



**Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
Materials of Interest
July 19, 2016 Meeting**

Materials of Interest by Committee

Committee I: Recruitment

National Board of Professional Teaching Standards (NBPTS) Five Core Propositions
<http://www.nbpts.org/five-core-propositions>

National Board Standards
<http://www.nbpts.org/national-board-standards>

Sustaining the Teaching Profession by Ronald Thorpe
<http://scholarworks.umb.edu/nejpp/vol26/iss1/5/>

Ron Thorpe examines whether teaching is a true profession in this article that focuses on the importance of a national board certification. Using medicine as a model, Thorpe discuss why policymakers and the public should care about what it means to be an effective teacher and what it will take to create and sustain a teaching workforce defined by accomplished practice.

May 5th Professional Standards and Teacher Education Board Memo Regarding Specialized Certification Areas

PSTEB discussed the growing need for teachers who possess highly specialized skills to teach a variety of hard to fill positions in our local school systems. It was determined that a workgroup would be formed to determine if the certification regulations are a barrier to recruiting highly motivated career professionals who are interested in teaching from joining the teacher workforce.

December 1, 2015 Workgroup report: Alternative Certification Programs (MSAR #10533)

The workgroup was asked to consider the appropriateness of developing an alternative teacher certification program for areas of the state experiencing a critical teacher shortage. Recommendations included increasing the awareness and training to LSSs in regards to Maryland Approved Alternative Preparation Programs and to examine the conditional certificate further.

Committee II: Preparation

“Every Student Succeeds Act; A New Day in Public Education” American Federation of Teachers

http://www.aft.org/sites/default/files/essa_teachers-paras.pdf

This document provides a brief overview of teacher preparation in ESSA. It covers allowable funding in Title II to expand preparation, summarizes state choices from activities that are permitted thru grant funding, and defines teacher residency programs.

“ESEA – Rewrite Bill Includes Controversial Teacher-Prep Provisions” Education Week Blog, December 8, 2015

http://blogs.edweek.org/edweek/teacherbeat/2015/12/teacher-prep_provisions_in_ess.html

This Article provides a brief analysis of the proposal to allow states to use federal teacher-quality funds to sponsor new types of program.

“Co-editors’ introduction; Every Student Succeeds Act – A Policy Shift” Bilingual Research Journal, February 29, 2016.

<http://www.tandfonline.com/doi/full/10.1080/15235882.2016.1148996>

Article discusses the shift away from AYP and the shift towards using multiple methods of measuring student success.

Committee III: Induction

Supporting New Teachers: What Do We Know About Effective State Induction Policies

http://www.gtlcenter.org/sites/default/files/Induction_Snapshot.pdf

This article provides a snap shot of various states policies regarding teacher induction. Maryland, Kentucky and Connecticut are highlighted.

“Beginning Teacher Induction: What Does the Data Tell Us” Education Week, May 2012

http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html

This article comments on the reform efforts concerning Induction. It indicates that while studies indicate that induction can help retain teachers and improve their instruction, there are many variables that can impact those results and that there is not much data indicating the districts return on investment for induction.

Committee IV: Retention

“Why do Teachers Quit?” The Atlantic, October 18, 2013

<http://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

In this Atlantic article, the issues of why some teachers leave are examined. Beginner teachers site reasons that include ability to make decisions, work load that is not sustainable, and salary as contributing factors. Richard Ingersoll's research shows that how the administration handles the concerns of new teachers is a huge contributing factor to retention.

Recruiting and Retaining Teachers: What Matters Most and What can Government Do?” The Forum for Education and Democracy, 2011.

<http://www.forumforeducation.org/news/recruiting-and-retaining-teachers-what-matters-most-and-what-can-government-do>

This article from Linda Darling-Hammond and Charles Ducommun from Stanford University addresses the issue of retention and recruitment of quality teachers into US schools. It highlights California and Connecticut as examples of states that are leading by example in recruitment and induction of new teachers. The article concludes with suggestions for successful recruitment and retention of teachers.

“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 (Provided 7/6/16)

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

“What is the Average Teacher Pension in My State?” Teacher Pensions.org, April 13, 2016 (Provided 7/6/16)

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

“How does your States Pension Plan Compare? An updated List of Pension Resources,” Teacher Pensions.org, May 19, 2015 (Provided 7/6/16)

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

“The State of Retirement: Grading America’s Public Pension Plans”, Urban Institute, 2014 (provided 7/6/16)

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

Committee V: CAEP

CAEP Survey of National Association of Independent Colleges and Universities (NAICU), Prepared by Tina Bjarekull, President, Maryland Independent College and University Association

This chart provides the results of 16 state responses to whether or not their teacher preparation programs are required to obtain national certification

States Impacted by CAEP not being recognized by USDOE (Provided 7/6/16)

A Compilation of Excerpts of Language for other State Bills and Laws regarding CAEP (Provided 7/6/16)

Annotated Code of Maryland, Education Article §11-208. National Accreditation (provided 6/22/16)

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged§ion=11-208&ext=html&session=2015RS&tab=subject5>

COMAR 13A.07.06.01 Program Approval (provided 6/22/16)

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.06.01.htm>

Various Articles and Reports Regarding Teacher Induction, Retention, and Advancement Act

“Train Teachers Like Doctors,” The New York Times, July 8, 2016

<http://www.nytimes.com/2016/07/08/opinion/train-teachers-like-doctors.html>

Article suggests that like doctors teachers need well-designed and well supported preparation. The article states that teachers that participate in yearlong residencies are significantly more likely to stay in the profession. Article also sights other countries that provide the necessary funding to ensure teachers get a “residency like” training program.

“Accountability in Teacher Preparation: Policies and Data in the 50 States & DC,” CCSSO, July 2016

[file:///C:/Users/sspross/Downloads/50statescan%20\(2\).pdf](file:///C:/Users/sspross/Downloads/50statescan%20(2).pdf)

This report is a comprehensive look at the effectiveness of our educator preparation programs.

“Train Teachers Like Doctors,” Pittsburgh Post-Gazette, June 22, 2014

<http://www.post-gazette.com/opinion/2014/06/22/Train-teachers-like-doctors/stories/201406220112>

Author suggests that perhaps America should train teachers like doctors and make teacher colleges just as hard to get into as medical school. She comments on states that have begun doing just that and suggests that Rhode Island will be leading the pack by 2020. Furthermore she highlights the process of becoming a teacher in Finland.