4	Start and/or e	end date included in Blueprint statute										
•	<u> </u>	and date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline										
		and Diverse Teachers & Leaders a high-quality and diverse teacher workforce	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY3:
2.1.1		statewide marketing campaign to attract high quality and diverse teaching candidates	F122	F123	F124	F125	F126	FYZ/	F128	F129	FY3U	F13.
	2.1.1(a)	Governor appropriates at least \$250,000 in annual state budget for MSDE to implement the statewide marketing campaign	-								\Rightarrow	
	2.1.1(b)	MSDE establishes a diverse steering committee	-									
	2.2.2(0)	Steering committee includes both faculty and student representatives of historically Black colleges and universities and other institutions of higher education	-									
		Steering committee meets at least annually to review MSDE's activities related to the recruitment of high-quality and diverse teaching candidates										
		MSDE develops process to solicit feedback from LEAs regularly									\rightarrow	_
	2.1.1(c)	MSDE builds a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages	-									
		The outreach program and recruitment platform shall use both free public service media and paid media, online resources, email, and social media										_
	2.1.1(d)	MSDE works with MLDS and MHEC to develop a robust data infrastructure to gather information on employment outcomes	-									
	,	MSDE gathers contact information of potential teaching candidates and provides them with information about teaching profession										_
		MSDE uses data infrastructure to gather real-time information from LEAs about open positions and match them efficiently with potential candidates										_
		MSDE uses data infrastructure to assess the success of recruitment efforts on the supply of high-quality and diverse Maryland teachers									\dashv	_
	2.1.1(e)	MSDE engages prospective teachers with messaging that cultivates their interest in the profession	←									
		MSDE bases messaging off of information gathered from community engagement activities and events with current and prospective teacher candidates									\Box	_
	2.1.1(f)	MSDE implements the "Talk to a Teacher" program to create opportunities for prospective teachers to communicate with role model teachers	4									
		MSDE identifies Talk to a Teacher coordinator to implement the program										_
		Talk to a Teacher coordinator evaluates program's effectiveness by tracking employment outcomes of prospective teachers and administering a feedback survey among teacher candidates										_
	2.1.1(g)	MSDE provides information to increase awareness of available state incentives for individuals pursuing a teaching certificate (e.g., Maryland Teaching Fellows Scholarship and LARP)	4									
		MSDE works with MHEC, LEAs and IHEs to share this information with current students										_
	2.1.1(h)	MSDE provides information to increase awareness of persistent opportunity gaps and racial disparities between students and teachers in Maryland schools	4									
	2.1.1(i)	MSDE markets to counselors and career centers in secondary and postsecondary institutions through the outreach and digital recruitment platform	←							\Box		Ε
		MSDE identifies career counselors and career center staff in secondary and postsecondary institutions to serve as points of contact for the outreach and recruitment campaign										
2.1.2	Provide fundi	ng to the Maryland Teaching Fellows Scholarship to encourage highly-skilled and diverse candidates to teach in high-need schools	*									
	2.1.2(a)	Annual allocation in State budget for MHEC phases up to award scholarships to at least \$18,000,000 for FY25 and beyond	*									
	2.1.2(b)	MHEC awards scholarships to eligible students so as to reflect the geographic and racial diversity of Maryland's public schools students	*									
		MHEC reviews criteria for Maryland Teaching Fellows Scholarship and identifies core reasons for rejecting applicants		•								
		MHEC provides technical assistance to candidates for Maryland Teaching Fellows Scholarship candidates in completing applications		•								
2.1.3	Expand Mary	and's loan assistance repayment program (LARP) for public school teachers	+									
	2.1.3(a)	MHEC provides technical assistance to public school teachers in completing initial application and renewal materials for LARP			•							

MHEC prioritizes historically black colleges and university and Hispanic-serving institutions with a track record of preparing diverse and high-quality teachers

	2.1.4	4(b) MHI	IEC increase awareness of Teacher Quality and Diversity Program Grants among higher education institutions		•									
		-	IEC shall publicize the program at historically black colleges/universities and in a manner that focuses on students who are historically underrepresented in the teaching field		-							_	_	
												\rightarrow	\perp	
	2.1.	Stat	IEC may adopt regulations to award Teacher Quality and Diversity Program Grants te may provide additional grant funding to a higher education institution in an amount equal to or less than the grant funding that they receive from a non-state source to increase the quality										_[
