in a four-year bachelor's degree program. Teachers must pass the National Mandarin Language Test; and those who do not graduate from a university must also pass four examinations in the areas of pedagogy, psychology, teaching methods and teaching ability. Shanghai requires that primary school teachers must hold post-secondary subject degree diplomas, and secondary school teachers must hold a bachelor's degree plus a professional certificate.

Career advancement: Schools have multiple levels of leadership, including the principal and party secretary, three directors, and teaching and research groups. These consist of teachers of the same subject and grade level who are led by master teachers. These groups meet together for up to two hours each week to plan lessons and examine student progress. Teaching and research groups are led by senior or master teachers and are designed to support junior teachers and improve overall instruction in the schools.

FINLAND

Recruitment and training: Teaching is regarded as Finland's most respected profession. Finnish teacher education programs are extremely selective, admitting only one in every ten students who apply. All teachers must now hold a master's degree.

Career advancement: Finland does not have specific leadership roles for teachers; rather, teachers are provided with significant autonomy in how they approach curriculum design and instruction. This professional autonomy and high degree of trust makes teaching a very attractive job, with 90 percent of trained teachers remaining in the profession for the duration of their careers. There are no formal teacher evaluations with the focus instead on self-evaluation. There is neither performance pay nor bonuses.

SOUTH KOREA

Recruitment and training: Teaching is a highly respected career with good working conditions (a high degree of collaboration among teachers), competitive pay and job stability. It is highly regulated at the elementary level, with the country's 11 teachers' colleges being relatively selective. At the secondary level, there are multiple pathways to certification including attendance at a comprehensive university, with selection occurring at the hiring phase. As a result, there is a shortage of elementary teachers and only 30 percent of secondary candidates can find jobs. All teachers must pass an employment test administered by the Metropolitan and Provisional Offices of Education to be hired.

Career advancement: South Korea is currently institutionalizing a Master Teacher system, piloted in 2008. Master teachers must have ten to 15 years of experience. They remain in a teaching role, but are expected to share their expertise with less experienced teachers as well as develop curriculum, instructional practices and evaluation systems. They receive a small monthly stipend for these roles.

ONTARIO

Recruitment and training: Canada is consistently able to recruit high quality students into teaching, with the majority drawn from the top 30 percent of their college cohorts. Ontario requires a minimum three-year postsecondary degree from an acceptable post-secondary institution, plus one year of teacher education, before one can teach. Teachers must apply to the Ontario College of Teaching (OCT), an autonomous licensing body for the province of Ontario. Currently, there is an oversupply of teachers in Ontario, enabling districts to be selective in hiring.

Career advancement: Teachers apply for "additional qualification" in order to allow the career teacher to pursue different career options and specialist positions, including supervisory or leadership positions. The OCT recently implemented a professional designation for teachers called the "Ontario Certified Teacher." Designed as a symbol of respect for the role of teachers versus other educational roles, it is available for all teachers in good standing.

JAPAN

Recruitment and training: Teaching is a highly respected profession, and the system is highly selective at both the admission and hiring stages. Only 14 percent of applicants are accepted into preparation programs, and only 30 to 40 percent are hired in public schools. Teachers must pass a National Entrance Examination to be admitted to an undergraduate program. A teacher's certification depends on the amount of education a teacher has when graduating. Most teachers hold a bachelor's degree. Teachers

undergo a one-year induction program before becoming a full-teacher.

Career Advancement: Teachers may move from teacher to head teacher and then to principal. There are multiple salary grades within, based on performance and experience. Japan is known for its "lesson study" system in which groups of teachers meet to learn informally from their colleagues and exercise significant professional autonomy over the delivery of instruction.

AUSTRALIA

Recruitment and training: Each state or territory has jurisdiction over how teachers are recruited, trained, and certified, although all require a bachelor's degree. Recruiting and retaining highly qualified teachers is a priority of the Department of Education, Employment and Workplace Relations (DEEWR), as a result of concerns over teacher shortages.

Career Advancement: Although there are no specified career paths in Australia, teachers typically have access to a career structure that involves two to four stages, with annual salary increments associated with each stage. These stages range from beginning teacher to experienced teacher, lead teacher, or learning area/grade-level co-coordinator. By the "lead teacher stage," teachers are expected to demonstrate exemplary teaching, educational leadership, and the ability to initiate and manage change.

A summary of the outstanding common elements used abroad does not lead to any surprises and comparisons to Maryland's context are revealing.

1. High performing systems have many practices in common, but funding and programming is different across contexts:

What do high performing systems include?	How are they funded and actualized?
<ul style="list-style-type: none"> • Competitive entry to programs • Longer course of study, longer practicum • University-school partnerships • Sustained mentorships • Devoted time for collaboration and professional learning • Action research • Teacher-led problem solving • Training institutions • Time and resources devoted to professional development 	<ul style="list-style-type: none"> • Subsidized undergraduate education • Professional development (PD) providers compete for contracts • Some mentor programs are voluntary • Mix of training institutes in local government-run locations as well as universities • High- and low-achieving schools are paired

2. Low teacher attrition rates are associated with high performing systems:³¹

Maryland	6-8% annual, 13% 1 st year, 30% by 5 th year
Finland	<1% annual 90% retained to retirement
Ontario	2% annual
Singapore	<3% annual
Australia	
Japan	most through retirement
Shanghai	"very few"
Korea	1% annual

3. How does student performance in these international comparisons compare to Maryland students' performance?

Many of these systems share reasonably high student outcomes on indicators like higher education enrollment rates and TIMSS / PISA scores:

	Maryland	Finland	Ontario	Singapore	Australia	Japan	Shanghai	Korea
Higher Ed Enrollment	64.1%	92%	83%	27%	89%	61%	60%	97%
TIMSS	509	514	512	611	505			613
PISA	481, 498	519, 524	518, 523	573, 542	504, 512		613, 570	554, 536

While international comparisons have their limitations, clearly, these international comparisons point to opportunities for expanding our thinking in Maryland. The P-20 Task Force recommended piloting the best practices recommended by research and international models. In early September 2015, the P-20 Task Force Co-Chairs opened a dialogue with deans of education and local education agency superintendents to explore the possibility of pilot programs related to teacher preparation, induction, and professional development. Both deans and superintendents were receptive to the idea of pilot projects, and we recommend that MSDE explore opportunities for reallocating funds to fund pilot project in diverse locations across the state.

Focus Group of Maryland LEA Superintendents and Maryland's Education Deans

On September 1, 2015, the P-20 Teacher Preparation Task Force Co-Chairs convened an all-day focus group of seven deans of education (both public and private universities); eight local education area superintendents; one principal; and five teachers currently teaching in Maryland public schools (both traditionally trained and trained through alternative preparation

programs).² The purpose of the focus group was to open a dialogue between deans and superintendents that might lead to innovative, collaborative pilot projects.

The focus group addressed the following questions in a free-flowing and open discussion:

- Describe the ideal teacher preparation program. (What are the essential elements for the preparation and training of teachers?)
- What would need to change in current settings to get us closer to your vision? What would be the ideal relationship, in your opinion, between higher education and school systems? How can (or should) the higher education community contribute? What do teachers need most – and, is the need dependent on professional experience? Do new or novice teachers need different PD from experienced teachers? What should we do about that?
- Professional Development of current teachers: What would be the ideal relationship, in essential elements, for the preparation and training of teachers?
- Do you think superintendents and deans would be willing to work together to create a few pilots across the state in exchange for waivers or exceptions from specific regulations? What, specifically, might be areas of partnership or collaboration between IHEs and LEAs?

Discussion questions for conversation: P-12 Principals and Teachers and Education Deans:

- What are the greatest challenges to having enough quality mentors?
- What are the greatest challenges and opportunities for partnerships between IHEs and schools?
- How are professional development decisions made in your school? How are time and resources allocated?
- How would you create a career ladder for teachers other than the traditional route of having teachers move into administrative and supervisory roles?

Over the course of the day, a series of themes emerged that resonate with the themes of this report: the importance of high quality teacher preparation; the importance of high quality mentoring and professional development; the challenges of teacher recruitment, retention and screening; and the tight connections that must be established between public schools and educator preparation programs. The deans and superintendents universally praised the professional development school (PDS) model, but it became clear during the discussion that the PDS model needed to be redefined to become more flexible and more accessible.

Superintendents agreed that newly-hired teachers do not all arrive with the soft skills necessary for the job (i.e., organizational skills, collaboration skills, experience communicating with families, and cultural proficiency, including proficiency with “learning systems” and “high

² Full focus group report is in Appendix A

leverage practices”).

A continuing concern of superintendents is that a large number of newly hired teachers have been trained in other states, and professional development for those teachers has been a huge burden.

All superintendents agreed that, like teachers in high performing systems, all teachers should be trained to use data and trained as researchers. All teachers need to understand the “what, how, and why” of student learning assessment.

Both deans and superintendents agreed that internships need to start before the third undergraduate year, and they should include early field experiences to give both the candidates and the university programs an opportunity to confirm candidates have dispositions for teaching.

Deans strongly endorsed the recommendation that induction should be a collaborative effort with schools spanning a three-year period, including the final academic year of internship and the first two years of employment as teachers. It was suggested that edTPA or other approved performance assessments be moved to the end of the first year of teaching rather than to the end of the teacher preparation program. This reaffirmed the recommendation that induction should be considered a collaborative part of a five-year teacher preparation sequence that extends from the sophomore or junior year of college to the tenure decision by the district at the conclusion of the third year of teaching.

Both deans and superintendents supported the idea of providing teachers time to mentor and to observe each other. This topic of career ladders for experienced educators was also raised in the discussion. Principals have used experienced teachers as mentors, but they have not had extensive experience or models that extend the mentor model beyond an “add on” to teacher workload. There was general interest in exploring the use of full-time coaches as a pilot project in some districts.

Deans and superintendents agreed that we need to develop a strategy for recruiting a diverse population of teachers. All districts are chasing the same limited population of teachers of color and/or teachers who speak languages other than English. The focus group participants recommended creating an active recruiting effort that would focus on under-represented populations. Broadening the recruitment efforts raised a question about entry-level standards: Should there be a wider opening and narrower back end to recruit more candidates and then ensure good training?

Having qualified teachers in every classroom can be a challenge. This raises the question: Are there ways that the teacher of record can oversee a teacher corps that works directly with students?

Alternative preparation programs were part of the discussion with the principals and

teachers. Maryland could benefit from policies that would create a way for alternative certification for academic core teachers that could mirror the idea of the adjunct professor. These teachers could teach specific courses such as foreign language and advanced mathematics and sciences. Also, MSDE should explore how technology can be leveraged to expand certification offerings. In both traditional and alternative programs there was agreement that better quality control is needed, but there was also an understanding that we need multiple ways to fulfill entry point requirements. Using GPA and national test scores solely as measures may exclude potential candidates with promise to be good teachers.

All participants felt there was an urgent need to find out what is driving teachers out or driving prospective teacher education students away from the major.

Special attention must be given to addressing the bureaucratic problems associated with special education that lead to teacher burnout and teacher turnover. Best practices, such as hiring secretaries to manage IEPs (Individual Education Plans for special education), reorganizing casework, and differentiated teacher roles, should be explored and considered. These could include master teachers who oversee work and success coaches, creating career ladders for teachers.

The discussion of career ladders included considering the medical school model of mentors and clinical professors coming from the teacher profession, and building a statewide cadre of master teachers to be shared by districts. (One superintendent shared an anecdotal observation: There is less teacher turnover at schools with high rates of mentorships.) Mentors would benefit from online training opportunities and refresher courses.

Participants agreed that higher education needs to be more involved in the first one- to two years of teaching – bridging the gap between college, induction, and professional development. Beginning teachers are only “3/4 baked” and need support during first two years or leading up to the tenure decision.

Suggestions for pilot projects included the development of a menu of options for continuing education for entering teachers with options for entry into master’s programs and MSDE credit. Courses could be held in schools and focus on how to translate theory into the classroom.

Professional Development Schools

Many higher education and school leaders see professional development schools as a beneficial structure that lends both coherence and direction to the internship process, but critics raised concerns that current outdated PDS regulations impede innovation by reducing alternative structures and paths.

All participants wanted more evidence of the effectiveness of professional development schools in Maryland. Twenty years after the introduction of PDS, few studies offer insight into the effectiveness of the model with respect to student success or retention of teachers in the field. The PDS has not been examined to determine if certain elements such as mentoring, IHE engagement with the schools or professional development are the lynchpin for success or if the synergy of the process creates the impact for success. It is equally true that little is known about the variability of effectiveness across sites within a university network as well as across universities.

The group recommended that MSDE encourage universities to collaborate with local schools to design alternative PDS models. These proposals should include identifiable innovations and incorporate an evaluation component that compares the model with current PDS practices. A review process prior to implementation that includes schools, universities, and MSDE or an alternative independent group should be in place. Examples of this strategy exist in the proposed model developed by Baltimore County Schools in conjunction with Towson University. The model addresses the needs of the county, while providing Towson University an enhanced model of internship.

In the mid-term, selected data currently collected by universities to meet CAEP/NCATE requirements should be collected and analyzed across sites by an independent organization to offer comparable data reviews and inform universities of their current strengths and areas for improvement. Data from employers, teacher graduates, and mentors would be sources of data for this reporting as well as employment records.

In the long term, the Task Force should take this and other findings, including economic costs and benefits, into restructuring PDS models and guidelines. The goals of the restructuring should be clearly defined early in this process and include teacher retention, teacher professional development, and student learning.

PD schools need to focus on and reflect today's students who are currently sitting in Maryland's classrooms. They need to:

- Establish more diverse programs and good mentors;
- Train in well-functioning schools with diverse populations; and
- Have access to students in all areas of the university (e.g. nursing, social work) to offer wrap-around services.

At the conclusion of the focus group, deans at the higher education level and superintendents, teachers and principals at the K-12 level agreed that they would welcome an opportunity to apply for funding for pilot projects to address these shared goals.

Council for the Accreditation of Educator Preparation (CAEP) Accreditation

The CAEP accreditation standards call upon all educator preparation programs to create a culture of evidence to inform their work, and we strongly support this fundamental orientation. However, currently, neither the state nor individual institutions have the infrastructure to support that comprehensive data collection. The Task Force acknowledged that another group, the National Council of Teacher Quality (NCTQ), is attempting to usurp the regular accreditation process, but the P-20 Task Force categorically rejects the premise that NCTQ can replace national accreditation standards as accountability standards for Maryland teacher preparation programs.

The education deans recommended that MSDE appoint a study group to address the following issues with particular attention to effectiveness and efficiency of Maryland's CAEP agreement:

- Entry criteria (3.0 and consideration of SAT or ACT scores) with recommendations that accommodate Maryland's special relationship with community colleges through the AAT programs;
- Data collection, including employer surveys, measures of impact on student learning, and indicators of teacher effectiveness;
- Cost analysis and recommendations to address possible cost-sharing agreements with MSDE;
- Fairness with respect to accreditation of both EPPs and MAAPs; and
- Sampling as an acceptable method of data collection and analysis to allow for program-level generalization back to the institution.

Recommendation for the Creation of an Implementation Group

Maryland has an opportunity to lead the nation in a reconsideration of teacher preparation and professional development that could lead to dramatic improvements in student learning and student success. Maryland is not only a "Race to the Top" state, Maryland is also a "First in the World" state, and together those two designations catapult Maryland to a position of national visibility and national leadership in public education P-20 -- from pre-school through college and career.

The co-chairs of the P-20 Teacher Preparation Task Force recommend the creation of an implementation group to be made up of stakeholders with an interest in the improvement of the teaching force, including: MSDE, P-12 local education agencies, and public and private two- and four-year institutes of higher education, to make recommendations that would lead to significant policy changes in:

- The program approval process for teacher preparation programs (redesign of teacher education) that would expand on the current PDS model to establish shared funding, responsibility, and accountability for preparation and induction;

- The allocation and uses of state and local professional development resources to support induction and career ladders; and
- Designated funding for pilot projects that would provide demonstration models and rigorous evaluation of scalable innovations in preparation, retention, professional development, and career ladders.

Pilot projects might propose some or all of the elements below:

- Re-examination of district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identifying and managing talent; and providing diverse and flexible career options as part of retaining “high achievers;”
- Proposals for federal and state legislation and grant programs that support new school staffing structures and leadership roles for teachers as well as advance teacher career paths;
- Proposals for policies that encourage higher education institutions to match the supply of prospective educators to demand and increase the selectivity of admissions policies to undergraduate and graduate programs for educators;
- Removal of barriers to the mobility of teachers between districts and states, as well as between careers inside and outside of education, by re-structuring teacher pension systems and making them more portable;
- Structures to incorporate teacher leadership roles into state licensure systems, and districts to recognize and deploy teachers in leadership positions and differentiated roles with appropriate credentials;
- Implementation of [state level] guidelines for standards-based assessment and teacher evaluation systems that create the groundwork for differentiated career paths and compensation systems;
- Re-thinking the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly effective teachers;
- Re-structuring time, space, scheduling, and other support structures within schools to ensure all teachers have opportunities for collaboration, peer learning, and sharing of practice;
- Implementing shared leadership and collaborative structures between principals/administrators and teachers/teacher leaders, and encourage decision-making at lower levels of the organization with substantive teacher input;
- Encouraging collective responsibility by teachers for the success of their colleagues by promoting peer coaching and peer input into teacher evaluation;
- De-emphasizing seniority in the assignment of teachers to leadership roles and identifying highly effective teachers regardless of years of experience;
- Implementing flexible job structures that recognize the life and career cycles of teachers; such as sabbaticals, job-sharing, and part-time work;
- Taking advantage of technology in extending the reach of highly effective teachers through blended learning structures and promoting teacher

- collaboration and professional development through social media and other technological tools; and
- Developing sustainable systems for teacher career advancement that are not dependent on one-time grants or discretionary state or federal funding streams.

Conclusion

Maryland has an opportunity to be a national leader in recruiting, preparing and keeping the highest quality teachers in public schools. Intensive work with stakeholder groups over the past two years has resulted in an assessment and analysis of national and international best practices as they relate to the Maryland context.

Furthermore, the current projection is that the federal government will release the final teacher preparation regulations in December 2015, and that they will call for states to rank and evaluate all teacher preparation programs and use "student learning" as a metric. As noted in JCR R00A02.55, new assessment data, such as the Partnership for Assessment of Readiness for College and Careers (PARCC) scores, will be released at various times this fall and early winter and will have two years of data on student achievement that will allow for a stronger evidence-based analysis.

Given the breadth and depth of the recommendations that have earned consensus and approval from a broad group of stakeholders, including K-12 leaders and teachers, higher education leaders, deans and faculty, teachers and teacher unions, and parents and public education policy makers, **the co-chairs of the P-20 Teacher Education Task Force recommend that the legislature task MSDE and MHEC to prepare a cost analysis for the high priority recommendations offered in this report and make recommendations for the 2017-18 fiscal year for budget reallocations to support those recommendations that have the greatest evidence of high return on investment as defined by higher teacher retention and student achievement .**

Furthermore, MSDE should establish an incentive fund for pilot projects and review evidence of progress on the key goals of recruiting and retaining high quality teachers in Maryland public schools, with the goal of improving student learning outcomes and increased college and career readiness. Funding incentives will not necessarily be completely dependent on new dollars. Rather, there are several opportunities for reallocation of current resources that should be considered:

- District-level and school-wide professional development funds: Current professional development funds in every district could be reallocated for new priorities and career ladder incentives.
- Quality Teacher Incentive Funds (QTI): Restructuring the QTI funding to include several different buckets, including, but not limited to:
 - Rewarding teachers for National Board Certification and/or teaching in the lowest performing schools;

- Creating competitive pilot projects to improve teacher retention and recruitment and using 2015 PARCC scores as baseline; and
 - Establishing three-year cycles with flexibility for determining the actual measures as needed.
- Projected teacher retention savings: An “advance” on teacher retention savings, based on the estimate that PGCPs and Baltimore City alone spend \$42 million per year to attract and train replacement teachers (NCTAF, 2007).
 - Improving Teacher Quality State Grants (ITQ): These grants, authorized by Title II, Part A of the No Child Left Behind Act of 2001, overseen by MHEC, support higher education to prepare quality teachers and principals.

A summary of the high priority recommendations found in this report is listed below:

<i>Pre-Service Tenure Induction</i>
<p>Establish a 3-year residency model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts.</p> <ul style="list-style-type: none"> • Fund initial pilot Teaching Innovation Centers with state “seed” money and subsequently with savings from reduced teacher attrition. • Create Professional Learning Networks built on a model of internships and residencies to increase the number and variety of field placements for teacher candidates. • Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching. • Prioritize in-state programs for field placements, internships, and post-baccalaureate residencies.
<i>Professional Development for Current Teachers</i>
<p>Create effective, job-embedded professional development that is aligned with the needs of students and teachers.</p> <ul style="list-style-type: none"> • Establish a collaboratively-developed P-20 school/university partnership process for building professional development programs that meet individual teacher needs. • Reallocate existing professional development funds to support collaboratively-developed models.

Continuous Improvement through Accountability

Align current Institutional Performance Criteria and Council for the Accreditation of Educator Preparation (CAEP) standards with Maryland's education priorities to ensure efficient and effective use of resources.

- Ensure that higher education institutions have access to all data necessary for continuous improvement research.
- Build Maryland accountability recommendations around the ideal conditions that contribute to the development of highly effective teachers and set a high bar for qualifications and expectations for all teacher preparation programs.

Career Ladder

Introduce career ladders that differentiate teachers based on experience and skill, and infuse more resources into teacher-shortage areas.

- Create and support mentoring programs for novice or struggling teachers that are designed by more experienced teachers.
- Introduce 11-month contracts for teachers allowing more time for greater leadership roles that could include writing curriculum and planning, facilitating professional development, or observing and giving feedback to other teachers.

Appendix A: Focus Group Report

P-20 Teacher Preparation Task Force Focus Group:

Deans, Superintendent, Principals and Teachers

September 1, 2015

10:00 a.m.-3:00 p.m.

Carver Professional Development Center

Attendees:

Education Deans: Donna Wiseman (UMCP), Laurle Mullen (TU), Traki Taylor (BSU), Joshua Smith (Loyola), Deborah Kraft (Stevenson), Pat Welch (MSU), Gene Schaffer (UMBC)

Superintendents: Kevin Maxwell (PGCPS); Henry Wagner (Dorchester); Kimberly Hill (Charles); John Fredericksen (Wicomico); Susan Brown (Harford); Heather Moorefield (Harford); Karen Salmon (MSDE); Renee Spence (PSSAM)

Principals: Shantay McKinily (Baltimore City)

Teachers: Heather Husk (SMCPS); Colleen Gill (SMCPS); Michelle Batten (AACPS); Casey Kirk (MSDE); Susannah Miragliuolo (Baltimore City)

Facilitators: Jack Smith (MSDE); Nancy Shapiro (USM);

Staff: Gail Hoerauf-Bennett (MSDE); Dewayne Morgan (USM); Stephanie Hall (USM)

All participants were given a set of questions in advance

Discussion questions for conversation: LEA Superintendents and Education Deans

- Describe the ideal teacher preparation program. (What are the essential elements for the preparation and training of teachers?)
- What would need to change in current settings to get us closer to your vision? What would be the ideal relationship, in your opinion between Higher Ed and School Systems? How can (or should) the higher education community contribute? What do teachers need most---and is the need dependent on professional experience? Do new or novice teachers need different PD from experienced teachers? What should we do about that?
- Professional Development of current teachers: What would be the ideal relationship, in essential elements, for the preparation and training of teachers?)
- Do you think superintendents and deans would be willing to work together to create a few pilots across the State in exchange for waivers or exceptions from specific regulations? What, specifically might be areas of partnership or collaboration between IHEs and LEAs?

Discussion questions for conversation: P-12 Principals & Teachers and Education Deans

- What are the greatest challenges to having enough quality mentors?
- What are the greatest challenges and opportunities for partnerships between IHEs and schools?
- How are professional development decisions made in your school? How are time and resources allocated?

- How would you create a career ladder for teachers other than the traditional route of having teachers move into administrative and supervisory roles?

Over the course of the day, a series of themes emerged:

- Knowledge and Skills Gained Through Teacher Training
- Mentoring and professional development
- Teacher retention and professional development
- Teacher Recruitment and Screening
- Teacher retention and professional development
- Professional development schools

Knowledge and Skills Gained Through Teacher Training:

Superintendents agreed that newly hired teachers do not all arrive with the soft skills necessary for the job (procedural things, collaboration skills, communication with families, cultural proficiency/ AKA "learning systems" AKA "high leverage practices").

A large number of newly hired teachers have been trained in other states.

All Superintendents agreed that all teachers should be trained to use data, trained as researchers (this is supported by what high performing systems are doing). Teachers need to arrive in schools understanding what, how, and why to assess.

LEAs need to define what all new teachers need to know and be able to do

- IHEs need to provide opportunities – online and through MATs
- Hubs of Innovation where IHEs provide theory and abstract, working with LEAs to make it practical
- Make opportunities available to all areas of the State

Both deans and superintendents agreed that internships that start at the third year are problematic. The consensus was that all candidates should have early field experiences to give them and the university programs an opportunity to confirm they have dispositions for teaching.

Deans were strong supporters of the idea that induction should be a collaborative effort with schools, spanning the year of internship and the first two years of employment as teachers. One dean suggested that EdTPA or other approved performance assessments be moved to the end of the first year of teaching rather than the end of the teacher preparation program, reaffirming that induction should be considered a collaborative part of teacher preparation.

Can there be regional meetings with superintendents and education deans?

Mentoring:

Both deans and superintendents supported the idea of providing teachers time to mentor and time to observe each other, if resources were available. This topic was also raised in the discussion of career ladders for experienced educators. Principals have used experienced teachers as mentors, but they have not had extensive experience or models that extend the mentor model beyond an "add on" to teacher workload. Some school districts have full time coaches, but it is not a generalized practice in Maryland.

Teacher Recruitment and Screening:

All participants in the focus group expressed concern about the drop-off in numbers of students entering teacher preparation programs. The teacher shortages in the districts will be exacerbated by the lower enrollments in teacher preparation programs.

There is a need to develop a strategy for recruiting a diverse population of teachers. All districts are chasing the same limited population of teachers of color and/or teachers who speak languages other than English. The discussants recommended creating an active recruiting effort that would focus on some of the less represented populations. Should there be a wider opening and narrower back end to recruit more candidates and then ensure good training?

Having qualified teachers in every classroom can be a challenge. Are there ways that the teacher of record can oversee a teacher corps that works directly with students?

Alternative preparation programs were part of the discussion with the principals and teachers. Maryland needs a way for alternative certification for academic core teachers that could mirror the idea of the adjunct professor. These teachers could teach specific courses such as foreign language and advanced. Also, MSDE should explore how technology can be leveraged to expand certification offerings. In both traditional and alternative programs there was agreement that better quality control is needed, but also an understanding that we need multiple ways to fulfill entry point requirements. Using GPA and national test scores may end up excluding potential candidates with promise to be good teachers.

Clear indicators need to be set for:

- Entry into higher ed
- Entry into teacher ed
- Entry into practicum year
- Placement as a full time teacher
- Granting of tenure

Is there a correlation between Praxis scores and good teaching? Is Praxis I serving as a barrier to potentially good teachers gaining entry into the teaching profession?

We need to fully engage the community colleges (AAT) in recruitment/attraction efforts.

Teacher retention:

We need to find out what is driving teachers out or driving prospective teacher ed students away from the major.

We need to address the bureaucratic problems associated with special education that lead to teacher turnover. We should search for best practices such as hiring IEP secretaries and reorganizing the work. Could there be a different type of teacher, such as a case management specialist. (This could include teachers that are master teachers that oversee work and success coaches, creating career ladders for teachers.)

Consider differentiated levels of teaching (analogy to medical profession).

Build a master teacher statewide pipeline.

Anecdotally shared: Less turnover at schools with high rates of mentorships.

Higher ed needs to be more involved in the first 1-2 years of teaching – bridging the gap between college, induction and professional development. Beginning teachers are only “3/4 baked” and need support during first 2 years.

Mentors would benefit from online training opportunities and refresher courses.

There could be a menu of options for continuing education for entering teachers with options for entry into Master’s programs and MSDE credit. Courses could be held in schools and focus on how to translate theory into the classroom.

Career ladders:

- Having the opportunity to mentor a teacher can change the mentor teacher’s outlook
- Teachers should be offered leadership opportunities
- Teachers can serve as adjunct faculty to IHEs
- Master teachers can provide PD in their own and other counties
- Principals need to be trained to recognize teacher leadership talents

Professional Development Schools:

Professional Development Schools have been a signature element of Maryland’s teacher preparation model. PDS’s are defined by collaborations between IHE’s and schools, but both deans and superintendents noted that PDS regulations need to be updated to accommodate different models, including broader geographic networks, virtual communities of practice, and alternative certification for career changers. In addition, the committee recommends a research study to assess the return on investment of PDS networks.

Twenty years after the introduction of PDS, few studies offer insight into the effectiveness of the model in terms of teacher intern success with students or retention in the field. The last study that was done, (Tom Proffitt, 2000) indicated that students trained in PDS schools were retained at a significantly higher rate than non-PDS trained teachers.³² The co-chairs of the P-20 Task Force on Teacher Preparation recommend that MSDE work with IHEs to systematically examine which elements and interventions lead to the greatest success for PDSs. Such a study would assess elements such as mentoring, job-embedded professional development and/or school leadership development with respect to teacher retention and student achievement.

Meanwhile, MSDE can invite K-12/ higher education pilot projects that expand the definition of the PDS. These pilot project proposals would incorporate an evaluation component that compares the innovation model with existing PDS practices. Examples of this strategy exist in the proposed model developed by Baltimore County Schools in conjunction with Towson University. The model addresses the needs of the county while providing Towson University an enhanced internship model.

In the mid-term, selected data currently collected by universities to meet CAEP/NCATE requirements should be collected and analyzed across sites by an independent organization to offer comparable data reviews and inform universities of their current strengths and areas for improvement. Data from employers, teacher graduates and mentors would be sources of data for this reporting as well as employment records.

In the long term, the taskforce should take this and other findings, including economic costs and benefits, into restructuring PDS models and guidelines. The goals of the restructuring should clearly defined early in this process and include teacher retention, teacher professional development, and student learning.

PD schools need to focus on and reflect today's students who are currently sitting in Maryland's classrooms

- Need more diverse programs and good mentors
- Need to train in well-functioning schools with diverse populations
- Schools should be able to access students in all areas of the university (e.g. nursing, social work) to offer wrap-around services

Follow up items:

- Send teacher prep report to all participants
- Send draft report to all participants
- Send meeting notes to all participants

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Table 5A

Teacher Attrition: By Years of Experience
 Maryland Public Schools
 October 16, 2014 Through October 15, 2015

Local School System	Years of Experience								Total Attrition*	Total Teachers	Percent Attrition
	Less than One	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty One to Twenty Five	Twenty Six to Thirty	More than Thirty			
State	262	1,549	888	617	317	239	198	561	4,531	60,053	7.0
Allegany	0	2	2	3	4	2	4	15	32	609	5.0
Anne Arundel	31	154	104	54	36	36	23	64	502	5,524	8.3
Baltimore City	21	296	91	52	50	22	14	69	615	5,264	10.5
Baltimore	66	159	115	63	51	48	24	62	588	7,373	7.4
Calvert	0	13	5	9	4	6	2	13	52	1,005	4.9
Caroline	0	10	3	3	2	0	4	10	32	405	7.3
Carroll	0	30	25	21	9	5	4	10	104	1,856	5.3
Cecil	2	17	19	14	5	2	2	20	81	1,160	6.5
Charles	11	40	38	11	5	1	1	17	124	1,791	6.5
Dorchester	2	9	8	4	1	1	2	1	28	386	6.8
Frederick	1	69	41	31	17	18	14	37	228	2,640	7.9
Garrett	0	10	3	0	3	0	2	2	20	292	6.4
Harford	18	57	35	15	16	9	15	22	187	2,609	6.7
Howard	8	56	62	39	31	24	24	54	298	4,148	6.7
Kent	1	3	0	1	1	0	0	1	7	156	4.3
Montgomery	27	130	104	69	29	26	26	64	465	10,541	4.2
Prince George's	54	424	173	93	33	16	20	23	836	8,901	8.6
Queen Anne's	2	6	1	5	1	2	1	5	23	518	4.3
SEED School	0	2	2	3	0	0	0	0	7	39	15.2
St. Mary's	2	15	12	9	6	6	5	19	74	1,061	6.5
Somerset	5	7	8	1	0	0	0	0	19	229	7.7
Talbot	0	5	4	2	1	2	1	4	19	321	5.6
Washington	11	17	20	15	8	3	4	24	102	1,524	6.3
Wicomico	0	14	12	9	3	6	4	12	60	1,111	5.1
Worcester	0	4	3	1	1	4	2	13	28	590	4.5

* not include 638 teachers who transferred from one LEA to another.

Teacher Attrition: By Years of Experience
 Maryland Public Schools : 2013-2014

Local School System	Less Than One	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty One to Twenty Five	Twenty Six to Thirty	More Than Thirty	Total Attrition	Total Teachers	Percent Attrition
State Total	204	1,396	940	454	238	205	162	562	4,161	59,315	6.6
Allegany	0	0	5	2	2	2	5	17	33	634	4.9
Anne Arundel	21	128	108	28	21	23	26	67	422	5,405	7.2
Baltimore County	64	135	115	66	37	36	23	62	538	7,440	6.7
Calvert	1	5	19	6	10	2	4	13	60	1,049	5.4
Caroline	0	3	4	3	2	0	1	1	14	405	3.3
Carroll	0	22	13	22	4	4	2	3	70	1,897	3.6
Cecil	0	28	10	5	3	3	6	3	58	1,149	4.8
Charles	3	11	7	3	1	1	0	2	28	1,704	1.8
Dorchester	6	7	4	2	1	0	3	6	29	373	7.2
Frederick	0	42	47	23	14	10	6	39	181	2,704	6.3
Garrett	0	1	1	2	2	0	1	5	12	295	3.9
Harford	8	36	30	14	13	11	1	28	141	2,826	4.8
Howard	6	68	49	29	17	14	10	47	240	3,858	5.9
Kent	0	8	2	0	0	0	1	1	12	161	6.9
Montgomery	22	123	84	39	27	17	14	62	388	10,394	3.6
Prince George's	40	375	262	99	25	16	13	28	858	8,364	9.3
Queen Anne's	0	11	5	3	1	0	1	2	23	510	4.3
Saint Mary's	1	26	22	8	2	2	8	12	81	1,069	7.0
Somerset	0	5	1	4	1	3	1	6	21	224	8.8
Talbot	0	6	3	3	0	0	1	3	16	316	4.8
Washington	6	21	20	9	6	8	7	27	104	1,532	6.4
Wicomico	1	8	16	8	4	2	3	11	53	1,089	4.6
Worcester	0	8	7	2	0	2	2	14	35	594	5.6
Baltimore City	25	314	103	72	45	49	23	103	734	5,264	12.2
SEED	0	5	3	2	0	0	0	0	10	39	20.4

NOTE: Only includes staff whose primary position is a teacher, including reading specialists.

Teacher Incentives By State

State	Incentives
Alabama	Scholarships up to \$20,000 over four years for undergrads who agree to teach in Alabama public schools. Loan forgiveness for teachers in high-need schools. Various monetary incentives by district.
Alaska	Due to budget cuts in recent years, few incentive programs are currently funded.
Arizona	The Arizona Ready-for-Rigor Project provides pay-for-performance incentives to encourage high-quality teachers to teach in high-needs schools.
Arkansas	Arkansas offers increased pay to teachers of high-need subjects or teachers willing to work in high-demand districts. The state provides bonuses for teachers with National Board Certification; between \$1000-\$2000 in 2005/2006. Formally offered housing support for teachers, however the program no longer appears to be funded.
California	California rewards teachers with a slight increase in salary for each semester unit of undergraduate coursework taken, as well as for years of experience. Additionally, teachers are eligible for the Good Neighbor Next Door program, which provides a significant discount on housing in certain areas. State and local agencies can issue tax-exempt mortgage revenue bonds or credit certificates to credentialed teachers and administrators who are employed at a low performing K-12 CA schools. .
Colorado	Colorado offers differential pay and loan forgiveness to teachers working in high needs schools. Teachers receive compensation based on a variety of criteria including; length of employment, school performance level, school growth level, general performance, demand for position, loan reimbursement, level of education, and the current year's evaluation compared to the previous year's.

Connecticut	<p>Elementary and secondary school teachers who teach in high-needs school districts (those serving low-income families) may qualify for student loan forgiveness after five years. The borrower must have taught full-time for five consecutive academic years at a qualifying school.</p>
Delaware	<p>The Delaware Talent Cooperative program provides between \$5,500 and \$7,500 over two years for eligible educators already working in participating schools. Educators can earn this award annually, for a total of up to \$15,000. Initial training and ongoing professional learning is covered at no cost to the educator.</p>
District of Columbia	<p>Any WTU member who earns an IMPACT rating of Highly Effective is eligible for IMPACTplus. IMPACTplus has two parts: an annual bonus after one year of being rated Highly Effective and an increase in base salary after two consecutive years of being rated Highly Effective.</p>
Florida	<p>Florida provides differential pay as an incentive to get teachers into high needs schools and shortage subjects. All teachers hired after July 1, 2012 are to be placed on the new performance pay scale. Veteran teachers may move to the new performance pay schedule. If they relocate or are transferred to a new district, they will automatically be put on annual contracts for life and lose their Professional Service Contract.</p>
Georgia	<p>Georgia provides additional pay incentives for those willing to teach in high needs school districts, or in shortage subjects. The state provides support stipends, currently \$500 per semester, for individuals seeking secondary credentials, or degrees in early childhood education, or child development. Georgia rewards early care and education professionals for their educational attainment and for remaining employed in the same child care program for at least 12 consecutive months. Awards range from \$250 to \$1250 depending on the level of education attained.</p>

Hawaii	Hawaii is currently experiencing a shortage in special education trained teachers, so additional salary and benefits are being offered in that area. Incentives range from \$10,000 over 3 years to \$3,000 for each year of employment (no time limit denoted).
Idaho	Idaho uses a salary schedule that rewards teachers for years of service to the state, as well as higher levels of education. There is no differential pay offered for teaching in high need districts or subjects.
Illinois	The Illinois Teacher's Loan Repayment Program provides awards to encourage academically talented Illinois students to teach in Illinois schools in low-income areas.
Indiana	The Next Generation Hoosier Educators scholarship awards up to \$7,500 for no more than 4 years to 200 applicants at accredited post-secondary educational institutions approved by the commission.
Iowa	Iowa offers between \$5,000 and \$17,500 in loan forgiveness benefits to certain full-time teachers who serve in designated low-income schools. The Teach Iowa Scholar (TIS) Program provides qualified Iowa teachers with awards of up to \$4,000 a year, for a maximum of five years, for teaching in Iowa schools in designated shortage areas.
Kansas	The Governor has expressed an interest in instituting a merit pay system for teachers in the state.
Kentucky	Salaries and incentives are determined on a district by district basis.
Louisiana	Louisiana provides differential pay for teachers willing to work in high demand districts and in shortage subjects. Teachers also receive merit pay based on Compass evaluation ratings.
Maine	Maine does not provide incentives for teachers in high needs schools or shortage subject areas.

Maryland	Maryland provides additional pay support to teachers working in high needs schools and shortage subjects. Salary schedules are left up to the individual school districts.
Massachusetts	The aMAzing Educators program provides; performance based compensation, scholarships for those who agree to become teachers for at least one year, loan forgiveness for teachers in hard to staff assignments, special education, and in high need schools.
Michigan	Michigan does not provide additional pay for teachers working in high needs schools or shortage subjects. The State recently conducted buyouts of teachers in 2016 having previously conducted buyouts in 2010.
Minnesota	Minnesota does not currently provide differential pay for teachers in high needs schools or shortage subjects; however teacher shortages are resulting in calls for financial incentives for teachers who want to work in high-need areas.
Mississippi	Mississippi provides additional salary for teachers in high needs schools and shortage subjects. Teachers in critical shortage areas may receive two years of - tuition, fees, books, and average cost of room/meals for two years of teaching. The state offers up to \$4000 in loan forgiveness for one year of teaching.
Missouri	Missouri does not provide any additional pay for teaching high-demand districts or school subject. Districts offer various monetary incentives for national certification.
Montana	Montana provides loan forgiveness to teachers willing to work in high demand schools and shortage subjects.
Nebraska	Nebraska provides loan forgiveness to teachers in high needs schools and shortage subject areas. Salary bonuses for ESL teachers are offered by some schools in the state.

Nevada	Nevada offers \$4000 per new teacher working in under performing schools. The Teach Nevada scholarship provides \$3,000/semester, per-student, not to exceed an aggregate of \$24,000 per-student.
New Hampshire	New Hampshire provides loan forgiveness for teachers willing to work in high need schools or shortage subjects.
New Jersey	New Jersey does not provide any additional pay for teaching high-demand districts or school subject.
New Mexico	New Mexico does not provide any additional pay for teaching in high needs schools or shortage subjects
New York	Recently hired teachers working in select high-need schools may be eligible for an annual award of \$3,400 for up to four years through the Teachers of Tomorrow (TOT) program. Master Teachers, who work intensively with other teachers, providing one-on-one coaching and guiding professional development, earn a \$20,000 salary differential. Model Teachers share and model proven teaching techniques with their peers, inviting other teachers into their classroom, and demonstrating those techniques in practice. They receive a \$7,500 salary differential. New York further provides loan forgiveness and scholarships for teachers willing to work in high-needs areas.
North Carolina	Teacher pay increases each year, and those who hold advanced degrees, such as a Master's degree, are also paid higher salaries. Mentoring new teachers and becoming National Board Certified Teachers can also result in additional salary in North Carolina.
North Dakota	The Teacher Incentive Grant Program provides financial assistance to teachers who wish to explore new and creative ways of integrating the arts into other areas of the curriculum.

Ohio	Ohio school districts follow a salary schedule for minimum teacher pay that starts at \$17,300 for 1st year teachers with no college degree, and culminating at \$32,460 for teachers with more than 11 years of experience and a master's degree. The Ohio Department of Education also rewards teachers with different monetary awards and recognitions, including the Ohio Teacher of the Year Award.
Oklahoma	The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative ruling administered by the Oklahoma State Regents for Higher Education. TSEIP was designed to recruit and retain mathematics and science teachers in Oklahoma. Successful candidates will be reimbursed eligible student loan expenses (a set amount, which may vary yearly) or an equivalent cash benefit.
Oregon	Oregon provides loan forgiveness for teachers in high needs schools.
Pennsylvania	The state offers differential pay and loan forgiveness as incentives for teaching in high-needs schools or in subject areas with shortages.
Rhode Island	Rhode Island completed a trial pay-for-performance program in two districts in the 2013-2014 school year. At this point the program has concluded and no further action appears to have been taken.
South Carolina	South Carolina provides loan forgiveness for teachers in high needs schools and shortage subjects. The state also provides incentives for attaining National Board Certification, ranging between \$5,000 and \$7,500.
South Dakota	South Dakota dedicates revenue from video lottery for the purpose of supplementing teachers' salaries.
Tennessee	An LEA may be awarded incentive funds up until the maximum threshold of \$5,000 per year. Incentive funds are awarded on a first come, first served basis up to a statewide ceiling of \$100,000 per fiscal year.

Texas	<p>First year teachers are provided with a minimum salary of \$27,320, and teachers with 20 or more years of teaching experience are provided with a minimum salary of \$44,270. The most successful teachers in Texas can also receive merit awards, such as the Texas Educator Excellence Award and District Awards for Teacher Excellence.</p>
Utah	<p>House Bill 203 extends income supplements that are already offered to teachers of math and science classes to those that teach courses in engineering, special education, and computer science. The annual compensation is also being increased; qualified teachers would receive a supplemental \$5,100 to their income in 2016 (up from \$4,100), with incremental \$1,000 increase up to \$10,000 in 2021.</p>
Vermont	<p>Vermont does not seem to have any ongoing teacher incentive programs. In its recent Educator Equity report the state identifies issues which run counter to the national trend with regards to teacher retention. The major issue appears to be rural isolation and cultural acclimation rather than working in a high-minority environment.</p>
Virginia	<p>The Virginia Teaching Scholarship Loan Program (VTSLP) provides financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. The critical shortage teaching areas are determined annually through the Supply and Demand Survey for School Personnel, based on data received by school divisions in Virginia. Shortages in specific subject areas are derived from the top 10 academic disciplines identified by the survey as shortage fields.</p>
Washington	<p>Teachers in qualifying challenging schools will receive an additional bonus up to \$5,000. This additional bonus is based on the teacher's percentage of time spent at the qualifying challenging school.</p>
West Virginia	<p>HB 2389: Teachers receive an annual \$1000 permanent salary increase per year.</p>
Wisconsin	<p>Teachers who receive performance based bonuses fall into one of four categories, with different dollar amounts assigned to each. They include "distinguished" (\$2,800), "high performing" (\$1,900), "proficient" (\$1,575) and "average" (\$500). The two lowest categories – basic and unacceptable – do not come with bonus money. After six years teachers are expected to rank above the "average" category to get a bonus.</p>

Wyoming

In 2014 Gov. Mead recommended that educator's salaries be increased to a more competitive level in order to attract/retain teachers. However, Wyoming does not appear to offer any incentives at this time.

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The following bibliography is meant to serve as a reference guide for teacher education workgroups. References are categorized as: teacher preparation program accreditation, the future of education, high performing school systems, school leadership, teachers in general, teacher leadership, teacher quality, teacher recruitment and retention, teacher induction, clinical experiences, the need for education reform, school-university partnerships for teacher preparation, teacher professional development, the school environment and professionalization of teaching, and the teacher pipeline and data on teacher education programs. A select few of the references have annotations with brief explanation of the item's significance.

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Teacher Pipeline And Data On Teacher Ed Programs

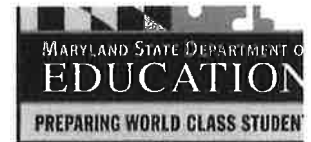
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Appendix IV

**Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
Minutes
July 7, 2016 Meeting**



The 2nd meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1 p.m.

In attendance: Dr. Sylvia Lawson (MSDE), Sarah Spross (MSDE), Emily Dow (Maryland Higher Education Commission), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Deborah Kraft (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Rowena Shurn (Maryland State Education Association), Amanda Conn (MSDE)

MSDE Staff: Jean Marie Holly (MSDE), Cecilia Roe (MSDE), Dan Capozzi (MSDE), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE)

Absentees: Mariette English (Baltimore Teachers Union), Tess Blumenthal (Maryland Association of Elementary School Principals), Laura Weeldryer (Maryland State Board of Education), Jack Smith (Public School Superintendents Association of Maryland), Annette Wallace (Maryland Association of Secondary School Principals), Derrick Simonsen (Attorney General's Office/MSDE Legal Representative), Aidan DeLisle (MSDE)

Welcome:

Ms. Sarah Spross welcomed the panel members. Ms. Spross asked the panel members to reintroduce themselves as some changes in the panel have occurred since the last meeting. Ms. Spross introduced Dr. Sylvia Lawson as the new Chief Performance Officer for School Effectiveness and Ms. Amanda Conn, Executive Director of Government Relations. Dr. Lawson thanked the members of the workgroup for their time and perseverance.

Senate Bill 493

Senate Bill 493 has been multiple years of work. The meeting schedule for the workgroup is robust, due to the fact the first report is due November 1, 2016. Ms. Spross stated that in order for the workgroup to put together a comprehensive interim report, the workgroup will have to meet at a rapid pace to get everyone's input. The workgroup members will make their recommendations regarding the content of the final report. The first report needs to be done by September 15 at the latest.

Ms. Spross stated that the committees can have alternatives. There will be a primary and an alternate for the five committees. The alternate and the primary cannot be on the committee at the same time. They can be there to share information only. Ms. Spross stated that she does not know if there is a phone option. The feasibility will be explored.

Ms. Nancy Shapiro asked that given the fact that the most urgent issue on the table was not created by the workgroup, but external by CAEP not being grandfathered in under NCATE approval from USDE. In July and August, why not focus our energy on one thing, the CAEP issue.

Ms. Spross reiterated to the workgroup the CAEP issue. Statute 11-208 requires that our programs must have national accreditation from a nationally accrediting body recognized by the USDE. She continued that when NCATE and TEAC rolled together CAEP did not pursue USDE recognition. As of June 30, CAEP is not recognized. As of July 1, 2016, the state cannot meet the requirements of the Statute. As such, MSDE cannot continue to complete joint reviews with CAEP until CAEP meets the requirements under Education Article §11-208. As such, MSDE will need to amend the Statute, which is fortunately Ms. Conn's specialty.

The workgroup cannot solely focus the interim report on CAEP, because Chapter 740 does not require the workgroup to comment on CAEP. The workgroup must focus on the tenants of Chapter 740. The expectations for this report are to produce a content rich report that is high quality and responsive to the General Assemblies request. All of the workgroup members' names will be on the report.

Ms. Conn discussed and outlined the MSDE department bill process. She noted that we must sponsor the bill to fix the statue. It is a tight deadline. Proposals must be in by September 1, 2016. MSDE wants and needs input, and it must be a focus of the work groups. Ms. Shapiro stated that she understood and confirmed it could get done. She went on to comment that three committees have elements of CAEP in them. There needs to be input into statutory language. She noted it would be too easy to make a mistake with unintended consequences. The more eyes on it, the more likely there will be success. If we are looking at a September 1st deadline, then we need to get draft language by end of August to get to a review from constituents. Ms. Spross stated that she had added an August date to the meeting schedule just in case the workgroup might need additional time. She complimented the great discussion regarding the priority of Statute 11-208, but reiterated that that we can't focus solely on CAEP but need to address all requirements in Chapter 740.

Ms. Spross reminded the group that every meeting will be at the library and will be held in conference room A and she will try to get both rooms for the meetings.

Ms. Spross stated that there is a work group website and all meeting materials will be uploaded to the website from the last meeting and from this meeting. She reminded the group that this is an open meeting and therefore follows open meeting act principals. This allows the public to come and observe government at work. She also reminded the group that they cannot meet outside of the formal venue as this constitutes an official meeting.

Approval of Minutes

Ms. Sarah Spross entertained a motion to approve the minutes.

VOTE: UNANIMOUS To approve the June 22, 2016 minutes.

PRESENTATIONS

Teacher Academies of Maryland (TAM)

Ms. Jeanne-Marie Holly, Program Manager for Career and Technology Education for MSDE presented the Teacher Academies of Maryland (TAM) and how it relates to the workgroup. Dr. Karen Salmon had suggested that Ms. Holly be included, as she has done work with Teacher Academies and with Ms. Nancy Shapiro on E=MC Squared.

The Teacher Academy of Maryland (TAM) is a state-approved Career and Technology Education (CTE) Program of Study (POS). It was developed in 2004 – 2005 with representatives from: local school systems; community colleges; baccalaureate degree granting institutions; the Maryland Higher Education Commission; the University System of Maryland; and the Maryland State Department of Education through two areas: the Division of Career and College Readiness, and the Division of Educator Effectiveness. Please see attachments provided by Ms. Holly.

All workgroup members agreed that this was a great example of collaboration between the Higher Education Community and Maryland preK-12 community.

Comprehensive Teacher Induction Program – COMAR 13A.07.01

Ms. Cecilia Roe, Director and Mr. Dan Capozzi, Specialist of Instructional Assessment & Professional Learning for MSDE presented the Comprehensive Teacher Induction Program – COMAR 13A07.01. They provided a brief overview of the regulations, which can be found at : <http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01>

Ms. Rowena Shurn asked if anyone can be a mentor. Ms. Roe stated that mentors must have training.

Ms. Roe stated that her office visits districts on a rotating basis every year. This is a two hour, one on one meeting to talk about new teacher induction and professional activities that are associated with Title IIA funding. Ms. Roe stated that New Teacher Center Academies partnered with MSDE. There were 941 participants over 4 years.

Mr. Capozzi stated that since the Race to the Top funding has ended, some of the activities had to be limited; however, their office continued to offer a Mentor and a Professional Development Conference. This leads to the question-how do we continue development and collaboration with New Teachers Center? <https://newteachercenter.org/about-ntc/> Some mentors and LEA coordinators participate in New Teacher Symposium and some LEAs also include Induction Coordinators. The goal is consistency for LEAs, so mentors are consistent.

