

Unpacking the Teacher Career Ladder Legislative Requirements

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Introduction

This document will highlight the specific components of the Blueprint for Maryland's Future that pertain to the district's requirement to create and implement a teacher career ladder with collective bargaining units. It is our hope that this document will be helpful for district leaders as they research and design teacher career ladders in order to comply with the requirement of the Blueprint and work towards ensuring that all students in Maryland public schools have access to a high quality education. The information in the legislation ([HB 1300](#)) is organized thematically in the sections that follow to guide district leaders as they create and implement teacher career ladders as mandated by the Blueprint for Maryland's Future legislation¹. For further clarification on the summarization below please use the text of the [HB 1300](#). We also include references from the January 2019 interim report from the Maryland Commission On Innovation & Excellence In Education to illuminate the connection between the Commissions' report and the HB 1300. By offering the connections between these two documents, we hope to offer district leaders a guide to the regulatory requirements of the teacher career ladders as codified in HB 1300 as well as contextual information about the genesis of the legislation from the Commission's report.

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The topics listed in this section align with components of the Blueprint for Maryland's Future legislation. Each topic is hyperlinked to support your ability to explore the legislative requirements of the teacher career ladder as district leaders and educator's associations create career ladders.

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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.

- [Local Career Ladder Development Board](#)
- [Salary Considerations Related to the Teacher Career Ladder](#)
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Legislative Language Organized Thematically

Design of the Teacher Career Ladder		
<u>Page(s)</u> <u>from HB</u> <u>1300</u>	<u>Legislative Language</u>	<u>Maryland Commission On</u> <u>Innovation & Excellence in</u> <u>Education Report (2019)</u>
110	“When The Accountability And Implementation Board Established Under § 5-402 Of This Article Determines That The Career Ladder System Under Subtitle 10 Of This Title Is Well Established Throughout The State, Mentor Teachers Will Selected For This Role Will Be Selected Using Criteria From The Career Ladder System.”	“Districts will draw their mentor teachers for induction programs and teacher training practicums from their track.” (p. 63)
116	Boards of Education and school principals will implement a teacher career ladder as one of the strategies for “organizing schools to achieve high performance”	<p>“...Districts and unions are free to implement a wide variety of designs (including determining pay scale, roles for teachers within schools, the process for grandfathering in teachers, and process for posting and hiring for needed positions) as needed as part of collective bargaining, provided they remain within the design parameters outlined by the State, or they risk losing out on State funding...” (p. 69)</p> <p>“...Although individual bargaining units may have different salary scales (and salary sublevels within each rung of the ladder, if needed), the State expects that moving up each level in the career ladder will result in at least a minimum pay increase as defined in the State framework...” (p. 68)</p>
122	According to the definition of teacher used in the	

	legislation, the term teacher does not apply to the following positions: curriculum specialists, instructional aides, attendance personnel, psychologists, social workers, clerical personnel, an individual with a resident teacher certificate, an individual with a certification for career professional	
123	Deadline for implementing the career ladder in each district: July 1, 2023	
140	Teachers are encouraged to obtain an NBC and participate in the career ladder	“At least 5 years after enactment of legislation implementing a career ladder, and when the Maryland NBC pass rate reaches the national average (currently 65%), new teachers receiving a Maryland teaching certificate must participate in the Educator Career Ladder and are not eligible for salary increases based on years of experience and degrees or credits. By the tenth year of teaching, they must achieve NBC...” (p. 62)
140-141	There is a program to: <ul style="list-style-type: none"> ● Encourage and support the opportunity for teachers to obtain and maintain an NBC including teachers from groups historically underrepresented in the teacher profession ● Develop a culture of collaborative support for accomplished teaching 	
141	A virtual course for teachers interest in pursuing an NBC	
141	Virtual and in-person support to teachers pursuing an NBC	“Supplemental professional development opportunities for existing teachers should be provided to support NBC and the content and pedagogical training proposed...” (p. 74)
141	Training and support for national board facilitator	
141	MSDE shall establish a National Board Coordinator coordinating with the local national board	

