

TEACHER INDUCTION, RETENTION, AND ADVANCEMENT ACT OF 2016

WORKGROUP

June 20, 2017 Meeting

COMMITTEE #3 & COMMITTEE #5 – Professional Development for Teachers and Administrators and Mentoring

Committee Members Present: Kathy Angeletti (USM), Yi Huang (USM), Heather Lageman (PSSAM), Sarah Mallory (UMD), Debbie Poese (MADTECC), Stacy Williams (MICUA), Dan Capozzi (MSDE)

Committee Members Absent: Deanna Stock (MADTECC), Phyllis Lloyd (MAESP), Judy Jenkins (MICUA) : Jasmine Stewart (MSEA), Diane Workman (PSSAM)

MSDE Staff: Jessica Bancroft, Karen Dates Dunmore

Workgroup Members: Lorraine Cornish-Harrison (BTU), Rowena Shurn (MSEA)

Guests: Duane Morgan (USM), Damon Jones (USM)

Committees 3 & 5 Discussion:

Goal for committee work: Review the stand-alone recommendations from both committees and if there are links, have a statement that indicates they are aligned and develop one goal or over-arching recommendation.

Recommendations for revised regulations—looking at ways to strengthen. *(Rowena Shurn)*

Let's look at recommendation 3 from committee 5 regarding mentors and incorporate a separate bullet. *(Sarah Mallory & Stacy Williams)*

Committee 3 – Recommendation 2b (referencing previous recommendations) – we can strengthen so we could have multiple bullets to emphasize professional development, mentoring and induction. *(Yi Huang)*

Recommendation 1b—including an on-line repository for professional development, mentor training and induction programs.

We need to be sure we mention all areas – statewide, partnerships with LEA's *(Stacy Williams)*

Let's look at Recommendation 2a *(Yi Huang)*--after development – mentor training and induction program

Look at Recommendation 3 –add to group 3 *(Sarah Mallory)*

- Generic language then add Recommendations 1 and 4 from group 5—As the cornerstone of the induction period

Let's look at page 1 from Rowena – need to incorporate into our recommendations *(Kathy Angeletti)*

I would prefer if we reviewed COMAR regulations *(Deb Poese)*

We need to make sure suggestions do not hurt smaller counties *(Sarah Mallory)*

Smaller counties do mentoring in buildings, not district. Do mentors have the necessary resources to help the new teacher? *(Stacy Williams)*

Do we need to add sub-bullets to recommendation? *(Sarah Mallory)*

Can we incorporate the one recommendation from page 3 from Rowena's report? *(Kathy Angeletti)*

We need to add from page 3 – adult learning theories, cultural competencies, peer coaching. *(Sarah Mallory)*

We is our big ask – help with teacher prep and help with teacher mentors? Then we need to add a recommendation: *(Yi Huang)*

- Recommendation 3 -- Create statewide mentoring training pathways among IHE's to support teacher preparation and teacher leadership development.
- Recommendation 3a – develop and implement and high impact mentor training programs which imbed
- Recommendation 3b – provide appropriate time and resources to address professional needs to support
- Recommendation 3c –establish mentoring networks

At NASTDEC, one of the issues that came up was ethical issues. Recommendation 2 (group 3), we need to specifically address Model Code of Ethics for Educators (MCE) and include in recommendation—add to recommendation 3. *(Kathy Angeletti)*

Add to recommendation 2c – model code of ethics. “..and the Model Code of Ethics for Educators” *(Dan Capozzi)*

Below is a compilation of all of the ideas regarding the recommendations from both committees—compiled and synthesized by Yi Huang:

TIRA Recommendations from Committee III and Committee V (As of 6/20/2017)

- 1. Create statewide 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, including an online repository for professional development, mentor training, and induction programs.
 - c. Leverage statewide and regional partnerships, resources, and delivery structures to ensure equitable access across the state.
- 2. Establish LEA-IHE partnerships in developing, delivering, and ensuring high quality professional development programs that link but are not limited to certification regulations for renewal.**
 - a. Establish shared vision, responsibilities, and resources for professional development, mentor training, and induction programs that meet LEA and school priorities and address individualized needs for teachers.

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

c. Establish a quality assurance framework that meets state and national guidelines such as National Board for Professional Teaching Standards, Standards for Professional Learning, and Model Code of Ethical Standards for Educators.

3. Recommendation 3: Create statewide mentoring training pathways among IHEs, LEAs, and regulatory agencies to support teacher preparation and teacher leadership development.

a. Co-develop and implement high-impact mentorship training programs which embed innovative evidence-based strategies and ethical practices, such as adult learning theories, cultural competencies, and peer coaching, to support teacher development.

b. Provide appropriate time and resources to address professional needs and support individualized learning for mentors and mentees.

c. Establish mentoring networks and provide theme-based (such as EL and special education), role-based (such as department chair and resource teacher), and or/context-based (such as urban and rural schools) opportunities to improve effectiveness of mentorship in diverse school settings.

d. Match mentees with mentors who have similar experiences serving specific student populations, such as student with disabilities, EL, and socio-economic background. (Item d is from the original Committee 3 recommendation)