	2.1.4	4(d) and	diversity of applicants for its teacher training program (this amount cannot exceed \$500,000 in a single year)										_[
r	2.1.		IEC provides assistance to higher education institutions applying for grants to increase quality and diversity of applicants for teacher training programs		_									
	2.1.5 Monito	or the qualit	ty and diversity of State teacher candidates and existing teacher workforce		*				♦				٨	>
	2.1.	` '	DS submits annual progress report on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers		*								Ŷ	-
		Progr state;	ress reports shall identify trends in applications to and acceptance by State and alternative teacher preparation programs; teacher quality; undergraduate majors of teacher education program graduates; the proportion of existing teachers trained out of present the proportion of graduates who pass licensure examson their initial attempt and after subsequent attempts										Ŷ	-
		Prog	gress reports shall include measures taken to:										♦	-
			Increase the proportion of highly qualified professionals from groups historically underrepresented in teaching who apply to teacher preparation programs										♦	-
			Increase the number of high school graduates with very strong academic backgrounds who select teaching as a career										♦	-
			Make teacher education in the underlying disciplines more rigorous										→	-
			Better align the programs of the teacher education institutions with State curriculum frameworks		*								→	-
			Improve the background of beginning teachers in research and research techniques										*	-
		Prog	gress reports shall include implementation of more rigorous licensing standards and measures for new teachers in both mastery of the subject being taught and methods for teaching it										→	-
		Prog	gress reports shall include implementation of incentives to attract high-quality high school graduates into teaching careers										₩	-
		Prog	gress reports shall include trends in:										→	-
		L	The rates at which teachers are acquiring the necessary credentials to advance up the career ladder, including National Board Certification										♦	-
			The distribution of teachers along the steps of the career ladder										♦	-
			Longevity of teaching State schools, particularly in schools serving high proportions of historically underserved students										♦	-
			The number of teacher candidates of color hired by LEAs and disaggregated by higher education institution and alternative teacher preparation program and the LEAs that hired them										→	-
			The number of teachers certified through alternative preparation programs that meet the Blueprint's requirements for the length of teacher practicums											-
	2.1.	5(b) LEA:	ss submit reports on the diversity of their teacher workforce		+	•								>
	L		ss seek feedback from teachers on factors that influenced them to leave the classroom in exit interviews/surveys and share trends through their annual diversity reports, disaggregating ponses based race, ethnicity, socioeconomic status, and geographic location, amongst other characteristics		•								\rightarrow	
	2.1.		leads evaluation of statewide efforts to increase diversity amongst teacher prep program enrollees and graduates, as well as State teachers and leaders						+					
		AIB	shall conduct evaluation in consultation with MLDS and at least one State institution of higher education						+					
	2.1.	5(d) AIB	submits report evaluation results and recommendations for alterations to State programs and policies needed to diversify State educator workforce						+					
	2.1.	5(e) Stat	te considers designing and implementing a standardized exit survey to identify reasons teachers are leaving the classroom											
	Increase rigor	of teacher	preparation programs and licensure requirements	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31 I	Y 32
	2.2.1 State p	rovides Tea	acher Collaborative Grants to create models of teacher pre-service and in-service programs based on new requirements	—										
	2.2.	1(a) Stat	te allocates at least \$2,500,000 to MSDE each year for the Teacher Collaborative Grant Program	←		+								
		MSI	DE retains up to 3% of this allocation to hire program staff necessary to administer the grant program	4		\								
	2.2.	1(b) MSE	DE awards and administers Teacher Collaborative Grants	-		+								
	<u> </u>	Prov	wide technical assistance, as needed, to potential grantees in identifying strong program partners and completing and submitting the grant application	-		-								
	2.2.	1(c) MSE	DE annually reports on the number of grant applications received; the number of grants awarded; and the current status of each grantee and their activities funded through the program	4			\							\dashv
	<u> </u>	MSI	DE identifies factors that prevent IHEs and LEAs from applying for or receiving Teacher Collaborative Grants											\dashv
			****				L			ш				

							1			- 1	
	MSDE supports IHEs and LEAs to select schools/clusters with diverse populations					Λ					
2.2.2 Revise tea	cher prep programs to meet new requirements	<u></u>				∜					
