

# **Chapter 740 (Senate Bill 493)**

## **Teacher Induction, Retention and Advancement Act of 2016**



STATE BOARD MEETING  
October 24, 2017

# Background

- Maryland General Assembly passed this Senate Bill: 493 Teacher Induction, Retention, and Advancement Act on April 11, 2016
- Bill became law on May 28, 2016
- 4 Major components
  - Altered the Quality Teacher Incentive Act
  - Created a county grant for specific teachers in Anne Arundel County
  - Created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring
  - **Required MSDE to facilitate a workgroup of stakeholders to determine effective recruitment, retention, and the promotion of quality teachers at all levels (PreK-12)**

# National and Local Perspectives: Teacher Recruitment and Retention

The nation is experiencing a clear and worsening teacher shortage.

- Maryland student enrollment projections for 2016-2021 surpass prior levels of growth, with 37,237 new students and with an average of 7,442 students per year (Maryland Department of Planning, 2016).
- Educator preparation programs across the country have collectively experienced a sharp reduction in candidates for teaching (Sutcher, Darling-Hammond, Carver-Thomas, 2016).
- Maryland currently imports 59% of its teaching workforce (2016-2018 Maryland Teacher Staffing Report).

# National and Local Perspectives: Educator Preparation Programs

- The state’s 34 educator preparation programs collectively (23 Maryland Approved Programs and 11 Maryland Approved Alternative Preparation Programs) have had fewer enrollees and completers over the past four years
- Maryland is not unique; neighboring states, like Pennsylvania and Delaware, have also experienced steeper declines in the number of their program completers (2016 & 2012 Title II Reports)

State	2010-2011	2014-2015	change
<b>Maryland</b>	3,072	2,618	-14.7%
<b>Pennsylvania</b>	12,297	6,979	-43.2%
<b>Delaware</b>	766	615	-19.7%

- As teacher education enrollment has plunged, some states have started to respond by adjusting entrance standards to keep pace with recruitment needs

# Workgroup Recommendations

Key recommendations in the report fall into four categories

- Standards and accountability for educator preparation programs in Maryland;
- Certification of Maryland educators;
- Financial Incentives for the recruitment and retention of teachers; and
- Mentoring and professional development for current teachers.

# Educator Preparation Program Standards Recommendation 1:

## Standard I: Strong Instructional Foundation

Seek the adoption of the Maryland Educator Preparation Standards (attachment I) to replace the Institutional Performance Criteria (attachment II) as the framework for all state-approved educator preparation programs.

**Standard I:**  
Strong  
Instructional  
Foundation

Identifies the standards and outcomes-based instructional and testing requirements in an educator preparation program and affirm fidelity to their implementation across programs.

**MSDE  
Comments:**

**Supports with Clarification:** MSDE will recommend that all content link directly to the Maryland College and Career Ready Standards (MCCRS), including Maryland-specific requirements for elementary education, and any general education courses used to fulfill the elementary education content requirement. Require all cohorts achieve a 3.0 overall GPA as an exit requirement for certification, and that programs report the numbers of candidates meeting certification requirements.

# **Educator Preparation Program Standards Recommendation 1:**

## Significant Changes: Standard I – Strong Instructional Framework

- Institutes of Higher Education (IHEs) must distinguish between candidates who graduate/complete, and those who graduate/complete and are certification eligible.
- Educator Preparation Programs (EPP) must provide and maintain evidence that each cohort of certification-eligible completers has earned an overall GPA of 3.0 or better
- EPPs will submit content (English, mathematics, etc.) curricula to MSDE to review for alignment with and fidelity of rigor to the Maryland College and Career-Ready Standards (MCCRS).
- EPPs must assure that each candidate completes 12 hours of mathematics aligned to the MCCRS, and 12 hours of science aligned to the Next Generation Science Standards for approval of Early Childhood, Elementary, and Special Education (1-8) programs.

