Race to the Top
Appendices

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Appendices

MARYLAND STATE DEPARTMENT of EDUCATION

THE FACT BOOK

Maryland Public Schools:
 # 1 in the Nation
AGAIN in 2010

2008 - 2009

Maryland State Department of Education

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THE FACT BOOK 2008-2009

A Statistical Handbook

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Baltimore, Maryland 21201

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Contents

Fall Enrollment - Maryland Public Schools: September 30, 2008

Local Unit	Total	Pre-kinder-garten	Kinder-garten	Grades 1-6	Grades 7-12
Total State	**843,861**	**26,821**	**60,530**	**363,120**	**393,390**
Allegany	9,232	471	611	3,934	4,216
Anne Arundel	73,653	1,684	5,430	32,640	33,899
Baltimore City	82,266	3,999	6,353	36,605	35,309
Baltimore	103,180	3,505	7,571	44,394	47,710
Calvert	17,052	325	1,121	7,176	8,430
Caroline	5,513	258	436	2,366	2,453
Carroll	27,964	316	1,890	11,795	13,963
Cecil	16,209	578	1,129	7,006	7,496
Charles	26,727	840	1,640	10,754	13,493
Dorchester	4,560	229	343	1,929	2,059
Frederick	40,070	918	2,835	17,325	18,992
Garrett	4,425	122	310	1,812	2,181
Harford	38,610	879	2,710	16,937	18,084
Howard	49,905	1,019	3,309	21,309	24,268
Kent	2,219	138	155	944	982
Montgomery	139,282	3,167	10,273	60,060	65,782
Prince George's	127,977	5,770	8,836	53,274	60,097
Queen Anne's	7,859	292	531	3,274	3,762
St. Mary's	16,752	677	1,195	7,149	7,731
Somerset	2,912	196	225	1,213	1,278
Talbot	4,419	159	315	1,804	2,141
Washington	21,734	469	1,656	9,839	9,770
Wicomico	14,590	457	1,191	6,776	6,166
Worcester	6,671	353	465	2,725	3,128
SEED School	80	0	0	80	0

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

Maryland Public School Students by Race: September 30, 2008

Region/Local Unit	Total Students	American Indian/Alaskan Native		Asian/Pacific Islander		African American		Hispanic		White	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Total State	**843,861**	**3,303**	**0.4**	**49,745**	**5.9**	**320,747**	**38.0**	**80,445**	**9.5**	**389,621**	**46.2**
Baltimore Metropolitan	**375,658**	**1,517**	**0.4**	**19,012**	**5.1**	**150,868**	**40.2**	**16,859**	**4.5**	**187,402**	**49.9**
Anne Arundel	73,653	327	0.4	2,937	4.0	16,836	22.9	4,836	6.6	48,717	66.1
Baltimore City	82,266	209	0.3	606	0.7	72,755	88.4	2,305	2.8	6,391	7.8
Baltimore	103,180	517	0.5	5,954	5.8	41,639	40.4	4,847	4.7	50,223	48.7
Carroll	27,964	102	0.4	542	1.9	1,124	4.0	680	2.4	25,516	91.2
Harford	38,610	218	0.6	1,191	3.1	7,789	20.2	1,435	3.7	27,977	72.5
Howard	49,905	144	0.3	7,782	15.6	10,649	21.3	2,754	5.5	28,576	57.3
SEED School	80	0	0.0	0	0.0	76	95.0	2	2.5	2	2.5
National Capital	**267,259**	**907**	**0.3**	**25,397**	**9.5**	**126,065**	**47.2**	**54,430**	**20.4**	**60,460**	**22.6**
Montgomery	139,282	401	0.3	21,549	15.5	32,172	23.1	30,747	22.1	54,413	39.1
Prince George's	127,977	506	0.4	3,848	3.0	93,893	73.4	23,683	18.5	6,047	4.7
Western Maryland	**75,461**	**252**	**0.3**	**2,430**	**3.2**	**8,404**	**11.1**	**4,323**	**5.7**	**60,052**	**79.6**
Allegany	9,232	47	0.5	79	0.9	519	5.6	69	0.7	8,518	92.3
Frederick	40,070	148	0.4	1,913	4.8	4,928	12.3	3,291	8.2	29,790	74.3
Garrett	4,425	3	0.1	15	0.3	21	0.5	12	0.3	4,374	98.8
Washington	21,734	54	0.2	423	1.9	2,936	13.5	951	4.4	17,370	79.9
Upper Shore	**36,219**	**132**	**0.4**	**466**	**1.3**	**4,750**	**13.1**	**1,546**	**4.3**	**29,325**	**81.0**
Caroline	5,513	23	0.4	43	0.8	1,022	18.5	358	6.5	4,067	73.8
Cecil	16,209	57	0.4	202	1.2	1,643	10.1	545	3.4	13,762	84.9
Kent	2,219	9	0.4	15	0.7	527	23.7	116	5.2	1,552	69.9
Queen Anne's	7,859	33	0.4	120	1.5	644	8.2	224	2.9	6,838	87.0
Talbot	4,419	10	0.2	86	1.9	914	20.7	303	6.9	3,106	70.3
Lower Shore	**28,733**	**75**	**0.3**	**720**	**2.5**	**10,022**	**34.9**	**1,360**	**4.7**	**16,556**	**57.6**
Dorchester	4,560	16	0.4	58	1.3	1,785	39.1	192	4.2	2,509	55.0
Somerset	2,912	3	0.1	26	0.9	1,313	45.1	172	5.9	1,398	48.0
Wicomico	14,590	22	0.2	511	3.5	5,367	36.8	738	5.1	7,952	54.5
Worcester	6,671	34	0.5	125	1.9	1,557	23.3	258	3.9	4,697	70.4
Southern Maryland	**60,531**	**420**	**0.7**	**1,720**	**2.8**	**20,638**	**34.1**	**1,927**	**3.2**	**35,826**	**59.2**
Calvert	17,052	104	0.6	339	2.0	2,881	16.9	417	2.4	13,311	78.1
Charles	26,727	221	0.8	891	3.3	14,236	53.3	957	3.6	10,422	39.0
St. Mary's	16,752	95	0.6	490	2.9	3,521	21.0	553	3.3	12,093	72.2

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

Fall Enrollment Trends - Prekindergarten through Grade 12: 2003, 2007, 2008

Local Unit	2003	2007	2008	Percent Change Five-Yr.	Percent Change One-Yr.
Total State	**869,113**	**845,700**	**843,861**	**-2.9**	**-0.2**
Allegany	9,926	9,436	9,232	-7.0	-2.2
Anne Arundel	74,508	73,400	73,653	-1.1	0.3
Baltimore City	91,738	81,284	82,266	-10.3	1.2
Edison Schools	2,311	0	0	-100.0	n/a
Baltimore	108,523	104,283	103,180	-4.9	-1.1
Calvert	17,423	17,394	17,052	-2.1	-2.0
Caroline	5,400	5,658	5,513	2.1	-2.6
Carroll	28,832	28,320	27,964	-3.0	-1.3
Cecil	16,475	16,290	16,209	-1.6	-0.5
Charles	25,610	26,676	26,727	4.4	0.2
Dorchester	4,803	4,654	4,560	-5.1	-2.0
Frederick	38,950	40,487	40,070	2.9	-1.0
Garrett	4,810	4,510	4,425	-8.0	-1.9
Harford	40,200	39,172	38,610	-4.0	-1.4
Howard	47,833	49,542	49,905	4.3	0.7
Kent	2,565	2,274	2,219	-13.5	-2.4
Montgomery	139,201	137,717	139,282	0.1	1.1
Prince George's	137,285	129,752	127,977	-6.8	-1.4
Queen Anne's	7,526	7,808	7,859	4.4	0.7
St. Mary's	16,261	16,890	16,752	3.0	-0.8
Somerset	2,951	2,910	2,912	-1.3	0.1
Talbot	4,459	4,396	4,419	-0.9	0.5
Washington	20,338	21,703	21,734	6.9	0.1
Wicomico	14,402	14,399	14,590	1.3	1.3
Worcester	6,783	6,745	6,671	-1.7	-1.1
SEED School	0	0	80	100.0	100.0

NOTE: In 2007 and 2008, the three Edison Schools are included in the Baltimore City count.

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

Fall Enrollment Trends - Public and Nonpublic Schools: 2003, 2007, 2008

	2003	2007	2008	Percent Change Five-Yr.	Percent Change One-Yr.
Total Pub/Nonpub	**1,056,520**	**1,024,803**	**975,176**	**-7.7**	**-4.8**
Total Public	**869,113**	**845,700**	**843,861**	**-2.9**	**-0.2**
Prekindergarten	21,391	27,179	26,821	25.4	-1.3
Kindergarten	55,485	59,455	60,530	9.1	1.8
Grade 1	62,341	58,611	61,447	-1.4	4.8
Grade 2	61,767	60,105	59,409	-3.8	-1.2
Grade 3	63,195	58,906	60,620	-4.1	2.9
Grade 4	65,119	60,281	59,512	-8.6	-1.3
Grade 5	66,227	61,239	60,905	-8.0	-0.5
Grade 6	69,007	61,909	61,227	-11.3	-1.1
Ungraded Elementary	2,116	0	0	-100.0	n/a
Grade 7	70,013	63,706	62,363	-10.9	-2.1
Grade 8	68,967	65,088	63,639	-7.7	-2.2
Grade 9	78,690	76,188	75,743	-3.7	-0.6
Grade 10	66,269	68,452	67,829	2.4	-0.9
Grade 11	59,670	62,814	62,900	5.4	0.1
Grade 12	55,897	61,767	60,916	9.0	-1.4
Ungraded Secondary	2,959	0	0	-100.0	n/a
Total Nonpublic	**187,407**	**179,103**	**131,315**	**-29.9**	**-26.7**
Prekindergarten	43,940	47,662	27,285	-37.9	-42.8
Kindergarten	15,304	12,138	8,560	-44.1	-29.5
Grade 1	11,662	9,972	7,281	-37.6	-27.0
Grade 2	11,388	9,576	7,149	-37.2	-25.3
Grade 3	11,119	9,551	7,267	-34.6	-23.9
Grade 4	10,845	9,678	7,186	-33.7	-25.7
Grade 5	10,673	9,451	7,262	-32.0	-23.2
Grade 6	11,307	10,508	7,809	-30.9	-25.7
Ungraded Elementary	636	620	1,703	167.8	174.7
Grade 7	11,143	10,703	8,302	-25.5	-22.4
Grade 8	11,188	10,776	8,421	-24.7	-21.9
Grade 9	9,996	10,203	8,667	-13.3	-15.1
Grade 10	9,318	9,579	8,406	-9.8	-12.2
Grade 11	8,725	9,039	7,690	-11.9	-14.9
Grade 12	8,038	8,623	7,581	-5.7	-12.1
Ungraded Secondary	2,125	1,024	746	-64.9	-27.1

Preschool Enrollment by Location: 2008-2009

Local Unit	Judy Centers*	Head Start	Accredi-tations**
Total State	**8,020**	**11,275**	**523**
Allegany	316	387	16
Anne Arundel	n/a	451	26
Baltimore City	1,158	4,203	42
Baltimore	417	644	47
Calvert	275	136	17
Caroline	134	179	8
Carroll	348	145	10
Cecil	387	155	8
Charles	227	282	16
Dorchester	131	178	3
Frederick	471	297	30
Garrett	211	294	17
Harford	n/a	189	13
Howard	317	321	25
Kent	141	34	3
Montgomery	699	738	112
Prince George's	808	1,132	54
Queen Anne's	282	60	8
St. Mary's	286	175	2
Somerset	n/a	182	16
Talbot	703	71	13
Washington	250	506	14
Wicomico	224	330	9
Worcester	235	186	14

* Includes children in prekindergarten plus other children being served by the Judy Centers and their partnerships. The 3,145 children in kindergarten and the 1,748 children in Head Start at the Judy Centers are not included.

** Number of accreditations for prekindergarten, Head Start, and child care centers. Kindergarten accreditations are not included.

Number of Public and Nonpublic Schools in Maryland: 2008-2009

	Public Schools						
Local Unit	Elem-entary	Mid-dle	Sr. High	Com-bined	Other	Total Public Schools	Non-public Schools
Total State	**806**	**234**	**181**	**85**	**153**	**1,459**	**1,395**
Allegany	14	4	3	0	7	28	11
Anne Arundel	79	19	12	0	14	124	128
Baltimore City	52	22	21	63	36	194	148
Baltimore	105	27	21	0	19	172	221
Calvert	13	6	4	0	5	28	15
Caroline	5	2	2	0	1	10	5
Carroll	24	9	7	0	7	47	29
Cecil	17	6	5	0	1	29	22
Charles	21	8	6	0	2	37	28
Dorchester	6	2	2	1	2	13	7
Frederick	36	13	9	0	6	64	39
Garrett	9	2	2	2	1	16	7
Harford	32	9	9	0	4	54	50
Howard	39	18	12	1	3	73	83
Kent	3	0	1	4	0	8	6
Montgomery	130	38	25	0	11	204	286
Prince George's	139	27	22	5	22	215	181
Queen Anne's	8	4	2	0	0	14	11
St. Mary's	16	4	3	0	4	27	36
Somerset	4	1	0	3	1	9	4
Talbot	5	1	1	1	0	8	12
Washington	27	7	6	1	4	45	38
Wicomico	16	3	3	2	1	25	19
Worcester	6	1	3	2	2	14	9
SEED School	0	1	0	0	0	1	0

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

Full-Time Equivalent Staff
Maryland Public Schools: 2008-2009

Local Unit	Grand Total	Instructional: Total Instructional	Instructional: Teacher & Therapist	Instructional: Media, Guidance, & Psych. Personnel	Instructional: Other Professional*	Instructional: Aide	Non-Instructional: Total Non-Instructional	Non-Instructional: Central Office Leadership**	Non-Instructional: Direct., Coord., Supervisor***	Non-Instructional: Principal, Vice Prin., Other Sch. Admin.	Non-Instructional: Other Professional^	Non-Instructional: Support Staff ^^
Total State	**117,221**	**79,945**	**59,924**	**4,355**	**2,708**	**12,959**	**37,275**	**150**	**2,241**	**3,597**	**3,848**	**27,438**
Allegany	1,385	987	718	55	37	177	398	2	35	43	14	304
Anne Arundel	9,307	6,751	5,205	383	209	954	2,555	6	133	295	234	1,887
Baltimore City	11,793	8,157	5,958	376	462	1,361	3,637	16	330	501	553	2,237
Baltimore	14,252	9,193	7,512	544	88	1,049	5,060	24	233	438	524	3,841
Calvert	2,248	1,591	1,144	83	29	336	657	3	53	74	55	472
Caroline	787	553	406	31	10	106	234	3	22	21	21	168
Carroll	3,498	2,445	1,916	134	37	358	1,053	3	90	104	121	735
Cecil	2,262	1,619	1,190	87	63	280	642	3	47	68	53	472
Charles	3,372	2,480	1,764	139	131	446	893	5	56	110	73	649
Dorchester	656	431	343	24	4	60	225	4	18	27	18	158
Frederick	5,372	3,719	2,758	187	73	701	1,653	9	119	150	56	1,318
Garrett	639	440	351	14	7	68	199	1	22	19	14	143
Harford	5,234	3,817	2,778	189	105	745	1,417	6	114	140	107	1,050
Howard	7,693	5,794	4,012	302	205	1,276	1,899	6	173	184	216	1,320
Kent	354	240	177	14	3	46	114	3	9	15	5	82
Montgomery	20,176	13,467	9,730	765	723	2,249	6,709	17	274	486	870	5,062
Prince George's	17,724	10,910	8,640	644	224	1,402	6,815	17	221	623	626	5,328
Queen Anne's	970	710	534	39	30	107	261	2	28	23	41	167
St. Mary's	2,076	1,451	1,044	77	77	253	625	3	65	66	67	424
Somerset	476	338	231	17	21	69	138	2	21	14	10	92
Talbot	614	378	308	27	2	41	236	3	32	18	23	160
Washington	2,885	1,983	1,509	103	87	284	902	6	68	91	42	695
Wicomico	2,254	1,614	1,096	86	41	390	640	3	52	59	57	469
Worcester	1,156	871	594	36	41	201	285	3	24	29	28	201
SEED School	40	10	9	1	0	0	30	0	4	0	22	4

* Includes staff developers, teacher trainers, athletic coaches, remedial specialists, and other school-level instructional professionals.

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

** Includes Superintendents and Assistant Superintendents.

*** Also includes pupil personnel workers, school social workers, and other administrators.

^ Includes nurses, admission officers, research specialists, etc.

^^ Includes technicians, service workers, secretaries and clerks, drivers, crafts and trades personnel, laborers, non-instructional aides, etc.

Maryland Public School Teachers by Race and Gender: 2008-2009

Local Unit	Grand Total	African American				White				Other*			
		Total	Per-cent	Male	Female	Total	Per-cent	Male	Female	Total	Per-cent	Male	Female
Total State	**59,321**	**11,101**	**18.7**	**2,524**	**8,577**	**44,779**	**75.5**	**10,165**	**34,614**	**3,441**	**5.8**	**671**	**2,770**
Allegany	696	7	1.0	1	6	689	99.0	190	499	0	0.0	0	0
Anne Arundel	5,073	450	8.9	87	363	4,543	89.6	834	3,709	80	1.6	19	61
Baltimore City	5,844	2,683	45.9	581	2,102	2,399	41.1	736	1,663	762	13.0	171	591
Baltimore	7,504	830	11.1	209	621	6,493	86.5	1,417	5,076	181	2.4	44	137
Calvert	1,130	76	6.7	18	58	1,043	92.3	221	822	11	1.0	0	11
Caroline	402	32	8.0	11	21	369	91.8	84	285	1	0.2	0	1
Carroll	1,904	23	1.2	6	17	1,864	97.9	414	1,450	17	0.9	2	15
Cecil	1,173	44	3.8	13	31	1,110	94.6	248	862	19	1.6	2	17
Charles	1,737	255	14.7	52	203	1,454	83.7	401	1,053	28	1.6	7	21
Dorchester	346	29	8.4	6	23	310	89.6	70	240	7	2.0	2	5
Frederick	2,755	77	2.8	15	62	2,613	94.8	601	2,012	65	2.4	15	50
Garrett	346	0	0.0	0	0	346	100.0	86	260	0	0.0	0	0
Harford	2,732	137	5.0	31	106	2,566	93.9	560	2,006	29	1.1	7	22
Howard	3,886	432	11.1	87	345	3,280	84.4	746	2,534	174	4.5	37	137
Kent	175	15	8.6	4	11	159	90.9	34	125	1	0.6	0	1
Montgomery	9,728	1,182	12.2	261	921	7,660	78.7	1,619	6,041	886	9.1	163	723
Prince George's	8,612	4,534	52.6	1,084	3,450	2,954	34.3	777	2,177	1,124	13.1	192	932
Queen Anne's	529	28	5.3	9	19	495	93.6	110	385	6	1.1	0	6
St. Mary's	1,036	67	6.5	6	61	944	91.1	198	746	25	2.4	6	19
Somerset	229	32	14.0	8	24	197	86.0	47	150	0	0.0	0	0
Talbot	307	16	5.2	1	15	288	93.8	59	229	3	1.0	2	1
Washington	1,496	13	0.9	6	7	1,475	98.6	375	1,100	8	0.5	1	7
Wicomico	1,089	100	9.2	20	80	978	89.8	217	761	11	1.0	1	10
Worcester	583	38	6.5	8	30	542	93.0	118	424	3	0.5	0	3
SEED School	9	1	11.1	0	1	8	88.9	3	5	0	0.0	0	0

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

* Includes American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic.

Average Salaries for Instructional Positions in Public Schools: 2008-2009

Local Unit	Professional Instructional Staff	Principal	Assistant Principal	Teacher*
State Average	**$66,375**	**$114,547**	**$96,518**	**$64,462**
Allegany	60,053	93,993	78,335	58,661
Anne Arundel	68,853	122,212	105,110	66,780
Baltimore City	61,631	105,745	91,675	59,290
Baltimore	60,762	113,048	89,752	58,758
Calvert	72,013	114,509	94,382	70,497
Caroline	57,428	100,368	89,408	55,652
Carroll	62,226	109,130	91,388	60,447
Cecil	58,177	99,544	86,133	56,382
Charles	62,386	117,947	92,724	60,327
Dorchester	57,102	93,157	76,202	55,099
Frederick	65,625	113,875	95,902	63,774
Garrett	59,575	82,298	70,299	58,527
Harford	59,990	109,433	89,741	58,261
Howard	68,827	128,899	104,068	66,921
Kent	59,977	90,429	84,198	58,045
Montgomery	77,742	131,269	116,203	75,867
Prince George's	68,701	116,255	95,765	66,711
Queen Anne's	58,876	111,866	93,108	57,113
St. Mary's	63,804	120,135	95,696	61,422
Somerset	56,478	88,401	68,932	55,085
Talbot	56,736	98,085	88,158	54,833
Washington	58,781	101,653	82,498	57,111
Wicomico	59,090	93,192	78,206	57,813
Worcester	63,439	111,477	92,923	61,678
SEED School	55,013	0	0	55,013

* Includes classroom and other teachers, therapists, librarians, guidance counselors, and school psychologists.

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

Salary Range for Ten-Month Teachers in Public Schools: 2008-2009

Local Unit	Salary			Annual Percentage Increase	
	Beginning (Bachelor's Step 1)	Mid-level (Master's & APC - Step 11)	Maximum*	Beginning	Mid-level
State Average	**$42,537**	**$58,955**	**$82,376**	**4.0**	**3.4**
Allegany	40,697	57,203	73,879	6.0	6.0
Anne Arundel	43,452	63,161	90,520	5.0	5.0
Baltimore City	44,820	59,687	80,596	4.0	4.0
Baltimore	42,000	55,536	80,762	0.0	0.0
Calvert	44,600	70,633	102,425	4.6	4.5
Caroline	41,310	54,211	73,911	2.0	2.0
Carroll	40,400	58,000	81,355	1.0	1.0
Cecil	41,674	56,409	75,284	4.0	4.4
Charles	43,724	60,301	84,842	3.5	3.5
Dorchester	40,640	53,876	74,630	1.6	1.6
Frederick	40,706	57,964	94,846	2.0	2.0
Garrett	42,043	55,515	71,220	6.0	5.8
Harford	41,171	58,699	80,188	1.6	1.6
Howard	44,527	65,780	91,521	5.0	5.0
Kent	41,242	53,991	78,176	3.0	3.0
Montgomery	46,410	73,038	103,634	5.0	5.0
Prince George's	44,355	63,161	90,844	2.0	2.0
Queen Anne's	43,000	55,441	81,969	6.8	4.0
St. Mary's	43,240	59,790	86,005	4.0	4.0
Somerset	41,300	55,277	73,862	3.3	4.7
Talbot	42,400	56,400	73,800	3.4	3.5
Washington	42,807	59,123	74,927	2.0	2.0
Wicomico	42,140	54,700	76,750	6.4	3.0
Worcester	42,222	57,022	81,073	4.5	4.5

* Educational level and years of experience required to reach maximum vary among local units.

NOTE: SEED School of Maryland is a publicly-funded residential boarding school. This School follows the Baltimore City Public Schools terms of compensation for teachers.

Maryland School Assessment Results: 2007, 2008, 2009

	Reading*			Mathematics**		
2009	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
Grade 3	15.1	63.0	21.9	15.7	55.5	28.8
Grade 4	13.4	59.9	26.8	10.8	44.3	44.9
Grade 5	10.5	39.9	49.6	18.8	56.1	25.1
Grade 6	15.5	43.6	40.9	22.9	47.6	29.5
Grade 7	16.9	38.4	44.7	27.0	49.6	23.5
Grade 8	18.5	43.7	37.7	32.8	37.8	29.4
2008	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
Grade 3	17.0	66.1	16.9	17.4	55.9	26.7
Grade 4	11.5	60.5	27.9	11.4	46.2	42.4
Grade 5	13.3	35.7	51.0	19.5	55.1	25.4
Grade 6	18.2	38.8	42.9	24.2	44.0	31.8
Grade 7	18.8	38.3	42.9	31.8	46.5	21.7
Grade 8	27.2	38.7	34.1	38.1	32.8	29.0
2007	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
Grade 3	19.5	60.3	20.2	21.4	53.8	24.8
Grade 4	14.0	61.2	24.8	14.0	48.0	38.0
Grade 5	23.3	43.6	33.1	21.7	57.6	20.7
Grade 6	23.4	43.6	32.9	28.1	48.3	23.6
Grade 7	29.8	40.7	29.5	38.7	43.3	17.9
Grade 8	31.7	44.3	23.9	43.3	31.7	25.0
Grade 10	29.1	41.1	29.8	36.5	38.4	25.1

* Beginning in 2005, the end of course English 2 exam serves as the Grade 10 Reading MSA and the HSA graduation requirement.

** Beginning in 2006, the end of course Algebra/Data Analysis exam serves as the Grade 10 Math MSA and the HSA graduation requirement. Prior to 2006, the end of course Geometry exam served as the Grade 10 Math MSA.

Note: For disaggregated test scores at the State, local school system, and local school levels, please visit the Maryland Public Schools Report Card website at www.mdreportcard.org.

Maryland High School Assessment Results: 2009

	Percent of HSA Requirement Met by Students Who Have Taken All Four Tests
	Grade 12
All Students	**99.9**
American Indian/Alaskan Native	98.8
African American	99.7
Asian/Pacific Islander	99.9
White (non-Hispanic)	100.0
Hispanic	99.7
Special Education	99.6
Limited English Proficient (LEP)	98.4
Free and Reduced Meals (FARMS)	99.6
	Grade 11
All Students	**89.5**
American Indian/Alaskan Native	89.0
African American	78.7
Asian/Pacific Islander	96.4
White (non-Hispanic)	95.9
Hispanic	84.4
Special Education	58.2
Limited English Proficient (LEP)	54.7
Free and Reduced Meals (FARMS)	77.0
	Grade 10
All Students	**85.5**
American Indian/Alaskan Native	86.4
African American	72.0
Asian/Pacific Islander	95.6
White (non-Hispanic)	92.9
Hispanic	80.3
Special Education	51.9
Limited English Proficient (LEP)	55.6
Free and Reduced Meals (FARMS)	71.3

Note: HSA status shows the number of students by grade and subgroup who have taken all four HSA tests—Algebra/Data Analysis, Biology, Government, and English—and met the Maryland High School Assessment requirement for graduation. Please note that to graduate, students must also meet additional state and local requirements.

Post-Graduation Plans - Maryland Public School Graduates: 2009

	Number of Graduates				Graduation Plans						
Local Unit	Total	High School Diploma	Special Education Completion	Early College Admission	Total Graduates*	College Full-time	College Part-time	Trade/ Bus. School Full-time	Work Full-time	Military Full-time	Other/ NR**
Total State	**59,002**	**58,200**	**698**	**104**	**50,490**	**38,024**	**3,132**	**2,294**	**7,509**	**1,969**	**1,484**
Allegany	713	693	20	0	646	440	241	23	119	28	12
Anne Arundel	4,956	4,907	48	1	4,430	3,191	345	187	770	203	146
Baltimore City	4,348	4,285	63	0	2,577	1,915	95	173	384	66	137
Baltimore	7,381	7,297	82	2	5,723	4,105	301	288	851	184	296
Calvert	1,361	1,355	5	1	1,295	950	109	68	253	59	29
Caroline	372	361	4	7	363	226	33	19	88	25	7
Carroll	2,387	2,359	28	0	2,190	1,676	100	82	384	88	47
Cecil	1,095	1,076	15	4	975	597	144	55	212	51	11
Charles	2,191	2,172	19	0	2,018	1,431	211	99	319	102	41
Dorchester	319	311	6	2	291	180	24	31	86	19	5
Frederick	3,048	3,022	26	0	2,778	2,189	143	86	419	92	56
Garrett	364	357	5	2	341	244	13	23	81	17	11
Harford	2,703	2,666	37	0	2,559	1,838	199	132	451	118	43
Howard	3,730	3,705	19	6	3,451	3,036	33	83	262	88	45
Kent	163	161	2	0	152	79	17	17	26	12	3
Montgomery	10,271	10,124	142	5	8,711	7,519	125	187	759	190	242
Prince George's	8,345	8,266	79	0	7,327	5,364	496	553	1,027	342	199
Queen Anne's	602	596	6	0	563	389	12	21	93	24	41
St. Mary's	1,107	1,093	14	0	868	572	101	38	214	79	20
Somerset	181	169	12	0	177	88	28	9	54	8	11
Talbot	354	344	10	0	156	104	12	10	20	13	3
Washington	1,579	1,474	33	72	1,552	972	174	59	351	90	50
Wicomico	937	914	21	2	877	565	137	38	208	48	21
Worcester	495	493	2	0	470	354	39	13	78	23	8

* Number of students who responded to the MSDE Class of 2009 High School Graduate Questionnaire.

** Students' survey responses include "other" or no response.

Scholastic Aptitude Test Results* Trends: 2007 to 2009

	Critical Reading		Math		Writing	
Year	MD	US	MD	US	MD	US
2009	500	501	502	515	495	493
2008	499	502	502	515	497	494
2007	500	502	502	515	496	494

2009 MD Results by Gender/Ethnic Group (Average Scores)

Gender/Ethnic Group	Critical Reading	Math	Writing
Male	501	520	487
Female	498	487	502
American Indian/Alaskan Native	473	462	465
Asian/Pacific Islander	538	591	545
African American	427	414	422
Hispanic	498	490	485
White	540	546	534

2009 MD Results Compared to Nearby States (Average Scores)

State	Critical Reading	Math	Writing
Maryland	500	502	495
Delaware	495	498	484
Pennsylvania	493	501	483
District of Columbia	466	451	461
Virginia	511	512	498
New York	485	502	478
New Jersey	496	513	496

2008 MD Results by Gender/Ethnic Group (Average Scores)

Gender/Ethnic Group	Critical Reading	Math	Writing
Male	501	521	489
Female	497	487	504
American Indian/Alaskan Native	473	476	465
Asian/Pacific Islander	531	584	538
African American	423	411	423
Hispanic	480	479	473
White	540	547	536

2008 MD Results Compared to Nearby States (Average Scores)

State	Critical Reading	Math	Writing
Maryland	499	502	497
Delaware	499	498	490
Pennsylvania	494	501	483
District of Columbia	470	455	465
Virginia	511	512	499
New York	488	504	481
New Jersey	495	513	496

* Scores range from 200 to 800.

NOTE: Includes public and nonpublic test-takers.

Source: College Board

GED Testing by Test Center: 2008-2009

Test Center	Total Tested	Number Passed	Percent Passed*	Incom-plete Testing	Number Not Passed
Total State	**10,400**	**5,474**	**58.41**	**1,028**	**3,898**
Baltimore Metropolitan Area					
Baltimore	1,510	517	40	204	789
Bel Air	404	239	66	39	126
Catonsville	703	328	54	95	280
Dundalk	392	216	60	32	144
Severn	592	365	68	56	171
Essex**	824	384	52	88	352
Westminster	214	136	71	21	57
Northwest					
Frederick	291	207	76	20	64
Cumberland	123	91	77	4	28
Hagerstown	162	96	68	20	46
Garrett	50	34	68	0	16
National Capital Area					
Riverdale	737	306	48	97	334
Rockville	754	379	61	131	244
Southern Maryland					
St. Mary's	296	195	76	39	62
Waldorf	410	208	56	37	165
Eastern Shore					
Chesapeake College	186	119	66	6	61
Salisbury	293	179	68	30	84
North East	297	174	65	29	94
Special Testing					
Correctional Institutions***	1,715	1,047	64	66	602
Job Corps Centers	235	77	34	11	147
Office-MSDE	69	34	52	3	32
Other^	143	143	100	0	0

* Pass rate computed without regard to incomplete testing.

** Includes Military Youth Corp program.

*** Includes State, local and juvenile institutions.

^ Includes diplomas issued to Maryland residents who tested out-of-state or in the military.

NOTE: A Maryland High School Diploma is awarded upon successful completion of the test.

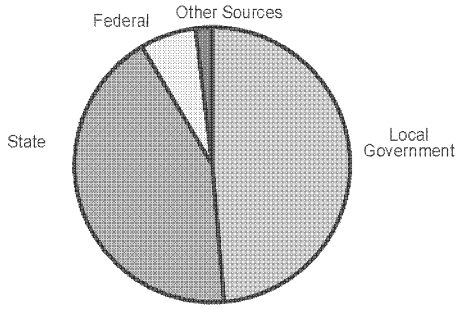
High School Dropouts and Retentions, Grades 9-12: 2008-2009

Local Unit	Number of Dropouts*	Dropout Rate
Total/Average State	**7,920**	**2.80**
Allegany	90	2.89
Anne Arundel	695	2.83
Baltimore City	1,640	6.20
Baltimore	1,347	3.74
Calvert	95	1.60
Caroline	69	3.90
Carroll	105	1.07
Cecil	192	3.49
Charles	269	2.60
Dorchester	53	3.52
Frederick	226	1.65
Garrett	34	2.15
Harford	305	2.32
Howard	239	1.39
Kent	23	2.99
Montgomery	1,319	2.72
Prince George's	586	1.34
Queen Anne's	56	2.07
St. Mary's	119	2.13
Somerset	41	4.44
Talbot	41	2.56
Washington	110	1.56
Wicomico	244	5.15
Worcester	22	0.97

* Excludes re-entries.

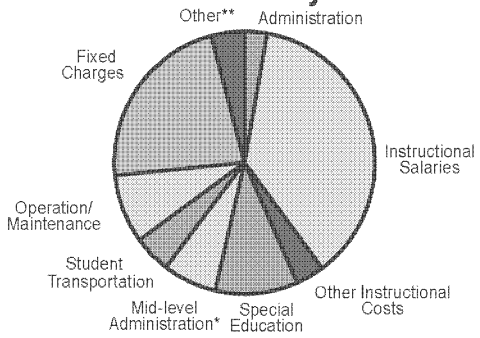
Financial Resources Maryland Public Schools: FY 2008

Where the Money Comes From



Local Government	$5,226,557,761	47.21%
State	$5,122,604,803	46.27%
Federal	$701,587,013	6.34%
Other Sources	$19,593,169	0.18%

Where the Money Goes



Administration	$296,538,303	2.7%
Instructional Salaries	$4,004,422,649	37.1%
Other Instructional Costs	$383,165,875	3.5%
Special Education	$1,102,625,701	10.2%
Mid-level Administration*	$717,548,067	6.6%
Student Transportation	$500,378,276	4.6%
Operation/Maintenance	$920,537,769	8.5%
Fixed Charges	$2,427,099,163	22.5%
Other**	$447,438,908	4.1%

*Includes Office of the Principal and Instructional Supervision.

**Includes Student Personnel and Health Services, Adult Education, Community Services, Net Food Service, and current equipment.

Maintenance of Effort (MOE) Maryland Public Schools: FY 2009

Local Unit	Net Local Appro-priation*	MOE Required	Diff-erence	Percent Over Required MOE
Allegany	28,450,000	28,105,014	344,986	1.23
Anne Arundel	551,206,500	513,791,653	37,414,847	7.28
Baltimore City	197,848,545	189,500,860	8,347,685	4.41
Baltimore	634,036,045	600,143,502	33,892,543	5.65
Calvert	99,996,747	93,978,574	6,018,173	6.40
Caroline	12,367,678	12,342,283	25,395	0.21
Carroll	157,298,822	144,666,566	12,632,256	8.73
Cecil	68,985,106	63,756,559	5,228,547	8.20
Charles	144,995,000	135,779,309	9,215,691	6.79
Dorchester	17,473,300	16,578,068	895,232	5.40
Frederick	230,412,164	218,842,212	11,569,952	5.29
Garrett	23,159,000	21,455,660	1,703,340	7.94
Harford	210,914,800	197,200,940	13,713,860	6.95
Howard	447,724,210	424,284,301	23,439,909	5.52
Kent	17,217,000	15,720,252	1,496,748	9.52
Montgomery	1,513,555,147	1,445,024,414	68,530,733	4.74
Prince George's	542,479,236	528,294,981	14,184,255	2.68
Queen Anne's	47,168,270	44,048,286	3,119,984	7.08
St. Mary's	74,331,048	71,785,224	2,545,824	3.55
Somerset	8,624,324	8,521,132	103,192	1.21
Talbot	33,988,148	31,724,740	2,263,408	7.13
Washington	86,010,700	84,732,576	1,278,124	1.51
Wicomico	50,204,655	49,497,509	707,146	1.43
Worcester	72,614,611	65,572,687	7,041,924	10.74

*Net Local Appropriation equals Operating budget appropriation plus supplemental appropriations, less approved nonrecurring costs, less program shifts between county and board budgets, and less other reconciling items.

Education Effort Index: FY 2009

Local Unit	Local Appropriation	Local Wealth	Education Effort	FY 2009 Index
Total State	**$5,394,904,617**	**$412,548,792,450**	**0.013**	**1.00**
Allegany	28,450,000	2,220,989,148	0.013	0.98
Anne Arundel	551,206,500	45,797,993,145	0.012	0.92
Baltimore City	207,940,795	21,179,186,415	0.010	0.75
Baltimore	646,292,520	50,708,547,254	0.013	0.97
Calvert	100,656,137	7,173,848,526	0.014	1.07
Caroline	12,367,678	1,607,898,659	0.008	0.59
Carroll	162,678,900	11,888,917,138	0.014	1.05
Cecil	69,915,162	5,942,054,677	0.012	0.90
Charles	145,316,000	10,188,275,518	0.014	1.09
Dorchester	17,473,300	1,748,729,592	0.010	0.76
Frederick	237,631,364	17,234,542,806	0.014	1.05
Garrett	23,159,000	2,160,158,865	0.011	0.82
Harford	210,914,800	15,668,792,562	0.013	1.03
Howard	454,794,610	27,524,160,937	0.017	1.26
Kent	17,217,000	1,542,759,904	0.011	0.85
Montgomery	1,513,555,147	103,887,107,105	0.015	1.11
Prince George's	614,502,036	48,132,351,378	0.013	0.98
Queen Anne's	47,168,270	4,418,443,744	0.011	0.82
St. Mary's	80,138,192	6,604,861,997	0.012	0.93
Somerset	8,994,324	885,521,249	0.010	0.78
Talbot	34,053,966	4,648,015,080	0.007	0.56
Washington	87,659,650	7,904,555,634	0.011	0.85
Wicomico	50,204,655	4,325,142,980	0.012	0.89
Worcester	72,614,611	9,155,938,137	0.008	0.61

1. Education effort is calculated by dividing local education appropriation by local wealth and indexing to State average.

2. Local education appropriations reflect actual numbers reported to MSDE by the LEAs in their Annual Budget reports in accordance with Appendix B of the Financial Reporting Manual, Maryland Public Schools. The appropriations include monies received out of funds set aside for school purposes, but do not include funds received by the LEA from other sources, such as gifts and bequests or funds generated by the LEA through rental of LEA facilities, user fees, tuition, earnings from investments, loans, debt proceeds or sale of assets.

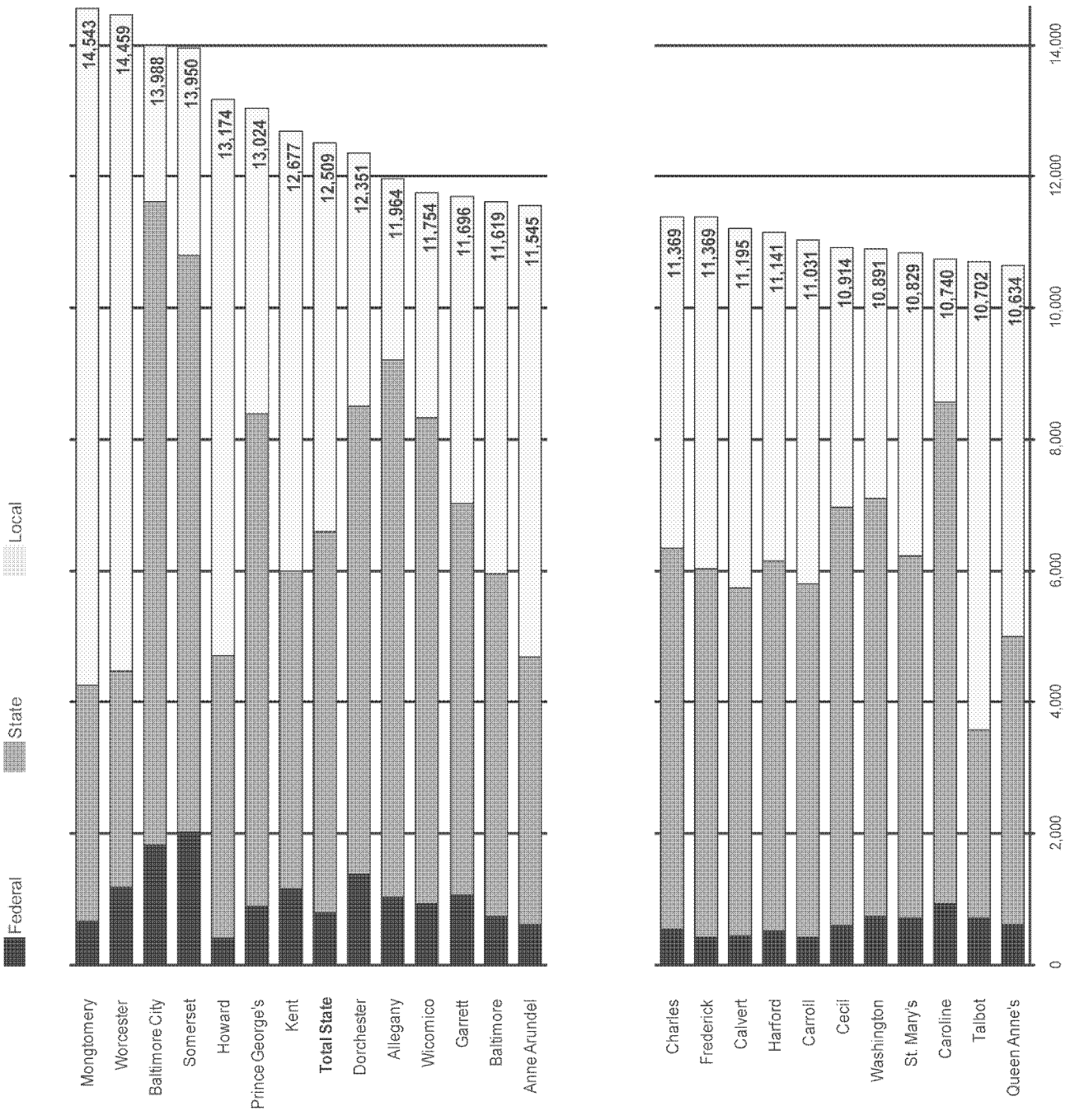
3. Local wealth is the amount used in the foundation formula (Section 5-202 of the Education Article) and includes county assessable base for fiscal year 2009 (July 1, 2008) and net taxable income for tax year 2007 (September 1, 2008).

Major State Aid Programs for Maryland Public Schools: FY 2009 (Thousands of Dollars)

Local Unit	Total BTE Funds	Bridge to Excellence (BTE) * Foundation Program	Compen-satory Education	Limited English Proficient	Special Education Formula	Transportation Aid	Guaranteed Tax Base	Supplemental Grants
Total State	**$4,477,368**	**$2,794,713**	**$914,367**	**$143,946**	**$272,742**	**$225,078**	**$89,883**	**$36,638**
Allegany	84,518	44,991	21,637	165	6,034	4,009	7,683	0
Anne Arundel	264,536	184,608	39,904	4,460	16,844	18,719	0	0
Baltimore City	801,331	387,951	268,143	9,355	55,672	17,241	37,894	25,077
Baltimore	492,698	340,426	88,843	10,344	28,566	24,519	0	0
Calvert	83,647	65,785	7,326	618	4,925	4,994	0	0
Caroline	42,038	25,612	10,215	861	2,254	2,264	832	0
Carroll	138,244	110,491	9,559	772	8,787	8,634	0	0
Cecil	95,895	67,197	14,746	546	6,347	4,432	2,626	0
Charles	148,197	108,600	19,544	776	6,235	8,990	4,052	0
Dorchester	29,900	18,437	7,376	370	1,352	2,066	300	0
Frederick	199,972	153,064	19,681	4,658	11,987	10,582	0	0
Garrett	24,567	15,282	4,806	3	1,388	2,573	0	514
Harford	204,150	152,882	24,815	2,040	13,597	10,815	0	0
Howard	189,937	146,787	14,869	5,666	9,109	13,506	0	0
Kent	9,401	4,500	2,192	170	690	1,367	0	483
Montgomery	378,307	175,249	85,773	42,610	33,154	31,482	0	10,039
Prince George's	871,990	528,085	189,185	55,117	40,499	34,237	24,868	0
Queen Anne's	29,461	21,340	2,956	371	1,934	2,859	0	0
St. Mary's	92,843	65,718	13,701	598	6,050	5,701	1,075	0
Somerset	23,245	12,548	5,899	454	1,309	1,617	892	526
Talbot	9,884	4,249	3,112	429	749	1,345	0	0
Washington	137,317	90,407	27,793	1,555	8,057	5,979	3,527	0
Wicomico	108,817	64,102	26,676	1,512	5,824	4,568	6,135	0
Worcester	16,474	6,402	5,616	496	1,379	2,581	0	0

* Excludes funding for aging schools. Totals may not sum due to rounding.

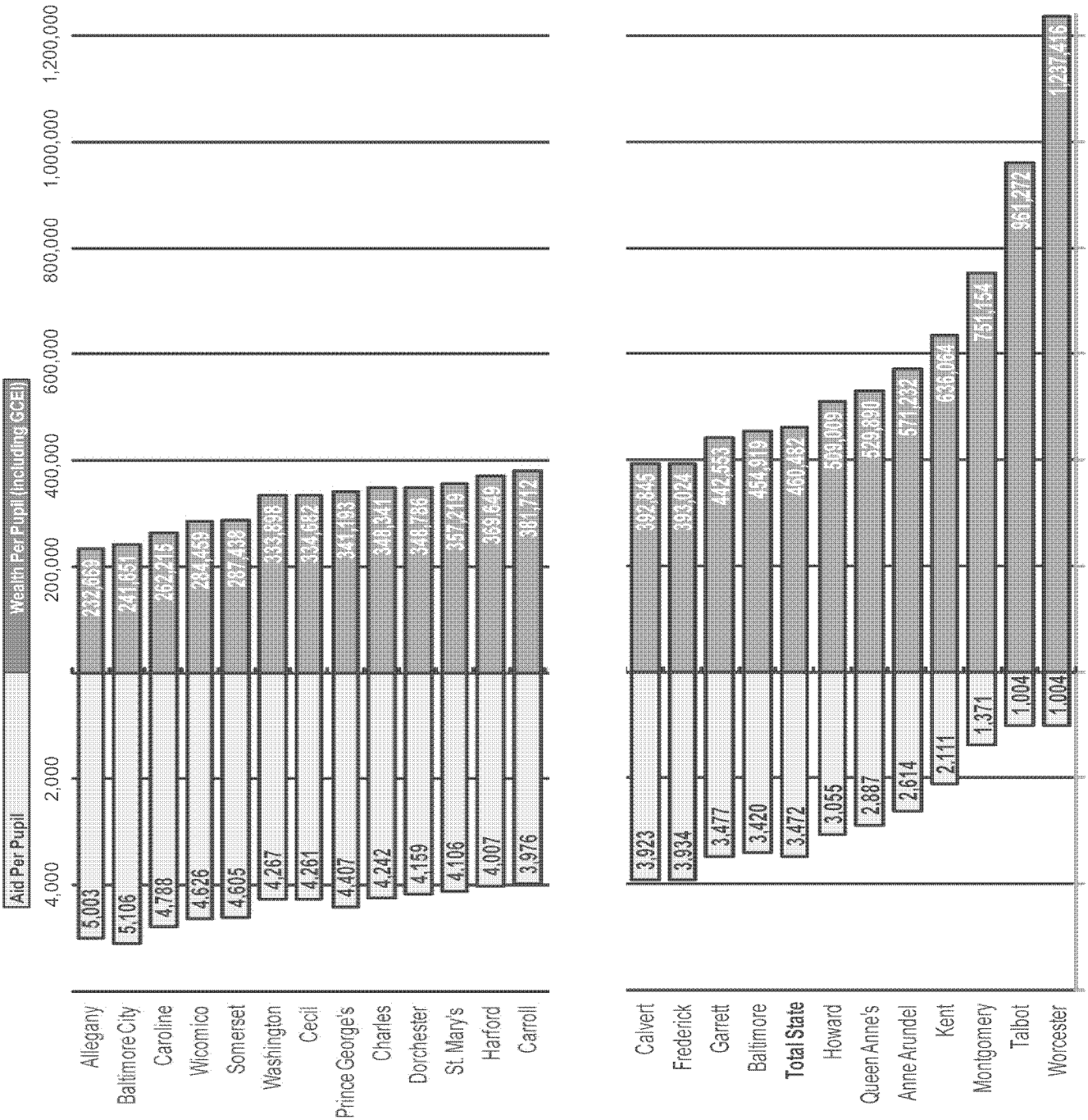
Cost per Pupil Belonging* Maryland Public Schools: FY 2008



* Includes the following expenditure categories: administration, mid-level administration, instructional salaries and wages, textbooks and other instructional materials, other instructional costs, special education, student personnel services, health services, student transportation, operation of plant, maintenance of plant, fixed charges, and state-paid teachers' retirement. Expenditures for equipment, tuition payments, and interfund transfers are excluded.

NOTE: Cost per pupil reflects the average cost of providing educational and related services to the students in each local school system.

Local Wealth* Per Pupil and State Foundation Aid Per Pupil: FY 2009



* Local wealth includes adjusted real property assessment, public utility operating property, and net taxable income.

Source: FY 2009 State Aid Calculation, which includes funding for the Geographic Cost of Education Index (GCEI).

Title I Statistics, Maryland Public Schools: 2008-2009

Local Unit	Total Title I Allocations	Number of Participants	Number of Schools and Program Types Operated		
			Total	School-wide	Targeted Assistance
Total State	**$181,631,045**	**137,826**	**360**	**315**	**45**
Allegany	2,592,073	3,303	10	10	0
Anne Arundel	10,106,701	4,407	15	11	4
Baltimore City	66,238,121	42,631	112	109	3
Baltimore	20,428,440	17,586	42	37	5
Calvert	1,204,678	438	7	0	7
Caroline	981,691	2,661	5	5	0
Carroll	1,261,142	540	6	0	6
Cecil	2,354,398	3,079	6	6	0
Charles	2,757,731	2,517	6	6	0
Dorchester	1,419,125	1,548	4	4	0
Frederick	3,165,975	1,527	3	3	0
Garrett	1,284,657	1,463	7	7	0
Harford	4,257,970	3,192	6	6	0
Howard	2,041,815	1,099	10	0	10
Kent	455,706	780	4	4	0
Montgomery	20,049,271	13,270	28	28	0
Prince George's	27,050,212	24,084	53	52	1
Queen Anne's	683,011	572	3	1	2
St. Mary's	2,145,199	2,068	4	4	0
Somerset	1,248,088	1,307	3	3	0
Talbot	673,788	1,134	2	1	1
Washington	3,695,591	3,848	8	8	0
Wicomico	3,975,546	3,510	12	7	5
Worcester	1,506,279	1,241	3	3	0
SEED School	53,837	21	1	0	1

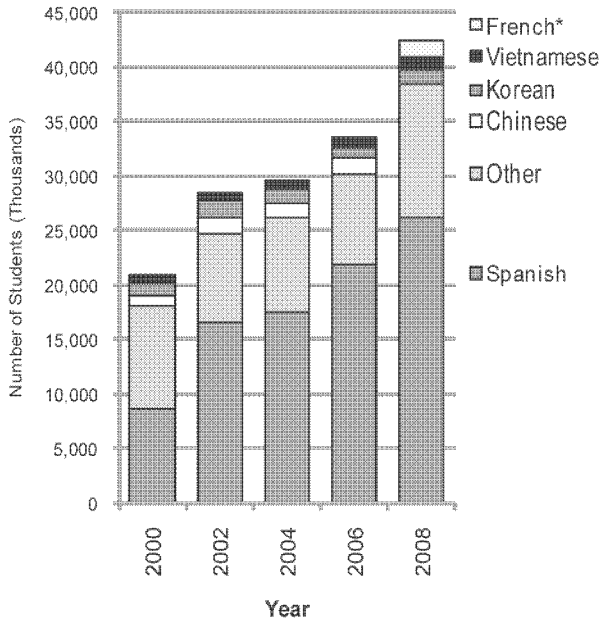
NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

Language Minority Student Populations in Public Schools: 2008

Geographic Distribution of Limited English Proficient Students in Maryland Public Schools

	Number of Students	Percent
Total	**42,532**	**100.0**
Western Maryland	1,788	4.2
National Capital	29,272	68.8
Southern Maryland	505	1.2
Lower Shore	715	1.7
Upper Shore	672	1.6
Baltimore Metropolitan	9,580	22.5

Trends in Populations by Primary Home Language



* For 2008, French replaced Chinese as a top four language count.

Students Receiving Special Education Services by Location: 2008-2009

Local Unit	Regular School*				Special School**					
					Day		Residential		Other Location	
	Total Special Education	In the Regular Education Classroom 80% or More	In the Regular Education Classroom 40 to 79%	In the Regular Education Classroom Under 40%	Public	Private	Public	Private	Home	Hospital
Total State	**91,243**	**58,399**	**11,026**	**13,780**	**2,999**	**3,798**	**18**	**199**	**275**	**10**
Allegany	1,188	994	31	110	1	41	0	0	3	0
Anne Arundel	6,781	4,491	883	819	223	311	0	9	14	0
Baltimore City	12,674	5,895	2,125	3,258	575	752	2	18	45	6
Baltimore	11,591	7,353	1,355	1,660	428	494	0	6	77	1
Calvert	1,590	849	500	132	59	39	0	2	8	0
Caroline	488	408	20	48	0	2	0	6	4	0
Carroll	2,870	2,123	326	246	27	130	0	2	3	0
Cecil	1,850	1,660	48	54	2	65	0	1	13	0
Charles	1,996	1,236	321	360	14	49	1	4	2	0
Dorchester	420	313	73	28	0	2	1	3	0	0
Frederick	4,116	3,314	355	239	86	88	0	2	21	0
Garrett	520	405	45	47	1	17	2	0	6	0
Harford	4,863	3,947	317	224	125	139	2	8	13	0
Howard	3,795	2,885	450	255	97	94	0	1	3	0
Kent	316	240	47	21	0	2	0	3	1	0
Montgomery	14,496	9,665	1,896	2,050	395	390	10	8	19	0
Prince George's	13,117	6,356	1,645	3,619	485	986	0	15	11	1
Queen Anne's	806	757	15	32	0	0	0	0	2	0
St. Mary's	1,858	1,437	196	167	2	18	0	10	13	1
Somerset	356	298	15	40	1	1	0	0	0	0
Talbot	315	242	53	18	0	1	0	0	1	0
Washington	2,302	1,815	135	183	50	104	0	2	10	0
Wicomico	1,537	1,192	156	162	0	8	0	4	2	1
Worcester	580	508	17	5	42	0	0	0	3	0
State Operated	805	5	0	3	386	65	0	95	1	0
SEED School	13	11	2	0	0	0	0	0	0	0

* Students with disabilities, ages 6 to 21.

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

** Students with disabilities, ages 3 -21.

Special School - students receiving special education services more than 50% of the school day in a separate facility.

Home/Hospital - students receiving special education services in hospital programs or homebound programs.

Preschool Students* Receiving Special Education Services: 2008-2009

Local Unit	Home	Service Provider Location	In Early Childhood Program at Least 80%	Separate Class	In Early Childhood Program 40 to 79%
Total State	**98**	**1,369**	**6,486**	**2,321**	**723**
Allegany	4	7	102	6	22
Anne Arundel	12	111	682	316	33
Baltimore City	13	169	680	208	37
Baltimore	2	205	1,016	299	90
Calvert	2	40	133	44	25
Caroline	11	5	44	0	0
Carroll	10	118	166	75	21
Cecil	1	59	239	0	0
Charles	1	25	271	9	1
Dorchester	1	8	55	1	0
Frederick	6	73	316	13	37
Garrett	5	12	39	0	1
Harford	4	110	247	59	15
Howard	4	109	319	44	106
Kent	0	0	26	0	1
Montgomery	13	170	889	523	159
Prince George's	1	2	590	641	136
Queen Anne's	1	23	57	21	1
St. Mary's	2	38	150	33	6
Somerset	0	3	9	2	3
Talbot	0	0	45	0	5
Washington	5	60	217	3	2
Wicomico	0	13	145	10	7
Worcester	0	9	48	10	13
State Operated	0	0	1	4	2

* Students with disabilities, ages 3 to 5.

Conditions of Students* Receiving Special Education Services: 2008-2009

Local Unit	Total Special Education	Mentally Retarded	Deaf/ Hearing Impaired	Traumatic Brain Injury	Autism	Speech/ Language	Visually Impaired	Emotionally Disturbed	Orthopedically Impaired	Other Health Impaired	Specific Learning Disability	Multiple Disabilities**	Deaf/ Blind	Developmental Delay
Total State	**103,446**	**5,714**	**1,233**	**312**	**7,510**	**22,087**	**445**	**8,394**	**449**	**15,207**	**33,355**	**2,602**	**25**	**6,113**
Allegany	1,342	87	5	3	51	339	1	90	2	230	425	30	0	79
Anne Arundel	8,010	412	54	31	767	1,648	17	680	17	1,023	2,358	431	0	572
Baltimore City	13,903	1,241	89	44	571	2,647	56	2,042	71	2,624	3,936	183	0	399
Baltimore	13,322	603	99	41	1,076	2,783	21	1,172	36	1,860	4,271	444	2	914
Calvert	1,870	77	21	1	165	606	5	98	0	283	540	26	0	48
Caroline	549	46	6	0	37	189	3	23	0	24	200	21	0	0
Carroll	3,284	105	20	10	203	1,085	13	196	19	352	967	108	0	206
Cecil	2,149	98	9	12	75	530	2	89	17	293	864	70	0	90
Charles	2,314	183	7	10	150	685	9	211	8	323	525	43	0	160
Dorchester	488	65	6	1	24	111	7	47	2	23	156	18	0	28
Frederick	4,648	151	45	12	437	1,345	23	305	17	678	1,449	91	0	95
Garrett	579	46	2	0	15	148	3	120	1	44	195	4	0	1
Harford	5,353	186	33	15	360	1,316	30	344	22	1,189	1,575	139	2	142
Howard	4,501	199	38	12	593	1,268	20	216	26	659	946	173	1	350
Kent	343	15	1	4	19	48	1	12	0	37	175	6	0	25
Montgomery	16,485	649	262	31	1,308	3,838	73	635	62	2,593	5,615	220	2	1,197
Prince George's	14,651	1,014	128	53	1,122	1,390	47	1,429	123	1,693	5,831	339	5	1,477
Queen Anne's	911	21	6	0	44	143	1	41	1	93	493	17	0	51
St. Mary's	2,138	84	18	8	132	623	8	121	3	246	777	15	0	103
Somerset	391	34	1	0	21	61	0	13	4	54	165	8	0	30
Talbot	365	33	2	0	18	127	0	21	8	35	110	11	0	0
Washington	2,599	198	10	10	164	573	7	268	5	383	869	37	1	74
Wicomico	1,721	133	17	11	120	393	10	92	4	299	556	21	0	65
Worcester	664	27	3	1	38	188	4	9	1	120	232	34	0	7
State Operated	853	7	351	2	0	2	84	120	0	44	118	113	12	0
SEED School	13	0	0	0	0	1	0	0	0	5	7	0	0	0

* Students with disabilities, ages 3 to 21.

NOTE: SEED School of Maryland is a publicly-funded residential boarding school.

** A revision of the definition of multiple disabilities in 2008 resulted in fewer students with that disability code.

Career and Technology Education Programs in Public Schools: 2008-2009

Local Unit	Total Career & Technology Education	Consumer Services, Hosp. & Tourism	Health & Bio Sciences	Business Mgmt., Mktg. & Finance	Arts, Media, & Communication	Human Resources Services	Environmental & Natural Resource Systems	Manufacturing, Engineering & Technology	Transportation Technologies	Construction & Development	Information Technology	Co-op
Total State	**107,615**	**15,257**	**3,334**	**34,919**	**4,111**	**17,589**	**4,814**	**7,427**	**2,334**	**4,237**	**7,187**	**6,406**
Allegany	1,249	222	32	285	41	229	50	44	40	73	233	0
Anne Arundel	12,362	4,344	252	1,212	97	2,254	23	748	310	375	1,472	1,275
Baltimore City	5,350	679	843	1,158	504	692	0	280	149	281	714	50
Baltimore	11,798	1,047	430	4,891	685	2,589	123	293	172	562	172	834
Calvert	1,521	189	97	388	43	467	0	62	58	162	44	11
Caroline	833	93	46	171	63	81	94	124	90	71	0	0
Carroll	8,931	1,380	149	2,309	1,213	999	1,726	125	179	736	92	23
Cecil	2,476	302	136	651	0	557	24	486	31	113	85	91
Charles	2,299	78	48	680	23	688	15	227	51	56	244	189
Dorchester	492	44	27	12	0	0	25	0	104	130	150	0
Frederick	4,618	80	0	667	0	1,224	1,033	611	8	0	611	384
Garrett	1,428	10	37	429	0	74	131	341	81	156	169	0
Harford	6,538	1,788	199	2,115	49	1,371	338	114	73	157	138	196
Howard	5,610	1,970	170	1,123	119	522	0	442	106	18	432	708
Kent	312	64	38	9	44	4	18	31	60	35	9	0
Montgomery	17,172	1,381	478	6,697	329	2,178	55	2,511	332	188	2,014	1,009
Prince George's	13,900	640	45	9,000	55	2,571	0	132	108	155	150	1,044
Queen Anne's	2,077	43	47	563	448	9	171	330	34	177	255	0
St. Mary's	1,494	83	100	275	90	362	43	132	128	82	110	89
Somerset	164	26	26	16	0	26	11	0	22	24	13	0
Talbot	1,023	148	0	108	245	44	71	109	35	121	0	142
Washington	4,185	468	66	1,362	42	480	826	193	56	377	24	291
Wicomico	955	73	31	408	0	108	19	32	63	126	25	70
Worcester	828	105	37	390	21	60	18	60	44	62	31	0

Adult Education and Literacy Services Program Participation: 2008-2009

Local Unit	Total Program Participation	Number Completing Programs: High School Diploma*	English Proficiency**: Pre-literacy	Beginning	Intermediate	Advanced
Total State	**43,127**	**2,865**	**782**	**3,118**	**2,541**	**38**
Allegany	592	116	0	0	0	0
Anne Arundel	2,247	271	1	14	18	0
Baltimore City	6,486	159	92	255	236	0
Baltimore	3,999	374	16	185	268	0
Calvert	490	115	4	4	4	0
Caroline	287	19	18	9	2	0
Carroll	728	64	15	38	33	0
Cecil	695	67	0	4	11	0
Charles	1,417	242	27	49	48	1
Dorchester	236	14	3	2	1	0
Frederick	1,789	212	62	135	139	0
Garrett	147	31	0	0	0	0
Harford	1,681	231	34	30	43	0
Howard	2,590	81	87	318	279	33
Kent	217	16	12	7	2	0
Montgomery	6,494	61	151	1,428	889	0
Prince George's	5,687	140	215	475	379	0
Queen Anne's	337	25	3	43	29	3
St. Mary's	418	43	1	3	8	0
Somerset	184	30	1	2	4	0
Talbot	254	18	22	12	15	1
Washington	871	97	5	42	61	0
Wicomico	627	54	2	29	48	0
Worcester	296	42	1	25	22	0
Correctional Education	4,358	343	10	9	2	0

* Includes high school diplomas earned through GED and Maryland Adult High School External Diploma Program. Data include the last reporting period of the year. For complete data, please visit the Fact Book on the MSDE website at www.marylandpublicschools.org. Click on Newsroom, Publications, then the Fact Book icon.

** These numbers represent only the English as a Second Language (ESL) learners who completed an educational level. An additional 36% continued instruction.

Education Programs in Maryland Correctional Institutions: 2008-2009

Local Unit	Enrollment 7/1/09	Number Completing Programs: Literacy Certificates	High School Diploma*	Occupational Certificates
Jessup Correctional Institution	167	101	28	n/a
Maryland Correctional Institution - Hagerstown	307	229	45	53
Maryland Correctional Institution for Women	272	145	32	70
Maryland Correctional Training Center	647	425	99	234
Maryland Correctional Pre-Release System	456	230	104	21
Patuxent Institution	159	22	18	96
Roxbury Correctional Institution	380	237	88	120
Eastern Correctional Institution -				
East	417	321	62	39
West	383	259	25	82
Western Correctional Institution	144	192	29	n/a
Metropolitan Transition Center	185	89	31	45
Occupational Skills Training Center	210	42	10	167
North Branch Correctional Institution	57	38	12	n/a
Maryland Correctional Institution - Jessup	245	130	40	70

* July 2008-May 2009

School Library Media Centers in Maryland Public Schools: 2008-2009

Local Unit	Number of Library Media Centers	Percent of Schools Meeting Staffing Standards*		Central Office Profes-sionals**	Materials Collection ***			Internet Connections	
		Profes-sional	Clerical/ Technical		Centers Meeting Collection Guidelines		Number of Items at the Central Office^	Percent of Centers with Connections	Central Office
					Number	Percent			
Total State	**1,351**	**72.5**	**39.5**	**14.20**	**647**	**44.5**	**89,688**	**99.8**	**100.0**
Allegany	21	71.4	0.0	0.40	6	28.6	4,084	100.0	Yes
Anne Arundel	115	85.2	40.9	1.00	64	55.6	4,967	100.0	Yes
Baltimore City	170	34.7	7.6	1.00	6	3.5	3,999	95.8	Yes
Baltimore	157	87.3	14.0	1.00	119	75.8	3,383	100.0	Yes
Calvert	23	100.0	86.9	0.20	12	52.2	2,876	100.0	Yes
Caroline	9	88.9	11.1	0.20	5	55.5	9	100.0	Yes
Carroll	40	95.0	40.0	1.00	22	55.0	2,026	100.0	Yes
Cecil	28	50.0	0.0	0.80	10	35.7	19,096	100.0	Yes
Charles	36	94.4	94.4	1.00	24	66.6	23	100.0	Yes
Dorchester	11	54.5	0.0	0.20	4	36.4	9	100.0	Yes
Frederick	62	91.9	54.8	1.00	41	66.1	4,821	100.0	Yes
Garrett	15	13.3	73.3	0.80	5	33.3	1,200	100.0	Yes
Harford	54	92.6	77.7	1.00	30	55.5	4,524	100.0	Yes
Howard	73	98.6	97.2	0.40	49	67.1	3,435	100.0	Yes
Kent	8	0.0	25.0	0.00	0	0.0	11	100.0	Yes
Montgomery	199	97.5	70.3	1.00	152	76.4	27,673	100.0	Yes
Prince George's	198	62.1	19.9	1.00	39	19.7	6,260	100.0	Yes
Queen Anne's	14	92.8	38.5	0.40	8	57.1	1,208	100.0	Yes
St. Mary's	25	80.0	52.0	0.20	22	88.0	10	100.0	Yes
Somerset	7	42.8	0.0	0.40	0	0.0	11	100.0	Yes
Talbot	9	66.6	22.2	0.20	2	22.2	9	100.0	Yes
Washington	43	86.0	0.0	0.60	11	25.6	29	100.0	Yes
Wicomico	22	63.6	59.0	0.20	11	50.0	14	100.0	Yes
Worcester	12	91.6	63.6	0.20	5	41.6	11	100.0	Yes

* The full report, *Facts about Maryland's School Library Media Programs 2008-2009*, is available at http://www.marylandpublicschools.org/MSDE/programs/technology/library_media.

** Full-time equivalent; 62.5% of the system level school library media administrators are certified educational media administrators.

*** Includes print and nonprint materials; i.e., books, periodicals, videocassettes/DVDs, CDs, etc.

^ The increased use of databases, including streaming video in schools and online professional development collections, has led to a decrease of support for professional library/video collections at the central office level that have included traditional materials like microfiche, journals, periodicals, videos, and books.

Meals Served in Maryland Public Schools: 2008-2009

Local Unit	School Lunch				School Breakfast					After School Care Snacks
	Total	Paid	Free	Reduced Price	Total	Paid	Free	Reduced Price	Summer Food	
Total State	**70,039,139**	**31,294,631**	**31,032,680**	**7,711,828**	**24,341,610**	**6,694,620**	**14,821,692**	**2,825,298**	**802,550**	**1,662,187**
Allegany	1,091,316	447,736	501,579	142,001	522,652	177,404	280,497	64,751	2,463	34,078
Anne Arundel	4,802,641	2,757,544	1,561,025	484,072	1,503,442	547,073	785,418	170,951	0	36,063
Baltimore City	8,271,842	965,695	6,569,443	736,704	4,031,871	610,022	3,051,722	370,127	0 *	746,054
Baltimore	7,997,598	3,089,338	3,730,032	1,178,228	2,780,991	626,367	1,746,023	408,601	141,370	65,077
Calvert	908,405	588,046	247,039	73,320	151,519	46,750	89,841	14,928	2,008	0
Caroline	576,824	217,822	282,824	76,178	185,449	26,990	139,245	19,214	0	22,323
Carroll	1,828,059	1,364,253	343,599	120,207	205,632	71,678	112,816	21,138	0	0
Cecil	1,369,023	696,559	550,019	122,445	632,926	269,706	310,981	52,239	0	3,626
Charles	2,533,661	1,627,872	694,386	211,403	527,159	204,327	268,941	53,891	32,179	39,480
Dorchester	517,569	176,982	296,996	43,591	331,587	95,893	210,533	25,161	1,381	1,838
Frederick	2,787,056	1,807,926	732,647	246,483	637,104	206,520	350,821	79,763	0	0
Garrett	454,213	190,175	182,614	81,424	229,107	94,235	97,335	37,537	0	6,775
Harford	3,533,566	2,298,838	927,625	307,103	907,347	339,510	459,618	108,219	35,693	100,630
Howard	3,049,029	2,129,236	696,651	223,142	194,377	20,792	154,438	19,147	0	3,981
Kent	243,875	108,526	107,779	27,570	157,753	67,811	75,193	14,749	6,879	21,968
Montgomery	9,632,717	4,585,118	3,718,639	1,328,960	3,160,843	958,957	1,731,084	470,802	288,911	154,110
Prince George's	13,607,477	5,019,703	6,921,871	1,665,903	4,819,082	1,120,288	3,135,614	563,180	190,885	177,077
Queen Anne's	578,445	394,287	143,320	40,838	130,220	55,026	63,341	11,853	2,562	43,574
St. Mary's	1,493,490	953,296	426,654	113,540	565,652	244,611	265,191	55,850	0	40,672
Somerset	278,995	58,175	199,696	21,124	241,345	75,289	149,870	16,186	10,462	12,379
Talbot	400,127	211,469	152,410	36,248	199,071	93,448	87,863	17,760	0	0
Washington	2,238,831	1,081,238	897,274	260,319	1,254,544	476,785	616,561	161,198	17,440	25,083
Wicomico	1,291,867	296,334	877,730	117,803	679,238	154,490	479,073	45,675	48,082	71,675
Worcester	552,513	228,463	270,828	53,222	292,699	110,648	159,673	22,378	22,235	55,724

* In 2008-2009, the Summary Food Program was operated by the Housing Authority of Baltimore City, which is not affiliated with Baltimore City Public Schools.

Food Service Revenue in Maryland Public Schools: FY 2008

	Local Revenue			Federal Revenue				
Local Unit	Sales*	Other*	State Revenue	School Lunch	School Breakfast	Summer Food	Snacks	U.S.D.A. Commodities Issued
Total State	**$129,546,422**	**$17,460,285**	**$7,204,459**	**$96,437,503**	**$26,130,471**	**$1,949,242**	**$869,571**	**$15,197,638**
Allegany	1,170,441	543,439	222,582	1,646,796	611,438	6,298	25,469	279,005
Anne Arundel	11,716,935	270,955	429,768	5,205,619	1,443,595	0	19,479	1,224,001
Baltimore City	2,542,050	0	919,990	17,602,217	4,314,694	0**	398,069	1,478,660
Baltimore	17,060,736	270,855	906,977	12,013,614	3,369,566	323,525	20,729	1,725,252
Calvert	1,399,657	3,017,025	33,671	860,612	147,922	4,886	0	212,000
Caroline	960,520	6,220	47,618	866,161	238,242	0	11,380	110,438
Carroll	4,217,758	74,455	58,117	1,379,820	177,557	0	0	436,617
Cecil	2,933,814	57,037	272,036	1,588,904	549,552	0	180	243,366
Charles	5,976,012	232,538	166,431	2,330,316	420,532	78,561	11,316	487,999
Dorchester	692,150	19,457	109,230	815,606	374,957	4,195	1,652	97,228
Frederick	6,968,193	806,011	155,791	2,560,372	660,138	0	0	606,425
Garrett	1,182,920	2,794	104,109	666,861	238,752	0	3,621	86,324
Harford	8,348,372	85,235	320,785	3,267,524	835,050	82,799	35,679	807,453
Howard	8,416,043	66,277	99,773	2,528,257	249,922	0	0	714,726
Kent	513,036	0	69,389	333,165	150,256	16,324	9,789	51,345
Montgomery	22,219,798	595,610	1,010,545	12,443,447	3,234,689	717,063	65,608	2,521,355
Prince George's	19,689,474	10,995,038	1,511,937	21,444,844	5,901,244	476,149	151,320	2,752,551
Queen Anne's	1,483,692	161,958	39,000	484,517	107,923	477	7,052	99,372
St. Mary's	3,304,929	16,295	178,756	1,430,675	455,671	0	23,727	225,445
Somerset	335,492	13,503	81,654	542,948	256,974	21,900	7,589	63,844
Talbot	857,697	17,118	111,748	447,758	146,625	5,725	0	64,604
Washington	4,721,358	858	122,446	2,821,906	1,192,621	39,243	16,351	464,505
Wicomico	1,899,645	26,503	195,687	2,373,707	808,212	118,842	36,193	320,354
Worcester	935,700	181,104	36,419	781,857	244,339	53,255	24,368	124,769

NOTE: Information for nonprofit private schools and State institutions are excluded.

NOTE: Special Milk - Queen Anne's served half-pints in value of $4,220.43.

* Local sales & local revenue are from school year 2007-2008.

** In 2008-2009, the Summer Food Program was operated by the Housing Authority of Baltimore City, which is not affiliated with Baltimore City Public Schools.

Maryland Pupil Transportation: 2008-2009

Local Unit	Number of Vehicles		Total Miles Traveled		Pupils Eligible for Transportation				Expenditures^		
	Publicly-Owned	Contract	Regular	Disabled	Regular	Disabled*	Total	Percent**	Total***	Per Pupil	State Aid
Total State	**3,888**	**3,312**	**80,259,290**	**43,015,126**	**594,379**	**24,363**	**618,742**	**73**	**$588,667,383**	**$951**	**$219,023,786**
Allegany	21	99	1,295,712	310,230	5,947	199	6,146	67	6,370,752	1,037	3,902,316
Anne Arundel	57	456	6,259,857	3,486,043	54,207	1,661	55,868	76	38,905,800	696	18,224,270
Baltimore City	31	255	345,600	2,687,400	24,885	3,275	28,160	34	35,504,539	1,261	17,083,672
Baltimore	769	81	8,635,065	5,559,269	59,438	2,947	62,385	60	59,860,360	960	23,845,320
Calvert	0	145	2,436,372	738,739	13,726	315	14,041	82	11,944,320	851	4,840,020
Caroline	11	43	981,000	167,400	4,626	70	4,696	85	4,005,317	853	2,211,982
Carroll	8	294	3,408,678	1,942,119	27,124	612	27,736	99	19,497,000	703	8,359,900
Cecil	13	171	1,937,600	442,527	14,596	222	14,818	91	9,419,013	636	4,338,673
Charles	0	272	4,684,310	1,499,657	24,788	474	25,262	95	21,119,495	836	8,733,681
Dorchester	6	48	814,140	119,760	4,241	86	4,327	95	3,195,808	739	2,008,761
Frederick	360	6	5,190,273	1,925,258	30,781	884	31,665	79	24,716,229	781	10,242,062
Garrett	2	74	1,055,435	59,229	4,297	46	4,343	98	4,224,136	973	2,499,995
Harford	86	341	5,457,835	2,077,767	33,061	741	33,802	88	29,615,432	876	10,525,092
Howard	0	428	3,212,424	1,794,601	40,670	1,295	41,965	84	31,346,754	747	13,001,103
Kent	0	29	512,874	94,091	1,927	37	1,964	89	2,289,417	1,166	1,325,591
Montgomery	1,137	0	10,338,701	9,208,688	91,913	4,808	96,721	69	111,298,944	1,151	30,678,135
Prince George's	1,199	14	12,009,721	8,159,034	91,382	5,338	96,720	76	125,440,654	1,297	33,443,356
Queen Anne's	13	77	1,727,880	543,780	7,737	77	7,814	99	6,137,292	785	2,766,865
St. Mary's	10	173	3,081,850	893,254	16,380	381	16,761	100	13,532,533	807	5,471,378
Somerset	0	35	693,797	122,944	2,834	77	2,911	100	2,639,837	907	1,560,486
Talbot	40	0	767,394	34,236	2,806	13	2,819	64	2,872,928	1,019	1,305,030
Washington	125	68	2,450,317	623,230	18,672	408	19,080	88	11,256,902	590	5,788,560
Wicomico	0	130	1,656,900	314,820	12,128	330	12,458	85	7,976,167	640	4,362,759
Worcester	0	73	1,305,555	211,050	6,213	67	6,280	94	5,497,753	875	2,504,779

* Count includes disabled students in nonpublic schools as of 2008.

** Percent of 2008 enrollment.

*** Includes expenditures for equipment and fixed charges.

^ Expenditure data is from school year 2007-2008.

Public Library Statistics: 2008-2009

Local Unit	Staff					Operating Income					
		Librarians						Source			
	Total Staff	Professional	Associate	Other Professional	Clerical and Other*	Total Income	Amount Per Capita**	Federal	Special***	State	Local
Total State	**3,506**	**681**	**637**	**161**	**2,031**	**269,910,301**	**44.59**	**2,806,312**	**43,070,212**	**33,916,230**	**190,191,426**
Allegany	41	2	9	4	27	2,210,701	29.56	34,225	507,062	764,414	905,000
Anne Arundel	292	59	52	9	172	17,867,717	34.86	57,688	1,874,387	1,927,042	14,008,600
Baltimore City	459	117	32	15	295	41,571,800	64.84	345,204	19,025,367	6,594,429	15,606,800
Baltimore	476	73	89	43	272	42,436,201	53.36	486,015	5,391,312	5,222,459	31,336,415
Calvert	51	8	33	1	8	3,587,109	40.70	8,500	454,620	423,182	2,700,807
Caroline	24	5	9	0	11	1,994,518	61.79	28,162	248,870	267,486	1,450,000
Carroll	149	20	39	5	85	10,109,710	57.49	420,010	1,572,929	980,771	7,136,000
Cecil	72	11	30	4	27	6,169,673	62.01	105,000	1,391,878	695,482	3,977,313
Charles	55	3	23	5	24	3,676,736	26.41	10,591	223,392	838,570	2,604,183
Dorchester	25	4	4	0	18	1,022,374	31.25	41,143	164,220	245,476	571,535
Frederick	143	27	48	4	64	11,373,901	51.20	73,261	2,173,240	1,104,749	8,022,651
Garrett	22	3	4	2	14	1,290,305	42.94	6,000	183,640	159,665	941,000
Harford	251	46	32	20	153	19,046,431	79.40	49,890	1,747,275	1,543,805	15,705,461
Howard	400	40	61	8	291	17,185,254	62.44	359,167	1,697,486	754,480	14,374,121
Kent	18	5	3	0	10	773,178	38.43	8,500	100,258	101,420	563,000
Montgomery	431	135	38	12	246	44,726,546	48.10	109,600	1,683,782	2,597,232	40,335,932
Prince George's	339	82	65	15	178	28,064,077	33.11	45,302	2,800,477	6,566,298	18,652,000
Queen Anne's	23	8	0	0	15	1,568,203	35.87	6,000	283,714	127,714	1,224,654
St. Mary's	55	7	19	0	28	3,156,664	32.03	65,100	214,382	626,436	2,250,746
Somerset	14	2	0	2	10	1,066,510	33.34	204,800	140,731	264,979	456,000
Talbot	23	7	4	0	12	1,411,906	38.84	25,823	315,693	99,912	970,478
Washington	59	11	12	3	34	4,077,070	28.53	28,123	458,883	1,103,324	2,486,740
Wicomico	42	4	13	4	20	2,774,877	27.90	252,308	153,544	770,405	1,598,620
Worcester	42	2	18	5	17	2,748,840	55.65	35,900	263,070	136,500	2,313,370

All personnel figures are rounded to the nearest whole number.

* Includes clerical and circulation staff.

** Excludes federal revenue.

*** Includes State contributions to retirement.

Rehabilitation Services: 2008-2009

Local Unit	Number of Persons Served	Number of Persons Rehabilitated
Total State	**21,450**	**2,309**
Allegany	485	68
Anne Arundel	1,556	154
Baltimore City	4,033	429
Baltimore	3,104	310
Calvert	334	30
Caroline	127	14
Carroll	858	84
Cecil	435	53
Charles	503	54
Dorchester	148	16
Frederick	1,015	100
Garrett	153	21
Harford	551	45
Howard	805	90
Kent	60	6
Montgomery	2,185	319
Prince George's	2,498	230
Queen Anne's	128	14
St. Mary's	421	50
Somerset	108	12
Talbot	125	13
Washington	757	51
Wicomico	745	96
Worcester	168	25
Unknown, Out-of-State	148	25

Characteristics of Persons Served in the Vocational Rehabilitation Program: 2009

	Number	Percent
Gender		
Male	11,770	55
Female	9,680	45
Not Identified	0	0
Race		
White	10,399	47
African American	10,037	45
Other	1,203	5
Not Identified	588	3
Age at Referral		
Younger than 20	5,423	25
20 to 21	1,599	8
22 to 34	4,320	20
35 to 44	3,829	18
45 to 64	6,057	28
65 and older	222	1
Years of Education Attained at Referral		
1 - 8	897	4
9 - 11	5,932	28
12	7,521	35
13 - 15	3,863	18
16 or more	1,614	7
Special Education	1,623	8
Not Identified	0	0
Referral Sources		
Individual Self Referral	6,854	32
Educational Institutions	4,819	22
Community Rehabilitation Programs	2,580	12
Physicians, Other Medical Personnel	1,398	7
Federal/State Public Assistance	1,128	5
One-Stop Centers	561	3
Other Sources, Unknown	4,110	19

NOTE: The MSDE Division of Vocational Rehabilitation's Workforce Technology Center (WTC) provides multi-disciplinary services to address the needs of persons who require multiple rehabilitation services over an extended period of time to achieve independence and employment.

Rehabilitated Persons Served: 2008-2009

	Number Rehabilitated
Persons Rehabilitated by Primary Disability	
Psychiatric Disability	835
Cognitive Disability	637
Orthopedic	190
Deaf & Hard of Hearing	210
Other Physical Disabilities	255
Blind & Visual Impairments	151
Communication Disabilities	20
Respiratory Impairments	11
Total	2,309
Persons Rehabilitated by Occupation at Case Closure	
Service	1,043
Clerical, Sales	515
Professional, Technical, Managerial	344
Production, Construction, Operating, Materials Handling	205
Homemaker	167
Farming, Fishery, & Forestry	28
Unpaid Family Worker	4
Vending Operator/Worker	3
Miscellaneous, NEC	0
Total	2,309

NOTE: The Division of Rehabilitation Services (DORS) provides statewide rehabilitative services to assist disabled Maryland citizens in becoming employed.

"Persons Rehabilitated" refers to those individuals who have achieved gainful employment as a result of DORS services.

Selected Statistics About Maryland's Educational Community: 2008-2009

Population of Maryland, July 1, 2008 (estimated)	5,633,597
Local operating budget from federal, state, and local sources (includes state-paid retirement)	$11.4 Billion
Cost per pupil belonging	$12,509
Average 10-month teacher salary	$63,436
Percent of teachers with:	
5 years or less experience	35.8
6-10 years of experience	22.3
11-15 years of experience	14.1
16-20 years of experience	8.9
more than 20 years of experience	18.9
Standard Professional Certificate (SPC)	29.6
Advanced Professional Certificate (APC)	64.5
Less than Bachelor's Degree	0.5
Bachelor's Degree	49.3
Master's or Master's Equivalent	34.0
Master's Degree + 30 hours or more	16.3
Minimum number of required school days	180
Average Daily Membership (ADM)	843,161
Average Daily Attendance (ADA)	793,333
Percent Promoted, PreK-12	96.7
Average Percent Attending	94.1

Maryland's Rank Among the States

Category	MD Amount	U. S. Avg.	Rank
Population per Square Mile of Land Area, 2006	575	85	6
Population Age 5-17 as Percent of Total Population, 2006	17.7	17.8	19*
Average Daily Attendance as Percent of Fall Enrollment 2007-2008	94.1	93.9	15*
Pupils Enrolled per Teacher in Public Elementary and Secondary Schools, Fall 2007	14.1	15.4	31*
Average Salaries of Public School Teachers, 2007-2008	$60,069	$52,308	8
Percent Change in Average Salaries of Public School Teachers, 2006-2007 to 2007-2008	5.5	3.1	6*
Per Capita Personal Income, 2006	$43,774	$36,629	6
Percent of Revenue, by Source, for Public Elementary/Secondary Schools, 2007-2008			
Local Government	53.1	43.3	13
State Government	40.1	47.9	37
Federal Government	6.8	8.8	41
Per Capita State Government Expenditures for All Education, 2005-2006	$1,581	$1,609	31
Per Capita Expenditures of State and Local Government for all Education, 2005-2006	$2,563	$2,431	14
Current Expenditures for Public Elementary/Secondary Schools per pupil in:			
Average Daily Attendance, 2007-2008	$12,706	$10,615	10
Fall Enrollment, 2007-2008	$11,962	$9,963	10

*Tied with other states.

Source: National Education Association

Education Superlatives

- In 2008, Maryland public schools were ranked #1 by *Education Week*. Maryland earned the nation's highest score (96.4%) in Transitions & Alignment—how well preK–12 education is aligned with early learning and college and career expectations. Maryland earned a B+ (88.2%) on children's Chance for Success—based on a variety of educational and economic outcomes—for a national rank of 5. On the third graded category, School Finance, Maryland earned a B (85.4%) and a rank of 9. When these indicators were combined with Maryland's 2008 scores for K–12 Achievement; Standards, Assessments, and Accountability; and Teacher Quality, Maryland was judged to be the nation's best state for education.

- *Newsweek Magazine's America's Top Public High Schools List* for 2009 ranked Maryland as #1 in the percentage of high schools offering and students taking college-level courses. Maryland has the highest percentage of rigorous high schools on the list, and almost 32% of Maryland high school students attend one of the 83 Maryland schools on the list.

- In 2008, Maryland was ranked 1st in the nation by *College Board* in the percentage of high school students who earn a college-mastery score on at least one AP exam. Nearly a quarter of the class of 2008 (23.4 percent) earned a score of 3-5 on at least one AP (Advanced Placement) exam, a jump of 5.7 percent over the past five years.

- Graduates of Maryland's high school class of 2009 were offered a record $802 million in scholarship funding to continue their pursuit of knowledge at the college of their choice, compared to $576 million in 2008. Approximately one in every three graduates received scholarship offers, including 250 National Merit Finalists and 450 offers from Ivy League institutions.

- Maryland students continue to excel on the ACT test, improving last year while the national scores were flat. Maryland's composite score has increased from 21.0 on a 36-point scale in 2005 to 22.1 last year—even as participation has been increasing. The national average is 21.1. Maryland's composite score ranks 15th in the nation.

- Maryland elementary and middle schools significantly improved in 2009 in meeting federally mandated achievement targets, known as Adequate Yearly Progress (AYP). Additionally, the number of schools in improvement fell from 170 in 2008 to 158 with 19 schools exiting the rigorous school improvement process and fewer Maryland schools being cited as "in improvement" overall.

Maryland Local School System Superintendents

Local Unit	Superintendent	Telephone
Allegany	Dr. David Cox	301-759-2037
Anne Arundel	Dr. Kevin M. Maxwell	410-222-5303
Baltimore City	Dr. Andrés Alonso, CEO	410-396-8803
Baltimore	Dr. Joe A. Hairston	410-887-4281
Calvert	Dr. Jack R. Smith	410-474-0285
Caroline	Dr. Edward W. Shirley	410-479-1460
Carroll	Dr. Charles I. Ecker	410-751-3128
Cecil	Mr. Henry Shaffer	410-996-5499
Charles	Mr. James E. Richmond	301-934-7223
Dorchester	Dr. Frederic Hildenbrand	410-221-1111
Frederick	Dr. Linda D. Burgee	301-696-6910
Garrett	Dr. Wendell D. Teets	301-334-8901
Harford	Dr. Robert M. Tomback	410-588-5204
Howard	Dr. Sydney L. Cousin	410-313-6677
Kent	Dr. A. Barbara Wheeler	410-778-7113
Montgomery	Dr. Jerry D. Weast	301-279-3383
Prince George's	Dr. William R. Hite	301-952-6008
Queen Anne's	Dr. Carol A. Williamson	410-758-2403
St. Mary's	Dr. Michael J. Martirano	301-475-5511
Somerset	Dr. Karen-Lee Brofee	410-621-6226
Talbot	Dr. Karen Salmon	410-822-0330
Washington	Dr. Elizabeth M. Morgan	301-766-2815
Wicomico	Dr. John Fredericksen	410-677-4596
Worcester	Dr. Jon Andes	410-632-5020

Maryland State Department of Education Publications

Division of Certification and Accreditation
- *Maryland Teacher Staffing Report*

Division of Instruction
- *Facts About Maryland's School Library Media Programs*

Division of Library Development and Services
- *Maryland Public Library Statistics*

Division of Accountability and Assessment
- *Analysis of Professional Salaries*
- *Characteristics of Professional Staff*
- *Grade Organization: Enrollment by Race/Ethnicity and Professional Staff at School Levels*
- *Maryland Adolescent Survey*
- *Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools*
- *Maryland School Performance Report*
- *Nonpublic School Enrollment*
- *Professional Salary Schedules*
- *Professional Staff by Assignment, Race and Gender*
- *Staff Employed at School and Central Office Levels*
- *Summary of Attendance*
- *Suspensions, Expulsions, and Health-Related Exclusions*

Division of Special Education/Early Intervention Services
- *Maryland Special Education Census Data*

Division of Business Services
- *Selected Financial Data, Part 1 - Revenue, Wealth, & Effort*
- *Selected Financial Data, Part 2 - Expenditures*
- *Selected Financial Data, Part 3 - Analysis of Costs*
- *Selected Financial Data, Part 4 - Ten-Year Summary*

Other publications can be found at marylandpublicschools.org

This Fact Book contains the latest data available as of December 7, 2009. For updated data, please visit the Maryland State Department of Education's website at www.marylandpublicschools.org. Click on Newsroom, Publications, then the Fact Book icon.

Notes

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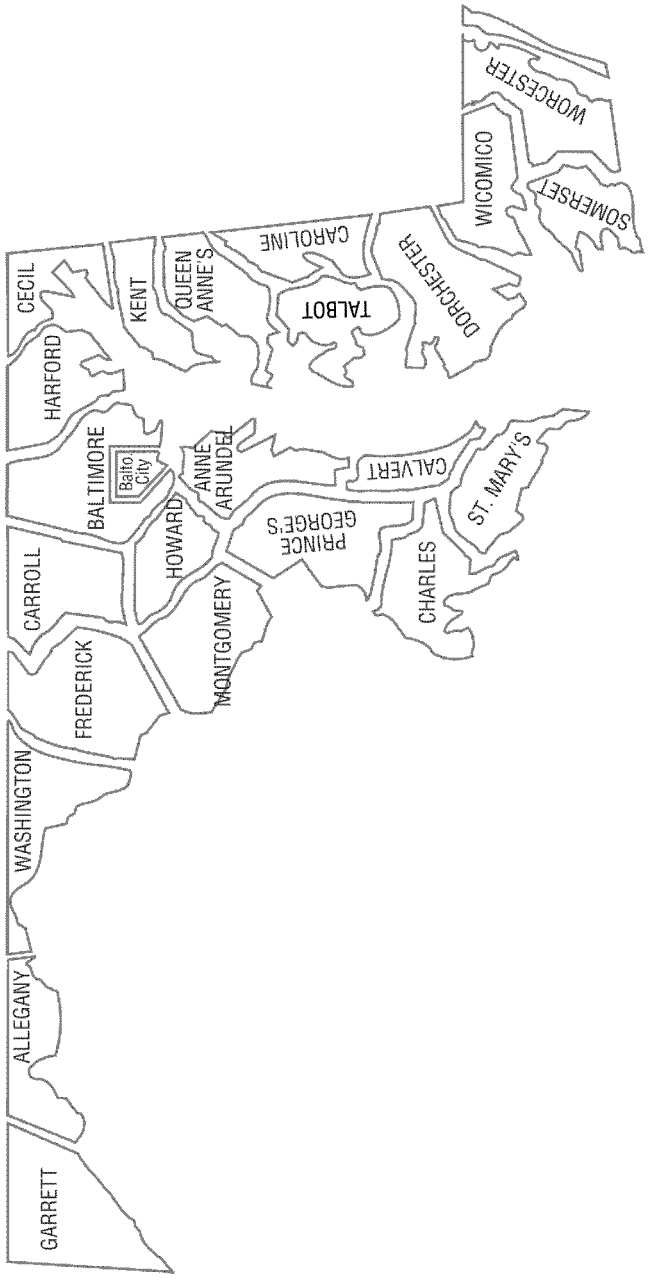
State of Maryland by Local Unit



Division of Business Services
200 West Baltimore Street
Baltimore MD 21201

Maryland's Race to the Top
Participating Local Education Agency
Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the Maryland State Department of Education (MSDE) and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of MSDE in its implementation of an approved Race to the Top grant project.

MSDE and the Participating LEA are committed to adopting high quality standards and assessments; developing data systems to support instruction; hiring, training, and retaining great teachers and leaders; and turning around our lowest-achieving schools.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates that the Participating LEA is agreeing to participate in the implementation of all of the MSDE's State Plan if MSDE's application is approved by the U.S. Department of Education (ED).

In order to participate, the LEA must submit a statement of intent to participate on or about March 15, 2010, and return the executed MOU on or April 21, 2010.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

The Participating LEA will assist MSDE in implementing the projects described in MSDE's Race to the Top plan, if the application is approved by the ED. To this end, the Participating LEA will:

1) Agree to the Preliminary Scope of Work (Exhibit I) of this agreement;
2) Develop a Final Scope of Work (new Exhibit II) within 90 days to be approved by MSDE, if MSDE is approved for a Race to the Top grant;
3) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the MSDE or by ED;
4) Post to any website specified by MSDE or ED, in a timely manner, all non-proprietary products and lessons learned and developed using funds associated with the Race to the Top grant;
5) Participate, as requested, in any evaluations of the Race to the Top grant conducted by MSDE or ED or their representatives;
6) Respond to MSDE or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
7) Participate in meetings and telephone conferences with MSDE to discuss (a) progress of the project; (b) potential dissemination of resulting non-proprietary products and lessons learned; (c) plans for subsequent years of the Race to the Top grant period; and (d) other matters related to the Race to the Top grant and associated plans.

B. MSDE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the MSDE's Race to the Top application, MSDE will:

1) Review LEA MOUs and Exhibit 1 to identify the Participating LEAs;
2) Review and approve Participating LEA's Final Scope of Work (new Exhibit II);
3) Award a sub grant to Participating LEAs following the approval of the Final Scope of Work; such approval of the sub grant will be based on the scope and quality of the LEA's proposed work plans and its capacity to implement those plans;
4) Work collaboratively with, and support the Participating LEA in carrying out the LEA Race to the Top Plan as identified in Exhibits I and II of this agreement;
5) Distribute in a timely manner the LEA's portion of Race to the Top grant funds during the course of the project period in accordance with the LEA Race to the Top Plan and with federal and state requirements;
6) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
7) Identify sources of technical assistance for the MSDE's and LEAs' Race to the Top Plans.

C. JOINT RESPONSIBILITIES

1) MSDE and the Participating LEA will each appoint a key contact person for the Race to the Top grant and associated plan.
2) These key contacts from MSDE and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) MSDE and Participating LEA key contact person will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) MSDE and Participating LEA key contact person will cooperate in achieving the overall goals of MSDE's Race to the Top Plan, even when the MSDE Plan requires modifications that affect the Participating LEA, or when the Participating LEA Race to the Top Plan requires modifications.

D. COLLECTIVE BARGAINING RESPONSIBILITIES

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school and school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees. By way of the signatures below, the LEA and local collective bargaining representative agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the LEA and the local collective bargaining representative.

E. MSDE RECOURSE FOR LEA NON-PERFORMANCE

If MSDE determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other performance requirements, MSDE will take appropriate enforcement action, which could include any of the enforcement measures that are detailed in 34 CFR section

80.43 (see attachment) including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:
1) Has all requisite power and authority to execute this MOU;
2) Is familiar with MSDE's Race to the Top Plan and is willing to participate in the implementation of the State Plan as indicated in Exhibit I, if the State application is funded;
3) Will provide a Final Scope of Work to be attached to this MOU in a format provided by MSDE only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Race to the Top Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the MSDE Race to the Top Plan; and
4) Will include in its annual Master Plan update specific language showing the alignment of its sub grant under this program and all other federal, state, and local resources in achieving the goals of this grant.
5) Will comply with all of the terms of the MSDE Race to the Top Plan, MSDE's sub grant to the Participating LEA, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first. If no grant is received by MSDE, this MOU is null and void.

During the term of this MOU, if an LEA determines that it cannot comply with all the terms of the MSDE Race to the Top Plan, or the LEA Race to the Top Plan, it shall notify MSDE in writing explaining the reasons it cannot comply. After consultation with MSDE, the LEA may terminate this MOU 90 days after the date of the written notification to MSDE.

Please submit a copy of the signed MOU in PDF format by email to Dr. James Foran, at the Maryland State Department of Education <jforan@msde.state.md.us> or by facsimile <410-333-3867> on or before April 21, 2010.

VI. SIGNATURES

LEA Superintendent or CEO:

_____
Signature/Date

_____
Print Name/Title

President of Local School Board:

_____
Signature/Date

_____
Print Name/Title

Local Teachers' Union Leader:

_____
Signature/Date

_____
Print Name/Title

State Superintendent:
By its signature below, MSDE hereby accepts the LEA as a Participating LEA.

_____
Signature/Date

_____
Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation	
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	Y	
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	Y	
(ii) Professional development on use of data	Y	
(iii) Availability and accessibility of data to researchers	Y	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	Y	
(ii) Design and implement evaluation systems	Y	
(iii) Establish a rigorous evaluation process	Y	
(iv)(a) Use evaluations to inform professional development	Y	
(iv)(b) Use evaluations to inform promotion, retention, and compensation for the equitable distribution of teachers and principals in the lowest-achieving schools	Y	
(iv)(c) Use evaluations to inform tenure and/or full certification	Y	
(iv)(d) Use evaluations to inform removal	Y	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	Y	
(ii) Hard-to-staff subjects and specialty areas	Y	
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	Y	
(ii) Measure effectiveness of professional development	Y	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	Y	

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title

Race to the Top
Executive Steering Committee

James H. DeGraffenreidt, Jr. President, Maryland State Board of Education Co-chair	**Nancy S. Grasmick** Maryland State Superintendent of Schools Co-chair
Cathy Allen President, Maryland Association of Boards of Education	**Sam Macer** President, Maryland PTA
Tina M. Bjarekull President, Maryland Independent College and University Association	**John Ratliff** Director of Policy Office of the Governor
Marietta English President, Baltimore Teachers' Union	**Edward W. Shirley** President, Public School Superintendents Association of Maryland
Clara B. Floyd President, Maryland State Education Association	**June E. Streckfus** Executive Director Maryland Business Roundtable for Education
Christine Handy-Collins President, Maryland Association of Secondary School Principals	**Judith Walker** President, Maryland Association of Elementary School Principals
Loretta Johnson Executive Vice President American Federation of Teachers, AFL-CIO	**H. Clay Whitlow** Executive Director, Maryland Association of Community Colleges
William E. Kirwan Chancellor University System of Maryland	

HOUSE BILL 1263

F2 *EMERGENCY BILL* (0lr0193)
ENROLLED BILL

— Ways and Means/Education, Health, and Environmental Affairs —

Introduced by **The Speaker (By Request – Administration) and Delegates Busch, Hixson, Kaiser, and Rosenberg**

Read and Examined by Proofreaders:

_____
Proofreader.

_____
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____M.

_____
Speaker.

CHAPTER 189

AN ACT concerning

Education Reform Act of 2010

FOR the purpose of altering the probationary period of employment of a certificated employee in a ~~public~~ local school system; altering certain procedures related to the probationary period of a certificated employee; requiring a county board of education to evaluate annually a nontenured certificated employee based on established performance evaluation criteria; requiring certain certificated employees to be assigned a mentor and provided ~~certain guidance and instruction and~~ additional professional development under certain circumstances; ~~requiring that a performance evaluation of a certificated teacher or principal in a public school system include certain data as a certain component of the evaluation; requiring that a certain component of an evaluation be one of multiple measures; requiring the State Board of Education to adopt regulations to implement certain provisions of this Act; requiring~~

EXPLANATION: **CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.**
[Brackets] indicate matter deleted from existing law.
Underlining indicates amendments to bill.
~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.
Italics indicate opposite chamber/conference committee amendments.

~~certain classroom teachers and principals working in certain public schools to receive a certain stipend~~ requiring the State Board of Education to adopt regulations ~~establishing~~ *to establish certain* standards ~~for effective mentoring; providing that a tenured certificated employee who moves to another local school system in the State shall be tenured in the local school system to which the employee relocates under certain circumstances; authorizing the local school system to which an employee relocates to extend the employee's probationary period under certain circumstances; requiring a county board to establish certain performance evaluation criteria for a certificated teacher or principal under certain conditions; requiring the performance evaluation criteria to include certain measures; requiring the State Board to establish by regulation general standards for teacher and principal performance evaluations, that the performance evaluation criteria include certain measures, and that certain criteria be accounted for in a certain manner; requiring the State Board to establish a certain program to support certain incentives, contingent on the receipt of certain federal funds~~ *that include certain provisions; requiring certain employees to be tenured under certain circumstances; authorizing certain local school systems to extend a certain probationary period for certain employees under certain circumstances; requiring the State Board to adopt certain regulations that establish general standards for certain performance evaluations, including certain model performance evaluation criteria; requiring the State Board to solicit certain information and recommendations from local school systems before proposing certain regulations and convene a certain meeting; requiring certain county boards to establish certain performance evaluation criteria that are mutually agreed upon by certain local school systems and certain exclusive employee representatives for certain teachers and principals based on certain standards; requiring certain performance evaluation criteria to include certain data as a certain component of the evaluation; requiring that a certain component of an evaluation be one of multiple measures; prohibiting certain performance evaluation criteria from being based solely on certain examinations or assessments; requiring certain model performance evaluation criteria adopted by the State Board to take effect in a local jurisdiction at a certain time under certain circumstances; requiring the State Board to establish a certain program to support certain incentives for certain teachers and principals that meets certain requirements; authorizing the program to include certain incentives; requiring the State Board to adopt certain guidelines to implement a certain program; authorizing the award of certain stipends in certain years to be based on obtainment of National Board Certification; requiring each local school system, on or before a certain date, to submit to the State Board certain information relating to the local system's teacher mentoring program; providing for the construction of certain provisions of this Act*; defining ~~a certain term~~ certain terms; providing for the application of a certain provision of this Act; *making this Act an emergency measure;* and generally relating to the employment of certificated employees in a ~~public~~ local school system.

BY repealing and reenacting, with amendments,
Article – Education

Section 6–202
Annotated Code of Maryland
(2008 Replacement Volume and 2009 Supplement)

BY adding to
Article – Education
Section 6–306(b)(5)
Annotated Code of Maryland
(2008 Replacement Volume and 2009 Supplement)

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

Article – Education

6–202.

(a) (1) On the recommendation of the county superintendent, a county board may suspend or dismiss a teacher, principal, supervisor, assistant superintendent, or other professional assistant for:

(i) Immorality;

(ii) Misconduct in office, including knowingly failing to report suspected child abuse in violation of § 5–704 of the Family Law Article;

(iii) Insubordination;

(iv) Incompetency; or

(v) Willful neglect of duty.

(2) Before removing an individual, the county board shall send the individual a copy of the charges against him and give him an opportunity within 10 days to request a hearing.

(3) If the individual requests a hearing within the 10–day period:

(i) The county board promptly shall hold a hearing, but a hearing may not be set within 10 days after the county board sends the individual a notice of the hearing; and

(ii) The individual shall have an opportunity to be heard before the county board, in person or by counsel, and to bring witnesses to the hearing.

(4) The individual may appeal from the decision of the county board to the State Board.

(5) Notwithstanding any provision of local law, in Baltimore City the suspension and removal of assistant superintendents and higher levels shall be as provided by the personnel system established by the Baltimore City Board of School Commissioners under § 4–311 of this article.

(b) (1) ~~Except as provided in~~ ~~SUBJECT TO~~ *EXCEPT AS PROVIDED IN* paragraph ~~(2)~~ *(3)* of this subsection, the probationary period of employment of a certificated employee in a ~~public~~ LOCAL school system shall cover a period of [2 years] 3 YEARS from the date of employment and shall consist of a 1–year employment contract that may be renewed by the county board.

[(2) (i) A probationary period for a certificated employee in a public school system may be extended for a third year from the date of employment if the certificated employee does not qualify for tenure at the end of the second year based on established performance evaluation criteria and the employee demonstrates a strong potential for improvement.

(ii) If the probationary period of a certificated employee is extended as provided in this paragraph, a mentor shall be assigned to the employee and the employee shall be evaluated at the end of the third year based on established performance evaluation criteria.]

(2) (I) A COUNTY BOARD SHALL EVALUATE ANNUALLY A NONTENURED CERTIFICATED EMPLOYEE BASED ON ESTABLISHED PERFORMANCE EVALUATION CRITERIA.

(II) ~~IF~~ *SUBJECT TO SUBPARAGRAPH (III) OF THIS PARAGRAPH, IF* THE NONTENURED CERTIFICATED EMPLOYEE IS NOT ON TRACK TO QUALIFY FOR TENURE AT ~~THE END OF THE FIRST OR SECOND YEAR, A~~ ANY FORMAL EVALUATION POINT:

1. A MENTOR *PROMPTLY* SHALL BE ASSIGNED TO THE EMPLOYEE TO PROVIDE THE EMPLOYEE COMPREHENSIVE GUIDANCE AND INSTRUCTION; AND ~~AND ADDITIONAL~~

2. ADDITIONAL PROFESSIONAL DEVELOPMENT SHALL BE PROVIDED TO THE EMPLOYEE, AS APPROPRIATE.

(III) NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO PROHIBIT A COUNTY BOARD FROM ASSIGNING A MENTOR AT ANY TIME DURING A NONTENURED CERTIFICATED EMPLOYEE'S EMPLOYMENT.

(3) (I) SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, IF A CERTIFICATED EMPLOYEE HAS ACHIEVED TENURE IN ~~ANY~~ *A* LOCAL SCHOOL

SYSTEM IN THE STATE AND MOVES TO ANOTHER LOCAL SCHOOL SYSTEM IN THE STATE, THAT EMPLOYEE SHALL BE TENURED IF THE EMPLOYEE'S CONTRACT IS RENEWED AFTER 1 YEAR OF PROBATIONARY EMPLOYMENT IN THE LOCAL SCHOOL SYSTEM TO WHICH THE EMPLOYEE RELOCATED IF:

1. THE EMPLOYEE'S FINAL EVALUATION IN THE LOCAL SCHOOL SYSTEM FROM WHICH THE EMPLOYEE DEPARTED IS SATISFACTORY OR BETTER; AND

2. THERE HAS BEEN NO BREAK IN THE EMPLOYEE'S SERVICE BETWEEN THE TWO SYSTEMS OF LONGER THAN 1 YEAR.

(II) A LOCAL SCHOOL SYSTEM MAY EXTEND THE PROBATIONARY PERIOD FOR A CERTIFICATED EMPLOYEE SUBJECT TO SUBPARAGRAPH (I) OF THIS PARAGRAPH FOR A SECOND YEAR FROM THE DATE OF EMPLOYMENT IF:

1. THE EMPLOYEE DOES NOT QUALIFY FOR TENURE AT THE END OF THE FIRST YEAR BASED ON ESTABLISHED PERFORMANCE EVALUATION CRITERIA; AND

2. THE EMPLOYEE DEMONSTRATES A STRONG POTENTIAL FOR IMPROVEMENT.

~~(3)~~ **(4) (I)** The State Board shall adopt regulations that implement the provisions of paragraphs (1) and (2) of this subsection and define the scope of a mentoring program **AND PROFESSIONAL DEVELOPMENT** that will be aligned with the **[**2–year**]** **3–YEAR** probationary period **[**and the 1–year extension as provided in paragraph (2) of this subsection**]**.

(II) THE STATE BOARD SHALL ADOPT REGULATIONS TO ESTABLISH STANDARDS FOR EFFECTIVE MENTORING, INCLUDING PROVISIONS TO ENSURE THAT MENTORS PROVIDE MENTORING THAT ~~IS FOCUSED, OF HIGH QUALITY, AND GEARED TO THE NEEDS OF EACH EMPLOYEE BEING MENTORED~~:

1. IS FOCUSED;

2. IS SYSTEMATIC;

3. IS ONGOING;

4. IS OF HIGH QUALITY;

5. IS GEARED TO THE NEEDS OF EACH EMPLOYEE BEING MENTORED;

6. INCLUDES OBSERVATIONS; AND

7. INCLUDES FEEDBACK.

~~(C) (1) A PERFORMANCE EVALUATION OF A CERTIFICATED TEACHER OR PRINCIPAL IN A PUBLIC SCHOOL SYSTEM SHALL INCLUDE DATA ON STUDENT GROWTH AS A SIGNIFICANT COMPONENT OF THE EVALUATION AND ONE OF MULTIPLE MEASURES.~~

~~(2) THE STATE BOARD SHALL ADOPT REGULATIONS THAT IMPLEMENT THE PROVISIONS OF THIS SUBSECTION.~~

(C) (1) IN THIS SUBSECTION, "STUDENT GROWTH" MEANS STUDENT PROGRESS ~~MEASURED~~ *ASSESSED* BY MULTIPLE ~~CRITERIA~~ *MEASURES* AND FROM A CLEARLY ARTICULATED BASELINE TO ONE OR MORE POINTS IN TIME.

~~(2) SUBJECT TO PARAGRAPHS (3) AND (4) OF THIS SUBSECTION, A COUNTY BOARD SHALL ESTABLISH PERFORMANCE EVALUATION CRITERIA FOR CERTIFICATED TEACHERS AND PRINCIPALS IN A LOCAL SCHOOL SYSTEM AFTER MEETING AND CONFERRING WITH THE EXCLUSIVE EMPLOYEE REPRESENTATIVE.~~

~~(3) THE STATE BOARD SHALL ADOPT REGULATIONS THAT ESTABLISH GENERAL STANDARDS FOR PERFORMANCE EVALUATIONS FOR CERTIFICATED TEACHERS AND PRINCIPALS.~~

~~(4) (I) PERFORMANCE EVALUATION CRITERIA FOR A CERTIFICATED TEACHER OR PRINCIPAL IN A LOCAL SCHOOL SYSTEM SHALL INCLUDE MULTIPLE MEASURES.~~

~~(II) STUDENT GROWTH SHALL ACCOUNT FOR 50% OF THE PERFORMANCE EVALUATION CRITERIA.~~

~~(III) NO SINGLE CRITERION SHALL ACCOUNT FOR MORE THAN 35% OF THE TOTAL PERFORMANCE EVALUATION CRITERIA.~~

(2) (I) SUBJECT TO SUBPARAGRAPH (III) OF THIS PARAGRAPH, THE STATE BOARD SHALL ADOPT REGULATIONS THAT ESTABLISH GENERAL STANDARDS FOR PERFORMANCE EVALUATIONS FOR CERTIFICATED TEACHERS AND PRINCIPALS THAT INCLUDE OBSERVATIONS, CLEAR STANDARDS, RIGOR, AND CLAIMS AND EVIDENCE OF OBSERVED INSTRUCTION.

(II) THE REGULATIONS ADOPTED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL INCLUDE MODEL PERFORMANCE EVALUATION CRITERIA.

(III) BEFORE THE PROPOSAL OF THE REGULATIONS REQUIRED UNDER THIS PARAGRAPH, THE STATE BOARD SHALL SOLICIT INFORMATION AND RECOMMENDATIONS FROM EACH LOCAL SCHOOL SYSTEM AND CONVENE A MEETING WHEREIN THIS INFORMATION AND THESE RECOMMENDATIONS ARE DISCUSSED AND CONSIDERED.

(3) SUBJECT TO PARAGRAPH (6) OF THIS SUBSECTION:

(I) A COUNTY BOARD SHALL ESTABLISH PERFORMANCE EVALUATION CRITERIA FOR CERTIFICATED TEACHERS AND PRINCIPALS IN THE LOCAL SCHOOL SYSTEM BASED ON THE GENERAL STANDARDS ADOPTED UNDER PARAGRAPH (2) OF THIS SUBSECTION THAT ARE MUTUALLY AGREED ON BY THE LOCAL SCHOOL SYSTEM AND THE EXCLUSIVE EMPLOYEE REPRESENTATIVE.

(II) NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO REQUIRE MUTUAL AGREEMENT UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH TO BE GOVERNED BY SUBTITLES 4 AND 5 OF THIS TITLE.

(4) THE PERFORMANCE EVALUATION CRITERIA DEVELOPED UNDER PARAGRAPH (3) OF THIS SUBSECTION:

(I) SHALL INCLUDE DATA ON STUDENT GROWTH AS A SIGNIFICANT COMPONENT OF THE EVALUATION AND AS ONE OF MULTIPLE MEASURES; AND

(II) MAY NOT BE BASED SOLELY ON AN EXISTING OR NEWLY CREATED SINGLE EXAMINATION OR ASSESSMENT.

(5) (I) AN EXISTING OR NEWLY CREATED SINGLE EXAMINATION OR ASSESSMENT MAY BE USED AS ONE OF THE MULTIPLE MEASURES.

(II) NO SINGLE CRITERION SHALL ACCOUNT FOR MORE THAN 35% OF THE TOTAL PERFORMANCE EVALUATION CRITERIA.

(6) IF A LOCAL SCHOOL SYSTEM AND THE EXCLUSIVE EMPLOYEE REPRESENTATIVE FAIL TO MUTUALLY AGREE UNDER PARAGRAPH (3) OF THIS SUBSECTION, THE MODEL PERFORMANCE EVALUATION CRITERIA ADOPTED BY THE STATE BOARD UNDER PARAGRAPH (2)(II) OF THIS SUBSECTION SHALL

TAKE EFFECT IN THE LOCAL JURISDICTION 6 MONTHS FOLLOWING THE FINAL ADOPTION OF THE REGULATIONS.

6–306.

(b) **(5)** ~~**(I) IN THIS PARAGRAPH, "RACE TO THE TOP APPLICATION" GRANT" MEANS THE STATE'S APPLICATION TO THE UNITED STATES DEPARTMENT OF EDUCATION FOR THE RACE TO THE TOP FUND, AUTHORIZED UNDER THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009.**~~

~~**(II) A HIGHLY EFFECTIVE CLASSROOM TEACHER OR PRINCIPAL WORKING IN A PUBLIC SCHOOL IDENTIFIED IN THE STATE'S RACE TO THE TOP APPLICATION AS A SCHOOL IN THE LOWEST ACHIEVING 5% OF TITLE I SCHOOLS IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING SHALL RECEIVE A STIPEND FROM THE STATE IN AN AMOUNT DETERMINED BY THE STATE BOARD, CONTINGENT ON RECEIPT OF RACE TO THE TOP GRANT FUNDS.**~~

~~**(III) CONTINGENT ON THE RECEIPT OF RACE TO THE TOP GRANT FUNDS, THE STATE BOARD SHALL ESTABLISH A PROGRAM TO SUPPORT LOCALLY NEGOTIATED INCENTIVES FOR HIGHLY EFFECTIVE CLASSROOM TEACHERS AND PRINCIPALS TO WORK IN PUBLIC SCHOOLS IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING.**~~

(I) 1. THE STATE BOARD SHALL ESTABLISH A PROGRAM TO SUPPORT LOCALLY NEGOTIATED INCENTIVES, GOVERNED UNDER SUBTITLES 4 AND 5 OF THIS TITLE, FOR HIGHLY EFFECTIVE CLASSROOM TEACHERS AND PRINCIPALS TO WORK IN PUBLIC SCHOOLS THAT ARE:

A. IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING;

B. CATEGORIZED BY THE LOCAL SCHOOL SYSTEM AS A TITLE I SCHOOL; OR

C. IN THE HIGHEST 25% OF SCHOOLS IN THE STATE BASED ON A RANKING OF THE PERCENTAGE OF STUDENTS WHO RECEIVE FREE AND REDUCED PRICED MEALS.

2. THE PROGRAM ESTABLISHED UNDER SUBSUBPARAGRAPH 1 OF THIS SUBPARAGRAPH MAY INCLUDE FINANCIAL INCENTIVES, LEADERSHIP CHANGES, OR OTHER INCENTIVES.

(II) 1. THE STATE BOARD SHALL ADOPT GUIDELINES TO IMPLEMENT THIS PARAGRAPH.

2. NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO PROHIBIT A LOCAL SCHOOL SYSTEM FROM EMPLOYING MORE STRINGENT STANDARDS THAN THE GUIDELINES ADOPTED UNDER THIS SUBPARAGRAPH.

SECTION 2. AND BE IT FURTHER ENACTED, That during the 2010–2011 and 2011–2012 school years, stipends awarded under § 6–306(b)(5) of the Education Article, as enacted by Section 1 of this Act, may be based on whether the teacher has obtained certification by the National Board for Professional Teaching Standards.

SECTION 3. AND BE IT FURTHER ENACTED, That, on or before December 31, 2010, each local school system shall submit to the State Board of Education a description of the local school system's teacher mentoring program, including data relating to the number of mentors who have been assigned, the number of teachers to whom the mentors have been assigned, and how, if at all, the effectiveness of the mentoring program is measured.

SECTION ~~2.~~ *4.* AND BE IT FURTHER ENACTED, That the probationary period of employment specified in § 6–202(b) of the Education Article, as enacted by Section 1 of this Act, shall be applicable to a certificated employee in a ~~public~~ local school system with a date of employment starting on or after July 1, 2010.

SECTION ~~3.~~ *5.* AND BE IT FURTHER ENACTED, That this Act ~~shall take effect July 1, 2010~~ *is an emergency measure, is necessary for the immediate preservation of the public health or safety, has been passed by a yea and nay vote supported by three–fifths of all the members elected to each of the two Houses of the General Assembly, and shall take effect from the date it is enacted*.

Approved:

_____

Governor.

_____

Speaker of the House of Delegates.

_____

President of the Senate.

13A.07.04.01

.01 Definitions.

A. APPLICABILITY.

(1) UNTIL SCHOOL YEAR 2012, THE FOLLOWING REGULATORY STANDARDS WILL CONTINUE TO APPLY TO EVALUATIONS OF PROFESSIONALLY CERTIFIED PERSONNEL.

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

C. ~~B.~~ Terms Defined.

(1) "Evaluation" means a written appraisal of professional performance for a school year based on written criteria and procedures.

(2) "Professionally certificated personnel" means individuals holding a professional certificate as defined in COMAR 13A.12.01.02B.

.02 Minimum Requirements for Evaluation of Professionally Certificated Personnel.

A. General Standards.

(1) An evaluation shall be based on written criteria established by the local board of education, including but not limited to scholarship, instructional effectiveness, management skills, professional ethics, and interpersonal relationships.

(2) An evaluation shall provide, at a minimum, for an overall rating.

(3) An overall rating that is not satisfactory or better is considered unsatisfactory.

(4) An evaluation shall be based on at least two observations during the school year.

(5) An unsatisfactory evaluation shall include at least one observation by an individual other than the immediate supervisor.

(6) The written evaluation report shall be shared with the certificated individual who is the subject of the evaluation.

(7) The certificated individual shall receive a copy of and sign the evaluation report.

(8) The signature of the certificated individual does not necessarily indicate agreement with the evaluation report.

(9) An evaluation shall provide for written comments and reactions by the individual being evaluated, which shall be attached to the evaluation report.

B. Frequency of Evaluations.

(1) Standard Professional Certificate. An individual holding a Standard Professional Certificate shall be evaluated at least once annually.

(2) Advanced Professional Certificate.

(a) An individual holding an Advanced Professional Certificate shall receive an evaluation at least twice during the validity period of each certificate. The first evaluation shall occur during the initial year of the certificate.

(b) An individual holding an Advanced Professional Certificate who receives an unsatisfactory overall rating shall be evaluated at least once annually until receiving a satisfactory rating.

(c) If an individual holding an Advanced Professional Certificate receives an overall rating of satisfactory or better, subsequent annual performance shall be considered satisfactory in the absence of an annual evaluation.

.03 Minimum Requirements for Observation of Professionally Certificated Personnel.

A. An observation, announced or unannounced, shall be conducted with full knowledge of the certificated individual.

B. A written observation report shall be shared with the certificated individual within a reasonable period of time.

C. An observation shall provide for written comments and reactions by the individual being observed, which shall be attached to the observation report.

.04 Appeal of an Evaluation.

A. In the event of an overall rating of unsatisfactory, the local school system shall, at a minimum, provide certificated individuals with a meaningful appeal in accordance with Education Article, §4-205(c)(4), Annotated Code of Maryland.

B. If an observation report is a component of an unsatisfactory evaluation, the observation report may be appealed along with the unsatisfactory evaluation.

C. The burden of proof is on the certificated individual appealing an overall rating of unsatisfactory.

.05 STAKEHOLDER INPUT.

A. THE DEPARTMENT SHALL SOLICIT INFORMATION AND RECOMMENDATIONS FROM EACH LOCAL EDUCATION AGENCY AND OTHER STAKEHOLDERS ON GENERAL EVALUATION STANDARDS, MODEL PERFORMANCE EVALUATION CRITERIA, AND A RATING SCALE THAT INCLUDES, AT A MINIMUM, DEFINITIONS OF HIGHLY EFFECTIVE, EFFECTIVE, AND INEFFECTIVE.

B. THE DEPARTMENT SHALL PRESENT THE INFORMATION GATHERED FROM THE LOCAL EDUCATION AGENCIES AND STAKEHOLDERS TO THE STATE BOARD FOR CONSIDERATION IN

PROMULGATING A COMPREHENSIVE SET OF EVALUATION REGULATIONS BY JANUARY 30, 2011 TO BE EFFECTIVE ON JULY 1, 2012.

.06 REQUIREMENTS FOR EVALUATION OF TEACHERS AND PRINCIPALS.

A. APPLICABILITY.

(1) EFFECTIVE IN SCHOOL YEAR 2012, IN ADDITION TO ANY OTHER GENERAL STANDARDS AND THE MODEL PERFORMANCE EVALUATION CRITERIA ADOPTED BY REGULATION, THE FOLLOWING MINIMUM GENERAL STANDARDS SHALL APPLY TO EVALUATIONS OF TEACHERS AND PRINCIPALS.

B. DEFINITIONS.

FOR THE PURPOSE OF THIS SECTION OF THE REGULATION THE FOLLOWING TERMS HAVE THE MEANINGS INDICATED.

(1) "GENERAL STANDARDS" MEAN THE REQUIREMENTS FOR A RIGOROUS EVALUATION SYSTEM FOR TEACHERS AND PRINCIPALS APPLICABLE STATEWIDE.

(2) "MULTIPLE MEASURES" MEAN THE APPROPRIATE ASSESSMENTS, TOOLS AND PROCESSES FOR MEASURING WHETHER A GENERAL STANDARD HAS BEEN MET.

(3) "PERFORMANCE EVALUATION CRITERIA" MEAN THE QUANTIFIABLE AND DATA DRIVEN MEANS, BASED ON THE GENERAL STANDARDS AND MULTIPLE MEASURES, TO EVALUATE WHETHER A TEACHER OR PRINCIPAL IS HIGHLY EFFECTIVE, EFFECTIVE, OR INEFFECTIVE.

(4) "STUDENT GROWTH" MEANS STUDENT PROGRESS ASSESSED BY MULTIPLE MEASURES AND FROM A CLEARLY ARTICULATED BASELINE TO ONE OR MORE POINTS IN TIME.

C. GENERAL STANDARDS.

(1) THE EVALUATION OF TEACHERS AND PRINCIPALS SHALL USE MULTIPLE MEASURES AND BE BASED ON GENERAL STANDARDS AND WRITTEN PERFORMANCE EVALUATION CRITERIA.

(2) THE EVALUATION OF TEACHERS SHALL HAVE, AT MINIMUM, THE FOLLOWING COMPONENTS:

(A) STUDENT GROWTH;

(B) PLANNING AND PREPARATION;

(C) CLASSROOM ENVIRONMENT;

(D) INSTRUCTION; AND

(E) PROFESSIONAL RESPONSIBILITY.

(3) THE EVALUATION OF PRINCIPALS SHALL HAVE, AT MINIMUM, THE FOLLOWING COMPONENTS:

(A)STUDENT GROWTH;

(B)THE INSTRUCTIONAL LEADERSHIP OUTCOMES SET FORTH IN *THE MARYLAND INSTRUCTIONAL LEADERSHIP FRAMEWORK*.

(4) THE STUDENT GROWTH COMPONENT OF THE EVALUATION FOR TEACHERS AND PRINCIPALS:

(A) SHALL BE A SIGNIFICANT COMPONENT OF THE EVALUATION WHICH MEANS THAT AT LEAST 50% OF THE EVALUATION SHALL BE BASED ON STUDENT GROWTH.

(B) MAY NOT BE BASED SOLELY ON AN EXISTING OR NEWLY CREATED EXAMINATION OR ASSESSMENT.

(5) NO SINGLE PERFORMANCE EVALUATION CRITERION SHALL ACCOUNT FOR MORE THAN 35% OF THE TOTAL PERFORMANCE EVALUATION CRITERIA.

(6) BEGINNING IN SCHOOL YEAR 2012, AN EVALUATION OF A TEACHER OR PRINCIPAL SHALL PROVIDE, AT A MINIMUM, FOR AN OVERALL RATING OF HIGHLY EFFECTIVE, EFFECTIVE, OR INEFFECTIVE.

(7) BEGINNING WITH SCHOOL YEAR 2012, EVERY TEACHER AND PRINCIPAL SHALL BE EVALUATED AT LEAST ONCE ANNUALLY BASED ON STUDENT GROWTH.

(8) AT A MINIMUM, EVERY OTHER YEAR EVERY TEACHER SHALL BE EVALUATED BASED ON ALL THE EVALUATION COMPONENTS SET FORTH IN SECTION .06(C)(2) OF THIS REGULATION.

(9) EACH ANNUAL EVALUATION OF A PRINCIPAL SHALL INCLUDE ALL OF THE COMPONENTS OF THE EVALUATION SYSTEM SET FORTH IN SECTION .06(C)(3) OF THIS REGULATION.

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Report of the Maryland P-20 COLLEGE SUCCESS TASK FORCE

Charged by Governor Martin O'Malley and the Governor's P-20 Leadership Council of Maryland

May 2010 -- FINAL

(b)(6)

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Executive Summary

Higher levels of education benefit the health and economic and social well-being of individuals and their communities, yet many students leave high school unprepared for college or careers. Many students who are academically prepared begin a degree at a two- or four-year college but fail to complete a credential either because they lack the financial resources to do so or encounter non-academic challenges that discourage them. Despite Maryland's successes in education, every year, thousands of students who enter a two- or four-year college must take at least one remedial course, at significant cost to the student, counties, and State. Gaps in achievement and educational attainment linked to race, income, and parental education are evident in secondary and postsecondary education. Maryland's high school population is now majority minority and has an increasing number of students from households in which there is no one with a college degree. If Maryland is to continue to have an internationally competitive workforce and to meet Governor O'Malley's goal of increasing its percentage of college degree holders to at least 55 percent by 2020, then the achievement gap throughout P-20 must be eliminated. Lifelong learning is increasingly important, but young people who earn a college degree are much more likely to be employed. To prepare more students to choose their postsecondary path with confidence, and to help those who choose college succeed once there, PreK-12 and postsecondary educators have to do more to prepare and support students for college and career success. Parents, communities, businesses, and the State must partner with educators if all students are truly going to be ready to be independent adults and informed citizens.

To address these interrelated challenges, the College Success Task Force was charged by Governor Martin O'Malley's P-20 Leadership Council of Maryland to examine current Maryland policies and practices related to the alignment of public secondary and postsecondary expectations, standards, and student learning outcomes. The task force was to identify gaps between standards for high school exit and college entrance, identify national benchmark educational achievement standards, and make recommendations for appropriate governing boards. The task force charge coincided with the work of the Common Core State Standards Initiative, and the task force used the Common Core work on benchmarked standards to guide some recommendations. The task force was also to identify strategies for college *success* and, in response to the Commission to Develop the Maryland Model for Funding Higher Education, to define "college readiness."

A few key themes emerged in the task force work. Repeatedly, it was clear that collaboration across the Pre-Kindergarten through graduate/professional school (P-20) educational system is needed to make real change. Using a data-driven approach is also prerequisite to implementing strategies to help students succeed. To help all students, not just those on certain career pathways, the task force focused on core academic skills—those required for entry into all two-year and four-year degrees, as well as for rigorous postsecondary training in the military or certificate programs. Academic skills are not the only core skills of readiness, which is why the task force also addressed building structures of support to help students succeed and emphasized that P-20 educational institutions have flexibility to work with individuals' needs. Academically and socially, some students will need extra support to meet their goals, such as through extended time in school, enrichment activities, and learning communities. Having such additional supports available in schools and colleges should not be seen as an anomaly but as a standard component of the education provided by all schools and colleges.

Although it is just one element of success after high school, a key step is to ensure that high school graduates have the reading, writing, and mathematics skills needed to place them in credit-bearing college courses. This point has implications for the non-college-bound, too. Achieve, the National Skills Coalition, and other policy organizations argue that these core skills are also key to entering training for middle-skill jobs, which require more preparation than a high school degree and less than a bachelor's, wherever that instruction takes place. (While most careers that pay a family-sustaining wage require at least an associate degree, some may require only a certificate; all require strong core skills.) Because these core academic skills are necessary for all students' success, the task force made recommendations focused on aligning expectations for high school graduation with expectations for entry into higher education, with close attention to language arts and mathematics. Because of the importance of science, technology, engineering, and mathematics (STEM) education to the state's economy, and because many students with an initial interest in STEM do not complete a STEM degree, the task force has also called for content experts to identify what specific skills are needed to prepare for a STEM major in a two-year or four-year degree program. This does not mean that non-STEM majors are any less important, but non-STEM majors generally do not require as much specific preparation to enter introductory courses.

Economics majors, for example, will need calculus, but they may not need it in the very first year of college; engineering majors do, if they are to graduate in four years with a bachelor's degree.

While it is the expectation that all students should be prepared for college and the workforce, it is important the performance level expected for college readiness be high enough to meaningfully predict success in most introductory general education college courses. The task force wants there to be a realistic understanding of college readiness and strategies in place to encourage more students to meet that standard, but recognizes that not all students will do so. Currently, many students who are not college-ready enter college—and supports of different kinds help many succeed. Students in Maryland community colleges who complete recommended remediation graduate or transfer at slightly higher rates than students who did not need remediation, so leaving high school not college-ready does not mean college is out of reach. The task force wants all students to aspire to and plan for college and does not wish to discourage students who are not college-ready from embarking on a college path. There is a communications challenge to wrestle with here: How can we let all students clearly know if they are college-ready without discouraging those who need to do more work to be fully ready? Several of the recommendations address themselves directly or indirectly to this challenge.

Helping students identify their career interests early and making it clear how to achieve career goals are important parts of engaging students and their families in aiming at and above college-readiness benchmarks throughout PreK-12. Career planning remains important throughout a college education as well so that students leave college with direction and know how to make the most of their interests and skills. Various kinds of student supports are needed, including career exploration, to strengthen our system of education. Academic supports are not the only elements of college success. Other supports include helping students and families identify student financial assistance, building student communities to create peer supports, structured work experiences, and raising awareness of the variety of student services available. Teachers need support, too, if they are to prepare all students well, including strong content preparation, training to work with diverse students, and ongoing professional development to deliver a college-readiness curriculum to all students.

To deliver a college-readiness curriculum, it must be clear what college-ready means. Ready for one college major may not mean ready for another; ready to enter a credit-bearing course may not mean ready to *succeed* in such a course; and intellectually ready does not mean socially, emotionally, and financially ready. Since most career-training requires at least an associate degree or a postsecondary certificate program, there is a clear connection between being college-ready and career-ready: the same core academic skills in reading, writing, and mathematics are needed. **A career-ready student must be college-ready, even if the student chooses a pathway other than college. The task force believes ongoing communication efforts will be needed to refine the definition of college readiness to include performance levels and other specific indicators, but that a college-ready student has these characteristics:**

- Prepared to succeed in credit-bearing introductory general education college courses or in an industry certification program without needing remediation;
- Competent in the Skills for Success, which are a component of the Core Learning Goals identified in the late 1990s by the Maryland Business Roundtable for Education and educators as identifying skills for workplace readiness; these skills include learning skills, thinking skills, communication skills, technology skills, and interpersonal skills. While the particular technologies that students need will change, the general skills remain the same. Skills for Success is a Maryland model that resembles significant portions of the more recently developed Partnership for 21st Century Skills, which also includes these skill sets to prepare students to work in a diverse, innovation-driven economy;
- Has identified career goals and understands the steps to achieve them; and
- Mature enough and skilled enough in communication to seek assistance as needed, including student financial assistance.

In addition, the task force distinguishes between general college readiness, which includes the characteristics above, and **STEM-readiness**. For a student to be prepared to succeed in science, technology, engineering, and mathematics (STEM) programs without needing additional time or help, specific training in mathematics and science courses is essential.

The task force recommendations in this report are sometimes technical or highly specific in the language they use. To provide a summary of the recommendations for a general audience, they are summarized below in the

"recommendations at a glance." The extent to which these recommendations can be implemented depends on the resources, will, and collaboration of the State, school districts, and colleges.

Recommendations at a glance:

1. **Change curricula and high school graduation requirements to meet higher standards**: Adopt the Common Core Standards and create P-20 discipline-based groups to back-map PreK-12 curricula from college-ready standards; change high school graduation requirements so students must earn at least one credit of math in each year of high school, to include study at least through Algebra 2; regularly convene P-20 State and local alignment groups; increase the number of career and technology education program completers who are also college-ready.
   Responsibility: MSBE, local school boards and districts, MSDE, MHEC, colleges, governing boards
2. **Identify and adopt college/career-readiness assessments to be used statewide:** Use Maryland P-20 discipline-based groups to identify assessments and college-readiness performance levels for language arts and mathematics. Administer benchmark assessments throughout students' school careers, and administer college-readiness tests to all students no later than 11th grade as part of that coherent sequence of measures to keep students on track for graduating from high school ready for college and career training.
   Responsibility: MSBE, MSDE, MHEC, General Assembly, Governor, colleges and their governing boards
3. **Adopt diploma endorsements for college/career-readiness:** Identify on their diplomas students who achieve basic college readiness (reading, writing, mathematics) and those who are college-ready for STEM majors; work on a communications strategy that (1) describes the rationale for endorsements; (2) provides guidance to students seeking endorsements; and (3) honors other choices.
   Responsibility: MSBE, MSDE, MHEC, local school districts, institutions of higher education
4. **Rethink how schools and colleges deliver education**: Prioritize and expand supplemental education, including such efforts as transition courses, bridge programs, and learning communities; provide more flexibility to differentiate instruction and pathways; explore ways to reshape or extend school calendars; expand access to early college options (e.g., dual or parallel enrollment, AP, IB); redesign courses; strengthen early childhood learning; use technology more effectively.
   Responsibility: MSDE, MSBE, MHEC, institutions of higher education and their governing boards, local school boards and school districts, Governor's Office, General Assembly, MD Lumina State Grant Leadership Team
5. **Develop a statewide system of support to increase college and career success:** PreK-12 schools and colleges need more systemic supports so all students receive needed guidance; ensure each student has an individual plan for pathways/completion in PreK-12 and higher education; expand programs for diversity and for first-generation and low-income college students; communicate to all students and families about available supports.
   Responsibility: MHEC, MSDE, higher education institutions and their governing boards, local school systems and schools, PTA, MBRT
6. **Make changes to teacher preparation and professional development:** Adapt teacher preparation and professional development so, as support to higher education allows, P-20 partnerships can expand professional development networks and involve higher education in teacher development to the Advanced Professional Certificate. Have a statewide professional development plan to support a college/career-ready curriculum.
   Responsibility: MSDE, MHEC, institutions of higher education, local school systems
7. **Communicate more effectively about college-readiness and financial assistance for college:** Greatly enhance statewide efforts to inform low-income and first-generation-college families of what students need to do to be college-ready and how to apply for financial aid; expand communications about saving for college and about how much aid can be provided by the State's Rawlings Educational Excellence Awards (FARMS-eligible students are entitled to an award that covers expenses at a public two- or four-year college); expand guidance and mentoring; colleges should clearly post minimum admission requirements and information about students accepted.
   Responsibility: General Assembly, Governor, MHEC, MSDE, MPT, higher education institutions, local school systems, PTA, MBRT, community organizations
8. **Make high schools and colleges accountable for college/career-ready graduates:** Make high schools accountable for graduating more students prepared for college and careers, and hold colleges accountable for students succeeding in gateway courses. Develop an accountability model with a growth component so improvement is rewarded.
   Responsibility: MSDE, MHEC, institutions of higher education and their governing boards

Table of Contents

Acronyms & Abbreviations in this Report

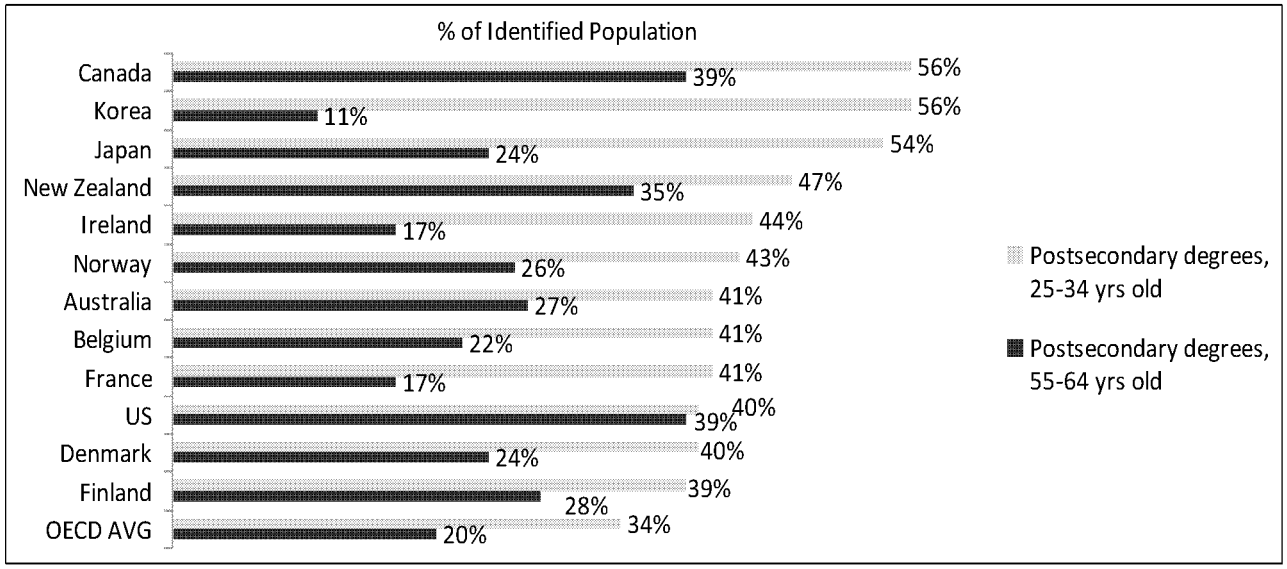
ACT	No longer an abbreviation (formerly American College Testing); national test of basic content developed by ACT, Inc. used by some colleges to estimate possibility of first-year college success
ADP	American Diploma Project; high school reform led by Achieve, Inc. to raise standards
GPA	Grade point average
K-12	Kindergarten through 12th grade
KIPP	Knowledge is Power Program, a national network of public (and free), open-enrollment, college-preparatory schools focused on serving educationally underserved communities
MBRT	Maryland Business Roundtable for Education, a nonprofit organization
MSBE	Maryland State Board of Education, a governing board
MSDE	Maryland State Department of Education, the State agency overseeing PreK-12 education
MHEC	Maryland Higher Education Commission, the State coordinating board for postsecondary education
MPT	Maryland Public Television
OECD	Organisation of Economic Co-operation and Development; 30 member nations, based in Paris
P-20	Pre-Kindergarten through graduate/professional school
PreK-12	Pre-Kindergarten through 12th grade
SAT	No longer an abbreviation (was Scholastic Aptitude Test); national test of verbal and mathematics aptitudes developed by the College Board and used by some colleges to estimate possibility of first-year college success
SREB	Southern Regional Education Board, a consortium of 16 states focused on helping the Southeastern US lead the nation in educational achievement
STEM	Science, Technology, Engineering, and Mathematics
USM	University System of Maryland; includes 11 public degree-granting institutions of higher education

INTRODUCTION

Background

People with more education enjoy higher salaries and better health than those with less education,[1] education has been linked to civic participation,[2] and 90 percent of the fastest-growing occupations in the U. S. require at least two years of postsecondary education.[3] Yet even though the personal and public benefits of higher education are undisputed, there is evidence that the U. S. has not been progressing as fast as other developed nations in ensuring that its young adults complete high school and a postsecondary credential.[4] According to data published by the Organisation for Economic Co-operation and Development (OECD) in 2009, the U.S. ranks 18th in secondary education attainment and 10th in "tertiary" attainment (a certificate or degree after secondary school) for people aged 25-34. By contrast, for adults 55-64, the U. S. ranks first in tertiary education.

Figure 1: Postsecondary Educational Attainment in OECD Countries, By Age Group (2007)

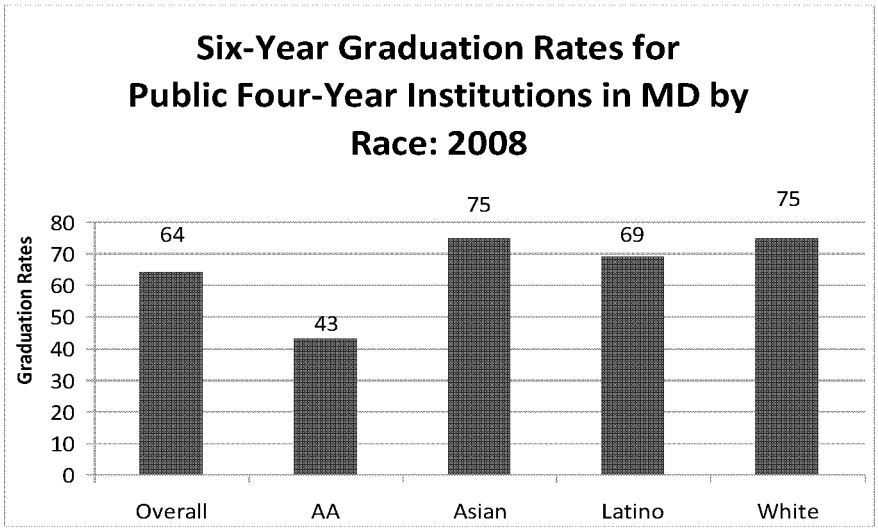


Source: Education at a Glance 2009: OECD Indicators (Table A1.3a)

This downward trend appears poised to continue as the demographic composition of the U.S. and Maryland is changing, with greater numbers of high school graduates coming from populations traditionally underrepresented among postsecondary degree holders.[5] As of 2005, 26 percent of Maryland African Americans held a bachelor's degree, compared to 42 percent of whites.[6] For various reasons, including availability of financial assistance resources, Maryland college completion rates vary by race/ethnicity for both two- and four-year institutions. McKinsey & Company argue in a 2009 study that had the U. S. closed the achievement gap between low-income students and others, the 2008 gross domestic product (GDP) could have been 3 to 5 percent higher; between white students and students who are African American or Latino, 2 to 4 percent higher; and between the U. S. and the highest-achieving countries (Korea, Finland), 9 to 16 percent higher. (Maryland accounts for approximately 2 percent of U. S. GDP.[7]) McKinsey also identified wide variation in how students perform in different schools, indicating that these gaps can be closed. And they must be—for reasons of social justice as much as for economics.

Maryland's public schools have been ranked first in the country for the past two years by *Education Week* and scored an A- for college preparation in *Measuring Up 2008*. Nonetheless, data collected from Maryland 2- and 4-year colleges show that thousands of high school graduates are placed into at least one developmental/ remedial[8] course in reading, English, or mathematics when they enter college the following

Figure 2:



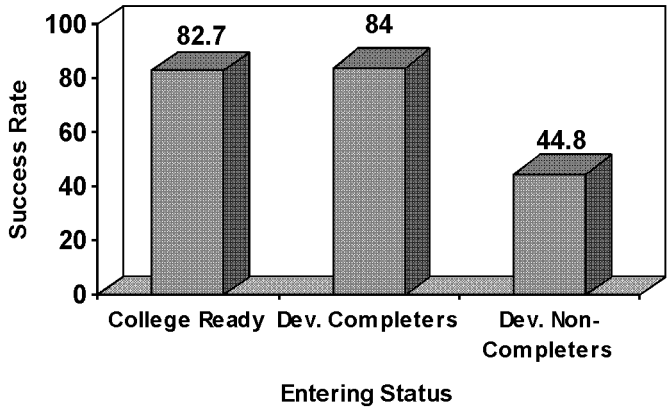
Source: MHEC Retention and Graduation Rates at Four-Year Institutions (2009)

year. Placement rates into developmental education in English and reading have been relatively stable over the past 10 years and are considerably lower than developmental mathematics rates (Gerald, pp. 8-9). On the other hand, developmental mathematics rates at community colleges have been increasing, and now more than half of all high school graduates entering community colleges are placed into at least one developmental math course (Gerald, p. 8). It should be kept in mind that there are more students attending college than before, and community colleges have open enrollment, so they accept many students who did not follow a college-ready curriculum and who consequently are much less likely to enter credit-bearing courses. Overall remediation rates are lower in 4-year schools, and vary considerably by institution. Nationally, 25 percent of all 4-year students take at least one remedial course.[9] Students who enter a 4-year institution directly out of high school are more likely to complete a bachelor's degree than those who do not (Adelman 1999), so remediation in 4-year institutions has a place.[10] Also pertinent here are questions of best fit: some students benefit more from the 2-year environment, others from that of a 4-year college. Students who require a developmental/remedial course are less likely to complete a bachelor's degree than those who do not (Adelman 1999), so better preparation is critical.

Good instruction in developmental/remedial courses is also critical: Maryland data show that community college students who complete required remediation, transfer or graduate at slightly higher rates than their peers who began college-ready.[11] Finding ways to help students enter credit-bearing courses quickly is essential to improving college success and more than a matter of PreK-12 preparation. Students who have been out of school for years may increase remediation rates, especially in mathematics; enrollment data submitted to MHEC in 2008 show that 42 percent of all Maryland undergraduates are 25 or older (MHEC 2009a; 38.7 percent of degree-seeking 2-year students are that age, 26.5 percent of 4-year degree-seekers). Students who have been recent English language learners may require developmental work in language arts, even if they are otherwise very advanced in other areas of study. These principles hold true for entries to both 2-year and 4-year institutions. It should be said that not all remediation is the same, even in a single field of study. Some students might need refresher modules, not a whole course, and recent research on remediation also points to issues about sequencing (Bailey, Jeong, and Cho).

Maryland is now among the top five states for the highest percentage of residents who hold at least a bachelor's degree.[12] This is true even though Maryland is a net exporter of college students (NCES, 2008).[13] But neither Maryland PreK-12 nor higher education can afford to rest on their laurels while other states and

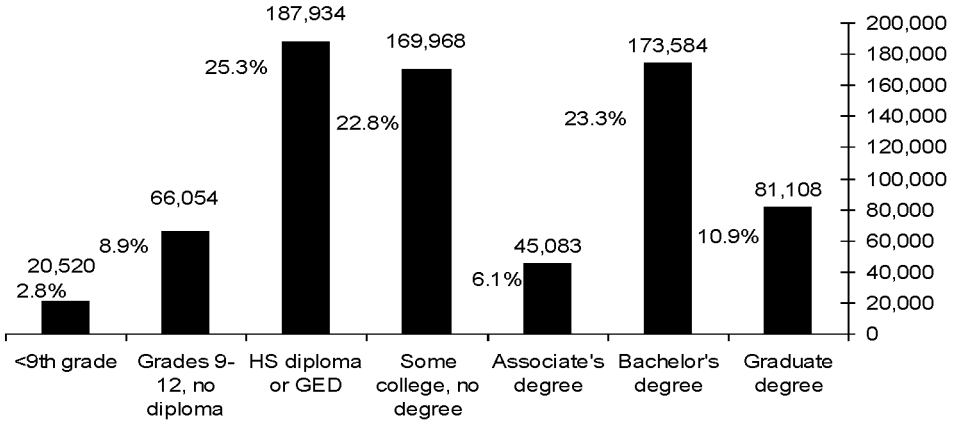
Figure 3: Success Rates of Community College Students in Maryland by Entering Status (Needs/Does Not Need Developmental Education)



Source: Student Information Systems, National Clearinghouse Enrollment Search and Degree Verify, MCCH Transfer Student System (2008)

nations take aggressive steps to improve education outcomes. For one, Maryland can improve its degree completion rates. While President Barack Obama has challenged all Americans to complete at least one year of postsecondary education[14] and set a national goal of leading the world again in postsecondary education, [15] Governor Martin O'Malley has set a goal for Maryland to lead the nation in the percentage of students who hold a postsecondary degree, with at least 55 percent by 2020. This goal is incorporated in the State's Lumina grant and in the *2009 Maryland State Plan for Postsecondary Education.* In 2009, the blue-ribbon Commission to Develop a Maryland Model for Funding Higher Education (Funding Commission) made several recommendations related to improving college completion rates. One recommendation was that the Maryland Higher Education Commission and the Governor's P-20 Leadership Council define what it means to be college-ready. Both the Funding Commission report and the College Board's *Coming to Our Senses* report—produced under the chairmanship of Chancellor William E. "Brit" Kirwan—were presented to Governor Martin O'Malley and the Governor's P-20 Leadership Council. *Coming to Our Senses* calls for 55 percent of all Americans to have a postsecondary degree by 2025. Governor O'Malley and Council members expressed a sense of urgency to do more to increase the success of students moving from high school into and through college.

Figure 4: Educational Attainment of Maryland Residents, Aged 25-34 (Census 2000)



Source: Lumina Foundation (using 2000 U. S. Census data)

Charge to the Task Force

Governor Martin O'Malley convened the College Success Task Force and charged it with examining current Maryland policies and practices related to the alignment of secondary and postsecondary expectations, standards, and student learning outcomes, with particular attention to be paid to reading, writing, and mathematics. The task force was to identify gaps between standards for high school exit and for entrance to college, identify national benchmark educational achievement standards, and make recommendations for appropriate governing boards aimed at ensuring a smooth transition for students moving from 12th grade to the first year of college. The Governor also asked that the task force move beyond issues of preparation to look more broadly at strategies for students to be successful in college.

Description of the Task Force Process

Task force members were selected to include leaders from different sectors of Maryland public education and workforce representatives. The task force met eight times from May 2009 to March 2010. All meetings were public. Relevant research, meeting agendas and notes, and testimony submitted for a public hearing were posted on a website so members and the public could access information easily (http://www.marylandpublicschools.org/MSDE/divisions/leadership/programs/cstf/).

The task force began its work just as the state-led Common Core State Standards initiative was kicked off by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. These two organizations are partnering with Achieve, Inc., ACT, and the College Board to coordinate the development of voluntary state standards in mathematics, reading, writing, and listening and speaking for K-12 and high school exit. The standards are to be rigorous, internationally benchmarked, and aimed at graduating students prepared for college and workforce training; the exit standards are called the "college- and career-ready standards." The Common Core effort overlaps with the task force charge, and the task force concurred with the Governor and the Superintendent that Maryland would benefit from participating in this Common Core initiative, so long as the standards are at least as rigorous as existing standards.

Representatives of Achieve, institutions of higher education, the Southern Regional Education Board (SREB), and other stakeholders made presentations to the task force. SREB interviewed nearly 50 education leaders in Maryland to assess the college readiness work here, and its president presented a report with recommendations for Maryland. The task force recommendations are informed by this report. An invitation to offer testimony was distributed statewide, and many of the submissions are also reflected in the task force report. After the hearing, the task force split into committees, each with a PreK-12 and a higher education co-chair, and each charged to look at a different set of issues: (1) assessments and accountability; chairs: Joe Hairston and Guy Altieri; (2) communications and structures of support; chairs: Christine Handy-Collins and Barbara Gill; and (3) P-20 curriculum and graduation requirements; chairs: Carl Roberts and Brit Kirwan. The groups met separately, and the task force reconvened in January to review and refine the subcommittee recommendations over the following two months.

Defining College Readiness

Challenges

What does it mean to be college-ready? Educators, policy organizations, analysts, and legislators all over the U. S. have been grappling with this question. This question is now inseparable in policy discussions from that of how college readiness is related to workplace readiness. Confounding these discussions are misplaced beliefs that certain students could never be "college material," that students who enter career training pathways in the military or in industry do not need rigorous preparation for those pathways, and that "college" only references a 4-year institution. There is a strong body of evidence about predictors of

college readiness and success, but less research has been done to define "career readiness." Achieve and ACT have both done research on this topic with employers and see a convergence of the skills needed in language arts and mathematics to be successful in entry-level college courses and workforce training programs that lead to careers that provide a family-sustaining wage (i.e., middle-skill jobs).[16]

While some states have worked to provide a definition of college readiness, debate continues as to what it means to be college-ready, and states are finding that their definitions are not necessarily clear to students and families.[17] Furthermore, it can be a complex process to measure things like social readiness, and such concepts are sometimes left out of college and workplace readiness definitions. Discussions within the task force over the course of several meetings mirrored national debates. As on the national level, some key concepts emerged as significant, and the task force identified some concrete steps that can be taken to work toward a comprehensive definition of college readiness. That said, there are simultaneous challenges within Maryland and nationally to continue to develop a data-driven approach to understanding what helps students succeed after high school *and* describe in a compelling way for a broad audience what it means to be college-ready and why it matters. The Gates Foundation, the Education Trust, and Achieve, Inc. have been researching how to communicate the importance and meaning of college/career readiness for all. States continue to try to learn more about how to communicate most effectively as they work to improve their outreach, especially to families in which there have been no college graduates.

Defining College (and Career) Readiness: Academic Skills

The task force reviewed numerous definitions of college readiness and heard presentations from SREB and Achieve that highlighted the central importance of expository reading, writing, and mathematics to college success. The group discussed parallels between college and career readiness, while recognizing that preparation for different careers varies, just as the preparation for different college majors often does. They sought to identify a common baseline standard of readiness. Such a standard is not a college admission standard, and meeting it does not mean ready a student will be ready for all majors or smoothly transition into all college courses at all colleges (or all workplace situations). But achieving that standard should mean that the student is intellectually ready to enter credit-bearing, introductory general education courses. The student should not need remediation in English, reading, or mathematics, at either a two-year or a four-year college. The task force began referring to this kind of academic readiness as part of "general college readiness." Several recommendations are addressed to identifying the particular skills and performance levels that describe general college readiness and how a specific definition of readiness can help guide students, families, and schools. Work to implement the college- and career-ready Common Core State Standards and to identify common assessments and performance standards will, over time, produce one concrete way of academically defining general college readiness. Because general college readiness will prepare students for all majors, the task force also calls for further work to be done to specify what STEM readiness requires.

College and Career Readiness beyond Academic Knowledge and Skills

Task force members agreed that "college readiness" more broadly conceived includes not only solid academic preparation, but also personal knowledge, skills, and abilities such as social and emotional readiness, a good work ethic, curiosity, time management, and an ability to work in teams of diverse individuals. These are also important characteristics in the workplace. A college-ready student must also have some knowledge about college processes and college life, such as how to apply for admission and financial aid and how to live with others. The task force saw value in the Partnership for 21st Century Skills model, which includes academic and nonacademic criteria, but did not adopt it as its definition of readiness. Some commonalities appear between the interpersonal, communication, critical thinking, and technology skills in that model and the existing Maryland Core Learning Goals—Skills for Success. (More information on

the relationship between college and career readiness is found in the 2009 Maryland P-20 Career and Technology Education Task Force Report.) The range and type of skills involved in becoming ready for college and careers point to the need to have strong partnerships between and among schools, colleges, families, community organizations, faith organizations, and other institutions and groups that serve students and families. Schools alone cannot prepare students for college, careers, and life.

As Maryland content experts work on refining the academic understanding of college-readiness, efforts should also be made to articulate other elements of readiness. Some guidance is available in the October 2009 American Youth Policy Forum (AYPF) report *Success at Every Step: Support Youth on the Path to College and Beyond*. The report presents a logic model for college- and career-readiness and success and profiles 23 programs that valid evaluations determined to be successful in building students' foundation for learning and growth based on short-, intermediate-, or long-term outcomes. The authors offer a comprehensive definition of college and career readiness for success that speaks to a broad set of developmental concerns and includes financial resources in "personal resources." The definition is offered for the purposes of one report, and like many definitions, it is aimed at policy-makers, not families. But it captures many of the task force concerns and links the worlds of academics and work. College is not an end-point, after all, but a pathway to a career and lifelong learning.

> *Readiness means being prepared to successfully complete credit-bearing college coursework or industry certification without remediation, having the academic skills and self-motivation necessary to persist and progress in postsecondary education, and having identified career goals and the necessary steps to achieve them. Readiness also requires the developmental maturity to thrive in the increasingly independent worlds of postsecondary education and careers, the cultural knowledge to understand the expectations of the college environment and labor market, and the employer-based skills to succeed in an innovation-based economy.* (p. 8)

The communications and support system recommendations in this report are addressed in part to this broad set of skills needed to be successful after high school and in college. This definition from AYPF helped the task force shape its definition of college readiness.

