

Working Group 2

High Quality Teachers and Leaders

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Policy Area:

Higher paid, better educated, more rigorously trained teachers will work as professionals in schools that offer real careers in teaching and are organized to ensure that teachers have the time they need to work together in teams to continuously improve their practice and improve the performance of students. All schools will have highly trained principals who are prepared to create fully professional work environments for teachers.

Element Detail 2a

Element: Teacher preparation will be much more rigorous, and induction will be integrated with teacher preparation more systematically

Design Assumptions:

1. Universities offer teacher training programs and evaluate their students' competencies for their students at a level of rigor comparable to the countries with the top student performance by:
 - a) Requiring all future teachers to pass a set of courses and demonstrate competencies in basic research skills and methods and training on how to routinely evaluate and use research and data to help teachers improve student performance
 - b) ~~Offering and r~~ Requiring future teachers to take courses and demonstrate competencies designed to enable them to teach ~~courses based on~~ the Maryland curriculum frameworks, including how to teach students from different racial, ethnic, and economic backgrounds as well as different learning abilities in such a way to enable students to reach the college and career readiness standards.
 - c) ~~Offering and r~~ Requiring future teachers to take courses and demonstrate competencies designed to enable them to conduct expert diagnoses of the typical problems students have as they work to succeed in courses, as well as the techniques most likely to help students with those diagnoses
 - d) ~~Offering and r~~ Requiring future teachers to take courses and demonstrate competencies designed to enable them to recognize and effectively use high-quality instructional materials (including online) and to adapt existing curriculum to make it stronger using standards-aligned tools.
 - e) Requiring future teachers to learn Providing the skills necessary and the ability to demonstrate competencies to effectively manage student behavior.
2. The practicum in teacher training will produce teachers whose knowledge and skill is comparable in every way to the knowledge and skills of the teachers produced by the teacher training institutions in the top-performing countries
 - a) Proerspective teachers will complete at least a full school year of practical experience prior to completing teacher education. That experience can be consecutive or occur throughout the teacher training program.
 - a)b) _____ The instructional system and work organization of schools where teachers in training will be placed for their practicum will be designed to reflect the recommendations of the Commission
 - b)c) _____ Mentors of practicum programs will be highly competent teachers (e.g. Master Teachers on the career ladder) selected by the district to instill

in the next generation of teachers the kinds of skills, attitudes, values and knowledge they want in the people they hope to attract to teaching in their district.

3. Prospective teachers will develop strong action research skills through their university training as well as through completing their practicum
 - a) The schools in which they practice will have all of their improvement strategies accompanied by research projects designed to gauge the extent to which those strategies achieve their goals

~~Universities training teachers will create peer-reviewed journals in which the (district-based and university-based) staff of the professional development schools will be published.~~

~~5.4.~~ Mentors for induction programs, like those of practicum programs, will be highly competent teachers selected by the district to instill in the next generation of teachers the kinds of skills, attitudes, values and knowledge they want in the people they hope to attract to teaching in their district. The design of the induction program should build on the TIRA program currently being piloted in the State.

~~6.5.~~ Teacher training programs and districts must collaborate regularly and develop closer working relationships to strengthen teacher preparation, induction, and ongoing professional development. MSDE must increase its capacity to provide technical assistance and support to teacher training programs and develop a systematic means of providing feedback to ensure that the universities are better informed about the content and expectations of preK-12 classrooms.

~~7.6.~~ Universities offering graduate level courses in school administration for certification must ensure (through the MSDE/MHEC program approval process) that they carefully evaluate the potential of candidates to be effective school leaders and that the curriculum will enable graduates to successfully organize and manage schools and systems in such a way as the top-performing systems, including managing highly skilled professionals in a modern professional work environment and effectively conducting peer observation and evaluation of other personnel. This will include both a clinical experience and an assessment to determine if candidates demonstrate the skills described above.

