

Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
Materials of Interest
July 7, 2016 Meeting

Materials of Interest by Speaker

Ms. Jeanne-Marie Holly, Program Manager, Career and Technology Education Systems Branch

Teacher Academy of Maryland: Career and Technology Education Program of Study Fact Sheet

This fact sheet provides an overview of the Teacher Academy of Maryland (TAM); including; but not limited to, background, LSSs that offer TAM, and which Institutes of Higher Education have partnered with LSSs.

Ms. Cecilia Roe, Director of Instruction Assessment and Professional Learning

Induction/Mentoring/Coaching – Division of Curriculum, Assessment and Accountability

This fact sheet provides an overview of MSDE recent efforts concerning teacher induction and mentoring.

High Quality Professional Development

2015 Master Plan Indicator

COMAR 13A.07.01 Comprehensive Teacher Induction Program

http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.01.*

Specific selections of the regulations pertaining to teacher induction requirements.

Information Regarding Maryland Teacher Retirement Program

“Teacher Pension Policy in Maryland: A report card on the sustainability, flexibility and fairness of state teacher pension systems,” National Council on Teacher Quality, January 2015

http://www.nctq.org/dmsView/Pension_Report_Card_Maryland

The National Council of Teacher Quality gives Maryland a D+ rating and provides a snapshot of Maryland’s pension system.

“What is the Average Teacher Pension in My State?” Teacher Pensions.org, April 13, 2016

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

Reports that the average benefit of currently retired Maryland teachers is \$ 34,956.00; new teachers are set to receive an average of \$20,544.00. Furthermore it indicates that 57% of new Maryland teachers are expected to leave the system before qualifying for any benefits.

**“How does your States Pension Plan Compare? An updated List of Pension Resources,”
Teacher Pensions.org, May 19, 2015**

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

Provides a variety of links to the more information regarding States pension systems.

“The State of Retirement: Grading America’s Public Pension Plans”, Urban Institute, 2014

<http://apps.urban.org/features/SLEPP/index.html>

The Urban Institute gives the Maryland Public Employee pension system (including teachers) a C rating. This website contains an interactive Map that provides a State-by-State report card on the their public pension systems. Information can be drilled down by a variety of demographics. As it applies to teachers we get “Fs” for rewarding younger workers and promoting a dynamic workforce

Information Regarding Causes of Separation

The Maryland State Department collects data regarding the cause of Separation as indicated on the handout. Statewide data will be shared at a future meeting.

Information Regarding States Effected by CAEP not being recognized by the US Department of Education

States Impacted by CAEP not being Recognized by USDOE

Ms. Elizabeth Vilkey, Senior Director if State and Member Relations, CAEP provided information regarding Ohio, Hawaii, and Maine. Like Maryland these three states require a national educator preparation program to be recognized by the US Department of Education.

A Compilation of Excerpts of Language for other State Bills and Laws regarding CAEP

Information from the District of Columbia, California, Oregon, South Dakota, and Virginia.

Various Articles Regarding Teacher Induction, Retention, and Advancement Act

“Teacher pay around the world,” The Brookings Institute, June 20, 2016

<http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/06/20-teacher-pay-world-startz>

This article provides an interesting comparative discussion to teacher pay and prestige. Overall, the compared to most industrialized countries the United states is below the average.

“New support comes for first-year teachers,” WBALTV, June 23, 2016

<http://www.wbaltv.com/education/new-support-comes-for-firstyear-teachers/40195534>

This article provides a brief synopsis of the Teacher Induction, Retention, and Advancement Act. It highlights the portion pertaining to the pilot program for teacher mentoring.

Coalition for Teaching Quality

<http://coalitionforteachingquality.org/main/>

“The Coalition for Teaching Quality represents a broad cross-section of over 100 local, state, and national organizations representing civil rights, disability, parent, student, community, and education groups. Formed in reaction to a provision that allowed teachers in training to be identified under federal law as “highly qualified” and concentrated in low-income, high need schools, this group has developed a new, comprehensive framework for teaching quality that will allow the nation to put a fully-prepared and effective teacher in every classroom.”

Reports

Report Title: “Minority Teacher Recruitment Study and Report”

Report Date: December 2013

http://dlslibrary.state.md.us/publications/Exec/MSDE/SB548Ch286_2013.pdf

Legislatively mandated, this report makes four recommendations on certain strategies to increase and improve minority teacher recruitment, preparation, development, and retention in Maryland. Recommendations included:

1. Examine current regulations, policies, and procedures (CAEP, college and university, local school systems, MSDE, and MHEC) to determine if any present barriers exist that might be addressed to enhance the recruitment of minorities.
2. Use recruitment strategies that also include needed support systems for minority teachers.
3. Provide financial incentives that make a difference in the life of a newly recruited minority teacher.
4. Expand current programs offered in high school such as the Teacher Academy of Maryland, increase enrollment in the Future Educators Association which exists at both middle and high schools, and enhance business partnerships through the Maryland Business Roundtable or other similar organizations which can showcase minority teachers and the teaching profession.