Every LEA has orientation pre-school year, and provides mentors some sort of professional development throughout the year either as an in-service or on an as-needed basis. The focus is on discipline, planning, and assessment. Despite the similarities in the types of training offered, Mr. Capozzi indicated that programs vary across the State and smaller systems have developed unique ways to meet their needs. This summer there will be a coaching collaborative. The grant includes teams of mentors and LEAs working together on important issues such as a professional learning community. Mr. Capozzi commented that they are building a state wide network of teacher inductees.

Ms. Shapiro asked if they had Institutes of Higher Education (IHEs) involved in induction work? Ms. Roe replied, no but MSDE would welcome it.

Ms. Spross commented that that was an excellent question. Statistics and number of people who were mentors would be helpful as we look at induction. Chapter 740 will be looking at mentoring pilot programs. The pilot program is not defined.

Ms. Spross reported that Georgia has changed teacher certification to have a 3rd tier recognizing mentor teachers. There is a robust amount of work done in Maryland for the purpose of bringing this information to build, expand, and leverage.

Ms. Shapiro asked, so why are IHEs not involved?

Mr. Capozzi noted there are teachers of promise meeting with universities; however, their office does need to connect.

Ms. Roe indicated that MSDE has collaborated with New Teachers Center for training their mentors. To address the cost, MSDE staff have attended The New Teacher Center Presenters Academy to be able to serve as trainers in Maryland. Much of what they are doing is exciting and the committee will help to make better.

Ms. Shapiro noted that they could save money being spent on the New teacher Center and partner with the Maryland public institutions since they have trained the New Teacher Center trainers.

Ms. Spross asked what our career levels are. This brings us back to the issue of retention. How do we elevate profession of teachers? How does Maryland want to position ourselves to become a second leader?

Ms. Shurn commented that they have three LEAs with peer assistance in review and that these three counties handle peer assistance differently. Ms. Shurn asked if some mentors are full time or part-time and is mentor a generic term or is there a title of mentor?

Mr. Capozzi responded that previously, it could be anyone assigned informally by a principal; however, they have been working to bring more status with training and work in LEAs.

Ms. Spross asked the workgroup, how does Maryland want to position ourselves to be a leader in the field regarding the qualifications for mentor teachers? Ms. Shapiro noted the groundwork that had been done and asked if Ms. Roe and Mr. Capozzi could be on the Induction Committee.

Ms. Spross also noted the extent of the groundwork on every aspect. Ms. Spross noted that Ms. Roe will be a resource as well as a member of the induction committee.

Materials of Interest

Ms. Spross introduced the materials of information packet and highlighted three items that were a direct response to questions from the previous meeting:

- MSDE does collect causes for Separation (Response to Sec. Fielders question regarding attrition)
- Materials include information on Maryland pension system (Response to Dr. Salmons question regarding teacher pensions)
- CAEP information regarding other states that have a requirement for the accrediting body to be recognized by the USDOE. These include states included Ohio, Hawaii and Maine.

Ms. Shapiro was asked by Ms. Spross to address the topic of CAEP. Her presentation covered two parts: Ms. Shapiro provided an overview of the history of CAEP and reiterated IHEs' concerns with the CAEP Standards. She specifically addressed the issues related to the standard around the admissions process. Specifically that IHEs had previously justified a 2.75 GPA and CAEP wants 3.0 GPA. However, it is murky how CAEP defines cohort. Ms. Shapiro noted that there are still issues, but at the last board of directors meeting CAEP has a new take on admission requirements. CAEP says 3.0 must apply to 50% of cohort and they will allow institutions to redefine the criteria. Standard 3.2 is no longer a ramp up to academic performance standards. Educator Preparation Programs have the requirement of cohort average based on national norm.

Ms. Shapiro shared that a second concern of the IHEs is the data collection requirements. Specifically, the IHEs do not have access to the required data and LSSs are not required to provide or cannot collect the data. Ms. Shapiro commented that they are not the only ones concerned with admissions and data. How do we want to set criteria for quality in our programs? It is clear we do not want to bring people into the pipeline and become aspiration standards. Ms. Spross noted EPPs can design their own data collection if it is relevant and meaningful.

Ms. Shapiro returned to concerns around CAEP presented the following questions for discussion

1. First, can we do SPA reviews and CAEP separately? MSDE does not have enough staff to do everything. IHEs want SPAs to be newest and they need someone external to do it.
2. Whether the SPAs have USDE recognition or some kind of approval?
3. Are SPAs separate from CAEP?

Ms. Kraft asked, "How can we insure quality of those who do SPA reviews?"

Ms. Spross noted that the most immediate need is that SPAs and IPC are a shared concern. IPC standards are 20+ years old, which is why this issue has been included under the teacher preparation committee. These are exactly the types of questions that will be studied over the course of the year. MSDE's Program Approval has been given direction to look to spring for reviews at the earliest. Ms. Kraft commented that she can't look at work of committees separate from the SPA issue.

Ms. Spross agreed that it is all connected, so enmeshed. We need to divide and look at separate areas. Workgroup members will look at collective work, what we need from committees is to look specifically at how it impacts teacher preparation. Ms. Kraft commented that we don't want to say a year from now that this is not going to work now that CAEP is recognized.

Ms. Spross noted that it is so critical to figure out language to recommend that is not limiting. We do not want to lower standards but we also do not want to craft statute language that is so specific that we end up in a similar situation to what we find ourselves in now. Accreditation and recognition is important. How do we get language in statute that does not hurt us and maintains a high level of integrity and flexibility?

Ms. Shapiro provided 3 possible language changes based on the understanding that "national accreditation" means teacher education accreditation by an accrediting agency recognized by the U.S Department of Education and endorsed by the Department".

1) MSDE will certify that "Middle States Accreditation" which IS recognized by the U.S. Dept. of Ed, is an acceptable accrediting body, then we should not have a problem. MSDE just needs to certify that Middle States counts.

2) We change the language from: "an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department: "a nationally recognized accrediting agency" then CHEA (Council of Higher Education Accreditors) would count, and CAEP is recognized by CHEA.

3) We change the language to eliminate the requirement for national accreditation, and go with MSDE only, then institutions can choose, but there is not legal problem with CAEP not having Dept. of Ed approval.

There may be other options—but I think these should be discussed and evaluated by MSDE's lawyers and by higher ed. Ms. Shapiro noted Maryland has a narrowly defined waiver clause. Can we expand that? In certain circumstance MSDE can use waiver. UMES has issues. It is not their fault.

Ms. Shapiro shared that IHEs have just received an email from CAEP saying Maryland institutions have two choices in regards to CAEP;

1. IHEs can give up their accreditation and if in the future they wish to become accredited they will need to start the process over.
2. IHEs continue with CAEP and meet all established review timelines. Part of the challenge is to be clear that we have quality assurance, externally validated quality insurance but not necessarily the only model out there.

Can Amanda find the lowest common denominator to open the box to be compliant with law, but not trapped in box?

Ms. Spross noted she agrees that we need to find a way to open up and allow choice. Ms. Conn is good at language.

Ms. Shapiro asked if we can we work with Amanda for 2-3 versions, Middle States, one a waiver, one CHEA? Let community weigh in. Is there a red flag that we do not see? The sooner the language is out to consider the better.

Ms. Spross indicated that these were good examples for the CAEP committee to review.

Conclusion of Meeting

Ms. Spross noted that the committees represent their communities.

The meeting today was framed as a two hour meeting for baseline information. The meeting on July 19th will be from 1 p.m. to 4 p.m. and the structure will be different. Workgroup members will meet and start with information and discussion. Two ideas from workgroup members have been suggested for future topics. Having Ann Nutter Coffman from NEA talk about the national scene and having someone provide information regarding the Massachusetts Teacher Preparation reform efforts. On July 19th, the work group has time in the beginning and then the majority of the meeting time will be for the committees to begin work. At the end of the meeting, each committee will provide a brief report of their discussions. This will be the format for the rest of the meetings. Workgroup members agreed that this was a good format. On August 16th, committee members will present their initial ideas and recommendations for the interim report. Workgroup members will have time to discuss these recommendations.

Ms. Kraft asked if there is a sense of how the final interim report will look.

Ms. Spross explained that the reports would look similar to the JCR reports provided in the first packet. This will include meeting structure, committee information, and any recommendations to be made. One recommendation that will be included is the Amendment to 11-208.

Ms. Spross adjourned the meeting promptly at 3 p.m.

Appendix V

**Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
Materials of Interest
July 7, 2016 Meeting**

Materials of Interest by Speaker

**Ms. Jeanne-Marie Holly, Program Manager, Career and Technology Education
Systems Branch**

**Teacher Academy of Maryland: Career and Technology Education Program of Study
Fact Sheet**

This fact sheet provides an overview of the Teacher Academy of Maryland (TAM); including; but not limited to, background, LSSs that offer TAM, and which Institutes of Higher Education have partnered with LSSs.

Ms. Cecilia Roe, Director of Instruction Assessment and Professional Learning

**Induction/Mentoring/Coaching – Division of Curriculum, Assessment and
Accountability**

This fact sheet provides an overview of MSDE recent efforts concerning teacher induction and mentoring.

**High Quality Professional Development
2015 Master Plan Indicator**

COMAR 13A.07.01 Comprehensive Teacher Induction Program

http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.01.*

Specific selections of the regulations pertaining to teacher induction requirements.

Information Regarding Maryland Teacher Retirement Program

**“Teacher Pension Policy in Maryland: A report card on the sustainability, flexibility and
fairness of state teacher pension systems,” National Council on Teacher Quality, January 2015**

http://www.nctq.org/dmsView/Pension_Report_Card_Maryland

The National Council of Teacher Quality gives Maryland a D+ rating and provides a snapshot of Maryland’s pension system.

“What is the Average Teacher Pension in My State?” Teacher Pensions.org, April 13, 2016

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

Reports that the average benefit of currently retired Maryland teachers is \$ 34,956.00; new teachers are set to receive an average of \$20,544.00. Furthermore it indicates that 57% of new Maryland teachers are expected to leave the system before qualifying for any benefits.

**“How does your States Pension Plan Compare? An updated List of Pension Resources,”
Teacher Pensions.org, May 19, 2015**

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

Provides a variety of links to the more information regarding States pension systems.

“The State of Retirement: Grading America’s Public Pension Plans”, Urban Institute, 2014

<http://apps.urban.org/features/SLEPP/index.html>

The Urban Institute gives the Maryland Public Employee pension system (including teachers) a C rating. This website contains an interactive Map that provides a State-by-State report card on the their public pension systems. Information can be drilled down by a variety of demographics. As it applies to teachers we get “Fs” for rewarding younger workers and promoting a dynamic workforce

Information Regarding Causes of Separation

The Maryland State Department collects data regarding the cause of Separation as indicated on the handout. Statewide data will be shared at a future meeting.

Information Regarding States Effected by CAEP not being recognized by the US Department of Education

States Impacted by CAEP not being Recognized by USDOE

Ms. Elizabeth Vilkey, Senior Director if State and Member Relations, CAEP provided information regarding Ohio, Hawaii, and Maine. Like Maryland these three states require a national educator preparation program to be recognized by the US Department of Education.

A Compilation of Excerpts of Language for other State Bills and Laws regarding CAEP

Information from the District of Columbia, California, Oregon, South Dakota, and Virginia.

Various Articles Regarding Teacher Induction, Retention, and Advancement Act

“Teacher pay around the world,” The Brookings Institute, June 20, 2016

<http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/06/20-teacher-pay-world-startz>

This article provides an interesting comparative discussion to teacher pay and prestige. Overall, the compared to most industrialized countries the United states is below the average.

“New support comes for first-year teachers,” WBALTV, June 23, 2016

<http://www.wbaltv.com/education/new-support-comes-for-firstyear-teachers/40195534>

This article provides a brief synopsis of the Teacher Induction, Retention, and Advancement Act. It highlights the portion pertaining to the pilot program for teacher mentoring.

Coalition for Teaching Quality

<http://coalitionforteachingquality.org/main/>

“The Coalition for Teaching Quality represents a broad cross-section of over 100 local, state, and national organizations representing civil rights, disability, parent, student, community, and education groups. Formed in reaction to a provision that allowed teachers in training to be identified under federal law as “highly qualified” and concentrated in low-income, high need schools, this group has developed a new, comprehensive framework for teaching quality that will allow the nation to put a fully-prepared and effective teacher in every classroom.”

Reports

Report Title: “Minority Teacher Recruitment Study and Report”

Report Date: December 2013

http://dlslibrary.state.md.us/publications/Exec/MSDE/SB548Ch286_2013.pdf

Legislatively mandated, this report makes four recommendations on certain strategies to increase and improve minority teacher recruitment, preparation, development, and retention in Maryland. Recommendations included:

1. Examine current regulations, policies, and procedures (CAEP, college and university, local school systems, MSDE, and MHEC) to determine if any present barriers exist that might be addressed to enhance the recruitment of minorities.
2. Use recruitment strategies that also include needed support systems for minority teachers.
3. Provide financial incentives that make a difference in the life of a newly recruited minority teacher.
4. Expand current programs offered in high school such as the Teacher Academy of Maryland, increase enrollment in the Future Educators Association which exists at both middle and high schools, and enhance business partnerships through the Maryland Business Roundtable or other similar organizations which can showcase minority teachers and the teaching profession.



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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TEACHER ACADEMY OF MARYLAND

CAREER AND TECHNOLOGY EDUCATION PROGRAM OF STUDY

FACT SHEET

Background

The Teacher Academy of Maryland (TAM) is a state-approved Career and Technology Education (CTE) Program of Study (POS). It was developed in 2004 – 2005 with representatives from: local school systems; community colleges; baccalaureate degree granting institutions; the Maryland Higher Education Commission; the University System of Maryland; and the Maryland State Department of Education through two areas: the Division of Career and College Readiness, and the Division of Educator Effectiveness.

The Teacher Academy of Maryland Program

- Prepares high school students for further education and careers in the education profession
- Aligns with the Interstate Teacher Assessment and Support Consortium (InTASC) and Maryland Essential Dimensions of Teaching (EdoTs)
- Is based on the outcomes of the Maryland Associate of Arts in Teaching (A.A.T.) degree which aligns with National Council for the Accreditation of Teacher Education (NCATE) standards which consolidated into the Council for the Accreditation of Education Preparation (CAEP)
- Culminates in an internship where students integrate content and pedagogical knowledge in an educational area of interest in a critical shortage area
- Offers students opportunities to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher
- Requires students to prepare a working portfolio during the Internship
- Uses *ParaPro* as the industry-recognized certification/credentialing exam
- Encourages students to take the SAT and PraxisCORE (formerly Praxis I)
- Has the Educators Rising (formerly Future Educators Association) as the recommended student organization

School Systems that offer TAM

TAM is offered in 18 of Maryland's 24 school systems:

Baltimore City Public Schools
Baltimore County Public Schools
Calvert County Public Schools
Caroline County Public Schools
Carroll County Public Schools
Cecil County Public Schools
Charles County Public Schools
Dorchester County Public Schools
Frederick County Public Schools

Harford County Public Schools
Howard County Public Schools
Kent County Public Schools
Prince George's County Public Schools
Queen Anne's County Public Schools
St. Mary's County Public Schools
Somerset County Public Schools
Talbot County Public Schools
Washington County Public Schools

TAM Four Credit Course Sequence

- Human Growth and Development through Adolescence
- Teaching as a Profession
- Foundations of Curriculum and Instruction
- Education Academy Internship

TAM Instructor Requirements

- Hold a Maryland Professional Teaching Certificate (Standard Professional or Advanced Professional)
- Have a Master's degree, Master's equivalent, or 18 hours credit towards a Master's degree
- Have three years of successful teaching experience
- Obtain the recommendation of their principal or CTE supervisor
- Attend the TAM Summer Professional Development Leadership Institute or an approved alternative professional development, prior to teaching TAM

Statewide Articulation Agreements

- *Towson University* – three credits for EDUC 202 Historical Contemporary Perspectives on America's Urban Schools
- *Stevenson University* – three credits for PSY 206 Child Growth and Development
- *Coppin State University* – three credits for EDUC 200 History of Education
- *St. Mary's College of Maryland* – four credits for EDUC 140: Special Topics in Educational Studies
- *Salisbury University* – three credits EDUC 210 School in a Diverse Society, a required pre-program course for secondary education majors OR one credit as ELED 201 Introduction To Teaching plus two credits of electives for elementary and early childhood education majors

In addition, local school systems have articulation agreements with their local community colleges for various numbers of credits into teacher education programs.

Scholarships Available

Towson University and St. Mary's College of Maryland offer a \$500 scholarship per semester for TAM students who are declared education majors and meet the requirements stated by the institution. Coppin State University offers TAM students scholarships based upon need. Financial aid is available to those who qualify at Stevenson University and Salisbury University.

Fast Facts about TAM Programs

Five Year Enrollment Trend				
2011	2012	2013	2014	2015
1994	2386	2127	2117	2104

In 2015, of the total 2,104 enrollment:

- 518 Males
- 1,691 Females.

In 2015:

- over 90% of TAM students passed the industry-recognized credential, the *ParaPro*, which was 11% higher than the state average for all industry credentials for all CTE programs
- over 74% of high school students who completed the TAM program also completed the credit entrance requirements for admission to the University System of Maryland which was 13% higher than the state average for all CTE programs



Teacher Academy of Maryland Career and Technology Education Program of Study

Jeanne-Marie S. Holly,
Program Manager CTE Systems Branch
Maryland State Department of Education
Division of Career and College Readiness
www.marylandpublicschools.org

Career and Technology Education (CTE)

- Today's CTE prepares students for both college and careers through rigorous Programs of Study (POS)
- CTE POS offer industry certification such as a state license or an industry-recognized credential where appropriate and available
- CTE POS offer advanced college opportunities with articulated or transcribed credits
- Teacher Academy of Maryland (TAM) is one of 43 CTE Programs of Study



Teacher Academy of Maryland (TAM)

- Established a statewide workgroup which included representatives from Maryland State Department of Education, Maryland Higher Education Commission, University System of Maryland, Community Colleges, Baccalaureate Institutions and Local School Systems
- Researched Labor Market data to determine critical shortage areas in the teaching field
- Identified industry recognized credentials for the end of program assessment



Teacher Academy of Maryland (TAM)

- Aligns with
Interstate Teacher Assessment and Support Consortium (InTASC) and Maryland Essential Dimensions of Teaching (EdoTs)
- Based on the outcomes of:
Maryland Associate of Arts in Teaching (A.A.T.) degree which aligns with:
National Council for the Accreditation for Teacher Education (NCATE) standards which consolidated into the Council for the Accreditation of Education Preparation (CAEP)



Teacher Academy of Maryland Program of Study

- Four credit sequence consisting of:
- Human Growth and Development through Adolescence
 - Teaching as a Profession
 - Foundations of Curriculum and Instruction
 - Education Academy Internship



Teacher Academy of Maryland (TAM)

- Prepares high school students for further education and careers in the education profession
- Culminates in an Internship where students integrate content and pedagogical knowledge in an educational area of interest in a critical shortage area
- Offers students opportunities to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher



Teacher Academy of Maryland

- Requires students to prepare a working portfolio during the Internship aligned with InTASC Principles
- Uses *ParaPro* as the industry-recognized certification/credentialing exam
- Encourages students to take the SAT and Praxis I
- Has Educators Rising as the recommended student organization



Teacher Academy of Maryland

- TAM Implementation Guide provides the requirements for offering the program
- College level textbooks are standardized across the state and must be used in order for the articulated/transcribed credit to be awarded
- Curriculum has been developed
- Professional development, based upon the Maryland Teacher Professional Development Standards, is required for all teachers prior to teaching TAM



TAM Instructor Requirements

- Hold a Maryland Professional Teaching Certificate (Standard Professional or Advanced Professional)
- Have a Master's degree, Master's equivalent, or 18 hours credit towards a Master's degree
- Have three years of successful teaching experience
- Obtain the recommendation of their principal or CTE supervisor



Teacher Academy of Maryland

Instructors for TAM are certified in:

- | | |
|---|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> Health |
| <input type="checkbox"/> Business Education | <input type="checkbox"/> Math |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Science |
| <input type="checkbox"/> Education Administration | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> English | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Theater |
| <input type="checkbox"/> Gifted and Talented Specialist | <input type="checkbox"/> Visual Arts |
| | <input type="checkbox"/> Work-based Learning |

TAM Articulation Agreements

- Articulation agreements are in place between local school systems and their respective community colleges
- State-wide articulation agreements are in place with Towson, Coppin State, Salisbury, and Stevenson Universities in which successful TAM students receive three transcribed credits. St. Mary's College of Maryland has an articulation agreement for four credits, early registration, and a reserved space in a 200 level course.

TAM Scholarships

- Towson University offers a \$500/semester (up to \$1,000 per year) scholarship to TAM high school graduates who are majoring in education at Towson University based upon certain requirements
- Coppin State University offers a similar scholarship for TAM high school graduates who matriculate to Coppin State University and major in education based upon certain requirements

TAM Scholarships

- St. Mary's College of Maryland offers a \$500/semester (up to \$1,000 per year) scholarship to TAM high school graduates who are majoring in education at St. Mary's College of Maryland based upon certain requirements
- Salisbury and Stevenson Universities do not offer a TAM scholarship however financial aid is available for those who qualify



Teacher Academy of Maryland

- 18 school systems offer TAM
- 67 high schools have signed up to offer TAM
- 2,104 students are enrolled in the TAM
- In 2015 – Males = 518; Females = 1,691
- 316 students completed the TAM program of study
- Over 74% of TAM completers met USM credit entrance requirements



Teacher Academy of Maryland

- 89.91 % of TAM students were enrolled in postsecondary education, employed or in the military, two quarters after graduation
- Over 90% passed the industry-recognized credential, the *ParaPro*



TAM Continuous Improvement

- Annual meetings of the Statewide Advisory Committee with secondary, postsecondary and other interested individuals as its members
- Review of Local Performance Accountability Data (LPA) and Program Quality Index (PQI)
- Updates to standards, principles and degree programs on which TAM was based



Induction/Mentoring/Coaching—Division of Curriculum, Assessment, and Accountability

Current

- COMAR 13A.07.01—Comprehensive Teacher Induction Program
- Master Plan—Reporting on High Quality Professional Development and Teacher Induction
- Briefings with LEA Teacher Induction Coordinators, 4 times a year, October, November/December, January/February, April/May
- Partnership with New Teacher Center
- MSDE/New Teacher Center Regional training for New Teacher Coaches/Mentors who are new to the mentor role
- Coaching Collaborative beginning Summer 2016 with school/LEA teams
- In order to build the statewide network of teacher induction coordinators and engage them in the quarterly meetings, the following strategies have been used since 2011:
 - Facilitated relationship-building activities at quarterly meetings
 - Developed coaching partners where Coordinators were paired based on LEA size, location, and demographics for different Action Planning activities at each quarterly meeting
 - Solicited feedback on topics of interest at quarterly meetings
 - Spotlighted excellent strategies/initiatives in different LEAs and asked induction coordinators to present on those topics
 - Involved Coordinators in the development of content for future quarterly meeting topics and presenters
 - Involved Coordinators in NTC partnership

Historical: 2011-2014 RTTT--Developed a Maryland model to build support for new teachers through an induction program and partnership with New Teacher Center

- Teacher Induction Academies Summer 2011, 2012, 2013, and 2014
 - Designed, implemented, and trained 941 LEA Program Coordinators and new teacher mentors
 - Planned and conducted fall and spring follow-up sessions with Academy participants
- Created and developed a statewide network of LEA teacher induction coordinators and provided follow-up to them through four quarterly meetings per year.
- MSDE site visits to LEAs in 2011, 2012, 2013, and 2014
 - Increased capacity of program leaders to sustain LEA programs, advocate for program needs,
 - Collected and provided data on implementation and effectiveness
- Surveys-- These three sources of survey data were analyzed by LEA and used to provide customized services to each LEA based on their needs.
 - Mentor Survey (Administered by the LEA and then compiled at MSDE): Over 700 mentors participated in the Mentor Survey yearly. All 24 LEAs were represented. Findings included:
 - 60% of mentors teach full-time and mentor
 - 62% of mentors report having between 1-5 non-tenured teachers on their caseloads
 - 100% of mentors report attending professional development offerings specifically designed for mentors

- 100% of mentors report providing supports for new teachers such as collaborative planning time, feedback on instructional practices, time to meet during school hours, and follow-up conversations after observations
 - Induction Coordinator Survey: All 24 LEA Induction Coordinators participated in the annual Induction Coordinator Survey. Findings included:
 - 100% of Coordinators reported the Induction Academies, Follow-up sessions, Site Visits, and Website very or somewhat useful
 - 100% of Coordinators reported interest in continuing collaboration through Quarterly Meetings and regional trainings as possible beyond the life of the grant
 - TELL Survey (This survey was initiated by Governor O'Malley, in 2009 and has been administered in 2009, 2011, 2013 and 2015.): More than 30,000 educators participated in TELL 2015. Of those educators, 1,307 respondents were first year teachers. Findings included:
 - 74% of beginning teachers report having an orientation
 - 75% of beginning teachers report having a formally assigned mentor
 - 73% of beginning teachers report having access to new teacher seminars
 - 74% of beginning teachers report receiving mentor support and reflection at least once a month
 - 77% of beginning teachers report mentoring support has helped
- Evaluations:
 - Summer Induction Academies: Participant ratings of the quality of professional learning provided at the Teacher Induction Summer Academies have been over 90% good or excellent.
 - Follow-up professional development: Participant ratings of the quality of the professional learning provided at the follow-up professional development have been an average of 95% that the content was useful or very useful.
 - Quarterly Meetings: Participant ratings of the quality of professional learning provided at the Quarterly Meetings have been over 95% good or excellent.
- Reports:
 - LEA site visits: Collaborative Assessment Logs (CALs) were completed for all 24 LEAs at each yearly site visit. Through the use of CALs, Coordinators set program goals, identified what was working in their LEAs, areas of challenge, and next steps. This data was also used to provide customized support to each LEA based on their expressed needs and goals.
- Attendance data:
 - Teacher Induction Academy registration and attendance has remained consistent at approximately 230 participants per year.
 - Follow-up professional development registration and attendance has steadily increased with the regional format in 2014-2015, and LEA Induction Coordinator involvement in the content and design has increased over the life of the grant.
 - Regional Attendance in 2014-2015 was 265 participants for the first regional session, 201 for the second regional session, and due to PARCC testing, 159 participants for the third regional session.
 - Quarterly meeting registration and attendance has increased to an average of 20 LEAs (83% attendance) at each meeting.

High Quality Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

I. Professional Learning

Please provide your District Professional Learning Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;
2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;
3. Maryland College- and Career-Ready Standards, including English language arts; disciplinary literacy; mathematics; and Next Generation Science;
4. Science, Technology, Engineering and Mathematics (STEM) Standards of Practice;
5. College, Career, and Civic Life (C3) Framework;
6. Teacher and Principal Evaluation (TPE) System; and
7. Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

II. Teacher Induction

Please provide the following information regarding your District Teacher Induction/Mentoring Program:

- A. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include your LEA Action Plans and TELL Survey Data.
- B. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned. Also, please indicate the breakdown of your mentors' roles in the district as indicated in the chart below: (1) **FULL-TIME MENTORS:** Mentoring is their full-time job, (2) **PART-TIME MENTORS:** Mentoring is their part-time job, (3) **RETIREES:** Mentoring is done by retirees hired to mentor, and (4) **FULL-TIME TEACHERS:** Teaching is their full-time job and they mentor. *Please complete the chart below:*

Mentor Ratio 2015-2016							
LEA	1 st Year Teachers	2 nd Year Teachers	3 rd Year Teachers	Newly Hired Experienced Teachers	Total # Teachers	Total # Mentors	Mentor to Teacher Ratio
County						#Full-Time Mentors: _____ #Part-Time Mentors: _____ #Retirees: _____ #Full-Time Teachers: _____ TOTAL:	1: _____ Ratio

- C. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

COLLABORATIVE CULTURE

SUPPORT

COLLABORATE

**PROVIDE
FEEDBACK**

DEVELOP

PEER COACHING

**SET
GOALS**

SIGNATURE

REFLECT

FAME

**SCHOOL IMPROVEMENT
PLAN GOALS**

**NATIONAL BOARD
CERTIFICATION**

**STUDENT LEARNING
OBJECTIVES**

**NEW TEACHER
MENTORING**

Causes for Separation

Cause of Separation

- 10 Death
- 20 Retirement

Dropped

- 31 For provisional or substandard certificate
- 32 For failure to attend summer school
- 33 For inefficiency/ineffectiveness
- 34 For immorality, misconduct, insubordination, willful neglect of duty
- 35 For decrease in enrollment or elimination of school by consolidation
- 36 For rejection by Medical Board
- 37 For being employed only as substitute
- 38 For reduction in force
- 39 For resignation before non-renewal recommendation

Work in (education)

- 41 Another country
- 42 Another state
- 43 Another local unit or the Maryland State Department of Education
- 44 A Maryland institution of higher education
- 45 A nonpublic school
- 46 Other type of position in the same local unit

Work in (other than education)

- 51 Government services
- 52 Business
- 53 Defense work
- 54 Armed services

Other Voluntary Resignation

- 61 Study
- 62 Move
- 63 Marriage
- 64 Maternity
- 65 Home responsibility
- 66 Personal illness
- 67 Dissatisfied with teaching
- 68 Other
- 69 Cause unknown

Leave of Absence

- 71 For study
- 72 For illness
- 73 For maternity
- 74 Armed services
- 75 Other reasons

States Impacted by CAEP not Being Recognized by the US Department of Education

Provided by Elizabeth Vilkey, Senior Director of State and Member Relations, CAEP

<p>Ohio</p>	<p>NOTE: The most recent Ohio administrative rules, related to accreditation, I have are below. Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives would know if these have been updated at all:</p> <p>A. Authority</p> <p>This rule is adopted under authority conferred upon the chancellor of higher education by section 3333.048 of the Revised Code.</p> <p>B. Definitions</p> <p>a. "Institution of higher education" means any state-assisted institution of higher education as defined by section 3345.011 of the Revised Code as well as any institution as defined by section 1713.01 of the Revised Code.</p> <p>C. General</p> <p>a. An institution of higher education desiring to prepare individuals for Ohio teacher and other school personnel licensure in grades prekindergarten through twelve shall request approval from the Chancellor to offer a program leading to a specific type of license. This requirement includes programs leading to an endorsement to an Ohio educator license, as designated by the State Board of Education pursuant to section 3319.22 of the Revised Code. The determination of the Chancellor to approve an institution of higher education to offer an educator preparation program shall be based on the following:</p> <ul style="list-style-type: none"> i. Evidence of meeting the standards of a national educator preparation accrediting agency recognized by the U.S. Department of Education; ii. Consideration of the performance of graduates as demonstrated by the statewide educator preparation program metrics as provided in paragraph (C) of this rule; iii. Chancellor requirements for curriculum, clinical experiences, faculty qualifications, and faculty development as outlined in the Ohio department of higher education's manual, titled "Guidelines and Procedures for Academic Program Review" iv. The manual is available on the Chancellor's website. v. Prior to initial publication (which occurred prior to the adoption of this rule) and any revision, the Chancellor shall post the proposed manual or revision on the agency website for a two-week public comment period. The Chancellor shall take reasonable steps to announce the posting to interested parties. At the conclusion of the two-week public comment period, the Chancellor shall issue a directive formally adopting the manual or revision thereto.
<p>Hawaii</p>	<p>Hawaii's administrative rules that require EPPs to be accredited by a body recognized by the United States Department of Education.</p>

Maine

In lieu of the state process, EPPs may go through the CAEP accreditation process. The state accepts this if:

The applicant (EPP) is accredited by another national accrediting agency that is recognized by the U. S. Department of Education and whose standards have been approved by the State Board of Education. The method of State participation includes the following: A joint visitation by State representatives and the accrediting authority will provide the basis for decisions of both state program approval and national accreditation. This process will result in a recommendation to the State Board and a report to the accrediting authority. (Chapter 114)

NOTE: National Accreditation is not required in Maine. Maine has its own state process to review Education Preparation Providers. Maine allows EPPs to either go through the state process or CAEP. Therefore, only one Maine EPP will have a visit in the period between now and when CAEP could potentially gain recognition by the United States Department of Education.

California

COMMISSION ON TEACHER CREDENTIALING

[Home](#) → [Program Sponsors](#) → **Standards: Common and Program**

Standards: Common and Program

The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence.

For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards:

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program's standard document.

Common Standards

The Common Standards deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

Educator Preparation Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet all applicable program standards before the program application may be approved by the Commission.

National Professional Organization Accreditation: Alignment with the California Accreditation System
Procedures for institutions to combine national accreditation with California's accreditation system.

SUBJECT MATTER PROGRAM STANDARDS for Teaching Credentials

Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. In California, subject matter preparation programs for prospective teachers must meet state preparation standards set by the Commission which are aligned with K-12 content standards. These programs of higher education may be associated with degrees or majors in the subjects; however, the Commission does not govern degree programs. To satisfy the subject matter requirement for the single subject credential, candidates may complete a Commission-approved subject matter preparation program or pass a Commission-approved examination. To satisfy the subject matter requirement for the multiple subject credential, candidates must pass the Commission-adopted examination.

California Teaching Performance Expectations (TPEs) [PDF]

The California Teaching Performance Expectations are standards that describe expected candidate performance at the level of a beginning teacher. Teacher preparation programs use the TPEs as organizing concepts within preparation coursework, fieldwork, and assessments.

California Standards for the Teaching Profession (CSTP) [PDF]

The California Standards for the Teaching Profession (CSTP) were jointly developed by the Commission on Teacher Credentialing (Commission) and the California Department of Education (CDE). These standards, which set forth the expectations for current classroom teachers, were adopted by the Commission and approved by the Superintendent of Public Instruction in October 2009.

CPSEL Companion Booklet: California Professional Standards for Education Leaders 2014

[PDF]

The CPSEL are the standards against which clear credential candidates are measured to indicate sufficient mastery of the clear induction program content. A full copy of the standards, their elements and sample indicators can be found [here](#).

Content Standards (K-12), Curriculum guidelines for K-12 subjects, and State Board adopted K-8 instructional materials.

Available at the [California Department of Education Website](#)

Prior Standards for Educator Preparation Programs

Note: These standards are no longer in effect. When new standards are developed, previous standards continue through a transitional "sunset" period. During the sunset period candidates can be accepted to a program which meets the new standards or the previous standards. However, once a new program has been approved, an institution may not admit new candidates to the old program. At the end of the sunset period, no new candidates can be admitted to programs approved under a previous set of standards. Those programs must reapply to meet the newly adopted standards. The standards under which the Commission has approved any program govern the candidates' requirements for obtaining a credential. Link to the previous standards for educator preparation.

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COMMISSION ON TEACHER CREDENTIALING

[Home](#) » [Program Sponsors](#) » [Accreditation](#) » [Alignment with the California Accreditation System](#)

National Professional Organization Accreditation: Alignment with the California Accreditation System

Education Code 44374 (f) provides for the option of a program or institution to substitute National Professional accreditation for the Commission's accreditation activities. But this ability to "substitute" is restricted by the conditions delineated in the *Accreditation Framework*.

Section 7B of the *Accreditation Framework* provides the following language related to national accreditation of a credential program.

B. National Accreditation of a Credential Program

1. The accrediting entity agrees to use the adopted California Program Standards for the specific credential under Option 1, or the standards used by the national entity are determined by the Committee to be equivalent to those adopted by the Commission under Option 1.
2. The accreditation team represents ethnic and gender diversity.
3. The accreditation team includes both postsecondary members and elementary and secondary school practitioners; a minimum of one voting member is from California.
4. The period of accreditation is consistent with a seven-year cycle and is compatible with the accreditation activities established by the state.
5. Nationally accredited credential programs participate in the unit accreditation process. The national accreditation of the program serves in lieu of the state's Program Assessment process.

There are two steps in the process to 'substitute' a National Professional accreditation for some part of the California accreditation process:"

Alignment of Standards—The first step in utilizing a National Professional organization's accreditation in lieu of California's accreditation procedures is to complete an alignment study of the adopted California standards with the National Professional organization's standards. The table below lists the National Professional organizations for which the standards alignment has been completed or is in progress. If an institution or program sponsor is interested in working with an organization that is not listed, the process may be initiated by [submitting this request](#) [MS Word] At the April 2009 Committee on Accreditation meeting, the COA adopted alignment matrices for two types of Pupil Personnel Services educator preparation programs: school psychologists and school counselors. Please consult the alignment matrices in the table on this page. For more information on using National Standards for pupil personnel services programs in the Commission's accreditation system, please contact Dr. Katie Croy kcroy@ctc.ca.gov.

Alignment of Professional Organization's Accreditation Activities -The second step in utilizing a National Professional organization's accreditation process is to conduct a study of the accreditation activities utilized by the professional accrediting organization. Once the study of the accreditation activities has been completed, the Committee on Accreditation (COA) will make a determination of which, if any, of California's accreditation procedures may be waived or amended due to the organization's accreditation procedures.

Biennial Reports—interim reporting required by the organization may be utilized for some or all of the Biennial Reports, if the COA has determined that the interim reporting required by the National Professional organization address the critical aspects of California's Biennial Reports.

Program Assessment—Professional accreditation of a educator preparation program may stand in lieu of the Commission's Program Assessment process, if the COA has determined that the procedures address the critical aspects of California's Program Assessment process.

Site Visit—The Commission will be involved in site visits designed to assess the institution or program sponsor's institutional

7/5/2016

capacity to offer educator preparation programs. These visits may be "joint visits" if the National Professional organization's accreditation procedures support this type of collaboration.

The table below lists the National Professional organizations with which the Commission has begun or completed alignment activities:

National Accrediting Organization	Standards Alignment Matrix	Accreditation Activity Protocol
National Council for Accreditation of Teacher Education (NCATE)	NCATE Standards Alignment Matrix [MS Word]	NCATE Protocol [MS Word]
Guide to CAEP Accreditation: Continuous Improvement Pathway		TEAC Agreement [MS Word]
Council on Social Work Education Educational Policy Standards and Accreditation Standards (CSWE-EPAS)	Council on Social Work Education Educational Policy Standards and Accreditation Standards and CTC School Social Work (Adopted June 2013)	Not Yet Available
American-Speech-Language-Hearing Association (ASHA)	ASHA Standards Alignment Matrix [MS Word]	Not Yet Available
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Council for Accreditation of Counseling and CACREP Standards Alignment Matrix [MS Word]	Not Yet Available
National Association of School Psychologists (NASP)	NASP Standards Alignment Matrix [PDF] (Updated April 2014)	Not Yet Available

An institution or program sponsor approved to offer educator preparation in California may elect to be accredited by NCATE in addition to CTC accreditation. The Commission's accreditation procedures are designed to align with much of NCATE's accreditation process. Please review the state protocol and the standards crosswalk. For more information, please contact Cheryl Hickey, chickey@ctc.ca.gov.

For more information on using either the NASP or CACREP standards for an accreditation activity in California, please contact Dr. Katie Croy, kcroyr@ctc.ca.gov.

For more information on using the ASHA standards for an accreditation activity in California, please contact Teri Clark, tclark@ctc.ca.gov.

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D.C.



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Ask the Superintendent
Agency Performance

Listen

SHARE

Educator Preparation Program Approval and Accreditation

State program approval and accreditation assures the public that the District of Columbia Office of the State Superintendent of Education (OSSE) has examined the quality of programs that prepare teachers and other school personnel for District of Columbia's classrooms, and has made a determination that the programs meet state standards for entry into the profession. Pursuant to DCMR Title 5 1601.11:

The State Superintendent of Education shall develop policies or directives setting forth objective and verifiable standards for the approval, renewal, and revocation of approval by the OSSE of teacher preparation and practicing teacher programs in the District of Columbia that qualify candidates to earn a Regular Teaching Credential pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter and for purposes of interstate reciprocity.

(a) Only programs sponsored by an accredited institution of higher education, a non-profit organization, or LEA may be considered for approval pursuant to this subsection by the OSSE.

(b) Any approval granted by the OSSE pursuant to this subsection, shall specify the objective and verifiable standards that must be successfully completed to qualify a candidate for the Regular Teaching Credential

pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter.

(c) Any such programs in existence as of the date of the final approval of this regulation, shall maintain their qualified status pursuant to this subsection, for the duration of the term of their current approval as a qualified program. Programs approved by other states and recognized by the OSSE may also qualify candidates to earn a Regular II Teaching Credential.

(d) Each application for the approval of a teacher preparation or practicing teacher program located in the District of Columbia under this Section shall at a minimum include industry recognized standards in child development, classroom management, and content knowledge.

The goal of OSSE's accreditation and program approval system is to ensure a steady flow of high-quality candidates for teaching and administrator positions in the District of Columbia by allowing multiple routes for educator preparation. The District of Columbia's standards for State-accreditation and approval of programs insist on high selectivity and high standards for teacher, administrator, and service provider candidates.

Pathways to State Accreditation and Program Approval

There are two pathways for accreditation of Professional Education Units in the District of Columbia:

Accreditation Pathway I - State/National Council for the Accreditation of Teacher Education (NCATE) Accreditation and Program Approval

This option applies to educator preparation programs operating within colleges/universities where candidates for educator licensure often complete a full preparation program prior to serving as a teacher or administrator of record, and/or earn an undergraduate or graduate degree upon program completion. Non-degree granting organizations may also apply for state/NCATE accreditation.

Accreditation Pathway II - State-Only Non-Degree Post-Baccalaureate Accreditation and Program Approval

This option is intended for institutions, agencies, and organizations that solely prepare post-baccalaureate, teacher and administrator candidates for roles in District of Columbia schools. Prior to being admitted into this type of program, candidates must demonstrate proficiency in the subject area for which they are seeking DC licensure.

More about DC State Accreditation and Program Approval

District of Columbia Educator Preparation Profiles

Spring 2013 DC State-Approved Educator Preparation Programs [PDF]

DC/NCATE Partnership Protocol for Colleges and Universities seeking Joint DC/NCATE Accreditation [PDF]

For more information about DC State Accreditation and Program Approval, contact:

Orman Feres

State Accreditation Coordinator

Office of the State Superintendent of Education
810 First Street, NE – 5th Floor
Washington, DC 20002

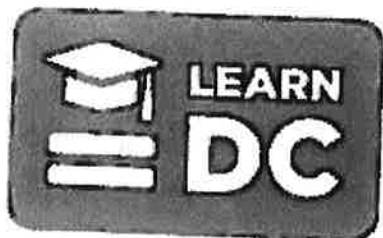
Office: (202) 741-5218

Email: orman.feres@dc.gov

Contact Email: orman.feres@dc.gov

Contact TTY: 711

One-Stop Education Resource



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Testing

CAEP is the Council for Accreditation of Educator Programs.

2015's Senate Bill 78 required that Oregon's educator preparation programs (EPPs) be accredited by a national organization by July 1, 2022.

In 2009, there were two accreditation bodies: National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC). The NCATE and TEAC boards, in 2010, accepted a Design Team Report, which recommended the formation of a new accrediting body: CAEP. In 2012, the Commission on Standards and Performance Reporting convened to develop the next generation of EPP accreditation standards and performance measures.

CAEP became fully operational as the sole accrediting body for EPPs on July 1, 2013, and the CAEP Board of Directors approved the current accreditation standards in August of that year. In 2014, CAEP was recognized by the Council for Higher Education Accreditation (CHEA).

CAEP is a professional accreditor because it reviews departments, schools, and colleges that prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they learn.

Licensing

eLicensing portal & instructions

PDU: Continuing and Advanced

FAQ

Fees

Fingerprinting

Forms and Instructions

License Guide

First License: Requirements

First License: Supporting Documents

Out-of-State Applicants

Redesign

Renewal: Requirements

Renewal: Supporting Documents

School Districts & ESDs

Teacher Education Programs

Testing

Educator Preparation Programs (EPPs)

Program Approval

Oregon edTPA

Educator Programs documents

CAEP - Oregon

CAEP Accreditation:

Q. What is accreditation?

A. Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. To maintain accreditation, the institution or program must undergo a similar review on a regular basis. In Oregon, that typically is every seven years.

Q. Who needs to apply for accreditation?

A. EPPs not currently accredited by NCATE or TAEC need to apply to participate in the CAEP accreditation process. EPPs accredited by NCATE or CAEP do NOT need to complete an application to CAEP.

Q. What do NCATE, TEAC, or CAEP accredited institutions need to do?

A. It is recommended you confirm your place in the CAEP schedule at least two years prior to the end of the current accreditation term. You should also continue to complete annual reports, update information in AIMS, and maintain contact with CAEP staff.

Q. What is involved in the accreditation process?

A. EPPs seeking accreditation for the first time complete a two-phase application process.

- **Candidacy for accreditation status is the appropriate starting point for EPPs that opt to enter the accreditation process in order to ensure they are better prepared to address all of CAEP's standards successfully in their accreditation bid within five years.**
- **Accreditation eligibility status is for EPPs that judge themselves to be ready to engage directly in the accreditation review and are confident they will have sufficient evidence of meeting all five CAEP standards within two years.**

Advanced Level Programs:

Q. Since advanced level programs are being phased in, how do I know when to start including advanced level programs?

A. Self-study reports that are due before September 1, 2017, do not need to include advanced-level programs. All self-study reports due after September 1, 2017, need to include advanced-level programs.

[CAEP Home Page](#)

7/5/2016

CAEP - National

- Professional Practices/Discipline
- Complaint Forms (Reports of Misconduct)
- Educator Sanction List
- Ethical Educator Brochure
- Media Contact
- OAR Division 20

- Reference Materials
- Rules & Statutes
- News Releases
- Online Services
- Publications

Accreditation

- Accreditation Resources
- Accreditation Handbook
- Assessment Rubric (pdf)
- Evidence Guide (pdf)

Applying to CAEP

- Phase I Application Guide
- Phase II Application Guide
- Self-Assessment Checklist
- CAEP Application

Assessment Rubric (pdf)

CAEPCon: Presentations from the 2016 Spring CAEP Conference

Oregon / CAEP Partnership Agreement

Phasing in Accreditation Evidence (pdf)

Program Review

Site Visit information

- CAEP Evaluation Rubric for Visitor Teams -- March 2016 (PDF)

Standards

One-Pager (pdf)

Standard 1 webinar (recorded February 23, 2016)

Standard 2 webinar (recorded February 25, 2016)

Standard 3 webinar (recorded March 29, 2016)

FAQs

Standard 4

CAEP guidance memo (pdf)

FAQs

Standard 4 webinar (April 25, 2016, 5 p.m. EDT)

Standard 5 webinar (May 26, 2016, 5 p.m. EDT)

Webinar library

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- Agencies A to Z
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Enrolled
Senate Bill 78

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education and Workforce Development)

CHAPTER

AN ACT

Relating to teacher education; creating new provisions; amending ORS 342.147; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 342.147, as amended by sections 14, 41 and 42, chapter ____, Oregon Laws 2015 (Enrolled House Bill 2411), is amended to read:

342.147. (1)(a) The Teacher Standards and Practices Commission shall establish by rule standards for approval of educator preparation providers and educator preparation programs.

(b) Standards for approval of an educator preparation program must include:

(A) Requiring an educator preparation program to be accredited by a national organization that represents teachers, policymakers and teacher educators and that provides accreditation based on nationally recognized standards and on evidence-based measures; and

(B) Approving a public educator preparation program of more than four years' duration only if educator preparation programs that are reasonably attainable in a four-year period are also available in the system of higher education and are designed to culminate in a baccalaureate degree that qualifies their graduates for entry-level teaching licenses.

[(b)] (c) Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that the program provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia.

(2) The commission shall adopt rules that:

(a) Require approved educator preparation programs to demonstrate that candidates enrolled in the programs receive training to provide instruction that enables students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade, as designated by the State Board of Education. For the purposes of this paragraph:

(A) An approved educator preparation program may make the demonstration through course curriculum, approved textbooks or other program requirements.

(B) An approved educator preparation program that is unable to make the demonstration shall develop a plan to meet the requirement within one year and shall report to the commission on the progress of implementing that plan.

(b) Allow approved educator preparation programs leading to graduate degrees to commence prior to the candidate's completion of baccalaureate degree requirements and to combine undergraduate and graduate level course work in achieving program completion.

(3) Whenever any educator preparation provider or educator preparation program is denied approved status or has such status withdrawn, the denial or withdrawal must be treated as a contested case under ORS chapter 183.

(4) Nothing in this section is intended to grant to the Teacher Standards and Practices Commission any authority relating to granting degrees or establishing degree requirements that are within the authority of the State Board of Higher Education, the Higher Education Coordinating Commission or any of the public universities listed in ORS 352.002, or that are within the authority of the governing board of any private institution of higher education.

SECTION 2. The amendments to ORS 342.147 by section 1 of this 2015 Act become operative on July 1, 2022.

SECTION 3. Section 4 of this 2015 Act is added to and made a part of ORS chapter 342.

SECTION 4. (1) The Teacher Education Program Accreditation Account is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Teacher Education Program Accreditation Account shall be accredited to the account.

(2) Moneys in the Teacher Education Program Accreditation Account are continuously appropriated to the Teacher Standards and Practices Commission to award grants to teacher education programs for the purpose of having the programs accredited by the organization described in ORS 342.147 (1)(b)(A), as amended by section 1 of this 2015 Act.

SECTION 5. (1) The Teacher Education Program Accreditation Account established by section 4 of this 2015 Act is abolished on July 1, 2022.

(2) Any moneys remaining in the account on July 1, 2022, that are unexpended, unobligated and not subject to any conditions shall be transferred to the General Fund on July 1, 2022.

SECTION 6. In addition to and not in lieu of any other appropriation, there is appropriated to the Teacher Standards and Practices Commission, for the biennium beginning July 1, 2015, out of the General Fund, the amount of \$200,000, which shall be transferred to the Teacher Education Program Accreditation Account established in section 4 of this 2015 Act.

SECTION 7. Notwithstanding any other law limiting expenditures, the limitation on expenditures established by section 1, chapter 602, Oregon Laws 2015 (Enrolled Senate Bill 5538), for the biennium beginning July 1, 2015, as the maximum limit for payment of expenses from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by the Teacher Standards and Practices Commission, is increased by \$83,649 for the purpose of carrying out the provisions of ORS 342.147, as amended by section 1 of this 2015 Act.

SECTION 8. If Senate Bill 80 becomes law, section 1 of this 2015 Act (amending ORS 342.147) is repealed and ORS 342.147, as amended by sections 14, 41 and 42, chapter ___, Oregon Laws 2015 (Enrolled House Bill 2411), and sections 106, 236, 238 and 239, chapter ___, Oregon Laws 2015 (Enrolled Senate Bill 80), is amended to read:

342.147. (1)(a) The Teacher Standards and Practices Commission shall establish by rule standards for approval of educator preparation providers and educator preparation programs.

(b) Standards for approval of an educator preparation program must include:

(A) Requiring an educator preparation program to be accredited by a national organization that represents teachers, policymakers and teacher educators and that provides accreditation based on nationally recognized standards and on evidence-based measures; and

(B) Approving a public educator preparation program of more than four years' duration only if educator preparation programs that are reasonably attainable in a four-year period are also available in the system of higher education and are designed to culminate in a baccalaureate degree that qualifies their graduates for entry-level teaching licenses.

[(b)] (c) Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that the program provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia.

(2) The commission shall adopt rules that:

(a) Require approved educator preparation programs to demonstrate that candidates enrolled in the programs receive training to provide instruction that enables students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade, as designated by the State Board of Education. For the purposes of this paragraph:

(A) An approved educator preparation program may make the demonstration through course curriculum, approved textbooks or other program requirements.

(B) An approved educator preparation program that is unable to make the demonstration shall develop a plan to meet the requirement within one year and shall report to the commission on the progress of implementing that plan.

(b) Allow approved educator preparation programs leading to graduate degrees to commence prior to the candidate's completion of baccalaureate degree requirements and to combine undergraduate and graduate level course work in achieving program completion.

(3) Whenever any educator preparation provider or educator preparation program is denied approved status or has such status withdrawn, the denial or withdrawal must be treated as a contested case under ORS chapter 183.

(4) Nothing in this section is intended to grant to the Teacher Standards and Practices Commission any authority relating to granting degrees or establishing degree requirements that are within the authority of the Higher Education Coordinating Commission or any of the public universities listed in ORS 352.002, or that are within the authority of the governing board of any private institution of higher education.

