

SB 791.pdf

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Position: FAV



Senate Bill 791

Public Schools-Career Ladder-Teacher Classroom Teaching Time

Position: **SUPPORT**

To: Education, Energy and the Environment Committee

Date: Feb. 19, 2025

From: Chip Bertino, Worcester County Commissioner

Good afternoon Chair Feldman and committee members. I am Worcester County Commissioner Chip Bertino and I am writing to support Senate Bill 791, which would ensure teachers spend the majority of their time where they're needed most—in the classroom. The Blueprint mandates that teachers spend just 60% of their time in the classroom and 40% collaborating. This is simply unattainable, particularly now, when the state is experiencing a severe shortage of teachers. Students aren't away from the classroom long enough for teachers to spend 40% of their time collaborating. We don't have the thousands of additional teachers and support staff that it would take to allow teachers to spend close to half their time outside of the classroom.

This legislation proposed by Senator Carozza would simply return the ratio for teaching and collaborating to 80/20.

The Accountability and Implementation Board unanimously recommended a pause in the timeline to expand collaborative time in January. Delaying an increase in collaborative time is critical for teachers, at least for now, to effectively serve their students. Adjusting this ratio would give Maryland's counties the time needed to meet Blueprint requirements while continuing to support students and educators. I urge you to support SB 791. Thank you for your service, your time and your consideration.

SB791.pdf

Uploaded by: Genevieve Delcher

Position: FAV

Senate Education, Energy and Environment Committee SB 791

Dear Committee Members,

I am writing as a concerned, lifelong citizen of the State of Maryland. My professional career of over 40 years includes Thirteen (13+) years of classroom teaching and twenty-one (21) years in administration as a Principal in the Archdiocese of Baltimore. I fully support SB791.

The Blueprint for Maryland's Future calls for a 60/40 teacher/collaborative ratio. It has been noted that through the Blueprint an estimated 15,000 more teachers would need to be hired to achieve this goal. This is at a time when many districts are facing hiring challenges due to a teacher shortage and our state budget is out of control. The ratio in effect prior to the Blueprint was 80/20. This has proven to be the better solution, and I believe we should go back to this model at this time.

I do appreciate the need for collaboration, but I also believe that student are better served with classroom teachers being in the classroom 80% of the school day, doing what they do best...TEACH!

Thank you for your consideration as I once again, respectfully ask that you vote in favor of the 80/20 ratio and SB791.

Sincerely,

Genevieve Delcher

SB 791 - Carozza Testimony_FINAL.pdf

Uploaded by: Senator Mary Beth Carozza

Position: FAV

MARY BETH CAROZZA
Legislative District 38
Somerset, Wicomico,
and Worcester Counties

Education, Energy, and
the Environment Committee

Executive Nominations Committee



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THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

February 21, 2025

The Senate Education, Energy, and Environment Committee
SB 791 – Public Schools – Career Ladder – Teacher Classroom Teaching Time
Statement of Support by Bill Sponsor Senator Mary Beth Carozza

Thank you Chair Feldman, Vice Chair Kagan, and the esteemed members of the distinguished Senate Education, Energy, and Environment Committee for this opportunity to present Senate Bill 791 – Public Schools – Career Ladder – Teacher Classroom Teaching Time.

The Blueprint for Maryland's Future when implemented calls for a 60/40 teacher collaborative ratio with teachers spending 60% of their time teaching in the classroom and 40% collaborative time. Before the Blueprint, teachers would spend 80% of their time teaching and 20% of their time in collaboration. This legislation would return the teacher time requirements to the 80/20 ratio.

Since the bill has been introduced, I understand the concerns that have been raised about SB 791 and would work with the members of the Senate Education, Energy, and Environment Committee and other stakeholders to amend the bill to pause the current 60/40 teacher collaborative ratio and require the Maryland Department of Education and the Accountability Implementation Board to review the impact of the 60/40 teacher collaboration on instructional time for students.