Implementation Considerations:

1. At first, collaboratives of districts and university-based teacher training institutions will be seed grant funded to create 21st Century Professional Development Schools that build on the professional development schools currently in the State. These schools will be affiliated with the universities and organized and managed to provide state-of-the-art professional education for prospective teachers that reflects the best practices of the top-performing countries

- a) The professional development schools will be organized in a career ladder system with a work organization consistent with the description of high performance work organizations provided in the Commission report
 - b) Those members of the school faculty serving as Professor Master Teachers on the career ladder will hold appointments as clinical faculty at the university and will teach in both institutions
 - c) The members of school faculty serving in the Lead Teacher and Master Teacher rungs of the career ladder will be responsible for designing the school's induction program for new teachers and mentoring new and struggling teachers. Districts will be responsible for making time available for Lead and Master Teachers to perform these roles, as described in Element 2i
 - d) Both university faculty and district-based school faculty will be expected to be fully conversant with the policies and practices of professional development schools in the top-performing countries and to have the skills and knowledge needed to adapt those policies and practices to the needs of their own students.
- ~~3.2.~~ The State will make seed grant awards available to the strongest applicants in the first year of the collaborative. Future awards will be contingent on strong performance and implementation of the design laid out in the applications.
- ~~4.3.~~ These professional development schools will be public schools with student bodies reflecting the diversity of public schools in the State.
- ~~5.4.~~ The State will make additional grants available in years 2 through 5 as word spreads and the initial grantees become proof points for the success of the effort.
5. In year 5, an evaluation will be done. Results of the evaluation will determine whether to continue the competitive grant program or whether to require all institutions throughout the State to meet the grant criteria through legislation, with some modifications based on the experiences of the pilot program grantees.
- ~~5.~~
6. By year 10, all university-based teacher training programs in the State will meet the specifications in the design assumptions.
- ~~6.~~

Other Options:

1. Higher education institutions should offer programs for prospective elementary school teachers that require them to specialize in mathematics and science or English and social studies and to take a program of content courses that includes multiple graduate courses in the subjects in which they propose to specialize

Element Detail 2b

Element: Raise standards for licensing new teachers in MD to levels comparable to the standards for teachers in the top performing nations

Design Assumptions:

1. Teachers will be required to pass a test of teaching ability to earn a license (e.g., PPAT, edTPA)
2. Teachers will be required to pass a State-specific exam of teacher content mastery on par with the rigor of MTEL including elementary education (K–6) content knowledge for teaching (CKT) from Praxis and an adapted MTEL for the middle and high school grade levels by a date certain.
- ~~2.~~3. The competencies laid out in Element Detail 2a, Design Assumption 1 will also be assessed through a newly developed tool.
- ~~3.~~4. Teacher candidates who are midcareer changers and taking the one-year alternative certification option will participate in a one-year mentorship and induction program under an experienced mentor

Implementation Considerations:

1. The State will require a Basic Literacy Skills Test as soon as the test is developed (first-time pass rate in Massachusetts is currently 84 percent) and allow students to retake the test as many times as needed to pass.
2. The State will roll out more challenging special subject tests tailored to the subjects teachers will teach (for example, English for High School, Math for High School, History for High School, etc.) after implementation of the literacy test. The State or the contracted vendor will develop standards for these exams first and release these standards to teacher preparation institutions four years in advance of when the exam will take effect, so that preparation programs can adapt accordingly.
3. Once subject tests are required, test takers can retake the test as many times as needed to pass, if desired. (First-time pass rate in Massachusetts is currently 64 percent).

Other Options:

1. Maryland may wish to purchase MTEL wholesale and rename it for the State, as Florida did. If not, Maryland may wish to contract out the development of the content exam or develop internally. (In both cases, the State would need to benchmark the product against the rigor of the MTEL.)

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2. The State may wish to pay fees for exams for candidates, especially for high-quality candidates from diverse backgrounds.

Element Detail 2c

Element: Raise teacher pay to make it equitable with other highly trained professionals with the same amount of education

Design Assumptions:

1. Teacher pay will continue to be negotiated collectively at the local level.
2. The State will conduct periodic benchmarking studies of teacher salary to include not only comparability with other professionals with similar education and experience levels at the State and, but also a county and regional levels analysis. Each county and local union will receive from the State at the start of each collective bargaining process the weighted average salary of comparable professionals as identified by the Commission in Exhibit X engineers, (e.g., accountants, and registered nurses) in the State that county and region.
3. Formula funding will support base increases to teacher pay as the teacher career ladder is being developed.
4. Pay increases above and beyond base increases will largely be a function of movement up the career ladder, described in Element 2g.

