

HOUSE BILL 1433

F1

4lr3435

By: **Delegate Miller**

Introduced and read first time: February 9, 2024

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Primary and Secondary Education – Career Ladder Qualifications – Teachers**
3 **With Relevant Degrees**

4 FOR the purpose of altering the career ladder for teachers to allow teachers with a certain
5 higher degree to participate as an equivalent to teachers with National Board
6 Certification; requiring the State Department of Education to study the efficacy of
7 National Board Certified teachers; repealing, beginning on a certain date under
8 certain circumstances, the teacher salary increases associated with becoming a
9 National Board Certified teacher or holding a certain higher degree; and generally
10 relating to teachers on the career ladder with relevant degrees.

11 BY repealing and reenacting, with amendments,
12 Article – Education
13 Section 6–1001 through 6–1004, 6–1006, 6–1008, 6–1009, and 6–1011
14 Annotated Code of Maryland
15 (2022 Replacement Volume and 2023 Supplement)

16 BY repealing and reenacting, with amendments,
17 Article – Education
18 Section 6–1009
19 Annotated Code of Maryland
20 (2022 Replacement Volume and 2023 Supplement)
21 (As enacted by Section 1 of this Act)

22 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
23 That the Laws of Maryland read as follows:

24 **Article – Education**

25 6–1001.

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (a) In this subtitle the following words have the meanings indicated.

2 (b) “Career ladder” means the career ladder for public prekindergarten, primary,
3 or secondary school teachers in the State implemented by county boards that meets the
4 standards set forth under this subtitle and the standards adopted by the Department.

5 (c) “NBC” means National Board Certification issued by the National Board for
6 Professional Teaching Standards.

7 (d) “NBC teacher” means a teacher who holds an active National Board
8 Certification.

9 **(E) “RELEVANT DEGREE” MEANS A MASTER’S OR DOCTORAL DEGREE IN:**

10 **(1) A TEACHER’S SUBJECT AREA; OR**

11 **(2) A SUBJECT THAT IS DIRECTLY APPLICABLE TO A TEACHER’S**
12 **DAY-TO-DAY INSTRUCTION OF STUDENTS.**

13 **[(e)] (F) (1) “Teacher”** means a certified public school employee who is
14 primarily responsible and accountable for teaching the students in the class.

15 **(2) “Teacher”** does not include, unless otherwise provided:

16 (i) Curriculum specialists;

17 (ii) Instructional aides;

18 (iii) Attendance personnel;

19 (iv) Psychologists;

20 (v) Social workers;

21 (vi) Clerical personnel;

22 (vii) An individual with a Resident Teacher Certificate; or

23 (viii) An individual with a certification for career professionals.

24 6–1002.

25 (a) (1) **[On or before July 1, 2024, each] EACH** county board shall implement
26 a career ladder that meets the requirements of this subtitle.

1 (2) Except as otherwise provided in this subtitle, the requirements of this
2 subtitle shall become effective in a county on the date the county board adopts a career
3 ladder under paragraph (1) of this subsection.

4 (b) (1) There is a career ladder for educators in the State.

5 (2) The purpose of the career ladder is to:

6 (i) Transform teaching into a high–status profession in the State;

7 (ii) Attract high–performing students to pursue the high–status
8 teaching profession;

9 (iii) Retain high–quality teachers who gain additional responsibility,
10 authority, status, and compensation as they gain additional expertise;

11 (iv) Transform the education system in the State into a
12 top–performing system in the world;

13 (v) Support the reorganization of schools to provide teachers with
14 professional learning and peer collaboration time during the school day by having more
15 teachers in each school, including time primarily:

16 1. To work in teams of teachers by subject and grade;

17 2. To work together with other teachers to continuously
18 improve instruction;

19 3. To review together with other teachers individual student
20 needs, including needs related to behavioral issues, and develop plans to address those
21 needs; and

22 4. For professional learning for teachers pursuing NBC;

23 (vi) Develop and support highly competent school leaders that are
24 able to lead high–performing schools due to their:

25 1. Knowledge of teaching and learning;

26 2. Experience as teachers, leaders, and mentors of teachers;
27 and

28 3. Knowledge of and experience with organizing schools so
29 that all students are successful in the global economy; and

1 (vii) Above all, inspire teachers and school leaders to instill in their
2 students a passion for learning and a mastery of the skills necessary to succeed in the global
3 economy.