# Educator Preparation Program Standards Recommendation 1:

## Standard II: Extensive Pre-Professional Field and Clinical Experiences

Seek the adoption of the Maryland Educator Preparation Standards to replace the Institutional Performance Criteria (attachment 1) as the framework for all state-approved educator preparation programs.

### Standard II:

Extensive Pre-Professional Field and Clinical Experiences  
Aligned with PreK-12 Priorities

Establishes a system of identification of Professional Development Schools (PDS) based on school capacity to offer opportunities for teacher candidates to meet one or more required competencies based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. Field experiences should build candidate competencies through a series of clinical experiences that build upon one another, culminating in a full-semester internship. IHEs must provide evidence of mastery of required standards-based content, pedagogy, and professionalism competencies identified in Standard I, documented through scaffolded field experiences and internship.

### MSDE Comments:

**Supports with Clarification:** MSDE will recommend that MSDE approve EPP-identified levels of “mastery” of each competency with rubrics to guide assignments, assessments, and required candidate outcomes. EPPs will identify PDS partners and the competencies that will be mastered in each. Candidates will be required to meet a MSDE-required level of proficiency and EPPs must maintain a specified level of cohort candidate mastery to maintain state program approval.



## **Educator Preparation Program Standards Recommendation 1:**

### Significant Changes: Standard II – Extensive Pre-Professional Field and Clinical Experiences

- MSDE will require candidates placed in field and clinical experiences to demonstrate competencies framed by the InTASC Standards, guided by state-determined levels of mastery, and earned in a wider, more inclusive, and diverse expanse of Professional Development Schools (PDS)
- EPPs must ensure that all candidates in all programs have direct classroom experience with a diverse PreK-12 student population, have instruction in cultural competency and restorative practices, and demonstrate the ability to develop a student-friendly classroom environment conducive to optimum learning.
- MSDE will no longer count the number of days in the internship or the number of interns in each location as proxies of excellence, but will require documented intern performance in PreK-12 classrooms as demonstrations of excellence

# Educator Preparation Program Standards Recommendation 1:

## Standard III: Performance Assessment

Seek the adoption of the Maryland Educator Preparation Standards to replace the Institutional Performance Criteria (attachment 1) as the framework for all state-approved educator preparation programs.

### Standard III: Performance Assessment

Requires data collected from instructional standards-based requirements and related performance in Standard I, and implementation of those requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement

### MSDE Comments:

**Supports with Clarification:** MSDE will recommend that key assignments, assessments, and scoring rubrics be submitted for each content area offered. Data from each content area, including PDS performance (competency) data, must be maintained in a longitudinal system of data-driven program improvement. EPPs must identify six to eight key assessments for each content offered and submit the requisite data as described above.

## **Educator Preparation Program Standards Recommendation 1:** Significant Changes: Standard III – Performance Assessment

- EPPs must provide direct instruction in and assure with evidence that all candidates in all programs can demonstrate abilities to:
  - Differentiate or modify instruction to meet the needs of all students on the cognitive spectrum;
  - Teach students for whom English is not the primary language;
  - Utilize Universal Design for Learning (UDL), Positive Behavior Intervention Supports (PBIS),
  - Implement restorative justice/practice programs;
  - Recognize the impact of social/emotional learning to the success of the child
- EPPs must submit for MSDE approval, the metric indicating mastery of InTASC competencies through standards-based, rubric-assessed performance.
- EPPs must provide direct instruction on the Model Code of Ethics for Educators and provide evidence of candidate understanding.

# Educator Preparation Program Standards Recommendation 1:

## Standard IV: State Approval

Seek the adoption of the Maryland Educator Preparation Standards to replace the Institutional Performance Criteria (attachment 1) as the framework for all state-approved educator preparation programs.

### Standard IV: State Approval

Assures that all programs in the Educator Preparation Provider hold State Program Approval and that required annual reporting informs the state of continuous improvement efforts.