2.2.2(a)(1) Set minimum length of teacher training practicums for alternative certification programs to 100 days	*									
	Practicums shall include, at a minimum, preparing lesson plans, observing, debriefing, observation of a participant's class of students, and 40 hours of teaching during class periods	*									
2.2.2(a)(2) Set minimum length of teacher training practicums for undergraduate and alternative certification programs to be equivalent to one full school year					+					
2.2.2(a)(3) Set minimum length of teacher training practicums for graduate teacher preparation programs to 100 days (may go up to the equivalent of one full school year)					*					
2.2.2(a)(4) Establish a teacher training practicum through a written partnership agreement between a partner school and an institution of higher education or an alternative teacher preparation program		•								
	Identify partner schools to offer practicums that have student bodies reflecting the diversity of public schools in the State or the diversity of the geographic area in which the school is located		•								
	An institution of higher education or an alternative teacher preparation program shall prioritize selecting partner schools within their own community		•								
	A partner school's instructional program and work organization shall be designed to reflect the career ladder		•								
	An institution of higher education or alternative teacher preparation program and a partner school shall seek to provide teacher training practicum placements in a variety of school environments with diverse student populations		 								
2.2.2(a)(5) Identify clinical mentor teachers in partner schools based on the career ladder when it is fully implemented to support students in teacher preparation programs					\downarrow					
<u> </u>	A partner school shall compensate mentor teachers who supervise participants in a teacher training practicum, including compensating mentor teachers according to the career ladder system once the AIB determines that it is well-established throughout the State					4					
2.2.2(a)(Clinical mentor teachers evaluate teacher practicum participants to ensure they display the competencies of a certified teacher										
2.2.2(b)(1) Teacher prep programs require participants to demonstrate competency in specific instructional components, including basic research skills, differentiation of instruction, assessment of student learning deficits, cultural competency, restorative practices, and effective classroom management										
	MSDE and PSTEB provide concrete definitions of specific instructional components for teacher prep programs to inform their course content										
2.2.2(b)(Teacher prep programs provide training in knowledge and skills to understand and teach the Maryland curriculum frameworks										
2.2.2(b)(Teacher prep programs incorporate classroom observations of program participants in different school settings to determine if participant has aptitude and temperament for teaching										
2.2.2(b)(4 Teacher prep programs develop a method for communicating and collaborating regularly with local school systems to strengthen teacher preparation, induction, and professional development systems										
2.2.2(b)(5) An institution of higher education offering graduate level courses in school administration shall develop a method for evaluating the potential of program participants to be effective school leaders and a curriculum to enable school leaders to organize and manage schools to achieve the effectiveness of top-performing schools/school systems										
2.2.2(b)(
2.2.2(b)(MSDE assists teacher preparation programs in seeking and retaining highly qualified candidates, particularly individuals from historically underrepresented populations										
2.2.2(b)(8) CTE Committee and Maryland Department of Labor shall authorize traditional or alternative teacher preparation programs to establish an apprenticeship program										
2.2.2(b)(MSBE and PSTEB, in consultation with the AIB, adopt regulations to revise teacher preparation program requirements										
2.2.2(b)(1	0) A teacher prep workgroup reviews current State requirements for teacher preparation programs		•								
2.2.3 Require in	-state teacher candidates to pass a portfolio-based assessment of teaching ability for graduation from a state program and for initial licensure										
2.2.3(a)	MSDE determines whether a particular assessment of teaching skill required for initial certification more adequately measures the skills and knowledge required of a highly qualified teacher										
2.2.3(b)	MSDE submits a report to the General Assembly on or before the next September 1 with its recommendations for revising qualifications for initial teacher licensure, as needed										
2.2.3(c)	MSDE actively monitors and assesses impact of new teacher standards and assessments for any negative impact on the diversity of teacher candidates passing initial certification assessments										
2.2.3(d)	MSDE reports results from monitoring and assessment to the AIB										
2.2.4 Require in	-state teacher candidates to pass a state-specific examination of reading instruction and grade-level content for initial licensure										
