

Unpacking the Administrative Track Legislative Requirements

Pamela Catherine Callahan, University of Maryland, College Park

Dr. Segun Eubanks, University of Maryland, College Park

Joel Miller, University of Maryland, College Park

Introduction

School administrators such as vice principals and principals play a central role in leading school teams to meet ambitious academic outcomes for their students. Conscious of this reality, the authors of the education legislation referred to as the Blueprint for Maryland's Future (Blueprint) envision an administrative leadership track designed to foster school administrators with the skills necessary to support and develop teachers who can design instructional experiences that lead to positive student outcomes. The baseline requirements for the administrative track are laid out in [House Bill \(HB\) 1300](#), which along with [Senate Bill \(SB\) 1030](#) form the legislative package known as the Blueprint. Among the requirements of this landmark legislation is for all school districts in the state of Maryland to implement an administrative track that includes the baseline requirements of administrative positions while maintaining the opportunity to customize additional components of the administrative track not explicitly mentioned in the legislation. In this brief, we organize the requirements of the administrative track thematically as they are specified in [HB 1300](#)¹ and offer a bridge to the language of the [Maryland Commission on Innovation & Excellence in Education Report \(2019\)](#), which adds context to the language in [HB 1300](#). The Maryland Commission on Innovation & Excellence in Education began work in 2016. Their final report was submitted to the state legislature in 2019 and offered detailed suggestions about the education policy components needed to place Maryland's public school system on par with the best system in the world. In this brief, we aim to align the legislative language in [HB 1300](#) with that of the [Commission's 2019 report](#). In doing so, we hope that the brief will offer districts a helpful resource during the policy design process. For further clarification on the legislative language below please use the text of the [HB 1300](#).

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The topics listed in this section align with components of the Blueprint legislation. Each topic is hyperlinked to support your ability to explore the legislative requirements of the administrator track as district leaders and educator's associations create the district framework as required by HB 1300.

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¹ The State Senate considered [SB 1030](#) regarding the Blueprint for Maryland's Future. This bill covered the same topics as HB 1300 but in less detail. As a result we focused this brief on the text of HB 1300 to offer a more detailed breakdown of the regulatory requirements district leaders must incorporate into their teacher career ladder.

Legislative Language Organized Thematically

Purpose of the Administrator Track		
Page(s) from HB 1300	<u>Legislative Language</u>	Connection to Maryland Commission On Innovation & Excellence in Education Report (2019)
134	"The purpose of the administrator track is to develop teachers into principals"	<p>"The ladders will have two tracks: Teacher Leadership Track and Administrative Track." (p. 62)</p> <p>"This track develops teachers to be school principals." (p. 66)</p> <p>"The primary way to become a school principal is to advance along this track... However, districts must allow some flexibility in order to ensure that uniquely talented individuals from backgrounds outside education may still become school leaders." (p. 66)</p> <p>"Teachers can move between tracks with approval from their principal." (p. 68)</p> <p>"A critical role for principals is to cultivate a school environment in which teachers develop cultural competence, enhance empathy and respect for students, eliminate biases and stereotypes, and assume that all students regardless of their race/ethnicity/gender etc are capable of the highest levels of academic achievement. Principals should be evaluated on their success in fostering such school environments." (p. 69)</p>
135	A teacher on the administrative track is responsible for managing administrative functions in the school	<p>Roughly 5% of all teachers are on the Administrative Track." (p. 66)</p> <p>"Teachers on the Administrative</p>

		Track are responsible for managing the administrative functions in the school." (p. 66)
138	A county board may add a tier to the administrator track for district office directors	"The career ladder will be based on performance and experience, including certification from the National Board for Teaching and Professional Standards, and there will be two tracks: a Teacher Leadership Track and an Administrative Track. The State will provide uniform design parameters for the career ladder, including titles and criteria for moving up the ladder, and while local school districts will have flexibility to develop ladder pay scales and roles for teachers within the school, districts must remain within these parameters" (Kirwan Commission Interim Report, 2019, p. 21).

Description of Assistant Principal (Level 3)		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Connection to Maryland Commission On Innovation & Excellence in Education Report (2019)</u>
128	Shall be an NBC teacher	
128	Have an advanced professional certificate for administration	
128	Teacher in the classroom for at least 20% of their working hours	
128	Spend the remaining time on other teacher activities such as: setting priorities for the subject level departments of the school and fulfilling specialized roles such as head of professional development	

