


**TO:** Members of the State Board of Education

**FROM:** Carey M. Wright, Ed.D., State Superintendent of Schools 

**DATE:** January 28, 2025

**SUBJECT:** COMAR 13A.07.01 *Comprehensive Teacher Induction Program*

**PERMISSION TO PUBLISH**

### Executive Summary

The purpose of this item is to request permission to publish amendments to the Code of Maryland Regulations (COMAR) 13A.07.01 *Comprehensive Teacher Induction Program*. COMAR 13A.07.01 defines the requirements for Maryland teacher induction programs, including program implementation, mentorship, and evaluation and reporting. The current regulations were adopted in 2010 and were last amended in 2011.

### Background and Process

Under Maryland law, a state agency, such as the State Board of Education (SBOE), may propose an amendment to a regulation whenever the circumstances arise to do so. After the SBOE votes to propose an amendment, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the SBOE to either: (1) adopt the regulation in the form it was proposed, or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

During the summer of 2023, MSDE, in partnership with The New Teacher Center, established a Statewide Teacher Induction Workgroup comprised of representatives from the following entities:

- Public School Superintendents' Association of Maryland
- Maryland Independent College and University Association
- Maryland Association of Elementary School Principals
- Maryland Secondary School Principals
- Maryland State Education Association
- Baltimore Teachers' Union
- Teacher of the Year
- University System of Maryland

- Professional Standards and Teacher Education Board
- Accountability and Implementation Board

The Workgroup met on five occasions during the summer and fall of 2023. It ultimately made recommendations for evidence-based induction and mentoring practices that were found to increase student outcomes and teacher retention. Based on these recommendations, MSDE drafted amendments to COMAR 13A.07.01 and requested feedback from the following groups:

- Local education agencies
- Maryland educator preparation programs
- The Accountability and Implementation Board
- The Professional Standards and Teacher Education Board

MSDE compiled the feedback received and made final revisions to the drafted regulations.

### **Action Required**

The MSDE is requesting permission to publish amendments to COMAR 13A.07.01 *Comprehensive Teacher Induction Program*,

