



Marietta English  
PRESIDENT

Kenya Campbell  
SECRETARY-TREASURER

September 14, 2018

Dear Chairman Kirwan:

On behalf of the thousands of educators who work in the Baltimore City Public School system, we would like to extend our appreciation to the members and the staff of this commission who have demonstrated a sincere and unwavering commitment to improving the education system in our state. In particular, I'd like to extend gratitude to the members and staff of Workgroup 3 as they work on strengthening our Career on College Readiness standards.

As we as a commission continue to work to reach consensus on how to best restore Maryland's public school system to its rightful place at the top of the national rankings, we would like to offer some comments and potential edits to the drafted document from Workgroup 3.

- Workgroup 3, page 5. Element 3c-- paragraph that begins "As it will take time..." Insert after "The school will be required to use the rest of this special grant money for tutoring but the design of the program will be up to the school so that it can determine how best to address the unique needs of its pupils and take advantage of local resources" the following sentence, "In all cases, the lead teacher in charge of the tutoring program and any individuals giving supplemental instruction to any public school student under this program will be considered employees of the local school board."

Rationale for edit:

The commission has come to the consensus that a key means to improving public education is to improve the compensation and working conditions of those giving instruction to our students: by treating teaching as a highly respected profession, Maryland is most likely to attract and retain the best instructors, able to deliver the highest quality instruction to our students. Working group 2 is establishing the protocols by which, through a direct employer-employee relationship between instructors and districts, these improvements can be achieved. The commission must not create loopholes by which individuals delivering instruction to any public school student in Maryland would not be afforded these responsibilities nor the compensation due them; to do otherwise threatens the principle upon which we agree: that high-quality instruction must be respected and appropriately compensated.

In addition, we are sympathetic to the concerns of a number of advocacy groups who suggest the state must work to assure these supplemental instruction programs are of the highest quality possible. The best way to assure this is to require any instructor delivering supplemental instruction to a student be considered an employee of the local school board.

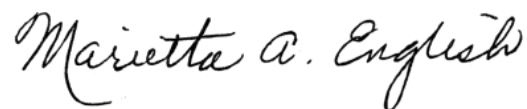
- Workgroup 3, Page 8, element 3e, Implementation Considerations #4. “Legislation should require Maryland school boards to give high school credit for college-level courses taught by postsecondary instructional staff if those courses are integral to the post-CCR program options described in this report.”

Rationale for concern:

We understand the intent of this consideration is to provide students who have met and surpassed the new CCR standards the opportunities to jumpstart their college pathway, and while we have no specific edits, we do think that, just as stated above, this section must take into consideration the agreed-upon principle outlined in our first comment. Namely, if the commission agrees that a fundamental means to improving public education systems in Maryland is to make the teaching profession a well-respected and highly competitive profession, attracting and retaining the best of the best, how can we be certain this component conforms to that principle? The workgroup and the commission should identify the mechanisms by which the instructors identified in this element will be compensated and granted working conditions comparable to the most competitive professions, as outlined by the work done by workgroup 2.

Again, we thank the committee, the workgroup, and the staff of both for the opportunity to provide feedback on this issues.

Sincerely,

A handwritten signature in cursive script that reads "Marietta A. English".

Marietta English  
President, AFT-Maryland

Morgan Showalter  
AFT/BTU member of the Commission on Innovation and Excellence in Education