2.2.5 Require te	acher candidates who graduated from an out-of-state institution to pass an exam of teaching ability within 18 months of being hired or hold National Board Certification (NBC)					•					
2.2.6 State supp	orts the development and scaling up of pathways for paraprofessionals to become conditionally certified teachers										
Implement comp	rehensive in-service educator training	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30 F	Y
2.3.1 Require al	l certified school personnel who have regular and direct contact with students to complete annual training on student behavioral health	+									

	2.3.1(b)	County boards determine method by which to provide training on student behavioral health to school personnel											
2.3.2	MSDE, in col	boration with AIB, provides separate school leadership training programs on the Blueprint		-									
	2.3.2(a)	MSDE and AIB provide targeted training on the Blueprint to the State Superintendent of Maryland Public Schools, local superintendents, and senior instructional staff		•									
	2.3.2(b)	MSDE and AIB provide targeted training on the Blueprint to members of the Maryland State Board of Education, county boards of education, and school principals		•									-
2.3.3	MSDE, in cor	ultation with LEAs and Education Deans and Directors, develops guidelines for comprehensive induction programs for all new teachers											-
	2.3.3(a)	Guidelines shall include provisions concerning mentoring; professional development training and support; eligibility criteria for teachers to participate in the program; and the standards that shall					'						_
	2.3.3(b)	be used to determine if schools shall be considered hard-to-staff schools Districts select highly competent teachers to serve as mentors from the career ladder (when well-established) and provide mentors with time during the normal work day to perform their role as									\vdash	\longrightarrow	
	2.3.3(c)	part of their professional responsibilities Teacher induction program guidelines must incorporate the Teacher Induction, Retention and Advancement Pilot Program framework									\vdash		
	+	expert to write curriculum and assessment items and develop model lessons from the distinguished teacher and professor distinguished tiers of the teacher leadership track									$\vdash \vdash$		_
Estabil	_	ide educator career ladder and professional development system	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY 3
2.4.1	Implement a	new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations		-									
	2.4.1(a)	MSDE hires National Board Coordinator to direct the NBC Support Program		•									
		The National Board Coordinator shall coordinate with the local National Board Coordinators and the National Board facilitators in each school system or region		•								-	
		MSDE develops and implements information campaign to raise awareness of NBC availability and support pathways among existing teacher workforce, including NBC eligibility requirements as of September 2022		1								-	
	2.4.1(b)	LEAs select local National Board Coordinators to support the program in each LEA		•									
	I	Local coordinators organize the delivery of the NBC program in each LEA by collaborating with local teacher preparation programs and nonprofits that support teachers in obtaining NBC; the National Board for Professional Teaching Standards; and teacher union representatives		•								—	
		Local coordinators recruit, train, and support National Board facilitators in the region		•								—	
		Local coordinators collaborate with the National Board Coordinator appointed by MSDE		-								-	
	2.4.1(c)	Local superintendents (or as otherwise indicated in a regional agreement) shall select NBC facilitators to provide teachers in their school system with virtual and in-person support and coaching in obtaining/maintaining an NBC		-								—	
	2.4.1(d)	A local superintendent may choose to enter into a regional agreement to implement the NBC program with one or more local school systems		•									
	2.4.1(e)	The support program shall include a virtual course and in-person support for teachers interested in pursuing an NBC and training and support for NBC facilitators		•									
	2.4.1(f)	MSDE implements mechanisms to ensure racial equity among NBC candidates and teachers		•								,	
2.4.2		nt educator career ladder on or before 7/1/24				4							<u>_</u>
	2.4.2(a)	LEAs develop career ladder made up of four levels in accordance with State requirements and are otherwise subject to collective bargaining	•		\	'							_
	21.112(0)				*		l						_
						*							
		Level one: State-certified teacher				♦							
		Level two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by the State BOE (in consultation with PSTEB), or NBC				+ + -							-
		Level two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by the State BOE (in consultation with PSTEB), or NBC Level three: Teacher with NBC/a teacher with a Master's degree in their subject area if there is no NBC in that subject area, or an assistant principal with NBC/an advanced professional certificate for administration				+ + +							→