### MSDE Comments:

**Supports with Clarification:** MSDE will recommend that EPPs show of the resource capacity to provide high-quality required content and pedagogy instruction, as well as evidence that PDS partners are positioned to provide opportunities for identified competency acquisition. The PDS Standards and Assessment Framework must be revised to align with this Maryland Educator Preparation Standards revision. The annual reporting document, the Teacher Preparation Improvement Plan (TPIP), must include progress in eliminating areas for improvement identified through the program approval process, the number of program completers eligible for certification in the most recent academic year, and projections of completers for two succeeding years

## **Educator Preparation Program Standards Recommendation 1:** Significant Changes: Standard IV - State Approval

- Component IV in the Institutional Performance Criteria, Linkage with PreK-12 Priorities, is subsumed into Standard I of the Standards. This change signals the requirement that all EPP content, pedagogical, and professional behavior outcomes are inextricably linked to the needs of Maryland Local Education Agencies (LEA) through Maryland State Program Approval. All elements of this component are now found in Standard I, Strong Instructional Foundation.
- New Standard IV assures that the EPP has sufficient resources and qualified staff to deliver the approved program. MSDE has not directly concerned itself with EPP capacity, deferring to CAEP; however the MSDE recommends that this area be included as a required element for State program approval.
- MSDE is recommending focused annual reporting on data-driven program improvements as a result of use of the EPP assessment system. This reporting too is the Teacher Preparation Improvement Plan (TPIP), already collected annually.

## Educator Preparation Program Standards Recommendation 2: Professional Development Schools

The committee further recommends that a representative stakeholder group revise the Professional Development School (PDS) Standards (attachment III), the PDS Implementation Manual (attachment III), and the PDS Framework for Assessment (attachment IV) between November 1, 2017 and November 1, 2018.

### MSDE Comments:

**Supports with Clarification:** MSDE will recommend that a work group be charged with the revision of the PDS Standards and Assessment Framework. The effectiveness of EPP partnerships upon which PDS are built are a part of the State Program Approval process. With the structural changes to PDS required in Standard II, the framework for determining collaboration and efficiency of competency-related PDS requires revision of these accountability documents, as well.

## **Educator Preparation Program Standards Recommendation 2:** Significant Changes: Professional Development Schools

### **Broaden PDS Definition**

Candidates will demonstrate mastery of InTASC-based competencies in schools identified as Level 1 to Level 4, with Level 4 PDS able to offer the full range of PDS experiences. This will expand opportunities for more schools, including those with challenges, to participate in EPP partnerships.

### **Strengthen Clinical Experiences**

Eliminate the arbitrary 100 days requirement and replace with a series of field placements and extended field experiences each of which requires candidates to meet a set of competencies framed by the InTASC Standards. Eliminate the five-intern in each location requirement in favor of demonstration of competency.

### **Diverse Populations**

Require direct experiences with a diverse PreK-12 student population; EPPs will provide demographic and placement data that assures this experience for all candidates in all programs.

### **Increase Mentor Requirements**

Require that Professional Development School mentors meet certain standards of competency in assuming this important link in the education of a teacher.

## Educator Preparation Program Standards Recommendation 3: Alternative Preparation Programs

Assure alignment of the Maryland Approved Alternative Preparation Program Standards, currently aligned with the Institutional Performance Criteria , with the Maryland Educator Preparation Standards.

### **MSDE Comments:**

**Supports with Clarification:** Just as Maryland Approved Alternative Preparation Programs (MAAPP) currently align with the Institutional Performance Criteria, MSDE will require that the MAAPP Standards and program approval requirements be revised and realigned to the Educator Preparation Standards.



## **Educator Preparation Program Standards Recommendation 3:** Significant Changes: Alternative Preparation Programs

### **Elementary Resident Teachers**

MSDE will require direct instruction for elementary education resident teachers during pre-employment training and the two-year residency that assures mastery of the Maryland College and Career Ready Standards (MCCRS), including specific demonstrated competency in the MCCRS Standards for Elementary Mathematics and English/Language Arts.