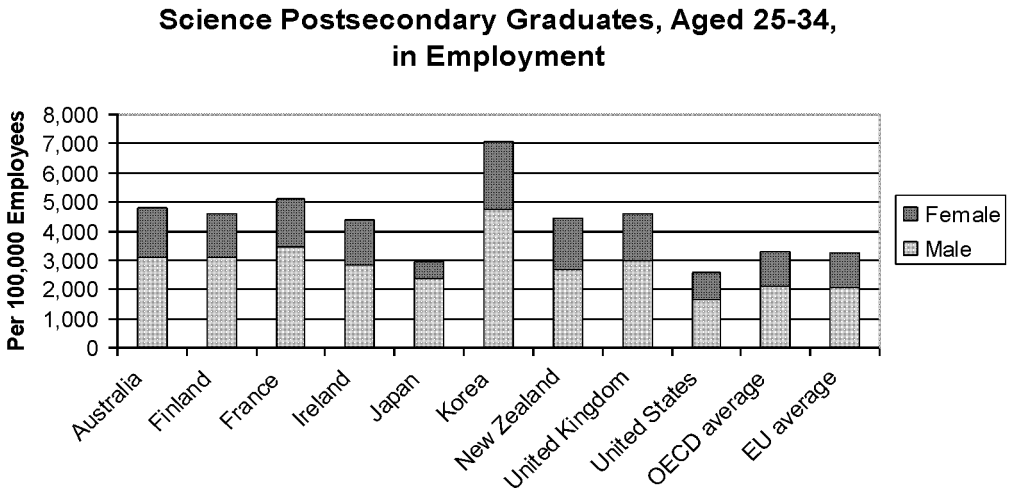
The task force agreed that a college- and career-ready student has the following characteristics:

- Prepared to succeed in credit-bearing introductory general education college courses or in an industry certification program without needing remediation;
- Competent in the Skills for Success, which are the Core Learning Goals identified in the late 1990s by the Maryland Business Roundtable for Education and educators as identifying skills for workplace readiness; these skills include learning skills, thinking skills, communication skills, technology skills, and interpersonal skills. While the particular technologies that students need will change, the general skills remain the same. Skills for Success is a Maryland model that resembles significant portions of the more recently developed Partnership for 21st Century Skills, which also includes these skill sets to prepare students to work in a diverse, innovation-driven economy;
- Has identified career goals and understands the steps to achieve them; and
- Mature enough and skilled enough in communication to seek assistance as needed, including student financial assistance.

As performance levels on college readiness assessments and other specific indicators are identified, this definition should reference them. In addition, the task force distinguishes between general college readiness, which includes the characteristics above, and **STEM-readiness**. For a student to be prepared to

succeed in science, technology, engineering, and mathematics (STEM) programs without taking additional time or needing additional help, specific training in mathematics and science courses is needed.

Figure 5: Postsecondary Graduates in Science Fields, Aged 25-34 (2007)



Source: Education at a Glance 2009: OECD Indicators (Table A3.7)

Key Themes

In both group and committee discussions, key themes emerged repeatedly. Some are explicit in the recommendations, while others are principles that the task force would like to see guide action going forward at both the State and local levels.

Collaborate, P-20

All of the task force recommendations speak to the need for alignment—of curriculum, of expectations, and of support--to help students progress on their chosen career path. Creating aligned systems is an ongoing process that requires regular, periodic communication at both state and local levels. PreK-12 and postsecondary education are intricately linked, and only if both sides continue to communicate and act on their mutual needs can both systems improve. Institutionalizing alignment discussions at a high level is necessary to emphasize the importance of this collaboration. Furthermore, too often teachers, faculty, and administrators are not rewarded for engaging in this kind of activity, yet without it, alignment efforts are doomed to fall short of what's needed for systemic change.

Use a Data-Driven Approach

Educators cannot verify what does and does not work without data. Data has helped demonstrate that students who go directly from high school to college perform better in college mathematics if they took rigorous mathematics throughout high school (Adelman 2006). Montgomery County Public Schools used data from a period of years to see what K-12 benchmarks corresponded to success in college for their students. The district then used that information to create a preparation and communications plan called *7 Keys to College Success*, which helps teachers and families understand in what areas they can help a student in order to improve his or her chances for college success—beginning in kindergarten. Data can help identify scalable strategies and also demonstrate that a one-size-fits-all approach does not work. Having good data and understanding how it can be used to improve outcomes has led the U. S. Department of Education to make a P-20 longitudinal data system a prerequisite for competing for $4 billion of Race to the

Top grants. As recommendations are translated into concrete, sometimes local actions, data should shape next steps.

Focus on Core Skills to Prepare All Students for Postsecondary Success

Different career pathways require different steps. A prospective architecture major should not necessarily take the same high school courses as a student who wishes to become a registered nurse, an electrician, a computer programmer, or a translator. But all students need strong verbal and numeric literacy. SREB and the Common Core State Standards Initiative focus on mathematics and language skills for good reason: they are the foundation for further work in all fields. The task force values secondary and postsecondary study in foreign languages, sciences, and social sciences, but put the focus on Core skills first. Standards, curriculum, assessments shared by PreK-12 and higher education, teacher development, student supports, and P-20 accountability are tied in some ways to Core skills. But the application of these skills should be broad—focused standards and goals should not interfere with a rich and diverse educational experience.

Ensure Multiple Pathways, Flexibility, and Supports to Meet Individual Student Needs

Task force members agreed that from elementary school onward, all students should be guided to understand the benefits of college and to understand what steps they should take to be college-ready. Research at the national level shows low-achieving students learn more and fail *less* often in rigorous courses than in courses that are low-level.[18] This is an important point because too often standards are not raised out of fear that graduation rates will decline. Schools and communities have to work together to raise graduation rates, but low standards, or low standards for some students, is not part of the solution. Clifford Adelman's research has shown that an academically intense, high-quality high school curriculum, with mathematics beyond Algebra 2, is the greatest predictor of college completion; the impact of such a curriculum on African-American and Latino students is even stronger than on white students (1999).

All students should also be guided to thinking about careers from an early age, so that as they begin high school, they make appropriate choices about courses and activities that can help them prepare for their desired career and, as they leave high school, they are prepared to enter a career pathway that will lead them to a family-sustaining wage. College may not be necessary for some career pathways, but some postsecondary training is needed for most careers,[19] and students should be able to enter training without remediation. An example from Hawaii is pertinent here. There, to encourage more students to earn a higher standards college- and career-ready diploma, students who wish to enter a carpenter or drywall apprenticeship are exempted from the entrance math exam and proceed to the interview process if they meet the college/career-ready requirements.[20] Multiple pathways are an important part of providing a valuable and relevant secondary education to students and can include options such as rigorous career technology education, early college access, and transition courses in middle or high school.

Students need different supports, academic and personal, and may need to take different steps to reach their high school or college diploma. To meet students where they are, there has to be flexibility in systems so faculty and schools can meet individuals' needs. Students come to school with very different levels of preparation and resources from home. Schools, teachers, and colleges need options for addressing each student's needs. Some students may need supplemental instruction to accelerate them in a particular area of study; this need should not be read as an anomaly, but as a regular feature of education. Supports that address the whole student, not just academic needs, are important, too. For example, mentoring and peer advising are supports that have been used successfully in both secondary and postsecondary settings.

Financial Implications

Given the impact of the economic downturn on State, local, and institutional budgets, the spending that will take place in all budgets will reflect priorities. College success has to be a priority. Much of the work recommended here will be implemented in stages, as financial and human resources allow. It is clear that for at least a year, any new resources for reform would have to be from grants or other outside funds, not State coffers. Efficiencies should be sought among responsible parties to keep down costs as much as possible. But ultimately, the major reforms called for will require some new resources. These reforms are consistent with those called for by the Obama administration, and for which the administration has reserved $4.35 billion in competitive state grant funds, recognizing that major reforms require substantial resources. Additional federal funds are available through formula funding to support activities consonant with many of those identified in this report, though many of these formula grants will likely have a competitive component in the future.

Long-Term Savings

Over the long term, preparing more students for college and the workplace will boost tax revenues and save the State and businesses money by reducing remediation costs. More educated workers bring the State and local jurisdictions increased tax revenues: The Bureau of Labor Statistics indicates that for 2008, median weekly earnings of a person with a less than a high school degree are $467; with a high school degree, $618; with an associate degree, $757; and with a bachelor's degree, $1,233. The Mackinac Center for Public Policy estimates that remediation costs Michigan businesses and colleges $600 million per year. Maryland costs would be less, given population differences but still substantial. The Alliance for Excellent Education estimated in 2006 that Maryland could save $37,973,289 on annual remediation costs and gain additional annual earnings of $42,012,478 if students who needed remediation graduated at the same rate as those who did not.[21] To the extent that stronger teacher development helps retain teachers, additional savings can be realized by local school districts since, according to one estimate, Maryland spends $42 million per year on costs associated with teacher turnover.[22] Savings to students can be measured not only in money saved, but also in time. For low-income students in particular, savings of time and money linked to remediation could be life-altering and mean the difference between a degree and no degree. All these important savings should be kept in mind as the costs of reform are considered.

Short-Term Costs

Convening alignment groups to work on revising the State and, as needed, local curricula will require travel time and costs, release time for teachers and college faculty, substitutes as needed for that release time, and State and central office administrators' staff time. Similar costs apply for convening experts to develop an accountability model for Maryland and for reviewing the Maryland models of teacher preparation and professional development. Participating in a multi-state consortium to identify appropriate assessments will be less expensive than if Maryland developed its own assessments, but there must still be some convening in Maryland to decide if the tests and performance indicators are appropriate for Maryland schools, colleges, and universities. If some of these activities take place before September 2010, it is possible that the State may be able to secure grant funds from SREB to assist with some of the meeting and travel costs; however, the State, districts, and colleges sending representatives may be asked to cover these costs for their employees. Professional development workshops tied to college readiness might be organized relatively soon at the State level, but some support has to be provided to higher education to offer them.

Costs over 1 -2 Years

Changing and implementing curricula is much more expensive than designing curricula and entails buying books, instructional aids, and possibly technology, plus providing professional development and a host of

other costs that amount to millions statewide. Similarly, implementing an assessment system is a multi-million dollar project. Working with higher education to identify assessments of readiness that can be used by high schools, community colleges, and four-year colleges is a challenging project but of itself less costly than implementing those assessments in schools and colleges. Economies of scale can be achieved by working through a multi-state consortium, but there are still added costs to changing assessment practices that institutions of higher education and schools are ill-prepared to bear at this moment. Maryland has applied for a multi-million dollar grant to help develop its P-20 education longitudinal database, which, if won, could help cover significant costs related to connecting data sets. Maryland will also apply for Race to the Top grant funds, and there may be some limited overlap between that State application and the curriculum and assessment efforts noted here.

Adopting or expanding best practice models in higher education such as course redesign, accelerated learning programs, bridge programs, learning communities, first-year experience seminars, revamped advising practices, honors programs, and supplemental instruction have start-up costs but in some cases can lower institutional costs over the long run. Some course redesign costs will be supported by the State's Making Opportunity Affordable grant through the Lumina Foundation, but institutions will also be challenged to support these efforts. Recent course redesign in the University System of Maryland have matched $20,000 in grant funding with $20,000 from the institution to pilot redesign in one or two large gateway courses (high enrollment introductory general education courses that usually have relatively low pass rates). New competitive grants from the Gates Foundation for course redesign in community colleges award winners $40,000 per campus. Redesigned courses should improve learning and ultimately repay the investment in them. Campuses may also need additional State and local support to implement new methods of delivering developmental education, accelerated learning strategies, and programs that support first-generation, low-income, and minority students from entry through graduation. Resources are needed over the next two years and over the long term for academic services and student services that support student success.

Developing an effective statewide communications campaign linked to college readiness and college financial assistance will require resources. Existing web-based programs like *mdgo4it.org*, the MPT-MHEC production *You Can Afford College*, bilingual print publications, and the more than 100 financial aid presentations offered in high schools by MHEC staff are useful but not enough—and these have been supported by resources no longer available. To develop an effective statewide campaign that encompasses the efforts of both PreK-12 and higher education, a centralized effort—perhaps out of the Governor's Office—will have to be developed to ensure there is a truly statewide focus to the campaign. That centralized effort should have dedicated staff who can identify existing resources, seek grant funds and other new resources, and work with agencies, colleges, school districts, and vendors to coordinate a major campaign like that described here. An effective communications firm could usefully be engaged in this work, but in the absence of resources for sub-contracting to private firms, additional staff resources will be needed.

Long-Term Costs

Expanding the role of higher education in teacher professional development will have significant costs, which cannot be borne primarily by higher education. Districts should have flexibility to provide support to higher education for locally delivered professional development and other activities related to teacher development (e.g., professional development school networks), but some State support would also be appropriate to ensure equity across districts with varying resources.

Adapting school calendars so that all students receive the instruction they need may have some costs, but KIPP schools have shown it is possible to extend calendars. Other strategies to deliver instruction more effectively to more students might have start-up costs and then long-term maintenance costs (e.g., for technology maintenance, staffing for instructional coaches etc.). Funds to make such adaptations should be directed first to those schools with the greatest need, such as those with higher dropout rates and schools that feed to schools with high dropout rates.

One of the greatest returns on investment is available through universal pre-school education, but it is a substantial investment. Again, it would be prudent to focus funds on those geographic areas where data show the need is greatest and children are less likely to have existing pre-school education. Implementing the College Readiness Outreach Program, which calls for expanded availability of guidance staff and implementing early qualification for financial assistance, could help steer thousands of students toward a better future, but significant resources would be needed to expand guidance staff. Mentoring programs can be implemented locally and primarily require staff time or a new staff person, depending on how many students are involved, to coordinate mentors and students.

One of the smaller long-term costs is maintaining the statewide communication plan. The most modest costs are associated with maintaining and updating websites and media content. More costly but just as important is providing staff who can stay in touch with the wide variety of school, college, church, social service, mentoring, and neighborhood organizations positioned to deliver the college-readiness message to students who need to receive that message.

Convergence with Other State Efforts

To the extent that recommendations described in this report are aligned to Race to the Top efforts, it is possible that Maryland could defray some of these costs with federal grant funds. The Obama administration's budget of at least $350 million for multiple state assessments will also provide some relief on the assessments front, if the multi-state consortium that Maryland joins successfully competes for assessment grants. Lumina grant funds will support some college-based efforts to promote completion and build success. Through Complete College America, which Maryland has joined, technical assistance might be available for implementing best practices for having more students complete college degrees. Federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds available through a competitive grant and the State match for those funds should continue to be leveraged to support not only the specific cohorts being assisted through direct services, but also additional students who can benefit from communications and program models used at GEAR UP sites. The work being done through the USM Closing the Achievement Gap initiative overlaps with the recommendation to create a statewide system of supports for students and can provide information to other institutions about best practices. PreK-12 and higher education will work to be as efficient as possible with resources available, but additional resources will be needed to fully implement these recommendations.

Action Plans, Timelines, and Budgets

The P-20 Council has determined in regard to previous task force reports that once recommendations are accepted by the Council and the Governor, the responsible party(ies) identified in each recommendation should prepare a detailed action plan to implement that recommendation that includes strategies, a timeline, and a budgetary impact statement. These detailed action plans should be prepared in a timely fashion after acceptance of the recommendations for this task force report and adoption of the recommendations by the relevant boards.

Recommendations

Change curricula and high school graduation requirements to meet higher standards

Recommendation 1: Ensure that by 2011 all districts have PreK-12 curricula and graduation requirements aligned to the Common Core Standards and back-mapped from the college- and career-ready standards.

Responsibility: MSBE, local school boards, MSDE, MHEC, school districts, and colleges

Rationale: A central component in graduating high school students who are college-ready is an aligned curriculum that prepares students for the content, assignments, and rigor they encounter in introductory college courses. The Common Core Standards will include college- and career-readiness exit standards and K-12 standards in mathematics and "language arts," defined as reading, writing, and speaking and listening. The K-12 standards will also have literacy standards within history and science for grades 6-12. Standards, however, are not curriculum but the framework for it.

State and local collaboration will be essential to move from standards to delivering a college-ready curriculum to all students. The State must lead this effort, calling upon P-20 content experts to ensure that the next generation of the PreK-12 State Curriculum is aligned to college/career-ready standards. In agreeing to participate in the Common Core, states agree that their curriculum will not exceed the breadth of the Core by more than 15 percent, to be consistent with the Core themes of fewer, clearer, higher. By implication, districts will have curricula that are at least 85 percent the same.[23] Each district could therefore save resources by collaborating with the State on that 85 percent. Using Race to the Top funds and/or prioritizing other State funds could ensure timely implementation of this major reform, as well as provide districts with the support they need to translate the new standards for their local needs. Local alignment teams can determine how to make the most of local resources in delivering a college-ready curriculum.

In 2009, the Maryland State Board of Education adopted high school English and Algebra II curricula that Achieve approved for inclusion in its American Diploma Project (ADP).[24] Achieve, a partner in developing the Common Core, has noted that its ADP benchmarks for high school exit in Algebra 2 and language arts are closely aligned with the Common Core, despite some differences.[25] It therefore stands to reason that all students will need strong language arts training and Algebra 2 if they are to be educated by the standards of the Common Core and the State Curriculum. Achieve has produced a series of fact sheets titled "Math Works," which show how advanced math is needed in a variety of postsecondary pathways other than college (www.achieve.org/mathworks), including manufacturing (e.g., automobile plants). The Governor's P-20 Career Technology Education Task Force also recommended aligning high school requirements with those needed to be college- and career-ready. Although the State Curriculum includes Algebra 2, current minimum high school graduation requirements are more general and do not require mathematics beyond geometry. Minimum graduation requirements should be changed to include more and higher-level mathematics as well as rigorous preparation in reading and writing so more students will have a better chance of being prepared for their choice of postsecondary pathways.

Furthermore, Maryland secondary and postsecondary requirements cannot be aligned without strong language arts and at least Algebra 2 being required in high school. College-level reading, writing, and mathematics are required for all degrees offered by public institutions, including workforce-oriented associate of applied science (AAS) programs. State regulation requires that college-level mathematics be at or above the level of college algebra: in other words, at one level beyond a rigorous Algebra 2 course—that

is, the type of Algebra 2 course that would prepare a student to perform well on the Achieve-led, multi-state Algebra 2 exam. (This assessment is discussed more in recommendation 2.) Both the Maryland Business Roundtable for Education and Morgan State University called for requiring Algebra 2 and a generally more rigorous K-12 education that is better aligned to college expectations and rich in STEM.[26] The University System of Maryland already requires at least Algebra 2 for admission to all of its institutions, and its Board of Regents recently approved new admission requirements that call for four units of math. As of the 9th-grade class of 2011, if a student successfully completes Algebra 2 before senior year, the student must nonetheless take mathematics through senior year, including courses after Algebra 2 that are algebra-rich in content, though not necessarily algebraically sequential after Algebra 2.

In the area of language arts, the State Curriculum for high school was reviewed by higher education representatives through the P-20 English Language Arts Alignment Committee (2008). It appears that the principal difference between the Common Core and the current State standards is the Core's focus on developing communication skills across disciplines, which is evident in the draft language arts standards and by having draft literacy standards in history and science for grades 6-12. The statewide PreK-16 English Composition Task Force Report (2007), however, reflects this interest in ensuring that literacy skills are emphasized across fields and not isolated in English, so there is already documented interest within Maryland of preparing students for discipline-specific literacy. Implementing literacy standards across disciplines will require sustained effort, a new way of developing and evaluating assignments, and additional professional development targeted at these skills. The English Composition Task Force Report already made related recommendations, calling for the development of clearer expectations for writing at the level of college entrance, preparing K-12 teachers to teach writing and reading in their respective disciplines, strengthening regional P-16 partnerships to deliver professional development, and expanding job-embedded professional development in literacy skills across disciplines, P-20. The strategies in that task force can be used as part of implementing the new higher standards curriculum.

Because taking an Algebra 2 course or series of high school English courses has not meant that all students who pass necessarily perform at a college-ready level,[27] schools and colleges will continue to work on strategies to bring students to college-level readiness before entry into college. In some Maryland school districts, community colleges and high schools have developed mathematics transition courses to ensure students graduate college-ready,[28] either designing a new high school course or having college faculty train high school faculty to offer the college's highest-level developmental course. In California, higher education and secondary faculty collaborated to develop transition courses not only in mathematics, but also in expository reading and writing. Texas, South Carolina, and other states are also developing such courses. Since students who enroll in a remedial reading course are 41 percent more likely to drop out of college than those who needed no remediation, a focused course on expository reading could have particularly significant impact on students.[29] This course is in addition to senior year English. The Common Core, with its emphasis on literacy within disciplines, provides a focus for stimulating efforts to develop transition courses for expository reading and writing. All transition courses should be developed by higher education and high school faculty working together to help more students graduate truly ready for college and to help high schools better and colleges better understand each other's needs. As the Common Core is implemented in Maryland and across the country, performance levels to indicate a threshold level of college readiness may rise from current levels; transition courses could mitigate a possible spike in remediation rates.

Establishing college-ready standards does not guarantee that those standards remain current indefinitely—far from it. Periodic review is necessary, and more frequent P-20 communication is necessary for consistent and successful implementation of curricula, with strong skills preparation. Institutionalizing local alignment teams provides a way to review and communicate about standards, skills, and curricula across P-20. Having

such local teams meet regularly can also serve as a lever to align other services for students and ensure appropriate professional development is available. Statewide alignment teams could provide informed input to policymakers. With respect to other areas of STEM college-readiness besides mathematics, the College Success Task Force is calling for one or more P-20 alignment teams to be convened to offer more specific, data-driven advice (see recommendation 3). Given the rapid pace of change in STEM fields, regular communication among P-20 faculty in these areas may be especially critical.

STEM standards developed at the national level may also be on the horizon. In February 2010, the National Research Council (NRC), with support from the Opportunity Equation Initiative of the Carnegie Corporation of New York, convened an expert committee in public session to discuss how to improve science education and understanding among students and the general public. The Conceptual Framework for New Science Education Standards Committee includes several leading academics and is chaired by Dr. Helen Quinn, a professor of physics from the Stanford Linear Accelerator Center, National Accelerator Laboratory. The group is using a public process, and information and feedback options are available at the NRC site. The Carnegie Corporation of New York has provided grants to support Achieve and the Council of Chief State School Officers, among others. This committee is also charged with using the principles of "fewer, clearer, higher" that has informed the Common Core Standards Initiative to date. Maryland will watch the developments from this important group as its discipline groups begin to meet.

Summary of Strategies for Recommendation 1 *[change curriculum and H.S. graduation requirements]*

- ✓ The State should use Race to the Top or other funds to have all 24 school districts and higher education work together to have a Maryland-Common Core curriculum aligned grade-by-grade to the new K-12 standards and back-mapped from college-ready standards. Standards in mathematics and communication skills should be reinforced across disciplines.
- ✓ Once the State Board of Education acts on the Common Core high school exit standards, MSDE and MHEC should convene discipline-based alignment teams with faculty and staff from across P-20 to participate in the development and implementation of aligned curricula and student performance benchmarks to ensure P-20 alignment in core areas. Local P-20 alignment teams should also be convened once State standards are clear to assist with local curricula review and implementation.
- ✓ State and local alignment teams should be institutionalized (i.e., with formal structures in place) to monitor alignment at regular intervals, helping to ensure that college-ready skills are clear to teachers and students. It is especially important that these teams operate regularly at the local level since that is where alignment or lack thereof affects classroom practice.
- ✓ As part of adopting a college-ready curriculum, school districts and alignment teams should determine if appropriate transition courses are available in the senior year of high school in expository reading, writing, and mathematics to assist students who are not college-ready in becoming college-ready prior to graduation. If such courses are deemed necessary but not available, districts should partner with MSDE and higher education, as well as the State and local alignment teams, to help develop, share, or adapt existing transition courses. (Some states have expository reading courses that could be models.)
- ✓ The State Board of Education should require students to earn at least one credit of mathematics each year of high school to be awarded a Maryland high school diploma and those credits should include courses through at least Algebra II. The 4-year requirement should begin with the 9th-grade class of 2011, and the Algebra II requirement should begin then or as soon thereafter as the necessary PreK-8 supports can be in place to make this requirement feasible (but no later than the 9th-grade class of 2015). After Algebra II, students should continue in rigorous mathematics.
- ✓ School districts should monitor Career and Technology Education (CTE) completers to ensure an increasing percentage of CTE completers who are also college-ready.

Identify and adopt college-readiness assessments to be used statewide

Recommendation 2: Based on the Common Core Standards, develop by June 2012 college/career readiness assessments with an agreed-upon readiness score.

Responsibility: MSDE; MHEC; Maryland General Assembly (if funding is required for assessments); Governor (to participate in multi-state initiative and link to Race to the Top); institutions of higher education and their governing boards

Rationale: New standards and curriculum will not automatically result in the needed change for the college- and career-ready initiative. Instruction plays an essential role, of course, and assessments are also an important component in an overall system of reform aimed at ensuring higher standards for more students. Assessments can help states and districts identify where additional supports may be needed to help move more students toward college- and career-readiness. To be effective, such assessments should be meaningful in their relationship to standards, to what is taught, and to what students need to know for success after high school. To be truly effective in instituting a college-readiness agenda, these assessments have to have meaning for both schools and colleges.

Race to the Top funds include $350 million for consortia of states to apply for competitive grants to support the development of multi-state assessments that support college- and career-readiness. A few consortia of states are now voluntarily coming together to develop appropriate assessments linked to the Common Core Standards. Such a system will likely include multiple forms of assessment addressed to different benchmarks in students' K-12 experience. At the outset of the consortium work, it seems likely the focus will be on measuring college- and career- readiness. In January 2010, Maryland and 25 other states joined with Achieve to make a commitment to developing a multi-state consortium to compare performance against the new standards with a maximum number of states; see http://achieve.org/node/1179. Maryland also belongs to another consortium along with 12 other states (Arizona, Colorado, District of Columbia, Florida, Illinois, Indiana, Kentucky, Louisiana, New Jersey, North Carolina, Pennsylvania, and South Carolina) that will work collaboratively to build a balanced assessment system that advances the quality, effectiveness, and efficiency of measures of achievement to improve learning and instruction, resulting in a significant increase in the percent of career and college-ready graduates.

The task force is pleased that Maryland has moved aggressively to be part of a consortium of states committed to common assessments. Furthermore, the task force believes that this assessment system should not simply be one set of college readiness measures near the end of high school. Rather, in addition to such a late measure, it should include multiple and varied assessments at various stages of students' K-12 careers. In this way, students and their families will know at critical intervals where the student's performance is as compared to clearly established benchmarks. It will be the responsibility of educators along the way to respond to these benchmark assessments by providing appropriate support so that, as necessary, students have the opportunity to get back on track to graduating college- and career-ready.

The task force is nonetheless particularly concerned about the benchmark at the end of the 11th grade year. In addition to previous assessments to determine if students are meeting benchmarks for graduating ready for college and careers, an assessment near the end of the 11th grade would help identify the need for specific interventions, including transition courses in the 12th grade, for those students who are within reach of being college- and career-ready but who need targeted help in identified areas. This junior year assessment can also serve as the final "wake-up call" for students who have not taken their studies

seriously or who have inflated views of their readiness. It is clear that remediation in college will not disappear, especially since there are so many variables affecting it (e.g., students returning to school after a long absence; students who see far too late that they have not put forth the required effort). In such cases, remediation can be an important opportunity for students to get back on track. But that does not diminish the need to prevent such remediation whenever possible.

If such an assessment system is to be put in place, it must be accompanied by strong incentives for students to take readiness tests seriously. The task force believes that, contingent on admission to an institution, the incentive should be that the students who perform at the agreed-upon readiness level would be allowed to take the appropriate credit- bearing courses at that institution as long as they continued in a rigorous program of studies during the 12th grade. The performance level should be set high enough that it would indicate if a student is prepared to enter and succeed in credit-bearing college courses in core general education subjects. Universities may also administer placement tests to determine which credit-bearing course is most appropriate for a given student. Providing students with this knowledge can help them, their families, and their teachers make good choices about their remaining time in high school. Although a few introductory college courses might require more specialized preparation (e.g., calculus-based physics), the great majority of college introductory courses require strong skills in reading, writing, and/or college-level mathematics, plus research skills—not more advanced and specialized skills. Using the college-readiness assessment system, students who earn a college-ready score would be eligible to take a credit-bearing course. This strategy could help recruit to college some students who are on the fence about going—a potentially valuable recruitment tool since students who enter college directly after high school are more likely to complete a degree (Adelman 2006).

It is important to note, however, that simply having an assessment at the 11th grade is insufficient. Students must be high-school ready as they enter high school if we want those students to be college-ready upon exit. Likewise, students need to be middle-school ready as they enter middle school if we want them to be high-school ready upon exit. Technical experts will have to be brought together by discipline to assist in the identification and development of this assessment system. Validity testing will need to take place and adjustments may need to be made over time to ensure that performance levels identified with college readiness, high-school readiness, and other benchmarks on the path to college readiness are appropriately set to ensure college success. Parents, students, and teachers will need to be educated about these PreK-12 benchmarks and what can be done to help students stay on track, or get back on track, to graduate college- and career-ready. (See also recommendation 7 for a discussion about communications.)

The task force and policy leaders across the country believe that it is extraordinarily important for all sectors of education to embrace common assessments. The PreK-12 community must focus its attention on meeting the standards as measured by the appropriate assessments. The higher education community must help determine what those assessments and performance levels are, but then must also find the best ways to use them. The practice of using multiple assessments to identify if a student is college-ready must end if PreK-12 is to have a clear idea of the knowledge and skills associated with college readiness. To truly align high school exit with the entry point for general college readiness, there must be shared standards and shared assessments for those standards. There can be only one college readiness goal for K-12, and that target should be the one established by the common assessments with the agreed- upon readiness score (or scores, if there is a set of tests by discipline or skills area), which are in turn linked to shared standards. Students who achieve the appropriate performance level will be deemed ready for college in the State of Maryland. For the purposes of accountability for high schools, and moreover for identifying standards for students and teachers, there should be one assessment metric that determines individual high schools' success in preparing students for college.

Saying a student has achieved general college readiness is very different from saying a student has met the admission standard for an institution. Each institution will still maintain its own admissions standards based on its institutional mission. Students who wish to matriculate at that institution must, at a minimum, meet that institution's admission standards. Another distinction to be made is that the college-ready assessments should be linked to placement into credit-bearing courses, but colleges may still need to administer tests that determine *which* credit-bearing course is appropriate for an individual student.

To ensure mutual understanding and effective use of high school exit assessments and any other criteria of college readiness, the state's chief academic officers should endorse or otherwise engage in a process of formal acceptance of the assessment system and the criteria identified for college readiness. Some within the higher education community may wish to maintain the current system of each institution of higher education having its own preferred assessment, or perhaps to limit the number of assessments to two or three. According to Achieve and the Education Trust, such practices "make little sense in an era when so many students are transferring credits between institutions, and it makes it impossible for K-12 leaders to know what they are aiming for . . . . Imagine how frustrating it is for high school faculty members . . .They are told that we want them to prepare students for success in college, but there are many different definitions of 'ready' depending upon which colleges their students attend" (*Making College and Career Readiness the Mission for High Schools*, p. 25). David Spence, president of SREB, is also on record as being in favor of "one assessment with one passing score," where "passing" means "college-ready."

Summary of Strategies for Recommendation 2 *[identify & adopt college-readiness assessments]*

- ✓ Maryland PreK-12 should participate in a multi-state assessment consortium and compete for federal grants to develop assessments to be shared by the consortium state partners. In this effort, PreK-12 teachers and faculty from higher education should work in collaboration to develop a system of assessment that is linked to standards and provides teachers, students, and families with information on how students are performing relative to identified K-12 benchmarks so that students may be assisted in staying on track for graduating college-and career-ready.
- ✓ Maryland PreK-12 should work with the multi-state consortium and also with higher education partners within the state to identify appropriate assessments for identifying college- and career-readiness, as well as for benchmarks leading to readiness. Part of the assessment system to be adopted should include testing no later than 11th grade to identify if students are college-ready in key areas (Core skills and/or disciplines, as decided by the assessment experts) or approaching readiness or not ready. Schools should use the information to guide students and families in planning the senior year (transition courses, dual enrollment, supplemental instruction and then transition course etc.).
- ✓ Maryland higher education content and assessment experts should be closely involved in identifying college-ready performance levels and other criteria for high school exit that are strong predictors of success in credit-bearing, introductory general education courses.
- ✓ Higher education should help provide incentives to students for taking the college readiness assessment (or assessment system) seriously. One important incentive would be for students to know that achieving college-ready scores on these assessments would qualify students to enroll in credit-bearing introductory college-level courses in these disciplines upon admission to the college or university.
- ✓ The agreed-upon criteria used to identify college-readiness should be developed by K-12 teachers and higher education faculty working collaboratively and should be used by schools and colleges in accountability processes (see recommendation 8).

Adopt diploma endorsements for college-readiness

Recommendation 3: To help encourage more students to graduate college-ready, include a general college/career-ready endorsement and a STEM-specific endorsement for qualified students on the high school diploma beginning with the incoming 9th-grade class of 2011.

Responsibility: MSBE, MSDE, MHEC, local school districts, institutions of higher education

Rationale: The State of Maryland has a long history of looking at the diploma endorsement issue. Local school systems have created their own endorsements based on local criteria. The former Certificate of Merit was, for all practical purposes, an endorsement of a student's academic performance. In August 1998, Dr. Nancy S. Grasmick, State Superintendent, charged a workgroup with looking at the concept of endorsements in response to the then State Board of Education's interest in this concept in conjunction with the evolving high school assessment program. The State Board said that "endorsements are desirable to provide additional opportunities for students to be recognized beyond minimum requirements." During its discussions, the workgroup defined an endorsement as "a recognition of academic excellence through demonstrated superior knowledge of the content of a course, a discipline, or overall academic achievement." This workgroup decided that it was not appropriate at that time to recommend a state level endorsement program since the high school assessments were still being field tested. It went further in saying that if an endorsement program was ultimately recommended, the endorsement should reflect multiple criteria and not be based on a single test score.

In June of 2000, Dr. Grasmick asked another workgroup to revisit the issue of diploma endorsements as well as the notion of differentiated diplomas. In February 2001, that group also recommended against additional endorsements for the high school diploma. The group was concerned that the level of the assessments did not match the level of rigor one would want for an endorsement on the diploma because the high school assessments are not exit tests. Rather, they measure content that can be characterized as the "floor" of what students should know and be able to do. As such, they would not be appropriate measures upon which to base an endorsement. This workgroup also recommended that Maryland continue with a single high school diploma.

The current situation is different in that assessments under consideration are for high school exit and point to a much higher "floor." (Many students will exceed the threshold requirements of general college readiness—and such excellence should be supported, not dampened, by efforts to move the curve forward.) If the K-12 and higher education communities can come to agreement on a common assessment system based on nationally developed standards and a common readiness score, then there should be an opportunity for students to receive a diploma endorsement certifying that status. That endorsement should also be based on the student taking appropriate courses in addition to scoring at the desired level on the assessment. Students achieving a diploma endorsement would also have the endorsement noted on their high school transcripts. Two- and four-year colleges, as well as employers (to the extent that college readiness is essential to the job for which the student is applying), would be able to determine that the student took a rigorous course of studies and that there was evidence to substantiate that the student achieved performance expectations with respect to general college readiness.

Additionally, the task force believes that STEM disciplines are critical to the future economic well-being of the State. The task force wants criteria to be developed for readiness in the various STEM disciplines or, preferably, in STEM generally. To create an incentive for students to take a rigorous STEM course of studies based on the identified criteria, students who satisfy the criteria should also have an endorsement placed

on their diplomas signifying STEM readiness. The task force believes that this would send a very strong message about the program of studies chosen by students who take this route, and it would showcase to institutions of higher education and employers those students who have successfully completed such a program. It will also be important to have a communications plan in place that (1) describes the rationale for such a diploma endorsement, linking it to the importance of STEM to the economic well-being of the state and (2) provides guidance to students in their pursuit of such an endorsement. This communications plan will have to highlight STEM while not devaluing other career choices that students might make.

In August 2009, The Governor's STEM (Science, Technology, Engineering, and Mathematics) Task Force submitted its final report. The task force had several recommendations that impact the work of the College Success Task Force. Among the report's seven recommendations are the following five:

- Align PreK-12 STEM curriculum with college requirements and workplace expectations in order to prepare all students for postsecondary success.
- Triple the number of teachers in STEM shortage areas who are prepared in Maryland programs, increase their five-year retention rate from an estimated 50% to 75%, and enhance the STEM preparation and aptitudes for elementary and early childhood teachers.
- Ensure that all P-20 mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum.
- Provide STEM internships, co-ops, or lab experiences for all interested high school and college students to jump-start their successful transition to the workplace.
- Increase the number of STEM college graduates by 40% from the present level of 4,400 graduates by 2015.

The STEM initiative in Maryland is extremely important for the economic well being of our state. The above recommendations make it very clear that it is critical for Maryland public schools to prepare a significant number of students who are deemed STEM-ready in addition to being college- and career-ready. Likewise, colleges and universities must graduate these students from STEM disciplines.

To graduate more students STEM-ready, it will be important for K-12 and higher education to come to agreement on the courses that would be required to prepare students for STEM disciplines. These courses might differ by discipline, but in each instance would go beyond the college-readiness course requirements that students would take to be deemed college-ready. Some STEM disciplines require different levels of mathematics and science course-taking patterns than other disciplines. Technical committees by discipline would need to be formed to establish these course requirements and to determine if there are key commonalities that exist among the disciplines. For example, a pre-engineering student would do well to participate in Project Lead the Way, but both students in engineering and chemistry should have a rigorous physics course and would benefit from taking math through at least pre-calculus. (Adelman has shown that the higher a student continues in math in high school, the more likely it is that the student will graduate from college.) At the end of the process, there might be one or more sets of STEM recommendations, although there would be just one STEM endorsement for the diploma, not an endorsement for each discipline. The STEM requirements would then need to be made known to students, teachers, principals, other administrators, parents, colleges and universities, and the general public.

Once the course-taking requirements were established, it would be important to determine how to measure student performance in these courses. An Advanced Placement (AP) or an International Baccalaureate (IB) exam might serve this purpose in certain cases; in others, exams might have to be created. It would be important for colleges and universities to establish a common score for determining college readiness on these assessments. In the case of AP and IB, it would also be clearer to students and

their parents if a common standard existed for the awarding of credit based on the national course exams. The same committee of technical experts working on course-taking patterns could make recommendations on the appropriate assessments for the higher- level courses.

Summary of Strategies for Recommendation 3 *[adopt diploma endorsements for college-readiness]*

- ✓ Use the multi-state assessments as part of determining if a student is eligible for a general college-ready endorsement on the high school diploma. Convene appropriate parties to identify assessments and performance levels indicating college readiness.
- ✓ Maryland P-20 faculty and administrators should be convened to develop by June 2011 criteria for STEM college/career-readiness in STEM and determine the most appropriate manner in which to measure such readiness. The group should work for one definition of STEM readiness and indicate readiness differences by discipline only as necessary. The group should remain apprised of work being done through the National Research Council to determine if efforts can be dovetailed or consolidated.
- ✓ Develop a communications plan that (1) describes the rationale for endorsements; (2) provides guidance to students seeking such an endorsement; and (3) honors other career choices.

Rethink how schools and colleges deliver education

Recommendation 4: Redesign as needed P-20 instructional delivery models to embrace innovative concepts and flexible structures that meet the diverse learning needs of the state's students.

Responsibility: MSDE, MSBE, MHEC, institutions of higher education and their governing boards, local school boards, Governor's Office, General Assembly; local school systems, Maryland Lumina State grant leadership team (includes MACC, MHEC, MICUA, USM, Governor's Office, legislature)

Rationale: In the spring of 2009, President Obama and Secretary Duncan each commented on the need to extend the K-12 school year if the U. S. is to be internationally academically competitive. According to data from the Organisation for Economic Co-operation and Development (OECD), top-performing education countries include South Korea, Finland, and Japan. Schools in those regions all have at least 90 percent of the population enrolled until at least age 17 (age 16 in the U. S.) and have generally longer school days and/or more days in school than Maryland requires (OECD). In Finland, the school year is at least 190 days (180 in Maryland), with five-day weeks, and each day 5 to 7 hours long, depending on the education level.[30] In South Korea, students attend school for 220 days, approximately 8 am to 4 pm and some Saturday mornings.[31] More time does not always equate to better results, but in combination with other factors, more time on task can produce better results.

With this context in mind, this recommendation calls for PreK-12 and higher education to re-think how the school year and school day are defined; what the most effective means of instruction are; how technology can be put to the most effective use to improve student learning; and how data can be used to verify that best practices are being used. In *Graduating America: Meeting the Challenge of Low Graduation-Rate High Schools*, Robert Balfanz of the Johns Hopkins University and his co-authors make the case that effective reform has to avoid both "one size fits all" and "every school is unique" approaches (2009, p. 8). The latest research on brain function, patterns of college success, accelerated learning programs, technology use, and learning styles, among other issues, should weigh heavily in the evaluation and revision of how schools and colleges educate Maryland students.

Brain research over the past generation, and especially over the past 10 years, has burgeoned and points toward new ways of enhancing instruction. During this period, related journals have been launched, and, to select just one example, the OECD has supported a Brain and Learning project within its Centre for Educational Research and Innovation.[32] Among other things, this research speaks to ways that classrooms and curricula can be shifted to better support how people of different ages learn, how different environments and emotional states can impact learning, and how instruction related to numeracy and literacy should be tailored to developmental stages. The OECD is a strong supporter of early childhood (PreK) education. Maryland has data on every cohort of 3rd-grade students since 1992 with related data on the relative performance of students with and without pre-school education. There is no question that high-quality pre-school education goes far in closing linguistic attainment gaps and other learning gaps already evident in early elementary school.

Some research on learning points to the negative impact of long summer breaks on achievement gaps (e.g., Cooper). This research suggests why Secretary of Education Arne Duncan has called for schools to experiment with longer days and longer school years, as well as with various ways of making schools the center of communities.[33] The agrarian schedule and calendar developed more than a century ago bear little resemblance to the way most children live and most families work—and it was not a calendar or schedule that benefited in its design from neuroscience research. In some communities, such as rural communities where children face long bus rides, Saturday instruction might not be accepted, but in others, it may have a more positive impact. KIPP Schools—the Knowledge is Power Program—have had success using extended schedules, including some Saturday instruction. The KIPP network, with schools in 19 states including Maryland, serves largely low-income and minority students, and the schools have a record of outperforming other schools in their districts.[34] Flexibility with regard to school district schedules already exists in Maryland law, but few schools or districts use it; KIPP schools do.

In higher education as well, the traditional academic calendar is becoming dated. According to Clifford Adelman's analysis of data that begins with a 1988 sample of 8th-graders and follows them to 2000, more than 60 percent of the cohort enrolled in summer term classes, and earning more than 4 credits through summer terms had a consistently positive relationship to college completion, with a stronger impact on African American graduation rates (2006). Colleges in Maryland have been developing concentrated terms, such a winter terms and eight-week concentrated semesters, especially for part-time, working students. Continued efforts to find calendars (and financial aid tailored to those calendars) can be part of a set of strategies employed to help more students persist and graduate.

Extending schedules is one means of providing students with additional learning opportunities to accelerate them. Traditional methods of remediation like summer school can seem like a punishment to students. This holds true for students in higher education, too. Finding ways to enrich students' learning experiences is a better alternative to helping students progress in both PreK-12 and higher education. Carefully designed transition courses, as discussed under recommendation 1, and bridge programs can be developed for high school seniors and rising first-year college students by schools and colleges. These courses and programs strengthen students' academic skills and help build confidence in using those skills. Bridge programs especially help introduce students to both academic and non-academic elements of college. Transition courses and bridge programs help students better understand the expectations in the next level of education and can help mitigate the need for remediation in college, as well as provide students with skills that help them persist when they encounter challenges. In some locales, bridge programs and transition courses are also offered to rising 9th-graders and might also be appropriate for the transition into middle school or even earlier.[35] Early college programs and other means of parallel enrollment in high school and college are other ways of accelerating students and starting them on the path toward a college

degree. Such options should not be seen as the exclusive domain of the gifted. Results of a study of dual enrollment programs in Florida and New York show that parallel enrollment works well for average-achieving students, not just high-performing students, and helps make college a tangible option for them (Karp et al.).

Research is also showing ways to help more students successfully move past remediation. Doing so is critical: The 2008 and 2010 performance accountability reports from Maryland community colleges indicate that students who enter remediation in college are not likely to leave remediation before they leave college (v.1, p. 5); but if students complete their remedial sequence, the rate at which they transfer to a 4-year program or complete an associate degree is comparable to, or even slightly higher than, those of students who did not need remediation—most recently, 84 percent versus 82.7 percent (MHEC 2008, 2010; and see figure 3). The Community College of Baltimore County (CCBC) is a national leader in accelerated learning programs. These programs identify a cohort of students and co-enroll them in developmental reading and a credit-bearing writing course, both taught by the same instructor, who has had special preparation for this work. Results from the college show that pass rates in English 101 increased 250 percent over three years using this program—and students passed the course in one semester instead of having to wait another semester to be promoted past 101.[36] CCBC is now implementing and studying the effectiveness of learning communities, in which a group of students is co-enrolled in the remedial reading course and an introductory general education course such as Psychology 101. Results so far are promising, with pass rates in the paired classes both up about 30 percent.

Honors programs are another type of learning community demonstrated to be successful in helping more students complete college (MHEC 2009b). Four-year colleges and universities are also finding ways to accelerate large numbers of students. Course redesign is aimed at improving student performance in gateway courses, especially the large introductory general education courses that have traditionally high rates of failure and otherwise poor performance. In an effort to bring successful strategies to scale, the State of Maryland has just begun work on a Lumina Foundation State grant to use course redesign to improve student success. Course redesign, developed through the National Center on Academic Transformation, makes effective use of technology, peer-to-peer work, and other strategies to improve student learning and increase student completion rates. The University of Maryland Eastern Shore redesigned its introductory chemistry class, and in one year the pass rate jumped 14 percentage points.

Summary of Strategies for Recommendation 4 *[Rethink how schools and colleges deliver education]*

- ✓ Schools and colleges should provide students with enhanced learning opportunities to accelerate progress and completion, especially but not only when students perform below expectations (e.g., pre-school education, summer academic enrichment and bridge programs, early college access, accelerated learning programs). These programs may require additional time in school or time devoted to a particular subject.
- ✓ Transition courses should be developed for high school seniors in mathematics, expository reading, and writing; these may be especially helpful if validated college-ready performance levels cause a temporary spike in remediation rates. (See also recommendation 1 and strategy on p. 12.)
- ✓ Local school boards should explore what flexibility is available to them through section 7-103 of the *Education Article* to extend school calendars as appropriate to ensure all students receive a high-quality college-ready education.
- ✓ Colleges and universities should explore how course redesign, effective use of technology, alternative calendars, and other successfully piloted strategies can be brought to scale to support both access to higher education and quality within it.

Develop a statewide system of support to increase college success

Recommendation 5: By July 2011, develop a plan for a collaborative statewide system of support for PreK-12 and higher education to ensure both a smooth transition from high school to college/career and success in college.

Responsibility: MHEC; MSDE; higher education institutions and their governing boards; local school systems and schools; PTA; MBRT

Rationale: As Maryland expands access to college and career preparation opportunities, it is imperative that a statewide system of support be created to ensure success. To accomplish this, there are steps that must be taken by PreK-12 and higher education, both independently of each other and collaboratively. Some of the academic steps have been discussed earlier in this report. Academic programming should be coordinated with other student services to ensure students receive the support they need to succeed.

It is incumbent upon PreK-12 to guide students toward thinking about college as early as possible. A system should be established by 10th grade to take the following steps to help guide students to college:

- assess student progress toward achieving college readiness;
- develop an individualized student plan to ensure college readiness by the end of 12th grade;
- identify and use clearly articulated benchmarks marking the path to college throughout PreK-12; and
- provide intervention and acceleration strategies to help more students graduate college- and career-ready.

Career planning, such as MSDE's Career Development Framework provides, can also be used to direct students toward college- and career-readiness. (Maryland regulation—COMAR 13A.04.10A(2)—now requires students to develop an individual and academic career plan by grade 9 and to update that plan in subsequent years.) To accomplish these steps to guide students toward college readiness, teachers, guidance staff, administrators, and parent and community groups should be involved in plans to implement them. It is the responsibility of PreK-12 to communicate this "big picture" pathway to families to help parents and guardians guide their children to success. By building capacity for administrators, these target benchmarks can be used to raise expectations and help close racial/ethnic, income, and parental education gaps in achievement towards success for college.

Higher education has its own responsibilities in promoting student success in the smooth transition from high school to college/career as well as success in college. Students in higher education should have explicit completion plans, as should all students in PreK-12. As with PreK-12, integrating academic services and student services in higher education can help leverage resources for maximum student success. For example, based on student results in a pilot, all first-time, degree-seeking CCBC students are now required to take a one-credit Academic Development course that addresses college skills such as time management, note-taking, and computer basics. The course also embeds academic advising. Other Maryland community colleges offer a similar course but not all require it. College and school districts can also partner to create innovative programs. Chesapeake College offers their course to local high school students, and staff reports that 58 of 105 students who recently took the course changed their schedules to take an additional mathematics course.[37] Some students decided they wanted to go to college who previously had not been interested.

Support strategies should not be limited to late high school or early college, however. In higher education, more effective models of integrated support services in higher education must also be identified to ensure

student success. Towson University's *Pathway to Success* is a good example of working with students and families in this regard. It offers multiple interventions and integrated support throughout a student's college career. The university has coordinated 25 different programs under *Pathway to Success*, some focusing on different sub-populations of students, to support success. It should be noted that at Towson, minority students graduate at comparable rates to white and Asian students; indeed, African-American students have a graduation rate that is over 4 percentage points higher than that of the general student population. (Despite Towson's commendably strong achievement relative to its peers in closing gaps, a double-digit low-income achievement gap remains; this point speaks to the persistence of those gaps even when institutions have developed many successful strategies for meeting student needs.)

It is further suggested that all college strategic plans should include or expand upon strategies to ensure student success. As part of the strategic plans, higher education is encouraged to institute new models for developmental courses that address multiple learning styles, differing cognitive levels, and content mastery. Higher education administrators should not only themselves be aware of Maryland college readiness standards, but they should also share information about the State Curriculum with college faculty through professional development efforts.

Both PreK-12 and higher education should work collaboratively on several fronts to ensure student success. There needs to be agreement upon a clear set of minimum expectations for general college readiness, aimed at preparing many more students for credit-bearing college work. Colleges also need to be very clear about admission criteria for their institutions (coursework, SAT, GPA, and class rank) and to specific programs or majors that may have additional criteria to help guidance counselors steer students in an appropriate direction both for course selection in high school, as well as for selection of an appropriate institution of higher learning and/or career path. In addition, PreK-12 and higher education are urged to develop new partnerships (and continue those already developed) to create smooth transitions from secondary education to higher education. Partnerships can be developed to increase dual enrollment, to explore and increase early college enrollment opportunities for high school students, and to explore funding options for such enrollment strategies. To bridge the gap between high school and higher education, students should be provided with transition courses in both environments, and counselors, teachers, and parents should be broadly informed about these opportunities. To ensure the collaboration between PreK-12 and higher education, it is recommended that a series of regular local and regional conferences be held to facilitate communication and provide staff development, Pre-K through college (and cf. recommendation 6).

Summary of Strategies for Recommendation 5 *[a statewide system of support to increase college success]*

- ✓ Build capacity for administrators to help them communicate the "big picture" of college readiness to students and families throughout PreK-12.
- ✓ Coordinate academic and student services to provide appropriate supports to ensure student success.
- ✓ Have each student in PreK-12 and in higher education, in collaboration with appropriate staff and/or faculty, develop a completion and career plan and update it at intervals.
- ✓ Support colleges using their strategic plans to identify ways to improve developmental education, as well as to generate greater overall student success by coordinating programs.
- ✓ Continue to develop State and local P-20 partnerships to develop programs to support students and to ensure good communication between PreK-12 and higher education with respect to college readiness standards, high school curriculum, and how to smooth students' transition from high school to college.

- ✓ Address the shortages of staff and resources in both PreK-12 and higher education that are needed to implement appropriate programs to support students.
- ✓ Expand efforts to include parents and families in P-20 partnership efforts as a means of strengthening support services being developed.
- ✓ Develop a plan for showing the alignment of support systems P-20, similar to the alignment we show for standards, assessments, and curriculum, with particular emphasis on supports for students with disabilities (including parental release for the sharing of information between PreK-12 and higher education).

Make changes to teacher preparation and professional development

Recommendation 6: Convene during the 2010-11 school year a group of P -20 stakeholders--to include the deans and directors of teacher education and appropriate PreK-12 staff—to examine how the State and education institutions can best address challenges for teacher preparation and professional development in the 21st century.

Responsibility: MSDE, MHEC, institutions of higher education, local school systems

Rationale: Committing to college and career readiness remains only an idea if teachers are ineffective. The Southern Regional Education Board recommends that states engaging in a systemic college readiness initiative provide statewide guidance on for teacher development (pre- and in-service) on the State's college readiness standards.[38] The Alliance for Excellent Education has argued that preparing teachers to deliver a college- and career-ready curriculum requires more than professional development; it also call for pre-service changes.[39] Implementing new curricula on a statewide scale tied to college readiness calls for coordinated and focused teacher development to communicate the standards consistently and clearly.

Maryland requires its pre-service preparation programs to include the State Curriculum in its instruction, and candidates have to demonstrate knowledge of it, which will be part of this effort. In-service professional development is less closely evaluated at the State level, but the Maryland Professional Development Advisory Council has developed statewide standards and resources available to support high-quality, school-based development activities. That Council includes PreK-12, higher education, and State experts. To ensure that teacher development and other elements of higher education are coordinated, higher education should be involved with developing statewide strategies to address the new readiness standards. Although the involvement of higher education should extend beyond membership in the advisory council, the council could provide guidance about how higher education can provide input in developing professional development targeted to the new readiness standards. The many local partnerships between schools, districts, and colleges and universities that are in place across the state will surely provide a foundation for this professional development focus.

Accountability processes ensure that Maryland-prepared teachers will be taught the State standards, including the readiness standards once they are identified. But it is not just Maryland colleges that train Maryland teachers; most new teachers were trained elsewhere. Maryland institutions of higher education are projected to prepare 2,865 new teachers for academic year 2008-09.[40] This is the largest number of candidates produced in the state during the years for which the data are available (since 1993-94, when the total was 2,337). But trend data shows just under half of Maryland-trained teachers become teachers in Maryland public schools, and that roughly twice as many new teachers were prepared elsewhere. Looking beyond the supply and demand issues (which are well documented and addressed in other State reports), it is clear that *most* new teachers are likely to need professional development related to Maryland standards.

There is a clear challenge in finding ways of delivering high-quality professional development to the thousands of new teachers. The State and districts have expanded mentoring during the first-year induction period, which is consistent with research on what helps teachers.[41] Still, the recent TELL Maryland survey pointed to lower rates of new teacher mentoring in Maryland than in some other states, including North Carolina.[42] As Maryland continues to expand its mentoring, it could enhance this experience with more higher education-based professional development than is currently available, understanding that higher education and PreK-12 must be accountable for the professional development they provide.

Teacher development related to the new college- and career-ready standards should be a priority and could begin with a series of regional professional development workshops organized at the state level and involving higher education. In broader terms, if teacher development were fully to implement a professional training model, higher education and district professionals would provide structured professional development to new teachers through their attainment of an Advanced Professional Certificate, which may be earned by completing a master's degree (among other requirements). This fully implemented teacher development model implies a major expansion of professional development networks that would require more human and financial resources than are now available to higher education institutions. Existing funding models are inadequate to providing much less than that. To enhance the professional development offered, creative solutions are needed—for delivery, for funding, and for building sustainable partnerships. How can local school board funding enhance partnership efforts? How could this professional development be delivered most effectively (noting the means may vary from district to district, as needs and resources dictate)? What continuous improvement models would be most useful to teacher development programs, for pre- and in-service?

The challenges of meeting the needs of new teachers, especially under the pressure of new standards, coincide with growing attention to incipient changes in the teaching profession. The National Council for Accreditation of Teacher Education convened a national blue-ribbon panel in January 2010 to develop recommendations related to clinical training in teaching; these recommendations are to be released by summer and stand to change how teacher education programs are accredited. In its 2009 annual report, the Maryland Professional Development Advisory Council recommends that new teaching standards to be developed, and the Funding Commission report calls for a review of STEM teacher training. Elementary school teachers play a pivotal role in attracting students to STEM and preparing all students for higher math—they have to have enough math and science knowledge to be comfortable teaching those subjects in a way that engages students. Maryland has a strong system of teacher preparation, but the time is ripe for a series of organized conversations about how its higher education institutions can best work with its PreK-12 partners to address contemporary and statewide challenges. Any recommendations for changes to performance criteria, other elements of policy implementation, or State, local, or institutional policies and practices should be shared with the P-20 education community.

Summary of Strategies for Recommendation 6 *[make changes to teacher preparation and professional development]*

- ✓ The State, school districts, colleges, and governing boards must prioritize professional development funds to support instructional changes necessary to implementing K-12 college- and career-ready curricula and using research on learning. If Maryland receives Race to the Top funding, some funds should be directed toward P-20 collaborative professional development to support these changes statewide.
- ✓ MSDE, working with the deans and directors of teacher education and local districts, should organize regional professional development workshops to address college-readiness. Topics would

include the State Curriculum, minimum first-year expectations for college, college course syllabi, statewide minimum standards for a "C" paper, and philosophy and implementation of student portfolios in both high school and higher education.

- ✓ Technical experts, including the deans and directors of teacher education, should be convened in 2010 to consider NCATE changes and other topics. This group should consider work from the Teacher Shortage Task Force and the STEM Task Force, along with the *2009 State Plan for Postsecondary Education* and recent reports from MSDE and P-20, in formulating next steps. Among other topics it considers relevant, this group should consider the following:
  - The existing and potential role of professional development networks in maximizing the professional development resources of school districts, community colleges, and public and independent 4-year institutions;
  - How teacher development can offer teachers the differentiated professional development needed for their success and that of their students in a college-ready curriculum;
  - How collaborative professional development might be expanded statewide so higher education is more involved in staff development through a teacher's induction and "residency" (the period through the achievement of an Advanced Professional Certificate);
  - An assessment of current resources and the need for further resources to support existing and enhanced professional training and development—and how fiscal responsibility can be shared appropriately for joint work in teacher preparation and professional development;
  - How Race to the Top plans and possible funding can catalyze these efforts;
  - Instructional shortage areas and recommendations from recent related reports; and
  - What incentives can be built into PreK-12 and higher education to institutionalize effective P-20 partnerships in teacher professional development.

Communicate more clearly about college-readiness and student financial assistance

Recommendation 7: By July 2011, develop a communications campaign for college and career readiness that focuses on (a) the expectation that every child in Maryland will be ready for college, (b) students' and families' awareness of the availability of state, federal, college-based, and private financial aid programs and scholarship opportunities, and (c) families' awareness of savings strategies and of the importance of saving for college many years before college begins.

Responsibility: MD General Assembly and Governor; MHEC; MSDE; MPT; higher education institutions; local school systems; MBRT; PTA; community organizations

Rationale: For Governor O'Malley's and President Obama's ambitious postsecondary completion goals to be met, many more students in Maryland and across the country must attend and graduate from college (or another post-secondary education program). Maryland needs to communicate to every parent and student the belief and expectation that every student can be ready for college – and can be successful in college. More than three-quarters of the students who responded to the MSDE survey of 2009 high school graduates (50,490 of the 59,002 graduates) stated their intention to go to college full-time; another 6 percent indicated they would attend part-time. With so many students intending to go to college, they have to know what is expected of them to be ready for college (MSDE 2009). As stated in the SREB's *Maryland Progress Report* (2009), "Readiness Standards . . . need to be readily identifiable and specifically understandable." The State communication campaign needs to be comprehensive and universal and should be consistent from state government levels to higher education institutions to local school systems to business and community organizations.

Specific strategies need to be implemented to ensure that students and parents are better informed about college and workplace expectations, requirements, and opportunities. The involvement of PTAs, business organizations, and community organizations (churches, boys' and girls' clubs, after-school programs) is crucial to the campaign's success, as is the use of electronic means of information distribution such as websites and social media. Communication to parents and students about readiness and student financial aid needs to begin prior to high school, preferably in the pivotal transition years between elementary and middle school, and continue through middle and high school. Efforts such as *MDgo4it* and *way2gomd* address this need; promotion and consideration of these and similar efforts are strongly recommended. As the testimony of Allegany College to the task force put it, this kind of effort can help "students envision the possibility of college prior to high school and in that way, put them in a better position to make college-bound course selections throughout high school." Achieve has developed a toolkit ("Taking Root") to help states develop communications campaigns, which could be helpful in this effort, though staff resources would still be needed at the state level to enhance efforts to the level desired.

To acknowledge and address the diversity of students throughout the state, plans and strategies for communicating the expectations of readiness for college and careers should be made an integral part of state and local system master plans, as well as individual school improvement plans. Materials from state and local organizations, as well as institutions of higher learning, should be addressed to non-English speaking students and their families. Programs such as Montgomery County Public Schools' *7 Keys to College Readiness* can serve as models for the rest of the state in this regard. That school system partnered with organizations that serve the Spanish-speaking community to ensure that material reached families and communities serving them. As one piece of this statewide strategy, the State should continue such efforts as the federally funded GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) initiative and the State College Preparation Intervention Program, both of which not only work to communicate with students, teachers, and families through direct services, but can also be leveraged to help support broader communications efforts.

The cost of college is a primary barrier for many parents and students in believing that a two- or four-year college is a realistic option for them. It is therefore imperative that communication from a variety of sources be available to parents and students early in a child's education to help reduce their anxieties and to increase their awareness of the possibilities available to them. Parents and students should be made aware of the financial aid available as early as possible for various venues for success including 2-year and 4-year higher education institutions, apprenticeships, and bridge programs. They should also be well informed about opportunities for college financial assistance starting in a child's early school years. Parents need to understand the value of higher education and why it is a worthwhile savings goal. They also need to be prepared financially and intellectually for the large expenditure that a college education may bring. At the same time, however, they should also be confident that college can be affordable. This recommendation calls for helping both parents and students acquire the financial literacy to make this so. The communications strategy should include the use of print, website, and electronic materials, in addition to programs and events designed for specific audiences.

As early as middle school, guidance counselors can help make the financial aid process more transparent by educating parents and students to the availability of opportunities such as State financial aid programs, including need-based programs like the Guaranteed Access Grant and the Educational Assistance Grant (both part of the of the Howard P. Rawlings Educational Excellence Awards program), and the Maryland College Savings Plan. Students eligible for free and reduced meals are almost always eligible for the Guaranteed Access (GA) Grant, which in combination with the Federal Pell grant can cover up to all educational costs at a public college—but they must fill out a FAFSA and apply for the GA grant. Websites

such as *MDgo4it* are designed for the purpose of reaching a middle school audience and informing them about opportunities like this grant. Schools, colleges and universities, and community outreach programs can target specific families and students whose needs may be extraordinary and can educate all students and families to the opportunities available for financial assistance. Maryland has created a program modeled on successful programs in Oklahoma and Indiana that combine early intervention for college preparation and financial aid awareness to encourage traditionally underserved student populations to aspire to college and be prepared to be successful in college. Maryland's College Readiness Outreach Program, which calls for expanded guidance and includes the option of State financial aid pre-qualification for the neediest students in 9th or 10th grade, provides college readiness preparation and financial aid awareness for first-generation college students. Although the program has not been funded due to fiscal constraints, it has the potential to be a valuable tool to increase college aspirations – and ultimately college readiness and completion – for Maryland students.

Summary of Strategies for Recommendation 7 *[communicate more clearly about college readiness & student financial assistance]*

- ✓ Develop a comprehensive statewide communications plan that uses all partners to provide a unified message about the need to be college-ready, what it takes to be college-ready, and how financial aid is widely available to help all students enter college.
- ✓ Ensure that communications from the State and local levels are addressed to families from a child's earliest years in school, to include strategies for saving for a child's college education from well before college would begin.
- ✓ Promote web-based programs such as *MDgo4it* and use social media as part of the campaign.
- ✓ Use district master plans and school improvement plans to help implement a statewide communications strategy related to college readiness and student financial assistance.
- ✓ Provide communications to families in languages other than English.
- ✓ As resources allow, consider funding the College Readiness Outreach Program.
- ✓ Teach students how to budget and finance a 4- to 6-year undergraduate education and to be financially literate prior to entering graduate school, professional school, or the workforce.

Make high schools and colleges accountable for college-ready graduates

Recommendation 8: Establish by July 2012 agreed-upon growth models for college/career readiness that require: (a) high schools to publish according to the defined model the percentage of students who graduate college/career-ready; and (b) colleges and universities to publish according to the defined model the percentage of full-time students who are retained each year and who were previously declared college/career-ready.

Responsibility: MSDE; MHEC; institutions of higher education and their governing boards

Rationale: Increasingly, both high schools and colleges are being asked to focus on completion and on student learning outcomes, and a deliberate statewide plan for college success should have an accountability component that indicates how the multi-step plan is succeeding. Central to the task force college- and career-readiness initiative is an accountability system that ensures the public that we are doing what needs to be done in preparing students for college and then having them be successful in college. This accountability extends to students, parents, and the general public, especially taxpayers.

Developing students who are college- and career-ready will be a long-term effort by all sectors of education. To determine its success, the statewide longitudinal database will be key in providing appropriate data to students, parents, schools, colleges and universities, and policymakers. It is critical that high schools continue to improve their college-ready rate of students over time. Likewise, it is critical that colleges and universities improve their retention rate of those college- and career-ready students over time. Campus-based data should be evaluated to determine if financial assistance, student academic performance, or other factors is impacting retention.

The question remains: what is the best way of measuring school and institutional success? According to the Council of Chief State School Officers, there are two general approaches to monitoring school performance: status models and growth models. Status models use a single year's data as an indicator of school performance. Growth models use two or more years of data as an indicator of school performance. A growth model implies a promise that the playing field can be leveled for schools, districts, institutions of higher education, and states, if individual student growth is used to generate overall school growth estimates. Growth models also allow for demographic variations among populations specific to a school, while not allowing the school off the hook for said demographic characteristics, income levels, etc. High-performing schools and institutions will, by definition, in an accountability model have a difficult time showing significant improvement. Alternatively, low-performing schools often face enormous challenges in terms of socio-economic conditions in the community that make it difficult to show growth. Neither end of the spectrum should be disadvantaged in an appropriately designed growth model.

As such, the task force believes that a growth model of accountability best serves this initiative with specific targets set for periods of time. Technical experts will need to be convened to establish the parameters of the growth models. This work should be done prior to the first administration of the planned college- and career-ready assessments. Among other reasons, appropriate baseline data has to be identified. Once established, the growth model developed will serve as the basis for reporting data to appropriate parties. That part of the model that pertains to community colleges will have to determine how to account for the many and varied reasons that students enter community colleges. Many do not seek a degree, for example, but wish to earn a certificate or participate in workforce training programs.

Summary of Strategies for Recommendation 8 *[make high schools and colleges accountable for college-ready graduates]*

- ✓ MSDE and MHEC, working with their district and segment partners, as well as other parties as appropriate, should convene P-20 technical experts to develop an accountability model that rewards growth in terms of developing and retaining college- and career-ready students.
- ✓ The accountability model should be developed prior to the administration of statewide college- and career-ready assessments.
- ✓ The process of developing a growth model of accountability should also involve consideration of some elements of performance other than growth.

Endnotes

[1] For information about education and earnings, see OECD 2009, and the Bureau of Labor Statistics (e.g., http://www.bls.gov/news.release/pdf/wkyeng.pdf). Regarding education and health, see the 2004 study by the National Center on Education Statistics, which found that regardless of income, the higher a person's level of education, the more likely the person was to report being in "excellent" or "very good" health. For a summary of these topics, see *Education Pays: The Benefits of Higher Education for Individuals and Society*, published in 2004 by the College Board, and updates that have appeared since then. The McKinsey achievement gap study (2009) also identifies higher rates of incarceration for those with less education.

[2] See Sidney Verba, Kay Lehman Scholozman, and Henry E. Brady, *Voice and Equality: Civic Voluntarism in American Politics* (Cambridge, MA: Harvard UP, 1995) for a major study on the topic.

[3] See http://www.uschamber.com/issues/index/education/default, accessed January 26, 2010. The U. S. Chamber of Commerce information about fastest-growing occupations comes from data available through the Bureau of Labor Statistics. According to an analysis by the National Skills Coalition that was shared with the Governor's P-20 Leadership Council on February 26, 2010, about 47 percent of Maryland's jobs are middle-skill jobs (2007 data). Additional Maryland data can be found online through the website of the Department of Labor, Licensing, and Regulation, Governor's Workforce Investment Board.

[4] OECD (2009), *Education at a Glance 2009*, Tables A1.4 and A1.5, at *http://dx.doi.org/10.1787/664024334566*. The general pattern is that certain countries are accelerating their educational attainment significantly faster than the U. S.

[5] For Maryland demographic data, see the Maryland Department of Planning State Data Center and the U.S. Census. According to several studies, first-generation college-bound students, students from low-income families, and students from African-American and Latino families graduate from high school and earn postsecondary credentials at lower rates than their peers from white and Asian households and from households with more wealth and greater educational attainment. See, for example, McKinsey and Company (2009) and Adelman (2006). Towson University presented testimony to the task force showing that the university has closed its racial achievement gap with respect to graduation rates, but a significant gap remains between the graduation rates of Pell-eligible students and those of other students. Eligibility for federal Pell grants indicates a student's household income is relatively low for the number of people in the household and other factors. It should be noted that an important element of Adelman's research is focused on following the student, not the institution, to identify factors impacting bachelor's degree completion. The 2009 book *Crossing the Finish Line: Completing College at America's Public Universities* looks at the plateau in educational attainment and describes disparities linked to socioeconomic status, race, and ethnicity.

[6] For the specific web page consulted, see *Measuring Up: The National Report Card on Higher Education*, online state report card for Maryland, accessed March 10, 2010, http://measuringup2008.highereducation.org/states/report_cards/index.php?state=MD&myYear=2006&cat=10yr. Grades for all categories are summarized on this page. Note that nearly all states received an "F" for affordability.

[7] See the U. S. Department of Commerce, Bureau of Economic Analysis, Regional Economic Accounts, 2008, using all industry total in millions of current dollars (www.bea.gov/regional/gsp/action.cfm): MD $273,333, U. S. $14,165,565.

[8] "Developmental" and "remedial" are used interchangeably in this report. "Developmental" suggests the student is encountering material for the first time rather than revisiting it. Data submitted to MHEC show that in the 2006-07 academic year, 12,664 students statewide were enrolled in at least one remedial/developmental course in a Maryland college in the year following their graduation from a Maryland high school.

[9] U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (2004), "The Condition of Education 2004, Indicator 18," nces.ed.gov/programs/coe/2004/section3/indicator18.asp.

[10] There are a number of different reasons why students who enroll in college right out of high school and begin in 4-year institutions earn bachelor's degrees at higher rates than other students, including but not limited to the fact that they have a greater likelihood of being enrolled at a single institution. Students with greater resources (socioeconomic and academic) are more likely to enroll in 4-year institutions, too. The point holds, however, when similar students from 2-year and 4-year schools are compared. See Long and Kurlaender. Adelman (1999 and 2006) also shows that students who transfer from 2-year to 4-year schools earn bachelor's degrees at relatively high rates.

[11] The 2010 Accountability Report shows a transfer or graduation rate of 82.7 percent for those who did not require remediation and an 84 percent transfer or graduation rate for those who completed recommended remediation (one or more courses). The previous report showed comparable success rates; see the Accountability Report (2008), volume

1, p. 5. It should be noted that many students who begin in developmental/remedial education do not complete the course or courses recommended for them.

[12] U. S. Census Bureau, American Community Survey; see http://www.census.gov/acs/www/Products/Ranking/2002/R02T040.htm. For degree production data, see *Measuring Up.* Maryland scored a B- for completion in 2008, which puts it about middle of the pack for degree production. http://measuringup2008.highereducation.org/compare/graded_performance_index_result.php

[13] The "Participation in Education" table shows residence and migration of all first-year college students (at a public or private non-profit institution) for Fall 2006 who had graduated in the preceding year. Maryland had a net difference of -7,520 students, with 46.4 percent of college-going students enrolled in the state. Illinois and New Jersey were the only states with larger net differences, though Connecticut, Georgia, Hawaii, New Hampshire, and Vermont also have a lower percentage of in-state students in their colleges. See http://nces.ed.gov/programs/coe/2008/section1/table.asp?tableID=871.

[14] February 24, 2009, speech to a joint session of Congress. "I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma." See http://www.whitehouse.gov/the_press_office/remarks-of-president-barack-obama-address-to-joint-session-of-congress/.

[15] February 24, 2009, speech to joint session of Congress. In *Coming to Our Senses*, the College Board's Committee on Access, Success, and Admission argues that if the U. S. is to lead the world again in education, then by 2025, 55 percent of Americans must hold at least an associate degree.

[16] See Achieve's "Ready or Not: Creating a High School Diploma That Counts" (2004); for more information on studies used to support the report, see www.achieve.org/Research. Part of that research is a 2002 report by researchers Anthony Carnevale and Donna M. Desrochers of Educational Testing Service, *Connecting Education Standards and Employment: Course-Taking Patterns of Young Workers*. Based on this research, Achieve argues that there is convergence between workplace and entry-level college expectations. See also information from the National Skills Coalition and Skills2Compete.

Achieve has a wealth of information on its website, including research on what people think about the college- and career-ready agenda, bibliographies on the research about high standards and student retention, crosswalks between the Common Core college- and career-ready standards and the existing American Diploma Project benchmarks, and numerous other topics related to the work of this task force. It has a one-page summary of its perspective on college- and career-ready at www.postsecconnect.org/files/CollegeandCareerReadyFINAL31809.pdf.

[17] The task force looked at definitions from Colorado and Texas, for example. They also looked at the definition that the Community College of Baltimore County uses and that of Achieve, Inc. Research that includes additional definitions were posted on the task force website. No other state's definition was wholly accepted. At the September 2009 Achieve meeting of state teams, it was clear that Achieve, the Gates Foundation, and the Education Trust are among the organizations with a national scope that have been working on ways to speak about college readiness in an encouraging and compelling way for various audiences.

[18] Achieve has gathered some of this research in a one-page summary titled "Requiring Readiness: Can All Students Benefit?" See http://achieve.org/files/CanAllBenefit.pdf. The research in question was done by the U. S. Department of Education National Center for Education Statistics, the San Jose Unified School District, and Sondra Cooney and Gene Bottoms of the Southern Regional Education Board.

[19] According to the Bureau of Labor Statistics, only 21 percent of jobs require no previous experience or training. These are low-skill jobs, few of which pay a family-sustaining wage. At the February 26, 2010, P-20 Leadership Council meeting, Secretary Sanchez presented data showing that 19 percent of Maryland jobs in 2007 were low-skill.

[20] http://www.stepuphawaii.org/?q=incentives.html. Representatives from Hawaii have presented on this topic at Achieve state team meetings. Part of the state strategy for encouraging more students to succeed in Algebra 2—and on Achieve's common Algebra 2 assessment—is to identify incentives for students. Colleges and business have been part of this effort.

[21] See the Alliance for Excellent Education issue brief "Paying Double" The publication includes a lengthy explanation of how the estimates were derived.

[22] National Commission on Teaching and America's Future, "The High Cost of Teacher Turnover," Policy Brief, 2007. The brief offers estimates for two large districts. The Alliance for Excellent Education suggests a much higher statewide figure in the issue brief "Teacher Attrition: A Costly Loss to the Nation and to the States" (2005).
[23] http://opi.mt.gov/PDF/CCSSO/Common_Standards_MOA.pdf. See page 2 of the memorandum of agreement. There are challenges with the 85 percent rule: language arts as a field is far broader than communication skills, and communication skills are less likely to stick in other curricula if they are focused in language arts.
[24] See www.achieve.org for more information about the mission, history, and goals of Achieve, Inc.
[25] Achieve posted a side-by-side comparison of the ADP benchmarks and the September 2009 draft of the Common Core standards at www.achieve.org/SidebySideADPandCommonCoreStandards%20.
[26] Task force testimony is posted at www.marylandpublicschools.org/MSDE/divisions/leadership/programs/cstf/si. St. Mary's College of Maryland is the State's designated honors college, and no remediation is offered there.
[27] One demonstration of this point is the percentage of students scoring in the "prepared" or "well prepared" ranges on the multi-state Algebra 2 examination: about 15 percent across 13 participating states in 2009. In Maryland, the test has been piloted in some districts—and in some colleges for validity testing—but the test is not now required statewide as an end-of-course exam. So far, Maryland results are similar to those in other states. This examination and its performance levels were developed by content experts from K-12 and higher education, including some from Maryland. For a discussion of the test and results, see Achieve's *American Diploma Project (ADP) End-of-Course Exams: 2009 Annual Report*. The number of students participating per state is small, except in Indiana and Arkansas, which account for over 69,000 of the more than 100,000 exams administered in 2009. Maryland had 1,295 participants.
[28] The Community College of Baltimore County and Baltimore County Public Schools have developed a college-readiness mathematics course that is offered in some high schools, and Chesapeake College has worked with a high school in its region to train high school teachers so that its highest-level remedial mathematics course is now offered by the teachers to their high school students (in the high school). Such courses focus on students who passed Algebra 2 but need additional work on topics to be fully college-ready.
[29] Referenced in the Alliance for Excellent Education, Issue Brief (August 2006), "Paying Double: Inadequate High Schools and Community College Remediation," p. 3 The data is from the National Center for Education Statistics, *The Condition of Education 2004, indicator 18: Remediation and degree completion* (Washington, DC: US Department of Education). After 8 years, 58 percent of students who took any remedial education had earned a bachelor's degree, but only 11 percent of those who took remedial reading had graduated in that time period.
[30] http://tucs.fi/education/graduate/finland.pdf; see also information from the OECD's *Education at a Glance*.
[31] See http://www.inca.org.uk/Table15.pdf, "Organisation of the School Year," from the International Review of Curriculum and Assessments Framework Internet Archive. Information is updated regularly.
[32] For a summary, see www.oecd.org/document/63/0,3343,en_2649_35845581_38792447_1_1_1_1,00.html.
[33] See, for example, Secretary Duncan's interview with Charlie Rose on March 11, 2009 (PBS).
[34] KIPP makes a public annual report, and since most of the schools are public charters, the records are in other accountability systems as well. See www.kipp.org/reportcard/2008/. See also Hooker and Brand's *Success at Every Step: How 23 Programs Support Youth and the Path to College and Beyond* from the American Youth Policy Forum. KIPP schools are one of the featured programs. In addition to KIPP's data, Hooker and Brand relied on five studies of KIPP, including one by Mac Iver and Farly-Ripple that studied Baltimore KIPP and was published by the Center for the Social Organization of Schools at the Johns Hopkins University.
[35] See Henry M. Levin and the Accelerated Schools Project (ASP). In the late 1990s, Levin and William S. Koski also studied acceleration vs. remediation in higher education. See also T. Bailey, D. W. Jeong, and S. Cho, "Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges" in the *Economics of Education Review*. Bailey et al. discuss the ASP approach within postsecondary education.
[36] See President Sandra Kurtinitis's "CCBC's College Readiness Initiative" PowerPoint presentation to the College Success Task Force on July 31, 2009. Dr. Kurtinitis, Dr. Mark McColloch, the chief academic officer, and the Dean of Development Education, Dr. Donna McKusick, can provide more detail about the strategies employed and the institutional research done to evaluate their effectiveness.
[37] This information was provided to the task force at one of its meetings by a Chesapeake College staff member, Pat Cheek.

[38] See documents from the SREB College and Career Readiness Initiative available on the task force website. See also SREB President David Spence's chapter in the 2009 National Center for Public Policy and Higher Education report *States, Schools, and Colleges: Policies to Improve Student Readiness for College and Strengthen Coordination between Schools and College.*

[39] In November 2009, the Alliance for Excellent Education released "Teaching for a New World: Preparing High School Educators to Deliver College- and Career-Ready Instruction."

[40] See page 58 of the Maryland State Department of Education (2008), *Maryland Teacher Staffing Report, 2008-2010 (Revised),* Baltimore: the Author. MSDE surveys the deans and directors to arrive at graduation data. Because not all secondary education teachers earn an education degree even when they complete the requirements for certification, MHEC graduation data will not indicate the number of new teacher candidates. The report data was collected prior to the end of the 2009 school year.

[41] See, for example, the literature survey by Ingersoll and Kralik (2004).

[42] See Eric Hirsch's presentation to P-20 Council in summer 2009, in which the comparison was mentioned, and results of the TELL Maryland and North Carolina surveys, which are online and in print. Information on the Maryland survey, including the survey itself, can be found at http://tellmaryland.org/.

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Testimony Submitted

Allegany College
Baltimore City Community College
Charles County Public Schools
Maryland Business Roundtable for Education
Maryland Society for Educational Technology
Montgomery County Public Schools
Morgan State University
Statewide Math Group
Towson University
University of Maryland Eastern Shore
Worcester County Public Schools

Additional Presentations

Achieve, Inc.
Baltimore County Public Schools
Community College of Baltimore County
Maryland State Department of Education
Southern Regional Education Board

Additional Resources

(Material posted to the task force website; does not include items also in the bibliography)
http://www.marylandpublicschools.org/MSDE/divisions/leadership/programs/cstf/rm

Achieve, Inc. Materials retrieved from http://www.achieve.org
"Algebra II End-of-Course Exam Fact Sheet" (2009)
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"Case for Action: Do All Students Need College-Prep Curriculum?" (PowerPoint and Fact Sheet)
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"Course-Taking Patterns and Preparation for Postsecondary Education in California's Public University System among Minority Youth" (January 2008)
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"A Look at a Texas Advanced Placement Incentive Program"
"College Outcomes Comparisons by AP and Non-AP High School Experiences"
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"Algebra II-Level Assessments [used in Maryland]" (2009)
"Building an Algebra II Assessment" (2009)
"Geometry V[oluntary] S[tate] C[urriculum] and Prerequisites" (2009)
"History of the Bridge Goals" (2005)
"Maryland Voluntary State Curriculum, Algebra II" (2009)
"Maryland Voluntary State Curriculum, English Language Arts" (2009)
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ELIJAH E. CUMMINGS
7th DISTRICT, MARYLAND

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GUARD AND MARITIME TRANSPORTATION
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SUBCOMMITTEE ON FEDERAL WORKFORCE,
POSTAL SERVICE AND THE DISTRICT OF COLUMBIA

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SENIOR WHIP

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www.house.gov/cummings

May 14, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary Duncan:

I am writing in support of Maryland State Department of Education's Race to the Top application.

While Maryland has been at the forefront of educational reform and advancement, there is more that can be done to ensure that all of our students have the best education possible. In order to successfully compete in our diverse, ever changing world in this millennium, our students must have every opportunity to obtain a quality education and focus on attaining academic excellence. Federal funds from the Race to the Top program would facilitate our continuous reforms and increase the progress we have made.

I commend the Maryland State Department of Education's commitment to revise the State curriculum, assessments and accountability system; to build a statewide technology infrastructure to inform teachers and principals how they can improve instruction; to recruit, develop, reward and retain effective teachers and principals in our school - especially those in most need of intervention; and to develop and apply innovative ways to transform low-achieving schools and districts.

I am a strong supporter of preparing our students for higher education and the modern workforce. The reforms proposed by the Maryland State Department of Education would be greatly enhanced by funding through the Race to the Top program. I am looking forward to the implementation of Maryland State Department of Education's plan for reform, which is crucial for the future success of our students and for our global competitiveness.

With all due respect to your discretion in these matters, I hope that every reasonable consideration will be given to Maryland State Department of Education's application for funding through the Race to the Top program.

Sincerely,

Elijah E. Cummings
Member of Congress

EEC/dg

FRANK KRATOVIL, JR.
1ST DISTRICT, MARYLAND

COMMITTEES:
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HOUSE ARMED SERVICES
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May 13, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

Thank you for your commitment to our nation's education system.

I write to offer my strong support for the Maryland State Department of Education and their efforts to build upon existing and ongoing education reforms through the *Race to the Top* grant program. As a father of four young boys, all in the Maryland Public School system, I know how important these funds are for all of our children.

As you know, Maryland has consistently lead the nation in student achievement, the state has begun to enact further reforms in the educational system to ensure Maryland continues to place among the best performing school districts in the nation. This process would be greatly enhanced and accelerated through *Race to the Top* grant funding.

In their proposal for grant funding, the Maryland State Department of Education has proposed and already started to enact some of the following reforms:

- Revise the State Curriculum, assessments, and accountability system to be based on the Common Core Standards
- Create a statewide technology infrastructure to help inform instruction
- Re-design how Maryland prepares, supports, and evaluates teachers and principals
- Revitalize and transform low-achieving schools and districts

I stand with Maryland leaders, educators, parents, and students as they aim to achieve the highest standards for our students and ensure that all Maryland children have access to a high quality education. As a key leader in our nation's education system, I know that you, as an educator yourself, understand these reforms are necessary to undertake and the right choice for Maryland's children.

I look forward to continue working with you on issues of mutual concern. If you have any questions or need additional information, please do not hesitate to contact me. Thank you for the consideration of the Maryland State Department of Education's *Race to the Top* grant application.

With warm regards,

Frank M. Kratovil, Jr.

C.A. DUTCH RUPPERSBERGER
2ND DISTRICT, MARYLAND

REPLY TO:

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OVERSIGHT AND INVESTIGATIONS

May 11, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary:

I am writing in support of the Maryland State Department of Education's (MSDE) application for the Race to the Top Assessment (RTTT) Program.

MSDE and I believe that RTTT provides a significant opportunity for Maryland to solidify its long history of education reform efforts to improve opportunities for all Maryland's students. In utilizing these federal funds, Maryland seeks to:

- Revise the State Curriculum, assessments, and accountability system based on the Common Core Standards
- Build a statewide technology infrastructure to help inform instruction
- Redesign how Maryland prepares, supports, and evaluates teachers and principals
- Engage in innovative ways to transform low-achieving schools and districts

As you know, Maryland has one of the nation's most honored systems of public education, and for my State to continue to be competitive our schools must continue to improve. President Barack Obama, in announcing the $4.35 billion Race to the Top initiative last year, said the program is based on a simple principle: "whether a state is ready to do what works." Maryland is not only ready, but willing and able to continue the progress that has been made. I strongly believe that these reforms are the right things to do for Maryland's children.

I hope that you will give full consideration to this application. I look forward to continuing to work with the Maryland State Department of Education in implementing its reform plan. If you should need any additional information please do not hesitate to contact Jobina C. Brown, in my Washington, D.C. office.

Sincerely,

C.A. Dutch Ruppersberger

Member of Congress

JOHN P. SARBANES
3RD DISTRICT, MARYLAND

COMMITTEE ON
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May 13, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing to offer my strong support of the application being submitted to the U.S. Department of Education by the Maryland State Department of Education for funding through the Race to the Top Grant Program (RTTT).

The Maryland State Department of Education has a long history of school reform, having made great strides in student achievement over the years. Their efforts will continue; however, the RTTT Program is an important opportunity to accelerate reforms necessary to support educational achievement. The Maryland State Department of Education proposes to use the funds to revise the State curriculum, assessments and accountability system based on common core standards; build a statewide technology infrastructure to help inform instruction; redesign how Maryland prepares, supports and evaluates teachers and principals; and to engage in innovative ways to transform low-achieving schools and districts. As presented by the State Superintendent of Schools and the President of the Maryland State Board of Education, the Department's plan to reform and strengthen our schools will significantly benefit Maryland's students and their families, teachers and administrators as well as ensure that all students, regardless of their background, achieve at high levels.

Before coming to Congress, I worked for seven years with the Maryland State Department of Education as a liaison to the City of Baltimore. During that time, I came to know State Superintendent of Schools, Dr. Nancy S. Grasmick, as a visionary leader with extraordinary experience and talent. I am confident that if this request is funded, she will put these resources to terrific use, further strengthening Maryland schools.

I ask that you give the application of the Maryland State Department of Education for the RTTT Grant Program favorable consideration.

With best regards,

Sincerely,

John P. Sarbanes
Member of Congress

JPS:cy

CHRIS VAN HOLLEN
8TH DISTRICT, MARYLAND

COMMITTEE ON
WAYS AND MEANS

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May 14, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am writing in strong support of the Maryland Department of Education's application for a Race to the Top ("RTTT") grant from the U.S. Department of Education.

The State of Maryland has a long and distinguished history of education reform efforts. The RTTT grant program provides an important opportunity for Maryland to build on the great strides that it has made in boosting student achievement.

The RTTT grant would allow Maryland to accelerate its reform efforts. It would help the State revise its curriculum and systems for assessments and accountability, build a statewide technology infrastructure to aid instruction, and redesign its strategies for preparing and supporting its teachers and principals. Moreover, the grant would permit Maryland to engage in innovative ways to transform low-achieving schools.

I strongly support the State of Maryland's leaders and educators as they pursue this opportunity and in their ongoing efforts to implement sustainable solutions that will benefit Maryland students. I urge you to give all due consideration to this application.

Sincerely,

Chris Van Hollen
MEMBER OF CONGRESS

THE MARYLAND GENERAL ASSEMBLY
ANNAPOLIS, MARYLAND 21401-1991

May 18, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We write in strong support of Maryland's application for federal funding under the Race to the Top program.

Maryland has historically been a leader in educational excellence, a commitment notably recognized by Education Week Magazine that has, for two years in a row, named Maryland the nation's top public school system. Maryland has also been recognized as having the highest percentage of students in the nation for achievement and participation in Advanced Placement courses, according to Newsweek magazine and the College Board.

Even through the recent global recession, as federal and state revenues have declined precipitously and deep budget cuts have been made, Governor O'Malley and the General Assembly have prioritized and even increased funding to the state's public school system. Maryland's 24 local jurisdictions through county leaders and boards of education, demonstrate the same fiscal commitment to the children of our state.

This priority is shared at every level of the public and private sector, as evidenced by the many innovative partnerships that have been created among the state's public school system, the private sector and the State's higher education system. Maryland deeply values its knowledge-based economy and recognizes the K-12 school system as the cornerstone of a competitive and skilled workforce.

Beyond the financial commitment of Maryland's state and local leaders, we are focused on innovative and evolving education policy that is geared toward improving student achievement at all levels. Years ago, we were among the first states to implement a robust and standardized

assessment tool for students and this session, we positioned Maryland to continue such progress by implementing a third wave of state education reform.

Under the leadership of Governor O'Malley, the General Assembly passed several pieces of legislation that are in line with the Obama Administration's goals for K-12 education nationally. These include:

- the *Education Reform Act of 2010* which lengthens the time required for a teacher to obtain tenure, requires student growth to be a significant component of teacher performance evaluations, and establishes locally negotiated incentives for highly effective teachers and principals to work in low-performing schools.

- legislation codifying the Governor's P-20 Leadership Council of Maryland, an innovative program to improve college readiness by partnering higher education and business leaders with public school officials to ensure that we produce and maintain a competitive workforce.

- legislation that furthers the state's efforts to develop a comprehensive statewide longitudinal data system, in part establishing a Maryland Longitudinal Data System Center within state government to serve as a central repository for data, ensure compliance with federal privacy laws, perform research on data sets, and fulfill education reporting requirements.

- legislation that requires the State Board of Education to explore the use of innovative scheduling models that maximize learning time in low-performing or at-risk schools.

Our state has and will continue to implement cutting edge reforms that help propel our 849,000 public school students to be among the best in the country. We again offer our strongest endorsement of the state's efforts to obtain Race to the Top funding and urge your favorable consideration of Maryland's application.

Sincerely,

Thomas V. Mike Miller, Jr.
President of the Senate

Michael E. Busch
Speaker of the House of Delegates

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Gaston Caperton
PRESIDENT

May 14, 2010

Dr. Nancy S. Grasmick
Superintendent of Schools
Maryland Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Dear Dr. Grasmick:

Please accept this letter as evidence of our full support for Maryland's Race to the Top (RttT) application. The College Board has worked with you and your leadership team for many years as you advocated for students' college readiness and increased the rigor in Maryland classrooms to transform public education. During the past 10 years, we have supported your efforts with dedicated staff working hand in hand with your 24 district superintendents and their teams to collaboratively drive reform across the state.

Maryland has a long history of school reform, and we are energized by the great strides made in student achievement in the past several years. I share your pride that Maryland's public schools have been ranked #1 in the nation by *Education Week* for two years in a row. The progress of Maryland students is also evident in that, for the second year in a row, your state leads the nation in the percent of public school students achieving success in AP course work and exams, with 24.8 percent of the Maryland public school class of 2009 earning a 3 or higher on one or more AP exams during high school, versus 15.9 percent for the nation. I share your conviction that the Race to the Top grant would accelerate Maryland's reform efforts.

The College Board has long supported Maryland's efforts to be a leader in reform. We have worked with you to:

- revise the state curriculum, assessments, and accountability system based on the Common Core Standards;
- interpret and use data to inform and adjust curricular decisions;
- redesign the model Maryland uses to prepare and support teachers and principals through training and professional development; and
- engage in innovative ways to transform low-achieving schools and districts.

We believe these reforms are the right things to do for Maryland's students. Please know that the College Board will continue to be a resource and collaborate with you to drive these reforms, regardless of funding.

CollegeBoard
connect to college success

We are confident this plan will result in improved student achievement and closing achievement gaps through greater teacher effectiveness. The College Board's depth of experience in curriculum, assessments and professional development makes us an optimal colleague for this state-wide initiative. We look forward to continuing to work closely with you and your colleagues to build on your record of success on behalf Maryland students as you implement your reform plan.

Very truly yours,

(b)(6)

Gaston Caperton

Maryland Association of Boards of Education

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May 11, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

The Maryland Association of Boards of Education (MABE) supports Maryland's application for a Race to the Top (RTTT) grant funded by the American Recovery and Reinvestment Act (ARRA).

The RTTT grant could provide as much as $250 million to sustain and advance Maryland's already highly successful standards-based reforms. MABE believes that Maryland is well-positioned to secure its share of this highly competitive funding due to our extraordinary success in achieving statewide funding increases and performance accountability reforms. The RTTT grant program is intended to reward states for just such success, as well as to promote further educational innovation.

Specifically, states must create a detailed plan for implementing reforms in four key areas:

- Standards and Assessments – Adopt internationally benchmarked standards and assessments that prepare students for success in college and in the workplace;
- Data Systems to Support Instruction – Build data systems that measure student success and inform teachers and principals about how they can improve their practices;
- Great Teachers and Leaders – Recruit, develop, retain, and reward effective teachers and principals; and
- Low-Performing Schools – Turn around the persistently lowest-performing schools.

MABE is uncompromisingly committed to the academic success of all students. The RTTT grant funding would significantly contribute to the ongoing work of local boards to achieve this most important goal.

Sincerely,

Cathy Allen
President

CA:kwb

cc: MABE Board of Directors
President DeGraffenreidt, State Board
John Ratliff, Governor's Office

MARYLAND ASSOCIATION
OF COUNTIES, INC.

Dr. Nancy Grasmick
State Superintendent of Schools
200 West Baltimore St.
Baltimore, MD 21201

May 5, 2010

Dear Dr. Grasmick:

The Maryland Association of Counties (MACo) supports the application of the Maryland State Department of Education (MSDE) for available Race to the Top funds. Obtaining such funding will assist in the implementation of ongoing reform efforts to the State Curriculum, school technology infrastructure, teacher evaluation and support, and low-achieving schools and districts.

As you are aware, Maryland has a long and successful history of school reform. The Bridge to Excellence in Public Schools Act of 2002 (Thornton Act) signaled a commitment of the State to match county funding efforts and the additional funding for teachers and programs has resulted in student assessment gains in all categories. State and county capital budget commitments to school construction, based on the 2004 recommendations of the Task Force to Study Public School Facilities, has resulted in newer and refurbished school facilities. Cumulatively, these factors have made Maryland's schools ranked #1 for two years in a row.

County commitment has been critical to that success. Unlike many other states, education support is a significant component of each county's budget in Maryland, sometimes comprising as much as 60 percent of a county's budget. From FY 1995 to 2009, counties have spent nearly $55 billion on K-12 education under the State's maintenance of effort (MOE) requirement, usually in excess of the annually required amount. Additionally, counties spend money on public schools that is not counted under MOE. According to the Department of Legislative Services, in FY 2010 counties spent an additional $81 million outside of MOE.

Reform efforts could be accelerated if MSDE were able to tap into Race to the Top monies. MACo has and will continue to support those efforts. Having a high performing but cost effective education system is a benefit to Maryland's local governments, citizens, and children. MACo believes Race to the Top funding will help achieve that goal and therefore supports MSDE's application and its reform efforts.

Sincerely,

Michael Sanderson
Executive Director
Maryland Association of Counties

169 CONDUIT STREET, ANNAPOLIS, MD 21401
(410) 269-0043 BALTIMORE
(301) 261-1140 DC METRO
(410) 268-1775 FAX
WWW.MDCOUNTIES.ORG

Caroline County Public Schools
204 Franklin Street
Denton, Maryland 21629

EDWARD W. SHIRLEY, Ed.D.
SUPERINTENDENT OF SCHOOLS

TELEPHONE: 410-479-1460
FAX: 410-479-0108
HOME PAGE: cl.k12.md.us

April 16, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

The purpose of this letter is to advise you that at its regular meeting on April 16, 2010, the Public School Superintendents Association of Maryland (PSSAM) voted unanimously to support Maryland's Race to the Top Application.

Maryland has a long history of school reform and the superintendents in our state are proud to have played a major role in these efforts. We are especially proud of the student achievement that is a direct result of many of these reforms. In spite of our successes, administrators and teachers have never been satisfied or content. Indeed, it has been our historic ability to continue to expand our successes that has contributed so much to our comparative rankings.

As we look to the future, PSSAM supports Maryland's efforts to:

- Revise the State Curriculum, assessments, and accountability system based on the Common Core Standards.
- Build a statewide technology infrastructure to help inform instruction.
- Redesign how Maryland prepares, supports and evaluates teachers and principals.
- Engage in innovative ways to transform low-achieving schools and districts.

Overall, we believe that these reforms are the right things to do for Maryland's children and we look forward to working with our colleagues throughout the state as we implement this reform plan.

Sincerely,

Edward W. Shirley, Ed.D.
Superintendent of Schools
President, Public School Superintendents' Association of Maryland

Maryland Association of Secondary School Principals
Affiliated with the National Association of Secondary School Principals

May 10, 2010

Dr. Nancy S. Grasmick

State Superintendent of Schools

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

Dear Dr. Grasmick:

The Maryland Association of Secondary School Principals supports your efforts and those of MSDE in the pursuit of federal funds through the Race To The Top application. We strongly believe that where there is an outstanding secondary school, there is an outstanding principal. The parts of the application that we have examined most closely are based upon the MSDE Maryland Instructional Leadership Framework which we have supported since its inception. As secondary administrators, we want to be accountable for student achievement and we realize that we must look more closely at the manner in which we observe and evaluate teachers, examine the results of teaching rather than the process and value the potential for receiving more constructive feedback as instructional leaders. We feel that the ideas expressed in the application are leading us in that direction.

Maryland has had marvelous success with the implementation of the Maryland State curriculum and the accompanying High School Assessments. The next logical step for us is to embrace the Common Core Standards and modify our curriculum to match the national standards. This will be another measure which will demonstrate that we are indeed, the Education State. With this, comes the development of a state-wide technology infrastructure which will allow us to constantly examine the multitudes of data which we will use to enhance instructional and assessment practices on a more frequent basis and thus continually improve the quality of what we and our respective staffs do each day.

Finally, we believe there are schools that are low-achieving and do need intensive assistance. We are confident that the MSDE Breakthrough Center will play a vital role in assisting these schools as they implement practices and procedures that will result in dramatically increased student achievement.

As has been the case in the past, MASSP looks forward to working with you and the staff of MSDE to continue to provide an excellent education for all of the Maryland students we serve.

Sincerely,

Gene Streagle

Executive Director, MASSP

3443 Walker Drive, Ellicott City, MD 21042-3723 FAX 410-461-3292 Telephone 443-745-9075
massp@comcast.net www.md-massp.org

RTT support Steering Committee

Maryland Association of Elementary School Principals
Service, Support and Advocacy for Maryland Principals
Judith Walker, President
505 North Center Street
Westminster, Maryland 21157
410-386-4440 FAX 410-386-4444

Dr. Nancy Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick,

As a member of the Executive Steering Committee for Race to the Top and as the current president of the Maryland Association of Elementary School Principals, I would like to inform you of my support for Maryland's newest reform effort. This is an impressive and bold undertaking and I am proud to be a part of this process. I will continue to share our committee updates with our members as well as communicate their suggestions and questions to the committee. Our organization appreciates being included in this important process.

Sincerely,

Ms. Judith C. Walker
MAESP President

April 23, 2010

Dear *Race to the Top* Review Committee:

As Teachers of the Year, we know that Maryland education, applauded as innovative and trendsetting, consistently strives for improvement and excellence. We are proud of the great strides made in student achievement, and we also recognize that we have a distance to go to reach our goal of closing all achievement gaps. For two decades, Maryland education has been on the forefront of reform in setting standards and requiring accountability and the State's rationale has been the same one that underlies "Race to the Top." We support Maryland's efforts to improve educational achievement and student success and believe that continued high expectations and rigor in evaluating teachers will ultimately elevate the teaching profession as a whole.

We pledge our support to advising the Maryland State Department of Education on its reform efforts and, as Teacher of the Year leaders and education ambassadors, we will participate in these efforts through formal channels of communication and input. We promise to bring our expertise to advising and assisting in:

- Revising the State Curriculum, assessments, and accountability system based on the Common Core Standards
- Building a statewide technology infrastructure to help inform instruction
- Redesigning how Maryland prepares, supports, and evaluates teachers and principals
- Engaging in innovative ways to transform low-achieving schools and districts

We look forward to working with the Maryland State Department of Education in implementing its plans for a future in which all students have the greatest opportunities to achieve personally and academically.

Sincerely,
Maryland's 2010 District Teachers of the Year Representing all 24 School Systems and Teacher of the Year & Milken Representatives 2005-2009

(b)(6)

Allegany County

Anne Arundel C

Baltimore City_

Baltimore Count

Calvert County_

Caroline County

Carroll County_

Cecil County_

Charles County_

Dorchester Cour

Frederick County

Garrett County_

Harford County_

Howard County_

Kent County___

Montgomery Co

Prince George's

Queen Anne's C

Saint Mary's Co

Somerset County

Talbot County__

Washington Cou

Wicomico Count

Worcester Count

(b)(6)

Year	School District
2006-07	Harford County
2004-05	Anne Arundel County
07-08	Hulford County
07-08	Caroline County
07-08	Howard County
07-08	Prince George's Co.
07.08	Somerset County
06-07	Somerset County
06-07	QUEEN ANNE'S COUNT
08-09	Cecil County
08-09	Harford County
08-09	Dorchester County
08-09	Charles County
08-09	Wicomico County
08-09	Garrett County
08-09	Somerset County
08-09	Frederick County
08-09	Queen Annes County
Milken '08	Prince George's County
Milken '06	Anne Arundel County
05-06	Baltimore City
06-07	Dorchester Co.
06-07	Howard Co


(b)(6)

Centreville Elementary School
Centreville, Maryland 21617

May 5, 2010

Dear Dr. Grasmick,

It would be an exciting opportunity to be a part of the reform initiative "Race To The Top". In order for Queen Anne County to continue to be a leading force in education in Maryland and the nation, we need to be an integral part of the upcoming reform. This would enable us the opportunity to help shape the many aspects of the initiative. As always, we wish to continue being leaders and decision makers in creating the best education for our students to be successful in the 21st century. We look forward to being part of the "Race ToThe Top"!

Sincerely,

Christina Heckard, Teacher Specialist
(b)(6)

Linda Gent, Reading Specialist
(b)(6)

Lynn Beauchamp, Math Specialist
(b)(6)

Carol Williamson - support for reform initiatives

From: Jennifer Holden
To: Carol Williamson
Date: 5/6/2010 7:55 PM
Subject: support for reform initiatives

Dr. Williamson,
Thank you so much for your thorough and insightful presentation about "Race to the Top" at our faculty meeting. I want you to know that I support your efforts to involve our county in Maryland's initial process of educational reform. After speaking with other intrigued colleagues I am sure that your initiatives will prove beneficial for Queen Anne's County Public Schools. Thank you for allowing this opportunity to voice my agreement.

Kindest regards,
Jennifer Holden

(b)(6)

- Race to the Top

From: Eric Christopher
To: Carol Williamson
Date: 5/7/2010 2:33 PM
Subject: Race to the Top
CC: Lloyd Taylor

Sudlersville Elementary School
300 South Church Street
Sudlersville, Maryland 21668
May 7, 2010

Dr. Nancy Grasmick, Superintendent
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dr. Carol A. Williamson, Superintendent
Queen Anne's County Public Schools
202 Chesterfield Avenue
Centreville, Maryland 21617

Dear Dr. Grasmick and Dr. Williamson,

I am a proud member of the Queen Anne's County public school system and wish to support the Race to the Top initiative. Student achievement is what drives my instruction on a daily basis and I work hard to ensure that my students are receiving the best educational opportunities available. Keeping student achievement in mind, I encourage any and all opportunities that allow for such a change because I want all children to be successful. Thank you for allowing me to express my esteem for this initiative. I will continue to put forth every effort possible to ensure that my students thrive as learners.

(b)(6)

Fifth Grade Teacher
Sudlersville Elementary School
Queen Anne's County Public Schools

Sudlersville Elementary School
300 South Church Street
Sudlersville, Maryland 21668
May 7, 2010

Dr. Nancy Grasmick, Superintendent
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dr. Carol A. Williamson, Superintendent
Queen Anne's County Public Schools
202 Chesterfield Avenue
Centreville, Maryland 21617

Dear Dr Williamson,

Please accept my personal thank you for taking the time out of your very busy schedule to provide the Sudlersville Elementary School staff with valuable information pertaining to "Race to the Top". I want to express my support for this initiative and to echo many of my co-workers thoughts on how this initiative will serve to continue providing our students with needed resources and allow them continued academic success.

Once again thank you for allowing me to voice my agreement for the "Race to the Top".

Sincerely,

(b)(6)

Kennard Elementary School
420 Little Kidwell Avenue
Centreville, MD 21617
410-758-1166

Michele Hampton
Principal

April 29, 2010

Dr. Nancy S. Grasmick
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595

Dear Dr. Grasmick:

I am writing to express my interest in learning more about the priorities for the "Race to the Top" Fund. After viewing presentations and reading several press releases, I am supportive of these efforts and feel our county education leaders need to continue to encourage this movement. Secretary Duncan recently announced that the U.S. Department of Education will conduct a national competition for $4 billion of the "Race to the Top" Fund to be earmarked toward improving the quality of education at the state level. This monetary support would be helpful in ensuring successful academic achievement. Queen Anne's County has always used data to track the needs of students. Our county should be encouraged to participate in shaping these benchmarks. Improving teacher and principal quality concurrently raises county-wide standards and expectations. I whole-heartedly support the "Race to the Top" Fund, and will encourage other educators to do so as well.

Sincerely,

(b)(6)

Michele Hampton
Principal

Michele Hampton
Kennard Elementary School-QACPS
420 Little Kidwell Ave.
Centreville, MD 21617
410-758-1166

Sudlersville Elementary School
300 S. Church Street
Sudlersville, Maryland 21668

Lloyd W Taylor, Ed. D.

410-438-3164
Fax 410-438-3551

May 7, 2010

Dr. Nancy Grasmick, Maryland State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryhland 21201

Dr. Carol Williamson, Queen Anne's County Superintendent of Schools
202 Chesterfield Avenue
Centreville Maryland 21617

Dear Dr. Grasmick and Dr. Williamson:

Please add my name to those who would encourage both the Queen Anne's County Public School System and the Maryland Public Schools to apply for and support inclusion in the federal *Race to the Top* initiative. This program would certainly be beneficial to students in our system and throughout the state. In addition, educational representatives from Queen Anne's County could, no doubt, provide valuable insights and contributions in the development of *Race to the Top* as it relates to students in our state. If I can be of any assistance in this effort, please feel free to include me in your plans.

Sincerely,

(b)(6)

Lloyd W. Taylor, Ed.D.
Principal

May 4, 2010

Dear Dr. Williamson and Dr. Grasmick,

Recently I participated in two focus groups related to "race to the top". One was held at The Queen Anne's Board Of Education and consisted of teachers from all levels in our county. The other was held at the Teachers of Promise Institute and consisted of past and present teachers of the year from around Maryland. Both were very informative and I cannot wait to hear more about it! I am very excited and interested in our 3rd level reform and I look forward to being able to contribute to shaping this initiative. Please contact me if you have any questions.

Sincerely,

(b)(6)

Church Hill Elementary School
631 Main Street
Church Hill, Maryland 21623
"A Targeted Title I School"

Janet E. Pauls
Principal

Phone 410-556-6681
Fax 410-556-6508

May 13, 2010

Dr. Nancy Grasmick
Maryland Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

After reading extensive articles regarding Race to the Top Educational Reform, I am in favor of the reform. I support the comprehensive standards, along with rewarding and retaining effective teachers and administrators.

I feel our support of the reform will help strengthen our overall goal to increase student achievement in the state of Maryland and keep Maryland #1 in the Nation!

Sincerely,

(b)(6)

Janet E. Pauls
Principal

420 Little Kidwell Ave
Centreville MD 21617
May 3, 2010

Queen Anne's County Board of Education
202 Chesterfield Ave
Centreville MD 21617

Dear Dr. Williamson,

As an educator in Queen Anne's County Public Schools, I would like to let you know that I do support your efforts to make our schools part of the new Race to the Top initiative. According to the Race to The Top website, the four major points of reform are already goals that Queen Anne's County Schools are working towards through our own mission statement. For example, we already use standards and many various assessments to drive instruction and check student understanding. We also currently use data systems to measure academic growth in our students. By working with our state and national education leaders, we will be able to better reach these goals and be a part of how these goals are met and measured.

I am particularly interested in rewarding and maintaining effective teachers in our county. After working in our county for 7 years, I have experienced the effects of ineffective teachers on students, and I feel that we need to find better ways of holding our teachers responsible for instruction.

I feel that we should become involved with Race to the Top from its infancy so that we can share our concerns and hopes with our educational leaders, and help establish procedures and guidelines for the future of education.

Sincerely,

(b)(6)

3rd Grade Teacher
Kennard Elementary School

RECEIVED
SUPERINTENDENTS OFFICE
MAY 12 2010
QUEEN ANNE'S COUNTY
BOARD OF EDUCATION

CC: Dr. Nancy Grasmick

Centreville Elementary School
213 Homewood Avenue
Centreville, Maryland 21617
410-758-1320
Fax: 410-758-4443

Jean Cupani
Principal

May 3, 2010

Dr. Nancy Grasmick, State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595

Dear Dr. Grasmick:

Dr. Carol Williamson recently spoke to our staff at Centreville Elementary School, sharing an informative presentation about the Race to the Top initiative. I whole-heartedly support Dr. Williamson's interest in QACPS working with MSDE as they plan and begin to implement Maryland's plan for meeting the RTTT guidelines.

I have worked in QACPS, in various roles and several different schools, since 1976. I was a 1994 finalist for Maryland State Teacher of the Year. As a result of our school system's foresight and willingness to step out at the onset of state/federal initiatives, QACPS has been on the cutting-edge which continues to benefit our students. As a result, our students continue to excel in spite of decreased state and local funding.

As our school system supported previous state initiatives, I was provided many opportunities to collaborate with others throughout the state. This input was used to shape the state curriculum and online resources that teachers use to drive instruction. As a classroom teacher, I served on the English/Language Arts Goals 2000 Committee, as a MSPAP scorer, and as a writer for the MD Assessment Consortium. As supervisor of elementary reading/language arts, I had the privilege of serving on MSDE's Elementary Reading/Writing Content Team for MSPAP Elementary Instructional Resource Manuals, participating in training for school teams on "Data-Based Instructional Decision-Making", presented by Ron Thomas & Laney Sikley, and providing input on the Maryland Content Standards. I also had the pleasure of attending Maryland's Principal's Academy, "Building Leadership Capacity for Student Achievement" and various math and reading trainings provided by MSDE to school teams. By having these first-hand opportunities, I was better equipped to share new skills and knowledge with colleagues and implement the curriculum or initiatives in a manner that benefitted our students' learning.

I feel that we now have a similar opportunity to help shape the state's interpretation and implementation of the Common Core Standards and other RTTT components, such as Pay for Performance. I recently attended MSDE's regional focus group for principals on Pay for Performance,

providing suggestions and asking pertinent questions that will be considered during the planning stages. If QACPS is selected as a partnering school system, we will have numerous opportunities to share our school –based expertise and to help shape and revise Maryland's curriculum, assessments, procedures and resources. In turn, our staff will have first-hand knowledge of the new curriculum and new expectations. We'll be afforded with professional development opportunities, provided by the collaborative relationship with MSDE (as we have through previously partnering at the onset of state initiatives), at little or no cost to our school system. During these economic times, this is reciprocally advantageous for us and for MSDE.

Having first-hand knowledge of the new curriculum will keep our staff on the cutting-edge. By being on the cutting edge, our instruction will continue to be aligned with the new standards and assessments, enabling our students to continue improvements we've seen in the past several years and move forward with success. As a principal of a primary school (PK-2nd grade), I feel passionately about this. In order to assess student progress, assessments will need to be established for PreK, kindergarten, 1st, and 2nd grades---assessments that align with the instructional and developmental needs of early childhood learners. I'd like to see QACPS with opportunities for input into the development of this assessment system. Student social/emotional/behavioral growth, parental satisfaction, and school culture are also indicators of student progress that should be considered when looking at teacher/administrators' effectiveness.

As I recently read an article in ASCD's Educational Leadership (May 2010), I could relate to the many new teachers surveyed for Harvard University's Project on the Next Generation of Teachers. The surveyed teachers were concerned about the lockstep pay system in US schools. They were concerned that there is very little they can do to improve their earnings, to change their role over time (other than enter administration), or to combine classroom teaching with other roles such as instructional coaching or data analysis. According to this research, early-career teachers are more interested in pay for performance than their more experienced colleagues are. Although I am one of those more experienced colleagues, I could relate to the concerns expressed by these newcomers. I think the reluctance that many teachers' unions have concerning this issue stems from our current inability to provide them with a model that encompasses more than student achievement test scores. Teachers are devoted to providing meaningful, motivating, learning experiences that will prepare our students for the 21st Century. If performance pay focuses mainly on student test scores, there is a fear that the instructional focus will become so narrow, focusing on tested objectives/skills, that the non tested skills and strategies (critical and creative thinking, verbal / social communication, etc) needed for students to be successful in the real world will be neglected. It is exactly for this reason that I support QACPS in its effort to partner with MSDE in the RTTT initiative at its inception. Our staff would have opportunities to review a variety of possibilities for evaluation criteria and would have input on additional data points for student growth during the drafting, piloting, and revision phases of the evaluation documents.

Please feel free to share this letter of support as needed.

Sincerely,

(b)(6)

Jean Cupani
Principal

Carol Williamson - Support for Reform

From: (b)(6)
To: Carol Williamson
Date: 5/10/2010 7:34 AM
Subject: Support for Reform

Sudlersville Elementary School
300 South Church Street
Sudlersville, Maryland 21668
May 7, 2010

Dr. Nancy Grasmick, Superintendent
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dr. Carol A. Williamson, Superintendent
Queen Anne's County Public Schools
202 Chesterfield Avenue
Centreville, Maryland 21617

Dear Dr. Grasmick and Dr. Williamson,

Thank you so much for providing teachers the valuable information about "Race to the Top." I want you to know that I support your efforts to involve our county in Maryland's initial process of educational reform. After hearing your presentation, and speaking to other interested colleagues, I am sure that your initiatives will prove beneficial for Queen Anne's County Public Schools. Thank you for allowing this opportunity to voice my agreement.

Sincerely,

(b)(6)

MARYLAND BUSINESS ROUNDTABLE FOR EDUCATION

5520 Research Park Drive
Suite 150
Baltimore, MD 21228
(410) 788-0333
(410) 788-0233 (fax)
mail@mbrt.org
www.mbrt.org

May 13, 2010

Dr. Nancy Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

The Maryland Business Roundtable for Education (MBRT) strongly supports Maryland's ***Race To The Top*** application to the U. S. Department of Education.

Since 1992, MBRT has vigorously supported and participated in the state's efforts to improve student achievement by raising academic standards, developing rigorous assessments, and establishing strong accountability measures.

Building on the success of the past 18 years and our long history of collaboration with the Maryland State Department of Education, we believe that Maryland is ready and well-positioned to implement the next generation of school innovations and improvements, reflected in its ***Race To The Top*** application, that will significantly strengthen teaching and learning and establish high expectations for and improved performance by all students.

Among all stakeholders in Maryland, there is strong commitment to and serious action toward aligning policies, standards, curriculum, programs, requirements, and expectations – from pre-K through college and the workplace – to ensure that all students have the knowledge and skills required to succeed in college, careers, and in life.

Maryland's ***Race To The Top*** proposal is the result of broad collaboration, data-driven discovery, thoughtful deliberation, and intense strategic planning – all intended to create a new era of world-class educational excellence in Maryland.

MBRT is prepared to support this effort through development of the state's STEM Innovation Network, communicating with students about the need for achieving high standards, and significant financial, in-kind, and volunteer support from the business community.

Attached is a position statement signed by MBRT's Board of Directors supporting adoption of Common Core Standards and Assessments, and implementation of an Educational Longitudinal Data System and Maryland's Education Reform Act of 2010.

MBRT is proud to partner with the Maryland State Department of Education and others to implement the state's ambitious plan, and we urge the U.S. Department of Education to give Maryland's ***Race To The Top*** application its most serious consideration.

Sincerely,

June E. Streckfus
Executive Director

Maryland Business Roundtable for Education

Position Statement on
Adoption of Common Core Standards and Assessments,
Implementation of an Education Longitudinal Data System
and Maryland's Education Reform Act of 2010

March 2010

Since 1992, the Maryland Business Roundtable for Education has vigorously supported the state's efforts to improve student achievement by raising academic standards, developing rigorous assessments, and establishing strong accountability measures.

Building on the success of the past 18 years and our long history of collaboration, we believe that Maryland is ready and well-positioned to put in place the next generation of school innovations and improvements. This effort must, in our opinion, include review and modification of existing policies and practices in order to strengthen Maryland's ability to capitalize on opportunities and funding available from the federal government.

The Case for Common Core Standards and Assessments

As Maryland moves forward to ensure that all high school graduates are college/career-ready, it is critical that academic standards are robust, universal, and aligned with the knowledge and skills that are required for success in postsecondary education and the workplace.

As a result of the leadership of State Superintendent Grasmick and the bold action of the State Board of Education, Maryland has made significant progress in raising K-12 standards and implementing more rigorous assessments and graduation requirements, which has subsequently resulted in marked gains in student achievement.

It is a fact, however, that current high school standards in Maryland are not rigorous enough or consistent enough to ensure that students who meet them are prepared for college or work.

Common Core College and Career Readiness Standards for Mathematics and Reading have been developed that are based on evidence about what is most important for students to know in order to be prepared for college credit-bearing courses and workforce training programs for high skilled careers. They also compare favorably to standards in other high performing countries and states. So, students meeting these Common Core Standards would be globally – as well as nationally – competitive.

Adoption of the Common Core Standards and appropriate measures will establish a new set of expectations and a level playing field for all students, while greatly increasing their chances for success and opportunity in life.

The Case for an Educational Longitudinal Data System

"It is a capital mistake to theorize before one has data." Arthur Conan Doyle

Without a longitudinal data system, students – their achievements and their shortfalls – cannot be monitored as they proceed through school. A student's progress as he or she moves from school to school, from county to county, from state to state, from high school to college cannot be tracked. Teacher impact on student success or failure cannot be assessed. And students can fall unnoticed through cracks, particularly as they transition from elementary to middle school, from middle to high school, and from high school to college. The technology exists to do all these things and more.

We must use the best technology and the most accurate data to help guide students successfully through the educational process to successful lives.

The Governor has made this a top priority of his administration. The Maryland State Department of Education and the University System of Maryland are working to develop and launch a comprehensive longitudinal data system that will not only track student performance from pre-K through college and into the workforce, but that will also provide Maryland educators and policy makers with meaningful data with which to continually improve the education of Maryland's students.

In order for states to qualify for millions of dollars in federal aid for education, the U.S. Department of Education has set very specific criteria. States must have in place – or be in the process of putting in place – common core standards and a longitudinal data system.

The Case for Maryland's Education Reform Act of 2010

In order for Maryland to be in alignment and compliance with national requirements to improve teacher effectiveness, we support the key elements of the legislation introduced in the Education Reform Act of 2010 to:

- Lengthen teacher tenure
- Provide mentors and professional development for new teachers in danger of not achieving tenure.
- Make data on students growth a "significant component" of teacher evaluations
- Provide incentive pay for high-performing teachers and administrators who move to the lowest performing public schools.

The Maryland Business Roundtable for Education Board of Directors urges Maryland educational and political leaders to move swiftly to adopt Common Core Standards, to implement a comprehensive Education Longitudinal Data System, and to adopt the Education Reform Act of 2010.

_____

James F. Pitts, Chairman, Board of Directors
Maryland Business Roundtable for Education

_____

Date Approved by MBRT Board of Directors

Maryland Business Roundtable for Education Board of Directors

We, the undersigned, endorse the MBRT position statement on Common Core Standards and Assessments, Implementation of an Education Longitudinal Data System and Maryland's Education Reform Act of 2010 dated March 2010.

James F. Pitts, Chairman
Corporate Vice President & Vice President
Electronic System
Northrop Grumman Corporation

Stephen W. Brinch
Vice President, HR Services
Lockheed Martin Corporation

Karen I. Campbell
Vice President, Chief Policy Officer
Verizon

Randall Griffin
President & CEO
Corporate Office Properties Trust

(b)(6)

Kevin Hall
Office Managing Partner
KPMG

Freeman Hrabowski, III
President
University of Maryland, Baltimore County

William "Brit" Kirwan
Chancellor
University System of Maryland

Sandra Kurtinitis
President
Community College of Baltimore County

Ellen Lord
Senior Vice President & General Manager
AAI Corporation

Kevin J. Manning
President
Stevenson University

Robert S. Marshall
President
AWS / WeatherBug

Ronald R. Peterson
President
Johns Hopkins Health System

(b)(6)

Walter D. Pinkard, Jr.
Chairman
Cassidy Turley

(b)(6)

Henry A. Rosenberg, Jr.
Chairman
Rosemore, Inc.

James B. Sellinger
Vice President, Technical Sales Americas
IBM Corporation

Mayo A. Shattuck, III
Chairman, President & CEO
Constellation Energy Group

Janet Smith
Executive Vice President / Chief Business Officer
CitiFinancial

David M. Velazquez
Executive Vice President, Power Delivery
Pepco Holdings, Inc.

Alan Wilson
President & CEO
McCormick & Company, Inc.

Dr. Barbara Dezmon, Ph.D.
Achievement Initiative for Maryland's Minority Students Steering Committee
9445 Ashlyn Circle
Owings Mills, Maryland 21117

May 10, 2010

Dr. Nancy S. Grasmick
Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

This letter is written on behalf of the Achievement Initiative for Maryland's Minority Students (AIMMS) in support of the Maryland state application for Race to the Top (RTTT) funding.

For over a decade, AIMMS has advised the Maryland State Department of Education (MSDE), as well as various agencies and organizations, on the status of minority student achievement and strategies to address that issue. AIMMS has also been responsible for monitoring the implementation of a state regulation that addresses diversity and achievement. The state of Maryland, under the leadership provided by MSDE, has been in the vanguard in attending to matters that directly and indirectly impact the success of all students. The RTTT grant application will enable the state to continue those efforts and enhance them to better serve sub-populations of students.

One outstanding component of the state application that particularly reflects the goal of RTTT involves accountability. This area specifically concerns accounting for student instructional progress and trends at both the individual and the group levels. Through this approach, educators will be better able to adjust instruction to meet needs specific to students.

Accordingly, Maryland is a prime candidate regarding this aspect of RTTT since MSDE has focused on this topic for some time and forwarded proactive and substantive initiatives to enhance student learning as well as teacher effectiveness.

MSDE being a recipient of RTTT, not only is it deserved, it will help MSDE fortify its efforts on behalf of all students and particularly minority, poor, ELL, as well as students designated as at risk.

All of the above considered, the AIMMS Steering Committee enthusiastically endorses the RTTT application submitted by MSDE and hopes that the funding authorities will support efforts in the state of Maryland.

Respectfully,

(b)(6)

Barbara Dezmon
Chair

UNIVERSITY SYSTEM OF MARYLAND

OFFICE OF THE CHANCELLOR

May 20, 2010

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

1807
University of Maryland, Baltimore

1856
University of Maryland, College Park

1865
Bowie State University

1866
Towson University

1886
University of Maryland Eastern Shore

1898
Frostburg State University

1900
Coppin State University

1925
Salisbury University

1925
University of Baltimore

1925
University of Maryland Center for Environmental Science

1947
University of Maryland University College

1966
University of Maryland, Baltimore County

1985
University of Maryland Biotechnology Institute

Dear Dr. Grasmick:

I would like to take this opportunity to convey my enthusiastic support for Maryland's Race to the Top (RTTT) proposal to the U.S. Department of Education. The University System of Maryland (USM) is eager to join our state's other segments of education in a shared agenda of developing larger numbers of highly qualified teachers, increasing educational attainment of our students, and enhancing our state's math and science pipeline. Working together, we have the opportunity to make Maryland a national model as the nation's best educated state with a highly skilled and educated workforce, especially in high demand areas. As a member of the Steering Committee during the planning phase of this project, I have observed how a major reform effort really does "take a village." Moreover, I am pleased and proud to be part of a team that keeps the focus on the children of our state, understanding full well that they are, indeed, our future.

The USM support of this proposal is grounded in our basic mission of serving Marylanders' educational needs through teaching, research, and public service. USM will be a strong, willing, and able partner in Maryland's Race to the Top application. We believe we have a special role to play in two critically important "absolute" priorities in the Race to the Top application:

- ***Attracting and keeping great teachers and leaders in America's classrooms, and***
- ***Using innovation and effective approaches to turn-around struggling schools.***

In addition, we have special capacity to meet the competitive preference priority:

- ***Emphasis on Science, Technology, Engineering, and Mathematics (STEM).***

As you know well, both in Maryland and nationally, there is a crisis in the workforce, as employers increasingly require workers who hold two-year or four-year college degrees. This comes at a time of great economic uncertainty, when students, their families, and the public at large perceive higher education to be increasingly out of reach. Our state's higher education community has an economic, professional, and moral imperative to ensure that college-ready, college-capable students can successfully obtain an education that is relevant to addressing society's evolving needs.

In closing, let me repeat that USM strongly endorses Maryland's proposal, and we are eager to be a partner with the Maryland State Department of Education, as we move forward together to secure funding from the Race to the Top program. We thank you for your leadership in developing the state's RTTT proposal and we welcome the opportunity to work with you and your colleagues to realize our shared goals and aspirations for Maryland's students.

Sincerely yours,

William E. Kirwan
Chancellor

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

February 9, 2010

Nancy S. Grasmick, Ph.D.
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

I am writing to express our University's enthusiastic support for the University System of Maryland (USM) Race to the Top proposal submitted to the U.S. Department of Education. Guided by its vision of national eminence in serving Maryland's educational needs, the USM is committed to attaining the goals of the Race to the Top Agenda. USM institutions have a history of collaboration in developing and implementing innovative teacher preparation initiatives. We are determined to increase the number of highly qualified teachers in the State and to ensure that all Maryland students, especially those in low performing schools, achieve the State's rigorous academic standards. By working together on the USM Race to the Top initiatives, we will educate growing numbers of Maryland students to address important workforce and societal needs.

As president of a University with a highly ranked teacher education program, I have observed USM's effectiveness in partnering with the Maryland State Department of Education. The System is well prepared to advance key priorities of the Race to the Top agenda, including attracting and retaining great teachers and leaders, and implementing proven, creative approaches to turn around struggling schools. USM Colleges and Schools of Education meet quarterly to address statewide educational policies and programs, and have partnered very effectively on federally funded projects. Most recently, a USM collaboration aimed at improving the professional development of middle and high school mathematics and science teachers and recruitment/ preparation of new STEM teachers for hard-to-staff schools was successful in improving the pipeline of STEM teachers in numerous Maryland counties. Faculty members from across the USM bring a wide range of expertise to tackle important educational priorities and will make Maryland a national model for innovative teacher education initiatives.

I am also pleased to endorse the University of Maryland's individual submission to the Race to the Top initiative. In addition to supporting the broader USM proposal priorities, our campus is uniquely positioned to prepare excellent teachers and educational leaders in three areas of emphasis: STEM teachers, special education, and English language learners. The University of Maryland is the number one producer of STEM graduates in the State and is a member of the leadership collaborative of the Association of Public and Land Grant Universities' Science and Mathematics Teacher Imperative. We are currently implementing a carefully crafted plan to graduate more STEM teachers. Our campus is also nationally known for

its preparation of highly qualified teachers for special education and English language learner programs. The University's Race to the Top proposal will bring together faculty in our Colleges/Schools of Education; Computer, Mathematical and Physical Sciences; Chemical and Life Sciences; and Engineering to support these important initiatives in the Prince George's County Public Schools. Special strategies have been identified to increase the capacity of the County's lowest performing schools.

As you know, higher education is critical to enhancing the professional development and self-sufficiency of our citizens, and to advancing the economy of our State and nation. The University of Maryland wholeheartedly supports the bold educational agenda of the Maryland State Department of Education and looks forward to implementing the State's Race to the Top agenda.

Yours sincerely,

C. D. Mote, Jr.
President

Cc: Dr. William E. Kirwan, Chancellor

TOWSON
UNIVERSITY

February 15, 2010

Robert L. Caret
President

Nancy S. Grasmick, Ph.D.
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

Towson University
8000 York Road
Towson, MD 21252-0001

t. 410 704-2356
f. 410 704-3488
rcaret@towson.edu
www.towson.edu

Allow me to take this opportunity to express my strong endorsement of the University System of Maryland's (USM) proposal in support of MSDE's preparation of what I expect will be Maryland's highly competitive Race to the Top (RTTT) submission to the U.S. Department of Education. In my view, the USM proposal represents a focused vision of the multiple ways that Maryland's public school systems will retain their recognized position of national eminence. As President of the USM institution with the largest and, in my view, best teacher preparation programs, I fully appreciate the responsibility of each USM institution to contribute in every way possible to meeting the state's RTTT objectives. As you know, each of the USM institutions has a solid history of working together with MSDE and with their neighboring LEAs to recruit, train and support the professional development of Maryland's teachers. The USM institutions serve Marylanders' educational needs through teaching, research, and public service. They are also responsible for producing more than 60% of the teachers prepared in Maryland and nearly two-thirds of the STEM degrees. Each USM institution also provides support to its neighboring LEAs through collaborative approaches to professional development, the assessment of educational interventions, and the systemic partnering resulting from their joint involvement in Professional Development Schools.

For all of the reasons I've cited, I am convinced that USM will serve as a strong and capable partner to MSDE. Given the RTTT priorities, it is clear that our USM institutions can help address both the need to *attract and keep great teachers and leaders* and *implement proven and effective approaches to turn around struggling schools*—two absolute priorities in the federal Race to the Top.

In addition to the System response to the MSDE RFI, Towson University has submitted its own responses representing offers of support from colleges across the campus as well as from the Center for Leadership in Education in the College of Education. Our responses offer significant additions to those represented in the USM proposal. In addition to what is presented in Towson's responses to the RFI, I give you my personal assurance that Towson is prepared is assist MSDE as its RTTT submission evolves in

TOWSON
UNIVERSITY

whatever additional ways we can. You know that you simply have to identify what we can do and I will make every effort to have the campus respond in a timely and constructive manner.

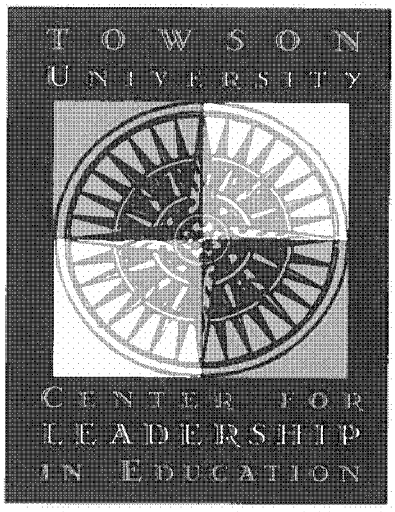
Thus, the USM institutions are fully committed to working with our state's executive, legislative, and educational leaders. Higher education plays a central role in creating opportunities for professional and social mobility among our citizens, and in developing a high-skill, high-wage workforce for our economy.

We applaud the Maryland State Department of Education's bold educational agenda and look forward to participating in Maryland's Race to the Top.

Sincerely,

Robert Caret
President

c: William Kirwan, Chancellor



May 12, 2010

Dr. Nancy S. Grasmick, Superintendent
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201-2595

Dear Dr. Grasmick:

As a former long-time superintendent here in Maryland and in my current role as Director of the Center for Leadership in Education at Towson University, I have read Maryland's Race to the Top (RTTT) draft proposal with great interest. Additionally, I recently participated in a focus group of representatives from the 14 campuses of the University System of Maryland, during which we engaged in an extensive discussion of the criteria for evaluating the performance of teachers and principals, authorized by the recent session of the state legislature, and outlined in more detail in the draft proposal.

I want you to know that I am strongly in favor of the proposed evaluation criteria as stated in the draft proposal and feel that they are fair, appropriate, and desperately needed if the school systems of this state are to continue to move in the direction of becoming true learning organizations. Over the past ten years, the term Professional Learning Community has become so ubiquitous that I worry it has lost its meaning. However, unfortunately, the use of the term has not resulted in a plethora of true learning communities, but rather a rhetorical proliferation of what Richard DuFour refers to as "sorta PLCs."

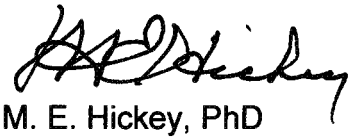
The research data, both quantitative and qualitative, clearly underscore the impact of true PLCs in improving the performance of both students and teachers, while at the same time acknowledging the difficulty of bringing about the cultural change that PLCs require, as teachers move from the isolation of the self-contained classroom to engagement in true collaborative teams. Central to this change process is the creation

of teams which share common goals and whose members function interdependently to achieve those goals. The teacher evaluation criteria in their current draft form will strongly assist those of us who are working with schools to make this culture shift because they not only focus on the performance of the individual teacher with his/her own class, but they also acknowledge the importance of interdependent goals by evaluating the teacher's performance as part of the grade/department-level team and his/her responsibility for the performance of all the students in the school. In other words, the mentality that, "these are my kids, those are yours," is no longer viable. They are all our kids.

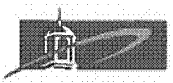
I realize there are those who have concerns about the fact that student performance comprises 50% of the evaluation criteria, rather than the maximum of 35% for any single component stipulated in the enacted legislation, but the three components that make up the 50% in the draft proposal measure different things, only one being direct student performance. The others measure the effectiveness of the teacher as part of a team—clearly a different set of skills—and as part of the total school faculty—again, measures of collaboration, commitment to a shared vision, and interdependency.

I applaud the work of you and your staff in developing these criteria and I strongly urge the State Board of Education to enact them in their current form.

Sincerely,



M. E. Hickey, PhD
Naomi Price Hentz Distinguished Professor and Director
Center for Leadership in Education
College of Education
Towson University



University of Maryland University College
Office of the President

February 12, 2010

Nancy S. Grasmick, Ph.D.
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick,

I am writing to you in strong support of the University System of Maryland's (USM) role in Maryland's Race to the Top proposal to the U. S. Department of Education. With the other presidents of USM institutions, I share enthusiastic commitment to the USM proposal submitted in response to your Request for Information.

As the presidents with teacher preparation programs, we share a responsibility to help meet the state's Race to the Top education reform objectives. Consistent with USM's national eminence, the USM proposal demonstrates that the nine universities with teacher education programs have a strong record of working together to prepare and retain teachers in Maryland and that they share a vision for partnering with the Maryland State Department of Education to meet two absolute priorities in the Race to the Top agenda – *attracting and keeping great teachers and leaders* and *implementing proven and effective approaches to turn around struggling schools*. Our established capacity for helping to meet Maryland's needs for teachers is demonstrated by our record of producing approximately 60% of the Maryland-prepared teachers and nearly two-thirds of the teachers in science, technology, engineering, and mathematics (STEM) areas.

As further demonstration of USM institutions' commitment to the Race to the Top initiative, you are receiving separate proposals from my university as well as others. Our responses describe the resources—and the creativity—that we offer to help you continue to lead the improvement of public education in Maryland.

UMUC is uniquely suited for partnership in Maryland's Race to the Top proposal. Our online delivery of degree programs is extremely important at a time when the workforce seeks accessibility, flexibility and quality from higher education to meet professional and personal needs. Moreover, through the innovativeness of new technologies, online education is rapidly exceeding traditional approaches in new, exciting and sophisticated ways, and UMUC is a worldwide leader in these advancements.

The UMUC proposal sent to you by my Department of Education responds to each of the Race to the Top reform areas, with a high priority given to preparing teachers and providing high quality professional development both to teachers and principals in the *persistently lowest-achieving schools*. Attention to STEM areas is included throughout the proposal, specifically in preparing new teachers, providing teachers with advanced

professional development, and promoting STEM-related colleagueship through online learning communities.

The UMUC proposal offers the opportunity to provide Maryland local school systems a coherent plan for online graduate level options to help address a number of their needs; these include preparing teachers through an alternative program, preparing teachers through a Master of Arts in Teaching program (which will be adapted for conditionally certified teachers) and providing advanced professional development in certificate programs and degree programs for teachers and principals.

My colleagues in USM institutions and I are fully committed to working with Maryland's executive, legislative and educational leaders. The USM proposal, together with proposals from UMUC and other USM universities are complementary and comprehensive and will help you achieve your bold educational agenda for the State. I very much look forward to joining you in Maryland's Race to the Top.

Sincerely,

Susan C. Aldridge

Susan Aldridge, Ph.D.
President

UNIVERSITY OF MARYLAND EASTERN SHORE

OFFICE OF THE PRESIDENT

JOHN T. WILLIAMS ADMINISTRATION BUILDING
ROOM 2107
PRINCESS ANNE, MARYLAND 21853-1299

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CAMPUS: (410) 651-2200
FAX: (410) 651-6300

February 12, 2010

Nancy S. Grasmick, Ph.D.
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

We would like to take this opportunity to express our strong support for the University System of Maryland's (USM) role in Maryland's Race to the Top proposal to the U.S. Department of Education. USM has a focused vision of national eminence. As the presidents of the USM institutions with teacher preparation programs, we share a responsibility to meet the state's objectives with respect to the Race to the Top agenda. We have a strong record of working together to recruit and train the best teachers in Maryland. Not only do our USM institutions serve Marylanders' educational needs through teaching, research, and public service, but together we produce approximately 60% of the teachers prepared in Maryland and nearly two-thirds of the STEM degrees.

We believe that USM can serve as a strong and capable partner to the Maryland State Department of Education. Given the Race to the Top priorities, it is clear that together, our USM institutions can help address both the need to *attract and keep great teachers and leaders* and *implement proven and effective approaches to turn around struggling schools*—two absolute priorities in the federal Race to the Top.

In addition to the System response to the MSDE RFI, you will be receiving some responses from our individual institutions—these responses will give you a clearer understanding of the creativity and resources we are prepared to devote to this important challenge.

USM institutions are fully committed to working with our state's executive, legislative, and educational leaders. Higher education plays a central role in creating opportunities for professional and social mobility among our citizens, and in developing a high-skill, high-wage workforce for our economy. We applaud the Maryland State Department of Education's bold educational agenda and look forward to participating in Maryland's Race to the Top.

Sincerely,

Thelma B. Thompson

Thelma B. Thompson, Ph.D.
President

C: William E. Kirwan, USM Chancellor

Salisbury
UNIVERSITY
A Maryland University of National Distinction

OFFICE OF THE PRESIDENT
1101 Camden Avenue
Salisbury, Maryland 21801-6860
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February 12, 2010

Nancy S. Grasmick, Ph.D.
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

I would like to take this opportunity to express my strong support for the University System of Maryland's (USM) role in Maryland's Race to the Top proposal to the U.S. Department of Education. The USM has a focused vision of national eminence. As home to one of the strongest teacher education programs in the state, Salisbury University shares the responsibility of meeting the state's objectives with respect to the Race to the Top agenda. USM institutions have a strong record of working together to recruit and train the best teachers in Maryland. We serve Marylanders' educational needs through teaching, research, and public service, and together produce approximately 60% of the teachers prepared in Maryland and nearly two-thirds of the STEM degrees.

The USM can serve as a strong and capable partner to the Maryland State Department of Education. Given the Race to the Top priorities, it is clear that together, our USM institutions can help address both the need to *attract and keep great teachers and leaders* and *implement proven and effective approaches to turn around struggling schools*—two absolute priorities in the federal Race to the Top.

In addition to the System response to the MSDE RFI, I want to offer my full support for Salisbury University's proposal to prepare 40 additional STEM teachers. Educators would be prepared at both the middle and high school levels through a cohort program that emphasizes scholarships, mentoring, additional clinical experiences and close contact with Salisbury University's Professional Development School partners. Secondary science and mathematics teacher candidates and elementary education candidates who minor in science, science education or mathematics would be eligible. Salisbury University has a strong history of helping Maryland to address its education workforce needs and will be an energetic and productive partner in Maryland's Race to the Top.

USM institutions are fully committed to continuing our strong partnership with Maryland's executive, legislative, and educational leaders. Higher education plays a key role in creating opportunities for professional and social mobility among our citizens, and in developing a high-skill, high-wage workforce for our economy.

We applaud the Maryland State Department of Education's bold educational agenda and look forward to participating in Maryland's Race to the Top.

Sincerely,

Janet Dudley-Eshbach
President

cc: Dr. William E. Kirwan, Chancellor, University System of Maryland
Dr. Diane Allen, Provost and Senior Vice President of Academic Affairs
Dr. Dennis Pataniczek, Dean, Seidel School of Education & Professional Studies

FROSTBURG STATE UNIVERSITY

OFFICE OF THE PRESIDENT
101 BRADDOCK ROAD
FROSTBURG, MD 21532-2303
T 301.687.4111
F 301.687.7070

February 9, 2010

Nancy S. Grasmick, Ph.D.
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

We would like to take this opportunity to express our strong support for the University System of Maryland's (USM) role in Maryland's Race to the Top proposal to the U.S. Department of Education. USM has a focused vision of national eminence. As the presidents of the USM institutions with teacher preparation programs, we share a responsibility to meet the state's objectives with respect to the Race to the Top agenda. We have a strong record of working together to recruit and train the best teachers in Maryland. Not only do our USM institutions serve Marylanders' educational needs through teaching, research, and public service, but together we produce approximately 60% of the teachers prepared in Maryland and nearly two-thirds of the STEM degrees.

We believe that USM can serve as a strong and capable partner to the Maryland State Department of Education. Given the Race to the Top priorities, it is clear that together, our USM institutions can help address both the need to *attract and keep great teachers and leaders* and *implement proven and effective approaches to turn around struggling schools*—two absolute priorities in the federal Race to the Top.

In addition to the System response to the MSDE RFI, you will be receiving some responses from our individual institutions—these responses will give you a clearer understanding of the creativity and resources we are prepared to devote to this important challenge.

USM institutions are fully committed to working with our state's executive, legislative, and educational leaders. Higher education plays a central role in creating opportunities for professional and social mobility among our citizens, and in developing a high-skill, high-wage workforce for our economy. We applaud the Maryland State Department of Education's bold educational agenda and look forward to participating in Maryland's Race to the Top.

Sincerely,

Jonathan Gibralter
President
Frostburg State University

COPPIN STATE UNIVERSITY

February 10, 2010

Nancy S. Grasmick, Ph.D.
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

I appreciate this opportunity to express my strong support of the University System of Maryland's (USM) role in Maryland's Race to the Top proposal to the U.S. Department of Education. USM has a focused vision of national eminence. Coppin State University and the other USM institutions share a responsibility to meet the state's objectives with respect to the Race to the Top agenda. Collectively, we have a strong record of working together to recruit and train the best teachers in Maryland. Not only do our USM institutions serve Marylanders' educational needs through teaching, research, and public service, but together we produce approximately 60% of the teachers prepared in Maryland and nearly two-thirds of the STEM degrees.

We believe that USM can serve as a strong and capable partner to the Maryland State Department of Education. Given the Race to the Top priorities, it is clear that together, our USM institutions can help address both the need to *attract and keep great teachers and leaders* and *implement proven and effective approaches to turn around struggling schools*—two absolute priorities in the federal Race to the Top.

Coppin State University certainly shares these priorities, as we continue to manage two high-performing charter schools in West Baltimore and lead the effort in the City's Urban Education Corridor. One of our charter schools, Rosemont Elementary/Middle School, is referenced in the Race to the Top proposal. The incredible success of Rosemont, and the model that Coppin State University and Rosemont have developed, is something that we hope will be replicated in other locations.

In addition to the System response to the MSDE RFI, you will be receiving some responses from other USM institutions. These responses will give you a clearer understanding of the creativity and resources we are prepared to devote to this important challenge.

Coppin State University and other USM institutions are fully committed to working with our state's executive, legislative, and educational leaders. Higher education plays a central role in creating opportunities for professional and social mobility among our citizens, and in developing a high-skill, high-wage workforce for our economy. We applaud the Maryland State Department of Education's bold educational agenda and look forward to participating in Maryland's Race to the Top.

Office of the President
2500 West North Avenue • Baltimore, Maryland 21216-3698 • Tel. (410) 951-3838 • Fax (410) 333-5369

Sincerely,

Reginald S. Avery
President

cc: Dr. William E. Kirwan, Chancellor, University System of Maryland

Mickey L. Burnim, Ph.D.
President

February 12, 2010

Nancy S. Grasmick, Ph.D.
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
Dear Dr. Grasmick:

We at Bowie State University (BSU) would like to take this opportunity to express our strong support for the University System of Maryland's (USM) role in Maryland's Race to the Top proposal to the U.S. Department of Education. USM has a focused vision of national eminence. As president of BSU, one of the USM institutions with teacher preparation programs, I share in the responsibility to meet the state's objectives with respect to the Race to the Top agenda. Our institutions have a strong record of working together to recruit and train the best teachers in Maryland. Not only do our USM institutions serve Marylanders' educational needs through teaching, research, and public service, but together we produce approximately 60% of the teachers prepared in Maryland and nearly two-thirds of the STEM degrees.

We believe that USM can serve as a strong and capable partner to the Maryland State Department of Education. Given the Race to the Top priorities, it is clear that together, our USM institutions can help address both the need to *attract and keep great teachers and leaders* and *implement proven and effective approaches to turn around struggling schools*—two absolute priorities in the federal Race to the Top.

We USM institutions are fully committed to working with our state's executive, legislative, and educational leaders. Higher education plays a central role in creating opportunities for professional and social mobility among our citizens, and in developing a high-skill, high-wage workforce for our economy. We applaud the Maryland State Department of Education's bold educational agenda and look forward to participating in Maryland's Race to the Top.

Sincerely,

M. L. Burnim

Mickey L. Burnim

14000 Jericho Park Road, Henry Administration Building, Suite 2000 Bowie, Maryland 20715
p 301-860-3555 f 301-860-3510 mlburnim@bowiestate.edu www.bowiestate.edu

MACC Maryland Association of Community Colleges

May 5, 2010

Nancy S. Grasmick, Ph.D.
State Superintendant of Schools
State Department of Education
200 West Baltimore St.
Baltimore MD 21201

Dear Dr. Grasmick:

The Maryland Association of Community Colleges (MACC), on behalf of Maryland's sixteen community colleges, is pleased to support Maryland's application for a Race to the Top grant.

Maryland has a long history of bold and innovative school reform. This is not a circumstance in which various stakeholders are coming together solely to apply for federal funds. There is a culture of collaborative striving for excellence in Maryland that will fuel continued improvement in our public schools with or without a Race to the Top grant.

MACC supports Maryland's efforts to revise the State curriculum, assessments, and accountability system based on the Common Core Standards; and to build a statewide technology infrastructure to help inform instruction and policy.

Community Colleges throughout Maryland work closely with their local school districts to improve student learning outcomes and we envision being active partners in achieving the Race to the Top objectives, including transforming low-achieving schools and districts. The bold reforms envisioned by the Race to the Top application will build on Maryland's already excellent system of public schools for the benefit of students and the future of our State.

We look forward to working with the Maryland State Department of Education and the local participating school districts to implement the Race to the Top plan.

Sincerely,

H. Clay Whitlow
Executive Director

MARYLAND ASSOCIATION OF COMMUNITY COLLEGES • 60 WEST STREET, SUITE 200 • ANNAPOLIS, MD 21401
Phone: 410-974-8117 • Fax: 410-263-6425 • Web Site: mdacc.org

Office of the President

May 4, 2010

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

Montgomery College supports the contents in the grant proposal for Maryland's Race to the Top (RTTT) which details Maryland's new vision for education, that includes:

1) Revising the Maryland State Curriculum PreK-12, assessments and accountability system based on the Common Core Standards to assure that all graduates are college and career ready.
2) Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement.
3) Redesign the model for the preparation, development, retention, and evaluation of teachers and principals.
4) Fully implement the innovative Breakthrough Center approach for transforming low-achieving schools and districts.

Because of Montgomery College's ongoing and vibrant partnership with the Montgomery County Public Schools, we see the vital needs that may be addressed in this initiative and are indeed excited about the possibilities. This proposal appears to support initiatives that will prepare students with the skills necessary for success in higher education. Therefore, Montgomery College is pleased to support this grant proposal.

Sincerely,

Hercules Pinkney

Hercules Pinkney, Ed.D.
Interim President

HAGERSTOWN COMMUNITY COLLEGE

11400 Robinwood Drive • Hagerstown, Maryland 21742-6514 • 301-790-2800

Office of the President

May 1, 2010

Nancy S. Grasmick, Ph.D.
State Superintendent of Schools
Office of State Superintendent
State Department of Education
200 West Baltimore St., Baltimore, MD 21201 - 2595

Dear Dr. Grasmick:

Please be advised that Hagerstown Community College is very supportive of Maryland's Race to the Top grant application. You, your staff, and others who provided input have done an excellent job. The contents of the application demonstrate that we in Maryland want to continue our great tradition of being national leaders at all levels of public education. I know my fellow Maryland Community College presidents are all excited by the plans to revise the State curriculum, expand and improve assessments as well as accountability and tracking systems based on the Common Core Standards. We also look forward to working with other Maryland educators to successfully address the P-20 College Success Task Force recommendations. I was very pleased to serve on the Task Force and remain most excited about the recommendations, especially those that relate to enhancements in STEM education that will better inform instruction and policy.

As you know, Dr. Betty Morgan and I are pleased to work together to promote our collective efforts in Washington County to maintain very high expectations for our students and faculty. We are also committed to produce verifiable results that demonstrate our graduates can meet the highest of standards that will serve them well for a lifetime.

All of us at Hagerstown Community College are committed to do all we can to support Maryland's Race to the Top plan. Attaining the goals in the plan will serve our students and communities extremely well. I look forward to working with the Maryland State Department of Education and the Washington County Board of Education in implementing the Race to the Top plan locally.

Sincerely,

Guy Altieri, Ed.D.
President

cc: Dr. Elizabeth Morgan

CCBC
The Community College
of Baltimore County

Sandra L. Kurtinitis, Ph.D.
President
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skurtinitis@ccbcmd.edu

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Baltimore, Maryland 21228

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7200 Sollers Point Road
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CCBC Hunt Valley
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Baltimore, Maryland 21031

CCBC Owings Mills
110 Painters Mill Road
Baltimore, Maryland 21117

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May 5, 2010

Dr. Nancy Grasmick
State Superintendant of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

As President of the Community College of Baltimore County, I am pleased to add our college's voice in support of Maryland's application for a Race to the Top grant. Maryland has a long history of bold and innovative school reform, and our K-12 partners in Baltimore County lead the pack. We are proud of the work they do to prepare young people for productive life and service in their communities. We at CCBC are the beneficiaries of that effort as Baltimore County Public School graduates fill our classrooms in turn.

CCBC supports their efforts and those of their colleagues across Maryland. We recognize that through a Race to the Top initiative the State curriculum, assessment, and accountability systems will be developed based on the Common Core Standards. Along with these achievements, a statewide technology infrastructure will be built to inform both instruction and policy.

CCBC has worked closely with the Baltimore County Public School system for many years. We have seen direct results from the statewide emphasis on improving student learning outcomes, and we pledge ourselves as active partners in achieving the Race to the Top objectives which includes transforming low-achieving schools and districts. We are proud of the fact that several of our Baltimore County schools rank #1 or near the top of high performing schools in the nation. The bold reforms envisioned by the Race to the Top application made an already excellent system of public schools even better.

We look forward to working with our K-12 colleagues in Baltimore County and with the Maryland State Department of Education in implementing the Race to the Top plan. We wish you the best of luck in this pursuit and will be glad to help in any way that we can.

Sincerely,

Sandra Kurtinitis

Sandra L. Kurtinitis, Ph.D.
President

:jk

CECIL COLLEGE

Office of the President
One Seahawk Drive | North East, MD 21901 | 410-287-1025 | Fax: 410-287-1026 | www.cecil.edu | spannill@cecil.edu

May 3, 2010

Dr. Nancy Grasmick
State Superintendant of Schools
State Department of Education
Nancy S. Grasmick State Education Building
200 West Baltimore St.
Baltimore, MD 21201 - 2595

Dear Dr. Grasmick:

Cecil College is pleased to support Maryland's application for a Race to the Top grant. Maryland has a long history of bold and innovative school reform. This is not a circumstance in which various stakeholders are coming together solely to apply for federal funds. There is a culture of collaborative striving for excellence in Maryland that will fuel continued improvement in our public schools with or without a Race to the Top grant.

Cecil College supports Maryland's efforts to revise the State curriculum, assessments, and accountability system based on the Common Core Standards; and to build a statewide technology infrastructure to help inform instruction and policy.

We are working closely with Cecil County Public Schools to improve college readiness and degree completion. The bold reforms envisioned by the Race to the Top application will build on Maryland's already excellent system of public schools for the benefit of students and the future of our State.

We look forward to working with the Maryland State Department of Education, along with other schools in our region toward implementing the Race to the Top plan.

Sincerely,

W. Stephen Pannill, Ed.D.
President

Anne Arundel Community College
101 College Parkway Arnold, Maryland 21012-1895 410-777-AACC (2222)

Martha A. Smith, Ph.D.
President
410-777-1177
Fax 410-777-4222

May 13, 2010

Dr. Nancy S. Grasmick
State Superintendant of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

On behalf of Anne Arundel Community College (AACC) and the many thousands of students we serve, I am writing to support the State of Maryland's application for a Race to the Top grant.

Our college's mission mandates of quality, access, affordability, accountability, and responsiveness to our community align extremely well with the call for collaborative efforts on public school reform that will lead to continuous improvement of our public school system and, thus, broader opportunities for our students to go on to higher education and to successful careers in today's emerging workforce. We at AACC support the ongoing efforts of the state to revise curricula and assessment methodologies and to enhance the accountability of our public school systems to conform with the Common Core Standards.

As you are aware, community colleges play a critical role in providing access to higher education opportunities for our young people which they might otherwise not have. We work closely in partnership with the Anne Arundel County Public Schools system to improve student learning outcomes and to help under-achieving students set and reach their educational goals. We look forward to joining our colleague community colleges in Maryland in working with the Maryland State Department of Education and our county public school system to achieve the goals and objectives of Race to the Top.

Sincerely,

Martha A. Smith, Ph.D.
President

Chesapeake College

April 29, 2010

The Honorable Nancy Grasmick
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Secretary Grasmick:

Chesapeake College is pleased to support Maryland's application for a *Race to the Top* grant. The College has a long history of collaboration with the five school districts in our service area: Caroline; Dorchester; Kent; Queen Anne's and Talbot. In just the last year we have worked together on curriculum design, advising, dual enrollment, middle school outreach, and establishing a shared Cisco Networking Academy for high school and college students on the Mid-Shore. Grant funding will enhance our ability to serve our communities because we are building on long-term relationships with a track record of success.

We will assist any of our participating school districts with the curriculum and pedagogical reforms that will help every student achieve excellence. In particular, we envision supporting *Race to the Top* activities by being a partner in the design and delivery of professional development for teachers.

We look forward to the success of your application and stand ready to support participating school districts in implementing the Race to the Top plan.

Sincerely,

Barbara A. Viniar
President

HOWARD
COMMUNITY COLLEGE
You Can Get There From Here.

10901 Little Patuxent Parkway
Columbia, MD 21044-3197
410-772-4800
TDD: 410-772-4822
www.howardcc.edu

April 23, 2010

Nancy S. Grasmick, Ph.D.
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

Thank you for the opportunity to review the Race to the Top Application and submit this letter of support. In fall 2009, Maryland's community colleges enrolled over half of the state's undergraduate population enrolled in public institutions (Maryland Higher Education Commission, November 2009, 2009 Opening Fall Enrollment, Table 3). Therefore, Howard Community College is very interested in the Race to the Top Application and the future plans it outlines.

There are a variety of initiatives mentioned in the plan would certainly benefit from active collaboration with the community colleges, including:

- Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the National Assessment of Educational Progress and the assessments required under the Elementary and Secondary Education Act.

- Increasing college enrollment and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

- Aligning the exit and entrance requirements of K-12 schools, colleges, and universities to the stronger K–12 standards;

- Redesigning high school graduation requirements to include four years of math, including Algebra II;

- Adding a college-ready and science, technology, engineering, and mathematics (STEM)-ready endorsement to the high school diploma;

- Incorporating rigorous STEM courses, additional world languages, and expanded computer science into the curriculum;

- Launching elementary world language programs in Arabic, Chinese, and Hindi (along with Spanish/English dual-language programs) with a STEM focus;

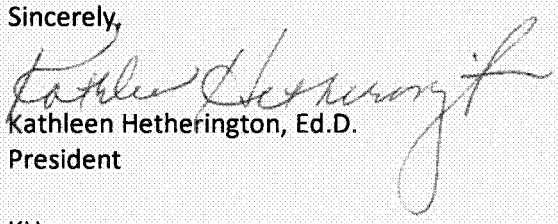
In particular, we are eager to assist in the development of teacher preparation goals as well as improving students' college readiness by exploring dual and concurrent enrollment for high school students. Both of these goals would greatly benefit from active partnerships with community colleges in order to help high school students.

The plan discusses creating an assessment that will gauge students' college-readiness early in their high school careers. There are two assessments, the College Board's Accuplacer and ACT's Compass, already in existence, which are used nationally by colleges and universities as placement tests. Howard Community College is currently working closely with the Howard County Public School System to test high school students for college readiness and develop interventions as appropriate.

We are also very interested in further discussion on the proposal to develop longitudinal tracking into systems shared with higher education institutions.

We look forward to continuing our collaborations to serve the students and communities of Maryland. If you should have any questions, please feel free to contact me at 410-772-4820 or khetherington@howardcc.edu.

Sincerely,



Kathleen Hetherington, Ed.D.
President

KH: emy

PRINCE GEORGES
COMMUNITY COLLEGE

DR. CHARLENE M. DUKES
PRESIDENT

301 LARGO ROAD
LARGO, MD 20774-2199
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FAX: 301-350-1239
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May 4, 2010

Dr. Nancy Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Dear Dr. Grasmick:

Prince George's Community College is pleased to support the application for a Race to the Top grant, designed to support bold and innovative school reform across the state of Maryland.

Maryland has a long history of school reform, and it is for this reason that accomplishments can be cited in each of our large, medium, and small systems from the Eastern Shore to Western Maryland. This application supports a process of collaboration, creativity, and courage as well as a sense of connectedness that speaks with clarity about the need for Maryland's public school students to achieve and the work that must be done to accomplish success.

We endorse, with enthusiasm, Maryland's efforts to revise the State curriculum, assessments, and accountability systems based on the Common Core Standards; and to build a statewide technology infrastructure to help inform instruction and policy. Community Colleges throughout Maryland work closely with their local school districts to improve student learning outcomes and we envision being active partners in achieving the Race to the Top objectives, including transforming low-achieving schools and district, and we are a key partner and stakeholder in the success of the Prince George's County Public School System. The bold reforms envisioned by the Race to the Top application will build on Maryland's already excellent system of public schools for the benefit of students and the future of our State.

