

Working Group 2

High Quality Teachers and Leaders

Paul Pinsky (Moderator)

Bob Caret

Karen Couch

David Helfman

David Steiner

Bill Valentine

Policy Area:

Higher paid, better educated, more rigorously trained teachers will work as professionals in schools that offer 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 2a: Teacher preparation will be much more rigorous, and induction will be integrated with teacher preparation more systematically

Design Assumptions:

1. Universities offer teacher training programs and evaluate their students' competencies at a level of rigor comparable to the countries with the top student performance by:
 - a. Requiring all future teachers to pass a set of courses and demonstrate competencies in basic research skills and methods and training on how to routinely evaluate and use research and data to help teachers improve student performance
 - b. Requiring future teachers to take courses and demonstrate competencies designed to enable them to teach the Maryland curriculum frameworks, including how to teach students from different racial, ethnic, and economic backgrounds as well as different learning abilities and social/emotional needs **and how to implement restorative practices** in such a way to enable students to reach the college and career readiness standards
 - c. Requiring elementary teachers to take courses in the core subjects they will teach in order to have deep content knowledge in the core subjects in elementary school
 - d. Requiring future teachers to take courses and demonstrate competencies to enable them to conduct expert assessment of the typical deficits students

- have as they work to succeed in courses, as well as the techniques most likely to help students with those deficits
- e. Requiring future teachers to take courses and demonstrate competencies to enable them to recognize and effectively use high-quality instructional materials (including online) and to adapt existing curriculum to make it stronger using standards-aligned tools, including the ability to use digital resources and computer technology
 - f. Requiring future teachers to learn the skills necessary and demonstrate competencies to effectively manage student behavior
 - g. Requiring teacher candidates to pass edTPA, PPAT or a similar performance based assessment in order to exit a Maryland teacher preparation program no later than 5 years following implementation of the legislation
2. The practicum in teacher training will produce teachers whose knowledge and skill is comparable in every way to the knowledge and skills of the teachers produced by the teacher training institutions in the top-performing countries
- a. Prospective teachers will complete a full school year of practical experience prior to completing a teacher education program no later than 5 years following implementation of the legislation. Each prospective teacher should have experience in it at least two different school settings. That experience can be consecutive or occur throughout the teacher training program. The second semester of the practicum may be part of a teacher's first-year induction program if an extended induction program is under the auspices of the college or university. Teacher education majors should have an opportunity to have a classroom observation experience early in the program to determine if they have the aptitude and temperament for teaching. Institutions are encouraged to be creative and flexible in incorporating the additional practicum requirement into the existing program of study. Institutions must show cause to expand the teacher preparation program by up to 12 credits, but in no case should more than 132 credits be required to receive a teaching degree. Further, MSDE, MHEC, and the institutions should review the current State requirements for teacher preparation programs to ensure that they are aligned with the Commission's recommendations. To the extent they are not aligned and are extraneous, redundant, or no longer necessary, those requirements should be eliminated to allow students to complete the practicum within the existing 120 credits required to earn a degree.
 - b. The instructional system and work organization of schools where teachers in training will be placed for their practicum will be designed to reflect the recommendations of the Commission
 - c. Mentors of practicum programs will be highly competent teachers (e.g. Master Teachers on the career ladder) selected by the district to instill in the next generation of teachers the kinds of skills, attitudes, values and

- knowledge they want in the people they hope to attract to teaching in their district.
3. Prospective teachers will develop strong action research skills through their university training as well as through completing their practicum
 - a. The schools in which they practice will have all of their improvement strategies accompanied by research projects designed to gauge the extent to which those strategies achieve their goals
 4. Mentors for induction programs, like those of practicum programs, will be highly competent teachers selected by the district to instill in the next generation of teachers the kinds of skills, attitudes, values and knowledge they want in the people they hope to attract to teaching in their district. The design of the induction program should build on the TIRA program currently being piloted in the State and utilize teachers in the Teacher Leadership Track of the career ladder.
 5. Teacher training programs and districts must collaborate regularly and develop closer working relationships to strengthen teacher preparation, induction, and ongoing professional development. MSDE must increase its capacity to provide technical assistance and support to teacher training programs and develop a systematic means of providing feedback to ensure that the universities are better informed about the content and expectations of preK-12 classrooms.
 6. Universities offering graduate level courses in school administration for certification must ensure (through the MSDE/MHEC program approval process) that they carefully evaluate the potential of candidates to be effective school leaders and that the curriculum will enable graduates to successfully organize and manage schools and systems in such a way as the top-performing systems, including managing highly skilled professionals in a modern professional work environment and effectively conducting peer observation and evaluation of other personnel. This will include both a clinical experience and an assessment to determine if candidates demonstrate the skills described above.

Implementation Considerations:

1. At first, collaboratives of districts, university-based teacher training institutions, and exclusive employee representatives will be seed grant funded to create 21st Century Professional Development Schools that build on the professional development schools currently in the State. These schools will be affiliated with the universities and organized and managed to provide state-of-the-art professional education for prospective teachers that reflects the best practices of the top-performing countries.
 - a. The professional development schools will be organized in a career ladder system with a work organization consistent with the description of high performance work organizations provided in the Commission report.