### **Evidence Based Program Reviews**

Programs will submit evidence demonstrating compliance with each standards (assignments, assessments, rubrics, aggregated and disaggregated grades and evidence of ongoing use of data for program improvement.) This is current practice, but could be a significantly modified process dependent on the Spring 2018 release of national (CAEP) elementary content standards.

# Educator Preparation Program Standards Recommendation 4: Glossary of Terms

Develop a “Glossary of Terms” that incorporates commonly used terms that do not always lend themselves to a common definitive understanding. Such terms as “rubrics,” “performance assessment,” and others require a clear, common understanding of meaning to maintain the critical balance between EPP performance and State Program Approval and assure program excellence.

**MSDE  
Comments:**

The committee and MSDE agreed without dissent that some terms are so commonly-used that they have no consistently-understood meaning. Definitions of such terms as “rigorous”, “quality”, etc., will be incorporated into a Glossary of Terms that will be published with the implementation of the new standards, or if no common agreement can be determined, will no longer be used in the context of program approval.

# Certification Recommendation 1:

## Routes to Certification

Develop a direct pathway for initial certification for those individuals who have achieved National Board Certification.

### MSDE Comments:

**Supports with Clarification:** MSDE will recommend regulations allowing National Board Certified Teachers (NBCTs) to receive certification upon presentation of their National Board Certificate. Although most NBCTs would currently qualify for a certificate through the experienced professional route; additional documentation is required.

### Related Research:

Students of teachers that hold National Board Certification make greater academic gains than their peers, and National Board Certification is a signal of teacher effectiveness (e.g. Cavalluzzo, 2004; Vandevort and Berliner, 2004; Goldhaber and Anthony, 2005).

## Certification Recommendation 2: Adjunct Certificate

**Support regulation allowing LEAs the ability to request adjunct certification from the MSDE as follows:**

1. Hold a minimum of a bachelor’s degree from an accredited university/college,
2. Hold industry licensure, when applicable, for that profession,
3. Have five years of successful experience in the field

**LEAs required to provide the following to those individuals who hold an adjunct certificate:**

1. Mentoring,
2. Full time, side by side coaching with a professionally-certified educator (for a minimum amount of time),
3. Professional Development, prior to entry into the classroom and throughout the school year,
4. Regular Evaluations

**The certificate should have the following limitations:**

1. One-year validity, renewable upon request of the LEA ,
2. Non-transferable,
3. Part-time,
4. Issued by; and limited to, certification areas identified by the MSDE

### MSDE Comments:

**Supports with Clarification:** MSDE will recommend regulations creating a new adjunct certificate for those individuals with highly specialized content expertise, whom are interested in teaching on a part time basis. This certificate should allow LEAs to hire content experts in highly specialized areas to broaden the courses aniline for students to be college and career ready. The level of Professional Development and support provided to adjunct teachers, should be determined by the LEA in accordance with MSDE policy.

### Related Research:

No related research because programs are new. From a policy standpoint, National Research Center for Career and Technical Education (NRCCTE) has called for alternative pathways for CTE teachers and may states have begun to identify alternative credentialing or passed some sort of legislation for part-time CTE and STEM certification. Further, the National Council for Teacher Quality (2015) recommends the expansion of the teaching pool by offering part-time teaching licenses for content experts.

## Certification Recommendation 3: Pedagogy Assessment

Support the acceptance of either a traditional measure or standards-based performance measure (e.g., EdTPA, PPAT) to fulfill the pedagogy assessment requirement for certification.

**MSDE  
Comments:**

**Supports with Clarification:** MSDE will recommend the appropriate assessment requirements for the issuance of a certificate. MSDE supports providing alternative opportunities to measure a candidates certification eligibility.

**Related  
Research:**

The limited research on standards-based performance measures supports its use. Studies find a positive relationship between teacher effectiveness and the pre-service Performance Assessment of California Teachers (PACT) which is a predecessor to EdTPA (Wilson, Hallam, Pecheone, and Moss, 2010; Newton, 2010; Darling-Hammond, Newton, & Wei, 2013).

