

FAVORABLE
House Bill 986
Primary and Secondary Education - Teachers - Retention and Support
Policies, Guidelines, and Training

House Ways and Means Committee
February 24, 2025

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The Maryland State Education Association supports House Bill 986, which would require each county board of education to establish a retention program for new teachers and direct updates to the teacher support and retention guidelines developed by the State Board of Education.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

It is critically important that as Maryland addresses its educator shortage, we are also diversifying the education profession to look more like our state's student body and retaining new teachers. We know that one of the reasons educators of color are leaving the teaching profession at higher rates than their white counterparts is an "invisible tax," meaning additional responsibilities, pressures, or expectations placed on certain educators because of their racial, ethnic, or linguistic background.¹ As we focus on recruiting teachers and diversifying the profession, we must also ensure that

¹Maryland's Teacher Workforce: Supply, Demand, and Diversity. Maryland State Department of Education (2022).
<https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf>



those already teaching in Maryland classrooms feel supported, respected, and that their role is sustainable long term.

To provide Maryland students with a world-class public education, retaining staff, and especially educators of color, should be a central focus across our state. This bill would ensure that principals receive support in creating an equitable school environment where all educators are fully supported.

We appreciate this bill for ensuring that mentor teachers will be compensated for their contributions to teacher development and retention. To make the programs outlined in this bill as effective as possible, we urge alignment with existing induction programs and mentorship efforts, which may include integrating the requirements of this bill into existing programs and making programs available to teachers beyond their first two years of service. We are grateful for the sponsor's willingness to work with us on this.

With the implementation considerations above, we urge the committee to issue a Favorable Report on House Bill 986.