	coordinators and the national board facilitators in each school system or region	
141	<p>Each local superintendent shall select a local nation board coordinator to:</p> <ul style="list-style-type: none"> ● Organize the delivery of the program in each local school system by collaborating with: Local teacher preparation programs and nonprofit organizations that have a record of success in helping teachers obtain NBC <ul style="list-style-type: none"> ○ The National Board for Professional Teaching Standards, which has established resources and tools for teachers seeking NBC ○ Representatives of employee organizations designated as the exclusive negotiating agent for the public school employees in a unit of the county ● Recruit, train, and support National Board Facilitators in the region ● Collaborate with the National Board Coordinator 	
142	A local superintendent may choose to enter into a regional agreement to implement the program with one or more local school systems	
142	National Board Facilitators shall provide teachers in the local school system or in the region with virtual and in-person support and coaching in obtaining and maintaining an NBC	
142	<p>National Board Facilitators shall be selected:</p> <ul style="list-style-type: none"> ● By the local superintendent or ● If the local superintendent entered into a regional agreement with one or more local school systems 	

Purposes of the Career Ladder

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence in Education Report (2019)</u>
123	Transform teaching into a high-status profession in	"Maryland will raise teacher pay to

	the state	make it equitable with other highly trained professions with comparable education requirements” (p. 20).
123	Attract high-performing students to pursue the high-status teaching profession	<p>“Raising the standards and status of the teaching profession, including a performance-based career ladder and salaries comparable to other fields with similar education requirements” (p. 3).</p> <p>“The State will have to substantially raise its standards for entering the profession of teaching, provide strong incentives for high-quality high school graduates to choose teaching, make a special effort to make sure those students reflect the diversity of the school population, raise the standards for accrediting university teacher education programs, increase the rigor of the teacher preparation curriculum, put much more emphasis on including in teacher preparation a high-quality experience for aspiring teachers in real and diverse schools that provide for teachers the same kind of experience that aspiring doctors get in good teaching hospitals, create career ladders for our teachers modeled on the best career ladders in the world, shift from a compensation system based on time in service and courses taken to a compensation system based on advancing demonstrated expertise, reorganize our schools to give teachers the time to work in teams to systematically improve their</p>

		schools, and make sure that the State teacher education programs are designed to support the whole system envisioned for the schools by this Commission” (p. 51-52).
123	Retain high-quality teachers who gain additional responsibilities, authority, status, and compensation as they gain additional expertise	
123	Transform the education system in the state into a top-performing in the world	“Develop career ladders for teachers and school leaders comparable in design to the career ladders found in Singapore and Shanghai, with respect to standards for advancement and relationship to the system for compensating teachers and school leaders” (p. 62).
123-124	Support the re-organization of schools to provide teachers with professional learning and peer collaboration time during the school day by having more teachers in each school, time primarily: to work in teams of teachers by subject and grade; to work together with other teachers to continuously improve instruction; to review together with other teachers individual student needs, including needs related to behavioral issues, and develop plans to address those needs; for professional learning for teachers pursuing NBC	“The school day must also be reorganized to allow teachers to spend less of the working day teaching classes and have more time to improve instruction and plan lessons, tutor students who are falling behind, and participate in collaborative professional learning” (p. 21)
124	Develop and support highly competent school leaders that are able to lead high performing schools due to their: knowledge of teaching and learning; experience as teachers, leaders, and mentors of teachers; and knowledge of and experience with organizing schools so that all students are successful in the global economy	“...organize and manage their school so as to support those teachers in a way that provides them strong incentives and support to do the best work of which they are capable...” (p. 67)

Goals of the Career Ladder		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On</u> <u>Innovation & Excellence in</u>

		<u>Education Report (2019)</u>
124	Adequately compensate professional teachers for their work	
124	Support and encourage teachers working in teams to systematically improve schools and curricula	"...they work in teams pooling their expertise as they create first-rate lessons..." (p. 51)
124-125	Provide teachers with the opportunity to identify and work with students who need extra help, including by providing teachers time during the school day to take on those pursuits	"... to increase the amount of time available for teachers to tutor students who need intensive help..." (p. 73)
125	Provide teachers with the opportunity to develop their skills and knowledge by participating in job-embedded professional development	

Guiding Principles for Development of the Career Ladder		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
125	Progression of Teachers in a manner that incentivizes teachers to stay on the teacher track rather than moving to the administrator track	"...career ladder incentivizes teachers to stay in the classroom without moving to the Administrator Track..." (p. 69)
125	A teacher salary that attracts new teachers to the profession	"...salary that attracts new teachers to the profession..." (p. 69)
125	A teacher salary that incentivizes existing teacher to opt in to the career ladder	"...salary that incentives existing teachers to opt into the career ladder..." (p. 69)
125	Teacher salary progression as performance increases as demonstrated by a teacher achieving National Board Certification	"Progress in teacher salary as performance increases as demonstrated by achieving NBC..." (p. 69)
125	Incentives that are successful in all local school systems	"...these principles must work in all 24 school systems..." (p. 69)

