

HOUSE BILL 1326

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4lr3050

By: **Delegate Atterbeary**

Introduced and read first time: February 9, 2024

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Primary and Secondary Education – Teachers – Retention and Support Policies,**
3 **Guidelines, and Training**

4 FOR the purpose of requiring each county board of education to adopt a new teacher
5 retention policy; altering the content required to be included in certain teacher
6 support and retention guidelines developed by the State Board of Education; altering
7 the content required to be included in a certain school leadership training program
8 developed by the State Department of Education and the Accountability and
9 Implementation Board; and generally relating to teacher retention and support
10 policies, guidelines, and training.

11 BY adding to
12 Article – Education
13 Section 4–142
14 Annotated Code of Maryland
15 (2022 Replacement Volume and 2023 Supplement)

16 BY repealing and reenacting, with amendments,
17 Article – Education
18 Section 6–119 and 6–124
19 Annotated Code of Maryland
20 (2022 Replacement Volume and 2023 Supplement)

21 BY repealing and reenacting, without amendments,
22 Article – Education
23 Section 6–128
24 Annotated Code of Maryland
25 (2022 Replacement Volume and 2023 Supplement)

26 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
27 That the Laws of Maryland read as follows:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



Article – Education**4–142.**

(A) IN THIS SECTION, “NEW TEACHER” MEANS A TEACHER WHO HAS TAUGHT FOR FEWER THAN 3 COMPLETE SCHOOL YEARS.

(B) (1) EACH COUNTY BOARD SHALL ADOPT A NEW TEACHER RETENTION POLICY.

(2) THE GOAL OF A NEW TEACHER RETENTION POLICY IS TO PROVIDE SUPPORT TO NEW TEACHERS TO ENSURE THAT THEY CONTINUE TO BE MOTIVATED AND RETAIN THEIR PASSION TO TEACH.

(C) A POLICY DEVELOPED UNDER SUBSECTION (B) OF THIS SECTION SHALL:

(1) PROVIDE NEW TEACHERS FROM DIFFERENT SCHOOLS WITH REGULAR COHORT–BASED OPPORTUNITIES TO SHARE EXPERIENCES AND LESSONS LEARNED ON THE JOB;

(2) PAIR NEW TEACHERS WITH RETIRED TEACHERS IN THE COUNTY WHO CAN SERVE AS A SOURCE OF SUPPORT AND INFORMATION;

(3) SURVEY NEW TEACHERS ON THE CHALLENGES THEY FACE AND THE CLIMATE AT THEIR SCHOOLS;

(4) PROVIDE PRINCIPALS WITH THE RESOURCES AND SUPPORT NEEDED TO HELP NEW TEACHERS SUCCEED IN THEIR FIRST YEARS OF TEACHING AND TO REMAIN TEACHING AT THEIR SCHOOLS; AND

(5) INCORPORATE THE GUIDELINES DEVELOPED BY THE STATE BOARD UNDER § 6–119 OF THIS ARTICLE.

(D) IN DEVELOPING AND IMPLEMENTING A POLICY UNDER THIS SECTION, A COUNTY BOARD SHALL PRIORITIZE ISSUES FACED BY NEW TEACHERS:

(1) FROM A DIVERSE BACKGROUND; AND

(2) IN SCHOOLS OR SUBJECT AREAS WITH HIGH RATES OF TEACHER TURNOVER.

6–119.

(a) The State Board shall develop guidelines [for an incentive program to encourage] **FOR** public school systems to:

(1) Adopt a teacher support system that provides year-long assistance and support to teachers [through a teacher consulting program in which consulting teachers are fully trained and apply rigorous teaching standards]; and

(2) Improve teacher retention during the first 5 years of service.

(b) In developing the guidelines under subsection (a) of this section, the State Board shall [conduct]:

(1) INCORPORATE RESEARCH ON SUCCESSFUL APPROACHES TO NEW TEACHER RETENTION AND KEEPING THEM MOTIVATED;

(2) ANALYZE THE INFORMATION PROVIDED BY THE MARYLAND EDUCATOR RECRUITMENT, RETENTION, AND DIVERSITY DASHBOARD TO DEVELOP STRATEGIES TO SUPPORT THE MOST VULNERABLE TEACHERS;

(3) EXAMINE ISSUES FACED BY TEACHERS FROM A DIVERSE BACKGROUND AND THE POLICIES NECESSARY TO PRESERVE A TEACHING WORKFORCE THAT RESEMBLES THE DIVERSITY OF THE PUBLIC SCHOOL STUDENTS OF THE STATE;

(4) SEEK TO ADDRESS THE UNIQUE NEEDS OF TEACHERS IN SCHOOLS OR SUBJECT AREAS WITH HIGH RATES OF TEACHER TURNOVER; AND

(5) CONDUCT an assessment of the advisability and feasibility of providing [competitive grants] **SUPPORT** to county boards, **INCLUDING THROUGH COMPETITIVE GRANTS, PROFESSIONAL DEVELOPMENT, AND SUSTAINED PROGRAMMATIC SUPPORT**, to assist in the development and implementation of a teacher support [incentive] program.

