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**TO:** Members of the State Board of Education  
**FROM:** Nancy S. Grasmick *Nancy*  
**DATE:** August 25, 2009  
**SUBJECT:** COMAR 13A.07.01 (Repeal all current language and replace with attached)  
Comprehensive Teacher Induction Program  
**PERMISSION TO PUBLISH**

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**PURPOSE:**

To request permission to publish a repeal of existing regulation COMAR 13A.07.01 Teacher Mentoring Programs Authority and replace with Comprehensive Teacher Induction Program. (Attachments)

**BACKGROUND:**

In 2003, COMAR was amended to include requirement for mentor teacher programs to support new teachers. In 2006, a statute was passed (Education Article §6-117) calling on MSDE to develop guidelines for a comprehensive induction program for new teachers in hard-to-staff schools. Also in 2006, a statute was passed (Education Article §6-119) calling for the State Board to develop guidelines for an incentive program to encourage local school systems to adopt a teacher support system for new teachers through a teacher consulting program. In July 2009, the Maryland Teacher Professional Development Advisory Council presented its fourth report to the State Superintendent with a recommendation to revise COMAR to define a comprehensive teacher induction program. And most recently, in August 2009, the Governor's STEM Task Force has recommended an induction program for all new STEM teachers.

**EXECUTIVE SUMMARY:**

The proposed regulation is designed to address the three statutes regarding new teacher support programs by repealing former teacher mentoring programs regulations and replacing them with comprehensive teacher induction program regulations.



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**ACTION:**

Request permission to publish the proposed COMAR in the Maryland Register. The tentative timeline is as follows:

MARYLAND REGISTER ISSUE DATE: October 9, 2009

OPEN COMMENT PERIOD ENDS: November 11, 2009

HEARING: N/A

ADOPTION: December 10-11, 2009

Attachments

1. Draft Regulations
2. Maryland Teacher Professional Development Standards  
[http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof\\_standards](http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards)
3. Maryland Teacher Professional Development Planning Guide updated 11/08  
<http://www.marylandpublicschools.org/NR/rdonlyres/DF957230-EC07-4FEE-B904-7FEB176BD978/18591/MarylandTeacherProfessionalDevelopmentPlanningGuid.pdf>
4. Maryland Teacher Professional Development Evaluation Guide, October 2008  
<http://www.marylandpublicschools.org/NR/rdonlyres/DF957230-EC07-4FEE-B904-7FEB176BD978/18593/MarylandTeacherProfessionalDevelopmentEvaluationGu.pdf>

DRAFT

# Title 13A STATE BOARD OF EDUCATION

## Subtitle 07 SCHOOL PERSONNEL

### Chapter 01 Comprehensive Teacher Induction Program

Authority: Education Article, §§2-205(c), 5-206-1, 6-117, 6-119, and 6-202(b), Annotated Code of Maryland

#### **.01 Scope.**

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to require local school systems to establish a high quality induction program that addresses critical needs of new teachers, improves instructional quality and helps inductees find success in their initial assignments, resulting in higher retention in the profession. Program design shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support for new teachers.

#### **.02 Definitions.**

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "New Teacher" means teachers who are (1) new to the profession and (2) veterans who are new to the district.

(2) "Mentee" means a public school teacher who is the recipient of the services of a mentor.

(3) "Mentor" means an individual who possesses the attributes set forth in Regulation .05 of this chapter.

#### **.03 General Requirements**

- A. Each local school systems shall establish and maintain a comprehensive induction program for all new teachers.
- B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.
- 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, at a minimum, the following professional learning activities:
  - 1. Pre-school orientation programs for all teachers new to the local school system.
  - 2. On-going support from a mentor, including regularly scheduled meetings during non-instructional time, and as described in section .05 of this regulation.
  - 3. Regularly scheduled opportunities for new teachers to observe and/or co-teach with skilled teachers.
  - 4. Follow-up discussions of the observations and co-teaching experiences.
  - 5. On-going professional development sessions specifically designed to address new teacher needs and concerns, and
  - 6. Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans and feedback:
    - i. Based on clearly defined teaching standards and expectations,
    - ii. Conducted by the mentor, or other skilled member of the induction program staff, and
- D. The district's comprehensive induction program shall be led by an experienced staff member with responsibility for:
  - 1. planning and coordinating all induction activities
  - 2. supervising new teacher mentors,
  - 3. coaching and communicating with principals and other school leaders about induction activities and their roles, and
  - 4. overseeing the evaluation of the comprehensive induction program.
- E. As part of the comprehensive induction program, local school systems shall provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

#### **.04 Participation in the Comprehensive Induction Program**

- A. All teachers new to the professional 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 for a minimum of one year.
- B. To facilitate the induction process and participation in induction activities, local school systems shall, to the extent practicable, adopt at least one of the following options for teachers during their comprehensive induction period:
  - 1. a reduction in the teaching schedule,
  - 2. a reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support, or
  - 3. non-assignment to teach classes that include high percentages of students with achievement, discipline or attendance challenges.