Description of Level 1 on the Teacher Career Ladder

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
125	"Is a state certified teacher"	"The first two levels will be common to both tracks: State-licensed teacher and NBC teacher." (p. 62)
127	Teach in the classroom on average 60% of the teacher's working time	"... teachers at the Licensed Teacher or NBC level of the career ladder (roughly half of all teachers) will teach classes roughly 60% of their working hours." (p. 74)
127-128	Spend the remaining time on other teacher activities: improving instruction, identifying working with, and tutoring students who need additional help, working with the most challenging students, working with students living in concentrated poverty, leading or participating in professional learning	

Description of Level 2 on the Teacher Career Ladder

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
125	A teacher "pursuing": <ul style="list-style-type: none"> ● A master's degree; ● 30 credits of a program of study approved by the state board, in consultation with the professional standards and teacher education board; or ● National Board Certification 	"The first two levels will be common to both tracks: State-licensed teacher and NBC teacher." (p. 62)
127	Teach in the classroom on average 60% of the teacher's working time	"... teachers at the Licensed Teacher or NBC level of the career ladder (roughly half of all teachers) will teach classes roughly 60% of their working hours." (p. 74)
127-128	Spend the remaining time on other teacher activities: improving instruction, identifying working with, and	

	tutoring students who need additional help, working with the most challenging students, working with students living in concentrated poverty, leading or participating in professional learning	
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Description of Level 3 on the Teacher Career Ladder		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
125	"An NBC Teacher"	
125	If there is no assessment comparable to NBC for the Teacher's Subject Area, a teacher with a Master's Degree in the teacher's Subject Area	"...Teachers for whom there is not an assessment comparable to NBC in their subject area may earn a master's degree/30 credits in an approved program of study..." (p. 63)
126	Active NBC required to remain at this level	
127	Teach in the classroom on average 60% of the teacher's working time	
127-128	Spend the remaining time on other teacher activities: improving instruction, identifying working with, and tutoring students who need additional help, working with the most challenging students, working with students living in concentrated poverty, leading or participating in professional learning	

Description of the Level 4 on the Teacher Career Ladder		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
126	A teacher on the teacher leadership track in the following tiers: <ul style="list-style-type: none"> ● Lead teacher (p. 126) ● Distinguished teacher (p. 126) ● Professor Distinguished Teacher (p. 126) 	"There will be three levels on the Teacher Leadership Track: Lead Teacher, Master Teacher, and Professor Master Teacher." (p. 63)

Description of the Level 4 Lead Teacher Position		
Page(s) from HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
126	Active NBC required to remain at this level	
129	Meet all skill and credential requirements for levels one through three on the career ladder	
129	Be able to lead, in an effective and disciplined way, teams of teachers working to improve the curriculum, instruction, and assessment in the school	"...the capacity to lead other teachers working in teams to improve the curriculum, instruction, and assessment in the school in an effective and disciplined way..." (p. 64)
129	Have the skills and knowledge to mentor new or less skilled teachers, including mentoring teachers who are pursuing NBC	"...the skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills..." (p. 64)
129	Have sufficient research expertise, including expertise in action research, in order to lead teams of teachers that will use research to develop programs, curriculum, teaching techniques, and other interventions	"...sufficient expertise in research, especially action research, to lead teacher teams that will use research to develop programs, curriculum, teaching techniques and other interventions..." (p. 64)
129	Be able to conduct formal evaluations of the interventions developed (see areas above) to determine the extent to which the interventions are successful and to modify interventions to improve outcomes for students	"...conduct formal evaluations to determine the extent to which these interventions are successful, correcting course as necessary to produce the outcome for students they want..." (p. 64)
129	Teach student using critically responsive and trauma informed pedagogy	
130	Teach in the classroom on average 50% of the teacher's working time	"...lead teachers will teach roughly 50% of their working hours and spend most of the additional time mentoring newer and struggling

		teachers and leading workshops and demonstrations at the school level..." (p. 64)
130	Spend the remaining time on other teacher activities: mentoring newer teachers, mentoring struggling teacher, mentoring teachers who are pursuing NBC	"...responsible for designing the school's induction program for new teachers and mentoring new and struggling teachers..." (p. 55)
131	Leading workshops and demonstrations at the school level	"...leading workshops and demonstrations at the school level..." (p. 64)