		Level two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by the State BOE (in consultation with PSTEB), or NBC Level three: Teacher with NBC/a teacher with a Master's degree in their subject area if there is no NBC in that subject area, or an assistant principal with NBC/an advanced professional certificate for administration Level four: Teacher on the teacher leadership track who is responsible for mentoring peers and serving as an expert resource on content and pedagogy, or a teacher on the administrator track as a licensed principal or distinguished principal				* * * *							1 1
		Level two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by the State BOE (in consultation with PSTEB), or NBC Level three: Teacher with NBC/a teacher with a Master's degree in their subject area if there is no NBC in that subject area, or an assistant principal with NBC/an advanced professional certificate for administration Level four: Teacher on the teacher leadership track who is responsible for mentoring peers and serving as an expert resource on content and pedagogy, or a teacher on the administrator track as a				* * * * *							1 1 1
		Level two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by the State BOE (in consultation with PSTEB), or NBC Level three: Teacher with NBC/a teacher with a Master's degree in their subject area if there is no NBC in that subject area, or an assistant principal with NBC/an advanced professional certificate for administration Level four: Teacher on the teacher leadership track who is responsible for mentoring peers and serving as an expert resource on content and pedagogy, or a teacher on the administrator track as a licensed principal or distinguished principal Lead teachers shall meet all requirements for levels 1-3 and be able to effectively lead teachers working to improve curriculum, instruction, and assessment, mentor new or less skilled teachers, including teachers pursuing NBC; have sufficient				* * * * *							1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		Level two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by the State BOE (in consultation with PSTEB), or NBC Level three: Teacher with NBC/a teacher with a Master's degree in their subject area if there is no NBC in that subject area, or an assistant principal with NBC/an advanced professional certificate for administration Level four: Teacher on the teacher leadership track who is responsible for mentoring peers and serving as an expert resource on content and pedagogy, or a teacher on the administrator track as a licensed principal or distinguished principal Lead teachers shall meet all requirements for levels 1-3 and be able to effectively lead teachers working to improve curriculum, instruction, and assessment, mentor new or less skilled teachers, including teachers pursuing NBC; have sufficient research expertise to lead teachers to lead teachers in developing programs, curriculum, teaching techniques, and other interventions; conduct formal evaluations of such interventions; and teach students using culturally responsive and trauma-informed pedagogy Distinguished teachers shall demonstrate exceptional skills in all the requirements for a lead teacher which may be determined through evaluating: the teaching capability of the teacher's mentees, whether the teacher the teacher leader teacher since the teacher th				4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4							→
		Level two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by the State BOE (in consultation with PSTEB), or NBC Level three: Teacher with NBC/a teacher with a Master's degree in their subject area if there is no NBC in that subject area, or an assistant principal with NBC/an advanced professional certificate for administration Level four: Teacher on the teacher leadership track who is responsible for mentoring peers and serving as an expert resource on content and pedagogy, or a teacher on the administrator track as a licensed principal or distinguished principal in the distinguished principal in the description of distinguished teachers for levels 1.3 and be able to effectively lead teachers working to improve curriculum, instruction, and assessment, mentor new or less skilled teachers, including teachers pursuing NBC; have sufficient esserth expertise to led teachers in developing programs, curriculum, teaching techniques, and other interventions; conduct formal evaluations of such interventions; and teach students using culturally responsive and trauma-informed pedagogy curriculum, instruction, and assessment; mentor new or less skilled teachers using culturally responsive and trauma-informed pedagogy conductive and developing programs, curriculum, teaching techniques, and other interventions; conduct formal evaluations of such interventions; and teach students using culturally responsive and trauma-informed pedagogy curriculum, instruction, and assessment; the quality of the teacher's exceptional administration culture; and their admits to support teacher to achieve a high level of competence of counters, and their admits to support teacher to achieve a high level of competence of counters, and their admits to support teacher to achieve a high level of competence of counters, and their admits to support teachers to achieve a high level of competence of counters. The developing programs are considered to achieve to achieve a high level of competence of counters, and their adm				+ +							