SECTION 9. If Senate Bill 80 becomes law, section 2 of this 2015 Act is amended to read:

Sec. 2. The amendments to ORS 342.147 by section [1] 8 of this 2015 Act become operative on July 1, 2022.

SECTION 10. If Senate Bill 80 becomes law, section 4 of this 2015 Act is amended to read:

Sec. 4. (1) The Teacher Education Program Accreditation Account is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Teacher Education Program Accreditation Account shall be accredited to the account.

(2) Moneys in the Teacher Education Program Accreditation Account are continuously appropriated to the Teacher Standards and Practices Commission to award grants to teacher education programs for the purpose of having the programs accredited by the organization described in ORS 342.147 (1)(b)(A), as amended by section [1] 8 of this 2015 Act.

SECTION 11. If Senate Bill 80 becomes law, section 7 of this 2015 Act is amended to read:

Sec. 7. Notwithstanding any other law limiting expenditures, the limitation on expenditures established by section 1, chapter 602, Oregon Laws 2015 (Enrolled Senate Bill 5538), for the biennium beginning July 1, 2015, as the maximum limit for payment of expenses from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by the Teacher Standards and Practices Commission, is increased by \$83,643 for the purpose of carrying out the provisions of ORS 342.147, as amended by section [1] 8 of this 2015 Act.

SECTION 12. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect on its passage.

Passed by Senate June 29, 2015

Repassed by Senate July 3, 2015

.....
Lori L. Brocker, Secretary of Senate

.....
Peter Courtney, President of Senate

Passed by House July 2, 2015

.....
Tina Kotek, Speaker of House

Received by Governor:

.....M....., 2015

Approved:

.....M....., 2015

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M....., 2015

.....
Jeanne P. Atkins, Secretary of State

South Dakota



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PUBLICATIONS

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Teacher Education Programs

Application for Program Approval
Approved SD Programs

The Teacher Education Program assures that K-12 educators are well prepared and qualified to serve South Dakota schools. Rules adopted by the South Dakota Board of Education establish standards that educators must meet to be recommended for certification; the rules also provide the standards for postsecondary institutions' teacher preparation programs.

Any institution seeking to recommend candidates for certification must have its programs approved by the State Board of Education. The Department of Education reviews the courses and experiences an institution requires candidates to complete and recommends approval to the state board on a seven-year cycle. In addition, the institutions must also be accredited by a regional accrediting agency or by the National Council for Accreditation of Teacher Education (NCATE).

Unit Review

Unit and Program Review Booklet

A unit review looks at the education program's commitment to overall preparation of teacher candidates. This could include the unit's teacher education program admission, mission, conceptual framework, assessment system, and field experience policies and procedures.

Institutions that seek NCATE accreditation have a review team selected by NCATE's Board of Examiners, in addition to a State Board of Examiners team selected jointly by the institution and the Department of Education. At an onsite visit, the NCATE Board of Examiners uses NCATE and State standards to review

the teacher education unit with the assistance of the State Board of Examiners.

Non-NCATE institutions are visited by a State Board of Examiners team only and are reviewed according solely to South Dakota Administrative Rule.

Members of the State team may include:

- practitioners and administrators from elementary and secondary schools,
- faculty from higher education and appropriate Department of Education representatives,
- observers from the South Dakota Education Association, Associated School Boards of South Dakota, School Administrators of South Dakota, the South Dakota Board of Education and the South Dakota Board of Regents.

Team members must validate the accuracy of the institutional self-study by examining documents and conducting interviews. This validation process helps determine if each standard is Met or Not Met.

Program Review

The institution's teacher preparation programs are reviewed prior to the onsite visit by a team of trained program reviewers. The reviewers may include:

- practitioners and administrators from elementary and secondary schools; and,
- faculty from higher education and appropriate Department of Education representatives

Although the program reviewers do not join the Board of Examiners team at the onsite visit, the reviewers may request the members of the State Board of Examiners team investigate any outstanding concerns that the reviewer may have noted from their initial program review.

- 7-12 Agriculture
- K-12 Art (NASAD)
- Early Child
- 7-12 Marketing
- K-12 Curriculum Director
- SPED
- SPED Blended
- K-12 World Language
- K-12 PE
- 7-12 Industrial Technology
- 7-12 Mass Comm/Journalism
- 7-12 Math
- K-12 Music Education

- K-12 Art (NAEA)
- Birth-Preschool
- 7-12 Business
- 7-12 Career and Technical
- 7-12 Drama/Theater
- K-8 Elementary
- 7-12 Family/ Consumer Sciences
- K-12 Health
- K-12 South Dakota Indian Studies
- 7-12 English/Language Arts
- 7-12 Speech/Debate
- Com Math/Science
- PK-12, PK-8, or 7-12 Principals

K-12 Reading Specialists

School Psychologists

7-12 Science Education

PK-12 Career Superintendents

PK-12 School Library Media

Counselor

7-12 Social Studies Education

K-12 Computer Science

Augustana University

Laurie Daily, Education Department Chair, 605-274-5211

Monica Soukup, Certification Official, 605-274-4632

Black Hills State University

Dr. Patricia Simpson, Dean, 605-642-6551

Michellne Nelson, Certification Official, 605-642-6077

April Meeker, Records Official, 605-642-6567

Dakota State University

Dr. Gale Wiedow, Dean, 605-256-5177

Crystal Pauli, Certification Official, 605-256-7331

Sandy Anderson, Registrar, 605-256-5144

Dakota Wesleyan University

Ashley Digman, Education Department Chair, 605-995-2199

Michelle Hellman, Certification Official, 605-995-2127

Karen Knoell, Records Official, 605-995-2647

Mount Marty College

Sister Candyce Chrystal, 605-668-1506

Northern State University

Kelly Duncan, Dean, School of Education, 605-626-2415

Cherie Sauer, Certification Official, 605-626-7768

Presentation College

Stephanie Hansen, Education Department Chair, 605-229-8389

Oglala Lakota College

Shannon Amiotte, Education Department Chair/ Certification Officer, 605-455-6014

Cindy Iron Cloud, Registrar's Office, 605-455-6032

Sinte Gleska University

Cheryl Medearis, Education Department Chair, 605-856-8117

7/5/2016

Jack Herman, Records Official, 605-856-8100 Ext. 8476

Sisseton Wahpeton College

Whitney Renville, Education Programs Coordinator, 605-856-3966, ext: 1122

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Dr. Jill Thorngren, Dean, College of Education, 605-688-6181

Teresa Telkamp, Certification Official, 605-688-5039

University of Sioux Falls

Julie McAreavey, Education Department Chair, 605-331-6644

Registrar, 605-331-6732

University of South Dakota

Donald Easton-Brooks, Dean, 605-677-5437

Donna Tucker, Certification Official, 605-677-5611

Contact

For any questions contact Steve Fiechtner at 605-773-4774. [Click here for the Administrative Rules.](#)

South Dakota
Department of Education

1100 E. 10th Street
Pierre, SD 57501
(605) 773-3134

Virginia

Virginia Administrative Code
Title 8. Education
Agency 20. State Board of Education
Chapter 542. Regulations Governing the Review and Approval of Education Programs in Virginia

8VAC20-542-30. Options for Accreditation or a Process Approved by the Board of Education.

PART III. ACCREDITATION OR A PROCESS APPROVED BY THE BOARD OF EDUCATION

- A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
 2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
 3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
- C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
 2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education.

Statutory Authority

§ 22.1-298.2 of the Code of Virginia.

Historical Notes

Derived from Volume 23, Issue 15, eff. September 21, 2007

Website addresses provided in the Virginia Administrative Code to documents incorporated by reference are for the reader's convenience only, may not necessarily be active or current, and should not be relied upon. To ensure the information incorporated by reference is accurate, the reader is encouraged to use the source document described in the regulation.

As a service to the public, the Virginia Administrative Code is provided online by the Virginia General Assembly. We are unable to answer legal questions or respond to requests for legal advice, including application of law to specific fact. To understand and protect your legal rights, you should consult an attorney.

7/5/2016

Appendix VI



**Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
July 19, 2016 Meeting**

The 3rd meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1:04 p.m.

In attendance: Sarah Spross (MSDE), Emily Dow, (Maryland Higher Education Commission), Amanda Conn (MSDE), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Jennifer Frank (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Tess Blumenthal (Maryland Association of Elementary School Principals), Annette Wallace (Maryland Association of Secondary School Principals), Rowena Shurn (Maryland State Education Association), Gail Bennett (Public School Superintendents Association of Maryland)

MSDE Staff: Dr. Sylvia Lawson (MSDE), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE), Derrick Simmons (Attorney General's Office/MSDE Legal Representative)

Absentees: Mariette English (Baltimore Teachers Union), Laura Weeldryer (Maryland State Board of Education) Aidan DeLisle (MSDE)

Welcome

Ms. Spross introduced herself and welcomed everyone to the 3rd meeting of the Teacher Induction, Retention, and Advancement Act of 2016 work group. She noted that the group would be breaking into committees and she anticipated important and robust committee work to occur.

Ms. Spross briefly reiterated that the workgroup was formed as a result of the legislative session. Its charge is to look at induction, preparation, retention and recruitment. These are the four basic tenants of teacher preparation education and pk-12. She reminded members that the interim report was due November 1, 2016. The second report is due November 1, 2017.

Ms. Spross continued to note the robust group of individuals interested in prek-12 across the state working together to see what is happening with regards to teacher retention, preparation, induction and recruitment. She then asked what is it we can do in MD that makes us leader's induction, preparation, recruitment and retention.

Approval of Minutes

Ms. Conn made motion- all in favor. None opposed. Minutes accepted as drafted.

Administrative Details:

Ms. Spross asked if there were any specific topics of interest the group would like to hear about. She reminded the workgroup they had heard what is currently happening with regard to induction and teacher academies from MSDE staff at the last meeting. Topic recommendations from the July 9th meeting include: information on Massachusetts teacher reform and a presentation by Ann Nutter Coffman.

Mr. Dwayne Morgan noted that Ann Coffman has national perspective and information regarding trends and policy that would be interesting. Ms. Spross asked members of the committee for additional names of potential speakers that could provide an overview on the national perspective.

Ms. Spross recommended providing the opportunity for public comment at both the August 2 and August 16 meetings. Workgroup members agreed that this would be beneficial. Ms. Linda Gronberg-Quinn asked if there would be a limit to the number of speakers. It was determined that the first 10 to sign up would have 3 minutes to speak. Ms. Spross reminded that the purpose of public comment is to provide outside individuals the opportunity to provide their comments for the workgroup's consideration. During this period workgroup members listen only.

Ms. Frank asked how public comment would be focused. Ms. Spross explained that one would anticipate comments being about bill; however, the public may always give comment on something else. Ms. Spross shared that the MSDE Work Group website has been established and under each meeting there will be an agenda, materials of interest with links to the various document, and the minutes approved by the workgroup. They can be found here: [Teacher Induction, Retention and Advancement Act of 2016 Workgroup](#), on the left hand side there are meeting dates and times. Please click on this link to access all materials.

Ms. Spross asked permission to publish the email addresses of workgroup members with the work group. All members present agreed to share their contact information.

Review of Materials

Ms. Spross noted while the materials of interest document is in the same format, paper copies were not provided for those items for which links were available. The materials are arranged by committee and workgroup members will be provided a copy of the items provided to each of the committees.

Ms. Spross explained that each of the 5 committees will have approximately 1.5 hours to discuss their topics. Each stakeholder group was asked to provide one the name of one participant for each committee. This will allow each committee to have equal representation.

There are five subcommittees: committee 1 will focus on recruitment, 2 will focus on teacher preparation, 3 will focus on teacher induction and 4 will focus on teacher retention. The fifth committee will address CAEP, and Education article §11-208.

Ms. Spross explained each committee would be making recommendations for the workgroup members to consider. Workgroup members will discuss those recommendations and formalize the recommendations to be shared with the State Superintendent of Schools, at which time there will be an internal review and vetting by MSDE's attorneys.

Ms. Spross reiterated how enmeshed all of the committee work is and the interrelatedness is recognized surrounding the charges of SB 493. Ms. Spross noted that while the sections of SB 493 that must be addressed are included on the agenda, the committees are free to discuss additional topics and ideas related to the charges of the bill.

Committee members were challenged to identify ideas and strategies that will move MD forward as a leader in teacher education and pk-12 education. This work should expand on the work that has already been done through the collaborative work of IHEs, Maryland Higher Education Commission (MHEC) and the pk-12 community. Questions to consider include what we need to do as a State to reduce the need to "import" teachers as well as what can we do during the induction period to prevent teachers from leaving the profession?

Ms. Spross explained the committees would work until 3:00 pm. Each group should pick a spokesperson to report out when we reconvene as a work group.

Dr. Shapiro asked a question about organization of committees, specifically if each committee should identify co-chairs; one from the higher education segment and one from the k-12 segment. She saw a tendency to dump work on whoever is taking notes. She suggested that the groups identify people to help organize. If there is an agenda, the chair could move the agenda forward.

Ms. Spross replied that every agenda is the same. Ms. Spross identified that each committee was made up with one representative from each stakeholder group. Not all stakeholder groups identified an individual for every committee and that is okay. Some stakeholder groups identified alternates and that is okay too, but only one member at a time can participate in the discussion. Ms. Spross indicated that there would be two people from MSDE in each committee- one is staff from her office to serve as the task master and time keeper; the second is a working member. The staff member is there to assist with securing specific information the committee needs. Ultimately if committee members want to contribute materials, the work group will have to establish a due date before meeting so that we can assure that all workgroup members have access to the materials the committees are using.

Dr. Shapiro asked if there are people present to represent k-12 schools? She also asked for a listing of the committee members. Finally Dr. Shapiro asked for the minutes to be provided earlier than the day of the meeting

Ms. Spross indicated that she had the list of committee members compiled but needed to obtain permission to share contact information. Ms. Spross further clarified that each stakeholder group was asked to share the names of committee members. Ms. Spross noted the importance of assuring that the work of the this workgroup and committees are representative of all of the stakeholders. Every voice is of equal importance. Everyone had a chance to put a representative on each of the five committees. Negotiation and collaboration must happen to accomplish the work required by SB 493. MSDE will not have double representation in committees 1-4 as the second MSDE employee will be participating as staff. Ms. Spross noted that the CAEP group will have one extra person representing MSDE, Derek Simonsen, to provide legal guidance along with work group member Amanda Conn, who will provide legislative guidance.

Ms. Frank inquired about the time line for legislative changes. Ms. Conn's recommendation is to have a draft for submission no later than August 16th.

1:30-3:00pm-Workgroup divided into committees.

Committee Reports

Please see the attached notes from each committee.

Discussion and Questions

Ms. Spross noted that the open meetings act for workgroups and committees states that no more than two people can work outside of a formal work group meeting. The decision was made to keep it open to public.

The group can convene for an additional meeting on August 8th if necessary.

On August 15th there will be a more time to do questions and answers with the individual committees. At the end of meeting, the works group will make recommendations.

Committee Report Out

Committee 1- Recruitment-Audra Butler: No questions from workgroup

Committee 2- Preparation-Laurie Mullen: No questions from workgroup

Committee 3- Induction- Cecilia Roe: No questions from workgroup

Committee 4- Retention- Judy Jenkins: No questions from workgroup

Committee 5- CAEP- Amanda Conn: No questions from workgroup

Ms. Spross noted the next meeting will be held on August 2nd at the Odenton Regional Library. The workgroup will decide at the end of the meeting on the 2nd if the tentatively scheduled meeting on August 8th will be necessary. The meeting on August 16th will be more focused on the workgroup. Each committee will provide presentation on what their recommendations are and the workgroup will discuss those recommendations.

Ms. Spross emphasized that the report due on November 1, 2016 will be content rich and high quality. The work does not end with interim report; the focus for the final report will include what we want to move forward with and what has the most potential impact.

Dr. Shapiro noted that the minutes of workgroup meeting are important. All committee members should be able to see all of the other minutes from each committee. Dr. Shapiro asked to have the minutes posted before the meeting. Ms. Spross noted the minutes need to be approved by the workgroup before they are posted to the website.

Ms. Shapiro asked if it is possible to see draft minutes.

Ms. Spross indicated that she would provide workgroup members with a draft of the minutes 48 hours prior to the scheduled meeting.

Linda Gronberg-Quinn asked if there would be a limit to public comment.

Ms. Conn noted at the State Board there are spots for 10 speakers

Ms. Spross said we will follow the State Board model and allow up to 10 people. Public comment will be at the beginning of the agenda and we will reduce the time for each committee report.

A motion by made by Amanda Conn to adjourn the meeting, seconded by Emily Dow and the meeting adjourned 3:35.

Appendix VII



**Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
Materials of Interest
July 19, 2016 Meeting**

Materials of Interest by Committee

Committee I: Recruitment

National Board of Professional Teaching Standards (NBPTS) Five Core Propositions
<http://www.nbpts.org/five-core-propositions>

National Board Standards
<http://www.nbpts.org/national-board-standards>

Sustaining the Teaching Profession by Ronald Thorpe
<http://scholarworks.umb.edu/nejpp/vol26/iss1/5/>
Ron Thorpe examines whether teaching is a true profession in this article that focuses on the importance of a national board certification. Using medicine as a model, Thorpe discuss why policymakers and the public should care about what it means to be an effective teacher and what it will take to create and sustain a teaching workforce defined by accomplished practice.

May 5th Professional Standards and Teacher Education Board Memo Regarding Specialized Certification Areas
PSTEB discussed the growing need for teachers who possess highly specialized skills to teach a variety of hard to fill positions in our local school systems. It was determined that a workgroup would be formed to determine if the certification regulations are a barrier to recruiting highly motivated career professionals who are interested in teaching from joining the teacher workforce.

December 1, 2015 Workgroup report: Alternative Certification Programs (MSAR #10533)
The workgroup was asked to consider the appropriateness of developing an alternative teacher certification program for areas of the state experiencing a critical teacher shortage. Recommendations included increasing the awareness and training to LSSs in regards to Maryland Approved Alternative Preparation Programs and to examine the conditional certificate further.

Committee II: Preparation

“Every Student Succeeds Act; A New Day in Public Education” American Federation of Teachers

http://www.aft.org/sites/default/files/essa_teachers-paras.pdf

This document provides a brief overview of teacher preparation in ESSA. It covers allowable funding in Title II to expand preparation, summarizes state choices from activities that are permitted thru grant funding, and defines teacher residency programs.

“ESEA – Rewrite Bill Includes Controversial Teacher-Prep Provisions” Education Week Blog, December 8, 2015

http://blogs.edweek.org/edweek/teacherbeat/2015/12/teacher-prep_provisions_in_ess.html

This Article provides a brief analysis of the proposal to allow states to use federal teacher-quality funds to sponsor new types of program.

“Co-editors’ introduction; Every Student Succeeds Act – A Policy Shift” Bilingual Research Journal, February 29, 2016.

<http://www.tandfonline.com/doi/full/10.1080/15235882.2016.1148996>

Article discusses the shift away from AYP and the shift towards using multiple methods of measuring student success.

Committee III: Induction

Supporting New Teachers: What Do We Know About Effective State Induction Policies

http://www.gtlcenter.org/sites/default/files/Induction_Snapshot.pdf

This article provides a snap shot of various states policies regarding teacher induction. Maryland, Kentucky and Connecticut are highlighted.

“Beginning Teacher Induction: What Does the Data Tell Us” Education Week, May 2012

http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html

This article comments on the reform efforts concerning Induction. It indicates that while studies indicate that induction can help retain teachers and improve their instruction, there are many variables that can impact those results and that there is not much data indicating the districts return on investment for induction.

Committee IV: Retention

“Why do Teachers Quit?” The Atlantic, October 18, 2013

<http://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

In this Atlantic article, the issues of why some teachers leave are examined. Beginner teachers site reasons that include ability to make decisions, work load that is not sustainable, and salary as contributing factors. Richard Ingersoll's research shows that how the administration handles the concerns of new teachers is a huge contributing factor to retention.

Recruiting and Retaining Teachers: What Matters Most and What can Government Do?” The Forum for Education and Democracy, 2011.

<http://www.forumforeducation.org/news/recruiting-and-retaining-teachers-what-matters-most-and-what-can-government-do>

This article from Linda Darling-Hammond and Charles Ducommun from Stanford University addresses the issue of retention and recruitment of quality teachers into US schools. It highlights California and Connecticut as examples of states that are leading by example in recruitment and induction of new teachers. The article concludes with suggestions for successful recruitment and retention of teachers.

“Teacher Pension Policy in Maryland: A report card on the sustainability, flexibility and fairness of state teacher pension systems,” National Council on Teacher Quality, January 2015 (Provided 7/6/16)

http://www.nctq.org/dmsView/Pension_Report_Card_Maryland

“What is the Average Teacher Pension in My State?” Teacher Pensions.org, April 13, 2016 (Provided 7/6/16)

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

“How does your States Pension Plan Compare? An updated List of Pension Resources,” Teacher Pensions.org, May 19, 2015 (Provided 7/6/16)

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

“The State of Retirement: Grading America’s Public Pension Plans”, Urban Institute, 2014 (provided 7/6/16)

<http://apps.urban.org/features/SLEPP/index.html>

Committee V: CAEP

CAEP Survey of National Association of Independent Colleges and Universities (NAICU), Prepared by Tina Bjarekull, President, Maryland Independent College and University Association

This chart provides the results of 16 state responses to whether or not their teacher preparation programs are required to obtain national certification

States Impacted by CAEP not being recognized by USDOE (Provided 7/6/16)

A Compilation of Excerpts of Language for other State Bills and Laws regarding CAEP (Provided 7/6/16)

Annotated Code of Maryland, Education Article §11-208. National Accreditation (provided 6/22/16)

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

COMAR 13A.07.06.01 Program Approval (provided 6/22/16)

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

Various Articles and Reports Regarding Teacher Induction, Retention, and Advancement Act

“Train Teachers Like Doctors,” The New York Times, July 8, 2016

<http://www.nytimes.com/2016/07/08/opinion/train-teachers-like-doctors.html>

Article suggests that like doctors teachers need well-designed and well supported preparation. The article states that teachers that participate in yearlong residencies are significantly more likely to stay in the profession. Article also sights other countries that provide the necessary funding to ensure teachers get a “residency like’ training program.

“Accountability in Teacher Preparation: Policies and Data in the 50 States & DC,” CCSSO, July 2016

[file:///C:/Users/sspross/Downloads/50statescan%20\(2\).pdf](file:///C:/Users/sspross/Downloads/50statescan%20(2).pdf)

This report is a comprehensive look at the effectiveness of our educator preparation programs.

“Train Teachers Like Doctors,” Pittsburgh Post-Gazette, June 22, 2014

<http://www.post-gazette.com/opinion/2014/06/22/Train-teachers-like-doctors/stories/201406220112>

Author suggests that perhaps America should train teachers like doctors and make teacher colleges just as hard to get into as medical school. She comments on states that have begun doing just that and suggests that Rhode Island will be leading the pack by 2020. Furthermore she highlights the process of becoming a teacher in Finland.



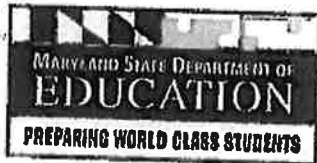
Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Teacher Recruitment Committee Agenda


- **Introductions of Representatives**
- **Process of Committee Work**
 - **Minutes**
 - **Structure**
- **Charge of the Committee and Sections of Chapter 740 to be covered:**
 - **Section 5(a)(1)(ii) How to incorporate and interweave the principals of national Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs**
 - **Section 5(a)(1)(iv) How to link loan forgiveness to teaching in high needs schools**
- **Charge of the Committee required by pre-existing workgroup initiatives:**
 - **Alternative Certification Programs: Conditional Certificate**
 - **Specialized Professional Areas: Routes to Certification**
- **Review of Materials**
 - **National Board for Professional Teaching Standards**
 - **Five Core Propositions**
 - **National Board Standards- <http://www.nbpts.org/national-board-standards>**
 - **Sustaining the Teaching Profession- Ronald Thorpe**
 - **May 5th Professional Standards and Teacher Education Board memorandum**
 - **SB 635 Workgroup Report**
 - **Materials for next meeting**
- **Discussion and Planning**



Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

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TO: Members of the Professional Standards and Teacher Education Board

FROM: Sarah Spross, Assistant State Superintendent
Kelly Meadows, Acting Branch Chief 

DATE: May 5, 2016

SUBJECT: COMAR 13A.12.02.27 Specialized Professional Areas (Grades 7-12)

PURPOSE:

The purpose of this item is to provide the opportunity for discussion regarding difficulty Local Schools Systems are experiencing in finding qualified individuals to teach specialty area courses (i.e nano technology and biomedical engineering), as it relates to the certification of these individuals. Currently, COMAR 13A.12.02.27 Specialized Professional Areas (Grades 7-12), would apply to this group of individuals, however the requirements are often a deterrent to hiring these teachers.

HISTORICAL BACKGROUND:

COMAR 13A.12.02.27 Specialized Professional Areas (Grades 7-12) was adopted effective March 5, 2012. This adoption occurred as a result of the Senate Bill 412, which was enacted in the 2010 General Assembly. Senate Bill 412 charged the Maryland State Department of Education to form a work group to investigate the creation of a certificate/license for career professionals. The workgroup included stakeholders from local school systems, nonpublic school personnel, and representatives from the arts and technology.

Since the creation of these regulations, there has been an increased concern regarding the ability to recruit career professionals to fulfill hard to staff positions in our schools. These concerns have manifested in two recent pieces of legislation SB 635: SBOE and PSTEB – Alternative Certification Programs in 2015 and HB 617: Anne Arundel County – Adjunct Instructor Program in 2016.

Senate Bill 635 required the State Board of Education (SBOE) and the Professional Standards and Teacher Education Board (PSTEB) to consider and if appropriate, develop an alternative teacher certification program for areas of the state experiencing a critical teacher shortage by December 1, 2015. Recommendations included:

1. Increase Awareness and Training to LSSs. Current regulations pertaining to MAAPPs appear to be sufficient; however, MSDE must increase outreach and awareness of the flexibility afforded to LSSs in developing a MAAPP, and
2. Examine the Conditional Certificate. Convene a large stakeholder group to include members from the SBOE, PSTEB, Superintendents/designees, principals, and Human Resources staff to explore the requirements for a conditional certificate and their impacts on teacher recruitment and retention. At this time, we are seeking representation from school systems across the state to examine the conditional certificate

House Bill 617 would have authorized Anne Arundel County Public Schools to establish a program whereby individuals with specific knowledge, skills, and experience in a specialty or hard-to-fill subject area as determined by the County Board could provide local school system recognized, but not State-recognized, certification to those individuals who meet the stated criteria. This bill did not pass, but the issue remains in Anne Arundel County.

SUMMARY:

There is a growing need for teachers who possess highly specialized skills to teach a variety of hard to fill positions in our local school systems. Currently, the certification regulations appear to be a barrier to recruiting highly motivated career professionals who are interested in teaching from joining the teacher workforce. As such, we bring this issue to you for discussion.

ACTION:

This item is presented for discussion only.

Attachments (1)

.27 Specialized Professional Areas (Grades 7—12).

A. To receive certification in specialized professional areas (grades 7—12), the applicant shall complete one of the following options:

(1) Option I:

(a) An applicant shall have earned a bachelor's or higher degree from an IHE in the area to be taught and provide official verification of 5 years of satisfactory career professional experience in the area to be taught; and

(b) Meet the professional education course work required in §B of this regulation; or

(2) Option II:

(a) An applicant shall have earned an associate's degree in the area to be taught and provide official verification of 5 years of satisfactory career professional experience in the area to be taught; and

(b) Meet the professional education course work required in §B of this regulation; or

(3) Option III:

(a) An applicant shall have earned a secondary school diploma and provide official verification of 5 years of satisfactory career professional experience in the area to be taught; and

(b) Meet the professional education coursework as required in §B of this regulation.

B. Professional Education Courses.

(1) The applicant for specialized professional areas shall complete 12 semester hours of professional education course work, as provided in §B(2) of this regulation, from an IHE or through Department-approved Continuing Professional Development credits.

(2) The professional education course work shall include the following topics.

(a) Lesson planning and delivery of instruction;

(b) Assessing instruction;

(c) Diversifying instruction to accommodate special needs;

(d) Managing the instructional environment; and

(e) Providing literacy instruction relevant to the specialized professional area.

C. Special Provisions.

(1) Department-recognized specialized certifications from Department-approved professional organizations may be used in lieu of 2 years of career professional experience.

(2) This certification may only be used for instruction in a specialized program or at a specialized school.

(3) A list of specialized professional areas and approved professional organizations will be maintained by the Department.

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

It is essential to ensure that all data is properly documented and stored in a secure manner. This includes regular backups and the use of encrypted storage solutions to protect sensitive information.

The second part of the document outlines the various methods used for data collection and analysis. It details the use of surveys, interviews, and focus groups to gather qualitative data, as well as the application of statistical models for quantitative analysis.

Furthermore, the document highlights the importance of data validation and quality control. It provides guidelines for ensuring the accuracy and reliability of the data used in the study, including the use of standardized protocols and the implementation of quality assurance measures.

The final part of the document discusses the ethical considerations surrounding data collection and analysis. It emphasizes the need for informed consent, confidentiality, and the protection of personal information, as well as the importance of transparency in the research process.

In conclusion, the document provides a comprehensive overview of the research methodology and the ethical considerations involved in data collection and analysis. It serves as a valuable resource for researchers and practitioners alike, offering practical guidance and best practices for conducting high-quality research.

The document also includes a detailed appendix of references and a list of abbreviations used throughout the text. This ensures that all sources are properly cited and that the terminology is clearly defined for the reader's benefit.

Overall, the document provides a thorough and accessible overview of the research process, from data collection to analysis and reporting. It is a valuable resource for anyone involved in research, offering practical advice and a clear understanding of the various steps and considerations involved.



Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

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December 1, 2015

The Honorable Thomas "Mike" Miller
H-107 State House
100 State Circle
Annapolis, MD 21401

The Honorable Michael Busch
H-101 State House
100 State Circle
Annapolis, MD 21401

RE: Workgroup Report: Alternative Certification Programs (MSAR #10533)

Dear President Miller and Speaker Busch:

We are pleased to submit the findings of the workgroup assembled to study Alternative Certification programs as mandated by Senate Bill 635-State Board of Education and the Professional Standards and Teacher Education Board - Alternative Certification Programs (MSAR#10533). This bill, enacted during the 2015 session and signed into law, required the State Board of Education (SBOE) and the Professional Standards and Teacher Education Board (PSTEB) to consider and, if appropriate, develop an alternative teacher certification program for areas of the state experiencing a critical teacher shortage by December 1, 2015.

The SBOE and PSTEB each designated two participants to the workgroup, and the State Superintendent of Schools selected Prince George's County Public Schools to serve as the urban school system representative and Washington County Public Schools to serve as the rural district representative. Members included Mr. Guffrie Smith, Jr. (SBOE), Ms. Linda Eberhart (SBOE), Dr. Alyssia James (PSTEB), Mr. Charles Hagan (PSTEB), Ms. Laura Francisco (Washington County), Ms. Lindsey Darr (Washington County), and Mr. Theo Cramer (Prince George's County). Staff from the Maryland State Department of Education included Ms. Penelope Thornton Talley (Chief Performance Officer), Mr. Derek Simonsen (Office of the Maryland Attorney General), Ms. Sarah Spross (Assistant State Superintendent), Ms. Michelle Dunkle (Program Approval and Assessment) and Ms. Alexandra Cambra (Division of Educator Effectiveness).

The workgroup reviewed the current teacher shortage areas as defined by the 2014-2016 Teacher Staffing Report, identified the current routes to teacher certification, and discussed how the current Maryland Approved Alternative Preparation Program (MAAPP) regulations could be used to offer additional flexibility to address a local school system's (LSS's) hiring needs.

Prior to making recommendations, the group discussed the importance of ensuring that the certification requirements do not impede great teachers from achieving certification. It was noted that only 50% of all Maryland teachers have 10 years or more of teaching experience and 40% of Maryland's teachers leave the profession within the first three years. Furthermore, the participants emphasized the need to strike a balance between finding a way to keep quality teachers in the classroom while also assuring that all our teachers meet the necessary requirements for educating our students. They also identified the need to diversify the teacher population as an important goal.

Specific discussion, findings, and recommendations of the workgroup can be found below.

The Honorable Thomas "Mike" Miller
The Honorable Michael Busch
December 1, 2015
Page 2

Routes to Certification

Traditional:

Traditional routes include completing a college or university State-approved educator preparation program; holding a valid, out of state professional certificate and submitting verification of 27 months of full-time, satisfactory professional experience; meeting transcript analysis requirements; and by adding an endorsement to an existing certificate.

In 2012 and in response to an identified need, COMAR 13A.12.02.27 Specialized Professional Areas (grades 7-12) was adopted to provide an avenue for individuals with specialized skills, such as a concert violinist, to be able to enter the classroom through a traditional route. This particular regulation recognizes that to meet the diverse needs of our students, LSSs need to have additional ways to recruit and retain highly specialized teachers.

Non-traditional:

Non-traditional routes include completing a Resident Teacher Certification program in a MAAPP or applying for a conditional teaching certificate.

MAAPPs provide LSSs with the opportunity to design a Resident Teacher Program to meet their system's specific needs. The express purpose of the MAAPP is to assist LSSs fill hard-to-staff positions within their schools. MAAPPs depend upon the LSS's projection of hiring need by certification area. For example, if a LSS projects in the early spring that it would need two Math, one Spanish, and two Family and Consumer Science teachers the following fall, the MAAPP would recruit for exactly those teachers, entering candidates into a program approved to meet the COMAR requirements. Teachers who complete the program would be hired at the end of the training and have the opportunity to achieve experience toward tenure.

Conditional certificates provide another non-traditional route for individuals to enter the teaching profession. These certificates are valid for two years and can be renewed once, if the applicant has met specified requirements during the initial two-year time period. Local school systems may only apply for a conditional certificate on behalf of an individual when they are otherwise unable to find a qualified person.

Discussion of Non-Traditional Routes

Maryland Approved Alternative Preparation Programs:

Participants agreed that the current regulations pertaining to MAAPPs afford LSSs the opportunity to develop programs that meet their specific needs. However, members agreed that MSDE should provide increased training and outreach regarding the options available to LSSs so that they may meet their county-specific teacher needs. Furthermore, the members would like MSDE to explore the possibility of designing a state-wide or regional MAAPP that may benefit all LSSs interested in partnering.

Conditional Certificate:

The workgroup further discussed the benefits and drawbacks concerning the conditional certificate. Currently the regulations require an individual to complete 12 credits and pass the PRAXIS CORE within two years in order to maintain a conditional certificate. The amount of coursework required during the term of the first conditional certificate was especially concerning to members of the workgroup because this requirement makes it difficult for first year educators to earn credits while devoting the time necessary to become acclimated to the classroom and to participate in required LSS-level professional development.

The Honorable Thomas "Mike" Miller
The Honorable Michael Busch
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Page 3

Ideas explored included expanding the conditional to a one time, four year certificate with no prescribed timelines for accruing coursework requirements. Other ideas included reducing the coursework requirements on the first conditional certificate, moving the test requirements to be completed by the end of the second conditional certificate, or expanding the first conditional certificate validity to three years. Ultimately, the group felt that there must be a much broader stakeholder group convened to explore potential changes to the requirements of the conditional certificate.

Recommendations

The recommendations of this workgroup are as follows:

- 1) Increase Awareness and Training to LSSs. Current regulations pertaining to MAAPPs appear to be sufficient; however, MSDE must increase outreach and awareness of the flexibility afforded to LSSs in developing a MAAPP; and
- 2) Examine the Conditional Certificate. Convene a large stakeholder group to include members from the SBOE, PSTEB, Superintendents/designees, principals, and Human Resources staff to explore the requirements for a conditional certificate and their impacts on teacher recruitment and retention.

Finally, while unrelated to the charge, the workgroup emphasized the need for MSDE to review teacher certification test requirements.

MSDE is grateful for the continued interest in maintaining the highest levels of quality for all children in Maryland Public Schools, particularly in our most difficult to staff schools and content areas. Should you have any questions regarding the information contained in any of this material I am sending today, please contact Sarah Spross at 410-767-0385 or at sarah.spross@maryland.gov.

On behalf of the workgroup, thank you for your ongoing efforts on behalf of a strong public education for all of Maryland's children.

Sincerely,



Sarah Spross
Chair, SB 635 Workgroup

C: Jack R. Smith, Ph.D.
Amanda Stakem Conn, Esq.
Sarah Albert

Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

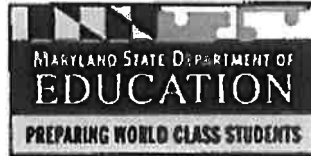
Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Teacher Preparation Committee Agenda

Committee's Purpose: To establish a committee to review legislative mandates identified in Chapter 740 Teacher Induction, Retention, and Advancement Act of 2016 that impact the preparation of quality teachers and make recommendations for ensuring that all Maryland teachers are thoroughly prepared and trained to be in the classroom.

- Introductions of Representatives
- Process of Committee Work
 - Minutes
 - Structure
 - Identification of Reporter
- Charge of the Committee required by Chapter 740:
 - Section 5(a)(1)(vi)4. How existing laws and regulations impact teacher recruitment, retention, and promotion for discipline in the classroom
 - Section 5(b)(2) Make recommendation regarding legislative changes that will ensure that teacher preparation academies, as authorized under the federal Every Student Succeeds Act (ESSA) will be of the highest quality and rigor if they are implemented in Maryland and the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland
- Charge of the Committee required by pre-existing workgroup initiatives:
 - Institutional Performance Criteria: Review the current criteria and framework for Maryland's approval of teacher preparation programs and make recommended changes for the workgroup's consideration
 - National Specialized Professional Association (SPAs), Interstate Teachers Assessment and Support Consortium, (InTASC) and other Program Review Options: review the current requirements and make recommended changes for the workgroup's consideration
- Review of Materials
 - "Every Student Succeeds Act: A New Day in Public Education"; American Federation of Teachers
 - "ESEA – Rewrite Bill Includes Controversial Teacher-Prep Provisions"; Education Week's blogs>Teacher Beat
 - Co-Editor's introduction: Every Student Succeeds Act – A policy shift"; Bilingual Research Journal, The Journal of the National Association for Bilingual Education



Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Teacher Induction Committee Agenda

- **Introductions of Representatives**
- **Process of Committee Work**
 - **Minutes**
 - **Structure**
- **Charge of the Committee and Sections of Chapter 740 to be covered:**
 - **Section 5(a)(1)(v) How to incorporate induction best practices into professional eligibility certificates**
 - **Section 5(a)(1)(vi)1. How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency**
 - **Section 5(a)(1)(vi)2. How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management**
- **Review of Materials**
 - **Supporting New Teachers: What Do We Know About Effective State Induction Policies**
 - **Beginning Teacher Induction: What Does the Data Tell Us**
- **Discussion and Planning**
- **Report Out to Workgroup**
- **Wrap up – Follow Up Assignments**



Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Teacher Retention Committee Agenda

- **Introductions of Representatives**
- **Process of Committee Work**
 - **Minutes**
 - **Structure**
- **Charge of the Committee and Sections of Chapter 740 to be covered:**
 - **Section 5(a)(1)(iii) How to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations**
 - **Section 5(a)(1)(vi)3. How existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work.**
 - **Section 5(b)(4) Make recommendation regarding the best methods of incentivizing effective teachers to choose to teaching low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require equitable distribution of effective teachers**
 - **Anne Arundel County Grant for Teaching in an Economically Disadvantaged School (Section 2: ends June 30, 2019) Section 5(a)(2)the Department is to evaluate whether the stipend created under 6-306(c) and as enacted by Section 2 of Chapter 740 was effective in retaining effective teachers in school with a critical mass of economically disadvantaged students. (Note: Determining this program effectiveness cannot begin until the program operational and funding for it has begun)**
- **Review of Materials**
 - **Why do Teachers Quit?" The Atlantic, October 18, 2013**
 - **Recruiting and Retaining Teachers: What Matters Most and What can Government Do?" The Forum for Education and Democracy, 2011.**



- **Materials for next meeting**
 - **Discussion and Planning**
 - **Report Out to Workgroup**
 - **Wrap up – Follow Up Assignments**



Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Education Article §11-208/CAEP Committee Agenda

- **Introductions of Representatives**
- **Process of Committee Work**
 - **Minutes**
 - **Structure**
- **Charge of the Committee and Sections of Chapter 740 to be covered:**
 - **Section 5(a)(1)(vi)3. How existing laws (Education Article §11-208) and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work.**
- **Charge of the Committee required by pre-existing workgroup initiatives:**
 - **CAEP Standards 3.2 and 3.3 Admissions criteria**
 - **CAEP Standard 4.1 Data requirements**
- **Review of Materials**
 - **CAEP Survey of National Association of Independent Colleges and Universities (NAICU), Prepared by Tina Bjarekull, President, Maryland Independent College and University Association**
 - **Materials for next meeting**
- **Discussion and Planning**
- **Report Out to Workgroup**
- **Wrap up - Follow Up Assignments**

CAEP Survey of NAICU Members

State	<u>Require National Accreditation</u>	Guidance provided from State on CAEP Status	Independent Institutions have or are seeking CAEP Accreditation
California	State authorization required - National accreditation not required	N/A	Only a handful of EPPs at independent colleges and universities have national accreditation.
Colorado	Teacher preparation programs are not required to seek national accreditation, the IHE must be regionally accredited.	N/A	Unknown
Connecticut	State recently passed a law requiring State DOE to enter into an agreement with CAEP - Purpose is to coordinate the review, not to require CAEP	N/A	Some EPPs are nationally accredited (which prompted the recent law). Others are not nationally accredited.
Florida	National accreditation is not required.	N/A	1 of 21 EPPs are nationally accredited by CAEP - 3 of 21 are nationally accredited by NCATE.
Indiana	Teacher preparation programs must obtain national accreditation or approval by the State	State approval and national accreditation are well aligned.	Unknown
Kentucky	Currently, State licensing is the only requirement. Starting in 2021, EPPs must obtain national accreditation	N/A	Some public and private institutions have voluntarily sought national accreditation, but the majority have not. The issue about national accreditation is still being debated.
New Jersey	Requires national accreditation	Have received no notice from CAEP	All are nationally accredited

North Carolina	National or State accreditation required	N/A	Most member institutions are nationally accredited.
Ohio	Ohio EPPs must maintain accreditation by any applicable regional or national accrediting organization that has been designated for this purpose by the Ohio Department of Higher Education	N/A	Separate state reviews are only performed in areas where the external accreditors do not review. In CAEP's case, this includes Value-Added, Dyslexia, and state-specific standards for the teaching profession and school operating standards.
Oregon	Recently passed a law requiring teacher preparation programs to be accredited by a "national organization" by 2022	N/A	Unknown
Pennsylvania	National accreditation is not required for the independent institutions, but is required for 14 public universities	N/A	Unknown
Rhode Island	National accreditation is not required - State authorization is required	N/A	Preliminary discussions between the State Department and the institutions to require CAEP rather than the State process.
Texas	National accreditation is not required	N/A	5 of 33 EPPs at Texas independent institutions have national accreditation

Appendix VIII



Teacher Induction, Retention, and Advancement Act of 2016 Workgroup August 2, 2016 Meeting

The 4th meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1 p.m.

In attendance: Sarah Spross (MSDE), John Enriquez, (MHEC), Amanda Conn (MSDE), Linda Gronberg-Quinn (MADTECC), Gail Bennett (PSSAM), Debra Kraft (MICUA), Donna Wiseman (USM), Tess Blumenthal (MAESP), Annette Wallace (MASSP), Rowena Shurn (MSEA),

Absentees: Mariette English (BTU), Laura Wheeldryer (SBOE)

MSDE Staff: Dr. Sylvia Lawson (MSDE), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE), Derrick Simmons (Attorney General's Office/MSDE Legal Representative) Aidan DeLisle (MSDE)

Welcome

Ms. Spross began the meeting by noting that today is 4th meeting of the Teacher Induction, Retention, and Advancement Act of 2016 workgroup.

Ms. Spross briefly reiterated that the workgroup was formed as a result of the legislative session. The four basic tenants of the bill are to look at induction, preparation, retention and recruitment. She reminded members that the interim report was due November 1, 2016. The second report is due November 1, 2017.

Ms. Spross further highlighted the specific parts of Chapter 740.

- The first section focuses on the Quality Teacher Incentive Act of 1999. The changes in this section are twofold: first increasing the stipend for NBCTs in comprehensive needs schools to \$4,000.00 and the second is to place NBCTs in leadership roles to the maximum extent practicable.
- The second part is specific to Anne Arundle County. It creates a county grant in the amount of \$1,500.00 for teachers that hold a SPC or APC who work in a middle or high school in which at least 30% of the student receive free and reduced meals.
- The third section creates the Teacher, Induction, Retention, and Advancement Pilot. This pilot will provide support to those first year teachers in pilot programs. Specifically it will provide 20% more planning and mentoring in that year of teaching. \$5,000,000.00 has been allocated for this program; however, local boards that choose to participate in the pilot program will have to assume 20% of the cost while the State will assume 80%.
- The fourth section requires MSDE to form a diverse workgroup of those responsible for teacher preparation and prek-12 instruction. This section

provides the specific components that the workgroup must provide recommendations.

Ms. Spross reminded the group that each of the five committees has specific charges that are directly related to SB 493. Those charges are the have-to's and the interim and final reports must address these issues. However, the workgroup would be remiss if the report did not include all of the innovate ideas that are related to and support educator recruitment, preparation, induction and retention. Recruitment, preparation, induction and retention, must focus on what is best for Maryland children. The committees should not feel limited to the charges of the bill; there can be more discussion.

Ms. Spross reminded that while the workgroup members are charged with making the recommendations to be included in the reports that the task is immense and cannot be handled only by the 12 people at table. Therefore committees have been formed to assist with this work which expands the number of voices participating.

Committees will report their findings and recommendations for consideration by workgroup members. Workgroup members will review and prioritize the recommendations to be included in the interim and final report. Ms. Spross indicated that it is important to remember that these are recommendations that get submitted to Superintendent of Schools.

Ms. Spross emphasized what Dr. Salmon shared at our first meeting. Dr. Salmon put together an amazing team representing higher education, teachers, and the PreK-12 community. There is an amazing amount of work to be done and this is the group to work through complicated issue to come up with resolution and innovate ways to address the identified issues in education.

Ms. Spross addressed the confusion that was experienced by both committee and workgroup members at the last meeting. At the July 19th meeting, there was some confusion from committee members regarding their assignments (member vs. alternate) and that there was a misunderstanding about how many representatives could participate in the committee work. As has been shared and discussed at the workgroup meetings, each stakeholder group has an equal voice; and as such, will have equal representation on the both the workgroup and the committees. This means that each committee would only have one representative from an organization at the table as a participant at any given time. The alternate would fill in for that member if they are unable to attend a meeting or need to leave early.

Alternates are welcome to observe and listen so in the event they are asked to fill-in they are up-to-date with the relevant information. Workgroup members will continue to float to observe, participate, and ask questions for clarity. Furthermore Ms. Spross reiterated that it was never the intention to make anyone uncomfortable, we just believe it is critically important to have equal representation on the both the workgroup and committees.

Ms. Spross indicated that Dr. Shapiro; in her comments regarding the minutes, had asked for clarification regarding the number of people who can work together outside of group and not violate the open meetings act; specifically in regards to how she, as a workgroup member, can take information back to her constituency.

Due to the importance of this question, Ms. Spross asked Mr. Simonsen, to provide clarification for all workgroup members regarding the open meeting act. Mr. Simonsen noted that that sharing information from the workgroup with their organization is fine; as is asking your organization for their input and thoughts. He continued, stating that this body was created by statute and is subject to open meeting act, which allows the public to attend. We advertise so the public can see the business of group that is being done. What that means as a workgroup or a committee, is that it's fine to go back to a group and discuss concerns and viewpoints to your organization. The issue is if multiple members are together, discuss the work to be done and come to the meeting with all decisions made. That scenario would violate the Act because the public would not have the opportunity to observe the process, Transparency is the ultimate goal of the Open Meetings Act.

Dr. Wiseman asked about the idea of going back to her peers, if they need to make decisions, how Nancy can bring information back? Can it be a phone conference? Mr. Simonsen replied yes, as long as they are not all in the same workgroup of committee. Dr. Wiseman noted this is important if they want to give Dr. Shapiro a voice if she is voting on something around the table. Mr. Simonsen noted that in context of this workgroup that convening representatives from USM to discuss USMs to discuss view point that would be fine. Dr. Wiseman noted that that is what Dr. Shapiro wanted.

Ms. Conn used her committee as an example. She did not send draft bill out via email for comment because that might have led to conversation about the draft language which needs to be done together in public. Email conversation is an easy place to violate the open meetings act. Mr. Simonsen replied that it is a conversation when it's email or text, this is still a meeting. We need public discussion.

Public Comment:

We provided opportunity for public comment at today's meeting but, no one signed up. Notice has also been provided for public comment at the August 16, 2016 meeting. There will be more opportunities for public comment.

Approval of Minutes

Corrections:

- Gail Bennett was attending for Dr. Smith.
- Tess Blumenthal is the representative for MAESP a
- Dr. Shapiro provided the identity of the co-chairs for committees.

- Dr. Shapiro asked for clarification of MSDE committee members. If there more than one member from MSDE, who can speak, one or both members?

Ms. Spross explained that there is a staff person from MSDE for each committee who is responsible for acting as the facilitator, time keeper and note taker. The MSDE staff person will not take active role in discussion but they can provide information from MSDE as requested by a committee member. There is also one representative from MSDE for each committee; this individual will be an active participant in the discussion. Not every organization has someone on every committee. Committee five is unique because there are three individuals from MSDE; Dr. Madden, Ms. Conn, and Mr. Simmons. As previously explained, this is to assure that having the key players who will write the language be a part of it so the language is correct from the beginning. If you are uncomfortable with this we can move Dr. Madden to group four. The workgroup members did not express concern about these MSDE staff members participating in Committee V.

Ms. Conn made the motion and Ms. Shurn seconded. Minutes were accepted as amended.

Committee Reports

Ms. Spross noted that the committees and needed to discuss if a meeting August 8th was necessary to complete work before the August 16th meeting where they will be asked to report their recommendations to the workgroup. Dr. Wiseman asked if committees will have time to meet on August 16th. Ms. Spross responded that there would be 30 minutes for the committees to meet at the August 16th meeting.

Ms. Shurn asked if committees will be providing information before the August 16th meeting. Ms. Spross responded that the meeting is designed for the committees to present to the group, however if there are committee meeting on August 8th, they might be able to provide information. The meeting August 16th is to start the writing process. Drafts will be shared with the workgroup members.

Please see committee minutes for specifics

Committee 1 (Recruitment):

No Questions from Workgroup

Committee 2 (Preparation):

Ms. Bennett noted that recruitment and preparation do overlap and asked if there are enough enrollment openings in teacher preparation programs, to address the recruit needs of the LSSs. Secondly, are teacher p[reparation programs recruiting applicants into the right preparation programs?

Dr. Wiseman responded that nationally enrollment numbers are dropping in teacher preparation programs. She also indicated that in higher education it is hard to be

nimble when faculty is tenured into a specific program such as social studies or elementary. Furthermore, IHEs cannot require those applicants interested in elementary education to become a math teacher. She indicated that IHEs try to take advantage of what we know about needs.

Ms. Bennett asked how do you recruit to high needs areas?

Committee 1 members indicated that the problems are matching applicants to the needed areas. Mr. Enriquez noted you cannot take someone who is passionate about math and ask them to teach special education. Dr. Wiseman stated that the problem is elementary education and social studies.

Fran Kroll noted that statistics show 50% of teacher education students have started at a community college. All AA programs are available for the students. It is a harder sell to think secondary critical shortage areas. She noted elementary education and early childhood are dual with special education. She has seen an uptick with interest in Special education.

Ms. Shurn noted that classroom management area is a concern. We should look at classroom management across preparation programs not just one class. Having only one class is not necessarily best way to approach learning. Ms. Dunkel noted that the preparation committee talked about how long it has been since we looked at how we placed students. We need to put a diverse field experience into practice so interns have opportunity to practice in a variety of demographics. This is a change from 15 years ago when current requirements were established.