Selection Process for Lead Teachers		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
130	When a lead teacher position becomes available in a county: Priority shall be given to teacher who have experience in schools that: reflect the racial and ethnic diversity of the state or have received a grant under 5-223	
130	Distinguished teachers, professor distinguished teachers, and in cases of limited distinguished/professor distinguished teachers lead teachers will submit a list of qualified candidates to: principal at the school where there is the opening and local superintendent	
130	Principal of the school with the opening with the superintendent shall appoint a candidate from the list provided	

Description of Level 4 Distinguished Teacher Position		
<u>Page(s) from HB 1300</u>	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
126	Active NBC required to remain at this level	
130-131	Demonstrated exceptional skills in the requirements for a lead teacher, which may be determined through an evaluation of: the teaching capability of the teacher's mentees (p. 131); whether the teams the teacher lead resulted in effective improvements in curriculum, instruction, and assessment; the quality of the teacher's published work including publication in refereed journals; the demand for the teacher's counsel and guidance in and out of the school; the teacher's ethical standards and ability to promote a school culture in which all students are expected to achieve at high levels and all professionals are expected to work to help students achieve at a high level; the teacher's ability to inspire, guide, and develop teachers to achieve a high level of competence (p. 130)	"... the teams they have led will have consistently produced unusually effective improvements in curriculum, instruction, and assessment; their research will be published in refereed journal and they will be in great demand within and beyond their school and district to counsel and guide others on the basis of their achievements; they will have high ethical standards and know how to promote a school culture in which all students are expected to achieve at high levels and all professionals are to do whatever it takes to make their students successful..." (p. 65)
132	Teach in the classroom on average 40% of the teacher's working time	"The members of school faculty serving in the Lead Teacher and Master Teacher rungs of the career ladder will be responsible for designing the school's induction program for new teachers and mentoring new and struggling teachers. Districts will be responsible for making time available for Lead and Master Teachers to perform these roles, as described in Element 2i, during the normal work day as part of their professional responsibilities for which they are being compensated under the career Ladder" (p. 55)

		"...these teachers will teach roughly 40% of their working hours and spend most of the additional time mentoring Lead Teachers and reading workshops and demonstrations at the school and district level..." (p. 65)
132	Spend the remaining time on activities such as: mentoring lead teacher and leading workshops and demonstrations at the school and district level	

Selection Process for Distinguished Teachers		
<u>Page(s) from HB 1300</u>	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
131	Priority will be given to teachers with experience teaching in classrooms and leading teams of teachers in schools that: reflect the racial and ethnic diversity of the state or have received a grant under 5-223	
132	Professor distinguished teachers (and if necessary due to number of available distinguished teachers in the county) will provide a qualified list of candidates to: the principal of the school with the opening and local superintendent	
132	Principal and local superintendent will appoint a person from the list	

Description of the Level 4 Professor Distinguished Teacher		
<u>Page(s) from HB 1300</u>	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
126	Active NBC required to remain at this level	
127	May not be more than 1% of the total number of all teachers (p. 127)	
133	The professor distinguished teacher position can demonstrate competency via the following:	"Those members of the school faculty serving as Professor

	publications of research papers as a university professor, dual qualification to teach at an institute of higher education and in the K-12 setting	Master Teachers on the career ladder will hold appointments as clinical or adjunct faculty at the university and may teach in both institutions” (p. 55) “...researchers who have as many published research appear to their credit as university professors, hence the title...” (p. 65)
133	Possible candidate to be a Professor Distinguished Teacher include: <ul style="list-style-type: none"> • Senior faculty member in a professional development school who holds a doctorate and is qualified to serve as a clinical professor • Teacher based at an institution of higher education, serves as a mentor and instructor of teachers in training, mentors teachers during induction and designs and leads professional development across the state 	“...this step is particularly appropriate for key senior faculty members in professional development schools, particularly senior teachers in those schools that hold a doctorate and are also qualified to serve as clinical professors in the university...” (p. 65) “These teachers will be primarily based at universities, serving as the mentors and instructors of teachers in training, mentoring new teachers in induction, and designing and leading professional development across the State.” (p. 75)
134	Shall teach in a classroom on average 20% of the teacher’s working time	“Teachers at the Professor Master Teacher level on the teaching track (less than 1% of all teachers) will teach roughly 20% of their working hours.” (p. 75)