- b. Those members of the school faculty serving as Professor Master Teachers on the career ladder will hold appointments as clinical or adjunct faculty at the university and may teach in both institutions.
 - c. The members of school faculty serving in the Lead Teacher and Master Teacher rungs of the career ladder will be responsible for designing the school's induction program for new teachers and mentoring new and struggling teachers. Districts will be responsible for making time available for Lead and Master Teachers to perform these roles, as described in Element 2i, during the normal work day as part of their professional responsibilities for which they are being compensated under the career ladder.
 - d. Both university faculty and district-based school faculty will be expected to be fully conversant with the policies and practices of professional development schools in the top-performing countries and to have the skills and knowledge needed to adapt those policies and practices to the needs of their own students.
2. The State will make seed grant awards available to the strongest applicants in the first year of the collaborative. Future awards will be contingent on strong performance and implementation of the design laid out in the applications.
 3. These professional development schools will be public schools with student bodies reflecting the diversity of public schools in the State or, if not possible, the diversity of the geographic area in which the school is located.
 4. The State will make additional grants available in years 2 through 5 as word spreads and the initial grantees become proof points for the success of the effort.
 5. In year 5, an evaluation will be done. Results of the evaluation will determine whether to continue the competitive grant program or whether to require all institutions throughout the State to meet the grant criteria through legislation, with some modifications based on the experiences of the pilot program grantees.

Element 2b: Raise **standards for licensing** new teachers in MD to levels comparable to the standards for teachers in the top performing nations

Design Assumptions:

1. Teachers will be required to pass a test of teaching ability to earn an initial Maryland license (e.g., PPAT, edTPA) no later than 5 years after implementation of legislation. This requirement applies to all new 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.

2. Teachers will be required to pass State-specific exams of teacher mastery of reading instruction 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.
3. The competencies laid out in Element 2a, Design Assumption 1 will also be evaluated throughout the teacher education program and practicum.
4. Teacher candidates who are midcareer changers and taking the one-year alternative certification option will participate in a three-year mentorship and induction program under an experienced mentor.
5. Alternative teacher preparation programs must require a minimum teaching practicum of at least 100 hours within 1 year of enactment of the legislation (no earlier than the summer of 2020), and at least a full school year no later than 5 years after enactment. The teaching practicum includes preparing lesson plans, teaching, debriefing, and observing a class of students to which the student teacher is assigned and must include at least 40 hours of teaching during class periods.
6. The State Board of Education and the Professional Standards and Teacher Education Board, under their existing authority, shall adopt regulations to implement these new requirements.

Implementation Considerations:

1. The State will require a Basic Literacy Skills Test as soon as the test is developed (first-time pass rate in Massachusetts is currently 84 percent) and allow **students teacher candidates** to retake the test as many times as needed to pass.
2. The State will roll out more challenging special subject tests tailored to the subjects teachers will teach (for example, English for High School, Math for High School, History for High School, etc.) after implementation of the literacy test. The State or the contracted vendor will develop standards for these exams first and release these standards to teacher preparation institutions four years in advance of when the exam will take effect, so that preparation programs can adapt accordingly.
3. Once subject tests are required, test takers can retake the test as many times as needed to pass, if desired. (First-time pass rate in Massachusetts is currently 64 percent).

Element 2c: Expand teaching scholarships and loan assistance for **highly skilled and diverse candidates** to teach in high-need schools.

Design Assumptions:

1. HB 1415 provides funding for the Maryland Teaching Fellows scholarship program, which was created in 2014 but never funded, for prospective teachers who commit to teaching in high-need Maryland schools for at least two years if enrolled in a graduate program or the number of years the candidate received an incentive fund award if enrolled in an undergraduate program

- a. The scholarship is available to either high school seniors, current college students or graduate students, who:
 - i. are Maryland residents or attended a Maryland high school
 - ii. earned either:
 1. a GPA of at least 3.3
 2. a combined math and reading SAT score of at least 1100 with neither reading nor math lower than 500
 3. a composite ACT score of at least 25 or
 4. the 50th percentile on the GRE
 - iii. have demonstrated aptitude for teaching or exceptional dedication to teaching
 - b. HB 1415 defines a “high-need Maryland school” as one in which 50% of students qualify for free and reduced-price meals
 - c. The incentive fund award covers 100% of tuition, room, board and fees at a Maryland public institution of higher education, or 50% of these costs at a Maryland private nonprofit institution, and fees for exit and licensure exams
 - d. HB 1415 requires teacher training programs that enroll 15 or more fund recipients to develop an enriched program of study for such recipients
2. Enhance the existing loan assistance repayment program to serve more teachers.
 3. Increase awareness of the availability of these programs for teachers.