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		LEAr shall consider a condidate a consider to consider the demographic and economic diservitive of the school custom in cheering a condidate for an account to demographic and economic diservitive of the school custom in cheering a condidate for an account to the constant of the school custom in cheering a condidate for an account to the constant of the school custom in cheering a condidate for an account to the constant of the school custom in cheering a condidate for an account to the constant of the school custom in cheering a condidate for an account to the constant of the school custom in cheering a condidate for an account to the constant of the school custom in cheering a conditate for an account to the constant of the school custom in cheering a conditate for an account to the constant of the school custom in cheering a conditate for an account to the constant of the school custom in cheering a conditate for an account to the constant of the school custom in cheering a conditate for a constant of the	1			A							
		LEAs shall consider a candidate's experience in schools that represent the demographic and economic diversity of the school system in choosing a candidate for an open position in the career ladder				*							
		LEAs and school leaders shall give teachers increased authority, responsibility, and autonomy for making school-level decisions as teachers move up the career ladder and receive effective evaluations				*							-
		Distinguished teachers, professor distinguished teachers, and (if necessary because of a limited number of distinguished and professor distinguished teachers) lead teachers in the school's LEA shall provide a list of qualified candidates to the principal of the school in which a lead teacher position is available and the local superintendent, and they shall appoint one of these candidates to the lead teacher position				+							-
		Professor distinguished teachers and (if necessary because of a limited number of professor distinguished teachers) distinguished teachers who teach in the county shall provide a list of qualified candidates to the principal of the school in which the distinguished teacher position is available and the local superintendent, and they shall appoint one of these candidates to the distinguished teacher position				♦							Í
		Candidates for professor distinguished teachers include senior faculty members in a professional development school who hold a doctorate and are qualified to serve as a clinical professor, and teachers in postsecondary institutions who both serve as mentors for new teachers and teachers in training and design and lead professional development; an LEA shall appoint a professor distinguished teacher in consultation with the appropriate institution of higher education				4	\vdash						\rightarrow
		Teacher leaders and other distinguished principals in a county in which a distinguished principal position is available shall provide a list of qualified candidates to the local superintendent, and the local superintendent shall appoint of these candidates to the available distinguished principal position				4							\rightarrow
		LEAs shall not promote teachers to the next level or tier on the career ladder unless the most recent evaluation of their instruction by a principal or other individual is effective; the teacher, principal or supervisor, or any other individual agree that the teacher is ready to take on the additional responsibilites required by the position at the next level; and there is an open position on the next level				\							\rightarrow
		A teacher in the teacher leadership track may be assigned non-teaching duties but shall return to teaching in the classroom after a certain period of time as determined by the LEA					\vdash						
		A teacher in the teacher leadership track shall spend a portion of their working time teaching in the classroom				*	\vdash						H
		Teachers may move from the teacher to administrator track (and vice versa) with the approval of their school principal				*	\vdash						F
	2.4.2(b)	LEAs may convene a local career ladder development board	•		•								
		The membership of the local career ladder development board shall include advanced teachers and stakeholders	•		-								
		The local career ladder development board shall set standards for teachers to achieve each tier in the teacher leadership track in the county	•										
	2.4.2(c)	LEA career ladder and associated salary increases take effect based on MSDE's recommendation and AIB's approval			•	*							
	2.4.2(d)	In selecting teachers to move up the career ladder, LEAs prioritize teachers who have experience in schools that reflect the racial and ethnic diversity of the State or receive a Concentration of Poverty Grant				+				H			
.4.3	MSDE designs	s and implements a new system of professional development tied to the career ladder by 7/1/24					H						-