## Certification Recommendation 4: Basic Skills Assessment

Amend current regulation to allow those individuals seeking certification, who have a conferred bachelor's degree or higher from an accredited university/college and a minimum GPA of 2.75, to be exempt from submitting passing scores on a basic skills assessment (Praxis Core, GRE, SAT, or ACT)

### MSDE Comments:

**Supports with Clarification:** MSDE will recommend the appropriate assessment requirements for the issuance of a certificate. MSDE supports providing alternative opportunities to measure a candidates mastery of basic level math, reading, and writing skills. This recommendation does not eliminate the additional test requirements for certification (e.g. content and pedagogy). In addition, if opportunities for meeting the basic skills assessment are expanded, the minimum GPA should align with educator preparation program exit requirements recommendations (3.0).

### Related Research:

Researchers caution that traditional pre-service assessments are useful for efficient “screening” of a large number of candidates, but that these assessments can “shut out” individuals who might otherwise be effective after only two or three years’ of experience, are not generally predictive of later teacher effectiveness, and can disproportionately screen out aspiring teachers of color (see, e.g., Angrist and Guryan, 2004; Goldhaber, 2007; Kane, Rockoff, and Staiger, 2008; Goldhaber and Hansen, 2010; Tyler, 2011). This is especially important because of the demonstrated positive academic, social-emotional, and long-term effects when struggling students of color have a teacher who is demographically similar to themselves (see, e.g, Dee 2001, 2004, and 2005).

Research also finds a high degree of correlation between final college GPA and Praxis scores, and that performance in a teacher preparation program is a significantly better predictor of teaching skill than test scores (Blue, O’Grady, Toro, and Newell, 2002; D’Angostino and Powers, 2009). Taken together, research supports the use of additional criteria besides traditional pre-service assessments.

## Certification Recommendation 5: Professional Teacher Education

Amend current regulation to allow those individuals seeking certification in a specialized or Professional and Technical Education area, who do not hold a bachelor's degree, the ability to present credit bearing coursework to fulfill the basic skills requirement (Praxis Core, GRE, SAT, or ACT) in lieu of an assessment.

**MSDE  
Comments:**

**Supports with Clarification:** MSDE will recommend amendments to current regulation to support providing alternative opportunities to measure a candidates mastery of basic level math, reading, and writing skills. In addition to credit bearing coursework, MSDE supports the inclusion of appropriate industry licensure or credentials to fulfill the basic skills requirement.

**Related  
Research:**

Students see both short- and long-term benefits of career and technical education, such as increased likelihood of high school graduation, postsecondary enrollment, and employment, and higher wages (see, e.g., Kemple and Willner, 2008; Castellano et al., 2011; Dougherty, 2015, 2016; Bozick and Dalton, 2013). Many Maryland LSSs report acute difficulties in recruiting for Professional Technical Education areas of instruction, such as culinary arts, nursing, cosmetology, TV production, carpentry, Homeland Security, engineering, masonry, and auto mechanics. ( Maryland Teacher Staffing Report 2016-2018)

## Certification Recommendation 6:

The MSDE, with input from stakeholder groups, should explore the current structure and content of the certification regulations to determine if they remain appropriate.

**MSDE  
Comments:**

**Supports with Clarification:** MSDE will recommend amendments to regulation should include, but not be limited to types of certificates, teacher test requirements, reciprocity, renewal requirements, and determination if the APC should continue in its current format.



## Incentives Recommendation 1: Loan Forgiveness:

Recommend that loan forgiveness be open to all teachers, in all certificate areas, in all public schools and be aligned with the Kirwan Commissions recommendations on loan forgiveness. Repaid at a rate of \$25,000 for those prepared in Maryland Approved Programs, and at a rate of \$17,500 for those prepared in approved, out-of-state programs.

### MSDE Comments:

**Supports with Clarification:** Since Maryland recruits 59% of its teachers from out of State, it is imperative that incentives be offered to both in-state and out-of-state applicants.

