


**TO:** Members of the Maryland State Board of Education

**FROM:** Bernard J. Sadusky, Ed.D. 

**DATE:** July 19, 2011

**SUBJECT:** COMAR 13A.07.01  
Comprehensive Teacher Induction Program  
**ADOPTION**

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**PURPOSE:**

The purpose of this item is to request adoption of COMAR 13A.07.01, Comprehensive Teacher Induction Program, as amended to address requirements of the *Education Reform Act of 2010*.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

In August 2010, the Maryland State Board of Education adopted the comprehensive teacher induction regulations. Language in the *Education Reform Act of 2010* made it necessary to review the regulations for compliance. The regulations and the *Education Reform Act* were discussed at two monthly meetings of local school system superintendents and in internal meetings which included a member of the Attorney General's Office.

**EXECUTIVE SUMMARY:**

One important component of Maryland's reform effort is increased support for new teachers. In keeping with this effort, the 2010 Maryland General Assembly passed the Education Reform Act of 2010 which included an extension of the probationary period and a requirement that the Maryland State Board of Education adopt regulations with specific provisions. These provisions are addressed with the new language. Specifically, the Act requires standards for effective mentoring; a statement regarding support for teachers not on "track" to qualify for tenure; and an annual report to the State Board which is also included in each system's Bridge to Excellence Master Plan Annual Update.

To ensure that mentor induction coordinators and mentors in school systems have the professional development opportunities they need, MSDE staff in the Division of Instruction are offering a Teacher Induction Academy financially support through Maryland's Race to the Top grant. These academies will run each summer with follow ups during the school year until the end of the grant.

On March 22, 2011, the Board granted permission to publish the amended regulation in the *Maryland Register*. The 30-day open comment period has ended. No comments were received. One edit was made to 06.F(3); this edit does not alter the intent of the sentence.

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**ACTION:**

Adoption of COMAR 13A.07.01.

BJS/mc

Attachment: *Maryland Register*, May 20, 2011

# Title 13A STATE BOARD OF EDUCATION

## Subtitle 07 SCHOOL PERSONNEL

### 13A.07.01 Comprehensive Teacher Induction Program

Authority: Education Article, §§2-205(c) and 6-202(b), Annotated Code of Maryland

**Notice of Proposed Action**  
[11-135-P]

The Maryland State Board of Education proposes to amend Regulations .04—, .07 and adopt new Regulation .09 under COMAR 13A.07.01 Comprehensive Teacher Induction Program. This action was considered at the Maryland State Board of Education meeting on March 22, 2011.

**Statement of Purpose**

The purpose of this action is to meet the requirements of the Education Reform Act of 2010, align to Maryland's Race to the Top application, and address many of the suggestions provided by local superintendents.

**Comparison to Federal Standards**

There is no corresponding federal standard to this proposed action.

**Estimate of Economic Impact**

**I. Summary of Economic Impact.** The proposed action will reduce the impact on local school systems to implement a comprehensive induction program because some components are no longer mandatory. Local school systems may use State or local general funds, federal Title I, IIa, and Special Education funds for new teacher induction programs. This may be difficult under current tight fiscal constraints and may require a phase-in period to allow all school systems to reach full compliance with this regulation.

II. Types of Economic Impact.	Revenue (R+/R-) Expenditure (E+/E-)	Magnitude
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A. On issuing agency:	NONE	
B. On other State agencies:	NONE	
C. On local governments:	(E+)	Unknown
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	Benefit (+) Cost (-)	Magnitude
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D. On regulated industries or trade groups:	NONE	
E. On other industries or trade groups:	NONE	
F. Direct and indirect effects on public:	NONE	

**III. Assumptions.** (Identified by Impact Letter and Number from Section II.)

C. This regulation may reduce the impact on some local education agencies because of the programs they already have in place.

**Economic Impact on Small Businesses**

The proposed action has minimal or no economic impact on small businesses.

**Impact on Individuals with Disabilities**

The proposed action has no impact on individuals with disabilities.

**Opportunity for Public Comment**

Comments may be sent to Mary Cary, Assistant State Superintendent for Curriculum, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0316 TTY: 410-333-6442, or email to mcary@msde.state.md.us, or fax to 410-333-2369. Comments will be accepted through June 20, 2011. A public hearing has not been scheduled.

**Open Meeting**

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting to be held on July 19—20, 2011, at 200 West Baltimore Street, Baltimore, Maryland 21201.

**.04 General Requirements.**

A. — B. (text unchanged)

C. The content and structure of the comprehensive induction program shall be aligned with the Maryland Teacher Professional Development Standards set in December 2004. [Local school systems shall use the Maryland Teacher Professional Development Planning Guide (updated in November 2008) to develop the program, which shall include the following professional learning activities:]

D. *The comprehensive induction program shall include:*

(1) *Standards for effective mentoring that:*

- (a) *Are focused;*
- (b) *Are systematic;*
- (c) *Are ongoing;*
- (d) *Are of high quality;*
- (e) *Are geared to the needs of each teacher; and*
- (f) *Include observations with feedback;*

[(1)] (2) — [(4)] (5) (text unchanged)

[(5)] (6) Ongoing professional development designed to address new teacher needs and concerns[;] and, for any teachers not on track to qualify for tenure at any formal evaluation point, additional professional development, as appropriate; and [(6)] (7) (text unchanged)

[D.] E. The [district] local school systems shall consider the need for staffing to:

(1) — (4) (text unchanged)

[E.] F. (text unchanged)

**.05 Participation in the Comprehensive Induction Program.**

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in [all] induction activities [designed for veteran teachers for a minimum of 1 year].

B. To the extent practicable given staffing and fiscal concerns, local school systems shall [adopt at least one of] consider the following options for first-year teachers [during their comprehensive induction period]:

- (1) A reduction in the teaching schedule; and

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(2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support]; or].

[(3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.]

.06 Mentoring Component of the Comprehensive Induction Program.

A. (text unchanged)

B. A local school system shall establish a cadre of full-time or part-time mentors [whose sole responsibilities are] to support teachers during their comprehensive induction period.

C. — E. (text unchanged)

F. [A mentor] Mentors shall:

(1) — (2) (text unchanged)

(3) Hold an advanced professional certificate and be rated as a satisfactory or effective teacher or be a retiree from [the] a local school system who was rated as a satisfactory or effective teacher; and

*and have been rated*

(4) (text unchanged)

G. (text unchanged)

.07 Evaluation of the Comprehensive Induction Program.

[A.] Local school systems shall evaluate the effectiveness of the comprehensive induction program and shall use the Maryland Teacher Professional Development Evaluation Guide, October 2008, as a resource for developing an evaluation model [that addresses:].

[(1) The components of the comprehensive induction program, including the extent to which the components are coherent, coordinated and implemented as planned or not;

(2) Participating teachers' perceptions of the adequacy, relevance, and usefulness of all elements of the induction program;

(3) The extent to which all participating teachers demonstrate mastery of the teaching standards used by local school systems in Regulation .04C(6) of this chapter; and

(4) Participating teacher retention and attrition during the first 5 years after their initial teaching assignment.]

.09 Reporting Requirements.

A. Local school systems shall include their comprehensive induction program report in their Bridge to Excellence Master Plan Annual Update to the Maryland State Department of Education.

B. This report shall include:

(1) A description of the mentoring program;

(2) Data, including the number of probationary teachers and the number of mentors who have been assigned; and

(3) How they have measured the effectiveness of the program.

NANCY S. GRASMICK  
State Superintendent of Schools