We look forward to working with the Maryland State Department of Education and the local participating school districts in implementing the key components of the plan described in the Race to the Top grant application.

Sincerely,

Charlene Dukes

WOR-WIC
COMMUNITY COLLEGE

32000 CAMPUS DR
SALISBURY MD 21804
PHONE: (410) 334-2800
www.worwic.edu

April 26, 2010

Dr. Nancy Grasmick
Superintendant
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2549

Dear Dr. Grasmick,

Wor-Wic Community Colleges is pleased to support Maryland's application for a Race to the Top grant.

Having served on the Blue Ribbon Panel for Better Schools in Maryland, the K-16 Council, and PreK-20 Council, I have first-hand knowledge of the collaborative working relationships between the education systems in Maryland as we all work toward excellence in our schools. It is this type of collaboration and cooperation that has helped us work toward alignment of high school exit requirements with college level entrance expectations. Maryland has a long history of innovative school reform, which has led to the being named the No. 1 school system in the country two years in a row by Education Week.

I am very supportive of your efforts to revise the State curriculum, assessments, and accountability system based on the Common Core Standards; and to build a statewide technology infrastructure to help inform instruction and policy.

We work closely with our three lower shore school districts in Wicomico, Worcester and Somerset Counties to help improve student learning outcomes, curriculum alignment, and transfer articulation and we envision being active partners in achieving the Race to the Top objectives.

The bold reforms envisioned by the Race to the Top application will build on Maryland's already excellent system of public schools for the benefit of students and the future of our State.

I look forward to working with the Maryland State Department of Education and our local Board's of Education in implementing the Race to the Top plan.

Sincerely,

Murray K. Hoy
President

Maryland ASCD

PO Box 703

Westminster, Maryland 21158

www.marylandascd.org

May 6, 2010

Dear Dr. Grasmick,

Maryland ASCD is pleased to collaborate with the Maryland State Department of Education and local school systems in their application for Race to the Top funding. Maryland has a long history of school reform. Members of Maryland ASCD have worked with local school systems in continually looking at student data to determine the best methods of instruction for assisting Maryland students to continue towards excellence. Maryland educators and leaders are proud of the great strides that have been made in the past few years regarding student achievement. Maryland ASCD believes that high-quality professional development focused on examining student data, reflecting on professional practice and engaging in professional learning communities to support student and teacher needs has had a major impact on reaching our current high levels of student achievement.

Maryland's reform efforts will continue to re-examine classroom practices and curricular alignment based on the needs of students. Maryland ASCD believes that the Race to the Top grant will assist the state, its teachers, and school systems in accelerating Maryland's school reform.

Maryland ASCD is proud of the many ways that our counties collaborate, share resources, and continually engage in conversations with each other regarding best practices. Our organization values Maryland's efforts in revising the State Curriculum,

assessments, and accountability system to become aligned with the Common Core Standards. We believe the current model of local school system collaboration will provide the framework for this work.

Maryland ASCD encourages Maryland's efforts to redesign how Maryland prepares, supports, and evaluates teachers and principals. We look forward to becoming a key player in these efforts based upon the expertise of our field of membership. This includes higher education, student chapters, teachers, supervisors, school-based administrators, superintendents and curriculum writers. Maryland ASCD believes that it is necessary for these redesign efforts to provide access to an equitable education and high quality teachers in every school in Maryland.

Maryland ASCD looks forward to working with the Maryland State Department of Education and local school systems in implementing the reform plan. We believe that these reforms promise to improve education throughout the state as we continue to work to meet the needs of every Maryland student.

Sincerely,

Jenefer Tirella

Dr. Jenefer Tirella
Maryland ASCD President 2009-2010
Maryland ASCD Executive Director 2010-2012
717-476-3427 (phone)
J_TIREL@CARROLLK12.ORG
www.marylandascd.org

MCSD

Maryland Council of Staff Developers

May 13, 2010

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

The Maryland Council of Staff Developers (MCSD) strongly supports Maryland's Race to the Top application. MCSD has over 40 years of successful collaboration with the Maryland State Department of Education (MSDE) and is looking forward to building upon this valuable relationship. The strides we have made together continue to benefit both public and non-public educators.

As an affiliate of the National Staff Development Council, MCSD will use all of their available resources to work with leaders at MSDE to continue to build a system of high quality professional development for all of Maryland's teachers and administrators. The entire membership of the MCSD is proud to have the opportunity to build on our long history of supporting professional development opportunities targeting educational reform and to provide the tools for Maryland to make substantial and sustainable improvements to: (1) critically analyze and redesign how Maryland prepares, supports, and evaluates teachers and principals; (2) revise Maryland's curriculum, assessments ad accountability system based on the Common Core Standards; (3) create innovative ways to positively transform lower achieving schools and school districts and thereby generate evidence-based models of success; and (4) build a statewide technology infrastructure.

The Maryland Council of Staff Developers looks forward to working with the Maryland State Department of Education to implement innovative approaches to benefit the students and educators of Maryland.

Sincerely,

(b)(6)

Nancy A. Carey
President, Maryland Council of Staff Developers

MPT

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mpt TV WORTH WATCHING

May 14, 2010

Dr. Nancy Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

Maryland Public Television enthusiastically endorses the Maryland State Department of Education's Race to the Top proposal. We are well aware of the long history of school reform formulated and led by your visionary leadership. While we know that these efforts will continue regardless of the outcome of the RTTT funding, we also know that receiving the grant will accelerate that process in a way that will not only benefit Maryland's children but also serve as model for other efforts across the country.

MPT is proud of its long partnership with MSDE, and we are pleased to be a part of this RTTT proposal. We look forward to collaborating with MSDE and local school districts in the development of online professional development courses, the aggregation and creation of standards-based digital content and the outreach/public awareness efforts through short and long form programming on both of MPT's primary channels, as well as our Spanish-language channel. Through MPT's Thinkport educational collaboration with other public broadcasters and PBS, we will bring the online courses and digital content resources of our colleagues across the nation to the teachers and students of Maryland, leveraging an investment that exceeds $100 million to support MSDE's reform efforts.

We look forward to collaborating with you and the entire Maryland educational community to implement these reforms and to improve education on behalf of all of Maryland's children.

Best regards,

Robert J. Shuman

Robert J. Shuman
President and CEO

New Leaders for New Schools

May 13, 2010

Dr. Nancy Grasmick
State Superintendent
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick,

New Leaders for New Schools would like to express our support for the State of Maryland's application for the U.S. Department of Education Race to the Top (RttT) grant. This grant presents a wonderful opportunity for Maryland to gain increased resources to build on the solid foundation of student achievement that has been made over the years.

Maryland has a solid history of successful school reform which will continue with or without RttT funding; however, this funding would accelerate Maryland's efforts to build a statewide technology infrastructure and revise the state curriculum, assessments, and accountability system based on the Common Core Standards. In particular, New Leaders for New Schools supports the State's increased efforts to strengthen the preparation, support, and evaluation of teachers and principals, as well as Maryland's efforts to transform low-achieving schools.

Since 2005, the New Leaders for New Schools Maryland program has had a strategic partnership with the Maryland State Department of Education (MSDE) and partner districts which allows us to confer the state mandated Administrator and Supervisor I credential upon candidates who successfully complete our program. This partnership demonstrates MSDE's willingness to take innovative steps that support high levels of academic achievement for all children, regardless of circumstance. We applaud Maryland's commitment to providing an outstanding public education so all students can unlock their fullest potential in the classroom and in life.

Sincerely,

LaVerne Srinivasan
President
New Leaders for New Schools

National & New York
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30 West 26th Street
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New York, NY 10010
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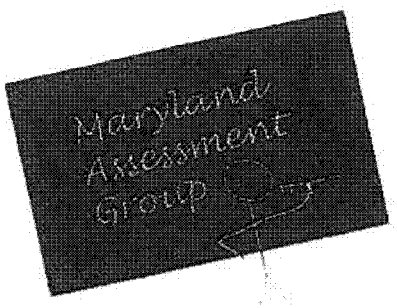
The Maryland Assessment Group
P.O. Box 208
West Friendship, Maryland 21794-0208



May 13, 2010

Dr. Nancy Grasmick
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

The Maryland Assessment Group (MAG) proudly supports the Maryland State Department of Education's (MSDE) application for the Race to the Top Grant. Over the years our organization has collaborated with MSDE to give public school educators in Maryland the best information available to help promote student achievement as well as narrowing the achievement gap among student groups.

What has made this collaboration so great is the tremendous work that MSDE does in providing great workshops for teachers to attend in order to learn about the current world of school reform and accountability standards. MSDE has long been a leader in the school reform forum. The leadership it provides to our local school districts has been considered to be second to none. Over the past couple of years, through the guidance of MSDE, students in Maryland have demonstrated great academic achievement gains in almost every aspect of education measured through the accountability program.

MAG continues to support the efforts of MSDE as it continues to make Maryland Public School districts the premier educational institution in the United States. In the year to come, MAG also supports the efforts of MSDE to revise the State Curriculum, assessments, and accountability system based on the Common Core Standards; build a statewide technology infrastructure to help inform instruction; redesign the way the State prepares, supports, and evaluates both teachers and principals; and, engage in innovative ways to transform low achieving schools and districts.

MSDE has demonstrated it ability to make school reform happen. Over the years the public school students in Maryland have benefited through a host of innovations and programs planned and implemented by MSDE. It is without question that Maryland public school children will continue to reap the benefits of the new wave of school reform that will come out of this most worthwhile initiative.

MAG looks forward to continuing its long-standing relationship with MSDE with the goal of providing forums for collaboration and exchange as the reforms are implemented. MAG will help to ensure educators are well-informed and provided with the support they need to make continued instructional improvements that will benefit the students of Maryland.

Sincerely

Julian Katz
Executive Director

MARYLAND
HUMANITIES
COUNCIL

Opening eyes. Opening ears. Opening minds. | www.mdhc.org

108 West Centre Street | 410/685/0095 *phone*
Baltimore, Maryland 21201-4565 | 410/685/0795 *fax*

May 12, 2010

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

The Maryland Humanities Council (MHC) strongly supports the proposal of the Maryland State Department of Education (MSDE) for Race to the Top funding. As the state sponsor of Maryland History Day, a year-long history research project for middle and high school students, MHC has worked closely with MSDE for over 10 years to provide innovative ways to improve student achievement. We have also co-chaired a Social Studies Task Force with MSDE that resulted in significant recommendations for social studies in Maryland.

We believe that by building on its long history of educational reform, MSDE has the tools and partners to be successful in its efforts to makes reforms in areas of curriculum redesign, technology, teacher and principal training, and transformation of low-performing schools.

The Maryland Humanities Council looks forward to continuing our partnership with MSDE to implement its school reform plan.

Sincerely,

Phoebe Stein Davis
Executive Director

Arts Education in Maryland Schools Alliance

May 6, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595

Dear Dr. Grasmick:

It is an honor to write this letter of support for Maryland's application for Race to the Top funding. For twenty years, under your leadership, Maryland has been consistently engaged in significant education reform that is research-based and strives for the highest quality outcomes for all students regardless of their personal circumstances.

As founder of Arts Education in Maryland Schools (AEMS) Alliance, I have had the privilege of working closely with you since shortly after you were appointed. AEMS was initiated as a partnership of the Maryland State Department of Education (MSDE) and the Maryland State Arts Council with many other institutions, organizations and school systems joining in. Our mission has been MSDE's mission: to bring high quality arts education to all of Maryland's students. In addition, I have served on the MSDE Fine Arts Education Advisory Panel since its inception.

What has been remarkable is the excellence of every undertaking, whether the construction of the Maryland Fine Arts Standards and subsequently the State Fine Arts Curriculum, the publication of superb resources such as the four-volume series, *Better Practice in Fine Arts Education: Building Effective Teaching Through Educational Research*, and the online Fine Arts Instructional Toolkit, or the provision of professional development opportunities for teachers in the four arts disciplines and in arts integration. These include the: *Maryland Artist/Teacher Institute (MATI), Crossing Borders/Breaking Boundaries, Common Threads,* and *Deepening Engagement with Art.* Each of these has been part of a careful structure supporting innovative and highly effective teaching and learning in and through the arts.

Equally remarkable is the close collaboration with school systems, institutions of higher education, and the cultural community that MSDE has led to create exemplary arts education programs. As one who has worked with colleagues across America, I know

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www.aems-edu.org

how exceptional Maryland's work is. Further, it dovetails perfectly with the United States Department of Education's goals for Race to the Top. Maryland is committed to providing the most up-to-date curriculum aligned with top standards including the national Common Core Standards. In addition, the work is well underway to create data systems to capture student learning and inform teaching practice. In the arts in Maryland, with MSDE's leadership, we are already harnessing technology for more meaningful measures of student success in meeting Maryland standards in the arts. To my knowledge, no other state has as comprehensive and thoughtful approach underway as Maryland does. It is the intent in Maryland to link student and other sources of data to decision-making about policy issues at all levels of schooling, up to and including teacher-training programs at the state's institutions of higher education.

Specifically in the arts, Maryland has encouraged the development of a burgeoning array of arts integration schools through the Maryland Arts Integration Network (MAIN), which MSDE has been crucial in nurturing over the past decade. These schools are powerful models of highly successful, on-going reform efforts; low performing schools are transformed and become schools of choice for families. We believe that these kinds of reforms are critical to the success of our schools and our state. We look forward to continued partnership with MSDE and, with the aid of Race to the Top funding, to realizing our goals for our students by providing them with vibrant learning environments from which they graduate career and college ready and full of aspiration as they engage with the 21st century world.

Sincerely yours,

Mary Ann E. Mears
AEMS Founder, Chair Emeritus, Trustee
2009 Distinguished Service to the Arts Award, National Governors Association

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Imagination Stage
4908 Auburn Avenue
Bethesda, MD 20814
T 301-961-6060
F 301-718-9526

May 12, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick,

Imagination Stage, Inc. (ISI) is proud to be a member of the Maryland State Department of Education's family of State Aided Institutions (SAI). As such, we are committed to Maryland's approach to satisfying the goals of the Race to the Top program. We are proud of the great strides made by our State in student achievement and of its long history of school reform, a tradition that we are confident will continue with or without Race to the Top funding.

Imagination Stage's mission in support of MSDE dovetails well with the objectives of the Race to the Top program. Our education enrichment objectives are designed to involve young students in arts experiences that encourage an understanding of theatre, provide an opportunity for their personal response to and criticism of theatrical performances, and potentially contribute to their academic achievement. These arts experiences comprise (1) attendance at ISI's premiere children's professional theatre by Maryland public school children, subsidized in part by SAI funds; and (2) in-school preparatory and follow up activities conducted by the students' teachers using study guides and instructional materials, also provided in part, using SAI funds. ISI programming, which currently serves approximately 110,000 children and their families each year, is designed to be responsive to the goals of Maryland's Essential Learner Outcomes.

We, at Imagination Stage believe that our SAI funded program assists MSDE in accelerating its desire to advance reforms that will prepare students to succeed in college and the workplace and to compete in the global economy. We believe that MSDE is leading the way amongst all States in adopting ambitious, yet achievable plans for implementing coherent and compelling programs. We are proud that MSDE is working hard at implementing reforms that can transform our schools for decades to come.

Imagination Stage
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Imagination Stage enthusiastically supports Maryland's efforts to revise the State Curriculum, assessments, and accountability system based on the Common Core Standards. We also support Maryland's efforts to build a statewide technology infrastructure to help inform instruction. And, we believe in the validity of our State's efforts to engage in innovative means to transform low-achieving schools and districts.

We at Imagination Stage sincerely believe that these reforms are the right things to do for Maryland's children and we look forward to working together with the MSDE in implementing its reform plan.

Sincerely,

Bonnie Fogel
Founder and Executive Director

Cc: Renee Spence

FORT MEADE ALLIANCE

FORT MEADE ALLIANCE

May 3, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick,

The Fort Meade Alliance, a 504C-3 organization, is strongly in support of the funding request being submitted to the United States Department of Education for funding from the Race To The Top Program. Education in our region, near Ft. George G. Meade, home of the National Security Agency, Defense Media Activity, DoD Offices of Adjudication and the Defense Information Systems Agency, will be critical to the success of our national security. We are grateful to have Maryland State Department of Education offer exceptional curriculum to our students and we are delighted to offer our support for projects generated from this funding.

As you know, the Alliance has worked closely with Maryland State Department of Education as partner to enhance and develop significant educational programs and projects to support the many developing educational and workforce needs for our area. The Alliance has a robust Education Committee that has been assisting the State of Maryland and local jurisdictions in developing educational programs to continue the excellent reputation it currently enjoys.

As an independent community organization, The Alliance is committed to finding resources to support the education and workforce needs in our region and we are very aware of the importance of finding innovative ways to reach all students, especially those in under-achieving areas. This request will allow Maryland to establish a statewide technology infrastructure to provide consistent instruction for the students in all areas, which is fully supported by the Alliance. Many of our Alliance members, industry leaders such as Booz Allen Hamilton, Northrop Grumman, SAIC, L-3 Communications, Telecommunications Systems, and Lockheed Martin, participate to provide unique learning experiences and are genuinely interested in further participation in education programs to incorporate current skills for students.

FORT MEADE ALLIANCE

Project SCOPE (Security Clearance Overview and Preparation Education), is the Fort Meade Alliance's latest accomplishment and is currently being offered, at your request, to all students in Maryland. This program is designed to provide middle and high school students with an overview, through interactive learning, of the requirements for students in various industry sectors, including cyber, to obtain a security clearance upon graduation. This is indicative of the innovative education partnership between the Maryland State Department of Education and the Fort Meade Alliance.

Additionally, twice each year the Alliance hosts Tech Mania, which brings in 300 students and their teachers from schools in Maryland to visit demonstrations of newly developed technology being offered from related industry partners to promote an interest for the students in related fields; teachers are provided more in-depth demonstrations and a "Q&A" session to allow the teachers to integrate technology initiatives in their curriculum. I am proud to have the Maryland State Department of Education urge their schools to work with the Alliance to bring new technology to Maryland students.

Because we believe innovation is essential to remaining number one, the Alliance has a strong desire to continue to support many of the reform efforts for education in Maryland. We feel the proposed revisions will build on a long history of reform and will continue the significant strides made by Maryland in high student achievement. This grant would certainly enhance and accelerate the new reform proposed for Maryland and represents the best avenue for success for our students. Our region, with heavy concentration from the government, technology and defense industry, will benefit from this funding to provide new innovative programs. The Alliance feels the Maryland State Department of Education is exceptionally qualified to educate our students and provide our workforce needs with creative and ground-breaking learning models to promote and enhance relevant curriculum.

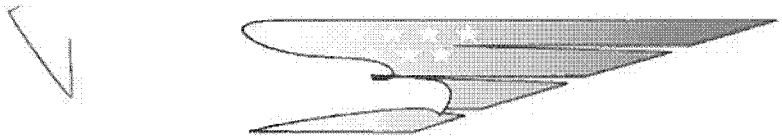
We feel Maryland will continue to have strong growth in our region and through Maryland State Department of Education, we are positioned as a leader in education. The Fort Meade Alliance stands ready to strongly support and endorse this funding request.

Sincerely,

(b)(6)

Rosemary Budd, President
Fort Meade Alliance

Penny L. Cantwell, Education Chair
Fort Meade Alliance



ARMY ALLIANCE, INC.

HIGHER EDUCATION AND APPLIED TECHNOLOGY (HEAT) CENTER ★ 1201 TECHNOLOGY DRIVE ★ ABERDEEN, MD 21001

TELEPHONE 443.360.9134 ★ FACSIMILE 443.360.9131

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick,

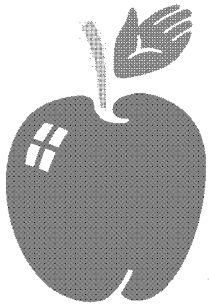
Our organization is deeply interested in STEM initiatives and has been for a number of years. In 2001 a review of the number of STEM personnel employed at Aberdeen Proving indicated that within the following two years 50% of those personnel would be eligible to retire. At that time a new high school was being planned for the city of Aberdeen. The Army Alliance, in conjunction with the Board of Education, spear-headed the raising of over four million dollars of construction money and funds for equipment. This was needed to provide a state-of-the-art four year STEM education program. The result was the establishment of the Aberdeen High School Science and Mathematics Academy. As you are aware, this program has been exceedingly well received. In the recent past we have provided information and assistance to Cecil, Anne Arundel and St Mary's counties as to how to proceed in similar endeavors.

We continue to be dedicated to furthering STEM education endeavors. Due to the BRAC program we have some more extensive ideas and programs. These will enhance educational endeavors at Aberdeen Proving Ground in association with Harford County Board of Education. We are greatly interested in sharing these ideas and plans with you.

We welcome the opportunity to lend our support to the Maryland State Department of Education's reform efforts and application for funding under the Race To The Top Program.

Very Truly Yours,

Bernard J. Michel
President



masbhc
MARYLAND ASSEMBLY ON
SCHOOL-BASED HEALTH CARE
education + health = success

May 6, 2010

Dr. Nancy Grasmick
Superintendent
Maryland State Department of Education
Baltimore, Maryland

Dear Dr. Grasmick:

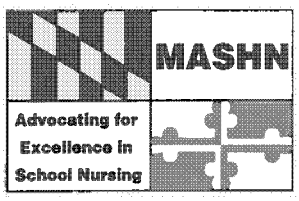
I am writing on behalf of the Maryland Assembly on School Based Health Care. Our organization would like to add its strong support for the application of the Maryland State Department of Education for the Federal Race to the Top (RTTT) grant. The Maryland State Department of Education has a long and rich history of supporting innovative and successful school reform efforts that have strengthened and enhanced our student success. Included in these highly effective and comprehensive school reform efforts has been the long-term support for support services such as school mental health services and school-based health centers. Our organization looks to Maryland State Department of Education to continue in their work to ensure the academic success of our students. Race to the Top will be an excellent opportunity to add resources and strength to the existing efforts underway in Maryland.

We extend our best wishes for the success of this grant application and look forward to working with Maryland State Department of Education as partners in continuing efforts to support our student's success.

Sincerely,

Donna Behrens

Donna Behrens, R.N., B.S.N., M.P.H.
President
Maryland Assembly on School-Based Health Care



MARYLAND ASSOCIATION OF SCHOOL HEALTH NURSES

May 12, 2010

Dr. Nancy Grasmick
Superintendent
Maryland State Department of Education
Baltimore, Maryland

Dear Dr. Grasmick:

On behalf of Maryland Association of School Health Nurses (MASHN), I am pleased to write this letter in strong support of the Maryland State Department of Education (MSDE) for the Federal Race to the Top (RTTT) grant.

MASHN is a professional school nurse organization dedicated to promoting the role of school nurses in contributing to the health and academic success of students. MASHN provides leadership, guidance, and advocacy to school nurses statewide. Our organization is committed to the advancement of school health programs through partnership with MSDE.

MSDE has a long standing history of supporting innovative and successful school reform efforts which have strengthened and enhanced student success. MSDE's highly effective and comprehensive school reform efforts have provided long-term support for student support services, including school health services programs, school nursing, school mental health, and school-based health centers. MSDE supports the link between health and academic success for all students.

Our organization looks to MSDE to continue in their efforts to ensure the academic success of our students. RTTT will be an excellent opportunity to add resources and strength to the existing efforts underway in Maryland.

We believe in MSDE's capability to successfully carry out the proposed program and strongly support this submission. MASHN would welcome the opportunity to work collaboratively with MSDE on this effort for student success.

Sincerely,

Alicia Mezu

Alicia L. Mezu, RN, MSN/Ed.
Affiliate President
Maryland Association of School Health Nurses (MASHN)

MARYLAND
FAMILY
NETWORK

1001 EASTERN AVENUE, 2ND FLOOR
BALTIMORE, MARYLAND 21202-4325
tel 410.659.7701 *fax* 410.783.0814

marylandfamilynetwork.org

May 3, 2010

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore MD 21201

Dear Dr. Grasmick,

It is an honor and a pleasure to write in support of the Maryland State Department of Education (MSDE) and its application for Race to the Top (RTTT) funding. In doing so, we are certain that Maryland Family Network (MFN) is joining a large chorus of supportive advocacy organizations and other stakeholders who have witnessed first-hand the dramatic successes our State has achieved in education under MSDE's leadership. MFN's focus on children from birth through five and their parents and caregivers gives us a distinct perspective. We are uniquely positioned to acknowledge and applaud MSDE's commitment to education reform and student achievement at their most fundamental stages.

Evidence of Maryland's long history of school reform abounds. From the standpoint of early childhood education, we need look back no further than 2005, when landmark legislation consolidated all early childhood programs within MSDE. Our innovative new governance structure views all aspects of learning, from birth through high school, as a continuum. We think it is no coincidence that gains in school readiness have subsequently risen to new heights, as demonstrated by Maryland's comprehensive assessment of incoming kindergartners. We take great pride in this progress, and we know this bold redirection of policy owes everything to MSDE's vision, conviction, and capacity to effect change, even in the face of complex challenges. Leading national early education advocates consider it a model for the country.

An RTTT grant would accelerate Maryland's reform efforts throughout the education continuum. MFN supports the MSDE's specific efforts to: apply common core standards to revising the State Curriculum, assessments, and accountability system; redesign the ways Maryland prepares, supports, and evaluates teachers and principals; build a statewide system of technology to help inform instruction; and develop and execute innovative strategies to transform low-achieving schools,

beginning with the young children in their communities. Maryland's exemplary track record in early childhood education can be both a guide and a catalyst to school reform success.

MFN commends MSDE for its commitment to pursue school reform with or without RTTT funding, and we strongly share the department's belief that these reforms are the right things to do for Maryland's children. Please be assured of our ongoing support and collaboration in this supremely important work.

Sincerely,

Margaret E. Williams
Executive Director

Steve Rohde
Deputy Director
Resource and Referral Services

MARYLAND LEADERSHIP WORKSHOPS
P.O. Box 83846, Gaithersburg, MD 20883

May 11, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

I am pleased to write in support of Maryland's Race to the Top application. With 20 years at the helm of Maryland Leadership Workshops, Inc. (MLW), Maryland's premier youth leadership development program, I have had the opportunity to witness and participate in Maryland's rich and lengthy history of school reform. In this capacity, I have worked with tens of thousands of students from virtually every demographic group throughout Maryland. The strides we have made together, particularly under your leadership since 1991, have been impressive and results-oriented.

As Chair of the Task Force to Study Raising the Compulsory Public School Attendance Age to 18, I have had additional opportunities to study best practices around the nation and to witness many of the successes we have enjoyed throughout Maryland in enabling students to maximize their educational and human potential. As the Chair of Membership for Leadership Maryland, MLW President, and as an advisor to the Maryland Association of Student Councils, I have had the opportunity to discuss and develop educational reform initiatives with other State-Aided Educational Institutions, other non-profit organizations, the business community, the higher education community, local governments, and Maryland residents in every region.

One of the reasons Maryland consistently ranks among the top few education systems in the nation, is the insatiable desire we share throughout this state to make substantial and sustainable improvements through educational reform initiatives. Your leadership has been

paramount. It has been a pleasure to work with you over the past two decades to maximize the educational and human potential of society's greatest resource – young people.

Our shared commitment to continue Maryland's sterling record of reform initiatives will unquestionably continue regardless of whether Maryland receives Race to the Top funding. Nevertheless, I am certain that a Race to the Top grant would accelerate and enhance Maryland's reform and would enable all Maryland schools to become models of educational success. I am elated that Maryland has elected to seek this funding, and I am certain that it will enable Maryland to expeditiously generate innovative educational reforms that will not only transform Maryland's young people into catalysts for positive change, but will also yield strategies, programs, and systems that others around our nation, and indeed the world, can emulate.

MLW supports Maryland's efforts to: (1) critically analyze and redesign how Maryland prepares, supports, and evaluates teachers and principals; (2) revise Maryland's curriculum, assessments and accountability system based on the Common Core Standards; (3) create innovative ways to positively transform lower achieving schools and school districts and thereby generate evidence-based models of success; and (4) build a statewide technology infrastructure. In fact, MLW is presently working with school systems throughout Maryland in designing new and innovative approaches to leadership training to transform lower achieving schools and students.

It is imperative that we continue to reform Maryland's education system and I am certain that MLW can and will play a critical role in this endeavor. We look forward to working with the Maryland State Department of Education in implementing its reform plan.

Sincerely,

Ranjit Singh Dhindsa
President & Chair of the Board of MLW

Phone: (301) 527-8222, **Fax:** (301) 670-1407, **Internet:** www.mlw.org

723 Petersburg Rd.
Davidsonville, MD 21035
May 8, 2010

Dr. Nancy Grasmick
State Superintendent of Schools
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

The Maryland Society for Educational Technology is a robust and growing organization that includes 3,000 stakeholders from all twenty-four local schools systems and higher education in Maryland. As an organization, we are committed to provide high-quality professional development for our members, and we strive to be a major supporter of Maryland's vision for reform. We strongly agree it is essential that our students are ready for both college and the world of work.

We fully support Maryland's Race to the Top application and wish to collaborate with MSDE as a partner to support the implementation of an approved Race to the Top grant project. MSET's leadership is familiar with MSDE's Race to the Top Plan and we are willing to participate fully when the Maryland's application is funded

MSET knows that we must provide every child with a high-quality education to ensure he or she will succeed in a global economy There is no question that we are committed to supporting the state's efforts in this area. As we focus on providing the opportunity for all of our children to reach their potential, it's clear that Maryland can win this race.

Respectfully submitted,

Judith D Tomelden

Judith D. Tomelden, Ed.D.
Executive Director
msetexecdirector@gmail.com
301-503-2032

C: Executive Officers

Maryland State Advisory Council for Gifted and Talented Education

May 4, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

Under your leadership, Maryland has had a long history of school reform and is a national leader in many areas, including the participation and performance of students in Advanced Placement (AP) courses and exams. We are particularly proud of recent strides to support the achievement of gifted and talented students, specifically, the State Board's adoption of a new certification area for Gifted and Talented Education Specialist, an initiative which supports the preparation of highly effective teachers in this area.

The Maryland State Advisory Council for Gifted and Talented Education welcomed the opportunity to contribute feedback on the State's *Race to the Top* application. We understand that the grant application is based on four priorities that comprise Maryland's next vision for school reform which will continue with or without federal funding. Our Council supports the Maryland State Department's efforts to

- Revise the State Curriculum, assessments and accountability system based on the Common Core Standards;
- Build a statewide technology infrastructure to help inform instruction for all students, expanding upon the model already initiated for the advanced/gifted and talented Toolkit.
- Redesign how Maryland prepares, supports, and evaluates teachers and principals
- Engage in innovative ways to transform low-achieving schools, such as placing gifted and talented resources teachers in Title I schools, an approach which several Maryland School systems currently employ.

The Maryland State Advisory Council on Gifted and Talented Education believes that these reforms are the right thing to do for all of Maryland's children. We look forward to working with the Maryland State Department of Education in implementing its reform plan.

Sincerely,

Phyllis A. Bailey

Phyllis A. Bailey
Chair, Maryland State Advisory Council for Gifted and Talented Education

C:
Dr. Colleen Seremet
Ms. Susan Spinnato

The Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816
Tel: 301-657-7741
Fax: 301-657-8782

Dr. Nancy Grasmick,
Maryland State Superintendent
Maryland State Department of Education,
200 West Baltimore Street,
Baltimore, MD 21201

May 10, 2010

Dear Dr. Grasmick,

We are pleased to support the Maryland State Department of Education's Race to the Top application. For more than two decades, the Mid-Atlantic Equity Consortium, Inc. (MAC) has assisted Maryland's families and schools to build the capacity of educators, families and community members to improve student achievement and school reform, with emphasis on low-income and culturally diverse children. From 2006-Present, MAC has also managed the Maryland State Parental Information and Resource Center (MD PIRC) through a USDOE grant that focuses on assisting parents and educators in addressing issues related to family engagement and closing achievement gaps. MSDE has been an essential partner to the MD PIRC as we have worked collaboratively to provide support to increase the participation of culturally and racially diverse parents, provide information on the importance of family engagement in education, and develop the skills of school personnel to effectively engage parents.

MSDE has demonstrated a strong commitment to innovative and systemic school reform in order to advance the education of Maryland's students. MSDE has been strategically building upon previous reforms that have worked to close achievement gaps across the state such as the Bridge to Excellence Act (2002), the development of the Maryland School Assessments; and the Breakthrough Center approach to address the needs of low-performing schools and districts throughout the state. MSDE has initiated the following implementation strategies to bolster and sustain academic achievement in Maryland:

- Adopting Common Core Standards by Summer 2010 to ensure that all graduates are college and career ready;
- Building a statewide technology infrastructure to help inform instruction;
- Redesigning how Maryland prepares, supports, and evaluates teachers and principals; and
- Developing innovative ways to transform low-achieving schools and districts.

We believe that these steps to reform are critical to improving academic achievement and increasing college readiness for all of Maryland's children. MAC looks forward to working with the Maryland State Department of Education in implementing its reform plan as entailed in the Race to the Top Application.

Sincerely,

Susan Shaffer

Susan Shaffer, President (MAC) and Executive Director of MD PIRC

PORT DISCOVERY
Children's Museum

May 12, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

On behalf of everyone at Port Discovery Children's Museum, I am pleased to provide my support to the Maryland State Department of Education (MSDE) as it pursues Race to the Top funding. Port Discovery Children's Museum provides experiences that ignite imagination, inspire learning and nurture growth through play. We serve 250,000 visitors each year including 90,257 children from the State of Maryland, of whom 22,570 attend with their teachers as part of organized school field trips.

As a State Aided Institution we have been partnering with MSDE for a decade. We are proud of the amazing strides in student achievement Maryland has made over the years and its long history of school reform. While we know that reform efforts will continue with or without the Race to the Top funding, the grant would accelerate Maryland's initiatives.

Port Discovery supports Maryland's efforts to revise the State Curriculum, assessments, and accountability system based on the Common Core Standards; build a statewide technology infrastructure to help inform instruction; redesign how Maryland prepares, supports, and evaluates teachers and principals; and engage in innovative ways to transform low-achieving schools and districts.

We believe that these reforms are the right things to do for Maryland's children and we look forward to working with the Maryland State Department of Education in implementing its reform plans.

Sincerely,

Bryn Parchman
President and CEO

35 Market Place, Baltimore, MD 21202 • Phone 410.727.8120 • Fax 410.864.2729 • portdiscovery.org

ready at five

making the early years matter

5520 Research Park Drive
Suite 150
Baltimore, MD 21228

Phone 410 788 5725
Fax 410 788 0233
Email info@readyatfive.org

www.readyatfive.org

Louis R. Cestello
Regional President –
Greater Baltimore
PNC Financial Services Group, Inc.
Chair

Louise J. Corwin
Executive Director

May 5, 2010

Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

Ready At Five, a statewide, non-profit, board-designated program of the Maryland Business Roundtable for Education, is focused on ensuring that school readiness is elevated for all Maryland children through engaged parents, quality early care and education experiences, supportive communities and an increased understanding of the benefits of investing in early care and education. Ready At Five works to achieve meaningful, measurable and systemic improvements in early care and education programs and schools, as well as improve student achievement across the entire age spectrum.

Ready At Five works closely with the Division of Early Childhood Development in the State Department of Education where the coordination of all early childhood programs and services and the accountability for the work is successfully accomplished. Ready At Five supports and drives the shared efforts of the Department, key early childhood stakeholders, policy makers, the legislature and the business community to improve early learning outcomes for all Maryland's young children.

We are fortunate that early childhood education is an integral part of the state's school reform efforts and elated with the progress we have made to improve outcomes for Maryland's young children. We are extremely proud of the remarkable 29 point increase that kindergarten children have achieved on the Maryland School Readiness Assessment – an increase in full readiness from 49 percent to 78 percent of children. The progress is predictive of success in math and language and literacy in the later grades. We know from the assessment data that the commitment to prekindergarten opportunities for economically disadvantaged four-year olds and the comprehensive Judy Center Partnerships are making the difference for low-income and English language learner young children.

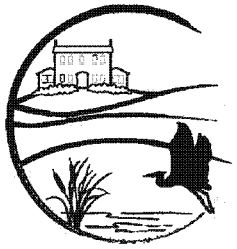
Reform efforts are underway in Maryland and must continue if we are to provide our students with a quality educational experience – one that produces educational dividends and economic dividends. For Ready At Five, that means *Families Matter; Quality Matters,* and *Communities Matter* so that children enter school ready to succeed.

Ready At Five is pleased to support Maryland's Race to The Top application. It will accelerate Maryland's current reform efforts. It supports innovative techniques to transform low-achieving schools and districts and it recognizes that the *Early Years Matter*.

Ready At Five looks forward to continuing to work closely with the Maryland State Department of Education in implementing the reform plan and continuing to have a key role in ensuring that all Maryland's young children are ready to be successful in school.

Best Regards,

Louise J. Corwin
Executive Director



ALICE FERGUSON FOUNDATION, INC.

ENVIRONMENTAL EDUCATION ON THE POTOMAC

May 14, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick,

On behalf of the Alice Ferguson Foundation, a proud recipient of SAI funding from MSDE for many years, I would like to express our support for Maryland's Reform Plan Race to the Top. AFF has served Maryland students at the Hard Bargain Farm Environmental Center for over fifty years and seen great strides in student achievement and in teacher professional development. Our curriculum is closely aligned with the State Curriculum and we support the revision of the curriculum, assessments and accountability system based upon the Common Core Standards.

We believe that these reforms are the right things to do for Maryland's children. We look forward to working with the Maryland State Department of Education in implementing its reform plan.

Sincerely,

Libby Campbell
Deputy Director
Alice Ferguson Foundation

2001 Bryan Point Road, Accokeek, Maryland
Tel. 301.292.5665 • Fax 301.292.1070
www.FergusonFoundation.org

DECA
An Association of Marketing Students

May 12, 2010

Nancy Grasmick
Superintendent, Maryland Public Schools
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

The Maryland DECA Board of Directors fully support the Maryland State Department of Education (MSDE) in its application for the Race to the Top (RTTT) funding. In conjunction with MSDE, DECA has made great strides in focusing on student achievement and outcomes since 1947. DECA provides opportunities for students to explore careers in marketing, business, and finance while pursuing a high school diploma. In addition to competing in competitions on regional, state, and national levels, students are also groomed for leadership positions in the work place and in higher education institutions.

RTTT funding will ensure that students continue to participate and become successful in organizations, such as DECA, with a focus on career and college readiness. The RTTT grant will accelerate Maryland's reform initiatives and add a boost to career technology student organizations.

Sincerely,

Darlene M. Ajayi
Darlene Ajayi
Board Treasurer

Maryland FBLA
Future Business Leaders of America

May 5, 2010

Dr. Nancy S. Grasmick
State Superintendent
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

Since the inception of the first Maryland chapter of Future Business Leaders of America (FBLA) in 1957, Maryland FBLA has become successful in annually engaging more than 3,000 students in a career technology student organization (CTSO) within the State of Maryland. FBLA supports co-curricular instructional classrooms coupled with academic and career technology education courses. In fact, students who have difficulty finding their niche in high school often excel in FBLA because they compete in business, management, marketing, and finance-related competitive events at regional, state, and national conferences.

The Maryland FBLA-PBL Board of Directors and Student State Officers fully support the Maryland State Department of Education (MSDE) in its application for the Race to the Top (RTTT) funding. RTTT funding will accelerate Maryland's reform initiatives and will ensure that students continue to participate and become successful in worthwhile organizations such as FBLA. The proven success of FBLA students and teachers can assist MSDE in transforming low-achieving schools and districts to top-notch, highly competitive, and highly desirable public schools in the country.

On behalf of FBLA, it is with great pleasure that we support MSDE as it prepares to initiate its next wave of school reform through RTTT.

Sincerely,

Aaron Moore
Maryland FBLA State President

David E. Jones
Chairman, Maryland FBLA-PBL Board of Directors

May 12, 2010

Dr. Nancy Grasmick

Superintendent, Maryland Public Schools

200 W. Baltimore Street

Baltimore, Maryland 21201

Dear Dr. Grasmick:

We are proud to represent HOSA, a Career Technology Student Organization (CTSO) whose mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people. Nationally, HOSA represents 100,000 student and professional members from forty-seven states. The Maryland HOSA association provides its' members with innovative and interactive co-curricular activities and competitions to engage, motivate and prepare students for post secondary education and the world of work.

On behalf of Maryland HOSA, we extend our support to the Maryland State Department of Education as it prepares to launch into its next phase of school reform through the Race to the Top (RTTT) initiative. Career Technology Student Organizations like Maryland HOSA can support the RTTT initiative by continuing to engage students in innovative, educational and real-world experiences.

Sincerely,

Taylor Chase
President, State Officer Team

Terri Broemm
Chairman, Maryland HOSA Board of Directors

MARYLAND FFA ASSOCIATION, INC

200 West Baltimore St | Baltimore, MD 21201 | 410-767-0189 | 410-333-2084-fax

May 6, 2010

Dr. Nancy Grasmick
Superintendent, Maryland Public Schools
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

We are proud to represent the Maryland FFA Association, Maryland's Career Technology Student Organization (CTSO) dedicated to the personal, leadership, and career development of students in agricultural education. Nationally, FFA represents over 522,000 students in all fifty states and two U.S. territories. With 1,598 high school members participating in Maryland, the organization provides innovative and interactive co-curricular activities and competitions to engage and motivate students. A key component of agricultural education and the FFA is supervised agricultural experiences (SAE). These SAE projects allow students to take their experiences from classroom instruction, industry-aligned competitions, and leadership conferences and apply them to real-world career opportunities including many student owned entrepreneurial efforts.

Maryland FFA students continue to demonstrate success by earning recognition and honors at regional, state, and national competitions. Student success is tied closely to the overwhelming support and dedication of business, industry and education partners.

On behalf of the Maryland FFA Association, we extend our support to the Maryland State Department of Education (MSDE) as it prepares to launch into its next phase of school reform through the Race to the Top (RTTT) initiative. The Maryland FFA Association, Inc. can support the RTTT initiative by continuing to engage students in innovative, educational and real-world experiences.

Sincerely,

Allison Moore
State President

Matthew Koerner
State Executive Secretary

MARYLAND SCIENCE CENTER
601 Light Street · Baltimore, Maryland 21230-3812
410.685.2370 Fax 410.545.5974 www.marylandsciencecenter.org

May 13, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore MD 21201

Dear Dr. Grasmick,

Today more than 1,500 Maryland students, in groups with their teachers and volunteer chaperones came through the doors of the Maryland Science Center and into the world of exciting hands-on interactive science!

Thanks to the Maryland State Department of Education's commitment to educational innovation and your understanding that classroom learning is significantly enhanced and reinforced through outside-the-classroom experience that complements the curriculum, we have a partnership with you that provides Maryland students with an effective and compelling outside-the-box approach to preparing students to succeed and achieve.

That is why we at the Maryland Academy of Sciences/Maryland Science Center enthusiastically support Maryland's application for Race to the Top (RTTT) grant funding. The funding promises to advance Maryland school reform efforts at a pace that would not otherwise be possible.

We are proud of the reform efforts that have made Maryland school systems tops in the nation and support without reservation your application to accelerate statewide progress in science, technology, engineering, and mathematics (STEM) preparation.

Your early recognition and embrace of STEM education has placed Maryland ahead of the pack in preparing our young people for college and careers that will serve them and all of us well.

With warm regards,

Van R. Reiner
President & CEO

SkillsUSA

May 11, 2010

Dr. Nancy Grasmick

Superintendent, Maryland Public Schools

200 W. Baltimore Street

Baltimore, Maryland 21201

Dear Dr. Grasmick:

We are proud to represent SkillsUSA, Maryland's largest and most diverse Career Technology Student Organization (CTSO). Nationally, SkillsUSA represents 330,000 student and professional members from fifty states and two U.S. territories. With over 5,000 high school members participating in Maryland, the organization provides innovative and interactive co-curricular activities and competitions to engage and motivate students. A winning combination of leadership, employability and technical skill development helps prepare students for post secondary education and the world of work.

SkillsUSA Maryland students continue to demonstrate success by earning recognition and honors at regional, state, and national competitions. Student success is tied closely to the overwhelming support and dedication of business, industry and education partners.

On behalf of SkillsUSA Maryland, we extend our support to the Maryland State Department of Education (MSDE) as it prepares to launch into its next phase of school reform through the Race to the Top (RTTT) initiative. The SkillsUSA Maryland, Inc. Association can support the RTTT initiative by continuing to engage students in innovative, educational and real-world experiences.

Sincerely,

Nicollette Parsons
President, State Officer Team

Greg Solberg
Chairman, SkillsUSA Maryland Board of Directors

MARYLAND
HISTORICAL
SOCIETY

201 West Monument Street
Baltimore, Maryland 21201-4674
[T] 410.685.3750 · [F] 410.385.2105
www.mdhs.org

LIBRARY · MUSEUM
PRESS · PUBLIC PROGRAMS

May 13, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

Maryland has a proud history of educational excellence, developed under your guidance. The Maryland Historical Society (MdHS) has been proud to support the state's efforts to develop informed and engaged young people and we recognize the great strides in student achievement that the state has made over the years. We at MdHS understand that reform efforts will continue with or without the Race to the Top (RTTT) funding, but that the RTTT grant would accelerate Maryland's reform.

The Maryland Historical Society supports Maryland's efforts to revise the state curriculum, assessments, and accountability system based on the common core standards, build a statewide technology infrastructure to help inform instruction, redesign how Maryland prepares, supports, and evaluates teachers and principals, and engage in innovative ways to transform low-achieving schools and districts.

We believe that these reforms are the right things to do for Maryland's children and look forward to working with the Maryland State Department of Education in implementing its reform plan.

Thank you for your tireless efforts on behalf of Maryland school children and for your continued support of MdHS.

Sincerely,

Burt Kummerow
Director

PARKS & PEOPLE FOUNDATION

May 17, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick: Nancy

It is a distinct pleasure to write in support of the Maryland State Department of Education's (MSDE) Race to the Top (RTTT) application. Through your leadership, Maryland's public educational system was **again** ranked #1 in the nation in 2010 because of the State's cutting edge approach and long history of school reform. The RTTT grant would accelerate Maryland's reform and continue to ensure our student's success.

The Parks & People Foundation's partnership with MSDE has spanned more than a decade to give comprehensive learning experiences to Maryland students that cannot be replicated in the classroom and provides engaging, hands-on, learning opportunities. Through MSDE's State Aided Institution initiative our SuperKids Camp program has successfully given children in Baltimore City access to an academically challenging and culturally enriching summer camp experience. Designed to close the "summer learning gap" between middle and low income students, over 16,000 children participated in this unique and award winning summer program, many of which participated thanks to the funding provided through the SAI program. We are proud to be in a State which truly prepares its students to excel in the 21st Century workforce and global economy.

The Parks & People Foundation supports Maryland's efforts to:

- Revise the State Curriculum, assessments, and accountability system based on the Common Core Standards
- Build a statewide technology infrastructure to help inform instruction
- Redesign how Maryland prepares, supports, and evaluates teachers and principals
- Engage in innovative ways to transform low-achieving schools and districts

In conclusion, thank you for your leadership and support of the SAI program, SuperKids Camp and the Parks & People Foundation. We look forward to working with the Maryland State Department of Education in implementing its reform plan. Please feel free to contact me at (410) 448-5663.

Sincerely,

Jacqueline M. Carrera

Jacqueline M. Carrera
President & CEO

CHESAPEAKE BAY FOUNDATION
Saving a National Treasure

May 17, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

The Chesapeake Bay Foundation (CBF) would like to submit this letter of support for the Maryland State Department of Education Race to the Top grant proposal.

CBF's Environmental Education Program has received funding as a State-Aided Institution for over 40 years. The funding and support of the department has enabled us to build the award winning field programs we have today, with over one million students, teachers, and others participating in on-the-water field experiences, and more than two million utilizing CBF's classroom curriculum materials.

Maryland has a long history of school reform, and we are very proud of the great strides in student achievement that have been made over the years. The RTTT grant would accelerate Maryland's reform. CBF supports Maryland's efforts to:

- Revise the State Curriculum, assessments, and accountability system based on the Common Core Standards
- Build a statewide technology infrastructure to help inform instruction
- Redesign how Maryland prepares, supports, and evaluates teachers and principals
- Engage in innovative ways to transform low-achieving schools and districts

We believe that these reforms are the right thing to do for Maryland's children, and we look forward to working with the Maryland State Department of Education in implementing its reform plan.

Regards,

Don Baugh
Vice President
Environmental Education Program

PHILIP MERRILL ENVIRONMENTAL CENTER | 6 HERNDON AVENUE | ANNAPOLIS, MD 21403
410/268-8816 | FAX: 410/268-6687 | CBF.ORG

Association of School Business Officials of Maryland and the District of Columbia

To: Dr. Nancy S. Grasmick
State Superintendent of Schools

The Association of School Business Officials of Maryland and the District of Columbia (ASBO MD & DC) supports all efforts by the Maryland State Department of Education in their reform plan as well as in their intentions to participate in "The Race to the Top" funding.

As business officials, it is our desire to find ways for our students to improve each and every day. Maryland has a history of being the top state in education. We are extremely proud of our students and their achievements; we look for ways to continue to make reforms with or without additional funds every day. Any additional funds would allow these reforms to happen in a more timely and efficient manner.

ASBO MD & DC supports the Maryland State Department of Education in their efforts to:

- Revise the State Curriculum, assessments, and accountability system based on the Common Core Standards
- Build a statewide technology infrastructure to help inform instruction
- Redesign how Maryland prepares, supports, and evaluates teachers and principals
- Engage in innovative ways to transform low-achieving schools and districts

Although these reforms do not directly affect the business divisions, we believe they will allow our students to improve. It was recently said by a member of ASBO MD & DC that "It's our job to do everything we can to make the best classroom climates for kids to succeed." We believe that the Maryland State Department of Education and its efforts are the best way to accomplish this goal.

In closing, we believe that these reforms are the right things to do for Maryland's children, and we look forward to working with the Maryland State Department of Education in implementing its reform plan.

Sincerely

T. Scott Germain

T. Scott Germain
President ASBO MD & DC

Maryland State Conference
National Association for the
Advancement of Colored People
Post Office Box 9702
Arnold, MD 21012

(Office)
4301 Garden City Drive
Suite 400
Landover, MD 20785
(Phone) 301-459-9070
(Fax) 301-459-9070

May 17, 2010

To Whom it May Concern:

This letter is to express our support of the Maryland State Department of Education's Race to the Top application.

For the past nine years, the Education Committee of the Maryland State Conference of the NAACP has issued an Annual Academic Report Card which highlights African American student achievement in several categories. The areas include test scores, attendance, suspensions, and graduation and drop out rates. Over the years, we have seen great strides in student achievement among not only African Americans, but all groups of students. It is vital that such improvements continue.

The Maryland State Department of Education has a long history of developing and implementing successful school reform. The current economic climate has underscored the need for our schools to be given the resources and funding necessary to continue reform so that every student can be guaranteed access to an equal and a high-quality public education. Reform efforts will continue in Maryland with our without Race to the Top funding, but a grant award would accelerate the process.

Our organization supports Maryland's efforts to revise the State curriculum, assessments, and accountability system based on the Common Core Standards; build a state-wide technology infrastructure to help inform instruction; redesign how the State prepares, supports, and evaluates teachers and principals; and engage in innovative ways to transform low-achieving schools and districts. These initiatives are the right thing to do for Maryland's children and are especially important to the Maryland State Conference of the NAACP because we are committed to improving the performance of all children while eliminating all education-related racial and ethnic disparities.

We look forward to continuing to work with the Maryland State Department of Education in implementing its reform plan.

Sincerely,

Rhonda Jones, Ed.D.
Education Chairperson

Maryland Association of Student Councils
Affiliated with the National Association of Student Councils

To Whom It May Concern:

The Maryland Association of Student Councils lends its full support to our state's reform plan as a part of the federal "Race to the Top". There is a general consensus among students that while it is easy to rest on Maryland's tremendous success in public education, that is not the right thing to do for students now and in the future. We must always do our best to advance, to move forward. Race to the Top and Maryland's plan to embrace it embody this spirit of progress.

We support our state's compliance to the common core standards that are under development at the national level. While we are satisfied with the curriculum Maryland provides us now, we support the notion of national standards to keep not just our state but also our nation competitive in an ever shrinking world. We feel that Maryland can be a leader among other states in the implementation of common core standards, and would like to see the federal government use input from school system leaders, teachers, parents, students, alumni, and other professionals in the development of such national standards.

MASC supports efforts to infuse new technologies into public education. The building of a stronger technological infrastructure as part of Race to the Top will strengthen our schools in the long term and allow for more consistency in instruction from school to school.

We support the inclusion of a student progress based component in teacher evaluations. We are confident that whatever new system is devised, it will be implemented fairly and will not penalize teachers for matters outside of their control. This progressive measure will help to build an even stronger trend of progress in public education nationwide in the hopes that our already strong system will be even more effective for future generations.

The idea of providing an incentive for strong teachers to move to underperforming districts is subject to much debate and controversy, but is at the end of the day beneficial across the board. It is wrong for school systems to deny certain districts the special care and attention they deserve based on circumstances outside of the system's control. Race to the Top will strengthen all parts of our public school system, not just the traditionally high performing districts.

MASC supports the direction outlined in the Race to the Top plan, and is fully behind Maryland's efforts to comply with the new program. We look forward to seeing this plan implemented.

Sincerely,
Michael Hagan
MASC President Elect

May 11, 2010

Nancy S. Grasmick, Ph.D.
State Superintendent of Schools
Maryland Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick, Nancy

I am writing today in support of your proposal for funding under the *Race To The Top* initiative from the U.S. Department of Education. As you know, museums such as ours have been long-standing beneficiaries of your efforts to reform public education and raise student achievement, by being partners with the Maryland State Department of Education in providing exceptional learning experiences for our children in and outside of the classroom. Your proposal for *Race To The Top* can, and will, enhance and expedite your already very successful school reform programs.

On behalf of the Board of Directors, staff and members of this Museum, we heartily endorse Maryland's participation in this landmark program to revise curriculum, assessments and accountability systems Statewide. We are a full affiliate of the Smithsonian Institution and Maryland's largest and most successful history museum. As such, we have an opportunity to, once again, partner with you and your colleagues throughout the State of Maryland to make a huge difference in school reform, technology improvements, teacher support and preparation with the *Race To The Top* funding that our children so richly deserve.

As always, thank you for including the museum community in your innovative and ground-breaking programs. Please do not hesitate to let me know if we may be of assistance in any way. We look forward to working with you.

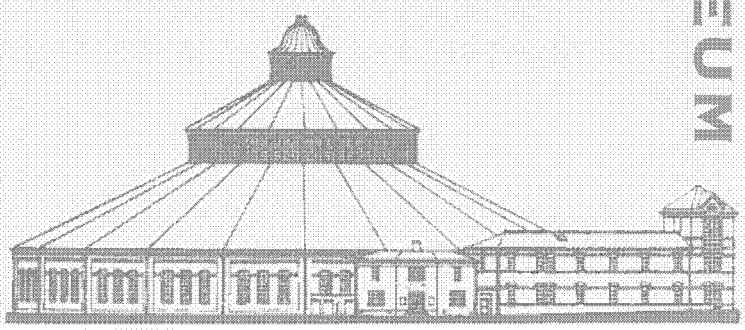
Sincerely,

Courtney B. Wilson
Executive Director

COURTNEY B. WILSON
EXECUTIVE DIRECTOR
P 410.752.2462 x208
F 410.752.2499
DIRECTOR@BORAIL.ORG

IN ASSOCIATION WITH THE SMITHSONIAN INSTITUTION

BALTIMORE & OHIO RAILROAD MUSEUM
901 WEST PRATT STREET BALTIMORE MD 21223 WWW.BORAIL.ORG



NorthBay
An Erickson Adventures Program

May 13, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

Thank you for your long service to education in the state of Maryland. Your consistent and steadfast focus on school reform and improvement has deservedly earned Maryland the # 1 ranking for schools in the country for the second straight year.

As you know, NorthBay is Maryland's premier Environmental Education and Character Education Center for underserved middle school students – particularly urban, inner city students. Our unique 5-day/4-night experience gives students full immersion into a hands-on, inquiry-based, cross curricular environmental education program while at the same time connecting into the current, relevant challenging social issues that middle school students face, making us one of the most unique programs in the country. We are finishing our 5th year and consistently serve approximately 8,000 middle students each year, translating into almost 40,000 student days of instruction per year. Our ability to operate on a large scale also makes us very unique.

Your support of our unique educational program has been critical to our success and critical to our ability to serve the large number of students we serve. Because of your drive for trying new and innovative ways to reach a broad demographic of students, we are regularly presenting at national conferences and consulting with organizations across the country on best practices for offering relevant and contextually effective programs for connecting urban, inner city students to the environment. Due to your championing change, innovation and maintaining high standards, unique programs such as NorthBay are able to be launched and become powerful forces for transformation – particularly for underserved students.

Thank you for setting high standards, for constantly looking for new, innovative and unique approaches to reaching Maryland's underserved students and for your support of our program. We definitely look forward to continuing to innovate and certainly the receipt of RTTP funds would accelerate our ability to reach our full capacity and serve an even larger population of Maryland students with relevant, innovative approaches to increasing their academic performance.

We are excited about the plans you have and look forward to working with you and all of your team at the Maryland State Department of Education as you continue to raise the bar for education in Maryland. Thank you for your continued leadership.

Best Regards,

George A. Comfort
Executive Director

11 Horseshoe Point Lane
North East, MD 21901
443-967-0500
Fax 443-967-0501
www.northbayadventure.com

Maryland Foster Parent Association

Making a Difference...One Child at a time.

Dr. Nancy Grasmick

State Superintendent of Schools

200 West Baltimore Street

Baltimore, Maryland 21201-2595

May 18, 2010

Dear Dr. Grasmick,

The Maryland Foster Parent Association represents thousands of foster parents, grandparents, kinship care providers, their children and the thousands of children we serve in "out of home placement". We strongly support the Maryland State Department of Education reform initiative which includes its Race to the Top grant application. Foster parents appreciate that Maryland has a long history of embracing school reform based on high standards with the goal of increasing academic achievement for all students. When all children do well our foster children tend to do well.

The Maryland foster parents and all parents look forward to the acceleration of achievement by Maryland's participation in the Race to the Top grant. Parents, providers, and care givers are assured that reform efforts will continue with or without the RTTT funding however the increased planning and potential increased funding will further support and strengthen Maryland's reform efforts.

The Maryland State Department of Education has always included parents in the educational decision making process. We are excited about the possibilities of continuing our partnership with MSDE as it reforms and raises the level of academic achievement by providing increased rigor and a challenging education experience for all of Maryland's children.

Sincerely,

Sam Macer

Sam Macer, President Elect

Maryland Foster Parent Association

Telephone
(866)MDKids 1(866)635-4371

Address
PO Box 1049
Severna Park, Maryland 21146

Email
MDKids1@aol.com

MD Title I Committee of Practitioners

ALLEGANY COUNTY PUBLIC SCHOOLS

108 Washington Street • P.O. Box 1724 • Cumberland, MD 21501-1724
Telephone (301) 759-2000 • www.acps.allconet.org

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

May 7, 2010

Dear Dr. Grasmick:

Maryland's Title I Committee of Practitioners strongly supports the Maryland State Department of Education's reform initiative which includes its Race to the Top grant (RTTT) proposal. Maryland has one of the nation's most recognized public school systems due to its long history of embracing school reform based on high standards and accountability designed to increase the academic achievement of all students. We are extremely proud of the great strides in student achievement which Maryland's students have made over the last decade and look forward to the acceleration of achievement by Maryland's participation in the RTTT grant.

Therefore, our organization supports Maryland's effort to:

- Revise the State Curriculum, assessments, and accountability system based on the Common Core Standards
- Build a statewide technology infrastructure to help inform instruction
- Redesign how Maryland prepares, supports, and evaluates teachers and principals
- Engage in innovative ways to transform low-achieving schools and districts

We believe these reform efforts are in the best interest of all students to accelerate achievement and prepare them for post secondary education and job placement. We look forward to working with the Maryland State Department of Education in implementing this reform initiative as Maryland continues to move forward to prepare our children for the 21st Century.

Sincerely,

Robert C. McKenzie

Robert C. McKenzie
Director of Elementary Education
Chairman of Title I Committee of Practitioners

American Visionary Art Museum

May 10, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Re: Maryland's Race to the Top

Dear Dr. Grasmick:

Thanks to the Maryland State Department of Education's keen understanding of the importance of education and creative vision for all of Maryland's youth, our great state has a tradition of student achievement and positive school reform. On behalf of the American Visionary Art Museum, a MSDE State-Aided Institution, I'm happy to write in full support of Maryland's Reform Plan and hope that the review committee will award Maryland in the Race to the Top!

AVAM utilizes art to explore and expand the definition of individual human potential, dignity, and community. That said, our national museum and education center supports Maryland's efforts to innovation and transformation of low achieving schools, particularly through teacher and principal support and technology initiatives. MSDE and the reform plan will surely improve critical thinking and integrated learning that will strengthen our community for years to come.

We look forward to working with you, MSDE, and our state's educators, administrators, and families to implement the reform plan and serve as a creative learning environment to ensure our Maryland students' future success!

Most sincerely,

Katie Adams
Director of Development

800 key highway baltimore inner harbor maryland usa 21230 410.244.1900 fax 410.244.5858

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

The Nation's Report Card Reading 2009

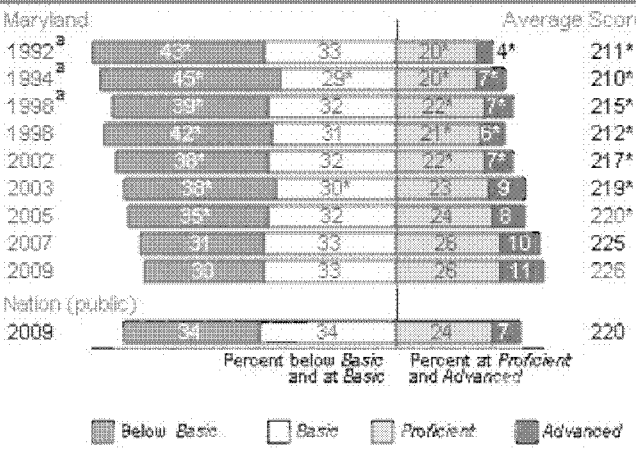
State Snapshot Report

Maryland
Grade 4
Public Schools

Overall Results

- In 2009, the average score of fourth-grade students in Maryland was 226. This was higher than the average score of 220 for public school students in the nation.
- The average score for students in Maryland in 2009 (226) was not significantly different from their average score in 2007 (225) and was higher than their average score in 1992 (211).
- In 2009, the score gap between students in Maryland at the 75th percentile and students at the 25th percentile was 47 points. This performance gap was not significantly different from that of 1992 (49 points).
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 37 percent in 2009. This percentage was not significantly different from that in 2007 (36 percent) and was greater than that in 1992 (24 percent).
- The percentage of students in Maryland who performed at or above the NAEP *Basic* level was 70 percent in 2009. This percentage was not significantly different from that in 2007 (69 percent) and was greater than that in 1992 (57 percent).

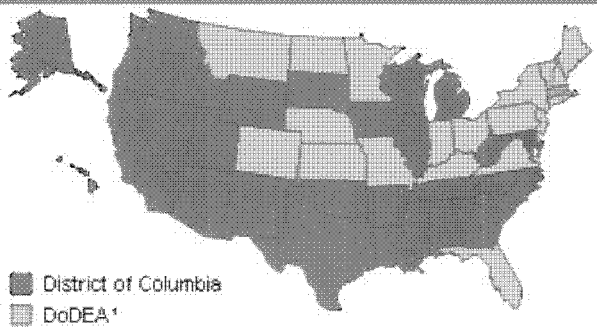
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2009.
[a] Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/Jurisdictions

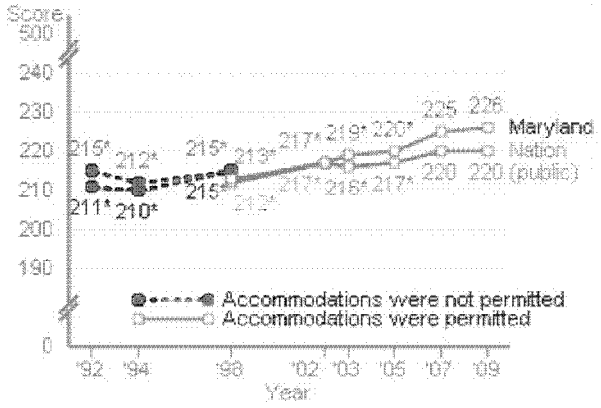


[1] Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in Maryland was

- lower than that in 1 state/jurisdiction
- higher than those in 28 states/jurisdictions
- not significantly different from those in 22 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2009.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above Basic	Percentages at or above Proficient	Percent at Advanced
Gender					
Male	49	223	67	34	9
Female	51	229	74	40	13
Race/Ethnicity					
White	49	237	81	50	16
Black	35	210	58	19	3
Hispanic	10	221	67	30	7
Asian/Pacific Islander	5	245	89	59	25
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	38	210	52	18	3
Not eligible	61	236	81	49	16

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

- In 2009, female students in Maryland had an average score that was higher than that of male students.
- In 2009, Black students had an average score that was 27 points lower than that of White students. This performance gap was not significantly different from that in 1992 (29 points).
- In 2009, Hispanic students had an average score that was 15 points lower than that of White students. This performance gap was not significantly different from that in 1992 (24 points).
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of low income, had an average score that was 27 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (30 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

The Nation's Report Card Reading 2009

State Snapshot Report

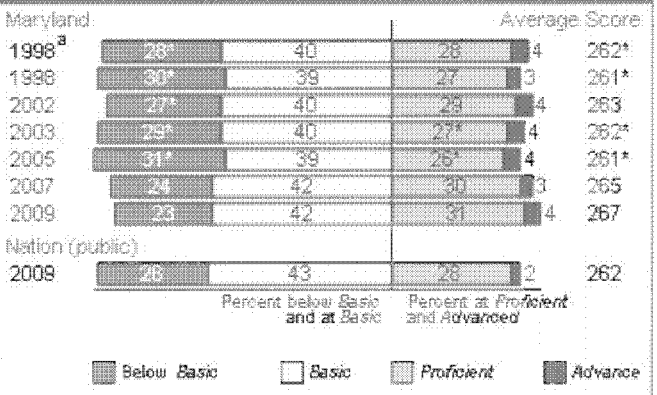
Maryland
Grade 8
Public Schools

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Overall Results

- In 2009, the average score of eighth-grade students in Maryland was 267. This was higher than the average score of 262 for public school students in the nation.
- The average score for students in Maryland in 2009 (267) was not significantly different from their average score in 2007 (265) and was higher than their average score in 1998 (261).
- In 2009, the score gap between students in Maryland at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 1998 (50 points).
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 36 percent in 2009. This percentage was not significantly different from that in 2007 (33 percent) and was not significantly different from that in 1998 (31 percent).
- The percentage of students in Maryland who performed at or above the NAEP *Basic* level was 77 percent in 2009. This percentage was not significantly different from that in 2007 (76 percent) and was greater than that in 1998 (70 percent).

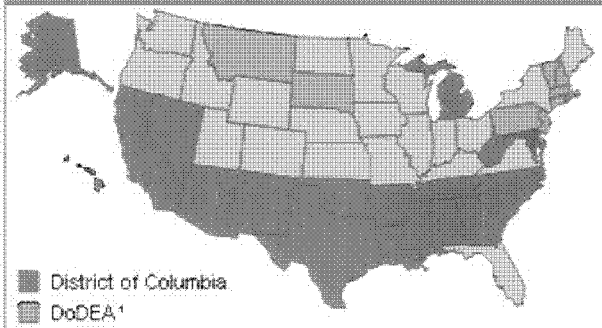
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2009.
[a] Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/Jurisdictions

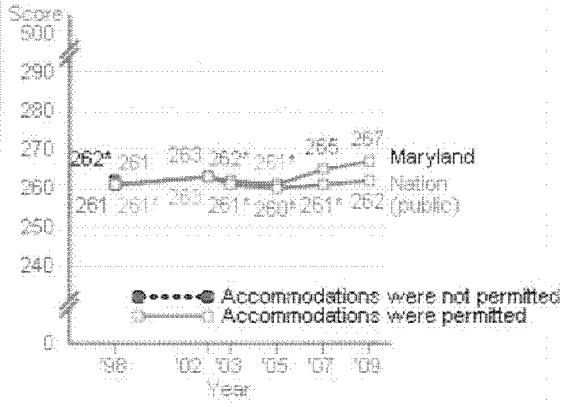


[1] Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in Maryland was

- lower than those in 9 states/jurisdictions
- higher than those in 20 states/jurisdictions
- not significantly different from those in 22 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2009.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above Basic	Percentages at or above Proficient	Percent at Advanced
Gender					
Male	50	262	72	31	3
Female	50	272	82	41	6
Race/Ethnicity					
White	49	279	88	48	7
Black	36	250	61	16	1
Hispanic	8	258	71	25	1
Asian/Pacific Islander	7	286	93	60	10
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	30	250	61	16	1
Not eligible	70	275	84	44	6

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

- In 2009, female students in Maryland had an average score that was higher than that of male students.
- In 2009, Black students had an average score that was 28 points lower than that of White students. This performance gap was not significantly different from that in 1998 (32 points).
- In 2009, Hispanic students had an average score that was 20 points lower than that of White students. This performance gap was not significantly different from that in 1998 (11 points).
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of low income, had an average score that was 25 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (30 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

The Nation's Report Card — Mathematics 2009

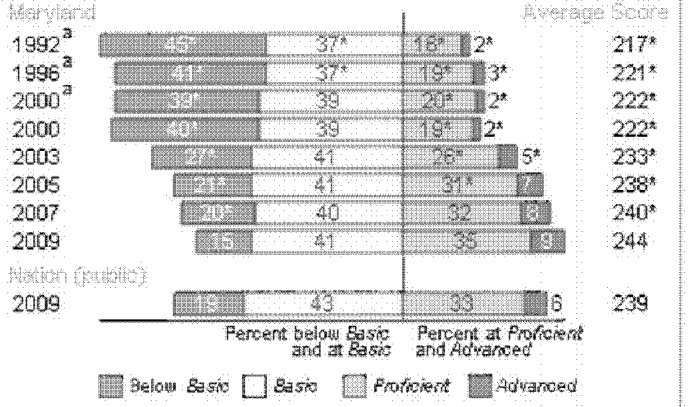
Snapshot State Report

Maryland
Grade 4
Public Schools

Overall Results

- In 2009, the average score of fourth-grade students in Maryland was 244. This was higher than the average score of 239 for public school students in the nation.
- The average score for students in Maryland in 2009 (244) was higher than their average score in 2007 (240) and was higher than their average score in 1992 (217).
- In 2009, the score gap between students in Maryland at the 75th percentile and students at the 25th percentile was 39 points. This performance gap was narrower than that of 1992 (49 points).
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 44 percent in 2009. This percentage was not significantly different from that in 2007 (40 percent) and was greater than that in 1992 (18 percent).
- The percentage of students in Maryland who performed at or above the NAEP *Basic* level was 85 percent in 2009. This percentage was greater than that in 2007 (80 percent) and was greater than that in 1992 (55 percent).

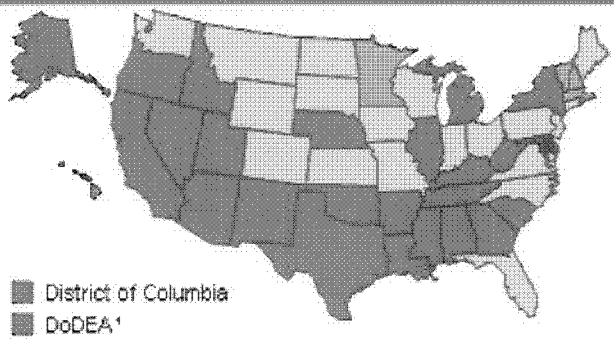
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2009.
[a] Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/Jurisdictions

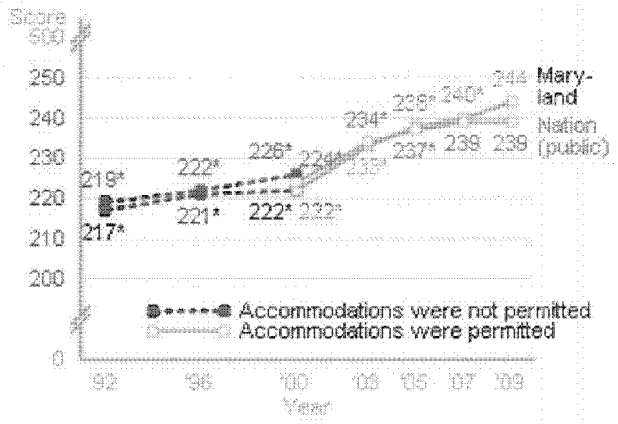


[1] Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in Maryland was

- lower than those in 4 states/jurisdictions
- higher than those in 28 states/jurisdictions
- not significantly different from those in 19 states/jurisdictions

Compare the Average Score to Nation (public)



* Significantly different ($p < .05$) from 2009.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Gender [1]					
Male 50		244	84	44	11
Female	50	243	86	43	7
Race/Ethnicity					
White 48		255	94	60	15
Black 35		228	72	21	1
Hispanic 11		238	83	32	4
Asian/Pacific Islander	6	259	95	67	18
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible 3	9	229	74	20	1
Not eligible	61	253	92	59	14

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

- In 2009, male students in Maryland had an average score that was not significantly different from that of female students. This performance gap was not significantly different from that in 1992 (4 points).
- In 2009, Black students had an average score that was 27 points lower than that of White students. This performance gap was narrower than that in 1992 (34 points).
- In 2009, Hispanic students had an average score that was 17 points lower than that of White students. This performance gap was not significantly different from that in 1992 (21 points).
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 24 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was narrower than that in 1996 (34 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

The Nation's Report Card

Mathematics 2009

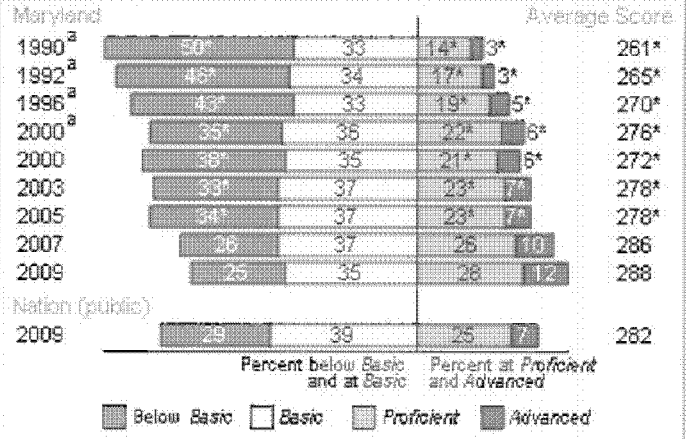
Snapshot State Report

Maryland
Grade 8
Public Schools

Overall Results

- In 2009, the average score of eighth-grade students in Maryland was 288. This was higher than the average score of 282 for public school students in the nation.
- The average score for students in Maryland in 2009 (288) was not significantly different from their average score in 2007 (286) and was higher than their average score in 1990 (261).
- In 2009, the score gap between students in Maryland at the 75th percentile and students at the 25th percentile was 53 points. This performance gap was not significantly different from that of 1990 (54 points).
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 40 percent in 2009. This percentage was not significantly different from that in 2007 (37 percent) and was greater than that in 1990 (17 percent).
- The percentage of students in Maryland who performed at or above the NAEP *Basic* level was 75 percent in 2009. This percentage was not significantly different from that in 2007 (74 percent) and was greater than that in 1990 (50 percent).

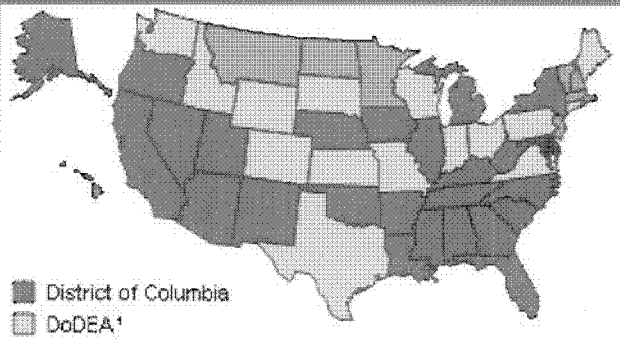
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2009.
[a] Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/Jurisdictions

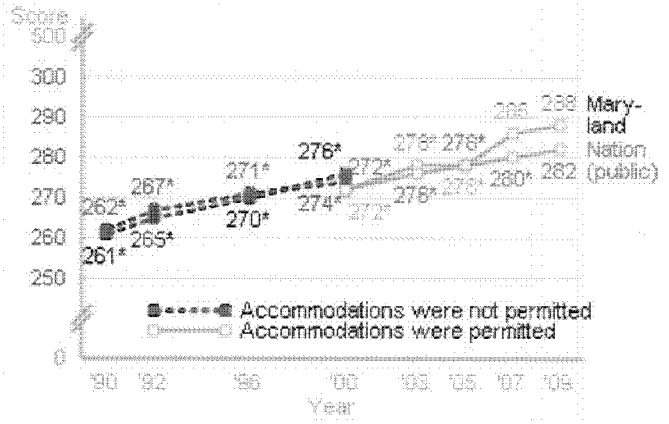


[1] Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in Maryland was

- lower than those in 7 states/jurisdictions
- higher than those in 28 states/jurisdictions
- not significantly different from those in 16 states/jurisdictions

Compare the Average Score to Nation (public)



* Significantly different ($p < .05$) from 2009.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above Basic	Percentages at or above Proficient	Percent at Advanced
Gender [1]					
Male	50	290	76	42	14
Female	50	287	75	38	11
Race/Ethnicity					
White	49	303	89	56	18
Black	35	266	55	15	1
Hispanic	10	275	64	26	4
Asian/Pacific Islander	7	320	95	76	35
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program [1]					
Eligible	31	267	55	17	2
Not eligible	69	298	84	50	17

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

- In 2009, male students in Maryland had an average score that was not significantly different from that of female students. This performance gap was not significantly different from that in 1990 (0 point).
- In 2009, Black students had an average score that was 37 points lower than that of White students. This performance gap was not significantly different from that in 1990 (35 points).
- In 2009, Hispanic students had an average score that was 28 points lower than that of White students. This performance gap was wider than that in 1990 (18 points).
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 31 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (36 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2009 Mathematics Assessments.

National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the State Profiles. http://nces.ed.gov/nationsreportcard/states/

Summary of NAEP results for **Maryland**

Assessment			Average Scale Score				Achievement Level					
			State		National Public		At or above Basic		At or above Proficient		At Advanced	
Subject	Grade	Year	Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE
Mathematics	4	2009	244	(0.9)	239	(0.2)	85	(1.0)	44	(1.5)	9	(0.8)
		2007	240	(0.9)	239	(0.2)	80	(1.3)	40	(1.3)	8	(0.7)
		2005	238	(1.0)	237	(0.2)	79	(1.3)	38	(1.5)	7	(1.0)
		2003	233	(1.3)	234	(0.2)	73	(1.4)	31	(1.7)	5	(0.8)
		2000	222	(1.2)	224	(1.0)	60	(1.7)	21	(1.3)	2	(0.5)
		2000[1]	222	(1.3)	226	(1.0)	61	(1.8)	22	(1.4)	2	(0.4)
		1996[1]	221	(1.6)	222	(1.0)	59	(1.8)	22	(1.7)	3	(0.7)
		1992[1]	217	(1.3)	219	(0.8)	55	(1.6)	18	(1.2)	2	(0.3)
	8	2009	288	(1.1)	282	(0.3)	75	(1.2)	40	(1.6)	12	(0.9)
		2007	286	(1.2)	280	(0.3)	74	(1.2)	37	(1.4)	10	(1.0)
		2005	278	(1.1)	278	(0.2)	66	(1.5)	30	(1.3)	7	(0.7)
		2003	278	(1.0)	276	(0.3)	67	(1.2)	30	(1.3)	7	(0.8)
		2000	272	(1.7)	272	(0.9)	62	(1.8)	27	(1.3)	6	(0.5)
		2000[1]	276	(1.4)	274	(0.8)	65	(1.6)	29	(1.4)	6	(0.6)
		1996[1]	270	(2.1)	271	(1.2)	57	(2.2)	24	(2.3)	5	(1.0)
		1992[1]	265	(1.3)	267	(1.0)	54	(1.4)	20	(1.2)	3	(0.5)
		1990[1]	261	(1.4)	262	(1.4)	50	(1.6)	17	(1.2)	3	(0.5)
Reading	4	2009	226	(1.4)	220	(0.3)	70	(1.5)	37	(1.8)	11	(1.1)
		2007	225	(1.1)	220	(0.3)	69	(1.3)	36	(1.5)	10	(0.7)
		2005	220	(1.3)	217	(0.2)	65	(1.4)	32	(1.5)	8	(0.7)
		2003	219	(1.4)	216	(0.3)	62	(1.5)	32	(1.5)	9	(0.9)
		2002	217	(1.5)	217	(0.5)	62	(1.9)	30	(1.6)	7	(0.8)
		1998	212	(1.6)	213	(1.2)	58	(1.9)	27	(1.6)	6	(1.0)
		1998[1]	215	(1.6)	215	(0.8)	61	(2.0)	29	(1.9)	7	(0.9)
		1994[1]	210	(1.5)	212	(1.1)	55	(1.6)	26	(1.4)	7	(0.7)
		1992[1]	211	(1.6)	215	(1.0)	57	(1.8)	24	(1.2)	4	(0.6)
	8	2009	267	(1.1)	262	(0.3)	77	(1.4)	36	(1.4)	4	(0.6)
		2007	265	(1.2)	261	(0.2)	76	(1.3)	33	(1.5)	3	(0.4)
		2005	261	(1.2)	260	(0.2)	69	(1.7)	30	(1.3)	4	(0.5)
		2003	262	(1.4)	261	(0.2)	71	(1.5)	31	(1.7)	4	(0.7)
		2002	263	(1.7)	263	(0.5)	73	(1.6)	32	(1.9)	4	(0.8)
		1998	261	(1.8)	261	(0.8)	70	(1.9)	31	(2.1)	3	(0.7)
		1998[1]	262	(1.8)	261	(0.8)	72	(1.8)	31	(2.0)	4	(0.7)
Science	4	2005	149	(1.1)	149	(0.3)	64	(1.5)	27	(1.5)	2	(0.6)
		2000	145	(1.3)	145	(1.1)	61	(1.6)	24	(1.5)	3	(0.6)
		2000[1]	146	(1.3)	148	(0.8)	61	(1.5)	26	(1.4)	3	(0.5)
	8	2005	145	(1.4)	147	(0.3)	54	(1.5)	26	(1.3)	4	(0.6)
		2000	146	(1.4)	148	(1.1)	57	(2.0)	27	(1.8)	3	(0.4)
		2000[1]	149	(1.3)	149	(0.7)	59	(1.7)	28	(1.4)	3	(0.4)

Maryland State Department of Education
Division of Accountability and Assessment
Maryland School Assessment (Regular and Modified)
State Composite Summary for Elementary Reading - Percent Proficient and Advanced

LEA	LEA Name	AYP Subgroup	2003	2004	2005	2006	2007	2008	2009
A	All Public Schools	All Races	62.0%	71.5%	77.0%	78.9%	81.1%	86.1%	87.0%
		American Indian	57.0%	67.9%	74.4%	75.1%	80.7%	87.7%	91.3%
		Asian	77.5%	85.4%	88.9%	89.8%	92.3%	94.1%	94.4%
		African American	44.8%	57.4%	64.8%	67.3%	70.5%	78.1%	79.6%
		White	75.9%	82.8%	86.9%	88.0%	89.5%	92.7%	93.3%
		Hispanic	45.1%	59.5%	66.5%	70.5%	73.1%	79.8%	81.3%
		FARMS	40.9%	55.0%	62.2%	64.9%	68.4%	76.6%	78.5%
		LEP	20.2%	39.2%	47.0%	51.8%	59.8%	69.1%	72.1%
		Special Ed	30.5%	42.5%	50.5%	54.3%	58.6%	66.7%	69.6%

Maryland State Department of Education
Division of Accountability and Assessment
Maryland School Assessment (Regular and Modified)
State Composite Summary for Elementary Math - Percent Proficient and Advanced

LEA	LEA Name	AYP Subgroup	2003	2004	2005	2006	2007	2008	2009
A	All Public Schools	All Races	60.0%	68.2%	74.1%	78.1%	80.9%	83.9%	84.9%
		American Indian	55.1%	63.7%	71.2%	77.4%	81.8%	84.9%	85.5%
		Asian	82.9%	87.2%	90.8%	92.7%	94.0%	94.9%	95.3%
		African American	40.9%	51.6%	59.2%	64.9%	69.5%	74.0%	76.0%
		White	74.0%	80.9%	85.2%	87.9%	89.6%	91.6%	91.9%
		Hispanic	48.4%	58.4%	65.8%	71.8%	74.4%	78.1%	79.6%
		FARMS	39.2%	50.5%	57.9%	63.6%	68.4%	73.4%	76.0%
		LEP	34.6%	42.6%	49.7%	56.5%	62.4%	69.5%	72.4%
		Special Ed	29.5%	36.4%	44.1%	48.7%	53.8%	58.2%	58.3%

Maryland State Department of Education
Division of Accountability and Assessment
Maryland School Assessment (Regular and Modified)
State Composite Summary for Middle Reading - Percent Proficient and Advanced

LEA	LEA Name	AYP Subgroup	2003	2004	2005	2006	2007	2008	2009
A	All Public Schools	All Races	59.9%	66.4%	67.9%	69.9%	71.6%	78.5%	81.8%
		American Indian	55.8%	63.6%	67.3%	69.8%	70.7%	79.1%	80.9%
		Asian	73.8%	81.8%	83.8%	85.5%	87.4%	91.4%	92.6%
		African American	40.2%	50.7%	51.5%	54.5%	57.0%	66.7%	72.1%
		White	74.3%	78.6%	81.3%	82.7%	83.6%	88.2%	89.7%
		Hispanic	44.6%	53.3%	54.8%	57.4%	60.5%	69.3%	73.8%
		FARMS	35.6%	46.6%	48.1%	50.6%	53.3%	63.4%	69.1%
		LEP	12.4%	21.4%	24.6%	26.9%	31.4%	39.5%	45.4%
		Special Ed	20.1%	25.4%	29.5%	31.5%	34.2%	43.5%	51.2%

Maryland State Department of Education
Division of Accountability and Assessment
Maryland School Assessment (Regular and Modified)
State Composite Summary for Middle Math - Percent Proficient and Advanced

LEA	LEA Name	AYP Subgroup	2003	2004	2005	2006	2007	2008	2009
A	All Public Schools	All Races	39.6%	48.6%	55.7%	60.2%	63.2%	68.5%	71.2%
		American Indian	30.3%	40.0%	52.5%	54.6%	59.0%	67.2%	69.3%
		Asian	71.5%	77.8%	82.7%	86.0%	88.1%	91.0%	91.5%
		African American	17.6%	27.3%	35.1%	39.5%	43.9%	50.2%	54.5%
		White	53.8%	63.9%	71.0%	75.8%	77.8%	82.2%	83.8%
		Hispanic	26.8%	36.3%	45.1%	50.8%	53.1%	59.9%	62.3%
		FARMS	15.9%	25.6%	33.4%	38.0%	42.4%	49.0%	54.0%
		LEP	20.1%	23.5%	30.8%	31.7%	34.9%	41.7%	45.4%
		Special Ed	8.3%	13.2%	18.8%	22.6%	27.2%	32.2%	38.6%

Maryland State Department of Education
Division of Accountability and Assessment
AYP Grade Band Report - Percent Proficient and Advanced

LEA Number	LEA Name	EMH Level	Subject Title	AYP Subgroup	2003	2004	2005	2006	2007	2008	2009
A	All Public Schools	High	Reading	All Students	61.4%	66.3%	59.1%	61.2%	71.6%	81.9%	83.9%
				American Indian	54.8%	60.7%	53.9%	55.9%	70.6%	81.9%	83.7%
				Asian	76.1%	80.2%	75.8%	77.8%	81.7%	90.1%	90.7%
				African American	41.6%	47.9%	39.7%	43.6%	55.7%	69.7%	73.8%
				White	74.9%	79.2%	72.1%	72.7%	83.8%	89.4%	90.7%
				Hispanic	45.8%	50.0%	47.8%	50.7%	58.0%	75.2%	77.8%
				FARMS	37.6%	43.9%	38.1%	41.8%	52.8%	67.8%	73.0%
				Special Education	23.4%	31.1%	24.7%	24.4%	36.5%	47.1%	51.2%
				Limited English Proficiency	14.5%	23.4%	27.3%	33.8%	33.6%	54.8%	63.8%
			Math	All Students	43.4%	48.3%	52.2%	64.2%	70.0%	84.4%	85.7%
				American Indian	25.5%	40.0%	40.8%	57.9%	66.4%	83.9%	87.5%
				Asian	70.4%	75.2%	79.1%	84.4%	87.7%	95.0%	96.4%
				African American	17.1%	21.1%	25.1%	43.1%	49.2%	69.8%	72.5%
				White	57.3%	63.1%	68.0%	79.5%	85.5%	93.2%	93.9%
				Hispanic	29.9%	35.1%	42.7%	55.4%	63.3%	79.4%	82.9%
				FARMS	20.3%	24.0%	29.9%	45.0%	52.8%	72.8%	76.1%
				Special Education	17.9%	22.8%	24.0%	30.8%	37.3%	52.8%	54.8%
				Limited English Proficiency	28.8%	32.9%	45.2%	40.4%	52.5%	68.0%	80.7%

Maryland State Department of Education
Division of Accountability and Assessment
AYP Grade Band Report - Percent Proficient and Advanced

LEA Number	LEA Name	EMH Level	Subject Title	AYP Subgroup	2003	2004	2005	2006	2007	2008	2009
A	All Public Schools	High	Reading	All Students	61.4%	66.3%	59.1%	61.2%	71.6%	81.9%	83.9%
				American Indian	54.8%	60.7%	53.9%	55.9%	70.6%	81.9%	83.7%
				Asian	76.1%	80.2%	75.8%	77.8%	81.7%	90.1%	90.7%
				African American	41.6%	47.9%	39.7%	43.6%	55.7%	69.7%	73.8%
				White	74.9%	79.2%	72.1%	72.7%	83.8%	89.4%	90.7%
				Hispanic	45.8%	50.0%	47.8%	50.7%	58.0%	75.2%	77.8%
				FARMS	37.6%	43.9%	38.1%	41.8%	52.8%	67.8%	73.0%
				Special Education	23.4%	31.1%	24.7%	24.4%	36.5%	47.1%	51.2%
				Limited English Proficiency	14.5%	23.4%	27.3%	33.8%	33.6%	54.8%	63.8%
			Math	All Students	43.4%	48.3%	52.2%	64.2%	70.0%	84.4%	85.7%
				American Indian	25.5%	40.0%	40.8%	57.9%	66.4%	83.9%	87.5%
				Asian	70.4%	75.2%	79.1%	84.4%	87.7%	95.0%	96.4%
				African American	17.1%	21.1%	25.1%	43.1%	49.2%	69.8%	72.5%
				White	57.3%	63.1%	68.0%	79.5%	85.5%	93.2%	93.9%
				Hispanic	29.9%	35.1%	42.7%	55.4%	63.3%	79.4%	82.9%
				FARMS	20.3%	24.0%	29.9%	45.0%	52.8%	72.8%	76.1%
				Special Education	17.9%	22.8%	24.0%	30.8%	37.3%	52.8%	54.8%
				Limited English Proficiency	28.8%	32.9%	45.2%	40.4%	52.5%	68.0%	80.7%

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Accountability and Assessment

MSA (Regular and Modified) Gap Analysis 2003 to 2009 - Math

LEA Name	Group	2009 # Tested	2003 % Prof./Adv.	2009 % Prof./Adv.	03 - 09 % Prof./Adv. Growth
State Total	FARMS	137311	32.3	65.3	32.9
	Non-FARMS	226804	64.1	85.6	21.6
	Gap	89493	31.8	20.3	-11.3
	Special Ed	41045	22.2	48.5	26.3
	Non-Special Ed	323070	57.4	81.7	24.3
	Gap	282025	35.2	33.2	-2.0
	ELL	13123	31.2	63.8	32.7
	Non-ELL	350992	53.7	78.5	24.8
	Gap	337869	22.5	14.7	-7.9
	African American	138115	33.2	65.1	31.9
	White	169720	66.9	87.8	20.9
	Gap	31605	33.7	22.7	-11.0
	Hispanic	33368	41.8	71.1	29.3
	White	169720	66.9	87.8	20.9
	Gap	136352	25.1	16.7	-8.4

Gap is the difference between the reference group and the other group
Growth is the difference between the 2009 percent proficient/advanced and the 2003 percent
A negative result indicates how much the gap has been reduced
A positive result indicates the gap has increased

Data as of 12/08/09

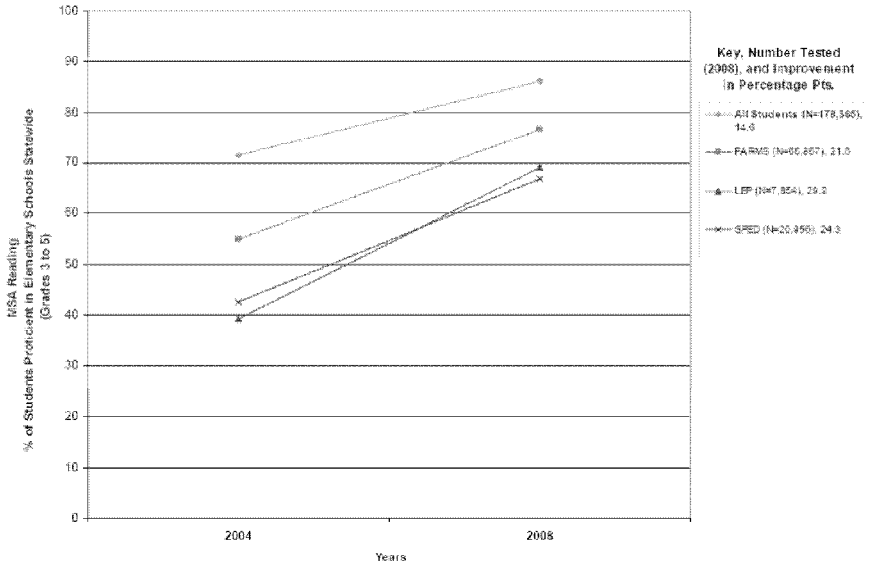
MSA Gap Analysis

Appendices

Exhibits from the MGT Report Referenced in this Document

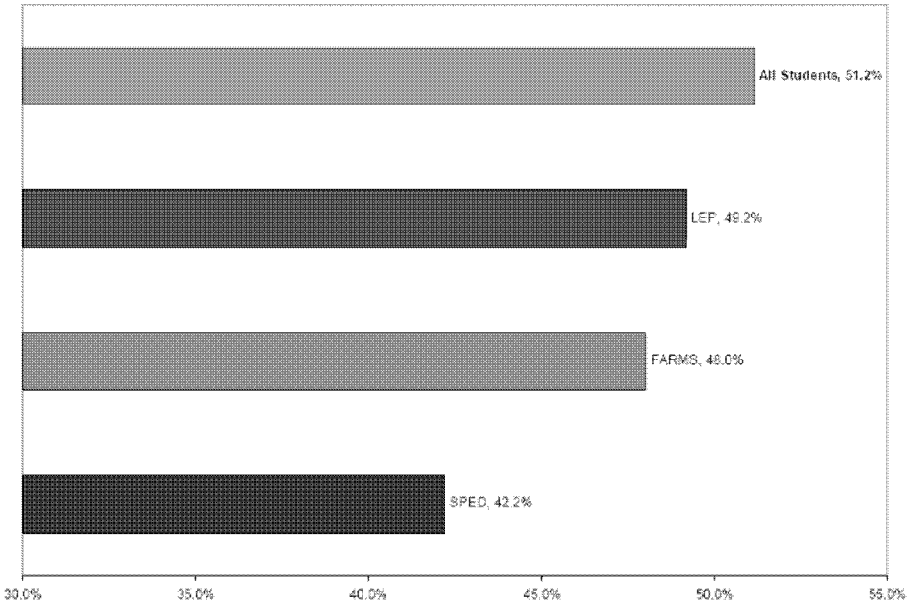
Appendix A: Elementary Reading – Student Groups Demonstrating Proficiency and Gap Closure

EXHIBIT 6
PERCENTAGE OF ELEMENTARY SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA READING
ALL STUDENTS AND SUBGROUPS



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom

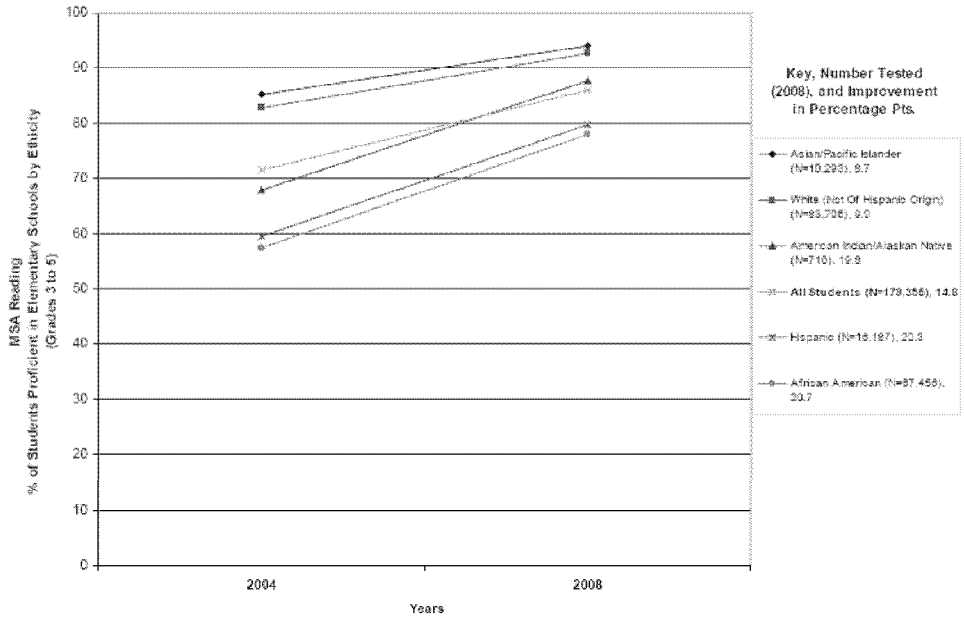
EXHIBIT 7
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA READING
ELEMENTARY SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND SUBGROUPS
2004 TO 2008



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

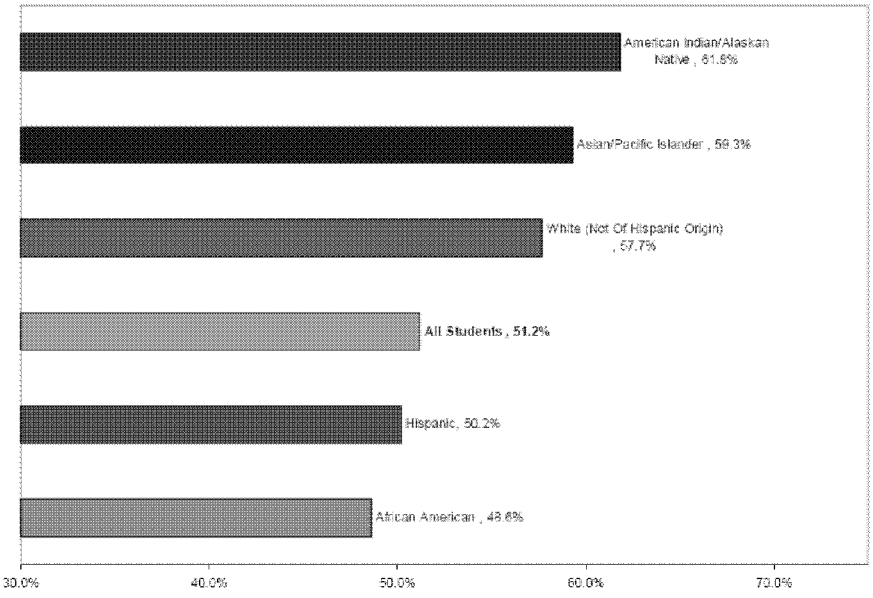
Appendix A: Elementary Reading – Student Groups Demonstrating Proficiency and Gap Closure

EXHIBIT 10
PERCENTAGE OF ELEMENTARY SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA READING
ALL STUDENTS AND ETHNIC GROUPS



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom.

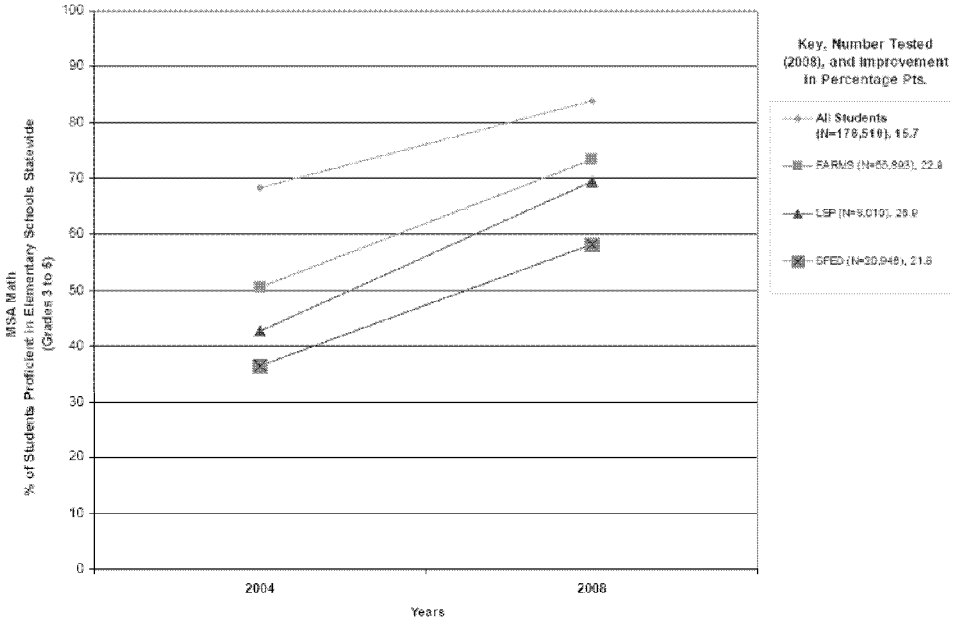
EXHIBIT 11
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA READING
ELEMENTARY SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND ETHNIC GROUPS
2004 TO 2008



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

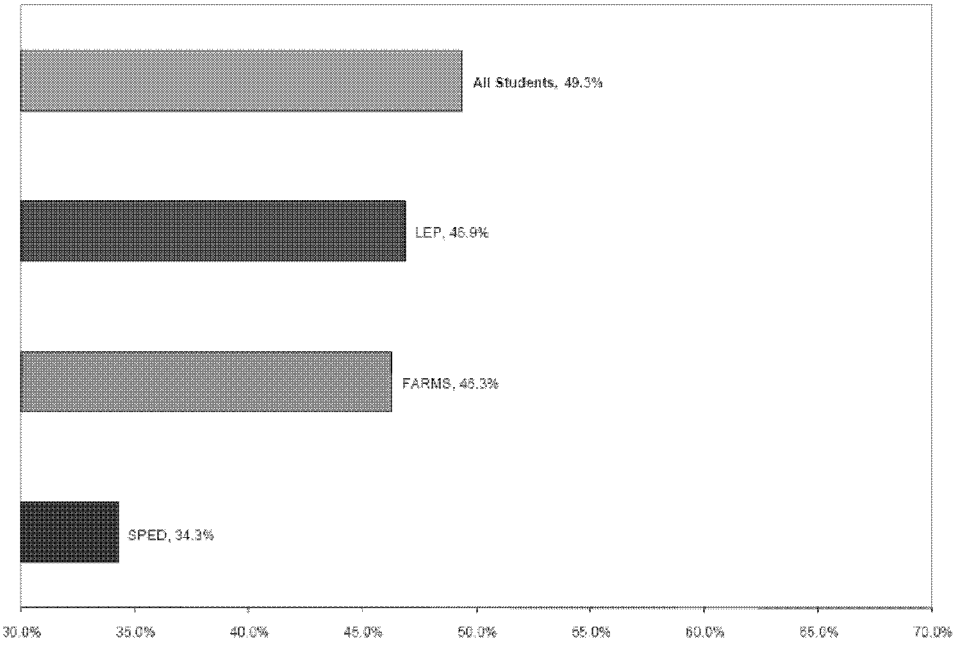
Appendix B: Elementary Mathematics – Student Groups Demonstrating Proficiency and Gap Closure

EXHIBIT 8
PERCENTAGE OF ELEMENTARY SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA MATH
ALL STUDENTS AND SUBGROUPS



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom.

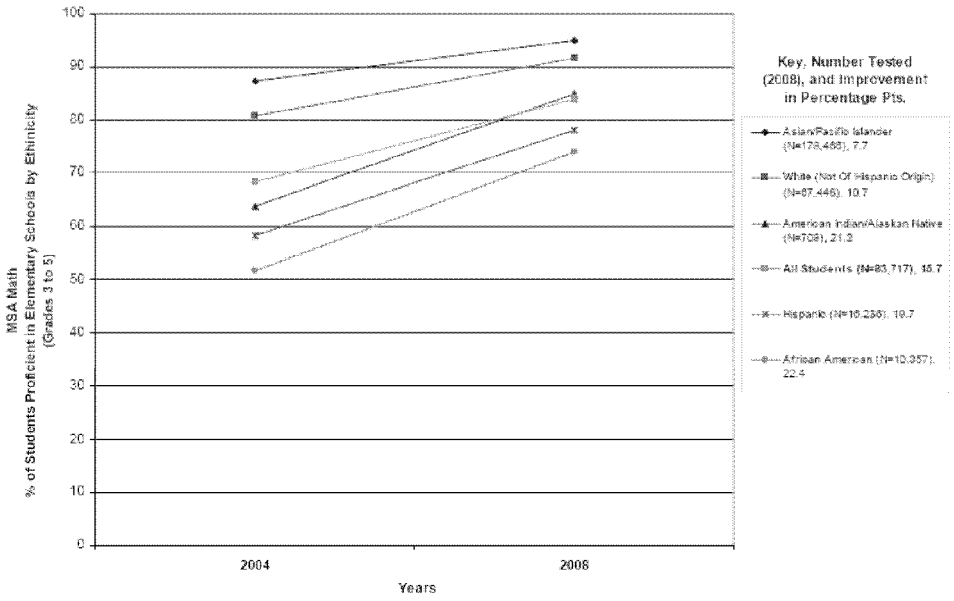
EXHIBIT 9
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA MATH
ELEMENTARY SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND SUBGROUPS
2004 TO 2008



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

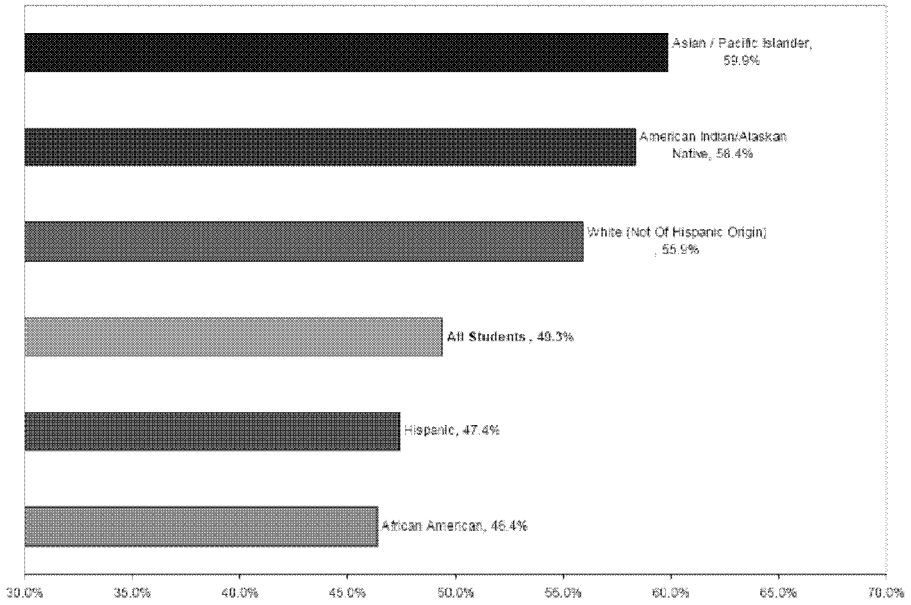
Appendix B: Elementary Mathematics – Student Groups Demonstrating Proficiency and Gap Closure

EXHIBIT 12
PERCENTAGE OF ELEMENTARY SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA MATH
ALL STUDENTS AND ETHNIC GROUPS



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom.

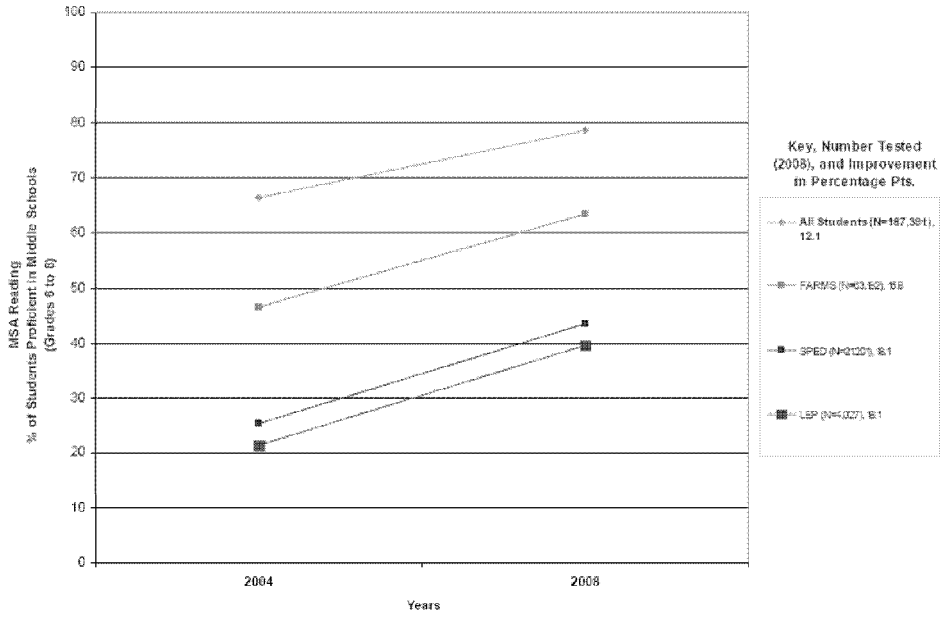
EXHIBIT 13
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA MATH
ELEMENTARY SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND ETHNIC GROUPS
2004 TO 2008



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

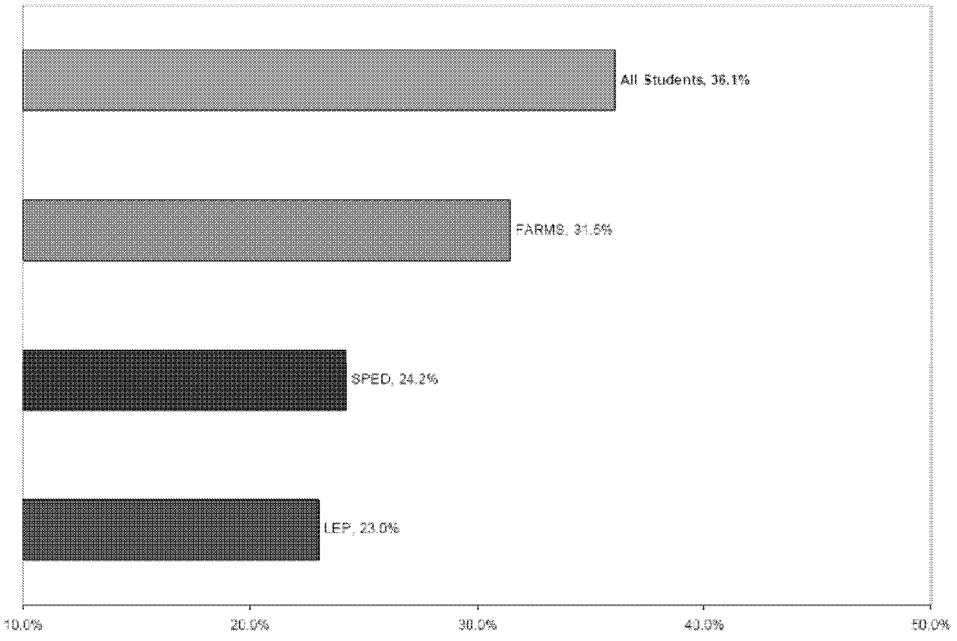
Appendix C: Middle School Reading – Student Groups Demonstrating Proficiency and Gap Closure

EXHIBIT 30
PERCENTAGE OF MIDDLE SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA READING
ALL STUDENTS AND SUBGROUPS



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom.

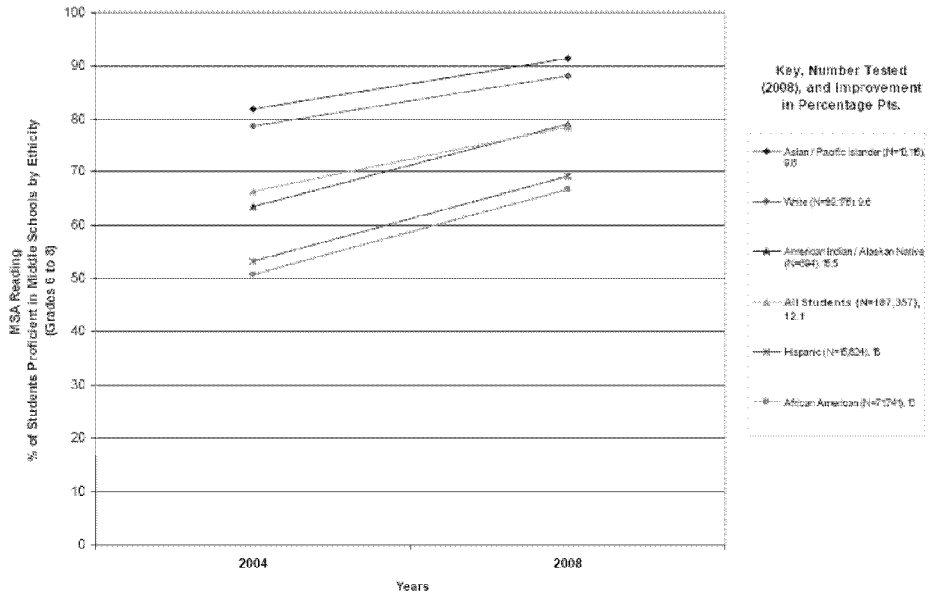
EXHIBIT 31
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA READING
MIDDLE SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND SUBGROUPS
2004 TO 2008



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

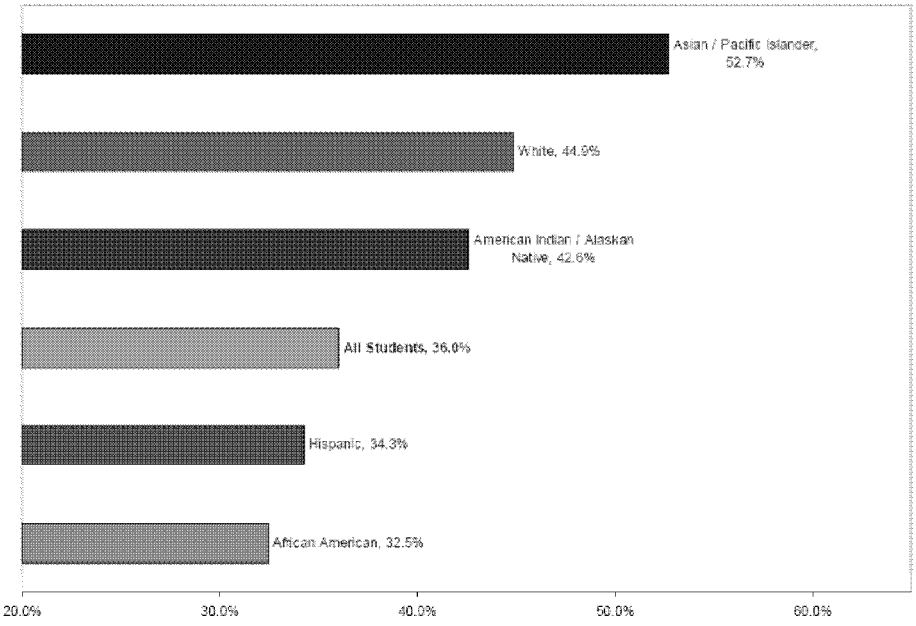
Appendix C: Middle School Reading – Student Groups Demonstrating Proficiency and Gap Closure

EXHIBIT 34
PERCENTAGE OF MIDDLE SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA READING
ALL STUDENTS AND ETHNIC GROUPS



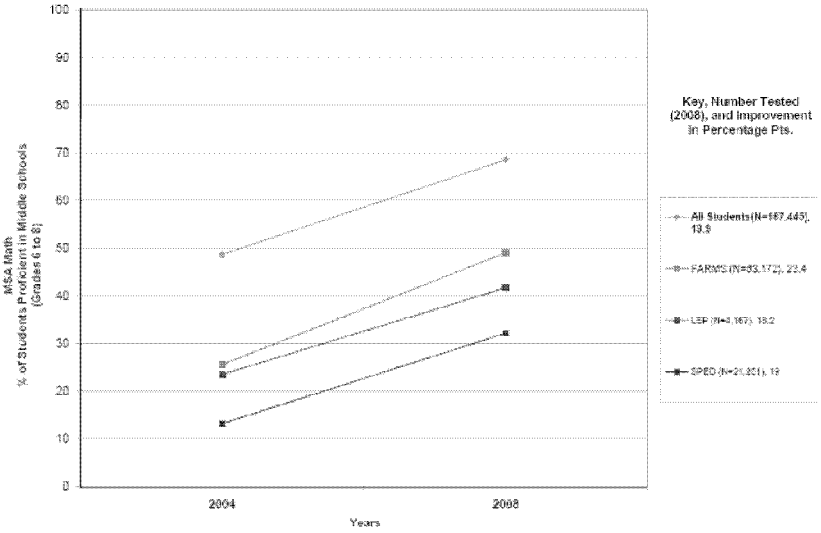
Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom.

EXHIBIT 35
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA READING
MIDDLE SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND ETHNIC GROUPS
2004 TO 2008



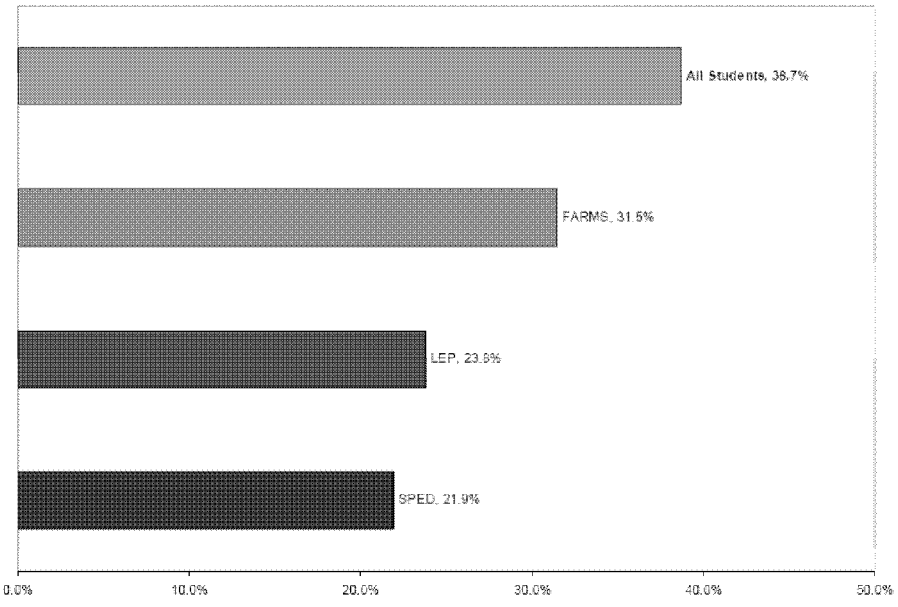
Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

EXHIBIT 32
PERCENTAGE OF MIDDLE SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA MATH
ALL STUDENTS AND SUBGROUPS



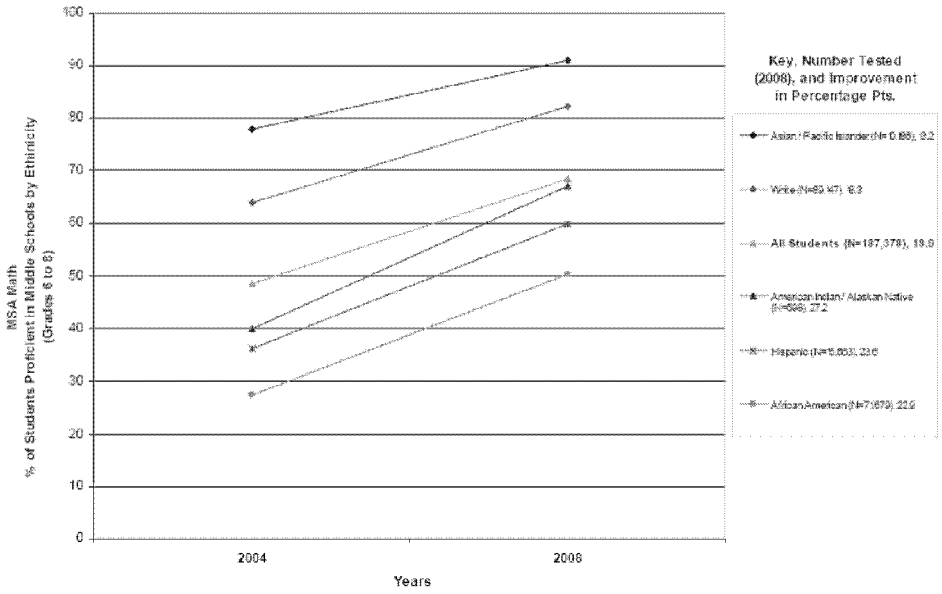
Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom.

EXHIBIT 33
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA MATH
MIDDLE SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND SUBGROUPS
2004 TO 2008



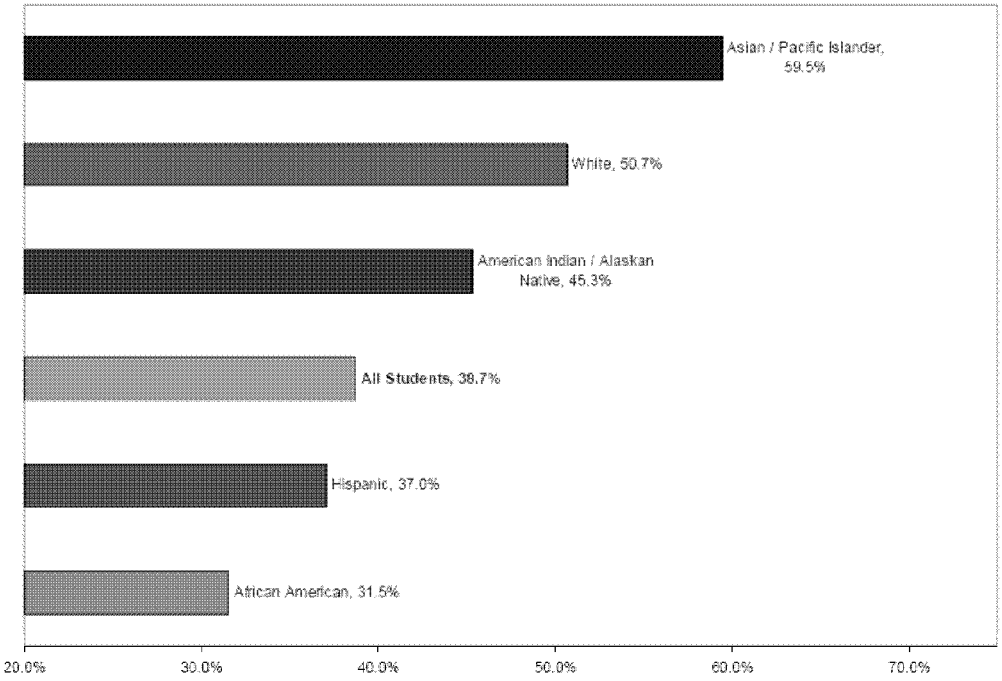
Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

EXHIBIT 36
PERCENTAGE OF MIDDLE SCHOOL STUDENTS STATEWIDE DEMONSTRATING PROFICIENCY IN MSA MATH
ALL STUDENTS AND ETHNIC GROUPS



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.
Note: Key and graph lines are ordered from highest percentage in 2008 at the top to lowest at the bottom.

EXHIBIT 37
PERCENTAGE OF PROFICIENCY GAP CLOSURE IN MSA MATH
MIDDLE SCHOOL STUDENTS STATEWIDE: ALL STUDENTS AND ETHNIC GROUPS
2004 TO 2008



Source: MGT of America, 2008, using data from <www.mdreportcard.org>.

Testing Accommodations: NAEP VS. Maryland Assessments

Accommodations—Grades 4 and 8	NAEP	Maryland
Presentation Format		
Directions read aloud in native language	Yes	No
Test items read aloud in native language	Yes	No
Bilingual (Spanish) version of test	Yes	No
Bilingual dictionary without definitions	Yes (except for reading)	Yes
Test items signed	Yes	Yes
Read aloud in English-occasional	Yes (except for reading)	Yes on all tests including reading
Read aloud in English-most or all	Yes (except for reading)	Yes on all tests including reading
Explanation of directions	Yes	No
Directions repeated	Yes	Yes
Large Print	Yes	Yes
Braille version of test	No	Yes
Magnification Equipment	Yes	Yes
Setting Format		
Small group	Yes	Yes
One-on-one sessions	Yes	Yes
Study carrel	Yes	Yes
School staff member administers the test	Yes	Yes
Administer test in separate room	Yes	Yes
Special furniture/Lighting	Yes	Yes
Timing/Scheduling		
Extended testing time	Yes (same day only)	Yes (can be over multiple days)
More breaks during testing	Yes	Yes
Response Format		
Braille writers	Yes	Yes
Responds orally to scribe	Yes	Yes
Tape recorders	No	Yes
Word processors/assistive devices	Yes	Yes
Write directly in test booklet	Yes	Yes
Uses template to respond	Yes	Yes
Allowable State Accommodations not allowed on NAEP		
Audio tape administration of assessment	No	Yes
Calculator	No	Yes
Abacus	No	Yes
Graph paper	No	Yes
Arithmetic tables	No	Yes
Thesaurus	No	No
Signing directions or answer	No	Yes
Responses in native primary language	No	No

Testing Accommodations: NAEP VS. Maryland Assessments

NAEP Exclusion Rates for Students with Disabilities (SWD) and English Language Learners (ELL) Students:

Maryland vs. the Nation - Reading

Grade 4 Exclusion Rates						
	1998	2002	2003	2005	2007	2009
SWD MD	5%	6%	6%	5%	7%	9%
SWD Nation	4%	5%	4%	5%	4%	4%
ELL MD	1%	2%	2%	2%	3%	3%
ELL Nation	2%	2%	2%	2%	2%	2%

Grade 8 Exclusion Rates						
	1998	2002	2003	2005	2007	2009
SWD MD	3%	4%	3%	4%	6%	7%
SWD Nation	3%	4%	4%	4%	4%	4%
ELL MD	0%	1%	1%	1%	2%	2%
ELL Nation	1%	2%	1%	1%	1%	1%

NAEP Exclusion Rates for Students with Disabilities (SWD) and English Language Learners (ELL) Students:

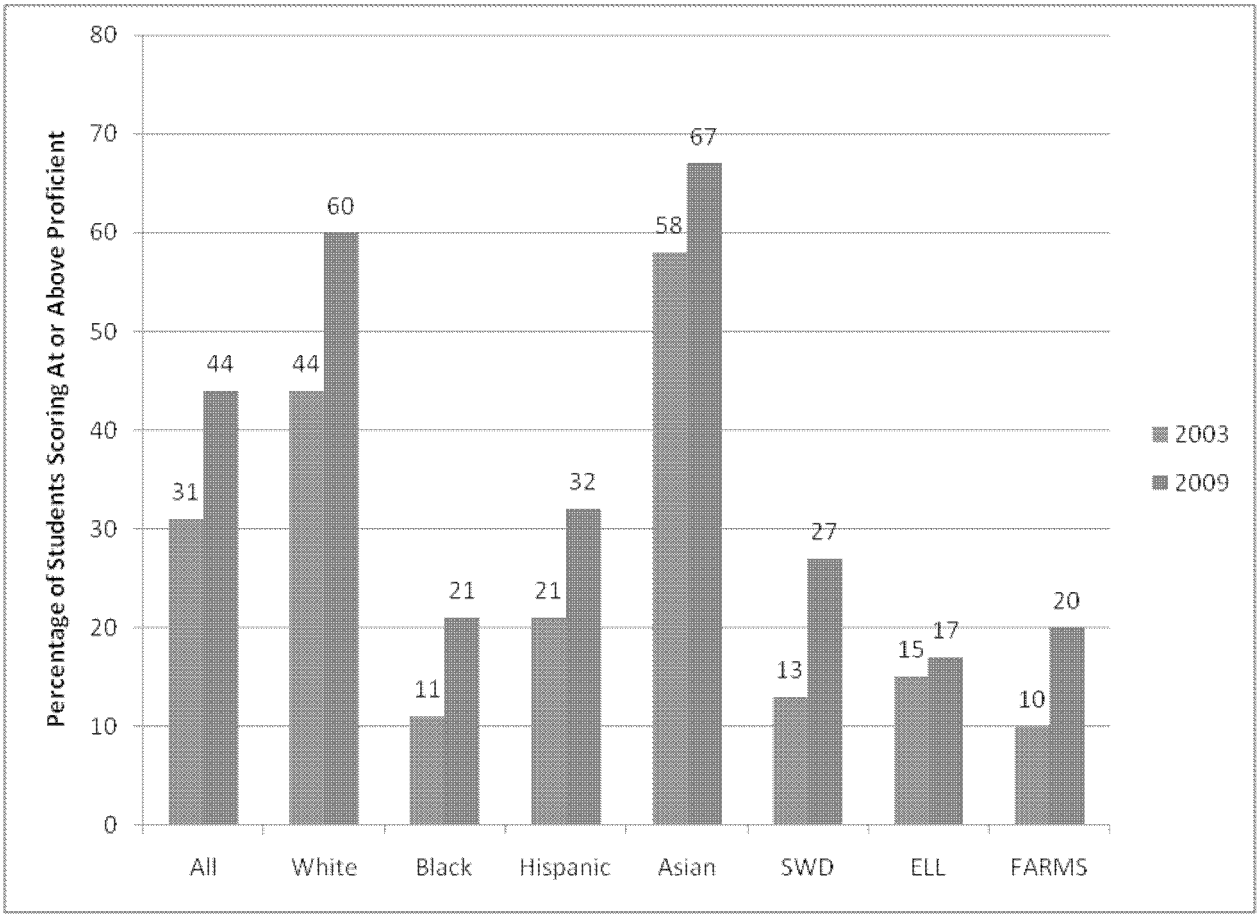
Maryland vs. the Nation - Mathematics

Grade 4 Exclusion Rates					
	2000	2003	2005	2007	2009
SWD MD	2%	3%	3%	4%	4%
SWD Nation	3%	3%	2%	2%	2%
ELL MD	1%	2%	1%	1%	1%
ELL Nation	1%	1%	1%	1%	1%

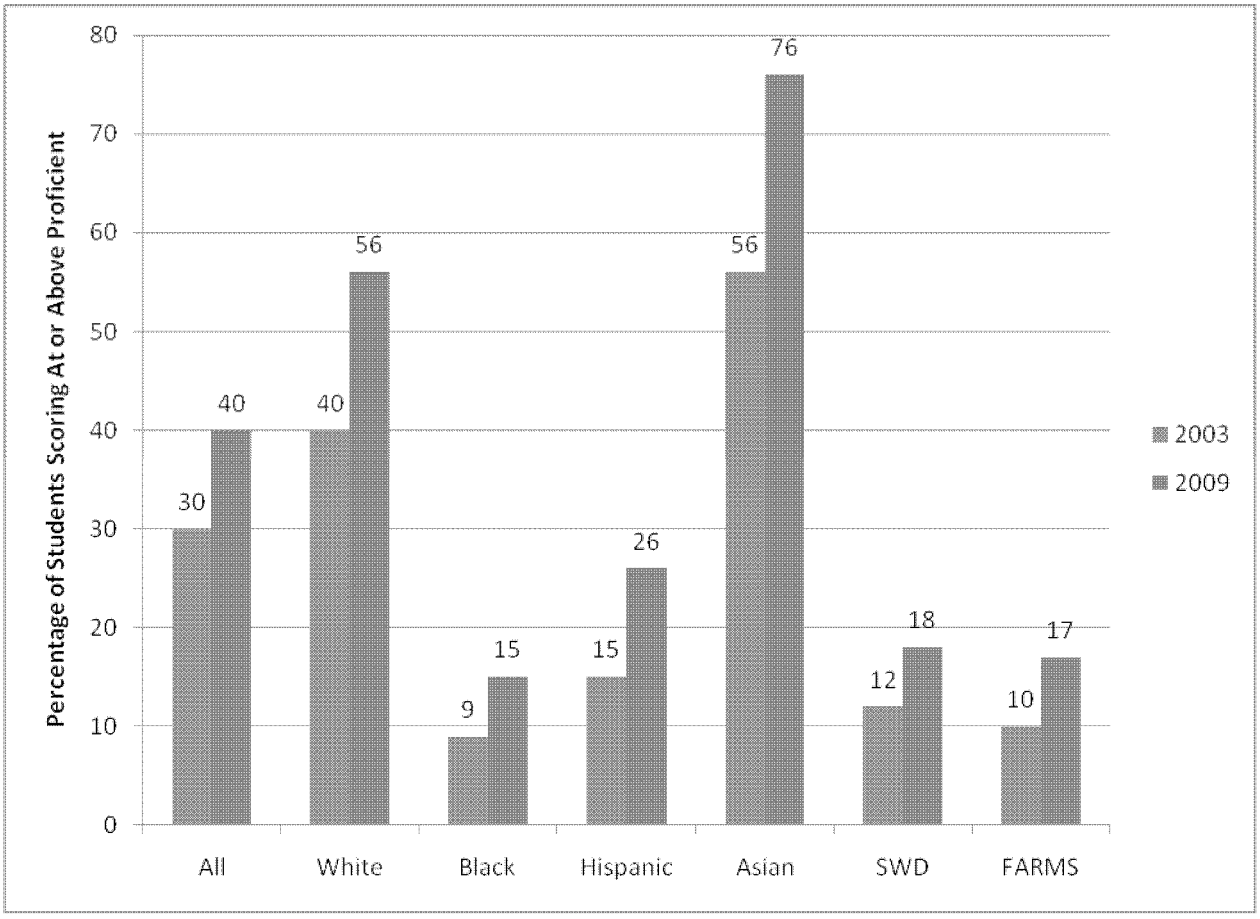
Grade 8 Exclusion Rates					
	2000	2003	2005	2007	2009
SWD MD	2%	3%	4%	7%	7%
SWD Nation	3%	3%	3%	3%	3%
ELL MD	1%	1%	0%	0%	0%
ELL Nation	1%	1%	1%	1%	0%

NAEP Progress From 2003 to 2009 by Subgroup: Percentage Scoring Proficient and Above

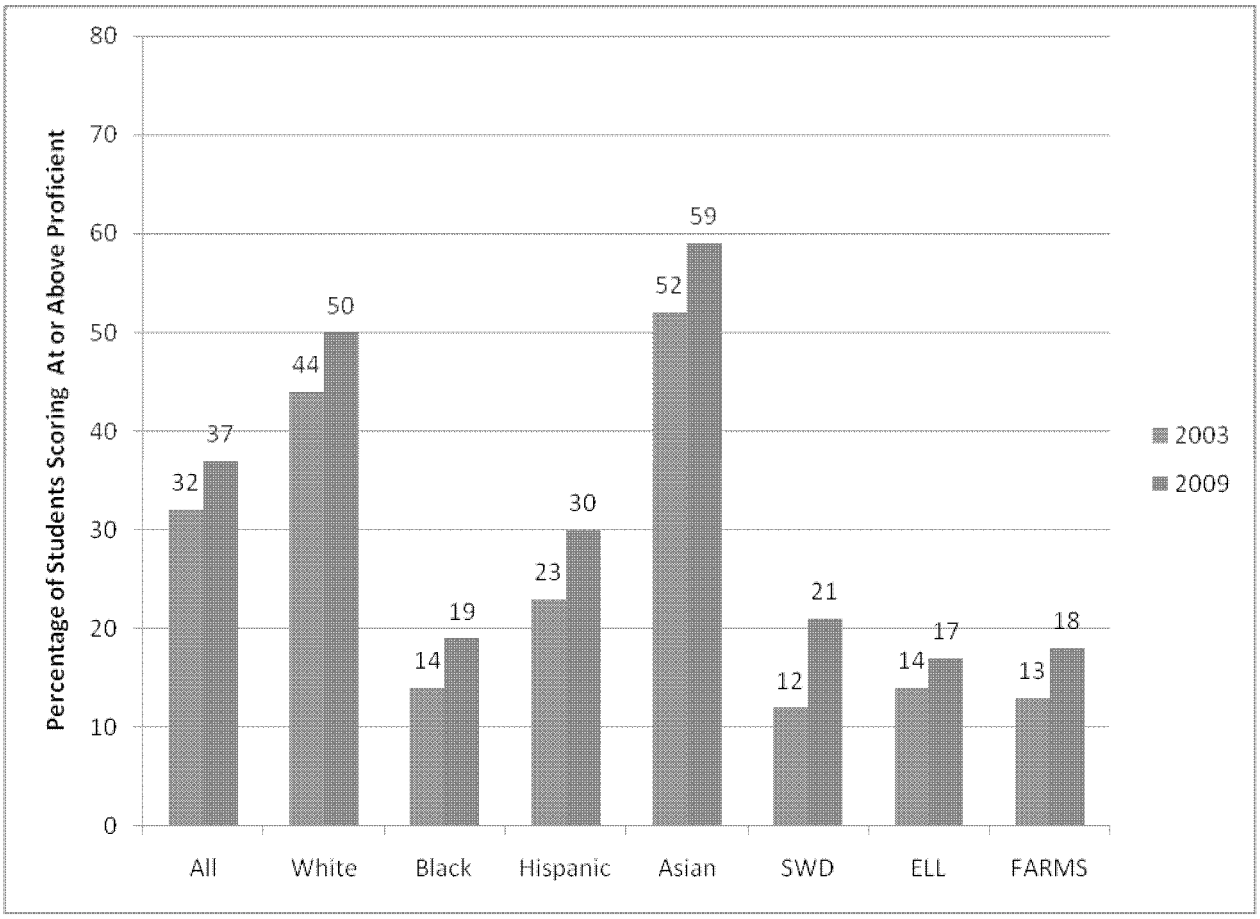
Growth in NAEP Grade 4 Mathematics by Subgroup 2003–09



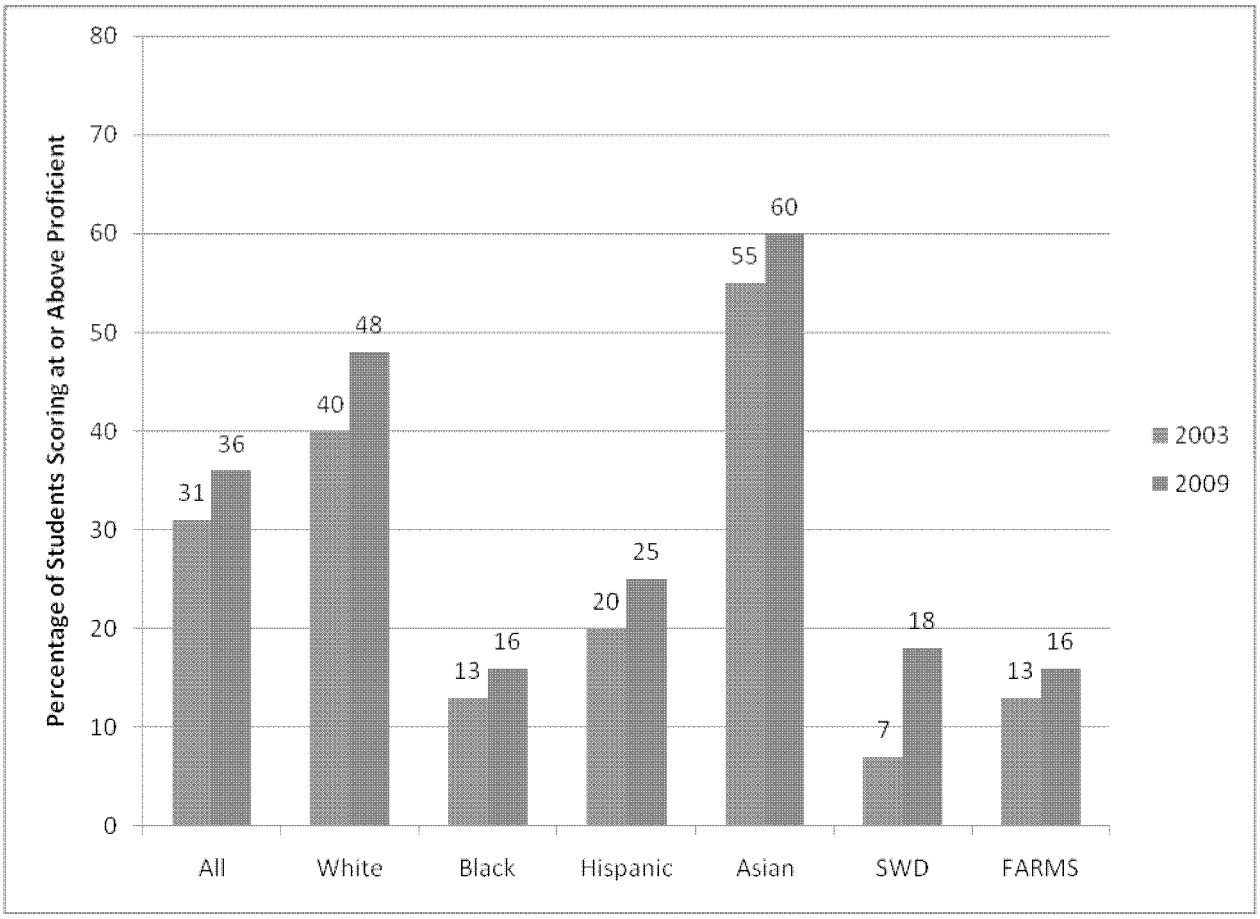
Growth in NAEP Grade 8 Mathematics by Subgroup 2003–09



Growth in NAEP Grade 4 Reading by Subgroup 2003–09



Growth in NAEP Grade 8 Reading by Subgroup 2003–09



The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

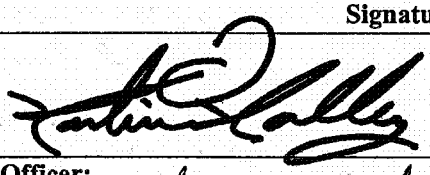
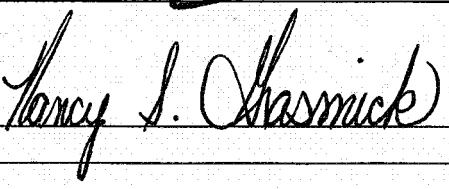
  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures
Governor:  **Martin O'Malley**
Chief State School Officer:  **Nancy S. Grasmick**

Common Core State Standards Initiative
Standards-Setting Considerations

The following considerations guided the standards development workgroups in setting the draft college and career readiness standards.

Fewer, clearer, higher: One of the goals of this process was to produce a set of fewer, clearer and higher standards. It is critical that any standards document be translatable to and teachable in the classroom. As such, the standards must cover only those areas that are critical for student success. This meant making tough decisions about what to include in the standards; however, these choices were important to ensure the standards are useable by teachers.

Evidence: This work has made unprecedented use of evidence in deciding what to include – or not include – in the standards. Each document includes a brief narrative on the choices that were made based on evidence. Rather than focusing on the *opinions* of experts exclusively, evidence to guide the decisions about what to include in the standards was used. This is a key difference between this process and the processes that have come before.

Internationally benchmarked: These standards are informed by the content, rigor and organization of standards of high-performing countries and states so that all students are prepared to succeed in a global economy and society.

Special populations: In the development of these standards, the inclusion of all types of learners was a priority. Writers selected language intended to make the standards documents accessible to different learners.

Assessment: While an assessment of the common core state standards in not currently being developed, these standards will ultimately be the basis for an assessment system that would include multiple measures of student performance. Once states agree on the final standards, attention will be turned to creating a high quality system of measurement that would include proper incentives for teachers to teach these standards and a variety of assessments that will reinforce teaching and learning tied to the agreed upon expectations.

Standards and curriculum: Standards are not curriculum. This initiative is about developing a set of standards that are common across states. The curriculum that follows will continue to be a local responsibility (or state-led, where appropriate). The curriculum could become more consistent from state to state based on the commonality of the standards; however, there are multiple ways to teach these standards, and therefore, there will be multiple approaches that could help students accomplish the goals set out in the standards.

21st century skills: These documents are not an attempt to demonstrate everything that a student should learn; rather, we have focused on two areas – English-language Arts and Mathematics. The standards have incorporated 21st century skills where possible. They are not inclusive of all the skills students need for success in the 21st Century, but many of these skills will be required across disciplines.

News Release

09/01/2009

Fifty-One States And Territories Join Common Core State Standards Initiative

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

Contact: Jodi Omear, 202-624-5346
Office of Communications

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming**.

In the twenty-six years since the release of *A Nation at Risk,* states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas.** "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years," stated **CCSSO President and Arkansas Commissioner of Education Ken James.** "The broad level of commitment we have received from states across the nation for this unprecedented

effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world. The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine**. "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college- and career-ready standards are expected to be completed in September 2009. The grade-by-grade standards work is expected to be completed in January 2010.

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Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. www.ccsso.org.

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§ 2-205. Powers and duties.

(a) *In general.*- In addition to the other powers granted and duties imposed under this article, the State Board has the powers and duties set forth in this section.

(b) *Determination of policies and administration of article.*- The State Board shall:

(1) Determine the elementary and secondary educational policies of this State; and

(2) Cause to be carried out those provisions of this article that are within its jurisdiction.

(c) *Bylaws, rules, and regulations.*-

(1) The State Board shall adopt bylaws, rules, and regulations for the administration of the public schools.

(2) These bylaws, rules, and regulations have the force of law when adopted and published.

(3) The bylaws, rules, and regulations apply to each county. However, they do not apply to Baltimore City to the extent that they relate to matters that are the subject of other provisions of this article that do not apply to Baltimore City.

(d) *Enforcement.*- The State Board may institute legal proceedings to enforce:

(1) The provisions of this article that are within its jurisdiction; and

(2) The bylaws, rules, and regulations adopted by the Board.

(e) *Explanations of law; controversies and disputes.*-

(1) Without charge and with the advice of the Attorney General, the State Board shall explain the true intent and meaning of the provisions of:

(i) This article that are within its jurisdiction; and

(ii) The bylaws, rules, and regulations adopted by the Board.

(2) The Board shall decide all controversies and disputes under these provisions.

(3) The decision of the Board is final.

(f) *Administering oaths to witnesses.*- As Secretary to the State Board, the State Superintendent may administer oaths to witnesses in any matter before the Board.

(g) *Control and supervision over public schools.*-

(1) This subsection does not apply to Baltimore City to the extent that it relates to matters that are the subject of other provisions of this article that do not apply to Baltimore City.

(2) Through the State Superintendent, the State Board shall exercise general control and supervision

over the public schools and educational interests of this State.

(3) Through the State Superintendent, the Board shall consult with and advise county boards, county superintendents and their staffs, principals, teachers, and interested citizens.

(4) The Board shall seek in every way to direct and develop public sentiment in support of public education.

(h) *Policy and guidelines for programs of instruction.*-

(1) With the advice of the State Superintendent, the State Board shall establish basic policy and guidelines for the program of instruction for the public schools.

(2) The policy and guidelines shall be printed in sufficient quantities to provide copies to:

(i) Public school officials and teachers;

(ii) Private schools; and

(iii) Interested citizens of this State.

(3) The State Board of Education shall require the establishment of criteria in each county for the selection of applicants for enrollment in public secondary school career and technology education programs. Enrollment criteria developed for this purpose shall ensure equal access to programs.

(i) *Investigation of educational needs.*-

(1) With the advice of the State Superintendent, the State Board shall investigate:

(i) The educational needs of this State; and

(ii) Methods to improve educational conditions.

(2) If necessary, the Board may employ additional expert assistance for these investigations.

(j) *School budget.*-

(1) The State Board shall send the Governor an annual State public school budget including, subject to the Maryland Constitution and existing laws, the appropriation for:

(i) The Department; and

(ii) State aid to the counties for current expenses, for student transportation and for the construction of school buildings.

(2) The budget shall be certified by the State Superintendent before it is sent to the Governor.

(k) *Recommendation for legislation.*- The State Board shall:

(1) Consider the educational needs of this State; and

(2) With the advice of the State Superintendent, recommend to the Governor and the General Assembly any legislation that it considers necessary.

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS
MEMORANDUM OF UNDERSTANDING

Purpose. This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

Preliminary Design Principles. Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in participating states.

- Additionally, the partnership is committed to ensuring that the assessment results:
  - Are **comparable across states** at the student level;
  - Meet **internationally rigorous benchmarks;**
  - Support valid assessment of **student longitudinal growth**; and
  - Serve as a **signal for good instructional practices**.

- The results must be able to support multiple levels and forms of accountability including:
  - Decisions about **promotion and graduation for individual students,**
  - **Teacher and leader evaluations**, and
  - **School accountability** determinations.

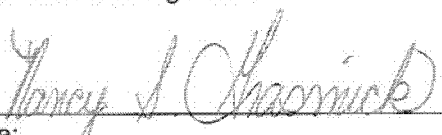
Roles and Responsibilities of Partnership States. The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
- The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing to and shaping the design of the proposed next generation assessment system.

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

State Commitment. This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

Agreement. The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

Signature(s) for the State of:	
Authorized State Signature: 	
Name: Nancy S. Grasmick	Date: May 6, 2010
Title: State Superintendent of Schools	

SENATE BILL 275

F5 (0lr0169)

ENROLLED BILL

— Education, Health, and Environmental Affairs/Ways and Means and Appropriations —

Introduced by **The President (By Request – Administration) and Senators Pinsky and King**

Read and Examined by Proofreaders:

_____

Proofreader.

_____

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____M.

_____

President.

CHAPTER _____

AN ACT concerning

Education – Maryland Longitudinal Data System

FOR the purpose of establishing the Maryland Longitudinal Data System as a statewide data system containing certain student data from all levels of education and into the State's workforce; limiting the linkage of certain student and workforce data under the Maryland Longitudinal Data System to a certain period of time; establishing the purpose of the Maryland Longitudinal Data System; establishing the Maryland Longitudinal Data System Center as an independent unit of State government; providing for the organizational placement, location, staffing, and funding of the Center; providing for the functions ~~and duties~~, duties, and requirements of the Center; providing that the Center shall be considered an authorized representative of certain State educational agencies for certain purposes; establishing the Governing Board of

EXPLANATION: **CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.**
[Brackets**]** indicate matter deleted from existing law.
Underlining indicates amendments to bill.
~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.
Italics indicate opposite chamber/conference committee amendments.

the Maryland Longitudinal Data System Center; providing for the membership of the Governing Board; providing for the appointment and terms for certain members of the Governing Board; providing for the duties of the Governing Board; requiring certain agencies and public institutions to make certain efforts to comply with certain requirements for the Maryland Longitudinal Data System and to transfer certain data to the Maryland Longitudinal Data System in accordance with a certain plan; authorizing private institutions of higher education and private secondary schools ~~to provide student data for~~ to transfer certain data to the Maryland Longitudinal Data System in accordance with a certain plan; requiring the Governing Board to issue certain reports; requiring the Center to adopt certain regulations; defining certain terms; ~~requiring the Governing Board to submit a certain plan to the Governor and the General Assembly on or before a certain date; requiring the Governing Board to brief certain legislative committees on or before a certain date regarding a certain plan;~~ expressing a certain intent of the General Assembly; ~~providing for the termination of a certain provision of this Act.~~ and generally relating to the establishment of the Maryland Longitudinal Data System.

BY adding to
Article – Education
Section 24–701 through ~~24–706~~ 24–707 to be under the new subtitle "Subtitle 7. Maryland Longitudinal Data System"
Annotated Code of Maryland
(2008 Replacement Volume and 2009 Supplement)

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

Article – Education

SUBTITLE 7. MARYLAND LONGITUDINAL DATA SYSTEM.

24–701.

(A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) "CENTER" MEANS THE MARYLAND LONGITUDINAL DATA SYSTEM CENTER.

(C) "DE–IDENTIFIED DATA" MEANS A DATA SET IN WHICH PARENT AND STUDENT IDENTITY INFORMATION, INCLUDING THE STATE ASSIGNED STUDENT IDENTIFIER AND STUDENT SOCIAL SECURITY NUMBER, HAS BEEN REMOVED.

(D) "GOVERNING BOARD" MEANS THE GOVERNING BOARD OF THE MARYLAND LONGITUDINAL DATA SYSTEM CENTER.

(E) "STATE ASSIGNED STUDENT IDENTIFIER" OR "SASID" MEANS THE IDENTIFIER ASSIGNED TO EACH STUDENT BY:

(1) A LOCAL EDUCATION AGENCY BASED ON THE IDENTIFIER SYSTEM DEVELOPED BY THE STATE DEPARTMENT OF EDUCATION; OR

(2) AN INSTITUTION OF HIGHER EDUCATION, IF THE STUDENT HAS NOT BEEN ASSIGNED AN IDENTIFIER BY A LOCAL EDUCATION AGENCY.

(F) (1) "STUDENT DATA" MEANS DATA RELATING TO STUDENT PERFORMANCE.

(2) "STUDENT DATA" INCLUDES:

(I) STATE AND NATIONAL ASSESSMENTS;

(II) COURSE–TAKING AND COMPLETION;

(III) GRADE POINT AVERAGE;

(IV) REMEDIATION;

(V) RETENTION;

(VI) DEGREE, DIPLOMA, OR CREDENTIAL ATTAINMENT;

(VII) ENROLLMENT; *AND* ~~AND~~

(VIII) DEMOGRAPHIC DATA~~; *AND*

~~*(IX) SUSPENSION AND EXPULSION RECORDS*~~.

(3) "STUDENT DATA" DOES NOT INCLUDE:

(I) JUVENILE DELINQUENCY RECORDS;

(II) CRIMINAL AND CINA RECORDS; ~~*AND*~~

(III) MEDICAL AND HEALTH RECORDS*; AND*

***(IV) DISCIPLINE RECORDS*~~; AND~~**

~~(IV) DISCIPLINE RECORDS~~.

(G) "WORKFORCE DATA" MEANS DATA RELATING TO:

(1) EMPLOYMENT STATUS;

(2) WAGE INFORMATION;

(3) GEOGRAPHIC LOCATION OF EMPLOYMENT; AND

(4) EMPLOYER INFORMATION.

24–702.

(A) THE STATE DEPARTMENT OF EDUCATION, MARYLAND HIGHER EDUCATION COMMISSION, UNIVERSITY SYSTEM OF MARYLAND, MORGAN STATE UNIVERSITY, ST. MARY'S COLLEGE OF MARYLAND, AND DEPARTMENT OF LABOR, LICENSING, AND REGULATION JOINTLY SHALL ESTABLISH THE MARYLAND LONGITUDINAL DATA SYSTEM *THAT SHALL BE FULLY OPERATIONAL BY DECEMBER 31, 2014* ~~THAT SHALL BE FULLY OPERATIONAL BY DECEMBER 31, 2014~~.

(B) THE MARYLAND LONGITUDINAL DATA SYSTEM IS A STATEWIDE DATA SYSTEM THAT CONTAINS INDIVIDUAL–LEVEL STUDENT DATA AND WORKFORCE DATA FROM ALL LEVELS OF EDUCATION AND THE STATE'S WORKFORCE, AND ALLOWS ~~USERS~~ THE CENTER TO:

(1) EFFECTIVELY ORGANIZE, MANAGE, DISAGGREGATE, AND ANALYZE INDIVIDUAL STUDENT DATA; AND

(2) EXAMINE STUDENT PROGRESS AND OUTCOMES OVER TIME, INCLUDING PREPARATION FOR POSTSECONDARY EDUCATION AND THE WORKFORCE.

(C) THE LINKAGE OF STUDENT DATA AND WORKFORCE DATA FOR THE PURPOSES OF THE MARYLAND LONGITUDINAL DATA SYSTEM SHALL BE LIMITED TO NO LONGER THAN 5 YEARS FROM THE DATE OF LATEST ATTENDANCE IN ANY EDUCATIONAL INSTITUTION IN THE STATE.

~~(C)~~ (D) THE PURPOSE OF THE MARYLAND LONGITUDINAL DATA SYSTEM IS TO:

~~(1) FACILITATE AND ENABLE THE EXCHANGE OF STUDENT DATA AMONG AGENCIES AND INSTITUTIONS WITHIN THE STATE; AND~~

~~(2)~~ (1) GENERATE TIMELY AND ACCURATE INFORMATION ABOUT STUDENT ~~ACHIEVEMENT~~ PERFORMANCE THAT CAN BE USED TO IMPROVE THE STATE'S EDUCATION SYSTEM AND GUIDE DECISION MAKERS AT ALL LEVELS; AND

(2) FACILITATE AND ENABLE THE LINKAGE OF STUDENT DATA AND WORKFORCE DATA.

24–703.

(A) THERE IS A MARYLAND LONGITUDINAL DATA SYSTEM CENTER.

(B) THE CENTER IS AN INDEPENDENT UNIT WITHIN STATE GOVERNMENT.

(C) THE ORGANIZATIONAL PLACEMENT AND LOCATION OF THE CENTER SHALL BE DETERMINED BY THE GOVERNING BOARD.

(D) (1) THE HEAD OF THE CENTER IS THE EXECUTIVE DIRECTOR, WHO SHALL BE APPOINTED BY THE GOVERNING BOARD.

(2) THE CENTER MAY EMPLOY THE ADDITIONAL STAFF NECESSARY TO CARRY OUT THE CENTER'S FUNCTIONS AS PROVIDED IN THE STATE BUDGET.

(E) THE CENTER SHALL BE CONSIDERED AN AUTHORIZED REPRESENTATIVE OF THE STATE DEPARTMENT OF EDUCATION AND THE MARYLAND HIGHER EDUCATION COMMISSION UNDER APPLICABLE FEDERAL AND STATE STATUTES FOR PURPOSES OF ACCESSING AND COMPILING STUDENT RECORD DATA FOR RESEARCH PURPOSES.