Committee 3 (Induction)

Dr. Wiseman asked how will people will reflect on best practices in the State?

Ms. Spross explained that individuals have been collecting information. They have been sharing article, strategies, and work that is being done is included in the next meeting's materials. Dr. Shapiro and Ms. Dow have been providing information. We collect materials any way we can get it.

Dr. Wiseman commented that she was thinking about what is already going on in higher education, pilots or different work that could be useful for some of these workgroups.

Ms. Spross noted that if pilots are going on in the University of Maryland System or any other system they should be shared with the workgroup for inclusion into the report. Ms. Spross also noted that pilots and innovative programs in LSSs should also be shared. For example, FCPS has recently collaborated with Frostburg in preparing teachers for NBC. We don't want to lose sight of what Maryland is already doing.

Mr. Thrift noted that Maryland will have to recruit 40-50% of its teacher work force from out of state. LSSs have to recruit outside of state. This is a huge void. What should we be doing differently?

Committee 4 (Retention)

No Questions from Workgroup

Committee 5 (CAEP)

Mr. Thrift sought clarification regarding CAEP not being approved as a accrediting body.

Ms. Kroll explained that CAEP is not approved by DOE. Group five was trying to have something open to use an accrediting body in future if it has similar standards to Maryland. Specifically, verbiage was taken out to make it simpler.

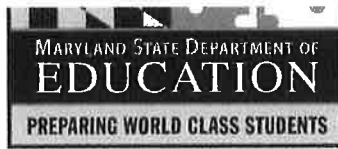
Closing Remarks

Ms. Spross noted that again there was strong and robust discussion and committees got to work today and got some good work done. There is a meeting tentatively on the schedule for committees to do work on August 8th from 12:30-3:30.

The groups were polled and all groups decided to meet on August 8th at 12:30pm. Workgroup members are welcome to attend to rotate between groups.

Ms. Spross concluded by reminding the workgroup and committees that the August 16th meeting will have time for public comment, 30 minutes for committee work, a short time for reporting out, and the addition time is for the workgroup to make decisions for the interim report

Meeting adjourned 3:59pm



Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

August 2, 2016 Meeting

Committee #1- Recruitment

Attendees: Jean Marie Holly (MSDE), Jessica Cuches (PSSAM), Tanya Williams (MICUA), Carrie Conley (MAESP), Nomsa Geleta (USM)

Workgroup Members: Deborah Kraft (MICUA), Sarah Spross (MSDE), John Enriquez (MHEC), Linda Gronberg-Quinn (MADTECC),

MSDE Staff: Kelly Meadows

Alternates Present: Mary Tillar (PSSAM)

Introduction:

Co-Chairs identified- Carrie Conley and Audra Butler

Minutes approved

Materials briefly reviewed

Discussion:

What were the main points of the discussion from last meeting? National Board- is this for profit org. the way that Maryland should go? Is there a conflict of interest? What role would higher ed have in National Board cert., if any?

Kelly shared .05- APC and how National Board Cert plays into being eligible for and APC

Kelly shared that for renewal, 6 CPDs can be earned for earning NBC

Deborah Kraft- "How do we link loan forgiveness to working in high needs areas? As this is a very important piece." Nomsa G.- How do reach this across higher ed and PreK-12?

JMH- encourage that teachers in Teacher Academies are encouraged to place in high needs areas

CC- How do recruit and retain the types of teachers needed for critical shortage areas? How do we reach educators of color, career changers, etc.? How do we recruit more teachers that students can relate to immediately?

Question- how are critical shortage areas identified? What is a critical shortage area? Answer- areas where there are more positions open than candidates to fill them. Do we know the reasons for which teacher ed prep graduates do not go into teaching? No. Do we know how many graduates of teacher prep apply for certification?

JC- AACPS is currently struggling to fill special education positions

NG- what incentives can we give to teachers in areas that are over populated to consider critical shortage areas?

SS- is pedagogy relevant for specialized areas of teaching? Something to discuss. Are there other avenues that one can complete for the pedagogy component. PSTEB and State Board must approve all teacher prep and certification regulations. PSTEB is very conservative right now and State Board is very innovative right now.

NG- higher ed doesn't have the flexibility to have different avenues for those candidates who come in with a lot of experience as they follow the National Standards

What are the bare minimums for every teacher? Regulations are a baseline, minimum set of standards. Highering requirements can be more or not.

JC- those educators who test in to the content area tend not to be the better teachers of those areas, which is a highering decision. There need to be different avenues as a minimum set up standards. Minimum standards may need to be discipline specific.

JMH- caution- the idea that prospective teachers may choose the path that has the least requirements if everything is discipline specific.

JC- what if there were financial incentives tied to the areas that are harder to qualify for

SS- do we need to restructure the types of certificates available? How long they are valid?

CC- from student perspective- something progressive in the way of teaching pedagogy may solve the issue for career changers who have a specialized content knowledge. In house support? Higher education?

JE- What are the problems that need to be addressed? Are we talking about solutions first or problems first? NG- each time you solve a problem, you add a different problem. Must weigh gains and consequences?

JC- AA would love to be a pilot county for progressive ideas but are restrained by certification requirements. Have good partnerships with Northrup Grumman and would like to bring them in and train. The alternative is a long term sub. NG- can AA be available to give these pilot people the pedagogy training during this time? TW- worried about them not having pedagogy. Can you use a conditional certification?

Loan Forgiveness Discussion-

What should the criteria be for loan forgiveness? Is it high needs school or critical shortage area? What comes first? Must define if it matters that the cert area was gained by test or credit count. Critical shortage area can be just as important as high needs schools.

Current programs identified- must have graduated from MD school.

Should this be State specific or County Specific? Would a State program cover all of the locals' needs?

Is income driven. Do we change the limits of income limit requirements?

Need an education specific loan forgiveness program. Current program includes all public servants.

Market a program directly to teachers. Need to do a better job of marketing.

What should the requirements be to qualify? How much time in the school? What type of school?

One current downfall is that it is solely for those who have already gone through school. Can there be a program to recruit teachers in the beginning? There is a need for a program at entry into education AND when entering the classroom.

Specialized Teaching Area Discussion-

Boutique areas (nanotechnology)- may only need a few but in the critical shortage areas, the need is much higher regardless of if the school is high needs.

Need more career changers to have educators who have secondary content knowledge as the traditional students are not going for secondary areas.

Need a way to get the industry professionals into the classrooms.

Bare minimum requirements (pedagogy)

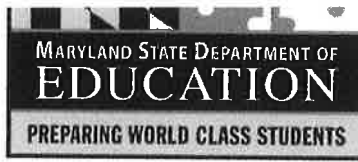
Start thinking about minimum requirements that should be outlined in regs. Perhaps group should look at COMAR 13A.12.02 to get an idea of what current pedagogy requirements are. Are they appropriate? What needs to change? If the committee has recs to change regs, that is okay.

Can there be a diversified approach?

Materials of Interest Requests:

Teacher Staffing report from 2014-2015 (latest report)

- PTE regulations
- AACPS will send their proposed adjunct program to KM
- Conditional certification regs
- Specialized Teaching Areas Regulations
- Can we get the following data: how often is the loan forgiveness program (LARP) used for teachers in MD?
- What does the data say regarding how many educators are alt prep grads vs. MAP grads in MD?



**Teacher Preparation
Committee #2
August 2, 2016 Meeting Minutes**

Members Present: Chadia Abras, MICUA, Michelle Dunkle, MSDE

Alternates Present: Althea Pennerman, USM

Members Not Present: Chris Merson, MASSP, Debra Poese, MADTECC, Monique Sloan, MAESP, Robin McNair, MSEA, and Laurie Mullen, USM, Toni Ungaretti, MICUA (Alternate)

MSDE Staff: Alexandra Cambra

Introductions:

Minutes from the July 19, 2016 meeting were disseminated, reviewed, and approved. The group reviewed the charge of the committee required by Chapter 740 and the charge required by pre-existing workgroup initiatives. Materials were provided by Sarah Spross in advance of the committee meeting and again at today's meeting by staff for the group's review. Materials reviewed include the White Paper and the Institutional Performance Criteria.

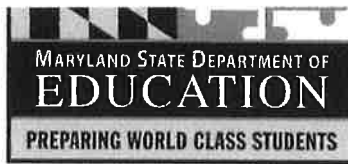
Discussion of White Paper:

- Group discussed the "white paper" submitted to MSDE entitled "Paradigm Shift 2016: Bringing Maryland's Teacher Preparation Policies into the 21st Century".
- Why does pedagogy test still remain a requirement? MSDE has same concern.
- The linkage between PK-12 priorities is a valuable discussion to have; data sharing can be tricky due to privacy issues.
- Not seeing any reference to demographics in the paper: Maryland is a majority minority state.
- Group redirected to look at what we can glean from the White Paper, not to critique it.
- Perhaps we need to shift to an outcome-based model; but MSDE looks at outcomes; are we relying on performance assessments when the evidence we collect is not? Ex: how do we assess internships? Did they assess what the interns learned in the field? How is that shown? Did they gather data on what students learned?
- The 100 day internship may or may not be enough; often depends on the setting; special education may require more.
- Internship shouldn't be the only measure; should require more; should reflect on what they learned not just whether or not they finished; use the outcomes as a guiding principle.
- Need to have some minimums established or schools will take advantage of the time.
- Meeting the diversity piece in one setting may not be feasible; there are not Professional Development Schools (PDS) everywhere; different settings yield more diverse experiences.

- Special Education students are hard to place; we end up violating the “no more than 5 interns in a setting” rule; and PDS tend to be elitist.
- Group encouraged to look at strategies – how do we ensure more students attend “partner schools” (PDS) with low performing students? Partnerships can improve this collaboration; online support in rural areas?
- In direct response to the Bill – classroom management is less likely to be an issue at a less challenging school, so how does that prepare them? How to use the system to assure comprehensive training in comprehensive schools?
- Some PDS are in low performing schools but they tend to be less diverse now; placing students in most challenging schools ensures no longevity of the teachers; it’s disheartening.
- Training teachers to be in the classroom comes from staff who are far removed from the classroom themselves; that’s why PDS were initiated but its no longer in practice the way it was intended.
- We need to find creative ways to energize interns to teach in the classroom; some ways that aren’t bean counting and following a checklist.
- Given that we have the opportunity to make changes now, let’s look at our best interns and find out what schools did to “create” them.
- How do we build relationships and manage the classroom in a variety of settings? Too much “management” in the classroom decreased the teaching and subsequently the learning that occurs.
- Collaboration will be the key; the need to measure things causes all to move away from using the tool of collaboration.
- Group notes the difficulty in preparing students for the diversity of all Maryland counties; this is what recruiters seem to be looking for.
- Defining collaboration – Invitations to faculty meetings and parent-teacher conferences? That’s surface-level. There are too many standards to address it’s impossible to meet all of them effectively.
- Standards should be part of the blueprint but not the measure of the outcome.
- What data do we have to show an intern is ready to move from internship to residency? Program Approval (MSDE) looks at transition points; don’t dictate what to do. There is interest in having the standards met somewhere along the way.
- IHEs should collect data after graduation; employment data; this will help inform schools how and where to improve.
- How can we hold a teacher responsible for their outcomes when they are interning or working in one of the lowest performing schools? The group discussed this as it relates to other professions as well.
- How do we know if the success of a teacher is due to collaboration or their sole performance?
- The group questioned if there exists data that measures the effectiveness of teacher preparation programs; do schools even want that data published? Is student performance data what we need to look at? Is separation data telling us a different story Are there incentives for low performing schools? Yes. Is it effective?

Next Meeting: On Monday, August 8, 2016 from 12:30-3:30

- Group will review Minutes from this meeting and summarize discussion for members not present.
- Group will begin to formulate the language in their response to the charge of the committee.



Teacher Induction, Retention and Advancement Act of 2016

Committee 3-Induction

August 2, 2016

In attendance: Stacy Williams (MICUA), Cecilia Roe (MSDE), Cathy Carpela (MSEA), Kelly Fiala (USM).

MSDE Staff: Jessica Bancroft (MSDE).

Absent: Phyllis Lloyd (MAESP), Lance Pace (MASSP), Deanna Stock (MADTECC),

Committee 3: Determine how to *induct* quality teachers at all levels of education in Maryland

Sections of Chapter 740 to be covered:

- Section 5(a)(1)(v) How to incorporate induction best practices into professional eligibility certificates
- Section 5(a)(1)(vi)1. How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency
- Section 5(a)(1)(vi)2. How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management

Committee 3- Materials and Information Requested by Committee Members

- Information on the pilot program referenced in SB 493

Introduction

Ms. Bancroft opened the discussion with a brief reiteration of the charge of the group, distributed group charge materials, and confirmed attendees have received the previous materials for review. She also briefly answered questions regarding the professional eligibility certificate (PEC). The PEC may be renewed after two years, one time only. Furthermore, once the candidate completes their internship, this certificate immediately moves to the SPC I in the identified area. Ms. Fiala asked if this meant the candidate with a PEC does not have to retake required test for further certification. They do not have to retake the certification test for the area that is identified on their PEC; however, if they wish to add an endorsement they will need to complete the requirements. The group discussed reasons someone may hold onto a PEC, including graduate school, moving to another state, family, and other options.

Approval of Minutes

Ms. Roe noted that on page 2, it is COMAR that requires the reporting out from Bridge to Excellence states. Minutes unanimously approved with correction.

Kelly Fiala agreed to report out to the workgroup.

Discussion

Ms. Roe asked to review the lists of best practices that Ms. Bancroft had provided in literature the previous week. Ms. Roe noted that the literature was sparse in its list of best practices for teacher induction. She also noted that if the lists provided were indeed the best practice, they reflect what Maryland is already doing to support new teachers.

Ms. Williams discussed the charge regarding the PEC and felt that it is not practical to implement with people who are not in jobs. She also noted the financial piece, asking who is responsible. She also noted there can be reasons to delay the professional certificate if candidates are doing something else.

Ms. Fiala discussed the reading and writing requirements and the challenge of trying to move when they are teachers and have classroom and students, that practice and theoretical are much different.

Ms. Williams noted that her personal experience at a small private college showed that many graduates go home to New York, New Jersey, or home to Pennsylvania. These students would have the PEC for Maryland but their certification in another state. How financially can higher education support them? Would Maryland as a state be supporting PEC holders in other state?

Ms. Roe brought the conversation back to the list of best practice. She recommend, for the first part of the Induction committee's charge, saying PEC students cannot be supported with induction best practices because they are not in a classroom and the current best practices require incorporation with their own students. All best practices are tied to students in in the classroom.

Ms. Williams asked if the charge was in fact to look at the PEC students or if it was a mistake.

Ms. Roe ask how can we answer this question or is it how we can't answer the question. She continued, maybe, to get candidates into teaching. That would be the goal, as induction practices are tied to the classroom. It might have been how to support teachers that go into teaching. Ms. Williams followed this with reflection on recruitment and if they, the candidates are eligible to pursue a job. Maybe the intent of the charge is to teach if they get a job. Ms. Roe noted that we could discuss how to support them when teaching, but that is not the charge.

Ms. Roe led the group forward to the next charge. She asked if Ms. Bancroft had found more then COMAR. She said looking at the two charges that they are tied together, one

asking how it impacts and other for performance management. The conversation continued, look at COMAR, only one we found, mentoring piece and having a mentor who is assigned specifically to teachers for years 1-3 will impact proficiency and will help retain them. It is possible that if a candidate knows they will get a mentor, it could help with recruitment.

Ms. Roe explained that COMAR specifies some pieces that are must haves and other pieces are recommendations. For instance, it recommends number of mentors per teachers.

Ms. Williams noted that not all things are required.

Ms. Roe explained that districts must report what they are doing to meet regulations. This includes the number of mentors and number of teachers. The reports are extensive and again, some are requirements some are recommendations. In general, if teachers have trained mentors, it would impact the new teachers. The trained mentor does mentors in pedagogy and content area. This helps with competency which helps with team competent and with management. If they feel successful and mentored, they may be more likely to stay and then be promoted. If they know they will have a good mentoring experience, they may be more likely to go to that district. Each district does induction and mentoring in their own way.

Ms. Williams and Ms. Roe had an extended conversation around access to data that shows if districts are doing their part with induction. Districts are required to do reports regarding induction, but the group was not sure if that data was public. Ms. Williams noted that if these things are all happening and there is better retention, we can say it, but where is the data to show what the impact is?

The conversation regarding data and how it can or would influence our report continued. Ms. Roe suggested we need to look at the laws, look at each piece of COMAR and show how it has an effect on induction.

Ms. Carpela said that the law greatly affects induction outcomes. COMAR lays it out clearly and in a specific way. Tells districts what mentors needs to have.

A discussion followed that set up a review of COMAR by each line to see how it relates to the second and third charge from the legislation. Ms. Fiala pointed out that we could use research to support our decisions.

The decision was made to answer the second and third charge by stating COMAR and the pieces contained in COMAR 13A.07.01, by including researched based best practices regarding induction and noting how these practices will impact competency.

The following conversation covers the discussion of how to interpret COMAR and the charge of the Senate Bill.

Ms. Fiala noted that COMAR 13A.07.01, 1-3 focus on individual and team competency and working together, while 4-6 address performance measurement and management and this leads to overlapping.

Ms. Williams also noted overlap. 1-5 address individual and team competencies, 4-6 performance measurement.

Ms. Fiala followed with a suggestion to talk about option items and how they can be considered with load reduction.

Ms. Roe pointed out that in regulation 05b it says you have to do one of these:

- 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.

Therefore, Sec 5b helps with management and individual competency.

Ms. Spross joined the group. She challenged the group to think outside of the specific charge. What is currently in place? How can IHE partner with school districts, what about credentialing? She reminded us that down the road there is a pilot program. What ideas would you like to see in the pilot? We can talk about things associated with induction. As long as we have the charges have tos- what would ideal induction practices look like?

Ms. Gronberg-Quinn asked if LEAS don't have the resources, can the two and four year colleges and universities help out?

Ms. Roe commented that her office has whole day meetings. She would like to explore collaboration with the Higher Education Community and a district. The meeting will group participants by needs, and have someone from USM in the groups to brain storm with LEA induction coordinators. What can IHE do to help?

Ms. Roe returned to the conversation regarding COMAR and stated that COMAR is a list of best practices. Districts don't have the resources, human, money, capital. For that reason, the state recognizes the challenges and that is why they don't make all of COMAR mandatory.

Ms. Roe gave the committee some history on Race to the Top money. At the state level, mentoring academies were held. They did do some regional ones with New Teacher

Center (NTC) as well. Moving forward they want to do that without paying NTC. Instead they are getting people in office trained to do it. NTC materials are really good. Dr. Shapiro mentioned before that IHE worked with NTC to develop materials. We need to think outside box and tap into the resources and knowledge of IHEs. We are always answering the question, what can we do to support ideas that do not take a lot of money?

Ms. Williams returned to the charge to ask what performance measurement and management means? Is it the performance of new teachers? Or, is it the performance of the students that the new teacher instructs?

Ms. Williams noted that CAEP is still working on standards and no one is sure what is happening. This led to a brief discussion of CAEP and if the induction standards in CAEP will have an effect on the current work we are doing.

Ms. Roe said she would love to look at the pilot program language from SB 493 and discuss potential ideas as they relate to the pilot. We can also look at COMAR and recommend changes from the 2011 update.

Ms. Williams described a unique pilot program at Loyola which is delivered virtually. Loyola is currently partnered with Teacher Connect. It is intended to keep Loyola graduates connected while student teaching. This allows interns to connect with others who have been assigned to different cohorts. Teacher Connect posts articles and questions to the students and graduates for to discuss. In addition, faculty can participate and connect to student and graduates. The best part, Loyola has community managers from PDS schools who are experts in schools and who post and help student interns. It is a good collaboration between IHE and graduates.

Ms. Fiala noted that Salisbury informally follow student interns. She was interested in who is responsible for keeping in touch with graduates.

Ms. Roe described a conference she recently attended. At the conference, she was introduced to a model of instruction used the University of Pittsburg. The goal was to dispel myth of faculty are not teachers. The school asks professors go into schools and teach model lessons. This demonstrates how what they teach happens in the classroom. The professor can do a model lesson or co- teach. This helps make connection with students

Ms. Williams noted that Loyola has professors who volunteer to do it.

The committee adjourned at 3:15pm

Early draft of recommended language:

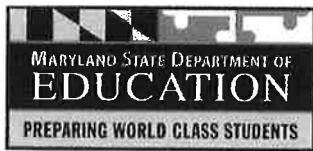
Regarding Section **5(a)(1)(v): How to incorporate induction best practices into professional eligibility certificates.** The committee recommends that no action be taken on this charge. Professional eligibility certificates do not offer a candidate access to students in a classroom, and based on known best practices of induction, a candidate must have access to students in a teaching environment and be engaged with a mentor teacher to best be served by any induction practice.

Continued discussion of this charge must include a discussion of access to a district and a classroom, and who and how would the experience of an educator who has not been hired by the district be financed.

Section 5(a)(1)(vi)1: How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency and Section 5(a)(1)(vi)2: How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management.

These two charges can be addressed at the same time. COMAR 13A.07.01 clearly articulates what we feel to be best practices in new teacher induction, as supported by research, literature, and current practice. If all pieces of COMAR are adhered to, there will be an improvement in recruitment and retention. An individual who knows a school district will support them as a new teacher may chose this district for employment over another district. With induction best practices in place and extended to the new teacher, they may be more likely to stay in their teaching position and district, increasing both recruitment and retention. The longer an educator stays in the teaching field, the more they are able to integrate into the school community and gain competency, while at the same time, contribute to team competency.

Similarly, if COMAR 13A.07.01 is followed as it is articulated, the recruitment and retention issues are consistent with the above scenario. Furthermore, the longer an individual stays in one school or district consistently, there will be an improvement in the ability to identify and address performance measurement and management.



Teacher Induction, Retention, and Advancement Act of 2016
Committee IV – Teacher Retention
August 2, 2016 Meeting

The 2nd meeting of Committee IV – Teacher Retention for the Teacher Induction, Retention, and Advancement Act of 2016.

In attendance: Ms. Lisa Booth (MAESP), Ms. Judy Jenkins (MICUA), and Mr. Justin Heid (MSEA)

MSDE Staff: Ms. Ruth Downs

Absentees: Ms. Stacie Burch (MADTECC), Ms. Laura Francisco (PSSAM), Mr. Conrad Judy (MASSP) and Mr. Gene Schaffer (USM)

Overview:

Charge of the Committee and Sections of Chapter 740 to be covered:

- Section 5(a)(1)(iii). How to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations.
- Section 5(a)(1)(VI) 3. How existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work.
- Section 5(b)(4). Make recommendations regarding the best methods of incentivizing effective teachers to choose to teaching low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require equitable distribution of effective teachers.
- Anne Arundel County Grant for Teaching in an Economically Disadvantaged School (Section 2: ends June 30, 2019) Section 25(a)(2) the Department is to evaluate whether the stipend created under 6-306(c) and as enacted by Section 2 of Chapter 740 was effective in retaining effective teachers in school with a critical mass of economically disadvantaged students. (Note: Determining this program effectiveness cannot begin until the program is operational and funding for it has begun.)

Committee Discussion

Ms. Judy Jenkins informed the committee that there are no regulations that impact teacher retention. Ms. Lisa Booth state that this can be a barrier in regards to not having any regulations for retention.

Ms. Jenkins stated that page 3 of the SB493 is focused on providing stipend to National Board Certified Teachers. The teachers must be national board certified and employed in Title I eligible school in to receive the stipend in the amount of \$4,000. There were several questions were asked:

1. If all the focus should be on these teachers?
2. Do the performing districts support this?
3. Does National Board know what type of school each teacher is in?
4. How many teachers in a comprehensive needs school received the stipend?
5. How many teachers in a non-comprehensive needs school received the stipend?

Ms. Jenkins stated that many of the teachers who receive the stipend are in comprehensive needs Schools. The bill allows up to a \$4,000 match from the local school system. Mr. Justin Heid stated that Frederick County has a program which allows NBCT teachers to work with Frostburg University. The teachers had to apply for the program and about 13 teachers were picked to participate. There should

be more awareness and accessibility created for all teachers to have additional training and assistance.

Ms. Jenkins stated that with ESSA, there will be a different criteria and a great opportunity for teachers. She asked how we match recertification to include teacher evaluation. Ms. Booth suggested to get rid of the current teacher evaluation system. Ms. Heid suggested that we need to be going back to all the counties and asking the teachers, "What is keeping you here and how do you make an impact on your school?" Ms. Booth stated, that this should be done in a way to assure that it is kept confidential. There needs to be a way to keep qualified teachers who are not national board certified. Ms. Jenkins stated that she had spoken to Gene Schaffer (USM) and he is working on gathering data in regards to all the school districts.

The members of Committee IV suggested that a committee needs to be formed from each of the counties to talk about what the teachers need. Administrators should be included in this committee, because retention is based off of administration. School climate has a lot to do with retention and should be taken into consideration. Ms. Booth stated that if you ask a teacher how excellent work is recognized, they will say with more time.

The committee discussed the Pilot program for first year teachers and the effect it may have on the teachers who are selected to participate. The teachers are given an additional 20% of extra time during the academic week day to be spent on mentoring, peer observation, assistance with planning and/or other activities. This is only provided for 1 year, so what happens in years 2 through 5? Each local school system may choose to participate in the program. Several questions were put forth.

1. Who provides the mentoring and planning?
2. In PD schools, is this something that Higher Ed could support?
3. How could that person who drops in 3 days a week, get up to speed?

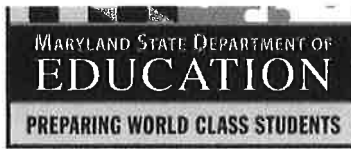
Ms. Sarah Spross spoke to the committee members briefly in regards to National Board Certification. She stated that there is about 2,700 teachers who have national board certification (3% of teachers across the board). Mr. Heid stated that not everyone knows about national board and we should consider having someone from National Board come and speak on the certification process. Ms. Jenkins asked, in the law what latitude do the LEAs have for providing stipends? Ms. Spross stated that is the counties decision. Ms. Spross stated that there are two different programs for stipends. State funded "Quality Teacher Incentive Act", which pays up to \$2,000 per teacher and will be increased up to \$4,000 under SB493. Then there is local state aide that pays for participants to go through the NBCT tiers. The state pay 2/3 and the locals pay 1/3 for initial and/or renewal of certification. This is not addressed in the bill. She also stated that there is availability for national board certification if you become an administrator.

Ms. Booth stated that there needs to be mentors assigned to teachers who are not eligible for tenor. The question was asked, "What are the requirements to be a mentor? Not every teacher wants to become an assistant principal. Ms. Spross spoke about the program that Georgia has initiated for their teachers. It is a 3 tier certification level for mentors. Ms. Rowena Shurn stated that Kentucky and Ohio have teacher leadership endorsements. Mr. Heid have teacher leaders, who may teach one class a day, also co-chair together.

The following bullets attempt to capture the rich discussion of our sub-committee:

- Continue incentives for recertification, district or statewide.
- Existing laws:
 - How do we push for supportive regulations?
 - How do you define excellent work?
- Retention:

- Research why teachers are leaving school systems?
- Involve teachers to get input as what needs to be done to retain them?
- Ideas to retain teacher.
- Anne Arundel County Pilot supports teachers only in the first year.
 - Why are you not continuing support the teachers in the later years?
- Consider having someone from the National Board come and talk about National Board Certification.
- Get data on the number of teachers you are national board certified.



**Teacher Induction, Retention, and Advancement Act of 2016
Committee #5- Education Article §11-208
August 2, 2016 Meeting**

Members Present: Fran Kroll (MADTECC), Kathie Walasick (MSEA), Margret Trader (MICUA), Maggie Madden (MSDE, Kathy Angeletti (USM), Gary Thrift (MHEC) and Derek Simonsen (OAG), Amanda Conn (MSDE)

Alternates Present:

Members Absent:

MSDE Staff:

Also in attendance was workgroup member Nancy Shapiro.

Committee 5: Education Article §11-208

Other Workgroup Initiatives

- CAEP Standards 3.2 and 3.3 Admissions criteria
- CAEP Standard 4.1 Data requirements

Discussion

The committee discussed changes to the existing statute. Please see the draft language which represents the groups work.

Appendix IX

Teacher Induction, Retention, and Advancement Act of 2016

Workgroup

Materials of Interest

August 2, 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

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 by Committee

Committee I: Recruitment

Annotated Code of Maryland, Educator Article §6-112 State and Local Aid Program for Certification or Renewal of Certification (National Board Grant)

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged§ion=6-112&ext=html&session=2015RS&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, Educator Article §6-306 County Grants for National Certification (Annual Stipend)

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged§ion=6-306&ext=html&session=2015RS&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§ion=6-705&ext=html&session=2015RS&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§ion=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.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 Reacher Preparation Program or a program leading to a specialist, administrator, or supervisor; the Approved Professional Experience route; and Transcript Analysis.

COMAR 13A.12.01.05 General Requirements for Professional Certificates

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation sets forth the general requirements to hold a professional certificate in the state of Maryland.

COMAR 13A.12.01.06 Professional Certificates

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation outlines each of the professional certificate options in MD, including the Advanced Professional Certificate. Please note COMAR 13A.12.01.06E(1)(d)(iii) in reference to National Board Certification as an option for APC.

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.*

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. Defines **Educator Article §6-112**

Overview of Teacher Incentives by State Prepared by: Aidan DeLisle, Governors Summer Intern 2016 (Attachment I)

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

National Board Certified Teachers and Student Achievement: Prepared by Griffin S. Riddler, Summer MSDE Intern, August 2015 (Attachment II)

This literature review provides an overview of 9 studies, which focused on the link between National Board certification with student achievement.

Loan Forgiveness Programs in Maryland

Janet L. Hoffman Loan Assistance Repayment Program (LARP)

http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_larp.asp

Individuals who provide public service in Maryland State or local government or nonprofit agencies in Maryland to low income or underserved residents.

The Nancy Grasmick Teacher Award

http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_larp.asp

The Nancy Grasmick Teacher Award provides loan repayment assistance to those teachers that have qualifying student loan debt and have taught in Maryland for the past 2 years

Committee II: Preparation

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

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.

Paradigm Shift 2016; Bringing Maryland's Teacher Preparation Policies into the 21st Century (Attachment III)

This white paper prepared by the Deans and Directors of Maryland Schools of Education, the Maryland Association of Directors of teacher Education at Community Colleges, and the Maryland Association of Colleges of Teacher Education provides a historic overview of the policy framework for teacher preparation programs, suggested strengths and weaknesses and recommendations for revisions. At the forefront this paper highlights the need to review and redesign the current IPC standards.

Committee III: Induction

COMAR 13A.12.01.06A. Professional Eligibility Certificate

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation sets forth the general requirements to hold a professional eligibility certificate in the State of Maryland.

COMAR 13A.07.01.09 Reporting Requirements

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.01.09.htm>

Various Articles/Reports Regarding Induction Best Practices

"Research Matters/Improving Teacher Induction," Educational Leadership, May 2005

<http://www.ascd.org/publications/educational-leadership/may05/vol62/num08/Improving-Teacher-Induction.aspx>

This article briefly touches on the past efforts to address teacher induction and offers a number of best practices to consider when creating an induction program in a school or district.

"Increasing the Effectiveness of Educator Induction in the State of Colorado," New Teacher Center, April 2013

https://newteachercenter.org/wp-content/uploads/ntc_co_induction_report-201305.pdf

This report looks closely at the induction efforts in Colorado with the help of the New Teacher Center. It includes a look at current Colorado laws on induction. The report examines policy suggestions to support best practices.

"Improve new teacher induction and mentoring, Pennsylvania State Education Association, January 2014

https://www.psea.org/uploadedFiles/LegislationAndPolitics/Solutions_That_Work/STW-ImproveNewTeacherInductionAndMentoring.pdf

This brief report offers ideas on how to approach induction and mentoring in Pennsylvania including a look at best practices for induction policy.

“Teacher Induction Programs: Trends and Opportunities,” American Association of State Colleges and Universities, October 2006

<http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/TeacherInduction.pdf>

This paper provides a brief summary of how some states address induction. The paper encourages all states to examine their induction practices, including a paragraph on the relationship between U. Alaska and the Alaska State Department of Education.

Committee IV: Retention

Statewide Causes of Separation Data (Attachment IV)

This document provides a statewide look at the data regarding why teachers leave in the first 5 years of employment.

“State Information Request: Teacher attrition data,” Education Commission of the States, June 23, 2016

Provided by: Dr. Nancy Shapiro, Workgroup Member

<http://www.ecs.org/state-information-request-teacher-attrition-data/>

This brief includes information on state level data regarding teacher attrition. It also contains information on alternative certification, financial incentives, induction and mentorship, evaluation, and teacher leadership.

Committee V: CAEP

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

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

COMAR 13A.07.06.01 Program Approval

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

Proposed Amendments to Education Article §11-208. National Accreditation (Attachment V)

Draft language represents discussions that occurred during the July 19, 2016 meeting.

Connecticut Senate Bill 382

Provided by: Dr. Nancy Shapiro, Workgroup Member

<https://legiscan.com/CT/bill/SB00382/2016>

This bill passed on June 10, 2016 requires the Department of education and Office of Higher Education to enter into an agreement with the Council for the Accreditation of Educator Preparation Programs (CAEP).

Teacher Incentives By State

State	Incentives
Alabama	Scholarships up to \$20,000 over four years for undergrads who agree to teach in Alabama public schools. Loan forgiveness for teachers in high-need schools. Various monetary incentives by district.
Alaska	Due to budget cuts in recent years, few incentive programs are currently funded.
Arizona	The Arizona Ready-for-Rigor Project provides pay-for-performance incentives to encourage high-quality teachers to teach in high-needs schools.
Arkansas	Arkansas offers increased pay to teachers of high-need subjects or teachers willing to work in high-demand districts. The state provides bonuses for teachers with National Board Certification; between \$1000-\$2000 in 2005/2006. Formally offered housing support for teachers, however the program no longer appears to be funded.
California	California rewards teachers with a slight increase in salary for each semester unit of undergraduate coursework taken, as well as for years of experience. Additionally, teachers are eligible for the Good Neighbor Next Door program, which provides a significant discount on housing in certain areas. State and local agencies can issue tax-exempt mortgage revenue bonds or credit certificates to credentialed teachers and administrators who are employed at a low performing K-12 CA schools.
Colorado	Colorado offers differential pay and loan forgiveness to teachers working in high needs schools. Teachers receive compensation based on a variety of criteria including: length of employment, school performance level, school growth level, general performance, demand for position, loan reimbursement, level of education, and the current year's evaluation compared to the previous year's.

Connecticut	<p>Elementary and secondary school teachers who teach in high-needs school districts (those serving low-income families) may qualify for student loan forgiveness after five years. The borrower must have taught full-time for five consecutive academic years at a qualifying school.</p>
Delaware	<p>The Delaware Talent Cooperative program provides between \$5,500 and \$7,500 over two years for eligible educators already working in participating schools. Educators can earn this award annually, for a total of up to \$15,000. Initial training and ongoing professional learning is covered at no cost to the educator.</p>
District of Columbia	<p>Any WTU member who earns an IMPACT rating of Highly Effective is eligible for IMPACTplus. IMPACTplus has two parts: an annual bonus after one year of being rated Highly Effective and an increase in base salary after two consecutive years of being rated Highly Effective.</p>
Florida	<p>Florida provides differential pay as an incentive to get teachers into high needs schools and shortage subjects. All teachers hired after July 1, 2012 are to be placed on the new performance pay scale. Veteran teachers may move to the new performance pay schedule. If they relocate or are transferred to a new district, they will automatically be put on annual contracts for life and lose their Professional Service Contract.</p>
Georgia	<p>Georgia provides additional pay incentives for those willing to teach in high needs school districts, or in shortage subjects. The state provides support stipends, currently \$500 per semester, for individuals seeking secondary credentials, or degrees in early childhood education, or child development. Georgia rewards early care and education professionals for their educational attainment and for remaining employed in the same child care program for at least 12 consecutive months. Awards range from \$250 to \$1250 depending on the level of education attained.</p>

Hawaii	<p>Hawaii is currently experiencing a shortage in special education trained teachers, so additional salary and benefits are being offered in that area. Incentives range from \$10,000 over 3 years to \$3,000 for each year of employment (no time limit denoted).</p>
Idaho	<p>Idaho uses a salary schedule that rewards teachers for years of service to the state, as well as higher levels of education. There is no differential pay offered for teaching in high need districts or subjects.</p>
Illinois	<p>The Illinois Teacher's Loan Repayment Program provides awards to encourage academically talented Illinois students to teach in Illinois schools in low-income areas.</p>
Indiana	<p>The Next Generation Hoosier Educators scholarship awards up to \$7,500 for no more than 4 years to 200 applicants at accredited post-secondary educational institutions approved by the commission.</p>
Iowa	<p>Iowa offers between \$5,000 and \$17,500 in loan forgiveness benefits to certain full-time teachers who serve in designated low-income schools. The Teach Iowa Scholar (TIS) Program provides qualified Iowa teachers with awards of up to \$4,000 a year, for a maximum of five years, for teaching in Iowa schools in designated shortage areas.</p>
Kansas	<p>The Governor has expressed an interest in instituting a merit pay system for teachers in the state.</p>
Kentucky	<p>Salaries and incentives are determined on a district by district basis.</p>
Louisiana	<p>Louisiana provides differential pay for teachers willing to work in high demand districts and in shortage subjects. Teachers also receive merit pay based on Compass evaluation ratings.</p>
Maine	<p>Maine does not provide incentives for teachers in high needs schools or shortage subject areas.</p>

Maryland	Maryland provides additional pay support to teachers working in high needs schools and shortage subjects. Salary schedules are left up to the individual school districts.
Massachusetts	The aMAzing Educators program provides; performance based compensation, scholarships for those who agree to become teachers for at least one year, loan forgiveness for teachers in hard to staff assignments, special education, and in high need schools.
Michigan	Michigan does not provide additional pay for teachers working in high needs schools or shortage subjects. The State recently conducted buyouts of teachers in 2016 having previously conducted buyouts in 2010.
Minnesota	Minnesota does not currently provide differential pay for teachers in high needs schools or shortage subjects; however teacher shortages are resulting in calls for financial incentives for teachers who want to work in high-need areas.
Mississippi	Mississippi provides additional salary for teachers in high needs schools and shortage subjects. Teachers in critical shortage areas may receive two years of - tuition, fees, books, and average cost of room/meals for two years of teaching. The state offers up to \$4000 in loan forgiveness for one year of teaching.
Missouri	Missouri does not provide any additional pay for teaching high-demand districts or school subject. Districts offer various monetary incentives for national certification.
Montana	Montana provides loan forgiveness to teachers willing to work in high demand schools and shortage subjects.
Nebraska	Nebraska provides loan forgiveness to teachers in high needs schools and shortage subject areas. Salary bonuses for ESL teachers are offered by some schools in the state.

Nevada	Nevada offers \$4000 per new teacher working in under performing schools. The Teach Nevada scholarship provides \$3,000/semester, per-student, not to exceed an aggregate of \$24,000 per-student.
New Hampshire	New Hampshire provides loan forgiveness for teachers willing to work in high need schools or shortage subjects.
New Jersey	New Jersey does not provide any additional pay for teaching high-demand districts or school subject.
New Mexico	New Mexico does not provide any additional pay for teaching in high needs schools or shortage subjects
New York	Recently hired teachers working in select high-need schools may be eligible for an annual award of \$3,400 for up to four years through the Teachers of Tomorrow (TOT) program. Master Teachers, who work intensively with other teachers, providing one-on-one coaching and guiding professional development, earn a \$20,000 salary differential. Model Teachers share and model proven teaching techniques with their peers, inviting other teachers into their classroom, and demonstrating those techniques in practice. They receive a \$7,500 salary differential. New York further provides loan forgiveness and scholarships for teachers willing to work in high-needs areas.
North Carolina	Teacher pay increases each year, and those who hold advanced degrees, such as a Master's degree, are also paid higher salaries. Mentoring new teachers and becoming National Board Certified Teachers can also result in additional salary in North Carolina.
North Dakota	The Teacher Incentive Grant Program provides financial assistance to teachers who wish to explore new and creative ways of integrating the arts into other areas of the curriculum.

Ohio	Ohio school districts follow a salary schedule for minimum teacher pay that starts at \$17,300 for 1st year teachers with no college degree, and culminating at \$32,460 for teachers with more than 11 years of experience and a master's degree. The Ohio Department of Education also rewards teachers with different monetary awards and recognitions, including the Ohio Teacher of the Year Award.
Oklahoma	The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative ruling administered by the Oklahoma State Regents for Higher Education. TSEIP was designed to recruit and retain mathematics and science teachers in Oklahoma. Successful candidates will be reimbursed eligible student loan expenses (a set amount, which may vary yearly) or an equivalent cash benefit.
Oregon	Oregon provides loan forgiveness for teachers in high needs schools.
Pennsylvania	The state offers differential pay and loan forgiveness as incentives for teaching in high-needs schools or in subject areas with shortages.
Rhode Island	Rhode Island completed a trial pay-for-performance program in two districts in the 2013-2014 school year. At this point the program has concluded and no further action appears to have been taken.
South Carolina	South Carolina provides loan forgiveness for teachers in high needs schools and shortage subjects. The state also provides incentives for attaining National Board Certification, ranging between \$5,000 and \$7,500.
South Dakota	South Dakota dedicates revenue from video lottery for the purpose of supplementing teachers' salaries.
Tennessee	An LEA may be awarded incentive funds up until the maximum threshold of \$5,000 per year. Incentive funds are awarded on a first come, first served basis up to a statewide ceiling of \$100,000 per fiscal year.

Texas	<p>First year teachers are provided with a minimum salary of \$27,320, and teachers with 20 or more years of teaching experience are provided with a minimum salary of \$44,270. The most successful teachers in Texas can also receive merit awards, such as the Texas Educator Excellence Award and District Awards for Teacher Excellence.</p>
Utah	<p>House Bill 203 extends income supplements that are already offered to teachers of math and science classes to those that teach courses in engineering, special education, and computer science. The annual compensation is also being increased; qualified teachers would receive a supplemental \$5,100 to their income in 2016 (up from \$4,100), with incremental \$1,000 increase up to \$10,000 in 2021.</p>
Vermont	<p>Vermont does not seem to have any ongoing teacher incentive programs. In its recent Educator Equity report the state identifies issues which run counter to the national trend with regards to teacher retention. The major issue appears to be rural isolation and cultural acclimation rather than working in a high-minority environment.</p>
Virginia	<p>The Virginia Teaching Scholarship Loan Program (VTSLP) provides financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. The critical shortage teaching areas are determined annually through the Supply and Demand Survey for School Personnel, based on data received by school divisions in Virginia. Shortages in specific subject areas are derived from the top 10 academic disciplines identified by the survey as shortage fields.</p>
Washington	<p>Teachers in qualifying challenging schools will receive an additional bonus up to \$5,000. This additional bonus is based on the teacher's percentage of time spent at the qualifying challenging school.</p>
West Virginia	<p>HB 2389: Teachers receive an annual \$1000 permanent salary increase per year.</p>
Wisconsin	<p>Teachers who receive performance based bonuses fall into one of four categories, with different dollar amounts assigned to each. They include "distinguished" (\$2,800), "high performing" (\$1,900), "proficient" (\$1,575) and "average" (\$500). The two lowest categories – basic and unacceptable – do not come with bonus money. After six years teachers are expected to rank above the "average" category to get a bonus.</p>

Wyoming

In 2014 Gov. Mead recommended that educator's salaries be increased to a more competitive level in order to attract/retain teachers. However, Wyoming does not appear to offer any incentives at this time.

National Board Certified Teachers and Student Achievement

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In the 1980s, the nation's focus on American pre-college education sharpened as a result of the publication of two significant reports. *A Nation at Risk* (United States Commission on Excellence in Education, 1983) and *A Nation Prepared* (Carnegie Forum on Education and the Economy, 1986) shed light on the flaws in the American education system, as well as making an overt connection between the nation's economic performance and the quality of education. According to both reports, America was failing in its educational objectives and the economy was under threat as a result. The latter of the two reports offered a solution to the growing problem: focus on improving teacher quality (Vandevoort, Beardsley, and Berliner, 2004).

In response to these reports, the National Board for Professional Teaching Standards (NBPTS) was created. They called for stronger teaching standards and the professionalization of the workforce. They worked to create five core propositions intended to be similar to the Hippocratic Oath in medicine. These propositions became the foundation for a set of comprehensive national teaching standards and eventually National Board Certification (Vandevoort et al., 2004).

The first teachers to become National Board Certified did so in 1994: they numbered less than one hundred (Vandevoort et al., 2004). Now, there are more than 110,000 National Board Certified Teachers (NBCTs) across the country, with more than 4,000 receiving their certifications in 2013-14 (National Board for Professional Teaching Standards [NBPTS], 2014). One of the main reasons for this sudden spike in certifications is the increased focus on teacher quality as a result of the No Child Left Behind Act of 2001 (NCLB). The act charges that by the 2005-06 school year, every student would be taught by a "highly qualified teacher." Many states, in addition to developing pedagogy tests for their teachers, have allowed National Board Certifications to demonstrate that a teacher is "highly qualified" (Vandevoort et al., 2004).

Many states, including Maryland, have encouraged teachers to seek certification in a number of ways. Besides the certification going towards the Advanced Professional Certificate, Maryland offers hefty financial incentives to teachers who complete the process. More than twenty states have similar programs designed to reward their NBCTs. However, ever since the NBPTS's inception, one question has been asked above all others: are NBCTs more effective than other teachers?

The first major studies analyzing NBCTs began in the early 2000s, most likely as a response to NCLB. Nine key studies, published between 2004 and 2015, attempted to determine if the National Board Certification process accurately assessed teacher quality. One of the biggest problems with researching this issue has been the lack of previous research, and as a result, every new study moved into relatively uncharted territory. The results of the investigations were split: about half of the studies show a positive relationship between NBCTs and teacher quality, while the other half found that the relationship either didn't exist or that the data was inconclusive. However, a consistent issue in the studies' methodology calls into question their results: the lack of an experimental method.

When conducting a study on National Board Certified Teachers, two major questions must be answered: first, do students of NBCTs perform significantly better than students of non-NBCTs? And second: does the NBCT process effectively distinguish between effective and non-effective teachers? Each of the nine studies included in this report try to answer at least one of these questions using statistical analysis of student and teacher data.

After reading through the different studies, one can quickly realize which ones were positive towards NBCTs and which ones were not. In regards to student achievement, the split was very clear: three studies stated that students of NBCTs have significantly higher levels of

student achievement, while the other six take the opposing view. For the second guiding question, however, the research differs drastically. Four studies state emphatically that the certification process weeds out ineffective teachers, but the remaining five claim to have come to different conclusions. Two didn't even address the question, one stated flat-out that the process didn't accurately locate effective teachers, and the last one's findings were inconclusive on the subject at hand. With that in mind, the reports of the past decade paint two very different pictures of National Board Certified Teachers.

The early studies tended to be more limited in scope. The first significant piece of research, published in September 2004, analyzed student achievement data from 14 different Arizona school districts, focusing on students in grades 3 through 6 taught by 35 different NBCTs (Vandevoort et al., 2004, pp. 19-20). The study was comprised of two parts: the first consisted of the statistical analysis of SAT-9 scores, the standardized test in Arizona at the time of the study. The second was a compilation of surveys answered by both NBCTs and their principals (Vandevoort et al., 2004, p. 19). As the second part is self-reported data, its findings should be considered less trustworthy than the objective analysis of the students' scores. Through various sampling techniques, the authors tried to reduce non-random bias, but stated that "there is no way to guarantee [...] was completely successful in eliminating bias" (Vandevoort et al., 2004, p. 22).

The study found that in classrooms taught by NBCTs, the average effect size was .122. This is the equivalent of a month's gain per year on the SAT-9 (Vandevoort et al., 2004, p. 34). This indicates that NBCTs were much more effective in teaching their students. Students taught by NBCTs gained the equivalent of, on average, 25 extra days of teaching (Vandevoort et al., 2004, p. 36). With this preponderance of evidence, the authors declared that the NBPTS certified

effective teachers and incentives for such teachers may be helpful in promoting student achievement.

The next affirmative study came later in 2004, authored by Linda Cavalluzzo of the CNA Corporation. While the previous study had looked at less than fifty NBCTs spread out over 14 Arizona school districts, Cavalluzzo decided to narrow her focus to the Miami-Dade school district in Florida. In addition, the analysis only includes mathematics scores, and looks at the ninth and tenth grades (Cavalluzzo, 2004, p. 1). This study is far more advanced than the previous ones, looking at 108,000 students from the Miami-Dade system using highly detailed data (Cavalluzzo, 2004, pp. 10-11). It separates the teachers involved into four groups: NBCTs, those teachers who applied for certification but either failed or withdrew, teachers with pending applications, and teachers who never applied (Cavalluzzo, 2004, p. 8). The last group serves as the control group and allows the author to analyze the true power of the certification process.

The analysis indicated that "NBC teachers are doing things that result in higher average gains for students. In addition, the NBPTS process successfully discriminates among applicants of varying quality" (Cavalluzzo, 2004, p. 25). This study is far more useful than the previous ones, as it uses a complex dataset to account for a multitude of confounding and lurking variables. It controlled for almost every major effect, including demographics, absences, and English language proficiency (Cavalluzzo, 2004). The findings seem to suggest that not only do the students of NBCTs perform better, but that NBCTs are far more effective than their peers.

The third "positive" study was authored by Dan Goldhaber and Emily Anthony of the Urban Institute in 2005. The authors commissioned the study to answer three questions implied by previous research: does the NBPTS weed out bad applicants; are NBCTs highly effective teachers; and does the assessment process help to increase teacher effectiveness? The reasons

they cited for focusing education research on National Board Certification were twofold: first, that certification might be able to “weed out” less effective teachers; and second, that it might serve as a form of professional development (Goldhaber and Anthony, 2005, p. 3). The federal government, in its push for highly qualified teachers at the time, supported the use of NBPTS certification as a measure of teacher quality. Goldhaber and Anthony merely wished to see if the claim of NBCTs being “effective teachers” held true.

Like the first report, the study looks at data collected from elementary school students, this time from all across North Carolina from the 1996-1997 to 1998-1999 school years. The growth in students’ scores on state-administered reading and mathematics tests served as the dependent variable. The authors decided to use several different models, but their primary one compared, using the variable t (school year), future NBCTs (those who would become NBCTs by the 1999-2000 school year), current applicants (status pending in year t), new NBCTs (those certified in year t), and past NBCTs (those certified prior to year t) (Goldhaber and Anthony, 2005, p. 15). These four variables allowed Goldhaber and Anthony to compare successful applicants to rejected ones and to determine the validity of the assessment process. In addition, the authors used the model to test a hypothesis of their own. Based on previous models, they believed that the time-intensive application process detracted from teacher effectiveness in the short term (Goldhaber and Anthony, 2005, pp. 15-16).

The findings of the study do reflect positively on the NBPTS process: students of NBCTs were expected to outperform their peers taught by unsuccessful applicants by about 5 percent of a standard deviation in reading and 9 percent of a standard deviation in mathematics (Goldhaber and Anthony, 2005, p. 16). However, even though NBCTs are more effective than their unsuccessful counterparts prior to certification, with non-applicants falling somewhere in the

middle, they are relatively as effective as non-applicants during the NBPTS process. It does appear that the application itself decreases teacher effectiveness in the short term (Goldhaber and Anthony, 2005, p. 16). In addition, the assessment does not appear to enhance effectiveness among applicants: the models “provide no evidence that completing the NBPTS assessment increases teacher effectiveness” (Goldhaber and Anthony, 2005, p. 18). The last conclusion in the study was equally as shocking: after controlling for the nonrandom distribution of teachers to different groups of students, the authors discovered that in reading, new NBCTs were no more effective than the unsuccessful applicants and past NBCTs were equal to non-applicants. In mathematics, past NBCTs were actually less effective than non-applicants: while the small sample of past NBCTs may play a role in these results, they are still contradictory to previous findings (Goldhaber and Anthony, 2005, p. 22). The overall findings of the study are clear: the NBPTS assessment clearly delineates the more effective and less effective applicants, but students of NBCTs do not appear to perform significantly higher than their peers taught by non-applicants.

