Commission on Innovation and Excellence in Education

William E. Kirwan, Chair

Session 1 and Session 2

Agenda

November 16, 2017
9:30 a.m.-5:00 p.m.
120 House Office Building, Annapolis, Maryland

9:30 a.m. **Chair's Opening Remarks**

10:00 a.m. **Discussion of the Implementation Timeline and Framework**

- Marc Tucker, National Center on Education and the Economy
- Rachel Hise, Department of Legislative Services

10:45 a.m. **Overview of Recommendations Made by the Teacher Induction and Retention Workgroup**

- Sarah Spross, Maryland State Department of Education

11:15 a.m. **Building Block 5 – Review Draft Recommendations and Discuss/Finalize**
Building Block 6 – Review Draft Recommendations

12:30 p.m. **Lunch and Breakout Group Discussion of Building Block 6 Recommendations**

Lunch Provided for Commissioners and Staff in Room 180

2:00 p.m. **Building Block 6 – Discuss/Finalize**

4:00 p.m. **Building Block 8 – Review Draft Recommendations and Discuss/Finalize**

5:00 p.m. **Chair's Closing Remarks and Adjournment**

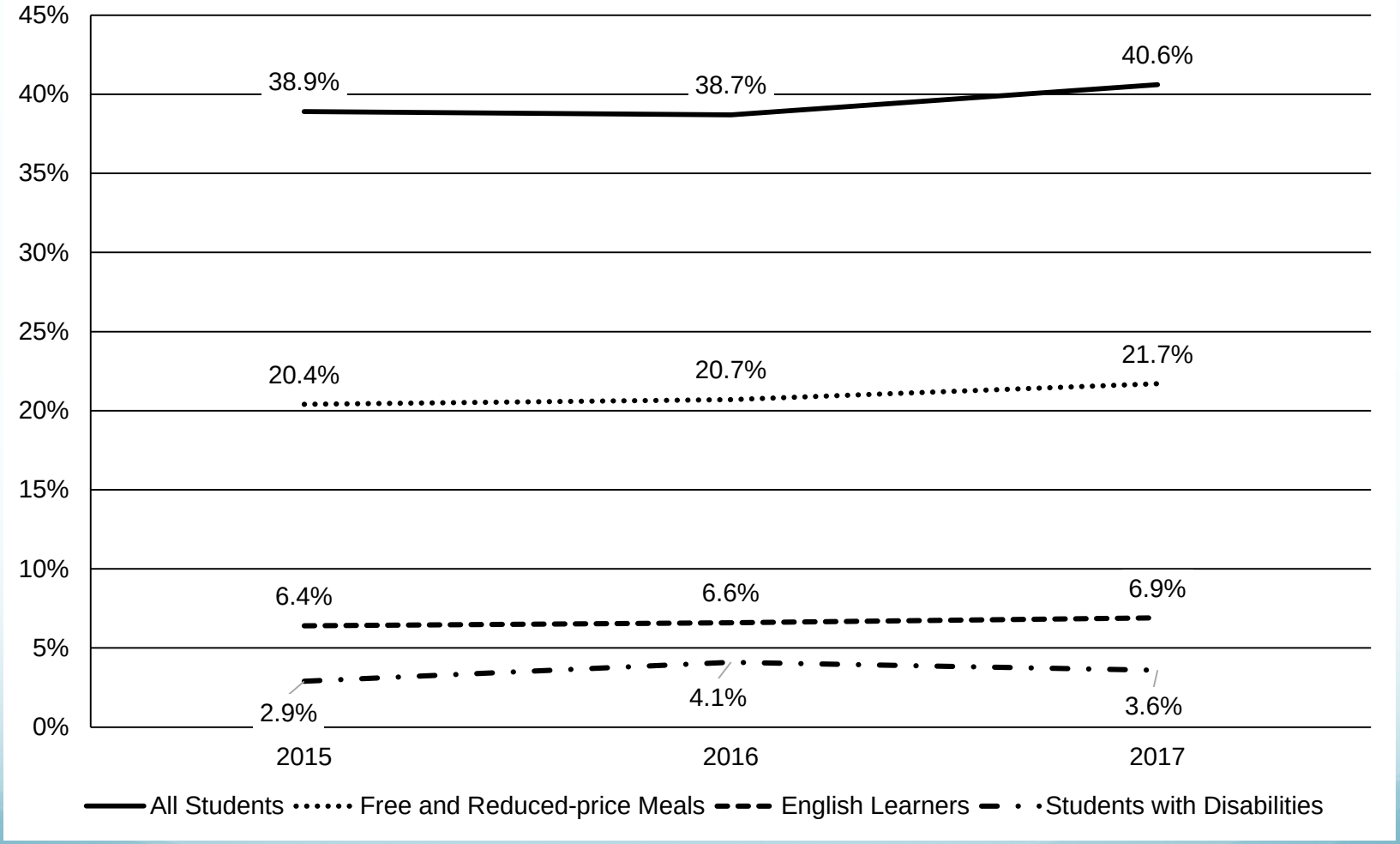
Next Meeting: ***Thursday, November 30, 2017, 9:30 a.m.-5 p.m.***

Nation's Report Card

- Maryland is in the middle of the pack on NAEP scores in 2015
  - 29th in 4th grade math
  - 26th in 4th grade reading
  - 25th in 8th grade math
  - 18th in 8th grade reading
- Since 2003, the national average has increased between 1% and 3%
- Maryland's NAEP scores have mirrored this trend

NAEP: National Assessment of Educational Progress (Nation's Report Card)

Maryland PARCC Proficiency Rates by Student Group in 2015-2017
English/Language Arts
Grades 3 through 8



Note: A score of four or five is considered proficient.

U.S. Rankings on PISA

Year (Countries Tested)	Reading	Math	Science
2000 (32)	15	19	14
2003 (41)	18	28	22
2006 (57)	NR	34	28
2009 (65)	17	30	22
2012 (65)	24	36	28
2015 (72)	23	39	25

PISA: Programme for International Student Assessment
Source: National Center on Education and the Economy