Implementation Considerations:

1. HB 1415 has passed the General Assembly and been signed by the Governor. It requires \$2 million annually for the Teaching Fellows scholarship. Funding should be increased to \$4 million in year 2, \$8 million in year 3, \$12 million in year 4 and \$18 million in year 5 and thereafter. Funding should continue at this level until a sufficient number of qualified teachers are produced and remain in the Maryland teaching profession. At such time that this occurs, the State may consider reducing the required amount of funding, but some level of scholarship funding should be maintained to ensure a diverse and qualified cadre of teachers in the State.

Element 2d: Encourage higher education institutions to take advantage of national foundation efforts to develop **highly qualified teachers and leaders from diverse backgrounds**

Design Assumptions:

1. State will provide matching funds, as needed, to institutions that secure grants to increase the quality and diversity of the teacher training applicant pool available to teacher training institutions, up to some maximum amount

2. Teacher preparation institutions engaged in one of the collaboratives described in Element 2a will be required to apply for these grant funds

Implementation Considerations:

1. State will provide technical assistance with grant writing to those institutions

Element 2e: Launch statewide public relations and communications initiative to **rebrand teaching as an attractive career** and attract students from **diverse backgrounds**

Design Assumptions:

1. HB 1415 establishes a teacher outreach and recruitment campaign to be run by the State Department of Education. (requires \$250,000 annually)
2. The outreach program will be targeted toward the top 25% of high school students in each county to encourage them to consider teaching
3. The State Department of Education shall establish a steering committee and consult with that committee on the outreach program and recruitment campaign. The steering committee must include faculty and student representatives of the State's historically black colleges and universities and other institutions as well as the Maryland State Education Association
4. The program will include:
 - a. A digital recruitment platform comprising free public service and paid media
 - b. Email and social media
 - c. Targeted outreach to interested candidates, with a focus on talented candidates who are historically underrepresented in teaching, particularly teachers of color, and teacher shortage fields
 - d. Opportunities to connect candidates to resources about teaching and supervised experiences in schools to get them excited about teaching, including an increased awareness of racial disparities between student demographics and the teaching population

Implementation Considerations:

1. HB 1415 has passed the General Assembly and signed by the Governor.
2. After the Commission report is completed and adopted by the State, consider launching a statewide outreach effort to promote all of the Commission's recommendations, including a high quality media campaign to rebrand teaching as an attractive career. Consider strategies used by top systems such as pro bono services from leading communications firms in the state and region.
3. The State may consider modifying the campaign by:
 - a. Decreasing the amount of funding provided as recruitment becomes less challenging and prestige increases

- b. Targeting or limiting the funding provided to certain critical shortage areas or demographic targets, as needed

Element 2f: Raise teacher pay to make it equitable with other highly trained professionals with the same amount of education

Design Assumptions:

1. Teacher wages and salaries 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.
2. The State will conduct periodic benchmarking studies of teacher salary to include comparability with other professionals with similar education and experience levels at the State and regional levels based on the Economic Policy Institute's list of comparable occupations. Each county and local union will receive from the State at the start of each collective bargaining process the ~~weighted~~ average salary of comparable professionals as identified by the Commission including accountants, architects, and registered nurses (see exhibit with exclusion of specific occupations) in the State and region.
3. Over the first three years of implementation, teacher salaries will be increased by 10% to reach the average salary of teachers in Massachusetts and New Jersey (as of 2017) as a head start to improve teacher salaries and make teaching a more attractive profession prior to full implementation of the career ladder. This salary increase is intended to be a base adjustment and not a replacement for annual cost of living increases, which will continue to be the subject of collective bargaining.
4. Pay increases above and beyond these initial increases and annual cost of living increases will largely be a function of movement up the career ladder, described in Element 2g, with the goal that the average teacher salary will reach the average salary of comparable professions in Maryland.

Implementation Considerations:

1. State and local formula funding will support increases to teacher pay in accordance with implementation of the career ladder.
2. All pay increases will go hand in hand with higher teacher standards.