~~(E)~~ (F) THE CENTER SHALL PERFORM THE FOLLOWING FUNCTIONS AND DUTIES:

(1) SERVE AS A CENTRAL REPOSITORY OF ~~THE DATA~~ STUDENT DATA AND WORKFORCE DATA IN THE MARYLAND LONGITUDINAL DATA SYSTEM, INCLUDING DATA SETS PROVIDED BY:

(I) THE STATE DEPARTMENT OF EDUCATION;

(II) LOCAL EDUCATION AGENCIES;

(III) THE MARYLAND HIGHER EDUCATION COMMISSION;

(IV) INSTITUTIONS OF HIGHER EDUCATION; AND

(V) THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION; ~~AND~~

~~(VI) THE GOVERNOR'S WORKFORCE INVESTMENT BOARD;~~

(2) OVERSEE AND MAINTAIN THE WAREHOUSE OF THE MARYLAND LONGITUDINAL DATA SYSTEM DATA SETS;

(3) ENSURE ROUTINE AND ONGOING COMPLIANCE WITH THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND OTHER RELEVANT PRIVACY LAWS AND POLICIES, INCLUDING:

(I) THE REQUIRED USE OF DE–IDENTIFIED DATA IN DATA RESEARCH AND REPORTING;

(II) THE REQUIRED DISPOSITION OF INFORMATION THAT IS NO LONGER NEEDED;

(III) PROVIDING DATA SECURITY, INCLUDING THE CAPACITY FOR AUDIT TRAILS; ~~AND~~

(IV) PROVIDING FOR PERFORMANCE OF REGULAR AUDITS FOR COMPLIANCE WITH DATA PRIVACY AND SECURITY STANDARDS; AND

~~(IV)~~ (V) IMPLEMENTING GUIDELINES AND POLICIES THAT PREVENT THE REPORTING OF OTHER POTENTIALLY IDENTIFYING DATA;

(4) ~~PERFORM~~ CONDUCT RESEARCH USING TIMELY AND ACCURATE STUDENT ~~ACHIEVEMENT DATA~~ DATA AND WORKFORCE DATA TO IMPROVE THE STATE'S EDUCATION SYSTEM AND GUIDE DECISION MAKING BY STATE AND LOCAL GOVERNMENTS, EDUCATIONAL AGENCIES, INSTITUTIONS, TEACHERS, AND OTHER EDUCATION PROFESSIONALS;

(5) CONDUCT RESEARCH RELATING TO:

(I) THE IMPACT OF STATE AND FEDERAL EDUCATION PROGRAMS;

(II) THE PERFORMANCE OF EDUCATOR PREPARATION PROGRAMS; AND

(III) BEST PRACTICES REGARDING CLASSROOM INSTRUCTION, EDUCATION PROGRAMS AND CURRICULUM, AND SEGMENT ALIGNMENT;

~~(5)~~ (6) ~~FACILITATE~~ FULFILL INFORMATION AND DATA REQUESTS TO FACILITATE STATE AND FEDERAL EDUCATION REPORTING WITH EXISTING STATE AGENCIES AS APPROPRIATE; AND

~~(6)~~ (7) FULFILL APPROVED PUBLIC INFORMATION REQUESTS.

(G) (1) DIRECT ACCESS TO DATA IN THE MARYLAND LONGITUDINAL DATA SYSTEM SHALL BE RESTRICTED TO AUTHORIZED STAFF OF THE CENTER.

(2) THE CENTER MAY ONLY USE DE–IDENTIFIED DATA IN THE ANALYSIS, RESEARCH, AND REPORTING CONDUCTED BY THE CENTER.

(3) THE CENTER MAY ONLY USE AGGREGATE DATA IN THE RELEASE OF DATA IN REPORTS AND IN RESPONSE TO DATA REQUESTS.

(4) DATA THAT MAY BE IDENTIFIABLE BASED ON THE SIZE OR UNIQUENESS OF THE POPULATION UNDER CONSIDERATION MAY NOT BE REPORTED IN ANY FORM BY THE CENTER.

(5) THE CENTER MAY NOT RELEASE INFORMATION THAT MAY NOT BE DISCLOSED UNDER THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND OTHER RELEVANT PRIVACY LAWS AND POLICIES.

~~(F)~~ (H) THE CENTER MAY RECEIVE FUNDING FROM THE FOLLOWING SOURCES:

(1) STATE APPROPRIATIONS;

(2) GRANTS OR OTHER ASSISTANCE FROM LOCAL EDUCATION AGENCIES AND INSTITUTIONS OF HIGHER EDUCATION;

(3) FEDERAL GRANTS;

(4) USER FEES; AND

(5) ANY OTHER GRANTS OR CONTRIBUTIONS FROM PUBLIC OR PRIVATE ENTITIES RECEIVED BY THE CENTER.

24–704.

(A) THERE IS A GOVERNING BOARD OF THE CENTER.

(B) THE GOVERNING BOARD SHALL INCLUDE THE FOLLOWING MEMBERS:

(1) THE SECRETARY OF HIGHER EDUCATION, OR THE SECRETARY'S DESIGNEE;

(2) THE CHANCELLOR OF THE UNIVERSITY SYSTEM OF MARYLAND, OR THE CHANCELLOR'S DESIGNEE;

(3) THE PRESIDENT OF MORGAN STATE UNIVERSITY, OR THE PRESIDENT'S DESIGNEE;

(4) THE STATE SUPERINTENDENT OF SCHOOLS, OR THE SUPERINTENDENT'S DESIGNEE;

(5) THE SECRETARY OF LABOR, LICENSING, AND REGULATION, OR THE SECRETARY'S DESIGNEE;

(6) A REPRESENTATIVE OF LOCAL SUPERINTENDENTS OF SCHOOLS, APPOINTED BY THE GOVERNOR WITH THE ADVICE AND CONSENT OF THE SENATE;

~~**(7) A REPRESENTATIVE OF COMMUNITY COLLEGES, APPOINTED BY THE GOVERNOR WITH THE ADVICE AND CONSENT OF THE SENATE; AND**~~

(7) THE EXECUTIVE DIRECTOR OF THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES, OR THE EXECUTIVE DIRECTOR'S DESIGNEE; AND

(8) FOUR MEMBERS OF THE PUBLIC, APPOINTED BY THE GOVERNOR WITH THE ADVICE AND CONSENT OF THE SENATE.

(C) ONE OF THE PUBLIC MEMBERS OF THE GOVERNING BOARD SHALL HAVE EXPERTISE IN LARGE DATA SYSTEMS AND DATA SECURITY.

(D) THE GOVERNOR SHALL APPOINT A CHAIR OF THE GOVERNING BOARD FROM AMONG ITS MEMBERS.

(E) A MEMBER APPOINTED BY THE GOVERNOR:

(1) SERVES AT THE PLEASURE OF THE GOVERNOR;

(2) SERVES FOR A TERM OF 3 YEARS AND UNTIL A SUCCESSOR IS APPOINTED AND QUALIFIES; AND

(3) MAY BE REAPPOINTED BUT MAY NOT SERVE MORE THAN TWO CONSECUTIVE TERMS.

(F) A MEMBER OF THE GOVERNING BOARD:

(1) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE GOVERNING BOARD; BUT

(2) IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS, AS PROVIDED IN THE STATE BUDGET.

(G) THE GOVERNING BOARD SHALL:

(1) ESTABLISH THE ORGANIZATIONAL PLACEMENT AND LOCATION OF THE CENTER AFTER SEEKING AND EVALUATING PROPOSALS FROM INTERESTED ENTITIES BASED ON CRITERIA THAT SHALL INCLUDE:

(I) THE ABILITY OF THE ENTITY TO SUPPORT THE OPERATION OF A LARGE DATA SYSTEM;

(II) STRENGTH OF FUNDING SUPPORT; AND

(III) EXPERTISE IN DATA SECURITY;

(2) DEVELOP AN IMPLEMENTATION PLAN TO PHASE IN THE ESTABLISHMENT AND OPERATION OF THE MARYLAND LONGITUDINAL DATA SYSTEM AND THE CENTER;

(3) PROVIDE GENERAL OVERSIGHT AND DIRECTION TO THE CENTER;

(4) APPROVE THE ANNUAL BUDGET FOR THE CENTER;

(5) ESTABLISH THE POLICY AND RESEARCH AGENDA OF THE CENTER;

~~**(6) DEVELOP AND OVERSEE POLICIES TO COMPLY WITH THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND ANY OTHER PRIVACY MEASURES, AS REQUIRED BY LAW OR THE GOVERNING BOARD;**~~

(6) BEFORE THE INCORPORATION OF ANY INDIVIDUAL DATA IN THE MARYLAND LONGITUDINAL DATA SYSTEM:

(I) CREATE AN INVENTORY OF THE INDIVIDUAL STUDENT DATA:

1. PROPOSED TO BE MAINTAINED IN THE SYSTEM; AND

2. REQUIRED TO BE REPORTED BY STATE AND FEDERAL EDUCATION MANDATES;

(II) DEVELOP AND IMPLEMENT POLICIES TO COMPLY WITH THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND ANY OTHER PRIVACY MEASURES, AS REQUIRED BY LAW OR THE GOVERNING BOARD; AND

(III) DEVELOP A DETAILED DATA SECURITY AND SAFEGUARDING PLAN THAT INCLUDES:

1. AUTHORIZED ACCESS AND AUTHENTICATION FOR AUTHORIZED ACCESS;

2. PRIVACY COMPLIANCE STANDARDS;

3. PRIVACY AND SECURITY AUDITS;

4. BREACH NOTIFICATION AND PROCEDURES; AND

5. DATA RETENTION AND DISPOSITION POLICIES;

(7) OVERSEE ROUTINE AND ONGOING COMPLIANCE WITH THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND OTHER RELEVANT PRIVACY LAWS AND POLICIES;

(8) ENSURE THAT ANY CONTRACTS THAT GOVERN DATABASES THAT ARE OUTSOURCED TO PRIVATE VENDORS INCLUDE EXPRESS PROVISIONS THAT SAFEGUARD PRIVACY AND SECURITY AND INCLUDE PENALTIES FOR NONCOMPLIANCE;

~~(7)~~ **(9)** DESIGNATE A STANDARD AND COMPLIANCE TIMELINE FOR ELECTRONIC TRANSCRIPTS THAT INCLUDES THE USE OF SASID TO ENSURE THE UNIFORM AND EFFICIENT TRANSFER OF STUDENT DATA BETWEEN LOCAL EDUCATION AGENCIES AND INSTITUTIONS OF HIGHER EDUCATION; AND

~~(8)~~ **(10)** REVIEW RESEARCH REQUIREMENTS AND SET POLICIES FOR THE APPROVAL OF DATA REQUESTS FROM STATE AND LOCAL AGENCIES, THE MARYLAND GENERAL ASSEMBLY, AND THE PUBLIC.

24–705.

~~(A) LOCAL EDUCATION AGENCIES, COMMUNITY COLLEGES, PUBLIC SENIOR HIGHER EDUCATION INSTITUTIONS, AND STATE AGENCIES SHALL MAKE EVERY EFFORT TO COMPLY WITH THE DATA REQUIREMENTS AND IMPLEMENTATION SCHEDULE FOR THE MARYLAND LONGITUDINAL DATA SYSTEM AS SET FORTH BY THE GOVERNING BOARD.~~

~~(B) PRIVATE INSTITUTIONS OF HIGHER EDUCATION AND PRIVATE SECONDARY SCHOOLS MAY PROVIDE STUDENT DATA TO THE MARYLAND LONGITUDINAL DATA SYSTEM.~~

~~**24–706.**~~

(A) THE GOVERNING BOARD SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2–1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 15 OF EACH YEAR.

~~(B) THE REPORT SHALL INCLUDE AN UPDATE ON THE IMPLEMENTATION OF THE MARYLAND LONGITUDINAL DATA SYSTEM AND THE CENTER'S ACTIVITIES DURING THE PRECEDING YEAR, AND ANY RECOMMENDATIONS MADE BY THE GOVERNING BOARD.~~

(B) THE REPORT SHALL INCLUDE:

(1) AN UPDATE ON THE IMPLEMENTATION OF THE MARYLAND LONGITUDINAL DATA SYSTEM AND THE CENTER'S ACTIVITIES;

(2) A LIST OF ALL STUDIES PERFORMED BY THE CENTER DURING THE REPORTING PERIOD;

(3) A LIST OF CURRENTLY WAREHOUSED DATA THAT IS DETERMINED TO BE NO LONGER NECESSARY TO CARRY OUT THE MISSION OF THE CENTER;

(4) ANY PROPOSED OR PLANNED EXPANSION OF DATA MAINTAINED IN THE DATABASE; AND

(5) ANY OTHER RECOMMENDATIONS MADE BY THE GOVERNING BOARD.

24–706.

THE CENTER SHALL ADOPT REGULATIONS TO IMPLEMENT THE PROVISIONS OF THIS SUBTITLE.

~~SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:~~

~~Article – Education~~

24–707.

(A) LOCAL EDUCATION AGENCIES, COMMUNITY COLLEGES, PUBLIC SENIOR HIGHER EDUCATION INSTITUTIONS, AND STATE AGENCIES SHALL:

(1) MAKE EVERY EFFORT TO COMPLY WITH THE DATA REQUIREMENTS AND IMPLEMENTATION SCHEDULE FOR THE MARYLAND LONGITUDINAL DATA SYSTEM AS SET FORTH BY THE GOVERNING BOARD; AND

(2) TRANSFER STUDENT DATA AND WORKFORCE DATA TO THE MARYLAND LONGITUDINAL DATA SYSTEM IN ACCORDANCE WITH THE DATA SECURITY AND SAFEGUARDING PLAN DEVELOPED UNDER § 24–704(G)(6) OF THIS SUBTITLE.

(B) PRIVATE INSTITUTIONS OF HIGHER EDUCATION AND PRIVATE SECONDARY SCHOOLS MAY TRANSFER STUDENT DATA AND WORKFORCE DATA TO THE MARYLAND LONGITUDINAL DATA SYSTEM IN ACCORDANCE WITH THE DATA SECURITY AND SAFEGUARDING PLAN DEVELOPED UNDER § 24–704(G)(6) OF THIS SUBTITLE.

SECTION ~~3.~~ *2.* AND BE IT FURTHER ENACTED, That before the incorporation of any individual data in the Maryland Longitudinal Data System, the Governing Board of the Maryland Longitudinal Data Center shall report to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly, on:

(1) the inventory of individual student data proposed to be maintained in the system; ~~and~~

(2) the policies of the Center to comply with the federal Family Educational Rights and Privacy Act, and other privacy measures required by law or the Governing Board; *and*

(3) a data security and safeguarding plan for the Center.

~~SECTION 4. AND BE IT FURTHER ENACTED, That on or before December 1, 2010, and before the incorporation of any individual data in the Maryland Longitudinal Data System, the Governing Board of the Maryland Longitudinal Data System Center shall submit a data security and safeguarding plan for the Center that considers an opt–out provision to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly. On or before February 1, 2011, the Governing Board shall brief the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means regarding the plan.~~

SECTION ~~5.~~ *3.* AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that ~~federal or other funds that are not from the General Fund of the State be used first for the funding of~~ *the State shall make every effort to seek federal funding to support* the creation and establishment of the Maryland Longitudinal Data System and the Maryland Longitudinal Data System Center.

~~SECTION 6. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that the Maryland Longitudinal Data System and the Maryland Longitudinal Data System Center be fully operational on or before December 31, 2014.~~

~~SECTION 2.~~ 7. AND BE IT FURTHER ENACTED, That ~~Section 2 of this Act shall take effect July 1, 2010. It shall remain effective for a period of 1 year and, at the end of June 30, 2011, with no further action required by the General Assembly, Section 2 of this Act shall be abrogated and of no further force and effect.~~

SECTION ~~8.~~ *4.* AND BE IT FURTHER ENACTED, That~~, except as provided in Section 7 of this Act,~~ this Act shall take effect July 1, 2010.

Approved:

_____

Governor.

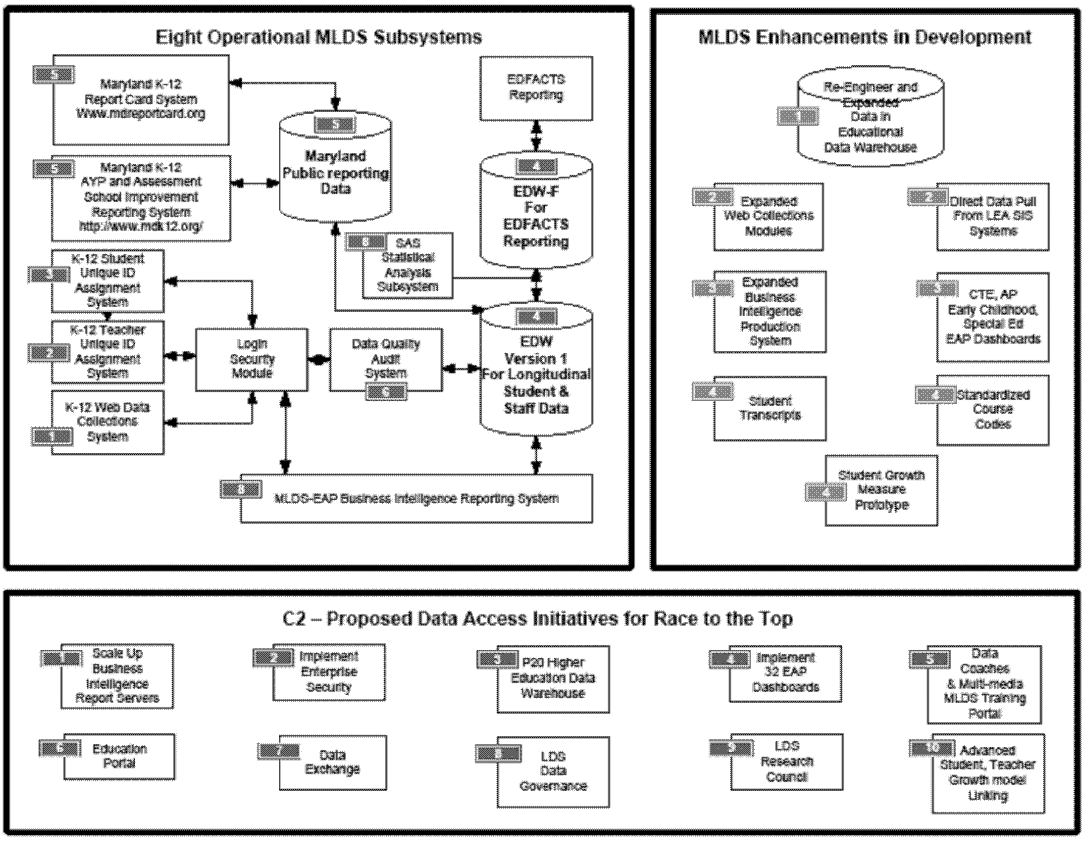
_____

President of the Senate.

_____

Speaker of the House of Delegates.

Maryland's MLDS Systems that are Operational, In Development & Proposed



Initiative 1: Goals and Activities

GOAL: 1 Expand the physical installation of the current MLDS-EAP Intelligence Reporting System to deliver EAP reports and dashboards to students, teachers, and school administrators.		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Define reporting requirements	09/10-10/10	MLDS Business Analyst, Stakeholders
3. Design the reporting server architecture	10/10-11/10	Vendor
4. Procure additional production hardware and software to expand the reporting architecture to service 860,000 students, 60,000 teachers, and 3,000 administrators. Add hardware and software infrastructure and licenses for load balancing, fail-over, web servers, business intelligence reporting servers, security, and backup servers.	12/10-04/11	MLDS Project Manager
5. Implement and test hardware and software	04/11-06/11	MLDS Team/MSDE OIT
6. Enroll Users in MLDS-EAP security system	06/11-07/11	MLDS Team
7. Train early adopter LEAs and schools and run pilot	07/11-10/11	MLDS Team, LEA IT Groups
8. Implement MLDS information usage campaign	09/11-12/11	RTT Management Team
9. Train select end-users, and rollout system to all use	09/11-12/11	MLDS Team, LEA IT Groups
10. Web-surveys to evaluate success of implementation and satisfaction with system	03/12-05/12	MLDS Team

Initiative 2: Goals and Activities

GOAL: 2 Implementation of an Enterprise Security System		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Define security requirements	09/10-10/10	MLDS Business Analyst, Stakeholders
3. Design the reporting server architecture	10/10-11/10	Vendor
4. Procure additional production hardware and software for load balancing, fail-over, access management, level 2 authorization, authentication, and encryption	12/10-04/11	MLDS Project Manager
5. Implement and test hardware and software	04/11-06/11	MLDS Team/MSDE OIT
6. Enroll Users in MLDS security system	06/11-07/11	MLDS Team
7. Train and test early adopter LEAs and schools and run pilot for distributed security management	07/11-8/11	MLDS Team, LEA IT Groups
8. Run an ethical "hack" to harden security	08/11-9/11	RTT Management Team
9. Rollout system to all LEAs and schools	09/11-12/11	MLDS Team, LEA IT Groups
10. Web-surveys to evaluate success of implementation and satisfaction with system	03/12-05/12	MLDS Team

Initiative 3: P-20 Higher Education Data Warehouse Policy Questions

Maryland LDS Center: Policy Questions

For each stage in education and then in the workforce, a set of policy questions has been developed. They have been divided into four categories: High School Readiness, High School Success and College Readiness, Post-secondary Access and Success, and Workforce Success

High School Readiness

1. **Are students academically prepared for high school?**
2. What are the academic, social or background risk factors for students to not succeed?
3. Are student meeting grade-level benchmarks on state standards?
4. Have students taken the coursework to prepare them for the entry-level high school coursework?
5. How does academic preparation for high school vary among 8th grade students of different backgrounds?
6. What is the relationship between students' academic preparation leaving middle school and their success in high school courses?
7. What proportion of the students who enter elementary school maintain continuous enrollment and complete high school in a timely manner?
8. What students are being lost in the transition between middle and high school?

High School Success and College Readiness

1. **Are students academically prepared to graduate high school and enter college?**
2. What percentage of HS graduates who go to college take remedial courses?
3. Have students taken the coursework to prepare them to succeed both in terms of years of study and level of coursework?
4. How does academic preparation vary among high school students and graduates of different backgrounds?
5. Are students meeting state standards, end-of-course criteria and end-of-high school requirements?
6. What proportion of the students who enter 9th grade maintain continuous enrollment and complete high school in a timely manner?
7. What is the relationship between student's performance on State Tests and subsequent performance in first year of college
8. What students are being lost in the transition between high school and college?
9. Are students graduating work-ready and how is this assessed?
10. Are students employed after high school and in what type of jobs?

Post-secondary Access and Success

1. **Are students academically prepared to enter college and complete their programs in a timely manner?**
2. What percentage of Maryland high school graduates go on to enroll at a Maryland college or university?
3. How does the above percentage differ by race, ethnicity, and preparation?
4. What percentage of Maryland high school graduates entering college are required to take developmental courses and in what content areas?
5. How does placement in developmental coursework vary among students of different backgrounds (i.e., race, ethnicity, and preparation)?
6. How likely are students placed in developmental courses to persist in college and transfer and/or graduate?
7. How does performance in developmental course work (i.e., persistence and transfer/graduation) vary among students of different backgrounds?
8. Are community college students able to transfer within state to 4-year institutions successfully and without loss of credit?
9. Which students are being lost in the transition between community colleges and 4-year institutions?
10. What are the differences in performance, retention and graduation, including time to degree, of students who initially matriculate at a Maryland community college and transfer to a Maryland 4-year institution versus those who initially matriculate at a Maryland 4-year?
11. What are the differences in performance, retention and graduation, including time to degree, of students beginning in dual enrollment programs, at 2-year institutions and at 4-year institutions?
12. Which financial aid programs are most effective in improving access and success (i.e., retention and graduation) for Maryland students?
13. Which 2-year institutions are allowing students to persist most effectively and either graduate or transfer?
14. Which 4-year institutions are graduating students most effectively and in the timeliest fashion?
15. Are graduates of Maryland colleges satisfied with the education received at their institution(s)?

Workforce Success

General

1. **Are students employed after high school and in what type of jobs?**
2. **Are graduates of Maryland colleges employed after graduation and in what types of jobs?**
3. What percentage of Maryland college graduates work in Maryland?
4. Are Maryland college graduates able to retain their jobs in Maryland and for how long?
5. Are Maryland employers satisfied with the quality of graduates produced by Maryland colleges and their skill-sets?

6. Do Maryland high school and college graduates get better jobs and better-paying jobs in Maryland than graduates from and in other states?

Teachers (and Principals)

1. **Are teachers who graduate from Maryland colleges prepared to teach Maryland students?**
2. **How effective is the leadership at the school level (i.e. principals) at improving the performance of teachers and students**
3. Which programs produce the highest performing teachers?
4. How does performance of teachers in the classroom vary among teachers of different backgrounds, education and areas?

Initiative 3: Goals and Activities

GOAL: 3 Design, Develop, and Implement a P20 Higher Education Data Warehouse.		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	P20 Project Manager
2. Define P20 data center location, and processing requirements and data architecture	10/10-03/11	P20 Business Analyst, Stakeholders
3. Write and issue RFPs, and procure consulting development services, and hardware and software for data warehouse development	03/11-08/11	P20 Project Manager
4. Implement and test P20 DWH hardware and software	08/11-10/11	P20 Team and Vendor
5. Detailed design and development of initial P20 data warehouse data structures, and ETL programs for initial data loads and extracts	08/11-12/12	P20 Team
6. Test ELT programs and perform quality assurance of data loading and storage in P20 data structures	01/12-12/12	P20 Team
7. Load initial data kernel to P20 data warehouse	01/13-04/13	P 20 Team
8. Phase 2 of integration of P20 with MLDS, MHEC, and DLLR – development of additional data structures and ETL programs	04/13-12/13	P20 Team, Other IT Groups
9. Report and dashboard development	01/13-08/13	P20 Team
10. Testing of reports and dashboards with early adopter stakeholders	08/13-10/13	P20 Team, Stakeholder groups
11. Rollout of reports and dashboards	10/13-12/13	P20 Team
12. Web-surveys to evaluate success of implementation and satisfaction with system	01/14-02/14	P20 Team

Initiative 4: Detailed Description of MLDS Dashboards

This appendix contains a detailed description of each dashboard that will be available to stakeholders, its purpose and how it will be used, as well as sample questions it is designed to address. Access will vary to comply with the Family Privacy Rights and Protection Act (FERPA). This means that access to individual student data will be restricted to educators with responsibility for the education of the individual student. Parents and students will have access only to their own child's/their own data. Other stakeholders will have access only to aggregated data for groups of students large enough to ensure that none of the data can be identified or related to an individual student. Examples of the levels of aggregated data might include classroom, grade level, course, school, LEA and state, also disaggregated by various groups such as racial subgroups, services groups (English Language Learners, poverty, Special Education), gender, or other demographic factors. If researchers require access to individual data it will be stripped of all personally identifiable information prior to release to the researcher (see also dashboard in section C "Researcher Data Sets".) The same protections apply to all teacher and principal data.

Descriptions of Effectiveness, Performance, and Accountability Dashboards

Category: Management and Performance of Race to the Top

RTT Section	Dashboard Report Set and Access	General Description and Purpose (How Used)	Sample Questions to be Addressed
A	***Race to the Top Progress & Performance*** **Access:** All stakeholders	Used to report Race to the Top measures and milestones that track Maryland progress in achieving the stated objectives of the grant.	Which of Maryland's Race to the Top projects are not on-track and on budget to meet their objectives? How is Maryland doing in meeting the reporting requirements of the grant?

Category: Standards, Assessment, Growth, & Performance

RTT Section	Dashboard Report Set	General Description and Purpose (How Used)	Sample Questions to be Addressed
C	***Class Progress*** **Access:** Educators for educational purposes. Parents will have access to their student's data. Other stakeholders will have access to aggregate data as described above.	Classroom and individual student benchmark and summative assessment results, student grades and other achievement data for the teacher's review of class and individual student progress and instructional planning.	To what extent are the students in a class making adequate progress toward college and career readiness? Which students are not making progress and need intervention? Which students are making growth that is insufficient for them to graduate college and career-ready?
C	***Early Childhood Outcomes*** **Access:** Educators for educational purposes. Parents will have access to their student's data. Other stakeholders will have access to aggregate data as described above.	Kindergarten assessment data, preschool experience data, running reading records for the teacher's review of class and individual student progress and instructional planning.	Which preschool experiences result in students being ready to learn when they enter school? If students enter school not ready to learn, what is the key timeframe to get them on track?
C	***Student Performance*** ***Student Growth Measures*** ***Student High Risk Alerts***	Integration of student academic, non-academic, and career readiness developmental performance and growth measures. Student high-risk alerts will identify out-of-range	Which students need additional intervention to meet college and work-ready goals? What are the relationships between the three types of measures and what are indicators that promote the chance of student success? Which students

	Access: Educators for educational purposes. Parents will have access to their student's data. Other stakeholders will have access to aggregate data as described above.	performance and provides alerts and supports to educators to promote timely, effective intervention.	are likely to attain college and work-ready status?
C	***LEA- Growth*** **Access:** All stakeholders	Used to present LEA growth measures, including aggregate student performance measures, providing context to any differentiation of growth across the state and address inequities.	How does student growth compare over local school systems? To what can the differences be attributed and how can we leverage strategies to those systems whose students do not experience sufficient growth?
C,D	***Instructional Improvement Outcomes*** **Access:** Educators will have access to classroom and smaller group data. Other stakeholders will have access to aggregate data as described above.	To provide data on the effectiveness of interventions and instructional programs, benchmark and summative assessments and intervention program data (including implementation and student attendance) will be displayed. It will be used to determine best practices.	Which instructional improvement strategies are most effective in promoting student achievement? Are teachers trained in and implementing the Classroom Focused Improvement Process more successful in impacting student achievement than those who are not?
C,D	***K-12-20 Curriculum Alignment by School*** **Access:** All stakeholders	This dashboard reports an index that identifies how well aligned the various LEA curricula are with select post-secondary educational institutions, and how well implemented the curricula is in each school. It will inform policymakers	How are high school performance data used to predict the need for remediation and prescribe interventions prior to high school graduation? How should Maryland/the LEA change its course credit requirements? Does each school in LEA X implement the curricula equally?

		and school systems that further alignment may be necessary, or suggest needed areas for professional development.	
C	***K-12-20 Remediation*** **Access:** All stakeholders	This dashboard will be used to improve college preparation. It will identify the characteristics and programs of students who entered college unprepared by reporting the number of required remedial credits to enter credit-bearing college courses, or that are required to be taken Freshmen year.	What percentage of Maryland's students deemed college and work- ready are required to take remedial courses in college? What is the educational history of these students? What policy changes could reduce remedial rates?
C	***K-12 Advanced Readiness AP/ACT/SAT*** **Access:** All stakeholders	Used to increase student access to college level work and their subsequent success in college, this dashboard will summarize data for students identified by PSAT that qualify for AP courses, and subsequent enrollment in rigorous courses and performance on SAT/ACT/AP scores across a variety of multi-dimensional measures.	How can discrepancies between course grades and performance on state and national tests (such as AP) be explained? Are students deemed college-ready at this high school actually successful in college? How many Institutions of Higher Ed. accept high school test performance as evidence of qualification to do college work and how many students benefit from this?
C	***Standard Course Numbers and***	To promote integrity of all courses,	How does the course my student is taking

	Content **Access:** All stakeholders	data will be reported on course alignment by local school system, including the crosswalk used to map local courses to the state's course numbering system and identify and gaps.	compare to those in other districts, and to the content in the state course code system?
C	***Unofficial Student Transcript*** **Access:** Educators for educational purposes. Parents will have access to their student's data. Other stakeholders will have access to aggregate data as described above.	To provide efficient and accurate placement of transferring students and to promote a whole student approach, educators will have access to enrollment, program participation (Ell, special education), attendance, courses taken, grades earned, state test performance, etc.	Where should we place this student who has just transferred to our school from another school in Maryland? What is his education history and background? Is the performance we are seeing in line with the student's previous history?
C	***Summative Assessment Progress*** **Access:** All stakeholders	To assess the competitiveness of Maryland students in a global sense, aggregate summative assessment results, including NAEP, PISA, TIMSS, etc. will be reported, and used to inform changes in curricula required to improve that competitiveness.	How are Maryland students doing on state and national assessments? How do they compare nationally and internationally? In what areas do our students need to be more competitive?

Category: SLDS Operational Performance

RTT	Dashboard	Sample Data Elements	Sample Questions to be Addressed

Section	Report Set		
C	***Researcher Data Sets***	To enhance the capacity for educational research, this dashboard will include most data elements, within FERPA regulations	Determined by researchers
C	***Longitudinal Data System Utilization*** **Access:** All stakeholders	These reports provide a beginning point for the evaluation of the data system, by identifying usage patterns over time. Data will include sign-on data by stakeholder group, Frequency of use for each report. A log of requests for reports will direct future report development.	Which schools/teachers are using the system to access data for their students? Are teachers who access the on-line toolkit more effective than those who do not? How many people access the system in a given day? Is this improving with training and communication?
C	***Longitudinal Data System Legal Mandates Index*** **Access:** All stakeholders	To provide transparency of all processes and procedures, the system will provide documentation on security process, governance, FERPA, responsibilities of local systems submitting data, lists of EDEN files, data dictionary, etc.	Does Maryland meet federal reporting requirements? What are the gaps that need to be addressed?

Category: Great Teachers and Leaders

Section	Dashboard Report Set	Sample Data Elements	Sample Questions to be Addressed
D2	***Educator Evaluation Outcomes***	To monitor the effectiveness of the educator workforce, MD will report	What percentage of educators in Maryland's low-performing schools scored in each

	Access: All stakeholders, and principals will have access to their individual teacher data and Executive Officers will have access to their individual principal data.	aggregate information on annual teacher or principal evaluation (by categories), teacher tenure decision, school report card data, student performance, growth and readiness etc.	evaluation category? Is this comparable to higher performing schools? What do we need to do to ensure our low-performing schools have effective leaders?
D4	***Educator Programs Effectiveness*** **Access:** All stakeholders	To inform program certification decisions and identify the most successful teacher preparation and development programs, educator evaluation data by teacher preparation program and participation in professional development activities will be reported.	Which teacher preparation programs produce the teachers with the highest student performance and growth? Which professional development programs have the most effective educators participated in?
D4	***Credentialing Program Effectiveness*** **Access:** All stakeholders	Educator preparation data, credentials, history, evaluation/effectiveness, etc.	How does teacher effectiveness change as credentials advance? How accurately do credentials describe an educator's performance?
D5	***Educator I-Learning Courses*** **Access:** All stakeholders	Tracks courses and professional credentialing programs of each educator	Which combinations of credentials and courses result in the most effective educators? Which educators participate in I-Learning courses, and which do not?
D5	***Professional Development Course Registration and Tracking*** **Access:** All stakeholders	Participation in professional development activities by type, frequency, etc. Educator effectiveness measures, credentials	Which types of professional development result in the most effective educators? Are there discrepancies in professional development participation between educators in low and high performing schools?
D1	***Teacher Supply***	Students in Institutions of Higher	How many students in Maryland colleges are

	Access: All stakeholders	Education teacher preparation programs Content area of study	enrolled in teacher preparation programs? What is the gap between anticipated shortages and supply in the pipeline for those areas?
D1	***Principal Supply*** **Access:** All stakeholders	Data elements related to characteristics of effective principals (based on regression research)	How many teachers does Maryland have who exhibit the characteristics of future effective principals? How can the State ensure they are identified for Leadership development opportunities?
D1	***Alternative Pathways for Teacher Certification*** **Access:** All stakeholders	Pathway to certification, teacher evaluation and effectiveness data,	How effective are the teachers who receive certification through alternative pathways? Which pathways result in the most effective teachers?
D3	***Teacher Recruitment and Retention*** **Access:** All stakeholders	Teacher years of service/experience Transfer data Mentor or support data State of origin (import) Pay scales	How many qualified applicants are received for all teaching positions? What retention strategies are effective? Are they used in low-performing schools? When teachers leave, where do they go?
D3	***Educator Equitable Distribution*** **Access:** All stakeholders	Educator effectiveness (evaluation) results, educator assignment data, educator credentials data, and history	Where are the most effective teachers and principals assigned? How many years of experience do the teachers in low- performing schools have and how does this compare to higher- performing schools?

Category: Low Performing Schools

Section	Dashboard Report Sets	Sample Data Elements	Sample Questions to be Addressed
E	***Low-Performing School Profiles***	This dashboard will utilize all	What is the performance of students in low

	Access: All stakeholders	school/student data elements to provide comprehensive profiles of low-performing schools for use in needs assessments and to monitor improvement.	performing schools? Is the achievement gap closing in these schools?
E	***Low-Performing Schools Educator Profiles*** **Access:** All stakeholders	This dashboard will utilize all effective teacher/evaluation data, and highly qualified teacher data elements to provide comprehensive profiles of low-performing school staffs for use in needs assessments and to monitor inequities and improvement.	How many highly effective teachers are in the low- performing schools? What is the impact of the teachers in low-performing schools?

Category: Financial Commitment

Section	Dashboard	Sample Data Elements	Sample Questions to be Addressed
F	***Equitable LEA Funding vs. Performance*** **Access:** All stakeholders	Federal, state and local funding comparisons for LEAs	Which schools/systems make the most effective use of their dollars?
F	***Charter School Profiles*** **Access:** All stakeholders	All data elements available for other schools	What are the differences between student performance between this charter school and students in regular public schools? Which schools are effective at closing achievement gaps?
F	***Equitable Charter School Funding***	Per pupil funding	How much funding do Public Charter Schools have compared to traditional public schools?

	Access: All stakeholders		
F	***Funding Priorities*** **Access:** All stakeholders	Program funding	What programs are funded in the charter schools compared to the public schools?
F	***School Operations – financial, with programs*** **Access:** All stakeholders	School schedules, organizational structure, class size, student performance data, program participation, charter, with financial performance, etc.	How do students perform in special settings (special education centers, different schedules, etc.?) Which are most effective for different groups of students?

Category: STEM

Section	Dashboard Report Sets	Sample Data Elements	Sample Questions to be Addressed
Priority 2	***Access to STEM*** **Access:** All stakeholders	To assess and monitor student access to STEM programming, course offerings by school, LEA, program descriptions, etc. will be reported.	Do all students have equitable access to STEM coursework? Where are the inequities?
Priority 2	***STEM performance*** **Access:** Educators for educational purposes. Parents will have access to their student's data. Other stakeholders will have access to aggregate data as described above.	To evaluate the effectiveness of STEM programs and instruction, student performance in STEM content areas, assessments, and college readiness data will be reported. STEM persistence will be monitored using STEM follow-ups from PK -20 data (number of students enrolled in STEM majors in college.)	What percentage of students who participate in STEM programming are college and career-ready? How do they compare to their non-STEM counterparts? Which students are excelling at STEM work? Which need interventions?

Category: Achievement Gap Analysis

Section	Dashboard Report Sets	Sample Data Elements	Sample Questions to be Addressed
F	***Closing the Gap Progress*** **Access:** Educators for educational purposes. Parents will have access to their student's data. Other stakeholders will have access to aggregate data as described above.	Benchmark and summative assessment, data on course sequencing patterns and exposure to rigorous content will be reported and used to ensure that gaps are closing and that all students are making progress, and identify any groups, schools, or LEAs that need additional assistance with reducing these gaps.	What percentage of Maryland students are on track to be college and career-ready? Has the State successfully accelerated the learning of those who are behind? Are all students making progress?

Initiative: 4 Goals and Activities

GOAL: 4 Design, Develop, and Implement of MLDS-EAP 32 Education Dashboards		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Define data requirements and metrics of dashboards and reports with stakeholders	10/10-03/11	MLDS Business Analyst, Stakeholders
3. Identify and map data sources to support reports and dashboards	03/11-08/11	MLDS Business Analyst and Data Modeler
4. Detailed design of dashboard and reports	04/11-12/11	MLDS Business Analyst and Data Modeler
5. Design of data stores, hierarchies to support dashboards	05/11-12/11	MLDS Business Analyst and Data Modeler
6. Creation of data store connect strings	06/11-01/12	MLDS Business Analyst and Data Modeler
7. Development of virtual business model and metadata layers	07/11-12/12	MLDS Business Analyst and Data Modeler
8. Development of presentation layer, reports, and security to support dashboards	09/11-05/12	MLDS Business Analyst
9. Test dashboards and reports	12/11-6/12	MLDS Business Analyst
10. Pilot dashboards and reports with stakeholders	07/12-12/12	MLDS Business Analyst
11. Set security and rollout to all users	01/13-12/13	MLDS Business Analyst
12. Web-surveys to evaluate success of implementation and satisfaction with system	01/14-03/14	MLDS Business Analyst

Initiative 5: Goals and Activities

GOAL: 5 Design, Develop, and Implement of Internet-based Multi-media MLDS Training		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Define training requirements by stakeholder group	10/10-1/12	MLDS Business Analyst, Stakeholders
3. Issue RFP for vendor for multi-media content and production development, and procure vendor resources	01/11-06/11	Vendor
4. Detailed design of multi-media content	06/11-12/11	Vendor
5. Development of multi-media content	01/12-08/12	Vendor
6. Testing and modification of multi-media content	08/12-12/12	MLDS Stakeholders
7. Installation of multi-media content on MSDE – MLDS Portal	01/13-02/13	MLDS Team
8. Rollout to MLDS stakeholders	02/13-05/13	MLDS Team
9. Web-surveys to evaluate success of implementation and satisfaction with system	05/13-07/13	MLDS Team

Initiative 6: Goals and Activities

GOAL: 6 Implementation of Expanded Education Portal		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Define portal requirements	09/10-10/10	MLDS Business Analyst, Stakeholders
3. Design portal physical and content architecture	10/10-11/10	Vendor
4. Procure additional production hardware and software for load balancing, performance, fail-over, access management	12/10-04/11	MLDS Project Manager
5. Implement and test hardware and software	04/11-06/11	MLDS Team/MSDE OIT
6. Test self-enrollment feature to portal	06/11-07/11	MLDS Team
7. Train and test early adopter LEAs and schools, and run pilot	07/11-08/11	MLDS Team, LEA IT Groups
8. Run an ethical "hack" to harden security	08/11-09/11	Vendor
9. Rollout system to all stakeholders	09/11-12/11	MLDS Team, LEA IT Groups
10. Web-surveys to evaluate success of implementation and satisfaction with system	01/12-02/12	MLDS Team

Initiative 7: Goals and Activities

GOAL: 7 Design, Develop, and Implement the MLDS Data Exchange		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Define data exchange requirements	09/10-11/10	MLDS Business Analyst, Stakeholders
3. Design data and high level process architecture	11/10-02/11	MLDS Team
4. Select technology approach, assess market tools and tools within MSDE DAA, and evaluate SIF and Common Data Standards for Application Interface transaction record formats and methods	11/10-03/11	MLDS Team
5. Procure market software if required	03/11-08/11	MLDS Project Manager
6. Detail design of exchange application, ETL processes, record formats, inbound record formats, and inbound ODS tables –	03/11-08/11	MLDS Team
7. Implement a master data management or data dictionary to manage and document data lineage in the exchange	03/11-08/11	MLDS Team
8. Develop staging inbound ODS tables, inbound ETLs/processes for inbound student data, course data, grade data, teacher data, teacher assignment data, teacher evaluation data for LEAs SIS system interface	08/11-08/12	MLDS Team, LEA IT Teams
9. Testing of Inbound tables and ETL load processes	08/12-12/12	MLDS Team, LEA IT Teams
10. Pilot of Inbound data transfers and ETL Load processes with early adopter LEAs	01/13-06/13	MLDS Team, LEA IT Teams
11. Rollout of inbound data exchange to all LEAs	06/13-12/13	MLDS Team, LEA IT Teams
12. Web-surveys to evaluate success of implementation and satisfaction with system	01/14-02/14	MLDS Team, LEAs IT Teams

Initiative: 8 Goals and Activities

GOAL: 8 Implement State-wide LDS Center of Excellence and Data Governance Program		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Identify startup committee and coordinate with Maryland Longitudinal Data Center	10/10-10/10	DAA Management
3. Kickoff and planning meeting	11/10-11/10	DAA Management
4. Define LDS-CE charter and leadership team	11/10-11/10	DAA Management
5. Create LDS-CE portal for end users	11/10-11/10	LDS-CE Team
6. Hold first meeting to create governance subcommittees, identify resources, and identify projects	12/10	LDS-CE Team
7. Implement initial agenda	01/11- TBD	LDS-CE Team
8. Hold update status meeting every month via Webinar	TBD	LDS-CE Team
9. Web-surveys to evaluate success of implementation and satisfaction with meetings	TBD	LDS-CE Team

Initiative: 9 Goals and Activities

GOAL: 9 Implement LDS Research Collaboration Council		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
10. Project planning and management	09/10-09/14	MLDS Project Manager
11. Identify startup committee	10/10-10/10	DAA Management
12. Kickoff and planning meeting	11/10-11/10	DAA Management
13. Define Council charter and leadership team	11/10-11/10	DAA Management
14. Create Council portal for end users	11/10-11/10	Council Team
15. Hold first meeting to create subcommittees, identify resources, and identify projects	12/10	Council Team
16. Implement initial agenda	01/11- TBD	Council Team
17. Hold update status meeting every month via Webinar	TBD	Council Team
18. Web-surveys to evaluate success of implementation and satisfaction with meetings	TBD	Council Team

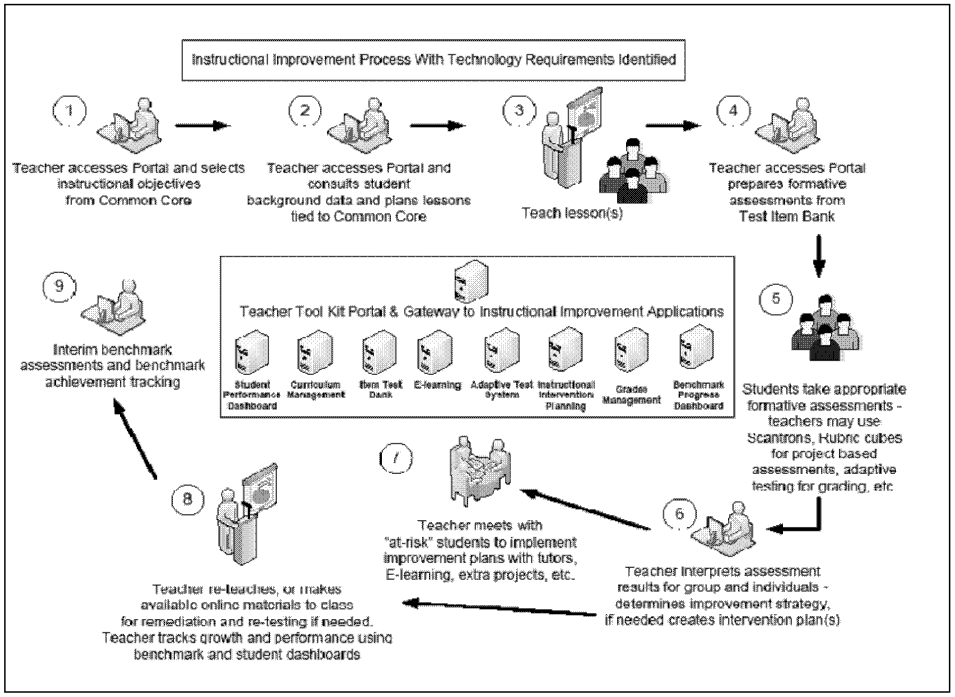
Initiative 10: Goals and Activities

GOAL: 10 Student-Teacher Linking and Growth/Performance Reporting		
ACTIVITIES:	**TIMELINE:**	**RESPONSIBLE PERSON:**
1. Project planning and management	09/10-09/14	MLDS Project Manager
2. Define advance student-teacher linking requirements and use cases, and growth measures reporting requirements	09/10-4/11	MLDS Business Analyst, Stakeholders
3. Design data and high level process architecture	04/11-06/11	MLDS Team
4. Detail design of advanced student-teacher linking processing and growth measures reports and dashboards	06/11-09/11	MLDS Team
5. Develop advanced student-teacher linking processing and growth measures reports and dashboards	09/11-03/12	MLDS Team
6. Test advanced student-teacher linking processing and growth measures reports and dashboards	03/12-05/12	MLDS Team
7. Pilot advanced student-teacher linking, evaluate data, and pilot growth measures reports and dashboards	05/12-09/12	MLDS Team
8. Rollout advanced student-teacher linking and growth measures reports and dashboards	09/12-12/12	MLDS Team, LEA IT Teams
9. Web-surveys to evaluate success of implementation and satisfaction with system	01/13-02/13	MLDS Team, LEAs IT Teams

High-Level Technology Requirements and Solutions for Instructional Improvement System

1. Vision for Instructional Improvement System (IIS)

The primary goal of the MSDE Instructional Improvement System and process is focused on improving students' performance in the classroom through and iterative assessment of progress and tailored instruction to the students needs. A multifaceted technology plan has been formulated that focuses on delivering information to teachers and students that supports: (1) teachers' ability to instruct, (2) students ability to learn, (3) preparation and delivery of effective core curricula, and (4) use of summative and formative assessment tools to assess learning, and then diagnose and prescribe individual, or whole-group, intervention and enrichment strategies. Diagram 1 below shows the 9 process defined of instructional improvement.



2. The Maryland IT Environment and a Federated Instructional Improvement System Architecture Solution

The Maryland PreK-12 education system consists of 24 independent LEAs (i.e. school districts) that closely coordinate and collaborate with the State Department of Education. The IT skills and systems of the LEAs run the gamut from very sophisticated to having limited technology. A comprehensive survey of the LEA IT capacities and applications completed in February 2010 provided the ground work for determining the most appropriate architecture solution for the Instructional Improvement System.

From the education process diagrams, one can see that the Instructional Improvement System process must be supported by multiple systems that are easily accessed by the teacher and where the student performance data is integrated. Therefore, a federated systems approach was adopted for the architecture to support the process. LEAs will have the option of either using a state provided Instructional Improvement System component/application, or may elect to use their own application if it meets state standards and can integrate with the state data collection system and data exchange to consolidate effectiveness, accountability, and performance data (EAP).

3. Additional Assumptions

There were several additional assumptions used in creating the high-level Instructional Improvement System architecture that included:

1. All systems and applications need to have interoperability capabilities at the application and database levels.
2. All systems and applications need to meet security standards that follow best practices of the IT industry, and meets FERPA and Federal PII security guidelines.
3. All systems were possible should avoid custom applications on non-enterprise technologies.
4. Enterprise infrastructure components such as document management, security, Teacher Tool Kit Portals, etc should be used and shared across all applications and across all MSDE Divisions, to save costs, reduce maintenance support labor and licensing costs, and promote interoperability between system/applications.

Several technical selection and implementation questions that will affect the budget, solution, and sustainability of the instructional improvement project that has been reviewed at a high-level but will require a detailed analysis once the project begins. These questions include:

1. What system components can be purchased, or offered by the LEAs for enterprise use if their solution's capacity is scaling up?

2. How to implement and maintain Instructional Improvement System?
3. What selection of technologies for the Instructional Improvement System infrastructure such as portal, hardware, database, BI tools etc. will best support interoperability, expansion, and licensing objectives?
4. What Instructional Improvement System components must be an enterprise application that the LEAs share vs. using their own and integrating with the Instructional Improvement System architecture that will support an IIS process?

4. Functional and System Requirements

Tables 4.1 maps the instructional improvement system processes to potential system requirements. This analysis was used to create a high-level architecture and identify the technology components for the Instructional Improvement System system.

Table 4-1
IIS System Requirements Analysis

Requirements and Solutions for Process #1 - Teacher accesses Teacher Tool Kit Portal and selects instructional objectives from Common Core			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**
Teacher accesses tool kit is a Web Teacher Tool Kit Portal that allows a single interface for multiple resources and applications	• Enterprise security • Teacher Tool Kit Teacher Tool Kit Portal • Curriculum application	These need to be COTS solutions and not custom solutions for sustainability and expandability. SOA compliance is required. Consider sharing enterprise security and Teacher Tool Kit Portal solution of MLDS	TBD
Requirements and Solutions for Process #2 - Teacher accesses Teacher Tool Kit Portal and consults student background data and plans lessons tied to Common Core			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**

Table 4-1 IIS System Requirements Analysis			
Teacher accesses tool kit is a Web Teacher Tool Kit Portal, and access student dashboard, curriculum and lessons planning applications to plan lessons. May consult with the intervention and enrichment planning and IEP applications for special lesson plans for students with different learning styles or needs.	• Enterprise security • Teacher Tool Kit Portal • Curriculum application • Lesson plan templates • E-learning application • Self-paced material • Intervention application	These need to be COTS solutions and not custom solutions for sustainability and expandability. SOA compliance is required. Consider sharing enterprise security and Teacher Tool Kit Portal solution of MLDS	TBD
Requirements and Solutions for Process #3 – Teach Lessons			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**
Teach lessons – Teacher uses a variety of material and multi-media teaching aids to deliver course lesson instruction.	• Various teaching aids including multimedia and e-learning • Grade book • Grade reporting • Student performance dashboards • Multimedia lecture recorder to allow playback		TBD
Requirements and Solutions for Process #4 - Teacher accesses Teacher Tool Kit Portal prepares formative assessments from Test Item Bank			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**

Table 4-1 IIS System Requirements Analysis			
Teacher decides on the best way to assess class's knowledge and skill acquisition, prepares tests.	• Enterprise security • Teacher Tool Kit Portal • Non-computer based course test bank such as paper tests, rubric cubes, project based instructions. • Test item bank • Adaptive computer application	If the course is a "core or high stakes course" it is expected that either scantrons or adaptive testing will be used to provide easy insight into learning remediation.	TBD
Requirements and Solutions for Process #5 - Students take appropriate formative assessments -teachers may use Scantrons, Rubric cubes for project based assessments, adaptive testing for grading, etc.			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**
Students take tests	• If testing is for high stakes courses, scantrons or adaptive testing tools can be used • Mini-notebooks with WIFI interface use for adaptive web-based testing systems • Enterprise security • Teacher Tool Kit Portal	Adaptive testing via computers and scantrons may be used since they reduce work of identifying remediation	TBD
Requirements and Solutions for Process #6 - Teacher interprets assessment results for group and individuals - determines improvement strategy, if needed creates intervention plan(s)			

Table 4-1 IIS System Requirements Analysis			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**
In this process teacher reviews formative assessments. If testing was done using Scantron or adaptive testing, systems they will identify areas for remediation or enrichment automatically for the teacher. Teacher can use the Learning Improvement Intervention system to plan and document improvement strategies for both class and individuals.	• Enterprise security • Teacher Tool Kit Portal • Adaptive testing or other test scoring systems • Learning Improvement Intervention system • IEP system		TBD
Requirements and Solutions for Process #7 - Teacher meets with "at-risk" students to implement improvement plans with tutors, E-learning, extra projects, etc.			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**
This process enables the teacher to work with individuals and map out improvement strategies that meets an individual's learning needs and style. Learning interventions/enrichments will be documented and correlated with student performance growth over the semester.	• Enterprise security • Teacher Tool Kit Portal • Learning Improvement Intervention System • Student growth dashboard • Variety of teaching tools available via the Teacher Tool Kit Portal such as e-learning, self-paced, tutors, etc. • Grading systems with		TBD

Table 4-1 IIS System Requirements Analysis			
	Alerts reports or student performance dashboard		
Requirements and Solutions for Process #8 - Teacher re-teaches, or makes available online materials to class for remediation and re-testing if needed. Teacher tracks growth and performance using benchmark and student dashboards			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**
Lesson remediation and/or enrichment. Supporting technologies for this process includes those tools that provide options to help the teach to identify and deliver selected content	• Enterprise security • Teacher Tool Kit Portal • Student Teacher Tool Kit Portal to access e-learning classes or other multimedia learning material deliver in electronic format • Variety of teaching material/system such as e-learning, self-pace courses, videotaped, lectures for play pack, etc. • Appropriate testing technologies for formative re-tests	This approach allows a teacher to insert any remedial/enrichment strategy that would be helpful to a class or an individual student	TBD
Technology Requirements and Solutions for Process #9 - Interim benchmark assessments and benchmark achievement tracking			
Process that Requires Technology	**Requirements**	**Remarks**	**Possible Vendors**
It is expected that interim benchmark tests will be given to track progress in addition to formative assessments. In this process teachers and	• Enterprise security • Teacher Tool Kit Portal	This can be provided by the COGNOS system	TBD

Table 4-1 IIS System Requirements Analysis			
administrators are accessing the Benchmark Performance Dashboard in order to track achievement of students at either an individual level, class level, or provide comparisons between classes for a year across teachers, and class comparisons across years and teachers.	• Adaptive testing tool for benchmark testing • Dashboards and analytics • Linkages to student grade, course, teacher data in SIS	Assumes that data is loaded into the MLDS via SIS linkages Benchmark data dependent upon availability of benchmark tests. Comparisons across teachers, class, and year can be done with formative assessments or course grades.	

5. Key Components of the IIS Solution

As a result of the analysis in section 4, it is expected that multiple hardware platforms will need to support the solution. The key to the success of the architecture will be the integration of the applications and ability to us a Portal to provide a single 360 degree view of the student and class performance and progress. The core application components of the Instructional Improvement System architecture will include:

1. Enterprise federated security system to mediate secure access to IIS and protect student data,

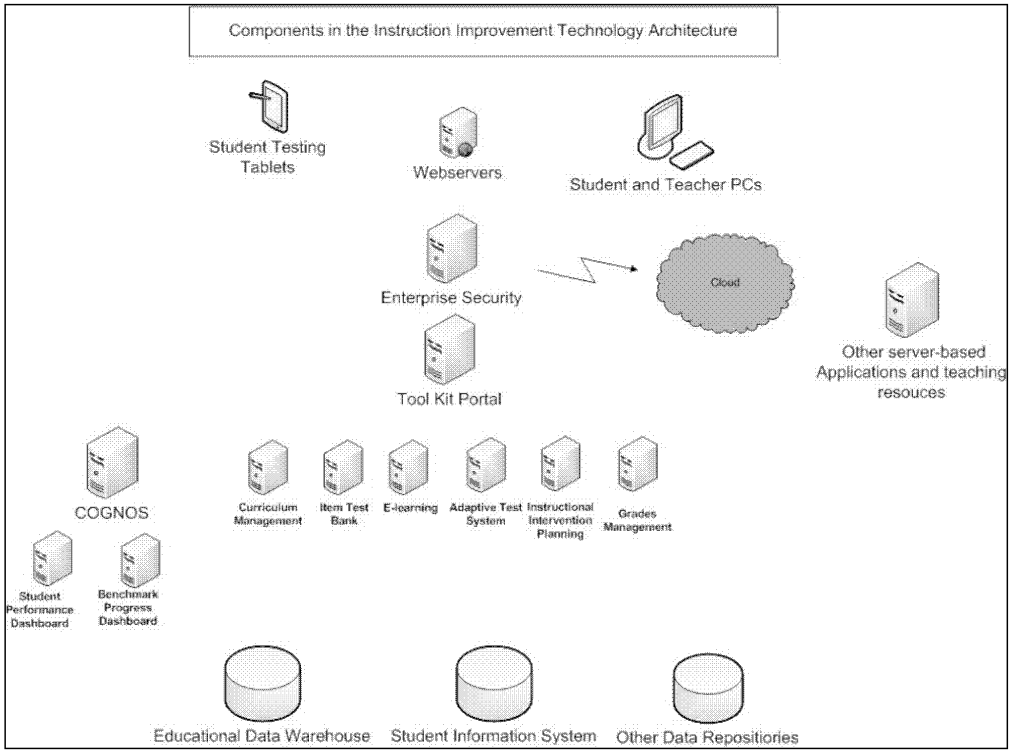
2. Enterprise federated web Teacher Tool Kit Portal that allows for many different kinds of applications to be integrated in a single spot using a SOA architecture and tools such as BPEL,

3. Integration of existing LEA and MLDS applications to support the instructional improvement process. The MLDS Data Exchange, SOA complaint Web services, BPEL, Master Data Management tools and ETL tools will be used for application and database integration.

4. From Table 4.1 in Section 4, potential application modules that teachers will need access to via the tool kit will include:

a. Portal
b. Curriculum Management System
c. Grading system
d. Test Item bank
e. Adaptive testing system
f. Instructional improvement intervention system
g. E-learning and I-learning applications and resources
h. Student performance dashboards
i. Interim benchmark dashboards

All applications will Internet enabled and integrated into the Teacher Tool Kit Portal.


Components in the Instruction Improvement Technology Architecture
Student Testing Tablets
Webservers
Student and Teacher PCs
Enterprise Security
Cloud
Other server-based Applications and teaching resouces
Tool Kit Portal
COGNOS
Curriculum Management
Item Test Bank
E-learning
Adaptive Test System
Instructional Intervention Planning
Grades Management
Student Performance Dashboard
Benchmark Progress Dashboard
Educational Data Warehouse
Student Information System
Other Data Repositiories

.07 Resident Teacher Certificate.

A. Definitions.

(1) In this regulation, the following terms have the meanings indicated.

(2) Terms Defined.

(a) "Comparable state-approved test" means an assessment, approved by a state certification agency, that tests proficiency in basic skill areas such as reading, writing, and mathematics or in content areas such as English, mathematics, science, and social studies, lists of which are maintained by the Department.

(b) "Clock hours" means hours devoted to instruction and preparation related to teaching, exclusive of internship hours.

B. The Resident Teacher Certificate shall be issued initially for 2 school years and may not be renewed.

C. Except as provided in §D of this regulation, an applicant for a Resident Teacher Certificate shall meet all of the following requirements:

(1) Hold a bachelor or higher degree from an IHE;

(2) Obtain a qualifying score on a Department-approved test in basic skills or a comparable state-approved test in basic skills;

(3) Obtain a qualifying score on a Department-approved content area test or a comparable state-approved content test; and

(4) Present official documentation from the local superintendent of schools, or Department-recognized head of an organization of nonpublic schools, of completion of standards-based pre-employment training that includes:

(a) A minimum of 90 hours of study that may consist of a combination of semester hours and clock hours and that are based on Maryland Essential Dimensions of Teaching or the Interstate New Teacher Assessment and Support Consortium standards and include:

(i) Elementary reading processes and acquisition; or

(ii) Secondary teaching reading in the content areas part I;

(b) Enrollment in a Department-approved alternative preparation program; and

(c) An internship which was part of a Department-approved alternative preparation program.

D. Instead of meeting the requirements in §C of this regulation, an applicant may present official verification from the local superintendent of schools, or Department-recognized head of an organization of nonpublic schools, of a valid alternative certificate issued pursuant to an out-of-State program that Maryland accepts under the Interstate Certification Compact.

E. The local superintendent of schools or Department-recognized head of an organization of nonpublic schools shall file a written request with the State Superintendent of Schools for the issuance of the Resident Teacher Certificate after the applicant has met the requirements under §C of this regulation.

F. An applicant who holds the Resident Teacher Certificate shall be eligible for the Standard Professional Certificate upon receipt by the Department of all of the following items:

(1) Completion of an approved alternative program as verified by the program provider;

(2) A qualifying score on the applicable Department-approved pedagogy test; and

(3) Satisfactory teaching performance during the period of the residency as verified by the local superintendent of schools or Department-recognized head of an organization of nonpublic schools.

13A.12.04.05

.05 Resident Principal Certification.

A. Application of Regulation.

(1) This regulation applies to individuals pursuing a Resident Principal certificate.

(2) An applicant for the Resident Principal certificate shall be recommended for a certificate by the local superintendent of schools.

(3) The certificate qualifies the applicant to serve as school principal for 2 years at a specific school in that school system.

(4) The certificate is not transferable to another school.

(5) The certificate is renewable for an additional 2-year period based upon satisfactory performance.

(6) After four years as a resident principal, the holder of the certificate must qualify for an Administrator II certification as defined in §D of this regulation.

B. The applicant shall:

(1) Have a minimum of a master's degree or its equivalent from an IHE;

(2) Have professional experience, as defined in §C(2) of this regulation, which has been verified by the local superintendent of schools; and

(3) Be appointed by a local board of education or the State Board of Education.

C. For the initial issuance of the Resident Principal certificate, the local board of education upon the advice of the local superintendent of schools or the State Board of Education upon the advice of the State Superintendent shall have:

(1) Publicly announced the search for a specific school principalship which will be open to candidates who qualify for either a traditional or a Resident Principal certificate;

(2) Defined written qualification which shall include at least the following:

(a) A scope and level of leadership experience comparable to the responsibilities of the principalship to include at a minimum an understanding of teaching and learning and the role of education in a democratic society, strategic planning, supervision and evaluation of personnel, budget and allocation of resources, and employee professional development; and

(b) A consistent record of satisfactory performance in previous employment.

(3) Selected a candidate based on the above qualifications and provided documentation to the State Superintendent that the candidate meets the qualifications;

(4) Submitted the request for Resident Principal certificate to the State Superintendent of Schools; and

(5) Appointed a mentor who will meet regularly with the Resident Principal until receipt of the Administrator II certification to provide assistance and support, particularly in the area of instructional leadership.

D. An individual holding a Resident Principal certificate may obtain an Administrator II certificate as provided in Regulation .04 of this chapter upon presenting the following:

(1) Verification from a local school system superintendent of at least 4 consecutive years of satisfactory job performance under Resident Principal certificate as measured by continuous school improvement consistent with state performance standards; and

(2) Presentation of an official transcript of a master's degree from an IHE.

Maryland Approved Alternative Preparation Programs

Nineteen programs currently have approval to offer MAAPPs in Maryland. 13 programs reported placing 626 residents in total for their first year in 2008-2009. Program Completers (2008-2009) are listed by the name of the partnership. – number of completers in parentheses.

Anne Arundel County Public Schools with Anne Arundel Community College, 12;

Baltimore City Teaching Residency (The New Teacher Project), 119;

Anne Arundel County Public Schools with the College of Notre Dame of Maryland, 6;

Baltimore County Public Schools and the College of Notre Dame of Maryland, 9;

Prince George's County Public Schools and the College of Notre Dame of Maryland, 25;

Baltimore County Public Schools and Goucher College, 12;

Montgomery County Public Schools and Montgomery College, 10;

Prince George's County Public Schools self-implemented program, 93;

Prince George's County Teaching Fellows (TNTP), 89;

Baltimore City and Teach for America, 182; Prince George's County Public Schools and Teach for America, 47;

Baltimore County Public Schools and Towson University, 14;

Prince George's County Public Schools and the University of Maryland College Park, 8.

Partnerships not reporting program completers in 2008-2009 but actively recruiting for placement in 2009-2010 are listed below:

Kipp School of Baltimore and the College of Notre Dame

The SEED School (Baltimore Campus) in partnership with Prince George's County Public Schools

The Xaverian Brothers Schools with the College of Notre Dame

Prince George's County Public Schools and the University of Maryland College Park/ Middle School STEM

Maryland State Department of Education
Division of Certification and Accreditation

Guidelines for Implementing Approved Alternative Preparation Programs

This document is based upon:

- ***The Redesign of Teacher Education;***
- ***The Quality Teacher Work Group Final Report;***
- ***The Proposed Resident Teacher Certificate Revision;***
- ***"Alternative Certification Concepts, Maryland Approved Alternative Programs," developed by Dr. Edward Root, President, State Board of Education; and***
- ***The discussion of the State Board of Education - Professional Standards and Teacher Education Board Joint Conference Committee meeting on March 23, 2005.***

Purpose:

The purpose of these guidelines is to meet the Quality Teacher Work Group recommendations 1) for preparing new teachers through Maryland Approved Programs, and 2) for ensuring that initial teacher certification is performance-based. Full implementation of these recommendations will result in the elimination of credit count for initial certification. To achieve this goal, Maryland's PreK – 20 community must develop innovative and adaptive models of teacher preparation and development. Critical will be the leadership role to be played by four-year institutions as they customize their programs for career changers and sponsor innovative new programs to provide alternative routes to certification and incorporate the Resident teacher Certificate (RTC). Critical also will be the collaborative leadership of Maryland's two-year and four-year institutions and local school systems.

Overarching Guidelines:

- Approved alternative certification program development and implementation should be consistent with the recommendations of the *Redesign of Teacher Education* (1995), the *Final Report of the Quality Teacher Work Group* (2003), and *No Child Left Behind* (2002).
- Approved alternative certification program development and implementation should be consistent with the recommendation of the Teacher Requirements Study Group (2005) that all paths to initial teacher certification in Maryland should require an internship supervised by an expert classroom teacher. (See Internship/Residency Guidelines below.)

- The full benefit of Maryland Approved Programs, including interstate reciprocity, is available to career changer programs through state-approved alternative certification preparation.

- The standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and/or the state Essential Dimensions of Teaching, which align with the INTASC standards, guide program planning, implementation, and assessment.

- Required pre-residency internships are full-time and are intensively supervised by expert teachers or former teachers/administrators who are certificated and experienced in the same subject or specialty area.

- Flexibility between clock hours and credit hours for the internship, including the possibility of combination, may be decided on a program or individual basis. Upper division and graduate credit are only available through four-year institutions.

- Flexibility regarding length of internship and other program requirements is based upon internship structure and design and/or candidates' prior knowledge, skills and experience. (A fuller explanation is provided below in the Guidelines for the Internship/Residency.)

- MSDE approval to local superintendents for issuance of the Resident Teacher Certificate is required for individuals to teach on the RTC and is dependent upon the approved alternative program offered to support the RTC.

- Consistent with the MSDE program approval procedures, all new Maryland Approved Preparation Alternative Programs require MSDE approval. MSDE reviews implementation and performance outcomes of all programs on an ongoing basis, including those in support of the RTC. Program Providers are in the following categories:
  - Local School System: Clock-hour programs with no IHE collaboration or with a non-IHE collaborator; or consortia programs in partnership with IHE(s);
  - Four-Year IHE: Maryland Approved Programs or credit-hour/clock hour programs in partnership with local school systems and/or 2-year IHE(s);
  - Two-Year IHE: Collaboration with local school systems and/or 4-year IHE(s) in providing credit-hour and/or clock-hour content at the freshman/sophomore levels

- Access to approved alternative programs is open to qualified candidates interested in teaching any field or grade level, though promoted particularly to those interested in teaching shortage areas.

Internship Entry Requirements:

- For a Maryland Approved Alternative Preparation Program using credit-hours, clock hours or combination of both, as a minimum, the following must be present:
  1. Bachelor's degree or higher; and
  2. A grade point average (GPA) in either or both undergraduate or post-baccalaureate course work in an appropriate content concentration/major that meets at least the mean of those required by all Maryland Approved Programs in teacher preparation.
  3. Participation in standards-based pre-employment training that includes Elementary Reading Processes and Acquisitions or Secondary Reading in the Content Areas Part I; and
  4. Praxis I qualifying score or qualifying score on comparable state-approved test of basic skills; and
  5. Praxis II content qualifying score or qualifying score on comparable state-approved content test.

Guidelines for the Internship/Residency:

- Approved alternative preparation programs require an internship lasting from four to eight weeks, the length of which is to be determined based upon a program's pre-employment/internship components and/or the experience of the candidate. Such experience, with documentation verifying comparable teaching knowledge and skills, could include teaching at the higher education level, in business or the military. Note: Though secondary level teaching equivalence is the most likely type of equivalence, internship flexibility may also be applied when certain individuals choose to teach in Early Childhood, Elementary Education, or Special Education and have appropriate grade-level teaching experience.

- Equivalence is determined by the IHE or consortium operating the program, under the guidance, monitoring, and approval of MSDE, with documentation filed at MSDE at the time of completion of requirements.

- Technical assistance is provided by MSDE to support innovative approaches and flexibility in determining internship requirements.

- Internship placement is determined by the local school system. The internship could occur in the internship supervisor's classroom, in the classroom for which the intern will assume responsibility as the resident teacher, or in a summer school program. The internship supervisor could be a currently employed teacher, including a rehired retired teacher or administrator, or some other arrangement could be made with the IHE, the IHE consortium, or the local school system.

- Intensive expert supervision is provided to support development of interns. During the internship, supervision of classroom teaching is provided on a daily basis. Interns also observe the teaching of the supervising teacher as well as other teachers in the school. Features commonly provided in professional development schools, such as interviewing key personnel including administrators, special educators, counselors, pupil personnel workers, social workers, school psychologists, testing coordinators, media specialists, and other specialists; participating in seminars with other professionals or pre-professionals, and participating in before and after school events are available and expected of interns.

- Readiness to move from the internship to the residency required for the RTC is determined through the multiple perspectives of IHE, IHE consortium or other providers, and school personnel. Readiness for the residency results in the award by MSDE of the Resident Teacher Certificate and employment by the Maryland local school system sponsoring the residency.

- For approved alternative programs using the RTC, ongoing support and mentoring are provided throughout the period of employment on the RTC. The type, form, and extent of supports to the RTC teacher are determined and provided through program providers in concert with key personnel in the school.

- Residency requirements for the RTC are made clear to program providers and participants through MSDE documents and technical assistance provided by MSDE. Technical assistance can be arranged regionally to provide general information, as well as targeted to specific groups interested in developing state approved alternative programs.

Transition from RTC to Standard Professional Certificate (SPC) I Requirements:

- Requirements are: Successful completion of program requirements, including remaining reading courses, thorough demonstration to key school representatives and other appropriate stakeholders of standards-based professional performance; Praxis II pedagogy qualifying score; issuance by MSDE of SPC I.

Other Considerations:

- MSDE should encourage IHEs to develop new programs, including those using the RTC, through catalyst grants, as well as direct technical assistance.

- MSDE review teams should look for evidence that program options at IHEs provide "late decider" pathways to certification, as recommended in the *Redesign of Teacher Education*, that may use the RTC component.

- Pay for school-based work during the internship is not discouraged and could be promoted through such arrangements as long term substitute pay or monthly stipends.

- Scholarship funding is available from the State Office of Student Financial Assistance for eligible candidates enrolled in approved programs leading to certification in critical shortage areas.

- Maryland earns national recognition for promising practices in preparing career changers who complete excellent internship/residency programs, and for minimizing obstacles to certification reciprocity with most states.

Review Consideration

These guidelines will be reviewed by the Maryland State Board of Education and the Professional Standards and Teacher Education Board between January and March, 2009 to determine their efficacy with regard to candidate participation, program completion, and retention as teachers.

Approved: May, 2005 – Professional Standards and Teacher Education Board; Maryland State Board of Education
Amended: October 25, 2005: Maryland State Board of Education
November 3, 2005: Professional Standards and Teacher Education Board

Maryland Instructional Leadership Framework

Adopted by the Maryland State Board of Education

February 2005

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Table of Contents

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Introduction

The Division for Leadership Development at the Maryland State Department of Education was created by Dr. Nancy S. Grasmick, State Superintendent of Schools, in the summer of 2000. The mission of the Division for Leadership Development is to build the instructional leadership capacity of present and potential school leaders in the content and skills needed to increase student achievement. During the past four years, the division has been responsible for providing professional growth opportunities for principals around the state, serving as the voice for principals in policy discussions, and advocating for principals in their roles as instructional leaders. As the work of this division has evolved, it has become apparent that the next step in leadership development requires the creation of a framework for instructional leadership that will drive principal preparation programs in higher education, professional development, and policy initiatives. Beginning in the summer of 2004, this draft of the Maryland Instructional Leadership Framework, created by the Division for Leadership Development, was shared with a wide variety of stakeholders in order to gain feedback, support, and commitment.

The Maryland Instructional Leadership Framework describes outcomes expected of Maryland principals as they provide instructional leadership for their schools. For each outcome identified, there are evidences in practice that delineate the minimum of what we expect principals to know and be able to do if the respective leadership outcome is to be realized.

The framework is not intended to include all of the various responsibilities of a quality principal. For instance, it does not speak to management

responsibilities, legal issues, integrity, and ethical decision-making that are so very important to the principalship. These critical skill sets for leaders are part of the ongoing leadership development work planned and implemented by local system staff who design these learning opportunities around administrative processes and procedures endemic to the particular system.

The Framework focuses, instead, on the content knowledge needed for school principals to be the leader of teaching-learning in the school. It represents the most commonly accepted instructional leadership responsibilities according to respected practitioners, researchers, and theorists in the field of instructional leadership and continuous improvement. It also provides a foundation for the alignment of professional development opportunities offered at the state and local levels as well as coursework offered at institutions of higher education.

Philosophical Basis

The philosophical basis for the Maryland Instructional Leadership Framework is found in three seminal Maryland State Department of Education (MSDE) documents and the research that serves as the foundation for those documents. The first is *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner* (adopted by the Maryland State Board of Education in 1999). This extremely important report was a response to the expressed concern of members of the Maryland State Board of Education that the State needed to have a plan in place to intervene on behalf of students not performing to expectations. One component of *Every Child Achieving* addressed the responsibility of principals and the skills they need to lead that effort.

The second document is the *Maryland Task Force Report on the Principalship* (adopted by the Maryland State Board of Education in 2000). This report was in response to a statewide concern regarding the lack of a sufficient number of quality candidates for the principalship, particularly in light of significant numbers of current administrators eligible for retirement. It spoke directly about the need to redefine the role of the principal as instructional leader.

The final seminal document is *Achievement Matters Most: A Report of the Visionary Panel for Better Schools* (adopted by the Maryland State Board of Education in 2002). This report, commissioned by Maryland State Superintendent Nancy S. Grasmick, addressed the need to look ahead to the next ten years of school reform in Maryland. It, too, emphasized the need for principals to be instructional leaders in their schools.

Purposes

The Maryland Instructional Leadership Framework will:

- Drive the instructional leadership curriculum of the Division for Leadership Development, MSDE;
- Guide instructional leadership professional development for veteran, new, and potential school leaders;
- Serve as a catalyst for the alignment of professional development for Executive Officers (those who supervise and evaluate principals as defined in Code of Maryland Regulations [COMAR] 13A.01.04.02B);
- Provide a self-assessment/reflective practice tool for principals and potential school leaders;
- Promote dialogue in districts around matters of instructional leadership;

- Be referenced in policy through the Code of Maryland Regulations;
- Influence future policy decisions about the principalship;
- Be incorporated into a part of the program approval process used by institutions of higher education to guide their principal preparation programs; and
- Serve as the Maryland-specific evidence in practice for the instructional leadership component of the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

Foundation Documents

The foundation documents for the Framework are relevant and noteworthy national reports, research in the field, input from various stakeholders, as well as the best thinking of the Division for Leadership Development, MSDE. These documents include:

1. Maryland Instructional Leadership Development Program, Division for Leadership Development (DLD) – This brochure describes the vision and purpose for the work of the DLD. It also describes what effective instructional leaders should know and be able to do. It includes a description of an array of delivery systems for principal training and advocacy. This brochure represents the thinking of MSDE staff and stakeholder groups based on research and literature in the field.

2. Mid-continent Research for Education and Learning (McREL) – This 2003 working paper details the outcomes of a meta-analysis of 30 years of research on the relationship between principal leadership practices and student achievement. It describes

twenty-one leadership responsibilities that are significantly associated with student achievement.

3. Southern Regional Education Board (SREB) – In 2004, this organization produced a variety of research-based materials on leadership, including a series of modules designed to engage leaders in solving real school problems. The fourteen-module curriculum is intended to help guide the redesign of state academies and higher education preparation programs to assist principals and school teams with instructional leadership issues.

4. National Staff Development Council (NSDC), *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations* – This document presents the twelve revised NSDC standards for staff development along with innovation configuration maps that identify and describe the phases of implementation of the standards.

5. National Association of Secondary School Principals, *Breaking Ranks II* (BR II) – This widely acclaimed 2004 report provides strategies and a template for leading high school reform. It includes thirty-one core recommendations divided into three broad categories: Collaborative Leadership and Professional Learning Communities; Personalization and the School Environment; and Curriculum, Instruction, and Assessment.

6. National Middle School Association (NMSA), *This We Believe: Successful Schools for Young Adolescents* – This 2003 position

paper embodies the educational ideas that comprise the middle school concept, as well as the conditions that make effective middle level schools. It includes six components that successful middle schools should provide for middle level learners. The Call to Action in this document provides specific charges to principals and the behaviors they must exhibit in order to create effective middle schools.

7. National Association of Elementary School Principals (NAESP), *Leading Learning Communities, Standards for What Principals Should Know and Be Able to Do* – This 2002 NAESP document describes what NAESP believes is the new thinking about school leadership that is required for improving schools. The six standards were derived from a year-long collaborative process with principals.

8. Interstate School Leaders Licensure Consortium (ISLLC) – This Consortium was established in 1994, under the guidance of the Council of Chief State School Officers, and is composed of 32 education agencies and 13 education administrative associations that established an education policy framework for school leadership. The intent of this document is to raise the bar for school leaders who enter and continue in the profession and to reshape concepts of educational leadership.

9. National Policy Board for Educational Administration, Education Leadership Constituent Council (ELCC), *Standards for Advanced Programs in Educational Leadership* – Revised in 2002, the ELCC standards represent a combination of the ISLLC standards and

the former ELCC guidelines. The rationale for combining these documents was that many institutions of higher education felt that addressing both sets of guidelines in their principal preparation programs was too burdensome. Underlying these standards is the notion that the central responsibility of leadership is to improve teaching and learning.

The Research/Document Matrix

The matrix is a visual representation of the cross match between the foundation documents and the Maryland Instructional Leadership Framework. In reviewing the matrix, the reader is advised to look first at the instructional leadership outcomes in the left column. These are outcomes that appear repeatedly in the foundation documents. They are not intended to be in priority order. The subsequent columns each represent a particular document. If a "Yes" appears in a box in one of the columns, then that outcome was found in that particular document. It should be pointed out that the language of the outcomes was not always exactly the same since it came from different authors. That fact required the exercise of professional judgment by readers based on the language that did appear and supporting descriptions of that language.

Research/Document* Matrix

Instructional Leadership Outcomes	DLD	McREL	SREB	NSDC	BR II	NMSA	NAESP	ISLLC	ELCC
1. Facilitate the Development of a School Vision	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes
2. Align All Aspects of a School Culture to Student and Adult Learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3. Monitor the Alignment of Curriculum, Instruction, and Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers	Yes	Yes	Yes	Yes		Yes	Yes		Yes
5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes
7. Provide Staff with Focused, Sustained, Research-based Professional Development	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

* Legends for documents are on previous pages.

Maryland Instructional Leadership Framework

Instructional Leadership Outcome	Evidence in Practice
1. Facilitate the Development of a School Vision	The principal is able to demonstrate that there is/are: 1.1 A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student 1.2 A process for ensuring that all staff and other stakeholders are able to articulate the vision 1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders 1.4 Resources aligned to support the vision
2. Align All Aspects of a School Culture to Student and Adult Learning	The principal is able to demonstrate that there is/are: 2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents 2.2 High expectations for all students and teachers in a culture of continuous improvement 2.3 An effective school leadership team 2.4 Effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers

Instructional Leadership Outcome	Evidence in Practice
3. Monitor the Alignment of Curriculum, Instruction, and Assessment	The principal is able to demonstrate that there is/are: 3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction 3.2 Teacher assignments that are rigorous, purposeful, and engaging 3.3 Student work that is appropriately challenging and demonstrates new learning 3.4 Assessments that regularly measure student mastery of the content standards
4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers	The principal is able to demonstrate that there is/are: 4.1 A process to determine what students are reading, writing, producing, and learning 4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction 4.3 Formal feedback during observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction 4.4 Regular and effective evaluation of teacher performance based on continuous student progress 4.5 Identification and development of potential school leaders

Instructional Leadership Outcome	Evidence in Practice
5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction	The principal is able to demonstrate that there is/are: 5.1 Multiple and varied assessments that are collaboratively developed 5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction 5.3 Summative assessments that are aligned in format and content with state assessments 5.4 Appropriate interventions for individual students based on results of assessments
6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction	The principal is able to demonstrate that there is/are: 6.1 Effective use of appropriate instructional technology by students, staff, and administration 6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement) 6.3 Review of disaggregated data by subgroups 6.4 Ongoing root cause analysis of student performance that drives instructional decision making 6.5 Regular collaboration among teachers on analyzing student work

Instructional Leadership Outcome	Evidence in Practice
7. Provide Staff with Focused, Sustained, Research-based Professional Development	The principal is able to demonstrate that there is/are: 7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals 7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded) 7.3 Differentiated professional development according to career stages, needs of staff, and student performance 7.4 Personal involvement in professional development activities 7.5 Professional development aligned with the Maryland Teacher Professional Development Standards
8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success	The principal is able to demonstrate that there is/are: 8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn 8.2 Parents and caregivers who are active members of the school improvement process 8.3 Community stakeholders and school partners who readily participate in school life

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This bibliography includes references from the seminal reports that served as the philosophical base for the Maryland Instructional Leadership Framework:

- *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner (1999);*
- *The Maryland Task Force Report on the Principalship (2000); and*
- *Achievement Matters Most: A Report of the Visionary Panel for Better Schools (2002).*

The bibliography also includes references, where available, from the nine organizations whose work is cited in the Matrix:

- *Maryland Instructional Leadership Development Program,* Division for Leadership Development (DLD), Maryland State Department of Education;
- Mid-continent Research for Education and Learning (McREL);
- Southern Regional Education Board (SREB);
- National Staff Development Council (NSDC), *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations*
- National Association of Secondary School Principals, *Breaking Ranks II* (BR II)*;*
- National Middle School Association (NMSA), *This We Believe: Successful Schools for Young Adolescents;*
- National Association of Elementary School Principals (NAESP), *Leading Learning Communities, Standards for What Principals Should Know and Be Able to Do;*
- Interstate School Leaders Licensure Consortium (ISLLC); and
- National Policy Board for Educational Administration, Education Leadership Constituent Council (ELCC), *Standards for Advanced Programs in Educational Leadership.*

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ACKNOWLEDGEMENTS

The Maryland State Department of Education gratefully acknowledges the support and assistance of the following groups and individuals whose advice was invaluable in the development of the Maryland Instructional Leadership Framework.

Primary Authors:
- Ms. Mary Cary, Assistant State Superintendent, Division for Leadership Development
- Dr. Jim Foran, Executive Director, High School and Postsecondary Initiatives, Division for Leadership Development

Division for Leadership Development Staff:
- Ms. Debbie Drown, Director of Elementary School Initiatives
- Ms. Bronda Mills, Director of Middle School Initiatives
- Ms. Dori Novak, Director of Leadership Alignment Initiatives
- Ms. Mary Bea Preston, Director of Professional Development Grant Initiatives

Individuals:
- Mr. Ed Cozzolino, Distinguished Principal Fellow
- Mr. Paul Dunford, Distinguished Principal Fellow
- Mr. Stephen O. Gibson, Distinguished Principal Fellow
- Dr. Clarence Golden, Frostburg State University
- Dr. Michael Hickey, Towson University
- Dr. James McGowan, Johns Hopkins University
- Ms. Mary Minter, Distinguished Principal Fellow

Executive Boards of the Following Organizations:
- Maryland Association of Elementary School Principals
- Maryland Association of Secondary School Principals
- Maryland Council of Staff Developers
- Maryland Parent-Teacher Association
- Maryland State Teachers Association

Key Educational Groups:
- Maryland Superintendents
- Executive Officers
- College and University Deans, Coordinators, and Directors of Educational Administration Programs
- Assistant Superintendents of Instruction
- K-16 Highly Qualified Administrator Committee
- K-12 Principals' Advisory Council
- Directors and Coordinators of Career and Technology Programs
- Workgroup of the Maryland Partnership for Teaching and Learning K-16
- Principals Certification Review Committee
- Maryland Teacher Mentor Program Network

Participants in the Following Events:
- Maryland Principals' Academy, 2004
- High Schools That Work/Making Middle Grades Work Conference, 2004
- Maryland Association of Secondary School Principals' Assistant Principal Conference, 2004

Special acknowledgement to Ms. Betty Fisher, Executive Associate, Division for Leadership Development, whose technology and editing expertise was invaluable to this publication.

MARYLAND

TEACHER STAFFING REPORT

2008 - 2010

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
October 2008
Website: www.marylandpublicschools.org

Adopted by the Maryland State Board of Education
October 28, 2008

TABLE OF CONTENTS

TABLE OF CONTENTS, Continued

APPENDICES

LIST OF TABLES

LIST OF TABLES, Continued

LIST OF FIGURES

EXECUTIVE SUMMARY

The biennial *Maryland Teacher Staffing Report, 2008-2010,* provides data on teacher candidates completing programs in Maryland institutions of higher education and the hiring needs of local school systems. Critical shortage content areas are declared using an analysis of these data. Recommended by an advisory board convened following the previous report, the 2008-2010 report uses new procedures that examine contextual factors influencing staffing in addition to traditional measures. The report includes critical shortage areas for teachers and non-classroom professionals, as well as information on higher education graduates, teacher attrition, highly qualified teachers (as defined by *No Child Left Behind)* and the number of retired/rehired teachers and principals. This report also outlines a number of important incentives and strategies for the recruitment and retention of quality teachers for Maryland public schools.

The Maryland State Department of Education, pursuant to HB 688*, Workforce Student Assistance Grants,* Education Article § 18-708, uses the critical shortage teaching areas identified by the State Board of Education to offer scholarships to qualified individuals. Students in Maryland preparing to become teachers in critical shortage areas may apply for student financial assistance if they meet specific requirements of the law. This report presents four recommendations to the State Board of Education, identifying the critical shortage content areas, the geographic areas of shortage, areas of gender and diversity shortage, and non-classroom professionals in critical shortage areas. Because the report is now biennial, the following recommendations pertain to both the 2008-2009 and 2009-2010 school years.

Recommendation 1: The Maryland State Board of Education declares the following content areas as critical shortage areas:

- Career and technology areas (7-12):
    - Technology education;
- Computer science (7-12);
- English for speakers of other languages (ESOL) (PreK-12);
- Foreign language areas (7-12):
    - Chinese,
    - German,
    - Italian,
    - Japanese,
    - Latin, and
    - Spanish;
- Mathematics (7-12);
- Science areas (7-12):
    - Chemistry,
    - Earth/Space science,
    - Physical science, and
    - Physics;
- Special education areas:
    - Generic: Infant/primary (birth-grade 3),
    - Generic: Elementary/middle school (grades 1-8),
    - Generic: Secondary/adult (grades 6 – adult),
    - Hearing impaired,
    - Severely and profoundly disabled, and
    - Visually impaired.

Recommendation 2: The Maryland State Board of Education declares the following 24 Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

1. Allegany County
2. Anne Arundel County
3. Baltimore City
4. Baltimore County
5. Calvert County
6. Caroline County
7. Carroll County
8. Cecil County
9. Charles County
10. Dorchester County
11. Frederick County
12. Garrett County
13. Harford County
14. Howard County
15. Kent County
16. Montgomery County
17. Prince George's County
18. Queen Anne's County
19. St. Mary's County
20. Somerset County
21. Talbot County
22. Washington County
23. Wicomico County
24. Worcester County

Recommendation 3: The Maryland State Board of Education declares a shortage of teachers who are males and teachers who are members of minority groups.

Recommendation 4: The Maryland State Board of Education declares a shortage of the non-classroom professional positions of library/media specialist, principal and speech/language pathologists.

INTRODUCTION

Since 1986, the Maryland State Department of Education (MSDE), in conjunction with local school systems and institutions of higher education, has conducted an annual, now biennial study to determine critical teacher shortage areas. In addition to the shortage areas, *The Maryland Teacher Staffing Report* provides information on the number of teacher candidates completing programs in Maryland institutions of higher education and the hiring needs of local school systems. This information addresses both the supply of new teachers available to teach in Maryland and the demand that local school systems expect in hiring.

Background

Legislation originally passed by the Maryland General Assembly in 1984 and revised in 2006 requires the state to declare teaching fields designated as critical shortage areas. These critical shortage areas have been used to award state grants to individuals who are preparing to teach in the shortage areas**.** Expanded to include other workforce areas, HB 988: *Workforce Shortage Student Assistance Grants* was passed in 2006 to consolidate all state grants and scholarships across professions, including those to teachers **(**see Appendix A: Education Article §18-708**).** Even as procedures and guidelines for selecting grant recipients have changed in accordance with the new law, a teacher education grant will continue to be called the *Sharon Christa McAuliffe Teacher Education Award* in honor of the nation's first teacher in space.

MSDE uses critical shortage areas for several purposes beyond the state awards for individuals. The critical teacher shortage area designations also are used for federal

student loan repayment decisions. The United States Department of Education, through the federal *Stafford and Supplemental Loans for Students Programs*, allows students who teach in critical shortage areas to qualify for deferment of loan repayment and/or loan forgiveness. The shortage designation also permits students who qualify as Douglas scholars, under the federal *Paul Douglas Teacher Scholarship Program*, to receive a reduction in the number of teaching obligation years.

SB 663*: Retirement and Pensions – Reemployment of Retirees,* passed by the Maryland General Assembly in 2005, also uses the declared shortage areas. This law exempts certain retired teachers, principals and teacher mentors from an earnings limitation if they are reemployed as classroom teachers in one of the critical shortage areas and in qualifying schools. (Information on SB 663 is included in Section I of this report.)

In 2007, Congress created the *Teacher Education Assistance for College and Higher Education (TEACH) Grant Program,* which provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school in a state's critical shortage areas. (Information is included in Section I of this report.)

As purposes of the *Maryland Teacher Staffing Report* have continued to expand, so too has the content of the report. In addition to identifying critical shortage areas, the report responds to legislation and requests from the State Board of Education, MSDE personnel, and other stakeholders. Additional information now includes: geographic areas experiencing shortages; the identification of speech and language pathologists as a shortage area; recruitment and retention incentives and strategies; minority and

gender data; data disaggregated by local school system (originally, the report included only state level data); attrition data; information on highly qualified teachers by content area; and information on non-classroom professionals (guidance counselors, library/media specialists, reading specialists, school psychologists, principals, and speech/language pathologists).

A major factor affecting teacher staffing, and therefore the expansion of this report, is the provision of the federal *No Child Left Behind Act* of 2001 requiring that core academic subjects be taught by highly qualified teachers. MSDE has developed and implemented extensive procedures for collecting highly qualified teacher data in each content area by school system, by school, and by classroom. The 2006 staffing report stated that future reports would align analysis and reporting of Maryland staffing data with *No Child Left Behind* requirements to provide stakeholders with additional information, and to help stakeholders have a clearer understanding of teacher assignments in core academic subjects and in high-poverty schools.

Another factor affecting teacher staffing patterns has been the change over time in teacher hiring. In the first two decades of this report, Maryland local school systems conducted most of their recruitment and hiring during spring and summer each year. In recent years, many school system human resource personnel reported that hiring has become more continuous and, in response, MSDE's Office of Academic Policy now interviews all human resource directors in August to learn about their staffing needs at the start of the school year. Importantly, their August data have become relevant to the examination of teacher staffing at the time this report is being prepared.

With the increased demands on this biennial staffing report as a major teacher data report, and the changing contextual factors for hiring teachers, the 2006-2008 report (adopted in August, 2006) stated that an advisory committee composed of representative stakeholders would be convened to study past procedures and to use current contextual factors that influence staffing in order to reshape procedures for future reports. In July, 2007, the Teacher Staffing Report Advisory Committee was established, with members including a school system superintendent, school system human resource directors, a higher education representative, and representatives from the MSDE Divisions of Accountability and Assessment and Certification and Accreditation. During three committee meetings in 2007, committee members considered the purposes of the report, reviewed the methodology for identifying critical shortages areas, examined current contextual factors that have an impact on staffing patterns, and produced recommendations to refine and improve methodological procedures for identifying the shortage areas. Their final recommendations have been implemented in the preparation of this report.

Revising the Methodology for Determining Critical Shortage Areas

For over 20 years, critical shortage areas were determined primarily by using a projection formula that relied upon historical hiring data. Dr. Mark Moody, former Assistant State Superintendent of the Division of Planning, Results, and Information Management, now the Division of Accountability and Assessment, developed the formula at a time when hiring was concentrated in the spring and summer, and prior to the highly qualified teacher requirements of *No Child Left Behind*.

To assist the advisory committee in understanding the methodology used previously, Dr. Moody met with the committee and explained that the projection formula used hiring data from the previous five years to extrapolate anticipated staffing supply for the following year. Using the results, MSDE staff projected a surplus or a shortage in each content area. Dr. Moody explained that the formula is not sensitive to more recent contextual factors, such as hiring practices spread throughout the year and the necessity to hire teachers who have highly qualified teacher status in their teaching assignments.

To meet the changing conditions of teacher staffing, the advisory committee recommended the use of the projection formula with additional current and relevant data. Acting upon this recommendation, MSDE staff developed revised procedures for identifying critical shortage areas. Procedures now include data from three different sources: the state projection formula used previously; the annual August statewide survey of vacancies conducted by the Office of Academic Policy; and the number of classes statewide not taught by highly qualified teachers, submitted annually by local school systems for reporting in accordance with *No Child Left Behind.*

The data collected on highly qualified teachers includes only the content areas that *No Child Left Behind* defines as core academic subjects, including: the arts, English, language arts/reading, foreign languages, mathematics, science, civics and government, economics, history, geography and elementary education. MSDE's analysis of staffing patterns does not preclude consideration of other content areas, particularly as non-core academic subjects have been identified as areas of critical

shortage in the past, and it can be expected that they will be identified again if the procedures include all certification areas in the biennial analysis.

Following additional recommendations by the advisory committee, MSDE staff developed a rubric (see Appendix B: *Rubric for Rating Certification Content Areas*) for rating each certification area. Using these three data sources, an external Expert Panel of representative stakeholders evaluated all certification areas, identifying each of the 32 areas as "critical shortage," "balanced," or "surplus." Procedures involved rating each content area independently by the Expert Panel members, followed by a discussion among the members that resulted in a consensus on each of the ratings.

Using this procedure, which included discussion with the Expert Panel about the issues they and their constituencies face, the critical shortage areas for the 2008-2010 report have been identified, and are reported in Section II: Staffing Patterns. The revised methodology incorporates the mathematical data of the historical projection formula with relevant and current contextual data, as well as the professional views of experts who work directly with teacher preparation, recruitment, and hiring. The procedure is documented and replicable.

Other Considerations

This 2008-2010 report reflects the transition from an annual to a biennial report. This reporting process aligns with the *Workforce Student Assistance Grants* schedule for awarding state tuition grants to address workforce shortages. Biennial reporting on teacher shortages is consistent with practices in other states and appropriate in Maryland, where year-to-year variation is minimal. Finally, the methodological changes

in the report, as well as the increasing workload demands necessitated by the staff at MSDE by *No Child Left Behind*, warrant moving from an annual to a biennial report.

Summary and Report Overview

In summary, the *Maryland Teacher Staffing Report,* 2006-2008, adopted by the State Board in October, 2006, was a transitional report; this 2008-2010 report is the first biennial report, completing the transition to the new methodology and reporting schedule. While main features of previous reports are included, a revised methodology for determining shortage areas has been implemented. The procedures established to prepare this report are documented to ensure systematic replication in subsequent state reports of teacher staffing, as well as formative review for ongoing improvements to the report.

This report follows the traditional sequence of sections, beginning with *Incentives and Strategies for the Recruitment and Retention of Quality Teachers and Principals.* Subsequent sections cover staffing patterns, geographic areas of projected shortage, Maryland-prepared teachers, minority and gender data, non-classroom professionals, and recommendations of shortage areas to the State Board of Education. This report provides information for both higher education institutions and local school systems as they educate and hire the future teachers for Maryland's schools.

SECTION I: INCENTIVES AND STRATEGIES FOR THE RECRUITMENT AND RETENTION OF QUALITY TEACHERS AND PRINCIPALS

For many years, Maryland has had a shortage of qualified teachers. Early-career attrition, rising PreK-12 student enrollments, and teacher retirements contribute to the shortages. Highly qualified teacher provisions of *No Child Left Behind* have exacerbated the problem that Maryland and other states have with teacher shortages. To address this problem, Maryland has numerous teacher quality and teacher retention strategies, including the 2008 *Workforce Shortage Student Assistance Grants* (for all critical workforce occupational areas, which include certain content areas for teachers). The federal government also has several programs, including the new *TEACH Act,* which became effective July 1, 2008. An overview of select existing incentives and strategies is provided below in the categories of national and federal initiatives and state initiatives.

National and Federal Initiatives

Teacher Education Assistance for College and Higher Education Grant Program

Through the *College Cost Reduction and Access Act of 2007*, Congress created the *Teacher Education Assistance for College and Higher Education (TEACH) Grant Program* that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. The first *TEACH* grants will be awarded to eligible students for the 2008–2009 school year.

To receive a *TEACH* grant, the candidate must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. High-need fields are the specific areas identified below:

- Bilingual Education and English Language Acquisition;
- Foreign Language;
- Mathematics;
- Reading Specialist;
- Science ; and
- Special Education.

The recipient of a *TEACH* grant must teach for at least four academic years within eight calendar years of completing the program. If the candidate fails to teach in an appropriate school, the grant will be converted to a Federal Direct Unsubsidized Stafford Loan to be repaid to the U.S. Department of Education, with interest from the date the grant was disbursed. To receive a *TEACH* grant candidates must meet the following criteria:

- Be a U.S. citizen or eligible non-citizen;
- Complete the Free Application for Federal Student Aid (FAFSA), even though students do not have to demonstrate financial need;
- Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the *TEACH Grant Program*;
- Be enrolled in coursework necessary to begin a career in teaching or plan to complete such coursework. Such coursework may include subject area courses (e.g., math courses for a student who intends to be a math teacher);

- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25); and
- Sign a *TEACH Grant* "Agreement to Serve."

Additional information is available through financial aid offices at participating institutions and the U.S. Department of Education website at: http://www.ed.gov/index.html.

Loan Forgiveness Programs

The federal government has several discharge (cancellation) or loan forgiveness programs connected to federal loans for teachers. The amount of funds for these programs varies from year to year. Current information is located at the federal loan site: http://www.ed.gov/prog_info/SFA/StudentGuide/20001/staffordcancel.html. Specific loans that have a "forgiveness" clause for students who teach can be found at: http://www.salliemae.com/after_graduation/manage_your_loans/teacher-forgiveness.htm.

Sallie Mae Student Loan Rebate Program

Sallie Mae, the nation's largest "paying-for-college" company, has a new program designed to attract and retain teachers and nurses in Maryland. Sallie Mae's *Teach for Maryland* loan assistance program (and a similar *Care for Maryland* for nurses) offers Maryland teachers a student loan rebate program.

Sallie Mae's *Teach for Maryland* student loans are low-cost Stafford loans backed by the federal government. Through a partnership with the state, teacher education students at any Maryland college or university who commit to work as

teachers in the state are eligible for the program. Students who participate in this loan program will be eligible to receive a return of up to 10 percent of the total amount of their student loans (based on the original principal amount of their loans) after making 36 months of regular on-time payments and teaching in Maryland for three years. The same program is available for nursing students. Sallie Mae executives believe the program will help alleviate shortages and that all Marylanders will benefit. Information about the *Teach for Maryland* student loan programs is available by calling 1-800-826-7562.

Good Neighbor Next Door

Teacher Next Door, a program to strengthen communities (along with its *Officer Next Door* program), was developed by the U.S. Department of Housing and Urban Development. *Teacher Next Door* and the *Officer Next Door* programs were launched in 1997, and revised in 2000, by the U.S. Department of Housing and Urban Development. In 2006, the U.S. Department of Housing and Urban Development combined them in what is now known as "*Good Neighbor Next Door*." This is one of several home-buying initiatives offered by the city, state, and federal government that provide incentives to help buyers across Maryland realize their dreams of home ownership. The program targets workers such as PreK-12 teachers, law enforcement officers, firefighters and emergency medical technicians. The program goal is to increase home ownership, while revitalizing neighborhoods in need of economic and community development. The program offers buyers financial incentives, namely a 50 percent reduction in the list

price of a home. In return, teachers and others must commit to living on the property for three years as their sole residence. More information is available at: www.dhcd.state.md.us/website/home/MSCI.aspx.

Troops to Teachers

Troops to Teachers was established in 1994 by the U.S. Department of Defense. Program responsibility, oversight, and funding were transferred to the U.S. Department of Education in 2000. Reflecting one focus of *No Child Left Behind*, the primary objective of the national Troops To Teachers program is to help recruit quality teachers for schools that serve low-income families throughout the United States. Troops To Teachers helps to relieve teacher shortages, especially in math, science, special education, and other high-need subject areas. Troops To Teachers assists military personnel in making successful transitions to new careers in teaching. Maryland has increased its support for this program through a grant received from the Troops To Teachers office to hire dedicated full-time staff to recruit new candidates, advocate for the program in the state, communicate with stakeholders, and develop marketing strategies. Maryland has received additional funding from the U.S. Department of Education to expand opportunities for alternative preparation programs that are well suited to service men and women preparing to become teachers. Additional information is available by calling 410-767-8286; toll free at 1-866-251-3123, or visiting the Maryland Troops To Teachers site at: www.tttmaryland.org. The national website for Troops To Teachers programs can be found at: www.proudtoserveagain.com.

State Initiatives

Student Financial Assistance

Sharon Christa McAuliffe Memorial Teacher Education Award. The Sharon Christa McAuliffe Memorial Teacher Education Awards have been given to candidates in state-identified critical shortage areas since 1984. In 2006, the Maryland General Assembly repealed the legislation authorizing this award and included teacher education in new legislation, HB 688: *Workforce Shortage Student Assistance Grants*. The purpose of the new legislation was to consolidate all state grants given to professions in which there were shortages. In 2007-2008, the first grants were awarded, including preparation for teachers in the content shortage areas declared by the Maryland State Board of Education. Grants to teachers continue to be named after Sharon Christa McAuliffe, the first teacher in space. In the 2007-2008 transition year, 19 students were possible renewal candidates from the previous year (two-year grants if candidates met all requirements). Only two grants were renewed for the 2007-2008 academic year for a total of $6,273.00. The other 17 grants were not renewed because the students graduated, did not enroll, or exhausted their semesters of eligibility. In FY 2006, the final year of the previous grants, $257,477 was allocated for the Sharon Christa McAuliffe Teacher Education Award. There were 135 applicants, and 19 individuals were awarded scholarships. There are 71 eligible applicants on a waiting list (due to lack of funds). Late or incomplete applications numbered 35. The law states that this award may not exceed the annual tuition and mandatory fees (including room and board, if applicable) of a resident undergraduate student at the University of Maryland Baltimore County. Since July 1, 2002, this award may be used with any other

sponsored student financial aid as long as the two combined do not exceed $18,300. For more information visit the website at www.mdgo4it.org or call 1-800-974-0203.

Workforce Shortage Student Assistance Grants. The 2006 General Assembly passed HB 688: *Higher Education – Workforce Shortage Student Assistance Grants* (Chapter 367, Acts of 2006) to consolidate seven workforce-related state financial assistance programs into one program (see Appendix A: § 18-708: *Workforce Shortage Student Assistance Grants*). The Sharon Christa McAuliffe Memorial Teacher Education Award, which had been in existence for over 20 years, is now part of this consolidated effort. The new rules and regulations, developed by an advisory council, apply to all seven workforce areas. Individuals receiving an award must agree to work one year in an eligible occupation in Maryland for each year the award is received. An awardee must be a full-time resident of Maryland, enrolled at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester) or part-time (6-11 credits per semester) degree-seeking undergraduate student, or a full-time (9+ credits per semester) or part-time (6-8 credits per semester) degree-seeking graduate student. Awardees sign a promissory note that is due if the service obligation is not met in accordance with the guidelines. The eligible content areas for the 2008-2009 school year are those identified in the most recent Maryland Teacher Staffing Report: 2006-2008 (not those identified in this report). The critical content areas are listed on the official application along with more information at:

http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_WSSAG.asp.

The Distinguished Scholar Teacher Education Program. The Distinguished Scholar Teacher Education Program was designed to provide financial incentives to attract highly able students to Maryland's teacher preparation programs. This merit-based award program is available only to undergraduate students who have already been identified as Distinguished Scholar Award recipients. The program provides an additional $3,000 per year to Distinguished Scholar Award recipients who have already qualified for $3,000 per year, for up to $12,000 across four years. For renewal annually until graduation, a student must maintain a minimum 3.0 GPA and remain enrolled full-time at a two- or four-year college or university in an approved teacher education program. This award is for undergraduate study and requires the individual to fulfill a service obligation requirement (one year as a full-time classroom teacher for each year of the award). Additional information can be obtained by calling the Maryland Higher Education Commission State Scholarship Administration at 410-260-4565, toll-free at 1-800-974-1024, or by visiting the website at: www.mhec.state.md.us.

Recruitment and Retention Programs

Quality Teacher Incentive Act Grants. In 1999, the Maryland General Assembly passed legislation, HB9*: Quality Teacher Incentive Act*, enabling local school systems to offer a number of incentives to recruit and retain quality teachers. Specifically, the law provides:

- A $1,000 signing bonus for new classroom teachers graduating with a grade point average of 3.5 on a 4.0 scale or its equivalent. Anyone receiving a signing bonus must remain employed in a public school system for a minimum of three consecutive years or reimburse the State for the bonus;

- A stipend of up to $2,000 a year (a dollar-for-dollar match required of local school systems) for classroom teachers who earn National Board Certification;
- A $2,000 annual stipend for teachers holding an Advanced Professional Certificate who work in schools in corrective action or restructuring;
- A $1,500 tax credit to offset graduate tuition costs for courses needed to maintain certification;
- Extension of the new teacher probationary period from two to three years under certain conditions; and
- A requirement that the employer of the individual who receives a bonus or stipend pay the increase in fringe benefit costs associated with the bonus or stipend.

To date, the impact of these grants on the recruitment and retention of quality teachers in Maryland has been significant, and it will continue to be an effective element of state educational policy. In 2005-2006, teachers received $6,244,946; and in 2007-2008, teachers received $9,049,424 in awards. The details concerning numbers and types of grants and incentives awarded are found in Appendix C: *Quality Teacher Incentive Act Grants, 2007-2008.*

Quality Teacher Work Group of 2002-2003. In response to the *Maryland Teacher Staffing Report, 2002-2004*, a Quality Teacher Work Group was formed to make recommendations to the State Board concerning the following three issues: (1) ways to ensure high quality teachers in low performing schools; (2) ways to staff areas of critical teacher shortage; and (3) the need for aggressive recruitment and retention strategies. The Quality Teacher Work Group, chaired by Dr. Edward Root, State Board President, issued its final report in February, 2003. An Implementation Plan developed in April,

2003 identified lead persons responsible for implementing the 26 recommendations with appropriate timelines. Most of the recommendations are now in place or in the process of being implemented. These recommendations include a requirement that by July 1, 2009 (recently changed to 2012 as a result of the 2008 Teacher Shortage Task Force), all newly hired teachers must have completed an approved teacher education program; the development of alternative teacher preparation programs using a common set of standards that lead to certification; the creation of a middle school certification endorsement for incumbent teachers; encouragement for community colleges to offer the MSDE-endorsed Associate of Arts in Teaching (AAT) degree; a provision for stipends and bonuses to highly qualified teachers in critical shortage areas; and inclusion of non-classroom professional positions in the annual declaration of content areas of critical shortage. The recommendation to include non-classroom professionals in the annual report began in 2003 by requesting data on six non-classroom professional areas: guidance counselor, library/media specialist, reading specialist, school psychologist, principal, and speech/language pathologist. This report now identifies critical shortage areas for these six professional areas.

Resident Teacher Certificate. The Resident Teacher Certificate (RTC) is designed to attract and recruit into teaching liberal arts graduates and career changers who possess academic content backgrounds in the arts and sciences but did not complete teacher preparation programs. The first Resident Teacher Certificate regulation was adopted by the Maryland State Board of Education (COMAR 13A.12.01.07) on December 19, 1990 and became effective on April 1, 1991. It

provided direction for local school systems to create an alternative route into the teaching profession.

On December 1, 2005, the Resident Teacher Certificate regulation was amended by the State Board of Education in a continuing effort to endorse and support multiple alternative preparation pathways to teacher certification. The revision focused on improving Maryland's alternative route to certification and aligning certification for teacher residency with approved preparation programs, ensuring that the Resident Teacher Certificate is a viable option for providing highly qualified teachers to Maryland schools consistent with the provisions of *No Child Left Behind* and with the recommendations of the State Board's *Quality Teacher Work Group of 2003.* In addition to the amended regulation, both the State Board of Education and the Professional Standards and Teacher Education Board adopted in 2006 the *Guidelines for Implementing Approved Alternative Preparation Programs*. Since this change, the number of candidates in these programs is growing rapidly.

A significant change resulting from the program alignments is that all programs that use the Resident Teacher Certificate are now Maryland Approved Alternative Preparation Programs and rest under the authority of the Division of Certification and Accreditation, Program Approval and Assessment Branch. More information can be found on the MSDE website at:

http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/Program_Approval_Section.htm.

Transition to Teaching Grant. Since 2000, Maryland has implemented a U. S. Department of Education sponsored *Transition to Teaching Grant* (Maryland's

Alternative Routes to Certification Options, known as MARCO). This pilot program involving Prince George's County Public Schools, University of Maryland University College, Bowie State University and MSDE was designed to explore what works (and what does not) in alternative preparation programs. The training consists of effective integration of all components, including:

- Pre-employment online training;
- Summer internship experience; and
- First-year mentoring linked to training and internship experiences.

These components ensure that the two goals of the program are met: high quality training for alternatively prepared teachers; and the development of a solid model for future alternative preparation programs.

Troops to Teachers Enhancing Mobility Grant. In 2005, Maryland was awarded a U.S. Department of Education *Troops to Teachers Enhancing Mobility Grant* designed to: (1) discover promising practices as well as barriers to interstate certification reciprocity; and (2) develop new programs in Maryland for Troops to Teachers and other career changers. Implementation of this grant coincided with the regulation and policy changes discussed above for alternative preparation programs.

The grant provided funds for eight pilot projects that implemented the 2005 regulations and policies. MARCO served as the model for these new pilots. Like MARCO, Maryland's alternative preparation programs function as partnerships with local school systems, unless the school system provides all of the training and support without an external provider. Currently, there are 19 Maryland Approved Alternative Preparation Programs located in 11 local school systems. Draft Standards of Practice

are in place, with Implementation Guidelines scheduled to be completed by the end of 2008. Providers include:

- Five four-year institutions of higher education that allow (and encourage) but do not require continued program components that result in a master's degree;
- Three community colleges;
- The New Teacher Project; and
- Teach for America.

The new programs must meet a number of state requirements. They all must include a four- to eight-week internship and mentoring that is directly linked to training and internship content. The local school system partner must be the primary determinant of program content for the training, which is to be based on classroom needs. Finally, the partnership must submit an annual performance report to MSDE.

By 2010, MSDE expects to use the *Standards of Practice for Maryland Approved Alternative Preparation Programs* along with the Implementation Guidelines in a state review process. This program approval review process will be comparable to the program approval process used for non-alternative teacher education programs.

Program completers from approved alternative teacher preparation programs are considered highly qualified teachers (as defined by *No Child Left Behind*). They may have interstate reciprocity through the National Association of State Directors of Teacher Education and Certification (NASDTEC) agreement (depending upon other states' policies regarding alternative teacher preparation programs), because they have completed a state-approved program. For more information regarding the mobility of teacher licensure, see *Teachers on the Move: A Look at Teacher Interstate Mobility*

Policy and Practice, published in May 2008 by the NASDTEC. This document, produced with funds awarded to MSDE through the Troops to Teachers Grant discussed above, in partnership with Learning Point Associates, Macro International, and the Troops to Teachers national office, is available on both the NASDTEC and MSDE web sites. The programs are at:

http://marylandpublicschools.org/NR/rdonlyres/2C7FFCC4-3F21-4B62-9406-/10147/DirectoryofApprovedAlternativeTeacherPreparation.pdf.

State Tax Credits. Maryland classroom teachers enrolled in college courses are eligible for an annual $1,500 tuition tax credit on their Maryland income tax returns, to offset graduate tuition expenses necessary to maintain teacher certification. To receive the credit, the teacher must successfully complete the courses with a grade of B or better, be employed by a local school system, have a satisfactory performance evaluation, and not have been reimbursed by the local school system for the tuition paid. The law can be found in the Annotated Code of Maryland Tax-General Article §10-717 at: http://mlis.state.md.us/cgi-win/web_statutes.exe.

National Board for Professional Teaching Standards. The National Board for Professional Teaching Standards is an independent, nonprofit, nonpartisan organization established in 1987 to improve student learning in America's schools by developing a system of advanced, voluntary certification for teachers. The National Board established rigorous standards and a performance-based certification system to recognize quality teaching. It is designed to measure what accomplished teachers should know and be able to do. The process requires teachers to demonstrate how their activities, both

inside and outside the classroom, strengthen student performance and contribute to student achievement. Maryland had 161 teachers gain national certification during the last cycle. This year's total was eleventh among all states, and Maryland's overall total (1,062 teachers) ranks fifteenth in the nation.

Maryland has long been supportive of National Board for Professional Teaching Standards and its goals, coordinating a Candidate Support Network since 1997 and establishing regional sites across the state to assist candidates in the assessment process. Through the network, candidates receive technical, intellectual, logistical, and emotional support as they progress through the assessment process. "National Board Certification is our profession's most prestigious credential, representing a complete commitment to students," said State Superintendent of Schools Nancy S. Grasmick. "These teachers are an inspiration to their students, their schools, and their communities."

In addition to financial stipends offered by local school systems, Maryland matches these incentives (up to $2,000 per year) during the validity period of the National Board certificate (Annotated Code of Maryland, Education Article §6-306). The state also pays two-thirds of the fee for obtaining certification, while the local school system pays the other third. The certification process is open to anyone with a baccalaureate degree and three years of classroom experience. The certificate is valid for 10 years, after which a teacher may seek renewal. This year Maryland has issued $1,784,424 in grants to local school systems for teachers who achieved national certification and are employed as classroom teachers or other non-administrative

school-based professionals. (See Appendix C: *Quality Teacher Incentive Act Grants, 2007-2008*). The national website is: www.nbpts.org and the state website is: http://www.marylandpublicschools.org/NR/rdonlyres/841ABD3D-FC95-47AB-BB74-BD3C85A1EFB8/5518/fact30.pdf.

Retire/Rehire Program. Beginning in 1999, the Maryland General Assembly has enacted several bills which exempt certain retired teachers from an earnings limitation if they are reemployed as classroom teachers, substitute teachers, or teacher mentors. The current statute, enacted in 2005 as SB 663*: Retirement and Pensions - Reemployment of Retirees*, is aimed at rehiring teachers and principals to work in specific schools and teach in critical shortage content areas. The teacher retiree can be rehired without a reduction of pension benefits as a classroom teacher, substitute classroom teacher or a teacher mentor in a public school that:

- Is not making adequate yearly progress (AYP) or is in need of improvement as defined under *No Child Left Behind* and as implemented by the MSDE; *or*
- Is receiving funds under Title I of the federal *No Child Left Behind* and as implemented by the MSDE; *or*
- Provides an alternative education program for adjudicated youths or students who have been expelled, suspended, or identified for suspension or expulsion from a public school; *or*
- Has more than 50% of students attending who are eligible for free and reduced-priced meals (FARM) established under the U.S. Department of Agriculture.

In addition, the position must be in a field that has been identified by the MSDE as an area of critical shortage, a special education class, or a class with students with limited English proficiency.

A principal who retires with satisfactory performance can be rehired for two years without a reduction of benefits in a public school that:

- Is not making adequate yearly progress or is in need of improvement as defined under *No Child Left Behind* and as implemented by MSDE; *or*
- Is receiving funds under Title I of *No Child Left Behind* and as implemented by the MSDE; *or*
- Provides an alternative education program for adjudicated youths or students who have been expelled, suspended, or identified for suspension or expulsion from a public school; *or*
- Has more than 50% of students attending who are eligible for free and reduced-priced meals (FARM) established under the U.S. Department of Agriculture.

The statue includes a limited number of exemptions for each school system to provide for a small number of individuals teaching a critical shortage area in a school not identified above or teaching a non-critical subject in a school identified as eligible through in the criteria listed above.

The number of teachers and principals taking advantage of this program in 2007-2008 was 177 (up from 138 in the previous year). Thirteen school systems hired 164 teachers, eight principals and five speech pathologists. These numbers represent experienced teachers or principals seeking to teach in eligible schools (Title I, AYP,

Alterative Education) and teachers teaching in a critical shortage area. The most recent report is listed in Appendix D: *Retire/Rehire Program: Report for 2007-2008.*

Maryland's Initiative for New Teachers (MINT). Since 2001, *Maryland's Initiative for New Teachers* (MINT) has supported newly hired teachers. The MINT Program recognizes and encourages new and beginning teachers for their innovative ideas to improve student achievement. The initiative includes several components to support new teachers and emphasize their importance in the local community and also to the state of Maryland. In an effort to encourage teacher retention, a MINT *Small Grants Program* was implemented in 2006. MSDE awarded these new educators $300 to $750 each for projects promoting leadership and innovative thinking. More information on MINT, its newsletter, and the projects that received funding in 2006 are available at: http://www.marylandpublicschools.org/NR/exeres/D8363E41-F87A-4EB9-8430-9EC8C6667767,frameless.htm?Year=2006&Month=2&WBCMODE=PresentationUnpublished%25%3E%25%3E%25%3E%25%3E%252%25%3E%25%3E%25%3E%25%3E%25%3E%25%3E.

Maryland Teacher Shortage Task Force Report

Several reports addressing the teacher shortage have been promulgated over the years. The most recent report was prepared by the Teacher Shortage Task Force (2008), formed as a sub-committee of the Governor's P-20 Leadership Council. In June, 2008, the recommendations of the sub-committee were approved and adopted by the full Leadership Council. Recommendations include reviewing Praxis scores, supporting flexibility in teacher certification tests, providing dedicated funding for professional development schools, reviewing the *Redesign of Teacher Education in*

Maryland, authorizing full tuition benefits for students entering critical shortage fields, and developing public relations and marketing effort to increase the supply of Maryland teachers. Since the report was published in June, 2008, there is no report yet on progress toward any of the 26 recommendations, most of which will require additional funding. The full report is available at:

http://www.marylandpublicschools.org/MSDE/divisions/leadership/programs/tstf/.

Summary

Each year, various incentives and strategies are implemented in an effort to assist Maryland in recruiting and retaining quality teachers. Together they have been effective elements of state educational policy as Maryland attempts to attract and retain the best and brightest teachers to Maryland's public school classrooms.

SECTION II: STAFFING PATTERNS

Staffing patterns are affected by the number of available individuals seeking teaching positions as well as the shortages and surpluses in certain certification areas. This section presents information on the following: the number of new hires by certification area and other factors; the revised methodology for determining critical shortage areas; certification areas by extent of staffing need; trend data; and teacher experience and attrition.

New Hires

Table 1, New Hires by Certification Area, reports the number of fall 2007 new hires in four categories: new hires with no experience from Maryland teacher preparation programs; new hires with no experience from out-of-state programs; new hires with experience who last taught in Maryland; and new hires with experience who last taught outside Maryland. The total number of new hires for 2007-2008 was 7,249, a decrease from the 7,917 new hires in 2006-2007 and 8,046 in 2005-2006. In 2007-2008, there were 4,003 beginning new hires, including 1,234 graduates of Maryland colleges and universities and 2,769 graduates from out-of-state. There were 3,246 experienced new hires in 2007-2008, including 1,549 who taught previously in Maryland and 1,697 who taught previously out-of-state. These four categories of new hires (beginning and experienced, in-state and out-of-state), disaggregated by Maryland certification areas are found in Table 1.

Table 1
New Hires by Certification Area
Through October 2007
Maryland Public Schools

Certification Area	Total New Hires	Beginning New Hires*			Experienced New Hires		
		Total	MD IHE**	Non-Md IHE**	Total	MD	Outside MD
Total New Hires	**7,249**	**4,003**	**1,234**	**2,769**	**3,246**	**1,549**	**1,697**
The Arts	**440**	**277**	**92**	**185**	**163**	**108**	**55**
Art (PreK-12)	190	122	49	73	68	47	21
Dance (7-12)	14	12	2	10	2	1	1
Music (PreK-12)	227	138	40	98	89	57	32
Theater (7-12)	9	5	1	4	4	3	1
Career/Technology Education (7-12)	**217**	**126**	**24**	**102**	**91**	**52**	**39**
Agriculture	5	2	1	1	3	2	1
Business Education	67	38	9	29	29	17	12
Family & Consumer Sciences	52	34	10	24	18	7	11
Technology Education	56	32	4	28	24	12	12
Trades and Industry	31	17	0	17	14	12	2
Health Occupations	6	3	0	3	3	2	1
Computer Science (7-12)	**13**	**9**	**1**	**8**	**4**	**3**	**1**
Early Childhood (PreK-3)	**636**	**364**	**173**	**191**	**272**	**147**	**125**
Elementary Education (1-6 & Middle School)	**2,557**	**1,451**	**479**	**972**	**1,106**	**537**	**569**
English (7-12)	**617**	**365**	**96**	**269**	**252**	**119**	**133**
ESOL (PreK-12)	**96**	**50**	**8**	**42**	**46**	**17**	**29**
Foreign Language (7-12)	**201**	**114**	**37**	**77**	**87**	**47**	**40**
Chinese	1	1	0	1	0	0	0
French	47	25	9	16	22	16	6
German	8	5	2	3	3	1	2
Italian	0	0	0	0	0	0	0
Latin	4	1	0	1	3	2	1
Japanese	2	0	0	0	2	1	1
Russian	0	0	0	0	0	0	0
Spanish	136	80	26	54	56	26	30
Other Foreign Language	3	2	0	2	1	1	0
Health/Physical Education (PreK-12)	**249**	**152**	**62**	**90**	**97**	**56**	**41**
Mathematics (7-12)	**477**	**233**	**47**	**186**	**244**	**82**	**162**
Science (7-12)	**485**	**246**	**52**	**194**	**239**	**97**	**142**
Biology	298	160	36	124	138	66	72
Chemistry	88	37	6	31	51	14	37
Earth/Space Science	46	26	6	20	20	12	8
Physical Science	9	1	0	1	8	2	6
Physics	44	22	4	18	22	3	19
Social Studies	**423**	**280**	**83**	**197**	**143**	**82**	**61**
Special Education	**823**	**329**	**80**	**249**	**494**	**201**	**293**
Generic: Infant/primary (birth-grade 3)	63	25	4	21	38	20	18
Generic: Elementary/middle (grades 1-8)	420	157	37	120	263	98	165
Generic: Secondary/adult (grades 6-adult)	324	142	37	105	182	76	106
Hearing Impaired	6	1	0	1	5	2	3
Severely and Profoundly Disabled	8	3	2	1	5	4	1
Visually Impaired	2	1	0	1	1	1	0
Other Teaching Areas	**15**	**7**	**0**	**7**	**8**	**1**	**7**

* Includes teachers on conditional, resident teacher, and professional certificates.
** Institution of Higher Education.

The new hire data provided in Table 1 include teachers with all of the different types of certificates used in Maryland. These are professional certificates (the Standard Professional Certificate I, the Standard Professional Certificate II, and the Advanced Professional Certificate); the Resident Teacher Certificate, which is used for teachers in alternative preparation programs; and the Conditional Certificate, which is used when local school systems cannot meet their staffing needs with qualified teachers on the professional or resident certificates.

Teachers hired on the Resident Teacher Certificate are engaged in Maryland Approved Alternative Preparation Programs, which incorporate use of this certificate while these teachers are in the training process but are fully employed as teachers. These teachers have met rigorous program entrance requirements and have progressed satisfactorily through the initial stages of their training prior to becoming teachers of record. When they complete their one-to-two year preparation program, they will have earned the Standard Professional Certificate I. Between January, 2008 and July, 2008, 704 teachers entered the workforce as certificated teachers on the Resident Teacher Certificate, an increase of more than 100% of the alternative preparation program-trained teachers during the previous year. Of these teachers, 25% were teaching science or math. Section I of this report provides information on this pathway to professional certification.

New hires who are employed on the Conditional Certificate have not met all of the state requirements for certification. If they are teachers of core academic subjects, they are not classified as highly qualified. These new hires must be working toward full certification by completing all remaining professional education and content courses and

by meeting any missing testing requirements. In school year 2007-2008, 5.9% of the teacher workforce held Conditional Certificates (out of the total of 53,324 teachers in the state). Of the 7,249 new hires reported, 11.0% were initially employed on Conditional Certificates. Appendix E: *Teachers Issued a Conditional Certificate: Two-Year Comparison, 2006-2007 and 2007-2008* lists the total number of conditionally certified teachers by local school system (not only new hires), while Appendix F: *Newly Hired Maryland Teachers with Conditional Certificates* reports the total number of newly hired teachers with Conditional Certificates by local school system.

Two additional characteristics of new hires add to the richness of Maryland's new hire data. For the first time, this report includes data on international teachers, most of whom have come to Maryland to teach with credentials from their home countries (e.g., Argentina, Columbia, Ecuador, India, Kenya, Korea, Philippines). Of the 7,249 new hires reported in 2008, 444 (approximately 6%) came from other countries. They teach in many certification areas, but the highest numbers are in elementary education (107), special education (100), mathematics (89), and the sciences (68). Some school systems (e.g., Baltimore City and Prince George's County) recruit abroad under signed partnership agreements. School systems have additional opportunities to hire international teachers in this country, particularly through career fairs.

Also for the first time, this report includes data on the within-state movement of teachers. Important for understanding the experienced new hire data, these teachers, reported as "new" by their school systems, are not new to teaching in Maryland. They are "movers" from one system to another. Table I A: *Number of New Hires Who Transferred From Local School System to Local School System* displays the number of

teachers from each sending and each receiving school system. The school systems with the greatest number of teachers leaving to accept employment elsewhere in Maryland are Baltimore County and Prince George's County. The school systems with the greatest number of hires who have left other Maryland school systems are Anne Arundel County, Baltimore County, Howard County, Montgomery County, and Prince George's County.

Attention to the within-state new hire issue is important for understanding the teacher shortage issue in some depth. Observers note that the magnitude of what is viewed as the teacher shortage crisis is mitigated by within-state movement, which is analyzed only rarely as a component of new hire data. Table 1A shows that in Maryland (as of October, 2007), 720 (10%) of the new hires moved into their new school systems from another Maryland school system. Because of the limitations of MSDE's database, if a teacher has been out of teaching in Maryland for a year or more, he or she is not included in Table 1A. Clearly, these data on annual within-state teacher movement enrich understanding of new hires and the teacher shortage issue.

Table 1A
Number of New Hires Who Transferred From Local School System to Local School System
As of October 2007

RESIGNED FROM: Local School System	HIRED BY Local School System																								
	Allegany	Anne Arundel	Baltimore City	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester	Total
Allegany	0	0	0	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	**5**
Anne Arundel	0	0	5	10	4	0	1	1	0	0	0	0	9	14	0	6	9	8	2	0	0	1	1	0	**71**
Baltimore City	0	10	0	35	0	1	3	0	0	0	1	0	5	12	0	7	17	1	0	0	0	2	0	0	**94**
Baltimore	0	14	21	0	1	0	14	1	1	0	1	1	39	26	0	12	8	2	0	0	0	2	3	0	**146**
Calvert	1	0	0	0	0	0	0	0	3	0	0	0	0	0	0	1	3	0	0	1	0	0	0	0	**9**
Caroline	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	**4**
Carroll	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
Cecil	0	1	3	0	0	1	0	0	0	0	2	0	2	0	1	0	0	1	0	0	0	1	0	0	**12**
Charles	0	5	1	4	6	0	1	0	0	0	4	0	0	2	0	2	12	1	2	0	0	6	0	0	**46**
Dorchester	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	**6**
Frederick	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	6	2	0	0	0	0	6	0	0	**17**
Garrett	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Harford	0	1	1	8	0	1	0	4	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	**19**
Howard	0	3	3	1	0	0	5	0	1	0	4	0	1	0	0	10	5	0	0	0	0	2	1	0	**36**
Kent	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**2**
Montgomery	1	3	2	4	1	0	3	1	1	0	16	0	1	12	0	0	12	0	0	0	0	2	1	0	**60**
Prince George's	0	33	9	7	10	1	0	0	16	0	4	0	3	10	0	25	0	2	3	1	0	1	2	1	**128**
Queen Anne's	0	4	0	1	0	2	0	0	0	1	0	0	0	1	2	1	0	0	1	0	1	0	0	0	**14**
St. Mary's	0	1	0	1	4	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	**9**
Somerset	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	2	1	**6**
Talbot	0	1	1	0	0	2	0	0	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	**8**
Washington	0	0	0	1	0	0	0	0	0	0	3	0	0	0	0	1	1	0	0	0	0	0	0	0	**6**
Wicomico	0	2	0	1	0	0	0	1	0	1	0	0	0	1	0	1	2	0	0	3	1	2	0	4	**19**
Worcester	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	**2**
TOTAL	**3**	**81**	**46**	**77**	**26**	**9**	**29**	**9**	**23**	**8**	**38**	**1**	**60**	**81**	**3**	**73**	**72**	**16**	**8**	**6**	**4**	**28**	**12**	**7**	**720**

Methodology for Determining Shortages

A new methodology for determining the critical shortage areas has been used in this report. To enhance currency and incorporate contextual factors, the historic projection formula is now augmented with additional data sources. An Expert Panel of representative stakeholders met with MSDE to produce the list of critical shortage areas, using certification area scoring rubrics. This portion of the report presents each data source and briefly explains the procedures for identifying certification areas according to their extent of staffing need.

Data Sources

Statewide Projection Formula. The Division of Accountability and Assessment prepares new hire and projection tables and figures based upon information provided by local school systems. Using data from the past five years, a staffing rate is extrapolated to project anticipated staffing supply for the next year. These projections are compared with local school system reports submitted each October on staffing needs. Using these data, staff traditionally has projected a surplus or a shortage in each content area, using the following formula to determine staffing projection rates:

$$\text{RATE} = 1 + \left(\frac{(\#\text{ of new hires in 2007-2008}) - (\#\text{ of new hires in 2004-2005})}{\#\text{ of new hires in 2004-2005}} / 5 \right)$$

The formula calculates the rate of five years of change, with 1 as the rate base; it is subject to some variability if significant spikes occur within the five-year period on which it is based. To determine the "projected staffing pool" for 2008-2010, the rate is multiplied by the number of new hires in 2007-2008. The number of "projected new hires" is provided by the local school system.

Criterion 1: If the difference between the "projected staffing pool" and "projected new hires" is 85% or less ("pool as percent of hires" column), the certification area is identified on the *Rubric for Determining Critical Shortage Certification Areas* as a *statewide critical shortage.*

In a given certification area, the "projected new hires" statewide also must be greater than 10 to be considered as a critical shortage area.

August Statewide Survey of Vacancies. The Office of Academic Policy surveys all local school system human resources offices in August to provide a view of school staffing for the opening of school (see Appendix G: *Annual Survey of Local School System Vacancies, August, 2007*). The survey requests information about original projections of need, actual hires, remaining vacancies, and recruitment shortage areas, which also are considered by school system respondents as areas of hiring difficulty. These data from each local school system provide the most recent available information at the time the critical shortage areas are being identified in the preparation of this report.

Criterion 2: If 10 or more local school systems report vacancies in a certification area, that area is identified on the *Rubric for Determining Critical Shortage Certification Areas* as a *statewide critical shortage.*

Number of Classes Statewide Taught by Not-Highly Qualified Teachers. The Division of Accountability and Assessment provides data on the number of classes in Maryland public schools that are not being taught by highly qualified teachers (see Appendix H: *Classes Taught by Highly Qualified Teachers, 2007-2008*).

Criterion 3: If 20% of the classrooms in a certification area are being taught statewide by not-highly qualified teachers, that area is identified on the *Rubric for Determining Critical Shortage Certification Areas* as a *statewide critical shortage*.

Since not all content areas are considered core academic subjects by *No Child Left Behind*, the rubric was adjusted so that non-core academic subject areas are not penalized through the use of the rubric.

Procedures for Identifying Certification Areas by Extent of Staffing Need

Because the revised methodology involves the use of an external Expert Panel to review MSDE's three data sources and to draw upon the current experiences of their constituencies, it was necessary for staff to prepare materials and procedures for this panel. The Expert Panel's process, guided by MSDE, was designed to culminate in (1) the categorization of certification areas by staffing need; and (2) the identification of critical shortage areas for recommendation to the State Superintendent and the State Board of Education. Their materials and procedures follow:

- Rubrics for Rating Certification Areas. (see Appendix B: *Rubric for Rating Certification Content Areas*). Staff compiled information from the three data sources and presented data on the rubric for each of the 32 certification areas.

- Independent Analysis by Expert Panel. The Expert Panelists reviewed the rubrics that were pre-populated with data; each rubric included numerical scores by data source and a total score for each rubric. Panelists were invited to enter additional data with point values based upon their expert knowledge and the experiences of their constituencies, and to affirm or revise rubric totals that had been computed

preliminarily by staff. Staff guided the panel to draw upon information from such additional sources as content specialists at local school systems and at MSDE, reports of local hiring difficulties in specific school systems, and college and university faculty knowledge about graduates' job search experiences.

- Expert Panel Discussion. Staff facilitated discussion on each of the certification areas to determine the degree to which areas categorized through use of the rubrics was consistent with the current contextual factors encountered in the hiring of new staff.

- Consensus Procedure. Using a blank *Summary of Certification Areas with Rubric Results* form (Appendix B, *Rubric for Rating Certification Content Areas*) staff guided the Panel to identify each certification area as *critical shortage, balanced, or surplus.* Once the summary form was completed to represent the deliberations of the panel, members of the panel affirmed that the areas identified as *critical shortage* would be recommended as the areas of critical shortage to the State Superintendent and the State Board of Education.

Certification Areas by Extent of Staffing Need

The results of the Expert Panel procedures are displayed in Table 2: *Certification Areas by Extent of Staffing Need*. The critical shortage areas are those presented to the State Board for adoption as meeting the requirements for awarding the Sharon Christa McAuliffe Teacher Education Scholarship and for other stated uses. The critical shortage areas identified in 2008 for the two-year period of 2008-2009 and 2009-2010 are as follows:

- Career and technology areas (7-12):
    - Technology education;
- Computer science (7-12);
- English for speakers of other languages (ESOL) (PreK-12);
- Foreign language areas (7-12):
    - Chinese,
    - German,
    - Italian,
    - Japanese,
    - Latin, and
    - Spanish;
- Mathematics (7-12);
- Science areas (7-12):
    - Chemistry,
    - Earth/Space science,
    - Physical science, and
    - Physics;
- Special education areas:
    - Generic: Infant/primary (birth-grade 3),
    - Generic: Elementary/middle school (grades 1-8),
    - Generic: Secondary/adult (grades 6 – adult),
    - Hearing impaired,
    - Severely and profoundly disabled, and
    - Visually impaired.

Trend Data

Table 3, *Trend Data of New Hires 1993-1994 to 2007-2008,* reports a 15-year trend of new hires. The number, statewide, of new hires has increased from 2,955 in 1993-1994 to 7,249 in 2007-2008. The number fluctuates from year to year but has been increasing, with 2005-2006 having the largest total (8,046). Table 3 also displays the number of newly hired beginning and experienced teachers, Maryland-prepared and non-Maryland-prepared, and those with most recent experience in or outside of Maryland.

Figure 1*, Trend Data: New Hires by Maryland Public Schools* 1993-1994 to 2008-2009, is a graphic representation of the trend. It reports the actual number of hires over the past 15 years and the projected hires needed for next year. The human resources directors of Maryland's local school systems provide the projections. The chart shows that the number of new hires has been decreasing for the last three years.

Table 2
Certification Areas by Extent of Staffing Need
June 2008

Certification Areas	Supply and Demand: Critical Shortage	Balanced	Surplus
The Arts			
Art (PreK-12)		X	
Dance (PreK-12)		X	
Music (PreK-12)		X	
Theatre (7-12)		X	
Career/Technology Education (7-12)			
Agriculture		X	
Business Education			X
Family & Consumer Sciences		X	
Technology Education *	X		
Trades and Industry			X
Health Occupations		X	
Computer Science (7-12) *	X		
Early Childhood (PreK-3)		X	
Elementary Education (1-6 & Middle School)		X	
English (7-12)		X	
ESOL (PreK-12) *	X		
Foreign Language (7-12)			
Chinese	X		
French		X	
German	X		
Italian	X		
Latin	X		
Japanese	X		
Russian		X	
Spanish *	X		
Health/Physical Education (PreK-12)			X
Mathematics (7-12) *	X		
Science (7-12)			
Biology		X	
Chemistry *	X		
Earth/Space Science *	X		
Physical Science *	X		
Physics *	X		
Social Studies (7-12)		X	
Special Education			
Generic: Infant/primary(birth-grade 3) *	X		
Generic: Elementary/middle (1-8) *	X		
Generic: Secondary/adult (6-adult) *	X		
Hearing Impaired *	X		
Severely & Profoundly Disabled *	X		
Visually Impaired *	X		

* On the critical shortage list 5 or more years.

Shaded areas are the critical shortage areas declared 2009-2010 and 2010-2011.

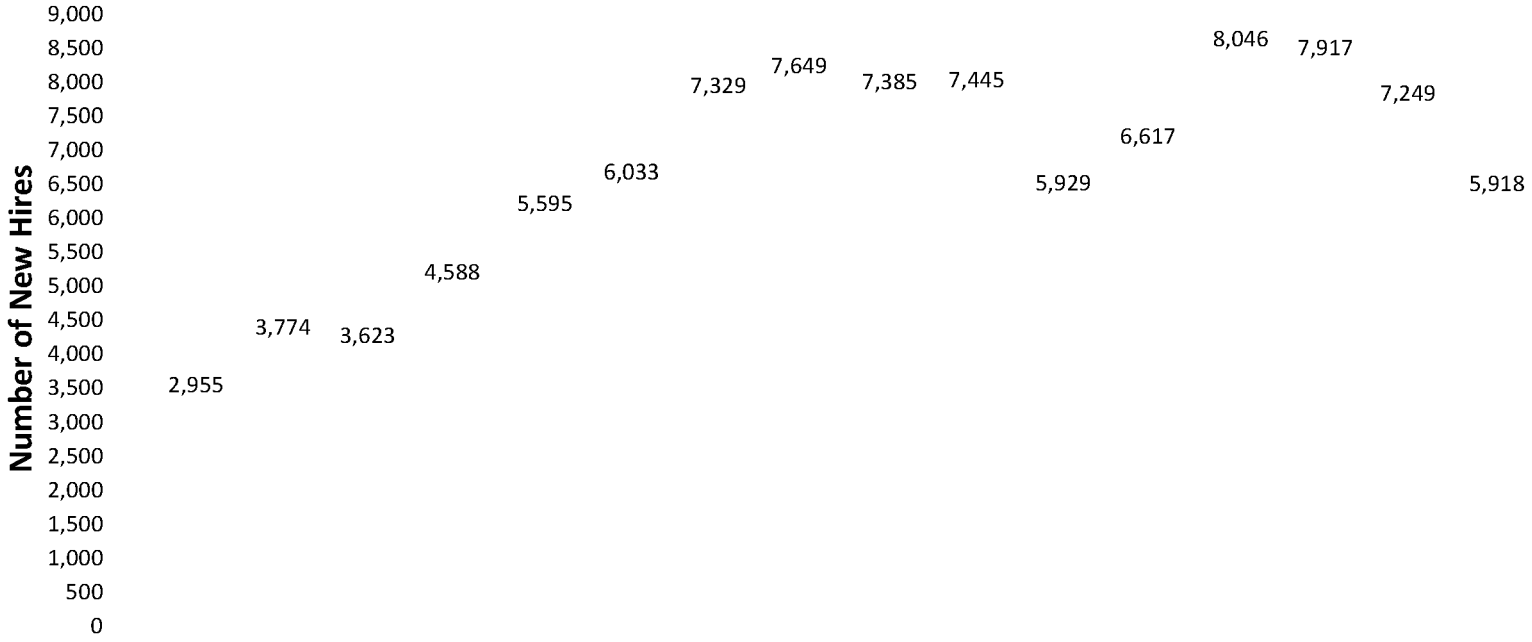
SOURCE: Consensus of the Expert Panel June, 2008. Revised 6/16/08

Table 3
Trend Data of New Hires
1993-1994 to 2007-2008
Maryland Public Schools

		Beginning		Experienced	
Year	Total	Maryland Prepared	Non Maryland Prepared	Taught in Maryland	Taught Outside Maryland
1993-1994	2,955	1,014	829	525	587
1994-1995	3,774	1,187	1,234	752	601
1995-1996	3,623	1,123	1,127	533	840
1996-1997	4,588	1,455	1,363	1,112	658
1997-1998	5,595	1,780	1,537	1,362	916
1998-1999	6,033	1,543	1,871	1,426	1,193
1999-2000	7,329	1,665	2,233	2,072	1,359
2000-2001	7,649	1,896	2,706	1,860	1,187
2001-2002	7,385	1,694	2,336	1,820	1,535
2002-2003	7,445	1,769	2,608	1,633	1,435
2003-2004	5,929	1,420	1,664	1,667	1,178
2004-2005	6,617	1,435	1,749	2,257	1,176
2005-2006	8,046	1,439	2,911	2,330	1,366
2006-2007	7,917	1,345	3,025	1,651	1,896
2007-2008	7,249	1,234	2,769	1,549	1,697

Figure 1

Trend Data: New Hires 1993-1994 to 2008-2009 Maryland Public Schools



*Estimated new hires as projected by local school systems, May 2008.

Table 4, *Newly Hired Teachers by Local School Systems through October, 2007,* reports the number of teachers hired by each local school system. The number ranges from a low of 14 new hires in Garrett County to a high of 1,303 new hires in Prince George's County. The five largest school systems (Anne Arundel County, Baltimore City, Baltimore County, Montgomery County, and Prince George's County,) hired 5,247 (65.2%) of the teachers.

Figure 2, *New Hires by Local School System 2006-2007 and 2007-2008,* is a graphic representation of the hiring data from the last two hiring seasons. It shows the number of teachers hired by school system for comparison purposes. The largest five school systems hire more than half of the new teachers each year.

Figure 3*, New Hires: Out-of-State and In-State Comparison 2000-2001 to 2005-2006,* compares hiring for the last six years. In the past, the number of out-of-state hires has been slightly higher than the in-state hires. This pattern reversed in 2003-2004 and 2004–2005; this year, however, there are more out-of-state teachers being hired once again.

Figure 4*, New Hires: Experienced and Beginning New Hires: 2000-2001 to 2005-2006,* compares the number of experienced teachers and beginning teachers hired for six years. With the exception of 2004-2005, Maryland has hired more beginning than experienced teachers.

Figure 5, *New Hires: Beginning and Experienced Teachers, In-State and Out-of-State: 2007-2008 Maryland Public Schools*, compares beginning new hires and experienced new hires with data about where they were prepared or last taught, numbers virtually unchanged from the 2006-2008 report.

Table 4

Newly Hired Teachers by Local School Systems
Through October 2007

Local School System	Total New Hires Teachers	Beginning New Hires*			Experienced New Hires		
		Total	Maryland IHE**	Non-Md IHE**	Total	Maryland	Outside Maryland
Total New Hires	**7,249**	**4,003**	**1,234**	**2,769**	**3,246**	**1,549**	**1,697**
Allegany	28	17	5	12	11	5	6
Anne Arundel	630	349	163	186	281	178	103
Baltimore City	967	503	90	413	464	176	288
Baltimore County	724	535	279	256	189	127	62
Calvert	117	52	9	43	65	45	20
Caroline	54	37	0	37	17	10	7
Carroll	196	97	44	53	99	74	25
Cecil	129	86	6	80	43	16	27
Charles	332	196	20	176	136	70	66
Dorchester	64	41	7	34	23	19	4
Frederick	348	194	83	111	154	102	52
Garrett	14	5	2	3	9	2	7
Harford	306	172	29	143	134	92	42
Howard	513	269	106	163	244	151	93
Kent	18	9	5	4	9	4	5
Montgomery	889	494	200	294	395	182	213
Prince George's	1,303	595	63	532	708	144	564
Queen Anne's	73	27	9	18	46	42	4
St. Mary's	136	82	13	69	54	20	34
Somerset	44	37	8	29	7	7	0
Talbot	29	12	1	11	17	7	10
Washington	203	102	38	64	101	45	56
Wicomico	96	77	46	31	19	18	1
Worcester	36	15	8	7	21	13	8

*Total new hires includes teachers on conditional, resident teacher, and professional certificates.
**Institutions of higher education

Figure 2
New Hires by Local School System
Maryland Public Schools
2006-2007 and 2007-2008

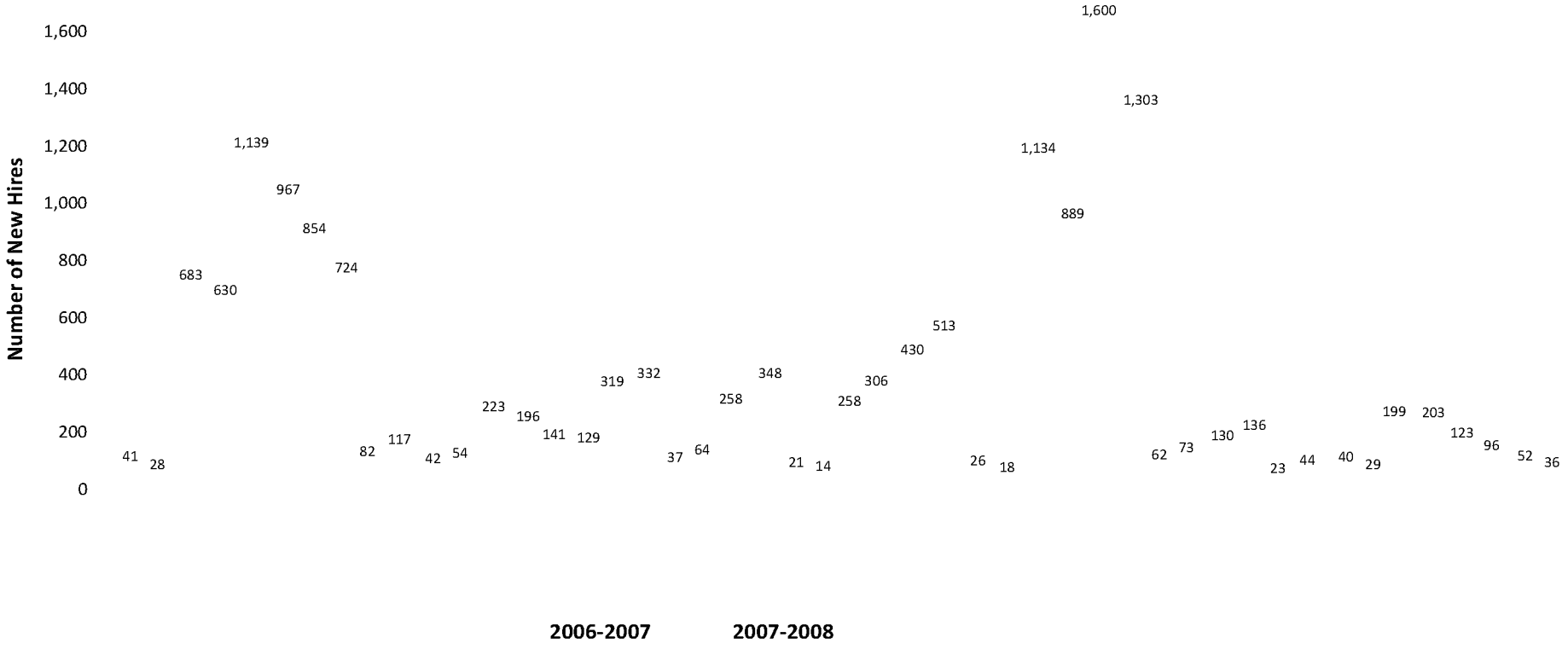


Figure 3
New Hires: Out-of-State and In-State Comparison
2000-2001 to 2007-2008
Maryland Public Schools

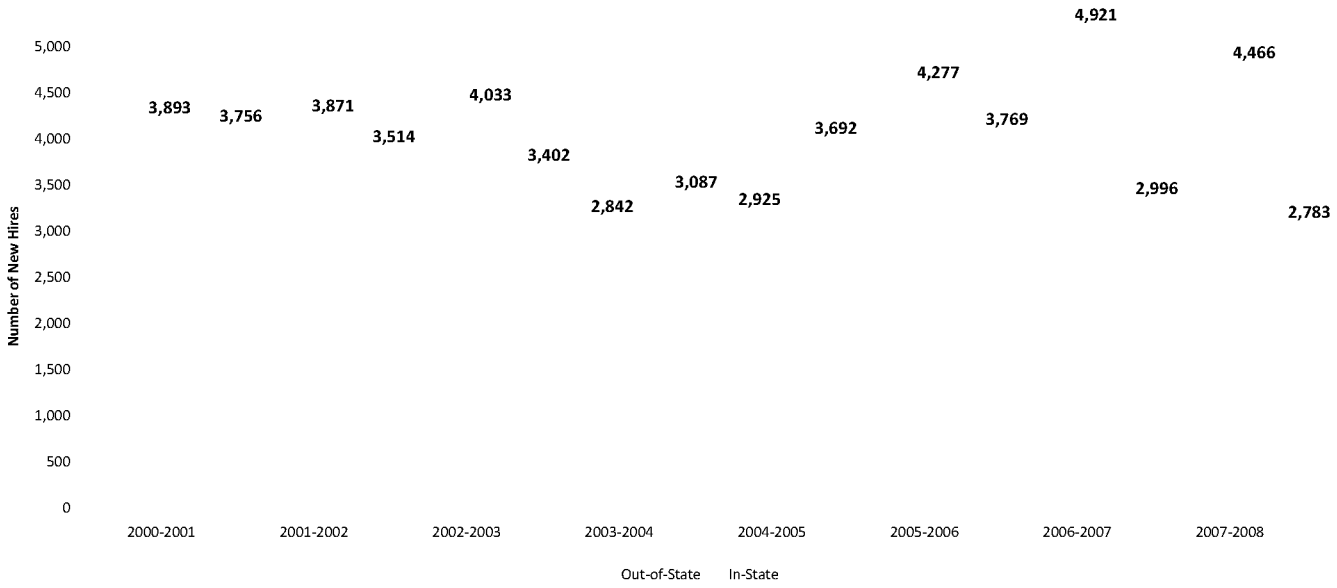


Figure 4
New Hires: Experienced and Beginning Teachers 2000-2001 to 2007-2008 Maryland Public Schools

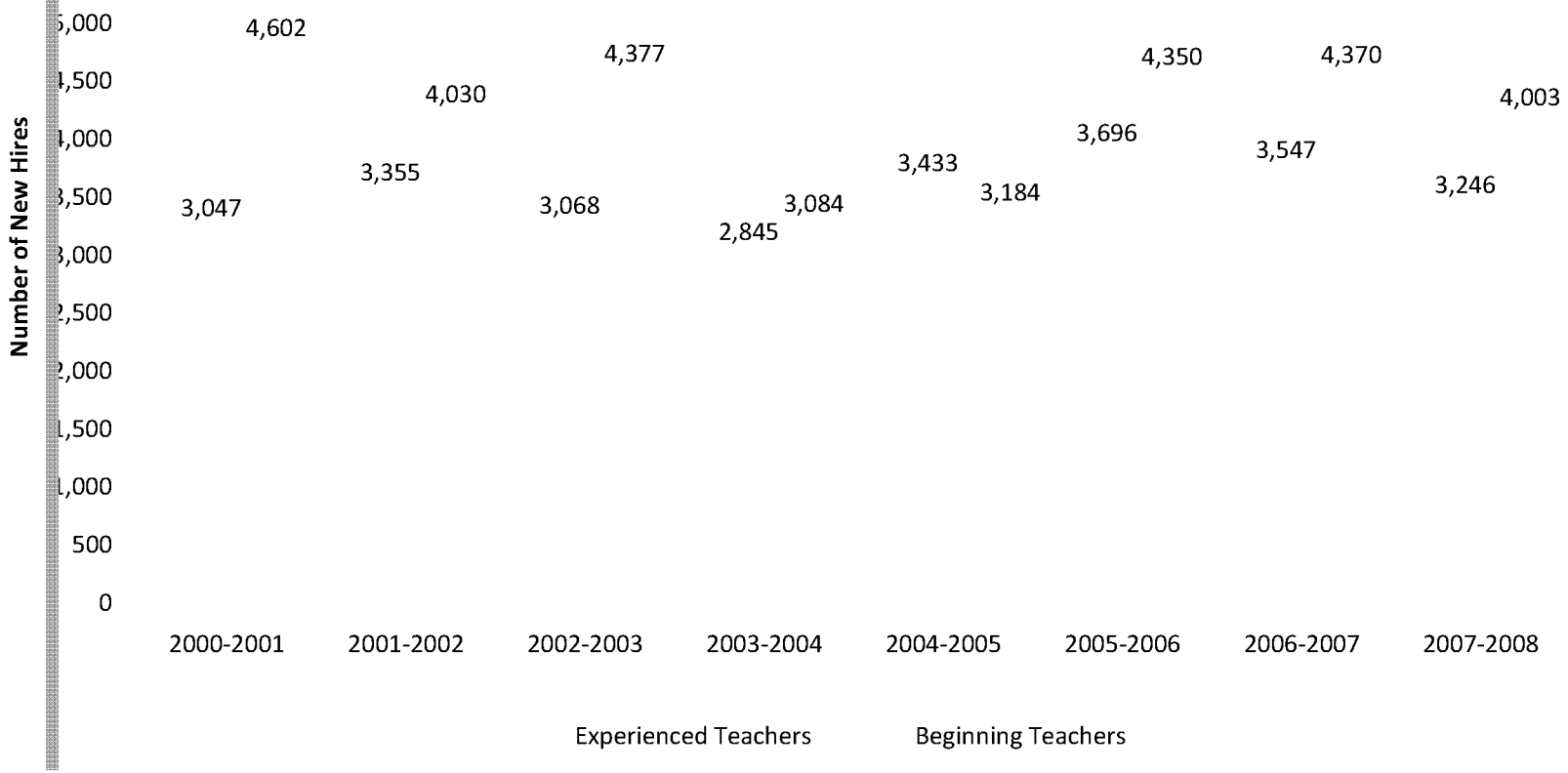
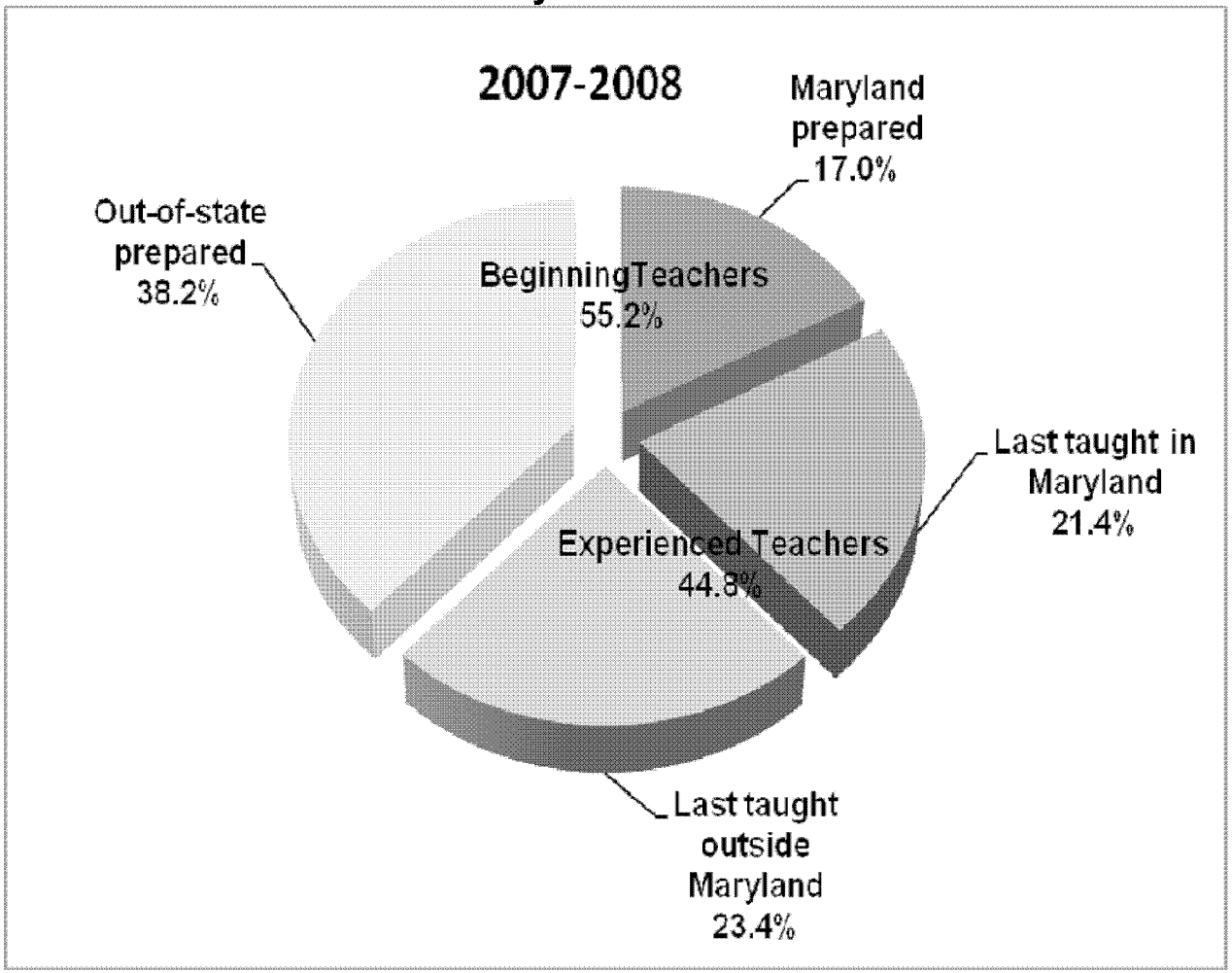


Figure 5
New Hires: Beginning and Experienced and Out-of-State and In-State Comparison 2007-2008 Maryland Public Schools



Teacher Experience and Attrition

Teacher staffing patterns are sometimes described as a function of workforce supply and demand. The demand component is influenced by numerous contextual factors, such as increasing or decreasing student enrollment, new school building construction, or new academic programs in schools. Teachers' years of experience and teacher attrition are two related factors influencing the demand; i.e., the need for new teachers.

