

Department of Legislative Services  
Maryland General Assembly  
2018 Session

FISCAL AND POLICY NOTE  
Third Reader - Revised

House Bill 823  
Ways and Means

(Delegates Luedtke and Patterson)

Education, Health, and Environmental Affairs

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Education - Public School Teachers - Preparation

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This bill requires the following initiatives related to teacher preparation and recruitment: (1) each local board of education must offer a Teacher Academy of Maryland (TAM) program as a career and technology education (CTE) program for their students, beginning in the 2019-2020 school year; (2) the State Board of Education must adopt regulations that provide for the qualifications of a supervising teacher for student teachers and student interns and ensure mentor training for supervising teachers; and (3) by July 1, 2019, and each July 1 thereafter, the Maryland Longitudinal Data System (MLDS) Center, with other specified entities, must establish and update a comprehensive reporting dashboard for each teacher preparation program offered at an institution of higher education in the State. **The bill takes effect July 1, 2018.**

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Fiscal Summary

**State Effect:** State finances are not materially affected as explained below.

**Local Effect:** Expenditures for local school systems that do not currently offer, or plan to offer, a TAM program (Anne Arundel and Garrett counties) or any that plan to discontinue their TAM program in the future increase, potentially significantly, as explained below. **This bill may impose a mandate on a unit of local government.**

**Small Business Effect:** None.

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## Analysis

### **Bill Summary:**

#### *Teacher Academy of Maryland Program*

Each local board must offer a TAM program. However, local boards may partner with and enter into an agreement with a neighboring local board to allow students to attend a TAM program in the neighboring county if (1) the local board does not have the capacity to offer a TAM program within the county and (2) the local school system has fewer than 20,000 students.

#### *Supervising Teacher Requirements*

The regulations adopted must provide for the qualifications of a supervising teacher and procedures to ensure that a supervising teacher receives training in mentoring practices.

#### *Teacher Preparation Dashboard*

The dashboard must track and monitor for each teacher preparation program (1) the percentage of teacher candidates who successfully complete the program; (2) the percentage of graduates who receive a Maryland professional teacher's certificate; (3) the percentage of graduates who secure employment as teachers in public and nonpublic schools in the State; (4) the percentage of graduates who secure employment as teachers in public and nonpublic schools in other states; (5) the number of certified teachers who leave the profession within five years of entry; and (6) responses on an exit survey of whether a teacher who completed the program was adequately prepared by the program.

### **Current Law/Background:**

#### *Teacher Academy of Maryland Programs*

CTE programs in the public schools must (1) offer a sequence of academic and occupational courses, career development, and work experience to prepare students to begin careers and to pursue lifelong learning and (2) integrate academic knowledge and occupational competence to enable students to develop the critical thinking, problem solving, employability, and technical skills required to meet the workforce preparation and economic development needs of the twenty-first century.

The TAM program prepares students for further education and careers in the education profession. The program focuses on human growth and development through adolescence, teaching as a profession, curriculum and instruction, and an education academy internship.

Upon completion of the program and passing the ParaPro test or PRAXIS Core, high school graduates are ready for employment in the teaching profession as a paraprofessional. This program is based on the outcomes of the Maryland Associate of Arts in Teaching degree. Students can receive college credit and scholarships to several Maryland baccalaureate teacher education programs. Information about Howard County Public School Systems' (HCPSS) TAM program, including a suggested high school schedule, is available on HCPSS' [website](#).

The Maryland State Department of Education (MSDE) advises that, as of the 2017-2018 school year, 20 of the 24 local school systems offer a State-approved TAM program through their CTE programs. A list of the TAM programs offered during the 2017-2018 school year, including the high schools at which the programs are offered in each county, can be found on MSDE's CTE data [website](#). Montgomery County Public Schools plans to implement a TAM program beginning in the 2018-2019 school year, and Allegany County Public Schools (ACPS) is currently identifying potential participants for program initiation in fall 2018. ACPS' program initiation is dependent on adequate enrollment numbers. Anne Arundel and Garrett counties do not have TAM programs.

### *Supervising Teacher Requirements*

A local board of education may make an agreement or financial arrangement with an institution of higher education that satisfies specified conditions to provide classroom or administrative office experience for student teachers and student interns. The institution of higher education and the local board of education where the student teaching center is adopted must (1) approve or jointly select the supervising teachers, who are employees of the local board, to serve in the program and (2) adopt an agreed, continuing, in-service program for the supervising teachers.

### *Maryland Longitudinal Data System Center*

Chapter 190 of 2010 established MLDS to contain individual-level student data and workforce data from all levels of education and the State's workforce. The legislation also established the MLDS Center within State government to serve as a central repository for the data, to ensure compliance with federal privacy laws, to perform research on the data sets, and to fulfill education reporting requirements and approved public information requests.

