



Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

June 22, 2016 Meeting Minutes

The 1st meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1 p.m.

In attendance: Dr. Karen Salmon Maryland State Department of Education (MSDE), Sarah Spross (MSDE), James Fielder, (Maryland Higher Education Commission), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Deborah Kraft (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Renee Spence (Public School Superintendents Association of Maryland), Annette Wallace (Maryland Association of Secondary School Principals), Rowena Shum (Maryland State Education Association), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Aidan DeLisle (MSDE), Ruth Downs (MSDE), Derrick Simonsen (Attorney General's Office/MSDE Legal Representative)

Absentees: Amanda Conn (MSDE); Mariette English (Baltimore Teachers Union), Kimberlyn Pratesi (Maryland Association of Elementary School Principals), Laura Weeldryer (Maryland State Board of Education)

Welcome:

Dr. Karen Salmon welcomed the panel members and expressed her gratitude to them for accepting the invitation to join the workgroup. She went on to note that charge of this bill was very robust with the goal of this workgroup and the goal of Senate Bill 493 is to assure we put the best people in the classroom. Dr. Salmon expressed confidence in Ms. Spross' ability to support and facilitate this workgroup to reach a thoughtful recommendation to the legislature regarding teacher induction, retention and advancement.

Administrative Details:

Sarah Spross again welcomed the members of the workgroup emphasizing what an amazing team Dr. Salmon has assembled. Ms. Spross welcomed the members of the task force again, indicating that Dr. Salmon has put together Institutes of Higher Education (IHEs), both public and private, and two and four year programs, teachers, Local School System (LSS) leadership and State oversight. Collectively, the group represents Maryland's educational community in very significant ways.

Ms. Spross indicated that it is important to acknowledge the public conversations that have already taken place and that is it our job to build on the information that is already available and to explore ways to incorporate other information that the group believes is important to consider before the group issues its findings and recommendations.

Everyone's participation is necessary and every voice matters. We are confident that this group can produce a quality report that all can be proud of. We are excited to be working with this esteemed group of professionals who each bring a unique perspective.

Ms. Spross noted where the bathrooms are, exit strategies in the event of an emergency, and that future meetings will be held at the West County Library in Annapolis. In the event that you are unable to attend a meeting please let Jessica Bancroft or Sarah Spross know.

Ms. Spross introduced the staff to the workgroup; Ms. Kelly Meadows, Ms. Jessica Bancroft, Ms. Alexandra Cambra and Ms. Ruth Downs, who will be taking notes for us.

Ms. Spross informed members that the work of this group is subject to the "Open Meetings Act" which applies to multi-member public bodies. Ms. Spross reviewed that under the Open Meetings Act, public business is performed in an open and public manner, and citizens are allowed to observe the performance of public officials and the deliberations and decisions that the making of public policy includes. What that means is that what we do must be transparent. We will have people and/or organizations that may come into the room and sit quietly in the back and observe. We will be posting information on the MSDE website so that future meetings, as well as the work of this group, will be available to the public

Furthermore, Ms. Spross reminded all members of the workgroup that if a quorum of members is present and begin to talk about the work of this workgroup, even outside of these scheduled meetings, it will be considered a meeting and would need to follow all of the Open Meetings Act requirements.

As such, all meetings will be planned and posted on the Maryland State Department of Education Website. Ms. Spross also shared three ground rules for the meetings:

1. We will begin and end on time;
2. We honor all contributions. Your voice and what you bring to the table is important; and
3. We will listen and consider the opinions of others.

Members of the Workgroup introduced themselves and identified the organizations that they represented.

Introduction of Senate Bill 493/ Chapter 740

Ms. Spross introduced Senate Bill 493/Chapter 740 to the workgroup along with detailed points of the bill.

Outline of timeline:

- First report due November 1, 2016. This means the work of the group needs to be done by September 1, 2016 to allow time for the report to go through the appropriate reviews
- Final report due November 1, 2017
- Report due on or before December 1, 2021 in regards to the retention of first year teachers that participate in the Teacher Induction, Retention, and Advancement *Pilot* Program.

Important questions for the group to answer concerning this Bill:

How do we make teacher certification accessible and meaningful?

Can we make it more accessible without lowering standards?

How can we assure our best and brightest teachers reach our neediest students?