Since hiring has, as one of its purposes, the replacement of teachers who leave, an important feature of Maryland's staffing patterns is the distribution of teachers according to their years of experience. Table 5: *All Maryland Public School Teachers by Years of Experience* shows that the largest number of teachers, 19,647, has between one and five years of experience. Approximately one third of the teacher workforce, 23,615, has less than one year to five years of experience. At the other end of the distribution are the 10,956 teachers (approximately 10%) with 20 or more years of experience. It is in these two categories, the least experienced and the longest serving, where teachers are most likely to leave, requiring replacement by new hires.

Several years ago, the State Board of Education requested attrition data on teachers to be included in the staffing report. Many national reports note that retention is a major contributing factor to the teacher shortage problem nationally. Looking at the attrition rate of teachers is useful; however, attrition data are complex, and it is difficult to separate those who leave the profession from those who move from one employer to another. It also is difficult to differentiate those who leave permanently from those who leave and return. Additionally, the causes cited for separation present a challenge in

interpretation. Many individuals are not willing to cite specific reasons for leaving a job; therefore, the reasons collected through separation documents and exit conferences may be vague or inaccurate.

One way to examine attrition is to focus on the number of teachers who leave school systems annually, capturing comparable data with minimal complexity. As seen in *Table 5A: Teacher Attrition: Maryland Public Schools by Years of Experience, 2006-2007,* the number of teachers who left employment is listed in five year increments by each school system. Maryland lost 7.8% of the workforce; 5,088 teachers left employment, and the total teacher workforce numbered 65,257. Teachers who moved from one Maryland school system to another within the same one-year reporting period, a total of 720 (as reported in Table 1A), have not been included in this table. It is clear that the greatest number of teachers, 2,737 (Table 5A, 479 from column one plus 2,258 from column two), leave employment either during their first year or within the first five years. This rate represents more than half of the attrition reported. The fact that schools lose a large number of new teachers within the first five years has been well documented across the nation in various studies.

School systems have established beginning teacher induction and mentoring programs in an effort to assist new teachers in becoming successful in the classroom and thus lower the early attrition rate. Having teachers intern in professional development schools, a component of the Maryland Approved Teacher Education Programs, also offers promise in increasing teacher retention. Studies on the retention of teachers who have been trained in professional development schools in two local school systems in Maryland report a significantly higher retention rate.

Table 5

All Maryland Public School Teachers by Years of Experience
Through October 15, 2007

School System	Years of Experience								
	Less than One	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty One to Twenty Five	Twenty Six to Thirty	More than Thirty	Total Teachers
State Total	3,968	19,647	13,306	7,230	5,100	3,636	2,754	4,566	60,207
Allegany	17	138	133	112	81	58	47	119	705
Anne Arundel	350	1,618	1,028	654	382	333	285	420	5,070
Baltimore City	500	1,898	1,369	530	385	272	220	703	5,877
Baltimore	529	2,811	1,679	929	606	351	227	439	7,571
Calvert	52	211	281	220	156	80	66	75	1,141
Caroline	36	106	72	48	42	35	28	27	394
Carroll	97	505	425	300	198	149	113	197	1,984
Cecil	86	530	217	77	74	63	68	62	1,177
Charles	194	636	276	137	145	84	126	134	1,732
Dorchester	41	123	68	33	25	20	22	47	379
Frederick	192	696	502	395	327	243	168	228	2,751
Garrett	5	39	64	52	40	65	42	51	358
Harford	172	735	651	438	272	183	125	216	2,792
Howard	267	1,033	867	547	370	293	196	219	3,792
Kent	9	41	22	25	23	17	19	25	181
Montgomery	494	2,775	2,372	1,460	958	740	477	715	9,991
Prince George's	576	4,242	2,193	667	566	265	156	386	9,051
Queen Anne's	27	152	109	80	38	37	27	43	513
St. Mary's	80	269	225	126	93	74	74	86	1,027
Somerset	37	68	44	19	14	16	21	24	243
Talbot	12	85	84	28	22	24	18	25	298
Washington	102	458	299	153	119	103	117	164	1,515
Wicomico	78	325	187	127	101	90	66	107	1,081
Worcester	15	153	139	73	63	41	46	54	584

Note: Only includes staff whose primary position is a teacher, including reading specialists.

Table 5 A

Teacher Attrition: By Years Of Experience
Maryland Public Schools
October 16, 2006 through October 15, 2007

Local School System	Years of Experience: Less than One	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty One to Twenty Five	Twenty Six to Thirty	More than Thirty	Total Attrition*	Total Teachers**	Percent Attrition
State Total	**479**	**2,258**	**907**	**287**	**204**	**152**	**199**	**602**	**5,088**	**65,257**	**7.8**
Allegany	0	6	3	4	1	2	3	18	37	742	5.0
Anne Arundel	27	172	52	16	15	5	22	42	351	5,417	6.5
Baltimore City	24	334	128	34	19	19	17	106	681	6,557	10.4
Baltimore County	125	290	148	46	37	17	31	81	775	8,345	9.3
Calvert	0	24	30	15	6	2	3	8	88	1,230	7.2
Caroline	1	18	1	1	3	2	1	4	31	425	7.3
Carroll	0	5	5	1	1	0	0	1	13	1,994	0.7
Cecil	1	45	19	6	2	3	8	18	102	1,279	8.0
Charles	3	110	24	5	1	4	7	17	171	1,902	9.0
Dorchester	0	12	0	1	2	1	1	7	24	403	6.0
Frederick	0	82	69	24	22	9	17	34	257	3,010	8.5
Garrett	1	6	1	0	1	1	2	7	19	377	5.0
Harford	0	85	46	18	9	12	15	55	240	3,030	7.9
Howard	7	105	66	28	15	10	16	23	270	4,059	6.7
Kent	0	7	2	0	0	0	1	3	13	194	6.7
Montgomery	51	248	133	41	30	31	22	72	628	10,598	5.9
Prince George's	200	549	130	25	24	19	10	61	1,018	10,063	10.1
Queen Anne's	5	14	2	1	2	0	0	0	24	537	4.5
St. Mary's	6	37	13	4	3	2	1	2	68	1,095	6.2
Somerset	5	13	1	1	0	0	2	7	29	272	10.7
Talbot	3	3	5	2	0	2	3	1	19	318	6.0
Washington	18	53	12	7	5	8	10	23	136	1,651	8.2
Wicomico	2	32	14	5	4	3	6	7	73	1,154	6.3
Worcester	0	8	3	2	2	0	1	5	21	605	3.5

* Does not include 720 teachers who transferred from one LEA to another.

** Includes separations

Similarly, by tracking career changer teachers prepared in Maryland through alternative preparation programs, MSDE is finding that these teachers are remaining in teaching at levels comparable to Maryland's professional development school-prepared teachers. The extensive period of practice in schools with the support of strong mentorship proves to be crucial in promoting retention.

Summary

This section presents the new hire data for fall 2007; the revised methodology for identifying certification areas by extent of hiring need, with the critical shortage areas highlighted; trend data; and teacher years of experience and attrition data. These data are helpful to all constituents in attempting to understand teacher staffing patterns and the factors influencing them.

SECTION III: GEOGRAPHIC AREAS OF PROJECTED SHORTAGE

Background

Maryland legislation enacted in 1986 (Annotated Code of Maryland, Education Article §18-703) required the State Board of Education to identify annually geographic areas of teacher shortages. The intent of the legislation was to assist local school systems affected by geographical conditions that make the recruitment and retention of qualified teachers difficult. However, when the scholarship incentive to teach in a declared area of geographic shortage was repealed, MSDE made the decision to continue to collect this information for some federal loan forgiveness programs that use geographic shortage areas.

Procedures

To determine the areas of geographic shortage, the following procedures were followed. The State Board of Education must have identified content areas as critical shortages for *at least three years.* Those areas identified as critical shortage areas for at least three years for this report were *computer science, technology education, ESOL, mathematics, chemistry, earth space science, physical science, physics, and all areas of special education.*

Each local school superintendent was surveyed to determine if he/she was able to satisfy the need for teachers in any of the above identified critical shortage areas and were asked to respond to two questions:

1. Did your local school system experience a critical shortage of teachers in any of the following state identified critical shortage areas: *computer science, technology education, ESOL, mathematics, chemistry, earth space, physical science, physics, and all areas of special education?*

2. If yes, do you wish to have your local school system declared an area of geographic shortage?

Each local school system superintendent agreed to having his or her system designated as an area of geographic shortage.

Findings for Geographic Areas of Projected Shortage

Using the above procedures, all 24 jurisdictions in Maryland are identified as geographic areas of projected shortage. They are:

1. Allegany County
2. Anne Arundel County
3. Baltimore City
4. Baltimore County
5. Calvert County
6. Caroline County
7. Carroll County
8. Cecil County
9. Charles County
10. Dorchester County
11. Frederick County
12. Garrett County
13. Harford County
14. Howard County
15. Kent County
16. Montgomery County
17. Prince George's County
18. Queen Anne's County
19. St. Mary's County
20. Somerset County
21. Talbot County
22. Washington County
23. Wicomico County
24. Worcester County

SECTION IV: MARYLAND-PREPARED TEACHER CANDIDATES BY CERTIFICATION AREA AND INSTITUTION

The teacher education candidates reported in this section, both undergraduate and post-baccalaureate, are reported by the colleges and universities as eligible for the initial teacher certificate in Maryland, pending satisfactory performance on all state-required certification assessments. MSDE did not produce a *Maryland Teacher Staffing Report* last year, having moved to a biennial report. Data were collected last year to have available for the trend tables.

Each year, the 22 Maryland institutions of higher education with approved teacher education programs report the number of teacher candidates completing their programs, by certification area, for the supply side of the *Maryland Teacher Staffing Report*. Those teacher candidates who completed approved programs for 2006-2007 were the pool of Maryland new hires for the local school systems for the fall 2007 school year. The institutions are asked to report *all candidates eligible for initial teaching certification.* The number includes students in both undergraduate and post-baccalaureate programs, such as Master of Arts in Teaching (MAT) degree programs. In addition, they report the projected number of teacher education candidates who will be completing programs in the 2007-2008 and 2008-2009 school years (juniors and seniors). These data are collected each year in April from the deans and directors of teacher preparation programs. The 2006-2007 data are displayed in Table 6: *Supply of Maryland-Prepared Candidates by Certification Area, Maryland Institutions of Higher Education: 2006-2007*.

Table 6
Supply of Maryland-Prepared Candidates by Certification Area
Maryland Institutions of Higher Education
2006 - 2007

Certification Area	Total New Teacher Supply
Total	**2,657**
The Arts (Pre-K-12)	**173**
Art	96
Dance	7
Theater	8
Music	**62**
Career/Technology Education (7-12)	**16**
Agriculture	0
Business Education	10
Family & Consumer Sciences	3
Technology Education	3
Trades and Industry	0
Health Occupations	0
Computer Science (7-12)	**0**
Early Childhood (PreK-3)	**283**
Elementary Education (1-6 & Middle School)	**995**
English (7-12)	**146**
English	143
Speech	3
ESOL(PreK-12)	**54**
Foreign Language (7-12)	**48**
Chinese	0
French	8
German	0
Spanish	39
Latin	0
Italian	1
Japanese	0
Russian	0
Other Foreign Languages	0
Health (7-12)	**12**
Mathematics (7-12)	**105**
Physical Education (PreK-12)	**109**
Science (7-12)	**125**
Biology	83
Chemistry	11
Earth/Space Science	13
Physical Science	4
Physics	14
Social Sciences (7-12)	**194**
History	39
Political Science	0
Social Studies	155
Special Education	**397**
Generic: Infant/primary (birth-grade 3)	28
Generic: Elementary/middle (grades 1-8)	238
Generic: Secondary/adult (grades 6-adult)	95
Hearing Impaired	3
Severely and Profoundly Disabled	33
Visually Impaired	0

NOTE: Includes graduates from summer 2007, fall 2007, & spring 2008.
165 of the 2006-2007 graduates have dual majors.

SOURCE: Deans and Directors of Teacher Education, Maryland Institutions of Higher Education, April 2008.

The institutions reported 2,657 teacher education candidates in 2006-2007; 2,716 in 2004-2005; and 2,576 in 2004-2005. The number of graduates has remained relatively consistent over past years, even though the shortages continue in many content areas.

Content Area Shortages

It is important to compare the critical shortage areas identified in Table 2 with the figures in Table 6 to note the number of teacher education candidates by content area in Maryland's critical shortage areas. Below is the number of the Maryland teacher education candidates for the past three years in select areas that are continually on the critical shortage list.

Number of Maryland Teacher Education Candidates in Critical Shortage Areas

Select Critical Shortage Areas	2006-2007	2007-2008	2008-2009
• Computer science	0	0	0
• Chemistry	11	17	14
• Earth/space science	13	9	14
• ESOL	54	38	37
• Mathematics	105	95	126
• Physical science	4	2	4
• Physics	14	6	3
• Spanish	39	37	32
• Special education (all areas combined)	397	354	391
• Technology education	3	0	0

Figure 6, *Trend Data: Teacher Education Candidates Prepared by Maryland Institutions of Higher Education: 1993-1994 to 2008-2009,* shows the number of teacher education candidates from Maryland institutions eligible for initial certification since 1993-1994 and projections for the number of graduates for the next two years. Although the numbers fluctuate yearly, it is clear that Maryland institutions of higher education have never produced the number of new teachers needed to be hired by the local school systems each year (see Table 1).

Table 7, *Anticipated Teacher Candidates by Certification Area, 2007-2008 and 2008-2009,* reports the projected number of candidates by certification categories for the next two years. Deans and directors of teacher preparation programs reported a projection of 2,560 teacher education candidates (undergraduate and post-baccalaureate) in 2007-2008 and a projection of 2,865 in 2008-2009.

Institutional Data

Table 8, *Newly Eligible Maryland Teacher Candidates by Institution: 2006-2007,* reports the total number of teacher education candidates by Maryland colleges and universities. Of the current 22 Maryland institutions with approved teacher education programs, seven produce 77% of the teacher candidates. Although the total number of graduates has shown little growth, several of the institutions have increased their numbers, including Towson University, Maryland's largest producer of teachers.

Table 7
Anticipated Teacher Candidates by Certification Area
Maryland Institutions of Higher Education
2007-2008 and 2008-2009

Certification Area	2007-2008 MD Teacher Candidate Supply	2008-2009 MD Teacher Candidate Supply
Total	**2,560**	**2,865**
The Arts (PreK-12)	**174**	**176**
Art	105	104
Dance	12	7
Music	52	60
Theater	5	5
Career/Technology Education (7-12)	**14**	**13**
Agriculture	3	2
Business Education	8	6
Family & Consumer Sciences	3	5
Technology Education	0	0
Trades and Industry	0	0
Health Occupations	0	0
Computer Science (7-12)	**0**	**0**
Early Childhood (PreK-3)	**292**	**357**
Elementary Education (1-6 & Middle School)	**937**	**1,028**
English (7-12)	**132**	**177**
English	131	173
Speech	1	4
ESOL (PreK-12)	**38**	**37**
Foreign Language (7-12)	**47**	**46**
Chinese	0	0
French	9	13
German	1	1
Spanish	37	32
Latin	0	0
Italian	0	0
Japanese	0	0
Russian	0	0
Other Foreign Languages	0	0
Health (7-12)	**19**	**18**
Mathematics (7-12)	**95**	**126**
Physical Education (PreK-12)	**116**	**125**
Science (7-12)	**109**	**112**
Biology	75	77
Chemistry	17	14
Earth/Space Science	9	14
Physical Science	2	4
Physics	6	3
Social Sciences (7-12)	**233**	**259**
History	39	51
Political Science	0	0
Social Studies	194	208
Other (Economics, Psychology, Sociology)	0	0
Special Education	**354**	**391**
Generic: Infant/primary (birth-grade 3)	22	35
Generic: Elementary/middle (grades 1-8)	214	220
Generic: Secondary/adult (grades 6-adult)	83	96
Hearing Impaired	3	3
Severely and Profoundly Disabled	32	37
Visually Impaired	0	0

NOTE: 122 of the 2007-2008 projected graduates have dual majors.
138 of the 2008-2009 projected graduates have dual majors.

SOURCE: Deans and Directors of Teacher Education, Maryland Institutions of Higher Education, April 2008.

INSTITUTIONS WITH LARGEST NUMBER OF TEACHER CANDIDATES

	Number of Teacher Education Graduates		
Institutions of Higher Education	**2003-2004**	**2004-2005**	**2006-2007**
Towson University	584	637	603
University of Maryland College Park	429	368	342
Salisbury University	240	227	235
Johns Hopkins University	264	238	268
College of Notre Dame of Maryland	224	220	250
Frostburg State University	135	182	194
University of Maryland Baltimore County	136	118	119

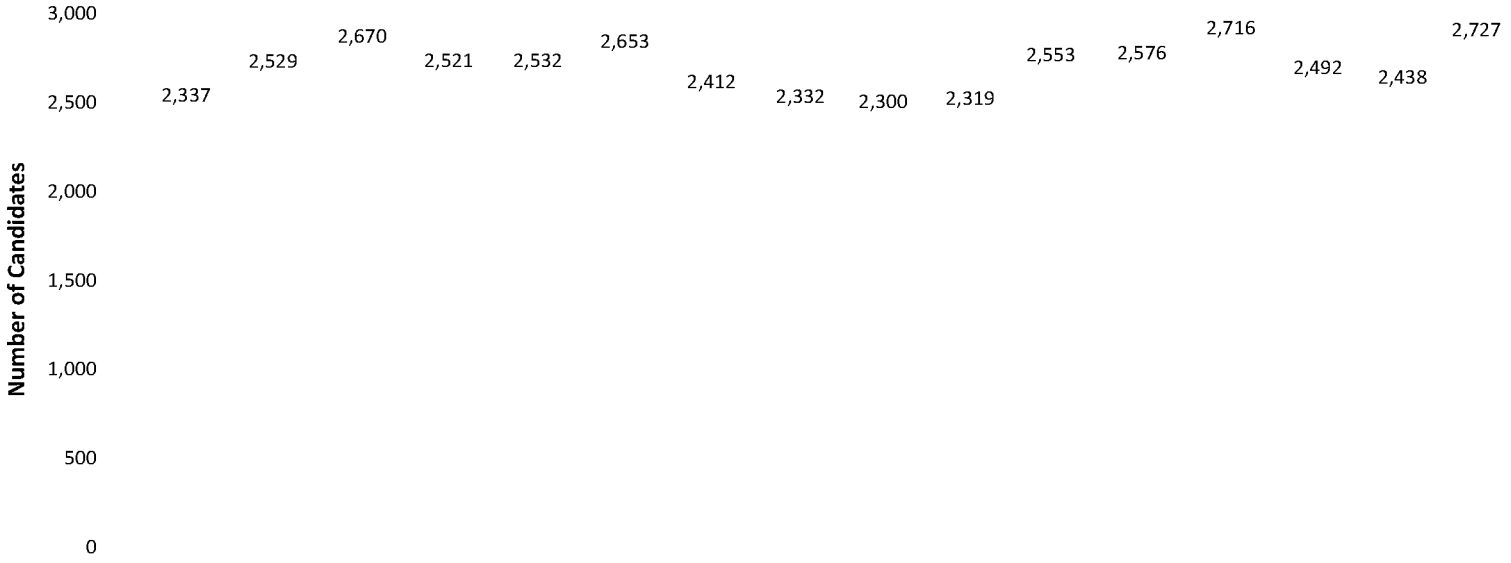
The eight institutions in the University System of Maryland (USM) account for 1,568 of the new teacher candidates. Towson University continues to prepare the largest number of teacher candidates in 2006-2007 with 603 (23%), followed by University of Maryland College Park with 342 (19%). The USM campuses and their 2006-2007 candidate numbers are:

Bowie State University (34)	Towson University (603)
Coppin State University (19)	University of Maryland Baltimore County (119)
Frostburg State University (194)	University of Maryland College Park (342)
Salisbury University (235)	University of Maryland Eastern Shore (22)

Johns Hopkins University (268) and the College of Notre Dame of Maryland (250) are the private institutions of higher education that produce the most teachers in Maryland. They also are among the top producers of teachers in the state.

Although Maryland institutions of higher education produced 2,492 teacher candidates in 2006-2007 (Table 8), only 1,234 were hired as new teachers in Maryland in the 2007-2008 school year (Table 1). Since many new hires do not give complete information about their backgrounds, this number might not include all new hires from Maryland approved programs. Also, candidates who graduate from Maryland institutions of higher education do not always accept teaching positions in Maryland; those not native to Maryland might return to their home states; others may decide to move out-of-state, go to graduate school, pursue careers outside of teaching, or not enter teaching immediately.

Figure 6
Trend Data: Teacher Education Candidates Prepared by Maryland Maryland Institutions of Higher Education 1993-1994 to 2008-2009



*Anitcipated teacher candidates are projected by Maryland higher education institutions.

Table 8

Newly Eligible Maryland Teacher Candidates by Institution
Maryland Institutions of Higher Education
2006 - 2007

Institution	Approved Teacher Education Programs
Total	**2,492**
>Bowie State University	34
College Of Notre Dame of Maryland	250
Columbia Union College	4
>Coppin State University	19
>Frostburg State University	194
Goucher College	58
Hood College	22
Johns Hopkins University	268
Loyola College	73
McDaniel College	56
Maryland Institute College of Art	30
Morgan State University	20
Mt. St. Mary's University	59
Peabody Institute, Johns Hopkins University	9
St. Mary's College of Maryland	6
>Salisbury University	235
Stevenson University (formerly Villa Julie College)	44
>Towson University	603
>University of Maryland Baltimore County	119
>University of Maryland College Park	342
>University of Maryland Eastern Shore	22
Washington College	25

> Institutions of higher education that are part of the University System of Maryland.

SOURCE: Deans and Directors of Teacher Preparation Programs in Maryland, April 2008.

SECTION V: MINORITY AND GENDER DATA

Minority and gender data on teacher candidates from Maryland institutions of higher education and on new hires reported by the local school systems are collected by MSDE. This information is vital because of the state's commitment to a diverse teacher workforce. The federal government is changing the way minorities will be reported in the future but, for this report, the existing minority categories still are being used. The major change in future reporting will be that individuals may check more than one category when they report their race/ethnicity. The new categories will be used in the 2010-2012 report.

Minority Data

Table 9, *Trend Data: Minority Maryland Teacher Candidates: 2001-2002 to 2006-2007,* displays minority trend data for newly eligible teachers prepared by Maryland institutions of higher education for the past six years. The minority designation includes African-American, Asian, Hispanic, and Native American. The percentage of minorities was 15.9% in 1999-2000, the first year these data were collected. Since that time, the percent of minority teacher candidates has fluctuated between 18.4% (2003-2004) and 20.3% (2001-2002). In the latest year (2006-2007) for which there are data, the percent of minority candidates is 19.5%. Of the 517 minority teacher candidate graduates for 2006-2007, the largest number majored in elementary education (210). There are relatively small numbers for other certification areas.

Table 9

Trend Data: Minority* Maryland Teacher Candidates:
Maryland Institutions of Higher Education
2001-2002 to 2006-2007

	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
		Minority			Minority			Minority			Minority			Minority			Minority	
Certification Area	Total	No.	%	Total	No.	%	Total	No.	%	Total	No.	%	Total	No.	%	Total	No.	%
Total	**2,300**	**467**	**20.3%**	**2,319**	**445**	**19.2%**	**2,601**	**478**	**18.4%**	**2,639**	**495**	**18.8%**	**2,716**	**512**	**18.9%**	**2,657**	**517**	**19.5%**
The Arts	73	10	13.7%	73	6	8.2%	88	12	13.6%	106	19	17.9%	92	8	8.7%	111	17	15.3%
Career/Technology Education (7-12)	12	4	33.3%	10	3	30.0%	7	0	0.0%	12	1	8.3%	17	9	52.9%	16	6	37.5%
Computer Science (7-12)	1	1	100.0%	1	0	0.0%	1	0	0.0%	1	1	100.0%	1	0	0.0%	0	0	0.0%
Early Childhood (PreK-3)	277	47	17.0%	237	35	14.8%	273	43	15.8%	285	42	14.7%	295	45	15.3%	283	41	14.5%
Elementary Ed. (1-6 & Middle School)	1,033	205	19.8%	1,141	236	20.7%	1,163	211	18.1%	1,060	194	18.3%	1,168	225	19.3%	995	210	21.1%
English (7-12)	126	20	15.9%	134	30	22.4%	152	37	24.3%	147	24	16.3%	135	23	17.0%	146	25	17.1%
ESOL (PreK-12)	41	20	48.8%	35	16	45.7%	69	24	34.8%	39	22	56.4%	44	15	34.1%	54	22	40.7%
Foreign Language (7-12)	40	7	17.5%	23	6	26.1%	40	6	15.0%	45	11	24.4%	48	13	27.1%	48	11	22.9%
Health/Physical Education (PreK-12)	110	10	9.1%	100	9	9.0%	120	6	5.0%	137	22	16.1%	133	12	9.0%	121	20	16.5%
Mathematics (7-12)	61	7	11.5%	87	16	18.4%	91	21	23.1%	96	17	17.7%	98	16	16.3%	105	19	18.1%
Music (PreK-12)	46	11	23.9%	48	7	14.6%	36	4	11.1%	51	13	25.5%	44	7	15.9%	62	12	19.4%
Science (7-12)	76	15	19.7%	79	13	16.5%	78	16	20.5%	105	11	10.5%	88	16	18.2%	125	26	20.8%
Social Sciences (7-12)	155	22	14.2%	161	20	12.4%	197	29	14.7%	200	21	10.5%	201	33	16.4%	194	25	12.9%
Special Education	249	88	35.3%	190	48	25.3%	286	69	24.1%	355	97	27.3%	352	90	25.6%	397	83	20.9%

* Minority includes African American, Asian, Hispanic, and Native American.
NOTE: 165 of the total 2006-2007 graduates have dual majors.

Table 10, *Minority New Hires by Certification Area Through October, 2007,* includes the number and percent of minority new hires by certification area. Of the 7,249 new hires, 2,123 (29.3%) were minorities. Of these minority new hires, 807 were beginning new hires, while 1,316 were experienced new hires. The largest numbers of minorities were hired in elementary education (688) and special education (347), the two highest areas for all new hires.

Table 11, *Trend Data for Minority New Hires: 2001-2002 to 2007-2007,* displays the number and percent of minority new hires for the past six years. The number and percent of minority new hires decreased from 2,277 (30.8%) in 2001--2002 to 2,123 (29.3%) in 2007-2008. For the past seven years, the percentage ranged from a low of 26.4% (2003-2004) to a high of 33% (2002-2003). Although there are many programs to attract minorities into teaching, the number remains relatively unchanged for the past several years.

Table 10
Minority* New Hires by Certification Area
Through October 2007
Maryland Public Schools

Certification Area	Total New Hires			Beginning New Hires			Experienced New Hires		
		Minority			Minority			Minority	
	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent
Total New Teachers	**7,249**	**2,123**	**29.3%**	**4,003**	**807**	**20.2%**	**3,246**	**1,316**	**40.5%**
The Arts (PreK-12)	**440**	**56**	**12.7%**	**277**	**33**	**11.9%**	**163**	**23**	**14.1%**
Art	190	18	9.5%	122	11	9.0%	68	7	10.3%
Dance	14	4	28.6%	12	4	33.3%	2	0	0.0%
Music	227	32	14.1%	138	18	13.0%	89	14	15.7%
Theater	9	2	22.2%	5	0	0.0%	4	2	50.0%
Career/Technology Education (7-12)	**217**	**81**	**37.3%**	**126**	**48**	**38.1%**	**91**	**33**	**36.3%**
Agriculture	5	2	40.0%	2	0	0.0%	3	2	66.7%
Business Education	67	29	43.3%	38	13	34.2%	29	16	55.2%
Family & Consumer Sciences	52	27	51.9%	34	21	61.8%	18	6	33.3%
Technology Education	56	14	25.0%	32	8	25.0%	24	6	25.0%
Trades and Industry	31	9	29.0%	17	6	35.3%	14	3	21.4%
Health Occupations	6	0	0.0%	3	0	0.0%	3	0	0.0%
Computer Science (7-12)	**13**	**6**	**46.2%**	**9**	**4**	**44.4%**	**4**	**2**	**50.0%**
Early Childhood (PreK-3)	**636**	**158**	**24.8%**	**364**	**65**	**17.9%**	**272**	**93**	**34.2%**
Elementary Education (1-6 & Middle School)	**2,557**	**688**	**26.9%**	**1,451**	**288**	**19.8%**	**1,106**	**400**	**36.2%**
English (7-12)	**617**	**162**	**26.3%**	**365**	**67**	**18.4%**	**252**	**95**	**37.7%**
ESOL (PreK-12)	**96**	**38**	**39.6%**	**50**	**15**	**30.0%**	**46**	**23**	**50.0%**
Foreign Language (7-12)	**201**	**60**	**29.9%**	**114**	**29**	**25.4%**	**87**	**31**	**35.6%**
Chinese	1	1	0.0%	1	1	0.0%	0	0	0.0%
French	47	17	36.2%	25	7	28.0%	22	10	45.5%
German	8	0	0.0%	5	0	0.0%	3	0	0.0%
Italian	0	0	0.0%	0	0	0.0%	0	0	0.0%
Latin	4	0	0.0%	1	0	0.0%	3	0	0.0%
Japanese	2	2	100.0%	0	0	0.0%	2	2	100.0%
Russian	0	0	0.0%	0	0	0.0%	0	0	0.0%
Spanish	136	38	27.9%	80	20	25.0%	56	18	32.1%
Other Foreign Language	3	2	66.7%	2	1	50.0%	1	1	100.0%
Health/Physical Education (PreK-12)	**249**	**51**	**20.5%**	**152**	**25**	**16.4%**	**97**	**26**	**26.8%**
Mathematics (7-12)	**477**	**197**	**41.3%**	**233**	**47**	**20.2%**	**244**	**150**	**61.5%**
Science (7-12)	**485**	**189**	**39.0%**	**246**	**56**	**22.8%**	**239**	**133**	**55.6%**
Biology	298	113	37.9%	160	37	23.1%	138	76	55.1%
Chemistry	88	41	46.6%	37	12	32.4%	51	29	56.9%
Earth/Space Science	46	4	8.7%	26	1	3.8%	20	3	15.0%
Physical Science	9	7	77.8%	1	0	0.0%	8	7	87.5%
Physics	44	24	54.5%	22	6	27.3%	22	18	81.8%
Social Studies (7-12)	**423**	**83**	**19.6%**	**280**	**42**	**15.0%**	**143**	**41**	**28.7%**
Special Education	**823**	**347**	**42.2%**	**329**	**85**	**25.8%**	**494**	**262**	**53.0%**
Generic: Infant/primary (birth-grade 3)	63	19	30.2%	25	4	16.0%	38	15	39.5%
Generic: Elementary/middle (grades 1-8)	420	192	45.7%	157	44	28.0%	263	148	56.3%
Generic: Secondary/adult (grades 6-adult)	324	134	41.4%	142	37	26.1%	182	97	53.3%
Hearing Impaired	6	1	16.7%	1	0	0.0%	5	1	20.0%
Severely and Profoundly Disabled	8	1	12.5%	3	0	0.0%	5	1	20.0%
Visually Impaired	2	0	0.0%	1	0	0.0%	1	0	0.0%
Other Teaching Areas	**15**	**7**	**46.7%**	**7**	**3**	**42.9%**	**8**	**4**	**50.0%**

* Minority includes African-American, Asian, Hispanic and Native American.

Minority Data for All Maryland Students and Teachers

The Division of Accountability and Assessment collects data each October on all teachers and students in the state. With these data, a comparison can be made contrasting the newly hired teachers and all teachers in the state for both race and ethnicity. Also available are minority data on all Maryland PreK-12 students. As reported for the 2007-2008 school year, 53% of the PreK-12 students are minorities, while 24.9% of all teachers are minorities.

The Division of Accountability and Assessment reports that of the 845,700 Maryland PreK-12 students enrolled in September, 2007, 47.0% were Caucasian, 37.9% were African-American, 9.0% were Hispanic, 5.6% were Asian/Pacific Islander, and 0.4% were American Indian/Alaskan Native. Among the 60,207 Maryland teachers reported in 2007-2008, 75.1% were Caucasian, 20.0% were African-American and 4.9% were other (American Indian/Asian/Hispanic). These data are included in the *MSDE Fact Book*, available online at:

http://marylandpublicschools.org/MSDE/divisions/planningresultstest/prim_pubs.htm?WBCMODE=Presentat%252%25%3e%25%3e%25%3e.

Table 11

Trend Data for Minority* New Hires
2001-2002 to 2007-2008
Maryland Public Schools

	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
		Minority			Minority			Minority			Minority			Minority			Minority			Minority		
Certification Area	**Total**	**Number**	**%**	**Total**	**Number**	**%**	**Total**	**Number**	**%**	**Total**	**Number**	**%**	**Total**	**Number**	**%**	**Total**	**Number**	**%**	**Total**	**Number**	**%**
Total New Teachers	7,385	2,277	30.8%	7,445	2,318	31.1%	5,929	1,568	26.4%	6,617	1,885	28.5%	8,046	2,454	30.5%	7,917	2,613	33.0%	7,249	2,123	29.3%
The Arts (PreK-12)	422	112	26.5%	604	137	22.7%	423	92	21.7%	425	101	23.8%	547	119	21.8%	482	142	29.5%	455	63	13.8%
Career/Technology Education (7-12)	232	97	41.8%	183	83	45.4%	197	63	32.0%	234	90	38.5%	262	94	35.9%	208	86	41.3%	217	81	37.3%
Computer Science (7-12)	11	6	54.5%	18	8	44.4%	28	13	46.4%	15	6	40.0%	26	18	69.2%	32	19	59.4%	13	6	46.2%
Early Childhood (PreK-3)	633	198	31.3%	555	167	30.1%	427	105	24.6%	452	112	24.8%	644	151	23.4%	728	191	26.2%	636	158	24.8%
Elementary Ed. (1-6 & Middle School)	2,727	779	28.6%	2,692	774	28.8%	2,054	514	25.0%	2,168	547	25.2%	2,526	642	25.4%	2,497	683	27.4%	2,557	688	26.9%
English (7-12)	625	202	32.3%	566	165	29.2%	505	133	26.3%	558	163	29.2%	773	257	33.2%	759	256	33.7%	617	162	26.3%
ESOL (PreK-12)	103	28	27.2%	104	37	35.6%	78	20	25.6%	108	45	41.7%	98	27	27.6%	129	56	43.4%	96	38	39.6%
Foreign Language (7-12)	197	59	29.9%	207	85	41.1%	205	74	36.1%	217	74	34.1%	263	99	37.6%	224	81	36.2%	201	60	29.9%
Health/Physical Education (PreK-12)	333	94	28.2%	329	91	27.7%	268	52	19.4%	261	66	25.3%	324	86	26.5%	282	69	24.5%	249	51	20.5%
Mathematics (7-12)	386	130	33.7%	396	133	33.6%	417	150	36.0%	523	190	36.3%	605	251	41.5%	569	249	43.8%	477	197	41.3%
Science (7-12)	467	165	35.3%	467	150	32.1%	373	106	28.4%	439	133	30.3%	487	177	36.3%	537	216	40.2%	485	189	39.0%
Social Sciences (7-12)	450	104	23.1%	469	94	20.0%	317	65	20.5%	409	87	21.3%	536	113	21.1%	536	131	24.4%	423	83	19.6%
Special Education	799	303	37.9%	855	384	44.9%	637	181	28.4%	808	271	33.5%	955	420	44.0%	934	434	46.5%	823	347	42.2%

* Minority includes African-American, Asian, Hispanic and Native American.
Source: Division of Accountability and Assessment, MSDE, October 2007.

Gender Data

Gender of New Hires and Teacher Candidates

The career of teaching has long been a predominately female occupation, and the gender data for both new hires and teacher candidates in this report show this is still true. Table 12, *New Hires in Certification Areas by Gender through October, 2007,* reports that of the 7,249 new hires, 72.9% are females and 21.1% are males. The numbers fluctuate from year to year, but this three to one ratio, females to males, has changed minimally over the last several years.

Table 13, *Maryland Teacher Graduates in Certification Areas by Gender, 2006-2007,* indicates that the number of male teacher candidates from Maryland institutions of higher education is 508, or 19.1%. The number of female teacher candidates is 2,149, or 80.9%. The number of males exceeds females only in social studies and health/physical education.

Gender of All Maryland Students and Teachers

The 2007-2008 Division of Accountability and Assessment report shows that the gender of all Maryland teachers is 77.1% female and 22.9% male. These percentages have barely moved over the past several years. The student gender information shows that of the 845,700 Maryland students, 51.2% are males and 48.8% are females.

Table 12

New Hires in Certification Areas by Gender
Through October 2007
Maryland Public Schools

Certification Area	Total	Male		Female	
		Number	Percent	Number	Percent
Total New Teachers	**7,249**	**1,528**	**21.1%**	**5,281**	**72.9%**
The Arts	440	117	26.6%	323	73.4%
Career/Technology Education (7-12)	217	92	42.4%	125	57.6%
Computer Science (7-12)	13	5	38.5%	8	61.5%
Early Childhood (PreK-3)	636	28	4.4%	608	95.6%
Elementary Education (1-6 & Middle School)	2,557	370	14.5%	2,187	85.5%
English (7-12)	617	135	21.9%	482	78.1%
ESOL (PreK-12)	96	15	15.6%	81	84.4%
Foreign Language (7-12)	201	40	19.9%	161	80.1%
Health/Physical Education (PreK-12)	249	133	53.4%	116	46.6%
Mathematics (7-12)	477	167	35.0%	310	65.0%
Science (7-12)	485	169	34.8%	316	65.2%
Social Studies (7-12)	423	224	53.0%	199	47.0%
Special Education	823	143	17.4%	680	82.6%
Other Teaching Areas	15	7	46.7%	8	53.3%

Source: Reported by local school systems to DAA, MSDE, October 2007.

Table 13

Maryland Teacher Graduates in Certification Areas by Gender
Maryland Institutions of Higher Education
2006 - 2007

Certification Area	Total	Male		Female	
		Number	Percent	Number	Percent
Total New Teachers	**2,657**	**508**	**19.1%**	**2,149**	**80.9%**
The Arts	**173**	**45**	26.0%	**128**	74.0%
Career/Technology Education (7-12)	16	4	25.0%	12	75.0%
Computer Science (7-12)	0	0	0.0%	0	0.0%
Early Childhood (PreK-3)	283	5	1.8%	278	98.2%
Elementary Education (1-6 & Middle School)	995	101	10.2%	894	89.8%
English (7-12)	146	33	22.6%	113	77.4%
ESOL (PreK-12)	54	8	14.8%	46	85.2%
Foreign Language (7-12)	48	12	25.0%	36	75.0%
Health/Physical Education (PreK-12)	121	69	57.0%	52	43.0%
Mathematics (7-12)	105	35	33.3%	70	66.7%
Science (7-12)	125	47	37.6%	78	62.4%
Social Studies (7-12)	194	100	51.5%	94	48.5%
Special Education	397	49	12.3%	348	87.7%

NOTE: 165 of the total graduates have dual majors.
Source: Deans and Directors of Teacher Education, MD Institutions of Higher Education, April 2008.

Summary

There continues to be a higher percentage of minorities among Maryland PreK-12 students, 53.0%, than among their teachers. In fact, the number of minority students is rising slowly, but the teacher numbers have barely changed. There also continue to be more females than males in the teaching profession. The ratio of female/male teachers (3 to 1) has not changed over the past several years. The teaching profession in Maryland and in the nation, in spite of many programs to make changes, still remains predominately white and female.

SECTION VI: NON-CLASSROOM PROFESSIONALS

At the request of the State Board of Education, MSDE has collected information for the past five years from local school systems and institutions of higher education on the supply and demand for six non-classroom professional positions. These positions are: guidance counselor, library/media specialist, principal, reading specialist, school psychologist, and speech/language pathologist.

Staffing Projections of Local School Systems for Non-Classroom Professionals

Table 14*: Staffing Projections of Local School Systems for Non-Classroom Professionals, 2008-2009,* presents projected needs for the next year for these six non-classroom professional positions.

Table 14

Staffing Projections of Local School Systems for Non-Classroom Professionals 2008-2009

Non-Classroom Professionals	2008-09
1. Guidance Counselor	137
2. Library / Media Specialist	103
3. Reading Specialist	74
4. School Psychologist	74
5. Principal	85
6. Speech/Language Pathologist	166

Source: Local school systems, April 2008

Supply of Non-Classroom Professionals

Table 15: *Supply of Non-Classroom Professionals from Maryland Institutions of Higher Education,* presents the number of graduates for 2002-2003 through 2007-2008

from higher education with programs in any of the six areas. It also presents the projected number of graduates for 2007-2008.

Table 15

Supply of Non-Classroom Professionals from Maryland Institutions of Higher Education

Non-Classroom Professionals	Candidates 2002-03	Candidates 2003-04	Candiates 2004-05	Candidates 2005-06	Candidates 2006-07	Projected 2007-08
1. Guidance Counselor	116	203	205	153	140	150
2. Library / Media Specialist	37	62	92	99	67	43
3. Reading Specialist	227	209	230	237	259	243
4. School Psychologist	11	13	29	18	17	21
5. Principal	360	338	287	372	385	422
6. Speech/Language Pathologist	N/A	57	37	90	70	69

Source: Institutions of Higher Education, April 2008

In 2007, MSDE determined that the procedures for identifying teacher shortages were not entirely appropriate for determining shortages of non-classroom professionals. The teacher projection formula takes into consideration only those individuals who are new hires, that is, new to the local school system. Where non-classroom professionals are concerned, many individuals are promoted or transferred from positions within the school system; therefore, they are not identified as new hires.

Non-Classroom Professionals by Extent of Staffing Need

The data in Table 16: *Non-Classroom Professionals by Extent of Staffing Need,* project only the new hires; they do not include all those new to the positions. Yet, the information is probably a reasonable estimate based on proportionality. Within the limitations of this study of projected shortages, and based on projected imbalances in supply and demand, MSDE is recommending to the State Board of Education that

library/media specialist, principal and speech/language pathologist be declared non-classroom professional critical shortage areas.

Table 16
Non-Classroom Professionals by Extent of Staffing Need
June 2008

Certification Area	Critical Shortage	Balanced	Surplus
Guidance Counselor		X	
Library/Media	X		
Reading Specialist		X	
School Psychologist		X	
Principal	X		
Speech/Language Pathologist	X		

Source: Division of Accountability and Assessment, MSDE and local Human Relations Directors, May 2008.

To summarize, this year the non-classroom professionals that are declared as critical shortage areas are library/media specialist, principal, and speech/language pathologist.

SECTION VII: RECOMMENDATIONS TO THE MARYLAND STATE BOARD OF EDUCATION

The MSDE is recommending to the State Board of Education teaching and geographic areas of critical shortage, consistent with Education Article §18-708, the *Sharon Christa McAuliffe Memorial Teacher Education Award*, found in the Annotated Code of Maryland. A declared shortage recommendation on gender and diversity in teaching is made, and inclusion of certain non-classroom professional positions as critical shortage areas is presented. The recommendations are below.

Recommendation 1: The Maryland State Board of Education declares the following content areas as critical shortage areas:

- Career and technology areas (7-12):
  - Technology education;
- Computer science (7-12);
- English for speakers of other languages (ESOL) (PreK-12);
- Foreign language areas (7-12):
  - Chinese,
  - German,
  - Italian,
  - Japanese,
  - Latin, and
  - Spanish;
- Mathematics (7-12);

- Science areas (7-12):
  - Chemistry,
  - Earth/Space science,
  - Physical science, and
  - Physics;
- Special education areas:
  - Generic: Infant/primary (birth-grade 3),
  - Generic: Elementary/middle school (grades 1-8),
  - Generic: Secondary/adult (grades 6 – adult),
  - Hearing impaired,
  - Severely and profoundly disabled, and
  - Visually impaired.

Recommendation 2: The Maryland State Board of Education declares the following 24 Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

1. Allegany County
2. Anne Arundel County
3. Baltimore City
4. Baltimore County
5. Calvert County
6. Caroline County
7. Carroll County
8. Cecil County
9. Charles County
10. Dorchester County
13. Harford County
14. Howard County
15. Kent County
16. Montgomery County
17. Prince George's County
18. Queen Anne's County
19. St. Mary's County
20. Somerset County
21. Talbot County
22. Washington County

11. Frederick County
12. Garrett County
23. Wicomico County
24. Worcester County

Recommendation 3: The Maryland State Board of Education declares a shortage of teachers who are males and teachers who are members of minority groups.

Recommendation 4: The Maryland State Board of Education declares a shortage of the non-classroom professional positions of library/media specialist, principal and speech/language pathologist.

A P P E N D I C E S

APPENDIX A

EDUCATION ARTICLE

§ 18-708. Workforce Shortage Student Assistance grants.

(a) *Definitions.* – (1) In this section the following words have the meanings indicated.

(2) "Advisory Council" means the Advisory Council on Workforce Shortage.

(3) "Eligible institutions" means a public or private institution of higher education in this State that possesses a certificate of approval from the Commission.

(4) "Grant" means the Workforce Shortage Student Assistance grant.

(b) *Program established.* - There is a program of Workforce Shortage Student Assistance grants under this section for students who pledge to work in fields of critical shortage in the State on completion of their studies.

(c) *Purpose.* – The purpose of the program is to:

(i) Provide financial assistance to students enrolled at institutions of higher education in the State; and

(ii) Address the workforce shortage needs of the State.

(d) *Requirements for recipients of grant.* – A recipient of a Workforce Shortage Student Assistance grant under this section shall:

(i) Be a resident of the State;

(ii) Be selected by the Office from qualified applicants;

(iii) Sign a letter of intent to enroll at an eligible institution in the State in an eligible program as specified for each field in which there is a critical shortage in this State as provided in this section;

(iv) Sign a letter of intent to perform the service obligation on completion of the recipient's required studies;

(v) Accept any other conditions attached to the grant;

(vi) Satisfy any additional criteria the Commission may establish; and

(vii) After completion of studies in an eligible program, perform the service obligation as specified for each field in which there is a critical shortage, as provided in this section.

(e) *Duties of Commission; Advisory Council; workforce shortage fields in general; removal of fields.* – (1) Except as provided in paragraph (5) of this subsection, the Commission shall on a biennial basis:

(i) Identify workforce shortage fields in the State;

(ii) Designate eligible workforce shortage fields under the grant program; and

(iii) Remove from the grant program any field that the Commission determines no longer qualifies as a workforce shortage.

(2) The Secretary shall appoint an Advisory Council on Workforce Shortage to:

(i) Identify workforce shortage fields in the State; and

(ii) Recommend to the Commission:

1. Priority workforce shortage fields to be included in the grant program; and

2. The removal of fields that in the Advisory Council's judgment no longer qualify as workforce shortage fields.

(3) In making recommendations to the Commission, the Advisory Council shall consider whether a workforce shortage field provides a public good or benefit to the citizens of Maryland.

(4) The Advisory Council shall include the following members:

(i) The Secretary of Higher Education or designee;

(ii) The Secretary of Labor, Licensing, and Regulation or designee;

(iii) One representative from the Governor's Workforce Investment Board, appointed by the Governor;

(iv) The Secretary of Business and Economic Development or designee;

(v) The Secretary of Health and Mental Hygiene or designee;

(vi) The State Superintendent of Schools or designee;

(vii) One representative of the Senate of Maryland, appointed by the President of the Senate;

(viii) One representative of the Maryland House of Delegates, appointed by the Speaker of the House;

(ix) Two representatives from the University System of Maryland, appointed by the Chancellor;

(x) The President of Morgan State University or designee;

(xi) The President of St. Mary's College or designee; and

(xii) Representatives nominated by the following organizations and appointed by the Secretary of Higher Education;

1. One representative from the Maryland Chamber of Commerce;
2. One representative from the Washington Board of Trade;
3. One representative from the Greater Baltimore Committee;
4. Two representatives from the Maryland Independent College and University Association;
5. Two representatives from the Maryland Association of Community Colleges;
6. One representative from the Maryland Association of Nonprofit Associations; and
7. One representative from the Financial Assistance Advisory Council representing a financial aid office at an institution of higher education.

(5) (i) Except as provided in subparagraph (ii) of this paragraph, the following workforce shortage fields shall be included in the grant program:

(i) School teachers (the grant to be known as the Sharon Christa McAuliffe Memorial Teacher Scholarship);

(ii) Nurses;

(iii) Child care providers;

(iv) Developmental disabilities, mental health, child welfare, and juvenile justice providers;

(v) Physical and occupational therapists and assistants; and

(vi) Public servants (the grant to be known as the William Donald Schaefer Scholarship).

(ii) The Commission may remove a shortage field specified in subparagraph (i) of this paragraph if in the Commission's judgment the field no longer qualifies as a workforce shortage field.

(6) A grant recipient in a workforce shortage field that is removed from the grant program may continue to receive renewal awards under the program.

(f) *Annual determination of number of grants.* – Each fiscal year, the Commission shall determine the number of grants to be awarded in eligible workforce shortage fields based on the:

(i) Priority of the workforce shortage field;

(ii) Severity of the workforce shortage in the field; and

(iii) Availability of funds.

(g) *Selection of recipients; renewal of grants.* – (1) The Office shall annually select eligible students and offer a grant to each student selected to be used at an eligible institution of the student's choice.

(2) Eligible students shall be selected based on academic accomplishment and financial need, as determined by standards established and approved by the Commission.

(3) Each grant shall be renewable for a maximum of 5 years subsequent to the original grant if the recipient:

(i) Continues to meet the qualifications specified in subsection (d) of this section; and

(ii) Meets satisfactory academic progress standards as determined by the eligible institution.

(h) *Requirements.* – (1) A grant recipient may be enrolled at an eligible institution on a part-time or full-time basis.

(2) Except as provided in paragraph (3) of this subsection, a grant recipient shall be an undergraduate student at an eligible institution.

(3) A grant recipient may be a graduate student if the Office determines that the shortage field requires employees with a graduate level education.

(i) *Determination of amount of grant.* – (1) In this subsection, "cost of attendance" means the equivalent annual tuition and mandatory fees of a resident undergraduate student at the 4-year public institution of higher education within the University System of Maryland, other than the University of

Maryland University College and University of Maryland, Baltimore, with the highest annual expenses for a full-time resident undergraduate.

(2) Subject to paragraph (3) of this subsection, the Commission shall establish in guidelines the annual grant awards under this section.

(3) Annual grant awards shall be within the following ranges:

(i) For a part-time student attending a 2-year eligible institution –$1,000 and 12.5% of cost of attendance;

(ii) For a full-time student attending a 2-year eligible institution -$2,000 and 25% of cost of attendance;

(iii) For a part-time student attending a 4-year eligible institution -$2,000 and 25% of cost of attendance; and

(iv) For a full-time student attending a 4-year eligible institution –$4,000 and 50% of cost of attendance.

(j) *Use of grant award.* – The grant award may be used at any eligible institution for educational expenses as defined by the Commission, including tuition, mandatory fees, and room and board.

(k) *Service obligation requirements.* – (1) A grant recipient shall perform a service obligation in the recipient's field of critical shortage in:

(i) A full-time position at a rate of 1 year for each year that the recipient receives a grant awarded under this section; or

(ii) A part-time position at a rate of 2 years for each year that the recipient receives a grant awarded under this section.

(2) The Commission may establish alternative service obligation requirements for designated workforce shortage fields to address statewide and regional needs.

(l) *Repayment requirements.* – (1) A grant recipient shall repay the Commission the funds received as set forth in § 18-112 of this title if the recipient does not:

(i) Complete the specified degree, attain the licensure or certification required, or fulfill other requirements as provided in this section; or

(ii) Perform the service obligation required under subsection (k) of this section.

(2) The Office shall waive the repayment of a grant award at a rate of:

(i) 1 year for each year that the recipient performs the service obligation on a full-time basis; or

(ii) 6 months for each year that the recipient performs the service obligation on a part-time basis.

(3) A recipient shall begin repayment at any time during the period that the recipient is no longer performing the service obligation.

(4) A recipient may delay repayment as long as the recipient remains a student enrolled at least part-time in a degree-granting program.

(5) Except as otherwise provided in this section, repayment shall be made to the State within 6 years after the repayment period begins and shall follow a repayment schedule established by the Office.

(6) The Office may waive or defer repayment in the event of disability or extended sickness which prevents the recipient from fulfilling the service obligation required under this section.

(7) The Office shall grant a deferment from the service obligation required under this section to:

(i) An individual who has been assigned military duty outside the State; or

(ii) The spouse of an individual who has been assigned military duty outside the State.

(m) *William Donald Schaefer Scholarship requirements.* – (1) This subsection applies to recipients of the William Donald Schaefer Scholarship specified in subsection (e)(5) of this section.

(2) The Commission, in collaboration and consultation with the William Donald Schaefer Scholarship Advisory Council, shall annually select eligible students and offer grants to students who demonstrate outstanding potential for and who plan to pursue a career in public service.

(3) In making William Donald Schaefer Scholarship awards under this section, the Commission shall endeavor to select award recipients who are representative of the State's rich cultural, geographic, racial, ethnic, and gender diversity.

(4) Each individual awarded a William Donald Schaefer Scholarship under this section must have indicated and demonstrated to the Commission and to the William Donald Schaefer Scholarship Advisory Council a serious intent to enter public service on the completion of the student's educational program.

(n) *Workforce Shortage Student Assistance Grant Fund.* – (1) There is a Workforce Shortage Student Assistance Grant Fund in the Commission.

(2) The Commission:

(i) May accept any gift or grant from any person or corporation for the Workforce Shortage Student Assistance Grant Fund;

(ii) Shall use any gift or grant that it receives for a grant award from the Fund; and

(iii) Shall deposit any gift or grant that it receives for the Fund with the State Treasurer in a nonbudgeted account.

(3) (i) At the end of the fiscal year, the Commission shall prepare an annual report on the Workforce Shortage Student Assistance Grant Fund that includes an accounting of all financial receipts and expenditures to and from the Fund.

(ii) The Commission shall submit a copy of the report to the General Assembly as provided under § 2-1246 of the State Government Article.

(o) *Limitation on amount of grant and scholarship awards per student.* – A recipient may hold a Workforce Shortage Student Assistance grant and any other State grant or scholarship awarded by the Office provided that the total of all grants and scholarships does not exceed:

(1) The student's total cost of attendance, as certified by the institution where the student is enrolled; and

(2) The cost of attendance, as defined in subsection (i) of this section.

(p) *Funding for program.* – Funds for the Workforce Shortage Student Assistance grant program shall be as provided in the annual budget of the Commission by the Governor.

(q) *Guidelines or regulations.* – The Commission shall adopt guidelines or regulations necessary to implement this section (2006, ch. 367, § 2.)

Editor's note. – Section 3, ch. 367, Acts 2006, provides that "the Office of Student Financial Assistance in the Maryland Higher Education Commission may not award an initial scholarship or grant under the student financial assistance programs specified in Section 1 of this Act after June 30, 2007. The office may renew a scholarship or grant after June 30, 2007, if the individual received an initial scholarship or grant before that date."

Section 4, ch. 367, Acts 2006, provides that "(1) the Secretary of Higher Education shall Appoint an Advisory Council on Workforce Shortage on or before September 1, 2006; and "(2) the Office of Student Financial Assistance in the Maryland Higher Education Commission shall make initial awards under the Workforce Shortage Student Assistance Grant program established under § 18-708 of the Education Article in the fiscal year beginning July 1, 2007."

Section 8, ch. 367, Acts 2006, provides that the act shall take effect July 1, 2006.

The Annotated Code of the Public General Laws of Maryland: Education, 2006, pp. 762-766.

Appendix B

Rubric for Rating Certification Content Areas
Maryland Teacher Staffing Report, 2008-2010

To determine the State's critical shortage areas by using the rubric to score each content area by multiple criteria. For those content areas that are *core academic subjects* (CAS), use all three criteria; for those content areas that *are not* CAS, use only the first two criteria.

Content Area: _____Core Academic Subject (CAS) ___YES ____NO

	Statewide Critical Shortage	Statewide Balance	Statewide Surplus	Not Applicable (NA)	SCORE
Criteria	**3 points**	**2 points**	**1 point**		
1. State projection formula for the statewide staffing pool	85% or less in the content **Finding:**	86 –115% in the content **Finding:**	116% or higher in the content **Finding:**		**Score:**
2.August Statewide Local School System (LSS) Survey of Vacancies by the Office of Academic Policy	10 or more LSS report vacancies in the content **Finding:**	3-9 LLS report vacancies in the content **Finding:**	0-3 LLS report vacancies in the content. **Finding:**		**Score:**
3 Number of classes statewide taught by NOT highly qualified Teachers (NHQT) Core Academic Areas only	NHQT is 20% or higher. **Finding:**	NHQT is 4% – 19%. **Finding:**	NHQT is 0-3%. **Finding:**		**Score:**
			Total Score		

For content areas that are ***Core Academic Subjects*** (rated on all three criteria) use the following scale:

_____ 7- 9 points, it is a statewide critical shortage area.
_____ 4-6 points, the content area is in statewide balance.
_____ 0-3 points, the content is an area of surplus.

For content areas that ***ARE NOT Core Academic Subjects*** (rated on only two of the criteria) use the following scale:

_____ 5-6 points, it is a statewide critical shortage area.
_____ 3-4 points, the content area is in state balance.
_____ 0-2 points, the content is an area of surplus.

DECISION: _____

Appendix B, continued

Rubric: *ADDITIONAL CONSIDERATIONS* for naming critical shortage areas

If you have additional information on any certification area to strengthen or diminish the need for teachers in the area, please explain below (e.g. national status, talking to content supervisors, etc.).
Revised Score: Copy the Total Score from the Rubric Chart, add from minus 2 to plus 2 points to the score and determine in which category you recommend it belongs. List your reason(s) for changing the original score here.
Remember this list is for a statewide list of critical shortage areas, not specific regional or school system needs.

Certification area (from other side)

_____

TOTAL SCORE (from other side): _____

Additional factors (-2, -1, 0 +1, +2): _____

New Total: _____

Final recommendation for this content area; circle one:
Critical shortage area Balance Surplus

NAME:_____

This form will be collected to save as back-up data for the decisions of the panel members.

Appendix C

QUALITY TEACHER INCENTIVE ACT GRANTS

Number and Types of Teacher Incentive Grants Awarded

2007-2008

	No. of NBC* teachers	NBC Teacher Stipends	No. of APC** tchrs	APC Teacher Awards	No. signing bonuse	Signing Bonus Awards	Total of Award Amounts
Allegany County	16	31,424	62	124,000	9	9,000	164,424
Anne Arundel County	113	226,000	354	708,000	85	85,000	1,019,000
Baltimore City	20	40,000	884	1,768,000	3	3,000	1,811,000
Baltimore County	71	142,000	255	510,000	150	150,000	802,000
Calvert County	11	22,000			22	22,000	44,000
Caroline County	4	8,000	44	88,000	14	14,000	110,000
Carroll County	47	94,000			40	40,000	134,000
Cecil County	26	53,000			26	26,000	79,000
Charles County	8	16,000	8	16,000	28	28,000	60,000
Dorchester County	2	4,000	29	58,000	12	12,000	74,000
Frederick County	30	60,000	25	50,000	65	65,000	175,000
Garrett County	4	4,000			4	4,000	8,000
Harford County	20	40,000	39	78,000	35	35,000	153,000
Howard County	47	94,000			89	89,000	183,000
Kent County	1	2,000			6	6,000	8,000
Montgomery County	333	666,000	315	630,000	207	207,000	1,503,000
PG County	64	128,000	1071	2,142,000	51	51,000	2,321,000
Queen Anne County	6	12,000			1	1,000	13,000
Somerset County	1	2,000			4	4,000	6,000
St. Mary's County	16	32,000	24	48,000	34	34,000	114,000
Talbot County	3	6,000			4	4,000	10,000
Washington County	17	34,000	52	104,000	23	23,000	161,000
Wicomico County	16	32,000			14	14,000	46,000
Worcester County	18	36,000			15	15,000	51,000
TOTALS	**894**	**$1,784,424**	**3,162**	**$6,324,000**	**941**	**$941,000**	**$9,049,424**

* NBC - National Board Certified Teachers

** APC - Advanced Professional Certificate

Source: Maryland State Department of Education, June, 2007.

Appendix D

Retire/Rehire Program

Maryland State Department of Education

Report for 2007-2008

	Anne Arundel	Baltimore City	Baltimore Co.	Carroll	Cecil	Charles	Frederick	Howard	Montgomery	Prince George's	St. Mary's	Somerset	Worcester	TOTALS
Total # Rehires	9	33	15	1	1	7	6	1	3	95	1	3	2	**177**
Teachers	9	27	15	1	1	7	5	1	2	92		2	2	**164**
Speech Pathologist		5												**5**
Principals		1					1		1	3	1	1		**8**
Condition of Rehire														**177**
Title I		16	3			1	2		1	23	1	1	1	**49**
AYP	5	15	7		1	4	2		2	71				**107**
Alternative Education	1		5			1	1	1		1		1	1	**12**
Regular Schools*	3	2		1		1	1					1		**9**
Content Areas														**177**
Non Critical Subjects *	4	6				1				10		1	1	**23**
ESOL										4				**4**
Latin						1	1							**2**
Mathematics	4	6	6				2	1		9			1	**29**
Mentor Teacher		2								32				**34**
Physical Science			4			2				1				**7**
Physics										1				**1**
Reading						1								**1**
Spanish		1	1						1					**3**
Special Education	1	12	4	1		2	2		1	35				**58**
Speech Pathologist		5												**5**
Technology Ed					1							1		**2**
Total Teachers	**9**	**32**	**15**	**1**	**1**	**7**	**5**	**1**	**2**	**92**	**0**	**2**	**2**	**169**
Principals	0	1	0	0	0	0	1	0	1	3	1	1	0	**8**
												Total		**177**

* The law allows a minimum of 5 exemptions per system, or 0.2% of the total full-time equivalent teachers, not to exceed 15 per school system. The exemptions may be *either* a regular school or a non critical content.

Data provided to MSRA and MSDE by the local school systems, 2007-2008 school year.

Revised 8/22/08

Appendix E

Teachers Issued a Conditional Certificate: Two-Year Comparison*
2006-2007 and 2007-2008

Local School System	2006-2007**			2007-2008***		
	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers
Allegany	730	8	1.1%	705	8	1.1%
Anne Arundel	4,975	288	5.8%	5,070	217	4.3%
Baltimore City	5,810	1,260	21.7%	5,877	1,092	18.6%
Baltimore County	7,611	389	5.1%	7,571	272	3.6%
Calvert	1,087	56	5.2%	1,141	39	3.4%
Caroline	378	15	4.0%	394	8	2.0%
Carroll	1,933	86	4.4%	1,984	72	3.6%
Cecil	1,144	70	6.1%	1,177	59	5.0%
Charles	1,640	88	5.4%	1,732	125	7.2%
Dorchester	342	36	10.5%	379	31	8.2%
Frederick	2,646	103	3.9%	2,751	89	3.2%
Garrett	363	1	0.3%	358	2	0.6%
Harford	2,762	117	4.2%	2,792	92	3.3%
Howard	3,604	147	4.1%	3,792	149	3.9%
Kent	177	15	8.5%	181	8	4.4%
Montgomery	9,963	249	2.5%	9,991	172	1.7%
Prince George's	8,918	1,309	14.7%	9,051	951	10.5%
Queen Anne's	493	39	7.9%	513	50	9.7%
St. Mary's	1,009	20	2.0%	1,027	18	1.8%
Somerset	232	19	8.2%	243	17	7.0%
Talbot	298	9	3.0%	298	6	2.0%
Washington	1,447	40	2.8%	1,515	40	2.6%
Wicomico	1,084	63	5.8%	1,081	41	3.8%
Worcester	563	8	1.4%	584	5	0.9%
Edison Schools^	115	43	37.4%	0	0	0.0%
STATE TOTAL	59,324	4,478	7.5%	60,207	3,563	5.9%

* A conditional certificate is issued at the request of the local school systems for two years to individuals who do not meet full requirements of a professional certificate. The local school system may request a renewal according to state regulations.

** Based on teachers employed by local school systems as of October 15, 2006.

*** Based on teachers employed by local school systems as of October 15, 2007.

^ Beginning 2007-2008, the three Edison schools are part of the Baltimore City school system.

SOURCE: Maryland State Department of Education, 2008

Appendix F

Newly Hired Maryland Teachers with Conditional Certificates*
2007 - 2008

Local School System	Total Number of Newly Hired Teachers	Total Number of Newly Hired Conditional Teachers	Newly Hired Conditional Teachers With Experience	Newly Hired Conditional Teachers With No Experience	Percent of Newly Hired Conditional Teachers
Allegany	28	3	2	1	10.7%
Anne Arundel	630	107	30	77	17.0%
Baltimore City	967	66	40	26	6.8%
Baltimore County	724	93	26	67	12.8%
Calvert	117	22	5	17	18.8%
Caroline	54	2	1	1	3.7%
Carroll	196	25	6	19	12.8%
Cecil	129	13	3	10	10.1%
Charles	332	72	33	39	21.7%
Dorchester	64	10	4	6	15.6%
Frederick	348	37	14	23	10.6%
Garrett	14	1	0	1	7.1%
Harford	306	36	9	27	11.8%
Howard	513	52	19	33	10.1%
Kent	18	2	2	0	11.1%
Montgomery	889	63	33	30	7.1%
Prince George's	1,303	129	74	55	9.9%
Queen Anne's	73	16	8	8	21.9%
St. Mary's	136	7	2	5	5.1%
Somerset	44	8	0	8	18.2%
Talbot	29	4	1	3	13.8%
Washington	203	19	6	13	9.4%
Wicomico	96	10	0	10	10.4%
Worcester	36	1	0	1	2.8%
TOTAL	**7,249**	**798**	**318**	**480**	**11.0%**

* A conditional certificate is issued at the request of the local school systems for two years to individuals who do not meet full requirements of a professional certificate. The local school system may request a renewal according to state regulations.

SOURCE: Maryland State Department of Education, May 2008.

Appendix G

Annual Survey of Local School System's Vacancies
Office of Academic Affairs
August 2007

School System	Contact Person	Explanation: Original projection of need, actual hires, remaining vacancies and recruitment shortage
Allegany School begins 8/27	Jeff Blank (301) 759-2033	projected teacher needs 2007-08: 25 actual teachers hired 2007-08: 28 teacher vacancies as of 8/6/07: 3 vacancies as of 8/20/07: 3 shortage areas: none
Anne Arundel School begins 8/27	Vanessa Bass (410) 222-5066	projected teacher needs 2007-08: 560 actual teachers hired 2007-08: 460 teacher vacancies as of 8/6/07: 142 vacancies as of 8/20/07: 43 shortage areas: sp ed, early childhood, upper level sci & math, SLP, OT/PT
Baltimore City School begins 8/27	Gary Thrift (410) 396-8880	projected teacher needs 2007-08: 856 actual teachers hired 2007-08: 798 teacher vacancies as of 8/8/07: 81 vacancies as of 8/20/07: 62 (1/2 at elem) shortage areas: elem ed, CTE-tech, spanish, SLP
Baltimore Co School begins 8/27	Alpheus Arrington (410) 887-4301	projected teacher needs 2007-08: 800 actual teachers hired 2007-08: 700 teacher vacancies as of 8/6/07: 41 vacancies as of 8/20/07: 18.5 shortage areas: sp ed, spanish, tech ed
Calvert School begins 8/28	Kevin Michael (410) 535-7495	projected teacher needs 2007-08: 100 actual teachers hired 2007-08: 81 teacher vacancies as of 8/6/07: 34 vacancies as of 8/20/07: 20 shortage areas: eng, math, sci, sp ed, fam & cons sci, SLP, OT
Caroline School begins 8/27	Jim Orr (410) 479-3252x 131, Mr. Perry (410) 479-2894x132	projected teacher needs 2007-08: 61 actual teachers hired 2007-08: 53 teacher vacancies as of 8/6/07: 1 vacancies as of 8/20/07: 4 shortage areas: spanish, spec ed
Carroll School begins 8/27	Jimmie Saylor (410) 751-3078	projected teacher needs 2007-08: 160-170 actual teachers hired 2007-08: 172.4 teacher vacancies as of 8/6/07: 9 vacancies as of 8/20/07: 4 shortage areas: spec ed, science
Cecil School begins 8/27	Robert Davis (410) 996-5441	projected teacher needs 2007-08: 130 actual teachers hired 2007-08: 135 teacher vacancies as of 8/6/07: 12.5 vacancies as of 8/20/07: 0 (need 4-SLP & OT/PT) shortage areas: SLP, math, secondary spec ed, tech ed, fam & cons sci
Charles School begins 8/27	Keith Hettel (301) 934-7230	projected teacher needs 2007-08: 260-300 actual teachers hired 2007-08: 260 teacher vacancies as of 8/6/07: 48 vacancies as of 8/21/07: 42 shortage areas: math, PE, media, sci, fam & cons sci, computer ed, lang arts, spec ed, early childhood
Dorchester School begins 8/29	Stacy Messick (410) 228-4747	projected teacher needs 2007-08: 50 actual teachers hired 2007-08: 61 teacher vacancies as of 8/6/07: 2 vacancies as of 8/21/07: 0 shortage areas: sci, math, media, sp ed, tech ed
Frederick School begins 8/27	Paula Lawton (301) 644-5097	projected teacher needs 2007-08: 278 actual teachers hired 2007-08: 352 teacher vacancies as of 8/6/07: 31 vacancies as of 8/20/07: 13 shortage areas: spec ed, SLP, math, tech ed, secondary Eng, ESOL
Garrett School begins 8/28	Ervin Fink (301) 334-8902	projected teacher needs 2007-08: 12 actual teachers hired 2007-08: 14 teacher vacancies as of 8/6/07: 1 vacancies as of 8/20/07: 0 shortage areas: none

Appendix G, continued

Harford School begins 8/27	Margaret Goodson (410) 588-5238	projected teacher needs 2007-08: 300 actual teachers hired 2007-08: 290 teacher vacancies as of 8/6/07: 21.5 vacancies as of 8/20/07: 6 shortage areas: spec ed, SLP, tech ed, fam & cons sci, lib/media, Eng, science (earth), math
Howard School begins 8/27	Ernesto Diaz (410) 313-6779	projected teacher needs 2007-08: 500 actual teachers hired 2007-08: 458 teacher vacancies as of 8/6/07: 57 vacancies as of 8/21/07: 10 shortage areas: world lang, tech ed, fam & cons sci, SLP, sp ed, math, sci, ESOL, OT, PT, reading, media, computer sci, business ed
Kent School begins 8/27	Jeff Grafton (410) 778-7135	projected teacher needs 2007-08: 19 as of 6/30/2007 actual teachers hired 2007-08: 18 teacher vacancies as of 8/6/07: 3 vacancies as of 8/21/07: 0 shortage areas: spec ed, math, science
Montgomery School begins 8/27	Jane Woodburn (301) 279-3278	projected teacher needs 2007-08: 676 actual teachers hired 2007-08: 493 teacher vacancies as of 8/6/07: 158 vacancies as of 8/20/07: 38 FT, 49 PT shortage areas: early childhood, math, sci, sp ed, SLP, tech ed, elem lang immersion, spanish, OT, PT, media
Prince George's School begins 8/20	Robert Gaskin (301) 952-6037	projected teacher needs 2007-08: 1200 actual teachers hired 2007-08: 1000 teacher vacancies as of 8/6/07: 190 vacancies as of 8/20/07: 135.7 shortage areas: spec ed, Eng, fam & cons sci, music, math, sci, ESOL
Queen Anne's School begins 8/27	James Jennings (410) 758-2403	projected teacher needs 2007-08: 66 actual teachers hired 2007-08: 66 teacher vacancies as of 8/6/07: 3 vacancies as of 8/20/07: 2 shortage areas: sp ed, sci, math
St. Mary's School begins 8/22	Dale Farrell (301) 475-5511 x170	projected teacher needs 2007-08: 160 actual teachers hired 2007-08: 139 teacher vacancies as of 8/6/07: 38 vacancies as of 8/20/07: 21 shortage areas: spec ed, math, sci, SLP
Somerset School begins 8/27	Christie Collins (410) 621-6231	projected teacher needs 2007-08: 30 actual teachers hired 2007-08: 46 teacher vacancies as of 8/6/07: 5 vacancies as of 8/20/07: 1 shortage areas: math
Talbot School begins 8/28	John Masone (410) 822-7557	projected teacher needs 2007-08: 30-40 actual teachers hired 2007-08: 30 teacher vacancies as of 8/6/07: 0 vacancies as of 8/20/07: 0 shortage areas: spec ed, math, foreign lang, tech ed, OT/PT, vision teacher
Washington School begins 8/22	Donna Newcomer (301) 766-2804	projected teacher needs 2007-08: 150-250 actual teachers hired 2007-08: 170 teacher vacancies as of 8/6/07: 10 vacancies as of 8/20/07: 0 shortage areas: tech ed, Eng, foreign lang, math, spec ed, sci
Wicomico School begins 8/28	Stephanie Moses (410) 677-4531	projected teacher needs 2007-08: 100-120 actual teachers hired 2007-08: 97 teacher vacancies as of 8/6/07: 13 vacancies as of 8/20/07: 2 shortage areas: spec ed, math, foreign lang, fam & cons sci, tech ed
Worcester School begins 9/4	Willie Jackson (410) 632-2582 x 5077	projected teacher needs 2007-08: 50 actual teachers hired 2007-08: 45 teacher vacancies as of 8/6/07: 0 vacancies as of 8/20/07: 0 shortage areas: math, science, spanish, ESOL, spec ed

revised 8/21/07

Appendix H

Classes Taught by Highly Qualified Teachers
Maryland Public Schools
Kindergarten through Grade 12
2007-2008

Core Academic Subject	Number of Classes	Classes with NHQ Teacher	Percent NHQ Classes
English	**19,408**	**3,327**	**17.1**
ESOL	**1,113**	**121**	**10.9**
Language Arts/Reading	**3,837**	**552**	**14.4**
Foreign Language	**7,050**	**1,555**	**22.1**
French	1,382	221	16.0
German	226	32	14.2
Latin	307	105	34.2
Russian	33	11	33.3
Spanish	4,706	1,044	22.2
Other (includes multiple language course)	396	142	35.9
Mathematics	**19,605**	**3,505**	**17.9**
Science	**16,335**	**3,268**	**20.0**
Biology	3,610	573	15.9
Chemistry	1,728	286	16.6
Earth/Space Science	903	271	30.0
General Science	8,579	1,734	20.2
Physical Science	482	224	46.5
Physics	844	151	17.9
Environmental Science	189	29	15.3
Social Studies	**16,672**	**1,924**	**11.5**
Geology	0	0	0.0
Economics	250	25	10.0
Geography	488	37	7.6
History	6,374	599	9.4
Political Science	1,906	82	4.3
Social Studies	7,654	1,181	15.4
The Arts	**13,793**	**1,523**	**11.0**
Art	6,184	644	10.4
Dance	353	97	27.5
Drama/Theatre	733	272	37.1
Music	6,523	510	7.8
Elementary Education	**14,894**	**1,611**	**10.8**
Early Childhood (Kindergarten)	**2,985**	**473**	**15.8**
Total CAS Classes	**115,692**	**17,859**	**15.4**

Data provided by the Division of Accountability and Assessment, 2008.

Maryland Incentives to Address Areas of Teacher Shortage

Maryland has many strategies in place to support teacher quality and teacher retention . These strategies that have grown over the years in an effort to find principals and teachers in shortage areas. Some are state efforts and others are national. There are also strategies in place to recruit and retain teachers in Title I schools, and schools that have not met AYP standards.

Strategies and Incentives:

Quality Teacher Incentive Act Grants
In 1999, the Maryland General Assembly passed the *Quality Teacher Incentive Act,* enabling local school systems to offer a number of in incentives to recruit and retain qualify teachers. Some of these incentives include: $1,000 signing bonus, $2,000 annual stipends for teachers who have achieved National Board Certification (and some local school systems match the stipends for their teachers); $2,000 annual stipends for teachers who work in schools in corrective action or restructuring; $1,500 tax credit to offset graduate tuition costs for courses needed to maintain certification. Check Maryland Teacher Staffing Report, 2008-2010, p. 86, for a chart by local school systems on the specific amounts awarded by program. Check the Maryland Teacher Staffing Report, 2009-2010 on pp. v-viii at http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/mtsr.htm?WBCMODE=Presentatio%25%3e%25%3e%25%3e%25%3e%25%3e%25%3e.

Christa McAuliffe Memorial Teacher Education Award
Maryland gives tuition grants, named in honor of Christa McAuliffe, the first teacher in space, to those who are going into teaching in one of **the critical shortage areas** (grants are for juniors and seniors). This award is now a part of the *Workforce Shortage Student Assistance Grants*. For each year of an award, the grantee must agree to teach one year in Maryland.

State Tax Credits
To encourage teachers to maintain or advance their certification, classroom teachers enrolled in college courses are eligible for an annual $1,500 tuition tax credit on their Maryland income tax returns, to offset graduate tuition expenses necessary to maintain teacher certification. To receive the credit, the teacher must successfully complete the courses with a grade of B or better, be employed by a local school system, have a satisfactory performance evaluation, and not have been reimbursed by the local school system for the tuition paid.

Retire/Rehire Program.
In an effort to retain highly qualified teachers and principals, the Maryland General Assembly in 1999 enacted legislation to exempt certain retired teachers and principals from an earnings limitation on their pension if they are reemployed as classroom teachers, substitute teachers, teacher mentors or principals. The current statute is aimed at rehiring teachers and principals to work in specific schools and teach in critical shortage content areas. In addition to being hired in a **critical shortage area**, they must work in a school that:

- Is not making adequate yearly progress (AYP) or is in need of improvement as defined under *No Child Left Behind* and as implemented by the MSDE; *or*

- Is receiving funds under Title I of the federal *No Child Left Behind* and as implemented by the MSDE; *or*
- Provides an alternative education program for adjudicated youths or students who have been expelled, suspended, or identified for suspension or expulsion from a public school; *or*
- Has more than 50% of students attending who are eligible for free and reduced-priced meals (FARM) established under the U.S. Department of Agriculture.

The number and areas of the rehires for 2008-2009 can be found in the chart in the *Maryland Teacher Staffing Report, 2009-2010*, p. 87 at Check the Maryland Teacher Staffing Report, 2009-2010 on pp. v-viii at http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/mtsr.htm?WBCMODE=Presentatio%25%3e%25%3e%25%3e%25%3e%25%3e%25%3e.

Teacher Education Assistance for College and Higher Education (TEACH) Grants
This federal legislation provides tuition grants up to $4,000 per year to students who agree to major and then teach in one of the **critical shortage areas.** For every year of teaching, a year of reduction in the student loan is granted, for up to 4 years.

Federal Loan Forgiveness Programs
The federal government has several discharge (cancellation) or loan forgiveness programs connected to federal loans for teachers who are teaching in a **critical shortage area or a geographic shortage area**. The amount varies from year to year but some are "forgiveness clauses" and others are deferment of repayment.

Troops to Teachers
The primary objective of the national Troops To Teachers program is to help recruit quality teachers for schools that serve low-income families throughout the United States. Troops To Teachers helps to relieve teacher shortages, especially in math, science, special education, and other high-need subject areas. Troops To Teachers assists military personnel in making successful transitions to new careers in teaching.
Additional information is available by calling 410-767-8286; toll free at 1-866-251-3123, or visiting the Maryland Troops To Teachers site at: www.tttmaryland.org. The national website for Troops To Teachers programs can be found at: www.proudtoserveagain.com.

Subtitle 07 SCHOOL PERSONNEL

13A.07.01 Comprehensive Teacher Induction Program

Authority: Education Article, §§2-205(c) and 6-202(b), Annotated Code of Maryland

.01 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.

.02 Incorporation by Reference.

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

A. Maryland Teacher Professional Development Standards;

B. Maryland Teacher Professional Development Planning Guide (updated November 2008);

C. Maryland Teacher Professional Development Evaluation Guide, October 2008.

.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 the services of a mentor.

(2) "Mentor" means an individual who possesses the attributes set forth in Regulation .05 of this chapter.

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

(a) New to the profession; or

(b) A veteran who is new to the district.

.04 General Requirements.

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable 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. Local school systems shall use the Maryland Teacher Professional Development Planning Guide (updated in November 2008) to develop the program, which shall include the following professional learning activities:

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

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

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

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

(5) Ongoing professional development designed to address new teacher needs and concerns; and

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

D. The district shall consider the need for staffing:

(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.

E. 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.

.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 all induction activities designed for veteran teachers for a minimum of 1 year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

(1) A reduction in the teaching schedule;

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

(3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

.06 Mentoring Component of the Comprehensive Induction Program.

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

B. A local school system shall establish a cadre of full-time or part-time mentors whose sole responsibilities are to support teachers during their comprehensive induction period.

C. To the extent practicable given staffing and fiscal concerns, local school systems shall establish the maximum ratio of mentors to mentees in the comprehensive induction program at one mentor to 15 mentees.

D. A mentor under the comprehensive induction program may be assigned school-level administrative duties only on an emergency basis.

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

F. A mentor 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 or be a retiree from the local school system;

(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. Local school systems shall provide ongoing training for mentors that includes:

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

.07 Evaluation of the Comprehensive Induction Program.

A. Local school systems shall evaluate the comprehensive induction program and shall use the Maryland Teacher Professional Development Evaluation Guide, October 2008, as a resource for developing an evaluation model that addresses:

(1) The components of the comprehensive induction program, including the extent to which the components are coherent , coordinated and implemented as planned or not;

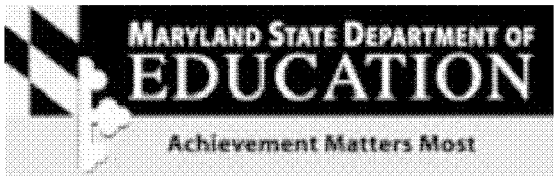
(2) Participating teachers' perceptions of the adequacy, relevance, and usefulness of all elements of the induction program;

(3) The extent to which all participating teachers demonstrate mastery of the teaching standards used by local school systems in Section .04C(6) of this regulation; and

(4) Participating teacher retention and attrition during the first 5 years after their initial teaching assignment.

.08 Date of Compliance.

Local school systems shall be in full compliance with this chapter by July 1, 2011.



Maryland State Department of Education

Statewide Stakeholder Focus Groups on the
Proposed Framework for Teacher Evaluation

The Mid-Atlantic Comprehensive Center (MACC) is one of 16 regional Comprehensive Centers funded by the U.S. Department of Education to provide technical assistance to state education agencies in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania to enable them to address the differentiated needs of low-performing schools and districts.

The Mid-Atlantic Comprehensive Center (MACC) assisted with facilitating the focus groups, gathered and compiled data, provided ongoing feedback throughout the process, and crafted the final report.

The Mid-Atlantic Comprehensive Center at
The George Washington University
Center for Equity and Excellence in Education
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Maryland State Department of Education

Statewide Stakeholder Focus Groups on the Draft Framework for Teacher Evaluation

Background: In 2009, as Maryland was engaged in the third wave of its continuous systemic educational reform process, the U.S. Department of Education announced its Race to the Top competition to provide additional funds to states with innovative approaches for ensuring all students are *Career and College Ready*. The goals of the Race to the Top program align perfectly with Maryland's reform plan, and in preparing the application, the Maryland State Department of Education (MSDE) has had a unique opportunity to review and refine its efforts.

A critical aspect of Maryland's reform plan is improving the quality and effectiveness of all teachers in Maryland, by redesigning the model for the preparation, development, retention, and evaluation of teachers and principals. Per federal requirements, states must now include student growth as a significant factor in determining teacher effectiveness through a state teacher evaluation system. MSDE took the opportunity of the Race to the Top application to begin engaging stakeholders in the discussion of a statewide framework for teacher evaluations, including student growth as a significant component.

Participants: In March and April 2010, MSDE arranged for 24 focus groups, including teachers from 18 of Maryland's 24 school districts, reflecting a wide range of sizes, income levels, and demographics, as well as urban, suburban, and rural communities. The majority of the 432 participants were teachers, but the focus groups also included administrators, other school level personnel, students, Teacher preparation and arts and sciences faculty from Maryland public and private Institutions of Higher Education and the two teacher collective bargaining units, the Baltimore Teachers Union and the Maryland State Education Association. Participants for the teacher groups were selected by local superintendents and teacher associations and included participants from virtually every grade level and content area, English Language Learner and Special Education and gifted and talented teachers who either have their own classrooms, co-teach, or teach in multiple schools. These focus groups also included department heads, guidance counselors, media specialists, resource teachers, coaches, and other key instructional staff.

Format: The focus groups averaged 18 participants and were approximately 2 hours in length. The first part of the meeting was devoted to providing participants with context information regarding 1) the Maryland reform process 2) Race to the Top and 3) Maryland's current teacher evaluation practices, and to introducing the proposed teacher evaluation framework. For the remaining time, participants were asked to respond to seven questions:

1. Are the domains listed clear and understandable *(Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities)*?
2. Taken together, is this a reasonable set of expectations for effective teaching?
3. If the Maryland framework included the following categories, what percentages or weights of the total evaluation should each one have?
4. How should evidence into these areas be collected?
5. For the student achievement domain specifically, what measures could be used?
6. Should the student achievement component include a growth between two points in time, student achievement against a standard (grade level expectations) and/or measures of where students are on their trajectory to being college and career ready? Should the student growth data review of school level growth data, grade or team-level growth data, or focus solely on student-level growth data at the individual teacher level?
7. How would you respond to proposed rating categories (*Highly Effective, Effective, Developing*, and *Ineffective)*?

Participants responded to these questions with a wide range of comments, concerns, suggestions and questions. While each focus group had its own flavor, there were several common themes which emerged:

Equity and Fairness: Participants wanted to ensure that the evaluation system would be crafted in a manner that was clear and transparent. Teachers commented that clear expectations definitions for each domain area would be critical to ensuring fairness. In discussing fairness, participants emphasized the need for evaluator training to ensure that they understood the criteria, had clear and consistent expectations about how to measure the criteria, and that the criteria would be applied consistently among all evaluators. Finally, participants expressed concerns that they would be held accountable for conditions over which they exerted little control and gave examples such as student home circumstances, access to technology, school facility environments, instructional situations (i.e. co-teaching, teams, inclusion, pull-outs, non-core courses with limited instructional time with students, itinerant teachers, etc.), quality of school leadership, policies that promote social promotion, teaching out of content areas, taking on challenging instructional situations, and addressing the needs of English Language Learners, Gifted and Talented and students with IEPs

"My" situation: Many participants provided examples and questions about their individual assignment, grade or content area, drawing attention to areas not included in State summative assessments. The dominant concern was how the proposed student growth domain would be measured. Suggestions to use teacher-made, school-wide and district interim or benchmark assessments also brought questions about the quality, validity, and reliability of those measures.

Who should serve as evaluators? Participants expressed great concern about the training, knowledge, qualifications, positions, and objectivity of those tasked with conducting evaluations, especially for observations. Based on their responses,

1. Evaluators need to be thoroughly and thoughtfully trained, both in general evaluation and using the specific evaluation tools.
2. Evaluators need to be held accountable for the quality of their work in conducting teacher evaluations.
3. Evaluators must have current knowledge of content and instructional practices.
4. Peer evaluation could be very valuable, but sensitivity must be used to ensure that peer evaluation did not negatively impact school climate or professional relationships within the school.
5. Evaluations for each individual should be conducted by multiple evaluators.
6. There must be some mechanism to address any bias or subjectivity on the part of the evaluator.

How to measure the domain areas? Another issue that was frequently raised was both the measures to be used and the ways evaluation data would be gathered. Participants suggested:

1. The evaluations should rely on multiple data measures, and should reflect more than one point in time
2. The data collection systems that support the proposed evaluation framework must be robust and accurate.
3. Measures for the teaching practice domains might include:
    a. Observations
    b. Teacher developed portfolios
    c. Examples of student work, including student developed portfolios
4. Measures for the student growth domain might include:
    a. Existing assessments, including state tests, district benchmarking tests, quarterly tests, diagnostics, and tests developed at the school, grade, or team level could be used. These may include pre- and post-tests.

Implementation Issues: Participant suggestions in this area include:

1. The process needs to be practical and operational. It must consider the time required by both the evaluators and teachers and ensure that it does not significantly increase their workloads.
2. The evaluation process should include a process for teachers and principals to work together in setting individual goals for teacher performance.
3. Annual evaluations should be viewed as part of a trend of performance, so that teachers are not unduly affected by one particular class or challenging year.

4. The impact on students must be carefully considered. The evaluations should not take away from instructional time, and be crafted such that they do not drive instructional practices negatively (i.e. teaching to the test).
5. Evaluations for both teachers and principals should be included in and/or aligned with School Improvement Plans

Levels of Accountability: *(Should student growth be determined at the individual teacher, team, or school level?)* Many teachers throughout the state work in collaborative teams, often with teachers of the same grade levels or content areas. Sometimes this collaboration takes the form of joint lesson study, assessment development and/or reviews of student growth. Other times the collaboration includes flexible student grouping practices. Some collaboration includes co-teaching assignments of special education, ELL and regular education teachers. In these situations, which teacher or teachers get credit for which students' learning in a given year? Participants expressed a wide range of views on this subject. In some cases, teachers favored calculating at least some of the student growth measure on their team performance, as they believed their students benefited from the collaborative effort. In other cases, teachers were uncomfortable with this strategy, as they did not want to be held accountable for team members who may not be contributing as much as others. Some participants also expressed concern that the student growth component might discourage teachers from collaborating with their colleagues.

Conditions Necessary for Success: As the participants discussed the details of the evaluation process, they also noted a number of conditions that need to be in place for implementation to succeed:

1. Rich resource materials including the revised State Curriculum aligned to the new Common Core Standards and the anticipated associated assessments and more resources in the online instructional toolkit.
2. A fair and transparent system of checks and balances at the state, district and school level.
3. Changes in culture throughout the school system to emphasize evaluation for improvement.
4. Robust and comprehensive support systems for all teachers, such as mentors, coaches, and high quality professional development that are protected from budget cuts.
5. Targeted support for new teachers, such as induction programs, and for veteran teachers who need additional assistance.
6. More rigorous standards for teacher preparation and certification programs.
7. Class schedules and teacher assignments that are designed to promote collaboration among instructional personnel, including common planning time.
8. Computer adaptive testing to significantly improve the accuracy of student growth determination.

Initial Four Domains: The participants reviewed the four domains (Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities) and commented on the degree to which they were clear, reasonable, appropriate, and comprehensive. Virtually all participants agreed that they represented a comprehensive set of domains for a teacher evaluation system. Many participants noted the need for more clarity in the definitions of what each domain area was to measure with "Demonstrating Knowledge of Students," "Demonstrates Professionalism," and Reflecting on Teaching as most frequently cited as ambiguous.

When asked how each of the four domains should be weighted as part of the evaluation, most responded that the Planning and Preparation and Instruction domains should carry more weight in the evaluation process. Additional responses and questions about specific domains are noted below.

> ***Planning and Preparation:*** Would this be based on documentation of preparation (i.e. lesson plans), or classroom observation that reflects planning?
>
> ***Environment:*** How would evaluations consider variations in physical environments? Could this area be defined to recognize differences based on content and grade level?
>
> ***Instruction:*** Differentiated instruction and enthusiasm for subject matter should be given more attention and be specifically defined.
>
> ***Professionalism:*** The domain prompted a number of reactions. Some thought it was unnecessary, as professionalism is a minimum expectation for being a teacher. Others noted that it is usually only addressed if there is a problem, such as a teacher not turning in grades on time, or not dressing in appropriate attire. Others suggested that it focus on 'modeling professional behavior.'

Rating Categories: Finally, participants were asked their opinions about the proposed rating categories of *Highly Effective, Effective, Developing*, and *Ineffective.* Most found these to be acceptable, although some suggested creating an odd numbered scale so there could be a middle option. Participants discussed the use of the term *Developing* as appropriate for non-tenured teachers entering the profession. Others noted that as veteran teachers changed assignments of grade levels or specific content, *Developing* might be appropriate in those situations. A final suggestion was to not have any rating category between ineffective and effective as it was sometimes used as a safety zone for evaluators who were not comfortable assigning an *Ineffective* rating. Participants suggested the need for greater clarity between ineffective and effective as that was a "cut" point in using the evaluation for critical decisions about granting tenure or continued employment.

Student Response: The focus groups included 34 high school students from across the state. While they raised many of the same issues as adult stakeholders, their perspective was unique. Students expressed concern that their teachers often knew when observations would be done, and significantly changed their instructional behavior on those days. They also noted that some teachers, such as sports coaches, may receive special treatment from principals regarding evaluation. Most students agreed that student performance should be considered when assigning ratings, but that multiple measures, including tests, projects, and portfolios would provide a more accurate picture. They also suggested that pre- and post-measures include some rating for the students' interest and/or appreciation of the subject, to show how the teacher inspired the students.

Stakeholder Participation in Development Process: Participants asked for opportunities to continue to be included in both the evaluation development and the policy decision-making process.

New Leaders for New Schools
Maryland State Department of Education
Baltimore City Public Schools | Prince George's County Public Schools
Program Partnership Committee Meeting
Tuesday, October 20, 2009
12:00 - 1:30 p.m.
Conference Call #: 517-652-8631
Participant Code: 1658455

AGENDA ITEMS:

1. **CURRENT RESIDENCY HIGHLIGHTS – COHORT '09**
   A. Summary of Recruiting and Admissions Season 2008-09
   B. Current Placements
   C. National Seminar in New Orleans, LA - Summary
   D. Resident Assessments

2. **PRINCIPAL SUPPORT – COHORT '08**
   A. New Principal Support
      I. Transformation Schools
      II. Priority Schools
   B. Urban Excellence Framework
   C. Diagnostic Tools and Action Planning

3. **RESULTS TO DATE – STUDENT ACADEMIC ACHIEVMENT – 2009 MSA & HSA**

4. **NEW LEADERS FOR NEW SCHOOLS: PRINCIPAL EFFECTIVENESS PAPER**

5. **UPCOMING ACTIVITIES**
   A. MOU Renewal for Baltimore City Public Schools and Prince George's County Public Schools
   B. Recruitment for Cohort '10

UPCOMING DATES:

First Round Interview:
Baltimore City and Prince George's County: Tuesday, November 10 – Thursday, November 12

Finalist Selection Days:
Baltimore City and Prince George's County: Tuesday, December 1 – Thursday, December 3

Next MSDE Program Partnership Committee Meeting
Monday, February 22, 2010, 10:00 – 11:30 A.M.

New Leaders for New Schools: Maryland
Recruiting and Admissions Season: 2008-09
Summary

Recruiting and Admissions: 2008-09 Goals and Results	**Baltimore City**	**Prince George's County**	**Maryland** (Total)
Recruitment Goal for Cohort '09	10-15	7	17-22
# of Deferrals from 2007-08 Season	2	1	3
# of Positions Available for Cohort' 09	8-13	6	14-19
# of Resident Principals Accepted to Cohort '09	9	6	15

Deadline #1 – Priority Deadline - *Monday, October 27, 2008*			
Applications Submitted	33	33	66
Applicants Interviewed – FRI	20	15	35
Applicants Interviewed – FSD	7	5	12
Offers Made	1	2	3

Deadline #2 – Final Deadline - *Tuesday, February 17, 2009*			
Applications Submitted	70	134	206
Applicants Interviewed – FRI	29	58	87
Applicants Interviewed – FSD	12	18	30
Offers Made	6	3	9

TOTAL NUMBERS - 2008-09 Recruitment and Admissions Season			
Total Applications Submitted	103	167	270
Total Applicants Interviewed – FRI	49	73	122
Total Applicants interviewed – FSD	19	23	42
Total Offers Made	7	5	12

(b)(6)

New Leaders for New Schools: Baltimore
Cohorts '05 - '07

As of 9/16/09

Cohort '05				
First Name	**Last Name**	**School**	**Level**	**Position**
Sean	Conley	Morrell Park Elementary/Middle School	K-8	Principal
Sofia	Glasson	Hamilton Elementary/Middle School	K-8	Assistant Principal
Loren	McCaskill	Dr. Bernard Harris, Sr. Elementary School	Elem.	Principal
Cassandra	Millette	One Bright Ray	Dist.	Executive Director
Ivor	Mitchell	Academy for College and Career Exploration	H.S.	Principal
Sheilah	Myers	Guilford Elementary/Middle School	K-8	Principal
Tammie	Nielsen	BCPSS Charter School Office	Dist.	Coordinator
Kathleen	O'Hanlon	Midtown Academy	K-8	Principal
Shaylin	Todd	Fort Worthington Elementary School	Elem.	Principal
Wanda	Young	Northeast Middle School	6-8	Principal

Cohort '06				
First Name	**Last Name**	**School**	**Level**	**Position**
Mark	Bongiovanni	Armistead Gardens Elementary/Middle School	K-8	Principal
Sonya	Goodwyn-Askew	Hilton Elementary School	Elem.	Principal
Andrea	Hancock	Office of School Support Networks	Dist.	Network Team Leader
Wendy	Hamlin	Brehms Lane Elementary School	Elem.	Principal
Felicia	Irick	Westport Academy Elementary/Middle School	K-8	Principal
Anthony	Japzon	Medfield Heights Elementary School	Elem.	Principal
Lindsay	Krey	Holabird Academy	K-8	Principal
Tammie	Miller	Gardenville Elementary School	Elem.	Principal
William	Murphy	Hamilton Elementary/Middle School	K-8	Principal
Sandra	Powell	Doris M. Johnson High School	H.S.	Principal
Tifini	Stewart	Cherry Hill Elementary/Middle School	K-8	Principal
Karen	Webber-Ndour	National Academy Foundation High School	H.S.	Principal
Karen	White	Office of the Chief Academic Officer	Dist.	On Assignment

Cohort '07				
First Name	**Last Name**	**School**	**Level**	**Position**
Debita	Basu	City Springs Elementary/Middle School	K-8	Asst. Principal
Steven	Berlack	Office of the Chief Academic Officer	Dist.	On Assignment
Pamela	Caple	Baltimore Freedom Academy Middle School	6-8	Principal
D'Andrea	Chapman	Collington Square Elementary/Middle School	K-8	Principal
Lorna	Hanley	Baltimore Leadership School for Young Women	6-12	Principal
Jason	Hartling	Northwestern High School	H.S.	Principal
Michael	Manning	Augusta Fells Savage Institute of Visual Arts High School	H.S.	Principal
Cathy	Miles	East Baltimore Community School	Elem.	Principal
Stacy	Place	William Paca Elementary School	Elem.	Principal
Ian	Roberts	Friendship Academy of Science and Technology	6-12	Principal
Kimberly	Sollers	Edgewood Elementary School	Elem.	Principal
Kirk	Sykes	Carver Vocational-Technical High School	H.S.	Principal
Lorraine	Wallace	Diggs-Johnson Middle School	6-8	Principal

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New Leaders for New Schools: Baltimore
Cohorts '08 -'09

As of 9/16/09

Cohort '08				
First Name	**Last Name**	**School**	**Level**	**Position**
Monica	Dailey	Bluford Drew Jemison STEM Academy West	6-8	Principal
Danielle	Green	Baltimore Liberation Diploma Plus High School	H.S.	Principal
Teresa	Hall-Cooper	Baltimore Antioch Diploma Plus High School	H.S.	Principal
Brian	Jones	Baltimore Community High School	H.S.	Principal
Eunice	Jones	Commodore John Rodgers Elementary/Middle School	K-8	Principal
Christian	Licler	Doris M. Johnson High School	H.S.	Assistant Principal
Shannon	Mobley	Digital Harbor High School	H.S.	Assistant Principal
Zaakira	Muhammad	Diggs-Johnson Middle School	6-8	School Lead Coach
Brian	Pluim	Westside Elementary School	Elem.	Principal
Craig	Rivers	Mergenthaler Vocational-Technical High School	H.S.	Principal
Laura	Schulz	Mergenthaler Vocational-Technical High School	H.S.	Assistant Principal
Damia	Thomas	Harford Heights Elementary School	Elem.	Principal
Grace	Yador	Hilton Elementary School	Elem.	Assistant Principal

Cohort '09				
First Name	**Last Name**	**Residency Site**	**Level**	**Position**
Sabree	Barnes	W.E.B. DuBois High School	H.S.	Resident Principal
Carolyn	Blair	Diggs-Johnson Middle School	6-8	Resident Principal
Curtis	Durham	Northeast Middle School	6-8	Resident Principal
Quinhon	Goodlowe	Academy for College and Career Exploration	H.S.	Resident Principal
Najib	Jammal	Carver Vocational-Technical High School	H.S.	Resident Principal
Nichelle	Johnson	Holabird Academy	K-8	Resident Principal
Joseph	Manko	Hilton Elementary School	Elem.	Resident Principal
Chitamawe	Mulwanda	Heritage High School	H.S.	Resident Principal
Danielle	Rembert	Hamilton Elementary/Middle School	K-8	Resident Principal

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New Leaders for New Schools: Prince George's County Cohort '07 - '09

New Leaders was launched in Prince George's County in 2007 and has increased capacity to 19 school leaders impacting 9,000 students every day.

As of 8/24/09

Cohort '07				
First Name	**Last Name**	**School**	**Level**	**Position**
Chandra	Brown	Thomas Claggett Elementary School	Elem.	Principal
Glynis	Jordan	Bladensburg High School	H.S.	Principal
Ingrid	Reynolds-Lawson	Beltsville Elementary/Middle School	K-8	Principal
Michelle	Tyler-Skinner	Columbia Park Elementary School	Elem.	Principal

Cohort '08				
First Name	**Last Name**	**School**	**Level**	**Position**
Judy	Adams	Cherokee Lane Elementary School	Elem.	Principal
HeNina	Bunch	Princeton Elementary School	Elem.	Principal
Kathy	Dryden	Nicholas Orem Middle School	6-8	Instructional Coordinator
Danielle	Goddard	Lincoln Public Charter School	Elem.	Principal
Angela	Henry	Bladensburg High School	H.S.	Instructional Coordinator
Natasha	Jenkins	Springhill Lake Elementary School	Elem.	Principal
Nakia	Nicholson	Fairmont Heights High School	H.S.	Principal
Judie	Strawbridge	Francis Scott Key Elementary School	Elem.	Principal
Kimberly	Washington	Fairmont Heights High School	H.S.	Instructional Coordinator

Cohort '09				
First Name	**Last Name**	**Residency Site**	**Level**	**Position**
Hillary	Garner	William Wirt Middle School	6-8	Resident Principal
Lakisha	Covert	Seat Pleasant Elementary School	Elem.	Resident Principal
Ebony	Cross	Mary Harris "Mother" Jones Elementary	Elem.	Resident Principal
Rashida	Edwards	Doswell E. Brooks Elementary School	Elem.	Resident Principal
Anthony	Felder	William W. Hall Elementary/Middle School	K-8	Resident Principal
Lacey	Robinson	Dodge Park Elementary School	Elem.	Resident Principal

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New Leaders for New Schools: Baltimore

New Leaders for New Schools is improving student achievement in Baltimore by recruiting, training, and supporting the next generation of outstanding school leaders in partnership with the Baltimore City Public Schools and the Maryland State Department of Education. The Baltimore program is a fully accredited pathway to the principalship – the first partnership program in the state and one of the first in the country to be granted this type of endorsement. Since 2005, New Leaders for New Schools has grown to lead 18% of the Baltimore City Public Schools and has seen many exciting improvements to the quality of education provided to children in those schools.

We help the district develop leaders...

- **Leadership:** The Baltimore program has grown to train and support 58 New Leaders and currently impacts some 20,000 students.
- **Schools:** New Leaders in Baltimore serve a range of school contexts, from district to charter, start-up to traditional, elementary to high school. Roughly 76% of our schools are traditional district schools, and 24% are public charter schools.
- **Retention:** New Leaders demonstrate continued commitment to Baltimore city schools: 88% of New Leaders serving as principals in 2008-09 returned to the principalship in 2009-10.
- **Placement:** 94% of New Leaders in Cohorts '05-'08 have served as principals; 98% are serving in principal, assistant principal, or district leadership positions.
- **Quality:** Resident Principal survey results confirm the New Leaders program's effectiveness: 100% feel that the New Leaders Residency has been a high quality experience.

NEW LEADERS - BALTIMORE SCHOOL YEAR 2009-10	
Principals	**37**
Assistant Principals	**7**
District Leaders	**5**
Resident Principals	**9**
Total Cohort Members	**58**
Students Impacted	**20,000**

...and those leaders drive student achievement in their schools*

- Schools led by New Leaders trained principals posted a one-year combined gain of 16.6 percentage points across ELA and math.
- Schools led by New Leaders trained principals posted a one-year combined gain of 16.26 percentage points in the proportion of students scoring advanced; 6.34 percentage points in ELA and 9.92 percentage points in math.
- 63% of K-8 schools led by New Leaders trained principals made double digits gains across ELA and math.
- 32% of K-8 schools led by New Leaders trained principals made 20+ gains across ELA and math.
- Of the seven schools that exited *School Improvement Status* in Baltimore, three were led by New Leaders trained principals from Cohort '05
- 4 out of 5 K-8 schools led by 1st year New Leaders trained principals made 20+ gains across ELA and math.

*2009 preliminary student achievement results include schools with available date as of July 2009; occasionally districts make slight adjustments to data to reflect improved precision and accuracy. All data is publicly available at www.mdreportcard.org.

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New Leaders for New Schools: Prince George's County

New Leaders for New Schools is improving student achievement in Prince George's County by recruiting, training, and supporting the next generation of outstanding school leaders in partnership with the Prince George's County Public Schools and the Maryland State Department of Education. The Prince George's County program is a fully accredited pathway to the principalship – the first partnership program in the state and one of the first in the country to be granted this type of endorsement. Since 2007, New Leaders for New Schools has grown to lead 5% of the Prince George's County Public Schools and has seen many exciting improvements to the quality of education provided to children in those schools.

We help the district develop leaders...

- **Leadership:** The Prince George's County program has grown to train and support 19 New Leaders and currently impacts some 9,000 students.
- **Schools:** New Leaders in Prince George's County serve a range of school contexts, from elementary to high school. Roughly 68% of our schools are elementary, 21% are high schools and 10% are middle schools.
- **Retention:** New Leaders demonstrate continued commitment to Prince George's County schools: 100% of New Leaders serving as principals in 2008-09 returned to the principalship in 2009-10.
- **Placement:** 86% of New Leaders in Cohorts '07 and '08 have successfully completed Residency training; 71% are currently serving as principals.
- **Quality:** Resident Principal survey results confirm the New Leaders program's effectiveness: 100% feel that the New Leaders Residency has been a high quality experience.

NEW LEADERS - PRINCE GEORGE'S COUNTY SCHOOL YEAR 2009-10	
Principals	**10**
Instructional Coordinators	**3**
Resident Principals	**6**
Total Cohort Members	**19**
Students Impacted	**9,000**

...and those leaders drive student achievement in their schools.

Bladensburg High School - Principal Glynis Jordan

- The graduation rate of 66.4% in 2007 climbed nearly 30 percentage points, graduating 95% of seniors in 2008.
- Scholarship funding for graduating seniors has doubled, to $3.2M in 2008.
- In August 2008, 191 students still needed to complete sections of the High School Assessments (HSA). By the end of the school year, 99% ot those students were successful in meeting the HSA requirements.
- In 2009, Bladensburg had the biggest increase district-wide in the average score on the SAT.

Columbia Park Elementary School - Principal Michelle Tyler-Skinner

- Columbia Park was one of only three schools that exited *School Improvement Status* in Prince George's County Public Schools. First year principal, Tyler-Skinner has continued this momentum and chartered a course for high levels of academic achievement.

Thomas Claggett Elementary School - Principal Chandra Brown

- Principal Brown has assumed leadership of the school and is beginning to make strides towards school-wide transformation and success.

New Leaders for New Schools: Baltimore
MSA K-8 Results Data
2006-2009

				Math						ELA						Combined	
School Name	New Leader	Years in Role	School Level	2006	2007	2008	2009	1-yr Gain	Avg Annual Gain Since New Leader Entered Role	2006	2007	2008	2009	1-yr Gain	Avg Annual Gain Since New Leader Entered Role	1-yr Gain	Avg Annual Gain Since New Leader Entered Role
Paul Laurence Dunbar Middle	Mark Bongiovanni	1.0	MS	6.8	10.6	13.4	39.0	25.6	25.6	29.0	23.8	33.0	46.7	13.7	13.7	39.3	39.3
Diggs-Johnson Middle	Esther Wallace	1.0	MS	15.5	15.1	13.8	31.2	17.4	17.4	38.1	36.6	38.7	54.2	15.5	15.5	32.9	32.9
Collington Square Elementary	D'Andrea Chapman	1.0	K8	23.3	30.5	41.5	57.8	16.3	16.3	49.5	42.6	60.8	68.7	7.9	7.9	24.2	24.2
KAPPA	Karen White	1.0	MS-HS				38.2						70.9				
Friendship Academy	Ian Roberts	1.0	MS-HS				60.0						74.1				
Harriet Tubman Elementary	Kimberly Sollers	1.0	ES	48.2	59.1	47.5	79.4	31.9	31.9	51.7	60.6	50.0	84.1	34.1	34.1	66.0	66.0
William Paca Elementary	Stacy Place	1.0	ES	61.9	78.2	85.6	90.5	4.9	4.9	52.1	70.2	78.3	87.0	8.7	8.7	13.6	13.6
Cherry Hill Elem-Middle	Tifini Stewart	2.0	K8	30.4	33.3	41.6	45.8	4.2	6.2	44.3	43.1	46.2	46.3	0.1	1.6	4.3	7.8
Westport Academy	Felecia Irick	2.0	K8	33.6	50.9	52.4	59.9	7.5	4.5	45.1	53.4	55.8	67.9	12.1	7.2	19.6	11.7
Hilton Elementary	Sonya Goodwyn- Askew	2.0	ES	68.9	68.4	87.2	89.8	2.6	10.7	61.9	63.2	82.4	80.6	-1.8	8.7	0.8	19.4
Dr. Bernard Harris Sr. Elementary	Loren McCaskill	2.0	ES	72.6	62.2	74.4	82.5	8.1	10.2	64.9	69.3	73.6	80.7	7.1	5.7	15.2	15.9
Morrell Park Elementary/Middle	Sean Conley	2.0	K8	24.7	51.1	77.3	86.3	9.0	17.6	40.6	51.1	76.4	83.7	7.3	16.3	16.3	33.9
Hamilton Elementary/Middle	William Murphy	2.0	K8	62.6	68.3	74.9	82.0	7.1	6.8	73.4	75.0	82.6	87.2	4.6	6.1	11.6	12.9
Holabird Elementary	Lindsay Krey	2.0	ES	37.2	77.1	80.7	88.7	8.0	5.8	56.4	71.2	77.9	87.6	9.7	8.2	17.7	14.0
Medfield Heights Elementary	Anthony Japzon	2.0	ES	85.5	89.8	89.4	96.1	6.7	3.1	90.6	83.7	89.3	90.2	0.9	3.3	7.6	6.4
Gardenville Elementary	Tammie McIntire-Miller	2.0	ES	78.4	81.8	89.1	89.0	-0.1	3.6	73.7	78.4	89.1	90.3	1.2	5.9	1.1	9.5
Armistead Gardens Elementary	Sofia Glasson	2.5	ES	70.6	74.4	84.3	82.7	-1.6	4.2	72.3	70.3	80.6	83.1	2.5	6.4	0.9	10.6
Northeast Middle	Wanda Young	3.0	MS	27.4	27.5	22.8	51.8	29.0	8.1	43.5	45.3	55.6	62.0	6.4	6.2	35.5	14.3
Guilford Elementary/Middle	Sheilah Myers	3.0	K8	56.9	53.1	56.1	69.5	13.4	4.2	55.4	53.1	74.6	73.1	-1.5	5.9	12.0	10.1
Fort Worthington Elementary	Shaylin Todd	3.0	ES	44.8	64.0	88.3	83.7	-4.6	13.0	46.8	57.8	88.8	83.7	-5.1	12.3	-9.8	25.3
Midtown Academy	Kathleen O'Hanlon	3.0	K8	73.3	60.8	78.7	82.1	3.4	2.9	80.8	74.2	83.6	86.3	2.7	1.8	6.2	4.7
			All New Leaders	51.4	71.2	70.76	9.9	10.4		57.6	75.5	75.64	6.6	9.2	16.6	19.6	
Made 20+ Combined Gains in 2009			2+ New Leaders		61.5	77.85	6.6	7.2			75.6	78.76	3.3	6.8	9.9	14.0	
Made 20+ Combined Gains since start of tenure			3+ New Leaders			71.78	10.3	7.1				76.28	0.6	6.5	11.0	13.6	
			Published Baltimore		55.6	63.50	7.9				67.6	72.40	4.8		12.7		

HIGHLIGHTS:

Principal Sean Conley, Cohort '05, has moved **Morrell Park Elementary/Middle School** from less than half its students meeting standards to roughly 85% in just two years. From 2007 to 2009, gains in the proportion of students scoring proficient or advanced moved from 51.1% to 86.3% in math and from 51.1% to 83.7% in ELA.

Of the seven schools that exited *School Improvement Status* in Baltimore city, three were led by New Leaders principals from Cohort '05

- *Fort Worthington Elementary School - Shaylin Todd*
- *Guilford Elementary/Middle School - Sheilah Myers*
- *Morrell Park Elementary/Middle School - Sean Conley*

New Leaders for New Schools: Baltimore
K-8 Advanced Levels Summary
2006-09 MSA

				Math					ELA					
School Name	New Leader	Years in Role	School Level	2006	2007	2008	2009	1-year gain	2006	2007	2008	2009	1-year gain	Combined 1-year Gain
Paul Laurence Dunbar Middle	Mark Bongiovanni	1.0	MS	0.2	0.1	1.3	6.3	5.0	1.4	0.6	4.0	5.2	1.2	6.2
Diggs-Johnson Middle	Esther Wallace	1.0	MS	0.7	0.2	0.3	1.4	1.1	2.8	2.4	5.2	7.4	2.2	3.3
Collington Square Elementary	D'Andrea Chapman	1.0	ES	0.0	1.1	2.9	9.9	7.0	5.7	4.1	15.0	13.5	-1.6	5.4
Harriet Tubman Elementary	Kimberly Sollers	1.0	ES	3.4	5.6	3.7	13.3	9.6	2.3	5.6	2.5	16.0	13.5	23.1
William Paca Elementary	Stacy Place	1.0	ES	5.4	15.5	30.7	43.6	12.9	5.4	5.2	15.7	33.3	17.6	30.5
Cherry Hill Elementary-Middle	Tifini Stewart	2.0	K8	2.7	1.0	4.6	7.5	2.9	4.1	3.4	3.0	7.0	3.9	6.9
Westport Academy	Felicia Irick	2.0	K8	1.6	10.5	9.2	15.1	5.9	3.3	5.0	9.2	11.1	2.0	7.9
Hilton Elementary	Sonya Goodwyn-Askew	2.0	ES	11.8	13.7	12.8	40.7	27.9	9.3	10.5	11.8	23.9	12.1	40.0
Dr. Bernard Harris Sr. Elementary	Loren McCaskill	2.0	ES	9.2	5.2	10.6	22.9	12.3	10.7	13.0	10.2	17.3	7.2	19.5
Morrell Park Elementary/Middle	Sean Conley	2.0	K8	3.2	9.2	23.2	37.6	14.5	2.4	5.1	18.8	29.7	10.9	25.4
Hamilton Elementary/Middle	William Murphy	2.0	K8	12.8	18.7	28.2	37.0	8.8	17.5	18.1	25.0	35.7	10.7	19.5
Holabird Elementary	Lindsay Krey	2.0	ES	1.3	21.6	20.4	24.8	4.3	0.0	5.5	18.6	32.1	13.5	17.9
Medfield Heights Elementary	Anthony Japzon	2.0	ES	20.3	25.2	27.7	56.8	29.1	21.7	16.3	15.7	32.9	17.2	46.3
Gardenville Elementary	Tammie McIntire-Miller	2.0	ES	11.1	19.9	21.1	35.6	14.5	8.8	10.2	18.8	19.3	0.5	15.0
Armistead Gardens Elementary	Sofia Glasson	2.5	ES	7.6	18.9	23.5	27.0	3.4	13.4	9.5	19.4	19.4	0.0	3.4
Northeast Middle	Wanda Young	3.0	MS	1.2	2.4	1.1	10.5	9.4	7.7	6.5	11.0	15.2	4.3	13.7
Guilford Elementary/Middle	Sheilah Myers	3.0	K8	9.3	8.1	9.9	23.4	13.6	6.8	8.1	15.6	14.8	-0.8	12.8
Fort Worthington Elementary	Shaylin Todd	3.0	ES	3.3	7.9	30.5	29.2	-1.3	3.7	4.7	20.1	18.4	-1.7	-2.9
Midtown Academy	Kathleen O'Hanlon	3.0	K8	18.3	17.5	32.8	40.2	7.4	30.8	35.8	38.5	46.2	7.6	15.0
Baltimore City Public Schools				6.4	9.2	14.4	16.7		8	9.6	16.7	17.8		

Made 10+ Gains in 2009	
Made 20+ Combined Gains in 2009	

HIGHLIGHTS:

Led by principal Sofia Glasson, **Armistead Gardens Elementary** has increased its percentage of students reaching advanced from 13 to 19 points in ELA and from 8 to 27 in Math since 2006.

Fort Worthington Elementary, led by principal Shaylin Todd, has increased the percentage of students reaching advanced from 3 points to 30 in Math, while the district increased from 6 to 17 in the same time period.

Anthony Japzon at **Medfield Heights Elementary** has doubled the percentage of students scoring in advanced in both subjects since he took over in 2007. 33% reached advanced in ELA and 57% in Math.

Kimberly Sollers dramatic gains made **Harriet Tubman Elementary** the highest gaining school in all of Baltimore City this year. Part of her significant gain was the movement of students into advanced with a 14-point advanced gain in ELA and a 10-point gain in Math in 2009.

When Sonya Goodwyn-Askew took over at **Hilton Elementary**, 11% of students scored in advanced in ELA and 13% in Math. In 2009, nearly 41% of students reached advanced for a gain of 28 points since 2007 in Math. Additionally, 24% of students were advanced in ELA for a total gain of 13 points this year.

New Leaders for New Schools: Prince George's County
MSA K-8 Results Data
2008-2009

				Math				ELA				Combined	
School Name	New Leader	Years in Role	School Level	2008	2009	1-yr Gain	Avg Annual Gain Since New Leader Entered Role	2008	2009	1-yr Gain	Avg Annual Gain Since New Leader Entered Role	1-yr Gain	Avg Annual Gain Since New Leader Entered Role
Thomas Claggett Elementary	Chandra Brown	1.0	ES	50.0	51.9	1.9	1.9	52.9	45.7	-7.2	-7.2	-5.3	-5.3
Columbia Park Elementary	Michelle Tyler-Skinner	1.0	ES	68.2	70.1	1.9	1.9	62.1	71.3	9.2	9.2	11.1	11.1

EXECUTIVE SUMMARY

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PRINCIPAL EFFECTIVENESS:
A NEW PRINCIPALSHIP TO DRIVE STUDENT ACHIEVEMENT, TEACHER EFFECTIVENESS AND SCHOOL TURNAROUNDS

with key insights from The Urban Excellence Framework™

New Leaders for New Schools

New Leaders for New Schools

EXECUTIVE SUMMARY

In increasing numbers of individual schools across the country, a new kind of principalship is taking hold and producing well-documented breakthrough results for children. This report uses findings from these schools and principals to inform a new definition of principal effectiveness. It makes recommendations for school leadership policies geared toward dramatically increasing the number of successful principals. These recommendations will contribute substantially to scalable improvements in both teacher effectiveness and the ability to turn around the nation's lowest-achieving schools.

A new analysis by the RAND Corporation finds that among the lowest-achieving schools in a large urban system, there is a 15 percentile point average gap in both math and ELA achievement between the highest and lowest gaining schools[i] – this percentile is comparable to the achievement differences between effective and ineffective teachers and is two and a half times the impact of small class sizes.[ii] Since these high-gaining schools are overall twice as likely as other schools in their district to be in federal school improvement status, their substantive learning gains represent the results needed to turn these schools around and close the country's achievement gap.

Nearly 60% of a school's impact on student achievement is attributable to principal and teacher effectiveness. These are the most important in-school factors driving school success, with principals accounting for 25% and teachers 33% of a school's total impact on achievement.[iii] Furthermore, even though a single teacher can have a profound impact on student learning over the course of a year, that effect generally fades quite quickly unless a student's subsequent teachers are equally effective, with half the gains being lost the following year, and nearly all of the gains being lost within two years.[iv] In order for students to have high-quality learning gains year after year, *whole schools* must be high-functioning led by effective principals with effective teachers across the school. This is especially vital for turnaround schools, where studies find no examples of success without effective principal leadership.[v]

Schools making breakthrough gains are led by principals who have carved out a radically new role for themselves, including responsibility for school-wide practices to drive both student achievement and teacher effectiveness. This report includes key insights from *The Urban Excellence Framework,*™ New Leaders for New Schools' study of the principal actions that drive breakthrough gains and school turnarounds. It highlights the crucial role a highly effective principal plays in creating consistent, quality learning experiences in classrooms across the school, managing the school's human capital to drive teacher effectiveness, and building a culture of high aspirations and academic achievement.

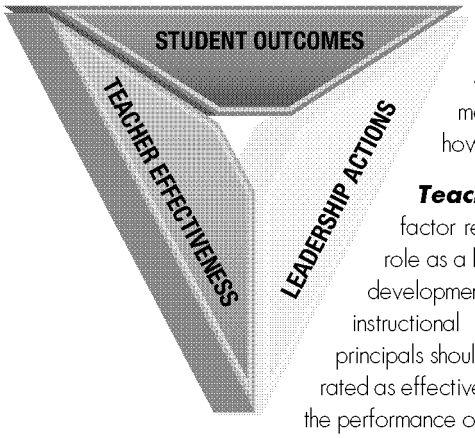
In order to bring these breakthrough gains to scale, aspiring principals will need strong selection and training programs committed to ongoing improvement as well as policy and system contexts to support this new vision of effectiveness. Analyses of student achievement outcomes of principals selected and trained by New Leaders for New Schools show impressive results, but — absent further program improvements and needed policy and system changes — they do not yet exhibit the consistency or pace of improvement required to meet our goal of preparing every child in a New Leader-led school for success in college, careers, and citizenship.

On the positive side, New Leaders K-8 principals beyond their first year are nearly twice as likely to produce breakthrough gains as other principals.[vi] Moreover, for three years in a row, the RAND Corporation has found that students in K-8 schools where a New Leader has been principal for three or more years outpace the district in academic achievement gains over the course of their principalship by statistically significant margins.[vii] High schools led by New Leaders for at least two years have graduation rates of 78% compared to district rates of 65% — while also outperforming these districts in increasing high school graduation rates and reducing drop-out rates.[viii] While these results represent important learning gains for children, New Leaders for New Schools is also transparent about — and learning from — crucial areas where we must do better. For example, despite average outperformance and pockets of breakthrough success, our principals' student achievement results are characterized by variation across our cities and especially for principals in their first year. (Since aligning our program model to our new vision for principal effectiveness and the *UEF™* learnings shared in this report, we have seen initial improvements in first-year gains.)[ix] Furthermore, test score improvements in high schools led by New Leaders principals have not yet outpaced our partner school systems, and the overall pace of improvement in schools beyond those experiencing breakthrough gains is not yet enough to make substantial headway toward our goal academic achievement for every student in schools led by New Leaders principals.

Therefore, to ensure successful principals at scale, New Leaders for New Schools recommends a new definition of principal effectiveness – with aligned school leadership policies and systems – to supplement strong selection and training programs. We believe these policies will have a major impact on student achievement, effective teaching, and school turnarounds by supporting principals in taking the actions that *The Urban Excellence Framework™* has identified as leading to breakthrough achievement gains.

Defining Principal Effectiveness

New Leaders for New Schools recommends that states, school systems, philanthropic funders, the federal government, and others working on principal standards and strategies support the adoption of an evidence-based, three-pronged definition of principal effectiveness.



Student Outcomes. The principal's primary marker of success is the improvement of student achievement and a small number of additional student outcomes such as high school graduation, college matriculation, college readiness, or attendance rates. All schools, no matter how high or low their current achievement levels, can do measurably better.

Teacher Effectiveness. Teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through their role as a human capital manager — including teacher hiring, evaluation, professional development, retention, leadership development, and dismissal — and by providing instructional leadership. Ultimately, to increase student achievement school-wide, principals should be evaluated by their ability to drive increases in the number of teachers rated as effective or highly effective once a system has been put in place that differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Leadership Actions. Principals must take effective action to reach these outcomes for student achievement and teacher effectiveness. When turning around low-performing schools, principals should receive a streamlined assessment of their progress in implementing the highest priority principal actions and school-wide practices that have been shown to differentiate rapidly-improving schools.

Based on seven years of experience working with leaders who enter high-poverty, low-achieving urban public schools, New Leaders for New Schools believes that a *highly effective* principal is distinguished by making breakthrough gains in student achievement, including movement from "proficient" to "advanced" in higher performing schools, and a small number of additional student outcomes. The highly effective principal also makes accelerated progress in implementing the principal actions and school-wide practices that differentiate rapidly-improving schools.

Leadership Actions and The Urban Excellence Framework™

New Leaders for New Schools developed *The Urban Excellence Framework™ (UEF™)* to understand and define the key *leadership actions* taken by highly effective principals to drive teacher effectiveness and student learning outcomes. Over the past two years, we have built an evidence-based framework rooted in data from over 60 site visits comparing incremental and breakthrough-gaining urban public schools in 10 cities across the country. We also incorporated a full review of the practices documented by the Effective Practice Incentive Community.* We found that certain leadership actions within the following five categories are critical to achieving transformative results: 1) ensuring rigorous, goal- and data-driven ***learning and teaching***; 2) building and managing a high-quality ***staff*** aligned to the school's vision of success for every student; 3) developing an achievement- and belief-based ***school-wide culture***; 4) instituting ***operations and systems*** to support learning; and 5) modeling the ***personal leadership*** that sets the tone for all student and adult relationships in the school. Select insights from the *UEF™* include:

Learning and Teaching. In schools making breakthrough gains, and especially in turnaround schools, highly effective principals ensure that the curricula and instruction are aligned to standards for college and career readiness. They develop teachers around a coherent set of instructional strategies. Students know they will be held to similar expectations in every classroom. Teachers know that meaningful student learning data is the foundation for all lesson planning, teacher team meetings, professional development, and a robust pyramid of academic interventions for struggling students. Several New Leaders principals who have implemented a robust and coherent framework of this type are profiled in *Driven by Data: Shifting the Focus from Teaching to Learning*, a forthcoming book by New Leader Paul Bambrick-Santoyo.*[x]

Aligned Staff. Teacher quality is the most important school-based factor in improving student achievement. Highly effective principals manage their school's human capital to drive teacher effectiveness and to make breakthrough student learning gains. These principals ensure at least weekly observations in every classroom, create individualized professional development plans, and support growth through direct feedback and job-embedded professional learning. They recruit, select, and evaluate teachers based on high standards — rewarding top performers and dismissing or counseling out teachers who cannot or will not meet expectations. They develop individual teachers' leadership capacity and — crucially, over time — build philosophically aligned leadership teams with genuine responsibility for guiding the core work of the school.

Culture. Highly effective principals build a "work hard, get smart" culture throughout the school community. They insist on students having high aspirations for themselves and on adults demonstrating personal responsibility for improved student outcomes and for supporting students in reaching their goals. Principals ensure that every aspect of the school's work reinforces the messages, "school is important," "you can do it," "we're here to help," and "you and we are responsible for your success." They implement clear, consistent codes of student and adult conduct focused on positive learning behaviors and respect for self and others. Finally, they reinforce these norms by placing them at the core of the school's instructional strategy.

Stages and Diagnosis. Low-performing schools do not turn into centers of excellence overnight; rather, school-wide practices progress through stages of improvement. Highly effective principals understand this trajectory and constantly diagnose their school's practices against it. They have a clear picture of their current state, future goals, and the path in between. Principals use this information to identify the few, focused, and highest impact actions they can take to move their schools into the next stage and achieve breakthrough outcomes for children. They recognize that key dimensions of leadership in an early turnaround situation are quite different than in a highly successful, well-functioning school.

* For more information about EPIC or to view sample case studies and multimedia content, please visit http://www.nlns.org/uef.jsp. Sample case studies from Paul Bambrick-Santoyo's forthcoming book can be found on the website as well, reproduced with permission of the publisher, John Wiley & Sons, Inc.

Policy Recommendations: Principal Effectiveness

New Leaders for New Schools recommends that states, school systems, philanthropic funders, the federal government, and others:

(a) Support an evidence-based creation of the three-pronged definition of principal effectiveness described above.

(b) Align strategies, systems, and programs — including those below — to dramatically increase the percentage and number of principals who meet that definition, with a special focus on high-poverty and low-achieving schools.

States

- Revise principal standards based on these definitions of effective and highly effective principals
- Set guidelines for revised principal evaluation tools and processes that differentiate and support principal performance based on these definitions of effectiveness
- Require principal preparation programs to track their graduates' eventual effectiveness — including achievement gains and key placement and retention metrics — and provide annual plans for improvement based on this data
- Expand the pipeline of effective principals by granting certification authority to institutions other than schools of education — including non-profit organizations and school systems — with principal and school leadership preparation programs that match state standards and meet requirements for tracking and learning from data
- Study and disseminate learnings from schools and principals making breakthrough gains and use insights to periodically revise the state's definition of principal effectiveness and state standards and policies relating to school leadership
- Ensure higher percentages of effective principals by offering financial and other incentives to retain high-performers and eliminating any state legislative or regulatory barriers to removing low-performers through efficient and fair evaluations aligned to the new definitions of principal effectiveness

School System: Districts and Charter Management Organizations

- Establish rigorous principal selection criteria and processes based on these definitions of effective and highly effective principals
- Revise principal evaluations, tools, and processes based on these definitions of effective and highly effective principals, and use them to support improved principal performance and practice
- Set expectations that are aligned to this definition of principal effectiveness for the evaluation, professional development, selection and dismissal processes, and job design of school system leaders who directly manage principals
- Revise system policies to ensure autonomy of decision-making for principals, especially in their crucial role as school-level human capital managers as described in *The Urban Excellence Framework™*
- Create a leadership pipeline by identifying and developing teachers and administrators who demonstrate the potential to become effective and highly effective principals
- Ensure higher percentages of effective principals by supporting high-quality professional development for all school leaders and offering financial and other incentives to retain high-performers while removing low-performers through efficient and fair evaluations aligned to the new definitions of principal effectiveness

Philanthropic Funders

- Invest in creating evidence-based definitions of principal effectiveness and in systems that design and implement policies and practices that are aligned to those definitions
- Fund leadership development as a key element of any system-wide reform or any strategy for teacher effectiveness or turning around low-performing schools
- Invest in the study, dissemination, and use of learnings from schools and principals making breakthrough gains in student achievement to drive professional development for school leaders and policy change in school leadership
- Fund school leadership selection and training programs that get results and use data to make further improvements
- Invest in rigorous formative and summative evaluations of systemic and program efforts to improve school leadership

Policy Recommendations: Turnaround Schools

New Leaders for New Schools also advocates for policies to create the conditions for principals to turn around our nation's lowest performing schools:

States

- Develop and align policies and funding streams to encourage school systems to give substantial decision-making authority to well-selected and well-prepared turnaround principals — especially over key school-level human capital management such as hiring and dismissal, evaluation, staff professional development, and the selection of leadership team members
- Invest in systems-level approaches to ensuring effective leaders and teachers for turnaround schools by building coalitions of organizations and school systems focused on the development and deployment of effective turnaround human capital
- Provide discretionary funds for school systems implementing proven turnaround strategies such as those described below
- Study and disseminate learnings from successful turnaround schools and use insights to periodically revise state policies relating to turnaround schools and their leadership

School Systems: Districts and Charter Management Organizations

- Revise system policies to give well-selected, well-prepared turnaround principals the substantial decision-making authority needed to serve in their crucial roles as human capital managers, including authority over teacher hiring and dismissal, evaluation, development, and the selection of leadership team members
- Grant turnaround principals autonomy over operational issues relating to budgets, schedules, school support services, curriculum and instruction, and types and uses of data
- Build a human capital pipeline to ensure effective turnaround teachers and leaders by creating a multi-faceted career ladder that positions turnaround schools as the best place to work for rapid professional development and advancement opportunities
- Select turnaround principals who have demonstrated the capacity to create whole-school change
- Partner effectively with teachers unions to ensure both efficacy and fairness in the revision of system policies relating to human capital in turnaround schools
- Hire and place turnaround principals as early as possible, preferably at least several months prior to the end of the school year preceding their formal adoption of the principalship
- Require and provide funds for the staff of turnaround schools to spend more time in planning and professional development before the start of the school year
- Provide turnaround principals with the funds to compensate an expanded group of principal-selected leadership team members
- Ensure alignment of school system leaders who directly manage principals, especially with regard to the needs for urgency, student achievement focus, and dramatic school changes needed in turnarounds

Philanthropic Funders

- Invest in capacity-building efforts of turnaround schools and school systems
- Fund ongoing implementation for turnaround schools and school systems
- Invest in the study and dissemination of learnings from successful turnaround schools
- Invest in efforts to select, develop, and support effective principals and leadership teams for turnarounds

New Leaders for New Schools' initial recommendations can help build a comprehensive approach to improving principal effectiveness and creating the crucial policy contexts of autonomy, accountability, and support that will foster school transformation at scale. In this era of unprecedented investment in our nation's schools, we further urge the federal government to play an active role incenting and supporting their adoption.

ENDNOTES

i Exploratory analyses of school-level learning gains across New York City's lowest quarter of schools based on 2006-2008 student-level achievement data. This exploratory data analysis was provided to New Leaders for New Schools as part of RAND's longitudinal evaluation of the New Leaders program. The preliminary analyses explored schools that were in the bottom quarter of the district's performance level for one and for two years, calculating school-level averages of student achievement gains for the 2008 school year. Differences reflect the top and bottom deciles of scores. The RAND Corporation's analyses of these data were independent of the formation of this report: New Leaders for New Schools assumes all responsibility for the interpretive lens used here.

ii Gordon, R., Kane, T. J., & Staiger, D. O. (2006). Identifying effective teachers using performance on the job. Washington, D.C.: The Brookings Institution, Nye, B., Hedges, L. V., & Konstantopoulos, S. (1999). The long-term effects of small classes: A five-year follow-up of the Tennessee class size experiment. Educational Evaluation and Policy Analysis, 21(2), 127-142; Biddle, B. J., & Berliner, D. C. (2007). Small class size and its effects. In J. H. Ballantine & J. Z. Spade (Eds.), Schools and Society: A Sociological Approach to Education. Thousand Oaks, CA: Sage.

iii Marzano, R. J., Waters, T., & McNulty, B. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development.

iv Kane, T. J., & Staiger, D. O. (2008). Estimating teacher impacts on student achievement: An experimental evaluation. Cambridge, MA: National Bureau of Economic Research.

v Berends, M., Kirby, S. N., Naftel, S., & McKelvey, C. (2001). Implementation and performance in new American schools: Three years into scale-up. (No. MR-1145). Santa Monica, CA: RAND Corporation; Duke, D. (2004). The turnaround principal: High stakes leadership. Principal Magazine, 84(1), 12-23.

vi Based on internal analyses of publicly available K-8 proficiency data across all districts for New Leaders principals in their second year or beyond. Our analytics define "breakthrough" as gains of 20 or more points in the percentage of students who reach proficiency—or, in schools that have reached proficiency, gains of 20 or more points in the proportion of students scoring at advanced levels. This calculation takes into account our proportional representation in a district. For example, if we are 10% of a district's principals but get 20% of their breakthrough gains, we are twice as likely as others to get breakthrough gains. The calculation excludes NYC because the sheer numbers of non-New Leaders-led schools in NYC masks the New Leaders-led school impact. Still, within the city of New York, 61% of 2+ New Leaders principals in K-8 schools had breakthrough gains compared to 37% in the district.

vii Annual internal project reports on progress of the RAND Corporation's longitudinal evaluation of the New Leaders for New Schools program.

viii Based on internal analyses of the most recent publicly available graduation data from 2008 for New Leaders in their second year or beyond.

ix Exploratory analysis using publicly available achievement data from schools led by first-year New Leaders principals across all our districts from 2007-2009.

x Bambrick-Santoyo, P. (anticipated 2010). Driven by Data: Shifting the Focus from Teaching to Learning. Jossey-Bass. Sample case studies are reproduced with permission of the publisher at http://www.nlns.org/uef.jsp.

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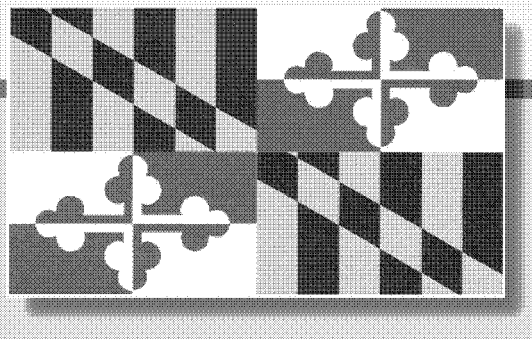
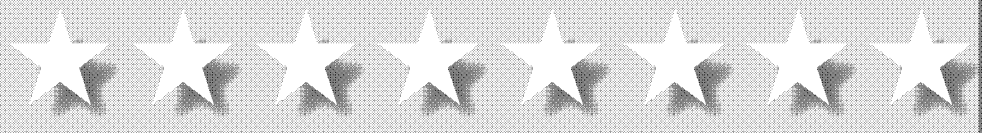
New Leaders for New Schools is working to address the national crisis in urban public education by selecting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders for New Schools has set clear goals and strategies to help schools led by New Leaders principals succeed while also supporting the success of our partner school systems and, over time, education practitioners and policymakers nationwide. Our strong focus on our mission and long-term goals is allowing New Leaders for New Schools to make a powerful contribution toward our vision that one day every student will graduate from high school ready for college, career, and citizenship.

For more information, please visit www.nlns.org.



PLANNING FOR BRAC

Status, Background and Next Steps



Maryland Department of Planning

Martin O'Malley, Governor
Anthony G. Brown, Lt. Governor

Richard Eberhart Hall, AICP, Secretary
Matthew J. Power, Deputy Secretary

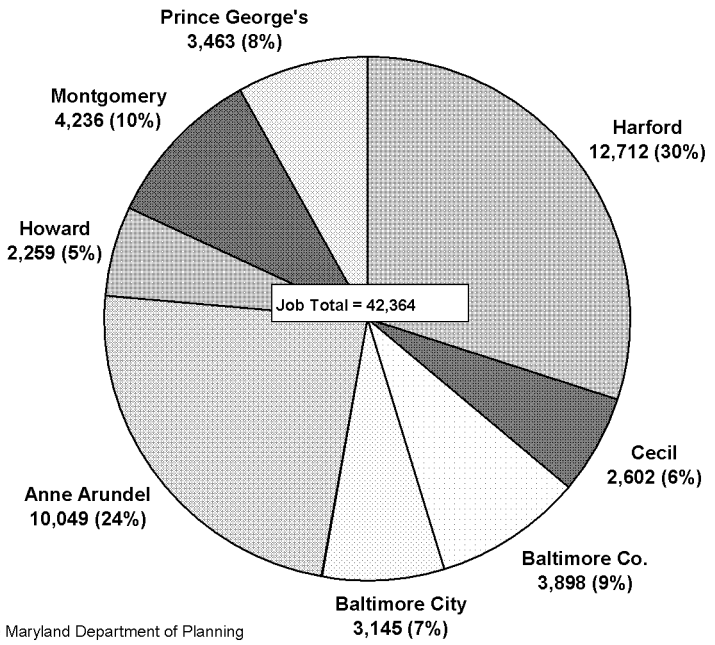
Planning for BRAC

This document is part of the Maryland Department of Planning's (MDP) continuing efforts to support State and local governments as they prepare for growth related impacts due to decisions made in 2005 by the Federal Commission for Base Realignment and Closure (BRAC), and provides an overview of planning issues facing Maryland resulting from BRAC.

Impact of BRAC 2005 - Expected Growth in Maryland

The State of Maryland is poised to receive more Federal jobs than any other state in the country because of BRAC. Maryland is continuing to prepare for an influx of over 45,300 jobs statewide. The majority of these jobs (94% or 15,300 direct jobs and 27,000 indirect & induced jobs) are expected to be located within an eight county area beginning in 2009 *(see Figure 1 below)*. While it is not certain at this time how many total jobs will be generated, some estimates indicate that the number could vary between 40,000 to 60,000 within the eight-county study area. However, it should be noted that these estimates also include non-BRAC related jobs that may be coming to the National Security Agency (NSA) as well as other Federal jobs moving to Ft. Meade.

Summary of BRAC Jobs by Jurisdiction for Eight Jurisdiction Study Area



Source: RESI and the Maryland Department of Planning

FIGURE1

Several things should be noted, the estimates do not reflect the total number of non-embedded contractor jobs. These jobs, along with other support services off base, will add a considerable number of jobs to the base and surrounding communities. At this time Anne Arundel and Howard County are estimating that an additional 10,000 non-embedded, but mostly BRAC related contractors, will be working in or around Ft. Meade as well as an undisclosed number of non-BRAC related National Security Agency jobs.

Additionally, Harford County has not provided numbers for non-embedded contractors but is estimating that the total number of new jobs coming to APG and the surrounding communities will be around 20,000. Lastly, it is important to be mindful that growth not driven by BRAC will also occur. It is estimated that 23% of household growth within the 8 county study area will be attributed to those moving to this area due to BRAC.

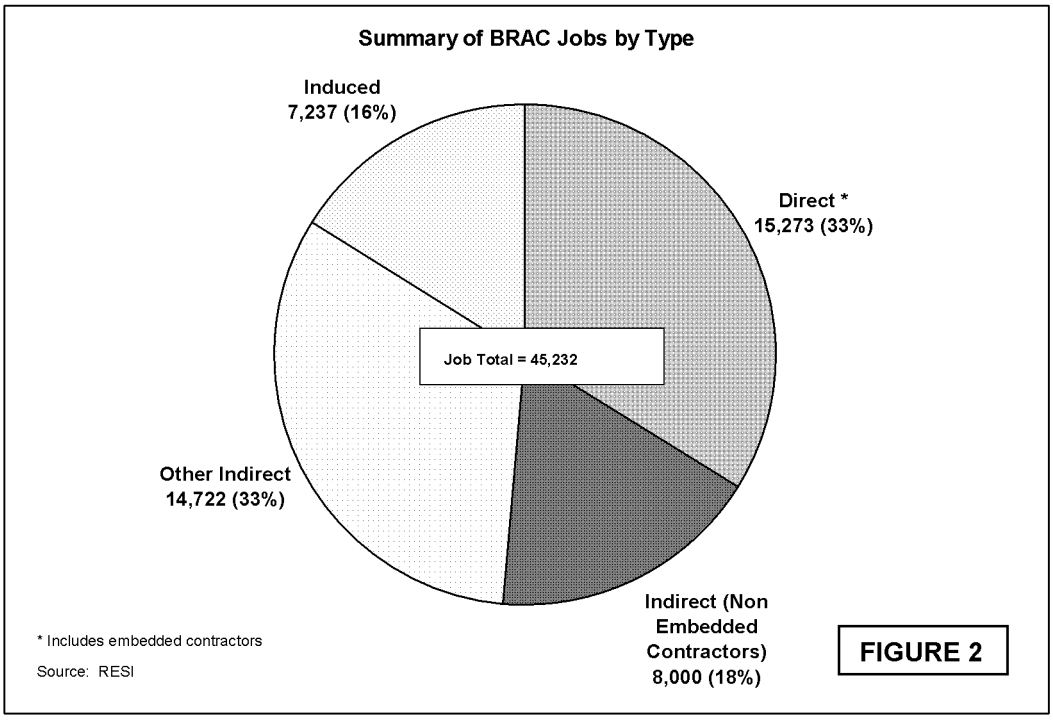
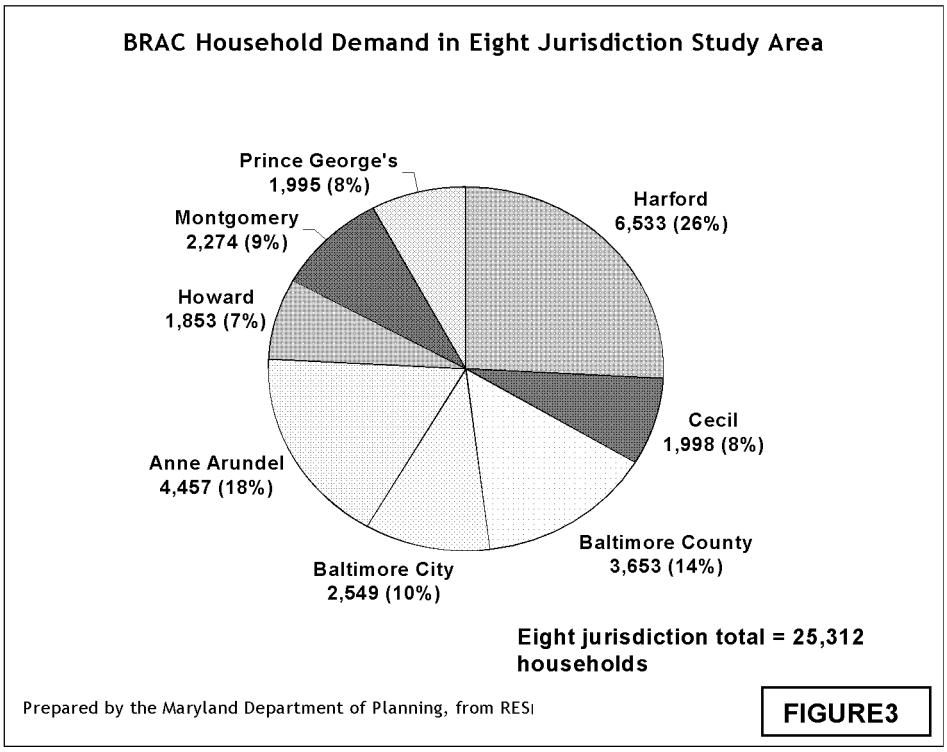


FIGURE 2

Key Planning Issues

There are numerous planning matters spurred by the 2005 BRAC decisions that both State and local governments are working together to address. The following are some findings that will impact the State and local jurisdictions within the eight county study area:

- BRAC related growth will increase development pressures in several jurisdictions that already have fairly high growth rates. These growth pressures will be strongest in Harford and Cecil counties based on an analysis of BRAC housing demand, and anticipated supply of both new and existing housing units available to all new residents (in-migrants) over the 2009 to 2015 time period (the seven-year period when BRAC housing demand is expected to be strongest).
- Demand for affordable housing will increase. Directing and meeting this need will be a challenge to both State and local governments before, during, and after the BRAC timeframe.
- Ninety-four percent (25,312 of the 28,176) total BRAC households are expected to locate in the eight-jurisdiction study area as a result of BRAC-related jobs coming to Maryland.

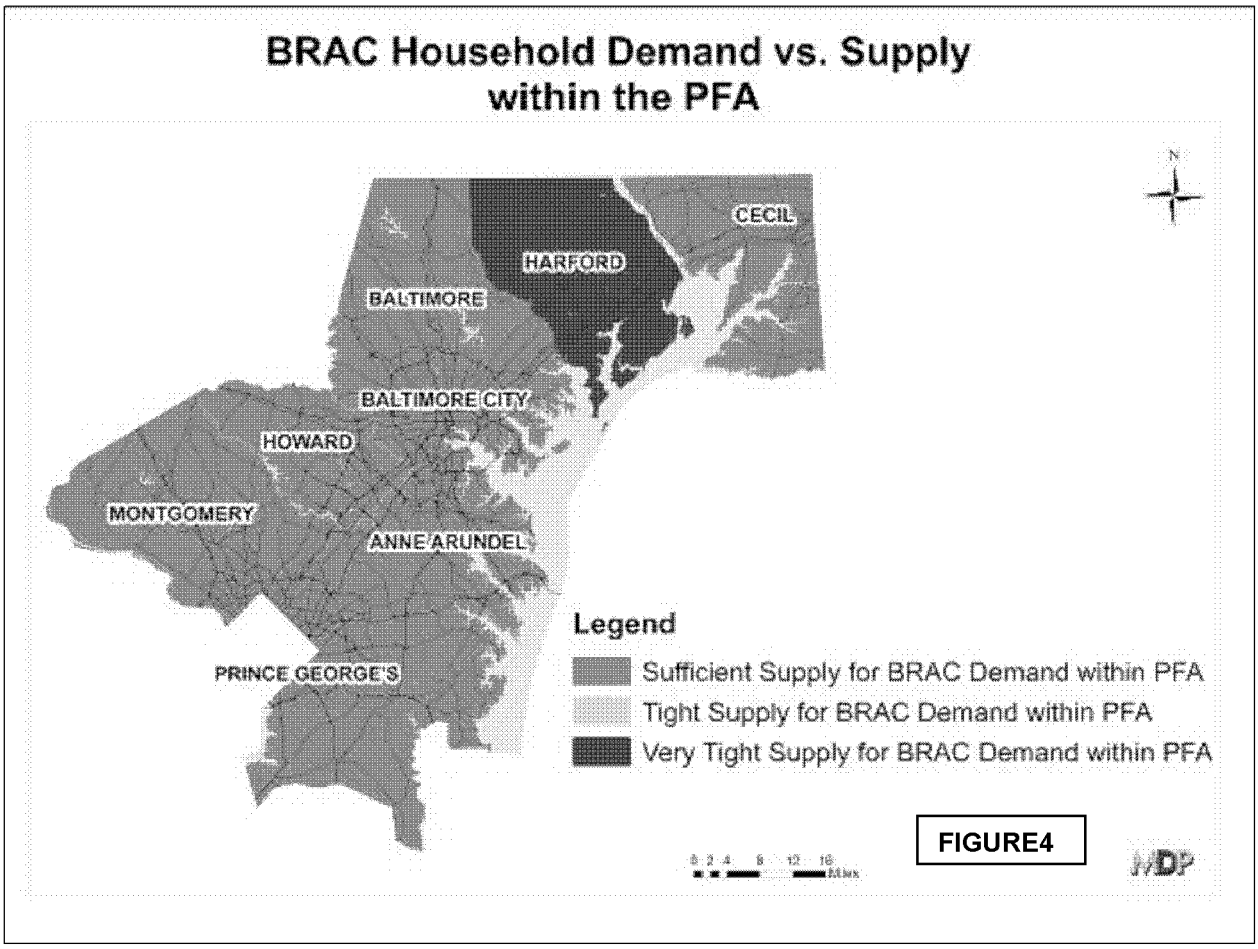


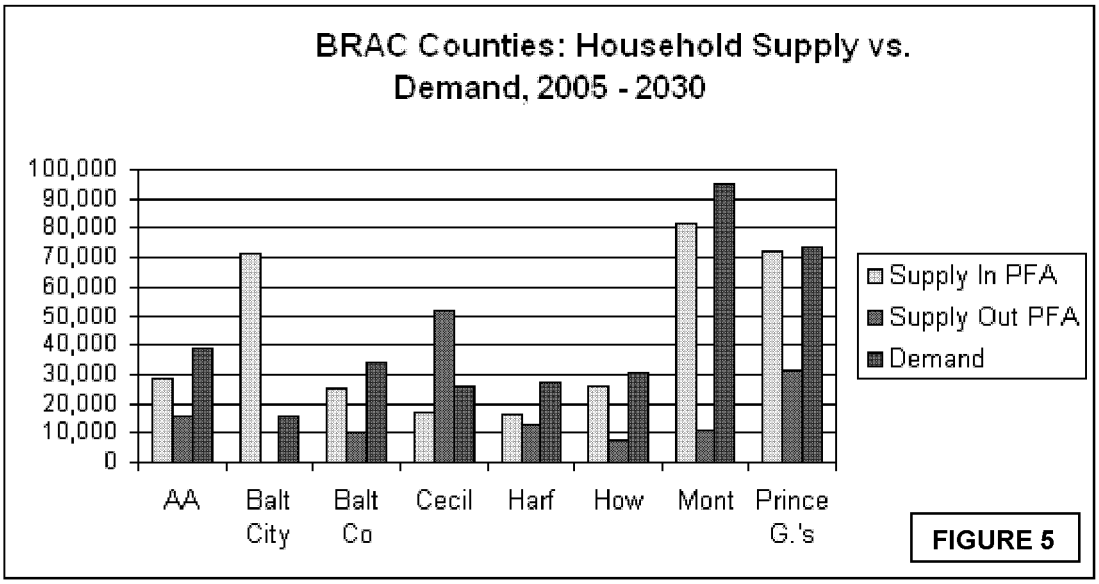
- New household demand is expected to be highest in Harford County and Anne Arundel Counties, followed by Baltimore County, Baltimore City, Montgomery County, Cecil County, Prince George's County and Howard County. *(See Fig. 3)*

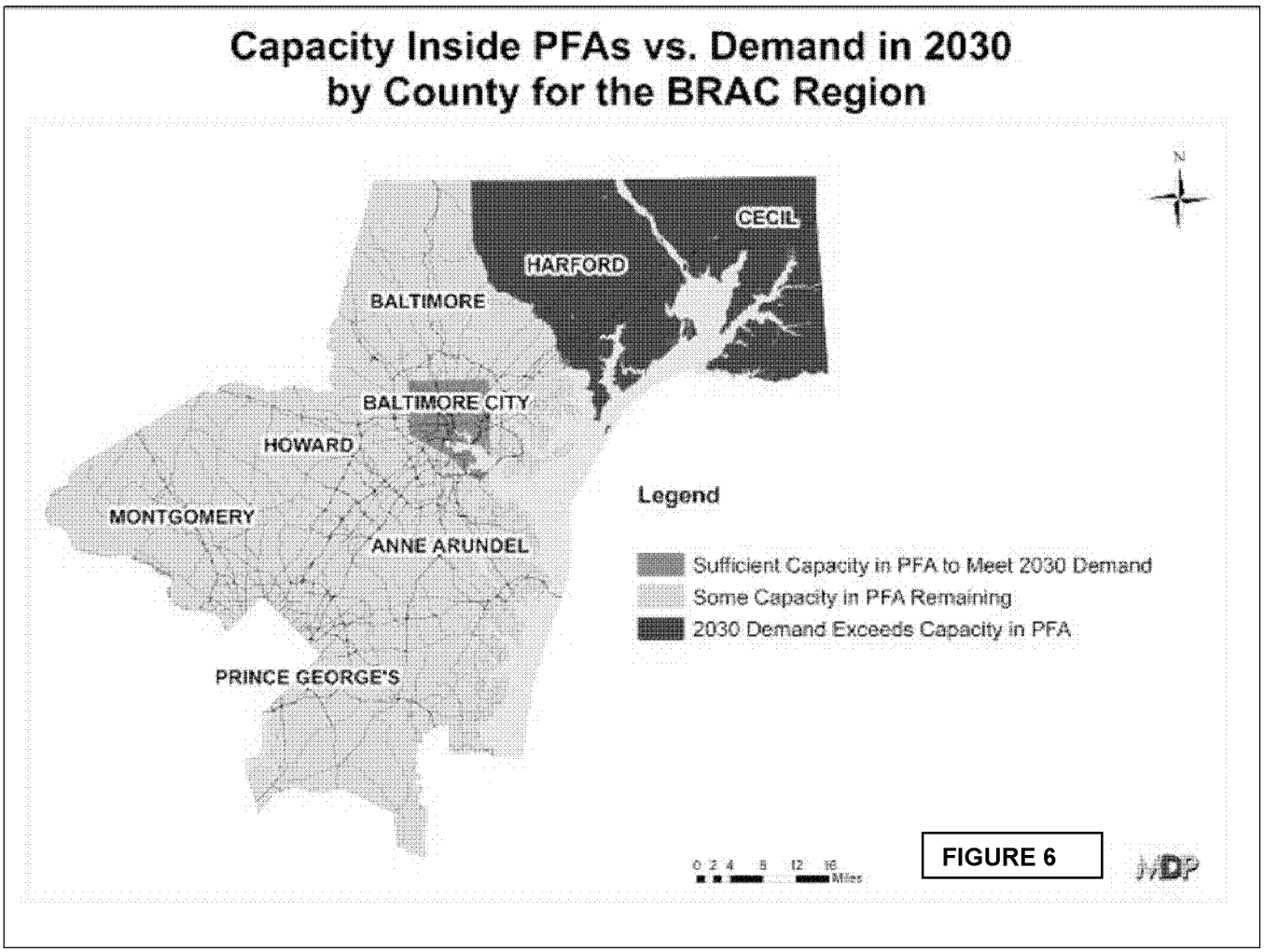
- Based on past development patterns, 85% (21,565 households) are expected to locate within areas designated as Priority Funding Areas (PFAs) by 2015. (Generally historic growth trends place around 80% of households within PFAs statewide.) PFAs are where State and local governments have agreed to direct growth. They coincide with local government growth areas and are served by urban services.

- In light of BRAC growth, several jurisdictions will need to take significant steps to enable their growth areas, their Priority Funding Areas (PFAs), to accommodate more development. Such steps will include up-zoning, and providing infrastructure and public service improvements. In addition, some jurisdictions need to take actions to better protect their rural areas by using restrictive rural zoning, establishing a local purchase of development rights program (PDR) and creating a Transfer of Development Rights Program (TDR). Otherwise, these areas will have both their PFAs and much or all of their rural lands reaching (or exceeding in a couple of cases) build-out. This is especially true for Cecil and Harford Counties.

