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**MABE Comments**

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## **Work Group 2: High Quality Teachers and Leaders**

### **Policy Area**

Higher paid, better educated, more rigorously trained teachers will work as professionals in schools that offer **real meaningful and rewarding** 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 **all** students. All schools will have highly trained principals who are prepared to create fully professional work environments for teachers.

### **Element 2b:**

#### Design Assumptions:

1. Teachers will be required to pass a test of teaching ability to earn a Maryland license (e.g., PPAT, edTPA) no later than 5 years after implementation of legislation. This requirement applies to all teachers including alternative preparation programs except those who are teaching CTE courses. Teachers coming from out of state must pass the assessment within 18 months of being hired by a Maryland district or hold an active National Board Certification. After sufficient data has been collected that demonstrates that one assessment is more valuable than another, the State should adjust the licensure requirement.

**NOTE: On behalf of Work Group 4, we respectfully recommend specific language to the required tests that a specific reading assessment be required and passed for elementary level teachers in order to ensure our K-3 students in particular have strong foundational reading skills.**

2. Teachers will be required to pass State-specific exams of teacher mastery of reading and content that will be at least on par with the rigor of Massachusetts for elementary education (K-6) and for the middle and high school grade levels by a date certain. On behalf of Work Group 4, we would want to make sure Work Group 2 notes that, as an equity issue, the requirement regarding reading in this assumption is very aligned to our group's recommendation that elementary teachers have specific training in reading and teaching reading, particularly foundational reading, skills.

### **Element 2f:**

#### Design Assumptions:

Teacher wages, salaries, benefits, and working conditions pay will continue to be negotiated collectively at the local level, including for cost of living increases and increases beyond the State Framework for the Educator Career Ladder.

#### Implementation Decisions:

1. State formula funding and commensurate local funding increases will support increases to teacher pay under in accordance with the implementation of the career ladder.

### **Element 2g: Develop career ladders for teachers and school leaders...**

#### Design Assumptions:

1. 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 additional, categorical State funding tied to implementing the career ladder.

- 8g. Selection of lead teachers will be made in accordance with local board policy and school system procedures and may be made by the school principal or ~~if negotiated at the local level~~ by an expanded panel.

#### Implementation Considerations

4. Existing teachers holding NBC or completing 1-3 components, and having received positive performance evaluations, can immediately move up the career ladder upon implementation of the career ladder and receive the designated salary increase; current NBC stipends will terminate at that time.