Maryland State School Superintendent, Dr. Carey Wright, in her written testimony before the joint hearing on Senate Bill 429, the Governor's Excellence in Maryland Public Schools Act stated: ... "The teacher shortage makes the implementation of collaborative time, as first envisioned by the Blueprint, impossible to implement without sacrificing instruction for students and risking negative impacts on student achievement. The Blueprint calls for hiring over 2,000 new teachers this coming year and 13,000 more teachers across the state over the 8-year phase-in of the policy provision. Absent a legislative remedy this year, LEAs must begin negotiating terms to adjust teacher workload for the upcoming school year.

"We must ensure that the collaborative time policy does not unintentionally decrease instructional time for students or negatively impact academic performance. To reduce teacher instructional time to 60% from 80% while holding constant the number of teachers in Maryland can only be achieved by covering more classes with unlicensed teachers or increasing class size."

In response to my question about the challenges of meeting the 60/40 teacher collaborative ratio that puts the teacher in the classroom a little over half a day, Accountability and Implementation

Board Chair Ike Leggett responded that the 60/40 teacher collaborative ratio would be reviewed and policy changes would be considered.

The current 60/40 goal is unattainable as the State of Maryland does not have enough teachers. Maryland State School Superintendent Carey Wright has estimated that 15,000 more teachers would need to be hired statewide to meet the Blueprint's collaborative time requirements. Local Maryland school districts already are facing severe hiring challenges with over 2,000 teacher vacancies statewide. At the same time, local school systems are struggling to recruit and retain substitute teachers and other supportive teaching positions. We should not be putting this added 60/40 teacher-collaborative burden on our local school systems.

There also is a time management issue with the 60/40 ratio. Currently, the 20% collaborative time requirement – particularly in elementary schools – is completed when students are in cultural arts, such as fine art, music, or gym. Students are not away from their primary classrooms long enough to increase the collaborative time of teachers in an effective manner without hiring additional teachers, substitute teachers, assistant teachers or teacher aides, and support staff.

Both the Governor and the Accountability and Implementation Board (AIB) have recommended a pause in the 60/40 teacher collaboration ratio. The intention of SB 791 is to strengthen teacher time in the classroom and ensure that the current collaborative time policy does not unintentionally decrease instructional time for students or negatively impact academic performance. I thank you for your kind attention and consideration, and I respectfully request to work with the Committee for a favorable report on SB 791 amended.

SB0791- State Board- Oppose.pdf

Uploaded by: Carey Wright

Position: UNF

TO: Senate Committee on Education, Energy, and the Environment

BILL: Senate Bill 0791– Public Schools – Career Ladder – Teacher Classroom Teaching Time

DATE: February 21, 2025

POSITION: Oppose

The Maryland State Department of Education (MSDE) opposes Senate Bill 0791 – *Public Schools – Career Ladder – Teacher Classroom Teaching Time*, which alters existing statute governing the Career Ladder for Educators to increase the time spent teaching in the classroom from an average of 60% to an average of 80%. This, in turn, will decrease the time teachers are required to be engaged in other teaching activities, including improving instruction, working with students who need additional help, and leading/participating in professional learning, to 20% of teachers' working time.

MSDE opposes SB0791, because it is inconsistent with the foundational Blueprint concept that increasing the amount of time teachers must collaborate with their peers and work with students who need additional instruction will improve student outcomes and decrease attrition by improving teacher working conditions.

In addition to independent planning time, teachers benefit from opportunities to collaborate with their colleagues. Research demonstrates that teachers working in more supportive professional environments improve their effectiveness more over time than teachers working in less supportive contexts.¹ A study in 2015 concluded that teachers and schools that engage in better-quality collaboration have better achievement gains in math and reading.² A research review in 2017 found that schools that are more collaborative have been shown to have stronger student academic outcomes than schools that are less collaborative.³

Providing time for teachers to work collaboratively to review curricula, plan instruction, identify where students are struggling, and adjust accordingly, is critical. Teachers consistently identify increased planning and collaboration time as one of the top ways to increase teacher retention and job satisfaction. The Educators for Excellence Voices from the Classroom 2022 Survey of America's Educators revealed that 82% of Black, Indigenous, and people of color (BIPOC) respondents identified professional support and leadership opportunities as being the most likely to keep teachers in the profession.⁴ Teachers of color surveyed in the 2022 State of the American Teacher Survey indicated that

¹ Kraft, M., & Papay, J. (2014). Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Effectiveness and Policy Analysis*. 36(4). 476-500; Ronfeldt, R.; Owen Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475–514; Pil, F. K., & Leana, C. (2009). Applying organizational research to public school reform: The effects of teacher human and social capital on student performance. *Academy of Management Journal* (52), 1101-1124.

² Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475-514.

³ Schleifer, D., Rinehart, C., & Yanisch, T. (2017). Teacher Collaboration In Perspective: A Guide to Research. Public Agenda. Available at <https://files.eric.ed.gov/fulltext/ED591332.pdf>

⁴ Educators for Excellence, Education Trust. (2022). *Voices from the classroom: Deep dive BIPOC teachers*.

working with other staff of color and nurturing positive collegial relationships could boost retention.⁵ In a 2016 survey conducted by the Center on Education Policy, 34% of teachers identified more time to collaborate with other teachers in the school as an action that would significantly help to improve their day-to-day work.⁶

The significant and permanent reduction in time for teachers to be engaged in other teaching activities proposed by SB0791 could have a detrimental impact on teacher retention. Some of the greatest challenges faced by teachers, according to the Listen to Us: Teachers' Views and Voices survey, come from external policies and constantly changing demands.⁷ One-third of the teachers surveyed cited constantly changing demands placed on teachers and students as being a major challenge. SB0791 significantly alters an existing policy that Maryland teachers have been planning for since 2021.

MSDE is dedicated to building a diverse, high-quality teacher workforce and accelerating positive student outcomes. Altering the intent of the Career Ladder for Educators by decreasing the time teachers will ultimately spend improving instruction, working with students who need additional help, and participating in professional learning may negatively impact teachers and students.

We respectfully request that you consider this information as you deliberate on SB0791. Please contact Akilah Alleyne, Ph.D. (Executive Director of Government Affairs), akilah.alleyne@maryland.gov, for any additional information.

⁵ Steiner, E., Greer, L., Berdie, L., Schwartz, H., Woo, A., Doan, S., Lawrence, R., Wolfe, R., & Gittens, A. (2022). [Prioritizing strategies to racially diversify the K-12 teacher workforce: Findings from the state of the American teacher and state of the American principal surveys](#). RAND Corporation.

⁶ Rentner, D.S., Kober, N., & Frizzell, M. (2016). *Listen to us: Teachers' views and voices*. Washington, DC: Center on Education Policy.

⁷ Rentner, D.S., Kober, N., & Frizzell, M. (2016). *Listen to us: Teachers' views and voices*. Washington, DC: Center on Education Policy.

SB 791_AIB_Oppose.docx.pdf

Uploaded by: Joy Schaefer

Position: UNF

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BLUEPRINT FOR MARYLAND'S FUTURE

BILL: Senate Bill 791

TITLE: Public Schools - Career Ladder – Teacher Classroom Teaching Time

SPONSOR: Senator Carozza

HEARING DATE: February 21, 2025

COMMITTEE: Education, Energy, and the Environment

POSITION: **OPPOSE**

The Accountability and Implementation Board (AIB) for the Blueprint for Maryland's Future **OPPOSES Senate Bill 791 – Public Schools – Career Ladder – Teacher Classroom Teaching Time**, which eliminates Teacher Collaborative Time established in the Blueprint for Maryland's Future.

Overall in Maryland, teachers spend 80% of their time in direct classroom instruction and up to 20% of their time is planning time, typically working alone. The Blueprint calls for all teachers to have additional time (increased from 20% to 40% of time) when they are not solely teaching in front of the classroom to work with colleagues on strategies to improve student outcomes. During this time, they analyze student data to identify students who may be falling behind, determine needed interventions, work with students one-on-one and in small groups to get them back on track, and work on ways to strengthen the curriculum and pedagogical practices.