Implementation Considerations:

1. State funds will provide some support for base salary increases, with a focus on districts that choose to adopt the benchmarked amounts through collective bargaining.
2. The State will offer some matching funds to localities that implement salary increases associated with the career ladder system.
3. The State will target its support to counties that struggle the hardest with teacher recruitment and retention.
4. Salary increases will be gradually phased in over the next few years even before the career ladder has been developed, in order to help counties reach starting salary parity with high-status professions.
- 4.5. Over the first three years of implementation, teacher salaries will be increased by 10% to reach the average salary of teachers in Massachusetts and New Jersey as a head start to improve teacher salaries and make teaching a more attractive profession prior to full implementation of the career ladder.
- 5.6. All pay increases will go hand in hand with higher teacher standards.

Other Options:

1. The State needs to decide on the extent to which its funding will support salary increases.

2. Should the State benchmark teacher salaries to the state of Massachusetts as well, as it is the top-performing state in the country?

Element Detail 2d

Element: ~~Create and e~~Expand incentives, ~~including but not limited to, tuition incentives, home mortgage assistance, and child care subsidies,~~ for **highly skilled and diverse candidates** to teach in high-need schools.

Design Assumptions:

1. HB 1415 provides funding for the Maryland Teaching Fellows scholarship program, which was created in 2014 but never funded, for prospective teachers who commit to teaching in high-need Maryland schools for at least two years if enrolled in a graduate program or the number of years the candidate received an incentive fund award if enrolled in an undergraduate program
 - a) The scholarship is available to either high school seniors, current college students or graduate students, who:
 - i. Are Maryland residents or attended a Maryland high school
 - ii. Earned either:
 1. A GPA of at least 3.3
 2. A combined math and reading SAT score of at least 1100 with neither reading nor math lower than 500
 3. A composite ACT score of at least 25 or
 4. The 50th percentile on the GRE
 - iii. Have demonstrated aptitude for teaching or exceptional dedication to teaching
 - b) HB 1415 defines a “high-need Maryland school” as one in which 50% of students qualify for free and reduced-price meals
 - c) The incentive fund award covers 100% of tuition, room, board and fees at a Maryland public institution of higher education, or 50% of these costs at a private institution
 - d) HB 1415 requires teacher training programs that enroll 15 or more fund recipients to develop a specialized program of study for such recipients

2. Enhance the existing loan assistance repayment program to serve more teachers.

3. Increase awareness of the availability of these incentives for teachers.

~~2. As part of a new incentive program, diverse and highly qualified teachers in good standing who teach either in critical shortage areas or in hard-to-staff areas of the State will be eligible to apply for the following incentives:~~

~~a) Zero interest loan to be used for the cost of a mortgage for a first-time homebuyer (up to 40% of annual income)~~

~~— Property tax abatement for current homeowners of up to 40% per year~~

- ~~e) A voucher for 80% of the cost of childcare at approved providers, provided that the applicant's family income is no more than 65%¹ of the average State income~~
~~3. Funding recipients must make a service commitment to teach at least five (?) years in a high-need school or critical shortage area; failure to honor the commitment will require repayment of costs incurred at an 8% (?) interest rate~~

Implementation Considerations:

1. HB 1415 has passed the General Assembly and ~~is awaiting~~ been signed by the Governor's signature. It requires \$2,000,000 annually for the Teaching Fellows scholarship.

Other Options:

1. The State may consider modifying the Teaching Fellows program by:
 - a) Altering the definition of a high-need school by increasing the percentage of students who qualify for free and reduced-price meals to direct candidates to schools with more concentrated poverty
 - b) Making the metrics for measuring the quality of candidates more rigorous (e.g., increasing GPA to 3.5 or higher) to attract higher caliber candidates as the pool of teachers becomes stronger
2. Maryland may wish to support existing CTE programs in high schools that introduce teaching as a career and link to a teacher preparation pathway

¹State child care assistance program eligibility limit is currently 35% of average income. This program should be designed to be considerably more generous. 65% is what several advocacy groups support (and the threshold that D.C. sets). However, Senate Bill 379 and House Bill 430 (identical) establish higher percentiles to be phased in to reach at least 60% by fiscal 2022 and thereafter.