### Related Research:

Loans and loan forgiveness are not well-studied, but limited research suggests that teacher candidates do respond to these programs (Hare and Heap, 2001; Liou and Lawrenz, 2010). Maryland data reveals that graduates of Maryland four-year public teacher preparation programs have an average aggregate loan amount of approximately \$24,000 (2014-15).

# Incentives Recommendation 2: Quality Teacher Incentive

## Maintain current incentive for Nationally Board Certified Teachers

- \$1,000 in non-comprehensive needs school
- \$2,000 (\$4,000 FY '18) in comprehensive needs school (CNS)
- No extension for individuals that assist in removing a school from CNS

### MSDE Comments:

#### Supports with Clarification:

MSDE will recommend amendments to statute language to include:

- stipend to teach in critical shortage subject areas
- stipend to continue for those teachers in CNS that were employed when the school was removed from CNS status

Evaluate the impact of the increased stipend (\$4,000) on the recruitment of teachers to comprehensive needs schools is sufficient and effective.

### Related Research:

Students of teachers that hold National Board Certification make greater academic gains than their peers, and National Board Certification is a signal of teacher effectiveness (e.g. Cavalluzzo, 2004; Vandevort and Berliner, 2004; Goldhaber and Anthony, 2005). (2)

A study of a \$5,000 retention bonus in Tennessee's Priority schools showed that the bonus had a consistently positive effect for teachers in tested subjects and grades, and that the teachers who stay because of the bonus have much greater estimated effectiveness than the teachers who would otherwise replace them (Springer, Swain, and Rodriguez, 2015).

Clotfelter, Ladd, Vigdor, and Wheeler (2006) find that a short-lived incentive policy in North Carolina that provided \$1,800 salary increases to math, science, and special education teachers who taught in low-performing public schools was successful at reducing turnover rates by an average of 12%.

Work by Steele, Murnane, and Willett (2010) finds that a California state incentive policy providing \$5,000 per year for 4 years to attract academically talented new teachers to the state's lowest performing schools increased the likelihood that those teachers would work in hard-to-staff schools by 28%.

## Incentives Recommendation 2: Quality Teacher Incentive (Cont.)

Expand the QTIA to provide Advanced Professional Certificate (APC) holders and/or NBCTs who qualify to be mentors, based on revised COMAR language, to receive a \$1,000 stipend for serving as a mentor to an early-career educator in a non-comprehensive needs school and \$2,000 stipend in a comprehensive needs school.

### MSDE Comments:

**Does Not Support:** Maryland requires all teachers to hold an APC in 10 years. The issuance of a stipend for a mentor teacher should remain a local school system decision.

### Related Research:

Research shows numerous benefits of mentoring to new teachers, including increased educator effectiveness, greater job satisfaction and efficacy, and reduced turnover (see, e.g., Ingersoll and Strong, 2011; Villar and Strong, 2007; New Teacher Center, 2007 and 2016; U.S. Department of Education, 2010; DeCesare and Randel, 2017).

Research shows that bonuses can increase teacher retention, thus motivating the use of the stipend to retain NBCT and APC teachers (see Imazeki, 2004). Further, stipends are identified as a critical component to mentoring programs (see Waterman and He, 2011).

Goldhaber (2006) also reported that there is no relationship between Master's degree and teacher effectiveness

## Incentives Recommendation 3: Recruitment Database

Develop a statewide recruitment database that acts as a central hub for information on eligible candidates for educator positions.

**MSDE  
Comments:**

**Does Not Support:** Funding is not available to support the development and continued maintenance of this database. There are potential issues concerning Personally Identifiable Information (PII) data security, and educator information has the potential to become outdated quickly.

## Incentives Recommendation 4: Teacher Intern Stipends

Fund and expand the Maryland Alternative Teaching Opportunity Program, originally created to encourage the use of alternative preparation programs to meet the demand for qualified teachers in science, mathematics, and special education to include traditional teacher preparation programs. Funding to be used to support participation in the residency internship.