### **Attachments**

COMAR 13A.07.01 *Comprehensive Teacher Induction Program*

DIVISION OF EDUCATOR EFFECTIVENESS

# Teacher Induction: Regulatory Amendments

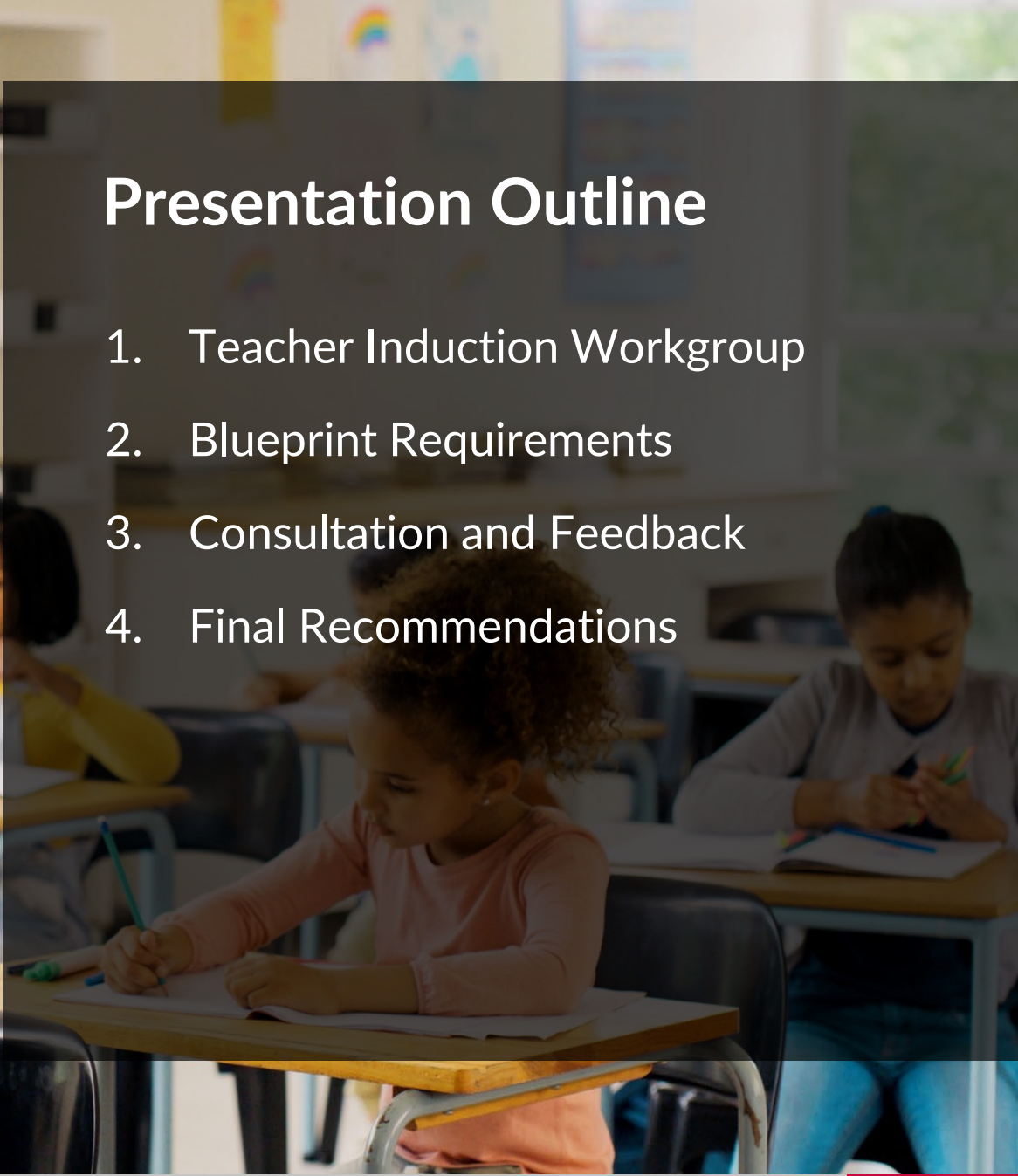
January 28, 2025

Presented By | Kelly Meadows, Assistant State Superintendent



# Presentation Outline

1. Teacher Induction Workgroup
2. Blueprint Requirements
3. Consultation and Feedback
4. Final Recommendations



## Workgroup Objectives

- Identify **evidence-based induction and mentoring practices** found to **increase student outcomes and teacher retention**
- Compare current Maryland induction guidelines to **national best practices**
- **Recommend guidelines** for induction based on evidence-based practices

# Workgroup Representation

<b>Organization</b>	<b>Role</b>
Public School Superintendents' Association of Maryland	Local Superintendent
Maryland Independent College and University Association	Director of Teacher Education
Maryland Association of Elementary School Principals	Principal- Elementary
Maryland Secondary School Principals	Principal- Secondary
Maryland State Education Association	New Teacher and Mentor Teacher
Baltimore Teachers' Union	New Teacher and Mentor Teacher
Teacher of the Year	Teacher
University System of Maryland	Educator Preparation Faculty
Professional Standards and Teacher Education Board	Board Member/Teacher
Accountability and Implementation Board	Board Staff/National Board Certified Teacher
New Teacher Center	National Consultant

# Workgroup Recommendations

## Programmatic

**Expand who is required to participate** in the induction program

**Require a program staffing model** with the inclusion of a program leader

**Standardize the required programmatic requirements** of the comprehensive induction programs

**Require ongoing school leader professional learning** in standardized areas

**Align** the programmatic elements to the Maryland Blueprint requirements

## Mentoring

**Require instructional mentoring** and activities related to the Five Core Propositions of NBCT as the main focus of the mentoring program

