

Partnership for Preparing Teachers: Transforming Teacher Preparation and Professional Development in Maryland

Governor's P-20 Leadership Council 2014 Task Force on Teacher Education

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2014 Task Force Charge

Make recommendations to the Governor's P-20 Leadership Council for appropriate changes in:

- **policy and regulations,**
- **curriculum and instruction,**
- **induction and internship programs, and**
- **resource allocations in order to advance the quality of teacher education programs in Maryland.**

Task Force Recommendations

- 1. Pre-service preparation and teacher induction**
- 2. Professional development for current teachers, including collaborations with higher education**
- 3. Continuous improvement through accountability for schools and teacher prep programs**
- 4. Career ladders for teachers that could include joint appointments in schools and colleges/universities**

Transformational Recommendations to Professionalize Teaching

1. Establish higher Maryland standards for admission to teacher preparation programs.
 - Set high GPA admission standards for entry into programs and require applicants pass Praxis before admission.
 - Set high standards for eligibility into internship experiences.
2. Transition clinical practice to a “medical school model” of “rounds” and “residencies.”
3. Create authentic career ladders that involve higher education in ongoing professional development of both teachers and teacher educators.

Raising the Status of Teaching and Teachers

- **Establish career-long professional development programs that reward excellence.**
 - Tenure decisions should be high stakes/high reward decisions.
- **Establish professional linkages between teachers and faculty.**
 - Professional ladders for teachers should crossover to higher education, so that master teachers can seamlessly become faculty in educator preparation programs, reinvigorating those programs.
 - Teacher education faculty should be expected to have frequent and high quality experiences in K-12 classrooms as part of workload.

“Putting Our Money Where Our Mouth Is”

1. Establish collaboratively-supported *Teaching Innovation Centers*, assigning shared responsibility and fiscal support to LEAs and Higher ed.
2. Fund *Centers* with state “seed” money and, subsequently, with savings from reduced teacher attrition.

Accountability for Continuous Improvement

- 1. All teacher preparation programs should be assessed by the quality of the the teachers they produce—and both traditional and alternative programs should have equal flexibility to create highest quality programs.**
- 2. All teacher education programs must have access to all data necessary for continuous improvement research.**

Subsequent work related to P-20 recommendations

- **Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016. Statute required MSDE to establish a workgroup and submit interim and final reports to the governor (11/16; 12/17; 12/21)**
- **TIRA workgroup established 6/16, chaired by Sarah Spross, MSDE.**
- **ESSA plan under development at MSDE**
- **Kirwan Commission in deliberation**

TIRA Workgroup 2016-present

- **2016: Committees were created:**
 - Recruitment
 - Preparation
 - Induction
 - Retention
 - CAEP (National Accreditation)
- **2017: Committees were reorganized:**
 - Certification
 - Quality Teacher Incentives
 - Professional Development, Induction and Mentoring
 - Institutional Performance Criteria (State program approval vs. national accreditation)

Questions/Discussion

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