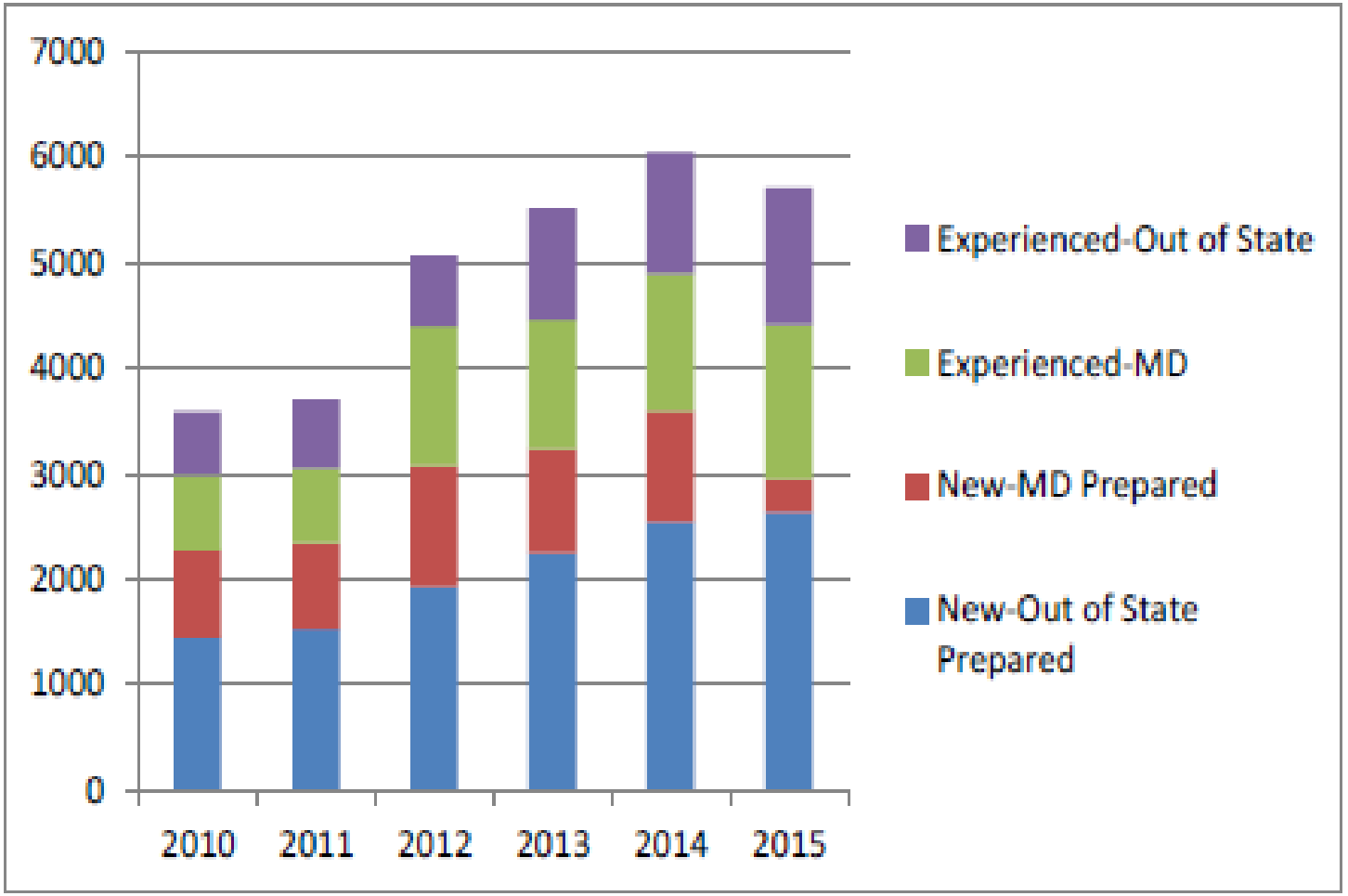
Funding Equity

- Maryland ranks 11th in the U.S. in per student expenditures
- Maryland has the nation's highest median household income
- Maryland spends 5% *less* on schools serving poor students than on schools serving wealthy communities
- Maryland is 9th most regressive state in funding equity

What We've Learned

- 66% of jobs that the current generation of students will be filling will require some post-secondary credential be it a college degree or industry credential
- In Maryland 47% of adults have a college degree and 3% have a high-quality post-secondary certificate
- Less than 25% of high school graduates complete a career and technical education (CTE) program, well below the rate of top performing countries
- Maryland needs to dispel the notion that CTE programs are only for those students who are less academically inclined
- To compete globally Maryland needs to improve these numbers

Maryland Public School Hires 2010 to 2015



Source: Maryland Equity Project

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Outline for Commission Preliminary Report —

Building a World–Class Education System in Maryland

Organize the report around 5 main policy areas:

- Early Childhood Education
- More Resources for At–risk Students
- High Quality Teachers and Leaders
- College and Career Readiness Pathways
- Governance and Accountability

Sections:

1. Background/Introduction — Charge of Commission, Approach to Work, Meetings, Etc., Extension to Summer 2018 to complete work
2. Summary of Consultant Reports
   - APA Adequacy Report/other reports (overview)
   - NCEE Gap Analysis (overview)
3. Summary of Preliminary Recommendations and Implementation Timeline
4. How Maryland compares on international basis
5. For each of the 5 policy areas:
   - Summary of NCEE/APA findings and gap analyses and other experts
   - Summary of what Maryland is doing now that could be built upon
   - Summary of how Maryland compares
   - Recommendations
   - Challenges to Implementation
6. Next Steps
   - Fiscal impact of preliminary policy recommendations (APA/NCEE/Commission and staff)
   - Finalize policy recommendations and implementation costs
   - Incorporate implementation costs into school finance formulas (including base and weights) as appropriate
   - Determine distribution of State formula aid, including local wealth calculation, equity issues, GCEI/CWI, impact on maintenance of effort, etc.
   - Submit final report
7. Attachments
   - List of meeting dates (maybe include each meeting agenda which lists all presenters) and links to meeting materials
   - Full NCEE Gap analyses
   - List of APA reports and links to full reports

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Illustrative Implementation Plan for NCEE Building Blocks

(Not all program elements represented)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
BUILDING BLOCK 1: SUPPORTS FOR STUDENTS BEFORE THEY ARRIVE AT SCHOOL										
EXPANDED ACCESS TO EARLY CHILDHOOD EDUCATION AND CARE (ECEC)										
Expand number of slots available in ECEC[1]	●	●	●	●	→					
Lower eligibility level for subsidies for ECEC and increase amount of subsidy available	→									
BUILDING BLOCK TWO: MORE RESOURCES FOR STRUGGLING STUDENTS										
WRAP-AROUND PROGRAM ASSISTANCE FOR HIGH-NEEDS SCHOOLS										
Program assistance to schools meeting stated criteria for implementing wrap-around programs	●	●	●	●	→					
Provide volunteer reading tutors to schools serving high proportions of disadvantaged students	→									
NEW FORMULA FUNDING PROGRAM										
New formula with new weights instituted at initial level	→									
DEVELOP SYSTEM FOR MONITORING STUDENT PROGRESS TOWARD NEW QUALIFICATION, INSPECTING SCHOOLS THAT FAIL TO KEEP STUDENTS ON TRAJECTORY FOR NEW QUALIFICATION										
Develop formative evaluation system tied to new frameworks		●								
Develop monitoring system based on formative evaluation system			●							
Institute new monitoring system				●						
Create and trial new statewide school inspection (SWAT team) system					●					
Go statewide with new school inspection (SWAT team) system						→				
Trial new system for pairing poor performing schools with high performing schools					●					
Institute system for pairing schools statewide						→				

[1] In years 1-4, bullets indicate that the number of slots increases year by year. The continuous line starting in year 5 indicates that the number of slots holds steady at year 5 levels thereafter. The same symbols used elsewhere indicate the same thing.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
BUILDING BLOCK THREE: INSTRUCTIONAL SYSTEM										
DEVELOP INTEGRATED, POWERFUL INSTRUCTIONAL SYSTEM										
Develop frameworks and course syllabi, in each of the major subjects, based on the results of the empirical study of what is needed to succeed in community college credit-bearing courses.										
Pilot frameworks and syllabi in diverse and carefully chosen pilot counties to make sure they work across a range of different contexts.										
Revise based on the feedback from pilots										
Larger pilot										
Collect examples of student work that met the standard for subject at each grade or grade span, write and publish explanations of why.										
Provide technical assistance to school districts, teachers in use of these tools										
BUILDING BLOCK FOUR: GATEWAYS										
CREATE A NEW QUALIFICATION FOR MARYLAND HIGH SCHOOL STUDENTS THAT WILL CERTIFY THEY ARE READY TO SUCCEED IN THE FIRST-YEAR PROGRAM OF MARYLAND'S COMMUNITY COLLEGES, DESIGN THE SYSTEM SO THAT THE VAST MAJORITY OF STUDENTS CAN GET THIS QUALIFICATION BY THE END OF GRADE 10 AND ALL BUT THE MOST SEVERELY DISABLED CAN GET THIS QUALIFICATION BY THE END OF GRADE 12; QUALIFICATION MUST BE DESIGNED TO GREATLY INCREASE THE PROPORTION OF STUDENTS WHO HAVE EITHER COMPLETED AN ASSOCIATE'S DEGREE PROGRAM OR HAVE SUCCESSFULLY COMPLETED A DEMANDING COLLEGE PREPARATORY OR VOCATIONAL EDUCATION PROGRAM BY THE END OF THEIR HIGH SCHOOL CAREER.										
Establish 2030 as the date by which the new qualification will be fully implemented and all schools will be held accountable for enabling students to gain the qualification as early as possible.										
Conduct an empirical study of the levels of mathematics and English literacy needed to succeed in the first year of a typical Maryland open-admissions post-secondary institution.										
Establish all the requirements of receiving the new qualification.										