### **.05 Mentoring Component of the Comprehensive Induction Program**

- A. Local school systems shall establish a mentoring program as part of its Comprehensive Induction Program
- B. Local school systems shall establish a cadre of full or part-time mentors whose sole responsibilities are to support teachers during their comprehensive induction period.
- C. The maximum ratio of mentor to mentee, in the comprehensive induction program, shall be 1 mentor to 15 mentees, unless the State Superintendent grants a waiver based on good cause.
- D. A mentor under the comprehensive induction program may not be assigned to perform school-level administrative duties on a regular basis.
- E. A mentor under the comprehensive induction program may not participate in the formal evaluation of a mentee.
- F. A mentor shall possess the following attributes:
  - 1. Hold an advanced professional certificate;
  - 2. Demonstrate knowledge of adult learning theory and peer coaching techniques;
  - 3. Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and
  - 4. Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills of the mentor applicant.
- G. Local School systems shall provide ongoing training for mentors, including training prior to assuming their assignments and regular training sessions equivalent to at least one half day of training per month.
- H. Training for mentors shall include, at a minimum:
  - 1. Initial training for each mentor on the essential characteristics of mentoring adults and the duties and responsibilities of a mentor;
  - 2. Ongoing training and feedback to enable each mentor to address the specific and varied performance needs of mentees;
  - 3. Models of effective instructional practices that address the identified needs of mentees; and
  - 4. Identification and coordination of appropriate resources to address the performance needs of mentees.

### **.06 Evaluation of the Comprehensive Induction Program**

A. Local school systems shall conduct rigorous biennial evaluations of the comprehensive induction program.

B. Local school systems shall allocate adequate resources to conduct these evaluations.

C. Local school systems shall meet the criteria for evaluations as set forth in the *Maryland Teacher Professional Development Evaluation Guide, October 2008.*

D. Evaluations of the comprehensive induction program shall address, at a minimum:

1. a description of the components of the comprehensive induction program, including the extent to which the components are coherent and internally consistent and the extent to which all the activities were implemented as planned
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 knowledge and skills necessary for success in their classrooms and with their students, and
4. participating teacher retention and attrition during the first five years after their initial teaching assignment.

### **.07 Date of compliance**

Local school systems shall be in full compliance with this regulation by July 1, 2011.

# IMPACT STATEMENTS

## *Part A*

(check one option)

### Estimate of Economic Impact

The proposed action has no economic impact.

or

X The proposed action has an economic impact. Complete the following form in its entirety.

#### I. Summary of Economic Impact.

#### II. Types of Economic Impacts.

Revenue (R+/R-)  
Expenditure (E+/E-) Magnitude

A. On issuing agency:

B. On other State agencies:

Currently all of Maryland's 24 local school systems provide some of the components of the comprehensive teacher induction program but would need new monies or would need to reallocate resources to address *all* of the elements of the comprehensive induction program. 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 come into compliance with this regulation.

C. On local governments:

Benefit (+)  
Cost (-) Magnitude

D. On regulated industries or trade groups:

E. On other industries or trade groups:

F. Direct and indirect effects on public:

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

***Part B***

(check one option)

**Economic Impact on Small Businesses**

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

or

The proposed action has a meaningful economic impact on small businesses. An analysis of this economic impact follows.

**Impact on Individuals with Disabilities**

(Check one option)

X The proposed action has no impact on individuals with disabilities.

or

The proposed action has an impact on individuals with disabilities as follows:





## Comparison to Federal Standards

(Check one option)

There is no corresponding federal standard to this proposed regulation.

or

There is a corresponding federal standard to this proposed regulation, but the proposed regulation is not more restrictive or stringent.

or

In compliance with Executive Order 01.01.1996.03, this proposed regulation is more restrictive or stringent than corresponding federal standards as follows:

- (1) Regulation citation and manner in which it is more restrictive than the applicable federal standard:
  
- (2) Benefit to the public health, safety or welfare, or the environment:
  
- (3) Analysis of additional burden or cost on the regulated person:
  
- (4) Justification for the need for more restrictive standards: