

Teacher Induction, Retention, and Advancement Act of 2016

Workgroup

Materials of Interest

May 30, 2017 Meeting

Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016

http://mgaleg.maryland.gov/2016rs/chapters_noln/ch_740_sb0493e.pdf

Statute that requires the State Department of Education to establish a workgroup, the participants, sets forth the elements to be reported on and the dates (November 1, 2016, November 1, 2017, and December 1, 2021) by which the interim and final reports must be submitted to the governor.

Materials of Interest

“Layoffs Complicate Teacher Shortage in Baltimore City”, WBAL-TV, May 19, 2017

<http://www.wbaltv.com/article/layoffs-compound-teacher-shortage-in-baltimore-city-schools/9884222>

Highlights the difficulty Baltimore City faces filling vacancies in the face of layoffs. Baltimore has one of the most competitive teacher salaries in the state with a package of incentives.

“Hogan Announces \$83 Million in Student Need Based Scholarships for 2017-2018”, Montgomery Community Media, May, 16, 2017

<http://www.mymcmedia.org/hogan-announces-83-million-in-student-need-based-scholarships-for-2017-18/>

Howard P. Rawlings Education Excellence Award Program includes two need based grant programs providing financial assistance to low income students: the Educational Assistance Grant (EA) and the Guaranteed Access Grant (GA). The article states, “In order to be eligible, the student must be a Maryland resident who plans to enroll at a two-year or four-year Maryland college or university as a full time degree seeking undergraduate student.

EA grant awards take into account the expected family contribution towards the cost of tuition, books, and fees, and range anywhere from \$400-\$3,000. GA grants are designed to help the neediest students by providing 100% of the student’s cost of attendance, as determined by the school’s financial aid office, or \$19,000, whichever is less.”

“Minnesota on the verge of teacher licensing overhaul” Pioneer Press, May 7, 2017

<https://mail.google.com/mail/u/0/?tab=cm#inbox/15bfd0e92a0fb450?projector=1>

Provided by: Nancy Shapiro, workgroup member

The proposed changes would streamline teacher licensing by consolidating standards and creating a four-tiered system in an effort to reduce the States teacher shortage areas.

“Educators Share Their #BestPD, #WorstPD”, Education Week, May 1, 2017

<http://www.edweek.org/ew/section/multimedia/educators-share-their-bestpd-worstpd.html>

This article shares twitter posts from teachers regarding their best and worst professional development.

“Landscapes in teacher prepare: undergraduate secondary” NTCQ, May 2017

http://nctq.org/dmsView/US_2017_Landscape

NTCQ’s latest review of over 700 undergraduate programs that prepare secondary teachers.

“Op-Ed: Maryland Colleges Should Revive Teacher Pledge Tuition Waiver” Baltimore Sun, April 25, 2017

<http://www.baltimoresun.com/news/opinion/oped/bs-ed-teacher-pledge-20170425-story.html>

The “Pledge to Teacher” originated in 1866 when the teachers college was founded at Towson. This program provided a free four year tuition as long as the recipients agreed to teacher in a public school for two years after graduation. The author suggests that this would be a great program to reinstitute as it would

Committee 1:

ETS Explanation of Composite Score for Praxis Core

Following is a description of why ETS does not support composite scoring and was developed by our researcher and psychometrician:

In general, we do not recommend the use of a composite passing score because such compensatory scoring rules allow students to make up for a low score in one area with a high score in another and so avoid meeting the minimum standard set in one or more areas. If a state wishes to use a composite, they should not do so arbitrarily but should consider the level of knowledge and skills necessary to succeed in a teacher preparation program. If the intention of the state is to allow candidates to compensate for relative weaknesses in one area (e.g., mathematics) with relative strengths in another (e.g., reading), a compensatory decision rule can be established but it must be appropriate for the structure of the assessment and psychometrically defensible.

The Praxis Core assessment was designed to include three separate tests measuring reading, writing and mathematics skills. As such, scores on each test (e.g., reading) are comparable across administrations and across forms (consistent with APA/AERA/NCME Standards). However, composite scores — the simple sum of the scale scores from the three Praxis Core tests — are not necessarily comparable across test takers or across administrations.

Committee 2:

**Associate of Arts in Teaching Charge to ATT Recruitment Committee (attachment 1)
Provided by, Fran Kroll, Committee Member**

This document summarizes the recommendations for recruiting teacher candidates in the AAT programs of study.