**Maryland Occupations/Salaries: Economic Policy Institute Comparable Occupations List
2017**

AREA	ST	STATE	OCC_CODE	OCC_TITLE	OCC_GROUP	TOT_EMP	Mean Annual Salary	Median Annual Salary
24	MD	Maryland	13-1075	Labor Relations Specialists	detailed	1,380	\$67,770	\$70,440
24	MD	Maryland	13-1151	Training and Development Specialists	detailed	1,140	130,630	121,630
24	MD	Maryland	13-2011	Accountants and Auditors	detailed	26,230	80,930	72,900
24	MD	Maryland	15-1131	Computer Programmers	detailed	4,710	89,090	82,320
24	MD	Maryland	17-1011	Architects, Except Landscape and Naval	detailed	2,440	90,740	84,260
24	MD	Maryland	19-1031	Conservation Scientists	detailed	470	75,940	65,450
24	MD	Maryland	25-4011	Archivists	detailed	340	68,850	61,750
24	MD	Maryland	25-4012	Curators	detailed	160	58,670	55,970
24	MD	Maryland	27-3041	Editors	detailed	2,230	61,870	57,290
24	MD	Maryland	27-3042	Technical Writers	detailed	2,180	78,260	77,290
24	MD	Maryland	29-1122	Occupational Therapists	detailed	3,300	85,620	87,750
24	MD	Maryland	29-1123	Physical Therapists	detailed	4,930	86,840	89,010
24	MD	Maryland	29-1141	Registered Nurses	detailed	53,700	75,250	74,120
24	MD	Maryland	13-1041	Compliance Officers	detailed	7,510	76,000	73,530
				Mean			\$80,461	
				Weighted Mean			\$78,628	
Note: Excludes clergy and inspectors, testers, sorters, samplers, and weighers								
24	MD	Maryland	25-2021	Elementary School Teachers, Except Special Education	detailed	24,670	\$67,340	\$65,740
24	MD	Maryland	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	detailed	19,830	\$69,070	\$67,830
24	MD	Maryland	25-3097	Teachers and Instructors, All Other, Except Substitute Teachers	detailed	9,570	\$58,150	\$53,290
24	MD	Maryland	21-1012	Educational, Guidance, School, and Vocational Counselors	detailed	6,170	\$63,840	\$61,050
				Mean			\$64,600	
				Weighted Mean			\$66,091	
% Difference from Comparable Occupations								
				Mean			-24.6%	
				Weighted Mean			-19.0%	

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics; Economic Policy Institute

Element 2g : Develop career ladders for teachers and school leaders comparable in design to the career ladders found in Singapore and Shanghai, with respect to standards for advancement and relationship to the system for compensating 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 State funding tied to implementing the career ladder (see exhibit **Maryland Career Ladder for Educators**).
2. There are many more teachers at the bottom rungs of the ladder than at the top.
3. Movement up the ladder is a function of performance and experience, (i.e., knowledge, skills and responsibilities) as well as availability of the position the teacher is seeking.
4. The ladders will have two tracks: Teacher Leadership Track and Administrative Track.
5. Teachers can move laterally across the tracks if their interests change.
6. The first two levels will be common to both tracks: State Licensed Teacher and National Board Certified Teacher
 - a. Roughly 50% of all teachers will be on one of these two levels and another 20% will be National Board Certified (NBC)
 - b. During the first years of implementation, roughly 10% of all teachers will opt not to participate in the career ladder and will continue on the Advanced Professional Certificate (i.e. Master Degree/30 credits) path.
 - c. At least five years after passage of legislation implementing a career ladder, *and* when the Maryland NBC pass rate reaches the national average (currently 65%), new teachers receiving a Maryland teaching certificate must participate in the Educator Career Ladder and are not eligible for salary increases based on years of experience and degrees or credits. By the tenth year of teaching, they must achieve National Board Certification (i.e., pass all four modules). If they do not achieve National Board Certification after 10 years of teaching, their salary is frozen except for COLA.
 - d. Teachers ~~who do not pass NBC, or~~ for whom there is no assessment comparable to NBC in their subject area, by the 10th year **must alternatively achieve Advanced Professional Certificate by earning a Master's Degree/30 credits in an approved program of study**^[HR1].
 - e. The timeline for implementing the career ladder and minimum salary increases associated with moving up the career ladder are still in development; the Working Group will make these recommendations at a future meeting.

- f. After the career ladder is implemented, teachers may choose to pursue a Master's Degree/30 credits (in addition to NBC) to enhance their professional skills. Districts and collective bargaining units may negotiate salary and benefit increases (e.g. tuition reimbursement) associated with degrees/credits that they consider valuable
 - g. Once the career ladder is fully implemented, NBC teachers must renew their certification every 5 years in order to continue to hold a Maryland teacher certificate and to receive the salary increase associated with NBC renewal under the proposed career ladder. NBC teachers who fail to earn renewal will be given a one-year grace period to complete the recertification (and will not receive the associated salary increase until renewal is completed). If they do not receive NBC, their salary is frozen except for any COLA.
7. Roughly 12% of all teachers are on the Teacher Leadership Track.
 8. Teachers on the Teacher Leadership Track are responsible for mentoring their peers and serving as expert resources on content and pedagogy for their school, their district, and the State.
 - a. There will be three levels on the Teacher Leadership Track: Lead Teacher, Master Teacher and Professor Master Teacher.
 - b. Districts will draw their mentor teachers for induction programs and teacher training practicums from this track .
 - c. Districts will draw experts to write curriculum and assessment items and develop model lessons from the highest levels of this track.
 - d. For the purposes of costing, we will assume that most teachers in the Teacher Leadership Track will be Lead Teachers (Level 4A-1) with a small number of Master Teachers (Level 4A-2) and very few Professor Master Teachers (Level 4A-3).
 - e. *Lead Teacher:* This step on the ladder certifies that the holder has:
 - All the knowledge and skill required for the previous steps on the ladder;
 - The capacity to lead other teachers working in teams to improve the curriculum, instruction and assessment in the school in an effective and disciplined way ;
 - The skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills;
 - Sufficient expertise in research, especially action research, to:
 - Lead teacher teams that will use research to develop programs, curriculum, teaching techniques and other interventions, and
 - Conduct formal evaluations to determine the extent to which those interventions are successful, correcting course as necessary to produce the outcomes for students they want.
 - f. Lead teachers will teach roughly 50% of their working hours, and spend most of the additional time mentoring newer and struggling teachers and