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Establish the minimum offerings that a school district must make available to high school juniors and seniors who have received the new qualification: one of AP, IB, Cambridge diploma programs; an associate's degree program; or a demanding vocational diploma program.			●							
Review and strengthen curriculum supports for students as they proceed through the curriculum framework.						●				
BUILDING BLOCKS FIVE, SIX AND EIGHT: TEACHER AND SCHOOL LEADER QUALITY AND PROFESSIONAL WORK ENVIRONMENTS										
IMPROVE QUALITY OF POOL OF CANDIDATES FOR TEACHER EDUCATION										
Raise standards for admission for teacher education institutions.						●				
Provide incentives for high-achieving high school graduates to choose a career in teaching and teach in schools serving disadvantaged youth.	●									
RAISE STANDARDS FOR BECOMING A TEACHER IN MARYLAND										
Identify new teacher licensure standards and communicate them to programs.			●							
Raise statewide standards for teacher licensure to global benchmarks.						●				
RAISE STANDARDS FOR CONTENT FOR TEACHER EDUCATION IN MARYLAND										
Raise standards for state approval of teacher education programs in Maryland universities and tie those standards to Commission-proposed Maryland system-design features.			●							
STATEWIDE TRAINING PROGRAM (to help educators statewide gain the skills and knowledge needed to understand the new system and make it work)										
Superintendents and central office senior staff	●	———	●							
Superintendents and staff implement Action Learning Projects as a result of training		●								
Principals	●	———	●							
Teacher leaders on new career ladder				●	———	———	———	———	———	●
Other teachers, to orient them to the building blocks and the recommendations of the Commission	●	———	———	●						
SCHOOL DISTRICT UNIVERSITY/COLLABORATIVES TO PILOT TEACHER QUALITY SYSTEM										

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Grants to diverse array of consortia		●	—	—	●					
Provide technical assistance to all consortia grantees	●	—	—	—	—	●				
CAREER LADDER SYSTEM										
Development	●	—	●							
Piloting			●	—	●					
Statewide Implementation						●	—	—	—	●
Implement career ladder salary structure						●	—	—	—	→
BUILDING BLOCK SEVEN: CAREER AND TECHNICAL EDUCATION										
APPOINT A GROUP OF BUSINESS EXECUTIVES, ECONOMIC DEVELOPMENT OFFICIALS, HIGHER EDUCATION LEADERS AND SCHOOL LEADERS TO CONDUCT A VISIT TO THE COUNTRIES WITH THE MOST EFFECTIVE CAREER AND TECHNICAL EDUCATION SYSTEMS AND REPORT BACK TO THE GOVERNOR, LEGISLATURE AND GOVERNING BOARDS FOR HIGHER EDUCATION AND THE SCHOOLS WITH RECOMMENDATIONS AS TO WHAT MARYLAND NEEDS TO DO TO HAVE AN INTERNATIONALLY COMPETITIVE CAREER AND TECHNICAL EDUCATION SYSTEM										
Appoint group and conduct visits	●									
Submit plan		●								
BUILDING BLOCK NINE: GOVERNANCE SYSTEM										
CREATE STATE BODY TO DEVELOP DETAILED IMPLEMENTATION PLAN FOR NEW SYSTEM										
Statewide body creates plan, monitors implementation and holds agencies accountable for fulfilling obligations under the plan; body sunsets after 10 years	●	—	—	—	—	—	—	—	—	●
Conduct statewide public information campaign to inform public of work and achievements		●	—	—	—	—	—	—	—	→
Implement public accountability reporting on implementation of program and program results.		●		●		●		●		●
DESIGN AND IMPLEMENT A NEW ACCOUNTABILITY SYSTEM FOR MARYLAND SCHOOLS BASED ON THE NEW QUALIFICATION										
Release design of new accountability system for public comment		●								
Finalize plan; collect and release data against new accountability system design but without accountability			●							
Institute full accountability for results for schools.										●

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
COMMIT MARYLAND TO PARTICIPATE IN THE PISA INTERNATIONAL SURVEY OF STUDENT PERFORMANCE IN ORDER TO DETERMINE HOW MARYLAND STUDENTS COMPARE TO THE STUDENTS WITH THE WORLD'S BEST EDUCATION SYSTEMS AND TO TRACK PROGRESS AGAINST THAT BENCHMARK										
Every three years, starting in year 5					●			●		►

Framework and Timeline for Linking Policy Recommendations and Funding/Accountability Decisions

Funding

- To the extent possible, develop estimates of the fiscal impact of implementing the Commission's policy recommendations including long-term cost savings that could be reallocated to support the Commission's policy recommendations

- Use a combination of APA Adequacy Study recommendations, NCEE recommendations based on benchmark states, and staff options/simulations to update Thornton funding formulas, etc. (see below)

    - Formula funding would be phased in over time (*e.g.*, 6 years) calibrated to the timeline set for the overall Commission policy recommendations to be implemented (*e.g.*, 10 years)

- Most of the funding to support the policy recommendations would come from formula funding directed to the LEAs, with release of a portion of the formula funding conditioned on meeting specified requirements/making progress in successfully implementing Commission policy recommendations

- New formula funding for LEAs to be augmented by:

    - Infrastructure/capacity building funding at the State level for MSDE and an independent entity tasked with monitoring implementation of the Commission's recommendations (*e.g.*, develop statewide career ladder framework, increase teacher certification requirements, develop curriculum supports "library," etc.)

    - Competitive grants made to consortia of one or more LEAs **and** one or more colleges of education to redesign teacher preparation programs and teacher induction programs consistent with the Commission's recommendations, including implementing career ladder for educators and school leaders

Funding Accountability

- Require LEAs to submit Educational Excellence Strategic Plans, which would lay out a plan to fully implement the Commission's policy recommendations by a certain date (*e.g.*, 10 years) and set annual benchmarks to be achieved
    - State would provide technical assistance to LEAs to develop strategic plans, including a statewide training program that would help educators gain the skills and knowledge needed to understand the new system based on the Commission's

recommendations and to make it work, starting with all local superintendents, then principals and teachers

- Require MSDE, higher education institutions, etc. to develop implementation plans to fully implement the Commission's policy recommendations by a certain date with benchmarks

- Create an independent entity to review and approve plans before certain LEA funds would be released; annual review of satisfactory progress in order for LEAs to receive a portion of funding each year during phase-in.