**Establish guidelines for mentor selection** that are applicable before the establishment of the Career Ladder and after its establishment

**Define the number of minutes of mentoring** a month a new educator must receive

**Outline** the acceptable focus areas for **mentor training**

## Evaluation

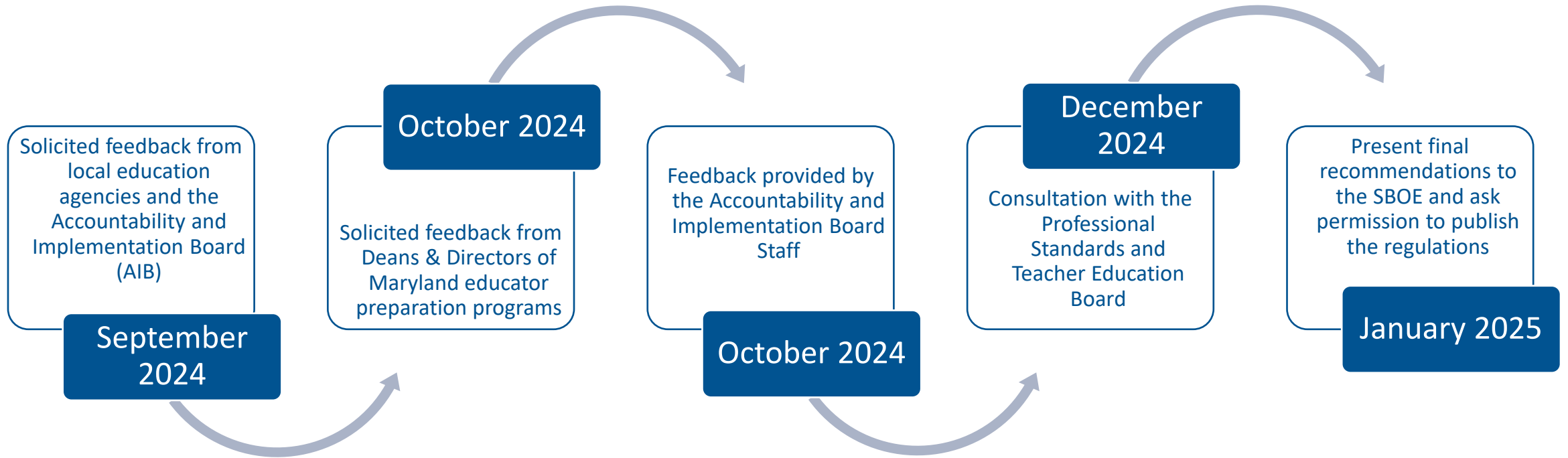
**Establish the components that must be present** in an LEA's induction program evaluation plan that align with the required programmatic elements

# Blueprint Induction Requirements

- The Department shall develop guidelines for the establishment of comprehensive induction programs for new teachers
  - To develop the guidelines, MSDE shall consult with local education agencies and the Maryland Education Deans and Directors
  - The guidelines shall:
    - Include provisions concerning mentoring and professional development training and support
    - Incorporate the framework of the Teacher Induction, Retention, and Advancement (TIRA) Pilot Program
- A mentor teacher for a teacher in an induction program shall be a highly competent teacher selected by the local education agency who will work to instill in the teacher the skills and knowledge for the next generation of teachers
- After the career ladder system is well established, mentor teachers will be selected using criteria from the career ladder system



# Induction Regulations- Consultation Timeline



# Alignment with National Standards

Require local education agencies to develop induction programs aligned with the following standards:

- Standards for Professional Learning (Learning Forward, 2022)
- InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (Council of Chief State School Officers, 2013)
- Social Justice Standards: The Teaching Tolerance Anti-Bias Framework (Southern Poverty Law Center, 2018)
- International Society for Technology in Education Standards for Educators (International Society for Technology in Education, 2024)
- Model Code of Ethics for Educators (National Association of State Directors of Teacher Education and Certification, 2023)