leading workshops and demonstrations at the school level. In countries with well-developed career ladders, teachers are not able to ascend the career ladder without showing that they are constantly learning from their fellow teachers and sharing their expertise with others. School leaders in the top performing countries are held responsible for identifying teachers with leadership potential and giving them opportunities to grow and develop.

- g. Consistent with other professional occupations in which labor and management assume mutual accountability for success, the sSelection of lead teachers will be made from a list of candidates proposed by master and professor master teachers and, in the short-term until there are a sufficient number of master and professor master teachers in each school system, by other lead teachers, and approved by the school principal and superintendent school principal or, if negotiated at the local level, by an expanded panel.
- h. *Master Teacher:* Teachers on this step of the ladder have demonstrated exceptional skill in all the areas described for Lead Teacher to the degree that they are ready to assume responsibility for leading the work of other Lead Teachers. Ways of demonstrating this skill include:
- The people they have mentored will be unusually capable;
 - The teams they will have led will have consistently produced unusually effective improvements in curriculum, instruction and assessment;
 - Their research will be published in refereed journals and they will be in great demand within and beyond their school and district to counsel and guide others on the basis of their achievements;
 - They will have high ethical standards and know how to promote a school culture in which all students are expected to achieve at high levels and all professionals are expected to do whatever it takes to make their students successful; and
 - They are widely admired “teachers of teachers” who can inspire, guide and develop others to achieve real competence.
- i. These teachers will teach roughly 40% of their working hours, and spend most of the additional time mentoring Lead Teachers and leading workshops and demonstrations at the school and district level.
- j. Consistent with other professional occupations in which labor and management assume mutual accountability for success, the sSelection of master teachers will be made from a list of candidates proposed by professor master teachers and, in the short-term until there are sufficient professor master teachers in each school system, by other master teachers, and approved by the school principal and superintendent made by school principals and approved by the LEA, in partnership with the union or, if negotiated at the local level, by an expanded panel.

- k. *Professor Master Teacher*: The top step on the teachers' ladder is reserved for a very small number of professionals whose exceptional accomplishments entitle them to very special recognition. They are:
- They are among the very best teachers, leaders of teachers and developers of leaders;
 - Researchers who have as many published research papers to their credit as university professors, hence the title; and
 - Equally qualified to teach in university and in school, and to play leadership roles in both places.
- l. This step is particularly appropriate for key senior faculty members in professional development schools, particularly senior teachers in those schools that hold a doctorate and are also qualified to serve as clinical professors in the university.
- m. These teachers will be primarily based at universities, serving as the mentors and instructors of teachers in training, mentoring new teachers in induction, and designing and leading professional development across the State.
- n. Professor Master Teachers will be selected by LEAs in partnership with IHEs.
- o. Standards for Level 4 will be set by a local oversight board made up of advanced teachers and other stakeholders will use statewide criteria as minimum criteria and has the option to add additional criteria to their vetting process. To achieve Level 4 certification, they must take on additional roles, responsibilities and utilize advanced knowledge such as:
- Consulting teachers (those used in Peer Assistance and Review Programs);
 - Staff Development Teachers;
 - Elementary team leaders;
 - Secondary department chairs or resource teachers;
 - Mentors;
 - Curriculum developers; and
 - School-based educators facilitating collaborative efforts.
- p. Serving in these roles requires some continued teaching responsibility (e.g. teaching approximately 40–50% of working time) unless they are out of the classroom (i.e. a consulting teacher providing assistance, doing observation and/or evaluations) for a full year or longer, in which case, after a time specific, they must return to the classroom.
- q. To achieve this level, among other requirements, teachers must have the following competencies:
- Teaching diverse communities (this includes low performance, high poverty schools or possibly low performing, high-poverty students within predominantly middle class schools);
 - Leadership in professional development and mentoring;