In 2008, the National Bureau of Economic Research commissioned an experimental study of NBCTs, the first of its kind. It analyzed NBCTs in a brand new approach, looking at the scores on the NBPTS assessment as an indicator of future student achievement. The authors claimed that they could accurately “evaluate the ability of the NBPTS to identify those teachers with the biggest impact on student achievement as determined by standardized test scores” (Cantrell et al., 2008, p. 1). The study innovated in many new ways, but the most drastic shift from previous studies was the use of an experimental design. By randomly assigning students to teachers, the study’s authors lessened bias that could have otherwise hampered an observational study (Cantrell et al., 2008, p. 11).

The study used the Los Angeles Unified School District (LAUSD) as the dataset. The authors chose LAUSD due to their use of financial incentives to encourage NBCTs to teach at "high-priority" schools, which make up an astonishing eighty percent of the district. As of 2004, 1790 LAUSD teachers had applied for National Board Certification, with 1129 certified as effective teachers by the NBPTS (Cantrell et al., 2008, p. 7). The authors then laid out their experimental procedure: they claimed that previous research possessed two major flaws: it was non-experimental and looked at the NBCTs as a group. None of the studies analyzed the scaled scores of applicants or more importantly, the individual weighted sub-scores (Cantrell et al., 2008, p. 8). To rectify these flaws, the authors partnered with the LAUSD to create an experimental study of teachers of grade 2-5 over the school years 2003-2004 and 2004-2005.

99 pairs of teachers, one an applicant for certification and the other a comparison teacher, were randomly assigned classes of students, which were created to create roughly similar classrooms for comparison. The comparison teacher taught in the same school-grade year and calendar track as the NBCT, as well as possessing at least three years of experience (Cantrell et al., 2008, p. 11). The study also included a non-experimental portion, where all remaining NBCTs and qualifying comparison teachers in grades 2-5 were analyzed. The non-experimental portion looked at three distinct periods: "the *non-experimental sample* during the *experimental period* (2004-2005); for the *non-experimental sample* during the *pre-experimental period* (2000-2003); and, for the *experimental sample* during the *pre-experimental period* (Cantrell et al., 2008, p. 4).

The results of the study were varied, but possessed a high level of statistical accuracy. First, to test the effectiveness of random assignment, the authors tested the baseline characteristics of students assigned to both NBCTs and comparison teachers. They found that

“the random assignment process produced similar classes of students for each group of teachers” (Cantrell et al., 2008, p. 24). However, in the non-experimental sample, the findings concluded that “National Board applicants were regularly assigned students who are stronger academically than those assigned to non-applicants within the same school” (Cantrell et al., 2008, p. 24). Deeming the process valid, the authors then looked at the main focus of the study: using the various scores from the assessment as predictors of student achievement.

Shockingly, the study found that students of NBCTs did not perform consistently higher than non-applicants in mathematics, the difference being only .046 standard deviations based on a normal model of student scores in LAUSD. However, the students of unsuccessful applicants scored on average 0.173 standard deviations lower, a statistically significant amount at a 99 percent confidence level. In language arts, students of NBCTs do perform consistently higher than students of comparison teachers, with a difference of 0.060 standard deviations. Student of unsuccessful applicants, as in mathematics, perform significantly lower, with a difference of 0.134 standard deviations (Cantrell et al., 2008, pp. 27-28). The non-experimental sample is roughly similar in its findings to the experimental portion. In addition to their findings on student achievement, their tests regarding the assessment itself were met with mixed results. The authors found that if the 10 sub-scores were re-weighted, the predictive power of the scaled score would double. Even with its flaws, however, the assessment was found to be effective in weeding out ineffective teachers (Cantrell et al., 2008, p. 42).

Six years after the publication of the NBER working paper in December 2008, the Center for Education Data & Research at the University of Washington Bothell commissioned a pair of reports regarding National Board Certification. The reports, written by James Cowan and Dan Goldhaber, incorporated many aspects of previous studies. The study encompassed Washington

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State which at the time had the fourth largest population of NBCTs in the entire nation, partly due to an immensely successful incentive program (Cowan and Goldhaber, 2015a, p. 6). The dataset included student records from 2006-07 to 2008-09 at grades 4-6 and from 2009-10 to 2012-13 at grades 4-8. The addition of grades 6-8 in the latter time period is due to a change in the state's records, allowing the authors to link teachers to students at higher grade levels (Cowan and Goldhaber, 2015a, p. 7). Borrowing from the 2008 NBER paper, Cowan and Goldhaber analyze the linear relationship between the scaled scores of NBPTS applicants and student achievement as well as the standard categorical tests.

The results are relatively consistent with previous studies: there is a clear link between NBCT status and student achievement. NBCTs are "about 0.01 to 0.05 standard deviations more effective than non-NBCTs with similar levels of experience" (Cowan and Goldhaber, 2015a, p. 3). In regards to the scaled score of the assessment, "a one standard deviation difference on the National Board assessment score corresponds to an approximately 0.04-0.05 standard deviations difference in student achievement." These findings are remarkably similar to those of the NBER report, indicating a use for the scaled score as a measure of teacher effectiveness (Cowan and Goldhaber, 2015a, p. 18). Among elementary school students, those taught by successful applicants outperform those taught by unsuccessful applicants by a margin of 0.09 standard deviations. This corresponds to a difference equivalent to an extra 4.5 weeks of learning. The margin among middle school students, however, is far smaller, at only 0.06 standard deviations for mathematics and 0.03 in reading. At neither value is an NBCT statistically more effective than unsuccessful applicants (Cowan and Goldhaber, 2015a, p. 17). However, this study and the four before it have indicated that not only do students of NBCTs outperform their peers, but that the NBPTS assessment "weeds out" less effective teachers.

While many reports sing praises of the NBPTS and its assessment, there are several that claim it is flawed or even useless. One of the earliest studies of NBCTs, published in March of 2005 and commissioned by the NBPTS itself, took that very stance. Written by William Sanders, James Ashton, and S. Paul Wright, the report analyzed scores on mathematics and reading tests from two large North Carolina school districts, ranging from the years 1999-2000 to 2002-2003 and grades 4 through 8. After exclusions due to insufficient data points, the student records analyzed numbered over 130,000. The authors set out to make three broad comparisons: "(1) NBCTs versus teachers who have never been involved in the certification process, (2) NBCTs versus teachers who planned to attain certification in the future, (3) NBCTs versus teachers who failed in their attempt at certification" (Sanders et al., 2005, p. 2).

Using these three comparisons as a launching point, four models were created, utilizing four categories of NBCT status. The categories, in order, were certified, attempted and failed, will participate, and never (Sanders et al., 2005, p. 5). Models 1 and 2 utilized students' raw scores as the dependent variable, while models 3 and 4 analyzed student achievement using gain scores. Models 1 and 3 were considered comparable to previous studies, but Models 2 and 4 included "a random teacher effect with a separate variance component for each certification status" (Sanders et al., 2005, p. 5). Not including this effect leads to "inferences that are overly optimistic," and are not found in previous research (Sanders et al., 2005, p. 5).

The study did not provide affirmation for the use of NBCT incentive programs. Models 1 and 3 validated the long-held belief that students of NBCTs performed better than their peers. "The sizes of the effects were generally less than one-half of a scale score unit and translated to standardized effect sizes that averaged 0.09 and 0.04 for math and reading, respectively, in Model 1, and 0.06 and 0.02 in Model 3," which were roughly equivalent to previous findings

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(Sanders et al., 2005, p. 6). However, in models 2 and 4, the authors found no statistically significant results: students of NBCTs performed no better than students of other teachers. And according to Sanders and the other authors, "Models 2 and 4, by properly accounting for the nested structure of the data, produce more defensible results (2005, p. 8). Another aspect of the study, looking at the variability within the previously defined categories of teachers, found that students were just as likely to get an "effective" teacher if their teacher was certified or not. In other words, the assessment process is ineffective in sorting out good teachers from the bad (Sanders et al., 2005, p. 7). The findings of this study paint a striking picture: one of wasted dollars and time on a seemingly useless program.

A year after the publication of the NBPTS report, another study was prepared on behalf of the National Board. The study would look at NBCTs using both student achievement data, as before, and through a series of other data points including observations and interviews. During the first phase of the study, data from three North Carolina school districts was utilized: test scores from 5th grade students were compared to statistical predictions, with the findings then standardized and aggregated by teacher (McColskey et al., 2006, pp. 10-11). Using the collected data, the second phase involved separating non-NBCTs into quartiles, taking the most effective and less effective quartiles, and comparing them to NBCTs on 15 different variables (McColskey et al., 2006, p. 12). The fifteen variables were separated into three groups based on the data and the methods by which it was collected: pre-instructional and dispositional, in-class, and teacher effectiveness (McColskey et al., 2006, p. ix). The sample size for this study is limited to 307 fifth-grade teachers in phase I and 51 fourth- and fifth-grade teachers for phase II (McColskey et al., 2006, p. 14).

After aggregating student achievement by teacher, the teacher's effectiveness was given a number on the Teacher Achievement Index (TAI). In phase I of the study, it was found that there was "no significant correlation between the TAIs and teacher characteristics of years of service, ethnicity, and pay grade" (McColskey et al., 2006, p. 64). More surprisingly, the findings showed that students of NBCTs didn't perform significantly better on either the mathematics or reading tests than students of non-NBCTs. They did seem, however, to have a narrower range of scores, as indicated by the tighter grouping of NBCT's TAIs (McColskey et al., 2006, p. 64). In phase II of the study, the group of NBCTs had higher instances of post-masters coursework, were found to be more effective in lesson planning, and reading comprehension assignments created by NBCTs were more cognitively challenging than those given by non-NBCTs. While NBCTs were found to be more effective in the pre-instructional phase, the in-class variables showed no key differences in NBCTs. Even more shocking, in the teacher effectiveness set of variables, the most effective non-NBCTs actually surpassed the NBCTs in four out of fifteen dimensions (McColskey et al., 2006, pp. 58-59). The findings of this study clearly state that NBCTs are not significantly more effective than other teachers, striking another blow against the claims of the NBPTS.

In 2008, the same year as the influential NBER report, a study co-authored by Douglas Harris and Tim Sass also took a look at the influence of National Board Certification on teacher effectiveness. Their report is remarkable for its large scope: the data was taken from all across Florida over a four year span (2000/01-2003/04), looking at grades three through ten. When all said and done, the study encompassed over one million students and tens of thousands of teachers in both reading and mathematics (Harris and Sass, 2008, pp. 12-14). The student achievement data comes from two tests: the Sunshine State Standards (SSS) exam and the

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Stanford-9 achievement test. The primary test used for analysis is the SSS exam, with the Stanford-9 being used only when the results differ from the SSS exam. The scores are normalized by grade and year in order to be used in the statistical analysis (Harris and Sass, 2008, p. 15). The large dataset was useful in many regards: it allowed the authors to analyze the effect of NBCTs at different levels of schooling, to control for differences in teacher groups, and to properly account for heterogeneity in the student population (Harris and Sass, 2008, p. 3). The authors also used data on NBCT mentoring programs to determine the effect that the presence of NBCTs has on teachers in schools (Harris and Sass, 2008, p. 13). However, one major flaw in an otherwise astoundingly thorough dataset is the inability to determine rejected NBCT applicants from the pool of non-NBCTs. The variable for NBCT is therefore dichotomous: NBCT or not (Harris and Sass, 2008, p. 12).

The first model created by the authors tests the effect of NBCTs on their own students. On both tests and in both subjects (reading and mathematics), NBCTs are not found to be more effective than their non-certified colleagues (Harris and Sass, 2008, p. 16). In addition, the report validates the findings of Goldhaber and Anthony in regards to professional development: it does not appear that an NBCT's effectiveness increases post-certification (Harris and Sass, 2008, p. 17). Using the vast amounts of data at their disposal, the authors decided to test if NBCTs were more effective at different grade levels. However, as before, they found evidence contrary to popular belief. No difference in student achievement was detected in elementary schools, while NBCTs were found to be more effective before certification in middle school, but no different than non-NBCTs post-certification. In high school, NBCTs were found to be more effective than non-NBCTs post-certification, but only in mathematics (Harris and Sass, 2008, p. 20). The

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findings of this study contrast with the NBER report greatly, showing no difference between NBCTs and their fellow teachers.

The ninth and most recent study was published in March of 2015, authored by Cowan and Goldhaber. Using the same data collected from their earlier study, they set out to determine the impact of a teacher incentive policy in Washington State. At the time of the study, Washington had a two-tier incentive program for NBCTs. First, any NBCT would receive a \$5,000 yearly bonus for their certification. The second bonus, titled the Challenging Schools Bonus (CSB), was designed to incentivize NBCTs with up to \$5,000 to teach at high-poverty schools (Cowan and Goldhaber, 2015b, p. 6). As before, the dataset included student records from 2006-07 to 2008-09 at grades 4-6 and from 2009-10 to 2012-13 at grades 4-8. However, the data now also includes student achievement data from reading in grade 10 (Cowan and Goldhaber, 2015b, p. 12). The data now includes 2,470,049 student-year observations in math and 2,711,038 in reading, as well as 298,267 teachers, 62,635 of whom teach at challenging schools (Cowan and Goldhaber, 2015b, pp. 34 and 35).

Compared to other tests, the findings of this test are inconclusive and muddled by statistical insignificance. The authors found "that the bonus increased the proportion of teachers with the NBPTS credential both by incentivizing incumbent teachers to apply for certification and through better recruitment of teachers who already possess the NBPTS credential. We find suggestive evidence that eligible schools have higher retention rates among NBCTs" (Cowan and Goldhaber, 2015b, p. 21). Not only did the proportion of NBCTs at high-poverty schools increase, but even the retention of said teachers was higher than at other schools. However, the level of student achievement at these challenging schools was not found to be significantly higher, despite the greater number of NBCTs (Cowan and Goldhaber, 2015b, p. 21). Cowan and

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Goldhaber, however, were quick to point out two major limitations in their analysis. The time period, they stated, was limited to the first five or six years after implementation of the CSB, when the program was still getting up and running. In addition, limiting the definition of an effective teacher to high student test scores is far too narrow. They cite evidence that "effective" teachers provide students with long-term educational support that is not measured by traditional student achievement tests (Cowan and Goldhaber, 2015b, p. 21). With this in mind, the authors of the study state that as of now, financial incentives meant to boost performance in high-poverty schools using NBCTs do not have basis in statistical evidence.

Ever since the publication of *A Nation at Risk*, the United States has been focused on education as a driver of the economy. Whether it be through federal law, such as the No Child Left Behind Act in 2001, through state-based initiatives, such as the Common Core, or even at the local level, education is being shaped anew to meet the 21st century's needs. One of the centerpieces of this grand plan is teacher quality. In 2001, the Bush administration declared emphatically that by the summer of 2006, every teacher in the country would be "highly qualified." As a result of federal and state policies, numbers of National Board Certification applicants surged to new heights. With more NBCTs than ever before, the time has come to sit down and thoroughly investigate the NBPTS's claim of certifying the best and brightest teachers across the nation.

In all nine studies, they attempted to answer two basic questions: whether the students of NBCTs performed better than other students, and if the assessment process successfully discerned more effective teachers from the pool of applicants. Many of the earlier studies claimed to find correlation between student achievement and the presence of an NBCT, using statistical analysis of student test scores to back it up. However, the first three studies, published

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in 2004 and 2005, suffered from small sample sizes and limited datasets. However, the sole experimental study done regarding NBCTs, the NBER working paper in 2008, claimed that the assessment process did accurately distinguish effective teachers, even if student scores for such teachers weren't significant. The fifth affirmative study, looking at students in Washington, did find significant evidence linking student achievement and NBCT effectiveness, while not suffering from the problems of the first three reports. Overall, the positive studies do suffer from limited observational data, but the experiment undertaken in the NBER working paper does show that there is some merit to the NBPTS assessment process.

However, the negatives do make a strong case against the NBPTS assessment and NBCTs themselves. All of them claimed that students of NBCTs were no better than their fellows, citing large datasets as evidence. It does seem that most, if not all, of the negative studies have significant statistical evidence and solid data modeling. However, in regards to the assessment process itself, the camp is much more divided. Many of the negative studies do highlight some of the positive effects of the application, showing how ineffective teachers are consistently weeded out by the process.

It seems premature to declare that students taught by NBCTs perform better than other students. However, there is significant evidence to show that successful applicants are more effective than the unsuccessful applicants. The NBPTS assessment process does seem to "weed out" ineffective teachers and certify only the best, as they claim. Financial incentives for NBCTs have been effective in getting increasing numbers of teachers to attempt certification, and while NBCTs may not be more effective than average teachers, the process does seem to identify ineffective teachers as well. However, due to the inconclusive statistical evidence so far, the best course of action would be to conduct a study of NBCTs within Maryland itself. Each study in

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this analysis came to a different conclusion, and it seems that location may be a factor in the effectiveness of NBCTs. With the number of certified teachers growing each year, it is important to discover the impact they have on the classroom and beyond.

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Paradigm Shift 2016:

Bringing Maryland's Teacher Preparation Policies into the 21st Century

Submitted to

Interim Superintendent Jack Smith

Maryland State Department of Education

From

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Abstract: This working paper was developed at the request of Interim Superintendent Dr. Jack Smith to provide an historic overview of the policy framework under which teacher preparation programs currently operate, suggest strengths and weaknesses of the current framework, offer guidelines for review and revision of the framework, and make recommendations for next steps.

Overview

In 1995, MSDE and MHEC, in collaboration with stakeholder groups, developed the Redesign of Education (*Redesign*) to establish a framework for teacher education in the State of Maryland. In the ensuing years the *Redesign* has placed Maryland in the forefront of educational policy. However many changes in the society and the field of education support a review of the framework and policies to assure Maryland retains its efficacy and preeminence in the development of an effective teaching force.

The success of the *Redesign* can be seen in the large number of effective Professional Development Schools developed and sustained by districts and universities over the years. Other improvements identified by leadership in higher education and school systems in on-going discussions and reports include the strengthening of mentoring skills, increased time in classroom by teacher candidates, the diversity of experiences available to students in well-structured programs and increased collaboration among schools and higher education.

But much has changed since 1995. The children of the schools in 1995 are now the parents of the next generation: the world has turned and with it the role of education. The concerns of the 1980s have turned into the expectations of the 21st century. Schools must now educate all students to a degree of competence unparalleled in the history of schooling. Competition is not among neighboring schools and towns, but comparisons are drawn across states and among countries. The vision of an international competition among educational systems has emerged from both the immediate access to events worldwide and the level of comparative data. The context of schooling then is very different from the original *Redesign* and moved more toward the worldwide vision as explicated in Maryland's Race to The Top grant. It is now time to align policy with this expanded vision of education by framing a new, concise, comprehensive and coherent policy framework.

The sheer volume and complexity of data available to school systems, schools and individual teachers has grown exponentially in the last ten years. Teachers are now faced with a wealth of data, but limited capacity to analyze and determine the essential elements that will lead to success for the students. But technology has gone far beyond data richness. Collaboration among higher education and P-12 institutions envisioned in the *Redesign* are now possible among schools and across the spectrum of educational institutions through Facebook type mentoring programs or blogs, webinars, SKYPE or online forums. Technology has changed forever both the demands and resources for schools and teacher education programs from hardware such as mobile devices to

websites, data sources and platforms that have changed teaching from providing knowledge to fostering learning. This has been promulgated through Maryland's commitment to the Maryland College and Career Ready Standards and represents a shift in perspective as to the purpose of schools. Reviewing the *Redesign* in the light of major changes in curriculum and technology seems essential.

Other external forces have also influenced the schools in Maryland since 1995. At the national level The No Child Left Behind Act of 2001, ED Recovery Act as part of the American Recovery and Reinvestment Act of 2009, and Every Student Succeeds Act (ESSA) of 2015 have altered curriculum, assessment of students, accountability of schools and school systems, teachers and principal evaluations and commitments to our lowest performing schools. All of these major legislative efforts were initiated after the implementation of the *Redesign*. Likewise, in the field of teacher education major changes took place in the assessment of teacher education programs with a major shift from examining the inputs of teacher education programs to the assessment of the performance of the graduates of the programs. The reconstitution of National Council for the Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) into the Council for Accreditation of Educator Preparation (CAEP) not only recognized the change, but moved from teacher education to educator preparation in part to recognize the many additional pathways to teaching.¹ However prescient the authors of the *Redesign* were in 1995, it would be difficult to suggest all of these changes and many not mentioned in this quick overview have been addressed in the current legislation and its related regulations. A review seems overdue.

The 1995 *Redesign*² has been implemented through the Maryland Institutional Performance Criteria (IPC).³ The IPC lists the four essential elements of all initial teacher preparation programs. These four elements and emerging areas of concern are noted below:

Strong Academic Background: Each cohort (e.g., 2007-2008 graduates) meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) and content and pedagogy tests (e.g., Educational Testing Service, ETS) or American Council on Teaching of Foreign Language (ACTFL) tests.

- **Concern:** These "academic background" standards are not aligned with CAEP accreditation standards; CAEP does not require pedagogy tests.

Extensive Internship: Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which include an

¹ See Appendix 1

² See appendix 2

³ See Appendix 3

Internship within two consecutive semesters that at a minimum has 100 full days in a school.

- **Concern:** 100-day internship models are "input" models, which are not based on performance or outcomes. The CAEP standards are less restrictive and align better with best practice.

Performance Assessment: The educator preparation provider (EPP) unit uses a performance assessment system that is based on the Interstate Teachers Assessment and Support Consortium (INTASC), national Specialized Professional Association (SPA) standards and/or the Essential Dimensions of Teaching, (EDoTs) and is assessed by a standards-based rubric.

- **Concern:** This standard does not address edTPA or ETS PPAT directly, and after all this time (20 years) standards will be more valuable and more relevant if they align with the measures that schools use to assess their teachers.

Linkage with PreK-12 Priorities: Programs prepare professional educators for assessment and accountability in Maryland, through focusing on the following reform elements: • Maryland College and Career-Ready Standards (MCCRS) • Ready for Kindergarten (R4K) (Early Childhood) • Student Learning Objectives (SLO) • PARCC Assessments (PARCC)

- **Concern:** The priorities stated above are high level MSDE priorities, but may or may not reflect all the LEA priorities. They are necessary but not sufficient. MSDE and LEA priorities may overlap, but new language should incorporate LEA partnerships as well as state goals. This standard requires real collaborations with LEAs (data sharing, cost-sharing, etc.) in order to be fully implemented, and currently this is not universally the case.

Looking for Evidence

Although teacher educators, school personnel and teacher candidates have attested, anecdotally, to the value of many aspects of the *Redesign* standards, between 1995 and 2016 there have been few, if any, research studies of the *Redesign* and the IPC that offer grounded evidence of the success of this model. At a time when teacher preparation programs (university-based and alternative training programs) are coming under scrutiny with respect to best practice, it is imperative that policies and regulations be grounded in evidence-based findings.

The P-20 Task Force on Teacher Education (2014-2015) offers compelling evidence from national and international comparisons that the following elements need to be included in a new framework:

- high quality mentoring;
- sustained K-12 and higher education involvement with the intention of support student growth in the schools and extended;
- multiple field experience and internship with diverse populations;
- residency induction model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts; and,
- career-long professional development programs and career ladders for educators that are aligned with the high expectations of Maryland College and Career Ready Standards.

Limitations of the IPC-Redesign

The IPC-Redesign, like most policy, was written broadly to permit changes over time; however, the time has come to rewrite this important set of policies. Illustrative limitations are listed below:

1. **The IPC-Redesign language is too limiting.** In some cases specificity is a limitation in the *Redesign*. For example, the explicit inclusion of 100 days over two semesters for the internship does not convey the purpose of that requirement. The focus should be on the outcomes, ensuring that the candidate's successful performance in the internship contributes to student learning. In the 2000 revisions of NCATE, and now CAEP, the field has moved away from an input model of requirements to a performance-based assessment of the internship. Likewise, the requirement of an internship over two semesters no longer fits with models of extended internships that might match a block schedule in a K-12 school, or Pre-K programs, or a summer program in a public school.
1. **IPC-Redesign discourages innovation.** At the present there is no mechanism for proposing and validating innovation. It would seem reasonable for a university in collaboration with a school district to propose an innovation to MSDE for review, then create an agreement for a pilot that includes a review period and an independent research component to determine the efficacy of the innovation. Likewise programs offered by educator providers through alternative models or out-of-state universities do not currently have independent assessment of the performance of the teachers nor are they required to meet standards such as CAEP. To maintain quality of the teaching force in the state, regulations should strive for consistency across all providers.

2. **Under current policy, LEAs are not held responsible for participating in the IPC-Redesign. That creates an unworkable situation for implementation of the standards. The Redesign has no requirement for K-12 schools or school districts to participate in the Redesign. School districts have been willing collaborators for the most part, but have the option to walk away or alter agreements without accountability to the State or to higher education (IHE) partners. A more balanced policy would structure a fully integrated teacher education process from pre-service through experienced teachers, with accountability on both sides of the partnership.**

This a particularly important point, and will be discussed at length later in this paper. The revised policy needs to ensure that LEAs have an equal share of responsibility for implementing the internship components (PDS) of the Redesign. P-12 officers who have authority over the budget and access to data should be held accountable for school-based aspects of the implementation of the IPC-Redesign, including induction. Gaining access to the schools to do research and collect data (an essential part of assessing the effectiveness of our preparation efforts) continues to be a challenge, but is a solvable problem.

Guidelines for revising the IPC-Redesign

1. **The IPC-Redesign should incorporate all essential Maryland partners in the development of policy, programs and assessments, and hold all partners accountable for the teacher preparation continuum. Currently, MSDE serves as the state approval agency for teacher preparation programs. A model that incorporates IHEs (two-year and four-year) and the Local Educational Agencies in all areas of the process with shared decision-making on the development of policies would increase the likelihood of an integrated teaching profession from pre-service teaching through advanced professional certification.⁴**
2. **Maryland's IPC-Redesign should be fully aligned with the CAEP accreditation and SPA standards such that fulfilling one fulfills the other. The recent changes in national accreditation with greater emphasis on outcomes and an increased emphasis on clinical practice bring the CAEP and SPA requirements more in line with Maryland's model. Separate or additional standards in the IPC should be eliminated in favor of the national standards, accreditation and SPA recognition.**

⁴ An example of the disconnect: The new CAEP Accreditation Handbook indicates that Standard 3.2, all of Standard 4, and Standard 5.3 and 5.4 must be met for full accreditation. Previously, CAEP had only listed Standard 4 and 5.3/5.4. To meet standards 4 and 5.3/5.4 higher ed institutions will need instruments demonstrating impact on student learning and teacher effectiveness, along with other highly robust data sharing agreements with LEA's that do not currently exist. Thus, the IPC-Redesign needs to be modified to include a modified LEA/higher education relationship structure, in order to incorporate the required CAEP standards.

3. **All changes to IPC-Redesign should be informed by evidence-based research. IPC-Redesign should be reviewed every 5 years by collaborative review team (MSDE, IHEs, LEAs) Evidence-based decisions should inform changes in the IPC where possible. When best practice is used then a research and evaluation effort should be put in place to address the practice with the purpose of review and possible revision after five years.**
4. **IPC-Redesign should incorporate AAT program standards recognizing the critical contributions community colleges make to the teacher pipeline in Maryland. Alignment and linkage of AAT programs with state and CAEP standards so that CAEP, the State of Maryland and community college form alliances that both verify and recognize the quality of AAT programs, including but not limited to the field experiences, measurement of dispositions, contributions to diversity, and alignment for certification.**
5. **IPC-Redesign should incorporate explicit provisions and incentives for innovations for schools and universities to continue to enhance the accreditation process. These might include: online observations, multiple IHE's to work within a single PDS site, international settings or integrated onsite instruction/teaching/feedback teacher education programs.**

Next Steps

This paper outlines the opportunities that exist to dramatically improve a teacher pipeline that has served us well in the past, but is in need of urgent reform and revision. In order to reach our goals of recruiting the highest quality teachers, reaching higher teacher retention goals, aligning teacher education programs with the direct needs of school districts, and ultimately preparing Maryland's students for college and careers, we recommend that the Interim State Superintendent appoint a Statewide Task Force on Teacher Preparation to rewrite the current policies addressing the concerns raised in this paper, using the guidelines suggested here, and the charge to the task force should specifically incorporate the development of the Maryland MOU with CAEP, since a goal of the new IPC-Redesign will be to align Maryland standards with national accreditation.

The Task Force should be comprised of representatives from MSDE, LEAs and all segments of higher education (USM, MICUA, MACC, Morgan/St Mary's). Each segment head should be invited to nominate up to two members of the task force. The task force should be co-chaired by MSDE, an LEA Superintendent, and a Higher Education Chief Academic Officer, and should be directed to complete its work by April 30, 2016. The recommendations from the task force should be put before the State Board of Education in May, 2016, for implementation beginning July 1, 2016

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every sale, purchase, and payment should be properly documented to ensure the integrity of the financial statements.

In addition, the document highlights the need for regular reconciliation of accounts. By comparing the company's internal records with bank statements and other external sources, discrepancies can be identified and corrected promptly.

Furthermore, it is stressed that all financial data must be supported by valid receipts and invoices. This not only provides evidence for tax purposes but also helps in tracking the flow of goods and services within the organization.

The document also addresses the issue of asset management. It advises that a comprehensive inventory system should be implemented to monitor the value and condition of all assets owned by the company. Regular audits should be conducted to ensure that the recorded values are accurate and up-to-date.

Finally, the document concludes by stating that adherence to these financial management practices is essential for the long-term success and stability of any business. It encourages the management to foster a culture of transparency and accountability in all financial dealings.

**MARYLAND STATE DEPARTMENT OF EDUCATION
NUMBER OF TEACHERS THAT SEPARATED BETWEEN
OCTOBER 15, 2014 AND OCTOBER 15, 2015
FIVE YEARS EXPERIENCE OR LESS**

Reason for Separation	Number
Death	2
Retirement	11
Dropped	
For provisional or substandard certificate	87
For inefficiency/ineffectiveness	84
For immorality, misconduct, insubordination, willful neglect of duty	8
For reduction in force	10
For resignation before non-renewal recommendation	39
Work in (education)	
Another country	42
Another state	201
Another local unit or the MD State Dept. of Ed.	105
A Maryland institution of higher education	138
A nonpublic school	20
Other type of position in the same local unit	6
Work in (other than education)	
Government services	11
Business	28
Defense work	2
Armed services	3
Other Voluntary Resignation	
Study	43
Move	342
Marriage	9
Maternity	20
Home responsibility	120
Personal illness	59
Dissatisfied with teaching	69
Other	410
Cause unknown	88
Leave of Absence	
For study	4
For illness	9
For maternity	23
Armed services	1
Other reasons	30
Total	2,012

DRAFT 7/29/16

Brackets indicate matter deleted from existing law

See Page 2 of this document to look at 11-208(a), (b), (c) without showing the current law that is being deleted

Article - Education

11-208.

- (a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized [by the U.S. Department of Education and endorsed] by the Department.
- (b) [(1) After July 1, 2004, an] AN institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:
- [(i)] (1) National accreditation; or
 - [(ii)] A waiver under paragraph (2) of this subsection] (2) APPROVAL BY THE DEPARTMENT.
- [(2) The State Superintendent may grant a waiver from the national accreditation requirements to:
- (i) Any liberal arts college with a full-time equivalent enrollment of not more than 2,000 students; and
 - (ii) Any nationally recognized professional school of fine arts specializing in music or art.]
- (c) (1) [By July 1, 2000, an institution of higher education in the State that offers a program of undergraduate or graduate studies that would certify a recipient to teach must:
- (i) File its intent to seek national accreditation;
 - (ii) Certify to the Department that it has national accreditation; or
 - (iii) Have received a waiver under subsection (b)(2) of this section.] WHEN DETERMINING WHETHER A NATIONAL ACCREDITING AGENCY IS RECOGNIZED BY THE DEPARTMENT, THE DEPARTMENT SHALL CONSIDER WHETHER THE NATIONAL ACCREDITING AGENCY INCLUDES SIMILAR STANDARDS THAT ARE USED BY THE DEPARTMENT WHEN APPROVING A PROGRAM.

(2) The accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a [nationally recognized] NATIONAL accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support to assist institutions of higher education in the State that seek NATIONAL accreditation under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that [an] A NATIONAL accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that [an] A NATIONAL accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of [an] A NATIONAL accrediting agency.

(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

(a), (b), and (c) without the current law being repealed

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department.

(b) An institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

(1) National accreditation; or

(2) Approval by the department.

(c) (1) When determining whether a national accrediting agency is recognized by the department, the department shall consider whether the national accrediting agency includes similar standards that are used by the department when approving a program.

(2) The accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a national accrediting agency and the Department.

Appendix X



**Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
August 16, 2016 Meeting Minutes**

The 6th meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1:00pm

In attendance: Dr. Sylvia Lawson (MSDE), Sarah Spross (MSDE), Emily Dow (MHEC), Amanda Conn (MSDE), Linda Gronberg-Quinn (MADTECC), Gail Bennett (PSSAM), Nancy Shapiro (UMS), Tess Blumenthal (MAESP), Rowena Shurn (MSEA), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE), Derek Simmons (Attorney General's Office) Debra Kraft (MICUA)

Absentees: Marietta English (BTU), Laura Weeldreyer (MSBE), Annette Wallace (MASSP)

Introductions

Ms. Spross opened the meeting with an introduction of the workgroup. She noted that, during the meeting, the committees would be reporting their suggestions to the workgroup members for the interim report due September 1, 2016. She noted that the committees have done an incredible amount of work in the past three or four meetings.

Ms. Spross further noted that this work will extend the partnership work between P-12 and Institutions of Higher Education (IHE) begun more than two years ago. Currently, the workgroup members, combined with the committee members, have brought more than 72 people together to engage in this work.

Ms. Spross reminded the workgroup and committees that a comprehensive interim report with substantive recommendations and stated direction for continued work is due November 1, 2016 with the final report due November 1, 2017. The committees' reports will get feedback from the workgroup to inform Amanda Conn as she completes the required reports.

Public Comment:

We provided opportunity for public comment at this meeting, but the individual who signed up did not appear. There will be more opportunities for public comment in the future.

Approval of Minutes

Ms. Spross entertained a motion to approve the August 2, 2016 minutes.

MOTION: Ms. Gail Bennett/Ms. Amanda Conn moved and seconded a motion to approve the August 2, 2016 minutes.

VOTE: UNANIMOUS

Break for Committees to meet

Ms. Spross reiterated that, as agreed upon at the last meeting, committees would be given 30 minutes to finalize their recommendation for today's presentations. The committees reconvened at 1:50 p.m. for report out and discussion.

Ms. Spross offered two options for the committee report outs: Option 1: All five committees would report with the workgroup discussing the reports in total. Option 2: Each committee would report out separately and the discussion from the workgroup would immediately follow the individual report.

Dr. Shapiro felt the most urgent issue to be centered in the work of Committee V and asked if they could go first in order to assure adequate time to discuss the recommendations, vote, and make a decision thereby resolving the CAEP issue.. Ms. Spross agreed that Committee V could begin, but committing each equal time for each presentation since the information from the other four committees is what is required by the Statute. The workgroup must hear from all committees in order to make decisions for the interim report.

Committee Reports

Committee V: Education Article §11-208 (CAEP)

Ms. Kröll spoke for Committee V. She reiterated that the goal was to amend the statute in order to fix the CAEP issue. In addition, Ms. Kröll noted two other issues, the first of which was to recommend further discussion to see if the Department (MSDE) should include educational providers other than CAEP. Secondly, it was suggested that the work of Committee V should be merged into Committee II, Teacher Preparation, to make sure the work is aligned.

Mr. Simonsen provided background on CAEP and its lack of national recognition, the statutory issue currently being addressed. Amanda Conn reviewed the recommended language for Education Article 11-208

Workgroup questions and response to Committee V

Ms. Bennett asked specific questions regarding the role of the workgroup in the vote/approval of the bill. Ms. Conn explained the process of approval from the Department and from the State Board. Mr. Simonsen commented that an affirmative vote indicates the group's suggestion of language change and that the committee would be asking for the proposed changes to be adopted. He also confirmed for the committee that if, in the future, their constituents are not in favor of the language, they are able to voice their disagreement.

Conversation continued regarding the issue of approval from MSDE and approval from a nationally recognized organization. As noted in the proposed language, the organization must have standards that align with the state approval standards. If an organization has received recognition, then an IHE would not need approval from both but only from one. However if there are any standards not covered by the national organization, a state Addendum would need to be completed. Ms. Spross noted that this puts Maryland in prime position to assure that IHEs with approved programs are doing what is right for Maryland students. The committee further

discussed the difference between state approval and national accreditation, noting that there needs to be awareness of the perception of the potential value of national recognition.

Vote for approval

There were three abstentions (Dr. Shapiro, Ms. Bennett and Ms. Kraft) to the vote for the recommendations from Committee V's recommendations. As a result there were not enough members to complete a vote by quorum rules. The Department will take the recommendation from the committee and move forward with the proposed language.

Committee I: Determine how to recruit quality teachers at all levels of education in Maryland

Ms. Butler presented on behalf of Committee I. She noted the charge led to broad topics and philosophical discussions. While there is an understanding of the tenets of National Board Certification (NBC), there is a concern with tying it directly to certification, noting it is a for-profit organization. The committee will further explore how to tie NBC into recruitment efforts. There is a goal to break down barriers to certification in Maryland. In addition, there is a focus on how to link loan forgiveness to recruitment and a review of the required basic skills assessment. The committee also looked at specialized areas of certification and routes to certification, noting how difficult some areas are to fill. Specific recommendations include:

1. Section 5(a)(1)(ii) How to incorporate and interweave the principals of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs

- Teacher preparation programs at the undergraduate and graduate level should include the tenets /principles (core propositions) of National Board Certification (NBC) as they support quality teaching and learning experiences (interwoven throughout course of study to reinforce interdisciplinary connection); however NBC should not be a requirement of an educator preparation program nor should it be a requirement for MD certification.
- The committee recognizes that NBC is already an alternate pathway to achieve the Advanced Professional Certification (APC) in Code of Maryland (COMAR) and would like to explore NBC as a route to initial professional certification.

2. Section 5(a)(1)(iv) How to link loan forgiveness to teaching in high needs schools

- The committee believes loan forgiveness should be a focused marketing tool for teachers vs. all employees. This extends beyond "High Need" schools in hard to fill areas (STEM, SPED, etc.).
- Loan Forgiveness should be clearly communicated during recruitment to enhance recruitment/marketing efforts with a guarantee upon hiring vs. condition of hiring.

- Loan Forgiveness program should be tailored to teachers, easy for college students to understand and marketed at the collegiate level – transparent/clear language with ease of navigation
- Loan Forgiveness should be in the beginning and the end (financial support with entry and conclusion)
- The committee will explore stipend options for those in comprehensive needs schools who go above and beyond (mentoring, etc.)
- The committee feels that the Quality Teacher Stipend should still be given to APC holders in comprehensive needs schools, not solely for those with NBC.

3. Alternative Certification Programs: Conditional Certificate

- Group will explore different options for basic skills assessments, including whether assessments are the only way to measure basic skills and what multiple measures could be considered toward meeting this requirement. Could a performance-based assessment be considered?

4. Specialized Professional Areas: Routes to Certification

- Group will also explore what minimum pedagogy requirements are essential for all teachers.
- This group will explore the possibility of adding an adjunct certificate to the continuum of certifications in Maryland.

5. Additional Recommendations

- Expansion of Teacher Academies; increase number of Local School Systems (LSS)s participating to increase number of students participating.

Workgroup questions and response to Committee I

Dr. Shapiro opened the discussion with comments regarding those who are conditionally certified and their knowledge of content, but possible lack of knowledge of pedagogy. She noted a need for creativity in recruitment of these individuals. Ms. Spross noted that individuals could be conditionally certified for any number of reasons, such as the need to complete required tests, lack of internship, expired certificate, etc. Ms. Spross encouraged the workgroup and committees to consider what elements of certification are most necessary for someone to teach a specialty area such as nanotechnology or diesel automotive. Dr. Lawson noted the committee had generated some good ideas and reminded the committee to continue to think about how to recruit people who can teach students who are interested in careers such as culinary.

Ms. Shurn asked briefly about the issue of pensions in Maryland and suggested this is a topic for exploration in the future.

Vote for Approval

VOTE: UNANIMOUS

Committee II: Determine how to prepare quality teachers at all levels of education in Maryland

Sections of Chapter 740 to be covered:

- Section 5(a)(1)(vi)4. How existing laws and regulations impact teacher recruitment, retention, and promotion for discipline in the classroom
- Section 5(b)(2) Make recommendation regarding legislative changes that will ensure that teacher preparation academies, as authorized under the federal Every Student Succeeds Act (ESSA) will be of the highest quality and rigor if they are implemented in Maryland and the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland.

Dr. Mullen presented for Committee II. She noted that the committee would continue to explore how to work with the four charges and recognize how these charges are related to the workgroup and other committee charges. There needs to be consideration of discipline in the classroom. Here Ms. Mullen noted there was not consensus in the committee around the terms classroom discipline and classroom management. The committee also asked the intent of the charge and noted they will continue to explore an alignment between districts and the methodology of classroom discipline. The committee did not have specific recommendations for the workgroup to consider; however, they noted they would continue to explore, investigate the charges.

- Classroom management strategies need to be explored
 - Restorative practices
- Making recommendations for legislative changes regarding ESSA
 - They can't make recommendations on this today.
- Whether a teacher academy or university-based academy, all are held to the same high standards.
- Revision of institutional performance criteria
 - Institutions must show evidence
 - Still in great discussion and exploration
- Accreditation – look at national specialized professional associations
 - Still exploring and investigating

Workgroup questions and response to Committee II

Ms. Dow asked for clarification on the difference between discipline and classroom management. Ms. Spross noted there is some discussion around this topic and there is a belief that teachers are not prepared for all the potential classroom environments in which they could be placed. We need to address how to better prepare our teachers to teach in any setting ranging from an IB program to an alternative setting. How do we better prepare our students for all of the different cultures and behaviors they will be faced with? She continued that this is our opportunity to set Maryland standards. To do this, there must be collaboration between Institutes of Higher Education (IHE)s and PreK-12.

Dr. Shapiro suggested Committee V should work with Committee II, even though this would mean two representatives from the constituencies on the committee. Ms. Spross noted that this would create a group of potentially 24, and that number would be

unmanageable as a committee. Dr. Lawson also added that a large group as proposed could potentially lend its self to a reduced level of productivity.

Ms. Shurn noted the need to look at diversity in the LEAs and the need to fill positions with educators who are prepared for the work that is being done.

Vote for approval

VOTE: UNANIMOUS

Committee III: Determine how to induct quality teachers at all levels of education in Maryland.

Ms. Williams presented for Committee III. She clarified the definition of the Professional Eligibility Certificate (PEC) and noted induction commonly takes place in the classroom and with students. Someone with a PEC is not in the classroom and therefore not in a position to take advantage of best practices for induction. The committee will continue to work on the requirements of a mentor teacher. Also, the committee researched best practices of induction and found COMAR to include these best practices. The COMAR regulations were updated in 2011 and the committee intends to look at these and offer further suggestions for revisions. Specific recommendations include:

5(a)(1)(v): How to incorporate induction best practices into professional eligibility certificates.

The committee recommends that no action be taken on this charge. Professional eligibility certificates do not offer a candidate access to students in a classroom, and based on known best practices of induction, a candidate must have access to students in a teaching environment and be engaged with a mentor teacher to best be served by any induction practice.

Continued discussion of this charge must include a discussion of access to a district and a classroom, and how would the experience of an educator who has not been hired by the district be financed.

5(a)(1)(vi)1: How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency and Section 5(a)(1)(vi)2: How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management.

These two charges can be addressed at the same time. COMAR 13A.07.01 clearly articulates what we feel to be best practices in new teacher induction, as supported by research, literature, and current practice. If all pieces of COMAR are adhered to, there will be an improvement in recruitment and retention. An individual who knows a school district will support him or her as a new teacher may choose this district for employment over another district. With induction best practices in place and extended to the new teacher, the teacher may be more likely to stay in the teaching position and district, increasing the effectiveness of both recruitment and

retention. Individuals who are nurtured through the best practices outlined in COMAR will improve individual and team competency.

Similarly, if COMAR 13A.07.01 is followed as it is articulated, the recruitment and retention issues are consistent with the above scenario. Furthermore, following the best practices in COMAR should result in an improvement in the ability to identify and address performance measurement and management.

In response to the question, "***What should be the qualifications be for a mentor teacher?***"

The committee recommended that language be added to COMAR 13A.07.01.04 to reflect the following qualifications for mentor teachers.

Mentor teachers are recommended to be tenured and have at least five years teaching experience, with a minimum of three, and must be in good standing with a rating of highly effective, or the equivalent rating depending upon the rating scale used by the LEA. Further, mentor teachers should receive a recommendation from a principal or administrator and should express a willingness to participate in professional development specific to mentoring. Mentor teachers should receive training in best practices. Mentor teachers and administrators should mutually agree to the mentorship position.

Special Note:

During the committee meeting, prior to the report out, Dr. Karen Robertson asked the committee to consider including as a recommendation that the edTPA assessment should be used in candidates' final semesters of their educator preparation programs. Dr. Robertson provided the committee with pertinent information regarding edTPA, including a handout explaining the edTPA Professional Growth Plan (included).

Committee members expressed concern about including the edTPA language because not all of the programs in Maryland use edTPA. Additionally, concern was expressed regarding the inclusion of only one program. Dr. Robertson suggested that language be included stating that for IHEs who have students complete a professional development plan at the end of their full-time internship experience, this plan should be shared require the plan to be shared with their induction mentors. A committee member opposed this idea as a professional development plan did not need to be considered by the committee in the scope of this charge.

Workgroup questions and response to Committee III

The workgroup's conversation focused on the need for mentoring and mentor training. Dr. Shapiro asked if the final report could include requests for fiscal recommendations. She continued to note the importance of collaboration between the schools and IHEs to address induction. Ms. Blumenthal asked what MSDE and/or the regulations require regarding mentoring. Ms. Roe explained that COMAR is specific about what LEAs need to do and report on. COMAR includes both

requirements and recommendations allowing each district to determine what they are capable of doing. As a result there is great variation throughout the State.

The workgroup noted the committee's suggestions should be the minimum requirements. There was further discussion by the group recommending further consideration of the number of days an intern is in their placement, the ratio of mentors to teachers, and consideration of released time for both new teachers and mentors.

Vote for approval

VOTE: UNANIMOUS

Committee IV: Determine how to retain quality teachers at all levels of education in Maryland

Dr. Schaffer presented for committee IV. He discussed the use of the language "career lattice" and not ladder as a way to conceptualize an educator's career development in more broad terms. Teachers need to be valued for their time and experience. Committee IV questioned the merit of NBC and asked if it was the only model to follow. Mr. Schaffer also noted the need for recognition of teachers as a way to increase retention. In addition, any new policy needs to address the issue of diversity throughout the districts and schools.

Section 5 (a)(1)(iii) How to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations.

Career Lattice: Consider alternative career structures that fit the Maryland environment of both small rural and large urban and suburban districts. The lattice should reflect the development of teachers' expertise and experience and offer options, opportunities alternative pathways throughout their career.

Mentoring: Review mentoring models for beginning teachers that expand in duration and complexity. Teachers benefit from mentoring that reflects their needs in content, children's development and teacher experience and expertise. Just as first year teachers may require assistance with organizing classroom environments and instructional clarity, second and third year teachers often grow in expertise; therefore, while mentoring remains valuable, the emphasis can shift to exploring student in-depth learning and developing teacher expertise in advanced content. Mentors should be a major population for training as well.

National Board for Professional Teaching Standards: The committee recognizes the incentives and recognition national board certification provides teachers, but also is aware of the costs both financial and time to teachers and schools. Reviews of independent assessments of the benefits and limitations of NBC should be undertaken by the committee within the context of career lattice.

Section 5(a)(1)(VI) 3. How existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work.

Beginning Teacher Pilot Program: Recent laws provide 20% additional planning time for beginning teachers. This appears to be a valuable contribution to support beginning teachers, but there are a number of questions that need to be answered before this proposal becomes a widely implemented. Among questions that need to be answered include the following: Does a reduced load in fact increase teacher expertise or reduce issues of retention of first year teachers? How do districts support beginning teachers to benefit from the increase of planning time? As giving five new teachers increased planning time would require the employment of an additional teacher, how would districts absorb the related costs?

Examination of Laws and Regulations: An example of a regulation that limits recruiting is the practice of individual teacher candidates submitting documentation to the state for certification rather than submission of all graduates of a program by the university or college. The submission of all graduates from a given semester by the institutions would reduce paper work and often the back and forth between the individual teacher candidate and the state. Paperwork would not be submitted until reviewed and approved by the institutions for this population. The state's role would be verification. While this does not address all certification issues it would reduce a significant bottleneck in the process. Other regulations could be reviewed in the same manner.

Section 5(b)4 Make recommendations regarding the best methods of incentivizing effective teachers to choose to teach in in low performing schools and schools with a critical mass of economically disadvantage students in light of federal regulations that require equitable distribution of effective teachers.

Teacher Voices: Any discussion of retention and assignment of teachers should recognize the teachers' voices and include a variety of teachers in those discussions about what increases commitment and retention in their schools. The committee suggests inviting a range of teachers from across the spectrum of schools and a varying experiences and expertise to inform the committee on desirable incentives to increase retention in and commitment to challenging settings.

Program Reviews: The committee will review practices by states and districts to assure all students receive quality instruction.

Additional Notes:

The committee determined that the national discussion on retention is not necessarily mirrored in Maryland based on a preliminary analysis of Maryland data. The national discussion is less nuanced than needed to create a strong policy to improve retention. First, the committee proposes a policy that takes into account variation among districts. Furthermore, additional analysis is needed to examine attrition. These analyses include, but are not limited to attrition by subject matter,

but extend to attrition at the school rather than district level, and attrition based on teacher pay, school location, and school climate and community poverty.

Finally, the committee was charged to assess the Anne Arundel County Grant for Teaching in an Economically Disadvantaged School. This grant has not been implemented at this time and therefore no assessment is possible.

Workgroup questions and response to Committee IV

Dr. Shapiro stated she was interested in the data differentiation, noting there are so many factors that impact a teacher's decision to stay in a school. We cannot make a broad generalization those certain things that will increase retention in all schools. Currently we only discuss the retention of teachers who are already in schools. She asked if there are there some things we could see in the early induction experiences that lead to teachers staying longer and would tie them to their community. What are the Teaching, Empowering, Leading and Learning (TELL) Survey results?

Ms. Spross noted the TELL survey is online and available for review at Tellmaryland.org

Vote for approval

Vote: UNANIMOUS

Conclusion/Adjournment

Ms. Spross asked the workgroup if there were other things they would like to see the committees work on. There was a short discussion regarding the work previously done by other groups and the benefit of reviewing this work. Ms. Spross continued by noting the need for a comprehensive interim report. The work is not done, but will continue in order to assure that the best ideas are put in place for Maryland students. Ms. Spross and Ms. Conn will begin to write the report and they hope to share preliminary pieces at the next workgroup meeting.

Dr. Shapiro asked for clarification on the process moving forwards. Ms. Conn noted that, once the interim report is completed; there would be a legislative briefing that may lead to additional feedback that will come from pre-session briefing. There may also be a presentation to the State Board as a courtesy. In the future, the report will be submitted to the Governor and General Assembly.

Ms. Spross noted a possible change in location for future meeting and there was a brief discussion regarding the schedule of meetings and who would attend the workgroup and the committees or only the workgroup. Ms. Spross will look at options and communicate with the workgroup and committee members.

Meeting adjourned 3:55pm

Appendix XI

NATIONAL BOARD
for Professional Teaching Standards

Guide to National Board Certification

Version 1.6

For candidates who began the certification process in 2014-15 and later.

Register online at www.boardcertifiedteachers.org

*National Board Certification
Promotes Better Teaching.
Better Learning, Better Schools*

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Introduction

What is the National Board?

The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. The founding mission of the National Board is to advance the quality of teaching and learning by

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- providing a national voluntary system certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board Certification into American education and to capitalize on the expertise of National Board Certified Teachers.

Recognized as the "gold standard" in teacher certification, the National Board believes higher standards for teachers means better learning for students.