### MSDE Comments:

**Supports:** the continuation and development of alternative preparation programs. In addition, MSDE supports the development and funding of a stipend for teacher interns from both traditional and non-traditional preparation programs.

### Related Research:

Research has demonstrated that alternative certification programs have a positive impact on student achievement in some tested subjects and grades (especially math), and have the same impact as traditionally-certified teachers in all other tested subjects and grades with no demonstrated negative impact (e.g. Glazerman, Mayer, and Decker, 2006; Henry et al., 2014). At the same time, alternative certification programs have been found to reduce teacher shortages (Shaw, 2008), and many programs recruit minority candidates (Putman et al., 2016). Further, classroom performance during the first two years of teaching is a much stronger predictor of future effectiveness than a teacher's initial certification status (Kane, Rockoff, and Staiger, 2008).

## Incentives Recommendation 5: Teacher Academies

- Recommend that all LEAs implement the Career Technology Education Teacher Academies of Maryland (TAM) programs of study. Encourage all IHEs in Maryland with teacher preparation programs to enter into statewide articulation agreements with TAM.
- Recommend each county ensure their TAMs are located strategically across each county and not geographically misrepresented.

**MSDE  
Comments:**

**Supports:** the increased use of TAM throughout Maryland to build the teacher pipeline.

**Related  
Research:**

In 2015, there were 2,105 students enrolled in this program and over 90% of the TAM students passed the industry recognized credential, the ParaPro, which was 11% higher than the state average for all industry credentials for all CTE programs.

# Induction and Mentoring Recommendation 1: Statewide Pathways

## Create statewide and equitable professional development pathways, with career-wide learning opportunities, for educators across the state.

- Leverage state, LEA, union, and two- and four-year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.
- Leverage new knowledge, promising practices, and advanced technologies to increase access and success, including an online repository for professional development, mentor training, and induction programs.
- Leverage statewide and regional partnerships, resources, and delivery structures to ensure equitable access across the state.

### MSDE Comments:

**Supports with Clarification:** MSDE training materials and approximately 4000 teacher resources are available online through the MSDE LMS eConnect, currently on Blackboard. MSDE is partnering with Amazon to revise and move teacher resources from Blackboard to the Amazon Inspire platform. Once on the new platform, teacher resources will be expanded.

### Related Research:

The few rigorous empirical studies on teacher professional development indicate that, if delivered with fidelity and with sufficient dosage, certain models can improve student achievement (Johnson, Kahle, and Fargo, 2015; Yoon et al, 2007).

# Induction and Mentoring Recommendation 2: Micro-credentials

**Build capacities and establish protocols for development and implementation of innovative educational approaches, such as micro-credentials and micro-degrees, to strengthen teaching effectiveness and career advancement.**

- Create contexts and conditions for research and development of micro-credentials and micro-degrees with high-tech, high-touch, and hi-impact approaches to increase equitable access and improve teacher effectiveness and career advancement.
- Establish state-wide quality assurance policies and procedures for validating and awarding micro-credentials and micro-degrees among stakeholders such as the MSDE, Maryland Higher Education Commission (MHEC), University System of Maryland (USM), LEAs, IHEs, and industry leaders.
- Establish an innovation and improvement collaborative on micro-credentials and micro-degrees that leverages expertise and resources among stakeholders to build capacity and linkages for sustainable advancement.

**MSDE  
Comments:**

**Supports with Clarification:** Use of micro-credentials are being investigated by local school systems. MSDE currently offers Continuing Professional Development (CPD) credit associated with the earning of Micro-credentials, which may be used to renew a certificate.

**Related  
Research:**

Although there is not yet research on the impact of micro-credentials, since they are a new development, there is a demonstrated need for this competency-based, personalized approach. Many teachers nationwide report dissatisfaction or lack of engagement with current professional development, or that “seat-time” based programs do not support their particular areas of need (see Berry, 2016).