	2.4.3(a)	The new system shall include training on how to: lead and mentor teams or professionals to promote professional learning among colleagues; collaborate with colleagues to improve student performance; training on how to design and support collaborative professional learning for teachers pursuing an NBC; a train-the-trainer mode; and advanced training on the science of learning specific to individual disciplines				+	\vdash						H
	2.4.3(b)	LEAs implement new system of professional development tied to the career ladder					*						•
	2.4.3(c)	LEAs implement new system of professional development tied to the career ladder for all new teachers						+					-
.4.4		In the non-instructional time requirements for classroom teachers, including collaborative time to improve teacher practice and identify struggling students, develop curriculum and instructional decilitate 1:1 and small-group tutoring sessions, among other activities											
		Teachers on levels 1-3 of the career ladder shall teach in the classroom for 60% of their working time, on average, and spend the remaining time on other teacher activities, including instruction; working with students who need additional help and the most challenging students; working with students living in concentrated poverty, and leading or participating in professional learning				+	H						-
		Lead teachers shall teach in the classroom for 50% of their working time, on average, and spend their remaining time on other teacher activities, including mentoring new and struggling teachers and leading school-level workshops				+	H						H
		Distinguished teachers shall teach in the classroom for 40% of their working time, on average, and spend their remaining time on other teacher activities, including mentoring new and struggling teachers and leading school-level workshops				4	H						H
		Professor distinguished teachers shall teach in a classroom for 20% of their working time, on average				+	H	F					H
		An assistant principal shall teach in the classroom for at least 20% of their working hours and spend the remaining time on other teacher activities, including setting priorities for the school's subject level departments and fulfilling specialized roles				+							H
		A licensed principal is encouraged to teach in the classroom for at least 10% of their working hours				+							F
		A distinguished principal is encouraged to teach in the classroom for at least 10% of their working hours				+							F
	2.4.4(a)	LEAs create more opportunities for teachers to work in teams during the workday				\							H
Ī	2.4.4(b)	LEAs support teachers to identify and work with students who need extra help during the workday				+							H
	2.4.4(c)	LEAs prioritize working time outside the classroom for newly licensed teachers and teachers in schools that are low-performing, have a high concentration of students in poverty, and/or have a large achievement gap				\							H
2.4.5	Require licens	sed principals to be NBC teachers by 7/1/29 (waiver available through MSBE)											-
	2.4.5(a)	MSBE and PSTEB establish a process through which an individual who is not an NBC teacher may receive a waiver to serve as a licensed principal											
		tourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to rollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining											
	e educator co		FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY
piove				1									
	Implement \$1	10,000 salary increase for eligible NBC teachers by 7/1/22		Y									1

	2.5.2(a)	MSDE annually updates list of low-performing schools based on definition		→					+	
	2.5.2(b)	A teacher that receives a salary increase for teaching at a low-performing school may not lose that salary increase while teaching at the school even if it ceases to be low-performing		+					 	
2.5.3	Implement sa	lary increases in accordance with career ladder								→
	2.5.3(a)	Implement \$5,000 salary increase for lead teachers								→
	2.5.3(b)	Implement \$10,000 salary increase for distinguished teachers				\rightarrow				→
	2.5.3(c)	Implement \$15,000 salary increase for professor distinguished teachers				\				→
	2.5.3(d)	Implement \$15,000 salary increase for distinguished principals								→
	2.5.3(e)	Implement salary increases associated with maintenance of NBC				\				→
		Implement \$8,000 salary increase for earning a first maintenance of NBC								→
		Implement \$7,000 salary increase for earning a second maintenance of NBC								-
		Implement \$6,000 salary increase for earning a third maintenance of NBC								→
	2.5.3(f)	Teachers eligible for more than one salary increase shall earn all that apply				\Rightarrow				→
2.5.4	Implement in	itial 10% salary increase for teachers by 6/30/24	←							П
	2.5.4(a)	LEAs must demonstrate to the AIB that they have provided a 10% salary increase from FY19-FY24 as part of their updated implementation plans				†				
	2.5.4(b)	LEAs shall follow the definition of a salary increase as set by MSDE and AIB				\rightarrow				
2.5.5	Implement m	inimum \$60,000 starting teacher salary by 7/1/26					†			\Box
	2.5.5(a)	LEAs shall follow the definition of a starting salary as set by MSDE and AIB					†			
					_		 _	 		