4 (c) Except as provided in this subtitle, the career ladder is subject to collective
5 bargaining in accordance with § 6–408 of this title.

6 (d) The career ladder shall:

7 (1) Adequately compensate professional teachers for their work;

8 (2) Support and encourage teachers working in teams to systematically
9 improve schools and curricula;

10 (3) Provide teachers with the opportunity to identify and work with
11 students who need extra help, including by providing teachers time during the school day
12 to take on those pursuits; and

13 (4) Provide teachers with the opportunity to develop their skills and
14 knowledge by participating in job–embedded professional development.

15 (e) The guiding principles for development of the career ladder are:

16 (1) Progression of teachers in a manner that incentivizes teachers to stay
17 on the teacher track rather than moving to the administrator track;

18 (2) A teacher salary that attracts new teachers to the profession;

19 (3) A teacher salary that incentivizes existing teachers to opt in to the
20 career ladder;

21 (4) Teacher salary progression as performance increases as demonstrated
22 by a teacher achieving NBC **OR A RELEVANT DEGREE**; and

23 (5) Incentives that are successful in all local school systems.

24 (f) The levels of the career ladder are as follows:

25 (1) Level one is a State certified teacher;

26 (2) Level two is a teacher pursuing:

27 (i) A master’s degree;

28 (ii) 30 credits of a program of study approved by the State Board, in
29 consultation with the Professional Standards and Teacher Education Board; or

1 (iii) NBC;

2 (3) Level three is:

3 (i) An NBC teacher;

4 (ii) [If there is no assessment comparable to NBC for the teacher's
5 subject area, a teacher with a master's degree in the teacher's subject area] **A TEACHER**
6 **WITH A RELEVANT DEGREE**; or

7 (iii) An assistant principal; and

8 (4) Level four is:

9 (i) A teacher on the teacher leadership track, in the following tiers:

10 1. Lead Teacher;

11 2. Distinguished Teacher; or

12 3. Professor Distinguished Teacher; or

13 (ii) A teacher on the administrator track, in the following tiers:

14 1. Licensed Principal; or

15 2. Distinguished Principal.

16 (g) If a teacher achieves level three or four of the career ladder by being an NBC
17 teacher, the teacher shall maintain an active National Board Certification in order to
18 remain on level three or four of the career ladder, as applicable.

19 (h) (1) Subject to paragraph (2) of this subsection, teachers at each level or tier
20 of the career ladder shall teach in the classroom for a minimum percentage of their total
21 working time, as specified in this subtitle.

22 (2) The percentages referenced in paragraph (1) of this subsection shall
23 become effective in phases over an 8-year period beginning July 1, 2025, as specified by a
24 county board on approval of the Accountability and Implementation Board.

25 (3) The following teachers shall be given priority for working time outside
26 the classroom as the percentages referenced in paragraph (1) of this subsection are phased
27 in:

28 (i) Newly licensed teachers, particularly new teachers in
29 low-performing schools or schools that have a high concentration of students living in
30 poverty; and

1 (ii) Teachers in schools that:

2 1. Are low-performing;

3 2. Have a high concentration of students living in poverty; or

4 3. Have large achievement gaps between subpopulations of
5 students.

6 (i) The percentage of teachers who are Professor Distinguished Teachers or
7 Distinguished Principals may not be more than 1% of the total number of all teachers.

8 (j) Teachers in the upper levels of the career ladder shall mentor teachers in the
9 lower levels of the ladder, especially those teachers who teach in schools with high
10 proportions of low-performing students.

11 (k) Each county board shall strive to place NBC teachers in schools throughout
12 the county and in a manner that supports equity and prioritizes low-performing schools.

13 (l) A county board may not receive funding from the State for the implementation
14 of the career ladder under § 6–1009 of this subtitle unless the county board implements a
15 career ladder that meets the requirements of this subtitle.

16 6–1003.