# Induction and Mentoring Recommendation 3: Cultural Competencies and Ethics

**Establish LEA-IHE partnerships to develop, deliver, and ensure high-quality professional development programs that link, but are not limited to, certification regulations for renewal.**

- Establish shared vision, responsibilities, and resources for professional development, mentor training, and induction programs that meet LEA and school priorities and address individualized needs for teachers.
- Establish professional development, mentor training, and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency and technology integration, to increase teacher effectiveness and student achievement.
- Establish a quality assurance framework that meets state and national guidelines such as National Board for Professional Teaching Standards, Standards for Professional Learning, and Model Code of Ethics for Educators.

**MSDE  
Comments:**

**Supports with Clarification:** Current regulations require all local school systems to have mentor training and induction programs. To supplement local programs, MSDE provides annual new mentor training workshops regionally and for specific locals upon request. Besides IHE partnerships, MSDE and locals also partner with national organizations with expertise in mentor training. MSDE Certification requirements currently allow continuing professional development credits to be applied to certification renewal. All continuing professional development courses are aligned to the national professional learning standards

**Related  
Research:**

Educators and scholars have long called for direct instruction of teachers to increase cultural competency, cross-cultural learning, and culturally-relevant pedagogy (e.g. Ladson-Billings, 2001; McAllister and Irvine, 2000) and emphasized that such instruction take place not only in pre-service training but as in-service professional development as well (Ladson-Billings, 1995, 2000).



# Induction and Mentoring Recommendation 4: Mentor Requirements

## Amend COMAR 13A.07.01.06.F (attachment V) to require mentors to:

- Have received tenure;
- Have a minimum of three years of “satisfactory” experience teaching (five years teaching experience preferred);
- Be in good standing with a rating of "highly effective" or the equivalent, depending upon the rating scale used by the LEA;
- Receive a recommendation from a principal or administrator that includes evaluation of content, pedagogical, and interpersonal skills;
- Express a willingness to participate in professional development specific to mentoring;
- Receive training in best practices related to mentoring; and
- Agree to the mentorship position.

### MSDE Comments:

**Supports with Clarification:** Existing regulations sets forth minimum requirements for mentors that include many of the recommendations of the workgroup outlined here.

# Induction and Mentoring Recommendation 5: Mentor Networks

**Create state-wide and equitable mentoring training pathways among IHEs, LEAs and regulatory agencies to support teacher preparation and teacher leadership development.**

- Co-develop and implement high-impact mentorship training programs which embed innovative evidence-based strategies and practices, such as adult learning theories, cultural competencies, and peer coaching, to support teacher development.
- Provide appropriate time and resources to address professional needs and support individualized learning for mentors and mentees.
- Establish mentoring networks and provide theme-based (such as English Learners and special education), role-based (such as department chair and resource teacher), and or/context-based (urban and rural schools) opportunities to improve effectiveness mentorship in diverse school settings.
- Match mentees with mentors who have similar experiences serving specific student populations, such as students with disabilities, English Learners, and socio-economic backgrounds and content areas.

## **MSDE Comments:**

**Supports with Clarification:** Training for mentors is required by section 06.G of COMAR 13A.07.01. The COMAR includes many of the recommendations of the workgroup outlined here. Besides IHE partnerships, MSDE and locals may also partner with national organizations with expertise in mentor training. Any changes to mentor training as required by regulation, must be preceded by a feasibility study to determine capacity and impact on local school systems. As part of the State ESSA plan, MSDE is currently researching teacher leadership pathways and leveraging teacher leaders to impact teacher recruitment, retention, and equitable distribution.

## Induction and Mentoring Recommendation 6: Funding

Provide appropriate funding and infrastructure to ensure equitable and accountable implementation of the above recommendations in compliance with statewide policies (e.g. COMAR 13A.07.01 and local operations).

**MSDE  
Comments:**

**Supports with Clarification:** A feasibility study must be completed to determine specific funding needs and sources, as well as impact on local school system capacity.