

# Committee Priority Recommendations

## From 2/21/17



### Committee 1

- Draft regulatory language for an adjunct certification
- Draft regulatory language for National Board Certification to be included in the initial route option continuum
- Discuss the conditional certificate and possible regulatory language changes regarding the length of the conditional certificate
- Explore changes to testing requirements for certification
  - Using math and reading coursework (college level, credit bearing) in lieu of basic skills test;
  - Not requiring the basic skills test if one has a Bachelor's Degree;
  - Using a composite score for the Praxis Core
  - Allowing a local school system superintendent to approve an "equivalent" measure for basic skills test (e.g., evaluation, portfolio);
- Define the must haves and basic requirements for initial certification, renewals and endorsements, including:
  - Classroom management
  - Special needs
  - Reading
  - Content
  - Pedagogy
- Explore the concept of micro-credentialing for certificate renewal and addition of endorsements

### Committee 2

#### ***Loan Forgiveness and Repayment:***

1. Request MHEC information on loan repayment and loan forgiveness.
2. Request MHEC review their current literature and update, as appropriate; to ensure the list of critical shortage areas are up to date and accurate.
  - a. MHEC does have the current Maryland Teacher Staffing Report. It is possible that additional areas of shortage could be added, allowing access to financial assistance for more educators.
3. Request MHEC consider a loan forgiveness program specifically for teachers, instead of having teachers be part of a bigger program. Make educators a specific priority for financial assistance. There are a limited number of awards.
  - a. Currently the Janet L. Hoffman Loan Assistance Repayment Program (LRAP) is for lawyers, nurses, licensed clinical counselors, physical and occupational therapists, social workers, speech pathologists, and teachers.
  - b. Consider increasing the amount awarded, currently you must have over \$75,001 in debt and can awarded a max of \$30,000. If your debt is \$40,001-\$75,001 you can be awarded \$18,000. If your debt is \$15,001-\$40,000 you can be awarded \$9,000. These are distributed over a 3 year period.
  - c. Increase the allowed gross annual salary of \$60,000 or combined married \$130,000 for eligibility.
4. Expand the Nancy Grasmick Teacher Award
5. Federal Loan Forgiveness- <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher#teacher-loan-forgiveness>

**Compensation:**

Not all compensation should focus on loan repayment or loan forgiveness. There will be teachers who do not qualify or for whom loan repayment is not needed.

1. Research housing assistance programs. There are models in other states such as California.
  - a. Program is called California Teacher Home Loan & Assistance Program
  - b. HUD has a program called Good Teacher Next Door:  
[https://portal.hud.gov/hudportal/HUD?src=/program\\_offices/housing/sfh/reo/goodn/gnndabot](https://portal.hud.gov/hudportal/HUD?src=/program_offices/housing/sfh/reo/goodn/gnndabot).
  - c. There is a Baltimore Housing/Home buying Incentive for teachers:  
[http://www.baltimorehousing.org/vtov\\_incentives](http://www.baltimorehousing.org/vtov_incentives).
2. Consider signing bonuses for teachers who will work in priority schools.
3. Consider a bonus after 5 years (possibly 3-need more discussion) teachers who continue in a priority school.
  - a. This could be complicated, not just for funding, but also addressing the teachers who have already been in the school for the 3 or 5 years.
4. Create a scholarship specifically for teacher shortage areas and priority schools that is in addition to currently available financial assistance.

**Committee 3**

- Create statewide professional development pathways with career-wide learning opportunities for educators across the state.
- Establish a school-university partnership process for building PD programs that link but are not limited to certification requirements for renewing.
  - A. Establish shared responsibilities for induction and professional development programs that may include components such as mentoring and coaching, etc.
  - B. Programs should incorporate a quality assurance framework that meets state and national guidelines such as National DPDS, Learning Forward Standards for Professional Learning, etc.

**Committee 4:**

Work is focused on rewriting the standards of the Institutional Performance Criteria (IPC).

**Committee 5:**

- Provide appropriate time for mentors to support non-tenured teachers based upon individual teacher needs.
- Establish institutes of higher education and local education agency partnerships to develop and implement mentorship training programs which embed innovative evidence-based strategies as part of a comprehensive induction program.
- Develop online repository of resources to strengthen mentor best practices.
- Match mentees with mentors who have similar experiences serving specific student populations, such as student with disabilities, English Language Learners, and socio-economic backgrounds.