# Minimum Requirements for Participation

- Require at least three years of teacher induction for teachers who:
  - Are professionally licensed and have less than three years of teaching experience
  - Hold a Conditional License (pursuing professional licensure)
  - Hold a Resident Teacher License (enrolled in an alternative preparation program)
- Require one year of teacher induction for veteran teachers who are:
  - Professionally licensed; and
  - New to the local school system; and
  - Have less than three years of teaching experience

# Programmatic Requirements

- Initial Orientation
- Ongoing participation in an educator professional learning community
- Professional learning on State and local school system initiatives and priorities
- Professional learning and support for working with students with disabilities, multi-lingual learners, and differentiating instruction
- Observations of instruction with feedback
- Professional learning for using technology in education
- Review and assessment of the principles of the Model Code of Ethics for Educators
- Job-embedded individualized and differentiated mentoring
- Ongoing professional learning on the Multi-tiered System of Supports (MTSS) framework
- Professional learning for using technology in education
- Assistance for new teachers with planning instruction
- Opportunities for new teachers to observe and co-teach with skilled teachers
- A plan for professional licensure, if applicable

# Mentoring Program Requirements

- Individualized, instructional-focused, job-embedded support and mentoring that begins when a teacher is hired
- Standards for effective mentoring that are focused, systematic, ongoing, of high quality, geared to the needs of each teacher, and include observations with feedback
- Activities related to the Five Core Propositions of National Board Certification focusing on planning, instructional practices, and analyzing student learning
- Support new teachers in developing culturally relevant teaching practices for all students
- To the extent practicable given staffing and fiscal concerns, each new teacher shall receive at least 180 minutes of mentoring a month

# Mentor Requirements

- Each local school system shall have a rigorous selection process for mentors, that includes:
  - A demonstration of their instructional expertise through a performance task and/or submission of instructional data
  - Assurance the mentor holds a Professional or Advanced Professional License and has at least an effective, or comparable, rating on the most recent local school system evaluation
  - A recommendation from a school or district leader who previously or currently supervises the individual
  - Once the Career Ladder is well established, those teachers with a designation of Lead, Distinguished, or Professor Distinguished Teacher should be given priority
- Each local school system shall establish a process for matching mentors and mentees that:
  - Correlates licensure areas or grade bands
  - Considers diversity markers to the extent practicable
- Mentors must receive initial and ongoing training and may not participate in the formal evaluation of a mentee

## Evaluation of the Induction Program

Each local school system induction program shall develop a comprehensive evaluation plan that includes:

- Mentee and mentor perception data of their overall induction experience
- Mentee experience data regarding their work with their mentor
- Mentor experience data regarding their work with their mentee
- Evidence of program components aligned to national standards
- Teacher growth data from the beginning to the end of the induction program as measured by the local school system evaluation system
- Induction program participants' retention data
- Evidence of the number of instructional-driven mentoring minutes every month

# Compliance and Reporting

- Local school systems shall be in full compliance with this chapter by July 1, 2027
- Local school systems shall provide a report to the Department by July 1, 2027, that includes:
  1. A description of the comprehensive induction program
  2. An evaluation plan
- Local school systems shall provide a report to the Department beginning July 1, 2029, and every three years thereafter, that includes:
  1. Mentee and mentor data, including:
    - Mentee growth from the beginning to the end of the induction program
    - Teacher retention
    - The number of mentees participating in the comprehensive induction program
    - The number of mentors assigned to teachers in the comprehensive induction program
  2. The results of the evaluation of the comprehensive induction program



## Action Requested

MSDE is requesting permission to publish COMAR 13A.07.01 *Comprehensive Teacher Induction Program* for publication in the Maryland Register.