- Menu of specific items to be implemented – must do vs. may do; order of implementation; level of flexibility allowed

- Independent entity could sunset after a number of years after an evaluation of its effectiveness

- MSDE would monitor implementation by school systems and individual schools, and if a system or school is falling behind with little or no signs of improvement, send in a "SWAT inspection team" of experts to review and analyze what is happening in the school and make recommendations for a plan of action to the local superintendent and board of education

- State and local formula funding must follow students down to the school level. MSDE and DLS would review funding data annually to ensure that school systems are allocating funds to the schools in this manner (As a practical matter, this alone will change dramatically the way funds are spent)

Possible Implementation Timeline

Years 1–2

- Begin phase in of formula increases to LEAs (perhaps to catch up on inflation)
- Begin funding infrastructure/capacity building grants to MSDE and/or independent entity (e.g. develop Statewide career ladder framework, increase teacher certification requirements, assemble experts to review strategic plans, develop school monitoring process and "SWAT" teams to inspect schools/systems that are not progressing, etc.)
- Tie receipt of a portion of increased funds to submission of (year 1) and approval of (year 2) a strategic plan by each LEA and MSDE that fully implements the Commission policy goals by a date certain (*e.g.*, 2030)
- Develop RFP for competitive grants to LEA/IHE collaboratives to reform teacher preparation and induction (year 1)
- Review proposals and make multi–year (one–time) awards (year 2)
- Annual evaluation of State's overall progress in achieving Commission policy goals —— best practices and practices that have been less successful

Years 3–6

- Continue phase in of formula increases to LEAs based on updated base and at–risk weights, etc.
- Tie receipt of a portion of annual funds to "successful" implementation of strategic plan/progress in implementing Commission recommendations (based on any/what metrics?) Could ratchet up the portion of funds tied to implementation each year as greater implementation is expected
- Monitor implementation of State–level reforms
- Monitor progress of collaboratives — tie release of annual grant funding to specific implementation steps and benchmarks
- Collaboratives report annually on accomplishments and what they're learning/doing that can inform other LEAs/IHEs. Evaluation of whether collaboratives end after year 6 and/or new round of awards is made
- Annual evaluation of State's overall progress in achieving Commission policy goals —– best practices and practices that have been less successful

Years 7–10

- Formulas reach full implementation, increasing annually for inflation
- Continue to tie receipt of a portion of annual funds to successful implementation of recommendations — and outcomes??
- Award another round of grants to collaboratives if determined appropriate (see above)
- Annual evaluation of State's overall progress in achieving Commission policy goals —– best practices and practices that have been less successful

Years 10+

- Evaluation of independent entity prior to possible sunset date and whether Commission goals have been achieved

Chapter 740 (Senate Bill 493)

Teacher Induction, Retention and Advancement Act of 2016

MARYLAND STATE DEPARTMENT OF EDUCATION

PREPARING WORLD CLASS STUDENTS

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
Maryland	3,072	2,618	-14.7%
Pennsylvania	12,297	6,979	-43.2%
Delaware	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.

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

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; Vandevoort 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; Vandevoort 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.

Building Block #5: Abundant supply of highly qualified teachers

GAP ANALYSIS

Ensure That Students Selected By Maryland Universities for Teacher Training Are Comparable in Quality to Those in the Top Performing Countries

The top performing countries recruit from the upper academic ranks of the college-bound graduating cohort: the top 50 percent in Shanghai, 33 percent in Singapore, 30 percent in Ontario, and 25 percent in Finland. In Maryland, as in most other states, there are few policies in place to influence selectivity in the admission of students to teacher preparation programs. For example, while the University of Maryland, College Park Campus (UMCP) and Towson University both require a 3.0 minimum GPA for candidates, the academic record of the high school students going into teacher education at UMCP are among the lowest of those going into any professional preparation program, and, alarmingly, only a handful of students among the thousands attending these two universities every year elect to prepare themselves to be teachers: fewer than 50 students out of more than 4,000 at UMCP and about 150 students out of about 3,500 at Towson. These policies and the data on students admitted to teacher preparation programs in the state fall far short of the policies typical in the top performing countries.

It is very hard to get into teacher preparation programs in the top performing countries. In Finland, it is harder to get into such programs than it is to get into law school. The proportion of acceptances to applicants for places in university teacher education programs in the top performing jurisdictions range from 1 acceptance for every 10 applicants to a little more than 1 acceptance for every 4 applicants. In addition to presenting a strong academic record, top performers require that successful candidates complete demanding interview and assessment processes assessing zeal for teaching, ability to relate to children as well as collaborative and interpersonal skills.

Close to 100 percent of candidates who apply to teacher preparation programs in Maryland higher education institutions are admitted, which is to say that anyone who can get into the university can get into the teacher preparation program, unlike the law school, medical, engineering school or school of architecture.

Finally, the top performers are moving in the direction of limiting the right to offer teacher education programs to their research universities. This is not the case in Maryland or the benchmark states.

Because the average achievement of high school graduates is much higher in the top performing countries than in Maryland, *and* they are selecting their teachers from a higher segment of high school graduates than Maryland is, those countries are choosing their future teachers from a far better educated pool than Maryland is.

The top performers typically provide strong incentives to attract high school graduates with strong academic records into teaching, including paying the entire cost of attending college and graduate school, and, in some cases, providing, in addition, a salary to the teachers-in-training while in university. The Maryland legislature passed, and the Governor signed into law as Chapter 542, SB 666 in 2014, which sets up an incentive fund for prospective teachers. Maryland residents who have strong academic records (a GPA of at least 3.3, combined math and reading SAT of at least 1100, composite ACT score of at least 25, or 50% on GRE) and pledge to teach in a high-poverty Maryland school, are eligible to receive 100 percent of tuition, room, board and fees at a Maryland public institution of higher education, or 50 percent at a private institution. However, these incentives have not yet been funded by the state.

Ensure That Candidates in Preparation Master the Content They Will Teach and How to Teach It

Maryland's regulations for teacher preparation largely resemble those of the benchmark states. Teacher preparation programs in Maryland offer either a bachelor's or a master's degree route into teaching. In the three programs studied – UMCP, Towson University, and Notre Dame of Maryland University – candidates take methods of teaching courses in the subjects they will teach, but candidates teaching in elementary school do not have to specialize in one or two academic disciplines as they often do in the top performing countries. Prospective secondary school teachers are required to major in the subject they will teach. Programs varied in the extent to which they imparted research skills to prospective teachers: no courses were offered in this arena at Towson, one course in research was required at Notre Dame of Maryland, and three courses in research were offered at UMCP, but only at the master's degree level. These courses were not required.

These programs of study, consistent across most of the top U.S. education programs, differ from the top international jurisdictions in several ways. They do not emphasize, or even address, research skills and diagnosis and prescription, which teachers in the top performing countries use to assess the quality of the research on education, formulate strategies for improving student outcomes appropriate for the students in their classes and evaluate the impact of those strategies as they implement them in their schools. They do not require elementary school teachers to specialize in either humanities or math and science, which would by itself be a powerful lever for improving mathematics and science instruction in elementary school and mastery of the STEM subjects in the upper grades. And most importantly, they do not enable teachers to develop the kind of deep conceptual understanding of the subjects they teach that will be required of all students when digital devices take over most of the routine cognitive work that many people now do in their jobs. It is this kind of conceptual understanding that makes it possible for good teachers to grasp the misunderstandings that students typically have when they cannot grasp the material being taught and correct those misunderstandings. It is also the kind of understanding that is required to prepare students for more advanced work at the upper grades.