17 (a) Beginning with teachers listed under [§ 6–1002(f)(3)] **§ 6–1002(H)(3)** of this
18 subtitle, as specified by the [State Board] **COUNTY BOARD**, a teacher on level one, two, or
19 three of the career ladder shall:

20 (1) Teach in the classroom on average 60% of the teacher's working time;
21 and

22 (2) Spend the remaining time on other teacher activities, including:

23 (i) Improving instruction;

24 (ii) Identifying, working with, and tutoring students who need
25 additional help;

26 (iii) Working with the most challenging students;

27 (iv) Working with students living in concentrated poverty; and

28 (v) Leading or participating in professional learning.

29 (b) (1) An assistant principal is on level three of the career ladder and shall:

1 (i) Be an NBC teacher; or

2 (ii) Have an advanced professional certificate for administration.

3 (2) Beginning with teachers listed under [§ 6–1002(f)(3)] **§ 6–1002(H)(3)**
4 of this subtitle, as specified by the [State Board] **COUNTY BOARD**, an assistant principal
5 shall:

6 (i) Participate in classroom activity involving direct interactions
7 with students for at least 20% of their working hours; and

8 (ii) Spend a portion of the remaining time on other teacher related
9 activities, including:

10 1. Setting priorities for the subject level departments or
11 grade levels of the school; and

12 2. Fulfilling specialized roles, such as head of professional
13 development.

14 (3) The requirements of paragraph (2) of this subsection may not be
15 construed to require that an assistant principal be designated as a teacher of record.

16 6–1004.

17 (a) (1) There is a teacher leadership track on level four of the career ladder.

18 (2) A teacher on the teacher leadership track:

19 (i) Shall:

20 1. Be an NBC teacher; or

21 2. [If there is no assessment comparable to NBC for the
22 teacher's subject area, have a master's degree in the teacher's subject area] **HOLD A**
23 **RELEVANT DEGREE**; and

24 (ii) Is responsible for mentoring peers and serving as an expert
25 resource on content and pedagogy for their school, their district, and the State.

26 (b) (1) The first tier of the teacher leadership track is a lead teacher.

27 (2) A lead teacher shall:

28 (i) Meet all skill and credential requirements for levels one through
29 three on the career ladder;

1 (ii) Be able to lead, in an effective and disciplined way, teams of
2 teachers working to improve the curriculum, instruction, and assessment in the school;

3 (iii) Have the skills and knowledge to mentor new teachers or less
4 skilled teachers to enable them to develop their skills, including mentoring teachers who
5 are pursuing NBC OR A RELEVANT DEGREE;

6 (iv) Have sufficient research expertise, including expertise in action
7 research, in order to lead teams of teachers that will use research to develop programs,
8 curriculum, teaching techniques, and other interventions;

9 (v) Be able to conduct formal evaluations of the interventions
10 developed under item (iv) of this paragraph to determine the extent to which the
11 interventions are successful and to alter the interventions as necessary to improve
12 outcomes for students; and

13 (vi) Teach students using culturally responsive and
14 trauma-informed pedagogy.

15 (3) (i) When a lead teacher position becomes available in a county, a
16 lead teacher shall be selected in accordance with this paragraph.

17 (ii) Throughout the process of selecting a lead teacher under this
18 paragraph, priority shall be given to teachers who have experience teaching in schools that:

- 19 1. Reflect the racial and ethnic diversity of the State; or
- 20 2. Have received a grant under § 5–223 of this article.

21 (iii) Distinguished teachers, professor distinguished teachers, and, if
22 necessary because of a limited number of distinguished and professor distinguished
23 teachers, lead teachers who teach in the county shall provide a list of qualified candidates
24 to:

25 1. The principal of the school in which the position is
26 available; and

- 27 2. The local superintendent.

28 (iv) The principal of the school in which the position is available and
29 the local superintendent shall appoint a candidate from the list provided under
30 subparagraph (ii) of this paragraph.

31 (4) Beginning with teachers listed under [§ 6–1002(f)(3)] **§ 6–1002(H)(3)**
32 of this subtitle as specified by the [State Board] COUNTY BOARD, a lead teacher shall:

1 (i) Teach in the classroom on average 50% of the teacher's working
2 time; and

3 (ii) Spend the remaining time on other teacher activities, including:

4 1. Mentoring newer and struggling teachers and teachers
5 who are pursuing NBC **OR RELEVANT DEGREES**; and

6 2. Leading workshops and demonstrations at the school
7 level.