## 13A.07.01.00

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### Title 13A STATE BOARD OF EDUCATION

#### Subtitle 07 SCHOOL PERSONNEL

#### Chapter 01 Comprehensive Teacher Induction Program

**Authority:** Education Article, §§2-205(c), [5-206-1, and] 6-202(b), and 6-117, Annotated Code of Maryland

## 13A.07.01.01

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### .01 Purpose and Scope.

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession. [The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.] Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

## 13A.07.01.02

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### .02 Incorporation by Reference.

In this chapter, the following documents are incorporated by reference:

- A. [Maryland Teacher Professional Development Standards] *Standards for Professional Learning (Learning Forward, 2022)*;
- B. [Maryland Teacher Professional Development Planning Guide (updated November 2008)] *InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (Council of Chief State School Officers, 2013)*;
- C. [Maryland Teacher Professional Development Evaluation Guide, October 2008.] *Social Justice Standards: The Teaching Tolerance Anti-Bias Framework (Southern Poverty Law Center, 2018)*;
- D. *International Society for Technology in Education Standards for Educators (International Society for Technology in Education, 2024)*;
- E. *Model Code of Ethics for Educators (National Association of State Directors of Teacher Education and Certification, 2023)*.

### 13A.07.01.03

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#### .03 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Mentee" means a public school teacher who is the [recipient of] receives the services of a mentor.

(2) "Mentor" means a highly competent teacher selected by the local school system who will work to instill in a mentee the skills and knowledge necessary for student success in accordance with Regulation .05 of this chapter. [an individual who possesses the attributes set forth in Regulation .06 of this chapter.]

(3) "New teacher" means a teacher who is:

(a) [New to the profession; or] Professionally licensed and has less than three years of teaching experience; or

(b) [A veteran who is new to the district.] Holds a Conditional License or Resident Teacher License.

(4) "Veteran teacher" means a professionally licensed teacher who is new to the local school system and has three or more years of teaching experience.

### 13A.07.01.04

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#### .04 [General] Programmatic Requirements.

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers that is at least three years in duration.

B. Each local school system shall establish and maintain a comprehensive induction program for all veteran teachers that is at least one year in duration.

C. [The] Each comprehensive induction program shall be designed with a coherent structure and consistent focus to ensure an integrated, seamless system of support for [to provide] participating teachers and provide them with the knowledge and skills necessary to be successful in their classrooms and schools and [to enable] prepare them to stay in the profession.

[C. The content and structure of the comprehensive induction program shall be aligned with the Maryland Teacher Professional Development Standards set in December 2004.]

D. A comprehensive induction program may be developed and implemented in collaboration with an institution of higher education.

[The] E. Each comprehensive induction program shall include:

(1) An initial orientation;

(2) Ongoing participation in an educator professional learning community;

(3) A plan for professional licensure, if applicable;

(4) Specialized professional learning on the knowledge and skills new educators need that is aligned with the Maryland-recognized professional learning standards incorporated by reference in Regulation .02 of this chapter;

(5) Professional learning on State and local school system initiatives and priorities, including the teacher evaluation system, career ladder for educators, and the College and Career Readiness Standards;

(6) Professional learning and support for working with students with disabilities, multi-lingual learners, and differentiating instruction;

(7) Professional learning for using technology in education aligned with the International Society for Technology in Education Standards for Educators incorporated by reference in Regulation .02 of this chapter

(8) Review and assessment of the principles of the Model Code of Ethics for Educators incorporated by reference in Regulation .02 of this chapter;

(9) Job-embedded individualized and differentiated mentoring;

(10) Regularly scheduled opportunities for new teachers to observe and co-teach with skilled teachers, including follow-up discussions of the experiences;

(11) Assistance for new teachers with planning instruction;

(12) Observations of instruction with feedback;

(13) Ongoing professional learning on the multi-tiered system of supports (MTSS) framework to support all students; and

(14) A schedule aligned to the Career Ladder for Educators established in Md. Code Education §6-1003. [Standards for effective mentoring that:

- (a) Are focused;
- (b) Are systematic;
- (c) Are ongoing;
- (d) Are of high quality;
- (e) Are geared to the needs of each teacher; and
- (f) Include observations with feedback;

(2) Before the school year begins, orientation programs for all teachers new to the local school system;

(3) Ongoing support from a mentor, including regularly scheduled meetings during noninstructional time;

(4) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;

(5) Follow-up discussions of the observations and co-teaching experiences;

(6) Ongoing professional development designed to address new teacher needs and concerns and, for any teachers not on track to qualify for tenure at any formal evaluation point, additional professional development, as appropriate; and

(7) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.]

[E] F. [The] *Each* local school system[s shall] *may identify a program coordinator who will plan and facilitate induction activities by:*

*(1) Communicating with principals and other school leaders about induction activities;*

*(2) Building and maintaining partnerships with local institutions of higher education to ensure a seamless transition from graduation to induction; and*

*(3) Overseeing the evaluation of the comprehensive induction program.* [shall consider the need for staffing to:

(1) Plan and coordinate all induction activities;

(2) Supervise new teacher mentors;

(3) Communicate with principals and other school leaders about induction activities; and

(4) Oversee the evaluation of the comprehensive induction program.]

[F] G. The comprehensive induction program [may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.] *shall include ongoing professional learning for school leaders. Professional learning may address the following:*

*(1) Retention strategies;*

*(2) Creating the climate and systems for induction;*

*(3) Working with mentors and new teachers; and*

*(4) Aligning induction supports with local school system initiatives and strategies.*

**[13A.07.01.05]**

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**[.05 Participation in the Comprehensive Induction Program.**

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in induction activities.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall consider the following options for first-year teachers:

(1) A reduction in the teaching schedule; and

(2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support.]

**13A.07.01.0[6]5**

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**.0[6]5 Mentoring Component of the Comprehensive Induction Program.**

A. A local school system shall establish an *instructional* mentoring program as part of its Comprehensive Induction Program.

B. *The mentoring program shall provide individualized, instruction-focused, job-embedded support and mentoring that begins when a teacher is hired into the local school system.* [A local school system shall establish a cadre of full-time or part-time mentors to support teachers during their comprehensive induction period.]

C. *The mentoring program shall include standards for effective mentoring that are:*

(1) *Focused;*

(2) *Systematic;*

(3) *Ongoing;*

(4) *Of high quality;*

(5) *Geared to the needs of each teacher; and*

(6) *Include observations with feedback;*

D. [A mentor under the comprehensive induction program may be assigned school-level administrative duties only on an emergency basis.] *The mentoring program shall include mentoring activities related to the Five Core Propositions of National Board Certification focusing on planning, instructional practices, and analyzing student learning.*

E. *The mentoring program shall support new teachers in developing culturally relevant teaching practices for all students;*

F. To the extent practicable given staffing and fiscal concerns, *each new teacher shall receive at least 180 minutes of mentoring per month* [local school systems shall establish the maximum ratio of mentors to mentees in the comprehensive induction program at one mentor to 15 mentees].

[E] G. Each local school system shall have a rigorous selection process for mentors that includes:

(1) A demonstration of their instructional expertise through a performance task, submission of instructional data, or both;

(2) Assurance that the mentor holds:

(a) A Professional or Advanced Professional License; and

(b) At least an effective, or comparable, rating on the most recent local school system evaluation;

(3) A recommendation from a school or district leader who previously or currently supervises the individual: and

[(3) A mentor under the comprehensive induction program may not participate in the formal evaluation of a

mentee.] (4) Once the Career Ladder is well established, prioritization of those teachers with a designation of Lead, Distinguished, or Professor Distinguished Teacher.