Element Detail 2e

Element: Encourage higher education institutions to take advantage of national foundation efforts to develop **highly qualified teachers and leaders from diverse backgrounds**

Design Assumptions:

1. State will provide matching funds, as needed, to institutions that secure grants to increase the quality and diversity of the teacher training applicant pool available to teacher training institutions, up to some maximum amount
2. Teacher preparation institutions engaged in the collaboratives described in Element 2a will be required to apply for these grant funds

Implementation Considerations:

1. State will provide technical assistance with grant writing to those institutions

Element Detail 2f

Element: Launch statewide public relations and communications initiative to **rebrand teaching as an attractive career** and attract students from **diverse backgrounds**

Design Assumptions:

1. HB 1415 establishes a teacher outreach and recruitment campaign to be run by the State Department of Education. (requires \$250,000 annually)
2. The outreach program will be targeted toward the top 25% of high school students in each county to encourage them to consider teaching
3. The State Department of Education shall establish a steering committee and consult with that committee on the outreach program and recruitment campaign. The steering committee must include faculty and student representatives of the State's historically black colleges and universities and other institutions
4. The program will include:
 - a) A digital recruitment platform comprising free public service and paid media
 - b) Email and social media
 - c) Targeted outreach to interested candidates, with a focus on talented candidates historically underrepresented in teaching and teacher shortage fields
 - d) Opportunities to connect candidates to resources about teaching and supervised experiences in schools to get them excited about teaching, including an increased awareness of racial disparities between student demographics and the teaching population

Implementation Considerations:

1. HB 1415 has passed the General Assembly and signed by~~is awaiting~~ the Governor's ~~signature~~.
- ~~1.2.~~After the Commission report is completed and adopted by the State, consider launching a statewide outreach effort to promote all of the Commission's recommendations, including a high quality media campaign to rebrand teaching as an attractive career. Consider strategies used by top systems such as pro bono services from leading communications firms in the state and region.

Other Options:

1. The State may consider modifying the campaign by:
 - a) Decreasing the amount of funding provided as recruitment becomes less challenging and prestige increases

- b) Targeting or limiting the funding provided to certain critical shortage areas or demographic targets, as needed

Element Detail 2g (this element is still under discussion by working group)

Element: Develop career ladders for teachers and school leaders comparable in design to the career ladders found in Singapore and Shanghai, with respect to standards for advancement and relationship to the system for compensating teachers and school leaders.

Design Assumptions:

—The State will provide a set of design parameters for the career ladder system. Although districts can implement the ladder in different ways, they must remain within these parameters or they will not be eligible for State supplemental funding.

- 1.
2. There are many more teachers at the bottom rungs of the ladder than at the top.
3. Movement up the ladder is a function of performance and experience, (i.e., knowledge, skills and responsibilities) as well as availability of the position the teacher is seeking.
4. The ladders will have two tracks: Teacher Leadership Track and Administrative Track.
5. Teachers can move laterally across the tracks if their interests change.
6. The first two levels will be common to both tracks: State Licensed Teacher and National Board Certified Teacher
 - a) Roughly 50% of all teachers will be on one of these two levels and another 20% will be National Board Certified (NBC)
 - b) During the first years of implementation, roughly 10% of all teachers will opt not to participate in the career ladder and will continue on the Advanced Professional Certificate (i.e. Master Degree/30 credits) path.
 - c) At least five years after passage of legislation implementing a career ladder, and when the Maryland NBC pass rate reaches the national average (currently 65%), new teachers receiving a Maryland teaching certificate must pursue National Board Certification at some point after three years of teaching experience and must PASS all four modules prior to their tenth year of teaching??
 - a)d) After the condition in (c) has been met, the Advanced Professional Certificate path will only be available for new teachers in grade-span or subject areas that do not offer NBC or equivalent??
7. Roughly 1225% of all teachers are on the Teacher Leadership Track.
8. Teachers on the Teacher Leadership Track are responsible for mentoring their peers and serving as expert resources on content and pedagogy for their school, their district, and the State