Founded in 1987, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment – National Board Certification – that validly and reliably identifies when a teacher meets those standards. Today, there are 25 certificate areas that span 16 content areas and four student developmental levels. The essence of the National Board's vision of accomplished teaching is captured in the enduring document "What Teachers Should Know and Be Able to Do," at the heart of which are the Five Core Propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Certification Revision

Over the last 25 years the National Board has advanced the teaching profession by establishing and maintaining the definitive standards of accomplished teaching and certifying more than 110,000 teachers across the country against those rigorous standards.

That number is significant but too small in a profession of more than 3 million practitioners. To make the dramatic improvements we all seek in education for every student, National Board Certification needs to be the norm, not the exception. It also must be what the profession expects and is designed to support. To meet this goal, the National Board revised the certification process while maintaining the integrity and transformative nature of National Board Certification. *Revisions to the certification process began to roll out with new candidates beginning in 2014-15.*

Why did we revise the process?

Incorporate the latest research. Just as we ask teachers to be reflective in their practice, we are reflective to ensure the certification process mirrors the evolving nature of the profession and current research on best practices in teaching. The process was last revised in 2001.

Remove barriers. We worked with National Board Certified Teachers (NBCTs) and other experts in the profession to remove barriers in the process that have nothing to do with whether a teacher is accomplished.

What changed in the process?

The National Board is providing options for educators. While teachers will be able to complete the entire certification process in one year, some may choose to do so over several years if that fits better with other demands on a teacher's time. While maintaining the same level of rigor, the assessment is now grouped into four components. The total cost of certification is now \$1,900, with each of the four components costing \$475. Candidates now have the option to pay for and submit each component separately.

The National Board also recently revised its policy for maintenance of certification, and will require Board-certified teachers to demonstrate their knowledge and skills every five years. This new policy is aligned with the movement of 40 state licensure systems to a five-year renewal period, but also reflects efforts to make certification more affordable and efficient for all teachers, so that that it can become the norm in the profession. Development of the maintenance of certification has not yet started, but the aim is to keep it similar in price and process to completion of a single component of the certification process every five years. This is in contrast to the current renewal process, which requires a "Profile of Professional Growth," with three interrelated components and a reflection. Visit our website at boardcertifiedteachers.org/maintenance-of-certification for detailed information regarding the rollout of maintenance of certification.

What hasn't changed?

Though the process has changed, our principles remain the same. This means the National Board Standards, the Five Core Propositions, and the Architecture of Accomplished Teaching did not change. National Board Certification remains performance-based and peer-reviewed, with the same emphasis on content knowledge and commitment to student learning.

The Certification Process

The certification process for National Board Certification is designed to collect standards-based evidence of accomplished practice. In all certificate areas, candidates for National Board Certification are required to complete four components: three portfolio entries, which you submit online, and a computer-based assessment, which is administered to you at a testing center.

Computer-based assessment

- Component 1: Content Knowledge

Portfolio entries

- Component 2: Differentiation in Instruction
- Component 3: Teaching Practice and Learning Environment
- Component 4: Effective and Reflective Practitioner

The Components

A general description of each component follows. The specific instructions will vary by certificate area, as will the standards assessed by each component.

Content Knowledge

In this computer-based assessment, you demonstrate knowledge of and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area. This is assessed through the completion of three constructed response exercises and 45 selected response items (SRIs) of which five are embedded field test items and do not contribute to your score. (Refer to the Scoring Guide for additional information). You will have up to 30 minutes to complete each of the three constructed response exercises. The time allotted for the selected response section varies by certificate area, but will be no fewer 60 minutes.

Differentiation in Instruction

This classroom-based portfolio entry is primarily comprised of samples of student work and an accompanying written commentary. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Teaching Practice and Learning Environment

This is a classroom-based portfolio entry that requires video recordings of interactions between you and your students. Two written commentaries, in which you describe, analyze and reflect on your teaching and interactions will also be submitted. Both the videos and the written commentaries should demonstrate how you engage students and impact their learning.

Effective and Reflective Practitioner

This portfolio entry requires you to gather information from a variety of sources about a class of students with whom you work and demonstrate your knowledge of assessments and assessment practices to effectively plan for and positively impact these students' learning. The portfolio will also require you to provide evidence of your collaboration with families, the community, and colleagues and your contributions to learning communities to advance students' growth.

How to Register and Select Components

- ✓ Take time to read all of the Information provided in this guide prior to registering. Pay close attention to the Eligibility Prerequisites on page 6 and the Important Dates and Deadlines chart below.
- ✓ Determine if your state or district offers fee support. To ensure that you qualify for what is offered, you should begin this process as early as possible.
- ✓ Register online at www.boardcertifiedteachers.org/sign-in. There is a \$75 nonrefundable and nontransferable registration fee that must be paid during each assessment cycle before you can select a component(s). Note that this does not cover the full cost of certification.
- ✓ Select the components you would like to complete during this assessment cycle. (You must complete this step even if you are receiving third-party financial support.) Refer to page 28 for instructions.
- ✓ Finally, submit payment in full by the payment deadline. Refer to the Fees chart on page 10 for associated costs.

You are expected to complete all components for which you register during the assessment cycle in which the component is purchased.

Important Dates and Deadlines

All dates and deadlines are subject to change.

The following chart is applicable to candidates submitting components for scoring during the 2015-16 assessment cycle.

2015-16 Important Dates and Deadlines	
Registration Window	May 4 2015–January 31, 2016
Registration (Includes payment of \$75 fee)	January 31, 2016
Component Selection (includes payment of component fees)	January 31, 2016
Change of Certificate and/or Specialty Area	January 31, 2016
Change of Component Selection	January 31, 2016
Withdrawal Deadline	January 31, 2016
ePortfolio Submission Window	April 1–May 18, 2016
Component 1: Content Knowledge Testing Window	April 19–June 15, 2016
Score Release	On or before December 31, 2016

The following chart is applicable to candidates submitting components for scoring during the 2016-17 assessment cycle.

2016-17 Important Dates and Deadlines	
Registration Window	April 1, 2016–January 31, 2017
Registration (Includes payment of \$75 fee)	January 31, 2017
Component Selection (Includes payment of component fees)	January 31, 2017
Change of Certificate and/or Specialty Area	January 31, 2017

Change of Component Selection	January 31, 2017
Withdrawal Deadline	January 31, 2017
ePortfolio Submission Window	April-May, 2017
Component 1: Content Knowledge Testing Window	April-June, 2017
Score Release	On or before December 31, 2017

Fields of Certification

The National Board offers standards in 25 certificate areas based on its Five Core Propositions. A standards committee composed of a majority of classroom teachers is appointed for each certificate area. Other members of the committee may include experts in child development, teacher education and relevant disciplines. Standards committees recommend to the National Board the specific standards for each certificate area and advise those involved in developing the corresponding certification process.

The standards and the certificates are structured along two dimensions: the developmental level of students and the subject area(s). You may choose either a generalist or a subject-specific certificate. For a list of the available certificates and the links to the standards, please visit the National Board website at boardcertifiedteachers.org/certificate-areas.

If you are a first-time candidate, you may change your certificate area prior to the established deadline through your National Board account by clicking "Service Requests" from the left-hand navigation menu. Simply log in to your National Board account and follow the online steps.

Completing National Board Certification may take anywhere from one to five years, depending on the approach you take. The following rules apply:

- You must attempt each of the four components within the first three years of your candidacy.
- There is no minimum or maximum score requirement to retake a component. However, once you achieve National Board Certification, retake attempts are no longer available. You have up to two retake attempts for each component and you can retake at any time during the five-year window; retake years do not have to be concurrent or consecutive.
- You can have a year when you take no components; however, it does not extend your five year window.
- The highest score received for an individual component will always be used for total score calculation.

For additional information on retaking refer to Scoring Guide: Understanding your scores, located online at www.boardcertifiedteachers.org/first-time-candidates.

Eligibility Prerequisites

To be eligible for National Board Certification, you must meet the education, employment and licensure requirements described below. You must meet all eligibility requirements prior to starting the certification process. The rules for meeting eligibility for candidacy are described in this guide, but teaching situations across the country vary widely, and the rules may not address your particular circumstances. Please contact us for assistance if you are not sure whether you meet the eligibility requirements.

Do you possess a bachelor's degree from an accredited institution?

An accredited institution is defined as one that is authorized or accepted by a state as fulfilling the state's educational requirement for initial teaching licensure or school counseling licensure. A teacher or school counselor with a degree awarded by an institution outside the United States must submit proof that the degree is equivalent to a baccalaureate either by submitting transcripts to an organization that belongs to the National Association of Credential Evaluation Services (see www.naces.org/members.htm) or by submitting documentation to National Board confirming that the state in which you teach or serve as a school counselor has accepted the degree for licensure requirements.

NOTE: Candidates registering for the Career and Technical Education certificate are required to hold a bachelor's degree only if their state required one for their current license.

Have you completed three years of successful teaching in one or more early childhood, elementary, middle, or secondary schools? Applicants for ECYA/School Counseling must have completed three years of successfully serving as a school counselor.

The three years of employment experience must have been completed prior to starting the certification process.

The employment must have occurred in one or more facilities located within the United States or at an institution accredited by one of 17 agencies recognized by the

U.S. Secretary of Education. For a list of these agencies, access www2.ed.gov/admins/finaid/accred/accreditation_pg6.html. You should check individual agency websites for the most current contact information.

The following activities do not count toward the teaching or counseling prerequisite:

time spent in administrative positions

student teaching or teaching internships (or student practice or school counseling internships)

employment as a teacher's assistant

employment under an intern or a similar teaching license

teaching or school counseling done at the postsecondary level (e.g., community college or university/college); teachers or counselors with students who are over the age of 18 years must be teaching at the pre-K-12 level and in pre-K-12 settings (e.g., vocational classes in a high school setting), not in a community college or university/college. Teachers in administrative positions or those teaching in the adult learner community may pursue National Board Certification only if they are able to provide evidence of classroom teaching with pre-K-12 students within the timeframe specified in the component instructions.

Part-Time or Substitute Teaching

Teachers who have taught part time are eligible, provided that they have teaching employment that is the equivalent of three years of full-time teaching. Substitute teachers may count teaching time spent in long-term assignments toward the three years; substitute teaching that consisted of short-term or on-call assignments does not accrue toward the three years.

Part-Time School Counseling

If you serve as a school counselor part time, you are eligible to be an ECYA/School Counseling candidate, provided your counseling employment is equivalent to three years of full-time counseling.

Have you held a valid state teaching license (or met the licensure requirements established by your state for a "school counselor" and held that valid license if you applied for the ECYA/School Counseling certificate) for each of the three years of employment you verify? Employment under an intern or a similar teaching license does not meet the licensure prerequisite.

Your state teaching or school counseling license must have been unencumbered (e.g., not suspended or revoked) while you were employed as a teacher or school counselor. Teachers who are or were employed in a facility that requires a state-issued license must hold a valid license during their candidacy period. If part or all of the employment you are verifying was served at a facility in which a state teaching or school counseling license was not required (e.g., private school, parochial school, school outside the United States, or early childhood facility), you must submit proof of this information if requested.

Verifying Your Eligibility

During the registration process, first-time candidates will be required to attest that all eligibility prerequisites will be met before starting the certification process. By attesting to meeting these requirements, you represent the information is true and understand that if misrepresented or falsified, you will be withdrawn from the National Board Certification process or if granted, National Board Certification will be revoked.

National Board will routinely audit first-time candidate records and request proof of meeting these requirements. If you are randomly selected for an audit, you will need to provide supporting documentation demonstrating you met the eligibility requirements. If you are deemed ineligible at any point, you will not receive a refund of the registration fee, any service fees, or the assessment fee for any completed components.

Audit

Candidates who are being audited for eligibility will be notified by the National Board via email within 30 days of registration. You will then have 30 days to return the appropriate verification forms located in the [Eligibility Verification Forms and Instructions](#). You will be notified of your eligibility status within 30 days of receipt of the completed verification forms. Candidates who do not return the appropriate forms and documentation within the specified time frame will be deemed ineligible and their application will be withdrawn.

Note: Candidates who apply between May-August 1 may not be audited until September.

Additional Prerequisite for World Languages Candidates

The National Board for Professional Teaching Standards' Board of Directors adopted a prerequisite policy for the World Languages certificate area. In addition to the National Board candidate eligibility prerequisites, World Languages candidates must meet the National Board World Languages Standards for language proficiency by providing official American Council on the Teaching of Foreign Languages (ACTFL) certified ratings of Advanced Low or higher from two ACTFL assessments: the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). ACTFL certificates from any version of the OPI and WPT, such as OPIc, Advanced Level Check – Speaking and Advanced Level Check – Writing, are allowed.

If you are registering for the World Languages certificate, you must:

- Obtain both ACTFL certifications no more than two years prior to the registration deadline of your initial year of candidacy (the year in which you complete your first component). The two separate certifications do not need to have the same certification issue date.
- Submit proof of having completed both ACTFL certifications no later than June 30 of the cycle year in which you complete initial testing on all four National Board components (no later than your third year of candidacy).
- Receive a rating of Advanced Low or higher on each ACTFL certification.

If you have not obtained ACTFL certifications with ratings of Advanced Low or higher before the deadline of June 30 in the year you complete your initial attempt of all four components, your candidacy will be terminated even if you have met all other National Board assessment score requirements.

Obtaining Your ACTFL Certifications

The National Board, in partnership with ACTFL, will provide one free OPIc Advanced Level Check and one free WPT Advanced Level Check to World Languages candidates who register in the 2014-15 through 2016-17 assessment cycles. Only the Advanced Level Check format will be available at no cost during the assessment cycles mentioned above. To be eligible for the ACTFL fee waiver, you must register and pay the nonrefundable and nontransferable \$75 National Board registration fee.

For National Board World Languages candidates who need to retake the ACTFL assessment(s), ACTFL is offering a discounted price of \$51.50 (US dollars) to retake either the ACTFL Advanced Level Check – Speaking or ACTFL Advanced Level Check- Writing through the 2016-17 assessment cycle.

Note: World Languages candidates who register in the 2017-18 cycle and later are not eligible to receive free or reduced cost testing.

Scheduling Your ACTFL Assessments

Beginning in April 2016, the National Board will routinely provide candidate data for all registered World Languages candidates to the ACTFL Testing office, (LTI). During the first week of every month, LTI will send an email to each candidate which includes a proctor agreement and the requirements for scheduling* an ACTFL assessment.

*ACTFL assessments are available on demand and are not technically scheduled with LTI; they are merely activated. Candidates generally are given two weeks in which to coordinate with their proctors and complete the assessment(s). There will be two separate emails, and two separate logins for the assessments. Within 2-3 business days of receiving the proctor agreement, the assessments will be activated.

Step 1: Identify the Proctor Who Will Administer Your Assessment(s): You will be required to arrange for a proctor to administer your ACTFL assessment(s) and to have the proctor agreement completed. The proctor must be a trusted, responsible individual, ideally a member of the Human Resources department of the organization of the candidate requesting the assessment. In addition, the proctor must have a WORK email and the email address must contain the proctor's name and proctor's school name. Personal email addresses such as AOL, Hotmail, Comcast, Verizon, etc., will not be accepted. Below are the criteria for eligible proctors:

- **K-12 Schools and School District Proctors:** A proctor at a K-12 school or school district may only be a Principal, Assistant Principal, Dean, Administrative Assistant to the Principal or Dean, School District HR personnel, or Academic Chair. No other administrators or staff may act as proctors.
- **University or College Proctors:** A proctor at a college may be a Professor, Department Chair, Department Administrative Assistant or Department Coordinator, or Registrar and University Assessment Personnel. No other administrators or staff may act as proctors.

Step 2: Return the Completed ACTFL Internet Test Proctoring Agreement: The completed proctor agreement should be faxed to 914-963-7113 or emailed to rlworthy@languagetesting.com at LTI. Once LTI receives your completed proctor agreement, your ACTFL assessment(s) will be scheduled, and assessment log in information and instructions will be emailed directly to the proctor by LTI.

Step 3: Schedule Your Test Date and Location: Within 2-3 days after you submit the proctor agreement to LTI, your proctor will receive an email on how to access your ACTFL assessments. The assessments will be available for administration as soon as your proctor has received that email. The assessments will be delivered via the Internet and on any secure computer that meets the minimum technical specifications detailed [here](#).

Submitting Your ACTFL Certifications

After you have completed the National Board registration process and submitted payment of the nonrefundable and nontransferable \$75 fee, your evidence of language proficiency will be accepted.

If you already have the required ACTFL certificates for the speaking and writing proficiency assessments with ratings of Advanced Low or higher and the issue date is no more than two years prior to the published deadline of your initial National Board Certification* registration cycle, you must provide copies of those certificates via email to NBPTSCandidateSupport@Pearson.com. Include your name, National Board candidate ID, and copies of your ACTFL certificates in the email. ACTFL certificates from both OPI and WPT assessments must be submitted at the same time.

*Your ACTFL certificates are still valid for National Board Certification if you registered in:

2016-17 and have ACTFL certificates that were issued on or after January 31, 2015.

2015-16 and have ACTFL certificates that were issued on or after January 31, 2014.

2014-15 and have ACTFL certificates that were issued on or after January 31, 2013.

If you obtain ACTFL certifications after April 1, 2016, the National Board will verify your certification directly with the ACTFL Testing office (LTI).

For additional information regarding the ACTFL requirement, please review our [FAQs](#).

Fees

This table lists the various fees applicable to National Board Certification. You are responsible for confirming receipt by the National Board of any payments. After your application has been processed, you can view the fees posted to your individual account at www.boardcertifiedteachers.org/sign-in.

Fee Type	Details	Amount	2015-16 Cycle Deadline	2016-17 Cycle Deadline
Registration Fee*	Charged once per assessment cycle. You will not be able to select a component without payment of this nonrefundable and nontransferable fee.	\$75	No later than January 31, 2016	No later than January 31, 2017
Component 2-4 Fee (first attempt and retake)	Required for all portfolio components.	\$475, per component	January 31, 2016	January 31, 2017
Component 1 Fee (first attempt)	Required for the Content Knowledge assessment.	\$475	January 31, 2016	January 31, 2017
Component 1 Retake Fee	Required for each portion of Component 1 that you elect to retake.	\$125 per exercise and/or the Selected Response section	January 31, 2016	January 31, 2017
Component 1 Reauthorization Fee	If you require a certificate or specialty area change after the withdrawal deadline, miss your assessment center testing appointment, or do not cancel within 24 hours, you must be reinstated before you can schedule a new appointment.	\$175	August 30, 2016	August 30, 2017
Returned Check Fee	This fee may be assessed if your personal check is returned for non-sufficient funds	\$35	30 days after notification	30 days after notification

*Note: The Registration Fee *must* be paid online via credit or debit card (Visa or MasterCard only), or via electronic check. This fee is required for each cycle in which you purchase a component(s).

The National Board reserves the right to change the fees stated above. Please visit the National Board's website for the most current information on applicable fees.

Withdrawals, Refunds, and Reinstatements

Component Withdrawal

You are expected to complete all components for which you register during the assessment cycle in which the component is purchased. If you are unable to complete a component, you can withdraw the component through your National Board account prior to the withdrawal deadline by clicking "Service Requests" from the left-hand navigation menu. **Note:** The National Board does not offer a deferral service. If the withdrawal deadline has passed, we recommend that you consider completing your selected component(s) by the established deadlines as the assessment fees are nontransferable and even if you do not complete the component(s), the assessment year will count toward your five-year window to pursue certification.

Registration Withdrawal

If circumstances require you to end your candidacy, you can withdraw your entire registration. By withdrawing your entire registration, you are cancelling your candidacy and will be required to apply anew if you later wish to continue the pursuit of certification.

If you are a first-time candidate and have not completed a component(s) (i.e. you have not submitted a portfolio or tested at the assessment center), you can withdraw your registration through your National Board account prior to the withdrawal deadline by clicking "Service Requests" from the left-hand navigation menu. **Note:** You must first withdraw all currently purchased components before you will be permitted to withdraw your entire registration (see Component Withdrawal).

If the withdrawal deadline has passed OR if you have completed one or more components in a previous cycle (i.e., you submitted a portfolio or tested at the assessment center), you can withdraw your registration by contacting our Customer Support team – this service is not available online.

The following implications are true for all withdrawals:

Type of Withdrawal	Implications
Component Withdrawal	<p>Any component(s) not withdrawn prior to the withdrawal deadline must be completed during the assessment cycle in which the component(s) was purchased.</p> <p>Component(s) not withdrawn and not completed during the assessment cycle will count toward your five-year window to pursue certification and toward the three attempts allowed for each component.</p> <p>Assessment fees are nontransferable regardless of the circumstance.</p> <p>Please refer to page 12 for information about refunds.</p>
Registration Withdrawal	<p>All score(s) for component(s) completed during your five-year window to pursue certification will be forfeited.</p> <p>You will be required to apply anew as a first-time candidate for future attempts at National Board Certification. The following rules apply:</p> <ul style="list-style-type: none"> • If you previously submitted components for scoring and wish to register again in the <i>same</i> certificate area, you must wait until the next assessment cycle. • You can register again in a <i>different</i> certificate without restriction. Refer to page 12 for the registration deadline.

Note: The National Board may withhold your scores if you withdraw your registration or any components after the established deadline. Additionally, the National Board will continue to maintain sole ownership of all assessment-related materials you have submitted notwithstanding any such withdrawal on your part.

Refunds

If you withdraw prior to the withdrawal deadline, you will be eligible for a fee refund, less the nonrefundable and nontransferable \$75 registration fee and any service fees. Refund processing time is 4-6 weeks.

You are NOT eligible for a refund if the withdrawal deadline has passed.

Reinstatements

If you have withdrawn your entire registration and wish to be reinstated before the withdrawal deadline, please contact our Customer Support team at 1-800-22TEACH.

Scholarships and Rewards

Scholarships

Through the generosity of corporate and foundation partners, National Board is periodically able to offer a limited number of scholarships to help offset a portion of the fees for National Board Certification. Scholarships are allocated under the guidelines set by the donors on a first come, first served basis. If you are eligible for a scholarship, the funds will be automatically posted to your National Board account prior to the published payment deadline and you will be notified via email. Please note that funding is limited and you should not rely on a scholarship to cover your component fees.

Incentives and Fee Support

Various states and local school districts have recognized the value of National Board Certification by offering salary increases, bonuses, or other incentives to educators who become NBCTs. There may also be some state, and/or local funds available to support National Board Certification fees.

Before you register, contact your state or local program administrator for information about fees and incentives available in your state, as well as for any special application requirements that may apply. Many states set candidate application deadlines that differ from those set by National Board, but the state application deadlines must be met for a candidate to be eligible for state fee support.

Learn more about how states and school districts support National Board Certification at www.boardcertifiedteachers.org/in-your-state.

What Next?

In our ongoing efforts to streamline the certification process, we've moved to a paperless delivery system. Standards and other assessment documents are available at www.boardcertifiedteachers.org/for-candidates. You'll need to check our website and your email regularly for updates and information.

Before registering

Confirm you meet the eligibility prerequisites

Review the National Board Standards and component instructions for your certificate area at www.boardcertifiedteachers.org/certificate-areas

Register and begin the process

Go to www.boardcertifiedteachers.org/sign-in to register and pay the \$75 nonrefundable and nontransferable registration fee

Select the components you'd like to complete during this assessment cycle; you must complete this step even if you are receiving third-party financial support. All fees must be paid prior to the payment deadline

Prepare for portfolio submission and assessment center testing

- Download the National Board Standards, component instructions, and scoring guide for your certificate area at www.boardcertifiedteachers.org/certificate-areas (some instructions may not be available until the fall)
- Review the ePortfolio tips, tools, and tutorials at www.boardcertifiedteachers.org/eportfolio
- Review the assessment center policy documents, tutorials, and FAQs at www.boardcertifiedteachers.org/assessment-center

Candidates who are eligible and fully paid will:

Receive an email prior to the start of the testing window authorizing them to schedule their appointment to complete the computer-based assessment (Component 1)

Receive an email prior to the ePortfolio submission window providing their voucher codes and login information to upload and submit their portfolio entry(s)

Communications

Email will be our primary means of communication throughout your candidacy. Ensure you receive important updates and information by keeping your preferred email address updated in your account and adding NBPTS.org and Pearson.com to your safe senders list so our emails do not end up in your spam filter.

Portfolio Entry Submission

The three components comprised of portfolio entries will be submitted electronically for scoring using our online submission system. You will receive information about using the ePortfolio system during your candidacy.

Assessment Center Testing

Component 1: Content Knowledge is administered at computer-based testing centers across the United States. Once test centers are ready to accept appointments and your eligibility has been verified, you will receive an email with instructions for scheduling your

appointment. Prior to scheduling your appointment, you should review *Assessment Center Policy and Guidelines* for important information about how Component 1: Content Knowledge is administered and how to prepare for a computer-administered assessment.

If you have a disability that necessitates an accommodation under the ADA for any component of the National Board Certification process, your request must be made using the form and instructions found in the [Request for Testing Accommodations Form and Instructions](#). You are urged to submit your request form as early as possible to allow 6–8 weeks for National Board to review your request for accommodation(s) and make all appropriate arrangements for you to be able to attend the assessment center on your preferred testing date.

Scoring

National Board Certification is a standards-based assessment. Your score reflects the degree to which assessors were able to locate clear, consistent, and convincing evidence that you have met the National Board Standards specific to your certificate field. Scoring rubrics are available in the component instructions. Scores for 2015–16 candidates will be reported by December 31, 2016. When results are reported, you will receive a score for each component attempted, as well as information to assist you in making decisions on whether or not to retake.

The reliability of the scores assigned to the performance of candidates is contingent upon maintaining the standardized scoring protocols that National Board has developed and refined since the certification program was first offered. For this reason, all scoring events for portfolio entries and constructed response exercises occur under the direction of experienced trainers and content specialists who are tasked with ensuring that the integrity of the process is maintained.

One or more assessors score each of the National Board Certification responses for all certificate areas and all constructed response exercises are scored by two independent assessors. The selected response item section of Component 1: Content Knowledge is machine-scored.

You are required to demonstrate practice in your selected certificate area. Performances that demonstrate work with students who are not in the certificate areas (i.e., students who do not fit the content area or age parameters) will not be scored.

Candidates who work as members of a team of teachers or school counselors have an excellent opportunity to collaborate with their peers. However, there are guidelines provided in the portfolio instructions for candidates to submit appropriate original individual work to support evidence of meeting standards of accomplished teaching.

Before you submit your portfolio entries for scoring, assessors who have served at a scoring site for the National Board, especially NBCTs, may be willing to provide supportive and constructive feedback to you regarding your performance. It would be inappropriate, however, for any person who has served as a member of the National Board scoring staff to make a judgment about the score that a performance should be given if reviewed outside of a formal scoring session.

National Board assessors sign a statement agreeing that they will not give their opinions about the potential score that might be assigned to a performance when reviewing candidate performances outside of the scoring session.

For more information on the scoring process and how to interpret your scores, review *Scoring Guide: Understanding Your Scores*, located [online](#).

National Board Policies

The National Board makes every effort to ensure that the National Board Certification process is fair for all applicants. National Board is committed to examining and refining its policies continuously in ways that benefit all candidates and enhance its delivery of efficient and high-quality services. The following policies (in italics, below) have been adopted by the Board of Directors and are applicable to National Board Certification.

NOTE: The National Board's policies and procedures relating to assessment and certification, as set forth in this Guide and in the sources referenced in this Guide, are subject to change at the sole discretion of National Board for Professional Teaching Standards, as it deems necessary for the betterment of the program.

Candidates with Disabilities

It is the policy of the National Board for Professional Teaching Standards to comply with the *Americans with Disabilities Act of 1990 (ADA)* regulations governing both facilities and administration. The National Board program is committed to serving candidates with disabilities by providing services and reasonable accommodations that are appropriate given the purpose of the assessments. If you have a disability that necessitates an accommodation under the ADA for either the portfolio or the assessment center component of the National Board Certification process, your request must be made using the form and instructions found in the [Request for Testing Accommodations Form and Instructions](#).

You are urged to submit your request form as early as possible to allow 6–8 weeks for National Board to review your request for accommodation(s). All requests for accommodations must be approved in accordance with National Board policies and procedures.

Confidentiality Guidelines

- I.** *The National Board for Professional Teaching Standards will take precautions so that all information about a candidate's candidacy and performance is strictly confidential. The names, school districts, certificate areas, and certification expiration dates of National Board Certified Teachers will be published and NBCT mailing addresses will be shared with public officials representing NBCTs' jurisdictions. Candidate scores will not be published or released by the National Board without prior written consent. The National Board will release certification decision information only to the candidate seeking National Board Certification unless the National Board receives written authorization from the candidate.*
- II.** *Any candidate who accepts full or partial payment of the assessment fee by a third-party agency is deemed to have given permission to the National Board for release of the certification decision to that third-party agency.*
- III.** *During the application process, the National Board will collect information necessary to communicate with candidates, to verify that candidates have met eligibility requirements, and to conduct research projects.*
- IV.** *On the application, the National Board offers potential candidates the option of having limited candidate information released to third-party agencies that may provide incentives, supports, and rewards for teachers/school counselors seeking National Board Certification. Such agencies may include national, state, and local professional and disciplinary associations whether or not the candidate is a member of such associations, state education agencies, county education agencies, local school districts, and community foundations. Candidates who do not wish to have their names released for this purpose can indicate this preference on the application form; however, doing so may result in missed opportunities for candidacy funding support. Candidates*

who accept full or partial funding from a third-party agency are deemed to have authorized permission for release of information to that third-party agency, regardless of the preference indicated on their application.

- V.** Upon full or partial payment of a candidate's assessment fee by a third-party agency, the National Board will provide the candidate's completion and certification status to the third-party agency. Neither total scores nor individual exercise scores will be released to third parties.
- VI.** The National Board will establish procedures requiring that all employees, contractors, assessors, or administrators who have access to information about the identity or performance of candidates understand the strictly confidential nature of this information.
- VII.** National Board will take precautions to assure that written and electronic confidential information is reasonably protected.
- VIII.** The National Board will assure that when research data are shared, any information about the identity or performance of individual candidates will be concealed.

Denial or Revocation of Certification

- I.** Certification may be denied or revoked for any applicant or certificate holder who, in the sole judgment of the National Board for Professional Teaching Standards,
 - A)** has knowingly misrepresented or falsified material information in connection with an application, credentials, assessment documentation, or other materials or information submitted to National Board or
 - B)** has knowingly engaged in inappropriate conduct in connection with the certification process or renewal of the certification process, including but not limited to:
 - noncompliance with assessment procedures, regulations, or instructions;
 - violation of confidentiality agreements signed in accordance with the candidate application and/or assessment administration;
 - obtaining improper access to secure assessment materials or information prior to the administration of the assessment;
 - sharing, publishing, electronically posting, or otherwise reproducing secure assessment materials or information;
 - violation of the National Board guidelines that describe collaboration with others; or
 - any other form of cheating or misconduct that compromises the integrity of the certification process; or
- II.** National Board shall establish a fair procedure for such denials or revocations that is based on a finding by the President that certification should be denied or revoked based on the criteria in the preceding section and imposition of appropriate sanctions, including but not limited to:
 - denial of certification and withholding of score report, with leave to retake one or more assessment exercise(s),
 - denial of certification and exclusion from future participation in the assessment program,
 - revocation of certification,
 - assessment of monetary sanctions to cover costs and/or damages (including the costs of investigation) associated with the misconduct found.
- III.** In the interest of public protection and protecting the integrity of the teaching profession, for all teachers who have been denied certification and excluded from future participation in the assessment program or had a National Board Certificate revoked, National Board will
 - A)** provide the following information to the agency responsible for state licensure, employers, as well as to any third-party payer who financially supported or supports

- the teacher involved: (1) teacher name; (2) teacher home address, city, and state; (3) teacher school; and (4) date of action taken by National Board;*
- B) *remove the name of the teacher from any National Board official listing of National Board Certified Teachers; and***
 - C) *make the following information available through online and print publications and press releases: (1) teacher name; (2) teacher city and state; and (3) date of action taken by National Board.***

Maintenance of Certification

Beginning with certificates issued in 2017, maintenance of certification will be required every five years. This Guide will be updated with additional information as it becomes available.

Reconsideration of Certification or Scoring Decisions

Revised October 2004

I. Background

Recognizing that the cost to file an appeal is significant, National Board feels it is important to disclose that history has shown that most candidates who file an appeal do not establish good cause as defined by policy, expending time and personal funds unnecessarily.

II. Grounds for Reconsideration

- A) *Once a candidate has received a certification decision and/or a report of exercise scores relating to his or her performance on an assessment, it is the policy of the National Board for Professional Teaching Standards to reconsider those certification or scoring decisions only where the candidate has submitted to National Board a written request for reconsideration that demonstrates good cause as to why such reconsideration is necessary. To establish good cause to support a request of reconsideration of a certification or scoring decision, a candidate must identify some particular circumstance or condition that makes it fundamentally unfair for National Board to maintain the certification and/or scoring decisions previously released to the candidate.***
- B) *Before National Board makes final and releases any certification or scoring decision, it carefully reviews the assessment materials, the scoring process, and the performance standard to be used in connection with those decisions and assures itself that they are valid and reasonably reliable means of arriving at those decisions. Accordingly, for purposes of this policy, a candidate will not establish good cause to support a request for reconsideration of a certification or scoring decision by stating, for example, that:***
 - 1) *the candidate or others believe that the certification decision or one or more of the exercise scores received by the candidate do not accurately reflect the quality of the candidate's performance or teaching abilities; or***
 - 2) *the candidate or others disagree with or seek an exception from or challenge the performance standard or some component of the performance standard that has been adopted by the board, the standards, the portfolio instructions, or scoring processes; or***

- 3) *the candidate failed to understand or follow National Board policy and procedures (as outlined in the Guide to National Board Certification and the online Assessment Center Policy and Guidelines), failed to understand or follow an instruction in the assessment materials, failed to submit documents, or failed to perform in a manner that best presented the candidate's qualifications for certification. Please note this includes, but is not limited to, the failure to report test center problems within seven days after a testing appointment.*

This holds true regardless of how close a candidate comes to achieving certification. This also holds true regardless of personal circumstances endured while seeking certification. Furthermore, there are no circumstances under which mere disagreement with the score of a portfolio entry or assessment center exercise will result in the immediate award of additional "points."

III. Procedure and Timeline for Filing an Appeal

Candidates who wish to submit a letter of appeal must follow these instructions:

- *Submit your letter of appeal and appeal fee (\$500) to:
National Board
1525 Wilson Blvd, Suite 700
Arlington, VA 22209*
- *Include in the letter all pertinent details supporting the appeal. Be specific. Enclose only materials that are directly relevant to a show of "good cause."*
- *The letter of appeal must be received within 60 calendar days of the date that is printed on the score report.*
- *Appeals are only received for a period of 60 days after the date that scores are released. During that period, a candidate can only appeal a certification or scoring decision that was rendered during that specific score release. Appeals filed for certification or scoring decisions rendered in former score releases will not be considered. Once the appeal deadline has passed and a candidate has not submitted an appeal, scores will be final and not subject to appeal.*

Score Verification Service

The Score Verification Service offers candidates the option to have one or more scores verified. A fee of \$75 per score verified, which can be paid by credit card online, is charged to the candidate for this service. No explanation of the request is required and a response is guaranteed within 30 days. In the past, many candidates who filed an appeal could have first verified the accuracy of their results at a lower cost through score verification. The National Board strongly encourages candidates to make use of the Score Verification Service before deciding if an appeal is in their best interest.

For more information on the Score Verification Service, please contact our Customer Support team at 1-800-22TEACH.

VI. Annual Report

The President shall submit a report to the Board of Directors on the implementation of this policy.

Ethics

The National Board does not tolerate cheating or confidentiality breaches of any type. Help protect the integrity of National Board Certification. Immediately report breaches of

security, misconduct, and/or unethical practice by calling National Board at 1-800-22TEACH (832224).

Language Accommodations

We recognize that languages other than English are frequently used in the classroom; therefore, for the following circumstances, the accommodations described are allowed.

Student Work Samples and Video Evidence with Brief Expressions or Phrases in a Language Other than English. Student work samples and video evidence may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because assessors do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an assessor to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary.

Student Work Samples and Video Evidence in a Language Other than English. If you are submitting student work samples or video evidence in a language other than English, you must provide a written English translation for the samples or evidence with your submission. The translation must include your candidate ID number, the entry title, and any necessary student identifiers (but do not include students' names). Note that the pages of your translation do not count toward your page totals.

Exceptions

English Language Arts. Candidates seeking certification in this area must submit student work samples and video evidence in English.

World Languages. Assessors for this certificate area are fluent in English and the target language; therefore translations are only required for documentation that is written in a language other than English or the target language.

If the majority of your instruction takes place with students for whom English is a new language, the appropriate National Board certificate may be either the Early and Middle Childhood/English as a New Language certificate or the Early Adolescence through Young Adulthood/English as a New Language certificate. To help you make the decision whether to pursue certification in one of the available certificate areas, discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher, or your faculty support group. For more information on submissions in languages other than English, see the component instructions for your certificate.

National Board Candidate Management System

Create an Account

The *National Board Candidate Management System* (NBCMS) is where you will create a National Board account, register for National Board Certification, and select and pay for components. You can log into your account at any time to review your status, view payment history, and manage your personal contact information. NBCMS is accessible from the National Board's website at www.boardcertifiedteachers.org/sign-in.

The first step in the registration process is creating an account. Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials. **Note: In order to be considered an active candidate for National Board Certification, you must also complete the steps to register and select components.**

NATIONAL BOARD

for Professional Teaching Standards

National Board Candidate Management System



Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials.

Returning User

Login

New User

Don't have an account yet?

Create an account

Register for National Board Certification

First-time Candidates

Log in to your account at www.boardcertifiedteachers.org/sign-in. Click Certification Registration from the left-hand menu or the Register for National Board Certification button under Quick Start to begin the registration process.

Click Certification Registration from the left-hand menu or the Register for National Board Certification button under Quick Start to begin the registration process.

National Board Candidate Management System

Hi, Jane

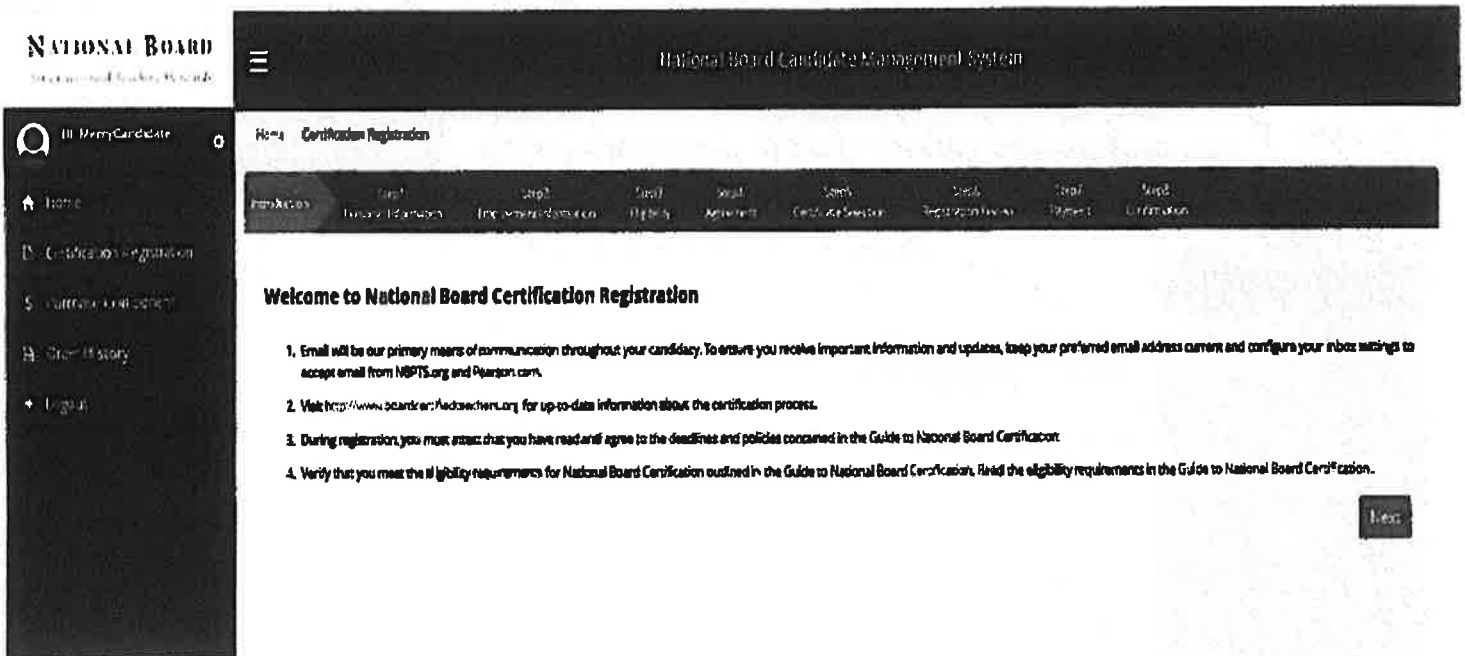
- Home
- Certification Registration
- Purchase Component
- Scholarship Application
- Order History
- Service Requests
- Logout

Register for National Board Certification

Profile

Name	Jane Doe	Status
National Board ID	03319755	Primary Mailing Address
Profession	Teacher	
Primary Email	Jane.Doe@ed.gov	
Primary Phone	(602) 222-2722	

The registration process consists of eight steps, ending with the payment of the \$75 nonrefundable and nontransferable Registration Fee. An overview of these steps is provided below.



Step 1: Personal Information

Step one of certification registration requires you to complete the personal information fields, which are divided into six subcategories. Subcategories include: Name, Demographic, Address, Email, Phone, and Education Information.

Step 2: Employment Information

Employment Information is gathered based on School Type (public or private), School State, School District, School, Grade Level Taught, and Union Affiliation. To provide consistency in capturing information, dropdown menus are provided. If your employment information is not listed in the dropdown menu, you may select "Other" and manually input your information. Note: After completing all required fields, you must click "Save" before you can move on to the next step.

Step 3: Eligibility

Before proceeding to step four, you must confirm you meet the eligibility prerequisites outlined on page 7 of this Guide.

Step 4: Agreement

The Agreement tab requires you to select 'yes' or 'no' to the following policies:

- I hereby confirm that I have carefully read the *Guide to National Board Certification* (the "*Guide*"). I agree to comply with and be bound by all policies and procedures set forth in the *Guide*, and in the sources referenced in the *Guide*, including but not limited to those relating to confidentiality, deadlines and withdrawal.
- I certify that the information provided is true and correct to the best of my knowledge and belief.
- I understand and agree to the terms of the Certification Denial or Revocation Policy that describes areas of misconduct and consequences of unethical practices.
- I hereby confirm that I have carefully read the *Guide to National Board Certification*

(the "Guide"). I agree to comply with and be bound by all policies and procedures set forth in the *Guide*, and in the sources referenced in the *Guide*, including but not limited to those relating to confidentiality, deadlines and withdrawal.

- I agree that in the event I achieve National Board Certification, the National Board will publish my name in the NBCT directory, along with my state, city, school district, year certified, and certification expiration date.
- I understand that the \$75 Registration Fee is nonrefundable and nontransferable, regardless of circumstance.

The Agreement tab also allows you to elect to have your name released to third-party agencies that may provide incentives, support and rewards for teachers seeking National Board Certification. **This election is necessary if you wish to request funding from a third party. Note: You MUST select 'yes' to all policies in order to continue with the registration process.**

Step 5: Certificate Selection

Here you will select your Certificate Area, Development Level, and Specialty Area (if applicable). You are encouraged to review the National Board Standards and the Choosing the Right Certificate Area and Component at a Glance documents located at www.boardcertifiedteachers.org/first-time-candidates before making your selection.

Step 6: Registration Review

This step allows you to review and edit the information you've entered. Note: All required fields must be completed in order to proceed to the next step.

Step 7: Payment

You may pay the \$75 Registration Fee by credit or debit card or by electronic check. **Note: Your registration is not complete until this payment has been made.**

Step 8: Confirmation

Upon payment of the Registration Fee, you will be sent an email confirmation with receipt of payment. **Note: Additional steps are required to select your components.**

Returning Candidates

If you completed the certification process as a first-time candidate during the previous assessment cycle, you may register during the current assessment cycle and select a new component(s) or retake a previously completed component(s). **Note: The option to retake a component will be available after score release.**

You must pay a \$75 nonrefundable and nontransferable Registration Fee in order to complete your registration.

Log in to your account at www.boardcertifiedteachers.org/sign-in. Your home page will default to the current assessment cycle but you will have the option to view previous cycles by clicking the button located on the upper right of the screen. To pay the \$75 nonrefundable and nontransferable registration fee, click the link located under Notifications. You may pay this fee via credit card or electronic check. Once your registration is complete, you may follow the steps to select a component.

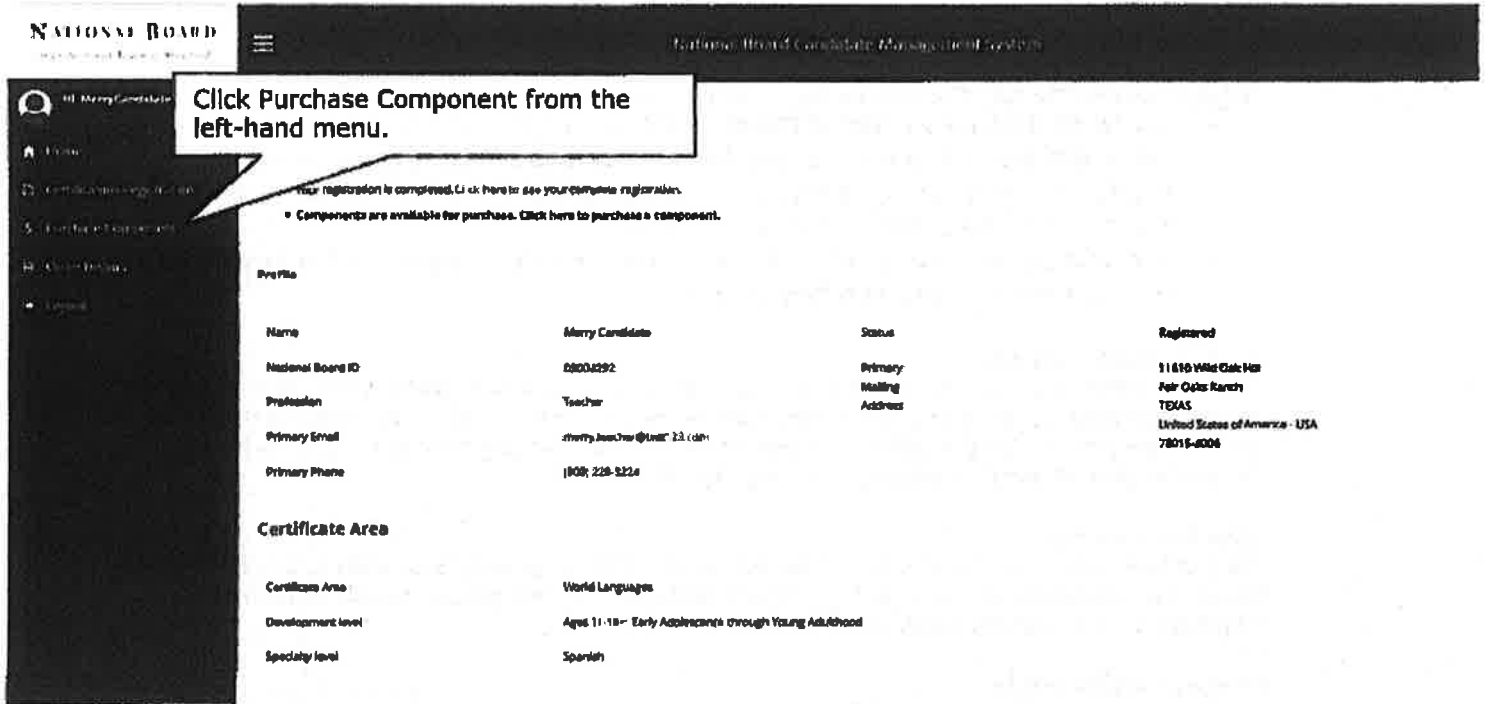
The screenshot shows the user's dashboard on the National Board Certification website. The top navigation bar includes the National Board logo, a user profile icon, and the text "Viewing 2019 - 2020 Current Assessment Cycle". A dark sidebar on the left contains a menu with items like "Home", "Certification Registration", "Purchase Component", "Scholarship Application", "Activity History", "Service Requests", "Financial Statements", and "Logout". The main content area is titled "Notifications" and contains a message: "Your Annual Maintenance Fee Charges are Due. Click Here to view and pay it." Below this, the "Certification Track" is listed as "School Counseling-Ages 3-18+ Early Childhood through Young Adulthood". The "Profile" section includes fields for Name, National Board ID, Profession (School Counselor), Primary Email, and Primary Phone. The "Certificate Area" section shows "Certificate Area" as "School Counseling" and "Development Level" as "Ages 3-18+ Early Childhood through Young Adulthood". A "Candidates Status" table shows "Primary Mailing Address" under "Certification In Progress".

Your home page will default to the current assessment cycle but you will have the option to view previous cycles by clicking the button located on the upper right of the screen.

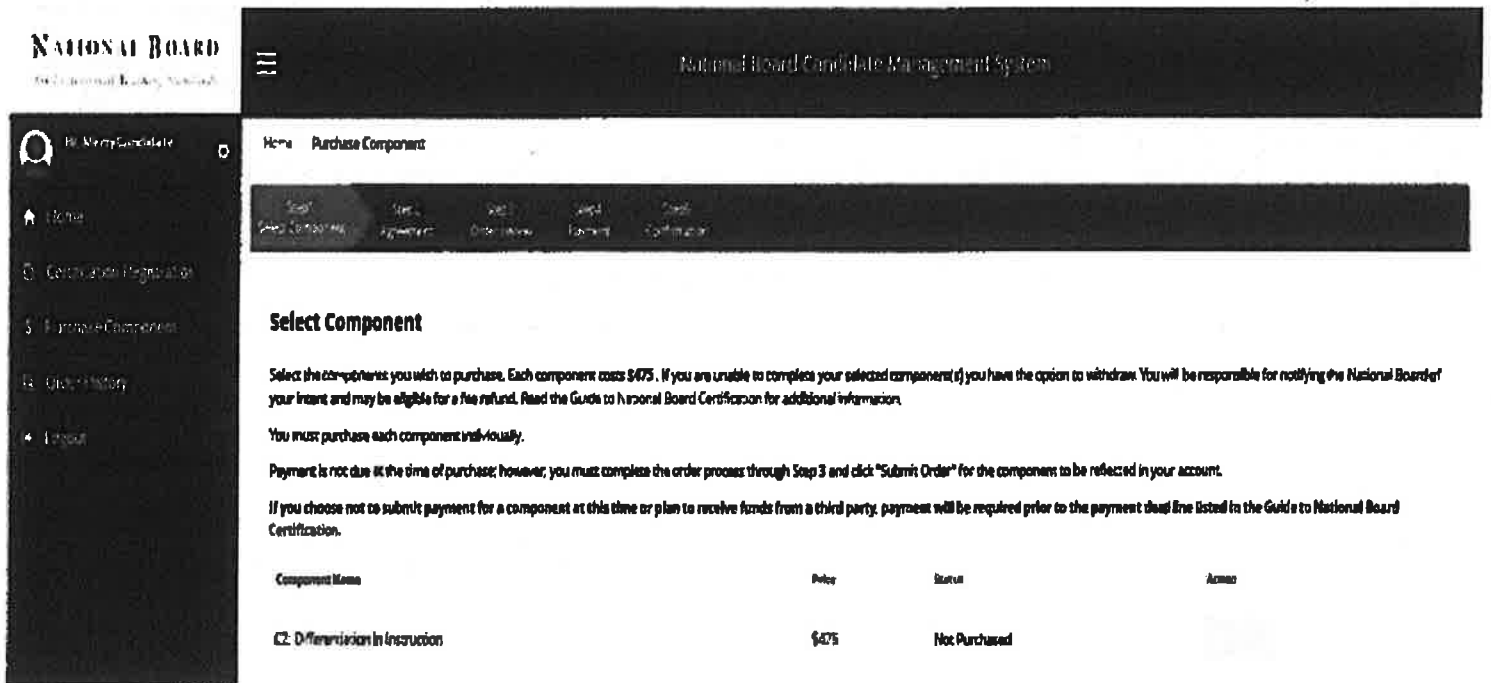
To pay the \$75 nonrefundable and nontransferable registration fee, click the link located under Notifications.