(c) It is the intent of the General Assembly that, if money becomes available, the Governor include an appropriation in the State budget for grants for teacher support [incentive] programs established in accordance with the guidelines developed under this section.

6–124.

(a) The Department shall establish, in collaboration with the Accountability and Implementation Board established under § 5–402 of this article, separate school leadership training programs for:

(1) The State Superintendent, local school superintendents, and senior instruction-related staff; and

(2) Members of the State Board, members of county boards, and school principals.

(b) Both programs shall:

(1) Be:

(i) For a duration of 12 to 24 months;

(ii) Cohort-based to encourage collaboration and shared learning;

(iii) Job-embedded to allow for application of knowledge and techniques;

(iv) Tailored to program participants using self-diagnostics and school-level diagnostics; and

(v) Evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act; and

(2) Include training on the Blueprint for Maryland's Future, as defined in § 5-401 of this article.

(c) A program for school superintendents and senior, instruction-related staff shall include:

(1) A review of education in the United States relative to countries with top performing education systems and the implications of high performance for students, the economic security of the United States, and quality of life;

(2) A model for strategic thinking that will assist education leaders to transform districts under their leadership;

(3) Training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;

(4) A research-based model for coaching school leaders; [and]

(5) A REVIEW OF RESEARCH REGARDING:

(I) THE BENEFITS TO STUDENTS FROM ACCESS TO HIGH-QUALITY AND DIVERSE TEACHERS;

(II) METHODS TO ATTRACT HIGHLY QUALIFIED TEACHERS FROM DIVERSE BACKGROUNDS WHO REFLECT THE DEMOGRAPHICS OF THE STUDENTS THEY TEACH; AND

(III) BEST PRACTICES FOR TEACHER RETENTION, INCLUDING TEACHERS FROM DIVERSE BACKGROUNDS; AND

[(5)] (6) Lessons in transformational leadership.

(d) A program for board of education members and school principals shall include:

(1) A method for organizing schools to achieve high performance, including:

(i) Building instructional leadership teams;

(ii) Implementing career ladders for teachers;

(iii) Overseeing teacher induction and mentoring systems; and

(iv) Identifying, recruiting, and retaining high-quality AND DIVERSE school leaders;

(2) A model for strategic thinking that will assist school leaders in driving redesign efforts in their schools;

(3) Training to provide a deep understanding of standards-aligned instructional systems;

(4) Training to provide a working knowledge of the research on how students learn and the implications of this research for instructional redesign, curriculum, and professional learning;

(5) A research-based model for instructional coaching;

(6) An overview of ethical leadership directly tied to the school leaders' responsibility to drive equitable learning in their schools; [and]

(7) A REVIEW OF RESEARCH REGARDING METHODS TO ATTRACT AND RETAIN AN INCLUSIVE WORKFORCE IN WHICH EVERY EDUCATOR IS MOTIVATED, VALUED, LISTENED TO, AND RESPECTED; AND

[(7)] (8) Lessons in transformational leadership.

(a) (1) On or before January 1, 2025, the Department shall establish and maintain a Maryland Educator Recruitment, Retention, and Diversity Dashboard.

(2) Subject to paragraph (3) of this subsection, the Dashboard shall include demographic information and key data points regarding:

(i) Certificated and noncertificated personnel in public schools; and

(ii) Prospective educators within teacher preparation programs throughout the State who are participating in teacher internships.

(3) (i) The Dashboard may not include any demographic information that could be used to identify specific individuals.

(ii) Any demographic that is less than 5% of the relevant population may be reported simply as "< 5%".

(b) (1) On or before December 1, 2024, and each December 1 thereafter, each county board shall report to the Department demographic and job status information on educators employed by, and teacher interns placed in, the public schools within the jurisdiction of the county board during the previous school year.

(2) Each county board shall report the information required under paragraph (1) of this subsection disaggregated by:

(i) School;

(ii) Gender;

(iii) Race;

(iv) Ethnicity;

(v) Average length of service;

(vi) Status on the career ladder established under § 6–1002 of this title;

(vii) Number of educators hired during the reporting period; and

(viii) Attrition rates of educators during the reporting period.

SECTION 2. AND BE IT FURTHER ENACTED, That on or before July 1, 2025, the State Board of Education shall update the teacher support and retention guidelines required under § 6–119 of the Education Article as amended under Section 1 of this Act.

1 SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect July
2 1, 2024.