- a) There will be ~~at least~~ three levels on the Teacher Leadership Track; for example, Lead Teacher, Master Teacher and Professor Master Teacher
 - b) Districts will draw their mentor teachers for induction programs and teacher training practicums from this track
 - c) Districts will draw experts to write curriculum and assessment items and develop model lessons from the highest levels of this track
 - d) For the purposes of costing, we will assume that most 12% of teachers in the Teacher Leadership Track will be Lead Teachers (Level 4A-1) with a small number of Master Teachers (Level 4A-2) and very few Professor Master Teachers (Level 4A-3), ~~8% will be Master Teacher and 5% will be Professor Master Teacher~~
9. Roughly 25% of all teachers are on the Administrative Track.
10. Teachers on the Administrative Track are responsible for managing administrative functions in the school. This track develops teachers to be school principals.
- a) The primary way to become a school principal is to advance along this track. Similarly, the primary way to become a director-level staff of a district department is to advance along this track. However, districts must allow some flexibility in order to ensure that uniquely talented individuals from backgrounds outside education may still become school leaders. To that end, Assistant Principals are required to achieve either NBC or APC for administrators
 - b) There will be ~~at least four~~two levels on the Administrative Track; ~~for example, Assistant Principal, Licensed Principal, Distinguished Principal and Master Principal.~~
 - c) Additional levels may be added to this track for district office directors depending on the structure of the district central office and the staffing needs
 - d) For the purposes of costing, we will assume that about 415% of teachers will become a Licensed Assistant Principal with very few (less than 1%) will become a Master Principal, ~~and 10% will occupy all the highest levels combined~~
11. Teachers can move between tracks with approval from their principal
12. Teachers cannot be promoted up the ladder without receiving positive evaluations, and unless there is an opening for the position into which they wish to move
- a) Promotion requires mutual agreement with their supervisor that they are ready to take on the responsibilities at the next level and the understanding that they must complete those responsibilities to remain in good standing
 - b) Because promotion happens only when there is an opening for the position in question, promotion is not guaranteed

13. In general, the highest levels of the ladder should be reserved for exceptional teachers and leaders, with no more than 51% attaining the highest levels
14. The highest level of the Teacher Leadership Track should have salary parity with principals
15. Although individual bargaining units may have different salary scales (and salary sublevels within each rung of the ladder, if needed), the State expects that moving up each rung will result in a pay increase of at least 10%

Implementation Considerations:

1. The State will provide design parameters, including titles and criteria for movement up the ladder, to districts as outlined above, in consultation with districts and unions.
2. Districts and unions are free to implement a wide variety of designs (including determining pay scale, roles for teachers within schools, the process for grandfathering in teachers and process for posting and hiring for needed positions) as needed as part of collective bargaining, provided they remain within the design parameters outlined by the State, or they risk losing out on State supplemental funding.
3. Salary costs will be left up to districts. The following general assumptions are being made for the purposes of budgeting:
 - a) There will be two to five salary steps within each rung of the ladder, with the most being at the Classroom Teacher level. Each of these steps will result in pay increases of 3-5%.
 - b) Moving up each level results in larger pay increases of 10-15%.
 - c) Of the remaining 50% of teachers, those who advance beyond the Classroom Teacher level, roughly half will choose the Teacher Leadership Track and half will choose the Administrative Track.

Element Detail 2h

Element: Train the [State Superintendent and the 24 local superintendents](#), [their senior, ~~non-operational~~ instruction-related central office officials staff](#), and school principals [as well as the State Board of Education](#) to give them the vision, motivation, skills, and knowledge they will need to implement the recommendations made in the Commission's report.

