



Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

August 2, 2016 Meeting

Committee #1- Recruitment

Attendees: Jean Marie Holly (MSDE), Jessica Cuches (PSSAM), Tanya Williams (MICUA), Carrie Conley (MAESP), Nomsa Geleta (USM)

Workgroup Members: Deborah Kraft (MICUA), Sarah Spross (MSDE), John Enriquez (MHEC), Linda Gronberg-Quinn (MADTECC),

MSDE Staff: Kelly Meadows

Alternates Present: Mary Tillar (PSSAM)

Introduction:

Co-Chairs identified- Carrie Conley and Audra Butler

Minutes approved

Materials briefly reviewed

Discussion:

What were the main points of the discussion from last meeting? National Board- is this for profit org. the way that Maryland should go? Is there a conflict of interest?

What role would higher ed have in National Board cert., if any?

Kelly shared .05- APC and how National Board Cert plays into being eligible for and APC

Kelly shared that for renewal, 6 CPDs can be earned for earning NBC

Deborah Kraft- "How do we link loan forgiveness to working in high needs areas? As this is a very important piece." Nomsa G.- How do reach this across higher ed and PreK-12?

JMH- encourage that teachers in Teacher Academies are encouraged to place in high needs areas

CC- How do recruit and retain the types of teachers needed for critical shortage areas? How do we reach educators of color, career changers, etc.? How do we recruit more teachers that students can relate to immediately?

Question- how are critical shortage areas identified? What is a critical shortage area? Answer- areas where there are more positions open than candidates to fill them. Do we know the reasons for which teacher ed prep graduates do not go into teaching? No. Do we know how many graduates of teacher prep apply for certification?

JC- AACPS is currently struggling to fill special education positions

NG- what incentives can we give to teachers in areas that are over populated to consider critical shortage areas?

SS- is pedagogy relevant for specialized areas of teaching? Something to discuss. Are there other avenues that one can complete for the pedagogy component. PSTEB and State Board must approve all teacher prep and certification regulations. PSTEB is very conservative right now and State Board is very innovative right now.

NG- higher ed doesn't have the flexibility to have different avenues for those candidates who come in with a lot of experience as they follow the National Standards

What are the bare minimums for every teacher? Regulations are a baseline, minimum set of standards. Highering requirements can be more or not.

JC- those educators who test in to the content area tend not to be the better teachers of those areas, which is a highering decision. There need to be different avenues as a minimum set up standards. Minimum standards may need to be discipline specific.

JMH- caution- the idea that prospective teachers may choose the path that has the least requirements if everything is discipline specific.

JC- what if there were financial incentives tied to the areas that are harder to qualify for

SS- do we need to restructure the types of certificates available? How long they are valid?

CC- from student perspective- something progressive in the way of teaching pedagogy may solve the issue for career changers who have a specialized content knowledge. In house support? Higher education?

JE- What are the problems that need to be addressed? Are we talking about solutions first or problems first? NG- each time you solve a problem, you add a different problem. Must weigh gains and consequences?

JC- AA would love to be a pilot county for progressive ideas but are restrained by certification requirements. Have good partnerships with Northrup Grumman and would like to bring them in and train. The alternative is a long term sub. NG- can AA be available to give these pilot people the pedagogy training during this time? TW- worried about them not having pedagogy. Can you use a conditional certification?

Loan Forgiveness Discussion-

What should the criteria be for loan forgiveness? Is it high needs school or critical shortage area? What comes first? Must define if it matters that the cert area was gained by test or credit count. Critical shortage area can be just as important as high needs schools.

Current programs identified- must have graduated from MD school.

Should this be State specific or County Specific? Would a State program cover all of the locals' needs?

Is income driven. Do we change the limits of income limit requirements?

Need an education specific loan forgiveness program. Current program includes all public servants.

Market a program directly to teachers. Need to do a better job of marketing.

What should the requirements be to qualify? How much time in the school? What type of school?

One current downfall is that it is solely for those who have already gone through school. Can there be a program to recruit teachers in the beginning? There is a need for a program at entry into education AND when entering the classroom.

Specialized Teaching Area Discussion-

Boutique areas (nanotechnology)- may only need a few but in the critical shortage areas, the need is much higher regardless of if the school is high needs.

Need more career changers to have educators who have secondary content knowledge as the traditional students are not going for secondary areas.

Need a way to get the industry professionals into the classrooms.

Bare minimum requirements (pedagogy)

Start thinking about minimum requirements that should be outlined in regs. Perhaps group should look at COMAR 13A.12.02 to get an idea of what current pedagogy requirements are. Are they appropriate? What needs to change? If the committee has recs to change regs, that is okay.

Can there be a diversified approach?

Materials of Interest Requests:

Teacher Staffing report from 2014-2015 (latest report)

- PTE regulations
- AACPS will send their proposed adjunct program to KM
- Conditional certification regs
- Specialized Teaching Areas Regulations
- Can we get the following data: how often is the loan forgiveness program (LARP) used for teachers in MD?
- What does the data say regarding how many educators are alt prep grads vs. MAP grads in MD?