8 (c) (1) The second tier of the teacher leadership track is a distinguished
9 teacher.

10 (2) A distinguished teacher shall have demonstrated exceptional skills in
11 all the requirements for a lead teacher, which may be determined through an evaluation
12 of:

13 (i) The teaching capability of the teacher's mentees;

14 (ii) Whether the teams the teacher led resulted in effective
15 improvements in curriculum, instruction, and assessment;

16 (iii) The quality of the teacher's published work, including
17 publication in refereed journals;

18 (iv) The demand for the teacher's counsel and guidance, both inside
19 and outside of the teacher's school;

20 (v) The teacher's ethical standards and ability to promote a school
21 culture in which all students are expected to achieve at high levels and all professionals
22 are expected to work to help students achieve at high levels; and

23 (vi) The teacher's ability to inspire, guide, and develop teachers to
24 achieve a high level of competence.

25 (3) (i) When a distinguished teacher position becomes available in a
26 county, a distinguished teacher shall be selected in accordance with this paragraph.

27 (ii) Throughout the process of selecting a distinguished teacher
28 under this paragraph, priority shall be given to lead teachers who have experience teaching
29 in classrooms and leading teams of teachers in schools that:

30 1. Reflect the racial and ethnic diversity of the State; or

31 2. Have received a grant under § 5-223 of this article.

1 (iii) Professor distinguished teachers and, if necessary because of a
2 limited number of professor distinguished teachers, distinguished teachers who teach in
3 the county shall provide a list of qualified candidates to:

4 1. The principal of the school in which the position is
5 available; and

6 2. The local superintendent.

7 (iv) The principal of the school in which the position is available and
8 the local superintendent shall appoint a candidate from the list provided in subparagraph
9 (ii) of this paragraph.

10 (4) Beginning with teachers listed under [§ 6-1002(f)(3)] **§ 6-1002(H)(3)**
11 of this subtitle as specified by the [State Board] **COUNTY BOARD**, a distinguished teacher
12 shall:

13 (i) Teach in the classroom on average 40% of the teacher's working
14 time; and

15 (ii) Spend the remaining time on other teacher activities, including:

16 1. Mentoring lead teachers; and

17 2. Leading workshops and demonstrations at the school and
18 district level.

19 (d) (1) The third tier of the teacher leadership track is a professor
20 distinguished teacher.

21 (2) A professor distinguished teacher is a distinguished teacher with
22 exceptional accomplishments, which may be demonstrated by:

23 (i) The publication of research papers as a university professor; or

24 (ii) Being qualified to teach and be a leader in both an institution of
25 higher education and an elementary or secondary school.

26 (3) Candidates to be a professor distinguished teacher include:

27 (i) A senior faculty member in a professional development school
28 who holds a doctorate and is qualified to serve as a clinical professor; and

29 (ii) A teacher who:

30 1. Is based at an institution of higher education;

1 (3) A teacher on the administrator track is responsible for managing
2 administrative functions in the school.

3 (b) (1) The first tier of the administrator track is a licensed principal.

4 (2) (i) The State Board, in consultation with the Professional Standards
5 and Teacher Education Board, shall establish the criteria that a teacher shall meet to
6 achieve the licensed principal tier.

7 (ii) The criteria under subparagraph (i) of this paragraph:

8 1. Except as provided in subparagraph (iii) of this paragraph
9 and beginning on July 1, 2029, shall include a requirement that a teacher be an NBC
10 teacher **OR HOLD A RELEVANT DEGREE** before the teacher may be a licensed principal;
11 and

12 2. May include a requirement that a teacher shall complete
13 an induction or training program for new principals.

14 (iii) The State Board, in consultation with the Professional Standards
15 and Teacher Education Board, shall establish a process through which an individual may
16 receive a waiver to serve as a licensed principal if the individual:

17 1. Is not an NBC teacher **OR HOLDER OF A RELEVANT**
18 **DEGREE**; but

19 2. Meets other qualifying criteria, as determined by the State
20 Board, in consultation with the Professional Standards and Education Board.

21 (3) Beginning with teachers listed under [§ 6–1002(f)(3)] **§ 6–1002(H)(3)**
22 of this subtitle as specified by the [State Board] **COUNTY BOARD**, a licensed principal is
23 encouraged to teach in the classroom for at least 10% of the principal's working hours.