Appointment Process for Professor Distinguished Teacher		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
133	County board shall appoint a Professor Distinguished	

	Teacher in consultation with the appropriate institute of higher education	
133	Priority shall be given to distinguished teachers who have experience teaching, leading teachers, and developing teachers in schools that: reflect the racial and ethnic diversity of the state or have received a grant 5-223	

Moving Leadership Track Teachers & Classroom Positions

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
134	Except as provided in paragraph (2) of this subsection, a teacher in the teacher leadership track shall spend a portion of their working time teaching in the classroom	
134	A teacher in the teacher leadership track may be assigned non-teaching duties for a period of time, but shall return to teaching in the classroom after a certain period of time, as determined by the county board.	

Conditions for Career Ladder Movement

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
138	Movement up the Career Ladder Depends on: <ul style="list-style-type: none"> ● Teacher’s performance; ● Teacher’s experience; and ● Availability of positions 	
138	A teacher may not be promoted to the next level or tier on the career ladder unless: (i) the most recent evaluation of the teacher’s instruction by the principal or other individual, as determined by the county board, is positive effective; (ii) the teacher, principal or supervisor, or any other individual, as determined by the county board, agree that the teacher is ready to take on the additional responsibilities required by	“Teachers cannot be promoted up the ladder without receiving positive evaluation of instruction by at least the principal and others, as required by the district, and unless there is an opening for the position into which they wish to move. ” (p. 68)

	the position at the next level; and (iii) there is an open position at the next level.	
138	Promotion up the career ladder is not guaranteed	"Because promotion happens only when there is an opening for the position in question, promotion is not guaranteed." (p. 68)
139	In choosing a candidate for an open position in the career ladder, consideration shall be given to the candidate's experience in schools that represent the demographic and economic diversity of the school system	
139	As a teacher moves up the career ladder and receives positive effective evaluations, the teacher shall be given increased authority, responsibility, and autonomy for making school-level decisions.	"Effective teacher evaluation systems that provide rigorous, reliable, and relevant feedback for educators is key." (p. 73)
139	Movement from one level or tier to a higher level or tier shall result in a salary increase consistent with § 6-1009 of this subtitle	
139	A teacher may move from one track of the career ladder to a different track with the approval of the principal of the school in which they teach.	"Teachers can move between tracks with approval from their principal." (p. 68)

District Requirements Related to the Teacher Career Ladder		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
126	Time release: Percentage of time spent teaching will be effective for 8 years beginning July 1, 2025	
127	Priority for time release will be phased according to the following criteria: <ul style="list-style-type: none"> ● Newly licensed, teachers especially those in low-performing and/or schools with a high concentration of students living in poverty ● Teachers in schools that are low-performing ● Teachers in schools with a high concentration of students living in poverty 	

	<ul style="list-style-type: none"> Teachers in schools exhibiting large achievement gaps between subpopulations of students 	
127	Each county Board shall strive to place NBC teachers in schools throughout the County and in a manner that support equity and prioritizes low performing schools	
127	Funding related to the Teacher Career Ladder: Districts must implement a career ladder that meets the legislative requirements before becoming eligible for the funding related to the teacher career ladder	

Local Career Ladder Development Board

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
134	A county board shall select: a mentor teacher for induction programs and teacher training practicums from the teacher leadership track and an expert teacher for induction programs and teacher training practicums from the teacher leadership track	
134	Each county board may convene a local career ladder development board	
134	The membership of the local career ladder development board shall include advanced teachers and stakeholders	
134	The local career ladder development board shall set standards for teachers to achieve each tier in their teacher leadership track in the county	
142	County Boards shall encourage teachers to obtain Master's degree in fields that require special expertise have shortage area and enhance the teacher's professional skills and qualification so that teacher are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education including by providing additional compensation as appropriate and through collective bargaining	