One way in which Maryland distinguishes itself from the benchmark U.S. states, and resembles the highest-performing international jurisdictions like Finland, is in its requirement that all

teacher candidates must have an internship experience in a designated Professional Development School. In these schools, candidates receive coaching and feedback from staff that have been specially selected and trained. The schools partner with local universities to stay up-to-date on what teacher candidates are learning. The Professional Development Schools also serve as sites where teachers have career-long access to ongoing professional development and training. All full-time students must have a minimum of 100 days in the Professional Development School, which is approximately the same length, or slightly longer, as the practical experiences in the top-performing international jurisdictions. In the programs we reviewed in Maryland, teachers began their practical experience in their junior year, with observations and small group work, and progressed to full-time student teaching in the senior year.

Ensure That All Candidates Being Licensed and Hired Meet the Same High Standards

Policy can be used to regulate teacher quality at the point of entry into teacher education or at the point of exit, or both. As we noted above, the top performers put their emphasis on the first of these options, at the front end of the process, by restricting the right to offer teacher education programs to their best universities. Only Shanghai implements a standardized exam measuring whether teachers have mastered the content and skills they learned in teacher preparation when they exit preparation programs. Maryland, like the benchmark states, attempts to compensate for the relatively loose regulation at the front end by controlling teacher quality at the end of the process, with licensure. All states require all teachers to pass an exam of baseline knowledge of content. The exams used in Maryland for this purpose are less rigorous than those employed in Massachusetts and New Jersey. In Maryland, candidates must earn passing scores on one of several approved assessments of mastery of core academic content. The cut scores are generally set to a low college admissions standard. Candidates must also pass the relevant Praxis content area tests. In 2015, the average passing rate statewide for all Praxis Core and Praxis content area tests for which data are available was 98.5 percent. This suggests that the licensure standard in Maryland represents a standard of academic excellence far below that typically met by prospective teachers in the top performing countries.

Not only do the top performers set very high standards for the students going into teacher education and for the completion of a program of preparation for teaching, but they do not compromise on those standards by allowing alternative routes that bypass those standards. In contrast, like all the benchmark states, Maryland has created alternative routes that enable candidates in high-need fields to circumvent the usual statutory requirements to be a teacher. Thirteen percent of Maryland program completers came from alternative routes in 2014, higher than eight percent in both Massachusetts and New Hampshire, but lower than 38 percent in New Jersey. While Maryland compares favorably to New Jersey on this indicator of teacher quality and is not far behind Massachusetts, it still has a long way to to match the top performers.

Furthermore, Maryland, unlike the other benchmarked states, has a challenge to ensure the quality of the 61 percent of newly certified teachers coming from out of state (2015). Teachers from out of state with a valid out-of-state teaching license and at least three years of teaching experience in good standing are eligible for immediate licensure in Maryland. Those without three years of teaching experience can apply for reciprocity by submitting their transcript and proof of passing scores on Praxis Core and Praxis II subject test to the Maryland Department of Education, a very low standard.

Building Block #5: Abundant supply of highly qualified teachers
RECOMMENDATIONS

1. Maryland must work on several fronts to greatly strengthen the pool from which its future teachers come; specifically, it must:
    a. Charge universities—especially its public universities—to greatly expand their recruitment efforts and improve their programs of teacher education at both the undergraduate and graduate levels
    b. Direct Maryland's university-based teacher preparation programs to apply for grant funding currently available from multiple major foundations to help schools of education increase the size of the pool of high ability high school students interested in applying to their programs and help their teachers-in-training to succeed in the more rigorous program of teacher education the institutions will be required to offer
    c. Provide strong incentives to students with strong records of academic achievement in high school to choose a career in teaching. To that end, the state should significantly expand the program established under SB 666 of 2014 and ensure it is fully funded in the budget. The legislation provides free room, board and tuition to students with strong academic records in high school, provided that those students commit to work as a teacher in Maryland schools serving high proportions of disadvantaged students for four years after they are first employed as teachers
    d. Require the appropriate agencies of Maryland state government to report periodically to the legislature on the academic ability of high school graduates going into teacher education in Maryland as compared to the quality of high school graduates selected for teacher training in the top performing countries

2. Maryland must use its authority to approve teacher education programs to ensure that the content of those programs meets global standards of subject matter as well as mastery of the craft of teaching and, further, that the approved programs are aligned with the goals and structure of the public education system in the state. The institutions should be required to offer programs that incorporate the following features of global best practice:
    a. Provide instruction designed to enable their graduates to teach the specific elementary and secondary school courses adopted by the state to students from

many different backgrounds, in such a way as to enable them to reach the standards established by the state with respect to College and Career Readiness

b. Provide instruction to enable the teachers they produce to routinely use research methods to improve student performance
c. Provide instruction to enable the teachers they produce to quickly identify students who are beginning to fall behind and just as quickly diagnose the problem and bring to bear the resources that student needs to catch up,
d. Building on the impressive work currently underway in the state's Professional Development Schools, provide to students well-developed clinical programs based in carefully selected schools, which include extended opportunities to apprentice to teachers with the rank of Master Teachers in the new Career Ladder system (See Building Block #6); these teachers to have a reduced teaching load to enable to perform this mentoring function well and the opportunity to gain full clinical faculty rank at the sponsoring university
e. Provide opportunities for a professional with demonstrated mastery of the requisite subject matter and years of experience in the workforce to become school teachers by "testing out" of the subject matter requirement and taking only a masters level one-year program in the craft of teaching to get a license as a teacher

3. Maryland must ensure that all teachers licensed to teach in Maryland, whether they have attended a teacher education program in Maryland or in another state or country, meet standards comparable to the standards met by teachers licensed to teach in the top performing countries ; it must:
    a. Consider adopting for use in Maryland the teacher licensure examinations used in the state of Massachusetts, or edTPA, a performance assessment of teaching ability developed at Stanford University
    b. Take steps to ensure that teachers who are hired from other states to teach in Maryland schools meet the same high standards when licensed to teach in Maryland that teachers produced by teacher education institutions in Maryland will be required to meet
    c. Phase in these requirements so that the institutions responsible for preparing teachers in Maryland have time to make sure their students can meet these standards and to make sure that the new incentives intended to attract high performing high school graduates have time to affect the career decisions of high school students

4. Because raising standards for licensing new teachers (see Recommendation #3 above) in Maryland might greatly reduce the number of applicants to those programs if teaching does not become a much more attractive career option for high school students with strong academic records, Maryland school districts must raise teacher compensation and improve the conditions under which teachers work (see recommendations for Building Block #6).

5. In order to elevate teacher preparation programs and help them build the capacity to make the changes the Commission envisions in their programs of teacher education, Maryland should create a competitive grant program for collaboratives, each composed of a university and associated school districts, formed to work together to create the conditions under which the universities will raise their standards for teacher admission and reform their education and training programs, at the same time that the districts are making teaching a more attractive occupation for the high school students the university is trying to attract. In order to win a grant, applicants would have to present a detailed plan for addressing all of the Commission's recommendations related to teacher quality, including training all future teachers in basic research methods; using formative evaluation, diagnostics and prescription to identify student difficulties quickly and use appropriate research-based responses; and teaching future teachers how to teach the specific courses in the state curriculum to students from many different backgrounds

6. The districts in this competitive grant program should be expected to serve as state pilots for implementing the new leadership development systems, teaching career ladder systems and advanced forms of school organization and management described in Building Blocks #6 and #8. Both the universities and the school districts would be expected to work very closely with each other to develop the clinical training schools for new teachers.

7. The university and district partners must take joint responsibility for building on the current Professional Development Schools to create a network of high quality Professional Development Schools serving very differents kinds of students and communities in the state, schools that will implement the emerging career ladder system design and use it to manage the new forms of school organization recommended by the Commission.

