



Teacher Induction, Retention, and Advancement Act of 2016

Workgroup

Materials of Interest

October 4, 2016 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 from the Learning Policy Institute (all article descriptions provided by the Learning Institute)

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.*. Palo Alto, CA: Learning Policy Institute

Report: <https://learningpolicyinstitute.org/product/coming-crisis-teaching>

Brief: https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_BRIEF.pdf

“This in-depth report examines the current indicators of a national teacher shortage, analyzes the severity and persistence of the labor market imbalance, discusses the impact on students and schools, and proposes evidence-based policies that could help create a sustainable supply of well-prepared teachers in subjects and states where they are needed.”

Understanding Teacher Shortages: A State-by-State Analysis of the Factors Influencing Teacher Supply, Demand, and Equity., Learning Policy

https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive?utm_source=newsletter&utm_medium=email&utm_content=National%20Interactive%20Map&utm_campaign=UA-67199435-1

This map highlights a number of key factors that reflect and influence teacher supply and attrition and signal whether states are likely to have an adequate supply of qualified teachers to fill their classrooms. Based on these data—which treat compensation, teacher turnover, working conditions, and qualifications—each state is assigned a “teaching attractiveness rating,” indicating how supportive it appears to be of teacher recruitment and retention and a “teacher equity rating,” indicating the extent to which students, in particular students of color, are assigned uncertified or inexperienced teachers. Ratings are on a 1-5 scale, with 1 (the lightest color) being the least desirable and 5 (the darkest color) being the most desirable.

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Palo Alto, CA: Learning Policy Institute.

Report: https://learningpolicyinstitute.org/sites/default/files/product-files/Solving_Teacher_Shortage_Attract_Retain_Educators_REPORT.pdf

Brief: https://learningpolicyinstitute.org/sites/default/files/product-files/Solving_Teacher_Shortage_Attract_Retain_Educators_BRIEF.pdf

“Shortages in the teaching force have been growing across the country, reaching crisis proportions in some fields and in locations where wages and working conditions are least attractive. This report provides a detailed analysis of the factors contributing to a shortage of fully prepared teachers and offers local, state, and federal policy recommendations for attracting and retaining a prepared, effective, and diverse teacher workforce.”

Why do Teachers Leave Infographic

https://learningpolicyinstitute.org/sites/default/files/Teacher_Exodus_Infographic.pdf

This infographic provides reasons for teachers leaving and provides policy ideas to slow the teacher exodus.

Ingersoll, R. & May, H. (2016) *Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013*, Palo Alto, CA: Learning Policy Institute.

https://learningpolicyinstitute.org/sites/default/files/product-files/Minority_Teacher_Recruitment_Employment_Retention%20_BRIEF.pdf

“This brief summarizes the results from a study of the recruitment, employment, and retention of minority k-12 teachers. The study examines the extent and sources of the minority teacher shortage—the low proportion of minority teacher in comparison to the increasing number of the minority students in the school system.”

Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). *The Teacher Residency: An Innovative Model for Preparing Teachers*. Palo Alto, CA: Learning Policy Institute.

Report: https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Residency_Innovative_Model_Preparing_Teachers_REPORT.pdf

Brief: <https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Brief-TeacherResidencies.pdf>

“Emerging teacher residency programs offer an innovative approach to recruiting and retaining high-quality teachers for hard-to-staff schools and subjects. Building on the medical residency model, teacher residencies provide an alternative pathway to teacher certification grounded in deep clinical preparation. This report summarizes the features of these programs and research related to their practices and outcomes.”

Kini, T., & Podolsky, A. *Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research* (Palo Alto: Learning Policy Institute, 2016).

Report: https://learningpolicyinstitute.org/sites/default/files/product-files/Teaching_Experience_Report_June_2016.pdf

Brief: https://learningpolicyinstitute.org/sites/default/files/product-files/Teaching_Experience_Brief_June_2016.pdf

“This report analyzes the effect of teaching experience on student achievement based on a review of 30 recent, methodologically rigorous studies. It finds that teachers become more effective as they gain experience, especially if they work in supportive settings. In addition to a detailed analysis of the research, the report offers strategies to attract, retain, and develop teachers who have opportunities to learn and grow throughout their careers.”

Kini, T. & Podolsky, A (2016) *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* Palo Alto, CA: Learning Policy Institute
[.https://learningpolicyinstitute.org/sites/default/files/product-files/How_Effective_Are-Loan_Forgiveness_and_Service-Scholarships_Recruiting_Teachers.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/How_Effective_Are-Loan_Forgiveness_and_Service-Scholarships_Recruiting_Teachers.pdf)

“In times of shortages, state and federal policy makers are exploring a variety of strategies to recruit and retain high-quality teachers. This policy brief discusses the research related to forgivable loans and service scholarships that underwrite preparation in exchange for service in high-needs fields and locations.”