Licensed Principal Role & Responsibilities

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Connection to Maryland Commission</u> <u>On Innovation & Excellence in</u> <u>Education Report (2019)</u>
135	First tier of the administrative track is licensed principal	<p>"There will be two levels on the Administrative Track: licensed principal and master principal." (p. 67)</p> <p>"For the purpose of costing out, it is assumed that about 4% of teachers will become Licensed Principal..." (p. 67)</p> <p>"As the success of a school leader grows as demonstrated by positive evaluations and movement up the career ladder, more autonomy should be provided to that school leader for making school-level decisions." (P. 68)</p>
135	MSDE and Professional Standards and Teacher Education Board shall establish the criteria to achieve licensed principal tier	<p>"This step on the ladder will be attained by candidates who meet the requirement set by the State for full certification as principal." (p. 67)</p> <p>"Like existing and new teachers, all principals must receive training and demonstrate competencies in racial awareness and cultural competence..." (p. 67)</p>
135	Beginning on July 1, 2029 a teacher must be an NBC teacher before the teacher may be a licensed principal	
135	May include a requirement that a teacher shall complete an induction or training program for new principals	
135	MSDE & Professional Standards and Teacher Education Board shall establish a process through which an individual may receive a waiver to serve as	

	a licensed principal if: Is not an NBC teacher but meets other qualifying criteria as determined by MSDE and Standards and Teacher Education Board	
135	A licensed principal is encourages to teach in the classroom for at least 10% of the principal's working hours	

Licensed Principal Selection Process

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Connection to Maryland Commission On Innovation & Excellence in Education Report (2019)</u>
136	Priority offered to teachers who have experience teaching in schools that: reflect the racial and ethnic diversity of the state or have received a grant under 5-223	"Successful school leaders should have significant experience and success in schools that represent the demographic and socioeconomic diversity of the school system, and in the upper levels of the career ladder school leaders should serve as mentees to new leaders of schools serving large proportions of low-performing students." (p. 68)
136	Teacher leaders, other licensed principals, and master distinguished principals in the county shall provide a list of qualified candidates to the local superintendent	
136	The local superintendent shall appoint a candidate from the list provided by the group above	

Distinguished Principal Role & Responsibilities

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Connection to Maryland Commission On Innovation & Excellence in Education Report (2019)</u>
136-137	Demonstrated abilities: <ul style="list-style-type: none"> Effectively identify, attract, lead, and retain highly professional teachers 	"There will be two levels on the Administrative Track: licensed principal and master principal." (p. 67)

	<ul style="list-style-type: none"> • Organize and manage a school in a way that incentivizes and supports teachers to do their best work • Set high standards for faculty and students and live up to the standards set for others achieve the standards set by others; • Work with stakeholders on the teacher's vision; • Identify and help cultivate teachers' a teacher's potential for growth; • Help students, parents, and teachers embrace the goal for all students to achieve internationally competitive standards; • Mentor and support other principals; • Help other principals achieve higher levels of performance. 	<p>"For the purpose of costing out, it is assumed that about 4% of teachers will become a Licensed Principal, very few less than 1% will become a Master Principal." (p. 67)</p> <p>List of skills and knowledge required of Master principals listed on p. 67-68</p>
137	Distinguished Principal is encouraged to teach in a classroom for at least 10% of the principal's working hours	
137	Be trained in and demonstrate capability with racial awareness and cultural competence, including: teaching students and managing teaching faculty from different racial, ethnic, and socioeconomic backgrounds; and implementing restorative practices	"Like existing and new teachers, all principals must receive training and demonstrate competencies in racial awareness and cultural competence..." (p. 67)
137-138	<p>Cultivate a school environment in which teachers (p. 137): (success in the metrics below can constitute the metrics of evaluation for distinguished principals -p. 138)</p> <ul style="list-style-type: none"> • develop cultural competence; (p. 138) • enhance empathy and respect for students; (p. 138) • work to eliminate biases and stereotypes; and (p. 138) • provide instruction in a manner that assumes that all students regardless of their race, 	

	ethnicity, gender, or other characteristics are capable of the highest levels of academic achievement (p. 138)	
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Distinguished Principal Selection Process		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Connection to Maryland Commission</u> <u>On Innovation & Excellence in</u> <u>Education Report (2019)</u>
137	Priority shall be given to licensed principals who have experience teaching and serving as principals in schools that: reflect the racial and ethnic diversity of the state or have received a grant under 5-223	
137	Teacher leaders and other master distinguished principals in the county shall provide a list of qualified candidates to the local superintendent	"Master principals will be selected from a list of candidate who have earned NBC as proposed by teacher leaders and other Master Principals and approved by the superintendent" (p. 68)
137	The local superintendent shall appoint a candidate from the list provided under subparagraph (ii) of this paragraph	

Conclusion

An overarching goal of the Blueprint for Maryland's Future e is to support the development of strong leaders within public schools at both the teacher and principal levels. As this brief explores, the administrative track offers a baseline framework for developing administrators prepared to lead high performing groups of teachers and meet the educational needs of all students. Like the teacher career ladder, the legislative language regarding the administrative track offers districts the opportunity to build development tracks that align with the needs of their district by stipulating only the minimum requirements. We designed this policy brief to assist district leaders as they design their administrative track such that it aligns with the goals of the Kirwan Commission Interim Report and the Blueprint legislation. We do so by arraying the key requirements and by contextualizing those requirements by mapping the legislative language to the Maryland Commission on Innovation & Excellence In Education January 2019 Interim Report recommendations.