24 (4) (i) When a licensed principal position becomes available in the
25 county, a licensed principal shall be selected in accordance with this paragraph.

26 (ii) Throughout the process of selecting a licensed principal under
27 this paragraph, priority shall be given to teachers who have experience teaching in schools
28 that:

29 1. Reflect the racial and ethnic diversity of the State; or

30 2. Have received a grant under § 5–223 of this article.

1 (iii) Teacher leaders, other licensed principals, and distinguished
2 principals in the county shall provide a list of qualified candidates to the local
3 superintendent.

4 (iv) The local superintendent shall appoint a candidate from the list
5 provided under subparagraph (ii) of this paragraph.

6 (c) (1) The second tier of the administrator track is distinguished principal.

7 (2) To be a distinguished principal, a teacher shall demonstrate the ability
8 to:

9 (i) Effectively identify, attract, lead, and retain highly professional
10 teachers;

11 (ii) Organize and manage a school in a way that incentivizes and
12 supports teachers to do their best work;

13 (iii) Set high standards for faculty and students and achieve the
14 standards set by others;

15 (iv) Work with stakeholders on the teacher's vision;

16 (v) Identify and help cultivate a teacher's potential for growth;

17 (vi) Help students, parents, and teachers embrace the goal for all
18 students to achieve internationally competitive standards;

19 (vii) Mentor and support other principals; and

20 (viii) Help other principals achieve higher levels of performance.

21 (3) Beginning with teachers listed under [~~§ 6-1002(f)(3)~~] **§ 6-1002(H)(3)**
22 of this subtitle as specified by the [~~State Board~~] **COUNTY BOARD**, a distinguished principal
23 is encouraged to teach in a classroom for at least 10% of the principal's working hours.

24 (4) (i) When a distinguished principal position becomes available in the
25 county, a distinguished principal shall be selected in accordance with this paragraph.

26 (ii) Throughout the process of selecting a distinguished principal
27 under this paragraph, priority shall be given to licensed principals who have experience
28 teaching and serving as principals in schools that:

29 1. Reflect the racial and ethnic diversity of the State; or

30 2. Have received a grant under § 5-223 of this article.

1 (iii) Teacher leaders and other distinguished principals in the county
2 shall provide a list of qualified candidates to the local superintendent.

3 (iv) The local superintendent shall appoint a candidate from the list
4 provided under subparagraph (ii) of this paragraph.

5 (d) All licensed and distinguished principals shall:

6 (1) Be trained in and demonstrate capability with racial awareness and
7 cultural competence, including:

8 (i) Teaching students and managing teaching faculty from different
9 racial, ethnic, and socioeconomic backgrounds; and

10 (ii) Implementing restorative practices;

11 (2) Cultivate a school environment in which teachers:

12 (i) Develop cultural competence;

13 (ii) Enhance empathy and respect for students;

14 (iii) Work to eliminate biases and stereotypes; and

15 (iv) Provide instruction in a manner that assumes that all students
16 regardless of their race, ethnicity, gender, or other characteristics are capable of the highest
17 levels of academic achievement; and

18 (3) Be evaluated on their success in fostering the school environment in
19 item (2) of this subsection.

20 (e) A county board may add a tier to the administrator track for district office
21 directors.

22 6–1008.

23 (a) Teachers are encouraged to obtain an NBC **OR A RELEVANT DEGREE** and
24 participate in the career ladder.

25 (b) (1) In this subsection, “Program” means the program established under
26 paragraph (2) of this subsection.

27 (2) (i) There is a Program to:

28 1. Encourage and support teachers in the State in obtaining
29 and maintaining an NBC **OR OBTAINING A RELEVANT DEGREE**, including teachers from
30 groups historically underrepresented in the teaching profession; and

1 (6) (i) **[National Board] PROFESSIONAL DEVELOPMENT** Facilitators
2 shall provide teachers in the local school system or in the region with virtual and in-person
3 support and coaching in obtaining and maintaining an NBC **AND IN OBTAINING A**
4 **RELEVANT DEGREE**.

5 (ii) **[National Board] PROFESSIONAL DEVELOPMENT** Facilitators
6 shall be selected:

7 1. By the local superintendent; or

8 2. If the local superintendent entered into a regional
9 agreement under paragraph (5) of this subsection, in a manner as specified under the
10 agreement.