- The City of Baltimore has the existing infrastructure and available housing to accommodate all of those moving to the area due to BRAC. The City has affordably priced housing, existing road networks, water and sewer capacity, as well as public transportation serving both Ft. Meade and APG. The City is evaluating a variety of incentives that they may use to encourage those relocating to Maryland due to BRAC, to consider living in the City of Baltimore.


BRAC Household Demand vs. Supply within the PFA
CECIL
HARFORD
BALTIMORE
BALTIMORE CITY
HOWARD
MONTGOMERY
ANNE ARUNDEL
PRINCE GEORGE'S
Legend
Sufficient Supply for BRAC Demand within PFA
Tight Supply for BRAC Demand within PFA
Very Tight Supply for BRAC Demand within PFA
FIGURE4


BRAC Counties: Household Supply vs. Demand, 2005 - 2030
100,000
90,000
80,000
70,000
60,000
50,000
40,000
30,000
20,000
10,000
0
AA
Balt City
Balt Co
Cecil
Harf
How
Mont
Prince G.'s
Supply In PFA
Supply Out PFA
Demand
FIGURE 5



Specific Planning Issues

Smart Growth

The Maryland Department of Planning has been the lead State agency in charge of Smart Growth issues and the Smart Growth Sub-Cabinet. BRAC growth can be expected to bring smart growth challenges, however if it is done thoughtfully, Maryland's efforts to focus BRAC growth can serve as a national model. What follows is a description of the efforts MDP has been working on that address several core issues as they relate to smart growth and BRAC.

Smart Growth and In-Fill Development

The influx of jobs and people will put pressure on the existing housing market, and on buildable land in certain parts of the state. In order to focus growth, maximize existing infrastructure and promote compact development in targeted growth areas, the state has a policy initiative that is intended to help local governments accommodate such development, known as *Smart Growth and In-Fill Development.*

MDP promotes the use of development codes that embrace Smart Growth principles of compact mixed use, walkable neighborhoods, and transportation sustainability. The use of in-fill development is a key component in promoting the revitalization of older neighborhoods in areas such as the Route 40 Corridor in Harford and Baltimore Counties. More urban areas such as Baltimore City already benefit from the use of development codes that promote in-fill development. Some of the benefits of infill include:

- Utilizing infrastructure that is already in place. This includes both hard infrastructure (e.g. streets, sidewalks, sewer lines and water lines) and soft (social) infrastructure to build on established places and social patterns already present.
- Allowing an opportunity to maintain or increase density of land use while restoring gaps in the built form.
- Encourages small projects, which often suffer in competition against the economies of scale of larger projects.
- The mixed use and walkability components of the infill models lessen dependence on the automobile for simple errands.
- Responding to community needs means the opportunity to address unmet commercial, economic, social, housing or civic needs of a community (e.g. new housing types, indistinguishable from higher-priced units).
- Good projects can raise the standards of a community in terms of architectural integrity and economic vitality.

Increased Densities in Priority Funding Areas

Higher densities can be achieved with good design, which also can produce a sense of place, encourage pedestrian activity, use infrastructure efficiently, and support existing or future transit. Compact mixed use design can reduce excess consumption of land and loss of natural resources, reduce the rate of increase in vehicle miles traveled, and improve regional air and water quality while creating a mutually reinforcing relationship between land uses.

Some jurisdictions in Maryland, including those impacted by BRAC, have been hesitant to allow a high-density development on land already zoned for development within their Priority Funding Areas (PFAs). Some have even reduced densities allowed in their local PFAs. There reason in part is because of community backlash often brought on by the misconception that high density means placing as many homes on the land as feasible without consideration of open space, scenic vistas, or other amenities that people associate with a quality of life.

In communities that are in need of public transit such as Aberdeen and communities around Ft Meade, planners must recognize that in order for public transportation to be cost effective, it must have a significant population to serve. Well-planned high-density development can provide innovative designs and open space, while accommodating more households needed to support transit-oriented development. There are many examples across the United States of high-density development, designed in a manner that not only provides significant amounts of open-space, but also enhances land values in and around the community being impacted.

MDP will work with other State agencies, local governments, and BRAC stakeholders to create a Design Team (or Teams) that are available to work with local BRAC impacted communities in demonstrating design options for lands under consideration for high density, pedestrian and transit oriented development.

Adequate Public Facilities

Adequate Public Facilities Ordinances (APFOs) are designed to assure that schools, roads, water, sewer, fire, police and other public services and infrastructure are adequate to support new development. APFOs are timing devices that can be useful tools for managing growth. When appropriately implemented, APFOs can ensure the needed public facilities and services are available and can signal to planners and elected officials, what infrastructure, in what development area, is in need of additional capital improvement spending.

However, more often than not, APFOs are poorly linked to capital improvement plans and therefore act as more of a moratorium on new development than as a tool for appropriately managing growth. In fact some studies have found that APFOs can actually deflect growth away from areas that were designated as growth areas and into areas designated for resource protection or into other counties or even other states.

This is a concern in Harford County, where many of those relocating will choose to live. The County Council's recent decision to tighten the County's APFO standards for schools has shut down several districts within the county's development envelope to new residential development. This decision, as well as the additional growth pressures brought on by BRAC, will add growth pressures to the County's remaining rural resources that are already significantly fragmented due to poor protective zoning and over development.

It is imperative that the BRAC impacted Counties evaluate their tools and methods to focus growth, such as regulatory processes and capital improvement plans, and enable development in their Priority Funding Areas.

Smart Growth Incentives

To further the goals of Smart Growth and local comprehensive plans, some jurisdictions should consider providing developers with incentives to build in Priority Funding Areas (PFAs). Fast tract review and permitting, density bonuses, or tax incentives are tools available to local governments to encourage development within PFAs. However, if the local jurisdiction does not adequately protect its rural resources from development, most incentives will not be adequate to encourage development to locate within a local PFA.

At the May 2007 meeting of the Smart Growth Sub-Cabinet, secretaries of each cabinet agency supported the notion that the State must revitalize and create new initiatives to enable Smart Growth to work better. MDP will work with the Sub-Cabinet, local government agencies, and Smart Growth stakeholders to evaluate where the review of development related permits could be expedited for those developing in PFAs.

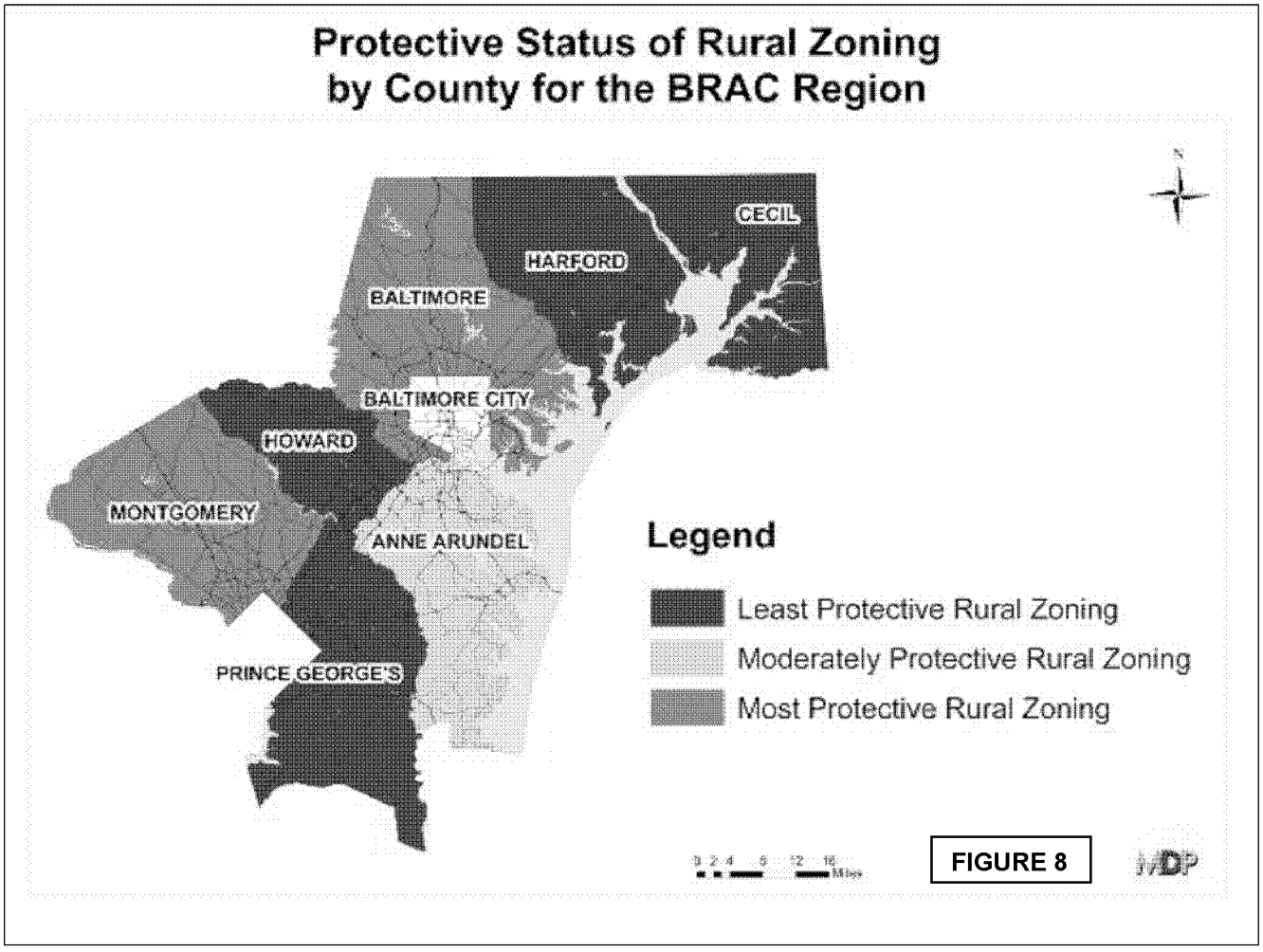
Protecting Rural Resources

Many of the BRAC impacted counties are not adequately protecting their remaining rural resources. In particular, Harford and Cecil Counties' rural areas will be significantly impacted by BRAC related residential growth. Since the early 1990s both Harford and Cecil counties have witnessed some of the most significant acreage loss of agricultural land in the State (as measured by acres subject to agricultural land transfer tax). Despite active preservation programs, especially Harford's local PDR program, less protective zoning allows significant development to occur in rural areas. The problem in Cecil County is exacerbated by a lack of infrastructure in their growth area.

With the added development pressure brought on by BRAC, that pressure is expected to dramatically increase. Failure on the part of the local governments to adequately protect what rural resources they have left will result in the continued loss of significant agriculture lands and woodland. MDP will work with the Maryland Department of Agriculture, other agencies, and elected officials in support of the following efforts:

- To adopt legislation that provides more Maryland Agricultural Land Preservation Foundation (MALPF) and Rural Legacy funding for counties with effective protective agricultural zoning, TDRs, and other tools that channel development into PFAs and away from rural land.
- Develop incentives and disincentives to encourage local governments to adopt more restrictive agricultural zoning densities (e.g. one unit per twenty or more acres). For example, counties that have or create successful TDR programs could be given priority for State funding for schools and other infrastructure that support the densification of TDR receiving areas. MDP can offer technical assistance in creating the TDR programs, designing the receiving areas and writing the zoning for interested local governments.

- Encourage local governments to increase funding for land preservation and adopt their own local programs.



Historic Preservation

It is expected that BRAC related development efforts would create a substantial increase in the number of projects subject to review for effects on historic properties. Preserving Maryland's historic resources from growth associated with BRAC must include responsive project planning and coordination as well as consultation with the Maryland Historical Trust (Trust). This is essential to ensure that BRAC growth and development efforts appropriately consider impacts to historic properties and comply with all relevant federal and state historic preservation legislation. Any proposed project that entails federal or

state agency involvement (including projects directly undertaken by federal and state agencies as well as those actions that receive financial assistance, permits or licenses from federal and state agencies), is subject to the Trust's review under this legislation. Both laws require the involved federal/state agency to consider the effects of the proposed project on significant historic properties, including architectural and archeological resources.

The Trust currently reviews circa 4,000 projects per year throughout Maryland and anticipates a sizable increase in reviews due to BRAC related actions. The Section 106 Review is a consultative and deliberative process wherein agencies, through consultation with the Trust, must balance multiple and often conflicting issues to make sound project planning decisions. The Trust strives to negotiate successful solutions that balance project needs and ensure the appropriate stewardship of Maryland's cultural resources.

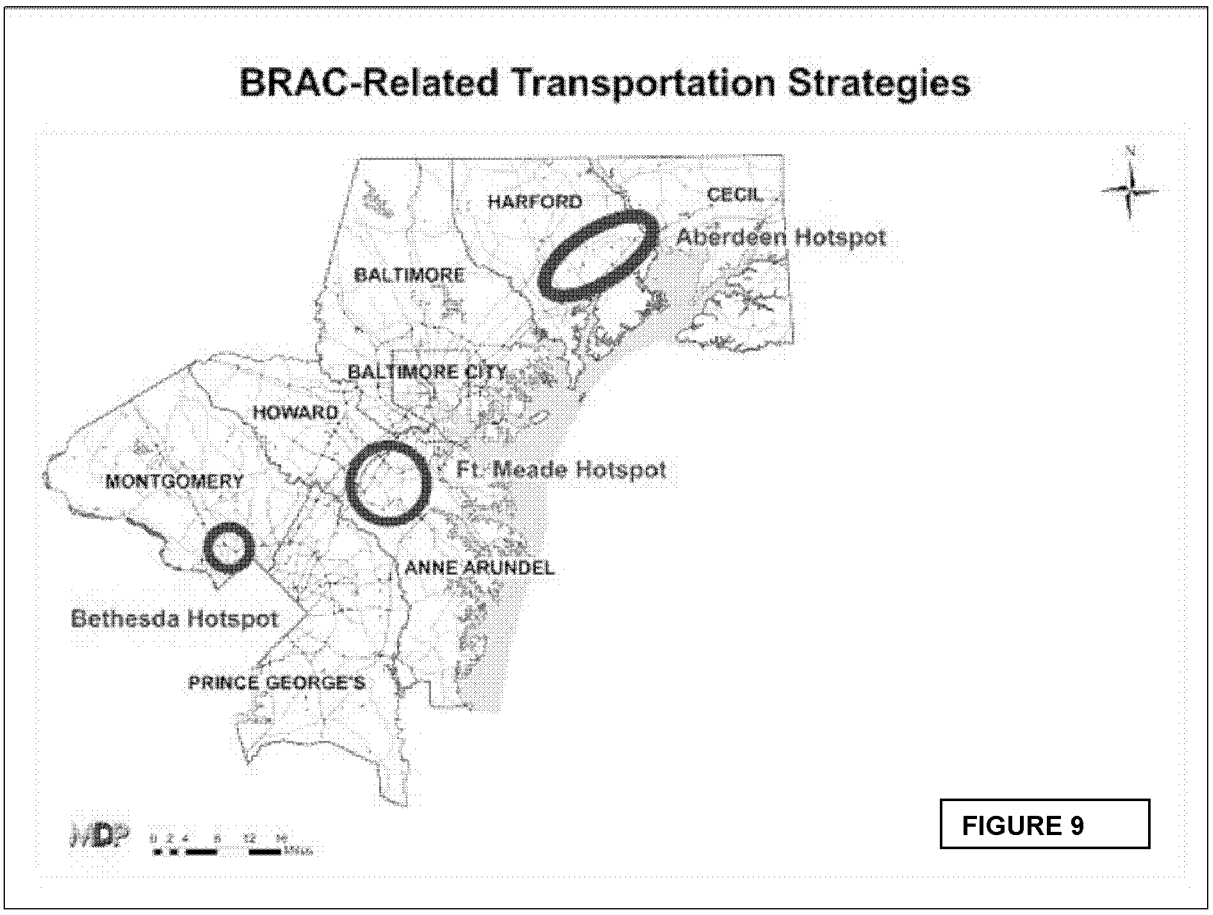
The Trust has developed and currently maintains a comprehensive database and GIS system for Maryland's cultural resources. The system is designed to facilitate Trust staff and agency responsibilities in the areas of Section 106 review and compliance. In addition, the Trust has developed a database for tracking the large volume of review requests. While this system has transformed the business process by bringing data to the desktop, the process of handling the project reviews is still primarily paper-driven, resulting in redundant data entry and inefficiencies to both the staff and to external customers.

In order for the Trust to effectively administer the increased workload resulting from these development efforts and provide enhanced services to facilitate the review process and resulting data management, MDP, working with MHT staff will create a web-based E-106 system. This system would enable customers to submit the necessary project review information electronically utilizing an on-line review submittal form, and also provide the capability to send standardized digital attachments for supporting documentation. This would streamline the business process by directly populating the project log database and assigning a tracking number to applicants.

Transportation

The BRAC Sub-Cabinet is charged with the coordination of BRAC related activities and projects including the identification of transportation project priorities. BRAC related growth brings challenges to the State and local transportation network. MDPs challenge is to provide State and local governments information so that they may adequately consider how

to balance the limited funding available to meet transportation needs generated by both the general growth they're seeing and by expected BRAC related growth while minimizing adverse growth impacts that are not within the intent and spirit of Smart Growth Act.



- It is not expected that BRAC will bring new and different sources of funding with it. MDP will continue to work with the Maryland Department of Transportation (MDOT) as it uses its existing financial resources and processes to prioritize the most important transportation needs and monitors transportation demand. Many of the transportation needs require further study to determine specific solutions.
- MDP will work with MDOT and local governments to encourage any BRAC related transportation infrastructure and service investments to be guided by State and local Smart Growth policies that support multimodal transportation and encourage alternatives to single-occupancy vehicle (SOV) travel such as transit enhancements and development of Transportation Demand Management (TDM) strategies.

- MDP will work with MDOT to ensure that State investments discourage expansion of sprawl development patterns. Transportation investments also should support community revitalization and planned development in certified Priority Funding Areas. Pressure to improve highways outside of Priority Funding Areas will remain high, which in turn would create additional incentive to grow outside of planned growth areas. To address the issue of transportation induced development, major transportation improvements should be targeted to support revitalization and development in PFAs.

Transportation Enhancements

BRAC related transportation investments should be linked with Smart Growth land use planning in jurisdictions where higher housing and job growth related to BRAC is anticipated. MDP will work with MDOT, local governments and other BRAC stakeholders in support of the following efforts.

Aberdeen Proving Ground

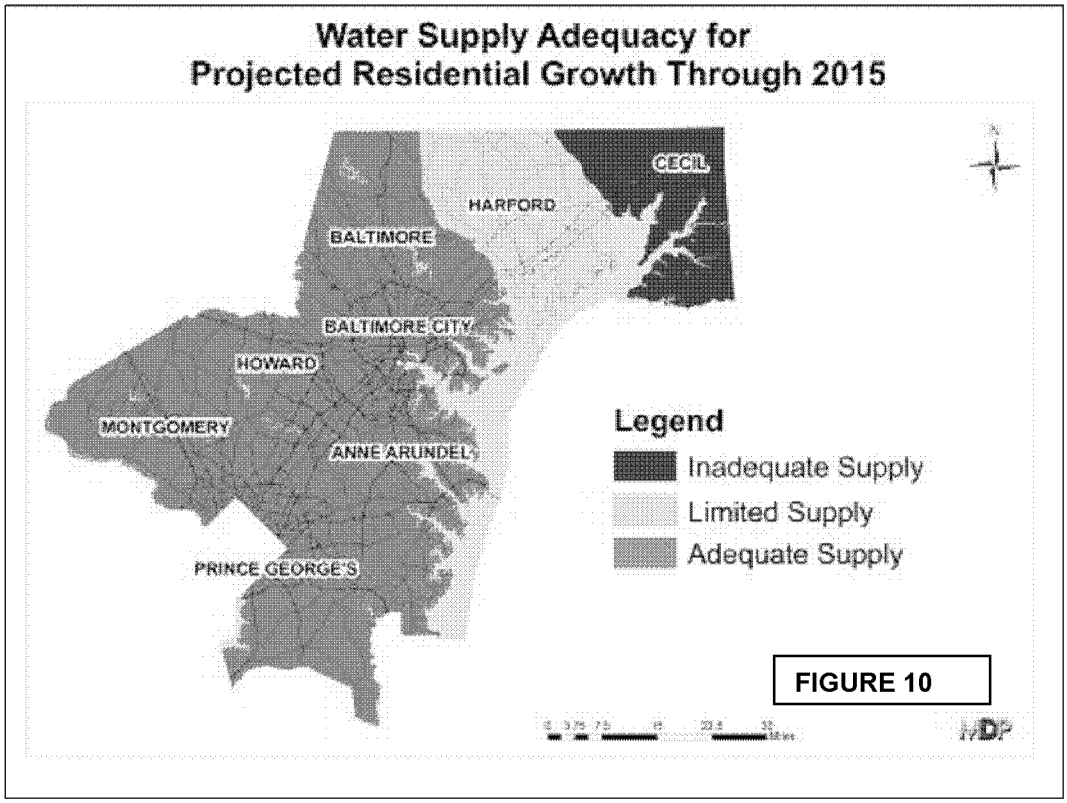
- Explore the concentration of BRAC related residential growth in the Perryman Peninsula, in PFAs east of I-95, and in the county's development envelope so as to shorten commuting distances to APG and foster increased transit usage along these developed highway corridors.
- Plan transit supportive land uses in the vicinities of MARC stations and in areas with short travel distances to stations.
- Examine how local transit system can better serve BRAC related growth.

Ft. Meade

- Explore implementation of planned Transit-Oriented Developments in proximity to the MARC Station areas.
- Encourage high density and mixed-use developments along highway corridors with existing and anticipated highway capacity, potential transit services, and revitalization opportunities, e.g., the US 1 corridor in Howard County and the MD 175 and MD 3 corridors in Anne Arundel County.
- Examine how local transit system can better serve BRAC related Growth.

Water and Sewer Planning Improvements

All BRAC jurisdictions should review the impact of BRAC growth on the water resources in their communities and promptly review and update their local Comprehensive Plans and County Water and Sewerage Plans. MDP is assisting the Maryland Department of the Environment (MDE) in the development of a "models and guidelines" for the "Water Resource Element" of the comprehensive plan as required by recent legislation (House Bill 1141 – 2006). Local governments should use that document to initiate preparation of the newly required Water Resources Element that reflect and accommodate the BRAC growth and take into consideration the best water resources information available including any development limitations resulting from regulatory programs such as TMDLs, Tributary Strategies and the Chesapeake Bay Program.



MDP foresees that Harford and Cecil Counties and their municipalities will be the jurisdictions facing the greatest challenge in providing adequate community water supply

resources, and water and sewage treatment capacity as a result of BRAC growth. MDP, working with staff at the Maryland Department of the Environment (MDE) will evaluate ways to target assistance to enhance State agency staff planning and management resources. Priorities are to provide technical assistance and oversight to local governments to help them accomplish their responsibilities in a manner that is consistent with the State's Smart Growth policies.

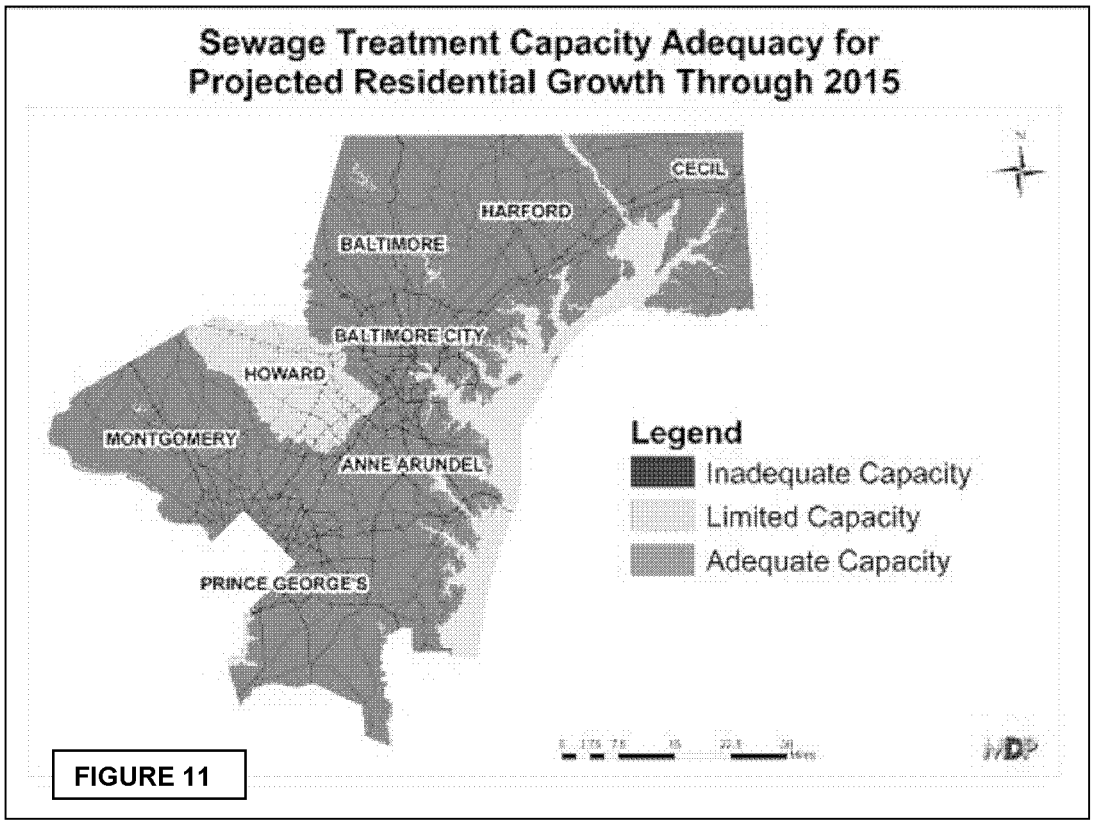


FIGURE 11

Water and Sewer Enhancements

MDP will work with MDE and local governments in support of targeting increases in local government staff planning and management resources. This effort is expected to create matching planning grant funds for all county and municipal jurisdictions with major BRAC impacts to:

- Update their comprehensive and water and sewerage plans, including incorporation of the new Water Resources Element as mandated by HB1141. These plans are prerequisites to obtaining construction and environmental permits.
- Carry out necessary background land use, hydrologic, hydrogeologic, environmental, watershed, and water quality studies to provide critical information for the Plan updates and facility construction and environmental permits.
- Target design and construction grants to local governments to increase water and sewer infrastructure capacity related to BRAC as identified in the recent planning studies.
- Examine potential water supply and sewage treatment capacity shortages in Cecil and Harford Counties and their municipalities
- Work with MDE and other agencies to accelerate regional water resource plans and studies that will provide critical data for local governments to carryout their responsibilities.

School Construction

Any additional school capacity, including that potentially generated by BRAC growth, must be substantiated by a county's Local Education Agency (LEA) and approved by the State through established mechanisms. The Interagency Committee on School Construction (IAC) determines whether requested building improvements are warranted, and considers them based on formulas for State construction assistance and guidelines for assessing facility needs that are established in State law and in regulation.

Priority of need is a top consideration, and a constant factor during review is the equitable distribution of CIP funding throughout the State and fulfillment of State commitments for providing equal educational opportunities across the State. It is very important for LEAs to effectively analyze BRAC related enrollment increases and to phase enrollment and capacity needs over several years in order to meet projected school needs in 2015. MDP will work with LEAs in support of the following efforts:

- Examine the feasibility of developing a school construction prioritization process that includes proximity to military bases as well as other Smart Growth principles as part of the evaluation process.

- Develop a study to evaluate BRAC related enrollment projections associated with projected household increases resulting from BRAC relocations to Maryland. This is to be completed in time for the Maryland Public School Construction Program capital budget request. (Part of and contingent upon receipt of the OEA Grant Request)
- Work with LEAs to revise projected enrollment increases that incorporate BRAC household growth, as well as a thorough study of projected BRAC related households, including estimated family size, school age children, and related demographic and geographic data are required to make these enrollment projection estimates accurate. (Part of and contingent upon receipt of the OEA Grant Request)

Performance Matrix for BRAC Action

Jurisdiction	Sewage Treatment Capacity Status	Water Supply Status	BRAC Household Demand vs. Supply Inside PFA	Household Capacity Inside PFA vs. 2030 Demand	Trans-portation: Highway	Trans-portation: Transit	MDP's Rating of Rural Zoning
Cecil	Adequate	Inadequate	Sufficient Supply	Insufficient Capacity	Limited Impact	Study to Improve	Least Protective
Harford	Adequate	Limited	Tighter Supply	Insufficient Capacity	Moderate Impact	Need to Improve	Least Protective
Baltimore County	Adequate	Adequate	Sufficient Supply	Some Capacity	Minimal Impact	Study to Improve	Most Protective
Baltimore City	Adequate	Adequate	Sufficient Supply	Sufficient Capacity	Minimal Impact	Study to Improve	N/A
Anne Arundel	Adequate	Adequate	Sufficient Supply	Some Capacity	Substantial Impact	Need to Improve	Moderately Protective
Howard	Limited	Adequate	Sufficient Supply	Some Capacity	Limited Impact	Study to Improve	Least Protective
Prince George's	Adequate	Adequate	Sufficient Supply	Some Capacity	Minimal Impact	Minimal Impact	Least Protective
Montgomery	Adequate	Adequate	Sufficient Supply	Some Capacity	Moderate Impact	Study to Improve	Most Protective

MDP ACTION MATRIX FOR BRAC

	MDP Activity	Action	Outcome	Status
1	BRAC Subcabinet	Staff support; The creation of a BRAC Stat	Measurable response to Maryland's performance	✓
2	Maryland Military Installations Strategic Planning Council (MMISPC)	Staff meetings	Improved coordination and communication.	✓ Ongoing
3	Installation Area Profiles	Compile, evaluate, maintain and enhance existing socio-economic and land use information	Improved coordination and communication. Improved ability to sequencing services with needs.	✓ Ongoing
4	Report evaluating the growth impacts associated with BRAC-related employment changes at the four (4) impacted bases	Principal authorship. Will continue to update as needed	Current information be used to create a BRAC comprehensive plan	✓ Ongoing
5	Smart Codes	Maintain, improve, enhance and implement	Better community design	✓ Ongoing
6	Provide technical assistance and coordination role in assisting Maryland Departments, Agencies and local jurisdictions in preparing for BRAC growth related impacts	Staff support	The primary responsibility of the MDP BRAC Coordinator position is to assist the BRAC Subcabinet and other State agencies while continuing to provide a variety of planning assistance to BRAC impacted jurisdictions.	✓ Ongoing
7	Work with LEA's to revise projected school enrollment increases that incorporate BRAC household growth and related demographic and geographic data are required to make these enrollment projection estimates accurate.	Identification of appropriate method and stakeholders	Accurate targeting of funding to school needs	Contingent upon receipt of the OEA Grant Request

	Activities MDP is to undertake			
8	The development of a transportation and land use study to assess transportation activities and investments.	Work with MDOT other stakeholders on study.	Ensure State investments discourage expansion of sprawl development patterns & that Transportation investments support community revitalization and planned development in certified Priority Funding Areas.	Contingent upon receipt of the OEA Grant Request
9	The evaluation of BRAC related school enrollment projections associated with projected household increases resulting from BRAC relocations to Maryland.	MDP will work with LEAs and MD State Public School Construction Program to study & evaluate BRAC related enrollments.	Ensure State investments discourage expansion of sprawl development patterns & that public school investments support community revitalization and planned development in certified Priority Funding Areas.	✓ Ongoing
10	The creation of visualization tools and information that can allow impacted communities to see what new growth in their community will look like before it happens.	MDP will work with other State agencies, local governments, and BRAC stakeholders to undertake effort.	Create a Design Team (or Teams) that are available to work with local BRAC impacted communities in demonstrating design options for lands under consideration for high density, pedestrian and transit oriented development.	✓ Ongoing
11	Evaluate and develop additional ways to increase funding for MALPF and Rural Legacy in Counties that have taken steps to adequately protect their remaining rural resources.	Work with MDA as well as State and local officials in support.	Work with MDA, DNR, and elected officials to adopt legislation that provides more Maryland Agricultural Land Preservation Foundation (MALPF) and Rural Legacy funding for Counties with effective protective agricultural zoning, TDRs, and other tools that channel development into PFAs and away from rural land.	✓ Ongoing

12	Provide Models & Guidelines to local governments to create local land preservation tools including the use of restrictive zoning, purchase of development rights and TDRs.	Work with State and local agencies and officials in support.	Prevent BRAC growth from overwhelming local governments efforts to preserve environmentally sensitive lands.	✓ Ongoing
13	Use and maintain the comprehensive database and GIS system for Maryland's cultural resources for agency responsibilities in the areas of Section 106 review and compliance.	Staff support	Work with MHT staff in creating a data base and permit system that is more customer friendly and efficient.	Dependent Upon OEA Funding Available
14	MDP, working with MHT staff will create a web-based E-106 system.	Streamline submittals for project review by use of on-line review submittal system.	Streamline the business process by directly populating the project log database and assigning a tracking number to applicants.	Dependent Upon OEA Funding Available
15	Feasibility analysis of school construction prioritization process that includes proximity to military bases as well as other Smart Growth principles as part of the evaluation process.	Identification of appropriate method and stakeholders	Accurate targeting of funding to school needs. Detailed understanding of BRAC related impacts.	2008
16	Evaluation of BRAC related school enrollment projections associated with projected household increases resulting from BRAC relocations to Maryland.	Identification of appropriate method and stakeholders	Improved student enrollment projections and more accurate school construction planning for BRAC impacted school districts and others.	Part of and contingent upon receipt of the OEA Grant Request

Appendix A

MDP History of Planning Support

MDP has widely supported BRAC planning efforts. Specifically, MDP has supported the efforts of the Maryland Military Installations Strategic Planning Council (MMISPC) since its inception. MDP has continued to support the MMISPC as well as other State agencies involved in supporting Maryland's BRAC efforts. MDP has taken the following actions in support of BRAC:

- **MDP BRAC Coordinator**

MDP has a staff planner to serve as the agency's representative to the MMISPC and to serve as the agency's BRAC Coordinator. The primary responsibility of this position is to help coordinate MDP BRAC efforts, including continuing to provide a variety of planning assistance to BRAC impacted jurisdictions and other State agencies.

- **Maryland Military Installation Area Profiles**

MDPs first BRAC related project was the development of a CD for each of Maryland's military installations. This CD includes basic information related to issues such as existing housing markets, school enrollments, transportation networks, commuting patterns, as well as land use and zoning information and can be used to quickly display these issues graphically. This information was a critical piece to securing Maryland's BRAC win.

- **Department of Labor Grant**

MDP was awarded a portion of a grant given to Maryland from the US Department of Labor soon after 2005 BRAC decisions were finalized. At that time, MDP evaluated the growth impacts associated with BRAC-related employment changes at the four impacted bases. The potential impacts of these projections are reviewed from several perspectives: housing supply and demand; public water and sewer service; power; fiber optic; transportation; and school impacts.

- **Continuing Support for BRAC**

MDP continues to take a proactive technical assistance and coordination role in assisting Maryland Departments, Agencies and local jurisdictions in preparing for BRAC growth impacts in a manner that is consistent with Maryland's Smart Growth

policies. MDP has been visiting impacted jurisdictions in order to hear first-hand some of their challenges, priorities, and needs as a result of the BRAC decisions. In that role, MDP staff is serving on local BRAC growth related committees in support of both Ft. Meade and APG BRAC efforts.

Along with other State agencies, MDP has applied for an OEA grant to support:

- The creation of BRAC Stat to monitor Maryland's performance. The graphic below provides a visual of what this may begin to look like;
- The development of a transportation and land use study to assess transportation activities and investments;
- The evaluation of BRAC related school enrollment projections and;
- The creation of visualization tools and information in readily available and packaged formats (e.g. 'Google Earth') that allow impacted communities to see what new growth in their community will look like before it happens. *(See image on following page.)*

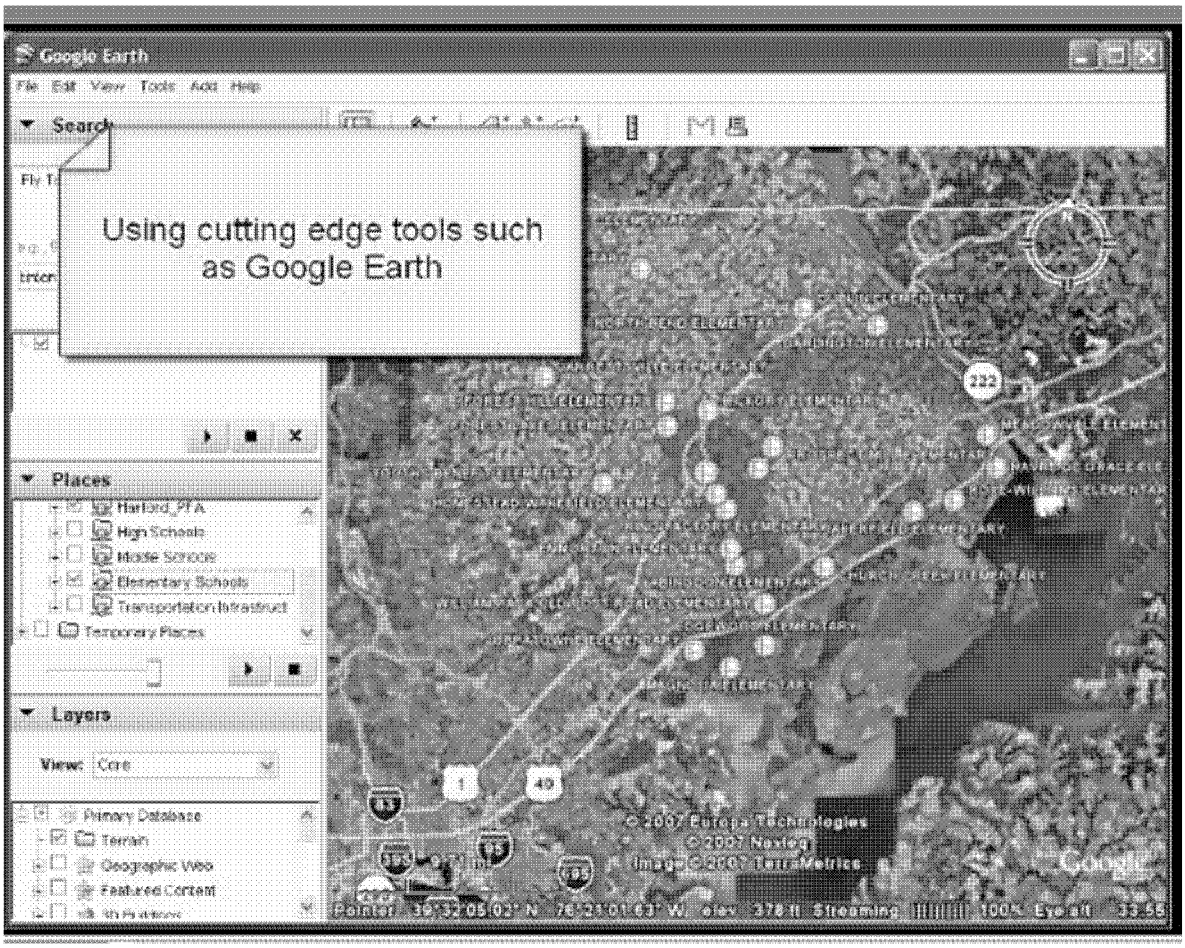

Google Earth
File Edit View Tools Add Help
Search
Using cutting edge tools such as Google Earth
Places
Harford_PFA
High Schools
Middle Schools
Elementary Schools
Transportation Infrastruct
Temporary Places
Layers
View: Core
Primary Database
Terrain
Geographic Web
Featured Content
© 2007 Europa Technologies
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Image © 2007 TerraMetrics
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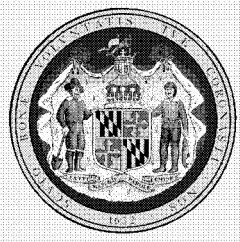

State of Maryland

Maryland Department of Planning

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TTY users: Maryland Relay
www.mdp.state.md.us

(2) The purpose of the Program is to encourage the use of alternative teacher preparation programs to meet the demand for qualified teachers in science, mathematics, and special education.

(c) *Participation in the Program.* — (1) A county board may apply to the Department to participate in the Program.

(2) When selecting participants, the Department shall take into account:

(i) The shortage of teachers in science, mathematics, and special education in a school system;

(ii) The percentage of conditional teachers in a school system; and

(iii) Geographic diversity.

(3) Subject to the availability of funds, each fiscal year the Department shall designate the number of qualified candidates in each local school system that may participate in the Program.

(4) The total number of qualified candidates that may participate in the Program statewide may not exceed 100 in any fiscal year.

(d) *Per diem stipend for participants in a preresidency internship program.* — (1) The Department and the county board shall share in the cost of providing a per diem stipend to an eligible qualified candidate who participates in a preresidency internship program.

(2) The Department's share of the per diem stipend shall be no more than 50% of a local school system's long-term degreed substitute per diem rate, for a maximum of 40 days.

(e) *Supplemental funding.* — State funds provided under this Program shall supplement and may not supplant local funding provided for the same purpose.

(f) *Report.* — On October 1, 2008, and each year thereafter, the Department shall submit to the Governor and, subject to § 2-1246 of the State Government Article, to the General Assembly, a report regarding:

(1) The school systems participating in the Program and the number of per diem stipends awarded;

(2) The teaching assignments of resident teachers participating in the Program; and

(3) The retention rate of resident teachers participating in the Program during their first 5 years of teaching. (2006, ch. 474.)

Editor's note. — Section 2, ch. 474, Acts 2006, provides that the act shall take effect October 1, 2006.

Chapter 474, Acts 2006, designated this section as § 6-117, but it has been designated as § 6-120 because of multiple enactments.

Subtitle 2. Appointment, Suspension, and Dismissal of Personnel.

§ 6-201. Appointment, tenure, and qualifications.

(a) *Authority of county board to employ personnel.* — The county board shall employ individuals in the positions that the county board considers necessary for the operation of the public schools in the county.

(b) *Appointment of professional personnel.* — (1) The county superintendent shall nominate for appointment by the county board:

(i) All professional assistants of the office of county superintendent; and

(ii) All principals, teachers, and other certificated personnel.

(2) As to these personnel, the county superintendent shall:

(i) Assign them to their positions in the schools;

(ii) Transfer them as the needs of the schools require;

(iii) Recommend them for promotion; and

(iv) Suspend them for cause and recommend them for dismissal in accordance with § 6-202 of this subtitle.

(c) *Appointment of clerical and nonprofessional personnel.* — (1) Except in Worcester County and Baltimore City, the county superintendent shall appoint clerical and other nonprofessional personnel.

(2) In Worcester County, the County Superintendent shall appoint clerical and other nonprofessional personnel with the advice and consent of the county board.

(3) Notwithstanding any provision of local law, in Baltimore City, the appointment, tenure, and compensation of clerical and other nonprofessional personnel shall be determined in accordance with the personnel system established by the Baltimore City Board of School Commissioners under § 4-311 of this article.

(d) *Appointment of supervisory and administrative personnel to be within certain ratios.* — (1) Supervisory and administrative personnel shall be appointed in each county in accordance with ratios established by the rules and regulations of the State Board and within the ratio established under § 2-205 (m) of this article.

(2) These personnel shall include:

(i) Supervising or helping teachers;

(ii) Supervisors of pupil personnel I;

(iii) Supervisors of pupil personnel II; and

(iv) Visiting teachers.

(e) *Certificate necessary.* — An individual may not be appointed as a professional assistant or to any position listed in subsection (d) of this section unless he holds the appropriate certificate from the State Superintendent issued in accordance with the rules and regulations of the State Board.

(f) *Qualifications, tenure, and compensation of appointees.* — Subject to the provisions of this article, the qualifications, tenure, and compensation of each appointee shall be determined by the county board.

(g) *Entire time of appointees to be devoted to duties.* — The county superintendent shall see that each regular appointee of the county board devotes his entire time to his duties. (An. Code 1957, art. 77, §§ 62, 68; 1978, ch. 22, § 2; 1993, ch. 5, § 1; 1994, ch. 661, § 2; 1997, ch. 105, § 1; 2001, ch. 29, § 6; 2002, ch. 545; 2008, ch. 36, § 6.)

Editor's note. — Pursuant to § 6 of ch. 36, Acts 2008, "§ 4-311" was substituted for "§ 4-313" in (c)(3), as a result of changes in ch. 105, Acts 1997.

Classification of assistants. — Professional and clerical assistants are not within the class designated as supervisors, but they are administrative assistantships. Board of Educ. v. Montgomery County, 237 Md. 191, 205 A.2d 202 (1964).

Supervisors. — Supervisors referred to in this section are teacher assistantships. Board of Educ. v. Montgomery County, 237 Md. 191, 205 A.2d 202 (1964).

Number fixed by board. — Number of assistants is to be fixed by the board. Board of

Leadership Succession Planning Guide for Maryland Schools

May 2006

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Achievement Matters Most

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Leadership Succession Planning Guide for Maryland Schools

Table of Contents

Introduction

School systems across our state are committed to the importance of school leadership and know the impact that the principal and assistant principals have on student achievement. Building instructional leadership capacity in our state has been the priority of the Division for Leadership Development, Maryland State Department of Education. Unfortunately, because of the large numbers of school leaders who are eligible to retire and the numbers each year of those who choose to do so, leadership succession is becoming an imperative for all systems. In fact, at its August 2005 meeting, the Maryland State Board of Education declared the principalship a critical area of shortage. In order to address this issue in a way that strengthens leadership across a system, a strategy must be in place that is developed and implemented with an approach that ensures collaboration among many stakeholders, transparency, and continuing professional development.

For the past two years, members of the Division for Leadership Development have engaged in extensive research on the state of the art in succession planning. We engaged the services of Dr. Andrew Hargreaves, the Thomas More Brennan Chair in Education in the Lynch School of Education at Boston College, over the past two years to guide us as we explore this new arena. He has provided reading material for us and reviewed documents we sent him. He also has facilitated two sessions in Maryland, one with executive officers and another with a statewide planning team, to help us sharpen our thinking and lay out a course of action.

The *Leadership Succession Planning Guide for Maryland Schools* consists of three sections. The first is titled *Catalyst for Conversation*, and its purpose is to stimulate conversations about leadership succession in school systems. The second section is titled *Outline for Planning*. It is intended to take school system leaders beyond the conversation in a concrete manner as they develop their own succession plans. The third section is titled *Succession Plan for Example School System*, and it offers an example of what a succession plan could be. Although the example addresses each aspect of the outline, we are not suggesting that a system would necessarily approach succession planning in that manner. The school system narrative offers an example, not a model; it is an explanation of possible succession actions according to the outline. We would welcome opportunities to pilot aspects of the outline and/or example with district leaders or to work with systems to develop any aspect of the *Planning Guide*.

We believe that this *Leadership Succession Planning Guide for Maryland Schools* represents a major step forward for public education in our state, and indeed in our nation. Leadership succession is an issue everywhere, and we are hopeful that our work will inform the efforts of others as they address the issues of quantity and quality of school leaders.

Catalyst for Conversation

RATIONALE

Research supports the fact that the strongest organizations have a set of beliefs and concomitant actions regarding succession.

"The deep commitment of systems' senior leadership is essential to implement a lasting succession plan. Constructing an integrated plan, one that is collaboratively developed, clearly communicated, and consistently applied, is critical to building instructional leadership capacity. Leadership capacity must be developed and sustained to guarantee academic success for every child in Maryland's schools."

—Dr. Nancy S. Grasmick
State Superintendent of Schools

"We believe that school leadership matters, can be learned, and impacts the achievement of every student; therefore, we must have mechanisms in place to demonstrate those values, to teach leadership content and skills, and to guide us as we identify, develop, promote, move, and retain school leaders."

—Mary Cary
Assistant State Superintendent
Division for Leadership Development

"We are not at the end of history, so we need to lay the groundwork for the future now."

—Dr. Andrew Hargreaves
Thomas More Brennan Chair in Education
Lynch School of Education, Boston College
Remarks to Executive Officers
from Maryland Public School Systems
April 7, 2005

"A succession planning program is a deliberate and systematic effort by an organization to ensure leadership continuity in key positions and encourage individual advancement."

—William J. Rothwell
Effective Succession Planning

"One of the biggest failings of any institution is the failure to develop leadership bench strength."

—Noel M. Tichy
The Cycle of Leadership

". . . the best systems are developmentally oriented rather than simply focused or replacement oriented."

—Robert A. Fulmer and Jay A. Conger
Growing Your Company's Leaders

OVERVIEW QUESTIONS

An effective starting point for a discussion about leadership succession is a set of clarifying questions regarding system beliefs and actions.

1. What is our personal and collective philosophy about school leadership and its impact on student learning and achievement?

2. What does existing evidence suggest about the way school leadership impacts student learning and achievement?

3. Where and how do we get our most talented leadership candidates?

4. Who is at the table when we discuss leadership succession: identification, development, promotion, movement, and retention?

5. How do we recognize the positive impact of the people we are promoting?

6. How do we view the job of the principal? The assistant principal? Others in school leadership positions?

7. How do we support, acknowledge, recognize, nourish, and celebrate leadership?

8. How can we grow effective school leadership from effective classroom leadership?

9. How do our funding practices align with our commitment to leadership development?

10. How evident in the Master Plan is our commitment to leadership development?

CRITICAL COMPONENTS

During the development of a systemic plan for leadership succession, planners should consider critical components that bring about clarity, fairness, and effectiveness.

Vision

The superintendent and designated leaders communicate what they know and believe about school leaders, leadership, and its relationship to student learning and achievement.

Integrated Design

A variety of stakeholders collaborate to develop, communicate, implement, and periodically evaluate an integrated plan connected to the system vision.

Multiple Stakeholders

System leadership, human resource staff, board members, school-based leaders, central office staff, and other identified stakeholders collaborate to develop, communicate, implement, and evaluate the design.

Transparency

The vision, structure, intent, rationale, expectations, targeted audience, and stakeholders are clear to everyone in the system.

Differentiation

Varied approaches connected to the vision and in accord with differing needs and interests are used to develop the design.

Cohesiveness

System stakeholders who are designing the plan integrate succession strategies into all existing structures regarding identification, development, promotion, movement, and retention of school leaders.

PROCESS QUESTIONS

Because questions engage, suggest openness, and lead to new ideas, an examination of present and future practices can effectively begin in this manner.

Identification

1. What attributes are we looking for as we identify potential principals?
2. What processes are in place to ensure diversity among potential principals?
3. How do we develop systemwide leadership capacity without relying on discrete candidate pools?
4. What role does technology play in the identification and tracking of potential candidates?
5. What role do Executive Officers and other senior leaders have in the identification and development of aspiring and potential leaders?
6. What role does human resource staff have in the identification and development of aspiring and potential leaders?
7. What role do principals have in the identification and development of aspiring and potential leaders?
8. What role do curriculum/instructional supervisors have in the identification and development of aspiring and potential leaders?
9. What role do professional development personnel have in the identification and development of aspiring and potential leaders?

Development

1. How do we ensure that our most talented staff are getting continuing learning experiences?
2. How can we use our most talented candidates to help build system capacity?
3. How do we differentiate learning experiences according to both needs and interests?
4. What is the mechanism for supporting school leaders in the beginning stages of a new position?
5. How do we structure professional development opportunities to ensure cohesiveness?
6. How do we ensure an appropriate budget for the development of aspiring and potential school leaders?

Promotion

1. Who participates in making promotion recommendations and to whom?
2. What attributes are we looking for as we consider candidates for the principalship?
3. What are the determining factors when deciding who will be promoted to a leadership position in a school?
4. To what extent do we examine each potential promotion to ensure that we are meeting our systemwide standard of excellence in instructional leadership?
5. What time of year are promotion decisions made?
6. Why do we approach promotion as we do?

Movement

1. What is the process and connected rationale for the movement of school leaders?
2. How can we encourage effective leaders to accept positions in challenging schools?
3. Are the number of movements in key positions creating succession overload?
4. When someone is moved from one key position to another, do we consider the impact on the culture at the school where we have created a vacancy?

Retention

1. Which of our school leaders are extremely productive and are likely to look for opportunities outside of our system?
2. What other positions are available for principals in the system?
3. Do we know what our most talented people want in order to be satisfied with their positions?
4. What mechanisms can we put in place to find out what our present and potential school leaders believe regarding matters of succession?
5. What incentives are available for retaining principals?
6. How do we celebrate leaders in our system?

Outline for Planning

The following is an outline based on the Catalyst for Conversation. The purpose of the outline is to provide a guide for system leaders to develop a leadership succession plan. The overall intent of the plan is to increase the quantity and quality of potential candidates for the positions of principal and assistant principal.

I. Current Status Descriptions

A. Philosophy

1. The school system's philosophy of leadership and leadership development
2. The system's view of the job of the principal, assistant principal, aspiring leaders, and potential leaders

B. Identification

1. The attributes the system needs in school leadership candidates
2. Where the system finds the majority of the candidates and how they are identified
    a. Demographics (gender, geography, race/ethnicity, level)
    b. Self-identification
    c. Internal identification
3. How the system creates a pool of candidates

C. Development

1. How the system develops aspiring and potential principals through leadership coursework and in-house professional development
2. Who makes the decisions for the focus of leadership development in a given school year
3. Who is responsible for the implementation of leadership development during a given school year

D. Promotion

1. The current promotion process
2. The time of year when leadership succession decisions are made and why decisions are made at that time

E. Movement

1. The system's philosophy regarding movement of school leaders, including the frequency with which they should be moved
2. The process for movement of current principals in the system
3. The degree of choice principals have in accepting or rejecting an assignment

F. Retention

1. Data showing the stability of the principalship in the school system in terms of average length of time of service, number of principals who choose to leave the principalship before retirement, and the number of principals who leave to take positions in other local systems
2. Current retention efforts for principals

II. Succession Considerations

A. Philosophy

1. How the *Maryland Instructional Leadership Framework* influences what the system will do to build leadership capacity and defines the expectations for instructional leadership
2. The elements of a positive, ethical, supportive, proactive culture that sustains leadership
3. The actions of the system that demonstrate the commitment required to ensure a comprehensive, transparent succession plan
4. The system's explanation to stakeholders of why leadership succession is both important and cost effective
5. A structured public relations campaign to promote respect for the principalship, communicate the importance of the position to the overall mission of the school, and explain to stakeholders why leadership succession is both important and cost effective

B. Identification

1. The interdependent roles and responsibilities of executive officers, principals, human resource personnel, instruction/ curriculum personnel, and professional development specialists in the identification of leadership candidates
2. The incentive structure that encourages self-identification for leadership
3. Why and how all identified candidates, those who aspire to lead schools and those who have potential but have not expressed an aspiration to be a principal, are receiving differentiated professional development
4. Why and how the "pool" approach to identification and training is being redefined to implement a systemwide, capacity-building approach rather than a narrow group of potential replacements
5. The updated/upgraded role of technology, through the use of databases, in identifying candidates, monitoring their career paths, and tracking their professional development
6. How the system communicates its identification processes to all stakeholders
7. How the system considers external candidates only after a structured review process ensures that no internal candidate will be an effective match for a given school

C. Development

1. The mechanisms that are in place to assess needs, determine interests, and provide access in order to differentiate leadership development opportunities
2. The process for including both potential and aspiring principals in the design and implementation of leadership development initiatives
3. The process for providing constructive feedback to both potential and aspiring principals who are participating in the design and implementation of professional development and by whom
4. How the *Maryland Instructional Leadership Framework* is integrated into leadership development experiences
5. The potential funding sources and processes to support leadership development
6. How the system communicates to internal and external stakeholders the processes used to support candidates for the principalship
7. The mechanisms to establish and sustain the culture for a professional learning community of aspiring and potential principals
8. Partnerships with colleges and universities to assure the alignment of leadership development experiences with the *Maryland Instructional Leadership Framework*
9. The processes that are in place to ensure that principals provide opportunities for assistant principals to observe teachers, provide constructive feedback, conduct professional development, chair committees with an instructional focus, and meet regularly with the principal on strategies to improve student achievement

D. Promotion

1. The procedures that ensure equity, consistency, and transparency of the promotion process
2. The interdependent roles and responsibilities of executive officers, principals, human resource personnel, instruction/ curriculum personnel, and professional development specialists in the promotion of leadership candidates
3. How and by whom constructive feedback is provided to unsuccessful candidates regarding their performance during each stage of the promotion process

4. The timeline that allows for planned succession and effective transitions
5. The mechanisms that ensure a successful transition to the position of principal
6. How this new promotion process is communicated to internal and external stakeholders

E. Movement

1. How the movement of principals is connected to an overarching philosophy of succession planning
2. The research that supports the system's rationale for the frequency of movement of school leaders
3. The interdependent roles and responsibilities of executive officers, principals, human resource personnel, instruction/ curriculum personnel, and professional development specialists in the movement of principals and assistant principals
4. The procedures for self-initiated movement by school leaders
5. The procedures for the acceptance or rejection of an assignment by a potential principal or a principal
6. How the school system matches a principal to a school based on the specific needs of the school and the specific strengths of the principal
7. The attractive incentive structure that encourages highly qualified principals to move to challenging schools
8. The process for involving the school community in the selection of the candidate for a specific vacancy
9. How the school system stabilizes a school that has an unexpected vacancy in the principalship
10. How the process for movement of principals is made transparent and communicated to stakeholders

F. Retention

1. The needs assessment that identifies what the system's most talented people want in terms of retaining them
2. How the system determines what aspiring and potential leaders believe should be included in leadership succession initiatives
3. Career opportunities that place value on the accomplishments of potential and current principals throughout their careers

4. Distributed leadership opportunities to impose a sense of fairness and purposeful challenge
5. The strategy for providing career counseling and support for potential school leaders
6. An attractive incentive structure that encourages leaders to remain in the system
7. The system's plan for compensating principals at a level commensurate with their responsibilities and increased level of accountability
8. The system's plan for phasing in the building manager position to reduce managerial responsibilities and increase time for a focus on instruction
9. A structured recognition and celebration of accomplishments
10. How a transparent and well-communicated process assists in retention of principals and potential principals by increasing understanding, building trust, and promoting morale

Succession Plan for Example School System

The following expansion of the Outline for Planning provides a plan that includes both the current status of an "invented" Example School System as well as what this Example School System has decided to do to strengthen leadership across the system.

In order to address the present need for increased numbers of effective instructional leaders ready to be principals and assistant principals, system leaders are encouraged to develop the outline into their own succession plan. There are many approaches to succession planning. We are offering this as an example that we hope will be helpful to system leaders as they grapple with these issues.

I. Current Status

A. Philosophy

Our Example School System (ESS) believes that leadership is critical to the future of our schools and our children. We recognize that with effective leadership, our ability to improve student achievement will increase substantially. We expect our principals to be instructional leaders, and we also believe that principals must be effective managers of their buildings, similar to expectations of chief executive officers in private industry.

One of the fundamental characteristics of leaders in our school system is their ability to develop and participate in effective teams through a trusting and mutually-supportive environment. Using the *Maryland Instructional Leadership Framework* as a basis for our work, we ensure that our leaders, both present and aspiring, are given ongoing opportunities for growth. We want our leaders to have high standards, surround themselves with the right people to do the job at hand, create a culture of discipline in the school, and be introspective about issues facing the school community.

We distinguish between aspiring and potential leaders in that aspiring leaders have self-identified or they have been identified by a supervisor as promising material for the leadership "pipeline." These people have accepted the challenge, and they have consciously chosen to follow a specified path to the principalship. We define potential leaders as those people who have not yet been identified but who have skills to become effective leaders if they take advantage of available development opportunities.

For the most part, this leadership development consists of a series of modules that we offer after school and during the summer, emphasizing the management aspects of the job. We expect our assistant, aspiring, and potential principals to get the instructional expertise they need as they work their way through the system in various roles.

Once our folks become principals, we provide monthly administrative meetings where we integrate professional development activities to complement the other important information being shared. We also take advantage of the various leadership development opportunities offered through the Division for Leadership Development at the Maryland State Department of Education, including the year-long Maryland Principals' Academy and the Leadership Learning Series.

We know that there is so much more we could do if we had the necessary resources. We also recognize that the "pipeline" of future leaders is shrinking dramatically, and we must approach leadership succession in a different way if we are to stand any chance of providing the kind of learning experiences for our children that they deserve. We would like to have a thoughtful, coherent succession plan as a way to change the entire manner in which we identify, develop, and promote future leaders. Included would also be procedures for moving them to different assignments once promoted and steps we take to retain those in whom we have invested so heavily throughout the leadership succession process.

B. Identification

We find the majority of our leadership candidates in mostly traditional ways. First, many of our candidates come from within the system. Some self-identify and become part of a group that we follow and watch as they move through various roles in the system. In recent years we have gone outside of the system more and more frequently because our "bench" has become much shorter. We work with a local university to create cohorts of candidates for masters' degrees in education administration. Many of our senior staff teach these courses as adjunct professors, enabling us to ascertain the quality of potential candidates through the eyes of our own people.

The leadership selection process in our school system is fairly traditional, and in our research on other local school systems, we found that most do similar kinds of things. First, a potential candidate must express an interest in a leadership position (principal or assistant principal). This is done through the completion of an application form for the desired position. The applications are screened by our human resources department to make certain that the person has the requisite qualifications. Once a year, usually in the early spring, we conduct interviews for all qualified candidates. This interview process includes a timed writing sample on an assigned question as well as a formal interview with a panel chosen for their familiarity with specific positions. The interview panel establishes a cut score. Any person falling below that score is not

considered for a leadership position. All persons who make the cut score are included in our pool of acceptable candidates.

C. Development

To develop potential and aspiring leaders, we collaborate with local universities in providing opportunities for our candidates to take the necessary coursework in order to receive their Administrator I and Administrator II certification as required by the Code of Maryland Regulations. For potential and aspiring principals, we also have a series of modules that have evolved over the years that we offer as after school and summer opportunities. Our county-wide professional development staff, along with experienced principals, implement these various training activities. These modules focus on the management responsibilities of principals, e.g., law, budget, and facilities.

The executive officers, in consultation with the deputy superintendent, have the ultimate decision-making responsibility for the focus on professional leadership development in any given year. Current principals receive training in our summer workshops. They also receive limited training during our monthly administration meetings throughout the year. A committee of principals makes recommendations on the focus of such activities for a given year, but it is the executive officers and the deputy superintendent who make the final decision.

D. Promotion

The ESS has followed the same basic processes and procedures for promoting leaders for many years. We have traditionally used a "pool" approach for the identification of candidates.

Interviews are completed in the spring, and the new list of "pool" members is finalized at that time. Consideration of these new candidates for promotion along with candidates from previous pools usually begins around the first of June. At the same time we are making promotion decisions and expect effective transitions to take place between outgoing principals and newly promoted principals prior to July 1.

E. Movement

We move principals based on a need in another school or an issue in the principal's school. Executive officers make a recommendation to the deputy superintendent when they feel that a principal should be moved. If the deputy superintendent agrees, then the principal is called in for a conference with the executive officer and asked to sign a form acknowledging that he/she knows that this recommendation will be forwarded to the superintendent and the board of education for approval. The principal has some input in this decision; however, it is considered a prerogative of the superintendent based on what he/she feels is best for the school system. Once the decision has been made, the principal cannot decline the recommended transfer.

F. Retention

Our data enable us to make some broad generalizations about our retention rates, and these data seem to be in keeping with what is occurring across the state. First, our principals are getting younger. The reason for that appears to be that we have fewer qualified candidates in the pipeline, forcing us to promote people earlier in their careers. Second, we believe that our principals are leaving the principalship earlier than in the past. Though we do not have sufficient trend data to make a definitive judgment in this regard, we believe that the number of vacancies we must fill each year is primarily the result of retirement eligibility but in some cases a result of increasing time demands and accountability issues regarding the job.

We try very hard to keep our salaries competitive, and our benefits package for principals is comparable with most other school systems. We provide professional development opportunities throughout the school year. We also try to send our principals upon request to at least one conference a year. Compensation for assistant principals remains stagnant, so we recognize it as an area that we must address in our planned succession model.

II. Succession Considerations

A. Philosophy

We recognize that we exist in a knowledge society, and that those in leadership positions with the most knowledge are more likely to succeed. We further recognize that leadership for 21st century schools must prepare students to be competent and competitive in a global society. In this age of unprecedented accountability in education, we must inspire and develop our leaders to a level that will enable them to meet these challenges.

Systemic Capacity Building

We are comfortable with our philosophy of leadership, even though we believe that we do need to move towards more of an emphasis on instructional leadership as called for in the *Maryland Task Force on the Principalship*, the *Visionary Panel for Better Schools*, and the research-based *Maryland Instructional Leadership Framework*. We believe that our struggle to attract a sufficient quantity and quality of people for leadership positions is directly related to the overwhelming expectations of the position. In that regard, we are no different from many other organizations. The traditional response to this dilemma has been to *find* replacements for vacant positions. The fundamental shift in our overall philosophy is to *develop* those replacements in a planned, systematic way. Rather than having a list or a pool of individuals who are waiting for promotion, we have adopted the philosophy that we can engage in systemic capacity building if we embrace the planned development model. We need to build the capacity of our school district on a broader foundation, for we believe that as we expand our capacity building efforts, we will strengthen the quality of our entire system.

Building Managers

Our primary shift in philosophy regarding what we expect of principals is that they must be first and foremost instructional leaders. We must find the resources to create positions in our budgets that are designated as "building managers" assigned to principals. This has been a major recommendation of the Maryland State Department of Education since the 2000 *Report of the Maryland Task Force on the Principalship* and the 2003 *Report of the Visionary Panel for Better Schools: Achievement Matters Most*. The position of building manager would go a long way in clearing the plate, allowing our principals to have the time they need to be instructional leaders. This position would also remove many of the non-instructional duties given to assistant principals, thus giving them more time for acquiring the skills necessary to be instructional leaders.

Since we will not be getting funding for additional positions, we are looking systemwide for vacancies and other positions that can be converted into building manager positions. If we do not find enough positions systemwide, we have charged our executive officers with finding one position per school that

Framework as Content for Professional Development

could be used for this purpose. Executive officers and the principals are expected to collaborate in this effort. We expect that .5 for this position will come from somewhere in the current school staffing allotment. The other .5 will come from the executive officers' staffing allotment. We are so committed to this effort that we have described it in detail in our Master Plan. Of critical importance to our shift in philosophy has been how we have embraced the *Maryland Instructional Leadership Framework* as the foundation document to define our expectations for instructional leadership and to build leadership capacity across our system. Not only will we assure that our principals take advantage of all training opportunities from the Maryland State Department of Education, our professional development office has been charged with ensuring that the outcomes and evidences in practice from the *Framework* are assimilated in as many internal training opportunities as possible. Additionally, we have instructed our principals to use the *Framework* as the basis for school-based professional development activities. Our hope is that immersion in the evidences in practice will provide guidance to teachers and set clear expectations.

Principals Surveyed on Culture

Although we believe that we have attempted to foster a positive, ethical, supportive, proactive culture that supports leadership, we have decided that we need to assess how our principals feel in this regard. We have developed a very simple survey (Attachment A). Their responses will be anonymous, the surveys will be received by our professional development office, and the results will be tabulated and shared with senior staff at one of our leadership meetings. We will analyze these results and take immediate steps to address issues that are raised and to implement suggestions as practicable. We will prepare a response to the survey results that will be shared with principals in one of our monthly administrative meetings. We recognize that this survey is risky in the sense that we may not hear what we would like to hear, but the risk is very much worth the reward in our view.

A major part of this succession plan deals with the retention of talented people in our school system. We acknowledge that part of the "pipeline" problem has to do with losing far too many people to early retirement or to competing school systems. We must find ways to encourage our best and brightest to stay with us, and we must make it worth their while to do so.

Succession Plan Referenced in Master Plan

Our system is committed to developing a comprehensive, transparent leadership succession plan. This succession plan document will be shared with our local Board of Education and referenced in our Master Plan. And finally, we will do an annual summary of achievements under this succession plan that will be shared publicly on our website to assure that all stakeholders are aware of the results of our sustained leadership succession initiatives.

Comprehensive Public Relations Plan

As we embark on leadership succession as our preferred mode of operation, we must convince our stakeholders why this is critical to the future success of our system. This involves a thoughtful and comprehensive public relations campaign that will have several expected outcomes:

- Promote respect for the principalship.
  We will address this through the public relations effort to influence our various stakeholders to appreciate the enormous responsibility of a school principal.

- Communicate the importance of the position to the overall mission of the school.
  It is critical that everyone understands that we cannot have great schools without great principals. The role of instructional leader must supersede all other duties.

- Explain why leadership succession is both important and cost-effective.
  We must convince our various publics of the extraordinary costs of losing great principals and aspiring leaders, and we need to be able to explain how building capacity strengthens the entire system.

Like all local school districts, we face many challenges, not the least of which is the funding issue. We believe that this issue requires an aggressive approach in the form of a line item in the budget for professional development with a percentage of that line item earmarked for leadership development.

B. Identification

Interdependent Roles and Responsibilities

Principals' Role in Identifying and Developing Potential Leaders

As we moved to a planned succession model, the very first thing that we recognized was the interdependent roles and responsibilities that executive officers, principals, human resource personnel, instruction/curriculum personnel, and professional development specialists have in the identification and ongoing development of candidates for leadership positions. First, we ask that principals identify persons on staff with leadership potential. Once identified, the principal is responsible for making certain that these persons are assigned a variety of experiences over time that will allow the person to assume formal and informal leadership roles, learn instructional leadership content and skills, and continue to grow professionally. This is especially true for developing the competency of assistant principals by providing opportunities for immersion in instructional leadership. Ultimately, the goal for the principal is to get as many quality

candidates as possible to apply for leadership positions. We are revising our evaluation instrument for principals to include a component for the identification and development of potential leaders in their schools.

Human Resources' Role in Identification and Development of Potential Leaders

Human resources personnel have a key role in leadership succession. They manage the hiring process and are often the first person with whom a new teacher comes in contact. They have access to the personnel files, including information on the kinds of professional development activities the potential leader has experienced through the Leadership Development Data Tracking System. Human resources personnel will participate in ongoing conversations about potential candidates for leadership positions, and they will be at the table when promotions and transfers are being considered. We believe that the role of the human resources department is so significant that the director for human resources will now have as a major responsibility the coordination of the leadership succession effort during the identification phase of the plan. All managers in the human resources department will have a component on their annual evaluations for the identification and development of potential leaders.

Executive Officers' Role in Identification and Development of Potential Leaders

Executive officers as defined in the Code of Maryland Regulations have direct supervisory responsibility for principals. As we move from the identification phase towards the promotion and movement phases of our plan, the executive officers and the deputy superintendent will assume primary responsibility for our succession planning efforts. We expect our executive officers in their conversations with principals to seek their opinions on potential future leaders. In their visits to schools and classrooms, we encourage our executive officers to visit the classes of these potential leaders and to observe them as they deliver school-based professional development for staff. The executive officers' annual evaluation will include a component for the identification and development of potential leaders for the schools assigned to their areas.

Professional Developers' Role in Identification and Development of Potential Leaders

Our professional development staff will be deeply involved in succession planning. They are expected to assist in identifying potential leadership talent through the various professional development activities in which they are involved. They will be asked to advise leadership on a regular basis as to how potential and aspiring leaders are participating in and/or facilitating professional development opportunities. Whenever they serve as team leaders for professional development experiences, they are also expected to provide our aspiring and potential leaders with feedback on their professional development work. They will bring to the table, in monthly meetings with the director of human resources, the names of people throughout the system who have demonstrated such potential

as a result of professional development opportunities that we make available to all professional school system employees. These names will be given by the director of human resources to the executive officers. Professional development personnel will have as a component on their own evaluations, the identification and development of potential leaders resulting from their contacts through internal professional development opportunities.

Content Supervisors' Role in Staff Development

Finally, we expect that our key instructional/curricular staff will be involved in the succession planning effort. Our content supervisors regularly monitor the classroom performance of teachers in their respective disciplines to determine their instructional strengths and their adherence to the written curriculum. They also monitor curriculum writing during the summer months, and thus have the opportunity to see potential candidates through a different lens. They review this performance with principals upon completing the observation, and part of that conversation is a discussion about leadership potential of the observed teacher(s). Like all of the other players in this effort, these instructional/ curricular staff members will have as a part of their annual evaluation the effectiveness of their role in the identification and development of potential leaders.

Incentives

It is critical for us to have in place a variety of measures that will provide incentives for people to self-identify for leadership positions in our school system. In our view, the same incentives for retaining people in leadership positions also serve to create a sense of desire in potential leaders to follow a leadership development path. (See Section F, Retention.)

Redefining the Pool

Although the pool has historically been our system's primary identification mechanism, we have decided to abandon that approach for identifying candidates both for the principalship and for the "bench" (assistant principals). Our rationale is that the pool approach is no longer able to guarantee a sufficient supply of candidates in the pipeline, and we believe that planned succession efforts will go a long way to building capacity throughout our system instead of focusing our professional development efforts on one group of candidates.

Pool Strategy Replaced with Broadened Strategy

Instead of a discrete pool, we will expand the number of people to whom we will provide leadership development opportunities, guide the development of personal portfolios, and continue to encourage them to pursue leadership opportunities. Our "pool" consists of all of the potential and aspiring leaders in our system; therefore, we do not call this systemic approach a pool approach to leadership. By broadening the scope of our efforts to include those aspiring to

be principals as well as those with potential to be assistant principals, we hope to get more people interested in leadership by providing them experiences for which they are ready and interested. At the same time, it will allow the system to get a very good look at their potential through the eyes of the interdependent group of personnel mentioned earlier.

We will use the data tracking system (see Section C, Development) as well as annual evaluations and recommendations from the parties described in the interdependent roles and responsibilities section to assist us in making decisions about who is ready to be promoted to a leadership position. We will work with our unions and our own personnel to help them understand why we have adopted this new philosophy.

Technology

Maintenance of Potential Leader Database

Technology will play a major organizational role in our planned succession model. For our leadership succession efforts, we will expand the use of our present database to include the various leadership experiences of potential candidates. We will use the employee identification number in helping to facilitate the identification of candidates, the monitoring of career paths, and tracking of professional development. For instance, each principal will designate a staff member to maintain a potential leader database that will detail all of the school-based leadership opportunities that a particular staff member has had. The human resources database will be integrated with the principal's database in a manner that allows human resources personnel to access information so that a complete picture can be shown of each potential leader's school-based leadership experiences.

Communication

Newsletter and Orientation of New Employees

We will describe to our various stakeholders how we intend to identify candidates in the future. We will meet with our teachers' union and administrators' union to explain the redefined process. We will distribute a special newsletter to all employees outlining the major elements of our newly developed identification efforts and how they affect current employees. When we hire new employees, we will make part of their orientation program a complete description of our planned succession efforts so that they understand our underlying philosophy of systemic capacity building. Finally, we will make our funding authority, the county council, aware of our efforts and solicit their support for our redesigned leadership succession model.

C. Development

Needs Assessment

We believe that each candidate has unique experiences, needs, and interests which we must recognize if we are to prepare properly the next generation of leaders. As a result, we have developed a needs assessment package (Attachments B, C, and D) that allows us to identify specific individual requirements. Using a tracking mechanism (Attachment E), we will also be able to determine where each candidate is on the continuum and what types of training are still required in order to be adequately prepared.

360° Needs Assessment

The needs assessment package is in three sections and is intended to be a 360° type of exercise. The candidate will first complete a self-assessment and then provide a selected number of colleagues with the Observer Assessment for School Leadership Candidates instrument. The candidate will collect and review the observer instruments and revise his/her own self-assessment instrument as desired. The candidate's supervisor will also complete an Observer Assessment for School Leadership Candidates instrument. The supervisor will then meet with the candidate and compare the various assessments. Using Attachment C, the supervisor and candidate will reach consensus on the instructional leadership needs assessment, which will be updated annually and will become the basis of the candidate's professional development plan. The supervisor and candidate will also collaborate on completing the Collaborative Assessment of Management Development Needs (Attachment D).

Leadership Development Data Tracking System

Leadership Development Data Tracking System

We have created a comprehensive Leadership Development Data Tracking System that has multiple components. Our Human Resources Department is responsible for maintaining this system. The first component of the system is the Individual Data Form (Attachment E). Human Resources will maintain this form for all potential leaders. This system also includes current credentials, qualifications, up-to-date recommendations, evaluations, and various other forms found in this succession planning guide. Our interest is to house in one place all of the critical information we need on potential leaders to help us make informed, equitable, consistent, and transparent decisions.

Leadership Development Design and Implementation

Principals and Candidates Involved in Professional Development

It is critical that our present, potential, and aspiring principals are included in the design, delivery, and implementation of leadership development initiatives. We consider this participation to be valuable professional development. The principals and candidates will be expected to assist in the implementation of the designed professional development

experience because we want all principals to know how to deliver professional development.

We consider instructional leadership to be the primary responsibility of principals in our school system, and we consider the *Maryland Instructional Leadership Framework* to be our guide in this effort. Accordingly, we place great emphasis on developing in our candidates the skills necessary to be the kind of instructional leader identified in the outcomes and evidences in practice found in the *Framework*. We continue to send potential and aspiring leaders to professional development opportunities sponsored by the Maryland State Department of Education. Principals must facilitate on-site opportunities for assistant principals in instructional leadership by allowing for job shadowing, co-observing and mutually determining feedback, modeling feedback conferences, designing and conducting professional development for staff, chairing committees with an instructional focus, and meeting regularly with the principal to examine data and discuss strategies to improve student achievement.

Primary Responsibilities of Instructional Leadership

In addition, we will provide our potential and aspiring leaders development in the area of management responsibilities and other topics of interest necessary for leaders to do their jobs. The general list of these topic areas can be found in Attachment D, and this list will continue to change over time as new areas are identified.

Feedback

The process of providing constructive feedback to potential and aspiring principals who participate in the design and implementation of leadership development activities is critical to the growth of these individuals. Because the participant's immediate supervisor may not be part of this exercise, we believe that the feedback needs to come from the person who has the lead in the planning of the identified activity. That person is responsible for conducting a conference with the aspiring or potential leader once the activity is planned and implemented. Because there is no supervisory relationship, there will be no written record of this conversation; it is for personal development purposes only.

Constructive Feedback to Promote Personal Development

Funding Sources

The proof of our commitment to professional development can be found in our budgeting priorities. We have established a line item in our budget for professional development that will never go lower than 1% of the total budget. Of this amount, we are committed to maintaining a minimum of 25% of that amount for leadership development. We intend to make the case to our funding authorities that this amount cannot be cut if our elected officials, parents, community and business leaders, and others want to see acceleration in student achievement for all subgroups.

Line Item in Budget

Communication

Communication Strategies

We believe that our various stakeholders need to be reassured that those persons we place in the position of principal are ready to assume the required responsibilities. We are particularly concerned that in tight budgetary times there is a tendency to cut professional development funds from most budgets. In order to minimize that possibility and at the same time instill confidence in those we serve, we will engage in a public relations campaign to emphasize the critical role that principals play in positively affecting student achievement. Our director of communications will be responsible for the following activities in our public relations campaign to help shape the positive image of principals in our system:

1. Public service announcements on the critical role that principals play in improving our schools
2. Strategic issuance of "Good News" releases showing the impact that specific principals have had in their schools
3. Reference to the importance of school leadership in all public speaking engagements of senior leaders
4. The development of a brochure that describes how principals are prepared (including preparation by institutions of higher education as well as internal leadership development activities)
5. The inclusion of a highly visible section of the system website that describes the critical role played by principals
6. Timely submission of op ed pieces about how the system develops principals

Sustaining a Professional Learning Community

Participation in Multiple Learning Communities

We believe that participation in professional learning communities enhances the growth of participants. For that reason, we are committed to establishing professional learning communities for each of the leadership development activities offered throughout the school year. Each person involved in the design and implementation process as well as those who participate in the activity itself will be part of that specific professional learning community. The expectation will be that the activity does not start and end with the completion of a specific event. Rather, it continues throughout the year with regular electronic communication and face-to-face communication as desired and practical. Participants may be part of multiple professional learning communities depending upon the number of leadership development activities in which they are engaged. The person with the lead in each activity will have the ultimate responsibility to make certain that the professional learning communities are established and sustained throughout the experience. We are hopeful that these communities will also help build a network of colleagues upon whom potential and aspiring leaders can depend as questions arise.

Partnerships

We have established multiple cohorts for potential and aspiring leaders with our local university. It has aligned its education administration program with the *Maryland Instructional Leadership Framework*, so we are confident that our potential and aspiring principals who go through this program will receive the kind of instructional leadership training needed to complement what we offer as a school system and what MSDE is able to provide.

Leadership Development School

One example of an extraordinary partnership in our school system has been the evolution of Professional Development Schools (PDS) for the preparation of classroom teachers. These schools have been in existence for over five years now, and we are extremely impressed with the results. They provide us with a steady stream of potential new hires, and they also have shown over time to yield teachers who are most likely to remain with us for a long period of time. The first and second year attrition rate of teachers who have come out of this program is indeed minimal.

Using PDS Model for Design of Leadership Development Schools

We believe that we can replicate that success with school leaders by creating a Leadership Development School in our district. We have not worked out all of the details of such an effort yet, but we are committed to partnering with our local university to explore the possibilities. The deputy superintendent has been charged with convening a broad stakeholder group to develop a comprehensive plan in this regard. It is our hope that a leadership development school will allow us to build the bench once again, provide school leaders who will remain in their positions over an extended period of time, and allow for excellent leadership development experiences across our county.

We are also willing to partner with another local system if we find that this effort is more than we can do alone or if our design would be more effective with the additional partnership. We envision the leadership development school being a combination of graduate course work, action research, and a wide variety of practical, hands-on leadership experiences (e.g., an internship) under the careful guidance of an outstanding instructional leader. The *Maryland Instructional Leadership Framework* will be the underlying basis for the work of this leadership development school. Our initial review of the literature suggests that this may indeed be a groundbreaking initiative across the country. We are excited about the possibilities, and we plan to pursue aggressively the establishment of such a school in order to help provide us with high-quality school leaders for decades to come.

D. Promotion

Equity/Consistency/Transparency

Use of Tracking System to Inform Promotion Decisions

Our primary objective as we move forward with planned succession must be to assure equity, consistency, and transparency in our promotion process. The first step in creating equity, consistency, and transparency is for our human resources department to conduct a general review of potential candidates in our Leadership Development Data Tracking System (LDDTS). Because this is an open system to which all employees have access to their own information, we believe that we have created the first step in a fair system. We will consider each candidate's learning experiences recorded in our LDDTS as we make promotion decisions.

Those whose data sheets demonstrate initial readiness will have their personnel files screened by human resources one final time to assure that they qualify for the positions we seek. Assuming they do qualify, they will be notified in writing that they are under consideration for possible promotion and provided a Leadership Interest Form (Attachment F), which they will have to complete and return to let us know if they wish to be considered for promotion. Likewise, those not being considered will be informed in a personal conference with their immediate supervisors and provided information as to what paper credentials and/or learning experiences they need in order to be considered. We believe that this procedure will provide us equity, consistency, and transparency through this stage of the promotion process.

Involvement of School Community

We want community input on the kind of principal they want and the kinds of things they want to see changed in their school. We want those communities to be an integral part of the process, and we also want them to be advocates for our leadership succession efforts.

Since we intend to handle promotion and movement decisions at the same time, we would want school community involvement regardless if there is a vacancy created by a resignation or retirement, or whether it is because of our intent as a system to move that principal or assistant principal to another school.

School Communities Communicate Priorities for New Principal Selection

As soon as we know that there will be a vacancy in a school (principal or assistant principal), we will notify the Parent-Teacher-Student Association or whatever comparable group exists in the school. We will ask them for a list of the attributes they consider most important for a new principal in their school. We will also ask that group to inform the executive officer in writing what they consider to be the most significant challenges

faced by the school and what they consider to be possible approaches to dealing with those challenges. Assuming the timeline works well, this will usually be done between the time we are notified of a vacancy (about February 1) and the time when we anticipate making replacement decisions (about March 1). This input will be considered by our Succession Review Team — executive officers, the director of human resources, and instruction/curriculum personnel — as they make recommendations for promotion and movement of principals.

Promotion Decisions

Succession Review Team

As previously stated, we believe that a variety of personnel have interdependent roles and responsibilities in making promotion decisions so that we can maintain the equity, fairness, and transparency we seek. Once the submission date has passed for receipt of the Leadership Interest Forms (January 31 of each year), we will have our new cohort of candidates from which we will make promotion decisions. At this point, we will assemble our Succession Review Team to screen all of the candidates once again. This review includes the data sheets from the Leadership Development Data Tracking System, credentials, qualifications, annual evaluations, and recommendations from immediate supervisors. The director of human resources has the responsibility to assure that all recommendations are available.

Oral Portfolio

Each candidate will be discussed individually by this Succession Review Team, and this team will identify those candidates who have demonstrated a readiness to move to the final stage prior to a promotion recommendation. We have decided that a review requiring candidates to answer a given number of questions in a prescribed time is not comprehensive in terms of what we are looking for in our instructional leaders. Therefore, our final steps in the process are an Oral Portfolio presented to a small team that replicates the representation on the Succession Review Team and a timed writing sample.

The Oral Portfolio will be delivered to the team within a 45 minute period. The content will include such aspects as an overview of their experiences in developing and implementing professional development; examples of their data-driven decision making work, including root cause analysis; a descriptive experience involving the teaching-learning processes and content; and how they have used the *Maryland Instructional Leadership Framework* to self-assess and guide their work. The process must include the integration of technology in the presentation. In addition, each candidate will discuss his or her level of expertise with specific instructional levels, demographics, and specific populations so that appropriate school matches are more evident.

We believe that the ability to communicate effectively both orally and in writing is critical to the principalship. We see the timed writing sample as a preferred

means to determine the writing skills of our candidates. The Succession Review Team will determine the topic for the writing sample. This team will also design a scoring rubric to include both writing skills and content germane to the position for which the candidate is applying.

The review teams will make recommendations "to promote" or "not yet ready to promote" to the Succession Review Team. That team will then make final recommendations for promotion and specific placement of personnel to the Deputy Superintendent. In making these recommendations, the Succession Review Team will do its best to match candidate strengths to school needs. The deputy superintendent will take the recommendations to the Superintendent, who will make the final decision regarding the names he/she wishes to forward to the Board of Education.

We hope to be able to make the majority of these decisions in February. However, because vacancies will emerge during the spring and summer, the Succession Review Team will meet monthly from February until schools open with all principals and assistant principals in place. We recognize that there is still subjectivity to this process, and we believe that no matter what process we put in place, there will always be a degree of subjectivity. Our goal is to remove as much of it as possible, while at the same time bringing equity, consistency, and transparency to the process.

Candidate Consent

Once the superintendent has approved the promotions, the appropriate executive officer will meet personally with selected candidates to let them know of the proposed assignment. We may or may not have an alternative placement for a person who declines, and the declination will not be held against the candidate in future promotion decisions. If the candidate accepts, he/she will sign a consent form (Attachment F), which will allow the name to be passed on to the Board of Education. If for some reason the candidate turns down the promotion offer, the executive officer will communicate that to the Succession Review Team at one of its monthly spring meetings. The executive officer will also be responsible for identifying alternative recommendations for the proposed assignment should the superintendent so desire.

Feedback

Part of the equity, consistency, and transparency issue in our view is our ability to provide constant feedback throughout the promotion process to those who seek leadership positions. As we begin to develop potential leaders, the degree of feedback increases considerably. Candidates receive feedback through the 360° feedback forms. They also receive feedback from their immediate supervisors on both their instructional as well as their non-instructional needs. They receive additional written feedback from their team leaders who are responsible for completing the confidential Feedback Form for those candidates who take part in a leadership development design team or a leadership development implementation team.

Conferences with Candidates Not Ready for Promotion

As we move through the promotion process, we notify those candidates who have been chosen to move beyond the paper readiness stage. We conduct a conference with all who did not move on to the next stage to inform them what they must do to be considered in the future. The potential leader's immediate supervisor is responsible for conducting this interview based on a conversation with the appropriate executive officer.

Transitions/Timeline

Aggressive Timeline

One of the most serious issues we face is the difficulty in providing sufficient time for an effective transition of leadership. We must find ways of moving the timeline backward so that decisions are made much earlier than June of a school year. At a minimum, we would like to have a three-month window for successful transitions to take place. It is our intent, if we know about a retirement far enough in advance and if practical, to move the person we intend to promote to that school for a full year's transition with the outgoing principal. This will require us to conduct business differently. First, we will have to encourage our employees who have made a decision on retirement to inform us earlier than in the past. We would like to be notified of these decisions no later than February 1 for the subsequent school year. We believe we can get most of our current leaders to cooperate with us if we can describe why it is important to us and how we are changing the way in which we make promotion decisions. We must, however, rely on the good will of our current principals in this regard, and we truly believe that they will cooperate fully with this request for the good of their schools and their children if a positive, supportive, healthy culture is in place.

Communication

Using the same vehicles and media mentioned earlier in the plan, we will communicate our promotion efforts in a similar fashion. Simply stated, we believe that communication is the linchpin for transparency.

E. Movement

Overarching Philosophy

Schools Viewed as a Portfolio

It is also important to us that whatever we decide to do in the future regarding the transfer of principals and assistant principals be connected to an overarching philosophy of succession planning. We have come to believe that stability in our schools and our school communities is more important than regular movement of principals. We need to view our schools as a portfolio rather than separate entities because every transfer affects at least two school communities – the one from the sending school and the one from the receiving school. Often entire feeder systems are affected by movement of principals.

If we are to take seriously the transition period we desire for our principals, we will have to make thoughtful decisions much earlier with the advice and input from a variety of people, most importantly the affected principals and assistant principals. This is a practice we feel we must adopt as we attempt to build the bench once again.

Supportive Research

"We are not at the end of history, so we need to lay the groundwork for the future now."
—Dr. Andrew Hargreaves
Boston College

Research tells us that change takes time, particularly if that change is to be sustained. Moving a leader in the middle of a change effort, for the most part, takes the school backward rather than forward. Hargreaves and Fink (December 2003) suggest that it is not the leaders who let their schools down, it is the system in which they lead. Systems must pay attention to sustainable leadership if change itself is to be sustained. Sustainable leadership, they say, is a shared responsibility that does not deplete resources and that cares for the surrounding community. They also suggest that leadership succession is the last challenge of leadership, since one is planning for one's own obsolescence.

We could find no research that supports the frequent movement of principals or assistant principals. We are convinced by the research and literature in the field that we need to be more proactive in the way we approach the transfer of principals and assistant principals because of the inevitable consequences that follow such movement.

Movement Decisions

Matching Candidates to Schools

As we have described in a previous section, we believe that a variety of people have interdependent roles and responsibilities in making decisions on the movement of principals and assistant principals. Our executive officers will have the primary role in forwarding the names of principals they believe should be moved to the Succession Review Team. If it is an assistant principal who is to be moved, the executive officer will collaborate with the principal in forwarding that recommendation. It is critical, we believe, that principals play a major role in determining who will be on their Leadership Team since it is the responsibility of the total team to lead the focus on teaching and learning in the school. In both instances, the affected persons will have had multiple conversations with their immediate supervisors long before this occurs. The Succession Review Team will be the same team that makes promotion recommendations since they are matching all qualified candidates with schools. Both promotion and movement will be considered together so that decisions can be made that strengthen the whole system.

Principals' Voice in Assistant Principal Selection

There are many factors that go into our decisions as we attempt to match leaders with schools. Certainly, we look at the demographics of each school. Most importantly, however, are the test data that show trends in student performance in subject areas and among specific subgroups of students. We also pay much attention to the experience level of the teaching staff, and the specific areas in need of improvement and growth.

Choices

"No Fault" Decline of Offer

Although the superintendent will make the final decision, we have come to believe that a person being moved should also have input on that movement decision. Essentially, we may still need to move the candidate, but we will listen to the appeal. Where appropriate, we will offer alternative placements. That is why it is so important to us that the conversations between the person being moved and his/her immediate supervisor begin early. If the person being recommended for movement wishes to decline the transfer, we want to have in place a method to deal with such requests. We also believe that we need to have a mechanism in place whereby an individual can request a transfer, once again in a "no-fault" manner. We are committed to accepting such self-initiated transfer requests in order to help keep our leaders motivated and energized. In either case, we will have a sign-off form for all persons being moved in a given school year (see Attachment G).

Timeline

Similar to the manner in which we have chosen to promote individuals to the principalship, we wish to move up the timeline for the movement of principals as well. We recognize that moving up this timeline creates other possible issues (e.g., "lame duck" status), but in the final analysis, we are convinced that the multiple benefits of successful transitions far exceed the problems created by early announcements. Accordingly, we intend to make final decisions on the promotion and movement of our principals and assistant principals no later than March 1 of each year, thereby allowing for effective transitions to new positions.

Incentives for Challenging Assignments

Distinguished Principal Fellowship Program

There is a need to provide incentives in order for skilled leaders to be willing to assume positions at our most challenging schools. For the one school that our system has in Restructuring Planning as a result of *No Child Left Behind*, we plan to take advantage of the statewide Distinguished Principals' Program resulting from House Bill 995. This program provides a healthy financial incentive for distinguished principals to assume the principalship of schools in this improvement status.

Stipends for Leaders of Challenging Schools

We also have a number of other challenging schools in our district that are not in this improvement status yet, but for which we need outstanding principals. We must find a way through local funds to provide incentives for our own best and brightest to want to lead these schools. We will seek a similar but slightly lesser stipend from our county council so that we can replicate the statewide program in our own schools that have not yet reached that status.

Communication

Communication Strategies

We believe that the movement of principals may be the most challenging part of this communication plan because of the strong feelings that such movement creates. Whenever a principal is to be moved to a new assignment, we will take the following steps:

- Immediately upon the announcement of the transfer of the principal, the executive officer will attend a special staff meeting at both the school losing the principal and the school receiving the principal to describe the process for making the decision. Community representatives will be invited to this meeting.

- Assurances will be provided that the transfer was planned in a thoughtful manner and that both schools will receive much attention to make certain that the transition goes smoothly.

- The transition will include a comprehensive checklist of topics that need to be discussed by the departing and the arriving principals. This checklist will be shared with the executive officer, and there will be another checklist of topics that need to be discussed between the executive officer and the two principals. These checklists will be consistent countywide, but there will be open-ended questions as well to allow for individual circumstances.

F. Retention

Satisfaction/Needs Assessment

One thing that we hear from our principals is that they want and need to be more involved in the placement of assistant principals in their schools. We believe that this is a job satisfaction issue that deserves attention. Therefore, as mentioned under "Movement Decisions," we intend to include principals in discussions about the selection, placement, and movement of these critical Leadership Team members. In addition, the principals' voice in the process will be a plus for encouraging assistant principals to consider the principalship and for encouraging potential leaders to consider the assistant principalship.

Prioritizing Retention Efforts

In order to ascertain what would help us retain our potential, aspiring, and current leaders, we have developed a Leadership Satisfaction/Needs Assessment instrument (Attachment H) to be completed anonymously. This instrument will be distributed in July of each year to all current leaders as well as those who have been identified as potential or aspiring leaders. It will help us prioritize our retention efforts, since we do not have the resources to do everything we would like to do in this regard. We will use the results of this needs assessment as we develop our funding requests to the county council for the following school year.

Career Opportunities

Career "Bridges"

The connotation of a career ladder suggests that one moves from one position to another in a vertical manner on the organizational chart. We do not have a sufficient number of positions to create such career ladders in the traditional sense of the word. We do, however, move people through various leadership positions in schools. We also provide multiple opportunities through our belief in distributed leadership, creating a sense of fairness and purposeful challenge, for people to develop their leadership skills at the school level as well at the central office level. Our metaphor, however, is more like a bridge than a ladder since it is more horizontal than vertical. There are places where a person definitely moves up the ladder, but there are many more places where potential leaders participate in various learning experiences, thereby developing skills that will eventually put them in position for that vertical movement. This is what we consider the bridge to leadership positions, and we are comfortable with that metaphor since many more people can fit on a bridge at one time than on a rung of a ladder.

Career Counseling and Support

It is important to us that we provide effective career counseling and support for our potential and aspiring leaders as well as our assistant principals and principals. Veteran principals tend to find their own support systems the longer they are in the position.

We believe that our principals are the first line of support for potential or aspiring leaders as well as assistant principals assigned to their staff. They should be facilitating career counseling to these personnel and providing the kinds of experiences that will make them well-rounded leaders. Of course, our director of human resources and executive officers are also expected to provide counseling support as appropriate. Each of these positions (principals, director of human resources, and executive officers) will have a component as part of their annual evaluations that speaks to how well they provide this support.

Mentors for First Year Principals

Executive officers are also directly responsible for providing career guidance and counseling to principals. When a principal is new, the executive officer will spend considerably more time in that building than in those where there are successful principals. Since executive officers are not always available, and since the very nature of the reporting relationship may make a principal more reluctant to be totally candid with his/her supervisor, we will assign each first year principal a mentor. This mentor will be responsible for meeting at least weekly with the new principal to discuss anything that the new principal wishes plus items on an established timeline-based agenda of needs. The mentors will be recently retired principals to whom we will pay a stipend for this work.

Incentives

We are more convinced than ever that we must have in place an attractive incentive package that encourages potential leaders to consider a leadership track and at the same time to help retain the leaders we have. We believe adding building manager positions will be a major incentive. In order for these positions to become affordable, we will look across the system at present possibilities, and, where possible, convert positions and vacancies into building managers. These will be non-certified personnel so that salary and benefits will be less.

Salary Increases

We do not believe that even this major step forward is enough. The *Maryland Task Force on the Principalship* and the *Report of the Visionary Panel for Better Schools* both called for compensation for principals commensurate with their responsibilities. Since assistant principals in our county are compensated only slightly higher than veteran classroom teachers, we struggle to find capable and qualified candidates for these positions. We intend to take to our county council during this budgetary cycle an immediate 10% increase across the board for all principals and assistant principals. This would be a one time increase, recognizing that we must do something dramatic to help turn around the leadership drain. We will also propose a new salary scale for principals that includes a starting salary of not less than the amount that a 12-month teacher would earn plus an additional 10%. We will also make certain after the one time raise and the scale adjustment that both principals and assistant principals receive no less than the annual raise which teachers in our school system receive.

Retirement and Other Benefits

A final part of the incentive package also comes from the *Maryland Task Force on the Principalship*. The Task Force recommended that each local jurisdiction review the benefits package for administrators, and we are committed to doing so. It also recommended that consideration be given to finding ways to improve the retirement package for principals. We intend to seek the support from our

county legislative delegation for improvements in the retirement plan for principals. We will attempt to get recognition of their 12-month status. At the current time, principals receive one year towards their retirement income for twelve months of work. Ten-month employees, on the other hand, receive the same credit towards retirement for ten months of work. We hope to make legislators aware of this discrepancy and create a sense of urgency for some kind of weighting of credit for principals that would encourage them to stay in the principalship longer.

Recognition

Recognition and Celebration

The ESS is convinced that we need to do a better job of recognizing and celebrating the accomplishments of our principals and assistant principals. We believe that such recognition helps to create an atmosphere where principals are respected and rewarded. We have established a countywide task force to address this issue. It is being chaired by a principal, and the recommendations will be submitted to the superintendent in July. Once approved by our local board of education, we will include any funding requirements to implement this plan in our budget request for next fiscal year.

Communication

This succession planning document has communication woven throughout its pages because it is such an important part of the transparency we are trying to build into our new model. We fully intend to include in those communication efforts all of our initiatives to retain our potential and aspiring leaders as well as our assistant principals and principals. We want them to know how valuable they are to us. The future of our school system and our children is in the balance. We cannot and will not allow ourselves to fail.

Attachment A

Leadership Culture Survey

Directions: This survey is intended to measure the degree to which principals in ESS feel that senior leadership has created a culture that is positive, ethical, supportive, and proactive. You are not to sign your name, and your response is to be forwarded in an unmarked envelope to the Office of Staff Development, 24 Main Street, Anywhere, Maryland, 21042.

Rank each item below as follows:

1 = never; 2 = rarely; 3 = occasionally; 4 = frequently; 5 = almost always

Please also provide a written response to comments section if you have advice for senior leadership on how to improve.

	Ranking
1. The culture in our school system towards principals is positive.	
Please briefly explain your ranking:	
2. The culture in our school system towards principals is ethical.	
Please briefly explain your ranking:	
3. The culture in our school system towards principals is supportive.	
Please briefly explain your ranking:	
4. The culture in our school system towards principals is proactive.	
Please briefly explain your ranking:	

Attachment B

Self-Assessment for School Leadership Candidates

Participant's Name: _____

Respond to each statement by assigning a rating of 1-5 that best describes your behavior. Distribute copies of the Observer Assessment for Instructional Leaders (Attachment C) to as many colleagues as you want in order to get their perceptions of your behavior.

1 = never; 2 = rarely; 3 = occasionally; 4 = frequently; 5 = almost always; NA = not applicable

Facilitate the Development of a School Vision

1.	I understand and participate in the process for developing the school vision.	
2.	I am able to articulate the vision and encourage others to articulate it on a regular basis.	
3.	I understand the process for the regular review of the school vision, and I encourage a variety of stakeholders to be involved in that review.	
4.	I can identify the resources that allow the vision to be implemented.	

Align All Aspects of a School Culture to Student and Adult Learning

5.	I exhibit mutual respect and teamwork and engender trust in dealings with students, staff, and parents.	
6.	I have high expectations for all students and teachers.	
7.	I participate effectively on the school Leadership Team.	
8.	I participate effectively in a professional learning community aligned with the school improvement plan.	
9.	I take advantage of opportunities for collaborative decision-making and distributed leadership.	

Monitor the Alignment of Curriculum, Instruction, and Assessment

10.	I engage in ongoing conversations with colleagues as to how state content standards, the voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction.	
11.	I ensure that assignments are rigorous, purposeful, and engaging.	
12.	I ensure that work is appropriately challenging and demonstrates new learning.	
13.	I ensure that assessments regularly measure student mastery of the content standards.	

Improve Instructional Practices through the Purposeful Observation and Evaluation of Teachers

14.	I understand what students are reading, writing, producing, and learning.	
15.	I use student data collected during the observation process to improve classroom instruction.	
16.	I use formal feedback from observation conferences, as well as informal visits, meetings, and conversations with colleagues to improve classroom instruction.	
17.	I participate in regular evaluation of my own performance based on continuous student performance.	
18.	I participate in the identification and development of potential school leaders.	

Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

19. I ensure that multiple and varied assessments are collaboratively developed.	
20. I ensure regular use of formative assessments to adjust instruction.	
21. I ensure that summative assessments are aligned in format and content with state assessments.	
22. I ensure that interventions for individual students are appropriate and based on results of assessments.	

Use Technology and Multiple Sources of Data to Improve Classroom Instruction

23. I ensure appropriate use of instructional technology.	
24. I ensure the use of the MSDE website for school improvement purposes.	
25. I review and encourage others to review disaggregated data by subgroups to improve instruction.	
26. I engage in and encourage others to engage in root cause analysis of student performance to drive instructional decisions.	
27. I collaborate regularly with colleagues to analyze student work.	

Provide Staff with Focused, Sustained, Research-based Professional Development

28. I engage in results-oriented professional development that is aligned with curricular, instructional, and assessment needs connected to school improvement goals.	
29. I take advantage of collaborative planning, critical reflection, and job-embedded professional development during the regular school day.	
30. I take advantage of opportunities to participate in differentiated professional development based on career stages, needs, and student performance.	
31. I am personally involved in professional development activities in which I expect others to be involved.	
32. I understand how professional development in which I am engaged is aligned with the Maryland Teacher Professional Development Standards.	

Engage All Stakeholders in a Shared Responsibility for Student and School Success

33. I welcome parents and caregivers to the school, seek their participation, and provide information and materials to help their children learn.	
34. I encourage parents and caregivers to be active members of the school improvement process.	
35. I encourage community stakeholders and school partners to participate in school life.	

Attachment C

Observer Assessment for School Leadership Candidates

Participant's Name: _____

Respond to each statement by assigning a rating of 1-5 that best describes the behavior of the person who provided you this form.

1 = never; 2 = rarely; 3 = occasionally; 4 = frequently; 5 = almost always; NA = not applicable

Facilitate the Development of a School Vision

1.	This person understands and participates in the process for developing the school vision.	
2.	This person is able to articulate the vision and encourages others to articulate it on a regular basis.	
3.	This person understands the process for the regular review of the school vision, and encourages a variety of stakeholders to be involved in that review.	
4.	This person can identify the resources that allow the vision to be implemented.	

Align All Aspects of a School Culture to Student and Adult Learning

5.	This person exhibits mutual respect and teamwork and engenders trust in dealings with students, staff, and parents.	
6.	This person has high expectations for all students and teachers.	
7.	This person participates effectively on the school Leadership Team.	
8.	This person participates effectively in a professional learning community aligned with the school improvement plan.	
9.	This person takes advantage of opportunities for collaborative decision-making and distributed leadership.	

Monitor the Alignment of Curriculum, Instruction, and Assessment

10.	This person engages in ongoing conversations with colleagues as to how state content standards, the voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction.	
11.	This person ensures that student assignments are rigorous, purposeful, and engaging.	
12.	This person ensures that student work is appropriately challenging and demonstrates new learning.	
13.	This person ensures that assessments regularly measure student mastery of the content standards.	

Improve Instructional Practices through the Purposeful Observation and Evaluation of Teachers

14.	This person understands what students are reading, writing, producing, and learning.	
15.	This person uses student data collected during the observation process to improve classroom instruction.	
16.	This person uses formal feedback from observation conferences, as well as informal visits, meetings, and conversations with colleagues to improve classroom instruction.	
17.	This person participates in regular evaluation of his/her own performance based on continuous student performance.	
18.	This person participates in the identification and development of potential school leaders.	

Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

19. This person ensures that multiple and varied assessments are collaboratively developed.	
20. This person ensures the regular use of formative assessments to adjust instruction.	
21. This person ensures that summative assessments are aligned in format and content with state assessments.	
22. This person ensures that interventions for individual students are appropriate and based on results of assessments.	

Use Technology and Multiple Sources of Data to Improve Classroom Instruction

23. This person ensures the use of appropriate instructional technology	
24. This person ensures the use of the MSDE website for school improvement purposes.	
25. This person reviews and encourages others to review disaggregated data by subgroups to improve instruction.	
26. This person engages in and encourages others to engage in root cause analysis of student performance to drive instructional decisions.	
27. This person collaborates regularly with colleagues to analyze student work.	

Provide Staff with Focused, Sustained, Research-based Professional Development

28. This person engages in results-oriented professional development that is aligned with curricular, instructional, and assessment needs connected to school improvement goals.	
29. This person takes advantage of collaborative planning, critical reflection, and job-embedded professional development during the regular school day.	
30. This person takes advantage of differentiated professional development based on career stages, needs, and student performance.	
31. This person is personally involved in professional development activities in which he/she expects others to be involved.	
32. This person understands how professional development in which he/she is engaged is aligned with the Maryland Teacher Professional Development Standards.	

Engage All Stakeholders in a Shared Responsibility for Student and School Success

33. This person welcomes parents and caregivers to the school, seeks their participation, and provides information and materials to help their children learn.	
34. This person encourages parents and caregivers to be active members of the school improvement process.	
35. This person encourages community stakeholders and school partners to participate in school life.	

Attachment D

Collaborative Assessment of Management Development Needs

Participant's Name: _____

	Training Requested
1. Budget and Finance	
2. Building a Master Schedule	
3. Change Process	
4. Ethics	
5. Facilitative Leadership	
6. Group Dynamics	
7. Interview Process	
8. Legal Issues	
9. Oral and Written Communication	
10. School Operations/Facilities	
11. Stress Management	
12. Student Services (Guidance, Health and Safety, Transportation, Food Service, Special Education Compliance)	
13. Team Building	
14. Time Management	
15. Building Positive Relationships with Parents and the Community	
16. Creating a Safe and Orderly Environment	
17. Management of Student Data	
18. Student Services	
19. Other	

Attachment E

Leadership Development Data Tracking System
Individual Data Tracking Form

Name: _____

A. Participated in instructional leadership professional development experiences that focus on instructional leadership content and skills

	Date	Method of Completion
1. Vision		
2. School Culture		
3. Alignment of Curriculum, Instruction, and Assessment		
4. Purposeful Observation of Instruction		
5. Integration of Assessments		
6. Technology and Multiple Sources of Data		
7. Providing Staff with Professional Development		
8. Engaging Community Stakeholders		

B. Participated in professional development experiences that focus on management/technical content and skills

	Completed	How
1. Budget and Finance		
2. Building a Master Schedule		
3. Change Process		
4. Ethics		
5. Facilitative Leadership		
6. Group Dynamics		
7. Interview Process		
8. Legal Issues		
9. Oral and Written Communication		
10. School Operations/Facilities		
11. Stress Management		
12. Student Services (Guidance, Health and Safety, Transportation, Food Service, Special Education Compliance)		
13. Team Building		
14. Time Management		
15. Building Positive Relationships with Parents and the Community		
16. Creating a Safe and Orderly Environment		
17. Management of Student Data		
18. Student Services		
19. Other		

C. Participated in and received feedback for the design of a leadership development experience:

Topic: _____

Design Team Date(s): _____

Team Leader: _____

D. Participated in and received feedback for the implementation of a leadership development experience:

Topic: _____

Implementation Team Date(s): _____

Team Leader: _____

Attachment F

Leadership Interest Form

Name: _____

I understand that I am being recommended for promotion to:

Title: _____

Location: _____

Choose One Option:

_____ I hereby notify all parties that I am interested in and wish to be considered for promotion to the above position.

_____ I hereby notify all parties that I am not interested in promotion to this position at this time.

Signature: _____

Date: _____

Current Assignment:

Title: _____

Location: _____

Attachment G

Acknowledgement of Transfer to New Position

Name: _____

I acknowledge that I have been recommended for transfer to a different position. I have had conversations with my immediate supervisor about this possible transfer, and I understand why it is being recommended. The new position is:

Title: _____

Location: _____

Choose One Option:

_____ I hereby notify all parties that I accept this transfer.

_____ I would like to be considered for alternative placements.

Signature: _____

Date: _____

Current Assignment:

Title: _____

Location: _____

Attachment H

Leadership Satisfaction/Needs Assessment Instrument

Please prioritize the items below by assigning each a number between1 and 7 (no duplicate numbers). Number 1 will be your top priority in terms of what would satisfy you as an employee and make you more likely to remain in a leadership position in our school system. Number 7 would be your lowest priority. We don't intend to suggest that even number 7 is unimportant, but we will need to prioritize our efforts. Please feel free to include any items in the "Other" category that you also think we should consider.

_____ Salary

_____ Retirement Benefits

_____ Health Benefits

_____ Leadership Development Opportunities

_____ Clearly Articulated Career Ladders

_____ Recognition for Accomplishments

_____ Additional Incentives for Challenging Assignments

Other:

_____

_____

_____

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Acknowledgements

The Maryland State Department of Education gratefully acknowledges the support and assistance of the following groups and individuals whose advice was invaluable in the development of the *Leadership Succession Planning Guide for Maryland Schools.*

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The Maryland State Department of Education gratefully acknowledges the support and assistance of the following groups:

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Patricia A. Jones, Director of Succession Initiatives, Maryland State Department of Education
Bill Lawrence, Area Assistant Superintendent, Baltimore County Public Schools
Jeff Maher, Director of Professional and Organizational Development, St. Mary's County Public Schools
Boyd Michael III, Executive Director of Secondary Education, Washington County Board of Education
Dennis Queen, Principal, Kingsview Middle School, Montgomery County Public Schools
Ronald Thomas, Department of Instructional Leadership and Professional Development, Towson University
Henry Wagner, Director of Secondary Education, Wicomico County Board of Education
Phyllis Younkins, Leadership Facilitator, Frederick County Public Schools

Executive Board of the Following Organizations:

Maryland Association of Elementary School Principals
Maryland Association of Secondary School Principals
Maryland Council of Staff Developers
Maryland State Teachers Association
Maryland Parent-Teacher Association
Maryland Middle School Association

Key Educational Groups:

Maryland Superintendents
Executive Officers
College and University Deans, Coordinators, and Directors of Education Administration Programs
Assistant Superintendents of Instruction
K-12 Principals' Advisory Council
Maryland Principals' Academy Planning Team
Leadership Development Coordinators Network
K-16 Workgroup
Teacher Mentor Program Network

science technology engineering mathematics

Investing in STEM to Secure Maryland's Future

Final Report of the Governor's STEM Task Force

Presented to Governor Martin O'Malley

August 2009

(b)(6)

"Preparing our children for the knowledge-based economy is among our highest priorities as we seek to improve STEM training throughout the state. Even in difficult economic times, we will continue to protect the investments in education at every level, from Pre-K to college, while increasing the alignment between the needs of our partners in the business community and the curricula designed by our educators. This synergy illustrates the emerging reality that just as our challenges are interrelated, so too are our opportunities for the future."

— Governor Martin O'Malley —

Table of Contents

Final Report of the Governor's STEM Task Force
Executive Summary

"Science is more essential for our prosperity, our security, our health, our environment, and our quality of life than it has ever been."

— Barack Obama, April 2009 —

The problem in Maryland is that although we now have enviable prosperity and a strong knowledge-based economy, competing states significantly out-produce us in terms of science, technology, engineering, and mathematics (STEM) graduates, STEM workforce development, and STEM-based economic development. If present trends continue, our competitors will overtake us. For Maryland, standing still is falling behind.

Maryland Governor Martin O'Malley recognizes the urgency of the current climate of competitiveness and charged a Task Force with making recommendations aimed at establishing Maryland as a global leader in the development of its workforce of the future and its STEM-based research and economic development infrastructure. This report is a response to the Governor's charge. It is a call to action, urging Maryland to adopt a set of initiatives, with international benchmarking, to ensure that the state is globally, not just nationally, competitive. The report calls for higher performance standards in teaching and learning and greater productivity in transforming the state's high volume of research and development (R&D) activity into economic growth and job creation. Specifically, this report sets higher expectations for teaching and learning at all levels of the education spectrum; the expansion of the degree-seeking and degree-completing pipeline in STEM-related fields, including STEM teaching; the development of strategies to link education, workforce creation, research, and economic development; and the creation of measurable goals, benchmarks, and resources to implement this plan.

To carry out its charge, the Task Force divided into three workgroups: STEM education, STEM workforce development, and translational research and economic development. Each workgroup studied and developed recommendations in its assigned area. The Task Force then came together, reaching broad consensus on the most essential steps Maryland must take, grounding its recommendations in evidence-based research reports and analysis of state data. The Task Force is pleased to offer the following seven recommendations:

1. **Align P-12 STEM curriculum with college requirements and workplace expectations in order to prepare ALL students for postsecondary success.**
2. **Triple the number of teachers in STEM shortage areas who are prepared in Maryland** programs, increase their five-year retention rate from an estimated 50% to 75%, and **enhance the STEM preparation and aptitudes for elementary and early childhood teachers.**
3. **Ensure that all P-20 mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum.**
4. **Provide STEM internships, co-ops, or lab experiences for all interested high school and college students to jump-start their successful transition to the workplace.**
5. **Increase the number of STEM college graduates by 40% from the present level of 4,400 graduates by 2015.**
6. **Boost Maryland's global competitiveness by supporting research and entrepreneurship.**
7. **Create Maryland's STEM Innovation Network to make STEM resources available to all.**

Introduction

In his address to the National Academy of Sciences in April 2009, President Obama made this declaration: "Science is more essential for our prosperity, our security, our health, our environment, and our quality of life than it has ever been." He went on to announce his $5 billion "Race to the Top" challenge: "I am challenging states to dramatically improve achievement in math and science by raising standards, modernizing science labs, upgrading curriculum, and forging partnerships to improve the use of science and technology in our classrooms. And I am challenging states to enhance teacher preparation and training, and to attract new and qualified math and science teachers to better engage students and reinvigorate these subjects in our schools."[1]

In a global economy, America's competitive edge depends in large measure on how well our schools prepare tomorrow's workforce. Ever since the publication of Tom Friedman's "the world is flat" analysis, the American public has looked to educators and public policymakers to steer a course that will preserve our competitive edge in the global marketplace, and more recently to undertake this task while addressing the pressing challenge of sustainability in a world that is increasingly "hot, flat and crowded." [2] With the publication of *Rising Above the Gathering Storm* in 2007, a report developed by a National Academies committee, chaired by former Lockheed Martin CEO Norman Augustine, both the nation and the individual states were provided a blueprint to guide the development of educational standards, workforce needs, and investments in innovation that would equip graduates and researchers to imagine, invent, and grow our knowledge-based economy.[3]

According to a recent op-ed by Norman Augustine, "The United States ranks 16th and 20th among nations in college and high-school graduation rates, respectively; 60th in the proportion of college graduates receiving natural science and engineering degrees; and 23rd in the fraction of GDP devoted to publicly funded non-defense research. The number of U.S. citizens receiving Ph.D.s in engineering and the physical sciences has dropped by 22% in a decade. U.S. high-school students rank near the bottom in math and science."[4] The National Governors Association has emphasized the importance of STEM because "the global economy has flattened the world in terms of skills and technology. A new workforce of problem-solvers, innovators, and inventors who are self-reliant and able to think logically is one of the critical foundations that drive a state economy's innovation capacity."[5]

Maryland Context

The problem in Maryland is that, although we now have enviable prosperity and a strong STEM-based economy, competing states substantially out-produce us in terms of STEM graduates, in STEM workforce development, and in translating STEM-based R&D into economic growth and job creation. If present trends continue, these states will overtake us. For Maryland, standing still is falling behind.

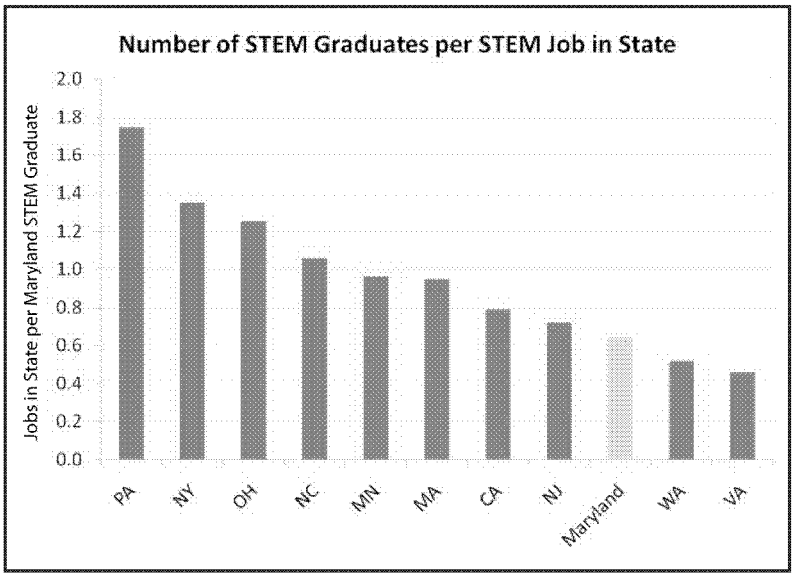
Critical to sustaining and enhancing Maryland's status as a leader in the knowledge-based economy is the strength of the state's STEM educational and research programs; its ability to produce a high quality workforce in STEM areas, both for the P-12 classrooms and the growing STEM-based public and private sectors; and the capacity of its infrastructure to transfer the state's high level and high volume of STEM-based research into economic growth and job creation. Maryland's economy is dependent on a workforce with strong technology skills that foster new connectivity. We hold the belief that access to technology is central to learning experiences for all and needs to be ubiquitous throughout the state.

In a global economy that rewards innovation, creativity, and the education level of the workforce, Maryland's citizens enjoy an impressive level of prosperity, having the nation's fifth highest average income according to the U. S. Department of Commerce.[6] Yet this level of prosperity cannot be sustained without a steady and reliable flow of skilled and talented graduates into the workforce and a vibrant R&D environment that drives economic growth and job creation.

With regard to its future in a technology driven highly competitive economy, Maryland stands at a crossroads. It enjoys considerable strength, which built upon could position the state as a global leader. However, there are also alarming warning signals, which unattended could lead Maryland to become a follower and not a leader. In this sense, for Maryland, it is "the best of times and the worst of times."

For example, Maryland is home to an enormous research enterprise. It has a wealth of high quality and high volume federal research laboratories, including NIH, NIST, NASA Goddard, FDA, NOAA, and Fort Detrick. Maryland also has several major research universities, including The Johns Hopkins University, which is the nation's leading university in the volume of research, as well as the University of Maryland, College Park; University of Maryland, Baltimore; and University of Maryland, Baltimore County, which combined do close to $1 billion of funded research annually. As a result of these impressive research assets, Maryland ranks number one nationwide in R&D per capita and third behind only California and Massachusetts in the total volume of research.[7] In part because of this huge volume of R&D, the Milken Institute's most recent rankings place Maryland second nationwide for technology economy preparedness.[8] However, Maryland does not fare well in competition with other states in terms of its ability to move research discoveries to the marketplace. As a result, Maryland significantly underperforms in terms of creating new companies, jobs, and economic growth emerging from its research and development prowess.[9]

Maryland ranks second in the nation in professional and technical workers as a percentage of the workforce and has over 220,000 workers employed in professional, scientific, and technical service industries.[10] The state's STEM-related industries account for millions of dollars in economic investment. But, with an aging workforce, significant shortfall in qualified K-12 STEM teachers, and a rapidly changing economic and social environment, Maryland cannot assume that it can maintain this advantage unless and until it attends to the emerging challenges facing the state in STEM education and workforce development. Indeed, while national assessments of education quality, education level of workforce, and R&D volume place Maryland among the nation's leaders, Maryland already suffers from a shortage of highly qualified STEM workforce. We have approximately 6,000 STEM openings a year and we produce approximately 4,000 STEM graduates, one of the largest STEM workforce deficits among Maryland's competitor states.[11]



Source: IPEDS and America's Career Infonet

According to *Education Week,* Maryland leads the nation in efforts to align P-12 standards with early learning and college and career expectations[12], and *Newsweek* has recognized Maryland for the nation's highest Advanced Placement (AP) participation.[13] Maryland's achievements in P-12 education are the result of the extended education community's efforts to establish policies and grow programs that move all of the state's P-12 students into a successful postsecondary experience either in college or the workforce. Yet, despite these enviable accolades, according to the most recent international benchmarking studies of mathematics achievement, Maryland's K-12 competitiveness is ranked no higher than C+.[14]

Fortunately, there is considerable interest among Maryland policymakers for building strong capacity in STEM areas, including education and research. For example, Maryland joined 49 states and territories in the Common Core State Standards Initiative, a states-led, national effort to develop common P-12 standards in English and mathematics that are research-based, aligned with college and work expectations, and internationally benchmarked. This effort is a logical next step that builds on work Maryland has done over the last decade. As part of the national reform effort, Governor O'Malley has called for a longitudinal data tracking system that will follow students throughout elementary, middle, and high school and into college and beyond.

In December 2008, the Commission to Develop the Maryland Model for Funding Higher Education (Bohanan Commission) focused on the college readiness of students in the STEM fields because STEM is an essential element in addressing Maryland's competitiveness and workforce needs.

The Bohanan Commission also recognized the important foundation of primary and secondary education in preparing students for college, so the commission examined education efforts from preschool through graduate school (P-20). The P-20 reference emphasizes that a state's system of education encompasses preschool through graduate studies and that learning at all levels must prepare students for education at the next higher level and for success in a competitive workplace.

In recognition of the importance of collaboration in P-20 education, Governor O'Malley initiated the P-20 Leadership Council of Maryland in October 2007 to investigate ways to improve education, advance workforce creation, and make the state more competitive in securing and maintaining business and economic development.

Taken together, this is an impressive level of commitment by Maryland's policymakers to address Maryland's challenges and to move Maryland on a path to global leadership in STEM education and economic growth. These policy decisions have established critical momentum for the work of the STEM Task Force.

While Maryland faces many challenges in securing its place among the world's most successful and dynamic economies, clearly its assets outweigh its liabilities. Given the presence of a disproportionate number of major federal labs, strong systems of P-12 and postsecondary education, research universities that rank among the world's best, and the commitment of the state's most important leaders, Maryland has the potential to advance and sustain its leadership in the knowledge-based global economy. With planning and strategic investments, Maryland can build on its impressive strengths and create a high performing economy; meaningful, challenging jobs for its workforce; and an enviable quality of life for its citizens.

Charge to the Task Force

Recognizing both the opportunities and challenges facing Maryland, Governor O'Malley in September 2008 created a STEM Task Force and charged it with making recommendations aimed at establishing Maryland as a global leader in the development of its workforce of the future and in its STEM-based research and economic development infrastructure. The Task Force was asked to create a statewide STEM action plan that would ensure the quality and quantity of Maryland's workforce of the future and a globally competitive research and development infrastructure that would position Maryland as a leading knowledge-based economy. Specifically, the Task Force was charged to develop an action plan to:

- Ensure that rigorous STEM teaching and learning are accessible to all learners and at all levels of education;
- Increase the number of degree holders and program completers trained in STEM fields;
- Include strategies to synergistically link education, workforce creation, research, and economic development; and
- Include measurable goals, benchmarks, and the resources required to implement the plan.

The co-chairs of the Task Force—William E. Kirwan, Chancellor of the University System of Maryland, and June Streckfus, Executive Director of the Maryland Business Roundtable for Education—defined an overarching goal for the Task Force's work:

> *Maryland will be a national leader and globally competitive in STEM education, pre-K through 20, in STEM workforce development, and in STEM-based economic growth and job creation.*

Work of the Task Force

To carry out the Task Force's work, the co-chairs appointed and charged three workgroups aligned with the three components of the charge. These three workgroups and co-chairs were as follows:

P-12/Higher Education Alignment and Teacher Production Workgroup

Michael Martirano,
St. Mary's County Public Schools

Dennis Pataniczek, Salisbury University

STEM Workforce Workgroup

Eugene DeLoatch, Morgan State University

Rizwan Siddiqi, EBA Engineering Inc.

Translational Research and Economic Development Workgroup

Stephanie Hill, Lockheed Martin

Nariman Farvardin, University of Maryland, College Park

Within their areas of study, the workgroups were asked to develop reports that accomplish the following:

- Provide an analysis of the state's strengths and weaknesses;
- Provide three major recommendations that would enable the state to achieve the relevant portion of the Task Force's overarching goal; and
- Develop benchmarks that can be used to measure progress toward the Task Force's overarching goal.

The Governor's STEM Task Force draws its final recommendations from the workgroup recommendations. In arriving at these recommendations, the Task Force and the workgroups benefited from previous analyses of both the strengths and the weaknesses in the three target STEM areas: education, workforce, and translational research and technology transfer. The STEM Task Force and workgroup research included a review of statewide reports and recommendations from prior committees and task forces including those charged by the Maryland State Department of Education (MSDE), the Governor's Workforce Investment Board (GWIB), the University System of Maryland (USM), the P-16 Leadership Councils (2000-2007), as well as a review of recent national reports coming from the National Academies, National Governors Association, the Business-Higher Education Forum, and Achieve Inc., among others.

In addition, the committee studied comparable states, as identified in the Bohanan Commission report, and participated in actual and virtual site visits to Ohio and North Carolina to learn about promising model programs. Workgroup members met in person, shared information, and submitted recommendations electronically. The workgroup co-chairs met regularly throughout the past six months with the Task Force co-chairs and with the consultant to the Task Force in the preparation of these recommendations.

The recommendations that follow are organized according to a logical progression moving from schools, to workplace, to research that promotes economic growth and job creation. Each of the seven recommendations is stated as an overriding goal followed by a narrative reviewing the strengths and weaknesses of the Maryland context, and citing evidence-based research to support "best practice" recommendations. Each recommendation is followed by a set of benchmarks and actions that include timeframes. A budget impact analysis is presented at the end of the document.

THE RECOMMENDATIONS

Recommendation 1:

Align P-12 STEM curricula with college requirements and workplace expectations in order to prepare ALL students for postsecondary success.

According to *Achieve Inc.*,

> "In the last decade, research . . . has shown a strong convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful, especially in English and mathematics. Economic reality reflects these converging expectations. The bottom line is that today all high school graduates need to be prepared for some postsecondary education and/or training if they are to have options and opportunities in the job market. As such, our education system should be preparing students for entry into middle- and high-skilled jobs, which offer a higher wage and represent a broader set of opportunities in the workforce, rather than low-skilled jobs that pay less, have fewer benefits, and now account for only one-fifth of all jobs. Being 'college and career ready' ultimately means that students are prepared for their next steps, that all doors remain open to them as they continue to pursue their education and their careers."[15]

In Maryland, the Bohanan Commission forcefully supported the adoption of a statewide P-12 curriculum that is aligned with global workforce and academic standards. "The curriculum should have a strong emphasis on STEM; should provide a seamless transfer into postsecondary education; and should include a definition of standards for teaching, writing, mathematics, and science." In addition the Commission called upon the state to "develop a common definition and measurement of college readiness so that regardless of which school or college they attend in the state, students are aware of, and encouraged to take, the courses they need at the secondary level to be prepared for college level work."[16]

Maryland's leadership in the implementation of innovative programs to prepare students better, especially minority students and under-served populations, for college and the workplace has been recognized with a first-in-the-nation ranking by *Education Week.*[17]

Approximately one-third of Maryland high school graduates in 2008 completed the minimal math and science coursework that will allow them to enroll in college level STEM courses. In partnership with the Governor and the State Superintendent of Schools, the Maryland Business Roundtable for Education is leading a statewide effort—Maryland Scholars—to raise the percentage to two-thirds by 2011.[18]

The Maryland State Department of Education is funding the development and implementation of high school curriculum designed to prepare students for careers in the engineering, biomedical science, and environmental science fields. And, Maryland has topped the nation in the number of students enrolled and succeeding in Advanced Placement courses.[19]

Yet, many Maryland students are being shut out of futures that hold the promise of economic stability and intellectual satisfaction because of poor preparation for life beyond secondary school. Of those entering high school,

about one quarter will fail to graduate.[20] According to the 2009 Student Outcome and Achievement Report (SOAR) prepared by the Maryland Higher Education Commission, of those Maryland students who graduated from a college-prep program in 2006 and entered a Maryland public college, over 30% required college remediation; the rate jumped to near 50% for all other graduates.[21] That same report noted that there is no guarantee that all students who took a particular course were adequately prepared to be successful in a college or university setting; the content and level of rigor of high school courses vary across counties, schools, and even within the same school.

To overcome shortfalls in the preparation of Maryland students for successful transition to postsecondary education, the Governor's P-20 Leadership Council established the College Success Task Force to examine current P-12 and higher education policies and practices related to alignment of educational standards, expectations, and student learning outcomes. The College Success Task Force will recommend policy revisions and/or new practices to raise standards and ensure that high school graduation requirements are aligned with entrance expectations for postsecondary education, which for USM institutions now include three years of science and three years of mathematics capped with a minimum of Algebra II.[22] The Governor's STEM Task Force recommends that high school course requirements include four years of challenging mathematics in high school at least through Algebra II.

Since research has shown that middle- and high-skill jobs now require the same knowledge and skill sets as those required for entrance into a postsecondary college education[23,24], the STEM Task Force is committed to ensuring that all Maryland high school students—those enrolling in two- and four-year institutions, as well as those students entering industry/occupational certification programs, apprenticeships, the armed forces, and middle-skill jobs—graduate prepared with these skill sets.

In addition, the STEM Task Force recognizes the need for interdisciplinary knowledge and skills required for success in higher education and the workplace. Defining a high-quality default P-12 curriculum will require more than designating a set of courses from among existing offerings. The required curriculum must be aligned from elementary school through middle and high school; it also must prepare students to successfully function in academic and workplace environments that require them to integrate ideas from across disciplines in order to solve complex and unscripted problems. The STEM Task Force supports the adoption of a P-12 required curriculum that exposes students to project-based, cross-disciplinary experiences that reflect the changes in the 21st-century workplace. Maryland's participation in the national Common Core State Standards initiative will provide guidance to Maryland as it seeks to develop and implement a P-12 mathematics curriculum that is research-based, aligned with college and workplace expectations, and internationally benchmarked.

Finally, none of these goals will be accomplished if the students cannot see themselves as fully engaged participants, ready and able to enter the world of work empowered with knowledge, skills, and aspirations. The STEM Task Force reached out to the science industry community in Maryland, and solicited a plan for ensuring that all young people are made aware of STEM career opportunities and are well prepared to develop the skills needed to pursue them. Establishing a consistent, high impact, and memorable STEM message will help to centralize activities and generate support for sponsorships, local advertising, and relations with industry partners.[25]

Underlying the discussions and recommendations of this report are two core beliefs. First, Maryland must commit to an education system that sets high expectations for all of its students. The keystone effort to create the

competitive workforce of the 21st century, from the middle-skills jobs to the Ph.D. scientists and engineers, is the preparation students receive in elementary, middle, and high school. This preparation will ensure that those students seeking a two- or four-year degree will successfully transition to college and that those students who wish to immediately enter the workforce will be qualified to do so and will be equally qualified to pursue any level of higher education they desire. Second, this commitment must be coupled with a pledge to secure the resources and support necessary to ensure that all students meet the high expectations and requirements set for them.

Recommendation 1: Actions, Benchmarks, and Timelines

Align high school graduation requirements with USM admission standards and workforce expectations (2011), with the goals of:

- ✔ Increasing the percentage of students graduating from Maryland high school with a college- and career-ready diploma from 35-40% to 80%. (2015)
- ✔ Increasing the percentage of high school students taking Advanced Placement Mathematics examinations from 15% to 20% and taking Advanced Placement Science examinations from 14% to 20%. (2015)
- ✔ Increasing the percentage of Maryland high school graduates enrolling in Maryland's two- and four-year colleges or career education programs from 65% to 85%. (2015)
- ✔ Reducing the percentage of Maryland high school graduates enrolled in remedial courses in Maryland's institutions of higher education by 50% (from 42% of students to 21% of students). (2015)
- ✔ Increasing the percentage of Maryland high school graduates who earn an associate degree at a Maryland community college or who transfer to a four-year Maryland institution of higher education within four years of graduating from high school from 47% to 60%. (2018)
- ✔ Increasing the percentage of Maryland high school students who graduate with a baccalaureate degree from a Maryland institution of higher education within six years of graduating from high school from 67% to 85%. (2020)

Create a statewide marketing campaign to increase STEM interest and promote action.

- ✔ Develop a toolkit to provide multiple means of disseminating the STEM message to various constituents.

Recommendation 2:

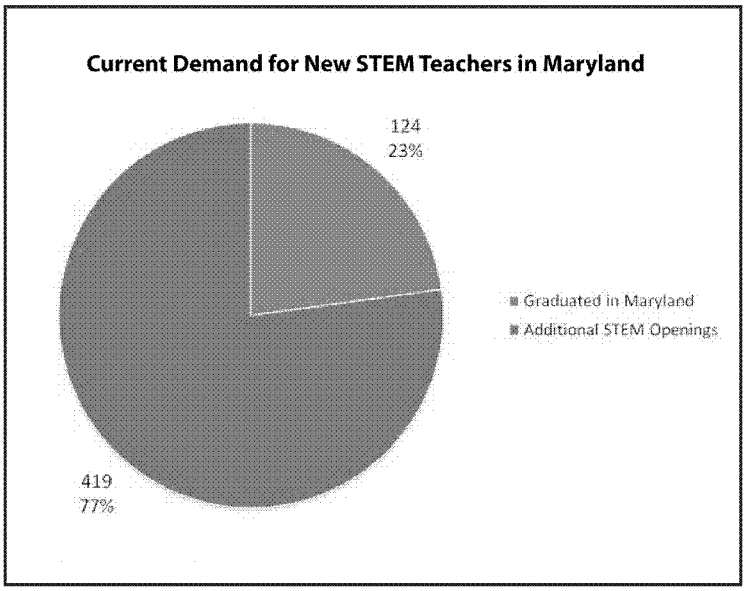
Triple the number of teachers in STEM shortage areas who are prepared in Maryland programs, increase their five-year retention rate from the present estimated rate of 50% to 75%, and enhance the STEM preparation and aptitudes for elementary and early childhood teachers.

Increasing the number of students prepared for successful entry into higher education or the workplace will not happen unless the U.S.—and Maryland—addresses the problem of developing and sustaining a highly qualified mathematics and science teacher workforce. The Business-Higher Education Forum (BHEF)—a national organi-

zation of CEOs, higher education leaders, and foundation leaders—has reported some alarming facts related to mathematics and science teachers:[26]

- The size and composition of the school-aged population are expected to increase by 10% in the next two decades. All of these students will be required to take more—and more advanced—mathematics and science, compounding the existing teacher shortage problem.
- Trend data indicate that the percentage of high school mathematics and science teachers age 50 and older is steadily increasing, leading to high retirement rates.
- Urban and rural schools, often the location of the traditionally underserved, are finding it especially difficult to recruit and retain highly qualified mathematics and science teachers.
- School districts that are importing mathematics and science teacher from overseas find their off-shore supply threatened by the instability in the number of available visas and by an international shortage of mathematics and science teachers.
- Starting salaries for mathematics and science teachers have failed to keep pace with occupations requiring a similar educational background.
- Few U.S. students are drawn to teaching mathematics and science, a profession they see as offering low pay, lock-step advancement, poor working conditions, and public disdain.
- The retention of mathematics and science teachers is an even greater problem than recruitment. According to national data analysis, annual turnover of mathematics teachers (16.4%) is the highest of all content areas; the rate for science teachers (15.6%) is second highest.

The BHEF summarized findings from educational research and investigated programs and practices that were showing progress in easing mathematics and science shortages.[27] The list of promising interventions included: increasing financial and professional incentives, including scholarships, fellowships, signing bonuses, differential pay, tax relief, loan forgiveness, housing subsidies, stipends, and relocation costs; recruiting STEM professionals and retirees into STEM teaching; targeting potential teachers as early as grade 6; instituting college programs to fast-track STEM majors into STEM teaching; implementing comprehensive three-year induction programs; addressing job dissatisfaction, which often results from poor school-based administration support; and combating teacher isolation by promoting teacher learning communities.



Source: USM STEM Workforce Data Book

Recruitment

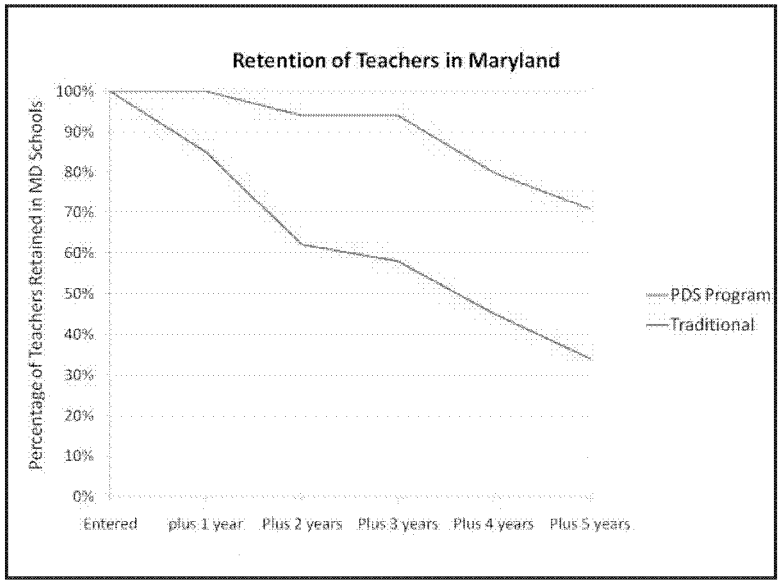
The shortage of teachers in certain STEM fields (Chemistry, Computer Science, Earth/Space Science, Mathematics, Physical Science, Physics, and Technology) is a phenomenon in all 24 Maryland public school systems, with significant implications for urban and rural jurisdictions.[28] At present Maryland depends on other states for the majority of its newly employed teachers.[29] Some Maryland school districts have been forced to recruit qualified teachers from as far away as the Philippines.

Increasing the number of teachers in Maryland's STEM-shortage fields requires a multi-pronged approach that must:

- Expand the capacity of Maryland's teacher preparation programs and Professional Development Schools to produce more certified middle and high school STEM teachers and elementary teachers with greater knowledge of STEM subjects;
- Expand access to Maryland's alternative preparation programs for STEM career-changers and retirees;
- Create new programs for undergraduates to attract Maryland's STEM college students into STEM teaching; and
- Generate interest in STEM teaching careers early on among K-12 students.

Maryland requires that its institutions of higher education prepare its future teachers within the framework of the 1995 *Maryland Redesign of Teacher Education,* which mandates Professional Development Schools (PDSs). PDSs provide students with year-long intensive mentoring and field experiences throughout their training process. Evidence has shown that the PDS program has significantly increased teacher retention rates in Maryland which, according to national and state data, is critical to solving the teacher shortage crisis.[30]

Since PDSs are the primary in-state route to Maryland's teaching profession, Maryland's commitment to preparing ALL students for postsecondary success requires that it expand its production of STEM teachers entering the profession through PDSs. In addition, the requirement to strengthen the STEM background of all students will require not only more middle and high school STEM teachers prepared in PDSs, but a new generation of elementary school teachers who have expertise, appreciation, and understanding of integrated and interdisciplinary STEM concepts. The Maryland Teacher Shortage Task Force and the USM Presidential Task Force on STEM Workforce recommended dedicated and sustained funding for PDSs as part of an updated redesign of teacher preparation.



Source: Proffitt, T.D. (2009, February). A longitudinal study examining the value-added impact of undergraduate and graduate level professional development school preparation on teacher retention. Paper prepared for presentation at the International Conference on Education, Honolulu, HI, January 7, 2009.

Twelve of Maryland's school districts have implemented state-approved alternative preparation programs for STEM retirees and career-changers. Experience in implementing these initiatives suggests program changes for increasing participation: more flexibility in program requirements, alternative delivery models, and increased financial support for teacher-candidates while in training.

Also, the USM Presidential Task Force on STEM Workforce recommended the implementation of a Maryland STEM-Teach program, a variation of the University of Texas' UTeach program that recruits Texas STEM majors into an intensive STEM teacher preparation program. This program includes early identification and recruitment of potential STEM teachers, monetary and tuition enrollment incentives for STEM majors, P-12 clinical experiences throughout the program, scholarships for good performance, and stipends for P-12 and higher education faculty mentors. STEM-Teach would work in collaboration with Maryland's PDSs to provide the meaningful field experiences that have been a key component of success for PDSs.

Retention

The Governor's Workforce Investment Board (GWIB)'s Education Industry Steering Committee declared *"Attract and Retain"* as THE category "that encompasses nearly every critical component of the education workforce crisis."[31] It listed 'Increase financial incentives' as its #1 recommendation to address this crisis, calling for competitive salaries, pay differentials, and financial assistance in the form of loans, grants, and tuition waivers. The Maryland Teacher Shortage Task Force stated that "Improving teacher retention starts with the need for higher salaries and items such as mentoring, induction, and professional development. An improvement in retention, however, represents a return on investment given the high cost of teacher turnover. A recent study estimates that each year Maryland spends more than $42 million on teacher turnover."[32]

States have begun to grapple with the teacher compensation question; two of Maryland's competitor states are experimenting with alternative compensation systems. Minnesota has introduced a voluntary state-level differentiated teacher compensation program, while North Carolina is piloting pay for performance and differentiated pay programs at the district level. **Maryland should consider instituting differentiated pay incentives to recruit STEM teachers into specified school districts and/or specified hard-to-staff schools.**

Non-competitive salary is just one factor that states are addressing in an attempt to reduce teacher attrition. The BHEF offered three other issues that influence teacher retention: lack of induction, job dissatisfaction, and teacher isolation.[33] Comprehensive induction programs, which have shown to reduce the turnover rate of first-year teachers from 41% to 18%, have been funded and implemented statewide in 22 states. Research has shown that induction programs increase five-year retention rates of new teachers from 50% to over 80%. In its 2009 report, the Maryland Teacher Professional Development Advisory Council (PDAC) outlined the characteristics required of a comprehensive induction program. The Council noted that "although some elements of local programs (to support new teachers) are solid, the possible lack of coordination among program components and the uneven availability of program supports for new teachers seriously undermine the overall quality of these efforts."[34]

To address teacher job dissatisfaction, states are experimenting with school-based administrative support that encompasses an array of teacher services: mentoring, professional development, classroom observation and analysis, targeted assistance related to content and pedagogy, training in the effective use of data, and career counseling. Research on international programs points to the value added of administrators tasked specifically with facilitat-

ing meetings to address teacher identified issues of immediate concern.[35] The STEM Task Force recommends that five school districts pilot a STEM Coordinator Program that would place a coordinator at each participating school who would be responsible for implementing high-quality induction for STEM teachers, developing embedded STEM professional development tied to classrooms, and providing targeted assistance to STEM teachers. These coordinators would catalyze the school's STEM community into a community of learners and link to the broader community of STEM educators P-20.

To alleviate the widespread problem of teacher isolation, another leading cause of teacher turnover, states are building communities of learners, both face-to-face and virtual, in which groups of teachers convene to collectively analyze, reflect on, and solve problems of teaching and learning. These communities also engage with experts in government, higher education, or industry, and can offer teachers opportunities to learn from and engage with STEM practitioners and policymakers.

Recommendation 2: Actions, Benchmarks, and Timelines

Triple the number of STEM teachers (currently 150 annually) produced by Maryland programs. (2015)

- ✔ Expand and fully fund Maryland's Professional Development Schools. (2011)
- ✔ Establish Maryland STEM-Teach programs at Maryland colleges and universities to increase the number of STEM majors who earn teacher certification. (2015)
- ✔ Expand alternative certification programs and seek federal funding for the STEM Career Changer Scholarship Program. (2012)
- ✔ Expand Future Educators of America (FEA) clubs across the state. (2011)

Raise Maryland's five-year retention rate for STEM teachers to 75% by 2015 from the present estimated rate of 50%.

- ✔ Implement a comprehensive, statewide teacher induction program for all STEM teachers. (2011)
- ✔ Seek federal funding for pilot programs establishing a school-based administrative program, the STEM Coordinator Program, to work with STEM teachers. (2014)
- ✔ Convene a Governor-appointed panel of education stakeholders, including teachers, to recommend policies on teacher incentives with specific attention to competitive compensation for teachers in STEM-shortage areas and other hard-to-fill positions. (2010)
- ✔ Seek federal funding to expand Maryland's learning communities beyond those established by USM's NSF-supported VIP K-16 program to ensure that all Maryland STEM teachers and higher education faculty have access to a virtual or face-to-face community of learners. (2010)

Recommendation 3:

Ensure that all P-20 mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum.

Research has established that the quality of P-12 mathematics and science teaching is the single most important factor in improving student mathematics and science achievement[36], and the quality of college-level science and mathematics teaching has an influence on the quality of P-12 teaching and the persistence of STEM majors. A number of national reports have called upon all educational stakeholders to support programs and policies that will improve the content-knowledge and pedagogical skills of all P-12 mathematics and science teachers.

- The National Commission on Mathematics and Science Teaching for the 21st Century issued a well-respected report that argued that "the future well-being of our nation and people depends not just on how well we educate our children generally, but on how well we educate them in mathematics and science."[37] That report also argued that "the most powerful instrument for change, and therefore the place to begin, lies at the very core of education—with teaching itself."
- *Rising Above the Gathering Storm* asserted that P-12 student interest and performance in mathematics and science are "solidly linked to teacher excellence."[38] Two of the report's three education actions focused on the preparation of new P-12 teachers of mathematics and science and the professional development of the existing teaching force in these fields in grades 6–12.
- *An American Imperative* summarized the work of educational researchers investigating the characteristics of teacher education and professional development programs that produce successful mathematics and science teachers.[39] According to the research, effective teacher preparation programs are reviewed and revised regularly, require an undergraduate degree in the content area to be taught, emphasize the development of age-appropriate pedagogical skills built on evolving research on how students learn, are aligned with the state's curriculum, and include supervised classroom experience. The research also supports the development of programs to produce elementary mathematics and science specialists and programs for career changes that emphasize pedagogical skills and supervised classroom instruction of students. As stated in the report, effective professional development programs are ones that are focused on "student learning expectations, tied to what is happening in local classrooms, sustained over time, and understood and supported by school administrators."

Over the years, Maryland task forces and workgroups have adopted recommendations to improve teacher preparation and professional development. Some adopted recommendations have been implemented, while others languish. The current mandate to implement a more rigorous P-12 STEM curriculum for all Maryland students requires a review of Maryland's efforts to ensure a highly qualified STEM teaching force and a reconsideration of the recommendations regarding teacher preparation and professional development that have been proposed but remain unimplemented. Significant thought was given to a recommendation by the Maryland Teacher Shortage Task Force to revise the 1995 *Maryland Redesign of Teacher Education.* In justifying the need for this recommendation, the Task Force provided the framework for undertaking the revision:

- Incorporate current research findings on teaching and learning;
- Consider the changing state demographics;
- Reflect the requirements of higher student expectations;
- Recognize the new non-traditional pathways to teaching;
- Consider teaching at-risk children in challenging schools;
- Review the impact of national accreditation on Maryland's preparation and professional development programs;
- Expand higher education's partnership role with K-12 schools during teachers' induction years;
- Develop a research and evaluation component to support revisions in future years; and
- Consider alternate solutions to STEM teacher shortages, including the development of a rigorous interdisciplinary STEM teaching major.[40]

The STEM Task Force recognizes the work of the Maryland Teacher Shortage Task Force and supports its recommendation for a review and update of the *Maryland Redesign of Teacher Education.* The STEM Task Force recommends that those undertaking this revision consider the evolving nature of STEM education from a "siloed" structure to an integrated disciplinary approach and how this change will affect the preparation of P-12 STEM teachers. This will require revising both the content and the pedagogy of STEM coursework.

In addition, the STEM Task Force recommends the development of new programs that are specifically designed to produce specialists in STEM teaching at the elementary level, the expansion of programs (such as an interdisciplinary-STEM certification) to produce the caliber of middle school teachers needed to teach higher-level STEM courses that are being offered in the middle grades, and the establishment of a STEM-teacher internship program—the Maryland STEM Teacher Summer Fellowship Program—modeled on the San Francisco Bay area's Industry Initiatives for Science and Math Education Summer Fellowship Program. This highly successful program is a partnership between a consortium of San Francisco-area companies and the Lawrence Hall of Science, Berkeley. It provides P-16 teachers with paid industry- and research-based professional development opportunities while completing a project for their company sponsor. The teachers develop plans to transfer their experience to their students and colleagues, are provided opportunities to develop inquiry-based lesson plans to be shared over the Web, and are invited to apply for innovation grants to implement creative ideas to enhance instruction.

All aspects of teacher professional development in Maryland have been addressed by the Maryland Teacher Professional Development Advisory Council (PDAC), which sets standards for professional development and created planning and evaluation aids to assist school systems, MSDE, higher education institutions, and other providers in planning, implementing, and evaluating professional development. A 2008 PDAC report identified shortcomings in the state's professional development programs and made several recommendations for improvement.[41] The recommendations included more strategic use of PDAC's planning materials to implement the professional development standards and a call for deploying and supporting school-based professional development staff to provide on-going and school-specific professional development. The STEM Task Force supports PDAC's recommendation for school-based professional development staff.

The 2006 report of the Governor's STEM Education Advisory Committee made a strong case for Regional Professional Development Collaborative Resource Networks to support preK-12 programs across the state.[42] These regional centers would be linked to school districts and higher education institutions to support the transformation of teacher content knowledge and teaching methods, teacher preparation, and instruction in the science, technology, engineering, and mathematics fields. In the report, Maryland industry was encouraged to play a significant role in providing hands-on engineering and science applications for preK-12 classrooms. The STEM Task Force endorses this recommendation, but envisions a broader outreach through the use of a technology supported collaborative resource network to accomplish the same goals.

Recommendation 3: Actions, Benchmarks, and Timelines

Provide every STEM teacher an opportunity for research-based professional development. (2015)

- ✔ Seek federal funding to establish the Maryland STEM Teacher Summer Fellowship Program. (2010)
- ✔ Seek federal funding to establish Regional Professional Development Collaborative Resource Networks. (2010)

Revise and update the Maryland Redesign of Teacher Education. (2012)

- ✔ Establish a Maryland Redesign of Teacher Education Task Force to review and update teacher preparation programs in light of the framework developed by the Maryland Teacher Shortage Task Force. (2010)
- ✔ Develop and implement a math and science specialist endorsement for elementary school teachers and STEM certification for middle school teachers. (2012)

Recommendation 4:

Provide STEM internships, co-ops, or lab experiences for all interested high school and college students to jump-start their successful transition to the workplace.

Whether it is labeled as an internship, co-op, laboratory or research experience, externship, or a service learning experience, a student's step into a professional STEM work environment provides an educational experience unlike anything available within the walls of the "academy." Internships place high school and college students in the heart of some of the most exciting research environments, working side-by-side with some of the leading scientists in the world. Interns are immersed in real-world applications of STEM disciplines and in research projects related to the interests of their mentors.

Most internships offer student participants a wide range of experiences beyond their research activities including scientific coursework, seminars featuring distinguished STEM investigators, informal talks on opportunities for future science-based education and careers, and an opportunity to present the results of their own research to a broad community of STEM professionals. All STEM internships provide work experience that connects the theoretical knowledge gained in the classroom with the practical requirements of daily work in the field. They allow students to "test drive" a career while learning from professionals who have the experience they're looking to gain. For many high school students, an internship is their first foray into the world of work. It provides an

opportunity to develop the skills, attitudes, and habits required to be successful on the job: time management, meeting deadlines, following directions, problem solving, interpersonal communication, leadership, and teamwork. At the same time, an internship allows students to develop greater awareness of their career goal, aptitudes, and interests.

For college students, an internship or co-op experience significantly increases the likelihood of their graduation in a STEM field, assists in initiating the building of a professional network, ensures that their job skills are up-to-date and marketable, and improves their potential for employment. For employers, internships and co-op experiences provide an opportunity to meet and assess prospective employees and to feed information back to higher education and secondary institutions on the competency level of their students and on the current needs of the STEM workplace. Many employers of scientific workers are concerned about the future of STEM in the U.S., and see the sponsorship of internships or co-op experiences as a way to influence the academic choices of students and to attract and retain them into STEM disciplines.

College and high school STEM internships and co-op education programs exist in Maryland and the importance of these experiential learning experiences is broadly accepted. Summer STEM programs for high school and college students, as well as year-round STEM work opportunities, exist in the private sector, on many of Maryland's higher education campuses, and at the large number of federal facilities and laboratories spread across the state. However, the number of STEM internship openings is just a fraction of the total number of Maryland's STEM student population, resulting in a very competitive environment and a lost opportunity to build the interest and excitement of a much larger pool of potential STEM professionals.

While industry and government agencies are anxious to share their high level of subject matter expertise in efforts to improve P-12 STEM education, they are insulated from P-12 and higher education by regulation and organization. Many of their experiential learning programs are organized on an ad hoc basis, or through the personal connection of individual business people, professors, or teachers. There is no comprehensive, systemic effort to assist STEM employers in establishing a program; to recruit STEM employers, especially from the under-represented small and medium business sectors; to develop internship program standards; to place students in meaningful internships; to conduct short- and long-term program evaluations; and to focus on significantly increasing the participation of minorities and women in STEM experiential programs.

Recommendation 4: Actions, Benchmarks, and Timelines

Increase the number of high school students declaring an initial major in STEM from an average of 3,500 to 5,000 per year as reported on MHEC Application Information System. (2014)

- ✔ Develop and distribute information and materials to students promoting STEM education and careers. Use existing student websites and other communication vehicles. (2011)

Increase the percentage of high school graduates who participate in STEM internships, co-ops, or lab experiences or similar STEM experiential learning opportunities during high school from approximately 5% to 20%. (2015)

Increase the percentage of STEM college graduates who participate in STEM internships, co-op programs, or similar STEM experiential learning opportunities during either their college years from approximately 50% to 75%. (2015)

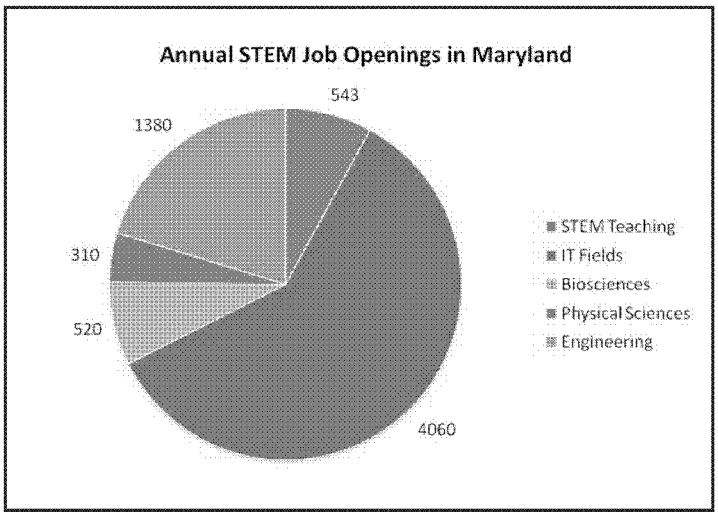
- ✔ Establish a web-based STEM Experiential Learning Program to coordinate the statewide development of college and high school STEM internships, co-op programs, research experiences, externships, and appropriate service learning experiences. (2011)
- ✔ Conduct a survey of employers to determine the level of satisfaction with both the programs and student participants. (2015)
- ✔ Seek federal and private funding for the internship scholarships. (2010)

Recommendation 5:

Increase the number of STEM college graduates (currently 4,400) by 40% by 2015.

Science, technology, engineering, and mathematics—and the innovation they support—are critical to our country's economic growth, global competitiveness, and national security. Leadership in these fields is essential to us as individuals and as a nation. It will take the collective effort of all stakeholders—educational institutions, government, and business—to ensure that the U.S. is able to attract, educate, and retain a STEM workforce prepared for the challenges of the knowledge-based economy.

Maryland has been recognized for a highly educated workforce that is on the cutting edge of scientific breakthroughs and innovation. However, Maryland's production of STEM graduates has not kept pace with the increasing market demand for STEM workers. Just as important, Maryland suffers from a "brain drain;" one out of three Maryland high school graduates who go on to college leaves the state to attend out-of-state colleges and universities.[43] According to some national sources, 70-75% of those highly talented students who leave a state, including Maryland, do not return.[44]



Source: USM STEM Workforce Data Book

The high demand in Maryland is fueled by a strong federal technical and research presence in the state and a large cadre of private STEM contractors who support federal projects and policy initiatives. The arrival of thousands of new high-tech jobs under BRAC, the Base Realignment and Closure process, while solidifying Maryland as a STEM-centric workplace, will further exacerbate Maryland's deficit of STEM workers.

For the approximately 6,000 STEM job openings each year, Maryland's institutions of higher education are graduating about 4,000 STEM graduates.[45] The higher education pipeline begins in the P-12 schools with strong elementary and middle school teachers who have experienced high quality, integrated STEM teacher preparation programs. To build the pipeline will require an investment at every stage of that pipeline.