Salary Considerations Related to the Teacher Career Ladder

<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
143 -144	<p>Beginning on July 1, 2021, teacher salary increases associate with the career ladder shall at a minimum include the following:</p> <ul style="list-style-type: none"> ● Becoming an NBC teacher - \$10, 000 salary increase ● An NBC teacher teaching at a low-performing school as identified by the county board - \$7,000 salary increase <ul style="list-style-type: none"> ○ A teacher that receives a salary increase under subsection A2 of this section for teaching at a low-performing school may not lose that salary increase while teaching at the school even if the school ceases to be low-performing ● Becoming a lead teacher - \$5,000 salary increase ● Becoming a distinguished teacher - \$10,000 salary increase ● Becoming a professor distinguished teacher - \$15,000 salary increase ● Becoming a distinguished principal - \$15, 000 salary increase <p>Teacher salary increases in this subsection do not become effective until 6-1002(a) of this subtitle becomes effective as recommended by the Department and approved by the Accountability and Implementation Board</p>	(...proposed raises associated with the teacher career ladder explained on p. 70)
144	Salary increases associated with maintenance of an NBC are subject to collective bargaining in accordance with 6-408 of this title	P. 204
144	<p>The state share for the following salary increases provided under the paragraph of this subsection shall not exceed the following amounts:</p> <ul style="list-style-type: none"> ● Earning a first maintenance of NBC - \$8,000 salary increase ● Earning a second maintenance of NBC - \$7, 000 increase 	P. 204

	<ul style="list-style-type: none"> Earning a third maintenance of NBC - \$6, 000 increase 	
144	If a teacher is eligible for more than one salary increase, the teacher shall receive all salary increases that apply	
144	On or before July 1, 2024 each county shall demonstrate to the Accountability and Implementation board that, during the period between July 1, 2019 and June 30, 2024, teachers in the county received a 10% salary increase above the negotiated schedule of salary increases between the public school employer and exclusive representative for the employee organization	
145	Beginning on July 1, 2026 the minimum teacher salary for all teachers shall be \$60, 000	“Minimum salary of \$60,000 for all teachers by year 5 of implementation of the recommendations (10% salary increase in years 1 through 3 plus any cost-of-living increases will also be used to raise the minimum salary to \$60,000).” (p. 76)
145-146	<p>The increase in the salary requirements under subsections (A) and (B)(2) shall be a shared cost between the state and county</p> <ul style="list-style-type: none"> Calculation for determining state proportion of salaries Beginning in fiscal year 2022, the state shall distribute the state share of the teacher salary increases as calculated under the subsection of this section to each county board Beginning in fiscal year 2022, the county shall distribute the local share of the teacher salary increases as calculated under subsection F of this section to each county board Beginning in fiscal year 2022, the county board shall distribute the state and the local share of the teacher salary increase to the school in which the teacher works 	
148	Except as provided under paragraph (2) of this subsection, each teacher who pursues NBC shall	

	receive from the state an amount equal to the National Board for Professional Teaching Standards fees associated with the initial completion and renewal of NBC	
148	Each teacher may only receive payment under this subsection for one retake of each assessment on the national board for professional teaching standards	
148	Each county shall pay to the state one-third of the cost for each teacher who receives funds under subsection (a) of this section to pursue NBC	
148	A teacher who does not complete all the requirements for assessment by the National Board for Professional Teaching Standards shall reimburse the state the full amount of the funds received under subsection (a) of this section	
148	The state shall reimburse the county the amount received under subsection (b) of this section on receipt of the reimbursement from a teacher under paragraph (1) of this subsection.	
148	The provisions of paragraph (1) of this subsection do not apply to a teacher who completes all the requirements for assessment by the national board of professional teaching standards but does not obtain NBC	
149	The state board, in consultation with the professional standards and teacher education board and the accountability and implementation board established under § 5-402 of this article, shall adopt regulations to implement the provisions of this subtitle	

Teacher Evaluation & the Career Ladder		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
146	Be aligned with the 5 core propositions of the National Board for Professional Teaching Standards	"An effective system must be aligned with the five core propositions of the National Board for Professional Teaching

		Standards and include a peer assistance and review model". (p. 73)
146	Include a peer assistance and review model	"An effective system must be aligned with the five core propositions of the National Board for Professional Teaching Standards and include a peer assistance and review model". (p. 73)
146	Define the system's expectations for an evaluator's level of skill and knowledge	"It must include defined expectations of what evaluators must know and be able to do; calibrated methods to measure performance; and personalized feedback that is aligned with individual strengths, needs, and contexts". (p. 73)
146	Included a calibrated method to measure performance and to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context	"...Movement up the ladder is a function of performance and experience, (i.e. knowledge, skills, and responsibilities) as well as availability of the position the teacher is seeking..." (p. 62)
147	<p>An evaluation system used in connection with a career ladder shall use observations to evaluate a teacher that:</p> <ul style="list-style-type: none"> ● Include documented observable evidence ● Are linked to student learning and not solely consist of simple checklists ● Include post observation conference between the teacher and evaluator to encourage reflection on the teacher's teaching practice ● Require an assessment of the competency of the evaluator ● Are developed with stakeholders ● Require teachers and evaluator to be fully trained to understand the evaluation process 	<p>"To be effective, observations that are used to evaluate teachers should include documented, observable evidence and be linked to student learning and not consist of simple check lists; post-observation conferences that encourage teacher reflection of their teaching practice; requirements to assess observer competency; and full inclusion of stakeholders in developing and understanding the evaluation process, including thorough training for evaluators and parallel training for teachers who will be observed and evaluated. The implementation plans</p>