The purpose of the data system is to facilitate and enable the exchange of student data among agencies and institutions within the State as well as generate timely and accurate information about student achievement that can be used to improve the State's education system and guide decision makers at all levels. The data system allows users to effectively organize, manage, disaggregate, and analyze individual student data and to examine

student progress and outcomes over time, including preparation for postsecondary education and the workforce

The MLDS Center may only use de-identified data in the analysis, research, and reporting conducted by the center. The center may only use aggregate data in the release of data in reports and in response to data requests.

The MLDS Center advises that it currently does not collect the data required to produce the dashboard regarding (1) the percentage of graduates who secure employment as teachers in other states and (2) responses on an exit survey of whether a teacher who completed the program was adequately prepared by the program. However, the data required could be collected from an exit survey conducted by teacher preparation programs in the State.

The MLDS Center reports that it currently publishes two dashboards related to teacher preparation on its website: (1) [Bachelor's degree graduates employed as public school teachers within 1 year of graduation](#); and (2) [Time to employment for bachelor's degree graduates employed as public school teachers](#). The MLDS Center reports the remaining dashboards could be done as part of the center's ongoing operations and would not create any additional fiscal impact.

### *Teacher Preparation Programs in the State*

Chapter 328 of 2017 authorized MSDE to approve offering of teacher preparation programs by qualified institutions of higher education, in addition to the option of an institution receiving national accreditation. As there is currently no national accreditation available, all teacher preparation programs in the State must be authorized by MSDE when their national accreditation expires

According to MSDE, [as of December 2017](#), the following 11 public institutions of higher education have teacher preparation programs: Bowie State University; Coppin State University; Frostburg State University; Morgan State University; Salisbury University; St. Mary's College of Maryland; Towson University; University of Maryland, College Park Campus; University of Maryland Baltimore County; University of Maryland Eastern Shore; and University of Maryland University College. In addition, the following 12 independent institutions of higher education have teacher preparation programs: Notre Dame of Maryland University; Goucher College; Hood College; Johns Hopkins University; Loyola University Maryland; Maryland Institute College of Art; McDaniel College; Mount St. Mary's University; Peabody Institute of the Johns Hopkins University; Stevenson University; Washington Adventist University; and Washington College.

**State Expenditures:** The bill does not materially affect State finances as explained below.

There are several options to collect the data not currently available to the MLDS Center to create the dashboards required by the bill. MSDE could potentially require teacher preparation programs in the State to collect the required exit survey data. Alternatively, the out-of-state employment data could be collected through the exit survey or through data transfer agreements with other states. Requiring institutions of higher education to conduct an exit survey for teacher preparation programs can likely be accomplished using existing resources. Inexpensive online surveying programs are available, and institutions of higher education regularly communicate with their alumni regarding a number of topics. Online survey data can be easily exported in a number of common data formats. Further, the bill does not require survey responses from every graduate; thus, significant follow-up is not required.

It is assumed that any costs for public institutions of higher education to train supervisor teachers, as detailed below, can be accomplished using existing resources.

Since TAM programs already exist in most counties, and the standards that counties are required to follow have already been established by MSDE, there are no State costs for additional counties to establish a TAM program.

**Local Fiscal Effect:** Expenditures for local school systems that do not currently offer, or plan to offer, a TAM program (Anne Arundel and Garrett counties) increase potentially significantly. Likewise, if a local school system decides to discontinue its TAM program, its expenditures increase to maintain the program. It is unknown how much it will cost a local school system to implement a TAM program; however, the cost may be significant. Under the bill, local school systems that have less than 20,000 students may partner with a neighboring local school system to offer a program. Allowing for partnering may reduce the cost to implement a program; however, the local school system not offering the program will likely need to pay the neighboring county an unknown amount. In addition, the initial county will likely need to pay for transportation of students to the neighboring county for their participation in the TAM program. Of the two counties that currently do not offer or plan to offer a TAM program, Anne Arundel County Public Schools does not have less than 20,000 students.

The bill requires a supervising teacher to receive specified training. Under current law, local school systems are permitted to make a financial arrangement, or other agreement, with an institution of higher education to provide for the student-teacher program. Further, the institution of higher education and the local board of education must adopt an agreed, continuing, in-service improvement program for the supervising teachers. It is anticipated that local school systems will negotiate agreements with institutions of higher education

that do not significantly increase their expenditures; thus, local school system finances are not materially affected by the supervising teacher training requirements.

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### **Additional Information**

**Prior Introductions:** None.

**Cross File:** None.

**Information Source(s):** Baltimore City; Harford and Montgomery counties; Maryland State Department of Education; Maryland Higher Education Commission; Department of Labor, Licensing, and Regulation; Maryland Longitudinal Data System Center; Department of Legislative Services

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