BREAKOUT GROUPS (Brit Kirwan will float among the groups)

All will meet in Room 170/180 immediately following lunch

Group A	Group B	Group C
Chester Finn *	Buzzy Hettleman*	Joy Schaefer*
David Brinkley	Robert Caret	Scott Dorsey
Anne Kaiser	Stephen Guthrie	David Helfman
Elizabeth Ysla Leight	Adrienne Jones	Richard Madaleno
Paul Pinsky	Nancy King	Maggie McIntosh
Morgan Showalter	Leslie Pellegrino	Craig Rice
David Steiner	Alonzo Washington	Karen Salmon
Steve Waugh	Margaret Williams	Bill Valentine

* is group leader/reporter for today

BREAKOUT SESSION 1, GROUP A

BUILDING BLOCK 5: ASSURE AN ABUNDANT SUPPLY OF HIGHLY QUALIFIED TEACHERS WITH THE NECESSARY DISPOSITIONS, KNOWLEDGE, AND SKILLS

Does Maryland want to:

BB5-1. Source its teachers from the top half of the students graduating from high school who are going on to college?

BB5-2. Limit admissions to teacher education programs to students who have a very strong academic record and have a strong capacity for connecting with young people and a strong vocation for teaching?

BB5-3. Limit the right to offer a teacher education program to a subset of universities with selective admission programs or to students who meet a higher criterion for admission than many existing universities?

BB5-4. Require its universities to establish programs for elementary school teachers to specialize in either mathematics and science or English and social studies?

BREAKOUT SESSION 1, GROUP B

BUILDING BLOCK 5: ASSURE AN ABUNDANT SUPPLY OF HIGHLY QUALIFIED TEACHERS WITH THE NECESSARY DISPOSITIONS, KNOWLEDGE, AND SKILLS

Does Maryland want to:

BB5-5. Forgive tuition, room and board at Maryland's public universities for students in the top—say—five percent of their high school classes if they commit to serving in Maryland schools when they get their license to teach, provided that they meet the university's admissions standards?

BB5-6. Adopt the teacher licensure standards being used in Massachusetts or similarly rigorous standards, for both content mastery and mastery of craft?

BB5-7. Abolish 'alternative routes' into teaching?

BUILDING BLOCK 6: REDESIGN SCHOOLS TO BE PLACES IN WHICH TEACHERS ARE TREATED AS PROFESSIONALS, WITH INCENTIVES AND SUPPORT TO CONTINUOUSLY IMPROVE THEIR PRACTICE AND THE PERFORMANCE OF THEIR STUDENTS

Does Maryland want to:

BB6-1. Create an initiative designed to provide incentives and support to Maryland schools and districts to design and implement new forms of professional work organization of the kind being adopted in the top-performing countries, including greatly reducing the teaching load of teachers and giving them much more time to work in teams to systematically improve instruction? Is there a way to do this that is coordinated with the measures Maryland might take to improve teacher quality in the State?

BREAKOUT SESSION 1, GROUP C

BUILDING BLOCK 6: REDESIGN SCHOOLS TO BE PLACES IN WHICH TEACHERS ARE TREATED AS PROFESSIONALS, WITH INCENTIVES AND SUPPORT TO CONTINUOUSLY IMPROVE THEIR PRACTICE AND THE PERFORMANCE OF THEIR STUDENTS

Does Maryland want to:

BB6-2. Build on the start that has been made in Baltimore to create a statewide career ladder for teachers as robust as the best systems in the top-performing countries and to use such a system as the basis for allocating leadership roles for teachers in the State and for compensating them?

BB6-3. By law, make teachers' compensation competitive with compensation in the high-status professions?

BB6-4. Build on its current program for mentoring new teachers to require that mentors be master teachers, reduce mentors' teaching load to give them the time to mentor new teachers, give mentees

reduced time teaching in order to observe other teachers and participate in teacher team meetings, and give mentor teachers a significant role in deciding whether their mentees should get a full license to teach?

BB6-5. Create an initiative designed to (a) give teacher teams the research skills they would need to carefully evaluate the claims researchers and educational material publishers make about the effectiveness of their research and develop data gathering and analysis plans for their action research on improving their own instruction in the school improvement projects? (b) encourage universities to create refereed journals for teachers' research? and (c) encourage teachers unions, school boards, universities, and others to develop opportunities for teachers whose research is particularly useful to share their research results with others throughout the State?

BREAKOUT SESSION 2, GROUP A

BUILDING BLOCK 8: CREATE A LEADERSHIP DEVELOPMENT SYSTEM THAT DEVELOPS LEADERS AT ALL LEVELS TO MANAGE THE NEW SYSTEMS EFFECTIVELY

Does Maryland want to:

BB8-1. Require its school districts to develop and implement systems to identify teachers who show promise as leaders and mentor and groom them for leadership positions, first as teacher leaders and then as school leaders? Does it want to require school districts to do the same thing with their school principals: to structure a sequence of leadership positions in the district, and evaluate and reward their senior staff based on their record of identifying and successfully grooming the leadership talent the district will need in the years ahead?

BREAKOUT SESSION 2, GROUP B

BUILDING BLOCK 8: CREATE A LEADERSHIP DEVELOPMENT SYSTEM THAT DEVELOPS LEADERS AT ALL LEVELS TO MANAGE THE NEW SYSTEMS EFFECTIVELY

Does Maryland want to:

BB8-2. Develop a statewide system of career ladders for principals and other school leaders, perhaps in tandem with a career ladder for teachers? Require school leaders, as a condition of going up that ladder, to serve in schools serving high proportions of disadvantaged students along the way?

BREAKOUT SESSION 2, GROUP C

BUILDING BLOCK 8: CREATE A LEADERSHIP DEVELOPMENT SYSTEM THAT DEVELOPS LEADERS AT ALL LEVELS TO MANAGE THE NEW SYSTEMS EFFECTIVELY

Does Maryland want to:

BB8-4. Structure a carefully developed array of professional development opportunities for school leaders that includes not only high-quality instruction in leadership at business schools and schools of education, but also opportunities to benchmark education systems in other states and countries in carefully structured programs designed to broaden their horizons and improve the State's awareness of important developments in school practice and leadership worldwide?

BREAKOUT SESSION 2, ALL GROUPS (Time permitting)

BUILDING BLOCK 8: CREATE A LEADERSHIP DEVELOPMENT SYSTEM THAT DEVELOPS LEADERS AT ALL LEVELS TO MANAGE THE NEW SYSTEMS EFFECTIVELY

Does Maryland want to:

BB8-3. Limit the availability of school leadership positions to people who have demonstrated that they are excellent teachers?

BB8-5. Begin to think through a leadership strategy for implementing the Commission's recommendations that involves teacher leaders, school leaders, district leaders, and state leaders in one coordinated, multi-year program of leadership development that will get the whole State on the same page for the rollout of the Commission's recommended program?