Senate Bill 493/ Chapter 740

- Passed into law without Governor's signature
- Governor's letter has been provided in workgroup materials
- This Bill has 5 major components
 1. Changes to the Quality Teacher Incentive Act; Increase stipend for NBCT teachers in comprehensive needs schools from up to \$2000 to up to \$4000. Will go into effect July 1, 2017.
 2. Each LSS should, to the maximum extent possible, use National Board Certified Teachers (NBCT) in leadership roles
 3. Establishment of a stipend program for Anne Arundel County teachers in middle and high schools in which at least 30% of their students receive free and reduced meals
 4. Establishment of a pilot program in which county boards may choose to give their first year teachers 20% more time for mentoring in the classroom
 5. MSDE to establish a workgroup to include:
 - a. Recommendations concerning teacher recruitment, preparation, induction, and retention
 - b. MSDE is responsible for 3 reports, as noted above.

Conversation regarding stipends:

Ms. Spence noted stipends in Prince George's County Public Schools (PGCPS) may be reduced. PGCPS currently provides their teachers with a \$5000.00 stipend. Ms. Spross explained that since this is a matching grant, that counties may establish different stipend levels but that the state will only contribute up to the maximum amount. In the case of PGCPS, they can exceed the \$4000. Dr. Fielder noted there has been silence from Human Resource community concerning the 20%. Ms. Spross said this could be an opportunity for NBCTs to be placed into leadership positions, creating a career ladder. Dr. Shapiro mentioned current incentives and consistent funding need to be identified and made available. Ms. Spence reminded all that the program is voluntary and the state will contribute 80%, and the locals 20%. Ms. Spross noted that some members of the Human Resources community have expressed concern that by providing 25% more planning time to teachers, it may create the need for an additional teacher, which contributes to the recruitment issue.

Ms. Meadows introduced materials (See packet of materials provided)

- Law bundle (SB 493/Chapter 740) with fiscal note
- Statue bundle
 1. Annotated Code of Maryland, Education Article §6-112 State and Local Aid Program for Certification or Renewal of Certification
 2. Annotated Code of Maryland, Education Article §6-202(b) Probationary Period.
 3. Annotated Code of Maryland, Education Article §6-306 County Grants for National Certification
 4. Annotated Code of Maryland, Education Article §6-705. Reciprocity in Certification of Teachers
 5. Annotated Code of Maryland, Education Article §11-208. National Accreditation

Ms. Spross indicated that these statues have been provided because Chapter 740 has asked the workgroup to identify any of the existing statues and regulations that may require regulatory changes.

➤ Regulations bundle

1. COMAR 13A.07.01 Comprehensive Teacher Induction Programs
2. COMAR 13A.07.06.01 Program Approval
3. COMAR 13A.07.08 Incentive Programs for Certification by the National Board for Professional Teaching Standards
4. COMAR 13A.12.01.04 Options for Obtaining Initial Certification in Maryland

These regulations are relevant to all of the tenants of the Chapter 740.

Ms. Spross commented on how individuals who are looking to get certified as educators in Maryland from within the state, as well as out of state, find the process prohibitive, difficult, and obstructive. We need to look at the standards, not to lower them but to determine if they are current and appropriate. Collaboration is driven by leadership. Dr. Shapiro noted that current collaboration between MSDE and higher education is unprecedented.

➤ Maryland Teacher Preparation Resources

1. Teacher Prep information
2. Redesign of 1995
3. Institutional Performance Criteria
4. Professional Development School Manuel (not included, website provided)
5. Attrition Data 2013 – 2014 and 2014 - 2015
6. Links for information on PDS schools
7. Maryland Institute Performance Criteria (IPC)

Dr. Fielder asked if there are exit interviews for those who leave in 5 years. Ms. Spross responded that she would investigate what data is available at MSDE.

Dr. Salmon noted that there are considerable issues with the retirement system in Maryland as we are 49th out of 50 states for retirement packages. Pennsylvania is in the top five. We are also an import state for teachers. Some teachers may stay for a few years and then return to their home state where they will have better resources for retirement.

Ms. Spence commented that studies of young people show they will make multiple changes and potentially have many careers and also noted that the retirement package has improved recently.

Ms. Spross also commented that at the National Association of State Directors of Teacher Education and Certification (NASDTEC) conference there was talk of the need for transportability of teacher certification as compared to a nursing degree. Once a nurse you can be a nurse in other states.

Ms. Spross noted uneven distribution of Professional Development Schools (PDS) in the state. She discussed that we as a group need to look at the PDS model closely, ensuring that all regions of the state have access to PDS opportunities as LSSs have reported this is an excellent way to recruit new teachers. As a group we should be exploring other ways to distribute PDS schools and students in other counties, including those that are more difficult to reach. This may be a time to look at how we use technology.

Ms. Spross provided the workgroup with a chart on Teacher Preparation Program Reform Efforts. The chart highlighted information for the following four areas: recruitment, preparation, induction and retention.