ISSUES TO BE RESOLVED WITH RESPECT TO TEACHER PREPARATION:

1. Should the state establish a minimum time that prospective teachers should be in professional development schools? If so, how long should that be? Should the state establish other criteria for the clinical training of teachers? If so, what should they be?

2. What should state policy be with respect to the criteria and instruments used to award licenses to teach in Maryland? Should Maryland consider the use of the Massachusetts licensure examinations for this purpose? Or edTPA? Or both? Are there other measures that should be considered? What characteristics should be measured? Should Maryland be seeking a licensure standard at the level of teacher quality seen in the top performing countries?

3. How can Maryland attract a diverse population of teachers? Several national foundations are now awarding large grants to institutions of higher education working

on this issue. Should Maryland institutions training teachers be instructed to seek these grants? What other strategies should Maryland be using?

4. Should Maryland have a policy with respect to counseling people in teacher education programs out of teaching? If so, what should what a policy be?

5. Should any of the eligibility criteria of the teaching scholarship in current law (currently unfunded) be altered?

Building Block #6: Redesign schools as places in which teachers will be treated as professionals, with incentives and support to continuously improve their practice and the performance of their students

GAP ANALYSIS

Teacher Compensation

Because the top performing jurisdictions are trying to attract teachers from the same cohort of high school students who go into the high-status professions, their typical stated policy is to compensate them at levels comparable to compensation for the high-status professions. Starting pay for teachers in these countries is often higher than in the high-status professions. When lower, the difference is almost always less than 25 percent. Neither Maryland nor the top performing states in the United States do that. The average statewide starting salary for teachers in the U.S. was $34,234 in 2015, which consistently lagged behind other professions, often by margins of 50 percent. Teachers' average salaries also lagged behind other professions, by margins of 35-55 percent. This again is similar to New Hampshire and New Jersey, although the gap in Massachusetts is much smaller, between 8 and 12 percent.

Career ladder systems

The top performing jurisdictions are increasingly using highly structured career ladders, similar to those found in most high-status professions, to structure the careers of teachers. In Shanghai and Singapore, the world's leaders in this development, as teachers progress up a well-defined sequence of steps, they acquire more responsibility, authority, status and compensation, much as one would in a large law firm in the United States, progression from associate, to junior partner, to senior partner, to managing partner. Or one could compare the careers of school teachers, who typically have the same job on their last day of work as they they did on their first day, to those of university faculty, who might progress from lecturer to assistant professor to associate professor to full professor to full professors who hold endowed chairs. The career ladders for teachers in the top performing countries can be visualized as a "Y" in which the teacher proceeds from novice up the ladder to a fully proficient teacher and then choose either to proceed on one branch up to master teacher and up the other to principal and beyond. In these systems, master teachers typically make as much as school principals. The criteria for moving up the ladder start with a focus on excellent teaching, but then, as they move up, focus on the teachers' ability to mentor other teachers, lead other teachers in the work of teacher teams and, finally, lead other teachers in doing research leading to steady improvement in student performance in the school. In Ontario and Finland, the professional status of teachers and opportunities for differentiated roles creates comparable incentives for retention and professional development. All well-developed career ladders in the leading jurisdictions provide strong incentives to all teachers to get better and better at the work.

Maryland has no statewide career ladder system for teachers, although, to its credit, Baltimore City's pilot system is further along than pilots in the other benchmark states that are all experimenting with career ladders. Massachusetts, the state with by far the best student performance in the United States, is the only top performing state that has a design for a state-level career ladder system, and that system has been implemented in only a few school districts.

The organization of teachers' work

The career ladders in the top performing jurisdictions are organized to support a very different form of work organization in the school, much more like that found in professional service practices such as law firms, engineering firms or universities than the form of work organization typically found in the typical American school. American teachers are expected to spend more time facing students in the classroom than teachers in any other industrialized country. By contrast, in many top performing countries, teachers are in front of a class teaching for about 40 percent of their time at work. Most of the rest of their time is spent in teams working to systematically improve their lessons and the way they do formative assessment, work together to come up with effective strategies for individual students who are falling behind, tutoring students who need intensive help, observing and critiquing new teachers, observing other teachers to improve their own practice, doing research related to solving problems in the school and writing articles based on their research. The career ladders in these countries have structured the roles available to teachers as they move up the career ladder to support the form of work organization just described. There is no state in the United States that has thus far implemented policies designed to support the form of work organization just described.

Support for New Teachers

Ontario, Shanghai and Singapore have well-developed systems to induct new teachers into the teaching profession. They are tightly structured and monitored: mentors are recruited, selected through an interview process, trained and evaluated. Maryland has an induction coordinator for each school district and the state provides orientation training for all new mentors, but, as in Massachusetts and New Jersey, mentors are self-selected and receive minimal ongoing training at the discretion of local districts. New Hampshire leaves the decision of whether to implement a program to the districts.

The 2016 Maryland Teacher Induction, Retention and Advancement Act (TIRA) established a stakeholder group to develop recommendations for strengthening induction in the state. The recommendations include: integrating mentoring during the teacher training practicum with mentorship during induction and establishing formal qualifications for mentor teachers such as tenure, five years of teaching experience, and highly effective ratings on teacher evaluation and principal recommendations. These recommendations represent a good starting point for developing a high performance system for making mentoring new teachers an integral part of the new career ladder system.

Helping Teachers to Continually Improve Their Practice

In Shanghai, teachers are required to take 120 hours of professional development during their first year and 240 hours every five years after that. Senior-level teachers are required to take 540 hours every five years. In Singapore, all teachers are required to have 100 hours of professional development each year. In Ontario, it is the equivalent of Shanghai at 6 days per year, while Finland allows local municipalities and schools flexibility to allocate time for professional development as they see fit.

Maryland sets professional development requirements for teachers who must earn an "advanced teaching credential" to continue teaching after five years of teaching by taking 36 hours of professional development, including 21 hours of graduate credit, earning a master's degree in education or earning a certification from the National Board for Professional Teaching Standards along with 12 hours of graduate work. After earning this advanced credential, Maryland does not require any further professional development. Massachusetts and New Hampshire require 100 hours and 75 hours of professional development every three years for recertification. New Jersey only requires 20 hours of professional development for a one-time recertification of a provisional license, with no additional requirements. Like the benchmark states, Maryland generally leaves provision of professional development to districts. The research shows that requirements for specified amounts of professional development of the usual sort, including requiring Masters degrees, acquiring certificates, taking courses or earning credits by taking workshops, have little or no effect on the performance of the students who are involved in this kind of professional development. Only when these forms of professional development are used to supplement professional development that is embedded in the work that teachers do as they participate in teams that work to systematically improve student performance does professional development make a real difference in student performance.

Building Block: #6: Redesign schools as places in which teachers will be treated as professionals, with incentives and support to continuously improve their practice and the performance of their students

RECOMMMENDATIONS

1. Maryland must build a statewide career ladder system modelled on the most effective such systems in the world

    a. The development of a meaningful career ladder will require considerable effort extending over several years and involving all of the stakeholders (LEAs, MSDE, collective bargaining units, school boards, etc.)
    b. Maryland should consider participating as a pilot state in the development of a national career ladder system for teachers to be run by the National Board for Professional Teaching Standards, provided that Maryland and its districts retain control over the way teachers and principals certified at each step of

the ladder are compensated and the roles people certified at each step of the ladder are assigned

c. Maryland should develop a statewide framework for a career ladder system and then task each district and local bargaining unit with negotiating a teacher leadership system—or career ladder—within the statewide framework.
d. Each career ladder should present two paths to school leadership for exemplar teachers: a "Master Teacher" track that allows great teachers to stay in the classroom and an administrative track that gives teachers the chance to become assistant principals and principals.
e. Teachers should be evaluated and recommended for promotion up the career ladder by a combination of master teachers and administrators.