11 (c) County boards shall encourage teachers to obtain master's degrees in fields
12 that require special expertise, have shortage areas, and enhance the teacher's professional
13 skills and qualifications so that teachers are able to teach dual-enrollment courses as
14 adjunct faculty at institutions of higher education including by providing additional
15 compensation as appropriate and through collective bargaining.

16 6-1009.

17 (a) (1) Subject to paragraph (2) of this subsection, **[beginning on July 1, 2022,]**
18 teacher salary increases associated with the career ladder shall at a minimum include the
19 following:

20 (i) Becoming an NBC teacher **OR OBTAINING A RELEVANT**
21 **DEGREE** – \$10,000 salary increase;

22 (ii) An NBC teacher **OR A TEACHER WITH A RELEVANT DEGREE**
23 teaching at a low-performing school as identified by the county board – \$7,000 salary
24 increase;

25 (iii) Becoming lead teacher – \$5,000 salary increase;

26 (iv) Becoming distinguished teacher – \$10,000 salary increase;

27 (v) Becoming professor distinguished teacher – \$15,000 salary
28 increase; and

29 (vi) Becoming a distinguished principal – \$15,000 salary increase.

30 (2) The teacher salary increases under paragraph (1) of this subsection do
31 not apply to paragraph (1)(iii) through (vi) of this subsection until § 6-1002(a) of this
32 subtitle becomes effective as recommended by the Department and approved by the
33 Accountability and Implementation Board.

1 (b) (1) Salary increases associated with maintenance of an NBC are subject to
2 collective bargaining in accordance with § 6–408 of this title.

3 (2) The State share for the following salary increases provided under
4 paragraph (1) of this subsection shall not exceed the following amounts:

5 (i) Earning a first maintenance of NBC – \$8,000 salary increase;

6 (ii) Earning a second maintenance of NBC – \$7,000 salary increase;
7 and

8 (iii) Earning a third maintenance of NBC – \$6,000 salary increase.

9 (c) (1) If a teacher is eligible for more than one salary increase under
10 subsections (a) and (b) of this section, the teacher shall receive all salary increases that
11 apply.

12 (2) A teacher that receives a salary increase under subsection [(a)(2)] (A)
13 of this section for teaching at a low–performing school may not lose that salary increase
14 while teaching at the school even if the school ceases to be low–performing.

15 (d) On or before July 1, 2024, each county shall demonstrate to the Accountability
16 and Implementation Board established under § 5–402 of this article that, during the period
17 between July 1, 2019, and June 30, 2024, teachers in the county received a 10% salary
18 increase above the negotiated schedule of salary increases between the public school
19 employer and exclusive representative for the employee organization.

20 (e) Beginning on July 1, 2026, the minimum teacher salary for all teachers shall
21 be \$60,000.

22 (f) (1) In this subsection, “total program amount” means the sum of, for each
23 item under subsections (a) and (b)(2) of this section:

24 (i) The teacher salary increase multiplied by the number of teachers
25 receiving the salary increase; and

26 (ii) Rounded to the nearest whole dollar.

27 (2) The increase in the salary required under subsections (a) and (b)(2) of
28 this section shall be a shared cost between the State and the county in accordance with this
29 subsection.

30 (3) The required State share for each county is the result of the following
31 calculation multiplied by 0.5 and rounded to the nearest whole dollar:

1 (i) The salary increase multiplied by the number of teachers eligible
2 to receive the salary increase in the prior fiscal year;

3 (ii) Divide the result calculated under subparagraph (i) of this
4 paragraph by the ratio, rounded to seven decimal places, of local wealth per pupil to
5 statewide wealth per pupil as defined in § 5–201 of this article; and

6 (iii) Multiply the result calculated under subparagraph (ii) of this
7 paragraph by the result, rounded to seven decimal places, that results from dividing the
8 total program amount by the sum of all of the results calculated under subparagraph (ii) of
9 this paragraph for all counties.

10 (4) The required local share is equal to the total program amount for each
11 county minus the State share calculated under paragraph (3) of this subsection and
12 rounded to the nearest whole dollar.