States that are successfully inducing growth in STEM industries have more STEM graduates per year than STEM job openings. Maryland lags behind its identified competitor states, ranking eighth out of 11 states in the ratio of STEM graduates to STEM jobs. To meet its STEM workforce needs, Maryland is forced to rely upon imported STEM talent, a source that is becoming less reliable as more states seek to grow their knowledge-based economy.[46]

Maryland, with its strong public and private two- and four-year colleges and universities, has the potential to produce the workforce needed to fill the high-tech, high-paying jobs that exist in the state. To succeed, Maryland must increase the number of interested, qualified, and motivated students prepared to take advantage of its highly regarded education institutions. Over the past four years, with the Governor's and General Assembly's support, the University System of Maryland and Morgan State University have taken steps to increase access to college for more Maryland students by freezing tuition for in-state undergraduates, moving the state from having the sixth highest tuition in the country to 18th highest. However, we need to do more to enlarge the pool of STEM undergraduates and to bolster the production of STEM graduates. According to research, robust innovations in curriculum, meaningful capstone experiences, and strong networking opportunities are among the keys to keeping the best and brightest students in the state.[47]

With respect to graduate study, in addition to traditional pathways that lead to a life in research, there is a huge demand for STEM workers trained at the graduate level whose careers will be quite different from traditional research careers. New professional science master's programs (PSM) are designed to respond to the changing needs of industry. These programs do not displace the classical master's program; rather they are developed to serve the needs of students who require a different graduate experience for the workplace.[48]

Maryland's efforts to attract the best and the brightest college students into STEM fields, including teaching, lag behind efforts in other states. Ohio's Choose Ohio First Scholarship Program is a model created to identify and recruit Ohio residents into the fields of STEM, STEM education, and medicine. Such a program implemented in Maryland—Choose Maryland First—would expand the pipeline in these career tracks. Maryland must aggressively recruit and support not only the best and brightest students, but also overlooked students with the potential for college- and career-success in STEM fields.

As the Maryland high school demographics change over the next two decades, Maryland will need to draw more heavily on its population of minority and economically disadvantaged students to meet its demand for STEM-ready workers. Historically, these students have been under-represented in the STEM education pipeline. The state must expand its efforts to reach across the entire state to seek potential STEM students, especially in traditionally underserved and under-represented communities. And, it must provide higher education institutions with the financial resources they need to increase their capacity to successfully guide students through a STEM major, ensuring that they have the knowledge and skills to enter and succeed in a Maryland STEM career.

Recommendation 5: Actions, Benchmarks, and Timelines

Increase enrollment in STEM programs from 20,000 to 25,000 a year.

- ✔ Expand STEM programs at Maryland's two- and four-year colleges and universities with the goal of increasing STEM enrollment from 20,000 to 25,000 students per year. This growth would focus on engineering, information technology, bioscience, and environmental sciences. (2010)
- ✔ Establish a more robust link between higher education and GWIB to ensure that both two- and four-year colleges have programs aligned with Maryland's documented and anticipated STEM workforce needs. (2015)
- ✔ Expand statewide associate degree programs to include high demand fields including Engineering and Biological Sciences. (2012)
- ✔ Expand the number of programs available through online education and at Maryland regional higher education centers from approximately 20 to 30. (2013)
- ✔ Expand Professional Science Master's degree programs from 6 to 12. (2013)
- ✔ Maximize use of existing scholarship/grant pools by ensuring that more low-income students are informed and meet qualification criteria (i.e.: Academic Competitiveness and SMART Grants). (2012)
- ✔ Seek federal and private funding to establish Choose Maryland First Scholarship Program. (2010)

Recommendation 6:

Boost Maryland's global competitiveness by supporting research and entrepreneurship.

According to multiple national measures, Maryland is highly ranked nationally in its research and development (R&D) spending, in its science and technology workforce, and in its efforts to lead "the US transformation into a global, entrepreneurial and knowledge- and innovation-based New Economy . . . "[49] It has unique advantages over its competitor states as it is home to many federal agencies and laboratories, and it will soon experience an expansion of these heavily STEM-dependent installations due to the government's BRAC initiative.

Biotechnology and information technology, and especially information security, which are already strong components of Maryland's economy, will grow with new investments by the government and private sector, enhancing our technology development opportunities. The continued expansion of federal facilities will provide additional R&D opportunities in the life sciences, engineering, drug development, vaccines, information technologies, MEMS (Micro-Electro-Mechanical Systems) technologies, and nanotechnology. The opportunity for Maryland to grow exponentially as a center for research, discovery, and innovation is at hand.

With its burgeoning R&D opportunities, Maryland is positioned to become a national powerhouse in STEM-based economic growth and job creation, especially among its research and doctoral intensive universities within the USM, Morgan State University, and Johns Hopkins University. The state's major impediment to fully capital-

izing on its R&D prowess is its poor performance in translating its R&D into new economic activities and startup companies. Research commercialization efforts of Maryland institutions of higher education are not as effective as compared to its peer institutions.

Recently, the USM established a Task Force on Research and Economic Competitiveness to study the state's and USM's strengths and weaknesses in translational research and the ability for such research to impact economic growth and job creation. USM Chancellor William E. Kirwan charged this task force to make recommendations regarding the expansion of Maryland's high-tech research efforts, to propose economic development initiatives that would benefit the state, and to identify deficiencies in the USM's and the state's R&D commercialization efforts. With representatives from USM institutions, the Department of Business and Economic Development, venture capitalists, entrepreneurs, and private sector CEOs, the Task Force observed that:

> ". . . while Maryland has several outstanding public and private universities that compare very favorably with institutions in competitor states in garnering external support for research, Maryland's institutions have historically been less successful in transferring research discoveries to the marketplace. Additionally, while Maryland offers a number of programs and incentives to encourage and support the creation of start-up companies in Maryland, those programs do not provide sufficient support for the technology transfer efforts of Maryland's major public and private universities. Clearly, additional investments are needed if higher education in Maryland is to become truly competitive in technology transfer."[50]

The Task Force adopted the creation of 325 new Maryland companies over the next 10 years as its primary economic development initiative goal to enhance significantly the direct economic benefit to the state coming from the R&D efforts of its research universities. Additionally, the USM Task Force proposed that the state create five world-class Research Centers of Excellence that would conduct high-level research in technical fields, promise substantial economic benefits for the state, and become global leaders in their fields.

With increased federal funding to support university-based research, the proposed statewide Research Centers of Excellence could be up and running in the near future. While most of the funding for the centers would come from federal grants, it would be important for the state to provide a modest amount of matching funds as part of the grant proposal process. Other states are developing Centers of Excellence and Research Clusters—the Georgia Research Alliance and the Florida Biotechnology Initiative, as examples—to compete for federal research and development dollars and to expand their research capabilities and their economic development potential.

The Governor's Stem Task Force has benefited from the work of the USM Task Force and supports the general concepts proposed by the USM group. As a result, the Governor's group recommends that the centers of excellence concept be broadened to include Johns Hopkins University and Morgan State University as full participants.

In response to its charge to identify deficiencies in Maryland's economic development infrastructure, the USM Task Force noted that the USM has fewer resources devoted to technology transfer than major research universities in the highest performing states, and the commercialization outcome for the state reflects this lack of resource commitment. A similar deficit exists at Morgan State University. To remedy this situation, the USM Task Force recommended, and the Governor's Task Force concurs, that new investment by the state is needed to bring Maryland technology commercialization efforts in line with investments made by other states.

Further, the USM Task Force called for increased funding of the successful Maryland Industrial Partnership (MIPS) program, a nationally recognized applied research program that links the researchers in Maryland universities with Maryland companies. MIPS provides funding, matched by participating companies, for university-based research projects that help companies develop new products. Since 1987, more than 400 Maryland companies have participated in project awards generating more than $16.9 billion in sales while adding jobs to the region and infusing state-of-the-art technology into the global marketplace. The Governor's STEM Task Force embraces this recommendation, with the understanding that all of the state's research universities could participate in this expanded program.

A third recommendation calls for a substantial new investment for Innovate Maryland, a comprehensive statewide effort to increase company formation based on the state's R&D. Innovate Maryland would expand venture capital, legal, and entrepreneurial resource centers across the state to provide proof-of-concept funding; to support technology transfer offices and early-stage funding; and to expand the Maryland Technology Enterprise Institute, the Dingman Center for Entrepreneurship, the ACTiVATE program, and the Maryland Intellectual Property Legal Resource Centers to all institutions of higher education within the state.

With a relatively modest investment, these actions will increase the state's job base and tax revenues, create a more effective workforce, position the state's research universities to be substantially more effective in technology and venture commercialization, and elevate the reputation of Maryland, nationally and internationally, as a center for technology creation and entrepreneurship. State investment also could help the higher education institutions generate 325 new companies by 2020.

Finally, working with the Maryland Congressional Delegation, the Governor and other regional partners—such as the Virginia Congressional delegation and the Chesapeake Crescent—should establish a Congressionally-chartered technology commercialization federal lab foundation to help transfer internal research and development in federal labs to the private sector more effectively. With $8 billion of internal federal research and development, Maryland has the nation's highest concentration of federal lab R&D. Increasing commercialization of this sector even slightly by removing legal and administrative barriers will increase technology based economic development in Maryland and the region, while making the U.S. more technologically competitive.

Recommendation 6: Actions, Benchmarks, and Timelines

Increase Maryland's national and international reputation as a center for technology creation and entrepreneurship.

- ✔ Establish five Maryland Research Centers of Excellence of world-class status, focusing on translational research. (2011)
- ✔ Expand the successful Maryland Industrial Partnerships MIPS Program. (2010)
- ✔ Establish Innovate Maryland (2010), to move Maryland into the top five states in terms of economic impact of R&D and to start 325 new companies. (2020)
- ✔ Create a Congressionally-chartered technology commercialization federal lab foundation. (2010)

Recommendation 7:

Create Maryland's STEM Innovation Network to make STEM resources available to all.

Some states are investing in comprehensive physical and virtual STEM networks to promote collaboration among all STEM education stakeholders: P-12 teachers, higher education faculty, business and community leaders, economic development officers, and policymakers. The North Carolina STEM Community Collaborative is that state's effort to connect its stakeholders to each other and to regional and national networks of innovation and policy for the purpose of developing and implementing a sustainable STEM education-workforce-research-economic development strategy for the state.

Interest in Maryland's P-12 STEM education is widespread, with groups from business, professional societies, industry clusters, economic development organizations, federal installations, museums, and higher education seeking to work with the P-12 education community to improve STEM achievement. In addition, Maryland educators in colleges and universities, in P-12 classrooms, at MSDE, in district-level offices, and in non-government organizations are involved in research and practice related to all aspects of mathematics and science teaching and learning: standards, curricula, assessments, teacher preparation, professional development, and accountability. And, across the state, innovative programs, partnerships, and interventions focused on STEM achievement are being implemented by school districts, schools, two- and four- year colleges, non-profit organizations, business, and other STEM stakeholders.

While Maryland has demonstrated a strong commitment to STEM education and workforce development, it is time to leverage that commitment into a sustainable "energy loop" that can draw on its resources and research to inform teaching and learning, and vice versa. Pockets of excellence exist in schools, school districts, and colleges and universities, but unless and until those bright spots are linked into a synergistic network, the state will continue to miss opportunities to build on our successes.

What is needed in Maryland is a mechanism that enhances communications across all stakeholders; builds the state's capacity to maximize the effects of existing programs and policies; and facilitates the review and revision of Maryland's strategy for its STEM education, research, and workplace 'industries.'

To reach these goals takes very well-aligned partnerships. The Task Force recommends that Maryland establish a public/private STEM Innovation Network, with both a physical and virtual statewide presence. There exists a need to provide a platform and environment for education stakeholders to have quality interactions, thereby advancing education quality and opportunities in Maryland. The network will draw on all of Maryland's STEM stakeholders for its design, sustainability, and agenda. It will utilize technology to provide the backbone for communication and dissemination among its members; encourage collaboration, define and solve problems more broadly; and scale up successful innovations more quickly.

Examples of "nodes" on such a network can be seen in many of the recommended actions and benchmarks within this report. The statewide marketing campaign addressed in Recommendation 1 is a good example of a "node" on the Maryland STEM Innovation Network. Examples from other recommendations include: establishing professional learning communities between and among teachers and college faculty to enhance teacher retention (found

in Recommendation 2); regional professional development collaborative resource networks (found in Recommendation 3); online and regional higher education programs for adult learners (found in Recommendation 4); web-based experiential learning programs (found in Recommendation 5), and Innovate Maryland (found in Recommendation 6).

Other potential "nodes" on the innovation network could include:

- Information sharing/research
- Services to teachers and students (internships, mentoring, tutoring)
- Working groups/Affinity groups
- Teacher Recruitment Center
- Economic development connections for career choices

Recommendation 7: Actions, Benchmark, and Timelines

Establish the Maryland STEM Innovation Network. (2010)

- ✔ Identify Maryland STEM stakeholders to develop the charter for Maryland's STEM Innovation Network. (2009)
- ✔ Seek public and private funding to launch and establish the STEM Innovation Network. (2011)

Budget Impact Analysis

In a climate where the fiscal realities require responsible public officials to conserve resources and make the wisest possible investments, the Governor's STEM Task Force recommends an implementation strategy that prioritizes the less expensive and more important actions, and rolls out a model for ramping up the implementation of various elements of this comprehensive STEM Strategic Plan in four categories: no cost to the state, low cost to the state, moderate cost to the state, and full funding of the plan (figure 1).

Figure 1 lists the seven recommendations and key actions that have been recommended by the Task Force. The four options for funding are in the top row of the chart: (no cost, low cost, moderate cost, full funding). On the chart the high priority items have dollar values; (Y) indicates federal and/or private funding is required.

Figure 1 can be interpreted by reading down the first column of "no cost" elements (no cost to the state). Many of these action items have a cost, but the Task Force strongly urges the Governor to aggressively pursue federal funding ("Race to the Top" and other programs) for many of the recommendations. In Figure 1, for example, Recommendation 2, action number 4 (implement a teacher induction program for STEM teachers) has a significant cost; however, numerous federal grant programs are available to provide initial support for such programs. The Task Force recommends that the state immediately initiate a coherent state effort to secure federal grants in the first year of this strategic plan.[51]

If the state can commit to low-cost implementation (column 2), the chart lists the actions considered to be the highest priority by the Task Force. Those items are given state dollar amounts. For example, with a low cost total of $2.7 million, the state could begin to expand Maryland's PDS network, establish the STEM Teach Program, establish the Regional Professional Development Collaborative Resource Networks, establish a STEM Experiential Learning Network, expand STEM programs in higher education, expand online programs, expand the MIPS program (Maryland Industrial Partnerships), and establish the STEM Innovation Network.

Obviously, these recommendations will require more funds than the state can currently provide. While Figure 1 illustrates the state costs, Figure 2 illustrates how the full cost of implementation would be distributed across three separate funding sources: state, federal, and private.

Maryland is poised to become a national leader in STEM education and research primarily because of the strong collaborations that already exist in the state across education and industry. The recommendations offered here represent broad stakeholder commitment to a comprehensive STEM strategic plan for the next five years.

FIGURE 1 — The Governor's STEM Task Force

	FY 2011 Source of Funds				FY 2012-2015 Source of Funds			
	No cost	Low cost	Moderate cost	Full funding	No cost	Low cost	Moderate cost	Full funding
RECOMMENDATION 1: Align P-12 STEM curriculum with college requirements and workplace expectations in order to prepare all students for postsecondary success								
TOTAL STATE FUNDS Recommendation 1	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
RECOMMENDATION 2: Triple the number of teachers in STEM shortage areas who are prepared in MD programs and increase their five-year retention rate to 75% from the present estimated rate of 50%, and enhance the STEM preparation and aptitudes for elementary and early childhood teachers.								
Actions, Benchmarks, and Timelines:								
1. Expand Maryland's PDS		500,000	500,000	500,000		2,000,000	2,000,000	2,000,000
2. Establish STEM-Teach		500,000	1,000,000	1,500,000		875,000	1,750,000	3,500,000
3. Expand certification programs for STEM Career Changer Scholarship Program	Y	Y	Y	Y	Y	Y	Y	Y
4. Implement a teacher induction program for STEM teachers	Y	Y	Y	Y	Y	Y	Y	Y
5. Establish a school-based administrative program - STEM Coordinator Program	Y	Y	Y	Y	Y	Y	Y	Y
6. Convene panel to recommend compensation incentives in STEM shortage areas	NO COST							
7. Expand learning communities	Y	Y	Y	Y	Y	Y	Y	Y
TOTAL STATE FUNDS Recommendation 2	**0**	**1,000,000**	**1,500,000**	**2,000,000**	**0**	**2,875,000**	**3,750,000**	**5,500,000**
RECOMMENDATION 3: Ensure that all P-20 mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum.								
Actions, Benchmarks, and Timelines:								
1. Establish Maryland STEM Teacher Summer Fellowship Program	Y	Y	Y	Y	Y	Y	Y	Y
2. Establish Regional Professional Development Collaborative Resource Networks		100,000	125,000	250,000		250,000	500,000	1,000,000
3. Establish a Maryland Redesign of Teacher Education Task Force	NO COST							
4. Develop/Implement a statewide STEM endorsement for elementary teachers	NO COST							
TOTAL STATE FUNDS Recommendation 3	**0**	**100,000**	**125,000**	**250,000**	**0**	**250,000**	**500,000**	**1,000,000**

Investing in STEM to Secure Maryland's Future

	FY 2011 Source of Funds				FY 2012-2015 Source of Funds			
	No cost	Low cost	Moderate cost	Full funding	No cost	Low cost	Moderate cost	Full funding
RECOMMENDATION 4: Provide STEM internships, co-ops, or lab experiences for all interested high school and college students to jump-start their successful transition to the workplace.								
Actions, Benchmarks, and Timelines:								
1. Develop and distribute information and materials to students promoting STEM education and careers.	Y	Y	Y	Y	Y	Y	Y	Y
2. Establish a STEM Experiential Learning Network		100,000	100,000	100,000		100,000	100,000	100,000
3. Conduct employer satisfaction surveys	NO COST							
4. Increase STEM internship participation thru Internship Scholarship	Y	Y	Y	Y	Y	Y	Y	Y
TOTAL STATE FUNDS Recommendation 4	0	0	0	0	0	0	0	0
RECOMMENDATION 5: Increase the number of STEM college graduates by 40% from the present level of 4,400 graduates by 2015.								
Actions, Benchmarks, and Timelines:								
1. Expand STEM programs in higher education		1,000,000	1,500,000	3,000,000		1,500,000	3,000,000	6,000,000
2. Establish links between higher ed and GWIB	NO COST							
3. Expand statewide associates programs	Y	Y	Y	Y	Y	Y	Y	Y
4. Expand online programs available		100,000	150,000	200,000		100,000	200,000	400,000
5. Expand Professional Science Master's degree programs	Y	Y	Y	Y	Y	Y	Y	Y
6. Maximize use of existing scholarship/grant pools	Y	Y	Y	Y	Y	Y	Y	Y
7. Establish Choose Maryland First Scholarship Program	Y	Y	Y	Y	Y	Y	Y	Y
TOTAL STATE FUNDS Recommendation 5	0	1,100,000	1,650,000	3,200,000	0	1,600,000	3,200,000	6,400,000
RECOMMENDATION 6: Boost Maryland's global competitiveness by supporting research and entrepreneurship								
Actions, Benchmarks, and Timelines:								
1. Establish five Maryland Research Centers of Excellence*			1,000,000	2,000,000		1,000,000	2,000,000	3,000,000
2. Expand Maryland Industrial Partnership MIPS Program		250,000	500,000	1,000,000		X	X	X
3. Establish Innovate Maryland	Y	Y	Y	Y	Y	Y	Y	Y
4. Create a commericialization federal lab foundation	NO COST							
TOTAL STATE FUNDS Recommendation 6	0	250,000	1,500,000	3,000,000	0	1,000,000	2,000,000	3,000,000
*NOTE: State allocation will be made after receipt of $5M in Federal funds								
RECOMMENDATION 7: Create Maryland's STEM Innovation Network to make STEM resources available to all.								
Actions, Benchmarks, and Timelines:								
1. Develop the charter for STEM Innovation Network	NO COST							
2 Establish the STEM Innovation Network		166,666	166,666	166,666	333,332	333,332	333,332	333,332
TOTAL STATE FUNDS Recommendation 7		166,666	166,666	166,666	333,332	333,332	333,332	333,332
TOTAL STATE FUNDS ALL RECOMMENDATIONS	**0**	**2,616,666**	**4,941,666**	**8,616,666**	**333,332**	**6,058,332**	**9,783,332**	**16,233,332**

FIGURE 2 — The Governor's STEM Task Force

FY 2011
Source of Funds

	State	Federal	Private	Total
Recommendation 1	Cost Estimates to be determined after the College Success Task Force issues its report			
Recommendation 2	$ 2,000,000	$ 450,000	$ 250,000	$ 2,700,000
Recommendation 3	250,000	500,000	0	750,000
Recommendation 4	100,000	100,000	100,000	300,000
Recommendation 5	3,200,000	1,000,000	1,000,000	5,200,000
Recommendation 6	3,000,000	12,850,000	2,850,000	18,700,000
Recommendation 7	166,666	166,667	166,667	500,000
Total	**$ 8,716,666**	**$ 15,066,667**	**$ 4,366,667**	**$ 28,150,000**

FY 2012-2015
Source of Funds

	State	Federal	Private	Total
Recommendation 1	Cost Estimates to be determined after the College Success Task Force issues its report			
Recommendation 2	$ 5,500,000	$ 800,000	$ 0	$ 6,300,000
Recommendation 3	1,000,000	2,000,000	0	3,000,000
Recommendation 4	100,000	400,000	400,000	800,000
Recommendation 5	100,000	400,000	400,000	800,000
Recommendation 6	3,000,000	15,000,000	0	18,000,000
Recommendation 7	333,332	533,334	533,334	1,400,000
Total	**$ 16,333,332**	**$ 22,733,334**	**$ 4,933,334**	**$ 43,900,000**

FIVE-YEAR TOTAL BY SOURCE OF FUNDS

State	25,049,998
Federal	37,800,001
Private	9,300,001
TOTAL	72,150,000

Conclusion

Maryland stands at a crossroads. It has a highly educated workforce, a strong technology based economy, a highly ranked K-12 education system, and nationally recognized colleges and universities. By many accounts, Maryland is already a leader in STEM-related workforce development and economic growth. On the other hand, as noted in this report, Maryland faces a number of challenges if it is to enhance and sustain its position as a national leader in the knowledge economy and establish itself as globally competitive in STEM-related education, translational research, economic growth, and job creation.

To realize its potential:

> MARYLAND NEEDS a school system that prepares its children to excel and compete not only on a global scale, but also as full participants in our society, in our civic culture, and as participants in the growth of our economy. Creating such a system calls for recalibrating academic standards and graduation requirements and rethinking how to recruit and retain the most highly qualified, broadly educated teachers into Maryland public schools.
>
> MARYLAND NEEDS a workforce that is highly skilled and innovative, especially in the STEM fields that will drive the economy of the future. If we are to educate our citizens for the jobs of the future, we need to offer the quality of education that will excite and motivate them, introduce them to exciting career possibilities, early and often, through internships and creative summer programs that stimulate our young people to imagine their future, and draw on talented workforce mentors who are willing to share their experiences.
>
> MARYLAND NEEDS to take better advantage of our rich array of federal government laboratories (NASA Goddard, NIST, APL, NIH) and university research facilities (Johns Hopkins, University System of Maryland, Morgan State University) to launch a new wave of entrepreneurial and translational research activities that will catapult Maryland into the high technology marketplace as a global leader.

In addition to the substantive recommendations included in this report, we recommend that the state move forward on an aggressive statewide public awareness campaign to help Marylanders understand the critical importance of STEM education and of the state's economic competitiveness if they hope to enjoy a high quality of life and benefit from a strong, vibrant economy.

Maryland is positioned as well as any state to tap the tremendous potential and creative talents of its citizens and its industries. The recommendations in this report are designed to build the foundations of our future prosperity and global leadership. The recommendations provide a blueprint on how to recruit, train, and retain the next generation for the challenges facing us in the 21st century, building on our capacity for innovation and economic

growth based on exciting, well paying jobs. To be most effective, the recommendations in this report should be benchmarked and monitored by the Governor's P-20 Council annually.

In summary, here are the imperatives coming from our report:

- ✔ *Establish clear credentials*
  - College Career Ready Diploma
  - Redesign of teacher preparation
- ✔ *Tap the brain trust and stop the brain drain: Grow and keep our own*
  - Choose Maryland First Scholarships
  - STEM Career Changer Scholarships Program
- ✔ *Introduce robust innovations*
  - STEM-Teach
  - Induction Program for all STEM Teachers
  - School-based STEM Coordinators
  - Maryland Research Centers of Excellence
  - Innovate Maryland
  - Public Awareness Campaign
- ✔ *Provide meaningful capstone experiences*
  - STEM Experiential Learning Program
  - Maryland STEM Teacher Summer Fellowship Program
- ✔ *Establish networks to support transformations*
  - Regional Professional Development Collaborative Resource Networks
  - Maryland Professional Development School (PDS) Network
  - Maryland STEM Innovation Network
  - MIPS: Maryland Industrial Partnerships Program
- ✔ *Benchmark our progress internationally*
  - Common Core State Standards Initiative

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National Governor's Association, http://www.nga.org/

Maryland will be a national leader,
and globally competitive,
in PreK-20 STEM education,
STEM workforce development,
and STEM-based economic growth
and job creation.

Investing in STEM to Secure Maryland's Future

Final Report of the Governor's STEM Task Force

August 2009

reprint 500/8.09

Report of the Task Force on the Preservation of Heritage Language Skills in Maryland

Submitted to the Governor and Maryland General Assembly
January 1, 2009

Report of the Task Force on the Preservation of Heritage Language Skills in Maryland

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Table of Contents

Note From the Chair

The Task Force for the Preservation of Heritage Language Skills in Maryland was established during the 2008 Maryland General Assembly session in order to investigate current language preservation efforts and to develop new strategies in preserving world language skills in our State. To our knowledge, this is the first state-sponsored task force on heritage languages in the United States.

Maryland is home to an unusually diverse and well-educated immigrant population. Newcomers recognize the preeminent importance of mastering English, and many also strive to maintain their heritage languages, speaking them at home and hoping their children will become fluently bilingual. Heritage language speakers represent a vital resource to our commercial, educational, and cultural communities. In order to maintain America's competitive edge in such vital sectors as trade and national security, it is critical that we provide for the preservation of our heritage languages, while assuring that our new Marylanders have ample access to effective English language programs.

The strengths of Maryland's state education system, the strategic and international orientation of many of its corporate and governmental employers, and the unique resources of the national capital area position Maryland to take a strong leadership role in assuring that the language skills of its immigrants are preserved to the benefit of the State and the nation. In these difficult economic times, it is encouraging that many strategies identified in the study are extremely cost-effective. The work of the Task Force itself – characterized by commitment, expertise, and creativity - has borne witness to the feasibility of effective collaboration across sectors and to the timeliness and significance of this effort. It is our hope that this report will serve as a catalyst for a robust initiative that will break further new ground in the coming years.

Sincerely,
Catherine Ingold
Director, National Foreign Language Center

Task Force Members

Catherine Ingold, Chair
Director, National Foreign Language Center

APPOINTED BY SENATE PRESIDENT

Honorable James C. Rosapepe

APPOINTED BY HOUSE SPEAKER

Honorable Joseline Peña-Melnyk

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Executive Summary

The Task Force for the Preservation of Heritage Language Skills in Maryland was established during the 2008 Maryland General Assembly session, (Senate Bill 506 and House Bill 610) in order to investigate current language preservation efforts, as well as to develop new strategies in preserving world language skills in our State.

"Heritage languages" are those languages spoken by minority or immigrant people living in a country with a different societal language. Sometimes called "home languages," heritage languages are those used by immigrants to the United States, by their children who immigrated to the U.S. before they had any formal instruction in their native language, and by their grandchildren who may use the heritage language to communicate with their grandparents and in the social context of heritage community activities.

Maryland is home to an unusually diverse and well-educated immigrant population**. Newcomers recognize the preeminent importance of mastering English, and many also strive to maintain their heritage languages, speaking them at home and hoping their children will become fluently bilingual.**

Heritage language speakers represent a vital resource to our business, educational, and cultural communities. In order to maintain **America's competitive edge in such vital sectors as trade and national security,** it is critical **that we provide for the preservation of our heritage languages.**

In 2006, **12.2% of Maryland's population was foreign-born.** This figure mirrored the national average (12.5%). Maryland's foreign-born population is diverse, with no single national origin group representing more than 10% of the total. While Marylanders speak more than 140 languages, ***Spanish, French, Chinese, Korean, Tagalog, German, Russian, Vietnamese, and Hindi*** are the heritage languages with the most speakers in the State. It is worthy of note that Maryland's heritage speakers are remarkably diverse, and no single group predominates. Indeed, only about a third of heritage language speakers in Maryland speak Spanish – far fewer than the national average. Besides being a diverse language population, **Maryland's heritage language speakers are highly educated**. In 2006, Maryland ranked third of 50 states and the District of Columbia based on its share of the foreign-born population with bachelor's degrees or higher.

Senate Bill 506 and House Bill 610 succinctly outlined membership and questions to which the Task Force was required to respond. These questions covered a broad perspective of issues surrounding heritage languages. The Task Force was charged with reporting to the Governor and the General Assembly by January 1, 2009. The Maryland State Department of Education provided staff to the Task Force which brought together representatives from education, government, business, and community groups from around the State.

The Task Force mandate was to investigate the current state of heritage language preservation in Maryland by studying current methods for preserving skills, consulting with experts in the field of world language training, compiling statistics on the subject, and by developing a process to prioritize language needs for government and industry while identifying "best practices" already in place. Based on its findings the Task Force was to develop recommendations and actions which offered a cost-effective way to facilitate heritage language learning while maximizing the preservation of heritage language skills in Maryland.

Community and Religious Groups Provide a Focus for Heritage Languages

A subcommittee format was employed to gather the data utilized by the Task Force to develop the recommendations. The subcommittees used open source information such as the U.S. Census Bureau's 2006 American Community Survey, data from the Governor's Office for Community Initiatives (GOCI) and websites such as the Heritage Alliance. It further drew upon community-based organizations such as The Hope Chinese School of College Park which offers language education to approximately 180 students over the course of two semesters running concurrent with the public school system and Talent, a Tamil education and training program founded in the basements of Tamil heritage community members. Religious-based groups such as the Korean Presbyterian Church of Baltimore and The Kali Temple in Burtonsville which is focused on Bengali languages provide heritage training to small focused groups often using volunteers. Most noted that heritage language proficiency is normally lost by the second generation without intervention. This insight provided the Task Force with a diverse and varied viewpoint to better understand the needs and challenges faced by these organizations who are attempting to promote and foster their heritage language and culture.

Survey Conducted by the Task Force

To augment the Census and other data collected, the Task Force conducted a pilot survey concerning languages other than English spoken at home. Populations surveyed included students in Speech for International Students classes at Prince George's Community College, Adult Education students at Prince George's Community College, Northrop Grumman Electronic Systems employees, and Adult Education students of CASA of Maryland. This pilot survey was designed to sample the opinions and needs of heritage language speakers. More than 700 responses were received. Preliminary findings from 446 respondents, who ranged from newcomers to the United States to those who had lived in the United States more than twenty years, include:

- Respondents were born in 58 different countries
- They had lived in 47 other countries for more than six months
- They grew up in households that spoke 94 different languages in addition to English
- Many use 2-3 languages in addition to English

Town Hall Meeting

The Task Force hosted a Town Hall Meeting on November 24th, 2008, at Howard High School in Howard County, MD. There were over 100 audience members, including thirty participants who provided testimony to the Task Force members. Representatives from various groups provided written and/or oral testimony regarding their programs and the challenges they face; many groups shared similar concerns.

Highlights from the Town Hall include the following:

"The importance of learning the mother tongue to heritage culture, as language represents the core of the identities of children, representing their values, culture, and traditions."

"The critical need to develop language diversity in Maryland in order to maintain the competitive edge necessary to participate in the increasingly globalized business community"

"….establishment of statewide funding to foster heritage school expansion, a fast track to certification for experienced teachers, and the standardization of language skills tests to promote learning on behalf of heritage students."

Challenges with the Preservation of Heritage Languages

The Task Force also gained a better understanding of the challenges associated with preserving heritage languages. From resource constraints such as limited budgets and inadequate facilities to the diversity of needs which require instruction to address beginners to advanced skills all within the confines of a basic program assisted the Task Force in better understanding the varied needs of these organizations.

Businesses and Government Need Heritage Language Speakers

The Maryland business community was investigated with data collected from the World Trade Center Institute, Regional Manufacturing Institute, Baltimore County Chamber of Commerce and Northrop Grumman Electronic Systems. Business community findings include the following assessment of heritage language preservation and practice:

- Fluency in multiple languages recognized as a valuable company asset and business enabler
- Limited formal programs to identify language skill gaps or preserve capability
- Informal programs include
    - Language lessons hosted by native language-speaking employees
    - Multi-lingual employees identified on an as-needed basis
- Formal processes to preserve and enhance heritage language capabilities tied to strategic plans

Language requirements of the Federal Government highlighted needs which support U.S. national security interests. The National Security Agency (NSA) and the Central Intelligence Agency (CIA) as well as data gathered during a Task Force visit to the National Virtual Translation Center (NVTC) noted a need for the following language skills***: Arabic, Pashtu, Russian, Chinese/Mandarin, French, Urdu, Korean, Japanese, Russian, Indic, Iranian, and other Turkic language families and several African languages and dialects.***

Recommendations of the Task Force

Given the state's demographic profile and proximity to the national capital, Maryland is uniquely positioned to take a leadership role to support heritage language requirements of government and industry. Future economic and national interest needs will continue and increase the demand for heritage languages so that we can engage in a more dynamic interchange with our global partners. Having a multi-lingual workforce could provide Maryland with a competitive discriminator to better compete in the world's marketplace. Therefore the Task Force is pleased to present the following recommendations for consideration:

1. Establish a website for Maryland's heritage language programs.

2. Support and promote the awarding of high school credit by exam for students who attend non-public heritage language schools in Maryland.

3. Offer additional preK – grade 12 world language programs in Maryland public schools where students have the opportunity to learn English while continuing to enhance their heritage language proficiency.

4. Continue to expand teacher certification options for heritage language speakers.

5. Enhance library collections of children's literature in heritage languages.

6. Provide affordable, accessible advanced English language classes for adult heritage language speakers.

7. Increase access to heritage language programs for all Marylanders by exploring and sharing information on facilities for use by heritage language training programs.

8. Compile and make available a list of employment opportunities in Maryland for heritage language speakers.

9. Develop a *Language Roadmap* (strategic plan) for Maryland.

Although the work of the Task Force is complete, the members agreed that there is a need to continue engaging business, community members, and State agencies in the important work of preserving heritage languages in Maryland. On December 4, 2008, Governor Martin O'Malley signed an Executive Order (See Appendix 1.) that establishes the Maryland Council for New Americans to "promote full immigrant integration into the economic and civic life of Maryland." With this Executive Order, Governor O'Malley has established a partnership between public, private, and civic sectors in Maryland that has the potential to continue the discussion and give impetus to the recommendations of the Task Force.

History and Charge

The need for world language skills is increasingly important for national security, defense and education, and to maintain a competitive edge in business and trade. Maryland's heritage language speakers are descendants of immigrants and raised in homes in which foreign languages are spoken. These speakers, however, are educated in English and comprise a valuable and vastly underutilized linguistic resource for the United States. During the 2008 Maryland General Assembly session, Senator James Rosapepe and Delegate Joseline Pena-Melnyk, both of the 21st District, sponsored legislation to create a Task Force that would study methods of advancing and preserving heritage language skills in Maryland. Their bills received broad support. Senate Bill 506 passed by a vote of 41 to 6, and House Bill 610 passed 93 to 40.

Senate Bill 506 and House Bill 610 succinctly outlined membership and questions to which the Task Force was required to respond. These questions covered a broad perspective of issues surrounding heritage languages. The Task Force was charged with reporting to the Governor and the General Assembly by January 1, 2009. The Maryland State Department of Education provided staff to the Task Force which brought together representatives from education, government, business, and community groups from around the State.

The following are the mandates that the Task Force addressed from Senate Bill 506 and House Bill 610:

- Study methods of advancing and preserving heritage language skills in Maryland;
- Consult with educators and other experts in the field of world language training and development;
- Review and identify the best practices of heritage language programs that are being or will be conducted by government, schools, community groups, religious groups, and ethnics groups in the State, across the U.S., and internationally;
- Compile data on the number of actual and potential heritage language speakers in Maryland;
- Develop a process to identify priority heritage languages that is flexible enough to meet current and future national security and international business requirements;
- Consider new, cost-effective, and innovative ways to encourage and facilitate heritage language learning while also encouraging new citizens of the U.S. to learn and master English;
- Recommend actions and programs that ensure maximum preservation of heritage language skills and identify measures of success for each.

Report of the Task Force

Heritage Languages: What are They and Why are They Important?

"Heritage languages" are those languages spoken by minority or immigrant people living in a country with a different societal language. Sometimes called "home languages," heritage languages are those used by immigrants to the United States, by their children who immigrated to the U.S. before they had any formal instruction in their native language, and by their grandchildren who may use the heritage language to communicate with their grandparents and in the social context of heritage community activities. As stated in the Act, these *heritage language speakers comprise a valuable and vastly underutilized linguistic resource in the United States*. This is especially true in Maryland where more than 140 heritage languages are spoken and heritage language speakers are highly educated and located close to major population centers.

While heritage languages are a valuable resource, maintaining (or "preserving") these languages requires time, energy and resources. In some cases, heritage communities provide for the education of their children in the heritage language through religious and social organizations and language training is enriched by immersion in the heritage culture at home. However, children who are born in the U.S. or come here when very young are unlikely to be literate in their heritage language unless the parents systematically home-school their children or the children have access to an effective program of study at school. In either case, only a small minority of these children receive enough heritage language education in the community to become literate.

Immigrant parents overwhelmingly understand the importance of learning English for their children's well-being, and parents and children alike often focus on English to the exclusion of instruction in the home language. Research has shown that by the third or even second generation following immigration, individuals no longer speak the heritage language without having studied it as a school subject. Where there is continued new immigration, this pattern may not be obvious to people outside the heritage community. New immigrants often seek out earlier immigrants of the same culture, with the community members who arrived earlier acting as bridges to the new U.S. language and society to which the newer immigrants must adapt. Absent new immigration, most heritage languages die out as community languages once those who immigrated as adults have died. While there are exceptions, the phenomenon of heritage (or minority indigenous) language disappearance is highly consistent and well-documented in research.

Maryland's heritage language communities represent an important and unique resource for the State and the Nation. As pointed out in the Act, *the need for world language skills is increasingly important in national security, defense, education, and in maintaining a competitive edge in business and trade*. Maryland's heritage language speakers can and do contribute in all of these areas. The Act also notes that *heritage language skills tend to diminish rapidly as individuals and families are assimilated*, and underscores the need to encourage and assist heritage language speakers in *maintaining, developing, and improving their native language abilities while improving their English skills*.

This report focuses on these challenges by documenting Maryland's heritage language resources and describing the activities related to language education carried out by many heritage language communities. The report also discusses the challenges associated with heritage language preservation, describes approaches for preserving heritage languages, and outlines opportunities for heritage language speakers in business and government. Recommendations are provided to address the most pressing challenges and to fuel additional thinking and actions to ensure Maryland continues to focus on heritage languages. On December 4, 2008, Governor Martin O'Malley signed an Executive Order that establishes the Maryland Council for New Americans to "promote full immigrant integration into the economic and civic life of Maryland." (See Appendix 1.) With this Executive Order, Governor O'Malley has established a partnership between public, private, and civic sectors in Maryland that has the potential to continue the discussion and give impetus to the recommendations of the Task Force.

Maryland has a diverse and educated heritage language population

In 2006, **12.2% of Maryland's population was foreign-born.** This figure mirrored the national average (12.5%). Maryland's foreign-born population is diverse, with no single national origin group representing more than 10% of the total. Latin America accounted for 35% of Maryland's foreign-born population, a lower percentage than the U.S. average, while 34% of Maryland's foreign-born population was born in Asia, a higher percentage than the U.S. average. While Marylanders speak more than 140 languages, ***Spanish, French, Chinese, Korean, Tagalog, German, Russian, Vietnamese, and Hindi*** are the heritage languages with the most speakers in the State. There is also a significant population of speakers of African languages including ***Kru***, ***Igbo***, and ***Yoruba***.

According to the U.S. Census Bureau's 2006 American Community Survey, **15% (780,199 individuals) of Maryland's total population spoke a language other than English at home.**

Of this population, 480,463 reported speaking English "very well", while 299,736 reported speaking English "less than very well," representing a population with limited English proficiency. Also in 2006, **21.9% (148,279)** of Maryland's foreign-born population reported speaking English only, suggesting that they **are potential speakers of heritage languages**.

Specific language information is available for 2005 and indicates that 29 languages other than English are spoken in a significant number of Maryland homes (see Figure 1).

Language	Number of Speakers	Percentage of Maryland Population
Spanish	289,481	5.77
French	46,959	0.93
Chinese	43,192	0.85
Korean	32,649	0.65
Kru, Igbo, Yoruba	23,792	0.47
Tagalog	21,802	0.43
German	21,307	0.42
Russian	21,200	0.42
Vietnamese	16,756	0.33
Hindi	16,042	0.32
Persian	12,070	0.24
Portuguese	11,327	0.22
Amharic	10,863	0.21
Italian	10,581	0.21
Greek	9,265	0.18
Urdu	9,091	0.18
Hebrew	8,171	0.16
French Creole	7,859	0.15
Arabic	7,167	0.14
Gujarat	6,772	0.13
Japanese	6,620	0.13
Thai	5,391	0.1
Bengali	4,435	0.08
Polish	4,286	0.08
Cantonese	3,855	0.07
Tamil	3,705	0.07
Swahili	3,457	0.06
Punjabi	3,384	0.06

Figure 1: Languages Other than English Spoken in Maryland Homes

Source: 2005 American Community Survey & Census 2000, Summary File 3

The Maryland Department of Planning has recently posted imaging maps of languages spoken at home in Maryland. These maps are based on the 2000 Census and are currently being upgraded.

To access these maps, link to the following web page:
http://www.mdp.state.md.us/msdc/Census2010.htm
At the bottom of the page, select "View maps showing languages spoken at home, 2000." (For additional demographic information gathered by the Task Force, see Appendix 2.)

Besides being a diverse language population, **Maryland's heritage language speakers are highly educated**. In 2006, Maryland ranked third of 50 states and the District of Columbia based on its share of the foreign-born population with bachelor's degrees or higher. (See Figure 2.) The number of foreign-born individuals living in Maryland with college degrees increased by 44.4% between 2000 and 2006; 42.7% of foreign-born individuals in Maryland had a college degree in 2006.

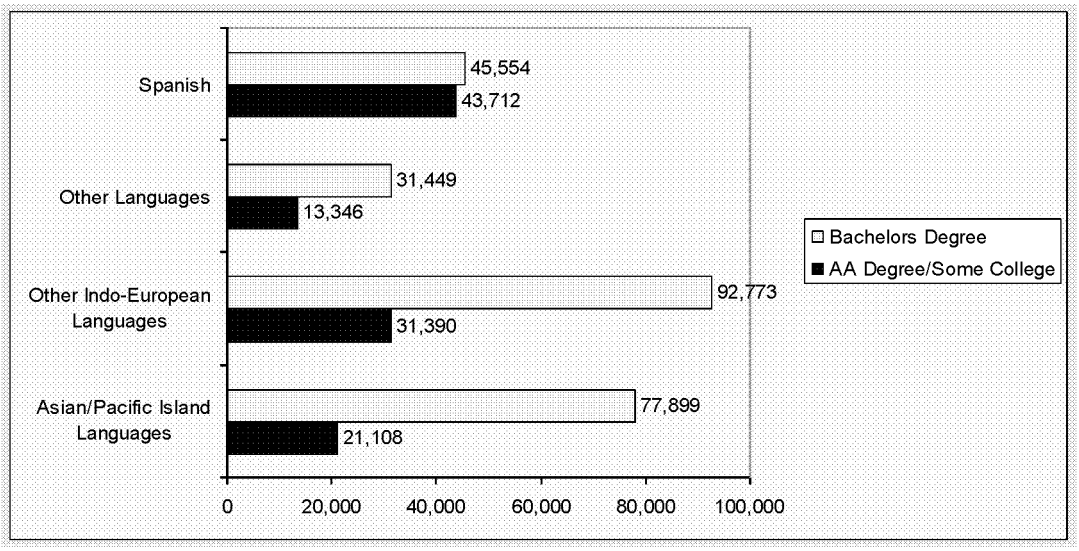

Figure 2: Education Levels Among Maryland's Heritage Language Speakers
Source: Maryland Fact Sheet, http://www.migrationinfo.org/datahub/state2.cfm?ID=

Survey Conducted by the Task Force

To augment the Census statistics referenced in this Report, the Task Force conducted a survey concerning languages other than English spoken at home. Populations surveyed included students in Speech for International Students classes at Prince George's Community College, Adult Education students at Prince George's Community College, Northrop Grumman Electronic Systems employees, and Adult Education students of CASA of Maryland. More than 700 responses were received. Preliminary findings from 446 respondents, who ranged from newcomers to the United States to those who had lived in the United States more than twenty years, include:

- Respondents were born in 58 different countries
- They had lived in 47 other countries for more than six months.
- They grew up in households that spoke 94 different languages in addition to English
- Many use 2-3 languages in addition to English.

These data support Census 2000 findings that Maryland residents speak a variety of languages from many different countries. (A list of all languages spoken by respondents in the pilot survey is provided in Appendix 3.)

When asked if it was important for their children to preserve their second and third languages, respondents agreed that it was.

- 81.4% of PGCC students and Adult Education students thought it was very important to preserve their second languages, and an additional 8.5% thought it was somewhat important.
- 51.5% of those with a third language though it was very important to preserve it and 14.9% thought it was somewhat important.

When asked what the State could do to help them preserve languages in their families, the highest ranked options in all groups, in order, were the following:

1. Provide high school and/or college credits for language skills
2. Provide funding for printed materials and DVDs for teaching the language
3. Provide a website to keep language information
4. Provide links to websites that help teach heritage languages.

Community and Religious Groups Provide a Focus for Heritage Languages

Community-based and religious groups provide language training and exposure to heritage languages and culture. Data provided by the Governor's Office for Community Initiatives (GOCI) and by Delegate Pena-Melnyk's staff identified these groups and their organizations by language. Sources of this information include the Governor's Commission reports from the Asian Pacific American (APA) Commission (2007) and Hispanic Commission (2007). The Middle Eastern Commission report is due 2008 and data are still being compiled; members of the African Community have been contacted in order to gain further insight into the preservation of African languages and dialects.

Community-based organizations whose goals include the promotion and expansion of heritage languages include **Arabic** schools located in Washington, D.C. and available to Maryland residents, ***Chinese*** schools, the formal instruction of ***Tagalog*** at the University of Maryland, College Park as well as its informal instruction within the community, and Pinnacle, an organization that works with ***Urdu*** speakers focusing on English language learning.

Examples of **community-based** heritage language activities in Maryland include:

- **The Hope Chinese School of College Park** offers ***Chinese*** language education to approximately 180 students over the course of two semesters running concurrent with the public school system. Each class consists of approximately ten to twenty-five students, and courses are held on the school's College Park Campus. The Hope Chinese School of College Park believes that teaching the *Pin Yin* romanized system of written Chinese simplifies the language and helps to produce students who are fluent in both written and oral forms of the language.
- **LIFE and Discovery** offers ***Chinese*** language instruction to students in pre-kindergarten through eighth grade. The school has eight locations with a ten-student minimum for each location. LIFE and Discovery director, Elizabeth Chung stresses the importance of tailoring individual curricula for each student in order to maximize language proficiency. The LIFE and Discovery schools encourage parent participation, and promote on-going staff development. Many of its teachers are native Chinese speakers, which Chung feels is critical to the development of fluent Chinese speakers within Maryland's heritage communities.
- **TALENT** Tamil education and training program was founded in the basements of ***Tamil*** heritage community members. Today, TALENT holds language courses at the Howard County Library two times per month to approximately fifty students. Traditional Tamil song, dance, drama, and poetry are performed to students' parents as part of the curriculum. Talent would like to see Tamil established as a language offering in Howard County Public Schools.
- **Bethesda International School** was established in 2001 by members of the ***Spanish*** heritage community. Within the student body of some 70 children, over 30 Spanish-speaking countries are represented. The Bethesda International School recommends creating a fast-track to teacher certification for Spanish heritage speakers in order to deal with an increasing shortage of qualified instructors.
- **The Sudanese School** is part of the Sudanese American Community Development Organization. The school places an emphasis on the cognitive and academic benefits of being bilingual, and believes that through bilingual education efforts, Maryland's children will be better world citizens.

Religious groups are also critical to the preservation of heritage language in their promotion of the culture in which those languages exist. Within the ***Amharic*** community, the Debre Genet Medhane Alem Ethiopian Orthodox Tewahedo Church places an informal focus on Amharic language preservation. Muslim community centers and mosques in Ellicott City, Hagerstown,

and Frederick provide opportunities for speaking and interacting in ***Arabic*** to the Arabic heritage community. There are a large number of Jewish, ***Yiddish and Hebrew*** schools in Baltimore, Pikesville, Silver Spring, and Rockville that promote the continued use of the Hebrew and Yiddish language. Within the Greek community, ten Greek Orthodox churches in Maryland maintain language schools. Two large Korean churches provided information to the Task Force regarding their Korean language schools.

Other examples of **religious-based** heritage language programs are:

- **The Korean Presbyterian Church of Baltimore** offers weekly ***Korean*** language courses consisting of 5-10 students in each course. These courses are offered to students from pre-kindergarten through twelfth grade. The KPCB expressed concern over language loss within the Korean heritage community, pointing out that while the first generation of Korean immigrants speaks fluent Korean, proficiency is normally lost by the second generation. A KPCB representative cited the grueling work hours of many Korean parents in Maryland as a source of this loss, believing that limited family interaction contributes to this phenomenon.
- **The Kali Temple in Burtonsville** offers weekly ***Bengali*** language courses to approximately forty students of varying proficiency. Teachers at the Kali Temple are volunteers, and students are of the first, second, third, and fourth generation of Indian descent. Representatives of the Kali Temple's Bengali language program are concerned that without adequate support and a revised method of teacher certification, the Bengali language will soon be lost.
- **The Kaur Foundation** was founded by Sikh parents seeking to preserve ***Punjabi*** language skills. Kaur currently supports a Punjabi language school in Silver Spring, with a student body of approximately 110. The school itself functions on the tenet that a loss of language diversity in Maryland represents a loss of ability to function within other communities.
- **Greater Baltimore Temple** provides instruction in ***Gujarati***, ***Hindi, Telugu, and Tamil***. Twenty-five classes are taught each year to students ranging in age from 4 to 14. The program is run by parents and volunteers.

Town Hall Meeting

To gather additional data and hear testimony from heritage language groups in Maryland, the Task Force hosted a Town Hall Meeting on November 24th, 2008, at Howard High School in Ellicott City. There were over 100 audience members, including thirty participants who provided testimony. Each presenter was allowed three minutes to speak; written comments were encouraged as well. Representatives from various groups provided written and/or oral testimony regarding their programs and the challenges they face; many groups shared similar concerns, as

discussed below. The format provided an orderly and equitable environment. Participants expressed gratitude to the Task Force for providing this forum and welcomed the opportunity to listen to their colleagues in other heritage language communities. The Task Force members were encouraged by the enthusiastic response from the audience and the variety of languages and communities represented. (See Appendix 4 for a summary of the presentations made at the Town Hall Meeting.)

Best Practice **– The Howard County Chinese School focuses on teaching Chinese and promoting Chinese cultural activities; committed parents and professional teachers are keys to success.**

Heritage language communities that commit resources (time, talent, money) to language instruction on a sustained basis have many examples of best practices. For example, the **Howard County Chinese School (HCCS)**, established in 1998, is focused on teaching the Chinese language and promoting cultural exchange. It also serves the Chinese-American community and promotes communication among parents.

HCCS currently has more than 400 preK to 10^{th} grade students enrolled in either bilingual classes or Chinese classes in which Chinese is taught as a foreign language to students from Chinese and other ethnic backgrounds. The school offers classes on weekends as well as a Summer Camp. In addition to language classes, HCCS also offers "subsidiary" classes in cultural heritage areas such as calligraphy, music, dance, and martial arts.

Two keys to success for HCCS are parents who are strongly committed to education of their children in Chinese language and culture, as well as professional teachers. The use of professional teachers is a best practice because the quality of instruction is enhanced and because the teachers are familiar with American society and instructional methods.

Challenges with the Preservation of Heritage Languages

While community organizations and religious groups currently provide the foundation of heritage language learning and preservation, their efforts are frequently challenged by a shortage of certified teachers and other resource constraints. There are also important differences in language learning among heritage language speakers and these differences contribute to the

complexity of providing consistent and comprehensive language education. Finally, there is tension created between the need to maintain heritage language skills and to master English. In addition, families recognize the importance of their children's acquisition of fluent English, and children of immigrants often identify strongly with their English-native peers. Especially in their teenage years, they often resist participating in heritage language programs. In college, the same students may re-aquire an interest in their family language and culture and express regret at lost opportunities to become more fluently bilingual.

Resource Constraints Affect Community Heritage Language Efforts

Heritage language communities in Maryland that provide language instruction through community-based schools and religious institutions do so on limited budgets and with varying degrees of funding from parents. As described in research and in testimony presented at the Town Hall Meeting, these programs vary widely. The programs provide limited time on task, usually on weekends, and in some cases serve a stronger cultural than linguistic mission. The lack of funding for heritage schools, the lack of qualified teachers, and the lack of efficient qualification methods were cited as common concerns by speakers at the Town Hall Meeting. Another challenge mentioned was the inability of students at such heritage schools to receive academic credit for their respective language studies in religious and community groups. Many speakers also agreed upon the importance of working together within the heritage community in an attempt to pool resources and share ideas.

In many cases, heritage language communities build on a long tradition that – particularly for Chinese – includes nationwide networks of heritage community programs, and even large regional conferences. In California and elsewhere, heritage community schools in Chinese have forged successful alliances with public education, and most recently have achieved the introduction of Chinese as a regular offering in the Los Angeles Unified School District. Community representatives reported facing a number of challenges, many of which revolve around finding affordable space in which to hold their programs. In some cases, use fees are high; in other cases, liability insurance proves prohibitive. Funding, determining appropriate fee structures, finding teachers willing to work on weekends, accessing materials for students, and maintaining student interest (particularly as they get older), among the challenges cited by Maryland heritage programs, are typical of challenges facing community-based programs around the U.S.

Best Practice **– Some libraries provide heritage language collections.**

One program praised its local library for its efforts to provide reading materials in their language. Providing local library collections in heritage languages, especially literature for children and youth, is a "best practice" for heritage language support that addresses a finding of UCLA's survey of heritage students enrolled in UCLA courses in their language: the paucity of reading material in their heritage language available in their homes. Since pleasure reading has been shown to be extremely valuable in developing literacy, access to engaging reading materials can greatly assist school-, community- and family-based efforts to develop these skills in young heritage speakers. Immigrant families can benefit enormously from sound advice on raising bilingual children, and this type of guidance could be made much more available to Maryland families at minimal cost through the Internet and community networks.

It became apparent at the Town Hall Meeting that some community-based programs work very much in isolation and could benefit greatly from a means of sharing best practices on logistical, financial, and curricular issues. The State of Maryland can draw upon existing resources to document its heritage language community programs and provide information to them: one recommendation of the Task Force is that Maryland participate in an emerging effort to create a national database of heritage language programs, and consider using the website of the Heritage Alliance (see http://www.cal.org/heritage/) to provide and share information. These resources, being developed and maintained by the Center for Applied Linguistics in collaboration with the National Foreign Language Center and UCLA's Heritage Language Resource Center, connect with a larger initiative for more robust national data-gathering on language programs in all three settings: higher education, K-12, and community-based. Such a database, along with an informational website and other forms of electronic outreach, could provide invaluable support to heritage schools and community organizations in helping them find each other, share best practices in administration and program planning, recruit students from their communities, and ultimately connect their learners to K-12 and higher education programs, scholarships, fellowships, and careers.

Heritage Language Learners Have Differing Needs

When we discuss U.S. English-speaking individuals who are foreign language learners, we distinguish beginners from intermediate students, and intermediates from advanced. We don't expect a student in a first-year class to resemble someone returning from language study abroad. In the case of heritage speakers, the diversity in learning needs is even greater.

Heritage Language Learner Profiles

Adult Immigrant – Arrives in U.S. as an educated native speaker. Uses media and home visits to maintain language skills.
Child of Recent Immigrants – Speaks heritage language at home and English at school. Likely to become English-dominant over time, and heritage language skills may not develop to useful professional levels.
Teenage Immigrant – Arrives in U.S. with incomplete education in heritage language. Focus on mastering English; conversational skills in heritage language usually retained.

At one end of the spectrum, Maria is an individual who immigrated to the U.S. after completing the customary years of education in Argentina. When she arrives in the U.S. as an adult, she is an educated native speaker of Spanish and will remain so. After years in the U.S., particularly if she has little contact with the home country or more recent immigrants, her language may sound old-fashioned to someone from the country of origin. She may not understand new terms and may lack contextual knowledge of societal changes in that country, but she remains an educated native speaker.

Another profile is Sergei, who is born to parents who have moved to the U.S. from Russia and speak Russian – along with English to greater or lesser extent – in the home. When Sergei enters a U.S. school where the only language used is English, he becomes progressively English-dominant over the next few years, especially as school activities and peers become more important in his life. A younger sibling becomes English-dominant even more quickly than a firstborn child because he interacts more with his older (now English-dominant) sibling and less with parents, who may also have begun to use more English.

According to a study carried out by the Heritage Language Resource Center at UCLA, many college students who fit this profile report that, even when their parents address them in the home language, they answer in English. They may retain the ability to comprehend spoken language, but their own speech is confined to routine greetings and polite interactions and may even be completely latent. On the other hand, if there is a monolingual grandparent in the home, the child may continue to speak the language in order to communicate with the grandparent. (Grandparents have an important role in family language preservation. Researchers have found that people who immigrate after age 40 without having learned the new language beforehand are significantly less likely than immigrants at a younger age to become proficient in the new language. In efforts to preserve minority languages around the world, such as Amerindian

languages, direct grandparent/grandchild language transmission is often systematically encouraged, with good results.)

A third heritage language profile is Ahmad who arrives in the U.S. as a teenager and before completing secondary education in Iraq. He faces more significant challenges in learning English: high school involves more complex subject matter and makes greater demands on learned language skills, so learning English sufficiently to catch up to grade-level work is consequently harder. Depending on the quality of his schooling in Iraq (often interrupted for refugees), Ahmad may be able to draw upon his verbal and literacy skills in Arabic in order to learn English. But the later a youth arrives in the U.S. without already knowing English, the more likely it is that he or she will not learn English quickly enough to graduate from high school before "ageing out" – exceeding the maximum age (21 in Maryland) to receive public school education.

For these students, the critical issue is English acquisition. There is a risk for this group that they will be unable to develop full professional proficiency in English and may be trapped as a result in low-wage jobs. The further development of their home language is consequently a secondary consideration. While in principle students with this profile should be able to receive credit by examination for their skills in their heritage language, thus advancing their progress to a high school diploma, this happens infrequently, especially if the language is other than Spanish.

If a student with a partly-developed heritage language enrolls in a foreign language course that teaches his or her heritage language, he is likely to find himself bored in the early weeks because he is already fluent in everyday speech far beyond what a foreign language learner can quickly acquire. But with possibly underdeveloped literacy in his heritage language and little sense of the structure of the language, he may later fall behind or drop out of the course.

This phenomenon has been observed in U.S. classes aimed at foreign language learners of many different languages. Because of the large number of ***Spanish*** speakers in the U.S., the American Association of Teachers of Spanish has worked over the past several decades to document and address the distinctive needs of heritage learners of Spanish, and quite a few textbooks specifically for heritage speakers of Spanish are available. Dr. Guadalupe Valdés of Stanford University, an early leader in the pedagogy of Spanish for Spanish Speakers, has identified the **key goals of heritage language development, including bridging from listening to speaking and from oral skills to literacy; expansion of bilingual range, and acquisition of formal registers and academic language**. In some cases, the individual also needs to acquire a

standard variant in addition to his family's regional or stigmatized variant of the language. These patterns of language strengths and gaps have been found to be broadly similar for heritage speakers regardless of the language. At the same time, there are differences in the ease with which literacy skills acquired first in English can be transferred to the heritage language (easier transfer for Spanish, much more difficult for Chinese) because of different degrees of language similarity and in some cases, different writing systems.

Another difference between heritage learners and foreign language learners is the degree to which heritage language use or non-use is tied to the individual's and **family's attitudes toward the language**. Many youth from immigrant families, who may see their parents struggling in low-paying or undervalued jobs and disadvantaged in other ways, may associate their family's challenges with the heritage language and culture. They associate their heritage language with stigma, wishing primarily to fit in with the mainstream culture, and often do not realize the value of their language and culture of origin until their college years, when recovery of their language skills is far more difficult. For that reason, one of the key goals of heritage language programs, whether in the public schools or in community-based programs, is to help members of the community to **value both their adoptive country and its language and their language and culture of origin.** A place in the school curriculum for the heritage language, particularly when U.S.-born students can participate as well, sends a powerful message of status and respect that is not only motivational for heritage language development, but also has been shown to increase heritage learners' school completion rates. One factor in this phenomenon is increased family engagement in the student's school.

Bi-lingualism and the Need for English

Broadly speaking, most U.S. needs for languages other than English require professionally useful skills in English and in the other language or languages.

When we speak of "professionally useful" language skills, we usually mean literacy: the ability to read and write as well as to speak the language and comprehend the language when spoken. One definition of "professionally useful" language skills – depending, obviously, on one's particular profession – might be a 2+ or 3 on the Interagency Language Roundtable proficiency scale (See http://www.govtilr.org) or a Superior to Distinguished rating on the ACTFL proficiency scale http://www.actfl.org/i4a/pages/index.cfm?pageid=3325. Examples of tasks requiring these skills include listening with comprehension to a televised talk show interview (about a 2 or 2+) or an in-depth Charlie Rose interview(level 3); reading with a high degree of comprehension an editorial in the *Washington Post*; carrying on an extended substantive

conversation on a topic related to a recent news event; writing a summary for one's company of possible business opportunities in a particular city; and making an effective PowerPoint presentation to a general or workplace audience. A person who can carry out these tasks in both English and his or her community (heritage) language can be considered a well-developed bilingual who has a range of employment options, and can be useful to Maryland and D.C. area companies, government agencies, and non-governmental organizations (NGOs).

For typical English-speaking Americans, acquiring this level of proficiency in another language in addition to English requires a multiple-year sequence of serious language study, including an intensive program of study in a country where the language is spoken, and possibly an internship as well. (The National Security Flagship –NSEP - program has recent data on design of educational programs leading to this degree of proficiency.) In the U.S. today, an extremely small percentage of students engages in this type of language study program, although the National Security Language Initiative (particularly NSEP) is working to increase those numbers. Moreover, it is clear that such programs of study require significant investments of time and tuition on the part of students and their families, and significant investments in program planning and delivery on the part of states and federal agencies. One of the important potential benefits of helping immigrants and their children to become bi-literate is that it is a cost-effective way of increasing usable language capacity in the U.S.

It is important to point out that professionally useful English as described in this report is not an automatic product of a U.S. K-12 education. Large populations of native speakers of English in the U.S. fail to attain such levels without a rigorous college education. A discussion of literacy in the U.S. English-speaking population falls outside the scope of this task force, but the importance of formal education in developing advanced language skills, even for native speakers living in their home country, is a key point to remember as we consider how to help recent immigrants and children of immigrants to attain such skill levels in their family language and in English.

Along with bi-literacy, individuals who hope to use two or more languages in a profession also need cultural competence. This includes, for example, the ability to interpret correctly the meaning and intent of the speech and behavior of people in American society and in the society that speaks the other language, to interact without offense or misunderstanding with Americans and members of the other culture, and to understand the perspectives of various groups in America and the other society. Here again, these skills are acquired most effectively through living, working and interacting with people from each culture, reflecting on experience and seeking clarification as needed to understand the basis for particular beliefs or behaviors. These

skills fall into the general category of "interculturality" or "cross-cultural skills" or "cross-cultural effectiveness." One current effort to describe the cultural aspects of language competence has been led by Dr. Gerald Lampe of the National Foreign Language Center (UMD). His draft document can be found at http://www.nflc.org.

In addition to these language and cultural skills, additional areas of skill and knowledge are necessary for particular types of work. Knowing two languages is not sufficient in itself to be an effective interpreter (of spoken language) or translator (of written language). Translation and interpreting are extremely demanding tasks that rely upon skills and knowledge developed through training and extensive practice. Translation and interpreting are poorly understood professions in the U.S., and the U.S. has far fewer programs to educate translators and interpreters than, for example, the nations of Europe. For these professions, what we have called "professionally useful language skills" in both languages is a pre-requisite for study of translation or interpreting, not a full qualification to do that demanding work.

In other areas of employment requiring bi-literacy, specific expertise in fields such as engineering, medicine, accounting, or management is also required. At the same time, even highly skilled and educated heritage speakers cannot practice their profession in the U.S. without sufficient English skills. For that reason, any discussion of heritage speakers as a national resource must consider heritage language development and maintenance and English acquisition or enhancement, as well as the broader context of other job skills and requisites which this report touches on only in passing. In examining educational issues relevant to heritage languages and heritage speakers, therefore, we consider English and the heritage language as two complementary components of bi-literacy.

The benefits to our society of a supply of bi-literate individuals in the languages we need are obvious, but bi-literacy also increases the individual's earning power substantially. A 2001 study by the National Center for Education Statistics, U.S. Department of Education, showed that immigrants who were bi-literate earned about 10% more than people literate only in English, and (not surprisingly) earned more than twice as much as U.S. residents literate only in a language other than English.

Preserving Heritage Languages

The most effective approaches to maintaining heritage languages combine instruction in the heritage communities with public education. There is wide consensus among language policy makers that the U.S. needs to start language learning much earlier in the schools; the U.S. is unique in developed nations in the lateness and brevity of standard language programming. It is important to emphasize that no effort to preserve or develop heritage language skills can serve U.S. society or immigrant families without at the same time providing adequate access to effective programs for the acquisition of English.

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English language arts and heritage language arts have been shown to be mutually reinforcing, and content instruction in the two languages reinforce key concepts while developing domain-specific vocabulary in both languages. Examples include dual language programs, content-based language curriculum in which language lessons align with lessons in science or social studies.

There are approaches today, in Maryland and elsewhere, that are based on these findings. Dual-immersion programs that provide instruction in English as well as the heritage language are a good example. **Dual immersion** is also a particularly cost-effective model. Its effectiveness has been documented in numerous studies, and the presence of dual-immersion programs in Maryland is a very positive sign. Early-start (elementary school or earlier) dual immersion is a particularly desirable model that serves English speakers learning a world language and heritage speakers learning English while developing their own language. For heritage speakers, early dual immersion starts them out at the point where their heritage language skills are most like those of students of the same age in the home country. In Maryland public schools, the preponderance of ***Spanish***, with some ***French***, in heritage-language and dual-immersion programs reflects the dominance of Spanish, and to a much lesser extent French, in foreign language offerings in schools nationwide. Spanish speakers are also by far the largest single heritage language group in the U.S., coming from many different countries, although Maryland has a more diverse heritage language population than many states.

Dual immersion has much to recommend it for all students. Other desirable features include integration of heritage and foreign language learners, opportunities for each to learn from the other, more authentic exposure of English speakers to other cultures, and validation to heritage

learners and to English-speaking students of the importance of the language skills present in the heritage communities. Dual immersion programs also offer an ideal environment to begin to introduce age-appropriate and engaging activities involving transfer of meaning across languages, thereby building interest and skills related to interpreting and translation. These additional components of language study can support future recruitment into these under-supplied professions.

The relatively small number of programs focused on heritage learners in **Maryland colleges and universities** is broadly consistent with the national picture in college-level language programs. The prevalence of ***Spanish*** among heritage programs in Maryland post-secondary education reflects the fact that Spanish, by far the most commonly-taught language in K-12 and higher education and the largest language of immigration, is the language both in Maryland and nationally that is most likely to have sufficient enrollments to differentiate between heritage learners and foreign language learners, and a sufficient population of heritage learners to justify separate courses. A number of less commonly-taught languages in universities typically have high enrollments of heritage learners in them. At the University of Maryland – College Park, these include ***Chinese, Korean, Arabic and Persian*** among others. As a general rule, however, separate classes or different language sequences are not offered due to limited overall enrollments in those languages. Information is anecdotal and research is lacking on the degree to which language programs in higher education use effective practices in meeting the needs of both heritage learners and foreign language learners.

The third venue for heritage language programs is the **heritage community itself**, as described above. Through testimony received at the Town Hall Meeting, the Task Force has begun to identify communities in Maryland that provide language instruction through community-based schools, community activities, and religious institutions. Based on national studies, these programs vary widely, but typically involve meetings on weekends. The programs thus provide limited weekly time on task, and in some cases serve a stronger cultural than linguistic mission, but they build on a long tradition that – particularly for Chinese – includes nationwide networks of heritage community programs, and even large regional conferences. In California and elsewhere, heritage community schools in Chinese have forged successful alliances with public education, and most recently have achieved the introduction of Chinese as a regular offering in the Los Angeles Unified School District.

In considering ways that the public school system can support these programs and enhance their value to the community, one cost-effective option is to **enable students to earn credit by**

examination. The State Department of Education can work with school districts to identify appropriate assessment tools, proficiency scores, and approaches to test administration. Awarding credit for student performance avoids the pitfalls of trying to accredit community-based programs themselves, whose quality may fluctuate significantly from year to year; but offers heritage learners an opportunity to validate their skills and to engage with the formal education system, including the possibility of advanced standing in college language courses. With technical and administrative support at the state level, credit by examination can be made rigorous, consistent, and extremely cost-effective.

Community-based schools sometimes draw upon teachers in the public schools who are native speakers of the heritage language and are certified to teach another subject, such as mathematics or ESL – but in many cases, community program teachers could benefit greatly from opportunities for professional development. Resources for professional development are abundant in the Maryland system and the Washington area in terms of expertise and organizations. Here again, use of technological means to share information about opportunities for heritage schools can increase the effectiveness and utilization of existing teacher-development resources.

In discussing **teacher development for the heritage schools,** it is important to point out the important resource that the heritage community represents as a source of K-12 language teachers. As the public schools seek ways to expand their overall world language offerings for all students to include less-frequently taught but highly important languages such as Chinese, Arabic, and Hindi, heritage communities are tremendous resources for prospective teachers who bring native proficiency in the language and deep understanding of the culture. The **STARTALK program**, funded by the Office of the Director of National Intelligence and administered by the National Foreign Language Center, funds programs for teacher training and student learning in ***Arabic, Chinese, Persian, Hindi, Urdu, Swahili, and Turkish***. In the first two years of STARTALK operation, over 95% of current and prospective teachers of these languages who enrolled in STARTALK professional development programs have been educated native speakers drawn from the nation's heritage communities. Efforts to assist states in developing best practices in training and certifying these teachers have begun with a summit on December 15, 2008, at the headquarters of the Council of Chief State School Officers (CCSSO) in downtown Washington, co-sponsored by CCSSO, NFLC, and the Asia Society. The Maryland public school system may benefit from this effort to increase its supply of highly qualified world language teachers – who can also serve their own heritage learners. This type of initiative can provide an opportunity for higher education, K-12, and the heritage community to seek ways of expanding cooperation and collaboration, both for student learning and for teacher education.

One such model that has much to recommend it is the possibility of **after-school programs located at K-12 schools that include study of local heritage languages**. These programs can operate with greater flexibility outside the scheduled program, and meet families' needs for after-school care and supervision while providing enrichment. Credit by examination could enable successful students to progress in their formal study as well. Evidence from other states suggests that a pitfall of after-school programs is that they do not serve all students and lack the official sanction of official school-day offerings. One State superintendent cautioned that after-school programs could inadvertently impede the development of credit-bearing courses in schools where they could be viable – becoming a permanent "half-a-loaf" solution. One would hope that after-school programs might serve a legitimate need while offering an opportunity to test and even foster demand and interest in languages with a local heritage population, leading whenever feasible to more fully-integrated offerings.

Maryland's **higher education institutions** include a number of externally-funded centers and programs that can provide greater benefit to more students with relatively simple efforts to increase coordination. In addition to NFLC and the STARTALK program, the University of Maryland College Park hosts a National Security Education Program Flagship for Arabic and Persian. Flagship programs around the US are working to establish "pipelines" with public school systems in their states to create opportunities for more students to engage in longer sequences of instruction in critical languages, including study abroad. Maryland students, both heritage speakers and foreign language learners, should be made aware of the increasingly array of generous scholarships, internships, and employment opportunities offered by the federal government for successful students of critical languages (http://www.thelanguageflagship.org).

The **United States government and many state governments** are working to expand language offerings in world languages of particular significance to the U.S. and to its citizens. At present, this effort is couched primarily in terms of programs for foreign language learners – that is, English speakers who have no prior background in the other language. Nevertheless, it is often the case that heritage learners enroll in such courses – and we have already discussed the problems that arise from curriculum and instruction that are not appropriate to their language profile. While it is useful to offer dedicated programs for heritage students, including dual immersion programs, wherever numbers of heritage students make it economically feasible to do so, it is clear that in many cases this will not be possible. For that reason, it is important to develop effective preparation for teachers to enable them to differentiate instruction to meet the needs of heritage learners in their classroom. In addition, development of curricula, materials,

instructional strategies, and assessment tools that are adapted to the needs and the possibilities of heritage learners can enable this important resource population to take advantage of available programs in their family language. Maryland has the opportunity to exercise leadership in this important effort, using the resources within the State and the Washington metropolitan area.

Businesses and Government Need Heritage Language Speakers

To determine potential job opportunities for heritage-language speakers, the Task Force researched current requirements in the business community, State government, and the Federal government to include the defense and national security sectors. Sources for this information included the Department of Business and Economic Development, contacts with relevant business and governmental organizations such as the World Trade Center Institute and the National Virtual Translation Center, web-based research, and the personal knowledge of Task Force members.

Business

Data collected concerning the Maryland business community demonstrated a strong need for heritage language speakers. Respondents to inquiries made by the Task Force included Northrop Grumman Electronic Systems, the World Trade Center Institute, the Regional Manufacturing Institute, and the Baltimore County Chamber of Commerce. These organizations recognized heritage language speakers as valuable company assets and important enablers, and expressed having a limited formal process for preserving or identifying language skills or needs. The various informal programs already in place include daily language lessons hosted by native-language-speaking employees and the engagement of bi- or multi-lingual employees on an "as needed" basis. The continuance of an ongoing process of developing a formal strategic plan concerning heritage language speakers was also mentioned by these companies..

To gain additional insight into Maryland's potential business needs, the Task Force catalogued the languages associated with the State's top export destinations. The data suggests a strong correlation between many of Maryland's heritage languages and the countries engaged in trade with the State. (See Figure 3.)

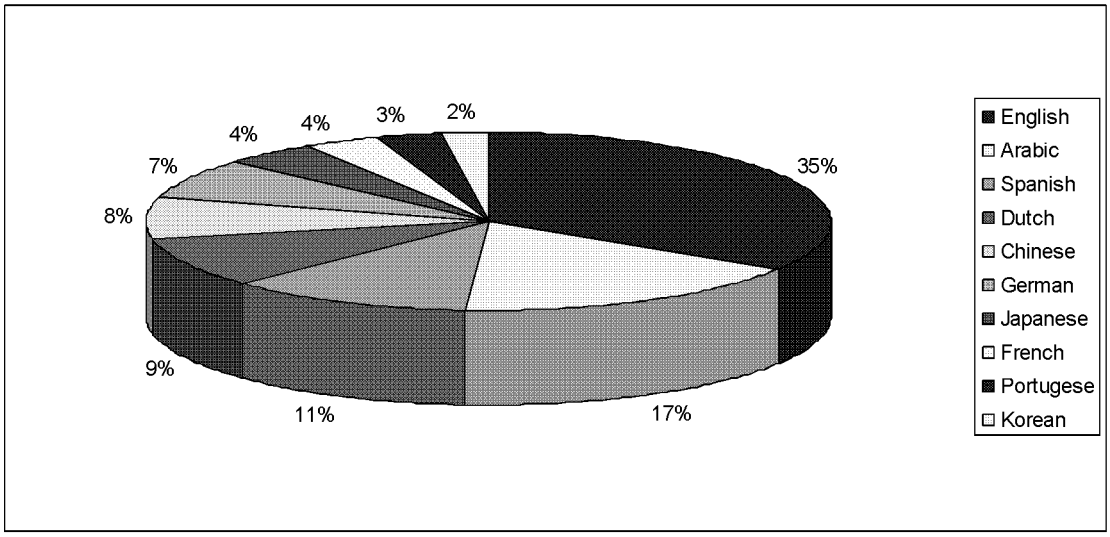


Figure 3: Languages Associated with Maryland Export Destinations
Source: www.wisertrade.org, September 2008

Additional data on potential business needs was gathered at a Metropolitan D.C. Language Flagship workshop on October 14, 2008. Sponsored by The Language Flagship as part of a series of workshops throughout the U.S., the workshop brought together representatives from area businesses that have language needs. Current required languages include ***Farsi, Pashto, Urdu, Dari, Chinese, French, Arabic and its dialects, English, Spanish, Portuguese, African languages, Afrikaans/Dutch, and Russian***. A five-year projection placed emphasis on the need for the same languages with the addition of Eastern European languages such as ***Polish, Romanian, Hungarian, and Bulgarian***. These languages are applied during business development and contract negotiation, communication, public relations, marketing, and publication, as well as translations, training, recruitment, and other projects.

The workshop also covered the opportunity costs connected to a lack of language capability. These include time lost in productivity, potential loss of clients, materials being wasted and projects going unfinished due to misunderstandings, loss of deals due to misunderstandings, and loss of or damage to business relationships. Many organizations conveyed their experiences related to language capabilities simply stating, "If we don't have the language capabilities, we don't even get the requests for proposals." The challenge overwhelmingly expressed was the retention of critical talent on behalf of employers.

> ***"If we don't have the language capabilities, we don't even get the requests for proposal."***

Workshop participants concluded that business must make high school students

aware that they need native language skills in their employment pools. It is critical that the value of language in business become more visible through the influence of colleges and universities interested in advertising potential linguistic career paths. Through partnering with government agencies and encouraging earlier language education at the K-12 level, many of these alarming trends can be reversed.

***Best Practice* – Northrop Grumman Electronic Systems has a variety of programs to recruit heritage language speakers and celebrate the heritage cultures of their employees.**

In recognition of the value of heritage languages to their business, some Maryland companies provide opportunities for heritage language speakers to use their language and celebrate their heritage culture. **Northrop Grumman Electronic Systems (NGES)** provides an example of a major business that demonstrates best practices in heritage languages and cultures. With 34 operating entities in 18 countries and customers, products, and services in 79 countries, NGES views heritage languages as a key competitive advantage. They have a variety of programs focused on recruiting and staffing, university internships, recognition of heritage language groups within the company, sponsorship of professional associations, and community outreach. Although not all of these programs are focused primarily on language, the existence of heritage culture support groups sends a positive message to employees about the importance of their language and culture.

For example, *NGES* sponsors two employee resource groups: *Adelante*, an Hispanic employee network with seven chapters and more than 500 members; and *APPN-ES*, an Asian-Pacific professional network with five chapters and a total of almost 550 members. NGES is a lead corporate sponsor of the Maryland Hispanic Youth Symposium, and a corporate sponsor of the U.S. Hispanic Youth Entrepreneur Education program.

NGES also presents awards to the Asian-American Engineer of the Year and supports the Hispanic Engineer National Achievement Awards Conference.

Federal Government

The U.S. Department of Education has identified priority languages for their Foreign Language Assistance grants program. This is an anticipated competitive grant whose details have not yet been revealed, although the 2008 Appropriations Act language indicates the following:

"That $3,000,000 of the funds available for the Foreign Language Assistance Program shall be available for 5-year grants to local educational agencies that would work in partnership with one or more institutions of higher education to establish or expand articulated programs of study in languages critical to United States national security that will enable successful students to advance from elementary school through college to achieve a superior level of proficiency in those languages."

The languages of national security interest identified for 2008 include ***Arabic, Chinese, Korean, Japanese, Russian, Indic, Iranian, and other Turkic language families***. A number of these languages are represented by significant populations of heritage speakers within Maryland.

There are also potential opportunities for employment in heritage languages within the U.S. intelligence community. On November 3, 2008, members of the Task Force visited the National Virtual Translation Center (NVTC) in Washington, D.C. The NVTC provides timely and accurate translations of foreign language information for the Intelligence Community, law enforcement agencies, Federal and State courts, academia, and industry. The languages of current interest as identified by the NVTC are ***Arabic, Pashtu, Russian, Chinese/Mandarin, French, Urdu, and several African Languages and dialects***. The NVTC expressed their interest in recruiting speakers of heritage languages for both classified and unclassified work, and explained that they work through contract vendors who provide independent contract linguists that meet the NVTC's requirements.

The Task Force also investigated linguistic opportunities with the Central Intelligence Agency (CIA). The CIA produces intelligence reports and conducts intelligence operations for the U.S. government. Languages of current interest by CIA recruiters are ***Arabic, Chinese/Mandarin, Dari, French, German, Greek, Serbo-Croatian, and Turkish***. Within the CIA, linguistic job opportunities include Language Officers for the National Clandestine Service, foreign media analysts, and language instructors. Because applicants must be U.S. citizens and meet current security requirements, heritage language speakers are desirable candidates.

Additional opportunities are available in the National Security Agency (NSA). The NSA performs foreign intelligence missions for the U.S. government. Currently, the NSA is interested in recruiting speakers of ***Amharic, Arabic, Azeri, Baluchi, Dari, Dinka, Kurdish, Pashto, Persian-Farsi, Somali, Swahili, Tingrinya, Turkish, Uighur, Urdu, Punjabi, other central and South-Asian languages, and other languages of Sub-Saharan Africa***. Current linguistic employment opportunities with the NSA include working directly with the original written or

spoken language to determine the relevance of the intelligence collected, to analyze, and to put the information into context. Potential employees may be called upon to research and understand a culture in which a specific language is spoken. Again, such positions are potentially ideal for heritage language speakers, as applicants must be U.S. citizens and meet current security requirements.

RECOMMENDATIONS

The Task Force reached consensus on the following recommendations. While not in priority order, they are intended to suggest a range of feasible and cost-effective approaches for the State of Maryland to capitalize on the intellectual capital of its heritage communities. Implementing these recommendations will help immigrants and English-speakers to develop bi-literacy, match linguistic and cultural skills with job opportunities, and engage both heritage communities and English-speakers in collaborative efforts to promote an internationally competitive, linguistically competent, and interculturally effective state and nation.

RECOMMENDATION ONE

Establish a website for Maryland's heritage language programs.

POSSIBLE LEAD AGENCY: Governor's Office of Community Initiatives (GOCI)

RATIONALE

As evident in the testimony provided to the Town Hall Meeting and the responses in the survey, Maryland's heritage language program providers have no vehicle for communication or collaboration regarding common issues, including curriculum, instructional materials and materials, as well as questions about facilities and liability insurance. Almost one third of survey respondents asked that there be a link to existing resources for teaching their languages.

While the Task Force has gathered information on numerous heritage language programs in Maryland, a website could host an updated and expanded database. It could serve as a key communication resource between and among programs – as well as for families seeking heritage language services.

A link to the *Alliance for the Advancement of Heritage Languages* is a possible option for Maryland's heritage language webpage. Resources and information regarding heritage language development are already available on the website of this national organization. Other links may include *The Center for Applied Linguistics*, opportunities for language teacher training, materials for parent home schooling, and other websites that provide education materials in various languages.

RECONMMENDATION TWO

Support and promote the awarding of high school credit by exam for students who attend non-public heritage language schools in Maryland.

LEAD AGENCY: Maryland State Department of Education (MSDE)

RATIONALE

The findings of the Task Force and the testimony at the Town Hall Meeting confirm that there are numerous community-based heritage language programs already established in Maryland. The option to earn credit for proficiency rather than the number of hours spent in a classroom aligns with current trends in language education and responds to requests made by heritage language students and their parents. Additionally, the opportunity to earn credits towards graduation will serve as an incentive to participate in heritage language instruction and will address the concern expressed by heritage language program providers about motivating students to participate in weekend classes. Over one-third of survey respondents requested that high school language credits be an option for themselves and their children. The Task Force further recommends that students be encouraged to continue their language study beyond basic proficiency to advanced professional proficiency levels.

COMAR 13A.03.02.05 provides the option for local school systems to award credit by exam. The Task Force recommends that MSDE engage key stakeholders and world language experts to participate in a statewide validation of assessment(s) that would be available to local school systems to "assess student demonstration of local curricular objectives" as stated in COMAR. As there will be a cost associated with each assessment, payment procedures and/or funding sources should be investigated.

The resulting system that awards credit based upon proficiency scores on nationally-recognized assessments recommended by validation committess will reward students and Maryland's private and community heritage language programs that succeed.

RECOMMENDATION THREE

Offer additional preK – grade 12 world language programs in Maryland public schools where students have the opportunity to learn English while continuing to enhance their heritage language proficiency.

LEAD AGENCY: Maryland State Department of Education (MSDE)

RATIONALE

Although dual language programs are cost-effective and provide intensive language instruction for native English speakers and heritage speakers alike, there are only two such programs in Maryland. Additional dual language programs in Maryland have the potential of improving the achievement of English language learners and responding to parent requests for more elementary world language programs. The cognitive, affective, and social benefits of dual language programs are well documented in research.

The Task Force recommends a goal of creating at least 10 new dual language programs be established in Maryland public schools by 2012. To achieve that goal, we also recommend that MSDE provide research and factual information regarding dual language programs to local school systems. In addition, we recommend that the State of Maryland incentivize, recognize, and celebrate school systems that initiate dual language programs for heritage language speakers and English language learners.

Additionally, The Task Force recommends that MSDE explore online and distance delivery systems for heritage language courses in order to provide accessibility for heritage language speakers in smaller communities and flexibility for busy students and families.

RECOMMENDATION FOUR

Continue to expand teacher certification options for heritage language speakers.

LEAD AGENCY: Maryland State Department of Education (MSDE)

RATIONALE

A limiting factor in the growth of heritage language learning programs is the lack of highly qualified teachers. Several world language areas have been identified as critical shortage areas in the *Maryland Teacher Staffing Report, 2008-10*: Chinese, German, Italian, Japanese, Latin, and Spanish. MSDE has defined options for college-educated heritage speakers of Chinese and Italian to verify the content coursework required for certification. The Task Force recommends that this option be expanded to other language groups. We also recommend that MSDE and local colleges and universities expand collaboration to ensure that heritage speakers have access to Master of Arts in Teaching (MAT) and alternative preparation programs. Finally, we recommend that MSDE, colleges, and universities develop and disseminate a fact sheet for heritage speakers summarizing multiple pathways to teacher certification in Maryland.

RECOMMENDATION FIVE

Enhance library collections of children's literature in heritage languages.

LEAD AGENCY: Maryland State Department of Education (MSDE)

RATIONALE

Testimony at the Town Hall Meeting highlighted the lack of reading materials available to students and their families in their heritage language. The value of self-selected and free voluntary reading in the development of literacy in the heritage language has been demonstrated by numerous researchers. In first-language literacy, the presence of books in the home, parents reading to children, and encouraged reading for pleasure has been widely shown to correlate with proficient reading, extension of vocabulary, and other benefits to cognitive development and academic success.

The Task Force recommends that Maryland public and school libraries consult regional immigration and language data, review existing collections, and consider developing collections that provide a selection of children's print and electronic books in heritage languages represented in their communities.

RECOMMENDATION SIX

Provide affordable, accessible advanced English language classes for adult heritage language speakers.

POSSIBLE LEAD AGENCY: Maryland Higher Education Commission (MHEC)

RATIONALE

The Task Force found that immigrants in Maryland are among the nation's most highly educated. The majority of adult education ESOL (English for Speakers of Other Languages) programs typically focus on functional language literacy skills. There is a lack of classes for educated immigrants who strive to reach advanced English proficiency. Existing classes, including business writing, typically are filled to capacity with waiting lists; translation training programs are non-existent.

The Task Force recommends that the Maryland Higher Education Commission take the lead to work with adult education providers, community colleges, four-year colleges, and universities to identify gaps and make recommendations for a comprehensive plan to transition students from functional English language literacy to advanced professional English language proficiency. To meet the demand for employees who can function professionally in two or more languages, additional programs are needed. Online and/or distance-learning formats are potential cost-saving options that would also provide personalized flexible schedules for working adults.

RECOMMENDATION SEVEN

Increase access to heritage language programs for all Marylanders by exploring and sharing information on facilities for use by heritage language training programs.

POSSIBLE LEAD AGENCY: Governor's Office of Community Initiatives (GOCI)

RATIONALE

Many participants in the Town Hall meeting noted the expense of renting school and church facilities for language classes. Moreover, even when funding is available, availability of adequate facilities is a challenge. Another challenge is the need to pay liability insurance for

facility use. A central source of information on facilities would enable heritage language programs to focus on other resource needs.

RECOMMENDATION EIGHT

Compile and make available a list of employment opportunities in Maryland for heritage language speakers.

LEAD AGENCY: Department of Labor, Licensing, and Regulation (DLLR)

RATIONALE

The Task Force recognizes the importance of employment as both a goal and an incentive for the preservation of heritage languages and the expansion of heritage language learning programs. Data gathered by the Task Force reinforces the need for bilingual employees and translators in business, medical, legal, and government agencies. There is a significant need for low-density languages in all employment areas.

RECOMMENDATION NINE

Develop a *Language Roadmap* (strategic plan) for Maryland

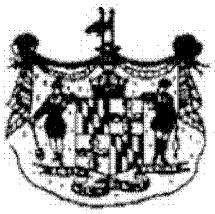
POSSIBLE LEAD AGENCY: Governor's Office of Community Initiatives (GOCI)

RATIONALE

In 2007, the National Security Education Program (NSEP) at the Department of Defense sponsored the *Roadmaps to Language Excellence* efforts in three states – Ohio, Oregon, and Texas. A follow-up to the February 2005 Report, *A Call to Action for National Foreign Language Capabilities,* the *Roadmaps* project emphasized systematic needs assessment of the demand for language skills and strategic planning to respond to these needs at the state level. Each of the states in the *Roadmaps* project received a major grant from NSEP to hold Language Summits, establish Language Roadmap Working Groups, and to design Language Roadmaps Reports.

Given the timeframe, scope, and lack of funding for Senate Bill 506 and House Bill 610 the Task Force recognized that this report would be preliminary in nature and recommends that Maryland explore federal, state, and corporate funding sources to engage state and local decision makers, the community, and business leaders in the development of a comprehensive plan (*Language Roadmap*) to coordinate and advocate for languages at the state level.

Appendix 1: Executive Order



The State of Maryland

Executive Department

EXECUTIVE ORDER
01.01.2008.18

The Maryland Council for New Americans
(Rescinds Executive Order 01.01.1996.18)

WHEREAS, Throughout our nation's history immigrants have made critical contributions to the overall economic, social, and political vitality of the State of Maryland;

WHEREAS, Many present day Marylanders are descendants of those who left foreign homelands for the promise of a better life in America;

WHEREAS, Maryland's immigrant population has grown significantly in recent years, now accounting for 12 percent of all Marylanders, compared to seven percent in 1990;

WHEREAS, Roughly 175,000 Marylanders are immigrants who are, or will soon be eligible to become American citizens. Increasing the pace of naturalization will allow them to fully participate in civic life and take advantage of the full array of available job opportunities;

WHEREAS, Learning English is critical to ensuring that foreign-born Marylanders can maximize their earning potential and help alleviate the State's labor shortages by participating in the workforce;

WHEREAS, A proactive policy for new Americans in Maryland will ensure our economic competitiveness by helping employers meet critical workforce needs and allowing foreign-born Marylanders to have a meaningful opportunity to succeed;

WHEREAS, Comprehensive federal reforms are needed to ensure that immigration occurs within a fair and legal framework that protects all workers, promotes permanent legal immigration, prioritizes enforcement, and ensures respect for the rule of law;

WHEREAS, A new federal immigration policy must require that new Americans register for legal status, learn English, and pay taxes;

WHEREAS, The federal government's failure to enact meaningful, comprehensive immigration reform has placed significant pressure upon state and local governments;

WHEREAS, Maryland faces chronic labor shortages in a number of critical industries;

WHEREAS, Immigrants living and working in Maryland are a vital component of Maryland's economic engine, tax base, and social and cultural fabric;

WHEREAS, Eighteen percent of federal, State, and local taxes paid by Marylanders come from immigrant households;

WHEREAS, Forty-three percent of immigrants working in Maryland have a college degree or higher, and one in five doctors and one in four scientists in Maryland are immigrants;

WHEREAS, Immigrants' access to mainstream financial services helps ensure the economic health of our State and promote the full-fledged participation of immigrants in community life; and

WHEREAS, A new Maryland Council for New Americans should be established to promote full immigrant integration into the economic and civic life of Maryland.

NOW, THEREFORE, I, MARTIN O'MALLEY, GOVERNOR OF THE STATE OF MARYLAND, BY VIRTUE OF THE AUTHORITY VESTED IN ME BY THE CONSTITUTION AND LAWS OF MARYLAND, HEREBY RESCIND EXECUTIVE ORDER 01.01.1996.18 AND PROCLAIM THE FOLLOWING EXECUTIVE ORDER, EFFECTIVE IMMEDIATELY:

A. There is a Maryland Council for New Americans (the "Council"). The Council shall be a partnership among the public, private, and civic sectors to promote full immigrant integration into the economic and civic life of Maryland.

B. Duties. The Council shall:

(1) Review and recommend new policies and practices to expedite immigrant integration into the economic and civic life of the State;

(2) Provide a Maryland Council for New Americans report and recommendations no later than nine months after the date of this Executive Order; and

(3) Perform any other duties that may be requested by the Governor.

C. Membership.

(1) The following members or their designees, shall be ex-officio members:

(a) The Secretary of the Department of Labor, Licensing and Regulation;

(b) The Secretary of the Department of Business and Economic Development;

(c) The Secretary of the Department of Planning;

(d) The Secretary of the Department of Human Resources;

(e) The Secretary of the Department of Housing and Community Development;

(f) The Executive Director of the Governor's Workforce Investment Board;

(g) The Executive Director of the Governor's Office of Community Initiatives;

(h) The Special Secretary of the Governor's Office of Minority Affairs;

(i) The Chair of the Maryland Commission on African American History and Culture; and

(j) The Chair of each of the commissions on ethnic affairs that the Governor has established, or establishes in the future, including but not limited to the Governor's Commission on Hispanic Affairs, the Governor's Commission on Asian Pacific American Affairs, the Governor's Commission on Indian Affairs, and the Governor's Commission on Middle Eastern American Affairs.

(2) The following members shall be appointed by the Governor, and shall serve at the pleasure of the Governor for up to two consecutive four year terms:

(a) One Maryland County Executive;

(b) One additional representative from county government;

(c) One representative from municipal government;

(d) Three representatives from nonprofit social service organizations that reflect the ethnic diversity of the State;

(e) Three representatives from private sector employers;

(f) Ten representatives from faith-based organizations and the clergy;

(g) One representative from higher education;

(h) One representative with expertise in adult education and language acquisition;

(k) One representative from the banking and financial services sector;

(l) One representative from the healthcare sector;

(m) One representative from organized labor;

(n) One representative from the small business sector;

(o) One representative from a national organization with expertise in demographic trends and public policy; and

(p) One representative from the philanthropic sector.

(3) The Speaker of the Maryland House of Delegates shall appoint two members from among the members of the House.

(4) The President of the Maryland Senate shall appoint two members from among the members of the Senate.

(5) Members of the Council may not receive any compensation for their services, but may be reimbursed for reasonable expenses incurred in the performance of their duties, in accordance with the Standard State Travel Regulations, and as provided in the State budget.

(6) In the event of a vacancy on the Commission, the Governor shall appoint a successor.

(7) State government representatives shall not constitute a majority of members.

D. Procedures.

(1) The Secretary of the Department of Labor, Licensing and Regulation and the County Executive member shall co-chair the Council.

(2) There shall be an Executive Committee of the Council, which shall consist of the Secretary of the Department of Business and Economic Development or the Secretary's designee; the Secretary of the Department of Planning or the Secretary's designee; the Executive Director of the Governor's Office of Community Initiatives or the Director's designee; and the Executive Director of the Governor's Workforce Investment Board or the Director's designee.

(3) The Council shall meet at the call of the Chairs.

(4) A majority of Council members shall constitute a quorum for the transaction of any business.

(5) The Council may adopt such other procedures and by-laws as may be necessary to ensure the orderly transaction of business.

E. Working Groups. In addition to any other groups the Council deems necessary to establish to accomplish its work, it shall establish the following working groups, which may include participants who are not Council members, to make recommendations to the Council to address specific challenges facing immigrants.

(1) Workforce Working Group. The Workforce Working Group will focus on helping to address the State's workforce shortage by examining credential transfer, training, and the attraction of key workers to create the region's most competitive workforce; examining the role of "One Stop" employment centers in streamlining the economic integration of new Americans; and identifying best practices that expedite English as a second language, both for children in the public school system and for working adults.

(2) Citizenship Working Group. The Citizenship Working Group will plan a broad, coordinated citizenship promotion and assistance program to naturalize Maryland's estimated 175,000 legal permanent residents who are eligible for naturalization at a faster pace.

(3) Governmental Access Working Group. The Governmental Access Working Group will focus on how to improve accessibility of State and local government services to new Americans. This will include an assessment of resources necessary for compliance with Limited English Proficiency (LEP) requirements; an assessment of the availability of vital documents in other languages; and identifying best practices at the county, community, and municipal levels. This group is also charged with developing specific government wide StateStat measures to track capacity to serve these communities.

(4) Financial Services Working Group. The Financial Services Working Group will examine strategies for increasing immigrants' access to mainstream financial services, stable homeownership, and family financial planning.

F. Operational Support. The Governor's Office of Community Initiatives and the Department of Labor, Licensing and Regulation shall provide publication, operational, and other support as needed to the Council.

G. The Maryland Office for New Americans within the Department of Human Resources is hereby renamed the Maryland Office for Refugees and Asylees. Its purpose is to administer Maryland's federally-funded refugee programs.

GIVEN Under My Hand and the Great Seal of the State of Maryland, in the City of Annapolis, this 3rd Day of December, 2008.

Martin O'Malley
Governor

ATTEST:

John P. McDonough
Secretary of State

Appendix 2: Additional Demographic Data

Maryland's foreign-born population is concentrated in the counties within the Baltimore-Washington metropolitan region, with some representation throughout the State.

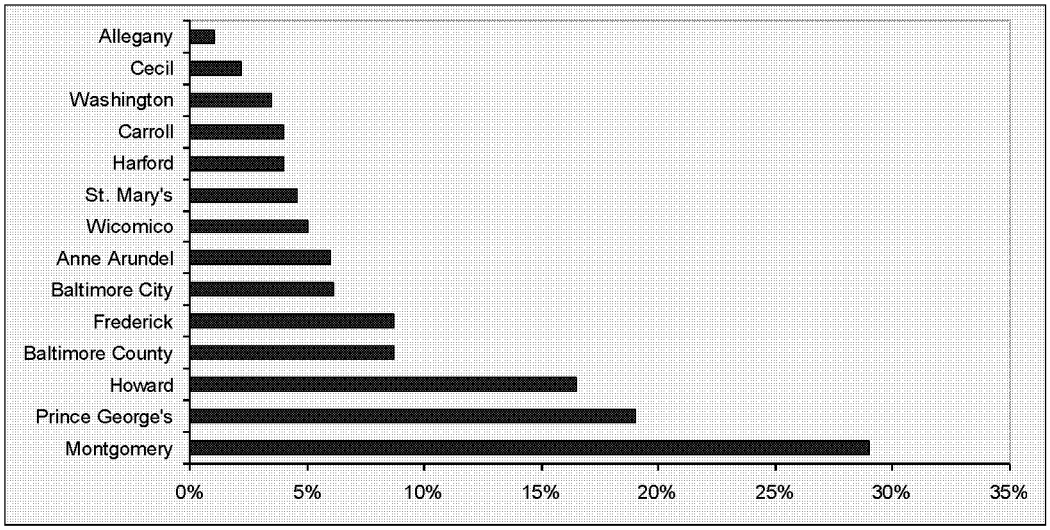


Figure 2-1: Maryland Foreign-born Distribution by County
Source: U.S. Census Bureau, 2006 American Community Survey

In 2006, 35.4% of Maryland's foreign-born population was born in Latin America, a lower percentage than for the U.S. generally.

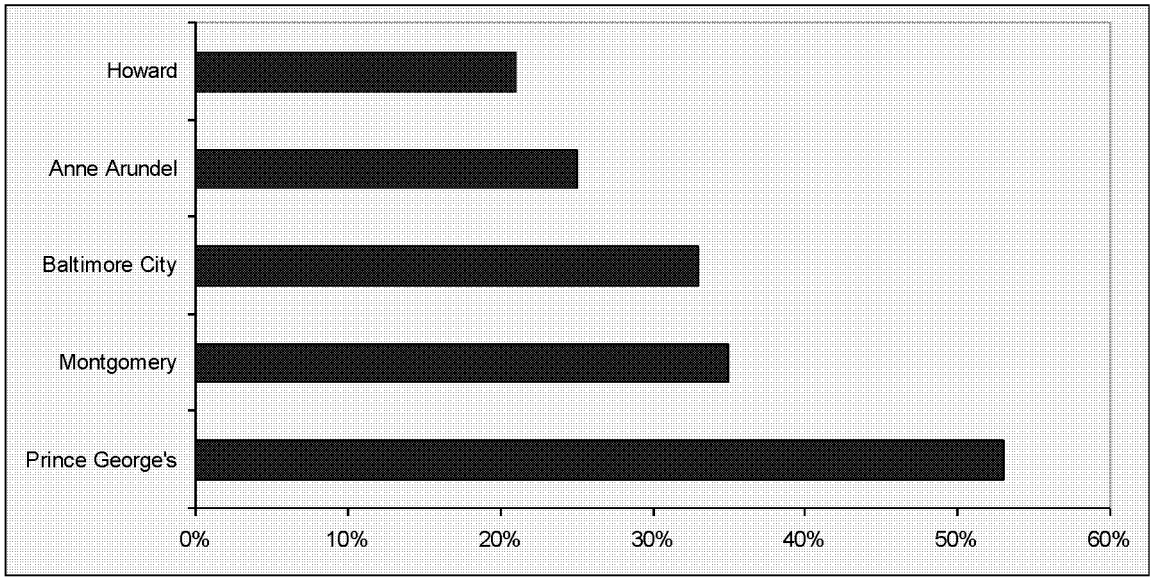


Figure 2.2: Percentage of Foreign-Born from Latin America (Top 5 Counties)
Source: U.S. Census Bureau, 2006 American Community Survey

In 2006, 33.7% of Maryland's foreign-born population was born in Asia, a higher percentage than for the nation at large.

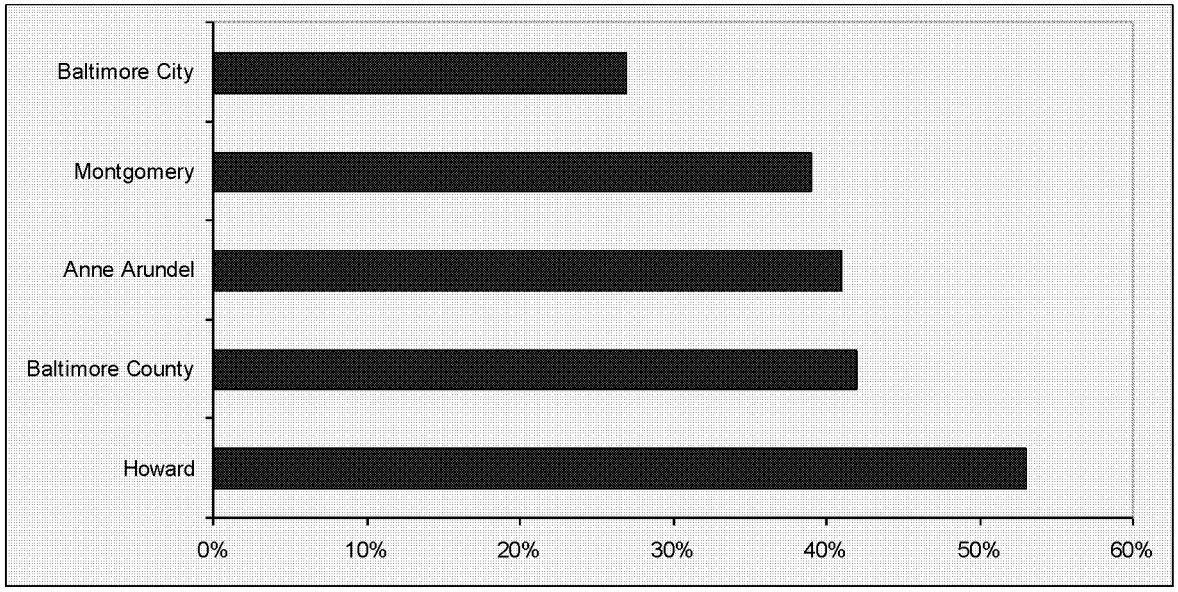


Figure 2.3: Percentage of Foreign-born from Asia (Top 5 Counties)

Source: U.S. Census Bureau, 2006 American Community Survey

In 2006, 12.8% of Maryland's foreign-born population was born in Europe.

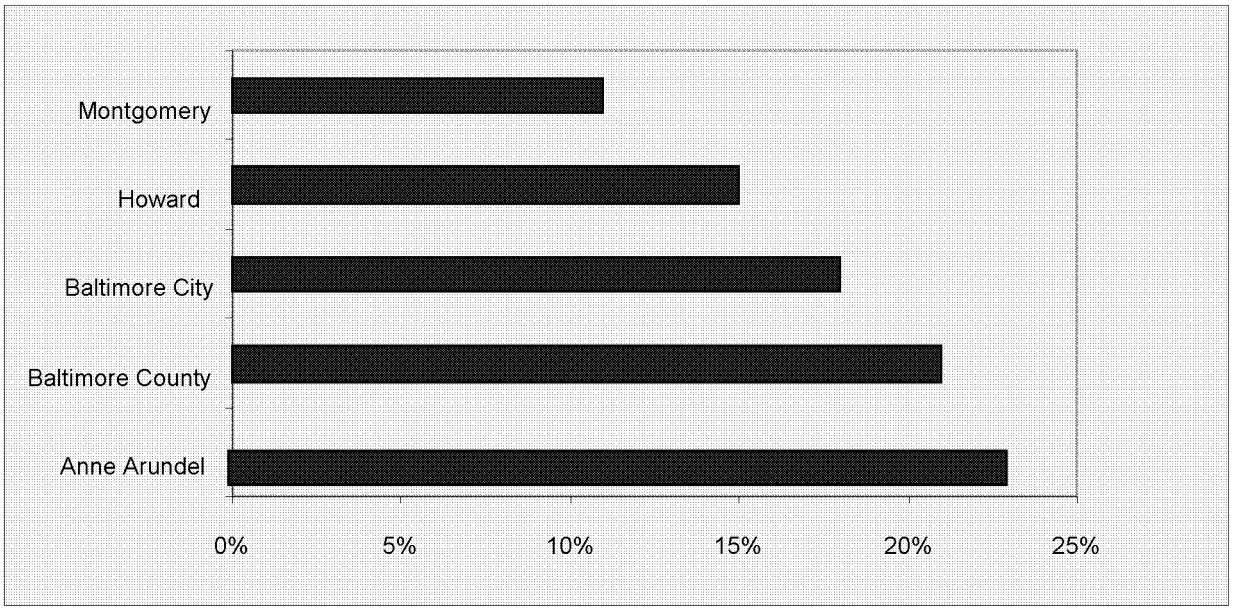


Figure 2.4: Percentage of Foreign-born from Europe (Top 5 Counties)

Source: U.S. Census Bureau, 2006 American Community Survey

Based on the language spoken at home, certain Heritage Language speakers were more likely to demonstrate limited English proficiency (LEP) than others.

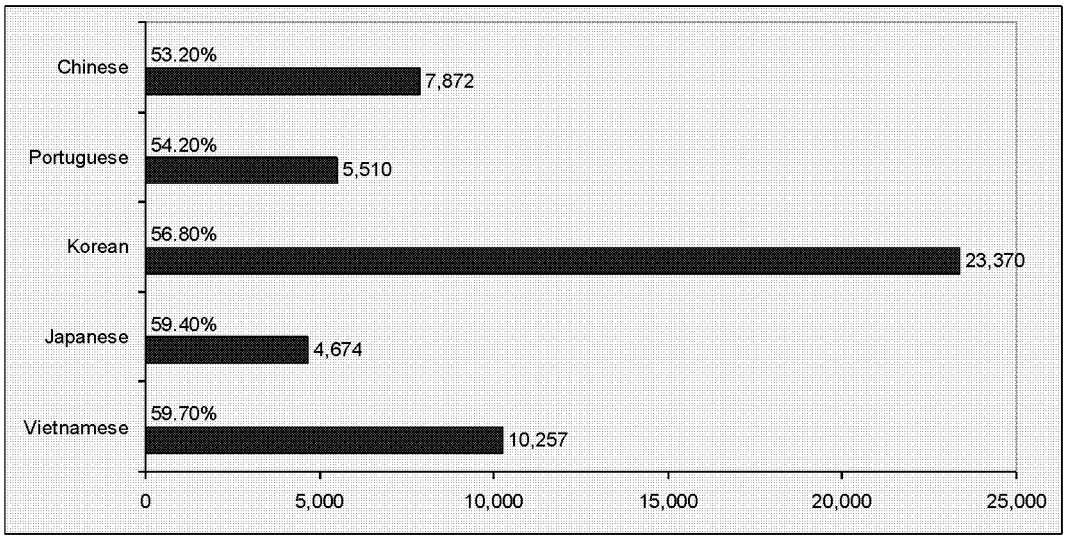


Figure 2.5: Languages with the highest percentage of LEP speakers

Source: Maryland Fact Sheet, http://www.migrationinfo.org/datahub/state2.cfm?ID=MD

Certain Heritage Language speakers were more likely to live in linguistic isolation than others based on language spoken at home. Linguistic isolation occurs in households in which no one over the age of 14 speaks English "very well" or speaks English "not at all." Three percent of Maryland households were linguistically isolated in 2006.

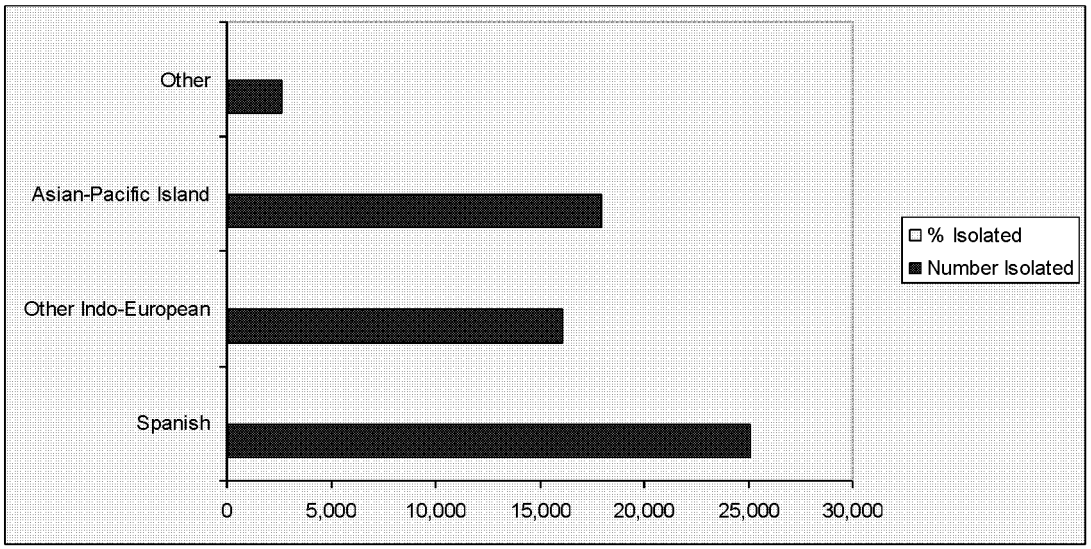


Figure 2.6: Language Isolation

Source: *Maryland Fact Sheet, http://www.migrationinfo.org/datahub/state2.cfm?ID=MD*

Language Groupings Defined:
Indo-European: French, Italian, Portuguese, German, Yiddish, Scandinavian languages, Greek, Russian, Polish, Armenian, Persian, Serbo-Croatian and other Slavic languages, Gujarati, Hindi, Urdu, etc. Asian and Pacific Island: Chinese, Japanese, Korean, Mon-Khmer/Cambodian, Miao/Hmong, Thai, Laotian, Vietnamese and Tagalog, etc. Other Languages: Native North American Languages, Hungarian, Arabic, Hebrew and African languages, etc.

Appendix 3: Languages Spoken by Survey Respondents

Survey Question 5: What language(s) did your mother, father, and/or other family members speak most at home when you were under 18? (Of the 446 respondents, some indicated multiple languages.)

Language	*Frequency*	*Percent*
Amharic	*10*	*2.2%*
Arabic	*4*	*0.9%*
Bafong	*1*	*0.2%*
Bafut	*1*	*0.2%*
Bagante	*2*	*0.4%*
Bakenery	*1*	*0.2%*
Bambara	*2*	*0.4%*
Bamileke	*1*	*0.2%*
Bamiske	*1*	*0.2%*
Bangangte	*1*	*0.2%*
Bassaa	*1*	*0.2%*
Bawga	*1*	*0.2%*
Bengali	*2*	*0.4%*
Bicol	*4*	*0.9%*
British English	*1*	*0.2%*
Chabacano	*1*	*0.2%*
Chinese	*7*	*1.6%*
Chinese - Cantonese	*3*	*0.7%*
Creole	*14*	*3.1%*
Dialect	*2*	*0.4%*
Edo	*2*	*0.4%*
English	*126*	*28.3%*
Ethiopia	*1*	*0.2%*
Ewe	*5*	*1.1%*
Feefee	*1*	*0.2%*
Filipino	*6*	*1.3%*
Flonggo	*1*	*0.2%*
French	*47*	*10.5%*
Ga	*2*	*0.4%*
Gamba	*1*	*0.2%*
German	*5*	*1.1%*
Gujarati	*3*	*0.7%*
Hebrew	*1*	*0.2%*
Hindi	*4*	*0.9%*
Hungarian	*1*	*0.2%*
Igbo	*9*	*2.0%*
Ilonggo	*2*	*0.4%*

Language	*Frequency*	*Percent*
Imam	*1*	*0.2%*
Italian	*2*	*0.4%*
Japanese	*1*	*0.2%*
Khemer	*1*	*0.2%*
Kinyarwanda	*1*	*0.2%*
Korean	*4*	*0.9%*
Krio/Kerio/Kero	*5*	*1.1%*
Limba	*1*	*0.2%*
Maghamo	*1*	*0.2%*
Malayitigna	*1*	*0.2%*
Mam	*1*	*0.2%*
Mandarin	*1*	*0.2%*
Mandingo	*3*	*0.7%*
Mankou dialect	*1*	*0.2%*
Marathi	*1*	*0.2%*
Mende	*1*	*0.2%*
Moba	*1*	*0.2%*
Native	*3*	*0.7%*
Nsenga	*1*	*0.2%*
Nso	*1*	*0.2%*
Oromo	*1*	*0.2%*
Pampango	*1*	*0.2%*
Pegin	*1*	*0.2%*
Persian	*1*	*0.2%*
Pigin English	*3*	*0.7%*
Polish	*2*	*0.4%*
Portuguese	*3*	*0.7%*
Pular	*1*	*0.2%*
Punjabi	*3*	*0.7%*
Pushto	*1*	*0.2%*
Rajastani	*1*	*0.2%*
Russian	*1*	*0.2%*
Serekule	*1*	*0.2%*
Somali	*1*	*0.2%*
Songhai	*1*	*0.2%*
Soussou	*1*	*0.2%*
Spanish	*138*	*30.9%*
Swahili	*1*	*0.2%*

Language	Frequency	Percent
Tagalog	32	7.2%
Taiwanese	2	0.4%
Tamil	2	0.4%
Telugu	1	0.2%
Temne	1	0.2%
Tigrinya	6	1.3%
Twi	2	0.4%
Urdu	4	0.9%

Language	Frequency	Percent
Urhobo	1	0.2%
Vietnamese	7	1.6%
Visaya	1	0.2%
Wollof	1	0.2%
Yemba	1	0.2%
Yoruba	15	3.4%
No Response	2	0.4%
Total	549	123.1%

Appendix 4: Town Hall Meeting

Task Force for the Preservation of Heritage Language Skills in Maryland
Town Hall Meeting Summary, 24 November, 2008
Howard High School Auditorium

Introduction by Catherine Ingold, Chair
Procedures for testimony presented by Colleen Seremet

Speakers:

1. **Professor Re Saravanabhavan, Howard University School of Education**. Professor Saravanabhavan represents the Tamil community through his affiliations with the - Federation of Tamil Sangams of Northern America and **TALENT**. His presentation and written testimony consisted of three parts: 1) The importance of the Tamil language and its speakers, literature, and people which are comprised of 77 million people worldwide. There are approximately 35,000 Tamil speakers in the United States, 5,000-7,000 of which live in the Washington Metropolitan area; 2) The importance of learning the mother tongue to heritage culture, as Tamil language represents the core of the identities of Tamil children, representing their values, culture, and traditions; 3) The critical need to develop language diversity in Maryland in order to maintain the competitive edge necessary to participate in the increasingly globalized business community.

2. **Kalpana Meiyappan, Tamil Community Member and Volunteer.** Through her oral presentation and written testimony, Ms. Meiyappan emphasized the strong connection between the Tamil language and the personal identities of its speakers. She described the language as a simple one that facilitates a sense of belonging for its people. Points to note included UNESCO's funding of a project that sought to identify, recover, and digitally restore thousands of ancient manuscripts written in the Tamil language, Tamil's recent classification as a Classical Language by the government of India, and its ancient history. Through the establishment of several organizations including TALENT, Inc. (a Tamil language program), the Tamil Literary Forum (hosted by Maryland scholars of the Tamil language), and the participation of Maryland residents in the American Tamil Medical Association (ATMA), the Tamil community in our State has been active in preserving its language and culture. Challenges for the global Tamil community include the battle to preserve their identity and freedom in conflicts in courtiers such as Sri Lanka, where their ancient roots are being challenged.

3. **Ivan Betancourt, Individual Speaker**. Mr. Betancourt is a bilingual naturalized citizen of Hispanic decent who voiced his reluctance to support legislation that would provide funding to heritage language organizations due to his belief that bilingual education should be conducted in the home. He cited his personal experience as a member of the bilingual community who is fluent in both oral and written forms of Spanish that learned the language at home from his family.

4. **Jonathan Wray, President of the Maryland Council for Teachers of Mathematics.** Mr. Wray is the father of mixed Chinese-American heritage children attending the Chinese Language School of Columbia (CLSC) and the husband of a native-born Chinese woman who immigrated to the United States when she was in the second grade. He emphasized that language proficiency is the most important component of participation in today's global society. He cited his wife's difficulty in acquiring an adequate amount of fluency in academic English upon her emigration. His testimony also stressed the importance of researching first language development in regards to second language acquisition. Although the CLSC is funded entirely by the parents of its students, there is no economic return, as the education system currently does not accept its Chinese instruction as academically sufficient for high school language requirements despite the high level of proficiency of students completing the program.

5. **Dr. Sankari Sivasailam, Doctor of Medicine and member of Tamil Education and Training (TALENT).** Dr. Sivasailam has two children raised bilingually and is a founder of TALENT. TALENT was created 6 years ago in the basements of Tamil speaking parents with backgrounds in education. One year ago, TALENT was formally founded and is now comprised of a student body consisting of fifty students. TALENT holds classes at the Howard County Library twice a month between September and May, and provides Tamil culture and language instruction to students aged 4-16 at no charge to its attendees. Children perform songs, plays, dances, and recite poetry in Tamil to their parents as part of the TALENT curriculum. The ultimate goal of TALENT is to establish Tamil as a course offering in Howard County Public schools, but they face several challenges including space limitations, the acquisition of a $1 million liability policy, and training of teachers.

6. **Emily Lee, Principal, Chinese Language School of Columbia.** Ms. Lee provided testimony outlining the role of the CLSC, its history, and challenges faced by the school. The CLSC seeks to preserve the Chinese language and heritage, as well as to provide an environment in which Chinese culture and heritage can be learned by both Chinese and non-Chinese heritage

families. The CLSC has been serving the Howard County community for 34 years, and is comprised of 130 to 170 students. Challenges faced by the CLSC include space limitations, lack of funding, and lack of standardized tests in public schools to recognize students' language study. Ms. Lee recommends the establishment of statewide funding to foster heritage school expansion, a fast track to certification for experienced teachers, and the standardization of language skills tests to promote learning on behalf of heritage students.

7. **Wei-Chuan Liu, Chinese Language School of Columbia/Teacher of Mathematics and Chinese in Howard County Public School System.** Ms. Liu teaches math and Chinese at Wilde Lake High School. In her testimony, she points out that while the Howard County School system has 12 high schools, Chinese language classes are only offered in four of them. Three teachers in a total of six classes teach Chinese courses in these four schools. Challenges include the lack of 9th graders interested in taking Chinese because they don't want to switch their foreign language to Chinese, and the language is not promoted to incoming freshmen. There is also a lack of resources for teaching Chinese as a foreign language. She also recommends that students be granted academic credit for heritage courses.

8. **Urmi Holz, Bengali Class, Kali Temple.** Ms. Holz is an organizer for the Bengali Sunday school at the Kali Temple in Burtonsville, Maryland. She references Bengali's rich tradition and history. She point out that during her time working at the Department of Defense as a mathematician, she has been asked to do several translations although she has no formal training. The Bengali School at the Kali Temple currently has about forty students broken down into four levels of proficiency. The teachers are volunteers, and students are members of the first, second, and third generation of their families living in the U.S. Ms. Holz fears that without adequate support on behalf of the State of Maryland, most of the students at the Bengali School will lose their language by the fourth or fifth generation.

9. **Matthew Lee, Korean School in Howard County.** Mr. Lee points out that language and business are always connected, and that in order to maintain its competitive edge in the business world, it is critical that Maryland take advantage of its rich language resources. The Korean Association of which he is a member is comprised of 14 chapters with 1000 schools in 50 states. The Maryland/D.C. chapter has 80 schools with 800 teachers. He suggests that heritage schools should non-denominational. An e-newsletter is available at www.waks.org .

10. **Kevin Zhang, Chairman, Howard County Chinese School**. The HCCS was established in 1998, and is a Maryland registered 501(c) 3. The HCCS currently instructs about 450 students

using a simplified character system. The HCCS is the largest Chinese school in Howard County with an outreach of more than 1000 families in the Howard County area, and is currently experiencing growth. Challenges for the HCCS include designing a standardized curriculum, providing qualified teachers for instruction, and the acquisition of adequate course materials.

11. **Ken Aldrich, Howard County Resident.** Mr. Aldrich opposes any proposed legislation that would cost the taxpayers. He feels that any expansion of foreign language education in Maryland would be too expensive in today's economic climate.

12. **Viviana Cruz, Bethesda International School.** BIS was founded by Ms. Cruz and a group of dedicated parents in 2001. The school's goal is to serve as a linguistic link between students and their heritage. Within the school's population of 70 students, more than 30 countries are represented. Challenges faced by BIS include challenges acquiring adequate funding, finding qualified Spanish teachers willing to work on Saturdays, and the advertisement of the school itself.

13. **Dinny Li, Hope Chinese School.** Ms. Li left China at age 13, and is proud of the fact that she is still capable of speaking and writing fluently in Chinese. The Hope Chinese School was established in 1993. It has a current enrollment of about 4000 students in Maryland and Virginia. The school provides instruction for children aged 4-17, and instructs students of all cultural backgrounds. HCS emphasizes instruction of the Chinese work ethic, and its curriculum has recently been approved by Montgomery County Public Schools as adequate foreign language coursework. The HCS is currently struggling with space limitations and being able to deal with the increasing costs of course materials.

14. **He Huang, American Chinese School**. The ACS currently has an enrollment of 450 students with increasing demand for classes. They focus on teaching Chinese culture and making learning fun. The school also provides English writing classes for adults at no charge. Challenges currently faced by the ACS include the cost of facility rental, and the fact that the school will have no place to meet after Thanksgiving due to the loss of its current facility.

15. **Ellen Dan, adoptive parent of two Chinese children, wife of Chinese American.** Mrs. Dan's children attend the Chinese Language School of Columbia. She is happy that her children had the opportunity to learn Chinese, and feels it is an important part of their culture as adopted children. As a Caucasian parent, she represents another face in the CLSC organization.

16. **George Ego-Osuala, OOPU (Nigerian Oranization).** There are 150 million Nigerians worldwide that speak 54 dialects of three different languages. The number of Nigerians in Maryland is increasing, and most belong to the Igbo and Yoruba language families. Nigerians are known for international relations, commerce, and their vast resources. Mr. Ego-Osuala feels that the preservation of Nigerian languages would improve the State of Maryland's economy.

17. **Cosmos Nwokeafor, Assistant Provost at Bowie State University, OOPU**. Mr. Nwokeafor discusses the challenges faced by Nigerian language preservation efforts. They include inadequate funding and resources, the location of a learning environment that facilitates learning, and providing a place where Igbo speakers can use their linage to interact. Mr. Nwokeafor stresses that the desire to learn Igbo exists, but that there are no resources available to make that happen.

18. **Nizar Abdelsalm, Sudanese American Community Development Organization**. Mr. Abdelsalm represents the Sudanese School in Montgomery County. He discusses the increasing number of Sudanese residents in Maryland. The focus of the Sudanese School is teaching children global cultural skills so they can be better, more useful world citizens. He points out the cognitive and academic advantages gained by bilingualism, and stresses the importance of heritage languages to the business community. The Sudanese School runs September through May and is taught by teachers, parents, and language professionals. They face challenges surrounding curriculum design and the training of qualified instructors.

19. **Tatyana Baytler, Russian Maryland Cultural Center.** Ms. Baytler begins by pointing out that she finds it confusing that more people don't speak several languages in the U.S. because multilingualism is a part of life in Russia. She would like to see an increased selection of Russian literature in the public libraries so that her children could become literate in their heritage language. She believes that training teachers is too expensive, which is reflected in the lack of linguistic professionals with backgrounds in Russian. She requested funding.

20. **Raza Hasan, Pakhtoon Community Association.** Mr. Hasan is a Pashto language speaker, and a native of Pakistan. He came to this country on a student visa with an emphasis on English. He is now a successful IT professional. Mr. Hasan recently became involved in his heritage language because he believes that it is important to be multilingual to remain competitive in the business world. He points out that every organization in attendance is under resourced, and stresses the importance of bridging gaps between heritage communities in order to pool resources.

21. **Arvinder Goomer, Kaur Foundation.** The Kaur Foundation was created by Sikh parents. The foundation supports a Punjabi language school in Silver Spring, Maryland with a student body of about 110. Ms. Goomer stresses that a loss of language diversity within Maryland represents a loss of ability to adapt within all communities.

22. **Edwin Udenkwo, Nwannedinamba (Nigeria) Association.** Mr. Udenkwo supports the inclusion of African languages in any legislation created by the Task Force's report. He points out that the changing demographic in Maryland represents a need to expand the number of languages taught in schools. He supports and commends the work of the Task Force.

23. **Hindi Organization representative.** The Washington Metro Area includes 170,000 speakers of Hindi. Worldwide, Hindi is spoken by millions of people. Hindi should be taught in schools and be standardized according to the testimony of this representative.

24. **This speaker recommended that more Marylanders study Sanskrit**, as it is the language of math and science. He believes that teaching Sanskrit will improve the mathematic proficiency of students in Marylanders. The speaker stressed that by not teaching Sanskrit, Maryland is losing an important resource.

25. **Dr. Kamala Edwards, Indian American Leadership Council, Indian American Commission of Maryland**. Dr. Edwards stresses the importance of teaching Asian Indian heritage languages in Maryland classrooms. She points out the need of a national body to train teachers and produce resources for teaching Asian Indian languages.

26. **Steve Weissberg, Resident of Howard County.** Mr. Weissberg first points out his love of world languages, and then presents his concern of the almost universal request for funding on behalf of most organizations in attendance. He hopes that any action taken by the task force will take into account the current economic climate in Maryland, and hopes more non-affiliated individuals will share their voice. He believes that granting funding to one organization will mean granting funding to all of them. Mr. Weissberg believes a process to select languages that will receive funding will be discriminatory and difficult.

27. **Mr. Laur Onyekwere, Aka Ikenga (Nigeria) Association.** This speaker points out that one third of the total Nigerian population (150 million) speaks Igbo. He wishes to continue the study of culture and tradition, and wants to receive updates from the task force.

28. **Faiz Agarib, Sudanese American Community Development Organization.** Mr. Agarib points out the size of the Sudanese community in the D.C. area (20,000 people) and points out the importance of teaching heritage languages in the home. The official language of Sudan is Arabic, and Mr. Agarib would like to see that taught in Maryland schools.

30. **Raymond Ihegbe, Prince George's County Resident.** Mr. Ihegbe is an Igbo speaker who desires to see his language included in the final report from the task force.

31. **This speaker is a member of the Arabic community**. He prays in Arabic and believes it is critical that speakers of his language continue its study in order to continue praying in the language. He believes that Marylanders desire to do business with Arabic speakers, which means they must learn Arabic. He feels that Arabic speakers would be much more willing to spend money if they were addressed in their own language.

Wrap up on behalf of Task Force; information on Heritage Language Alliance by Ana María Schwartz.

13A.07.06.01

.01 Program Approval.

A. The process for the approval of programs that prepare professionally certified personnel shall include the use of State-approved standards. The Maryland State Department of Education (MSDE) shall approve standards that are performance based, reflect contemporary thinking, and are supported by research, best practice, and expert opinion. These may include the standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC), or standards developed and validated by other national organizations or by the MSDE. All Maryland-approved programs for teacher certification and reading certification shall also include reading courses for certification in early childhood, elementary, secondary, N-----12, and generic special education (all levels) under COMAR 13A.12.01.08A(5)(a)-----(c).

B. Program reviews shall be conducted on a regular basis and shall include the deliberations and consensus of teams of school-based and institutions of higher education-based professionals with expertise in the program areas being reviewed.

C. Team findings from program reviews shall be communicated in writing to the Assistant State Superintendent for Certification and Accreditation. The Assistant Superintendent shall make written recommendations to the State Superintendent of Schools for the continuation, modification, or discontinuation of Maryland programs to prepare professionally certified personnel. The State Superintendent of Schools shall communicate the final decision in writing to the institution of higher education, school system, or partnership offering the program.

2009-2010 IHE	County in Maryland	*School*
Bowie State University	Anne Arundel County	***Crofton Meadows***
Bowie State University	Charles Charles	***Dr. Mudd Elementary School***
Bowie State University	Prince George's County	***Tulip Grove***
Bowie State University	Prince George's County	***Bowie High School***
Bowie State University	Prince George's County	***Chapel Forge EC Center***
Bowie State University	Prince George's County	***H. Winship Wheatley Early***
Bowie State University	Prince George's County	***Oaklands Elementary***
Bowie State University	Prince George's County	***Marlton Elementary***
Bowie State University	Prince George's County	***Northview Elementary***
Bowie State University	Prince George's County	***C. E. Reig***
Bowie State University	Prince George's County	***Vansville Elementary School***
College of Notre Dame of MD	Anne Arundel County	***Arnold ES***
College of Notre Dame of MD	Anne Arundel County	***Belvedere ES***
College of Notre Dame of MD	Anne Arundel County	***Lothian ES***
College of Notre Dame of MD	Anne Arundel County	***Severn River MS***
College of Notre Dame of MD	Anne Arundel County	***Broadneck HS***
College of Notre Dame of MD	Baltimore County	***Baltimore Highlands ES***
College of Notre Dame of MD	Baltimore County	***Hillcrest ES***
College of Notre Dame of MD	Baltimore County	***Johnnycake ES***
College of Notre Dame of MD	Baltimore County	***Stemmers Run MS***
College of Notre Dame of MD	Baltimore County	***Kenwood HS***
College of Notre Dame of MD	Baltimore City	***Furley ES***
College of Notre Dame of MD	Baltimore City	***Lakeland Elementary/Middle***
College of Notre Dame of MD	Baltimore City	***Medfield Heights ES***
College of Notre Dame of MD	Baltimore City	***Thomas Jefferson***
College of Notre Dame of MD	Baltimore City	***Woodhome Elementary***
College of Notre Dame of MD	Harford County	***Church Creek ES***
College of Notre Dame of MD	Harford County	***Churchville ES***
College of Notre Dame of MD	Harford County	***Forest Hill ES***
College of Notre Dame of MD	Harford County	***Forest Lakes ES***
College of Notre Dame of MD	Harford County	***G. Lisby at Hillsdale***
College of Notre Dame of MD	Harford County	***Royce-Williams***
College of Notre Dame of MD	Harford County	***Aberdeen HS***
Coppin State University	Baltimore City	***Ashburton Elementary Middle Schoo***
Coppin State University	Baltimore City	***Rosemont Elementary/Middle Schoo***
Coppin State University	Baltimore City	***Coppin Academy***
Coppin State University	Baltimore City	***Robert W. Coleman Elementary***
Coppin State University	Baltimore City	***Gwynns Falls Elementary***
Coppin State University	Baltimore City	***John Eager Howard Elementary***
Frostburg State University	Allegany County	***Allegany High School***
Frostburg State University	Allegany County	***Beall Elementary School***
Frostburg State University	Allegany County	***Bel Air Elementary School***
Frostburg State University	Allegany County	***Cash Valley Elementary School***
Frostburg State University	Allegany County	***Cresaptown Elementary School***
Frostburg State University	Allegany County	***Fort Hill High School***
Frostburg State University	Allegany County	***John Humbird Elementary School***

Frostburg State University	Allegany County	***Mountain Ridge High School***
Frostburg State University	Allegany County	***Mount Savage Elementary/Middle***
Frostburg State University	Allegany County	***South Penn Elementary School***
Frostburg State University	Allegany County	***Washington Middle School***
Frostburg State University	Frederick County	***Middletown Elementary School***
Frostburg State University	Frederick County	***Middletown High School***
Frostburg State University	Frederick County	***Middletown Primary***
Frostburg State University	Frederick County	***Wolfsville Elementary School***
Frostburg State University	Garrett County	***Grantsville***
Frostburg State University	Mineral County WV	***Frankfort Middle School***
Frostburg State University	Mineral County WV	***Keyser Primary/Middle School***
Frostburg State University	Somerset PA	***Meyersdale Elementary/Middle Scho***
Frostburg State University	Washington County	***Bester Elementary School***
Frostburg State University	Washington County	***E. Russell Hicks***
Frostburg State University	Washington County	***Lincolnshire Elementary School***
Frostburg State University	Washington County	***Rockland Woods Elementary School***
Frostburg State University	Washington County	***South High School***
Goucher College	Anne Arundel County	***Brooklyn Park Elementary School***
Goucher College	Anne Arundel County	***Glen Burnie High School***
Goucher College	Anne Arundel County	***Linthicum Elementary School***
Goucher College	Anne Arundel County	***Overlook Elementary School***
Goucher College	Anne Arundel County	***Odenton Elementary School***
Goucher College	Anne Arundel County	***Corkran Middle School***
Goucher College	Baltimore City	***Roland Park Elementary/Middle Scho***
Goucher College	Baltimore County	***Wellwood Elementary School***
Goucher College	Baltimore County	***Winand Elementary School***
Goucher College	Baltimore County	***Patapsco High School***
Hood College	Frederick County	***Kemptown***
Hood College	Frederick County	***Green Valley Elementary***
Hood College	Frederick County	***Urbana Elementary School***
Hood College	Frederick County	***Walkersville Elementary***
Hood College	Frederick County	***Valley Elementary***
Hood College	Frederick County	***North Frederick Elementary***
Hood College	Frederick County	***Urbana High School***
Hood College	Frederick County	***TJHS***
Hood College	Frederick County	***Walkersville High School***
Hood College	Frederick County	***Walkersville Middle School***
Hood College	Frederick County	***Windsor Knolls Middle School***
Hood College	Frederick County	***Thomas Johnson Middle School***
Johns Hopkins University	Howard County	***Gorman Crossing Elementary Schoo***
Johns Hopkins University	Howard County	***Oakland Mills High School***
Johns Hopkins University	Howard County	***Oakland Mills Middle School***
Johns Hopkins University	Howard County	***Pointers Run Elementary School***
Johns Hopkins University	Montgomery County	***Albert Einstein High School***
Johns Hopkins University	Montgomery County	***James H. Blake High School***
Johns Hopkins University	Montgomery County	***Gaithersburg High School***
Johns Hopkins University	Montgomery County	***John F. Kennedy High School***

Johns Hopkins University	Montgomery County	***Bonnie Branch Middle School***
Loyola University	Anne Arundel County	***Northeast High School***
Loyola University	Anne Arundel County	***Solley Elementary School***
Loyola University	Baltimore City	***Guilford Elementary School***
Loyola University	Baltimore County	***Chadwick Elementary School***
Loyola University	Baltimore County	***Elmwood Elementary School***
Loyola University	Baltimore County	***Franklin Middle School***
Loyola University	Baltimore County	***Lansdowne Middle School***
Loyola University	Baltimore County	***Loch Raven High School***
Loyola University	Howard County	***Overlea High & Academy of Finance***
Loyola University	Baltimore County	***Pine Grove Elementary School***
Loyola University	Howard County	***Pleasant Plains Elementary School***
Loyola University	Howard County	***Atholton Elementary School***
Loyola University	Howard County	***Bollman Bridge Elementary School***
Loyola University	Howard County	***Mt. View Middle School***
McDaniel College	Howard County	***Franklin Elementary School***
McDaniel College	Carroll County	***Eldersburg Elementary School***
McDaniel College	Carroll County	***Linton Springs Elementary School***
McDaniel College	Carroll County	***Robert Moton Elementary School***
McDaniel College	Carroll County	***Sandymount Elementary School***
McDaniel College	Carroll County	***William Winchester Elementary Scho***
McDaniel College	Carroll County	***Winfield Elementary School***
McDaniel College	Carroll County	***Mt. Airy Middle School***
McDaniel College	Carroll County	***New Windsor Middle School***
McDaniel College	Carroll County	***Northwest Middle School***
McDaniel College	Carroll County	***North Carroll Middle School***
McDaniel College	Carroll County	***Shiloh Middle School***
McDaniel College	Carroll County	***Century High School***
McDaniel College	Carroll County	***Francis Scott Key High School***
McDaniel College	Carroll County	***North Carroll High School***
McDaniel College	Carroll County	***South Carroll High School***
McDaniel College	Carroll County	***Cranberry Station Elementary Schoo***
Morgan State University	Anne Arundel County	***Hebron-Harmon Elementary School***
Morgan State University	Baltimore City	***Northwood Elementary School***
Morgan State University	Baltimore City	***Arlington Elementary School***
Morgan State University	Baltimore City	***Govans Elementary School***
Morgan State University	Baltimore County	***Milford Mill Academy***
Morgan State University	Baltimore County	***Woodmoor Elementary School***
Mt. St. Mary's University	Frederick County	***Ballenger Creek Elementary School***
Mt. St. Mary's University	Frederick County	***Ballenger Creek Middle School***
Mt. St. Mary's University	Frederick County	***Crestwood Middle School***
Mt. St. Mary's University	Frederick County	***Deer Crossing Elementary School***
Mt. St. Mary's University	Frederick County	***Emmitsburg Elementary School***
Mt. St. Mary's University	Frederick County	***Frederick High School***
Mt. St. Mary's University	Frederick County	***Lewistown Elementary School***
Mt. St. Mary's University	Frederick County	***Liberty Elementary School***
Mt. St. Mary's University	Frederick County	***Linganore***

Mt. St. Mary's University	Frederick County	***New Market Elementary School***
Mt. St. Mary's University	Frederick County	***New Market Middle School***
Mt. St. Mary's University	Frederick County	***St. John Regional Catholic School***
Mt. St. Mary's University	Frederick County	***Thurmont Elementary School***
Mt. St. Mary's University	Frederick County	***Thurmont Primary School***
Mt. St. Mary's University	Frederick County	***Tuscarora Elementary School***
Mt. St. Mary's University	Frederick County	***Tuscarora High School***
Mt. St. Mary's University	Frederick County	***Waverly Elementary School***
Mt. St. Mary's University	Frederick County	***West Frederick Middle School***
Salisbury University	Anne Arundel County	***Piney Orchard ES***
Salisbury University	Caroline County	***Denton ES***
Salisbury University	Dorchester County	***Choptank ES***
Salisbury University	Dorchester County	***Sandy Hill ES***
Salisbury University	Somerset County	***Princess Anne ES***
Salisbury University	Somerset County	***Greenwood ES***
Salisbury University	Talbot County	***Easton ES***
Salisbury University	Wicomico County	***Beaver Run ES***
Salisbury University	Wicomico County	***Willards ES***
Salisbury University	Wicomico County	***Charles Chapman ES***
Salisbury University	Wicomico County	***Glen Avenue ES***
Salisbury University	Wicomico County	***Delmar ES***
Salisbury University	Wicomico County	***North Salisbury ES***
Salisbury University	Wicomico County	***East Salisbury ES***
Salisbury University	Wicomico County	***Fruitland Primary School***
Salisbury University	Wicomico County	***Fruitland Intermediate School***
Salisbury University	Wicomico County	***Pinchurst ES***
Salisbury University	Wicomico County	***Pittsville ES***
Salisbury University	Wicomico County	***Prince Street ES***
Salisbury University	Wicomico County	***Bennett MS***
Salisbury University	Wicomico County	***Salisbury MS***
Salisbury University	Wicomico County	***Wicomico MS***
Salisbury University	Wicomico County	***James M. Bennett HS***
Salisbury University	Wicomico County	***Mardela Middle/High School***
Salisbury University	Wicomico County	***Wicomico HS***
Salisbury University	Wicomico County	***Parkside HS***
Salisbury University	Wicomico County	***Berlin Intermediate School***
Salisbury University	Wicomico County	***Buckingham ES***
Salisbury University	Wicomico County	***Showell ES***
Salisbury University	Wicomico County	***Snow Hill ES***
Salisbury University	Wicomico County	***Snow Hill MS***
Salisbury University	Wicomico County	***Snow Hill HS***
Salisbury University	Wicomico County	***Stephen Decatur MS***
Salisbury University	Wicomico County	***Stephen Decatur HS***
St. Mary's College of Maryland	St. Mary's County	***Leonardtown ES***
St. Mary's College of Maryland	St. Mary's County	***Hollywood ES***
St. Mary's College of Maryland	St. Mary's County	***Green Holly ES***
St. Mary's College of Maryland	St. Mary's County	***Spring Ridge MS***

St. Mary's College of Maryland	St. Mary's County	***Leonardtown MS***
St. Mary's College of Maryland	St. Mary's County	***Great Mills HS***
Stevenson University	Baltimore County	***Bedford ES***
Stevenson University	Baltimore County	***Berkshire ES***
Stevenson University	Baltimore County	***Cedarmere ES***
Stevenson University	Baltimore County	***The Chatsworth School***
Stevenson University	Baltimore County	***Essex ES***
Stevenson University	Baltimore County	***Perry Hall ES***
Stevenson University	Baltimore County	***Sparks ES***
Stevenson University	Carroll County	***Carrolltowne ES***
Stevenson University	Carroll County	***Mechanicsville ES***
Stevenson University	Harford County	***Homestead-Wakefield ES***
Towson University	Anne Arundel County	***Ferndale EEC***
Towson University	Anne Arundel County	***North Glen Elementary School***
Towson University	Anne Arundel County	***George T. Cromwell ES***
Towson University	Anne Arundel County	***Park Elementary School***
Towson University	Anne Arundel County	***Hilltop Elementary***
Towson University	Anne Arundel County	***Richard Henry Lee Elementary***
Towson University	Anne Arundel County	***High Point***
Towson University	Anne Arundel County	***Sunset***
Towson University	Anne Arundel County	***Brooklyn Park Middle School***
Towson University	Anne Arundel County	***North County High School***
Towson University	Anne Arundel County	***Lindale Middle School***
Towson University	Anne Arundel County	***Jessup***
Towson University	Anne Arundel County	***Maryland City***
Towson University	Anne Arundel County	***Marley Elementary***
Towson University	Anne Arundel County	***Glendale Elementary***
Towson University	Baltimore City	***Thomas Johnson***
Towson University	Baltimore City	***Patapsco Elementary/Middle***
Towson University	Baltimore County	***Eastern Technical High School***
Towson University	Baltimore County	***Parkville Middle School***
Towson University	Baltimore County	***Perry Hall High School***
Towson University	Baltimore County	***Ridgely Middle School***
Towson University	Baltimore County	***Parkville High School***
Towson University	Baltimore County	***Pine Grove Middle School***
Towson University	Baltimore County	***Owings Mill High School***
Towson University	Baltimore County	***Perry Hall Middle School***
Towson University	Baltimore County	***Padonia International School***
Towson University	Baltimore County	***Charlesmont***
Towson University	Baltimore County	***Logan***
Towson University	Baltimore County	***Oliver Beach***
Towson University	Baltimore County	***Edgemere***
Towson University	Baltimore County	***Glenmar***
Towson University	Baltimore County	***Westowne Elementary***
Towson University	Baltimore County	***Woodbridge Elementary***
Towson University	Baltimore County	***Reisterstown***
Towson University	Baltimore County	***Campfield ELC***

Towson University	Baltimore County	***Hernwood Elementary School***
Towson University	Baltimore County	***Catonsville Elementary School***
Towson University	Baltimore County	***Catonsville Middle School***
Towson University	Baltimore County	***Scotts Branch Elementary School***
Towson University	Baltimore County	***Westchester Elementary School***
Towson University	Baltimore County	***Joppa View***
Towson University	Baltimore County	***Shady Spring***
Towson University	Baltimore County	***Owings Mills Elementary***
Towson University	Baltimore County	***Woodholme Elementary***
Towson University	Baltimore County	***McCormick ES***
Towson University	Baltimore County	***Mars Estates***
Towson University	Baltimore County	***Grange***
Towson University	Baltimore County	***Chase***
Towson University	Baltimore County	***Hawthorne***
Towson University	Baltimore County	***Middlesex***
Towson University	Baltimore County	***Sussex***
Towson University	Baltimore County	***Bear Creek***
Towson University	Baltimore County	***Halethorpe***
Towson University	Calvert County	***Plum Point Elementary***
Towson University	Carroll County	***Oklahoma Road Middle***
Towson University	Carroll County	***Westminister West Middle***
Towson University	Carroll County	***Liberty High School***
Towson University	Carroll County	***Winters Mill High***
Towson University	Cecil County	***Bainbridge ES***
Towson University	Charles County	***Eva B. Turner***
Towson University	Charles County	***J. P. Ryon***
Towson University	Harford County	***Bel Air Elementary***
Towson University	Harford County	***Joppatowne Elementary***
Towson University	Harford County	***Bel Air High School***
Towson University	Harford County	***Bel Air Middle School***
Towson University	Harford County	***Edgewood***
Towson University	Harford County	***Ring Factory Elementary***
Towson University	Harford County	***Wm Paca/Old Post Rd Elementary***
Towson University	Harford County	***Youth's Benefit Elementary***
Towson University	Harford County	***Hickory***
Towson University	Harford County	***Harve de Grace ES***
Towson University	Harford County	***Meadowvale ES***
Towson University	Harford County	***Magnolia***
Towson University	Harford County	***Prospect Mill***
Towson University	Howard County	***Hammond High***
Towson University	Howard County	***Murray Hilll Middle***
Towson University	Howard County	***Reservoir High***
Towson University	Howard County	***Centennial Lane***
Towson University	Howard County	***Longfellow Elementary***
Towson University	Howard County	***Phelps Luck***
Towson University	Howard County	***Wilde Lake HS***
Towson University	Howard County	***Harper's Choice MS***

Towson University	Howard County	***Ellicott Mills MS***
Towson University	Howard County	***Rockburn ES***
Towson University	Howard County	***Veterans ES***
Towson University	Howard County	***Waterloo ES***
Towson University	Howard County	***Bellows Spring ES***
Towson University	Howard County	***Ilchester ES***
Towson University	Howard County	***Waverly***
Towson University	Howard County	***Hollifield Station ES***
Towson University	Howard County	***St. John's Lane***
Towson University	Montgomery County	***Cannon Road***
Towson University	Montgomery County	***Ronald McNair Elementary***
Towson University	Montgomery County	***Diamond***
Towson University	Montgomery County	***Lakelands Park MS***
Towson University	Montgomery County	***Oakland Terrace***
Towson University	Montgomery County	***Strathmore***
Towson University	Prince George's County	***Bond Mill***
Towson University	St. Mary's County	***Benjamin Bannecker***
University of MD. Baltimore County	Anne Arundel County	***Brock Bridge ES***
University of MD. Baltimore County	Anne Arundel County	***Van Bokkelen***
University of MD. Baltimore County	Anne Arundel County	***Mead MS***
University of MD. Baltimore County	Anne Arundel County	***Mead HS***
University of MD. Baltimore County	Baltimore City	***Bay Brook ES***
University of MD. Baltimore County	Baltimore City	***Digital Harbor HS***
University of MD. Baltimore County	Baltimore City	***Baltimore Polytechnic Institute***
University of MD. Baltimore County	Baltimore County	***Windsor Mill MS***
University of MD. Baltimore County	Baltimore County	***Relay ES***
University of MD. Baltimore County	Howard County	***Mt. Hebron HS***
University of MD. Baltimore County	Howard County	***Laurel Woods ES***
University of MD. Baltimore County	Howard County	***Guilford ES***
University of MD. Baltimore County	Howard County	***Thunder Hill ES***
University of MD College Park	Howard County	***Bollman Bridge ES***
University of MD College Park	Howard County	***Deep Run Elementary School***
University of MD College Park	Howard County	***Fulton Elementary School***
University of MD College Park	Howard County	***Gorman Crossing***
University of MD College Park	Howard County	***Tiadelphia Ridge ES***
University of MD College Park	Howard County	***Waterloo***
University of MD College Park	Howard County	***Bryant Woods ES***
University of MD College Park	Howard County	***Elkridge Elementary School***
University of MD College Park	Howard County	***River Hill High School***
University of MD College Park	Howard County	***Atholton High School***
University of MD College Park	Howard County	***Wilde Lake Middle School***
University of MD College Park	Montgomery County	***Arcola Elementary School***
University of MD College Park	Montgomery County	***Center for Young Children***
University of MD College Park	Montgomery County	***East Silver Spring Elementary***
University of MD College Park	Montgomery County	***Kemp Mill Elementary School***
University of MD College Park	Montgomery County	***Montgomery Knolls ES***
University of MD College Park	Montgomery County	***New Hampshire Estates School***

University of MD College Park	Montgomery County	***Roscoe R. Nix Elementary***
University of MD College Park	Montgomery County	***Takoma Park Elementary***
University of MD College Park	Montgomery County	***Woodlin Elementary***
University of MD College Park	Montgomery County	***Dr. Charles Drew Elementary***
University of MD College Park	Montgomery County	***Fallsmead Elementary***
University of MD College Park	Montgomery County	***Kensington Parkwood Elementary***
University of MD College Park	Montgomery County	***Maryvale Elementary***
University of MD College Park	Montgomery County	***Meadow Hall Elementary***
University of MD College Park	Montgomery County	***Olney Elementary***
University of MD College Park	Montgomery County	***Pine Crest Elementary***
University of MD College Park	Montgomery County	***South Lake***
University of MD College Park	Montgomery County	***Waters Landing***
University of MD College Park	Montgomery County	***Westbrook***
University of MD College Park	Montgomery County	***Whetstone***
University of MD College Park	Montgomery County	***Parkland Middle School***
University of MD College Park	Montgomery County	***Springbrook***
University of MD College Park	Montgomery County	***Thomas W. Pyle***
University of MD College Park	Montgomery County	***Montgomery Blair High School***
University of MD College Park	Montgomery County	***Walter Johnson***
University of MD College Park	Montgomery County	***A. Mario Loiederman MS***
University of MD College Park	Montgomery County	***Rockville High School***
University of MD College Park	Montgomery County	***Walter Johnson***
University of MD College Park	Montgomery County	***J H Blake High School***
University of MD College Park	Montgomery County	***Takoma Park Middle School***
University of MD College Park	Montgomery County	***Eastern Middle School***
University of MD College Park	Prince George's County	***Eleanor Roosevelt High School***
University of MD College Park	Prince George's County	***Northwestern High School***
University of MD College Park	Prince George's County	***High Point High School***
University of MD College Park	Prince George's County	***Martin Luther King MS***
University of MD College Park	Prince George's County	***Samuel Ogle***
University of MD College Park	Prince George's County	***Buck Lodge Middle School***
University of MD College Park	Prince George's County	***Benjamin Tasker***
University of MD College Park	Prince George's County	***Kenmoor Middle School***
University of MD Eastern Shore	Caroline County	***Col. Richardson MS***
University of MD Eastern Shore	Somerset County	***Deal Island***
University of MD Eastern Shore	Somerset County	***Greenwood ES***
University of MD Eastern Shore	Somerset County	***Washington Academy/HS***
University of MD Eastern Shore	Wicomico County	***Bennett MS***
University of MD Eastern Shore	Wicomico County	***Parkside HS***
University of MD Eastern Shore	Wicomico County	***Pinchurst ES***
University of MD Eastern Shore	Wicomico County	***Prince Street ES***
University of MD Eastern Shore	Wicomico County	***Salisbury MS***
University of MD Eastern Shore	Wicomico County	***Wicomico HS***
University of MD Eastern Shore	Worcester County	***Cedar Chapel Special School***
University of MD Eastern Shore	Worcester County	***Snow Hill HS***
University of MD Eastern Shore	Worcester County	***Stephen Decatur HS***
Washington Adventist University	Montgomery County	***Montgomery Blair HS***

Washington Adventist University	Montgomery County	***Sligo Creek ES***
Washington College	Kent County	***Henry Highland Garnett ES***
Washington College	Kent County	***Worton ES***
Washington College	Kent County	***Chestertown MS***
Washington College	Kent County	***Kent County HS***
Washington College	Queen Anne's County	***Church Hill ES***
Washington College	Queen Anne's County	***Sudlersville ES***
Washington College	Queen Anne's County	***Centreville MS***
Washington College	Queen Anne's County	***Queen Anne County HS***

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MARYLAND TEACHER PROFESSIONAL DEVELOPMENT PLANNING GUIDE

Updated November 2008

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Maryland State Board of Education

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Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595
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Fax: 410-767-0431
TTY/TDD: 410-333-3045

MARYLAND TEACHER PROFESSIONAL DEVELOPMENT PLANNING GUIDE

(Updated November 2008)

Introduction

The ***Maryland Teacher Professional Development Planning Guide*** is a resource for planning professional development that:

- Meets teachers' professional learning needs and improves student learning
- Addresses priorities in district master plans and school improvement plans
- Addresses Maryland's ***Voluntary State Curriculum*** **(VSC)**
- Meets the ***Maryland Teacher Professional Development Standards***

The complete guide, as well as various other resources described in the guide, is available at www.marylandpublicschools.org. Click on the "Teacher Professional Development" button on the right-hand side of the homepage.

The guide describes the elements of an effective plan for teacher professional development and presents a six-step planning process. Planning teams can use the ***Maryland Teacher Professional Development Planning Form*** to prepare their plans. (The planning form is included in Appendix 1 and an electronic version is available at www.marylandpublicschools.org.) As plans are completed, planning teams should use the ***Teacher Professional Development Planning Checklist*** to make sure that their plans are complete. (The planning checklist is included as Appendix 2.)

Planning teams can begin by reviewing the planning guide and then completing the planning form. Alternatively, experienced planning teams and those who are familiar with the *Maryland Teacher Professional Development Standards* may decide to work directly on the planning form, using the planning guide as a reference.

Professional development coordinators, principals, curriculum supervisors, federal program managers, and others responsible for supporting professional development planning efforts should consult ***Introducing the Maryland Teacher Professional Development Planning Guide: Tips and Talking Points (Updated in November 2008).*** This handbook provides suggestions for introducing the planning guide to potential users.

Planning Guidance

Six Elements of a Plan for Teacher Professional Development

The purpose of all teacher professional development is to help teachers develop and apply the knowledge and skills necessary to help students learn. It follows that planning high-quality professional development begins by examining student learning needs and identifying the teacher knowledge and skills required to address those learning needs. The intended outcomes of teacher professional development are defined in terms of improved professional practice, but the long-term goals should always focus on improved student outcomes.

Planning Tip: Consider developing a logic model. A logic model for professional development specifies the outcomes for teachers and other participants as well as student outcomes. A logic model also specifies the kinds of learning activities necessary to ensure that teachers and other participants achieve the intended outcomes, and it helps clarify assumptions about the sequence of the professional learning activities. Finally, a logic model helps to inform decisions about the time and other resources necessary to ensure that the activities result in the intended outcomes.

Appendix 3 of this guide includes a generic professional development logic model that planners can use to develop a model of the professional development that they are planning. In addition, the W.K. Kellogg Foundation has prepared the *Logic Model Development Guide*, which is an excellent resource for program planning and evaluation. The Kellogg guide is available at no charge on the foundation's website: http://www.wkkf.org.

A good plan should be internally consistent and should:

- Begin with a clear, data-based statement of student *and* teacher learning needs
- Specify which teachers are most likely to benefit from participating in the professional development
- Specify the intended professional learning outcomes and related indicators that (1) explicitly address the need for the activity and (2) are observable and measurable
- Specify the professional learning activities and follow-up and explain clearly how they will help participants achieve the intended outcomes
- Specify how the professional development will be evaluated to determine (1) whether the activity took place as planned, (2) teacher perceptions of the relevant and usefulness of the activity and (3) whether the activity achieved the intended outcomes
- Specify the resources necessary to support the professional learning activities, follow-up, and evaluation included in the plan

Planning Tip: Consider developing a management plan to complement the logic model and to guide implementation of the professional development. A well-conceived management plan will spell out the tasks necessary to implement the professional development, the timeline for key activities, and who will be responsible for carrying out the tasks. Developing this plan can clarify thinking about important details of scheduling, resource needs, and communications with prospective participants and consultants and others who will help with the activity. The management plan can be as simple as a checklist or it can be more elaborate. No matter what form it takes a management plan can be a valuable tool for keeping the professional development on track and for making mid-course corrections.

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Applying the Teacher Professional Development Planning Framework

1. What is the need for the professional development?

The first step in the planning process is to identify the need for professional development through an analysis of student learning outcomes. This analysis will help pinpoint the gaps between what students know and are able to do and what they are expected to know and be able to do. This analysis can also help identify the reasons for the gaps, including (1) disconnects between teacher content knowledge and/or instructional strategies and the desired student learning outcomes and (2) factors in school and classroom environments that impede learning.

The planning teams should review at least three kinds of data on student learning outcomes, including:

- ***Results from the Maryland School Assessment or the High School Assessment***
- ***Results from locally developed formative or benchmark assessments.*** Effective use of these data requires that the assessments be explicitly aligned with the learning outcomes and indicators specified in the VSC. If these assessments are not aligned with the VSC, they will be of limited value for this review.
- ***Samples of student work (e.g., completed assignments, projects)***. Looking at student work complements the review of assessment data and provides insights about instructional practices that may require improvement. Reviewing student work is especially useful in content areas that are not included in state or local assessments.

In addition to data on learning outcomes, the review of student data may focus on attendance data, disciplinary referrals, and data on other factors that contribute to or impede student learning. These data should be disaggregated by race or ethnicity, gender, age or grade level,

English language learner status, and special education status. Ideally, the data should cover several years.

Once the planning team has identified the student learning needs that represent the long-term focus of the professional development, the team should identify what teachers need to know and be able to do to address these student learning needs. In some cases, a school improvement plan or district master plan may have already addressed this issue by specifying specific content or strategies that teachers will be expected to master or by selecting a program or practices that will be implemented to address gaps in student knowledge and skills. In other cases, the planning team will identify the knowledge and skills that teachers need. The professional knowledge and skills that the planning team identifies, along with the specific professional learning outcomes and indicators to be identified in a later section of the plan, define the content or focus of the professional development.