Select Components

Log in to your account at www.boardcertifiedteachers.org/sign-in and click Purchase Component from the left-hand menu. Only purchase the components you plan to complete during the current assessment cycle. (You must complete this step even if you are receiving third-party financial support.)



The component selection process consists of five steps. An overview of these steps is provided below.



Step 1: Select Component

The components available for your certificate area will be displayed here. You must select and purchase each component individually. **Note: Although payment is not required at the time of component selection, you must complete the order process through Step 3 and click Submit Order for the component to be reflected on your account.**

Step 2: Agreement

The Agreement tab requires you to select 'yes' or 'no' to the following policies:

- I agree that my assessment materials, once submitted, are the property of the National Board and may be used at the sole discretion of the National Board for assessment, professional development, research, and any other purposes the National Board deems appropriate to further the mission of the organization.
- I understand the deadline for withdrawing and receiving a partial refund as outlined in the Guide to National Board Certification.

Step 3: Order Review

This step allows you to review and edit your component selection. **Note: Although payment is not required at the time of component selection, you must click Submit Order for the component to be reflected in your account and for payments – including any potential third-party payments – to be applied.**

Step 4: Payment

You may pay the component fee by credit or debit card or by electronic check. **Note: Even if you are expecting payment from a third party you must be prepared to submit payment in full by the published deadline.**

Step 5: Confirmation

Upon payment of the component fee, you will be sent an email confirmation with receipt of payment.

Contact Us

Online Resources*

Access www.boardcertifiedteachers.org for information regarding

- Registration
- Eligibility Requirements
- Nonstandard Testing Accommodations
- National Board Standards
- Component Instructions
- ePortfolio
- Assessment Center Policy and Guidelines
- Scoring Guide for Candidates

**Note: Not all updated resources for 2016-17 will be available at the time of this Guide publication.*

Your information is managed via a secure, online account. Access www.boardcertifiedteachers.org/sign-in to

- create/access your account,
- register for the upcoming assessment cycle,
- purchase components,
- view your candidate record,
- pay by credit or debit card,
- view payments, and
- update personal information.

Contact National Board Customer Support (Be sure to include your candidate ID number in all correspondence with the National Board.)

By phone: 1-800-22TEACH (83224) Monday–Friday, 8:00 a.m.–6:00 p.m., CST
By email: NBPTSCandidateSupport@Pearson.com

For assistance with registration.

To inquire about deadlines, policies, or the status of your account.

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Second main paragraph of text, continuing the faint, illegible content.

Third main paragraph of text, located in the lower middle section of the page.

Produced for

NATIONAL BOARD

for Professional Teaching Standards

by

PEARSON

Adjunct Instructor Program

PURPOSE: Allow individuals currently working in their industry or retired from their industry to serve as the teacher of record for hard to fill and specialty areas without meeting the existing requirement for teacher certification as they will never serve as a full time teacher.

CONCEPT:

Exempt adjunct instructors from current state teacher certification requirements.

Adjunct instructor – an individual who serves as the teacher of record for a particular hard to fill or specialty area, in a part-time capacity

- Specific knowledge, skills and experience in STEM based fields including computer science and PVA pathways or other hard to fill or specialty areas as defined by the LEA
 - o Examples include: international economics and finance, environmental economics, environmental media, computer science
- Instructional experience in a branch of the U.S. military
- Hold current industry licensure for the profession or have passed the appropriate industry test or hold the appropriate industry license (they must show proof), if applicable
- Minimally 3 years of verified occupational experience applicable to the area in which they will be employed
- The individual must have 3 years of experience, in good standing (as demonstrated by evaluations or references) in his/her industry.
- The individual must be willing to take 9 credits over 3 years in:
 - o Pedagogy
 - o Teaching & Learning (which includes grading & basics of AACPS)
 - o Classroom Management
- The LEA will assign a mentor/coach with a professional teaching certificate
- Adjunct certificate/status valid for one year – eligible for renewal each year
- Adjunct certificate will indicate the field in which he/she is authorized to teach / certificate is not transferrable to any field that is not designated on the adjunct certificate unless it is a critical shortage area as identified by the LEA
- LEA must assure that the adjunct instructor is not teaching more than 50% of the school day & they may only teach in the field associated with their adjunct certificate. The certificate is not transferrable to another LEA.
- Only in grades 6 – 12
- Exempt from regular teacher's contract – they shall be placed on a new adjunct instructor certificate
- No tenure as they are on year-to-year contracts that shall be renewed as needed by the LEA.

CAEP Components not in IPC	IPC Components not in CAEP Standards
<p>Overall Summary of CAEP Components not in IPC.</p> <p>Places greater emphasis on the P12 partnership. Emphasizes greater role of P12 partners in ALL unit operations, including admissions.</p> <p>Teacher Recruitment Plan based on workforce needs; focus on diversifying teaching pool</p> <p>Requirements for Quality Assurance System – much more rigorous than NCATE or PDS Standards. CAEP Assessment Rubric – new requirements/higher levels of accountability for reliability and validity, etc.</p> <p>Focus on Program Completer and student impact data (IPC focuses on Candidates/Interns = Preservice)</p> <p>Focus on non-academic criteria for admission, during program, and completion</p> <p>CAEP places greater emphasis on Technology, <i>including technology-based collaborations for clinical preparation and training of clinical educators.</i> Also places emphasis on the <i>ISTE Standards.</i></p>	<p>IPC includes some very specific provisions, which in many instances are more prescriptive than the CAEP standards:</p> <p>Redesign of Teacher Education Component I: Strong Academic Background</p> <ul style="list-style-type: none"> • Institution provides instruction in mathematics (12 credits) and science (12 credits). <i>[IPC focus is on credits, rather than outcomes and performance, which CAEP emphasizes.]</i> • Education and arts and sciences faculty work with one another to achieve PreK-16 standards alignment. <i>[CAEP standards leave it up to the EPP to identify the relevant stakeholders; IPC specifies Arts and Sciences involvement.]</i> • Secondary education teacher candidates major in their certificate area. <i>[CAEP requires strong content knowledge. The IPC requirement for candidates to major in their certificate area may be too prohibitive – e.g., candidates who complete an ENGR major. Completion of the major, or its equivalent would allow more flexibility.]</i>

CAEP Components not in IPC	IPC Components not in CAEP Standards
<p>QUALITY ASSURANCE SYSTEM: The CAEP expectations for developing a quality assurance system are much more demanding and rigorous in comparison to what had been in place for NCATE or for any of the PDS accountability and/or research and inquiry components.</p> <p>CAEP emphasizes the reliability and validity of performance assessment measures and predictive validity of assessments. CAEP Assessment Rubric delineates the criteria more explicitly. IPC does not speak to these aspects except for Redesign Component V – NCATE Accreditation – which touches on reliability/validity type issues. (CAEP has established a more rigorous threshold as compared to the old NCATE Standards.)</p> <p>CAEP standards require EPPs to benchmark candidate performance (i.e., to document their performance in comparison to non-education majors in the same courses, to compare scaled scores on test scores to state/national data, etc.); to make comparisons across specialty licensed areas and identify trends in data; ensure answers to specialty licensure areas questions are complete and supported by analysis and accurate interpretation of data.</p>	<p>THINGS EXPLICITLY MENTIONED IN IPC AND IMPLIED IN CAEP:</p> <ul style="list-style-type: none"> • IHE and school faculty engage in cross-institutional staffing • PDS partners recognize one another's accomplishments • IHEs recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program. • Representatives of PDS stakeholder groups participate on the school improvement team. • PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed <p>All-school focus of PDS:</p> <ul style="list-style-type: none"> • Interns engage in the full range of teacher activities in the school community • PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns. • PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers <p>Research and Inquiry:</p> <ul style="list-style-type: none"> • IPC references the role of PDS partners in research and inquiry (through the Research and Inquiry component of the PDS Standards). CAEP explicitly addresses the candidates' abilities to engage in research and inquiry, but

	<p>doesn't explicitly mention the role of other PDS partners in this regard (though it's IMPLIED – CAEP narrative focuses heavily on research and evidence-based practice).</p>
<p>FOCUS ON PROGRAM COMPLETER AND STUDENT IMPACT DATA: CAEP Standards focus on the performance of program completers. The Redesign Components largely focus on pre-service candidates (exception: some aspects of the PDS Accountability Standard). The requirement for surveying employers, alumni, etc. (which touches on program completer performance) are associated with Redesign Component V: NCATE Accreditation, which is subject to elimination. To date, the MLDS has not focused on the type of data CAEP is seeking, and it likely will be some time before this information will be available to EPPs.</p>	

DRAFT 8/5/16

Highlights indication new language added based on committee discussions on 8/2

Brackets indicate matter deleted from existing law.

See Page 2 and 3 of this document to look at 11-208 without showing the current law that is being deleted

Article - Education

11-208.

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized [by the U.S. Department of Education and endorsed] by the Department.

(b) (1) [After July 1, 2004, an] **AN** institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

(i) **National accreditation; or**

(ii) [A waiver under paragraph (2) of this subsection] **APPROVAL BY THE DEPARTMENT.**

(2) [The State Superintendent may grant a waiver from the national accreditation requirements to:

(i) **Any liberal arts college with a full-time equivalent enrollment of not more than 2,000 students; and**

(ii) **Any nationally recognized professional school of fine arts specializing in music or art.] AN INSTITUTION OF HIGHER EDUCATION DETERMINES WHETHER TO SEEK NATIONAL ACCREDITATION OR APPROVAL BY THE DEPARTMENT UNDER THIS SUBSECTION.**

(c) (1) [By July 1, 2000, an institution of higher education in the State that offers a program of undergraduate or graduate studies that would certify a recipient to teach must:

(i) **File its intent to seek national accreditation;**

(ii) **Certify to the Department that it has national accreditation; or**

(iii) Have received a waiver under subsection (b)(2) of this section.] **WHEN DETERMINING WHETHER A NATIONAL ACCREDITING AGENCY IS RECOGNIZED BY THE DEPARTMENT, THE DEPARTMENT SHALL CONSIDER WHETHER THE NATIONAL ACCREDITING AGENCY INCLUDES SIMILAR STANDARDS THAT ARE USED BY THE DEPARTMENT WHEN APPROVING A PROGRAM.**

(2) The NATIONAL accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a [nationally recognized] NATIONAL accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support to assist institutions of higher education in the State that seek NATIONAL accreditation OR DEPARTMENTAL APPROVAL under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that [an] A NATIONAL accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that [an] A NATIONAL accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of [an] A NATIONAL accrediting agency.

(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

Proposed §11-208 without showing the current law being repealed

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department.

(b)(1) An institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

(i) National accreditation; or

(ii) Approval by the department.

(2) An institution of higher education determines whether to seek national accreditation or approval by the department under this subsection.

(c) (1) When determining whether a national accrediting agency is recognized by the department, the department shall consider whether the national accrediting agency includes similar standards that are used by the Department when approving a program.

(2) The national accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a national accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support to assist institutions of higher education in the State that seek national accreditation or departmental approval under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of a national accrediting agency.

(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the findings.

3. The third part of the document describes the results of the data analysis. It shows that there is a significant correlation between the variables studied, indicating that the factors being investigated have a strong impact on the outcomes.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results can be used to inform decision-making and to develop strategies that address the identified issues and challenges.

5. The fifth part of the document provides a conclusion and summarizes the key points of the study. It reiterates the importance of the research and the need for further exploration in this area.

6. The sixth part of the document includes a list of references and sources used in the study. This section provides a comprehensive overview of the literature and resources that informed the research.

7. The seventh part of the document contains an appendix with additional data and information. This section provides a detailed look at the raw data and the specific details of the analysis.

8. The eighth part of the document includes a glossary of terms and definitions. This section helps to clarify the meaning of the various terms and concepts used throughout the document.

9. The ninth part of the document contains a list of figures and tables. This section provides a visual representation of the data and the results of the analysis.

10. The tenth part of the document includes a list of acknowledgments and a list of authors. This section expresses gratitude to those who provided support and assistance during the course of the study.

DRAFT 8/11/16

Highlights indication new language added based on committee discussions on 8/5

Brackets indicate matter deleted from existing law.

See Page 2 and 3 of this document to look at 11-208 without showing the current law that is being deleted

Article - Education

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(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized [by the U.S. Department of Education and endorsed] by the Department.

(b) (1) [After July 1, 2004, an] AN institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

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(c) (1) [By July 1, 2000, an institution of higher education in the State that offers a program of undergraduate or graduate studies that would certify a recipient to teach must:

(i) File its intent to seek national accreditation;

(ii) Certify to the Department that it has national accreditation; or

(iii) Have received a waiver under subsection (b)(2) of this section.] **WHEN DETERMINING WHETHER A NATIONAL ACCREDITING AGENCY IS RECOGNIZED BY THE DEPARTMENT, THE DEPARTMENT SHALL CONSIDER WHETHER THE NATIONAL ACCREDITING AGENCY USES NATIONAL PROFESSIONAL STANDARDS THAT ARE COMPARABLE TO THE STANDARDS THAT ARE USED BY THE DEPARTMENT WHEN APPROVING AN EDUCATOR PREPARATION PROGRAM.**

(2) The NATIONAL accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a [nationally recognized] NATIONAL accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support, **AVAILABLE ON REQUEST**, to assist institutions of higher education in the State that seek NATIONAL accreditation OR DEPARTMENTAL APPROVAL under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that [an] A NATIONAL accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that [an] A NATIONAL accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of [an] A NATIONAL accrediting agency.

(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

Proposed §11-208 without showing the current law being repealed

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department.

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(i) National accreditation; or

(ii) Approval by the department.

(2) An institution of higher education determines whether to seek national accreditation or approval by the department under this subsection.

(c) (1) When determining whether a national accrediting agency is recognized by the department, the department shall consider whether the national accrediting agency uses national professional standards that are comparable to the standards that are used by the department when approving an educator preparation program.

(2) The national accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a national accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support, available on request, to assist institutions of higher education in the State that seek national accreditation or departmental approval under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

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(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

Appendix XII

Appendix XIII

Teacher Induction, Retention, and Advancement Act of 2016 Workgroup Materials of Interest October 4, 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

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 from the Learning Policy Institute (all article descriptions provided by the Learning Institute)

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.*. Palo Alto, CA: Learning Policy Institute

Report: <https://learningpolicyinstitute.org/product/coming-crisis-teaching>

Brief: [https://learningpolicyinstitute.org/sites/default/files/product-files/A Coming Crisis in Teaching BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/A%20Coming%20Crisis%20in%20Teaching%20BRIEF.pdf)

“This in-depth report examines the current indicators of a national teacher shortage, analyzes the severity and persistence of the labor market imbalance, discusses the impact on students and schools, and proposes evidence-based policies that could help create a sustainable supply of well-prepared teachers in subjects and states where they are needed.”

Understanding Teacher Shortages: A State-by-State Analysis of the Factors Influencing Teacher Supply, Demand, and Equity., Learning Policy

https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive?utm_source=newsletter&utm_medium=email&utm_content=National%20Interactive%20Map&utm_campaign=UA-67199435-1

This map highlights a number of key factors that reflect and influence teacher supply and attrition and signal whether states are likely to have an adequate supply of qualified teachers to fill their classrooms. Based on these data—which treat compensation, teacher turnover, working conditions, and qualifications—each state is assigned a “teaching attractiveness rating,” indicating how supportive it appears to be of teacher recruitment and retention and a “teacher equity rating,” indicating the extent to which students, in particular students of color, are assigned uncertified or inexperienced teachers. Ratings are on a 1-5 scale, with 1 (the lightest color) being the least desirable and 5 (the darkest color) being the most desirable.

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Palo Alto, CA: Learning Policy Institute.

Report: [https://learningpolicyinstitute.org/sites/default/files/product-files/Solving Teacher Shortage Attract Retain Educators REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Solving%20Teacher%20Shortage%20Attract%20Retain%20Educators%20REPORT.pdf)

Brief: [https://learningpolicyinstitute.org/sites/default/files/product-files/Solving Teacher Shortage Attract Retain Educators BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Solving%20Teacher%20Shortage%20Attract%20Retain%20Educators%20BRIEF.pdf)

“Shortages in the teaching force have been growing across the country, reaching crisis proportions in some fields and in locations where wages and working conditions are least attractive. This report provides a detailed analysis of the factors contributing to a shortage of fully prepared teachers and offers local, state, and federal policy recommendations for attracting and retaining a prepared, effective, and diverse teacher workforce.”

Why do Teachers Leave Infographic

[https://learningpolicyinstitute.org/sites/default/files/Teacher Exodus Infographic.pdf](https://learningpolicyinstitute.org/sites/default/files/Teacher%20Exodus%20Infographic.pdf)

This infographic provides reasons for teachers leaving and provides policy ideas to slow the teacher exodus.

Ingersoll, R. & May, H. (2016) *Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013*, Palo Alto, CA: Learning Policy Institute.

[https://learningpolicyinstitute.org/sites/default/files/product-files/Minority Teacher Recruitment Employment Retention%20 BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Minority%20Teacher%20Recruitment%20Employment%20Retention%20BRIEF.pdf)

“This brief summarizes the results from a study of the recruitment, employment, and retention of minority k-12 teachers. The study examines the extent and sources of the minority teacher shortage—the low proportion of minority teacher in comparison to the increasing number of the minority students in the school system.”

Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). *The Teacher Residency: An Innovative Model for Preparing Teachers*. Palo Alto, CA: Learning Policy Institute.

Report: [https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher Residency Innovative Model Preparing Teachers REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher%20Residency%20Innovative%20Model%20Preparing%20Teachers%20REPORT.pdf)

Brief: <https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Brief-TeacherResidencies.pdf>

“Emerging teacher residency programs offer an innovative approach to recruiting and retaining high-quality teachers for hard-to-staff schools and subjects. Building on the medical residency model, teacher residencies provide an alternative pathway to teacher certification grounded in deep clinical preparation. This report summarizes the features of these programs and research related to their practices and outcomes.”

Kini, T., & Podolsky, A. *Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research* (Palo Alto: Learning Policy Institute, 2016).

Report: [https://learningpolicyinstitute.org/sites/default/files/product-files/Teaching Experience Report June 2016.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teaching%20Experience%20Report%20June%202016.pdf)

Brief: [https://learningpolicyinstitute.org/sites/default/files/product-files/Teaching Experience Brief June 2016.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teaching%20Experience%20Brief%20June%202016.pdf)

“This report analyzes the effect of teaching experience on student achievement based on a review of 30 recent, methodologically rigorous studies. It finds that teachers become more effective as they gain experience, especially if they work in supportive settings. In addition to a detailed analysis of the research, the report offers strategies to attract, retain, and develop teachers who have opportunities to learn and grow throughout their careers.”

Kini, T. & Podolsky, A (2016) *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* Palo Alto, CA: Learning Policy Institute

.[https://learningpolicyinstitute.org/sites/default/files/product-files/How Effective Are-Loan Forgiveness and Service-Scholarships Recruiting Teachers.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/How%20Effective%20Are-Loan%20Forgiveness%20and%20Service-Scholarships%20Recruiting%20Teachers.pdf)

“In times of shortages, state and federal policy makers are exploring a variety of strategies to recruit and retain high-quality teachers. This policy brief discusses the research related to forgivable loans and service scholarships that underwrite preparation in exchange for service in high-needs fields and locations.”

Linda Darling-Hammond, Roberta Furger, Patrick Shields, and Leib Sutcher, *Addressing California’s Emerging Teacher Shortage: An Analysis of Sources and Solutions* (Palo Alto: Learning Policy Institute, 2016).

Report: [https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA TeacherShortage.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA%20TeacherShortage.pdf)

Brief: [https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-4pp-Brief AddressingShortages.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-4pp-Brief%20AddressingShortages.pdf)

Interactive Map: <https://learningpolicyinstitute.org/product/california-teacher-shortage-county#/>

“Growing teacher shortages are making it difficult for districts to find enough fully prepared teachers to staff all of their classrooms. This report analyzes the genesis of the current shortages, evaluates the factors that will determine future trends, and makes recommendations for addressing these problems”

Materials of Interest

“ Fact Sheet: Education Department Encourages Support for Educators and Teaching Profession through Title II, Part A”, September 27, 2016 (Attachment III)

The guidance released by the US Department of Education encourages states and districts to prepare, train and recruit high quality teachers and principals to increase student achievement. The guidance highlights ways local leaders can use the dollars to support the educator workforce.

“ The Ghost of Teacher Shortages Past...”, NCTQ, September 26, 2016

<http://www.nctq.org/commentary/article.do?id=293>

This commentary by Kate Walsh, President, NCTQ, provides an alternative perspective on the issue of teacher shortages.

“Analysis Projects Growing National Shortfall of Teachers”, Education Week, September 14, 2016

<http://www.edweek.org/ew/articles/2016/09/14/analysis-projects-growing-national-shortfall-of-teachers.html>

This article discusses the national trends regarding the teacher supply and demands as reported in the recent release of the Learning Policy Institutes reports. It reports that there are tremendous shortages in math, science, and ESOL. Also of concern is the number of high-poverty schools that are experiencing teacher shortages. In addition to shortages the teacher attrition rates are high and teacher-preparation program enrollments have fallen 35% nationwide.

“Teacher-Prep Accreditation Group Seeks to Regain Traction: CAEP standards in full force this fall,” Education Week, August 23, 2016

<http://www.edweek.org/ew/articles/2016/08/24/teacher-prep-accreditation-group-seeks-to-regain-traction.html>

This article highlights the current challenges faced by CAEP.

“Baltimore Area Teachers work to hang on to new teachers,” The Baltimore Sun, August 21, 2016

<http://www.baltimoresun.com/news/maryland/education/bs-md-first-day-of-school-20160821-story.html>

This article provides information on how one Baltimore County Public School, Deer Park is approaching teacher mentoring

“What Matters Now”: Empower Teachers, Reorganize Schools for Success, EdPrepMatters, August 15, 2016

Provided by: Laurie Mullen, Committee 2 Member

<http://edprepmatters.net/2016/08/what-matters-now-empower-teachers-reorganize-schools-for-success/>

This report highlights the recent report completed by the National Commission of Teaching and America’s Future (NCTAF) entitled, “What Matters now: A New compact for Teaching and Learning”. The report indicates that a more “innovative and customized” approach is necessary and makes six recommendations

1. Policy makers should establish and broadly communicate a new compact with teachers.
2. Every state should establish a Commission on Teaching, Learning, and the State’s Future.
3. States and districts should codify and track whether all schools are “organized for success.”
4. Teacher preparation should be more relevant and clinically based.
5. States should support all new teachers with multiyear induction and high-quality mentoring.
6. Education leaders should evaluate all professional learning for responsiveness and effectiveness.

No Time to Lose: How to Build a World-Class Education System State by State, National Conference of State Legislatures', August 2016

Provided by: Nancy Shapiro, Workgroup Member

http://www.ncsl.org/documents/educ/EDU_International_final_v3.pdf

This article provides a comprehensive look at how to reshape the American education system based on the best practices of world-class systems. Common elements identified include: strong early childhood programs, a more professional teacher workforce, strong career and technical programs, and a comprehensive aligned system.

How do school districts mentor new teachers? April 2016

Provided by: Nancy Shapiro, Workgroup Member

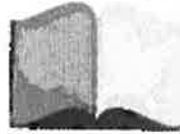
https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2016125.pdf

This report provides information on how school districts in five states (Kansas, Missouri, Nebraska, North Dakota, and South Dakota) mentor new teachers. This survey included 1,000 school districts with a 70% response rate. Report indicated that most mentors surveyed are full time teachers with no release time for their mentor responsibilities; most mentor programs end after one year; and only half of the districts surveyed provide a stipend to mentors

"Partnerships for Preparing Teachers: Transforming Teacher Preparation and Professional Development on Maryland," Governor's Maryland P-20 Leadership Council Task Force on Teacher Education Report (Attachment I)

Provided by; Nancy Shapiro, Workgroup Member

In November 2013 the P-20 Task Force was charged with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce high quality teachers. Recommendations were made in four key areas; Pre-service teacher preparation, pre-tenure teacher induction, professional development for current teachers, and continuous improvement through accountability. Specific recommendation may be found in this report.



NEPC

NATIONAL EDUCATION
POLICY CENTER

INDEPENDENT TEACHER EDUCATION PROGRAMS

APOCRYPHAL CLAIMS, ILLUSORY EVIDENCE

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University of Washington

September 2016

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INDEPENDENT TEACHER EDUCATION PROGRAMS: APOCRYPHAL CLAIMS, ILLUSORY EVIDENCE

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Executive Summary

Teacher education provided in U.S. colleges and universities has been routinely criticized since its inception in the early nineteenth century, sometimes deservedly. These programs are uneven in quality and can be improved. What makes today's situation different is an aggressive effort by advocacy groups and self-proclaimed social entrepreneurs to deregulate the preparation of teachers and to expand independent, alternative routes into teaching. This effort has gained considerable momentum and legitimacy, with venture capitalists, philanthropy, and the U.S. Department of Education all providing sponsorship and substantial funding. The strength of this effort is such that the U.S. may quickly proceed to dismantle its university system of teacher education and replace much of it with independent, private programs. The resulting system of teacher preparation may differ dramatically in its governance, structure, content and processes, moving away from its current location alongside legal, medical, and other professional preparation that pairs academic degrees with professional training.

Given the enormity of this prospective shift, policymakers should consider carefully the extant evidence about the nature and impact of different pathways into teaching, including the entrepreneurial, stand-alone programs that advocates proclaim to be the future of teacher preparation. This consideration is particularly critical because, to date, these new alternatives focus almost exclusively on preparing teachers to teach "other people's children" in schools within high-poverty communities—not on public school teachers in advantaged communities. Therefore, their entry into the field raises important questions not only about effectiveness, but also about equity.

After surveying historical and contemporary trends in teacher preparation, this policy brief reviews what is known about the quality of five of the most prominent independent teacher education programs in the U.S., including their impact on teacher quality and student learning. Independent teacher education programs should be understood to be a subset of alternative routes to teaching, and the five examined in this brief were included because they: (a) are not university-based, and (b) themselves provide most or all of the candidates' preparation. These five independent programs are: The Relay Graduate School of Education (Relay), Match Teacher Residency (MTR), High Tech High's Internship (HTH), iTeach, and TEACH-NOW. Excluded from this review are other alternative programs such as Teach for America (TFA) and TNTP (The New Teachers Project), because they differ significantly in that they have substantive partnerships either with universities or with other independent entities (such as the five listed above) that provide much of the candidates' preparation.

Two bodies of work are included in the analyses of what is known: 1) findings from syntheses of peer-reviewed research on alternative pathways into teaching, and 2) research and other sources of information about the five specific programs reviewed, including claims that enthusiasts make about program quality and internal evaluations of program impact. While many advocates assert that independent programs are bold, innovative, and successful in

accomplishing their goals, the analysis here demonstrates that such claims are not substantiated by independent, vetted research and program evaluations. This analysis indicates that the promotion and expansion of independent teacher preparation programs rests not on evidence, but largely on ideology. The lack of credible evidence supporting claims of success is particularly problematic given the current emphasis on evidence-based policy and practice in federal policy and professional standards.

The analysis also concludes that two of the programs, MTR and Relay, contribute to the inequitable distribution of professionally prepared teachers and to the stratification of schools according to the social class and racial composition of the student body. These two programs prepare teachers to use highly controlling pedagogical and classroom management techniques that are primarily used in schools serving students of color whose communities are severely impacted by poverty. Meanwhile, students in more economically advantaged areas have greater access to professionally trained teachers, less punitive and controlling management practices and broader and richer curricula and teaching practices. The teaching and management practices learned by the teachers in these two independent programs are based on a restricted definition of teaching and learning and would not be acceptable in more economically advantaged communities.

Findings from the analysis of research on alternative pathways into teaching and from the analysis of available evidence on the nature and impact of independent teacher education programs have several implications for teacher-education policymaking. The following four specific recommendations are based on those findings:

- State and federal policymakers should not implement policies and provide funding streams that promote the development and expansion of independent teacher education programs unless and until substantive credible evidence accrues to support them. There currently is minimal evidence.
- State policymakers should be very cautious in authorizing "teacher preparation academies" under a provision in the new federal education law (Every Student Succeeds Act, or ESSA). Such authorization would exempt those programs from the higher standards for teacher preparation that states typically seek to enforce for other teacher education programs. Policies should hold all teacher preparation programs to clear, consistent, and high standards.
- Teacher education program quality should be determined by an analysis of the costs and benefits of multiple outcomes associated with the programs. Policymakers should thus reject the argument made by two of these five programs (MTR and Relay) that the sole or overriding indicator of teacher and program quality should be students' standardized test scores.
- State and federal policies that are designed to support the development of independent teacher education programs should include monitoring provisions to ensure that they do not contribute to a stratified system, where teachers serving more economically advantaged communities complete programs in colleges and universities to become professional educators, while teachers serving low-income communities receive only more technical, narrow training on how to implement a defined set of curricular, instructional and managerial guidelines.

INDEPENDENT TEACHER EDUCATION PROGRAMS: APOCRYPHAL CLAIMS, ILLUSORY EVIDENCE

I. Introduction

Over the last 25 years, a variety of people and organizations have been increasingly critical of teacher education programs in colleges and universities, which some in the media have branded “an industry of mediocrity.”¹ Such criticisms typically focus on issues regarding programs’ intellectual rigor, practical relevance, and ability to meet schools’ staffing needs. This is not a new development, however. Teacher education programs in colleges and universities have been criticized from their inception.² What is new about the current critiques is that these criticisms have—with the help of philanthropists, think tanks and advocacy groups, the U.S. Department of Education, and policymakers—been coupled with aggressive promotion of new programs outside of higher education intended to “disrupt” the teacher education field and stimulate innovation.³

These new programs, developed by so-called social entrepreneurs—people who apply business approaches to social services and needs—have been referred to as 2.0 programs. Advocates of these programs have declared college and university programs obsolete and warned that if they are not realigned with the newer programs, they will disappear.

The next decade will see the proliferation of teacher prep 2.0 models as the benefits of their collective approach to teacher education become better known and more widely recognized... Those programs that fail to join this learning community will soon reveal their obsolescence and find themselves struggling to justify their existence. Demand will shift to more relevant, affordable and flexible programs where teachers are held to high professional standards of knowledge and skill under advisement of strong instructors and coaches who are committed to improving a teacher’s effectiveness.⁴

To determine whether such claims and predictions are grounded in credible evidence, this brief analyzes what is known about the quality of independent teacher education programs in the U.S., including their impact on teacher quality and student learning.⁵

Independent teacher education programs should be understood to be a subset of alternative routes to teaching, and they are included in this brief if they (a) are not university-based, and (b) themselves provide most or all of the candidates’ preparation. Included in the analysis are five independent teacher education programs initiated within the last 15 years: The Relay Graduate School of Education (Relay), Match Teacher Residency (MTR), High Tech High Internship (HTH), iTeach, and TEACH-NOW. While these five programs differ from each other in some ways, they also share some similarities, as detailed below. Excluded from the review are alternative programs not based at universities that outsource much of their teacher preparation to universities or other independent providers. These excluded programs include, for example, TFA (Teach for America), TNTP (The New Teacher Project), Urban Teachers, Aspire Teacher Residency, and the Chicago Teacher Residency.

Given recent state and federal policies and incentives that have supported the rapid growth of independent programs, and given the declining enrollments in many college and university programs,⁶ it is important to examine the quality of the evidence available to support

this significant shift in U.S. teacher preparation. Close examination is also important because the countries that lead in international comparisons of educational equity and quality rely on consistent and substantial government investment in strong university systems of teacher preparation—in contrast to current U.S. trends.⁷ There are no examples of high-performing education systems that have relied heavily on the kind of deregulation and market competition, grounded in test-based accountability, that many supporters of independent teacher education programs promote.⁸

The need to critically consider current trends is also important because teacher quality is interwoven with equity issues. The teachers prepared by these programs overwhelmingly teach in schools located in lower-income communities of color. At a time when inequities among U.S. schools have been documented over and over again, and when schools are steadily becoming increasingly segregated⁹, it is especially important to understand the impact of new programs intended to supply teachers most likely to teach “other people’s children”¹⁰ in schools within communities suffering high levels of poverty. It is, after all, the perceived lack of highly qualified teachers in such schools that is often used to justify the push for new forms of teacher education.

II. Alternative Pathways into Teaching in the U.S.: Past, Present and Future

The Past

Historically the U.S. has had many different pathways to teaching, including school district sponsored programs, academies, seminaries, teacher institutes, normal schools, teachers colleges, community colleges, and four-year colleges and universities. In fact, for much of the nation’s history, most teachers entered teaching through what would be referred to today as “alternative routes,”¹¹ including a substantial number of teachers who were prepared in school district programs and in programs developed to prepare African Americans, Native Americans, and Latinos to teach in segregated schools in their communities.¹² For only a very brief period (approximately 1960-1990) did colleges and universities hold a virtual monopoly in teacher education.¹³

Beginning in the mid-1980s, there has been steady growth in the number of alternatives to the traditional undergraduate and post-graduate college and university models of teacher education. Some of the earliest of these included programs run by states (such as the New Jersey Provisional Teacher Program begun in 1985) and school districts (such as the LA Unified School District Teacher Trainee Program launched in 1984, and the Houston Independent School District Teacher Trainee Program initiated in 1985).¹⁴ During this early period, the state of Florida required all districts to offer competence-based alternative certification programs, developed either by the state for a district or developed by a district and approved by the state.¹⁵

Additionally, many colleges and universities sponsored alternative programs. These typically offered either the standard institutional program at more convenient times and locations, to attract people with commitments that precluded their participation in the traditional program, or were alternative academic programs with reduced requirements.¹⁶ The majority of the alternative routes to teaching have been sponsored by colleges and universities.¹⁷

There are several reasons for the growth of alternatives to the campus-based teacher education programs that had dominated the field for three decades. Perhaps the most often cited rationale for alternative programs has been the need to address real or projected shortages in particular disciplines and in hard-to-staff schools in urban and remote rural areas, where high teacher attrition rates are common. The specialty areas often said to have shortages include special education, bilingual/ English-learner education, mathematics and science. To meet perceived needs, alternative routes can potentially draw people into teaching who might not otherwise consider becoming teachers and can potentially attract people seeking career changes—retired military personnel and engineers, for example. Other efforts tried to attract more people of color into teaching, so that the nation's teaching force would better reflect the diversity of American society and of the pupils in public schools.¹⁸

In addition, the financial costs and time commitment of university teacher education might be a barrier keeping potentially good teachers out of teaching, thus making lower cost and less lengthy alternatives desirable.¹⁹ Also, new pathways to teaching were seen by some policymakers as better alternatives to the large number of "emergency" credentialed teachers that existed in some areas of the country.²⁰

Persistent criticism of schools and colleges of education also fueled the reemergence of alternative pathways. Critics charged that traditional programs did not prepare teachers willing to teach in the hard-to-staff schools that needed them, and they also charged that even those who were willing to try were not adequately prepared to be successful over time.²¹ Pointing out (correctly) that students who most needed high-quality teachers instead typically are given the nation's least prepared and least experienced teachers,²² critics of schools and colleges of education attributed this problem to inadequate preparation of teachers willing and able to teach in urban and remote rural schools in high-poverty areas.²³

Finally, some support for alternative certification programs came from within the college and university teacher education community, based on the supposition that new programs would stimulate innovation in the field.²⁴

The Present

The founding of Teach for America (TFA) in 1990 marked the beginning of a shift in the nature of the alternatives provided for students and schools in high-poverty areas. Rather than academic institutions, states, and districts, private entities began assuming a significant role in developing alternative programs. Initially, because of the "highly qualified" teacher provisions in No Child Left Behind (NCLB) and in state certification policies, TFA and other programs like it (such as The New Teacher Project, or TNTP)²⁵ partnered with accredited college and university programs. However, changes in federal and state regulations²⁶—incentivized in part by the U.S. Department of Education²⁷—later made it possible for independent teacher education providers to offer their own programs independent of colleges and universities.²⁸

Generally, then, since the time of early authorization of internship and teacher trainee programs in California as well as similar programs in Texas and New Jersey during the 1980s, there has been a steady increase in alternative certification programs. And, during the last decade, there has also been a steady increase in independent programs that provide all of the preparation themselves, with no partnering college or university.

The expansion of such independent programs seems partially linked to the shortages of teachers nationwide that are a result of three factors: declining enrollments in college and university preparation programs, the lack of alignment between the teachers who are prepared to teach and the hiring needs of districts, and the salaries and working conditions for teachers.²⁹ For example, in the fall of 2015, there were still approximately 300 unfilled teaching positions on the opening day of school in the Denver Public Schools, and then in May 2016, Relay announced that it would soon be setting up a new campus of its teacher certification program there. College and university teacher education program enrollments are declining in many parts of the country,³⁰ and some states that are facing teaching shortages are actively seeking the entry of new program providers. This is true even in states like Washington that historically have resisted expanding teacher preparation beyond colleges and universities. For example, in June 2016, as a result of teacher shortages in Washington in certain subjects and in particular geographical areas, the Washington Professional Educator Standards Board issued a call for new providers to offer alternative programs:

Seeking New Alternative Route Program Providers

Our Alternative Route program provider interest is growing in the community college, non-profit, and university systems. We are excited to see new providers interested in becoming approved programs and offering Alternative Route programs. If you are interested in becoming an approved Alternative Route provider, please contact... We will be hosting provider information sessions for interested parties in the Summer and Fall.³¹

The growth of independent alternative route providers has also been driven by the steady growth of national charter school networks, such as Rocketship and the Knowledge is Power Program (KIPP). These networks can and do run their own programs specifically designed to prepare teachers for their schools.³² For example, Relay was founded by the leaders of three charter school networks (Achievement First, KIPP, and Uncommon Schools), and both Match and High Tech High charter schools founded their own independent teacher certification programs (MTR and HTH). Philanthropic and government resources have supported such growth by promoting the deregulation of teacher education, which has allowed independent teacher education programs and networks to compete with college and university teacher education programs.³³

A concurrent decline in philanthropic support for college and university-based teacher education has been coupled with substantial reductions in state funding for the public universities that prepare most of the nation's teachers, sparking tuition increases and exacerbating the disincentive of cost.³⁴ The attractiveness of a shorter and cheaper alternative route increases if the price tag goes up for the higher-education option. Such declining support for the public universities where most U.S. teachers are still prepared is, not surprisingly, creating a two-tiered system of teacher preparation. Increasingly, non-university programs are preparing teachers who will serve students in high-poverty communities ("other people's children"), while colleges and universities continue to prepare teachers who will predominantly serve students in more economically advantaged middle class communities. Unless the alternative routes taken by teachers heading to less advantaged communities are of high quality, this extension of the bifurcation of the public school system in the U.S. is likely to widen the opportunity gaps for learning that currently exist.³⁵

The twin trends noted earlier—deregulation and the fostering of competitive environments—are associated with the ascendancy of a market ideology of education reform. Placing their confidence in private sector solutions to social problems, advocates of greater deregulation

and market competition consistently work to foster greater and greater choice and competition in the education “marketplace.”³⁶ Philanthropic and government entities have adopted this perspective and supported the growth of privately run charter schools to compete with public schools overseen by local school districts.³⁷ Similarly, philanthropists, venture capitalists, and the U.S. federal government have all promoted policies and provided substantial funding to enable expanded development of independent teacher education programs,³⁸ asserting that the new independent programs will pressure college and university programs to innovate and thus raise the overall quality of teacher preparation. For example, Rick Hess of the American Enterprise Institute has argued:

...weaker teacher preparation programs would likely fall by the wayside. The fact that Schools of Education could no longer rely on a captive body of aspiring teachers would expose them to the cleansing winds of competition. Schools would have to contribute value by providing teacher training, services, or research that created demand and attracted support—or face significant cutbacks.³⁹

Implicitly endorsing this perspective, the federal government has recently enacted legislation—the “teacher preparation academy” provision in the 2015 Every Student Succeeds Act (ESSA)—that provides a potentially significant push toward an even more competitive environment for teacher education, with fewer safeguards on teacher quality.

Going Forward

The teacher preparation academy provision is part of ESSA’s Title II. The concept was first promoted in 2011 under the title of the “Great Teachers and Principals Act” (or GREAT Act) and failed to pass Congress in two different sessions. It was originally developed by leaders of the New Schools Venture Fund, the Relay Graduate School of Education, and several members of Congress as a way to provide additional financial support for the growth of programs like Relay.⁴⁰ Importantly, states are not required by this ESSA provision to authorize the academies; if they do, they will open the door to lower standards for teacher preparation programs in several specific ways.

For example, states that authorize academies and use their Title II funds to support them will be required to allow the teacher-education students to serve as teachers of record while enrolled in the academies—essentially allowing individuals with little or no preparation to serve as professional teaching staff. States will also be required to exempt academies from “unnecessary restrictions” on their operational methods. Specifically, states will not be able to do any of the following: require academy faculty to have advanced degrees; require academies to seek accreditation; or impose regulations on undergraduate or professional coursework. For example, states will not be able to require teacher candidates in academies to have an academic major in the subjects they teach. These sorts of requirements are generally mandated by states for traditional college and university teacher education programs.

About the Rationale for Current Trends

Two primary narratives underlie the desire by philanthropists, venture capitalists, and federal policymakers to disrupt the field of teacher education and bring in new programs developed by social entrepreneurs. First is a derisive narrative about university teacher education that insists schools of education have failed and therefore their role in preparing teachers

should be reduced.⁴¹ Second is the contention that deregulation and market competition will raise the quality of teacher preparation.

The first contention does find some support among researchers and leaders; there are indeed problems in university teacher education programs that have been documented for many years.⁴² Attempts to address these problems have focused on raising the standards for entry to and exit from teacher education programs, strengthening the connections between the coursework and clinical components of programs, and a stronger focus on teaching teachers how to enact research-based teaching practices.⁴³ Today's charge that university programs have totally failed (and should therefore be replaced) is overstated. This overstatement is grounded in part on instances of advocates manipulating or misrepresenting research and then using the distorted pictures of research evidence to discredit university programs and to promote non-university programs.⁴⁴

For example, in a 2012 Congressional hearing on Alternative Certification, both the committee chair and members of the "expert panel" stated that a 2005 report⁴⁵ sponsored by the American Educational Research Association, synthesizing research on the effects of alternative pathways into teaching, concluded that "there were no differences in teacher efficacy or teaching competence, as measured by classroom observations, between alternatively and traditionally certified teachers."⁴⁶ This and similar statements made during the hearing contradict the actual conclusions of the research review. In fact, the review itself explicitly warned against selective use of research evidence to support specific positions on pathways to teaching, and it found extant credible research insufficient to provide a definitive answer to the exceedingly complex question of comparative program quality.⁴⁷ Additional discussion of this point appears below, in a review of existing peer-reviewed literature.

III. Characteristics of the Five Independent Programs

The five post-baccalaureate independent programs reviewed in this brief vary along several dimensions (see Table 1). One dimension is how much, if any, preparation students receive before assuming responsibility for a classroom. In the iTeach Internship option, TEACH-NOW, and High Tech High Internship (HTH) program, many of the students are teachers of record while they complete most or all program requirements. This is also true for all of those enrolled in the original Relay model.⁴⁸ In contrast, both MTR, and Relay's new Teacher Residency option provide students with a year of preparation under the guidance of a mentor teacher before they become teachers of record. In the iTeach clinical option (which is a very small part of the iTeach enrollment), iTeach students are not teachers of record until they first complete coursework and a 12-week supervised clinical experience under the supervision of a mentor teacher.⁴⁹

Table 1- Independent Certification Programs

Name of Program and Date of Establishment	Who Runs the Program	2015-2016 Enrollment	Length of Program(s)	Type of Program: Early entry¹ or Residency²	Location(s)	Regional and National Accreditation	Online Learning Components
Relay GSE ³ 2011	Relay Graduate School of Education	Certification - 120 Degree & certification - 836	Residency program - 2 years Master of Arts in Teaching certification program - 2 years	Residency Program Master of Art in Teaching program - Early Entry	Baton Rouge ⁴ Chicago Connecticut ⁵ Delaware Denver ⁶ Houston Memphis Nashville ⁷ New Orleans New York City Newark Philadelphia & Camden	Council for the Accreditation of Educator Preparation & Middle States Commission on Higher Education Accreditation	Residency Program - around 40% of content is delivered online ⁸ Master of Arts in Teaching - around 40% of content is delivered online ⁹
Match Teacher Residency ¹⁰ 2012	The Charles Sposato Graduate School of Education	First-year students - 41 Second year students - 38	2 years	Residency	Boston	Has applied for regional accreditation from the New England Association of Schools and Colleges	None
High Tech High Intern Program ¹¹ 2004	High Tech High Credentialing Program	Intern Program- Year 1 - 38 students Internship program - 2nd year - 45 students ¹²	2 years	Early Entry	San Diego county, California	None	1-2 preservice courses are delivered online

iteachU.S. ¹³ 2003	iteachU.S.	2,049	<p>Internship option– 2 semesters of internship as the teacher of record (Students have up to 2 years to finish the program)</p> <p>Clinical teaching- one semester of clinical teaching under the supervision of a mentor teacher along with self paced coursework that can be completed in 6 months-1 year</p>	<p>Internship Program – Early Entry¹⁴</p> <p>Clinical Teaching program option- Residency</p>	<p>Texas-Internship and Clinical option</p> <p>Louisiana and Hawaii-Internship option only</p>	<p>Council for the Accreditation of Educator Preparation</p>	<p>All coursework is completed online</p>
TEACH-NOW ¹⁵ 2012	TeachNow / Educators School of Education	800	<p>Teacher Preparation Certificate Program - 9 months</p> <p>Master's degree programs - 12 months</p>	<p>Teacher Preparation Certificate Program – both options are available</p> <p>Master's degree in Education with Teacher Preparation program – both options available</p> <p>Master's degree in Education with Globalization and Research Emphasis – both options available</p>	<p>Online International program</p>	<p>Has applied for accreditation by the Council for the Accreditation of Educator Preparation and the Distance Education Accrediting Commission.</p>	<p>Coursework, is completed online with virtual class sessions</p>

- 1 Early entry means the candidate receives some summer training courses and is the teacher of record during the rest of the teacher preparation program.
- 2 Residency here means the candidate receives training and works under the supervision of a practicing teacher for at least a school year before becoming the teacher of record.
- 3 <http://www.relay.edu/> Relay was piloted as Teacher U within Hunter College 2008-2011.
- 4 The Relay Baton Rouge campus plans to open and offer two programs in 2016, <http://www.relay.edu/campuses/baton-rouge>

- 5 The Relay Connecticut campus hopes to open and offer two programs in 2016 by obtaining institutional and licensure approval. <http://www.relay.edu/campuses/connecticut>
- 6 The Relay Denver campus only offers the Teaching Residency Program. <http://www.relay.edu/programs/relay-teaching-residency-denver/admissions>
- 7 The Relay Nashville campus plans to open and offer two programs in 2016. <http://www.relay.edu/campuses/nashville>
- 8 <http://www.relay.edu/programs/relay-teaching-residency-philadelphia-camden/details>
- 9 <http://www.relay.edu/programs/chicago-teaching-residency/details>
- 10 <http://www.matcheducation.org/sposato/overview/>
- 11 <http://gse.hightechhigh.org/teacherInternProgram.php>
- 12 Experienced teachers in the program can apply to take an exam that changes the program completion time from two years into one year. There are some of these students included within the year two enrollment numbers.
- 13 <http://www.iteach.net/>
- 14 The iTeach internship is a different type of early entry program because teachers are not required to complete coursework before they enter the classroom.
- 15 Please see <http://teach-now.com/>

Programs also vary in length and accreditation status. The length of four of the programs ranges from nine months (TEACH-NOW) to two years (HTH, MTR, and Relay). In iTeach, students complete their program in six months to two years depending on the program option selected. And, while all the programs are authorized by the states in which they are located, two are also nationally and/or regionally accredited: iTeach, and Relay by the Council for the Accreditation of Educator Preparation. Relay is also regionally accredited by the Middle States Commission on Higher Education Accreditation.

iTeach offers a teacher education program and a principal certification program in Texas and Louisiana, and the other four (MTR, Relay, TEACH-NOW and HTH) have formed graduate schools of education that offer a range of programs in addition to their initial teacher certification programs, including programs for principals, already certified teachers, and in one case (MTR), for tutors.⁵⁰

Additionally, all three of the charter-affiliated programs have formed partnerships with other charter schools that share their philosophies. For example, Relay has formed partnerships with additional charter organizations in different cities, such as the Noble charter network in Chicago, which offers the Noble-Relay Teaching Residency. The Boston-based MTR has formed partnerships with charter schools in Dallas, Chicago, Denver, and New Orleans.

One similarity within the group of charter-affiliated programs is that all claim to minimize the division between teacher education coursework and clinical practice that is common in university teacher education programs. For example, it is asserted that in the HTH Intern program, "There is a direct connection between what students learn and do in courses and what's happening in their classrooms."⁵¹

Another similarity within this group is that the MTR, Relay and HTH programs all use the particular philosophies and preferred teaching methods in their associated charter schools as a base for teacher preparation and certification. Each program is, in fact, highly prescrip-

tive about teaching methods. For example, the MTR website states that “The program is direct and prescriptive in its teaching of specific pedagogical moves and habits.”⁵² And, not surprisingly, these programs seek and admit candidates who appear philosophically aligned with their respective missions.

Philosophically and practically, however, the charter-affiliated programs overall reflect a variety of visions and goals. Relay and MTR pursue the narrow goal of preparing teachers who can raise students’ standardized test scores; therefore, their programs offer instruction in classroom management and teaching strategies focused on raising those scores. Both require graduates to demonstrate a certain level of proficiency in raising student test scores, and both promote their alleged effectiveness to potential applicants and districts and charters schools by claiming that their graduates have proven records of classroom success based on raising test scores. Although it is also affiliated with charter schools, HTH’s much broader mission is to prepare reflective teachers who can develop democratic classrooms in socioeconomically diverse schools; it promotes project-based learning as a methodological means to that end.

None of the five independent programs appears to employ more than a few traditional doctorally prepared university teacher educators as instructors.

The two programs not affiliated with charters also take a different approach, basing their programs on common set of national teaching standards. The iTeach program and TEACH-NOW use the INTASC Model Core Teaching Standards, developed by the Council of Chief State School Officers (CSSO)⁵³

and used as the basis for many state standards. Additionally, a central focus in TEACH-NOW’s cohort and activity-based program is on preparing teachers to use technology and digital tools in their teaching.

The five programs utilize online instruction to varying degrees. While HTH and MTR provide little or no online instruction, Relay, iTeach, and TEACH-NOW use extensive online instruction, ranging from Relays’ approximately 40% of the curriculum housed online to iTeach and TEACH-NOW’s online placement of all curriculum except for the clinical component. Some advocates promote online instruction as one way of lowering operational costs and helping to develop a “sustainable business model.”⁵⁴

Another common characteristic among the charter-affiliated programs is that instruction and mentoring are typically provided by teachers who have mastered the methods taught in the program (and used in the charter schools). In the two non-charter-affiliated programs (TEACH-NOW and iTeach), experienced K-12 teachers not affiliated with any particular set of teaching practices provide most of the instruction. This approach stands in contrast to conventional teacher education programs, where clinical instructors of this type are also used but only as an addition to professors and doctoral students. As is the case with other professional schools (law, business, medicine, etc.), these scholar-instructors are also generally former practitioners, but they supplement that practitioner knowledge with research knowledge.

None of the five independent programs appears to employ more than a few traditional doctorally prepared university teacher educators as instructors. In addition, all five programs—but particularly those associated with charter schools—claim to provide significantly more feedback and coaching to their teachers than university programs provide (often with video playing a role). HTH also employs student feedback: “student consultants” in the charter schools provide regular observations of and feedback on interns’ teaching.