This is called “collaborative time” in the Blueprint. To support collaborative time, the Blueprint phases in additional funding over an 8-year period beginning in FY 2026 (SY 25-26). LEAs are required to submit an eight-year plan to implement collaborative time for all teachers by July 1, 2025. In accordance with the Blueprint's requirements for career ladders, current law states that teachers on career ladder levels one, two and three shall teach in the classroom on average 60% of their working time and spend the remaining time on other related activities, including improving instruction, identifying and working with students who need additional help, and leading or participating in professional learning.

In December, the AIB received data from the Maryland State Department of Education indicating a substantial shortage of teachers. This information prompted the AIB, on January 10, 2025, to take the position that, at this time, collaborative time could not be carried out on the original eight-year phase-in timeline called for in the Blueprint to begin next year. Further, the AIB acknowledged that there was an urgent need to support the implementation of additional strategies to increase the teacher pipeline so that the State can meet the goal of providing 40% collaborative time for teachers, albeit on a revised timeline.

This position is aligned to the AIB's approach to adjust the Blueprint when and if those adjustments are rooted in research and data. Further, this position affirms the AIB's commitment to collaborative time as a proven component of high-performing school systems and key to the successful implementation of the Blueprint.

If enacted, SB 791 would effectively eliminate collaborative time, disposing of a valuable and substantiated tool that improves instruction and student outcomes. Collaborative time is critical to meeting the Blueprint's goal that every student is college and career ready before leaving high school.

For these reasons, the AIB **OPPOSES Senate Bill 791** and strongly urges an **UNFAVORABLE** report. For more information, please contact Joy Schaefer, Government Relations Director at joy.schaefer@maryland.gov or (410) 991-7326.

SB791 Oppose (Written).pdf

Uploaded by: Kenzie Funk

Position: UNF



**Testimony in OPPOSITION of
Senate Bill 791: Public Schools – Career Ladder – Teacher Classroom Teaching Time**

Education, Energy, and the Environment Committee

Position: Unfavorable

February 21, 2025

Strong Schools Maryland is a network of education advocates dedicated to ensuring the full funding and faithful implementation of the Blueprint for Maryland's Future so every student in our state is equipped to thrive upon graduation. Strong Schools Maryland urges an **unfavorable vote on Senate Bill 791**, which if enacted, would change the original mandate of the Blueprint that teachers teach in the classroom an average of 60% of the teacher's working time to 80% of the teacher's working time.

The Blueprint specifically mandates that teachers teach in the classroom for 60% of the time because the other 40% of the time is critical for not only lesson planning but for coordination between teachers and teachers of different subjects, education professionals, administration, and families. This time is especially critical for coordinating supports for the very students the Blueprint aims to support, including students with disabilities and multilanguage learners. We know that time spent outside of the classroom is necessary for adequate planning time for teachers in order to meet diverse educational, emotional, and behavioral needs. Further, feedback from teachers, specifically Black teachers, Indigenous teachers, and other teachers of color, cite out of classroom planning time as critical for retaining a racially diverse teacher workforce.¹

The Blueprint codifies this by requiring that teachers teach for an average of 60% of the teacher's working time. However, with proposals to pause collaborative time programming, critical to creating a positive school environment for a diverse teacher workforce, this proposed piece of legislation works in tandem to mandate further reductions and cuts to the original promises of the Blueprint.

While we recognize the challenges with the teacher shortage, the answer is certainly not to cut the protections given to teachers to plan and coordinate the necessary supports for their students. We must instead invest equitably in programs, such as Grow Your Own, to diversify, grow, and retain a high quality teacher workforce in Maryland. The Blueprint for Maryland's Future envisions a school system that protects the working environment and expectations for teachers so that they can properly coordinate with other staff to provide support and meet the needs of their students. This bill does not align with this mission and, in doing so, proposes harmful alterations to the Blueprint that negatively impact both students and teachers.

For these reasons, we strongly urge an unfavorable report on Senate Bill 791.

For more information, contact Kenzie Funk kenzie@strongschoolsmaryland.org

¹ [National Council on Teacher Quality](#)