Committees

- Committee 1: Determine how to **recruit** quality teachers at all levels of education in Maryland
- Committee 2: Determine how to **prepare** quality teachers at all levels of education in Maryland
- Committee 3: Determine how to **induct** quality teachers at all levels of education in Maryland
- Committee 4: Determine how to **retain** quality teachers at all levels of education in Maryland
- Committee 5: Education Article §11-208 – Program Approval Statute

All required reporting elements of Senate Bill 493 have been placed under one of the four identified areas (Recruit, Prepare, Induct, Retain) and, as many of the mandated reporting requirements could have been placed in more than one area, consideration was given to what area requirements were most closely aligned for the even distribution among all four groups.

In addition, there were six additional workgroups that have been created in the past four months. Since the purposes of these workgroups are aligned with the tenants of Chapter 740, each will be moved under one of the committees. These six workgroups include:

- 4 Council for Accreditation of Educator Preparation (CAEP) workgroups
 - Admissions Criteria: Moved under Committee 5
 - Data Requirements: Moved under Committee 5
 - Institutional Performance Criteria: Moved Under Committee 2
 - National Specialized Professional Association (SPA): Moved under Committee 2
- 2 workgroups identified by Professional Standards in Teacher Education Board (PSTEB)
 - SB 635 (2015 Session) Conditional Certificate: Moved under Committee 1

Specialized Areas (use specific language from handout: Moved under Committee 1

- Discussion of Education Article §11-208. Requires any teacher preparation program to have National accreditation and further requires that the accrediting body must be recognized by the United States Department of Education (USDE).
- CAEP will not be recognized by the USDE for approximately three years. CAEP must request review and recognition by the USDE and has not completed this process as of this date. Instead of focusing on accreditation with USDE, they instead focused on their Standards. This means they will not be available for accreditation until 2018.

Ms. Spross explained effect of CAEP and how Maryland law requires programs to be accredited by a national organization. The statute will be opened to look at multiple options of how to continue with the requirement of National accreditation. There are other states currently sharing the same dilemma as Maryland's IHEs. As a result, MSDE will not be conducting any joint reviews with CAEP until they receive National recognition. State approval visits will continue as appropriate and these visits will differentiate from CAEP. Ms. Spence asked how legislation will be put forth, noting it can be submitted as emergency legislation and that the group should put together a media plan that protects IHEs from taking a hit for their temporary lack of accreditation.

Dr. Shapiro noted the language of the Bill makes no reference to the Higher Education community. To have a voice, she believes there needs to be language specific to IHEs. Ms. Spross noted that the language used in the

description of the committees comes directly from Chapter 740 and that the workgroup does not have the authority to change the language of the Bill. Furthermore, Ms. Spross indicated that MSDE was charged with convening a broad based workgroup and that Higher Education has representatives from public universities, private colleges, and two year community colleges. Dr. Shapiro indicated that she does not feel that this is any charge specific to Higher Education, but only a reference to working with Higher Education. Ms. Spross stated that all voices are equal and will be considered.

Dr. Shapiro inquired, after looking at the chart, if preparation covers all the elements we want to address?

Ms. Spross stated that these are the elements we must address. Throughout the committee work, other areas may be addressed, but at a minimum we must address the identified issues.

- Language is not all encompassing
- We cannot transform teacher preparation without looking at all of these elements of the Bill and the charges put forth. Each committee has a sizeable and important task. This offers the possibility of change in teacher education, and education as a whole, something that has been worked on for many years but this is an opportunity to produce recommendations that will move this work forward.

Explanation of Work Groups

Work groups need to be a manageable size

- Each group can be represented by one person per organization. Not all groups need be represented by each organization on the workgroup, if an organization does not feel they need to be on a particular committee
- Expectation that writing will take place as meetings progress

Meeting Schedule

- Immediate need for work to be done in July and August for September submission
- Each group will have space to meet as a committee. As a group you are tasked with providing initial reflections on the part of the Bill on which you are working and to outline early suggestions. Each group will have a chance to report out at the end of the meeting cycle
- MSDE will gather the information and pull together the report
- Allows for open meetings and transparency
- Those on workgroup can float between committees if preferred

Ms. Spross spoke to the workgroup about the option of having speakers present to them on specific and relevant topics. She asked for next meeting requests, including speakers the group would like to hear from. No one identified specific materials or speakers to invite to the next meeting. Ms. Spross then offered the suggestion of having speakers present information on Teacher Academies as something to consider.

The meeting was adjourned at 3 p.m.