[F] H. Each local school system shall establish a process for matching mentors and mentees that:

(1) Correlates licensure areas or grade bands; and

(2) Considers diversity markers to the extent practicable. [Mentors shall:

(1) Demonstrate knowledge of adult learning theory and peer coaching techniques;

(2) Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and

(3) Hold an advanced professional certificate and be rated as a satisfactory or effective teacher or be a retiree from a local school system and have been rated as a satisfactory or effective teacher; and

(4) Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills of the mentor applicant.]

[G] I. Local school systems shall provide *initial and* ongoing training for mentors that may include:

(1) Mentoring language and stances;

(2) Key practices of a mentor, including differentiation of support;

(3) Adult learning principles;

(4) Elements of instructional mentoring, such as observations, planning, and analyzing student work;

(5) Reflection on mentoring practice and communities of practice;

(1) Initial training for each mentor prior to assuming the assignment on the essential characteristics of mentoring adults and the duties and responsibilities of a mentor;

(2) Ongoing training and feedback to enable each mentor to address the specific and varied performance needs of mentees;

(3) Models of effective instructional practices that address the identified needs of mentees; and

(4) (6) *Anti-bias pedagogy aligned with the Social Justice Standards incorporated by reference in Regulation .02 of this chapter; and*

(7) Identification and coordination of appropriate resources to address the performance needs of mentees.

*J. A mentor in the comprehensive induction program may not participate in the formal evaluation of a mentee.*

### **13A.07.01.0[7]6**

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#### **.0[7]6 Evaluation of the Comprehensive Induction Program.**

*A. Local school systems shall evaluate the effectiveness of the comprehensive induction program [and shall use the Maryland Teacher Professional Development Evaluation Guide, October 2008, as a resource for developing an evaluation model.]*

*B. Each local school system induction program shall develop a comprehensive evaluation plan that includes:*

*(1) Mentee and mentor perception data of their overall induction experience;*

*(2) Mentee experience data regarding their work with their mentor;*

*(3) Mentor experience data regarding their work with their mentee;*

*(4) Evidence of program components aligned to the:*

*(a) Five Core Propositions of the National Board for Professional Teaching Standards, which are:*

*(i) Teachers are committed to students and their learning;*

*(ii) Teachers know the subjects they teach and how to teach those subjects to students;*

*(iii) Teachers are responsible for managing and monitoring student learning;*

*(iv) Teachers think systematically about their practice and learn from experience; and*

*(v) Teachers are members of learning communities; and*

*(b) Model Code of Educator Ethics; and*

*(c) InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0;*



(5) Teacher growth data from the beginning to the end of the induction program as measured by the local school system teacher evaluation system;

(6) Induction program participants' retention data; and

(7) Evidence of the number of instructional-driven mentoring minutes every month.

### **13A.07.01.0[8]7**

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#### **.0[8]7 [Date of] Compliance and Reporting.**

A. Local school systems shall be in full compliance with this chapter by July 1, 20[11]27.

B. Local school systems shall provide a report to the Department by July 1, 2027 that includes:

(1) A description of the comprehensive induction program demonstrating compliance with this chapter; and

(2) An evaluation plan that meets the requirements under Regulation .07 of this chapter.

C. Local school systems shall provide a report to the Department beginning July 1, 2029, and every three years thereafter, that includes:

(1) Mentee and mentor data, including:

(a) Mentee growth from the beginning to the end of the induction program;

(b) Teacher retention;

(c) The number of mentees participating in the comprehensive induction program;

and

(d) The number of mentors assigned to teachers in the comprehensive induction program; and

(2) The results of the evaluation of the comprehensive induction program developed under Regulation .07 of this chapter.

### **[13A.07.01.09]**

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#### **[.09 Reporting Requirements.**

A. Local school systems shall include their comprehensive induction program report in their Bridge to Excellence Master Plan Annual Update to the Maryland State Department of Education.

B. This report shall include:

(1) A description of the mentoring program;

(2) Data, including the number of probationary teachers and the number of mentors who have been assigned; and

(3) How they have measured the effectiveness of the program].