Linda Darling-Hammond, Roberta Furger, Patrick Shields, and Leib Sutcher, *Addressing California’s Emerging Teacher Shortage: An Analysis of Sources and Solutions* (Palo Alto: Learning Policy Institute, 2016).

Report: https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA_TeacherShortage.pdf

Brief: https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-4pp-Brief_AddressShortages.pdf

Interactive Map: <https://learningpolicyinstitute.org/product/california-teacher-shortage-county#/>

“Growing teacher shortages are making it difficult for districts to find enough fully prepared teachers to staff all of their classrooms. This report analyzes the genesis of the current shortages, evaluates the factors that will determine future trends, and makes recommendations for addressing these problems”

Materials of Interest

“ Fact Sheet: Education Department Encourages Support for Educators and Teaching Profession through Title II, Part A”, September 27, 2016 (Attachment III)

The guidance released by the US Department of Education encourages states and districts to prepare, train and recruit high quality teachers and principals to increase student achievement. The guidance highlights ways local leaders can use the dollars to support the educator workforce.

“ The Ghost of Teacher Shortages Past...”, NCTQ, September 26, 2016

<http://www.nctq.org/commentary/article.do?id=293>

This commentary by Kate Walsh, President, NCTQ, provides an alternative perspective on the issue of teacher shortages.

“Analysis Projects Growing National Shortfall of Teachers”, Education Week, September 14, 2016

<http://www.edweek.org/ew/articles/2016/09/14/analysis-projects-growing-national-shortfall-of-teachers.html>

This article discusses the national trends regarding the teacher supply and demands as reported in the recent release of the Learning Policy Institutes reports. It reports that there are tremendous shortages in math, science, and ESOL. Also of concern is the number of high-poverty schools that are experiencing teacher shortages. In addition to shortages the teacher attrition rates are high and teacher-preparation program enrollments have fallen 35% nationwide.

“Teacher-Prep Accreditation Group Seeks to Regain Traction: CAEP standards in full force this fall,” Education Week, August 23, 2016

<http://www.edweek.org/ew/articles/2016/08/24/teacher-prep-accreditation-group-seeks-to-regain-traction.html>

This article highlights the current challenges faced by CAEP.

“Baltimore Area Teachers work to hang on to new teachers,” The Baltimore Sun, August 21, 2016

<http://www.baltimoresun.com/news/maryland/education/bs-md-first-day-of-school-20160821-story.html>

This article provides information on how one Baltimore County Public School, Deer Park is approaching teacher mentoring

“What Matters Now”: Empower Teachers, Reorganize Schools for Success, EdPrepMatters, August 15, 2016

Provided by: Laurie Mullen, Committee 2 Member

<http://edprepmatters.net/2016/08/what-matters-now-empower-teachers-reorganize-schools-for-success/>

This report highlights the recent report completed by the National Commission of Teaching and America’s Future (NCTAF) entitled, “What Matters now: A New compact for Teaching and Learning”. The report indicates that a more “innovative and customized” approach is necessary and makes six recommendations

1. Policy makers should establish and broadly communicate a new compact with teachers.
2. Every state should establish a Commission on Teaching, Learning, and the State’s Future.
3. States and districts should codify and track whether all schools are “organized for success.”
4. Teacher preparation should be more relevant and clinically based.
5. States should support all new teachers with multiyear induction and high-quality mentoring.
6. Education leaders should evaluate all professional learning for responsiveness and effectiveness.

No Time to Lose: How to Build a World-Class Education System State by State, National Conference of State Legislatures', August 2016

Provided by: Nancy Shapiro, Workgroup Member

http://www.ncsl.org/documents/educ/EDU_International_final_v3.pdf

This article provides a comprehensive look at how to reshape the American education system based on the best practices of world-class systems. Common elements identified include: strong early childhood programs, a more professional teacher workforce, strong career and technical programs, and a comprehensive aligned system.

How do school districts mentor new teachers? April 2016

Provided by: Nancy Shapiro, Workgroup Member

https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2016125.pdf

This report provides information on how school districts in five states (Kansas, Missouri, Nebraska, North Dakota, and South Dakota) mentor new teachers. This survey included 1,000 school districts with a 70% response rate. Report indicated that most mentors surveyed are full time teachers with no release time for their mentor responsibilities; most mentor programs end after one year; and only half of the districts surveyed provide a stipend to mentors

“Partnerships for Preparing Teachers: Transforming Teacher Preparation and Professional Development on Maryland,” Governor’s Maryland P-20 Leadership Council Task Force on Teacher Education Report (Attachment I)

Provided by; Nancy Shapiro, Workgroup Member

In November 2013 the P-20 Task Force was charged with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce high quality teachers. Recommendations were made in four key areas; Pre-service teacher preparation, pre-tenure teacher induction, professional development for current teachers, and continuous improvement through accountability. Specific recommendation may be found in this report.

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