13 (g) (1) Beginning in fiscal year 2023, the State shall distribute the State share
14 of the teacher salary increases as calculated under subsection (f) of this section to each
15 county board.

16 (2) Beginning in fiscal year 2023, the county shall distribute the local share
17 of the teacher salary increases as calculated under subsection (f) of this section to each
18 county board.

19 (3) Beginning in fiscal year 2023, the county board shall distribute the
20 State and the local share of the teacher salary increase to the school in which the teacher
21 works.

22 6–1011.

23 (a) (1) [On or before July 1, 2024, the] **THE** Department shall develop and
24 design a new system of professional development that is tied to the career ladder.

25 (2) The new system of professional development shall include:

26 (i) Training on how to lead and mentor teams of professionals to
27 promote professional learning among colleagues;

28 (ii) Training on how to collaborate with colleagues to improve
29 student performance;

30 (iii) Training on how to design and support collaborative professional
31 learning for teachers pursuing an NBC **OR A RELEVANT DEGREE**;

32 (iv) A train–the–trainer model; and

1 (v) Advanced training on the science of learning specific to
2 individual disciplines.

3 (b) On or before June 30, ~~[2026]~~ **2027**, each county board shall provide the system
4 of professional development designed by the Department under subsection (a) of this
5 section to each teacher who teaches in the county.

6 (c) Beginning on July 1, ~~[2026]~~ **2027**, each county board shall provide the system
7 of professional development designed by the Department under subsection (a) of this
8 section to each teacher teaching in the county no later than 1 year after the teacher begins
9 teaching in the State.

10 SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read
11 as follows:

12 **Article – Education**

13 6–1009.

14 (a) (1) Subject to paragraph (2) of this subsection, teacher salary increases
15 associated with the career ladder shall at a minimum include the following:

16 (i) ~~[Becoming an NBC teacher or obtaining a relevant degree –~~
17 ~~\$10,000 salary increase;~~

18 (ii) ~~An NBC teacher or a teacher with a relevant degree teaching at~~
19 ~~a low-performing school as identified by the county board – \$7,000 salary increase;~~

20 ~~[(iii)] (II) Becoming lead teacher – \$5,000 salary increase;~~

21 ~~[(iv)] (III) Becoming distinguished teacher – \$10,000 salary increase;~~

22 ~~[(v)] (IV) Becoming professor distinguished teacher – \$15,000~~
23 ~~salary increase; and~~

24 ~~[(vi)] (V) Becoming a distinguished principal – \$15,000 salary~~
25 ~~increase.~~

26 (2) The teacher salary increases under paragraph (1) of this subsection do
27 not apply to paragraph ~~[(1)(iii) through (vi)] (1)(II) THROUGH (V)~~ of this subsection until
28 § 6–1002(a) of this subtitle becomes effective as recommended by the Department and
29 approved by the Accountability and Implementation Board.

30 (b) ~~[(1) Salary increases associated with maintenance of an NBC are subject to~~
31 ~~collective bargaining in accordance with § 6–408 of this title.~~

1 (2) The State share for the following salary increases provided under
2 paragraph (1) of this subsection shall not exceed the following amounts:

3 (i) Earning a first maintenance of NBC – \$8,000 salary increase;

4 (ii) Earning a second maintenance of NBC – \$7,000 salary increase;
5 and

6 (iii) Earning a third maintenance of NBC – \$6,000 salary increase.

7 (c) (1) If a teacher is eligible for more than one salary increase under
8 [subsections (a) and (b)] **SUBSECTION (A)** of this section, the teacher shall receive all
9 salary increases that apply.

10 (2) A teacher that receives a salary increase under subsection (a) of this
11 section for teaching at a low-performing school may not lose that salary increase while
12 teaching at the school even if the school ceases to be low-performing.

13 [(d)] (C) On or before July 1, 2024, each county shall demonstrate to the
14 Accountability and Implementation Board established under § 5-402 of this article that,
15 during the period between July 1, 2019, and June 30, 2024, teachers in the county received
16 a 10% salary increase above the negotiated schedule of salary increases between the public
17 school employer and exclusive representative for the employee organization.

18 [(e)] (D) Beginning on July 1, 2026, the minimum teacher salary for all teachers
19 shall be \$60,000.