2. Increases in compensation for Maryland teachers must be tied in significant measure to their positions on the career ladder as they move up that ladder. Advancement up the ladder must be based on the acquistion of specified knowledge and skills and must lead to additional responsibilities commensurate with the additional compensation
    a. The career ladder should be designed to complement and facilitate the implementation of the high performance work organization in the schools (see #4 below)
    b. There should be a transition period during which currently serving teachers would eventually be placed within the new career ladder structure. Until that time, compensation for currently serving teachers would continue to be determined by the current process.

3. Maryland must move to eliminate the gap in compensation between teaching and the high-status professions
    a. The closing of the gap should be phased in over the implementation period of the Commission's recommendations, including raising the standards for licensing teachers, the new career ladder system and the new approach to school organization and management is implemented
    b. Teachers' compensation should continue to be negotiated at the local level between bargaining units and school boards, but the state should conduct regular periodic surveys of compensation in Maryland, county by county, to determine prevailing rates of beginning and average compensation in the high status professions, to provide benchmarks to be used in collective bargaining over teachers compensation in each jurisdiction

4. Maryland must change the way its schools are organized and managed to make them more effective and to create a more professional environment for teaching
    a. The state should establish the maximum time that teachers should be expected to teach in a typical week not to exceed 60%, moving toward that goal over the course of a multi-year phase-in of the program so that teachers can work in collaboration to improve the curriculum, instructional delivery,

and tutor students with special needs; the state should explicitly move toward modern forms of teachers' work organization of the kind described above

5. Maryland must strengthen its teacher induction systems. As part of its policies establishing the career ladder system, Maryland should require that the career ladders include as part of the responsibility of senior teachers the responsibility to mentor new teachers and experienced teachers who need help; as part of the policies established to implement new forms of work organization, these mentor teachers should be given enough time with their mentees to provide the guidance and support they will need to succeed in their initial years in teaching. An excellent starting point for a new induction system is the Teacher Induction and Retention Program (TIRA), modeled on Peer Assistance and Review Program (PAR), which should be scaled up across the state as quickly as possible, evaluated on an ongoing basis and integrated into the new career ladder system.

ISSUES TO BE RESOLVED WITH RESPECT TO CAREER LADDER PROPOSAL:

1. Assuming there is a statewide framework for a career ladder system, which of the following should be decided at the state level and which at the district level: Number and names of steps on the ladder? Criteria for advancing up the ladder? The roles in the schools and system that a person at each step of the ladder will have (assuming that teacher's compensation will be negotiated locally)?
2. If the state sets the framework for a common ladder (number of steps and criteria for advancing up the ladder), should the system allow the state standards for advancing up the ladder to be supplemented by local district criteria?
3. Should the career ladder be structured so that in order to ascend the career ladder a teacher must demonstrate success in teaching in schools with high proportions of low performing students or large achievement gaps between subgroups of students?

OTHER ISSUES TO BE RESOLVED:

1. Should Maryland place a higher priority on funding higher compensation for teachers or reducing class size?
2. Should Maryland place a higher priority on reducing class size or on creating working conditions for teachers simiilar to the working conditions enjoyed by high status professionals, which would mean, among other things, much more time to work with each other and less time facing students in class?
3. Should Maryland provide incentives (within or outside the career ladder) for high quality teachers to teach in low performing schools? If so, what kinds of incentives (including nonmonetary incentives) would be appropriate?

BREAKOUT GROUPS (Brit Kirwan will float among the groups)

One breakout session. Lunch and breakouts in Room 180.

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

* Indicated group discussion leader.
Note: Staff will summarize the groups' decisions to report to full committee.

Building Block: #8: Create a leadership development system that enables school leaders to create and manage high performance schools effectively

GAP ANALYSIS

Attracting and grooming a high-quality pool of candidates for the principalship

Although some superintendents of schools in the United States try to identify teachers who might be good school leaders in the future and give them opportunities to develop their leadership capacity, the Commission knows of no state that does this as a matter of statewide policy. As a result, the pool from which the vast majority of future school leaders comes is typically made up of people who volunteer for the role and who then enroll in state-required postsecondary preparation programs that rarely, if ever, assess applicants' potential as good school leaders. In contrast, top performing countries have developed policies to attract teachers who have been carefully identified as people with high leadership potential. These teachers are then given a carefully chosen set of opportunities to develop those skills while still teaching, thus creating a large, very high quality pool of candidates for school leader positions. No American state has developed policy structures of this kind on the scale required to meet all their school leadership needs.

In order to become certificated as a principal, Maryland principals are required to receive a relatively high score on the School Leaders Licensure Assessment (SLLA), however this test is not performance-based like those used in many top-performing countries. A recent study by researchers at Vanderbilt University found that the SLLA is not effective in predicting principal job performance. While individual districts in Maryland may do so, the state, like other U.S. states, generally does not actively identify and groom prospective school principals. Instead, it relies on individuals to self-identify and enroll in a preparation program. However, the Promising Principals Academy, started in 2014, provides leadership development for up to 48 candidates per year (in comparison to the projected 388 principal preparation program completers for 2016-17 who self-select). In another program of note, Prince George's County partnered with the National Institute for School Leadership (NISL) to develop an aspiring principal program that has a rigorous selection process in an effort to develop a talent pipeline for that district. To date, roughly 175 aspiring principals have been trained in Prince George's County.

Tying the development of school leaders to the system's goals and strategies

The top performers provide future leaders with the modern management skills derived from the best research on leadership from the world's best business schools and military academies. That knowledge is matched with the excellent knowledge of curriculum and instruction that comes from the fact that the leaders they develop have come exclusively from the ranks of their best teachers and teacher leaders. But their systems are also designed to do something else that is very important to them. They are designed to give their future leaders the knowledge and skills they need to fully implement the specific structures, strategies, policies

and practices that underlie that country's overall design for their high performance system. They are seen as implementers of the specific kind of high performance management system their own country has developed as a matter of policy. They do not leave the curriculum for school leadership development up to the schools of education. They expect the curriculum of the schools of education to embrace these imperatives, because the education and development of their future leaders is the linchpin of their strategy for implementing the strategies they have chosen to drive their education system forward. No American state has yet developed this kind of policy framework for the development of their school leaders.

Developing leaders who have the knowledge and skills to manage modern professionals in the modern professional workplace

The work organization of the typical American school has more in common with the organization of blue collar work in early 20th century factories than with the kinds of modern work organization typically found in modern professional practices and workplaces. In industrial age workplaces, most of the skill required to make the important decisions is found in the managers, who are expected to direct the work. In the latter, most of the expertise is found in the front-line doctors and engineers and other professionals, and the leadership is expected to create and sustain organizations that enable and support those professionals as they make the important day to day decisions, usually working in groups, that need to be made. The top performers, are, as matter of *policy*, moving toward professional forms of work organization in their school. Because managing professionals is so different from managing people in industrial work organizations, the top performers put a lot of effort into giving their school leaders the skills they will need to manage and support highly skilled professionals working in modern forms of organizations explicitly designed to support professional work. In the United States, matters of school organization in this sense are not normally addressed as matters of policy if they are addressed at all.