		submitted by each LEA for review and approval must include the teacher evaluation system.” (p. 73-74)
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Professional Development & the Career Ladder		
<u>Page(s) from</u> HB 1300	<u>Legislative Language</u>	<u>Maryland Commission On Innovation & Excellence In Education Report (2019)</u>
147	On or before July 1, 2023 the department shall develop and design a new system of professional development that is tied to the career ladder	
147	<p>The new system of professional development shall include:</p> <ul style="list-style-type: none"> ● Training on how to lead and mentor teams of professionals to promote professional learning among colleagues ● Training on how to collaborate with colleagues to improve student performance ● Training on how to design and support collaborative professional learning for teachers pursuing an NBC <ul style="list-style-type: none"> ○ A train-the-trainer model ○ Advanced training on the science of learning specific to individual disciplines 	“Teachers will need training in how to collaborate and implement their roles in the career ladder, including: a. how to lead and mentor teams of professionals to promote professional learning among colleagues; b. how to collaborate with colleagues to improve student performance; and c. advanced training in the science of learning specific to individual disciplines.” (p. 75)
148	On or before June 30, 2025 each county board shall provide the system of professional development designed by the department under subsection of this section to each teacher who teaches in the county	
148	Beginning on July 1, 2025, each county board shall provide the system of professional development designed by the department under subsection (A) of this section to each teacher teaching in the county no later than 1 year after the teacher begins teaching in the state	

Data Requirements Related to the Teacher Career Ladder		
<u>Page(s) from</u>	<u>Legislative Language</u>	<u>Maryland Commission On</u>

HB 1300		<u>Innovation & Excellence In Education Report (2019)</u>
93	Monitor public schools and local school systems to ensure that sufficient numbers of teachers are participating in the career ladder and achieving NBC	
105	Trends in the rates at which teachers are acquiring the credentials needed to advance up the career ladder, established under title 6, subtitle 10 of this article, including national board certification and higher steps on the ladder	“...trends in the rates at which teachers are acquiring the credentials needed to go up the new career ladders, including National Board Certification and higher steps on the ladder...” (p. 131)
105	Trends in the distribution of teachers along the steps of the career ladder	“...trends in the distribution of teachers along the steps of the new career ladder...” (p. 131)

Conclusion

A review of HB 1300 in conjunction with the Maryland Commission on Innovation & Excellence In Education January 2019 Interim Report offers district leaders a set of guidelines for establishing a teacher career ladder in their public school systems. It is clear from the alignment above that the language of HB 1300 stems from the goals and designs put forth by the Commission in the Interim Report, therefore the two documents taken together offer rich context regarding the legislative requirements for the creation of teacher career ladders. As district leaders draft and implement a teacher career ladder they will also notice that the goals of the Interim Report as well as the language in HB 1300 offers districts the flexibility to create career ladders that align with the unique nature of their district. Hopefully this flexibility will lead to the creation of teacher career ladder policies that support districts in the important and urgently needed goal of attracting and retaining high quality teachers in every district in the state of Maryland.

In addition to offering districts flexibility to design a teacher career ladder that aligns with the goals, needs, and priorities of each district, HB 1300 and the Commission's Interim Report also extol the power of collaboration as a source of support during the career ladder drafting process. As part of HB 1300, the Maryland State Department of Education has funded selected collaborating groups such as the Maryland 2025 PDS Project which brings together district leaders, educator associations, and institutions of higher education to work together to draft possible teacher career ladders. To support districts across Maryland with the development of their career ladders, the Maryland PDS Project will be uploading supporting documents and drafts as they work to craft draft career ladders. For more information please check out the resources available at <https://education.umd.edu/research/centers/maryland-pds-2025-project>.