20 [(f)] (E) (1) In this subsection, “total program amount” means the sum of, for
21 each item under [subsections (a) and (b)(2)] **SUBSECTION (A)** of this section:

22 (i) The teacher salary increase multiplied by the number of teachers
23 receiving the salary increase; and

24 (ii) Rounded to the nearest whole dollar.

25 (2) The increase in the salary required under [subsections (a) and (b)(2)]
26 **SUBSECTION (A)** of this section shall be a shared cost between the State and the county in
27 accordance with this subsection.

28 (3) The required State share for each county is the result of the following
29 calculation multiplied by 0.5 and rounded to the nearest whole dollar:

30 (i) The salary increase multiplied by the number of teachers eligible
31 to receive the salary increase in the prior fiscal year;

1 (ii) Divide the result calculated under subparagraph (i) of this
2 paragraph by the ratio, rounded to seven decimal places, of local wealth per pupil to
3 statewide wealth per pupil as defined in § 5–201 of this article; and

4 (iii) Multiply the result calculated under subparagraph (ii) of this
5 paragraph by the result, rounded to seven decimal places, that results from dividing the
6 total program amount by the sum of all of the results calculated under subparagraph (ii) of
7 this paragraph for all counties.

8 (4) The required local share is equal to the total program amount for each
9 county minus the State share calculated under paragraph (3) of this subsection and
10 rounded to the nearest whole dollar.

11 **[(g)] (F)** (1) Beginning in fiscal year 2023, the State shall distribute the State
12 share of the teacher salary increases as calculated under **[subsection (f)] SUBSECTION (E)**
13 of this section to each county board.

14 (2) Beginning in fiscal year 2023, the county shall distribute the local share
15 of the teacher salary increases as calculated under **[subsection (f)] SUBSECTION (E)** of this
16 section to each county board.

17 (3) Beginning in fiscal year 2023, the county board shall distribute the
18 State and the local share of the teacher salary increase to the school in which the teacher
19 works.

20 SECTION 3. AND BE IT FURTHER ENACTED, That:

21 (a) On or before June 1, 2029, the State Department of Education shall conduct a
22 study on the efficacy of teachers who have received National Board Certification issued by
23 the National Board for Professional Teaching Standards.

24 (b) The Department shall:

25 (1) evaluate the efficacy of National Board Certified teachers by examining
26 the performance of those teachers' students on the assessments administered under the
27 Maryland Comprehensive Assessment Program, or any successor assessment, in
28 comparison with the performance of similar students taught by teachers of similar
29 experience who are not National Board Certified;

30 (2) conduct a statistical analysis comparing the assessment results of
31 students taught by teachers who are National Board Certified with teachers who are not
32 National Board Certified for school years 2024–2025 through 2027–2028, controlling for
33 the teachers' experience and the prior test scores of the students; and

34 (3) report whether the students of teachers who are National Board
35 Certified achieved better assessment results compared to other students on any measure
36 assessed, using a confidence interval of 95%.

1 (c) (1) Within 5 days after completing the study, the State Department of
2 Education shall submit the results of the study to the Department of Legislative Services.

3 (2) The results submitted to the Department of Legislative Services shall
4 include a determination of whether National Board Certified teachers are statistically
5 significantly different from other teachers using the method described in subsection (b) of
6 this section.

7 SECTION 4. AND BE IT FURTHER ENACTED, That:

8 (a) Subject to subsection (b) of this section, Section 2 of this Act shall take effect
9 July 1, 2032, contingent on the receipt by the Department of Legislative Services on or
10 before June 1, 2029, of the results of the study performed by the State Department of
11 Education under Section 3 of this Act that show that there is a statistically significant
12 difference between the assessment results from students taught by National Board
13 Certified teachers and students of teachers that are not National Board Certified.

14 (b) If, on or before June 1, 2029, the Department of Legislative Services does not
15 receive the study performed by the State Department of Education under Section 3 of this
16 Act or receives the study and the results do not show that there is a statistically significant
17 difference between the assessment results from students taught by National Board
18 Certified teachers and students of teachers that are not National Board Certified, Section
19 2 of this Act shall take effect July 1, 2029.

20 SECTION 5. AND BE IT FURTHER ENACTED, That, except as provided in Section
21 4 of this Act, this Act shall take effect July 1, 2024.