Ongoing expansion is yet another common characteristic. Some programs discuss plans relevant to “going to scale” and increasing the number of teachers they prepare in different sites across the U.S., and in one case—TEACH-NOW—even around the world. In 2015, TEACH-NOW leaders stated that globally, they hoped to prepare 10,000 teachers in the next five years.⁵⁵ Relay began as Teacher-U in 2008 in New York City and soon thereafter expanded to Newark; in 2016 it will operate in 12 sites around the country and has plans to continue growing.⁵⁶ Both MTR and HTH began by preparing teachers for their own charter schools, but now both have developed additional partnerships to prepare teachers for other charter schools with philosophies and methods similar to their own. iTeach, which began in Texas, has expanded to Louisiana and Hawaii.

With the exception of iTeach, which receives no external funding, all of the programs have received external funding from groups such as the Gates Foundation and the New Schools Venture Fund which, along with many private funders, promote the “scaling up” of programs.⁵⁷ Julie Mikuta, who was with the New Schools Venture Fund when it first supported MTR and Relay, has been quoted as saying that two motivations for funding such programs were to drive change in the larger field of teacher education and to lower the cost of preparing teachers—so that what individuals pay for a program is appropriate for the salaries they will receive.⁵⁸

IV. Peer-Reviewed Syntheses of Research on Teacher Education Pathways

Four peer-reviewed syntheses of credible research on various approaches to teacher education spanning more than a decade have reached the same conclusions: credible research has not yet demonstrated one specific approach to teacher education as superior to others.⁵⁹ This conclusion regarding insufficient evidence is not the same as a finding that there is no difference. As noted above, despite the frequent assertion by programs themselves (and in the media and the halls of Congress) that research has shown a particular program or programs to consistently produce better teacher and/or student outcomes than others, or that research has shown various types of teacher education to make no practical difference, credible research in fact supports neither of those claims. Instead, these four peer-reviewed syntheses of the existing research on alternative pathways find that key questions about teacher preparation still lack definitive answers.

For example, in 2010 a National Research Council panel of experts reviewed the existing body of research and concluded: “There is currently little definitive evidence that particular approaches to teacher preparation yield teachers whose students are more successful than others.”⁶⁰ In the studies that were reviewed by the panel, success in teaching was measured almost entirely by growth in pupil test scores for teachers who were prepared in different programs. Occasionally, other factors such as classroom management problems were considered. Importantly, the panel report also emphasized that this conclusion about the lack of clear findings

does not mean that the characteristics of pathways do not matter. Rather it suggests research on the sources of variation in preparation such as selectivity, timing, and specific components and characteristics is needed.⁶¹

The most recent peer-reviewed synthesis of this research, in the American Educational Research Association's 2016 *Handbook of Teaching*, reaches similar conclusions:

Not surprisingly, studies in this line of research, which compared the impact on students' achievement of teachers with alternative certification and/or from "alternative" pathways or compared the impact of teachers from a particular "alternative" program with those from other sources of new teachers, are inconsistent and ultimately inconclusive at a broad level in terms of what they tell us about the effects of particular programs. . . .⁶²

The findings of these two peer-reviewed research syntheses aligned with the conclusions of two earlier syntheses, one sponsored by the American Educational Research Association, and one sponsored by the U.S. Department of Education—that not enough is yet known to gauge comparable merit of programs and approaches.⁶³

The fact that all four research syntheses have reached the same conclusions indicates that claims boasting research support for any one approach or program are overstated and inaccurate—as are claims that the type of preparation a teacher candidate receives makes no difference in teacher performance. While much or most of the descriptive material available on independent program websites and in promotional articles in the media proclaim independent pathways to teacher education to be bold, innovative efforts that represent the future of teacher education,⁶⁴ credible evidence to support such judgments simply does not appear in existing research.

IV. Other Evidence on the Impact of Independent Teacher Education Programs

There is in fact very little peer-reviewed research that has been conducted on the impact of specific independent teacher education programs. Although some efforts in this vein are in progress,⁶⁵ only one study was identified in research for this brief. It examined the effects of communicating with families using strategies⁶⁶ that are a part of the MTR Curriculum. This study⁶⁷ found several positive effects of using MTR methods of teacher-family communication. Specifically, sixth and ninth grade students received a daily phone call and written text message at home during a mandatory summer school program. Such MTR techniques for frequent teacher-family communication increased student engagement as measured by homework completion rates, on-task behavior, and class participation. However, only a single element of a summer school program was examined—shedding little or no light on the impact of the full MTR approach. Beyond this one study, other evidence on the five programs' effectiveness is found only in various claims the programs make about their effectiveness, supported primarily by testimonials from those involved and by non-rigorous claims regarding standardized test scores—the former neither an unbiased nor random sample, the latter an inadequate single measure backed by no solid studies, as discussed below. Additional sources of documentation include other internal measures unique to particular programs.

Programs often cite the graduates' opinions as offering evidence of a program's effectiveness, as in this example from TEACH-NOW:

The TEACH-NOW program provided me a better understanding of effective instructional strategies, collaboration skills, and classroom management. Their 21st century platform shapes the minds of educators by pairing a multilayered curriculum with innovative tools and strategies. I walked away with a new view of what differentiation looks like in a classroom and fresh knowledge on how to more effectively reach all of my students. Additionally, I was introduced to

several websites, graphic organizers and tools that I was able to use in my classroom. In short, the experience was amazing.⁶⁸

Testimonials have also been reported secondhand by the journalists and advocates of the deregulation of teacher education, who promote the expansion of independent programs and who are often connected to think tanks, advocacy groups, or to the funders. The following example was published in *Education Next*, a journal that is sponsored by the Hoover Institution, Thomas Fordham Institute, and the Harvard Kennedy School Program on Education Policy and Governance.

Many also told me that Relay's lessons have changed their classroom culture. "The culture went from being compliant to being invested," said Max Silverstein, a Penn State business major now teaching in an early childhood classroom at Newark Legacy charter school. I heard the same thing from Alonte Johnson, a Moorehouse College English major who is teaching middle school English at King's Collegiate Center School in Brooklyn. A few days earlier his students designed a seating chart that paired the better and slower readers. "The environment is more interdependent instead of everyone working for me," he said.⁶⁹

Another claim about the effectiveness of independent programs associated with some charter school networks is that student test scores increase in the charter schools where the program graduates teach. While the links between the allegedly successful charter schools and the preparation programs they run are not explicitly made, it is strongly implied that their teacher education programs are high quality because of the record of the charter schools in raising test scores. For example, a Pioneer Institute report on MTR asserted that:

In the 2012-13 school year Match 10th graders placed first state-wide among high schools where more than 70 percent of students are low-income: they placed 22nd among all 305 high schools in the Commonwealth... Match High School has been cited by the U.S. Department of Education (USDOE) as one of the nation's best charter high schools, and Match Middle School, and High School have both received the prestigious EPIC award, which recognizes value-added proficiency gains by students, for each five years between 2008 and 2012.⁷⁰

Given the emphasis on raising test scores in MTR's teacher preparation program, information on student test performance can be offered by advocates as indirectly demonstrating that program's effectiveness. But studies such as this, whatever their strengths and weaknesses, were not even designed to evaluate the effectiveness of the underlying teacher preparation programs. No credible causal inferences could possibly be made about the teacher education programs, merely from the charter school evaluations.

Two of the programs (Relay and MTR) also present data from their own internal analyses of their graduates' teaching effectiveness. Relay sets student learning goals for teachers and then asks the teachers to set their own goals within those parameters. At the program's end, teachers discuss results at their master's defenses. Several examples of goals set by Relay teachers in the 2014 cohort are presented on the program website:

(1) On average, my students will achieve a year's worth of growth as measured by the STEP Literacy Assessment; (2) On average, my fifth grade students will achieve 70% mastery of the fifth-grade state science standards; and (3) On average, my students' average writing rubric scores will improve 1.5 levels as measured by a five-point, 6 Traits rubric.⁷¹

Teachers must set both minimum goals in two content areas, and they are encouraged to set ambitious goals in each area. Several examples of teachers' ambitious goals are provided on Relay's website, such as, "At least 80% of my students will meet their student-specific goals in reading as measured by the STEP Literacy Assessment."⁷²

Relay also presents a list of what are termed "notable achievements" of their 2014 cohort in relation to the teachers' goals.⁷³ For example: "94% of graduate students in our New York M.A.T. program met or exceeded their minimum learning goals for students and 54% of them met their ambitious goal in at least one content area related to their teaching placement." The implication is that Relay's teacher preparation is effective because a large percentage of teachers meet minimum achievement goals and many meet ambitious achievement goals.

There is nothing in the design of these internal evaluations though that would support causal inferences attributing the meeting of student achievement targets to the teacher education program. Even in many of the well-funded studies of the impact of alternative pathways into teaching, researchers have been unable to distinguish the effects of the programs studied from those of the individual characteristics candidates bring to the programs and of the contexts in which they teach.⁷⁴

The Relay website also presents summary data on their graduates' and employers' perspectives about the program. For example, with regard to their graduates' perspectives, it is stated, "Across a variety of indicators, 92% of the graduates in the class of 2014 reported their agreement with the effectiveness of Relay faculty and instruction." With regard to the perceptions of employers (who, keep in mind, are not independent of the Relay program), it is stated, "Across a variety of indicators, 92% of employing school leaders affirmed their satisfaction with the performance of their teachers who were enrolled at Relay."⁷⁵

MTR also presents vague internal data about its teachers' effectiveness, in its 2014 annual letter from Sposato GSE, the institution in which MTR is situated. The letter claims that "students taught by first-year teachers trained by Sposato grow more than 64% of students with comparable academic histories (many of who are taught by veteran teachers)."⁷⁶ A footnote associated with this claim states that evaluation data from three sources during 2010-2014 were averaged to generate the data supporting this conclusion. These evaluations included: (1) principal evaluations that rate MTR teachers and other teachers in their schools at the end of the school year; (2) students' anonymous evaluations of their teachers; and (3) outside expert evaluations—blind evaluations of MTR graduates and graduates from other programs in the same school after they have been teaching from four to seven months.

Internal claims and analyses add little or no evidence of these programs' effectiveness.

The evaluators, described as "school leaders and master teachers," observed and scored a lesson based on an internally developed rubric and did not know which were the MTR graduates. MTR did not specify what types of evidence principals, students and outside evaluators offered to document their opinions.

Collecting such internal data is good practice, potentially helping with program improvement. But there are real problems with policymakers using such data to make evaluative judgments. As noted, the validity of internal analyses like those just discussed are open to question and less reliable than evidence based on independent and vetted research efforts. Many questions arise because websites for both Relay and MTR provide minimal information about the specifics of the evaluations and no information about how to obtain more detailed information on the internal assessments.

Beyond internal assessments, Relay seems to intend to bolster its case for effectiveness with yet one other claim: it asserts that its training approach is based on practices that research has proven effective. The former research director at Relay claimed in an American Enterprise Institute publication that Relay and programs like it (referred to as 2.0 programs) "are deliberately anchored in best practices and insights drawn from classroom and school experience and educational research."⁷⁷

Relay, for example, has proudly proclaimed that faculty member Doug Lemov's classroom management strategies for "Teaching like a Champion"⁷⁸ are the core of its curriculum.⁷⁹ However, Lemov's strategies are based solely on his own observations and conversations with teachers and administrators in various charter schools that he claims are high performing. By any reasonable standard, the assertion that Lemov's strategies represent "best practices" does not possess the kind of rigorous scientific evidence-based validity that is being called for in teacher education programs.⁸⁰

Thus, internal claims and analyses add little or no evidence of these programs' effectiveness. Given that neither program-specific reports nor syntheses of credible research demonstrates the effectiveness of the five programs analyzed (or of others like them), there is no case to be made in support of the current huge investment of resources into such independent programs or their expansion. Rather, as noted earlier, program branding and marketing have co-opted the term "research" and offered misleading summaries of legitimate research findings, all to make a case for "disruptive innovation"⁸¹ in teacher education based on ideology rather than evidence.⁸²

V. What is Meant by Effective, and What are the Costs and Benefits of Various Approaches?

Studies of the impact of two of the independent programs examined here (MTR and Relay) are currently being conducted by Mathematica and the Center for Education Policy Research at Harvard University. Even if these studies show that graduates of MTR and Relay are able to raise student tests scores to a greater extent than graduates from comparison programs, this would not be sufficient evidence that they are successful programs.⁸³ Partly, this is because of a lesson from the NCLB era: test scores are a limited measure of success. And partly this is because MTR and Relay have narrowed their focus toward preparing future teachers to succeed on test-score outcomes and, in doing so, have likely sacrificed other areas of teacher preparation.

Scholars have argued for many years that the quality of teacher education programs should not be gauged by any single measure. Instead, quality should be determined by examining the costs and benefits associated with a variety of outcomes.⁸⁴ These would include, for example, considering to what extent graduates of different programs are able to promote higher achievement test scores but also increased socio-emotional learning, aesthetic learning, civic development, creativity, problem solving and critical thinking abilities.⁸⁵

Another critical factor is retention: how much do graduates of different programs contribute either to teacher stability in schools or to disruptive "teacher churn"—especially in the high-poverty schools where graduates from the charter-affiliated independent programs primarily teach?⁸⁶ Little is known in this area, in part because independent teacher education programs are so new that retention data on graduates is lacking. Research on teacher retention in alternative pathways generally is mixed, and it suggests that a complex set of

factors affect retention outcomes, including the relationships between the characteristics and abilities of the people being prepared, the quality of their preparation, and the conditions in the schools where they teach.⁸⁷

Although claims are made that teacher retention is higher for alternatively certified than traditionally certified teachers, these analyses have not taken into account selection effects and the effects of school contexts. The most recent vetted analysis of teacher retention data nationally using Schools and Staffing Study (SASS) data shows, controlling for school contexts, that alternatively certified teachers are more likely to leave the profession than traditionally certified teachers.⁸⁸ In the end though, claims about teacher retention that are not designed to distinguish program effects from *both* selection and school context effects, and that present only unadjusted turnover rates, are not very useful to policymakers.⁸⁹ Broad statements about alternative certification programs are also not nearly as useful as analyses of specific programs or types of programs.

In addition, assessment should take into account not only benefits of particular programs but also their costs and unintended consequences. For example, there is clear evidence that one unintended consequence of the recent singular focus on improved test scores has been the narrowing of the curriculum, which has produced a range of negative effects.⁹⁰ The same prioritizing of test scores has led to the “no excuses” classroom management practices emphasized in independent programs like MTR and Relay, and research has also demonstrated negative effects of such practices on students.⁹¹ Based on studies like these, a singular or overarching focus on raising student test scores often reinforces persistent inequities in public schools.⁹²

Raising student test scores cannot be considered an obvious good that is intrinsically more valuable or desirable than all other goals, especially given that it is already known that such narrow focus demonstrably comes at the cost of other legitimate goals—including the goal of reducing existing opportunity gaps for student learning in high-poverty areas.⁹³ The evidence supports a more nuanced analysis of the costs and benefits associated with a variety of desired outcomes for teachers, students, and schools.

VI. Discussion and Recommendations

Advocates of deregulating teacher education and expanding 2.0 programs argue that university teacher education is a questionable investment, given limited evidence that those university programs are actually creating effective teachers.⁹⁴ As noted above, however, the same is true of newer, independent alternatives: there is essentially no evidence of their effectiveness.⁹⁵ That point applies to the five programs discussed here. That is, not enough is known to reach definitive judgments.

What does exist in the literature, however, is credible evidence about the characteristics of programs that are linked to desired outcomes for teachers and their students, including alternative certification programs.⁹⁶ One example of a program characteristic that appears to be associated with high-quality programs is program coherence, which includes a shared understanding across the program of the specific goals of the preparation.⁹⁷ Other examples of the characteristics of exemplary programs include extended clinical experiences that are carefully developed “to support the ideas and practices presented in simultaneous, closely interwoven coursework,” and “curriculum that is grounded in knowledge of child and adolescent development, learning, social contexts, and subject matter pedagogy, taught in the

context of practice."⁹⁸

In reality, there is as much or more variation in quality *within* program types than there is *across* types (although it does seem reasonable to assume that "quality" and "effectiveness" are likely to be defined very differently by programs focused on "market share" and "going to scale" than by a traditional, university-based program).⁹⁹ As more is learned about which program features link to which desired outcomes, assessment of programs will be better informed and much more nuanced. Informed judgments about program quality—contemporary apocryphal claims notwithstanding—will have to wait until then. Funding for research that further illuminates the characteristics of high-quality university and non-university programs is an important investment that would help narrow the range of quality in these programs as state and national accreditation accountability systems incorporate what is learned from the research.

The call for more research to identify the characteristics of high-quality teacher education programs should not be interpreted as support for the continued expansion of independent teacher education programs until research somehow settles the issue of their quality. Fundamentally, the question of how high-quality programs should be defined is a question of values informed by, but not determined by, research.

It has been argued that raising students' standardized test scores, in and of itself, should not be taken as the sole measure of success for teachers and teacher education programs. This brief has called for examination of the costs and benefits associated with multiple outcomes.

Given the undisputed evidence of the negative consequences associated with an exclusive focus on raising student test scores such as the narrowing of the curriculum, and negative consequences for students' psychological well-being of some of the controlling and punitive management systems taught to teachers in programs like MTR and Relay, policymakers should be very careful in lending support to non-university programs. The kind of teaching and management techniques that are taught in programs like Relay and MTR have been described as part of a "pedagogy of poverty" that reinforces the gap between those students who have opportunities to interact with knowledge in authentic and meaningful ways and those who do not.¹⁰⁰

Based on the above analysis, then, it is recommended that:

- State and federal policymakers should not implement policies and provide funding streams that privilege the development and expansion of independent teacher education programs unless and until substantive credible evidence accrues to support them. There currently is minimal evidence.
- State policymakers should be very cautious in authorizing "teacher preparation academies" under a provision in the new federal education law (Every Student Succeeds Act, or ESSA). Such authorization would exempt those programs from the higher standards for teacher preparation that states typically seek to enforce for other teacher education programs. Policies should hold all programs to clear, consistent, and high standards.
- Teacher education program quality should be determined by an analysis of the costs and benefits of multiple outcomes associated with the programs. Policymakers should thus reject the argument made by two of these five programs (MTR and Relay) that the sole or overriding indicator of teacher and program quality should

be students' standardized test scores.

- State and federal policies that are designed to support the development of independent teacher education programs should include monitoring provisions to ensure that they do not contribute to a stratified system, where teachers serving more economically advantaged communities complete programs in colleges and universities to become professional educators, while teachers serving low-income communities receive only more technical, narrow training on how to implement a defined set of curricular, instructional and managerial guidelines.

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**Partnerships for Preparing Teachers:
Transforming Teacher Preparation and Professional Development in Maryland
Report Prepared for
Governor's P-20 Leadership Council Task Force on Teacher Education**

Charge: The P-20 Task Force on Teacher Education is charged with making recommendations and creating an action plan that will ensure high quality teacher education programs that are responsive to the needs of the prekindergarten through grade 12 schools, aligned with Maryland College and Career Ready Standards (MDCCRS), and designed to support student success for all Maryland students. Specifically the Task Force will:

- Examine Maryland policies and regulations on teacher education in the context of the new Common Core State Standards and Next Generation Science Standards to identify gaps and alignment needs;
- Build on the outcomes of the October 11, 2013 Teacher Education Summit, and review pertinent research on global best practices in teacher education;
- Make recommendations to the Governor's P-20 Leadership Council for appropriate changes in (a) policy and regulations, (b) curriculum and instruction, (c) induction and internship programs, and (d) resource allocations in order to advance the quality of teacher education programs in Maryland.

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Jack Smith, co-chair, Maryland State Department of Education,
James Ball, Carroll Community College
Tina Bjarekull, Maryland Independent College and University Association
Joann Boughman, University System of Maryland (Zakiya Lee, designee)
Margaret Dammeyer, Catholic Schools' Archdiocese of Baltimore
Colleen Eisenbeiser, Anne Arundel Community College
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**Partnerships for Preparing Teachers:
Transforming Teacher Preparation and Professional Development in Maryland
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Abstract

On November 18, 2013, the Governor's P-20 Leadership Council charged a P-20 Task Force on Teacher Education with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce the high quality teachers our students deserve. Co-chairs Jack Smith, Deputy Superintendent, Maryland State Department of Education, and Tim Chandler, Provost, Towson University, convened five meetings of the Task Force between December 2013 and April 2014. The appointed members included representatives from Prekindergarten through grade-12 (PreK – 12) schools, the higher education community, parent organizations and teacher associations. In addition to the monthly Task Force meetings, the co-chairs presided over targeted sub-committee meetings, conference calls, and electronic reviews of documents.

Building on a strong foundation of educational excellence in Maryland, and taking lessons from many sources, the P-20 Task Force on Teacher Preparation offers recommendations in four key areas:

1. Pre-service teacher preparation
2. Pre-tenure teacher induction
3. Professional development for current teachers
4. Continuous improvement through accountability

Key recommendations:

Pre-Service Teacher Preparation:

1. Establish higher Maryland standards for admission to all teacher preparation programs.
2. Align teacher preparation programs, including Associate of Arts in Teaching (AAT) programs, with Maryland College and Career Readiness Standards (MCCRS).
3. Transition to Professional Learning Networks built on a model of internships and residencies to increase the number and variety of field placements for teacher candidates.
4. Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching.
5. Prioritize in-state programs for field placements, internships, and post-baccalaureate residencies.
6. Invest in scholarships, loan forgiveness, and early college/teacher academies to recruit highly qualified students into teaching careers.

Pre-Tenure Induction

1. Establish a 3-year residency model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts.
2. Establish collaboratively supported Teaching Innovation Centers (hubs of innovation).
3. Fund three initial pilot Teaching Innovation Centers with state "seed" money and subsequently with savings from reduced teacher attrition.

Professional Development for Current Teachers

1. Establish career-long professional development programs and career ladders for educators that are aligned with the high expectations of MCCRS.
2. Establish a school/university partnership process for building professional development programs for educators.
 - a. Programs should be collaboratively developed by PreK-12 and higher education.
 - b. Programs should build strong content and pedagogy competencies.
3. Reallocate existing funds for professional development to support the new collaboratively developed models.

Continuous Improvement through Accountability

1. Build Maryland accountability recommendations around the ideal conditions that contribute to the development of highly effective teachers and set a high bar for qualifications and expectations for all teacher preparation programs.
2. Align current Institutional Performance Criteria to reflect school reform initiatives.
3. Ensure that higher education institutions have access to all data necessary for continuous improvement research.
4. Align elements of the Council for the Accreditation of Educator Preparation (CAEP) standards for accreditation with Maryland's priorities to ensure efficient and effective use of resources.

Regulatory Revision

As a co-requisite to the implementation of these recommendations, the Task Force recommends that the Maryland State Department of Education (MSDE), in collaboration with representatives from the Maryland Association of Colleges for Teacher Education (MACTE) review current regulations for clarity and revise or propose new regulatory language aligned with the recommendations and priorities identified in this report.

Fiscal Impact

These recommendations represent the current best practice and scholarship in the policy area of teacher preparation and teacher professional development. The Task Force arrived at consensus on these recommendations as the priorities for Maryland's teacher preparation policy framework, with the understanding that subsequent work will be needed to develop a fiscal analysis and implementation plan.

Overview of the Process

On November 18, 2013, the Governor's P-20 Leadership Council charged a P-20 Task Force on Teacher Education with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce the high quality teachers Maryland's students deserve. Co-chairs Jack Smith, Deputy Superintendent, Maryland State Department of Education, and Tim Chandler, Provost, Towson University, convened five meetings of the Task Force between December 2013 and April 2014. The appointed members included representatives from PreK-12 schools, the higher education community, parent organizations and teacher associations. In addition to the monthly Task Force meetings, the co-chairs presided over sub-committee meetings, conference calls, and electronic reviews of documents.

In responding to the charge, the Task Force examined national research reports and policy documents assembling categories of best practices, reviewed existing Maryland statutes and regulations related to teacher preparation, reached out to stakeholder groups, and circulated multiple drafts of the recommendations. The Task Force engaged with a variety of stakeholders including deans and directors of education at Maryland's two-year and four year colleges and universities, principals and Professional Development Coordinators convened by the University of Maryland, local school district superintendents, teachers and teacher association representatives, alternative certification providers, parent organizations, a number of national professional organizations, and the business community.

Maryland has also been a leader, through the use of Race to the Top (RTTT) funding, in reflecting global priorities. The increase in the quality and quantity of teachers in the science, technology, engineering and mathematics (STEM) areas has been a focus for the last four years. Additionally RTTT prioritized preparing principals and teachers to be effective in challenging schools. The Task Force recommendations underscore the belief that closing the achievement gap is paramount in preparing all of Maryland's students for college and for successful careers.

The recommendations in this report draw on ideas and suggestions from all these sources. Three drafts (4/12/14; 4/18/14 and 4/23/14) of the report were sent out for review to the broad community of stakeholders and the recommendations were presented to the Governor's P-20 Council on Education on May 7, 2014. The list of the sources that the Task Force used is included in the references section of this report.

Just as the Task Force was completing its work, President Barack Obama issued his call for action on teacher preparation.

[T]he vast majority of new teachers – almost two-thirds – report that their teacher preparation program left them unprepared for the realities of the classroom. Moreover, for decades, institutions that prepare teachers have lacked the feedback needed to identify their strengths and weaknesses, and had little information on where program graduates go to teach, how long they stay, and how they perform in the classroom. Existing federal regulations on teacher preparation focus on information that is not sufficiently meaningful to preparation programs, potential teachers or potential employers.

Today, President Obama directed the U.S. Department of Education to lay out a plan to strengthen America's teacher preparation programs for public discussion by this summer, and to move forward on schedule to publish a final rule within the next year. The Administration will encourage and support states in developing systems that recognize excellence and provide all programs with information to help them improve, while holding them accountable for how well they prepare teachers to succeed in today's classrooms and throughout their careers. (<http://www.whitehouse.gov/the-press-office/2014/04/25/fact-sheet-taking-action-improve-teacher-preparation>).

We believe that the recommendations included in this report anticipate and directly respond to President Obama's call for action.

Purpose of the Task Force:

The Task Force on Teacher Preparation grew out of a Teacher Education Summit, October 11, 2013 at Towson University. The keynote speaker, Chancellor Nancy Zimpher of the State University of New York, challenged the assembled participants to think broadly about their aspirational goals and the changing context of teaching and teacher preparation. The Task Force accepted the charge, and has framed a set of recommendations that attempts to balance the on-the-ground realities with transformational best practices. The Task Force agreed that the recommendations should:

- **Address the gap between teacher preparation programs and the on-the-ground realities in schools.**
 - Align and integrate teacher preparation programs with the world of classroom teachers.
 - Prepare all teachers with background and strategies to understand and adapt to changing student populations, including cultural differences, poverty, and special learning, social and emotional needs.
- **Recognize that while new teachers must be adequately prepared in advance to enter the classroom, preparation must link seamlessly with school district induction and embedded professional development to ensure a successful and long-lasting teaching career.**

- Use multiple qualitative and quantitative measures to study teacher preparation and look for evidence-based ways that lead to building continuous improvement
- Develop a common Maryland framework that, while allowing for program flexibility and innovation, holds all education preparation providers, both traditional and alternative, accountable to a common set of rigorous expectations.
- Address the need for cycles of regular review and evaluation.

Building on a strong foundation of educational excellence in Maryland, and taking lessons from many sources, the P-20 Task Force on Teacher Preparation offers recommendations in four key areas:

1. Pre-service teacher preparation
2. Pre-tenure teacher induction
3. Professional development for current teachers
4. Continuous improvement through accountability

The Task Force recognizes the importance of scholarship and research to guide the work (for example, Darling-Hammond and Sykes, 2003; Lampert and Ball 1998; Wilson, Floden, and Ferrini-Mundy, 2001), and the necessity of building in a continuous improvement system of accountability in recognition of the dynamic nature of teaching and research in this field. (Council of Chief State School Officers, 2012) Changes in technology, increased knowledge, changing student populations, and new brain research are only a handful of the many transformational currents affecting teaching and educator preparation. The Task Force began its work by asking the question: How do we prepare future professionals to have the knowledge, skills and dispositions to meet the needs and unanticipated realities of the future?

Maryland's current policy is grounded in the work of a 1991 Task Force, which developed the original criteria for State program approval. Maryland's current Institutional Performance Criteria include four key elements:

1. Strong Academic Content
2. Extended Clinical Experiences
3. Performance Assessment
4. Linkage with PreK-12 Priorities

The P-20 Teacher Preparation Task Force took a close look at the current policies and offers recommendations intended to revise the current policies to align them more closely with the rapidly changing context of teaching and teacher preparation. Building on Maryland's strong history of partnership, and Professional Development Schools as original "communities of practice," the Task Force recommends revisiting the current model to align it more closely with current realities; Maryland is a majority minority state, with a decreasing PreK-12 enrollment projected over the next ten years. According to the most recent National Center for Education Statistics publication, public school enrollments are expected to decrease 9 percent between

2008–09 and 2020–21 for students who are White; decrease 6 percent between 2008–09 and 2020–21 for students who are Black; and increase 63 percent between 2008–09 and 2020–21 for students who are Hispanic (<http://nces.ed.gov/pubs2013/2013008.pdf>).

Teacher preparation and professional development need to be reconsidered in light of the changing nature of the reality on the ground. While the economic outlook is murky and technology has progressed in ways that no one imagined even five years ago, teachers must not only have technological competencies, but be culturally proficient to effectively teach in diverse classrooms. In addition, new models must include these competencies and layer them onto content, assessment, and classroom management expertise. Finally, teacher preparation must prepare individuals to build strong, positive relationships with students.

The Task Force recommends that MSDE, in collaboration with representatives from MACTE review current regulations for clarity and revise or propose new regulatory language aligned with the recommendations and priorities identified in this report.

The first three categories of recommendations below are tightly inter-connected. They can best be understood as a three-legged stool that supports a high quality teaching profession that is developed and designed to support success for all students. If the medical profession has as its mission “First, do no harm,” the teaching profession’s mission may best be captured by the comment most closely associated with Christa McAuliffe, as she boarded the space shuttle Challenger: “I touch the future. I teach.”

The last category—continuous improvement through accountability - is in service of this greater vision.

Recommendations

I. Key recommendations in the area of pre-service preparation

A comprehensive policy approach to pre-service teacher preparation should include investments in recruitment (scholarships and loans), investments in urban and rural programs to expand training into high need locations, attention to teaching diverse student populations, and clear, competency-based exit standards for teachers graduating from programs and entering classrooms. The recommendations related to pre-service preparation are drawn from multiple sources.

All of the key sources recommend that an academic/intellectual threshold be based on grade point average (GPA) and test scores for entrance into teacher preparation programs be balanced against the need for social and cultural understandings, communication skills, grit and perseverance.

The intent of the recommendations below, the first of our three-legged stool, is to affirm that candidates should not qualify for internships until they have met a high standard, and they do not exit without exhibiting high levels of independent performance.

1. Establish higher standards for admission to teacher preparation programs using multiple indicators, recognizing that successful candidates will embody different types of exceptional qualities. (Darling-Hammond & Bransford, 2005)
 - a. Raise GPA requirements for entry into teacher preparation programs. Ensure that the average GPA of students accepted into teacher preparation programs (traditional and alternative) meets or exceeds the CAEP minimum GPA of 3.0. (Ball, Hill, & Rowan, 2005) (American Federation of Teachers, 2012) (Council of Chief State School Officers, 2012) (Council for the Accreditation for Educator Preparation, 2013) (National Council on Teacher Quality, 2013)
 - b. Following practices of other professions (LSAT, MCAT) require that teacher candidates pass Praxis I prior to admission to all teacher preparation programs.
 - c. Require that teacher candidates demonstrate a minimum level of performance on essential classroom culture and instructional skills in order to complete a pre-service training program. (Haberman, 1996)

2. Align all teacher preparation programs (traditional and alternative) with Maryland's College- and Career- Ready Standards (MCCRS). Two-year Associate of Arts in Teaching (AAT) programs should be promoted and aligned with four-year programs and state priorities.

3. Transition Professional Development Schools to Professional Learning Networks built on a model of internships and residencies.¹
 - a. Both higher education and school districts must be involved in the preparation of teachers, and in the design and development of the networks. Development and design of the networks must respect logistical and capacity issues.
 - b. Provide state resources for school district-college/university collaborations.
 - c. Support existing and new professional networks through partnerships between schools and teacher preparation programs at Institutes of Higher Education (IHE), (both community colleges and four-year universities) and Maryland Approved Alternative Certification Programs.

4. Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching. This will include:
 - a. "Wall-to-wall" field placements (continuous placement from admissions to graduation, scaffolding greater degrees of sophistication and responsibility, including team teaching and collaborative teaching experiences);
 - b. Variety in grade levels within the certification range;
 - c. Variety and diversity in the students and communities served (e.g.: medical school rounds, legal education model, post-doc fellowship model, CPA model);

and

¹ <http://www.nea.org/assets/docs/Teacher-Residencies-2014.pdf>

- d. Autonomous functioning in a real classroom setting for an appropriate length of time to ensure that teachers have extensive "active teaching practice," with ongoing direct feedback, in order to be prepared to enter classrooms as teachers of record.
5. Prioritize in-state programs (traditional and alternative) over out-of-state programs for purposes of field placements, internships, and post-baccalaureate residencies. Collect and analyze data on the impact of out-of-state programs on the availability of quality field placements, internships, and post-baccalaureate residencies.
6. Invest in scholarships, loan forgiveness, and early college/teacher academies to recruit highly qualified students into the teaching profession.

II. Key recommendations in the area of pre-tenure Induction

The Task Force envisions a robust and revolutionary induction period that needs to be conceptualized as building a bridge between pre-service and fully empowered classroom teachers. Taking the lead from the CCSSO Task Force on Educator Preparation and Entry into the Profession (2012):

States should also leverage the relationships between preparation providers and the districts in which their candidates are placed (either for clinical practice, residencies, or employment) so there is follow through into the early induction years and a culture of collegial coaching carries over from preparation into early practice. The state's interest is in seeing initial licensure candidates supported and further developed so they reach the professional licensure stage with limited attrition. This opportunity to learn and scaffold the development of early educators should be transparent and resourced, and should be a shared responsibility among preparation providers, districts, and states. (p. 16)
NCTAF has estimated the annual cost of teacher turnover in Prince George's County Public School System to be \$23,292,500 and the annual cost for Baltimore City was estimated to be \$19,013,750. (National Commission on Teaching and America's Future (NCTAF), 2007) (Zimpher, 2013)

The intent of the recommendations below builds on the pre-service recommendations and can be seen as the second leg of the three-legged stool. During the induction period, it should be clear that only teachers who exhibit the highest standards of performance with reasonable support will be promoted to tenured positions.

1. Establish a three-year residency model, in collaboration with higher education, for all pre-tenured teachers of record that would include ongoing direct feedback and continuous practice through extended mentorship, continuing communities of practice, and opportunities for pre-tenure teachers to participate in professional development at teaching innovation centers. (National Education Association, 2014)
 - a. Research and analyze costs of recommended new models to school districts and institutions of higher education. Such costs might include: substitutes, stipends, and mileage.

- b. Integrate community college AAT programs into continuing communities of practice and innovation centers.
 - c. Research and analyze creating a specialized post-baccalaureate/master's program or endorsements in Teacher Leadership for mentors and content-specific instructional leaders.
 - d. Research and analyze the impact of mentoring and other new teacher professional development on multiple measures of teacher performance, by using classroom observations and including student outcome and growth measures.
2. Establish collaboratively supported Teaching Innovation Centers (hubs of innovation) where pre-service and in-service teachers can be exposed to state-of-the art professional development.
- a. Centers should be collaboratively supported by two-year and four-year institutions of higher education and school districts.
 - i. Centers are envisioned as regional pilots to explore "out of the box thinking" about preparation and professional development.
 - ii. Centers would be venues to explore virtual learning and social networking as learning vehicles in addition to traditional, research-based instructional practice.
 - b. Centers should include capacity to anticipate the impact of technology and focus on preparing teachers for future classrooms where teaching and learning may happen differently than it does now.
 - c. Centers should include capacity to offer simulations to pre-service and in-service educators.
 - d. Community colleges should be looked at as possible venues for centers of innovation.
3. Provide funding for Centers initially with state "seed" money, and subsequently with savings from reducing teacher attrition.
- a. Analyze costs associated with teacher attrition and realistically estimate savings.
 - b. Evaluate Centers after three years using multiple sources of data.

III. Key Recommendations in the area of professional development for current teachers

Finally, as the third leg of the stool, the recommendations below offer a framework for professional progression with high accountability for continued strong performance and cutting edge professional development experiences. Such experiences should be based on action research, learning and teaching theory, and evidence-based current best practices.

Reimagining teacher preparation only addresses a small percentage of current teachers. The Task Force makes recommendations for continuing professional development for all current teachers, since they will have the most immediate impact on student success. Additional research and policy studies recommend that colleges and universities "be at the table where teacher career ladders are being developed...because...the promise of options has a major impact on teacher education recruitment efforts...and because the quality of teacher education

increasingly depends on the ...inclusion of practicing teacher as teacher educators(Clark, 1985, p77).²

1. Establish career-long professional development programs and career ladders for educators that are aligned with Maryland's prekindergarten through grade 12 curriculum.
2. Establish school/university partnership processes for building professional development programs for educators.
 - a. Programs should be collaboratively developed by school districts and higher education.
 - b. Programs should build strong content and pedagogy competencies.
3. Reallocate existing funds for professional development to support new collaboratively developed models.

IV. Key recommendations in the area of continuous improvement through accountability

These recommendations are in service to the three previous recommendations and they echo President Obama's call for high quality teacher preparation programs. Key points include:

- *Build on state systems and efforts and the progress in the field to encourage all states to develop their own meaningful systems to identify high- and low-performing teacher preparation programs across all kinds of programs, not just those based in colleges and universities.*
- *Ask states to move away from current input-focused reporting requirements, streamline the current data requirements, incorporate more meaningful outcomes, and improve the availability of relevant information on teacher preparation.*

<http://www.whitehouse.gov/the-press-office/2014/04/25/fact-sheet-taking-action-improve-teacher-preparation>

1. Set a high bar for qualifications and expectations for all teacher preparation programs. Establish a "level playing field" for program accountability for all programs, holding all Maryland approved programs to the same high standards. (Hill, 2009)
2. Align current Institutional Performance Criteria to reflect school reform initiatives such as Maryland College- and Career- Ready Standards, dual enrollment and early college.
3. Ensure that IHEs have access to all program data from higher education and prekindergarten through grade 12 that contribute to research for continuous improvement.
 - a. Incentivize universities and their faculties to research "problems of practice," recognizing that colleges and universities have different capacities to provide research grants and incentives.

² Richard J. Clark, 1985, The logical link between career ladders and teacher education, November, *Education Leadership*, pp 77-81)

- b. Align the appointment, review and tenure practices of higher education institutions to reward scholar-practitioners, prioritizing scholar/practitioner research with respect to its value to practicing educators.
 - c. Prioritize partnership relationships between researchers and practitioners with incentive funding (Snow, C., AERA, 4.4.14).
 - d. Build accountability systems from the beginning of teacher preparation programs through the induction years (years 1-3).
 - e. Identify indicators of program quality and impact based on multiple sources of evidence, including school/district input, surveys, classroom performance and impact on student outcomes. (Darling-Hammond, 1999)
 - f. Develop a systematic approach to formative assessment of the teacher candidate's ability to influence student learning.
4. Align educator preparation assessment systems with Teacher and Principal Evaluation systems in school districts whenever possible (i.e.: Danielson³ and edTPA⁴ or PPAT⁵).

³ <http://www.danielsongroup.org/>

⁴ <http://edtpa.aacte.org>

⁵ <http://www.ets.org/ppa/>

Immediate Next Steps

- P-20 Council Executive Committee will review the report and recommend next steps.
- Possible next steps include:
 - Establish a working group of district level leadership (both instructional and administrative), teacher educators at IHEs, school district principals, and MSDE staff tasked with identifying models of teacher preparation that involve systematic preparation across the five-year pre-service/pre-tenure period. The work group should:
 - Propose models
 - Identify specific steps to implementation
 - Calculate the associated costs and likely benefits
 - Project a budget for recommended actions
 - Establish a working group of PreK-12 and higher education educators and policy advisors (including industry, community, and government representatives) to review and adjust teacher certification and licensure regulations to reflect the shared assumption that “less is more” with respect to regulatory language. New regulations should focus less on inputs and more on outcomes and accountability.
 - Ensure that institutions of higher education have access to school system curricula/instructional materials through website access, collaborative meetings, and greater transparency.
 - Establish a workgroup of MSDE staff and MACTE deans to review, revise and propose new regulatory language aligned with the recommendations of the Task Force.

SWOT Review of Recommended Action Items:

In addition to the major recommendations, the Task Force raised a number of action items that require further analysis of implementation challenges and unintended consequences. The Task Force recommends that P-20 Leadership Council charge a group to do a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the recommendations below. These action items are organized according to the four categories of the report: Pre-service, Pre-tenure induction, Professional development for current teachers, Continuous improvement and accountability.

Pre-Service

- Establish ongoing programs of scholarships and loan forgiveness to support individuals who prepare to teach in shortage content areas shortage fields and hard to staff locations.
- Review the existing AAT transfer agreements to ensure transferability among IHEs and alignment with Maryland College and Career Readiness Standards, Next Generation Science Standards, and teacher shortage areas.

- Explore impact of dual certification in special education
- Design pre-service programs to ensure that all pre-service teachers develop knowledge and skill sets to work with students with a broad spectrum of cultural, language and learning needs
- Review, evaluate and revise program entrance requirements to ensure highest quality candidates. Consider the following and ensure alignment with CAEP standards:
 - State-approved basic skills test (i.e., Praxis I) for entry into a teacher education program rather than as a certification requirement
 - Successful completion of a state-approved content test for program completion
 - Raising GPA requirements for entry into programs.
- Align pre-service models with educational reform priorities including, but not limited to: cultural competence, classroom management, multi-campus Professional Development sites that include challenging schools, intern rotations, and paid internships.
- Revisit, revise and update the requirement for the number of reading courses required for teacher candidates for all content/grade level areas.
- Revisit, revise and update current mathematics requirements for elementary education teacher candidates.
- Develop a cost/benefit analysis of the potential impact of requiring all teacher candidates to have a bachelor's degree in a content area before beginning a teacher preparation program, including but not limited to impact on higher education institutions and other providers and school districts.
- Investigate innovative programs such as UTeach at Towson University and Terps Teach at the University of Maryland, College Park that could serve as models for teacher preparation programs.

Induction

- Establish regional P-20 councils where IHEs and PreK-12 school districts can work on local and regional issues. Regional Councils would set their own agendas, engage in collaborative leadership, and report regularly to the Governor's P-20 Leadership Council.
- Bridge pre-service and induction by creating alignments between pre-service and in-service professional development experiences and strengthening the structure for induction by creating opportunities for IHE engagement.
- Restructure the school schedule/calendar to include opportunities for collaborative planning between experienced and new teachers.

Professional Development

- Restructure school calendars to employ teachers on regular 12-month contracts, allowing time for professional development, extended year experiences for students and annual leave opportunities for teachers
- Restructure higher education calendars to ensure that faculty members involved in Professional Development are employed and available in the summer months.
- Establish new specialist roles to bridge the technological challenges of digital teaching, learning and assessments

- Utilize technological tools for professional communities of practice.
- Schedule annual statewide and/or regional teacher preparation forums focused on sharing proven best practices, highlighting common challenges and identifying potential solutions.

Continuous Improvement and Accountability

- **Reward programs that produce high quality teachers and teacher leaders:**
 - Offer subsidies and expanded capacity, with focused scholarships, for programs that recruit and prepare a highly qualified, diverse pool of effective educators in high-need fields and locations,;
 - Allocate reduced attrition savings to IHEs that prepare teachers who are retained in school districts beyond three years.
 - Create new pathways into teaching that align the resources of Maryland community colleges and universities with supports for candidates willing to commit to working in high-need schools;
 - Recognize existing pathways, such as Teacher Academy of Maryland, with support for tuition or loan repayment.
 - Offer incentives and high-quality accessible pathways for already licensed teachers to become cross-trained in shortage areas like special education, English language acquisition, bilingual education, mathematics or science.

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FACT SHEET: Education Department Encourages Support for Educators and Teaching Profession through Title II, Part A

The U.S. Department of Education today released non-regulatory guidance to help support the nation's educators and elevate the teaching profession. The guidance encourages states and districts to prepare, train, and recruit high-quality teachers and principals to increase student academic achievement. With the enactment of Every Student Succeeds Act (ESSA), states and districts have the opportunity to reimagine the way Title II, Part A funds can be used through driving innovation and building on evidence to better support educators.

“As an educator, a student, teacher, and principal, I know firsthand the value of making a positive powerful difference for educators make in our children’s future,” said U.S. Secretary of Education John B. King, Jr. “Educators play a critical role in securing our nation's economic future and preserving the delivering on the promise of an excellent education for all children, especially those who have been historically underserved. That’s why we are releasing guidance to help us better support our educators and ensure they not only have a seat at the table, but their voices are heard. We don’t just want educators to be part of the change; we need them to lead it.”

A great teacher can be one of the most important in-school factors impacting student achievement. The nation must make the investments needed to attract and keep top talent, and ensure that high-need schools have the resources, support, and teachers they need. Support for educators is also critical to mitigate the high economic cost of teacher turnover—an estimated \$7 billion per year.

ESSA provides multiple opportunities to better innovate and build on evidence with Title II, Part A dollars. This guidance highlights some of the key areas local leaders can invest these critical dollars to support the workforce through better preparation, mentorship and induction, increase diversity, and bolster teacher leadership. The guidance focuses on the importance of aligning state strategies that support effective instruction with Title II, Part A investments to not only improve student outcomes, but sustain those improvements. The guidance offers suggestions across multiple domains:

Supporting Educators

- **Multiple Pathways to Teaching and Leading:** Provides ways in which Title II, Part A funds may be used to support multiple pathways into the profession, including to support: teacher and school leader residency programs; teacher, principal and other school leader preparation

academies; alternative routes to certification; and reform of preparation standards and approval, certification, licensure, and tenure.

- **Induction and Mentorship:** Encourages states and districts to use Title II, Part A funds to establish and support high quality educator induction and mentorship programs that are: evidence-based; designed to improve classroom instruction, student learning, and student achievement; and increase the retention of effective teachers, principals, or other school leaders.
- **Meaningful Evaluation and Support:** Describes how states and districts may use Title II, Part A funds to support evaluation and support systems that continually improve instruction by relying on multiple measures and meaningful input from educators and other stakeholders as well as maintaining principles for what high-quality evaluation and support systems should include.
- **Strong Teacher Leadership:** Provides ways in which Title II, Part A funds may be used to support meaningful teacher leadership opportunities, leveraging the professional experience and expertise of practitioners.
- **Transformative School Leadership:** Describes how states can work to improve school leadership by: (a) devoting a significant portion of its state activities funds; and (b) considering its flexibility to reserve an additional three percent of Title II, Part A district subgrants for state activities to improve school leadership. Title II Part A funds may be used to support principal supervisors, as well as activities to support the professional learning of principals.

Promoting a Diverse Educator Workforce across the Career Continuum

Research shows that diversity in schools, including representation of underrepresented groups among educators, can provide significant benefits to all students. Improving the diversity of the educator workforce may be particularly beneficial for historically-underserved students who can benefit from shared lived experiences and identities of educators. This guidance suggests that when considering how to better support educators, states and districts should consider supporting a diverse educator workforce as a critical component of all strategies across the career continuum. States and districts may use Title II, Part A funds to improve the recruitment, placement, support, and retention of culturally-competent and responsive educators.

Leveraging Teacher Expertise and Leadership

Teacher leadership is a concept and practice that continues to gain momentum around the country. The availability of teacher leadership opportunities positively impacts teacher recruitment and retention, job satisfaction, and student achievement. Over the last two years, the Department's Teach to Lead initiative has worked to meet a growing demand for teacher's voices in developing and implementing effective reforms in our schools. Through Teach to Lead summits and leadership labs, the Department has engaged with more than 3,000 teachers from across the country about how educators can lead from the classroom. Those educators have created more than 170 action plans for improvements at the school, district, state, and national level.

This guidance aims to build on these efforts by ensuring significant teacher input into the application and planning process for local subgrants. This approach would give educators,

parents and community members a meaningful role in determining the best use of program funds to both improve professional practice and help make schools great places to work. This approach recognizes that great teachers are more likely to stay in schools where they have meaningful input in developing and implementing solutions that will improve student learning.

This guidance also encourages schools to work collaboratively with teachers to address and improve the barriers to attracting and keeping the best educators in the schools where they are needed most, resulting in the transformation of some of the least-equipped and hardest-to-staff schools into destinations for educators and students alike.

Providing Equitable Access to Effective Educators

Part of the purpose of the Title II is to provide students from low-income families and students of color greater access to effective teachers, principals and other school leaders. In order to realize this outcome, states and districts are strongly encouraged in the guidance to use Title II, Part A funds to improve equitable access to effective teachers. Further, the guidance will address the proposed regulations that clarify a state's authority to direct a district to use a portion of its Title II, Part A funds to provide greater access to effective teachers, principals, and other school leaders, provided that it does so in a manner that is consistent with the allowable activities outlined in ESSA. For example, Title II, Part A funds can be used to attract and retain effective educators in high-need schools through advancement opportunities, teacher-led professional development, improved working conditions, and compensation. Title II, Part A funds can also support the creation of school environments where teachers and leaders have time to collaborate, and opportunities to lead and grow as professionals.

Strengthening Title II, Part A Investments

Consultation to Strengthen Title II, Part A Investments

Consultation is a critical part of ensuring that Title II, Part A funds are used effectively and decisions about resource allocation are fully informed. States and districts must engage in meaningful consultation with a broad range of stakeholders from diverse backgrounds (e.g., families, students, educators, private school officials, community partners), as required by ESEA.

A Cyclical Framework for Maximizing Title II, Part A Investments

Title II, Part A interventions are more likely to result in sustained, improved outcomes for students if:

1. Chosen interventions align with **identified local needs**;
2. The **evidence base and the local capacity** are considered when **selecting a strategy**;
3. There is a **robust implementation plan**;
4. Adequate resources are provided so the **implementation** is well-supported;
5. Information is gathered regularly to **examine the strategy and to reflect on and inform next steps**.

This guidance released today is designed to promote and foster robust collaboration and effective decision-making for better Title II, Part A investments. The full guidance and examples of best practices can be found [here](#).

###

Appendix XIV

8/22/16

Article - Education

11-208.

- (a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized [by the U.S. Department of Education and endorsed] by the Department **AND THE COMMISSION.**
- (b) (1) [After July 1, 2004, an] **AN** institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:
- (i) National accreditation; or
 - (ii) [A waiver under paragraph (2) of this subsection] **APPROVAL BY THE DEPARTMENT.**
- (2) [The State Superintendent may grant a waiver from the national accreditation requirements to:
- (i) Any liberal arts college with a full-time equivalent enrollment of not more than 2,000 students; and
 - (ii) Any nationally recognized professional school of fine arts specializing in music or art] **AN INSTITUTION OF HIGHER EDUCATION DETERMINES WHETHER TO SEEK NATIONAL ACCREDITATION OR APPROVAL BY THE DEPARTMENT UNDER THIS SUBSECTION.**
- (c) (1) [By July 1, 2000, an institution of higher education in the State that offers a program of undergraduate or graduate studies that would certify a recipient to teach must:
- (i) File its intent to seek national accreditation;
 - (ii) Certify to the Department that it has national accreditation; or
 - (iii) Have received a waiver under subsection (b)(2) of this section.] **WHEN DETERMINING WHETHER A NATIONAL ACCREDITING AGENCY IS RECOGNIZED, THE DEPARTMENT AND THE COMMISSION SHALL CONSIDER WHETHER THE NATIONAL ACCREDITING AGENCY USES NATIONAL PROFESSIONAL STANDARDS THAT ARE COMPARABLE TO THE STANDARDS THAT ARE USED BY THE DEPARTMENT WHEN APPROVING AN EDUCATOR PREPARATION PROGRAM.**



(2) The **NATIONAL** accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a [nationally recognized] **NATIONAL** accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support, **AVAILABLE ON REQUEST**, to assist institutions of higher education in the State that seek **NATIONAL** accreditation **OR DEPARTMENTAL APPROVAL** under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that [an] **A NATIONAL** accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that [an] **A NATIONAL** accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of [an] **A NATIONAL** accrediting agency.

(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

