Committee 1: Certification

- **Recommendation 1: Propose regulatory language for National Board Certification to be included in the initial route option continuum**
- Still Under Consideration
  - o Propose regulatory language for an adjunct certification
  - o review the requirements for the conditional certificate and possible regulatory language changes regarding the length of the conditional certificate
  - o 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);
  - o Define the must haves and basic requirements for initial certification, renewals and endorsements, including:
    - Classroom management
    - Special needs
    - Reading
    - Content
    - Pedagogy
  - o Explore the concept of micro-credentialing for certificate renewal and addition of endorsements

Committee 2: Incentives

Still Under Consideration

- Recommendation 1: Loan Forgiveness and Repayment
- Recommendation 2: Housing Incentives
- Recommendation 3: Differentiated Pay for Priority School Teachers
- Recommendation 4: Paid Internships
- Recommendation 5: Expand the para educator pool

Committee 3 Professional Development

- **Recommendation 1 -- Create state-wide professional development pathways with career-wide learning opportunities for educators across the state.**
  a. Leverage state, LEA, union and two and four year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.

  b. Leverage new knowledge, promising practices, and advanced technologies to increase access and success.

  c. Leverage statewide and regional partnerships, resources, and delivery structure to ensure equitable access across the state.

- **Recommendation 2 -- Establish LEA-Institutes of Higher Education (IHE) partnerships in developing, delivering and ensuring high quality induction professional development programs that link but are not limited to certification regulations for renewal.**
  a. Establish shared vision, responsibilities and resources for professional development and induction programs that meet LEA and school priorities and address individualized needs for educators.

  b. Establish professional development and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency, technology integration and promising practices in mentoring to increase educator effectiveness and student achievement.

  c. Establish a quality assurance framework that meets state and national guidelines such as National Board of Professional Teaching Standards and Learning Forward Standards for Professional Learning.

Committee 4:
Work is focused on rewriting the standards of the Institutional Performance Criteria (IPC).

Committee 5:
- **Recommendation #1 revised to:** *Provide appropriate time for mentors to support non-tenured teachers based upon individual teacher needs.*
  An excellent summary of the research on teacher induction is provided by Richard Ingersoll and Michael Strong's in their 2011 academic journal article. In addition, past analyses by New Teacher Center for the states of Colorado and Minnesota also distilled the research to demonstrate benefit afforded from specific aspects of induction and mentoring. The NCTAF Teacher Turnover Cost Calculator can be used to estimate a financial price tag of teacher turnover and estimate potential savings.

  Under the pilot program established in SB 493, each participating first year teacher shall be afforded at least 20% more time than teachers who are not first year teachers during the academic week to be spent on mentoring, peer observation, assistance with planning or other preparation activities

  Research suggests that regular interactions between a beginning teacher and his or her mentor are required to generate positive benefits on instructional improvement and teacher retention. It is difficult to quantify an exact amount of time, but research is somewhat instructive. First, research has shown that full-time mentors may be more effective than mentors who engage in this work alongside a partial or full classroom-teaching load. Second, the breadth of research suggests that weekly mentor-mentee 3 interactions of between 60-180 minutes may be most beneficial. But, of course, what occurs during these time periods (observing teaching, instructional feedback, lesson planning, etc.) may be even more important than the time spent itself.

- **Recommendation #2 revised to:** *Establish IHE's and LEA partnerships to develop and implement mentorship training programs which embed innovative evidence-based strategies as part of a comprehensive induction program.*

- **Recommendation #3 revised to:** *Develop online resource repository of resources to strengthen mentor best practices. Resources may include:*
    - videos
    - mentor and mentee tools
    - webinars
    - protocols
    - self-reflection guides/surveys
    - training modules

- **Recommendation #4:** *Match mentees with mentors who have similar experiences serving specific student populations, such as student with disabilities, EL, and socio-economic background.*

  It is important to note that all induction programs are not created equal, and may range from informal buddy systems to comprehensive programs focused of transforming the instructional practices of beginning educators. The same is true of the design and implementation of state policies. While Maryland has a strong induction mandate and set of program requirements in place (as summarized here by New Teacher Center), the 2015 TELL Maryland Survey found that a quarter of new teachers reported not being formally assigned a mentor. Further, nearly one third said they never engaged in lesson planning with their mentor and 35% said they never analyzed student work during mentoring time.