- Successful passing of objective assessments (grading videos, etc.);
 - Demonstrating accomplished instruction (to diverse populations);
 - Credibility among peers; and
 - Can demonstrate success in advancing colleagues instructionally.
9. Roughly 5% of all teachers are on the Administrative Track.
10. Teachers on the Administrative Track are responsible for managing administrative functions in the school. This track develops teachers to be school principals.
- a. The primary way to become a school principal is to advance along this track. Similarly, the primary way to become a director-level staff of a district department is to advance along this track. However, districts must allow some flexibility in order to ensure that uniquely talented individuals from backgrounds outside education may still become school leaders. To that end, Assistant Principals are required to achieve either NBC or APC for administrators.
 - b. There will be two levels on the Administrative Track: Licensed Principal and Master Principal.
 - c. Additional levels may be added to this track for district office directors depending on the structure of the district central office and the staffing needs
 - d. For the purposes of costing, we will assume that about 4% of teachers will become a Licensed Principal with very few (less than 1%) will become a Master Principal.
 - e. *Licensed Principal:* This step on the ladder will be attained by candidates who meet the requirement set by the state for full certification as principals.
 - f. This is sometimes not attained until after new principals complete an induction program or training program for newly serving principals.
 - g. *Master Principal:* Applicants who meet this standard will have shown that they have the skills and knowledge needed to:
 - Effectively identify, attract, lead and retain highly professional teachers ;
 - Organize and manage their school so as to support those teachers in a way that provides them strong incentives and support to do the best work of which they are capable;
 - Set high standards for themselves, their faculty and their students;
 - Get all the stakeholders on board with their vision and the strategic skills needed to execute on that vision;
 - Identify teachers with the highest potential and to help them develop that potential;
 - Help students, parents and teachers embrace the conviction that all of the students can reach internationally competitive standards and do whatever it takes to get there;
 - Develop other principals;
 - Support other principals; and

- Lead other principals to very high levels of performance
11. Teachers can move between tracks with approval from their principal.
 12. Teachers cannot be promoted up the ladder without receiving positive evaluation of instruction by at least the principal and others, as required by the district, and unless there is an opening for the position into which they wish to move
 - a. Promotion requires mutual agreement with their principal or supervisor and others, as required by the district, that they are ready to take on the responsibilities at the next level and the understanding that they must complete those responsibilities to remain in good standing
 - b. Because promotion happens only when there is an opening for the position in question, promotion is not guaranteed.
 13. In general, the highest levels of the ladder should be reserved for exceptional teachers and leaders, with no more than 1% attaining the highest levels
 14. The highest level of the Teacher Leadership Track should have salary parity with principals
 15. Although individual bargaining units may have different salary scales (and salary sublevels within each rung of the ladder, if needed), the State expects that moving up each level in the career ladder will result in at least a minimum ~~percent~~ pay increase as defined in the State framework.
 16. The State should use its program approval powers to require IHEs that offer programs leading to school leadership certifications to carefully evaluate the potential of candidates to be effective school leaders, including evidence that the identified candidate has a record of successful teaching and has performed well in teacher leadership roles.
 17. IHEs wishing to offer graduate level courses in school administration for certification should present evidence their curriculum will enable their graduates to (1) successfully organize and manage schools and school systems as recommended by the Commission; (2) manage highly skilled professionals working in a modern professional work environment; (3) effectively conduct peer observation and evaluation of other school personnel.
 18. As the success of a school leader grows as demonstrated by positive evaluations and movement up the career ladder, more autonomy should be provided to that school leader for making school-level decisions.
 19. Successful school leaders should have significant experience and success in schools that represent the demographic and economic diversity of the school system, and in the upper levels of the career ladder school leaders should serve as mentees to new leaders of schools serving large proportions of low-performing students.

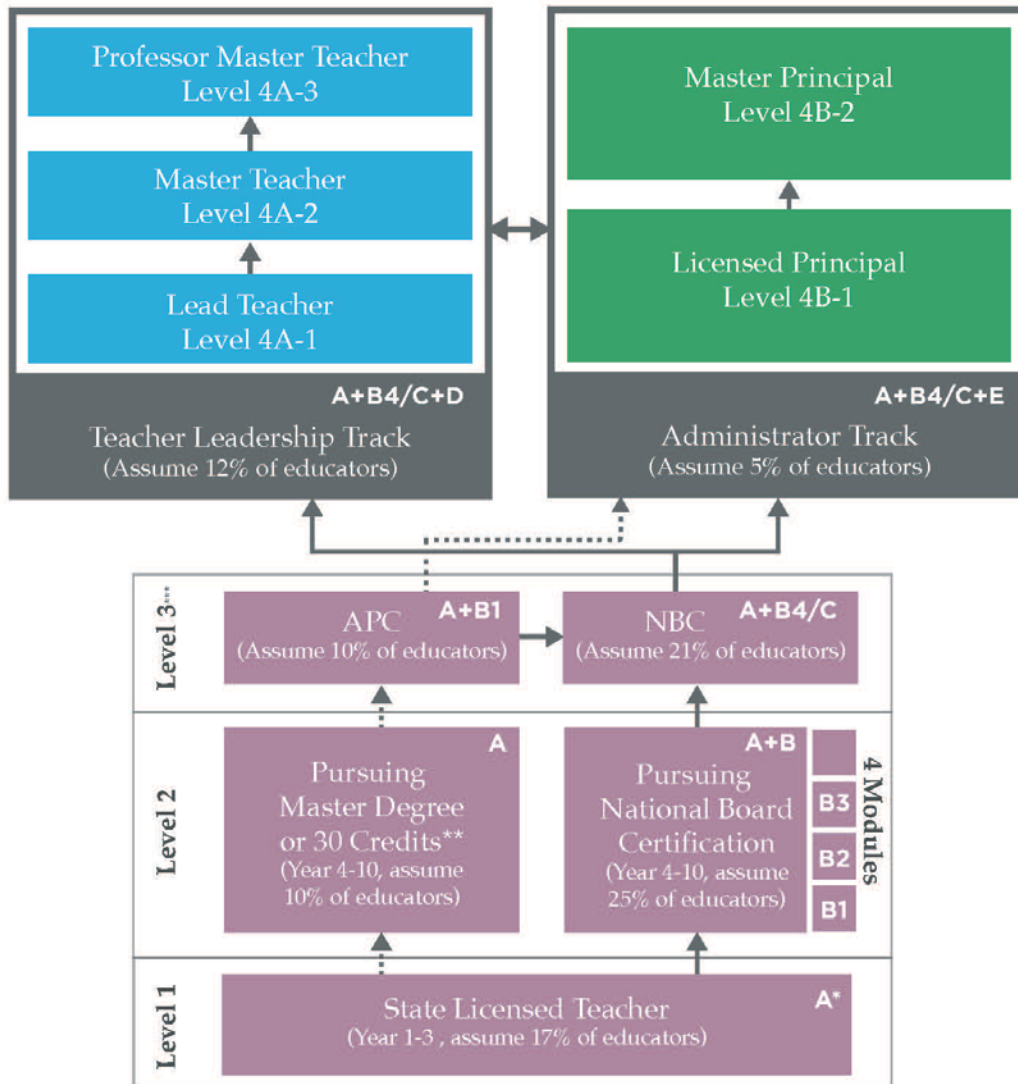
Implementation Considerations:

1. The State framework provides design parameters, including titles and criteria for movement up the ladder, to districts as outlined above. Districts and unions are free to implement a wide variety of designs (including determining pay scale, roles

for teachers within schools, the process for grandfathering in teachers and process for posting and hiring for needed positions) as needed as part of collective bargaining, provided they remain within the design parameters outlined by the State, or they risk losing out on State funding.

2. Specific salaries will be left up to districts.
3. NBC fees (including initial and renewal fees) will be provided by State and local funds and the district will serve as the payor to the NBC organization.
4. Existing teachers holding NBC or completing 1-3 components and having received positive performance evaluations can 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.

Maryland Career Ladder for Educators



* Letters relate to salary bump

** 30 Credits in an approved program of study

*** Educators in Level 3 include Assistant Principals

B4 is for working in a non-low-performing/non-high poverty school

C is for working in a low-performing/high poverty school (for a limited period)

Dotted lines are transition plan for existing teachers and administrators.

Teachers pursuing NBC may also be pursuing a Master's Degree.

Element 2h: Train the State Superintendent and the 24 local superintendents, their senior, instruction-related staff, State and local board of education members, and school principals to give them the vision, motivation, skills, and knowledge they will need to implement the recommendations made in the Commission's report.

Design Assumptions:

1. The training program for superintendents should include the following content:
 - a. A review of U.S. education relative to top performers and the implications for students, the country's economic security, and quality of life;
 - b. A model for strategic thinking that will help leaders transform their districts;
 - c. A working knowledge of the research on how students learn and its implications for instructional redesign, curriculum and professional learning;
 - d. A research-based model for coaching school leaders; and
 - e. Lessons in transformational leadership.
2. The training program for school leaders should include the following content:
 - a. Understanding of how to organize schools for high performance, including how to build instructional leadership teams, implement career ladders for educators, oversee induction and mentoring systems, and identify, recruit and retain high quality school leaders;
 - b. A model for strategic thinking that will help the school leaders drive redesign efforts in their schools;
 - c. A deep understanding of standards-aligned instructional systems;
 - d. A working knowledge of the research on how students learn and its implications for instruction, curriculum and PD in the content areas;
 - e. A research-based model for instructional coaching;
 - f. An overview of ethical leadership directly tied to the school leaders' responsibility to drive equitable learning in their school; and
 - g. Lessons in transformational leadership.
3. Both training programs should include the following characteristics:
 - a. Sustained, lasting at least 12-24 months;
 - b. Cohort-based so leaders can collaborate and learn from their peers;
 - c. Job-embedded; focused on applying learning to problems of practice;
 - d. Tailored using self-diagnostics and school-level diagnostics; and
 - e. Evidence-based according to ESSA guidelines.

Implementation Considerations:

1. A national program that trains school leaders in these arenas estimates an average cost of \$12,000 per school over three years.

Element 2i: Change the way **schools are organized and managed** to increase the amount of time available for teachers to tutor students who need intensive help and work together in teams to use data and observation to identify students who are falling behind and collaborate on getting them back on track, develop highly engaging and effective lesson plans, mentor new and struggling teachers and systematically improve the school's instructional program using applied research. This element also includes more support for existing teachers, who will not benefit from the comprehensive teacher preparation and induction recommendations made earlier in this report. Professional development and teacher evaluation systems can play a pivotal part in providing that support.

Design Assumptions:

1. Following implementation of the career ladder and reforms to teacher preparation in Maryland, schools will begin to look very different from their current form. The system of work organization in future schools is an advanced leadership development system in which people with more expertise are mentoring those with less expertise (as measured in part by effective evaluation systems) and professional development is primarily embedded within the reorganized school day in which teachers have additional time to engage in professional learning.
2. Effective teacher evaluation systems that provide rigorous, reliable and relevant feedback for educators is key. An effective system must be aligned with the 5 core propositions of the National Board for Professional Teaching Standards and include a Peer Assistance and Review model. It must include defined expectations of what evaluators must know and be able to do, calibrated methods to measure performance and provide personalized feedback that is aligned with individual strengths, needs and contexts. To be effective, observations that are used to evaluate teachers should include: documented, observable evidence and be linked to student learning and not consist of simple check-lists; post-observation conferences that encourage teacher reflection of their teaching practice; requirements to assess observer competency; and full inclusion of stake-holders in developing and understanding the evaluation process, including thorough training for evaluators and parallel training for teachers who will be observed and evaluated. The "strategic plans" submitted by each LEA for review and approval by an independent entity (to be determined) must include the teacher evaluation system
- 1.3. In most top performing education systems, the work of professional teachers demands constant learning, which is mostly woven into the work they do. Teams of teachers spend substantial time working in teams to develop better lessons and improve their teaching. Supplemental professional development opportunities for existing teachers should be provided to support National Board Certification and the content and pedagogical training proposed in Element 2a for new teachers, specifically the training and competencies described in Design Assumption 1.

- ~~2.4.~~ Assumptions for how teachers will allocate their time in an advanced leadership development system within reorganized schools follow.
- ~~3.5.~~ At full implementation, teachers at the Licensed Teacher or National Board-certified level of the career ladder (roughly half of all teachers) will teach classes roughly 60% of their working hours.
- Currently, they are teaching about 80% of their time, so this is a 25% reduction in teaching time.
 - That 20% of their time will be used to work in teams with other teachers to improve instruction; identify, work with, and tutor students who are falling behind; manage a caseload of the most challenging students and those from concentrated poverty; and participate in professional learning.
- ~~4.6.~~ Teachers at the Lead Teacher level will teach roughly 50% of their working hours and at the Master Teacher level will teach roughly 40% of their working hours.
- The additional time will enable them to mentor newer and struggling teachers and lead workshops and demonstrations at the school level.
- ~~5.7.~~ Lead and Master Teachers will play a critical role in the induction and mentoring of new teachers and ongoing support of experienced teachers who need help. This work should be guided by partnerships between the school system and teachers' unions such as the successful Peer Assistance and Review (PAR) program, which should be scaled up across the State as quickly as possible. The State should make grants available through the collaboratives (of LEAs, teachers unions, and IHEs) to support the development of PAR programs.
- ~~6.8.~~ Seed funds should also be made available through the collaboratives to support the creation of rigorous professional development programs focused on pedagogy and content knowledge, including training in culturally responsive pedagogy and practice.
- ~~7.9.~~ Teachers at the Professor Master Teacher level on the teaching track (less than 1% of all teachers) will teach roughly 20% of their working hours
- These teachers will be primarily based at universities, serving as the mentors and instructors of teachers in training, mentoring new teachers in induction, and designing and leading professional development across the State
- ~~8.10.~~ Assistant Principals will teach roughly 20% of their working hours.
- In addition to teaching, they will set priorities for the subject level departments of the school, and also fulfill certain specialized roles (for example, the Head of Professional Development at a school would be an Assistant Principal responsible for monitoring the overall professional learning needs of the school staff and strategizing how to meet those needs).
- ~~9.11.~~ Principals and Master Principals may teach roughly 10% of their working hours in order to keep them connected to teaching and learning within the school.

Implementation Considerations:

1. Phasing in these reductions in teaching time and new forms of work organization will need to be done in tandem with implementation of the career ladder and will begin with newly Licensed Teachers, particularly new teachers in low performing schools and schools with high concentration of poverty. Low performing schools and schools with high concentration of poverty and/or large achievement gaps between subpopulations of students will also be a priority during the phase in. The phase in should also be considered in coordination with the phasing out of the transitional tutoring program in Element 3c.
2. Teachers will need training in how to collaborate and implement their roles in the career ladder, including:
 - a. How to lead and mentor teams of professionals to promote professional learning among colleagues;
 - b. How to collaborate with colleagues to improve student performance; and
 - c. Advanced training in the science of learning specific to individual disciplines.
3. A national program that trains existing teachers in a research-based understanding of how students learn costs \$25,000 per cohort of 25 teachers, plus an additional \$12,000 per school to provide ongoing support and technical assistance to individual schools.