Creating an environment in which school leaders have the incentives and support to get better and better at the work

In a growing number of top performing countries, there is a well-developed career ladder for school leaders that is an extension of the career ladder for teachers. Just as for teachers, as one ascends this career ladder, one acquires more responsibility, more authority, more status, and more compensation. As in the case for teachers, this creates an environment in which there is a never-ending incentive for school leaders to get better and better at the work. Again, as in the case with teachers, it is frequently difficult if not impossible to ascend the career ladder without taking multiple assignments to serve as a school leader in a variety of schools serving large proportions of disadvantaged students. This policy provides many schools serving large populations of disadvantaged students with exceptionally qualified leaders and, at the same time, assures the state of a large supply of school leaders at the upper levels of the system who have served in schools populated by many different kinds of students.

Maryland does not have a statewide career ladder system for principals. There is, however, a pilot principal career ladder in place in Baltimore City, upon which the state could build as it creates a world class system and Prince George's County has been developing a nationally recognized system for training school leaders.

Building Block #8: Create a leadership development system that enables school leaders to create and manage high performance schools effectively

RECOMMENDATIONS

1. Maryland should establish a set of aligned policies to bring the initial education and training of new school leaders, including principals and district administrators, in the state up to global standards, and to help Maryland school leaders develop the leadership and management skills they will need to make their schools successful and, in particular, to fully implement the recommendations made in this report in every school and district in the state. Among these policies should be the following:
   a. Require the state to include a career ladder system for school leaders in the career ladder system it creates for teachers, described in Building Block #6. A series of steps for school and district leaders, which should be built on top of the fully–proficient step for teachers in the career ladder structure, thus assuring that all school leaders in Maryland have demonstrated the skills and knowledge needed to be highly competent instructional leaders before they are groomed and trained for school leadership positions. The state should also require that individuals who wish to ascend the career ladder for school leaders spend significant time serving and demonstrating success in leadership positions at schools with large proportions of low-performing schools or at schools with large achievement gaps between subgroups of students. Further, in the upper reaches of the school leadership career ladder, school leaders should be expected to serve as mentors to new leaders of schools serving large proportions of low-performing students
   b. Require the state to use its program approval powers to require higher education institutions that offer programs leading to school leadership certifications to carefully evaluate the potential of candidates to be effective school leaders. The evaluation should include evidence that the school district in which that individual has been working as a teacher has identified that individual as someone with a high potential for leadership and can present a record showing that the individual has been offered various teacher leadership roles and has performed well in those roles.
   c. Require the universities wishing to offer graduate level courses in school administration for certification to present evidence that 1) their curriculum will enable the graduates of those programs to successfully organize and manage schools and school systems in a way that closely tracks the practices of the countries with the highest and most equitable student performance and equity in the world; 2) their curriculum will enable their graduates to manage highly skilled professionals working in a modern professional work environment; and 3) their curriculum will

give the students in these program the knowledge and skills needed to successfully implement the recommendations made in this report

d. The university-school district collaboratives described in Building Block #5 should be tasked with developing a pilot leadership career ladder and demonstrating effective ways to implement the state system for creating an abundant supply of high quality teachers for Maryland schools. The recommendations made immediately above should be phased in over time

2. Maryland should train every currently serving superintendent, senior central office official, and principal in the state to give them the vision, motivation, skill, and knowledge they will need to implement the recommendations made in this report. That training should be carried out as a high priority initiative as early in the implementation of this report as possible. The training should be designed to get all of Maryland's school leaders, at every level, thoroughly conversant with the recommendations in this report and to help them develop the capacity to implement those recommendations well.

ISSUES TO BE RESOLVED WITH RESPECT TO LEADERSHIP CAREER LADDERS:

1. Should the career ladder for school leaders be a branch of the ladder for school teachers? This would mean that the only way to become a school principal would to first be certified as a highly proficient teacher, which is what the top performing countries do.

2. Assuming there is a statewide framework for a leadership ladder system, which of the following should be decided at the state level and which at the district level: Number and names of steps on the ladder? Criteria for advancing up the ladder? The roles in the schools and system that a person at each step of the ladder will have (assuming that teacher's compensation will be negotiated locally)?

3. Assuming the career ladder for teachers encompasses teacher leaders (defined as teachers who lead teacher instructional teams, mentor newer teachers, lead teacher research efforts, or chair subject matter or grade level teams), should "school leaders" include anyone that plays other leadership roles in the schools such as assistant principals, principals and principals responsible for other principals?

4. Should Maryland expand the Promising Principal Academy beyond 48 candidates per year or should Maryland, before making this decision, compare that strategy with other strategies for developing school leaders capable of implementing the Commission's program on both cost and quality?

School goes to great lengths to combat chronic absenteeism

Baltimore school officials collaborate to get students to class

Deborah Weiner
News Anchor, I-Team Reporter

BALTIMORE —

There's a vast number of Maryland public school students who are missing school, and as a result, missing out.

Maryland is one of a few states that requires schools to report how many children are chronically absent because the consequences can be so enormous.

A report from Johns Hopkins University said chronic absenteeism functions much like bacteria in a hospital; it's an unseen force that wreaks havoc on efforts to improve life outcomes, and that is why there is such a desperate effort to keep kids in school.

Getting students like Genevive to school

It was 7:30 a.m. in Brooklyn when Genevive Scott's ride to school arrived. But this is not the average carpool. The driver is Genevive's English teacher, Constance Lindsey, who picks up the sixth grader at a moment's notice in an effort to keep Genevive going to school.

"Sometimes, if I feel like I'm going to have a bad day, I don't come," Genevive said.

Franklin Square Elementary-Middle School has declared an all-out war on chronic absenteeism, which involves students who miss more than 20 days of school a year. At Franklin Square, they call students scholars, and as in Genevive's case, the school goes to great lengths to keep classrooms full of them.

"There are a lot of reasons that scholars don't come to school, but we try to take that out of the mix, so they will want to come," said Terry Patton, the school's principal.

Patton said the school washes clothes for the scholars, cuts hair and feeds them.

"It takes a village, and we are the village," Patton said.

Chronically absent students less likely to graduate

While Baltimore City tackles the highest absentee rate in Maryland, the district is certainly not alone. Last year, 12 percent of public school students in the state -- more than 91,000 -- missed more than 20 days, according to the Maryland state Department of Education.

Studies have shown students who are chronically absent are less likely to read proficiently and less likely to graduate.

"The majority of kids that are chronically absent are not chronically absent just because they don't feel like coming to school today," Baltimore City schools CEO Sonja Santelises said.

Educators said the reasons include the burden of caring for younger siblings, addiction in the family, housing instability and, in many cases, problems just getting to school.

"We can't just say that's a home issue, because it's our issue, too," Santelises said.

Schools working to reduce chronic absenteeism

The University of Baltimore School of Law runs a truancy court in five schools, including Mount Royal Elementary School. Retired Judge David Young works with student Samara Owens, who missed 18 days of school last year, but with weekly sessions like this, her attendance is now perfect.

"It's letting me know that people really want to help me, and make sure I'm doing what I have to do," Owens said.

"If we don't help them to get it here, the courtroom will do it," Young said.

At Franklin Square, Genevive's school year is off to a good start.

"I love the love, the careness (sic), and the kindness," Genevive said.

Added Patton: "They have many issues to worry about, so why not help them to get to school and make this side of the door sill a better place for them?"

A national analysis found that half of the students who are chronically absent are concentrated in 4 percent of school districts, and tend to follow poverty.

Educators know that attending school matters the most for the most vulnerable students, which is why they are working so hard to keep them coming back every day.
Article Source: http://amp.wbaltv.com/article/school-goes-to-great-lengths-to-combat-chronic-absenteeism/13439919