Design Assumptions:

1. The training program for superintendents should include the following content:
 - a) A review of U.S. education relative to top performers and the implications for students, the country's economic security, and quality of life
 - b) A model for strategic thinking that will help leaders transform their districts
 - c) A working knowledge of the research on how students learn and its implications for instructional redesign, curriculum and professional learning
 - d) A research-based model for coaching school leaders
 - e) Lessons in transformational leadership
2. The training program for school leaders should include the following content:
 - a) Understanding of how to organize schools for high performance, including how to build instructional leadership teams [and how to, implement career ladders for educators and induction and mentoring systems](#)
 - b) A model for strategic thinking that will help the school leaders drive redesign efforts in their schools
 - c) A deep understanding of standards-aligned instructional systems
 - d) A working knowledge of the research on how students learn and its implications for instruction, curriculum and PD in the content areas
 - e) A research-based model for instructional coaching
 - f) An overview of ethical leadership directly tied to the school leaders' responsibility to drive equitable learning in their school
 - g) Lessons in transformational leadership
3. Both training programs should include the following characteristics:
 - a) Sustained, lasting at least 12-24 months
 - b) Cohort-based so leaders can collaborate and learn from their peers
 - c) Job-embedded; focused on applying learning to problems of practice
 - d) Tailored using self-diagnostics and school-level diagnostics
 - e) Evidence-based according to ESSA guidelines

Implementation Considerations:

1. A national program that trains school leaders in these arenas estimates an average cost of \$12,000 per school over three years.

Other Options:

1. Could use either a direct-delivery provider to offer professional development and coaching from a third-party, offering increased fidelity of program delivery; or a train-the-trainer model to build local capacity to deliver professional development and coaching

Element Detail 2i

Element: Change the way schools are organized and managed to ~~phase in a substantial reduction in the amount of time teachers are required to teach and~~ increase the amount of time available for teachers to tutor students who need intensive help and work together in teams to use data and observation to identify students who are falling behind and collaborate on getting them back on track, develop highly engaging and effective lesson plans, mentor new and struggling teachers and systematically improve the school's instructional program using applied research.

Design Assumptions:

1. Following implementation of the career ladder and reforms to teacher preparation in Maryland, schools will begin to look very different from their current form. The system of work organization in future schools is an advanced leadership development system in which people with more expertise are mentoring those with less expertise.
2. Assumptions for how teachers will allocate their time in an advanced leadership development system within reorganized schools follow.
3. Teachers at the Licensed Teacher or National Board-certified level of the career ladder (roughly half of all teachers) will teach classes roughly 60% of their working hours
 - a) Currently, they are teaching about 80% of their time, so this is a 25% reduction in teaching time
 - b) That 20% will be used to work in teams with other teachers to improve instruction, work with and tutor students who are falling behind, manage a caseload of the most challenging students and those from concentrated poverty, and participate in professional learning
4. Teachers at the Lead Teacher level will teach roughly 50% of their working hours and at the Master Teacher level will ~~also~~ teach roughly 40% of their working hours.
 - a) The additional 33% reduction will enable them to mentor newer and struggling teachers and lead workshops and demonstrations at the school level
5. Teachers at the Professor Master Teacher level on the teaching track (less ~~no~~ more than 51% of all teachers) will teach roughly 20% of their working hours
 - a) These teachers will be primarily based at universities, serving as the mentors and instructors of teachers in training, mentoring new teachers in induction, and designing and leading professional development across the State

6. ~~Teachers at the lower levels of the Administrative Track (Assistant Principals)~~ will teach roughly 40% of their working hours
 - a) In addition to teaching, they will organize departmental meetings, set priorities for the subject level departments of the school, and also fulfill certain specialized roles (for example, the Head of Professional Development at a school would be an Assistant Principal responsible for monitoring the overall professional learning needs of the school staff and strategizing how to meet those needs)
7. Principals and Master Principals may teach roughly 10% of their working hours in order to keep them connected to teaching and learning within the school
~~—(8 was moved 8 to cost assumptions) A core administrative team of building managers, janitors, and secretaries (no more than 10-12 at a given school) will be managed by an Assistant principal~~

Implementation Considerations:

1. Phasing in these reductions in teaching time and new forms of work organization will need to be done in tandem with implementation of the career ladder
2. Teachers will need training in how to collaborate and implement their roles in the career ladder, including:
 - a) How to lead and mentor teams of professionals to promote professional learning among colleagues
 - b) How to collaborate with colleagues to improve student performance
 - c) Advanced training in the science of learning specific to individual disciplines
3. A national program that trains existing teachers in a research-based understanding of how students learn costs \$25,000 per cohort of 25 teachers, plus an additional \$12,000 per school to provide ongoing support and technical assistance to individual schools.