Planning Tip: Planning state and/or regional professional development should include a review of local student data. One of the challenges in planning professional development that will include teachers from across Maryland or from a number of different districts is to identify specific student and teacher learning needs. One way of addressing this challenge is to ensure that the planning team includes individuals who can bring a variety of data from districts and/or schools to the planning process.

Planning Tip: Learn what the data say, but don't take on too much. A thorough analysis of disaggregated student data may result in the identification of a wide range of needs that could be addressed through teacher professional development programs and initiatives. At this point, planners may be tempted to try to address all of the needs at once. Doing so could result in frustration as planners tackle too much. More importantly, it could result in designing professional development that is too broad in focus and too limited in depth to have an impact on practice.

Planning Tip: Think ahead but map backward to ensure that professional development is of the highest quality. Think carefully about the student outcomes, but think just as carefully about what teachers need to know and be able to do to help students achieve those outcomes. As goals and objectives for improving student learning become more ambitious, so, too, should the outcomes and indicators for teacher learning. If the planning team expects significant changes in teacher performance to result from the professional development, the plan must be realistic about the kinds of learning activities and follow-up that will foster these changes. The plan must also be realistic about time: How much time will the professional learning really require? How much time will be necessary to ensure adequate opportunities for practice and feedback? When is it reasonable to expect changes in student learning? As suggested in the first planning tip, developing a logic model as part of the planning process can help resolve these and similar issues that are certain to confront the planning team.

An important criterion to guide decisions about the knowledge and skills that teachers need is that they are based on research and experience from successful practice. When participants understand the basis for new ideas and practices, they are better able to judge how these ideas and practices will work in their schools and classrooms. At a minimum, the planning team should anticipate providing some background materials or an annotated bibliography of print and electronic sources that participants can consult if they would like additional information. Ideally, these materials will contain (1) information about the theoretical or research base for the content, (2) the conditions under which the new knowledge and skills are most likely to be effective (e.g., with particular kinds of students, with specific allocations of instructional time), and (3) concrete examples of applications of the knowledge and skills.

Use Section 1 of the *Maryland Teacher Professional Development Planning Form* to briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

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2. Who is expected to participate in the professional development?

A common teacher complaint about professional development is that it is "one-size-fits-all." Therefore, it is important to think carefully about which teachers should participate in the professional development being planned as well as which ones are unlikely to benefit from it. Alternatively, as the planning team begins to think about specific professional learning activities, it makes sense to think about how these activities can be tailored to address the learning needs of teachers with differing amounts of experience and professional knowledge and skills. When planning professional development to support a comprehensive reform, such as the introduction of new curricula and new pedagogy and assessment, especially if the reform represents a significant departure from current practice, it is reasonable to assume that most or even all teachers will benefit from some assistance in developing the knowledge and skills necessary to apply the new approaches in their classrooms.

Conversations about what teachers need to know and be able to do and which teachers should be targeted for participation in the professional development can be difficult because they address sensitive issues related to teacher competence and performance. Nevertheless, these conversations are critical elements of the planning process. Perhaps the best way to begin is to ask teachers about the kinds of professional learning activities that they would find useful. This can be done as part of the ongoing work of school improvement teams or by relying on more formal strategies such as teacher focus groups or surveys of teacher needs and interests. As important as it is to engage teachers in determining their professional learning needs, principals and other school leaders, school-based professional development staff, and supervisors and curriculum specialists also have much to contribute based on their interactions with teachers, classroom observations, familiarity with student assessment results, and understanding of school and district priorities.

Use Section 2 of the *Maryland Teacher Professional Development Planning Form* to indicate who is expected to participate in the professional development.

3. What are the intended outcomes of the professional development?

In this section of the plan, the planning team should translate the professional learning needs identified earlier into specific expectations for professional learning outcomes and indicators. As the team identifies the outcomes and observable and measurable indicators, the group should also begin thinking about *when* the outcomes will be achieved and about how the activity will be evaluated to determine whether the participants achieved the intended outcomes.

In general, teacher participation in high-quality professional development can result in (a) new professional knowledge, including mastery of content, knowledge of child and adolescent development, understanding of diverse student learning needs and styles; (b) new professional skills, including instructional skills, skills related to assessing student learning, skills necessary for active engagement in school improvement efforts, and skills necessary for effective communications with parents and other members of the school community; and (c) application and use of new professional knowledge and skills.

Indicators associated with the professional learning outcomes specify levels of mastery and/or expected patterns of application and use of new knowledge and skills. To be useful in gauging the success or effectiveness of professional development, the indicators should be measurable and/or observable**.** Indicators may

Planning Tip*: *Focus on proficiency when defining professional learning outcomes and indicators. *Planning teams are generally well-advised not to define professional learning outcomes in terms of gains in teacher knowledge and skills or gains in frequency of classroom application and use. The reason is that although these gains may represent important progress, they may not be sufficiently large to make a difference in student learning outcomes. Defining outcomes in terms of gains also requires reasonably precise determination of baseline levels of knowledge and skills and/or frequency of application and use. The analyses completed under Steps 1 and 2 can help determine the baselines, but measuring gains typically requires administration and pre-intervention and post-intervention measures, which will likely be beyond the scope of most evaluation efforts.*

Planning Tip: Choose student outcomes and indicators that are explicitly related to outcomes for teachers. As a general rule, it is not reasonable to expect to see changes in results on state assessments and other standardized measures of students that are attributable to teacher participation in professional development, at least in the short term. It is, however, reasonable to expect to see changes in student work products that are the direct result of teacher application of new knowledge and skills in their classroom. Therefore, planning teams should identify "proximal" outcomes and indicators for the activities that they are planning. These are outcomes and indicators that may follow directly from instructional practices and that are less likely to be influenced by other factors. Student work samples and performance on benchmark assessments or other locally developed assessments are usually much more useful in gauging the impact of professional development than are scores on state assessments, which are more "distal" indicators. As noted earlier in the guide, these assessments can be helpful in determining student learning needs to be addressed by the professional development.

Planning Tip: Consider creating rubrics, protocols, or similar tools to determine whether the expected outcomes have been achieved. These instruments, which define expected levels of mastery of new knowledge or "appropriate" use of particular instructional strategies, can be used by participants to rate their own learning, or they can be used by others, including peers, to inform observations and feedback. As a general rule, the research base and lessons from successful practice that informed the planning team's choices about the knowledge and skills that teachers need to address student learning needs included in Section 1 of the plan will serve as good sources for developing the necessary rubrics and protocols. A good start for creating these rubrics is to review existing examples, which can be tailored as necessary. Note also that these tools may later be used to collect data for the evaluation of the professional development.

also specify measures or procedures for assessing mastery and/or ability to apply new knowledge and skills. Here are some examples of professional learning outcomes and related indicators for professional development focused on helping first-grade teachers and reading intervention teachers develop the knowledge and skills necessary to help struggling readers:

Outcome I: First-grade teachers and reading intervention teachers will demonstrate understanding of grade-appropriate reading skills in the following areas: phonemic awareness, phonics, decoding, recognition of sight words, and fluency (VSC Standard I, Topics A-D).

Indicator Ia: All participants will be able to (1) identify and count phonemes, (2) accurately identify sounds and graphemes, and (3) analyze basic word structure as indicated by scoring 90 percent or higher on a written test.

Indicator Ib: All participant teachers will be able to recall all of the sight words on a district-approved list as indicated by scoring 100 percent on a written test.

Indicator Ic: All participants will be able to define reading fluency and explain its importance in understanding reading proficiency at the letter, word, and continuous text levels. A district-developed rubric will be used to rate participants' definitions and explanations.

Outcome II: Working in pairs, participants will demonstrate mastery of instructional strategies to help students develop appropriate skills in the five core areas.

Indicator IIa: Using a rubric created as part of the professional development, participants working in pairs will prepare developmentally appropriate lessons in phonemic awareness and phonics, with successful preparation determined by a peer review.

Indicator IIb: Using a specially designed observation protocol, participants, working in pairs, will demonstrate understanding of appropriate prompting to facilitate development of student decoding skills by viewing a commercially produced video-taped lesson and correctly identifying its strengths and weaknesses.

Indicator IIc: Participants working in pairs will demonstrate mastery of instructional strategies to help students recognize sight words and increase fluency by planning and conducting a lesson on these two areas of reading proficiency. Peer reviewers will use a specially designed rubric to assess the lesson quality.

Outcome III: Participants will apply the content knowledge and instructional strategies for phonemic awareness, phonics, decoding, and recognition of sight words and fluency.

Indicator IIIa: Using a rubric defining high-quality lesson plans and based on a review by literacy coaches, participants will independently write a week-long plan for reading instruction that incorporates instruction in phonemic awareness, phonics, decoding, recognition of sight words, and fluency.

Indicator IIIb: Participants will independently write and implement a daily reading lesson plan that incorporates three out of five of the following elements: phonemic awareness, phonics, decoding, recognition of sight words, and fluency. The teacher participant and a peer observer will use student products, observation notes, or both to determine the quality of the plan and its implementation.

Indicator IIIc: All participants will independently develop classroom and individual student goals on interim monitoring assessments to ensure meeting the goal of 85 percent of the students meeting DIBELS proficiency by the end of the school year. Each participating teacher's goals will be reviewed by the seminar leader who will provide individual feedback to each teacher with suggested lesson plan content and instructional strategies to assist in meeting those goals.

Specificity in the outcomes and indicators announces what the planning group considers to be evidence of success and therefore helps participants and others understand in advance what is expected of them. This specificity also helps focus the planning group's thinking about the content, learning activities, and follow-up necessary to help participants achieve the intended outcomes (discussed below under Step 4). Finally, the specificity guides the evaluation plan (discussed below under Step 5) by (1) informing decisions on the kinds of data that will need to be collected and when the data need to be collected, and (2) providing criteria by which to judge the success of the activity.

There are no hard and fast rules for the number of outcomes and indicators to be included in the plan. As the examples above illustrate, it may make sense to think in terms of several outcomes that are nested together, such as outcomes related to (1) understanding curricula in a particular subject area and at particular grade level, (2) understanding and mastering instructional strategies appropriate to the curriculum area and possibly to specific groups or subgroups of students, and (3) applying the strategies in actual classroom settings. Defining multiple outcomes that are not nested or defining too many outcomes can result in professional development that is unfocused and likely to be ineffective. Defining outcomes and indicators related to classroom application and use necessarily expands the timeframe for the professional development and probably requires extra attention to the follow-up component of the professional development being planned.

A final consideration in determining the intended outcomes and indicators is their relationship to priorities in school improvement plans, district master plans, and state priorities: Which improvement priorities, goals, and objectives do the outcomes and indicators address? Activities that do not address the priorities and goals of the various improvement efforts can be serious distractions to teachers. Therefore, the professional development plan should clearly indicate which improvement priorities and goals it will address. For those who review the plan, this information will help determine whether it is on track and should be supported.

Use Section 3 of the *Maryland Teacher Professional Development Planning Form* to list the professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator, the plan should (1) explain how it addresses the need for the activity; (2) explain how it addresses school, district, and/or state improvement goals or priorities; and (3) include an estimate of when it will be achieved and/or observable.

4. What learning activities and follow-up will be included in the professional development?

This section of the plan should describe the two core components of the professional development: the professional learning activities and related follow-up. In addition, the planning team should consider (1) the critical roles that principals and other school leaders play in supporting teacher participation and engagement in professional development, and (2) how the professional development being planned supports or extends other professional development in which the intended participants are involved.

The key to this step in the planning process is to ensure that these components are consistent with the intended outcomes and indicators set for the activity. If the intended outcomes include implementation of a new reading program to improve reading comprehension among elementary school students, the professional development could begin with a presentation of the key features of the new program and opportunities for participants to see and understand actual classroom applications. In addition, the initial learning opportunities could include practicing the applications in simulated classroom situations. Subsequent follow-up could include additional information about the new program or strategies and ongoing opportunities for practice and feedback on mastery. Note that the examples of outcomes and indicators included earlier suggested that in some of the professional learning activities teachers would work independently and that they would work collaboratively in others. The examples also suggested that protocols and rubrics would be created to guide various activities related to lesson planning, implementation of the lessons, and follow-up feedback. All of these details should be addressed in this step of the planning process.

Planning Tip: Follow-up that helps teachers apply new knowledge and skills in their classrooms is especially important when the initial learning activities are not explicitly linked to the school context or when they do not include hands-on practice. Traditional workshops and training activities, graduate courses, and participation in professional meetings and conferences are three examples of activities for which carefully planned, school-based follow-up is essential. Plans for these activities should include follow-up options and a strategy for identifying specific learning needs and follow-up activities after the initial sessions are over.

Planning Tip: If the plan focuses on school-based professional learning activities (e.g., study groups, action research, peer coaching, mentoring), follow-up may be less of a concern because the activities are ongoing and long-term. Indeed, in these activities there may be little or no difference between the initial learning activities and follow-up. Again, the primary criterion for deciding what kinds of follow-up are appropriate should be the extent to which the planned follow-up can be reasonably expected to contribute to achieving the desired outcomes.

Effective professional development typically includes a variety of opportunities for participants to learn and master new knowledge and skills. The most effective professional learning activities are those that engage teachers as active learners and problem solvers. These activities are likely to include opportunities for teachers to observe the applications of new skills in the classroom as well as opportunities for them to apply the new knowledge and skills in their own classrooms, ideally with guidance and support from a coach or peer. In addition, effective professional development typically extends over relatively long periods of time, ranging from four to six months or perhaps even longer. These extended periods of time afford opportunities to apply new knowledge and skills, to reflect on the initial experiences, and to make adjustments to meet the needs of individual classrooms and individual students.

Follow-up to initial learning activities—especially sustained opportunities for guided practice, careful reflection, and structured feedback—increases the likelihood that professional development will result in changes in classroom instruction and other school activities and programs. As these changes in teacher practice occur, the likelihood of improved student outcomes increases significantly.

Principals and other school leaders and school-based professional development staff have key roles in teacher professional development. As members of planning teams, they contribute to the design of the activities by (1) helping to identify the need, (2) helping to identify which teachers should participate, and (3) helping to ensure that the activities are focused on school needs and derived from solid research and experience from successful practice. Subsequently, these individuals should be expected to facilitate teacher participation and ensure that there are adequate resources, including time for the learning activities and follow-up. They can also enhance follow-up by observing in classrooms and providing purposeful feedback as teachers practice new strategies and reflect on the impact of these practices on student learning. (For a more detailed description of principals' role in teacher professional development, especially school-based professional development, see the *Maryland Instructional Leadership Framework*.)

Planning Tip: Look for opportunities to share responsibility for follow- up. In considering follow-up options, think about who can or should provide the follow-up. If the plan includes a series of workshops or training sessions that will take place at a central location or a location that is some distance from school sites, it may not be feasible or practical for presenters and facilitators to provide school-based follow-up to individual teachers or groups of teachers. In many cases, principals, other school leaders, school-based professional development staff, or district professional development staff and specialists may be in a better position to provide the necessary follow-up.

If these staff are be included in the follow-up activities, communicate with them about what they are expected to do and provide them with concrete guidance and other resources that they will need to be effective. It will be a good idea to provide information (perhaps in the form of a rubric) about what the new strategies and practices that teachers learned in the initial learning activities look like in practice. It may also be helpful to provide information about the resources that teachers need to practice and implement the strategies. In the end, strategic sharing of responsibilities means leaving nothing to chance and letting everyone know what is expected of them.

To ensure active involvement by principals, other school leaders, and school-based professional development staff, the planning team should think about principals' learning experiences. For example, they may join teachers in sessions that explain new instructional strategies and demonstrate their application in classrooms. However, when teachers spend time practicing

these applications, building administrators and school-based professional development staff could be learning to look for indicators of successful application or to identify problems that may require additional help. They can also be learning about the kinds of resources and support that teachers will need to fully implement new practices.

Individual professional development activities and programs will almost certainly have greater impact if they are connected to and reinforce other professional development. A series of workshops and follow-up that is intended to support implementation of a new reading program can be followed by a second series that focuses on more complex or challenging implementation tasks. The advantage of these back-to-back series is that they can greatly extend teacher engagement in the implementation effort and provide ongoing support for their work. In addition, this longer period of support often reflects the realities of how long full implementation takes.

A second way to think about connections between activities is to think about activities that may parallel each other, while also addressing different professional learning needs. Continuing with the example of introducing a new reading program, it is possible that new and inexperienced teachers will require different kinds of professional development and support than will more experienced teachers. Therefore, parallel programs can address these differences while helping to maintain the overall schedule for implementation of the new program. In the end, professional development that complements other professional development is likely to have a greater impact than activities that are not connected.

Use Section 4 of the *Maryland Teacher Professional Development Planning Form* to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. Be sure to indicate the frequency and duration of the professional learning activities (e.g., a 3-day training session, 3-5 observations by an instructional resource teacher, 4-6 classroom demonstrations, 10 1-hour sessions to review student work). This section of the plan should also describe (1) the strategies that ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

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5. How will the professional development be evaluated?

Ideally, planning the evaluation of the professional development should begin as soon as possible, and those who will be responsible for the evaluation should be included on the planning team from the outset. As work on the evaluation plan gets underway, the planning team should consult the *Maryland Teacher Professional Development Evaluation Guide* for detailed suggestions on how to plan and conduct successful evaluations. The evaluation guide, which was developed to complement this guide, includes practical suggestions about designing

evaluations, selecting instruments, preparing the evaluation team, collecting and analyzing data, and reporting. The guide also provides additional resources for evaluation planners.

In general, evaluations of teacher professional development should address three questions:

- Did the professional development take place as planned?
- What were teachers' perceptions of the professional development?
- Did the professional development achieve the intended outcomes (as specified in Step 3 of the planning process and as depicted in the professional development logic model)?

Answers to the first question indicate whether the professional development was implemented as planned and whether the teachers who were expected to participate did, in fact, participate in all of the activities specified in Step 4 of the planning process. These answers can help evaluation planners and providers/facilitators of various professional learning activities determine whether any mid-course corrections are necessary to improve implementation or increase participation.

Teacher perceptions of the usefulness of the content of the professional development, especially its appropriateness for their current assignments, are potentially useful indicators of the likelihood that teachers will actually apply the new knowledge and practices in their classrooms and schools. A problem in many evaluations of teacher professional development is that the evaluations focus on teachers' perceptions of initial components of activities, such as workshops or other traditional activities, and do not collect data on *all* components of professional development, including school-based follow-up. Many evaluations also limit the inquiries to questions about teacher satisfaction with the activities and the settings in which they take place. Appendix B in the evaluation guide includes examples of survey items that can be used in a more in-depth look at teacher perceptions of professional development.

Answers to the third question help gauge the impact and effectiveness of the professional development. By setting outcomes and indicators that are observable and measurable, the planning process effectively creates a framework for determining whether the professional development achieves the intended outcomes. In the case of pilot or small-scale professional development activities, answering this question can help planners, providers, and policy makers decide whether to take the activity to scale. The answers can also help determine whether larger activities should be continued or expanded to extend over longer periods of time and/or to include more teachers. In both cases, the answers can also help planners, providers, and policymakers begin to assess the returns on their investments in professional development. Overall, a good evaluation will examine progress in achieving all of the intended outcomes and will concentrate on the indicators specified for each outcome.

Many considerations will influence the evaluation plan, but the following are especially important:

- *Consider working with a skilled evaluator to design and conduct the evaluation.*
- *Consider the resources and capacity available to conduct the evaluation and be realistic about what is possible.*

- *Consider developing and/or relying on a logic model to plan the evaluation.*
- *Select data-collection instruments carefully to ensure that they will yield the necessary data without being neither time-consuming nor expensive to use.*
- *Ensure that the evaluation team is adequately prepared for their assignments.*
- *In evaluating school-based activities or school-based components of larger activities, consider including teachers not only as peer observers but also when reviewing samples of student work that may be counted as outcome indicators.*
- *Be sure that evaluations of teacher professional development and teacher performance appraisals remain separate and distinct, with no overlaps in data collection and reporting.*

The evaluation guide discusses these and other considerations in detail.

Use Section 5 of the *Maryland Teacher Professional Development Planning Form* to present the evaluation plan, including how each of the three overarching evaluation questions will be addressed and strategies for collecting data on each of the outcomes and indicators. The evaluation plan should indicate who will be responsible for the evaluation, describe the instruments that will be used for data collection, explain the approaches to data analysis and reporting, and display a timeline for all phases of the evaluation.

6. What resources are necessary to support the professional learning activities, follow-up, and evaluation included in the plan?

Effective professional development requires adequate resources, including time, people, facilities and equipment, and money. Careful planning can identify what resources are needed and ensure that they are available when they are needed. When these resources are not available of if they are not available when they are needed, the effectiveness of the activity and its impact on participants will be diminished.

Use the template included in Section 6 of the *Maryland Teacher Professional Development Planning Form* to prepare the budget.

Appendix 1
Maryland Teacher Professional Development Planning Form

Planning Prompts Only

The planning form is available at www.marylandpublicschools.org.

Cover Page

Title of the activity or program:
Beginning and end dates:
Estimated costs (as they appear in the budget included in Section 6 of the plan):
- **Direct Costs:**
- **In-Kind Costs:**
- **Total Costs:**

Budget source of code (for Direct Costs only):
Contact person(s):
Position/Title:
Telephone:
Email:
Fax:
Mailing address:
Members of the planning team (list with contact information):

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development.
(Check all that apply.)

Grade level: ☐ PreK-2 ☐ Gr. 3-5 ☐ Gr. 6-8 ☐ Gr. 9-12

Subject area
- ☐ English
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Foreign Language
- ☐ Fine Arts/Humanities
- ☐ Special Education
- ☐ English Language Learners
- ☐ Health/P.E.
- ☐ Career Prep
- ☐ Other

Which of the following are also expected to participate in the professional development?

- ☐ Principals/other school leaders
- ☐ Resource teachers, mentors, coaches
- ☐ Paraprofessionals
- ☐ Other

Will the participants work as members of a group or team?

☐ Yes ☐ No

Estimated number of participants:
Estimated number of participant groups or teams:

What strategies will be used to ensure that teachers and others who are the intended participants do, in fact, participate?

Section 3: Professional Development Outcomes and Indicators

Use this space to list the professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator, the plan should (1) explain how it addresses the need for the activity, (2) explain how it addresses school, district, and/or state improvement goals or priorities, and (3) include an estimate of when it will be achieved and/or observable.

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities; (2) the roles that school principals, other school leaders, and school-based professional development staff will play and how they will be prepared for these roles; and (3) how the professional development is related to other professional development in which the intended participants may be involved.

Section 5: Evaluation Plan

Use this space to present the evaluation plan, including how each of the three overarching evaluation questions will be addressed and strategies for collecting data on each of the outcomes and indicators. The evaluation plan should indicate who will be responsible for the evaluation, describe the instruments that will be used for data collection, explain the approaches to data analysis and reporting, and present a timeline.

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up, and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those that are available from other sources or that may be included as part of matching requirement. Not every budget will include line items in each of the six categories, and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org .

Budget Category	**Direct Costs**	**In-Kind Costs**
I. Personnel		
A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)		
B. Consultants (e.g., presenters, facilitators, evaluator)		
II. Stipends/substitutes (for participants)		
III. Travel		
A. Personnel Travel		
B. Consultant Travel		
IV. Facilities, Equipment, Materials		
V. Communications		
VI. Other Costs		
Total Costs		

Appendix 2
Teacher Professional Development Planning Checklist

1. Need for the professional development

☐ Careful analysis of student data and identification of student learning needs

☐ Clear statement of what teachers need to know and be able to do to address the student learning needs

☐ Description of teacher knowledge and skills necessary to address student learning needs is explicitly grounded in research and/or evidence from successful practice

2. Participants

☐ Description of who will participate in the professional development

3. Professional learning outcomes and related indicators which address the need for the activity

☐ Outcomes defined in terms of participants' mastery and/or application of new professional knowledge and skills

☐ Each outcome explicitly addresses the need for the activity and is accompanied by at least one indicator that is measurable and observable

☐ Expectations for when each of the outcomes (and related indicators) will be achieved

☐ Clear indication of which school, district, or state goals, objectives, and priorities are addressed by each of the outcomes

4. Learning activities, follow-up, role of principals, other school leaders, and school-based professional development staff, and relationship to other professional development

☐ Description of the professional learning activities and follow-up that will ensure that participants achieve the intended outcomes on the projected timeline

☐ Description of strategies to ensure full participation in all of the professional learning activities

☐ Clear expectations for how principals, other school leaders, and school-based professional development staff support teacher participation

☐ Description of the links between the professional development and other professional development

5. Evaluation Plan

☐ Explanation of how each evaluation question will be addressed and how the evaluation will focus on each of the intended outcomes and related indicators, including data-collection instruments and strategies for data analysis and reporting

☐ Timeline and assignment for conducting the evaluation and reporting the results

6. Budget

☐ Budget is complete

☐ Resources are sufficient to ensure that the professional learning activities, related follow-up, and evaluation will take place as planned

Appendix 3
Creating a Teacher Professional Development Logic Model

Why create a logic model? A logic model provides a framework for thinking about key elements of professional development. As the sample on the next page illustrates, a professional development logic model:

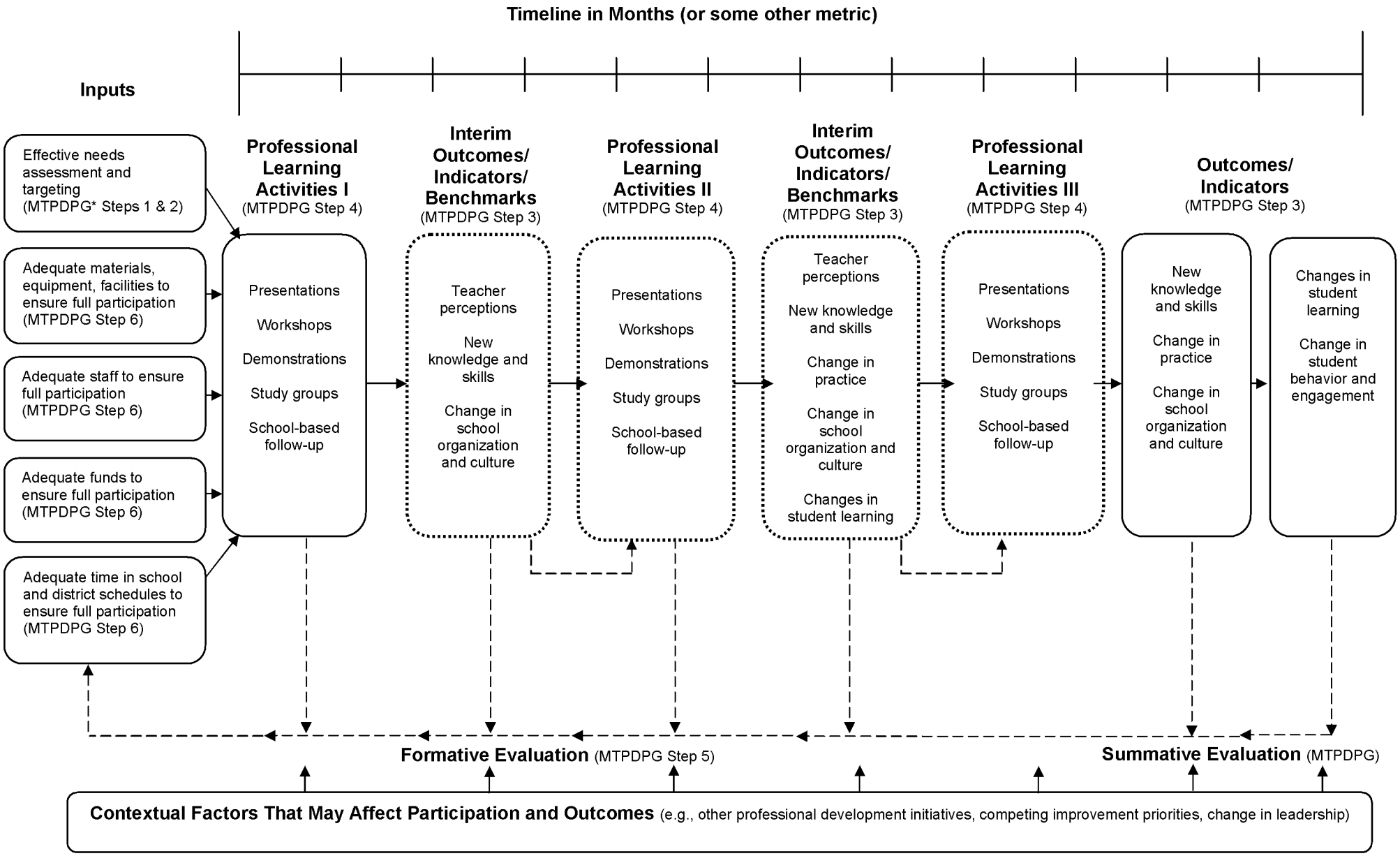
- Highlights the expected outcomes and related indicators for teachers and students
- Highlights the professional learning activities necessary to achieve those outcomes
- Clarifies assumptions about the appropriate pace and sequence of professional learning activities
- Clarifies assumptions about the kinds of resources that are necessary to ensure full participation and to achieve the intended outcomes
- Anticipates the influence of important contextual factors that may affect implementation, participation, and attainment of outcomes
- Helps determine the focus of formative and summative evaluations and the schedule for data collection, data analysis, and reporting.

The teacher professional development logic model presented here was developed for use with the *Maryland Teacher Professional Development Planning Guide*. Each step in the planning process represents a decision or set of decisions to be made about the professional development being planned. The elements of the logic model are explicitly keyed to the six steps in the guide's planning framework and show how the components of the plan fit together.

Recognizing that each logic model will look different, planning teams can use this logic model by tailoring the content of each of the boxes in the model to reflect the details of their emerging plans. For example, as teams complete Step 1 (Identify the need for the professional development) and Step 2 (Identify the expected participants), they can provide information for the box at the top of the first column on the left side of the logic model. Next, as teams complete Step 3 (Identify the expected outcomes and related indicators), they can add details to the boxes on the right-hand side of the model in the column labeled outcomes.

If teams are planning professional development that extends over a long period of time, it probably makes sense to identify some interim outcomes or benchmarks. Monitoring progress in reaching the interim outcomes can help determine whether the professional development is on track or whether some changes in follow-up, professional learning activities, or initial resource allocations may be necessary to ensure success.

Teacher Professional Development Logic Model



*Maryland Teacher Professional Development Planning Guide (MTPDPG)

As the planning process moves to Step 4 (Identify the professional learning activities), the teams will be able to add details to the three boxes labeled "Professional Learning Activities I, II, and III." As the generic logic model suggests, professional development, especially professional development that extends over a long period of time, can include many professional learning activities and opportunities. The specific configuration of activities will almost certainly change in each cycle to reflect various outcomes, benchmarks, and indicators that have been set for each phase of the professional development. Note that the three "Activities" boxes in the model are intended to be illustrative of the range of possible professional learning activities that may be included in the design. Some plans may include all of these activities. Others may include only a few. Some plans may include three or four or more cycles or iterations of professional learning activities. Others may include one or two. No matter what the particular configuration of activities, it is always a good idea to include school-based follow-up of one kind or another. Here again, planning teams should also think carefully about the timeline for these activities to answer the question: What are reasonable expectations for how long it will take to achieve the expected outcomes?

Completing Step 5 (Plan the evaluation) entails, among other things, determining what questions the evaluation will address; the kinds of data, data collection, and data analysis that will be necessary to answer those questions; and the timeline for the evaluation. The logic model suggests that evaluations can have both formative and summative components and that these components are to be completed on a timeline that is consistent with the overall timeline of the professional development.

Completing Step 6 (Specify the resources necessary to support the activities) requires planning teams to determine the kinds and amounts of resources needed to support the activities being planned. As the first column on the left side of the logic model suggests, these resources include facilities and equipment, staff, and time in regular school and district schedules. Other kinds of resources may also be necessary. Although all types of resources are important, planning teams should probably devote special attention to ensuring that the necessary staff are available and prepared for their roles, especially in activities that require school-based coaching and other similar kinds of job-embedded professional learning and follow-up. Indeed, preparing staff for these roles may involve an additional set of professional development activities for them. Plans for these activities, including plans for ensuring that they are effective, should be included as a part of the overall professional development plan and reflected in the logic model.

Keys to Creating a Good Logic Model

Be sure that the components of the professional development being planned and the assumptions underlying the components are logical, reasonable, and internally consistent. For example, if a district's improvement priorities include improved student outcomes in middle-school science, a professional development planning team could determine that one of the keys to meeting this priority is ensuring that all middle-school science teachers are familiar with the content of the Voluntary State Curriculum (VSC) in science. The planning team could establish mastery of the science content as the overall outcome of the professional development and establish a baseline proficiency level as the key indicator of mastery. The group could also call

for mastery at this proficiency level by 90 percent or more of all participants as a second indicator. Given the expected outcome and the related indicator, the most appropriate professional learning activities might include a course in science curriculum keyed to the VSC or it might include a series of well-designed seminars. Depending on teachers' level of mastery prior to the professional development, the professional learning activities could take place over several months or they might take place throughout the school year. Mastery could be determined by tests keyed to the content and administered several times throughout the activities. Early administrations could provide evidence of mastery and suggest areas where additional help might be necessary.

In a slightly different example, assume that the intended outcome of the activity is mastery of the science content and demonstrated ability to teach the content, including the use of laboratory activities. These outcomes and the related indicators call for a more extensive set of professional learning activities and almost certainly require either more intensive learning activities or activities that extend over longer periods of time, or both. In addition, expectations for changes in practice probably call for a broader range of professional learning activities, including structured opportunities for classroom observations, classroom practice, and feedback. These expanded learning activities also require more upfront planning to ensure that appropriate staff and other resources are available.

Revisit early decisions as new decisions are made. As planning teams will quickly discover, creating a logic model is an iterative process and some elements of the model will change as others are added. For example, early decisions about professional learning outcomes may appear too ambitious as the team thinks very seriously about the learning activities that will be necessary to ensure that the outcomes are achieved. When this happens, teams may want to scale back their expectations for outcomes. Alternatively, they may decide on more comprehensive professional learning activities. Later, concerns about the resources necessary to support the activities being planned may lead to review these decisions a second time. In short, creating a logic model clarifies assumptions and details about the components of the plan and helps ensure that they are aligned. The logic model can then serve as a practical guide for all of those responsible for making the professional development a success.

MARYLAND TEACHER PROFESSIONAL DEVELOPMENT EVALUATION GUIDE

M. Bruce Haslam

October 2008

This guide was prepared under a contract with the Harford County (Maryland) Public Schools. The guidance and observations presented here are those of the author and do not necessarily reflect those of the leaders and staff of the district. No endorsement should be inferred.

Users are encouraged to contact Bruce Haslam at Policy Studies Associates with questions and comments about the guide. He can be reached at bhaslam@policystudies.com or by phone at (202)939-5333.

Acknowledgments

I am pleased to thank Carol Williamson (Superintendent, Queen Anne's County Public Schools), Jeff Maher (Director of Professional and Organizational Development, St. Mary's County Public Schools), Margaret Pfaff (Director of Curriculum, Supervision, and Staff Development, Carroll County Public Schools), and Jackie Tarbert (Professional Development Coordinator, Harford County Public Schools) for their invaluable advice and suggestions at every step in the development of this guide. Their deep interest in teacher professional development and intensely pragmatic perspectives on what is possible and necessary to improve professional learning helped keep the guide grounded in the reality of districts and schools.

A very special thanks to Jackie Haas, Superintendent of the Harford County Public Schools, who has been a very good critical friend of this work.

MBH
Washington D.C.
September 2008

Contents

Page

Introduction

Each year, teachers in Maryland and across the country participate in a wide range of professional development activities, which together reflect substantial investments of time and money. Despite the widespread reliance on professional development as a key component of efforts to improve education for all children, there is little systematic information on the quality of professional development or its contributions to teaching and learning.

Rigorous, ongoing evaluations can help close this gap in several ways:

- Early or formative evaluations gauge teacher satisfaction with professional learning activities, whether the activities took place as planned, and whether teachers mastered new knowledge and skills.
- Formative evaluations help professional development providers and sponsors determine whether the activities are on track or whether some mid-course changes are necessary to achieve the intended outcomes.
- Summative evaluations focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' professional practice and changes in student learning.
- Ongoing evaluations yield information about changes in school organization and culture that may result from teacher participation in professional development.

This guide is intended to help staff in school district central offices, schools, the Maryland State Department of Education (MSDE), and faculty and staff in institutions of higher education and other professional development providers work together to plan, conduct, and report on evaluations of teacher professional development. The guide complements and should be used in conjunction with the *Maryland Teacher Professional Development Planning Guide.* (Visit www.marylandpublicschools.org to review the planning guide and related materials.)

The guide rests on three assumptions:

- *There is no single "best" approach to evaluation, although the suggestions presented in this guide are applicable to a broad range of professional development.* Evaluations should be tailored to the professional development being evaluated. Evaluation questions, data collection strategies, and reporting will all vary depending on the nature of the activity and the purpose of the evaluation. In addition, the availability of resources (money,

people, time) that can be allocated to the effort will very much influence what can be accomplished.

- *Evaluation planning should be an integral part of professional development planning.* Individuals who will be responsible for the evaluation should be on professional development planning teams from the beginning of the planning process. Planning teams should begin thinking about evaluation as they identify the need for the professional development (Step 1 of the planning process described in the *Maryland Teacher Professional Development Planning Guide)*, identify the intended participants (Step 2 of the planning process), determine the professional learning outcomes and related indicators (Step 3 of the planning process), and determine the kinds of professional learning activities that are most likely to result in the intended outcomes (Step 4 of the planning process).

- *Evaluations of teacher professional development should be separate and distinct from teacher performance appraisals.* Evaluation teams should establish the safeguards necessary to ensure that there is no overlap between data collection and reporting evaluation results and teacher performance appraisals. The safeguards should be clearly visible to teachers and others who are involved in the professional development and subsequent evaluations.

Section I of the guide poses five questions to help shape the evaluation plan. Section II presents suggestions and options for evaluation design and data collection. Section III discusses monitoring data quality and data analysis. Section IV offers guidelines for preparing evaluation reports. Appendix A includes an annotated bibliography of evaluation resources, including data collection instruments. Appendix B includes sample items for surveys of teacher perceptions of their professional learning experiences.

I. Five Questions to Shape the Evaluation Plan

Evaluation planners should answer each of the following questions as they begin planning their evaluation. The answers will define the basic parameters of the evaluation.

1. To evaluate or not to evaluate?

Evaluations should focus on:

- Large-scale professional development activities (those that include large numbers of teachers, extend over relatively long periods of time, and represent significant investments of professional development resources)
- Professional development that is a key component of state, district, or school improvement initiatives
- Pilot professional development activities that, if determined to be successful, will be taken to scale

Despite some potential payoffs, it probably ***does not make sense to evaluate***

- Short-term professional development activities with few participants and no prospects for scale-up
- Professional development activities for which there are limited or unclear expectation for teacher outcomes
- Professional development activities that are not clearly and explicitly aligned with district or school priorities

In most cases, the decision about whether to conduct an evaluation will be fairly easy. Nevertheless, given the cost and time necessary to conduct rigorous evaluations, planning teams should think carefully about whether or not to proceed with an evaluation.

2. What are the key features and guiding assumptions of the professional development that will be evaluated?

The answer to this question emerges as the first four steps of the planning process in the *Maryland Teacher Professional Development Planning Guide* are completed.

If the professional development planning team has not already done so, the evaluation planners should suggest developing a logic model to help identify key components of the professional development, the underlying assumptions, the

timeline, and the expected outcomes. Creating a logic model is especially helpful in planning long-term professional development that includes a variety of professional learning activities. Creating a logic model is equally helpful in planning an evaluation. The logic model is, in effect, the road map for the evaluation.

The exhibit on the next page illustrates what a professional development logic model could look like, although each professional development activity requires a logic model that reflects the unique design, underlying assumptions, and expected outcomes and indicators.

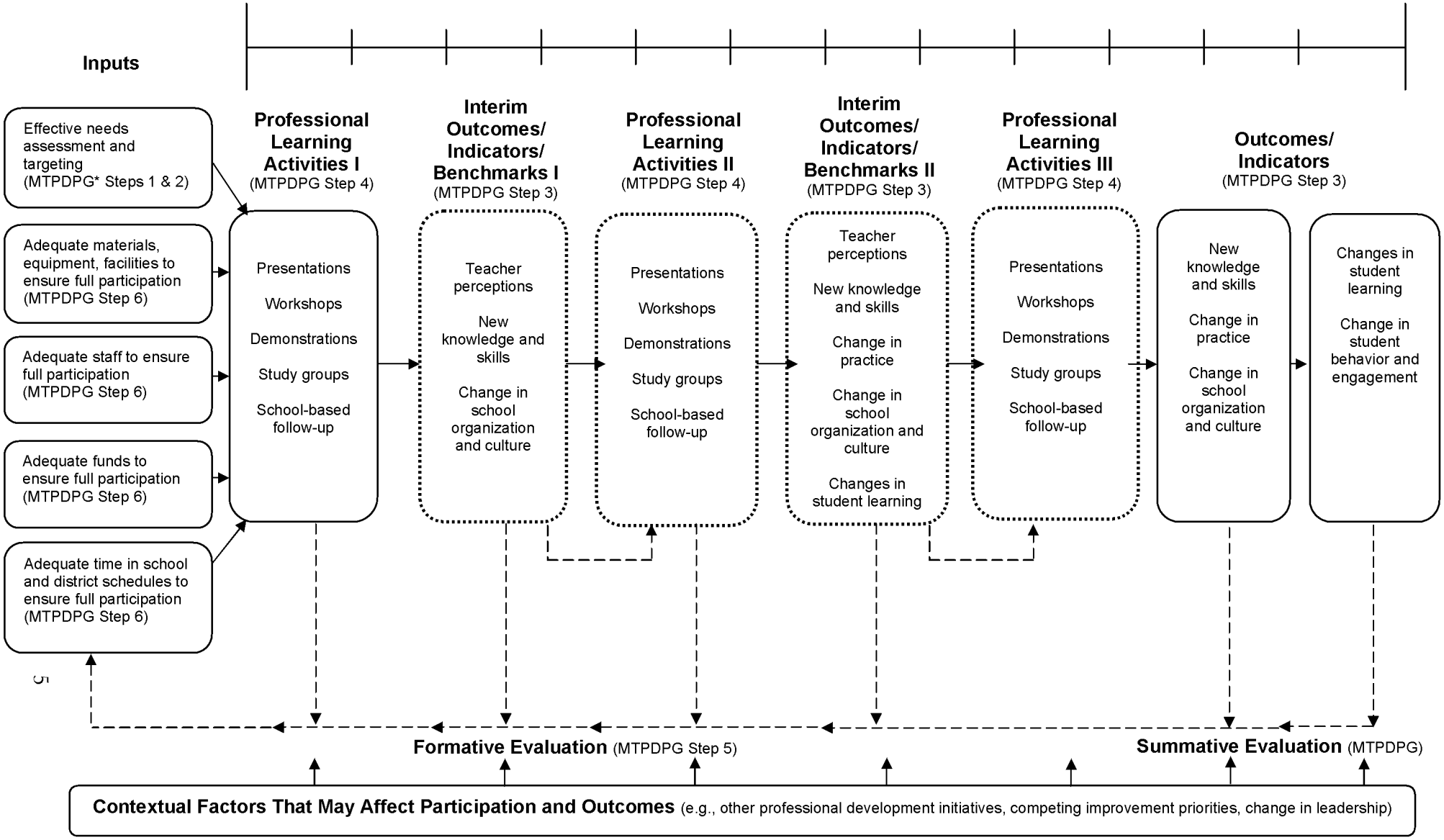
Each professional development activity requires a logic model that reflects the unique design, underlying assumptions, and expected outcomes and indicators.

The boxes on the left side of the logic model list the inputs necessary for teacher professional development. Evaluation planners should also recognize that identifying teacher learning needs and who will be targeted for participation in the professional development (Steps 1, 2, and 3 in the planning guide) will go a long way toward determining baselines against which an evaluation can gauge improvements in teacher knowledge, skills, and practice as well as student outcomes.

The inclusion of the three boxes labeled Professional Learning Activities I, II, and III indicates that the professional learning may be ongoing and extend over a number of months or even several years. The activities included in each of the boxes may be different as the professional development unfolds or some may be repeated several times. Note that some professional development may require only one of the learning activity boxes while other activities may require several of these boxes.

The smaller boxes, labeled Interim Outcomes, Indicators, Benchmarks I and II, can include various outcomes, indicators, and benchmarks that planners expect to be able to *observe and/or measure* at different times as the professional development continues. For example, the first set of interim outcomes could include participants' perceptions of the usefulness of the professional development, initial mastery of new knowledge and skills, and changes in school organization to accommodate later classroom applications of new knowledge and skills. As the professional learning activities progress, the second set of interim outcomes could include more extensive mastery and application of new knowledge and skills and an early look at whether changes in student learning are occurring as expected.

Teacher Professional Development Logic Model



*Maryland Teacher Professional Development Planning Guide (MTPDPG)

The timeline across the top of the logic model not only describes the schedule of the professional development, it also helps determine the schedule for the evaluation. The broken lines across the bottom of the logic model define the overall focus of the evaluation and suggest that the results from early or formative stages of the evaluation can be used to inform modifications to the design of the professional development. Of course, these results can also be used to report on early outcomes to interested stakeholders. The final or summative phase of the evaluation is completed at a reasonable point after the learning activities have taken place and when it is expected to be possible to observe the expected outcomes and related indicators.

The box at the bottom of the logic model hypothesizes that there are many contextual factors that influence the professional development and the outcomes. Planners may not be able to identify all of the relevant contextual factors or predict their influence. Nevertheless, trying to identify them may help avoid problems as the professional development takes place.

A word of caution is in order for planning teams, including the evaluators, as they set outcomes and indicators: The outcomes and indicators should be specific and not overly ambitious. In addition, while the ultimate goal of teacher professional development is to improve student learning, the more immediate goal (as reflected in the outcomes and indicators) is improved teacher knowledge, skills, and practice.

While the ultimate goal of teacher professional development is to improve student learning, the more immediate goal (as reflected in the outcomes and indicators) is improved teacher knowledge, skills, and practice.

It is extremely difficult to empirically establish clear causal relationships between teacher participation in professional development and changes in student learning. This is because of all of the intervening and mediating variables that affect student learning, especially as it is measured by standardized assessments such as the Maryland School Assessment (MSA) and the High School Assessment (HSA). Therefore, planners are well-advised to focus on outcomes for teachers and proximal learning outcomes for students, with the latter being reflected in student work samples and results on locally developed benchmark assessments.

3. Who is likely to be interested in the evaluation and what do they want to know about the professional development?

Potential audiences and their interests include:

- *Teachers* will want to see their feedback on the professional development and its benefits as well as those of their colleagues reflected in the evaluation results.

Five Questions to Shape the Evaluation Plan

- *District professional development staff, especially professional development coordinators, supervisors, and curriculum coordinators,* will want to know whether the activities take place as planned, including whether they attract the intended participants. They will also want to know what the participants think of the activities as a possible indicator of (a) whether they will apply the new knowledge and skills and (b) changes that may be required as the activities moves forward. Later, they will want to know whether the activities achieved the intended outcomes and perhaps whether the evaluation results suggest payoffs in continuing the activity or taking it to scale.

- *Principals and other school leaders* will want to know whether the activities produce the intended changes in teachers' knowledge and skills and whether and when these changes are likely to result in positive changes in student outcomes.

- *Providers, including college and university faculty, consultants, and vendors,* will want to know what participants think of the activities and whether the activities achieve the intended results.

- *Funders and program managers* will want to know the evaluation results, either to satisfy their own reporting requirements or to inform decisions about additional or follow- up funding.

- *District leaders, including school board members,* will join other stakeholders in wanting to know whether the activities achieve the intended changes in teachers' knowledge and skills and, consequently, lead to positive changes in student learning. They might also want to know how these results stack up against the results from other professional development activities.[1]

- *Parent and community groups* will want to know whether and how the activities contribute to changes in instruction and student learning outcomes, especially when those activities require a substantial investment of district resources and/or require teachers to be out of the their classrooms for extended periods.

[1] District leaders are also likely to want to know about the cost of the professional development, especially if the evaluation findings and report suggest that it might be a good idea to continue or expand the activity. Examining spending on professional development is outside the scope of the evaluations described in this guide. The evaluators can, however, examine the budget prepared as part of the planning process (Step 6 in the *Maryland Teacher Professional Development Planning Guide*). The evaluation might also ask whether funds were spent according to the plan and, if not, how the spending varied from what was planned.

Evaluation planners are well-advised to learn (a) what key stakeholders would like to know or need to know about the activities and (b) when they would like to have or need to have the information. It is possible, indeed likely, that the evaluation will not address all stakeholder questions. When information needs exceed what is possible given the resources and staff available for the evaluation, reaching some sort of a compromise about the focus and scope of the evaluation will be necessary.

4. What resources are available to support the evaluation?

Because the resources available to support evaluations are often limited, it is helpful to know what is available and to plan accordingly. Moreover, it is important to recognize that the resource constraints may make it difficult, if not impossible, to address all of the information needs and questions posed by various stakeholders. It is, however, possible that pointing out that the resource constraints will make it difficult to answer key stakeholder questions will be a strategic lever for garnering additional resources for the evaluation.

5. Who will work on the evaluation?

In many cases, the answer to this question may simply be that the people who are reading this guide will work on the evaluation. Knowing who will be able to work on the evaluation is a critical part of the resource issue discussed above. Specifically, evaluation planners should decide (1) who will be responsible for overseeing or managing the evaluation and (2) who else will be available to work on the evaluation (e.g., develop data collection instruments, collect and analyze data, prepare reports). This may also be a good time to begin thinking about whether and how the participants (teachers, in this case) and other school and district staff might be involved in the evaluation. (Options for teacher involvement in evaluations of professional development are discussed in more detail in later sections of the guide.)

As the planning process proceeds, the planners may identify additional staff needs or, if additional staff are not available, adjust the evaluation plan accordingly. Because work on the evaluation is likely to begin soon after the professional development gets underway, it is important to have staff in place as early as possible.

Reviewing staff requirements is a good time to decide whether or not it is advisable or necessary to seek the help of an evaluator or evaluation consultant. These individuals can contribute to discussions about professional development outcomes and indicators, and they can provide suggestions about appropriate approaches to data collection and data analysis. Skilled evaluators and data analysts can also help with more complicated design and analytic tasks, especially those associated with (1) choosing samples of participants for inclusion in various

data collection activities, (2) linking participation in professional development to changes in student learning outcomes over time, (3) analyzing large amounts of quantitative data, and (4) experimental and quasi-experimental designs.

District research offices and college and university faculty are two good sources of evaluation expertise. Evaluation firms and contractors are also good sources. When considering the costs of hiring an evaluator or evaluation consultant, planners should keep in mind that doing so may result in increased efficiency, thus reducing the overall cost of the evaluation while significantly improving the technical quality. In addition, relying on an external evaluator can add objectivity and credibility to the evaluation.

As already noted, evaluations of teacher professional development should be explicitly tailored to the activities being evaluated. Once the professional development plan has been developed, the evaluation planners can determine the questions that the evaluation will answer and how best to answer them. As they think about the evaluation questions and how to address them, the evaluation planners should also consider whether to (1) include all of the participants in the evaluation or identify a sample and (2) add a comparative dimension to the evaluation design.

Evaluation Questions

Evaluations of teacher professional development should focus on three questions:

- *Did the professional development take place as planned?*
- *What were teachers' perceptions of the professional development?*
- *Did the professional development achieve the intended outcomes?*

In deciding whether and how to address each of these questions, the evaluation planners should review the plans for the professional development and the logic model to determine what the evaluation should focus on and the kinds of data that should be collected. If the professional development plans are unclear or inconsistent about (1) the inputs, (2) the professional learning activities, and/or (3) the expected outcomes and indicators, the evaluation planners should discuss their concerns with the professional development planning team to clear up any ambiguities.

Collecting Data on Professional Development Implementation[2]

Examining implementation, including problems and impediments to implementing the activities as planned, can inform decisions about future professional development as well as decisions about necessary modifications or mid-course corrections to the professional development being evaluated. Specifically, evaluations should collect data on:

[2] Examining implementation and early outcomes is sometimes referred to as formative evaluation or process evaluation. Gauging participants' reactions to and perspectives on the evaluation, which is discussed later, is often included in formative evaluations.

- *Individual teacher participation* to determine whether those teachers who were targeted to participate actually did participate and whether they participated in all of the key professional learning activities specified in the professional development plan and/or logic model

- *The availability of the supplies, materials, and equipment*, especially in schools and classrooms, as specified in the professional development plan and/or logic model

- Whether the *professional learning activities occurred at the intended levels of frequency and duration and included the content* specified in the professional development plan and/or logic model

- The extent to which all of the *key actors* (e.g., presenters, facilitators, school-based professional development staff, principals) *carried out their responsibilities* as specified in the professional development plan and/or logic model

- The extent to which *contextual factors* (e.g., changes in school or district leadership, changes in school or district priorities, changes in resources, changes in teacher assignments, changes in student characteristics) *influenced implementation*, including teacher participation

Collecting data on the implementation of professional development is relatively straightforward, but it does require careful record-keeping that, in turn, requires reliable procedures to record the various kinds of data necessary to track implementation. These might include sign-in sheets to track teacher participation in centralized activities and activity logs maintained by school-based professional development staff to track various kinds of follow-up support for individual teachers and groups of teachers. Using online systems for maintaining activity logs and similar kinds of records is very efficient and inexpensive, especially with well-designed reporting forms.

Data on professional development implementation should be quantitative as well as qualitative. For example, when a professional development plan calls for weekly observations and feedback on classroom applications of new instructional strategies, the evaluation should collect data on the frequency and duration of these weekly sessions as well as on their substantive focus. This can be accomplished with logs maintained by the people doing the observations and providing feedback.

Although it will almost certainly not be a central focus of data collection on implementation, the evaluation should be sensitive to changes in the overall school and district context that are likely to affect implementation. For example, a change in district priorities for instructional improvement could have a

significant effect on teacher participation, especially if the change is somehow inconsistent with the purpose and goals of the professional development being evaluated. Similarly, unanticipated changes in the availability of resources to support the activities could impede implementation and participation. If changes in these and other contextual factors do occur, the evaluation team should document the changes and learn as much as possible about how they affect the implementation and outcomes of the professional development.

Collecting Data on Participant Perceptions of the Professional Development

Professional development planners and sponsors may want to know what participants thought of the activities as an early indicator of whether and how participants are likely to apply new knowledge and skills in their professional practices. Participant feedback can also yield useful information on whether the activities were implemented as planned and they pinpoint both components of the activities that went well and those that may require modification.

Usually the easiest and most efficient way to collect data on participants' perceptions of professional development activities is through a survey. Depending on the nature of the activity and the reasons for examining participant perceptions, surveys can address some or all of the following topics. (Sample survey items related to these topics are included in Appendix B):

- Understanding of the purpose of the professional development
- Ratings of the usefulness or relevance of key components of the professional development to current assignments/responsibilities, with special attention to perceptions of usefulness for working with their own students
- Perceptions of the extent to which professional development met individual professional learning needs
- Ratings of the alignment of the content or focus of the professional development with district or school improvement priorities, plans, and goals
- Perceptions of the kinds of support and encouragement they receive to actively engage in the professional development
- Perceptions of the kinds of support and encouragement they receive to apply new knowledge and skills in their classrooms
- Ratings of the likelihood of applying new knowledge and skills in the classroom

- Overall ratings of the usefulness of the professional development compared with other professional development

In addition, if the survey is about an activity or series of activities with multiple components and/or that extend over a relatively long period of time, the survey should include items that ask about participation in each component of the activity to help determine overall participation patterns and whether they appear to be related to attainment of the intended outcomes.

If possible, surveys should be administered three to six weeks after the professional development is completed, instead of the standard end-of-the-session administration used in many local evaluations. The advantage of this arrangement is that it provides an opportunity for participants to reflect on the professional development and how they benefitted from it. The primary disadvantage is that it may be difficult to administer the survey after participants have returned to their schools and classrooms.

Evaluation planners should also consider the option of administering surveys online. Online surveys are inexpensive, and available software packages make survey development, administration, analysis, and reporting much easier than using traditional paper-and-pencil instruments. These surveys can be administered quickly and efficiently through district email systems or by hosting them on district websites.[3] District information technology staff can provide the best advice on how to administer online surveys and how to meet local requirements related to online security and personal privacy.

The evaluation can also collect data on teacher perceptions of the professional development through focus group interviews conducted at a reasonable interval after the activities have been completed. Note that these focus groups can also be included as part of ongoing data collection that follows major components of the professional development.

The primary advantage of focus group interviews is that they yield rich information about teachers' perceptions of professional development and can complement the survey data. The primary disadvantages of focus group interviews are that they are more time-consuming than surveys and typically include relatively small samples.

Evaluations that focus only on teacher perceptions of some components of professional development, typically the workshop or training components that take place at the beginning of a longer series of professional learning activities, are of limited use because they provide incomplete information. Evaluations that examine teacher perceptions of all components (especially follow up and school-

[3] *Survey Monkey* is an example of an easy-to-use survey software package. The basic survey package is free, and more comprehensive and versatile versions are available at very low monthly rates. For more information on this software and how to use it, visit www.surveymonkey.com.

based activities) and that include a careful look at implementation and outcomes are much more useful in understanding what happened and how it paid off for teachers and their students.

Collecting Data on Indicators and Outcomes

Evaluations of teacher professional development collect data on (1) outcomes for teachers, including mastery of new knowledge and skills and changes in professional practice and (2) changes in student learning outcomes, behavior, and engagement in school that are associated with the teacher outcomes. In addition, these evaluations may examine changes in school organization and culture that are linked to the professional development.

Plans for data collection should include strategies for collecting data on all of the outcomes and related indicators included in the plan for the professional development being evaluated.

As a general rule, the plans for data collection should include strategies for collecting data on all of the outcomes and related indicators included in the plan for the professional development being evaluated. For example, if the expected outcome of professional development is participant mastery of the content of one of the subject areas included in the Voluntary State Curriculum (VSC), an indicator could be scoring at a specified level of proficiency on a written test on the content area upon completion of the professional development. In a more ambitious professional development activity, one outcome could be mastery of the content of one of the subject areas in the VSC, with a second outcome being understanding of and ability to apply appropriate pedagogical strategies necessary to help students master the content. The indicator for the first outcome could be passing the written test on the content. An indicator for the second outcome could be demonstration of the appropriate instructional practices in simulated or actual classroom settings. A third set of outcomes and indicators could focus on understanding and applying appropriate classroom assessments to gauge student mastery of content in one of the content areas of the VSC, and a fourth set could focus on changes in student learning associated with changes in instruction.

Not only do these examples suggest progressively more extensive professional development activities, they also suggest increasingly complex evaluation efforts and clearly illustrate the need for multiple data collection strategies. More important, they illustrate the relationship between choices about indicators included in the plan for the activity and decisions about the kinds of data that will need to be collected to determine whether the outcomes were achieved. Thus, the data collected to determine whether the first outcome (mastery of VSC content) was achieved will include participant scores on a test. The data collected to determine whether teachers can apply appropriate pedagogical practices could come from direct observations of instruction, from written responses to prompts calling for descriptions of instructional activities that would help students master

various parts of the relevant VSC content area, or from teacher logs in which they report on classroom activities. Data on whether teachers are able to apply appropriate assessment strategies could come from a review of teacher-developed classroom assessments and assignments. Data on changes in student learning could come from a review of samples of student work prepared in response to teacher-developed prompts related to the relevant VSC content, a review of student scores on relevant sections of local benchmark assessments, or, less frequently, a review of student scores on state assessments.

Just as the evaluation should be sensitive to changes in the local context that affect implementation of the planned professional development, it should also be sensitive to how changes in context affect the outcomes. Here, again, changes in school or district priorities could greatly influence teacher application and use of new knowledge and skills.

Evaluations should also be sensitive to unanticipated outcomes that may be attributed to the professional development. For example, professional development that relies on math resource teachers to help math teachers implement new content and instructional practices could result in other teachers and school administrators understanding the benefits of this kind of support. This new understanding could, in turn, lead to an increased demand for school-based professional development provided and facilitated by skilled resource teachers in other content areas. Alternatively, poorly planned and incompletely implemented school-based professional development in one subject area could seriously undermine interest and willingness to participate in similar kinds of activities in other subject areas. Both of these outcomes are important, and the evaluation team should do what it can to learn about how and why they occurred.

Focusing on a Sample of Participants Versus All Participants

For professional development that includes relatively large numbers of participants and/or that includes multiple professional learning activities that extend over time, it may make sense to collect data from a sample or samples of participants for at least portions of the evaluation. The advantage of looking at a sample is that it becomes more feasible to gather more detailed or in-depth information, especially about things like changes in classroom practice.

There are several potential challenges associated with focusing on a sample or samples of participants. First, there is the sampling task itself. One option is to select a random sample. This can be done with a table of random numbers or something similar. A second option is to draw a sample that is somehow representative of all of the participants. This requires having information about individual characteristics that might somehow affect participation patterns, application of new knowledge and skills, or both. For example, if the participants in a professional development activity focused on understanding and using instructional practices to foster reading comprehension are divided between

teachers who are reading specialists and those who are not, or teachers with extensive experience and those who are new to the profession, the sample should reflect the overall distribution of these characteristics.

A second challenge is communicating about the samples and sampling procedures. How and why were some participants and not others selected for the evaluation? Despite the evaluators' very good intentions to the contrary, identifying samples might somehow suggest that some participants are being singled out for special attention or scrutiny. The evaluators must address these concerns from the outset and make every effort to allay them to ensure that teachers will be willing participants in the evaluation.

In most cases, it will make sense to consult with a sampling statistician for advice on how to select appropriate samples.

Adding a Comparative Dimension to the Evaluation

A potentially powerful approach to looking at professional development outcomes is to compare changes in participants' (the treatment group) knowledge and skills with changes in the knowledge and skills of teachers who did not participate in the professional development or who participated in other professional development (the comparison group). Alternatively, the evaluation could compare the learning outcomes of the students of the teachers in the treatment group with those of the students of the teachers in the comparison group.

When done well, both kinds of comparisons help gauge the impact of the professional development on teacher knowledge and skills or classroom practice, and on student learning. Adding a comparative dimension to an evaluation also poses substantial challenges and may add significantly to the cost. In most cases, adding a comparative dimension to the evaluation will require seeking assistance from a skilled evaluator who can help with sampling issues as well as complex data analysis.

At a minimum, this design option requires identifying comparison groups of teachers who share many if not all of the characteristics of the participating teachers. For example, the comparison group should include teachers who teach at the same grade level and in the same content areas as the participating teachers. In addition, the comparison group should teach students with similar characteristics and work in schools that are similar to those of the participants.

Conceptually, identifying comparison groups, especially when they are matched to treatment groups on a number of variables, helps to focus on the treatment, in this case, professional development, as the "cause" of the observed outcomes and to eliminate other explanations of causality. An even more powerful evaluation design is random assignment of teachers to treatment and control groups and to compare the two groups on the outcome variables of interest at the end of the

professional development or at the point at which planners expect to be able to observe the intended outcomes. Random assignment designs are recognized as the "gold standard" in studies of program effectiveness and impact.

For most districts and many evaluations, both of these design options have some serious practical disadvantages. First, they can be very costly and time-consuming. Second, they can require relatively large samples of teachers and students, and, in some cases, there may simply not be enough teachers available to form either a comparison or control group.[4] In some situations, a third challenge may be having to justify the random assignment of teachers and/or students to treatment and control groups to the teachers and to parents and others in the local education community.

Preparing for Data Collection

For any evaluation of teacher professional development, preparing for data collection involves:

- *Selecting appropriate instrument(s)*
- *Preparing staff who will collect the data*
- *Gaining access to people and data*

In some evaluations, completing these preparations will be fairly simple; in others, the preparations will be more complicated. Some preparations will be very inexpensive while others may be quite expensive and time-consuming. In some evaluations, costs will trump all other factors in deciding how to complete these preparations. In these cases, evaluation planners need to recognize and be prepared to explain the trade-offs being made. In every evaluation, preparation is critical to the success of the effort.

Selecting appropriate instruments. (Evaluation resources included in Appendix A provide extensive information about a variety of instruments that can be used in evaluating teacher professional development.) Typically, evaluations of teacher professional development will employ one or more of the following kinds of instruments:

- *Written tests* to assess participants' mastery of professional knowledge (including knowledge of curriculum content) and skills

[4] One solution to this problem is to identify comparison groups or control groups from other districts. While this strategy can add rigor to the evaluation design, it also adds to costs and it may not be feasible for other reasons.

- *Surveys* to collect data on (1) participants' experiences and perspectives on the professional learning activities and (2) participants' attitudes (including changes in their attitudes about teaching and their careers)

- *Protocols for observations and interviews* to collect data on (1) participants' perspectives on the professional learning activities, (2) implementation of professional development activities, and (3) application of new knowledge and skills in their classrooms and other settings

In some cases, evaluations will collect data on students. Most evaluations that focus on student outcomes associated with teacher participation in professional development will rely on student work samples, results on state and local assessments, and administrative records of student attendance, behavior, and discipline.

A practical first step in selecting instruments is to see if appropriate instruments already exist. For example, some districts have developed generic survey instruments to gauge teacher perspectives on their professional development experiences. These instruments may require only a bit of tailoring to be appropriate for the evaluation being planned. Some curriculum materials include assessment instruments to measure content mastery, and locally developed observation protocols and guides may be useful in gauging implementation of new practices. Finally, a number of instruments have been developed to measure teacher attitudes.[5]

Adopting and/or tailoring existing instruments can be relatively inexpensive and require very little time. In some cases, there may be the added advantage of formal guidance for administration and use of these instruments. In addition, results from other evaluations using these instruments may be available that could be applied in some sort of a comparative analysis of the results from the professional development evaluation being planned.

Here are some criteria to guide selection and/or development of instruments:

- Instruments should be designed to *minimize the burden* on respondents (surveys, interview protocols, written tests) and users (observation and interview protocols). Overly long surveys and interviews tend to generate bad data and may result in respondents' unwillingness to participate in other kinds of data collection activities. Observation protocols should not require more than 30 minutes per observation, and less if possible. Surveys should require 15-20 minutes at most and, again, less if possible.

[5] Visit http://www.coe.ohio-state.edu/ahoy/researchinstruments.htm for links to a number of survey instruments and detailed information about their use and psychometric properties.

- The content or substantive focus of the instruments should be *aligned with the content of the professional development.* Observation protocol prompts should call for observations and data that explicitly reflect key elements of the content of professional development (e.g., frequency of teacher use of specific questioning strategies, teacher use of appropriate curriculum materials, teacher use of appropriate strategies to gauge student learning).

- As a general rule, observation protocols *should call on observers to describe* classroom activities.[6] These protocols *should not call on observers to judge or rate* the activities (e.g., rate teacher proficiency on a scale of 1 to 5). Protocols that collect descriptive data could, for example, call on observers to count or report on:

  - The number of times that teachers use various questioning strategies
  - The number of students to whom the teacher directs questions and feedback
  - Teacher use of academic language versus less formal language
  - The presence and use of certain instructional materials and equipment
  - The particulars of how a teacher uses prompts to assign student work (e.g., time spent on discussing the assignment, opportunities for students to collaborate and collect information)

  In contrast, protocols that do not rely on well-defined rubrics or that call for anecdotal reports or subjective judgments yield data that are difficult to analyze or data that are simply not very useful. Finally, protocols that call for observers' judgments or ratings require extensive training to ensure consistency within and across the observations.

- Survey instruments and other self-report forms *should include close-ended items.* Responses to these items are easier and less expensive to analyze, and they ensure a degree of consistency

[6] See "Professional networks and school improvement," by Richard Elmore (*School Administrator,* April 2007), also available online at www.aasa.org/publications. Elmore discusses the use of protocols in describing and discussing classroom practice and highlights the importance of careful preparation for effective use of the protocols. See also *The power of protocols: An educator's guide to better practice,* by McDonald et al. (2007), for extensive guidance about using protocols for collecting data and discussing the results.

among respondents. Responses to open-ended responses require careful coding and are therefore more difficult and more expensive to analyze.

A note of caution about adopting locally developed instruments—especially instruments designed for purposes other than evaluating teacher professional development—is in order here: Planners should review instruments very carefully to be sure that they are, in fact, suitable for the evaluation being planned. For example, as noted above, protocols developed for classroom observations, walk-throughs, and teacher performance appraisals may be useful instruments for evaluating the impact of professional development on teacher performance. At the same time, planners should be sure that these instruments are designed to collect data on the specific indicators that are included in the evaluation. In other words, these instruments should meet reasonable standards for validity. Instruments that are generic or that focus on indicators other than those included in the evaluation will not yield data that will help gauge the effectiveness of the professional development. In short, selection and/or development of appropriate instruments depend in large part on very clear specification of what the instrument is intended to help measure. What are the key indicators of successful implementation of new practices? How often should they be present and under what circumstances? The evaluation planners should ask these and other questions. The answers should be provided by those who are planning the professional development.

For evaluations that focus on student outcomes to gauge the long-term impact of professional development, it is important to be sure that assessment tools, including locally developed tests and assignments or prompts used to generate student work samples, are aligned with the knowledge and skills that teachers are expected to demonstrate as a result of their participation in professional development.

Selection and/or development of appropriate instruments depend in large part on very clear specification of what the instrument is intended to help measure. What are the key indicators of successful implementation of new practices? How often should they be present and under what circumstances? Evaluation planners should ask these and other questions. The answers should be provided by those who are planning the professional development.

When using student work samples, the evaluation planners and the professional development planners should also think very carefully about how the assignments and prompts will be administered and whether and how the evaluation will monitor the process. Differences in how assignments are made or how prompts are used may result in considerable differences in student work. These differences could, in turn, lead to differences in judgments about instructional practices. Consider the following example:

Using Student Work Samples in Evaluating Teacher Professional Development: A Cautionary Example

The professional development planners and the evaluation planners agree that one source of data about the student outcomes that follow from teacher participation in a long-term professional development designed to help them improve instruction in 20th-century American history will be student essays on the causes of the Korean War. Teacher A and Teacher B have recently completed the three-month professional development activity, and their students' essays will be reviewed to gauge whether the teachers have successfully implemented the instructional strategies and curriculum content that were the focus of the professional development.

In reviewing the completed essays, the evaluation team observed that the essays of the students of Teacher A were much shorter and less well-developed than those of the students of Teacher B. The team also observed that the essays of the students of Teacher A reflected very limited understanding of the economic and political factors that preceded the conflict. Because the two teachers gave their students the same assignment, and because classroom observations of the two teachers that took place after the professional development indicated that both had mastered the new content and related instructional strategies, the evaluation team initially concluded that the students of Teacher B were more able than the students of Teacher A. However, because there was no other obvious evidence of these differences in indicators of students' ability, the evaluation team was puzzled by the result and decided to look at the observation data a second time. What they discovered was that although instruction was quite similar in the two classrooms, Teacher A had written the prompt on the board at the beginning of a class period and, after responding to a few questions, had given the students two days to complete their essays. In contrast, Teacher B had spent the better part of a class period discussing the assignment and responding to a variety of student questions. Next, she organized students into small groups to brainstorm possible explanations for the causes of the Korean War. After that, she encouraged them to go to the school library to collect additional information before completing their essays. Not surprisingly, the result of these different approaches to the same assignment was essays of very different quality.

Preparing the evaluation team. No matter what the evaluation design or which data collection instruments are used, a critical step in conducting good evaluations is to thoroughly prepare individuals who will be responsible for data collection. Ideally, this preparation should include:

- *A thorough orientation to the evaluation plan, with special attention to data collection tasks and responsibilities and the amount of time required.* This is particularly important when data collection includes interviews, observations, and other direct contact with participants. These forms of data collection can be quite time-consuming, so it is important that data collectors understand the amount of time that they will need to devote to the task. This is especially important if district staff are responsible

for data collection. Finally, it will be important to review confidentiality issues that may arise in the course of data collection. Data collectors need to understand that it is imperative to protect the identity of participants in the evaluation and how and with whom they are expected to share information.

- *A detailed review of the data collection instruments and how to use them.* This should include an explanation of the purpose of using the instrument or instruments, strategies for introducing and explaining it to participants, and expectations for how data are to be recorded and/or reported in preparation for data analysis. Preparation for using observation protocols, interview guides, and similar instruments should also provide very clear guidelines for the frequency and duration of use. For example, if an observation protocol is to be used to measure changes in instruction or application of new instructional strategies and content, observers need to know how many times they are expected to observe each teacher, appropriate intervals between observations, and how the data are to be recorded and reported.

- *Opportunities to practice using data collection instruments, such as observation protocols and interview guides.* Practice in using these instruments ensures that data collectors understand their responsibilities and that data collection is consistent and thorough. Practice in using observation protocols may also afford opportunities to test the reliability of the instruments and to make refinements as necessary. Examples of practice in using data collection instruments include role-play situations in which members of the evaluation team practice using interview protocols with other members of the team and team members completing observation protocols as they view videos of vignettes of classroom instruction.

Securing participation in the evaluation. Following three basic strategies can greatly facilitate ensuring the willing participation of teachers and others in the evaluation. The strategies are: (1) be transparent about the evaluation plans and how the results will be communicated, (2) ensure confidentiality, and (3) make participation voluntary.

- *Transparency.* Evaluators need to be clear about (a) the purposes of the evaluation, (b) what participation will entail in terms of time and other possible commitments, (c) what data will be collected and how, and (d) how the evaluation results will be communicated and to whom. Teachers may have concerns about the extent to which the evaluation will somehow be an evaluation of them and their work. The evaluation team needs to reassure them that the evaluation is assessing the professional development and not

teacher knowledge and skills and/or performance in the classroom. At the same time, the evaluators should also make it clear that teacher knowledge and skills and performance are included among the expected outcomes and, therefore, the focus of the data collection activities.

- *Confidentiality.* Evaluators need to assure teachers and others who participate in the evaluation that all data collected from and about them will be maintained in strict confidence and that they will not be identified by name in any reports or other communications about the evaluation. As appropriate, these assurances should explain the procedures for maintaining confidentiality. For example, the evaluation team will probably store data in secure files accessible only to members of the team. Similarly, teachers and others who participate in the evaluation may be assigned an identification number so that all names and other identifying information can be eliminated from data files.

- *Voluntary participation in the evaluation.* As a general rule, teachers and others who may be involved in the professional development as participants or in other ways should be *invited but not required* to participate in the evaluation. In addition, they should be permitted to opt out of the evaluation at any point in the process. To ensure that participants understand what is being asked of them, the evaluation team should prepare a short, written description of the evaluation. This description should, at a minimum, explain the overall purpose of the evaluation, the amount of time required to participate, and how the results will be reported and to whom.

Gaining access to students and student data. If an evaluation focuses on changes in student learning or in other student outcomes (e.g., attendance, truancy, disciplinary referrals, suspensions, expulsions) or on student perceptions of changes in teacher performance, it may be necessary to seek parental consent to gain access to student records, to interview students, or ask them to complete a survey. Many districts have well-defined procedures for gaining access to students and student data, and it is incumbent on evaluators to pay close attention to these procedures. Here, again, written communications explaining the purposes of the evaluation, the kinds of data that are necessary, procedures for protecting student privacy and confidentiality, and how the data will be used are important. In addition to obtaining parental consent, it will be necessary for the evaluation team to work closely with district staff who maintain district data systems. Indeed, it may be necessary to call on them to extract data from student files.

A Note About Classroom Observations

Classroom observations are a very good way to collect information on professional development outcomes related to teachers' application of new knowledge and skills. As already noted, the success of these data collection activities is dependent, in part, on the availability of good instruments and careful training in using them. In addition, observers should:

- *Conduct multiple observations* of each teacher over a period of several weeks or perhaps even a few months
- *Complete data collection reports as soon as possible* but no later than 48 hours after the observations
- *Avoid scheduling observations on the days before or after school holidays or on "special days,"* which may have shortened or alternative schedules
- *Immediately report any problems*, including concerns from teachers who are observed, to the person who is leading the evaluation and/or managing the observations

Evaluation planners should also think about the option of following up classroom observations with short interviews. These interviews can elicit teachers' views of what happened, how things worked, and why. These interviews can also examine teachers' reasons for using various content and instructional strategies. As appropriate, these interviews should be scheduled to avoid additional disruption of classroom activities.

One of the important issues in planning the observational components of an evaluation is to decide what role district staff will play in data collection, if any. School-based professional development staff, supervisors, principals and assistant principals typically spend a lot of time in both formal and informal observations. Therefore, it may make sense to recruit them as data collectors for the evaluation. At the same time, there are some additional factors to consider. First and foremost, it will be difficult for principals and others who are responsible for teacher performance appraisals to separate their role in an evaluation of professional development from their performance appraisal role. In addition, teachers who are included in the evaluation may not understand or appreciate the different roles and may therefore be uncomfortable in observations related to the evaluation. (To be sure, they may be uncomfortable being observed as part of a formal performance review, but that is another matter.) One option for involving principals and assistant principals in data collection is to have them conduct interviews and observations with teachers in other schools.

School-based professional development staff and other staff who spend time working with teachers but who are not involved in performance appraisals may be good choices for collecting evaluation data.

In addition to deciding about recruiting building administrators and district to help with data collection, there is also the question about using information collected for other purposes (e.g., performance reviews, monitoring implementation of new practice) for an evaluation of professional development. Here, again, it may be tempting to take advantage of information that has already been collected. Indeed, it is possible that the professional development planning team used some of these data to determine the need for the professional development and to identify the teachers who should participate.

At least three factors will influence the decision about using these data. First, district personnel/human resource policies and negotiated agreements may prohibit the use of data from performance reviews for any other purpose or they could require that teachers give their permission for other uses. Second, the evaluation planners should review the alignment of the data collection process (e.g., formal observations, walk-throughs) with the content and purpose of the professional development. Misalignment means that the data collected for these other purposes will be of limited use for the evaluation. Third, the evaluation planners should review the quality of the data collection process and the data. Inadequate data collection and incomplete or weak data are of no use to the evaluation. (Of course, these same considerations should apply to the use of these data for determining the need for the professional development and who should participate.)

Involving Teachers in Data Collection

The *Maryland Teacher Professional Development Planning Guide* encourages including teachers in planning professional development. Teachers can also play key roles in evaluating professional development, especially professional development that is designed by school improvement teams as part of their school improvement plans and that takes place in the school as part of regular school activities.

Involving teachers in data collection and, later, in data analysis will almost certainly extend and enrich their professional learning. In addition, involving teachers in evaluating their professional development is worthwhile because it establishes their ownership of the effort as well as the results.

One good way of involving teachers in data collection is through peer observations of classroom practices. When done well, peer observations generate a lot of information on teaching practices and help school faculties develop and

use a common language about instruction and how to improve it.[7] In addition, teachers can help develop observation protocols and the preparations for using them. Consistent with earlier suggestions for preparing for data collection, preparations for peer observations should include practice in using the protocols and clear guidance and explanations about how to record and share data.

Despite the fact that there are some real benefits to teacher involvement in this form of data collection, there are several important challenges that need to be addressed. First and foremost, preparing for and conducting the observations requires time and may also require making arrangements for covering the classes of teachers who are conducting the observations. Ideally, the observations can be conducted during preparation time or during non-instructional periods. When this is not possible, the principal and teachers will need to work together to find ways of covering classes to minimize disruptions in instructional activities. Second, it is incumbent upon principals and other school leaders to establish an atmosphere of trust among teachers, to help them recognize the payoffs of the observations, and to promote discussions of the results to improve practice and to determine the focus of future professional learning activities.

[7] For a more extensive discussion of how to plan and use peer observations, visit the Annenberg Institute's "Tools for School Improvement Planning" at www.annenberginstitute.org/Tools.

Data analysis begins early with ongoing monitoring of data quality and continues with the application of appropriate analytic procedures. Just as data collection reflects decisions on the outcomes and indicators that will be of interest in the evaluation, data analysis anticipates the reporting task and sets the stage for presenting the evaluation findings. This section of the guide provides suggestions for monitoring data quality and general approaches to data analysis. The guide does not, however, discuss specific statistical procedures that evaluators can use to analyze evaluation data.

Monitoring Data Quality

As noted earlier, a key to a successful evaluation is having solid data. In addition to selecting appropriate instruments and preparing the evaluation team to use them, it is necessary to monitor the quality of data as they are being collected. Although there will be exceptions, it is almost always difficult to collect additional data after the planned data collection has been completed. Therefore monitoring data quality while data collection is underway is essential to the success of the evaluation. Here are some tips:

Monitor response rates on surveys and other quantitative data collection. When administering surveys, pre-test/post-test instruments to measure changes in participant knowledge, or similar kinds of instruments, the evaluation team should check to see that participants complete and return the instruments. Ideally, there will be a procedure for tracking individual survey responses that will, in turn, make it possible to follow up with non-respondents. If surveys are administered online, the evaluation team can send email reminders to non-respondents. Alternatively, if it is not possible to track individual responses, blanket email responses can be sent to all participants. If the survey permits identifying subgroups of participants (e.g., elementary school reading teachers, elementary special education teachers), it is possible to send email reminders to the subgroups with low response rates.

The higher the survey response rates, the better. Time and resource constraints permitting, the evaluation team should aim for response rates of at 80 percent for all participants or 80 percent for each identifiable sub-group of participants. As response rates drop below 80 percent, it becomes more difficult to analyze the data or to draw any meaningful conclusions from them.

Monitor record-keeping necessary for tracking participation and implementation of the professional learning activities specified in the plan for the activity. Developing and maintaining record-keeping systems is necessary for the evaluators to be able to report on participation patterns and implementation of key components of the professional development being evaluated. This task becomes both more important and more complicated as activities increase in size and scope. Note also that sections of evaluation reports that present

findings about participation and implementation should describe what actually happened as opposed to making assertions about what was supposed to have happened.

As noted earlier, sign-in sheets are good sources of data on participation in large group activities. Evaluators should work with professional development providers and facilitators to ensure that participants record their attendance at these sessions. The evaluators should also work to ensure that the sign-in sheets collect information at an appropriate level of detail. For example, if the professional development begins with five days of workshop sessions, there should be a sign-in sheet for each workshop session. This permits tracking overall participation as well as variations in participation patterns. Data from the sign-in sheets should be entered in the evaluation database as soon as possible after participants sign in.

For professional development that includes multiple sessions that take place over several weeks or several months, the data system should be organized to track individual teacher participation in all of the activities. Later, these data can help profile participation patterns and help evaluators determine whether the variations are sufficiently large to compare and contrast various participation patterns as they may be related to teacher outcomes. In the shorter term, interim evaluation reports may pinpoint gaps in participation, thus making it possible for professional development providers and facilitators to identify ways to improve participation as the professional development continues over time.

Similarly, if the professional development includes follow-up activities such as observations, feedback, and assistance from school-based professional development staff, evaluators should work with providers and facilitators to develop ways of keeping track of these activities. One approach is to ask school-based professional development staff to maintain simple activity logs to record information about their interactions with participants in school or classroom-based follow-up. If the evaluators are maintaining master files, data from the logs can easily be combined with data from sign-in sheets to generate more complete participation records.

Monitor the accuracy and completeness of entries in observation protocols and similar kinds of data collection instruments. If data collection includes structured or unstructured observations, interviews with teachers and others, or similar kinds of activities, the evaluators should monitor the processes to ensure that the various data collection activities are taking place as planned. They should also check completed reporting forms to make sure that data are being recorded correctly. As with the other monitoring suggested here, tracking these efforts can help ensure that there are no gaps in the data and that the data are of high quality. It is relatively easy to solve data collection and data quality problems if they are identified early while data collection is still underway; it is almost impossible to solve them after the fact.

Convene the data collectors to review data collection efforts. When an evaluation includes several cycles of data collection, it is a good idea to convene the data collectors after each cycle to review the data collection activities. Specifically, data collectors could be invited to discuss any problem that they are experiencing in using data collection instruments, especially observation and interview protocols. Are there important things that they are seeing or hearing that are not included in the protocols, and, if so, how can the protocols be modified to capture these things? What findings are emerging? Should data collection instruments and plans be modified to examine these findings in more depth?

Data Analysis

Learn about the data. A real benefit of monitoring data quality in the ways suggested previously is that the process helps familiarize the evaluators with the data and what the data suggest about the professional development. Indeed, an important first step in data analysis is to get to know the data and to see what they appear to be suggesting even before conducting more careful and systematic analysis.

Start with the basics. In many evaluations of teacher professional development, much of the data analysis will involve counting. Here is a partial list of questions that can be answered by counting various kinds of data:

- How many teachers participated in *all* of the learning activities and how many teachers participated in only a few of the learning activities?
- How many participants gave the activities high marks for usefulness and relevance?
- How many participants reported that they received adequate help in applying new knowledge and skills in their classrooms?
- How many participants viewed the activities as "a good start" versus "providing them with all the information they needed to apply new knowledge and skills?"
- How many participants scored at or above proficient on a written test of content area knowledge administered one month after the professional development? Are there consistent gaps in content knowledge?
- Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classroom? What gaps in applications are suggested by the observational data?

Depending on the design of the professional development, the kinds of data that are available, and the quality of the data systems developed for the evaluation, it may also be possible and useful to compare and contrast the perceptions and experiences of various groups of participants. Consider the following example:

The Case of the Accidental Comparison Group and the Benefits of Looking at the Evaluation Data a Second Time

The activity being evaluated focused on helping participants understand and apply instructional strategies to increase reading fluency. The first phase included a concentrated series of workshops on these strategies, and the second phase included ongoing observations and coaching from school-based reading resource teachers. The evaluation design called for (1) documenting participation in the two phases of the professional development, (2) using a written test to assess participant understanding of instructional strategies associated with helping students develop reading fluency, and (3) assessing participant application of the instructional strategies through a series of structured observations scheduled to take place 4-8 weeks after the completion of all of the professional learning activities, including the school-based supports.

Initial evaluation results indicated that almost all participants participated in all of the workshop activities and that most gave the activities high marks for the potential usefulness of the content. Most participants also agreed that the strategies would work well with their students. In addition, the scores on the written test clearly suggested that a large majority of the participants understood the new instructional strategies.

To the evaluators' surprise, however, the initial review of the observational data revealed rather large differences in classroom implementation and use of the new instructional practices. Because they were able to link the data on coaching support with the data on classroom instruction, the evaluators were able to examine the extent to which more extensive coaching appeared to be related to more extensive implementation of new instructional practices. Subsequently, when the evaluators reviewed the activity logs maintained by the reading resource teachers, they found considerable variation in the amounts and kinds of school-based follow-up to support implementation of the new strategies. Some teachers received help several times a week while others received help once a week or even less. Later, when the evaluators re-examined the data in the observation protocols used to measure the extent to which teachers were applying the new practices, they found that teachers who had received more follow-up help were better able to use the new instructional practices than teachers who had received less help.

In looking at the observation records a second time, the evaluators also found that there were school-level differences in the amount of coaching support that teachers received. Teachers in some schools received considerably more support than did teachers in other schools. Curious, the evaluators returned to the schools to talk with the principals and reading resource teachers about the arrangements for working with individual teachers. These conversations revealed that there were important differences in how the principals and reading resource teachers worked together and in the amount of support and encouragement that the principals provided. This led the evaluators to conclude that stronger working relationships and higher levels of encouragement and support were clearly related to the reading resource teachers providing more classroom support.

Quantify the qualitative data. Qualitative data, including data collected through observations, interviews, self-reports, and student work samples yield rich descriptions of professional learning activities, classroom instruction, and student learning outcomes. These descriptions are especially useful when they include some sort of quantification to illustrate the extent to which they are typical or representative of the experiences of all of the participants. Thus, observation protocols that yield detailed descriptions of instructional practices (i.e., the number of students engaged in class discussions, the number of students to whom teachers direct particular kinds of questions, the availability and arrangement of classroom supplies and materials, etc.) also make it possible to report on how many teachers are actually implementing new practices. Reporting observers' judgments about the extent to which teachers are implementing new practices makes it incumbent on the evaluators to explain the extent to which the observations may reflect observer bias.

When an evaluation collects more open-ended data, such as data from semi-structured observations or interviews, the analytic task is to review the write-ups from the various data collection activities for keyword and key themes and to count their frequency. Because of the costs associated with preparing observers and interviewers to carry out these data collection activities as well as the costs associated with data analyses, evaluation planners should think very carefully about pursuing this design option. One solution to the problem of analyzing large amounts of qualitative data, especially data from structured and semi-structured observations and interviews, is to use software programs designed specifically for this purpose.[8] The advantage of using this software is that it helps organize and analyze large amounts of qualitative data.

Anecdotal data, including self-reports of implementation and use of new instructional practices, can be useful in analyzing changes in teacher practice. Once again, counting is important. How many teachers actually reported applying a new instructional strategy and provided a concrete example? How many teachers actually reported changes in student outcomes that resulted from the application of a new strategy and provided a concrete example of change in student work or assessment results?

Involving Teachers in Data Analysis

Just as they can be involved in data collection, teachers can play a role in data analysis. Teachers can, for example, share the results of peer observations and examine what they learned about the implementation of new instructional strategies. Teachers can also

Teacher involvement in data analysis is, by itself, a valuable professional learning opportunity.

[8] Visit www.qsrinternational.com for more information about software available for use in qualitative data analysis. Note that some versions of the software are available at no cost.

participate in reviewing samples of student work that serve as indicators of the implementation of new instructional strategies.[9] As with involvement in data collection, teacher involvement in data analysis is, by itself, a valuable professional learning opportunity.

Keys to involving teachers in data analysis are similar to those related to involving them in data collection, and they include:

- *Setting aside adequate time* in the regular school schedule
- *Orienting them to the task,* especially strategies for discussing the data (both observational data and student work samples) objectively
- *Establishing an atmosphere of trust* in which observations and comments can be freely shared

Explaining Cause and Effect in Evaluations of Teacher Professional Development

Perhaps the greatest challenge in evaluating teacher professional is to determine patterns of causality. The bad news is that the evaluation designs necessary to empirically determine causality are beyond the scope of most state and local evaluation efforts. The good news is that there are options for looking at causality in evaluations such as the ones discussed in this guide.

The evaluation planners should look carefully at the data used by the professional development planners to assess the need for the professional development. What do these data suggest about teacher knowledge, skills, and practice prior to the professional development? For planning and design purposes, these data can be considered as baseline or pre-intervention data. In general, the goal of professional development is for teachers to move from the baseline to higher levels of knowledge, skills, and performance, and the purpose of evaluation is to determine whether these changes did occur and, if so, whether they are attributable, at least in part, to teacher participation in the professional development.

Next, as discussed in earlier sections of this guide, the evaluation should determine whether the professional development was implemented or occurred as planned. If it did take place as planned, the evaluation should look for evidence that the intended changes in teacher knowledge, skills, and professional practice (as specified in the outcomes and indicators included in the original plan) did, in fact occur. If these changes did occur and if they occurred after participation in the professional development, the evaluation should focus on explaining the

[9] For more ideas about involving teachers in the analysis of student work and using protocols in this process, visit www.lasw.org/protocols.html.

reasons for those changes. If the professional development did not take place as planned and/or if the intended changes in teacher knowledge, skills, and professional practice did not occur, possible claims about causality are weak at best. At the same time, if implementation was incomplete (including participation patterns that did not meet the expectations included in the original plan for the professional development) but at least some of the intended outcomes were achieved, the evaluation should look for patterns of causality.

In the kinds of evaluations discussed in this guide, one of the best ways to examine causality is to ask teachers directly about whether and how their professional development experiences contributed to changes in knowledge, skills, and professional practice. For example, after a series of classroom observations that yield clear and consistent evidence of appropriate application of instructional strategies that were the focus of the professional development being evaluated, the evaluators should interview teachers to ask where and/or how they learned about these strategies and what motivated them to try the strategies in their classrooms.[10] Follow-up questions should probe for concrete examples of the various factors that influenced teacher use of new strategies. Follow-up probes should also explore the relative salience of various factors in teacher decisions. It is possible—perhaps even likely—that teacher responses will suggest an array of factors that contributed to these changes. Careful analysis of these responses will help evaluators understand whether and how participation in professional development "caused" changes in teacher knowledge, skills, and performance.

Extending the causal links to student outcomes related to teacher participation in professional development is even more difficult. This difficulty also underscores the importance of examining indicators of student learning that are closer (proximal indicators) to the focus of the professional development than those that are more distant (distal indicators). Student work samples produced in response to prompts given by teachers and scores on locally developed assessments are examples of proximal indicators. Scores on state assessments, such as the HSA and MSA, are examples of distal indicators. Conceptually, the advantages of using proximal indicators are that they (a) are observable and measurable sooner than distal indicators and (b) typically reflect a narrower range of student learning. A related advantage is that because they are observable sooner—and closer to teacher participation in professional development—they are less likely to be influenced by other variables. Nevertheless, the evaluators need to be very careful about linking teacher participation in professional development to changes in student learning.

In the end, findings and conclusions are almost certainly to be somewhat tentative and speculative. The task of the evaluation is to present the data clearly and to

[10] It is generally not a good idea to rely on surveys or other self-report forms to ask teachers about the factors that influenced their use of new strategies, unless there is an opportunity for some sort of direct follow-up that permits probing the initial responses for concrete examples. Open-ended survey questions are especially difficult to analyze and are therefore not good sources of information.

provide a compelling case for linking participation in professional development to changes in teaching and learning. The case is most compelling when it recognizes the complexity of the causal chain and acknowledges that a variety of factors contribute to changes in teaching and learning. The case is least compelling when it simply asserts that teacher participation in professional development resulted in improved teaching and learning.

IV. Reporting

The last step in any evaluation is the preparation of the evaluation report. There is no single formula for evaluation reports, although they should follow a few basic principles to help readers understand the professional learning activities that took place and the extent to which they contributed to changes in teacher knowledge and skills, and how these changes led, in turn, to changes in student outcomes. In general, evaluation reports should:

There is no single formula for evaluation reports, although they should follow a few basic principles to help readers understand the professional learning activities.

Anticipate readers' information needs and interests. Recall that one of the issues to be addressed in planning the evaluation was to anticipate who would be interested in the results of the evaluation. Possible audiences include local and state policymakers, funders, principals, and, of course, the participants. Each group is likely to have different interests, although there will almost certainly be some overlap. For example, all of these groups and others who may read the report will want to know whether the professional development achieved the intended results as they were specified in the original design. Audiences are likely to vary in their interest in whether the activities unfolded as planned, although principals, participants, and staff who worked on the activities are likely to be interested in problems that may have arisen as the activities unfolded.

Most readers will welcome short, non-technical reports. Writers can help readers by:

- *Including an executive summary and clear, concise summaries* at the end of each major section of a report
- *Using advance organizers* to provide a map of the report and the key points
- *Defining important terms* (and possibly including a glossary)
- *Providing concrete examples* to amplify descriptions and observations
- *Using charts and exhibits* to present data and illustrate important findings
- *Including technical appendices* to provide additional detail about the evaluation design, data collection, and data analyses for interested readers

Describe the approach to the evaluation. These descriptions should explain what data were collected, how the data were collected, from whom they were collected,

and the timeline for data collection. These descriptions can also include copies of key data collection instruments or the instruments can be included as appendices to the report. Finally, these descriptions should present information about response rates, the extent to which complete data are available for all participants included in the evaluation, and any problems that were encountered in data collection.

Explain the purpose of the evaluation and address each of the evaluation questions. In describing the purpose of the evaluation, the report should introduce the logic model (or other conceptual framework) that guided the professional development and that informed the evaluation. Alternatively, the description of the purpose of the evaluation should discuss the key assumptions that guided the professional development and the evaluation.

After discussing the purpose(s) of the evaluation, the report should list the evaluation questions and explain why they are important. The answer(s) to each question should include as much detail as necessary to help the reader understand the evaluation results, but these discussions should also include a clear, concise summary of the answers.

Explain data analysis procedures in sufficient detail to permit interested readers to draw their own conclusions about key findings and results. These explanations should also describe the kinds of analyses that were conducted and, as appropriate, describe why these procedures were selected. Depending on the complexity of the analyses and readers' interest, it may make sense to discuss the analyses in greater detail in a technical appendix to the evaluation report.

Present all of the news—both the good and the bad. It is important for evaluation reports to discuss all of the key findings about each of the evaluation questions, whether the findings are positive or negative. Evaluation reports that present only positive results and gloss over or neglect negative findings often have little or no credibility among readers. Indeed, most readers understand that professional development activities—especially those activities that involve large numbers of participants and that extend over long periods of time rarely take place exactly as planned. Similarly, professional development does not always achieve the intended outcomes.

Presenting evaluation results objectively and in a straightforward manner helps readers understand what happened and what results were achieved. It is also important to report on any problems that affect the evaluation itself. For example, evaluation reports should be clear about problems such as low survey response rates that make it difficult to interpret survey results. Similarly, if classroom observations or teacher interviews included as part of the evaluation design were not conducted as planned, the evaluation report should discuss these problems and provide a clear explanation of how data collection problems or gaps in the data affected analysis and the confidence that readers should have in the evaluation findings.

Reporting

While it is important to report negative findings and problems that may have affected evaluation results, it is equally important that these reports not overemphasize the negative findings. To illustrate how a few words change the "meaning" of an evaluation finding, consider the following examples of a description of survey results:

How a Few Words Can (Re)Define the Evaluation Findings

- A *scant* 25 percent of teachers who responded to the survey reported that they found the activity useful compared with other professional development that was available to them.
- *Twenty-five percent* of teachers who responded to the survey reported that they found the activity useful compared with other professional development that was available to them.
- An *impressive* 25 percent of teachers who responded to the survey reported that they found the activity useful compared with other professional development that was available to them.

The first and third examples convey judgments about the findings and may reflect the evaluator's bias. The second example simply reports the finding. Both the first and third examples call for an explanation of what criteria, either implicit or explicit, led the evaluator to make such a judgment. The second example does not require an explanation, although the evaluator may choose to provide one in a summary or concluding section of the report.

In general, when an evaluation report presents judgments about the quality of professional development or about its impact or effectiveness, the report should also be clear about the criteria or standards used to make the judgment. For example, if the evaluation report concludes that the professional development did not achieve the intended results, the report should remind the reader about what the expected outcomes were. Further, if the report attempts to explain why the professional development did not achieve the intended results, the report should be very clear about the extent to which the proffered explanations are based on findings from the evaluation, especially findings about implementation and participation, or the extent to which they are based on speculation.

Reflect careful fact-checking. Few things undermine the credibility of an evaluation report more than errors in descriptions of the activities and errors in reporting findings. Therefore, authors of these reports are well-advised to review drafts with great care and, whenever possible, to ask someone who was not involved in preparing the report to review and comment on the draft.

A final consideration: One evaluation report or several reports?
Comprehensive, long-term professional development activities and initiatives probably suggest the need for several reports. If the professional development includes several cycles of learning activities spread out over four to six months or longer, and if there are clearly defined interim benchmarks specified in the overall plan, it is a good idea for the evaluators to prepare several reports. For example, if the activity extends over two school years and there is an expectation that teachers will begin using new instructional practices during the first year, an interim report prepared over the summer between the first and second year of professional development could examine the first-year professional development activities and initial implementation of new practices. A final report, which continues to track the professional development in the second year and examines ongoing changes in instruction, could be completed in the summer after the second year.

Preparing multiple evaluation reports has several advantages. First, interim reports can help providers and managers determine whether the activities are taking place as planned and whether they appear to be achieving the intended outcomes. Findings in these reports can also inform mid-course corrections that increase the likelihood that the overall outcomes will be achieved. Interim reports make it possible to provide information about results—albeit incomplete information—to policymakers and funders sooner. Depending on the circumstances, these results may be useful in leveraging additional resources for the professional development. To be sure, interim reports that indicate that the activities are not proceeding smoothly or that they are not producing the expected results could undermine support for the professional development. At the same time, knowing what does not work or contribute to improved practice is almost as important as knowing what does work.

Appendix A: Resources for Evaluating Teacher Professional Development

The resources listed here provide conceptual models, guidance on developing instruments and conducting evaluations, and samples of data collection instruments (especially instruments for collecting various kinds of qualitative data.) These resources should be considered as a starter set; they by no means represent a comprehensive sample. In addition, as evaluation planners review the various examples of instruments and data collection activities, they should recall the importance of tailoring the instruments and data collection activities to meet the needs of the evaluations that they are planning.

Administration on Children, Youth, and Families. (no date). *The program manager's guide to evaluation.* Washington, DC: U.S. Department of Health and Human Services.

This guide and a companion guide, *The Headstart Bureau Evaluation Handbook,* are intended to help program staff plan and conduct local evaluations. Both guides include tools that can be used in local program evaluations. The guides also explain how programs can use evaluation results to improve program design and services to children and their families.

Blank, R.K., de las Alas, N., & Smith, C. (2008, February). *Does teacher professional development have effects on teaching and learning? Analysis of evaluation findings from programs for mathematics and science teachers in 14 states.* Washington, DC: Council of Chief State School Officers. Retrieved August 19, 2008, from http://www.ccsso.org/content/pdfs/cross-state_study_rpt_final.pdf

This report examines findings from a number of evaluations of professional development for teachers across the country. It provides extensive information about evaluation designs.

Council of Chief State School Officers, & National Science Foundation. (2008, April). *Bridging the gap between research & practice in professional development: Selected research and resources.* Washington, DC: Authors.

This report is a companion to the review of evaluation results. It includes extensive lists of resources that are available for evaluating professional development as well as information about how to locate these resources.

Curriculum Services Canada. (2007, September). Teacher moderation: Collaborative assessment of student work (The Literacy and Numeracy Secretariat).

This publication describes how teachers can work together to assess student work as part of larger efforts to understand and improve instruction. A 90-minute video is also available to illustrate various parts of the process.

Dirr, P.J. (no date). *Classroom observation protocols: Potential tools for measuring the impact of technology in the classroom* (Policy and Planning Series #104). Alexandria, VA: Appalachian Technology in Education Consortium with support from The CNA Corporation. Retrieved August 19, 2008, from http://www.eed.state.ak.us/edtech/pdf/ATEC-PP104Tools.pdf.

This report explains how to use various kinds of observation protocols in collecting information on the impact of interventions in classrooms. The report also contains information about a number of well-designed protocols that can be used for this purpose, including their use in pre-/post evaluation designs.

Elmore, R. (2007, April). Professional networks and school improvement. *School Administrator*. Available online from http://www.aasa.org/publications.

This article describes how observations that yield descriptions rather than judgments are important in understanding classroom practice.

Frechtling, J., Frierson, H., Hood, S., & Hughes, G. (2002, June). *The 2002 user-friendly handbook for project evaluation*. Washington, DC: The National Science Foundation.

This handbook lives up to its title. It explains various approaches to program evaluation in easy-to-understand language.

Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press Inc.

Prepared for the National Staff Development Council, this book describes five "levels" of professional development evaluations and explains how to conduct evaluations at each level and the relative benefits of the results that are generated. The book also contains an exhaustive list of references of other resources for professional development.

Henry, M.A., Murray, K.S., & Phillips, K.A. (2007, November 30). *Meeting the challenge of STEM classroom observation in evaluating teacher development projects: A comparison of two widely used instruments*. St. Louis, MO: M.A. Henry Consulting, LLC.

This report discusses the challenges associated with using classroom observations in evaluations of teacher professional development and it offers concrete suggestions for overcoming the challenges. It also reviews two observational tools, including their reliability and validity.

Killion, J., & Harrison, C. (2006, June). *Taking the lead new roles for teachers and school based coaches*. Oxford, OH: National Staff Development Council.

This book, which focuses on the multi-faceted role of school-based professional development, includes detailed suggestions for evaluating their impact in schools and classroom.

King, J.A., Morris, L.L., & Fitz-Gibbon, C.T. (1987). *How to assess program implementation*. Newbury Park, CA: SAGE Publications, Inc.

Part of the nine-book *Program Evaluation Kit,* this small volume provides detailed guidance on how to plan and conduct evaluations of program implementation. Discussions of data collection and data analysis are especially helpful and there are a number of sample data collection instruments that can be adapted for evaluations of teacher professional development.

Kirkpatrick, D. (1994). *Evaluating training programs*. San Francisco, CA: Berrett-Koehler Publishers.

One of the classics on program evaluation, this book introduces the notion of various levels of evaluation of training programs and explains the uses of each level of evaluation.

McDonald, J.P., Mohr, N., Dichter, A., & McDonald, E.C. (2007). *The power of protocols: An educator's guide to better practice*. New York: Teachers College, Columbia University.

The authors explain how carefully crafted protocols can be used to structure discourse about practice, to collect, organize, and analyze data, and to examine student work.

Patton, M.Q. (1987). *How to use qualitative methods in evaluation*. Newbury Park, CA: SAGE Publications, Inc.

Another in the *Program Evaluation Kit,* this book explains how qualitative methods can and should be used in evaluations. In addition to guidance on designing qualitative evaluations, it offers extensive guidance on conducting observations and interviews and analyzing qualitative data.

Puma, M., & Raphael, J. (2001). *Evaluating standards-based professional development for teachers: A handbook for practitioners*. Washington, DC: The Urban Institute. Retrieved August 27, 2008, from http://www.urban.org/publications/410432.html.

This detailed guide provides step-by-step directions for evaluating what the authors call standards-based teacher professional development. The guide also develops cases of two district evaluations to illustrate different approaches to evaluation.

Singer, N.R., & Scollay, D. (2007). *Increasing student achievement in writing through teacher inquiry: An evaluation of professional development impact*. Retrieved August 8, 2008, from http://www.nwp.org/cs/public/download/nwp_file/10561/Gateway_LSRI_Cohort_ll.pdf?x-r=pcfile_d.

This report is a very good example of a rigorous local evaluation of teacher professional development in the area of writing instruction.

Taum, A.K.H., & Brandon, P.R. (2006, April 9). *The iterative process of developing an inquiry science classroom observation protocol*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

This essay offers clear guidance and examples for developing classroom observation protocols.

W.K. Kellogg Foundation. (1998, January). *W.K. Kellogg Foundation evaluation handbook*. Battle Creek, MI: Author. Retrieved September 3, 2008, from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf.

Long a leader in the field of program evaluation, the W.K. Kellogg published this guide to help program leaders and staff plan and conduct rigorous evaluations. The guide also includes case studies of how programs have used evaluation results to enhance program quality and outcomes.

Resources for Evaluating Teacher Professional Development

Planners should conduct their own searches for instruments and data collection strategies that may be appropriate for their evaluations. Use the following search terms and others like them to locate helpful documents on the Internet.

- Looking at student work
- Assessing/evaluating program impact
- Measuring/assessing teacher knowledge **(Add a content area to the search terms)**
- Evaluating training (and/or training programs)
- Program evaluation/impact evaluation
- Logic model/theory of change

Appendix B: Sample Items for Surveying Participants' Views of Professional Development

The following items can be adapted for use in surveys of participants' views of their professional learning experiences.

1. Understanding the purpose of professional development

Sample item: *Which of the following statements best describes the primary purpose of* **(Insert name of professional development activity)**? *(Select one.)*

The purpose of the activity was:

(a) To communicate some new ideas for me to consider using in my classroom
(b) To provide an opportunity for me to learn from other teachers
(c) To help me understand ***(Insert content of professional development)***
(d) To help me apply/implement ***(Insert content of professional development or other descriptor)*** *in my classroom*
(e) Not clear
(f) Other (Specify)

Note: In using this or a similar item, be sure that one response option includes the intended purpose of the activity.

2. Ratings of the usefulness of key components of the professional development

Sample item: *Which of the following statements best describes the usefulness of* ***(Insert the name of the professional development or a specific component)*** *(Select one.)*

(a) It was a good start.
(b) It was a good start, but I have a lot of questions.
(c) It was a good start, and I look forward to using the new ideas in my classroom.
(d) It provided everything I need to use the new ideas in my classroom.
(e) I don't think that these ideas will work very well in my classroom.
(f) It's too soon to tell.

Sample Items for Surveying Participants' Views of Professional Development

3. Perceptions of the extent to which the professional development met participants' needs

Sample item: *Indicate the extent to which* ***(Insert name of professional development)*** *met your professional learning needs. (Select one.)*

(a) It addressed my professional learning needs completely.
(b) It addressed some of my professional learning needs.
(c) It did not address my professional learning needs.
(d) This activity did not help much because I was already familiar with this topic.

4. Ratings of the alignment of the content of the professional development with improvement priorities

Sample item: *To what extent was* **(Insert the name of the professional development)** *aligned with your* **(school/district) (goals/priorities)** *for improving instruction? (Select one.)*

(a) The activity was very closely aligned with ***(goals/priorities)*** *for instructional improvement.*
(b) The activity was somewhat aligned with ***(goals/priorities)*** *for instructional improvement.*
(c) The activity was not aligned with ***(goals/priorities)*** *for instructional improvement.*
(d) The activity was inconsistent with ***(goals/priorities)*** *for instructional improvement.*
(e) I don't know.

5. Perceptions of support and encouragement to participate in the professional development

Sample item: *Which of the following statements best describes the support that you received from your principal* ***(or other school leader or school-based professional development staff)*** *to participate in* ***(Insert name of professional development)****? (Select one.)*

(a) The principal strongly encouraged me to participate.
(b) The principal encouraged me to participate.
(c) The principal tried to discourage me from participating.
(d) I did not discuss the activity with the principal prior to participating.

Sample Items for Surveying Participants' Views of Professional Development

6. Perceptions of support and encouragement to apply new knowledge and skills

Sample item: *Which of the following statements best describes the support that you received from your principal to apply what you learned in* ***(Insert name of professional development)*** *in your classroom? (Select one.)*

(a) The principal has encouraged me to apply what I learned in my classroom.
(b) The principal has encouraged me to apply what I learned in my classroom and has offered to help.
(c) The principal has not encouraged me to apply what I learned in my classroom.
(d) I have not discussed what I learned with the principal.

Note: Additional items and response can focus on encouragement from other school leaders, school-based professional development staff, and other teachers.

7. Ratings of the likelihood of applying new knowledge and skills in the classroom

Sample item: *Which of the following statement best describes the likelihood that you will apply what you learned in* ***(Insert the name of the professional development)*** *in your classroom? (Select one.)*

(a) I have already (practiced/applied) (skill/practice) in my classroom
(b) I have already (practiced/applied) (skill/practice) in my classroom, and it seemed to work well
(c) I have already (practiced/applied) (skill/practice) in my classroom, but it was not appropriate for my students
(d) I look forward to (practicing/applying) (skill/practice) in my classroom in the next few weeks.
(e) I look forward to (practicing/applying) (skill/practice) in my classroom sometime later this year.
(f) I would like to (practice/apply) (skill/practice) but I don't have the materials that I need.
(g) I don't think that these things will work with my students.

Sample Items for Surveying Participants' Views of Professional Development

8. Overall ratings of the usefulness of the professional development compared with other professional development

Sample item: *Which of the following statements best describes how* ***(Insert the name of the professional development)*** *compares with other professional development in which you have participated during the past six months* ***(or other period)****? (Select one.)*

(a) This activity was more useful than other professional development that I have participated in.
(b) This activity was about the same as other professional development that I have participated in.
(c) This activity was less useful than other activities that I have participated in.
(d) I don't have an opinion.
(e) I don't have an opinion because I haven't participated in any other professional in the last six months.

The Pursuit of Excellence in Teacher Professional Development

Report of the Maryland Teacher Professional Development Advisory Council

Submitted to:

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools

March 2008

Support for the Maryland Teacher Professional Development Advisory Council is provided by Policy Studies Associates (PSA), under a contract from the Maryland State Department of Education. This report was prepared for the Council by PSA. The observations and recommendations are those of the Council.

April 4, 2008

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD

Dear Dr. Grasmick:

On behalf of the Maryland Teacher Professional Development Advisory Council, we are pleased to submit the Council's third report, *The Pursuit of Excellence in Teacher Professional Development.*

As the title suggests, the Council based its work over the past eighteen months on your charge to examine state and local efforts to use the *Maryland Teacher Professional Development Standards* to create a statewide system of high-quality professional development and to identify challenges associated with implementing the standards. We acknowledge the thoughtful work of our colleagues in schools, in district offices, in colleges and universities, and at the Maryland State Department of Education. At the same time, the Council identified a number of areas in which continuing improvements are warranted if we are to make good on our commitment to ensure all of Maryland's teachers have access to and participate in meaningful professional learning opportunities.

The *Maryland Teacher Professional Development Standards* offer a bold vision of professional development. The Council examined statewide efforts to ensure the standards are in use by reviewing use of the *Maryland Teacher Professional Development Planning Guide,* the state of the art of evaluating teacher professional development and the deployment of school-based professional development staff to increase the amount of job-embedded professional development.

As in previous reports, the Council's third report is a consensus document and reflects our continuing resolve to be inclusive and transparent in all of our work. The Council thanks you for your continued leadership and guidance in its work and for demanding that we do all that is possible to support teachers as they help their students. All of the members of the Council stand ready to assist you in the important work that lies ahead.

Sincerely,

(b)(6)

Jacqueline Haas,
Superintendent
Harford County Public Schools

Hanne Mawhinney,
Coordinator of
Organizational Leadership
and Policy Studies

Colleen Seremet,
Assistant State
Superintendent of
Instruction

Acknowledgements

Many people have contributed to the Council's work over the past 18 months. The Council is especially pleased to acknowledge the help provided by the members of the Professional Development Coordinators Network. These hard working educators provided extensive information about local evaluation efforts and were quite candid in discussing their questions and concerns about how to improve the quality of evaluations of professional development. The coordinators also shared their experiences in using the Maryland Teacher Professional Development Planning Guide and they provided detailed information about the deployment of school-based professional development staff across the state. The Council is also pleased to acknowledge the assistance of MSDE staff who gave generously of their time to explain the agency's role in promoting more extensive use of the planning guide and in conducting more rigorous evaluations of teacher professional development at the state and local levels.

Finally, the Council acknowledges the support provided by staff from Policy Studies Associates and LDRA Performance Consultants. A special thanks to Bruce Haslam who served as the facilitator at the Council's meetings. We appreciate his skill in framing complex issues, his ability to listen to multiple perspectives and find common ground, and his never ending patience and sense of humor.

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Table of Contents

Page

Executive Summary

Recognizing the importance of high-quality professional learning for all teachers, Dr. Nancy S. Grasmick, Maryland State Superintendent of Schools, convened the Maryland Teacher Professional Development Advisory Council in January 2003. She called on the Council to:

- Examine current teacher professional development policies and programs at the state and local levels
- Set standards as a means of articulating a Maryland-specific, policy-relevant definition of high-quality professional development
- Offer recommendations for improving professional development so that it meets the new standards

In December 2006, Dr. Grasmick affirmed the Council's ongoing work and renewed her original charge by calling on the group to:

- Continue to examine state and local efforts to use the *Maryland Teacher Professional Development Standards* to create a statewide system of high-quality professional development
- Identify challenges associated with implementing the standards

From the outset, the members of the Council have consistently adhered to five basic principles. Together, they:

- ***Ground their work in a broad definition of what constitutes teacher professional development.*** Professional development includes activities such as teacher study groups, coaching and mentoring, teacher networks, engagement on school improvement teams and committees that develop curricula and assessments, workshops and other training, conferences and professional meetings, and college and university courses that focus on improving teachers' professional practice.
- ***Recognize and acknowledge that this broad definition requires that responsibility and accountability for professional development quality be shared by many stakeholders***. This principle means that teachers, principals, central office staff, college and university faculty and staff, and staff at MSDE, as well as other stakeholders, must work together.

- ***Have applied a systems perspective in their thinking about professional development.*** This means that the members look for evidence of coherence in professional development programs and practices and for the links between professional development and other components of school and district organization and operations.

- ***Are transparent and inclusive in all of their work.*** Council members routinely communicate with colleagues and solicit their feedback on the work of the Council. They also share and solicit feedback on draft reports and other products.

- ***Reach solid consensus out of lively discussions and after considering differing viewpoints.*** The Council members work hard to reach consensus on all of their public reports. One important advantage of the Council's diverse membership is that many different viewpoints and perspectives are reflected in the Council's deliberations.

The Council has adopted an intensely practical perspective. Among other things, this means that the Council works hard to find a reasonable balance between recommendations that are consistent with current capacity and resources and those that stretch current capacity and that may require a reallocation of resources or perhaps even an increase in resources for professional development. Indeed, the Council believes that state and local investments in capacity-building are critical to carrying out recommendations related to improving professional development programs and practice.

Using the Maryland Teacher Professional Development Planning Guide and Planning Framework

One of the important messages from the spring 2003 focus groups on the new teacher professional development standards was that state and local capacity to implement the standards was uneven. Focus group participants also expressed a need for some sort of assistance to help educators understand the standards and plan professional development that reflected the dimensions of quality called for in the standards. To address this need and to encourage increased attention to the standards, MSDE commissioned the development of the *Maryland Teacher Professional Development Planning Guide* and a companion document, *Tips and Talking Points for Introducing the Maryland Teacher Professional Development Planning Guide.*[1] Dr. Grasmick and the Council encouraged professional

[1] Development included preparation and field testing of several versions of the guide. Overall, more than 100 Maryland educators reviewed these early versions, applied them to professional development planning efforts, and provided feedback and suggestions to the developers.

development planners to review the planning guide and to consider using it in carrying out their planning tasks.

The planning guide presents a six-element framework for planning high-quality professional development that meets the *Maryland Teacher Professional Development Standards* and it provides concrete suggestions for applying the framework. Therefore, the Council was interested in looking at use of the guide as one indicator of progress in applying the standards. Specifically, the Council's review was guided by two questions:

- How and to what extent is the guide being used at the state and local levels?
- What challenges are associated with applying the planning framework to professional development planning?

The Council concludes that use of the guide in planning professional development that meets the Maryland Teacher Professional Development Standards is a work in progress. Users and potential users at the state and local levels generally recognize the potential payoffs of using the guide. They also point to examples of how it has been and is being used. In some cases, they offer concrete examples of planning processes and the plans that have been generated. In other cases, they point to the ways that the guide has influenced conversations and led people to think differently about professional development.

The Council also concludes that some—although by no means all—of the challenges of using the planning guide are associated with broader challenges in applying the professional development standards. The Council's recommendations focus on building capacity to use the guide, especially the planning framework. Because the Council believes that the planning guide is most useful in addressing specific needs and priorities, the Council does not recommend a statewide policy requiring its use. Finally, the Council cautions that the timing of the introduction of the planning guide is crucial. The guide should be introduced in the early stages of planning activities to allow adequate time for users to work through the planning process.

Recommendations for More Strategic Use of the Maryland Teacher Professional Development Planning Guide in Implementing the Maryland Teacher Professional Development Standards

Recommendation 1 **State and local professional development planners and providers should apply the planning framework to planning both high-priority, comprehensive, long-term initiatives at the state and local levels and more narrowly focused school-based, job-embedded professional development**	
Action Step 1.1	In consultation with the Master Plan Work Group, MSDE should modify requirements and expectations for district master plans and annual updates to require application of the planning framework to district professional development initiatives, including school-based, job-embedded professional development
Action Step 1.2	MSDE program offices should require the application of the planning framework in all requests for proposals or solicitations for support for teacher professional development programs and initiatives
Action Step 1.3	Districts should incorporate the planning framework and suggestions and directions for using it into all guidance related to teacher professional development, including school improvement planning
Action Step 1.4	MSDE and the districts should collaborate to provide adequate orientation and training to new and inexperienced users of the guide to familiarize them with the planning framework and expectations for the completed plans
Action Step 1.5	Districts should extend the orientation and training recommended under Action Step 1.4 to prepare school-based professional development staff to make extensive use of the planning framework

Recommendation 2 **MSDE and the districts should establish procedures for providing detailed feedback on plans based on the planning framework, with the overall goal of designing professional development that addresses the Maryland Teacher Professional Development Standards**	
Action Step 2.1	MSDE and the districts should collaborate on creating and using rubrics to review plans for completeness as reflected in their attention to six elements of the planning framework and their overall coherence
Action Step 2.2	MSDE and the districts should routinely provide clear, concise, and timely feedback to guide revisions of the plans to ensure that they address the *Maryland Teacher Professional Development Standards*
Action Step 2.3	MSDE and the districts should review the substance of formal feedback on professional development plans to diagnose problems in preparing adequate plans and gaps in capacity to apply the *Maryland Teacher Professional Development Standards*

The State of the Art of Evaluating Teacher Professional Development in Maryland

Standard VIII of the Maryland Teacher Professional Development Standards calls for "rigorous evaluations (that) assess the impact of professional development on teaching and student learning." In addition, indicators under this standard call

for professional development planners to (1) identify the kinds of evidence about teaching and student learning that will be collected and used as indicators of the success of professional development, and (2) consistent with progress benchmarks and goals, determine how and when the data will be collected and reported. The indicators also call for evaluations that "assess the impact of professional development on school culture and organization…." Finally, the indicators emphasize the need to communicate the results of evaluations to key stakeholders and to ensure that there are adequate resources for the evaluations.

Because of the potential benefits of rigorous evaluations in improving teacher professional development, the Council concluded that it is important to address the following questions about evaluating professional development professional development in Maryland:

- How and to what extent are districts, MSDE, and other entities evaluating professional development in Maryland?
- What are some examples of promising practices?
- What are the challenges associated with evaluating teacher professional development?

The Council concludes that the increase in the quantity of state and local evaluations teacher professional development, combined with increased awareness of the need for more rigorous evaluations, sets the stage for significant progress. The Council recognizes that ongoing review of teachers' perceptions of their professional learning experiences, both in terms of how these experiences are organized and the perceived likelihood that they will result in changed in teaching and learning, are important. At the same time, the Council concludes that the districts, MSDE, and other stakeholders need to work together to improve both the scope and quality of their evaluation efforts. In particular, future evaluation efforts should focus on careful examination of the effect of professional development on observable and measurable changes in teacher knowledge and skills and classroom practice. These evaluations should also focus on linking specific changes in practice to changes in student learning.

In urging improvements in evaluating teacher professional development, the Council is acutely aware that there are few good models elsewhere in the country to guide improvements in Maryland. At the same time, heightened demands for accountability and solid evidence of reasonable returns on investments make it imperative to improve evaluations of teacher professional development.

Recommendations for Improving Evaluations of Teacher Professional Development

Recommendation 1	
MSDE, the districts, and college and university faculty and staff should collaborate to develop tools and other resources that will enhance state and local capacity to evaluate professional development	
Action Step 1.1	MSDE, districts, and providers should collaborate to assemble a compendium of data-collection instruments for districts and MSDE program offices to use in designing evaluations of teacher professional development
Action Step 1.2	MSDE, the districts, and state professional associations, such as the Maryland Council of Staff Developers, should collaborate to convene a series of capacity-building seminars and training activities focused on evaluation design, data collection and analysis, and reporting

Recommendation 2
MSDE and the districts should include individuals who are knowledgeable about evaluation on planning teams and draw on their expertise in designing, conducting, and reporting on evaluations

Recommendation 3	
Ongoing evaluations focused on teacher perceptions of and satisfaction with professional learning opportunities, which are important for state and local professional development planning, should employ more sophisticated instruments and analyses	
Action Step 3.1	Evaluations should employ data-collection instruments and strategies that are explicitly tailored to the professional development activities being evaluated
Action Step 3.2	Evaluations should rely on instruments that invite comparisons with other activities, and that include questions and prompts focused on teachers' (a) understanding of the purposes and objectives of the professional development; (b) basic mastery of content; (c) likely application and use of new knowledge and skills in the classroom; (d) perceptions of the likely availability of time to experiment with new instructional approaches, collaborate with other teachers, and reflect on their effectiveness; and (e) perceptions of the roles of principals, other school leaders, and school-based professional development staff in supporting and facilitating participation and experimentation and application of new practices

Recommendation 4	
MSDE and the districts should focus more explicitly on evaluating the outcomes of teacher professional development, as indicated by: (a) changes in teacher knowledge and skills, (b) changes in school organization, (c) changes in classroom practice, and (d) changes in student outcomes	
Action Step 4.1	Evaluations should rely on well-designed, validated instruments to measure participant mastery of new knowledge and/or skills
Action Step 4.2	Evaluations should rely on well-designed teacher logs and similar self-report instruments to assess the effect of professional development on classroom instruction
Action Step 4.3	Evaluations should rely on data from walk-throughs and other carefully structured observations of teacher performance linked to clearly defined indicators of intended professional development outcomes
Action Step 4.4	Evaluations should rely on multiple indicators of student learning

Recommendation 5	
MSDE and district investments (including people, time, and money) in evaluations of professional development should be consistent with overall improvement priorities and priorities in professional development program and practices	
Action Step 5.1	MSDE and the districts should allocate sufficient resources for evaluation to ensure that the evaluations will yield useful information about the results of key professional development activities and activities that are central to the success of major reform initiatives

The Deployment of School-Based Professional Development Staff in Maryland Schools

The Council's interest in the role of school-based professional development staff has been shaped in large part by an interest in school-based, job-embedded professional development, which is viewed by many as the most valuable kind of professional learning. By working with individual teachers and small groups of teachers in their schools and classrooms, school-based professional development staff can, among other things, tailor professional development to address individual professional learning needs, facilitate more rapid application of new knowledge and skills, and provide early feedback and guidance.

Although the Council has been aware of the presence of school-based professional development staff in Maryland, the members wanted to know more about the particulars of these assignments. In particular, they were interested in the following questions:

- What are the statewide patterns in the deployment of school-based professional development staff?
- What responsibilities do they have?
- What challenges do they encounter in their work?
- What kinds of infrastructures have been developed to support these positions?

Based on its review of the deployment of school-based professional development staff in Maryland, the Council applauds the considerable progress in this area and notes that districts have made a substantial investment in this strategy. Indeed, districts identified 86 categories of school-based professional development staff and reported approximately 1,800 staff assigned to these positions. The estimated annual cost of these positions is more than $135,000,000. The Council also concludes that this effort holds significant promise as a strategy for enhancing job-embedded professional development and views it as an important

indicator of progress in providing professional development that meets the *Maryland Teacher Professional Development Standards*.

The Council's recommendations focus on enhancing state and local infrastructures to support these positions. The recommendations also focus on providing support for principals and they call for more extensive documentation of the work done by school-based professional development staff and for more systematic evaluations of their contributions to teacher performance and student learning.

Recommendations to Support and Enhance the Deployment of School-Based Professional Development Staff

Recommendation 1	
MSDE should expand the statewide learning communities on coaching and mentoring	
Action Step 1.1	MSDE and the districts should continue to rely on these learning communities to collect and share examples of (a) job descriptions, (b) recruitment strategies, (c) training strategies and materials, (d) promising and successful practices, and, (e) evaluations

Recommendation 2	
Districts should expand their support for the work of school-based professional staff through more extensive preparation of principals and other school leaders to work effectively with these staff	
Action Step 2.1	Districts should train principals and other school leaders to understand the responsibilities and facilitate the work of school-based professional development staff

Recommendation 3	
Districts should document the work of school-based professional development staff and assess its effect on teachers, schools, and student learning	
Action Step 3.1	Districts should use individual logs and similar instruments to document the work of school-based professional development staff
Action Step 3.2	Districts should survey school-based professional development staff, teachers, and principals to gauge overall satisfaction with the work of these staff, perceptions of their contributions to improving instruction, and gaps in assistance and other challenges associated with the work
Action Step 3.3	Districts should conduct rigorous evaluations of the effect of school-based professional development staff on classroom instruction and student outcomes

Concluding Comments

In reviewing (a) state and local efforts to use the *Maryland Teacher Professional Development Planning Guide,* (b) the state of the art in evaluating

teacher professional development, and (c) the deployment of school–based professional development staff, the Council found clear evidence of progress in implementing the standards. Both MSDE staff and district staff say that using the planning guide has helped them to focus on the standards. The increase in the amount of evaluations and heightened sensitivity to the need for evaluations indicate recognition of the need for quality and accountability in teacher professional development. The widespread deployment of school-based professional development staff reflects a positive trend toward more professional development that explicitly addresses teacher needs and school improvement priorities.

The Council's recommendations for next steps in each of these areas reflect four themes. First, MSDE plays a critical leadership role by modeling good practice. Second, active collaboration among key stakeholders is an essential ingredient in all efforts to improve professional development. Third, implementation of many of the recommendations, especially those related to applying the planning framework included in the *Maryland Teacher Professional Development Planning Guide* and to increasing the scope and quality of evaluations of teacher professional development, require considerable capacity-building at the state and local levels. Finally, implementation of the recommendations can be accomplished by improving and expanding existing programs, policies, and practices and not by creating new programs and policy initiatives.

The Council urges MSDE and the districts to review their options and opportunities for implementing the recommendations and following the action steps in the larger context of comprehensive planning to address state and local needs and priorities. The Council recognizes that considering the recommendations as part of comprehensive planning necessarily means that implementation will look different in different places and that the pace of the changes will also vary. Finally, the Council recognizes that decisions about following the recommendations and taking the action steps will depend on the availability of resources.

Introduction

Recognizing the importance of high-quality professional learning for all teachers, Dr. Nancy S. Grasmick, Maryland State Superintendent of Schools, convened the Maryland Teacher Professional Development Advisory Council in January 2003. She called on the Council to:

- Examine current teacher professional development policies and programs at the state and local levels
- Set standards as a means of articulating a Maryland-specific, policy-relevant definition of high-quality professional development
- Offer recommendations for improving professional development so that it meets the new standards

In December 2006, Dr. Grasmick affirmed the Council's ongoing work and renewed her original charge by calling on the group to:

- Continue to examine state and local efforts to use the *Maryland Teacher Professional Development Standards* to create a statewide system of high-quality professional development
- Identify challenges associated with implementing the standards

This report is the third report prepared by the Council. (The previous reports are discussed below in the summary of the Council's progress to date.) The report begins with an overview of the Council's work since 2003. The next three sections present the Council's observations about three issues related to statewide efforts to ensure that all teachers have access to a system of high-quality professional development: (1) continued implementation of the *Maryland Teacher Professional Development Standards* as reflected by the use of the *Maryland Teacher Professional Development Planning Guide*, (2) the state of the art of evaluating teacher professional development, and (3) the deployment of school-based professional development staff as part of a trend toward job-embedded professional development. Each of these sections begins with a brief review of the issue and how it is related to ongoing efforts to provide high-quality professional development as envisioned in the *Maryland Teacher Professional Development Standards*. Next, there is a discussion of what the Council has learned about the issue. Each section ends with recommendations and specific action steps. The recommendations and action steps provide a road map of policy and program options for the Maryland State Department of Education (MSDE), districts, and other professional development stakeholders to follow as they continue their efforts to improve teacher professional development. Together, the recommendations and action steps underscore the importance of (a) MSDE exerting leadership by modeling good

practice, especially in professional development planning and evaluation; (b) collaboration among key stakeholders; (c) building state and local capacity; and (d) improving and expanding existing programs, policies, and practices rather than creating new ones. The last section of the report presents a concluding comment and previews the next steps in the Council's work.

I. Guiding Principles and Progress

The 26-member Council includes teachers, principals, school-based professional development staff, district central office staff and leaders, MSDE leaders and staff, and faculty and administrators from institutions of higher education (IHEs). The Council is led by three co-chairpersons, including Dr. Jacqueline Haas, Superintendent of the Harford County Public Schools, Dr. Hanne Mawhinney, Coordinator of Organizational Leadership and Policy Studies in the Department of Education Policy and Leadership at the University of Maryland–College Park, and Dr. Colleen Seremet, Assistant State Superintendent for Instruction at MSDE. Together, the Council members and co-chairpersons possess a wealth of experience, widely diverse perspectives, and a deep commitment to high-quality professional development for all teachers.

Five Guiding Principles

The members of the Council have consistently adhered to five basic principles. Together, they:

- ***Ground their work in a broad definition of what constitutes teacher professional development.*** Professional development includes activities such as teacher study groups, coaching and mentoring, teacher networks, engagement on school improvement teams and committees that develop curricula and assessments, workshops and other training, conferences and professional meetings, and college and university courses that focus on improving teachers' professional practice.

- ***Recognize and acknowledge that this broad definition requires that responsibility and accountability for professional development quality be shared by many stakeholders.*** This principle means that teachers, principals, central office staff, college and university faculty and staff, and staff at MSDE, as well as other stakeholders, must work together. They must, among other things, ensure that professional development effectively addresses teachers' learning needs, receives adequate allocations of time and money, and becomes a routine part of teachers' work.

- ***Have applied a systems perspective in their thinking about professional development.*** This means that the members look for evidence of coherence in professional development programs and practices and for the links between professional development and other components of school and district organization and operations. Moreover, the Council's reliance on a systems perspective focuses on

coherence and alignment among existing policies, programs, and practices at the local and state levels rather than on establishing new ones.

- ***Are transparent and inclusive in all of their work.*** Council members routinely communicate with colleagues and solicit their feedback on the work of the Council. They also share and solicit feedback on draft reports and other products. Finally, the members review and discuss a wide range of current research and other reports on teacher professional development.

- ***Reach solid consensus out of lively discussions and after considering differing viewpoints.*** The Council members work hard to reach consensus on all of their public reports. One important advantage of the Council's diverse membership is that many different viewpoints and perspectives are reflected in the Council's deliberations.

The Council has adopted an intensely practical perspective. Among other things, this means that the Council works hard to find a reasonable balance between recommendations that are consistent with current capacity and resources and those that stretch current capacity and that may require a reallocation of resources or perhaps even an increase in resources for professional development. Indeed, the Council believes that state and local investments in capacity-building are critical to carrying out recommendations related to improving professional development programs and practice. Absent these investments, progress will be sporadic. As noted above, the Council also concentrates on opportunities and options for improving existing programs, policies, and practices rather than on creating new ones. Finally, in recognition of the importance of autonomy in local decisionmaking, the Council does not seek to alter the state regulatory structure.

Progress and Key Accomplishments

Since January 2003, the Council has:

- Met 38 times to review issues critical to ensuring that all of Maryland's teachers have access to a wide array of high-quality professional development. During the course of these meetings and in other public forums, the Council has heard from more than 1,500 Maryland educators.

- Provided extensive advice on the development of the 2004 *Maryland Survey of Teacher Participation in High-Quality Professional Development* and reviewed survey results from 39,000 teachers

- Reviewed numerous reports and studies of professional development programs and policies at the national, state, and local levels

- Articulated the *Maryland Teacher Professional Development Standards*, a process that included, among other things, conducting a comprehensive, statewide public engagement campaign to solicit feedback on the standards and to build understanding and consensus around them. The process included 72 focus groups, which generated comments and suggestions from almost 1,000 educators.

- Contributed to the final development of the *Maryland Teacher Professional Development Planning Guide,* including assisting in disseminating the guide and monitoring its use across the state (See Section III of this report.)

The Council has also produced two reports.[2] *Helping All Teachers Help Their Students: The Imperative for High-Quality Professional Development,* issued in December 2004, reviewed state and local professional development policies and programs, introduced the *Maryland Teacher Professional Development Standards,* and offered recommendations for using the standards to create a statewide system of professional development. In a follow-up to the first report, *Helping All Teachers Help Their Students: Responding to the Imperative for High-Quality Professional Development* (January 2006), the Council reported on state and local progress in implementing the professional development standards.

The Council meets about every six weeks and will continue to do so through fall 2008. At that time, the Council will submit another report to the State Superintendent and the State Board of Education.

[2] The Council's reports, the *Maryland Teacher Professional Development Standards,* the *Maryland Teacher Professional Development Planning Guide,* and other documents are available at MDSE's website, www.marylandpublicschools.org. Click on the Teacher Professional Development button on the right-hand side of the homepage.

II. Using the *Maryland Teacher Professional Development Planning Guide*

The Issue

One of the important messages from the spring 2003 focus groups on the new teacher professional development standards was that state and local capacity to implement the standards was uneven. Focus group participants also expressed a need for some sort of assistance to help educators understand the standards and plan professional development that reflected the dimensions of quality called for in the standards. To address this need and to encourage increased attention to the standards, MSDE commissioned the development of the *Maryland Teacher Professional Development Planning Guide* and a companion document, *Tips and Talking Points for Introducing the Maryland Teacher Professional Development Planning Guide.*[3] Dr. Grasmick and the Council encouraged professional development planners to review the planning guide and to consider using it in carrying out their planning tasks.

The guide presents a framework for planning high-quality professional development that meets the *Maryland Teacher Professional Development Standards* and it provides concrete suggestions for applying the framework. The planning framework calls for plans that:

- Build on a clear, data-based statement of the student and teacher learning needs to be addressed by the activity
- Specify which teachers are most likely to benefit from participating in the professional development
- Specify the intended professional learning outcomes and related indicators that (1) explicitly address the need for the activity and (2) are observable and measurable
- Specify the professional learning activities and follow-up and explain clearly how they will help participants achieve the intended outcomes
- Specify how the professional development will be evaluated to determine whether (1) the activity took place as planned and (2) it achieved the intended outcomes
- Specify the resources necessary to support the professional learning activities, follow-up, and evaluation included in the plan

[3] Development included preparation and field testing of several versions of the guide. Overall, more than 100 Maryland educators reviewed these early versions, applied them to professional development planning efforts, and provided feedback and suggestions to the developers.

The planning framework also underscores the need for coherence and internal consistency among the six components of plans.

The guide explains each of the elements of the planning framework in detail and provides "Planning Tips" to help planning teams think about each of the elements. A planning checklist and budget template accompany the guide. The companion document offers suggestions for orienting new users, and it recommends modifying the guide to make it more explicitly relevant to state and local priorities and needs.

In short, the planning guide is a tool for applying the *Maryland Teacher Professional Development Standards* to the design of high-quality professional development. Therefore, the Council is interested in looking at use of the guide as one indicator of progress in applying the standards. Specifically, the Council's review was guided by two questions:

- How and to what extent is the guide being used at the state and local levels?
- What challenges are associated with applying the planning framework to professional development planning?

The Council's review drew on the experience and perceptions of individual Council members who have used the guide and who are familiar with other efforts around the state. In addition, interviews and the survey conducted to examine the state of the art of evaluating professional development included questions about the use of the planning guide. (Key findings from this survey are discussed in Section III.)

Observations about the Use of Maryland Teacher Professional Development Planning Guide

Use of the guide is increasing at both the state and local levels and, as with most tools, the guide is used in different ways by different users. At the state level, MSDE has played a significant role in encouraging the use of the planning guide. Consider the following examples:

- MSDE's guidance for the preparation of annual updates to district master plans required under the *Bridge to Excellence Act* suggests (but does not require) that districts use the planning guide framework for preparing sections of the annual updates that describe four key professional development initiatives that support district improvement initiatives. The specific prompts included in the guidance also call on

districts to describe components of the professional development initiatives that correspond to parts of the planning framework. Despite the requirement that annual updates address the key components of the planning framework, an internal MSDE review of the 2007 master plan updates suggests that the districts did not fully address the components of the planning framework. Here it is important to note that the initial planning for most, if not all, of the initiatives reported in the 2007 master plan updates took place prior to the completion and dissemination of the final version of the planning guide in early 2007. Therefore, it is quite possible that staff who prepared the annual updates were not familiar with it and had had little or no direct experience in applying the planning framework or following the guide's suggestions for applying the framework.

- MSDE's recently updated guidance for requesting approval for Continuing Professional Development (CPD) courses has incorporated the planning guide into the requirements for seeking approval for new courses

- Staff in MSDE's Division of Special Education and Early Intervention report frequent use of the planning guide in working with grantees and professional development providers

- Staff who manage federal Title II Part B (math and science partnerships) and II Part D (instructional technology) programs have incorporated the planning guide into local project planning requirements and have developed solid systems for reviewing and providing feedback on district plans for professional development supported with these funds. In addition, program staff have provided and continue to provide extensive orientation and technical assistance in using the planning guide to ensure that users understand and are able to meet the guide's expectations.

- In a statewide solicitation for proposals for professional development initiatives to be supported under Title II, the Maryland Higher Education Commission (MHEC) encouraged university-school district partnerships seeking support to use the planning guide in preparing their proposals. MHEC also provided an orientation in using the guide to potential grantees.

In interviews conducted in spring 2007, district professional development coordinators and others familiar with district professional development activities reported examples of use of the guide in 22 of the 24 districts. In some districts, the guide has been used to orient those responsible for professional development to the planning process and expectations for a quality plan. Staff in these districts

anticipated that use of the guide in formal planning activities will increase as staff become more familiar with it. In other districts, professional development coordinators reported that use of the guide has, in fact, become a central part of the planning process. One coordinator described the use of the guide in her district this way:

> *We use the guide in our district. We use it when planning and developing large-scale professional development. It forces us to consider how one day is part of a bigger plan in order to move people forward. It changes our thinking. At the planning level, different people are at different places and the guide helps us to focus. The planning tips are really good.*
>
> *The guide has been shared with supervisors. We are focusing on evaluation and observing as a team. I am confident that we will continue to integrate this guide into our planning as we move forward in the evaluation of professional development activities and formalize our process.*
>
> — Professional Development Coordinator

In one example of how a district has used the planning guide, the professional development coordinator in one of the states larger districts reports extensive use of the guide as a tool in planning large-scale professional development coordinated by his office. According to the coordinator, planners were expected to use the guide and to submit completed plans for review and feedback. For him, the completed plans become a valuable record of the district's professional development portfolio and also set the stage for monitoring the activities and gauging the extent to which they take place as planned and achieve the intended outcomes.

In another example, a professional development coordinator who had been involved in the early development of the guide made a concerted effort to introduce the Maryland *Teacher Professional Development Standards* and the planning guide simultaneously. This approach, which was intended primarily to encourage school-level use of the guide, began with carefully planned pilot projects to use the planning guide in an elementary school and a high school. In the pilot projects, a teacher specialist for professional development teamed with designated teacher leaders to introduce and use the guide with a group of selected teachers. Lessons and experience from the pilot projects informed the design of extensive orientations for pre-K through high school principals and assistant principals and pre-K-12 curriculum specialists and elementary teacher specialists. Subsequently, staff at the high school involved in the pilot program used the planning guide to design four HSA professional learning communities (PLC's) and, more recently, to create 11 Advanced Placement professional learning communities. Next steps include seeking approval of these activities as CPD courses.

Despite increased use of the guide, challenges remain. Perhaps the most persistent concern about the planning guide is that the six-step process simply takes too much time. Here, it is important to note that this complaint often—although by no means always—comes from first-time or inexperienced users. In some cases, early positive experiences with the guide led users to observe that using the guide requires less time as they become more familiar with the process and expectations.

The timing of the initial use of the guide can also pose problems and contribute to resistance to further use. As an MSDE staff member explained:

Retrofitting the guide onto existing plans or ongoing activities is burdensome and, more importantly, can convey the message that using the guide is more of a bureaucratic requirement than the strategic application of a useful tool.

> *We tried to use the guide in planning with school teams, but the principals and some of the teachers didn't want any part of it. Later, they told us that they had already planned the activities, and using the guide just seemed to be doing the same things a second time.*
>
> —MSDE Staff Member

A third concern, shared by a few professional development coordinators, is that the guide is simply another version of procedures that are already in place in their districts and is, therefore, redundant.

> *We have a great data system and we have our own budget forms, so this guide doesn't provide anything that we don't already have at our fingertips.*
>
> — Professional Development Coordinator

Some of the responses to interview questions about using the guide as well as the observations of Council members from their own experiences with the guide and working with others who are using it point to a fourth concern: a lack of capacity to effectively use the guide.

> *We have been talking about each of the parts of the guide for years. What the guide does is make us bring all of the pieces together, and many of us really haven't had to do that before.*
>
> — Professional Development Coordinator

Several other respondents agreed with this notion and suggested that when they sat down to really use the guide they realized that perhaps they didn't understand how to address some of the issues. For example, they noted the difficulty of linking a statement about teacher and student learning needs to defining specific outcomes and indicators for the professional development that they were planning. Others noted that they lacked the experience necessary to plan rigorous evaluations that would effectively assess whether or not the outcomes had been achieved.

The observations about progress in using the guide and about the challenges associated with its use lead the Council to conclude that use of the guide in planning professional development that meets the Maryland Teacher Professional Development Standards is a work in progress. Users and potential users at the state and local levels generally recognize the potential payoffs of using the guide. They also point to examples of how it has been and is being used. In some cases, they offer concrete examples of planning processes and the plans that have been generated. In other cases, they point to the ways that the guide has influenced conversations and led people to think differently about professional development.

The Council also concludes that some—although by no means all—of the challenges of using the planning guide are associated with broader challenges in applying the professional development standards. Consistent with its January 2007 recommendation that professional development planners consider using the planning guide in ways that help them address specific needs and priorities, the Council's current recommendations focus on building capacity to use the guide, especially the planning framework. Because the Council believes that the planning guide is most useful in addressing specific needs and priorities, the Council does not recommend a statewide policy requiring its use. Finally, the Council cautions that the timing of the introduction of the planning guide is crucial. The guide should be introduced in the early stages of planning activities to allow adequate time for users to work through the planning process. Introducing the planning guide late in the process or somehow applying the planning framework to activities that have already been planned is counterproductive and inevitably results in the guide being viewed as a burden that is, at best, tangential to concerns about quality.

Recommendations for More Strategic Use of the *Maryland Teacher Professional Development Planning Guide* in Implementing the *Maryland Teacher Professional Development Standards*

Recommendation 1 **State and local professional development planners and providers should apply the planning framework to planning both high-priority, comprehensive, long-term initiatives at the state and local levels and more narrowly focused school-based, job-embedded professional development**	
Action Step 1.1	In consultation with the Master Plan Work Group, MSDE should modify requirements and expectations for district master plans and annual updates to require application of the planning framework to district professional development initiatives, including school-based, job-embedded professional development
Action Step 1.2	MSDE program offices should require the application of the planning framework in all requests for proposals or solicitations for support for teacher professional development programs and initiatives
Action Step 1.3	Districts should incorporate the planning framework and suggestions and directions for using it into all guidance related to teacher professional development, including school improvement planning
Action Step 1.4	MSDE and the districts should collaborate to provide adequate orientation and training to new and inexperienced users of the guide to familiarize them with the planning framework and expectations for the completed plans
Action Step 1.5	Districts should extend the orientation and training recommended under Action Step 1.4 to prepare school-based professional development staff to make extensive use of the planning framework

Recommendation 2 **MSDE and the districts should establish procedures for providing detailed feedback on plans based on the planning framework, with the overall goal of designing professional development that addresses the Maryland Teacher Professional Development Standards**	
Action Step 2.1	MSDE and the districts should collaborate on creating and using rubrics to review plans for completeness as reflected in their attention to six elements of the planning framework and their overall coherence
Action Step 2.2	MSDE and the districts should routinely provide clear, concise, and timely feedback to guide revisions of the plans to ensure that they address the *Maryland Teacher Professional Development Standards*
Action Step 2.3	MSDE and the districts should review the substance of formal feedback on professional development plans to diagnose problems in preparing adequate plans and gaps in capacity to apply the *Maryland Teacher Professional Development Standards.* These reviews can also help pinpoint the need for additional training and modifications to the guidance for applying the planning framework or to the framework itself.

III. The State of the Art of Evaluating Teacher Professional Development in Maryland

The Issue

Standard VIII of the *Maryland Teacher Professional Development Standards* calls for "rigorous evaluations (that) assess the impact of professional development on teaching and student learning." In addition, indicators under this standard call for professional development planners to (1) identify the kinds of evidence about teaching and student learning that will be collected and used as indicators of the success of professional development, and (2) consistent with progress benchmarks and goals, determine how and when the data will be collected and reported. The indicators also call for evaluations that "assess the impact of professional development on school culture and organization…." Finally, the indicators emphasize the need to communicate the results of evaluations to key stakeholders and to ensure that there are adequate resources for the evaluations.[4] Here, the Council calls readers' attention to the parallels between Standard VIII and the planning framework and guidance included in the *Maryland Teacher Professional Development Planning Guide*.

Careful evaluations of teacher professional development can yield useful information about teachers' perceptions of their professional learning experiences. This information can help predict whether teachers will actually apply what they learn, and it can also help to pinpoint problems in the design of the activities. In addition, as Standard VIII indicates, more sophisticated evaluations can help determine the extent to which teachers actually master and apply new knowledge and skills and whether the mastery and application of new knowledge and skills contributes to improved student learning. Evaluations can also help gauge the effect of teacher professional development on school organization and culture. Finally, rigorous evaluations can help gauge the return on the investments in professional development at the school, district, and state levels.

Despite the benefits, there are significant challenges associated with conducting rigorous evaluations of professional development. Foremost among these challenges is the difficulty of establishing solid empirical links between

[4] The *Maryland Teacher Professional Development Standards* build on an evaluation model developed by Thomas R. Guskey in his book, *Evaluating professional development* (2003) (available from Corwin Press). Guskey's model includes five levels of evaluation, with each serving a distinct purpose and generating its own kind of evidence of effectiveness. The five levels focus, in turn, on (1) participant reactions to professional development, (2) participant learning outcomes, (3) organizational impact including changes in culture and structure and support for new practices, (4) participant *application* of new knowledge and skills, and (5) impact on student learning. Guskey's framework extends an evaluation model originally developed for business by David Kirkpatrick. See, for example, Kirkpatrick, D. (1996) "Great ideas revisited: Techniques for evaluating training programs." *Training and Development Journal, 50(1), 54-59.*

teacher participation in professional development and changes in teacher performance and, subsequently, between participation in professional development and changes in student learning. In addition, evaluations that focus on changes in teacher knowledge and skills and the applications of new skills in the classroom can be time-consuming and may not generate meaningful results for months or even a year or two after participation. Third, because some professional development does not have clearly defined or measurable outcomes, it is difficult to measure its effectiveness. Finally, there may be significant resistance to collecting data on individual teacher performance and linking the changes in performance to changes in student outcomes.

Because of the potential benefits of rigorous evaluations in improving teacher professional development, the Council concluded that it is important to address the following questions about evaluating professional development professional development in Maryland:

- How and to what extent are districts, MSDE, and other entities evaluating professional development in Maryland?
- What are some examples of promising practices?
- What are the challenges associated with evaluating teacher professional development?

To address these questions, the Council reviewed information provided by district professional development coordinators, MSDE staff, and others who are familiar with evaluation efforts at the state and local levels. Information was collected through interviews, a survey administered to professional development coordinators, and a review of documents, including the sections of the 2007 master plans that reported on key professional development initiatives.

Observations about the State of the Art of Evaluating Teacher Professional Development in Maryland

Since the publication of the Council's first report in 2004, both the districts and MSDE have made progress in evaluating teacher professional development. Overall, districts and MSDE program offices are conducting more evaluations than in the past and the evaluations are becoming more routine. For example, all 24 of the districts reported evaluating at least some evaluation of teacher professional during the past year. These evaluations are primarily descriptive and rely heavily on surveys administered upon completion of the professional development events. District evaluations typically generate data on teacher satisfaction with the activities and, to a lesser extent, on teacher learning. Districts reported using these data to evaluate and select presenters for future

professional development activities, to identify new topics for district-sponsored professional development, and to decide on the scope and format of follow-up activities. Indeed, several districts reported that the most valuable feedback they collect through teacher surveys is information about teachers' needs and suggestions regarding follow-up. Often this feedback comes in the form of responses to open-ended questions about next steps. One district professional development coordinator echoed the sentiments of several others across the state:

> *The most important and useful information has been about what teachers need. These [responses regarding] next steps have been really taken to heart and used in the planning process. We really value our teacher feedback and work very hard to make decisions and provide meaningful PD activities that … recognize and respond to their needs.*
>
> — Professional Development Coordinator

Several professional development coordinators observed that providing teachers with professional development that is appropriately differentiated—addressing the varying knowledge and skill levels among teachers—is a central challenge of their work. Teacher surveys can often provide professional development planners with valuable information about the extent to which professional development meets their particular individual needs. As one professional development coordinator put it:

> *The real challenge is in differentiation. When we obtain feedback and find out that some participants were bored out of their minds, while others thought the material was way over their heads, and the rest felt that the PD activity was appropriate, what do we do with that? Evaluations remind us that one size does not fit all and that we have to design our plans with that in mind.*
>
> — Professional Development Coordinator

As noted above, teacher surveys are usually administered at the conclusion of events, or immediately thereafter. An advantage of this approach is that districts receive timely feedback on major events or activities, as well as feedback that can guide the design of follow-up activities. Because teachers can complete surveys at the event itself, response rates are generally high. But one disadvantage is that the resulting evaluations do not capture information on any follow-up activities that may occur, nor do they provide any information on teacher reports on early efforts to apply new knowledge and skills in their classrooms.

In addition to teacher surveys, a few districts rely on focus groups, interviews, and teacher journals and other sources of teacher reflection to assess teachers' professional development experiences. For example, several districts have conducted evaluations of their new teacher support programs, including the orientation that new teachers receive at the beginning of the year; work with a mentor teacher; and additional training throughout the year. These evaluations draw on multiple data sources, including teacher surveys, teacher focus groups with district administrators, individual interviews conducted by mentor teachers, and teacher surveys. They also explore differences among types of teachers—by grade level, teaching assignment, or previous experience.

Despite the progress in evaluating teacher professional development, the Council has identified some critical gaps. These include:

- ***Most evaluation focuses on single events, like systemwide professional development days.*** This focus on discrete activities is at odds with a vision of high-quality professional development that is long-term, cumulative, and ongoing. Several professional development coordinators argued that a new emphasis in evaluation is needed to assess the kinds of high-quality professional development experiences called for in the *Maryland Teacher Professional Development Standards.* This shift will require a fundamental change in focus—from gathering immediate feedback on specific events to engaging in ongoing, longer-term evaluations. The following comment from a professional development coordinator echoed the thoughts of a number of professional development coordinators around the state:

  > *One of the challenges is that our evaluation is always a summative activity. Because of the nature of [traditional] staff development, [our evaluation has] been event-driven, short-term at best. We are trying to move away from that, move to staff development that is long-term, and we need to learn to evaluate it in an ongoing fashion. We have to look at formative assessments of the effectiveness of our PD.*
  >
  > — Professional Development Coordinator

  Low response rates to event-specific surveys can also be a problem. Several districts reported that they found it difficult to get teachers to respond to surveys at all, unless they made time for teachers to fill them out at the event being evaluated. One professional development coordinator argued that many teachers are rightly skeptical about the value of some evaluation efforts.

  > *Do those who have to complete the evaluation believe that their time will have a return? Will the information be used, or does it get stuck in a file drawer? How does it get used? We've built a culture that doesn't value evaluation of professional development because we didn't do it, we didn't use the information. We've got our work cut out for ourselves, changing that paradigm. We need to do a better job making sure that the information we do glean is visible, used, and value added to the system.*
  >
  > — Professional Development Coordinator

- ***Job-embedded forms of professional development are rarely subject to evaluation.*** The professional development activities most commonly evaluated by districts include system-wide professional development days, support for new teachers, and professional development associated with the implementation of reading/language arts or mathematics initiatives. The fact that there is almost no evaluation of job-embedded professional development is important because of the increasingly central role of this kind of professional development in district and

school improvement strategies. Typically, the evaluation of job-embedded professional learning opportunities—teacher collaboration, teacher mentoring, or school-based professional development—is left to schools. As a result, no evaluation of job-embedded professional development is conducted systematically across schools, and there is no review of the quality of these opportunities at the district level. In an exception to this pattern, several districts have evaluated the work of school-based professional development staff, who are key players in job-embedded professional development. These evaluations are discussed in more detail below in Section IV.

- ***Evaluations rarely include rigorous assessments of the effect of professional development on teacher knowledge and skills, the application of new knowledge and skills in teaching, school organization, or student learning.*** To be sure, some local evaluations have relied on teacher self-reports to assess the contribution of professional development to improved teaching and, to a lesser extent, to increased student learning. In addition, districts and MSDE staff report increasing use of walk-throughs as a way of collecting information on changes in teacher performance. At the same time, this information is usually not captured or reported systematically.

  Despite the increasingly widespread attention to using student data for school improvement planning and planning professional development activities, evaluations of professional development rarely provide solid evidence linking participation in professional development to changes in student learning. For example, in reports on 93 professional development initiatives in the 2007 master plan updates, none of the districts reported evaluation results to demonstrate the contributions of professional development to teacher performance and student learning. Similarly, there have been no rigorous evaluations of the effectiveness of two of MSDE's signature activities, the Governor's Academy and the district partnerships to support low-performing schools, although, in both cases, MSDE staff report that a variety of data has been collected.

  Several recent evaluations of Title II, Part B Mathematics and Science Partnership initiatives are exceptions to these patterns. These evaluations looked carefully at changes in teacher knowledge and skills and subsequently examined changes in student learning that could be associated with the professional development activities. Both of these evaluations extended over several years and, from the earliest stages of the planning process, featured strong working relationships between district staff and the evaluation teams.

Overall, the Council concludes that the increase in state and local efforts to evaluate teacher professional development, combined with increased awareness of the need for more rigorous evaluations, sets the stage for significant progress in the future. The Council recognizes that ongoing review of teachers' perceptions of their professional learning experiences, both in terms of how these experiences are organized and the perceived likelihood that they will result in changed in teaching and learning, are important. At the same time, the Council concludes that the districts, MSDE, and other stakeholders need to work together to improve both the scope and quality of their evaluation efforts. In particular, future evaluation efforts should focus on careful examination of the effect of professional development on observable and measurable changes in teacher knowledge and skills and classroom practice. These evaluations should also focus on linking specific changes in practice to changes in student learning. The Council notes that the planning framework in the *Maryland Teacher Professional Development Planning Guide* is a useful tool for designing rigorous evaluations. The Council also notes that the forthcoming guide for evaluating teacher professional development, which will complement the planning guide, will also be a useful tool for designing rigorous evaluations. (See the discussion of next steps in the Council's work in Section V for more details about current plans for developing this guide.)

In urging improvements in evaluating teacher professional development, the Council is acutely aware that there are few good models elsewhere in the country to guide improvements in Maryland. At the same time, heightened demands for accountability and solid evidence of reasonable returns on investments make it imperative to improve evaluations of teacher professional development. The Council's recommendations first address the need to enhance state and local capacity for evaluation and then call for a shift to more rigorous evaluations and evaluations that assess impact on teacher knowledge, skills, and professional practices and changes in student learning.

Recommendations for Improving Evaluations of Teacher Professional Development

Recommendation 1	
MSDE, the districts, and college and university faculty and staff should collaborate to develop tools and other resources that will enhance state and local capacity to evaluate professional development	
Action Step 1.1	MSDE, districts, and providers should collaborate to assemble a compendium of data-collection instruments for districts and MSDE program offices to use in designing evaluations of teacher professional development
Action Step 1.2	MSDE, the districts, and state professional associations, such as the Maryland Council of Staff Developers, should collaborate to convene a series of capacity-building seminars and training activities focused on evaluation design, data collection and analysis, and reporting

Recommendation 2
MSDE and the districts should include individuals who are knowledgeable about evaluation on planning teams and draw on their expertise in designing, conducting, and reporting on evaluations

Recommendation 3	
Ongoing evaluations focused on teacher perceptions of and satisfaction with professional learning opportunities, which are important for state and local professional development planning, should employ more sophisticated instruments and analyses	
Action Step 3.1	Evaluations should employ data-collection instruments and strategies that are explicitly tailored to the professional development activities being evaluated
Action Step 3.2	Evaluations should rely on instruments that invite comparisons with other activities, and that include questions and prompts focused on teachers' (a) understanding of the purposes and objectives of the professional development; (b) basic mastery of content; (c) likely application and use of new knowledge and skills in the classroom; (d) perceptions of the likely availability of time to experiment with new instructional approaches, collaborate with other teachers, and reflect on their effectiveness; and (e) perceptions of the roles of principals, other school leaders, and school-based professional development staff in supporting and facilitating participation and experimentation and application of new practices

Recommendation 4	
MSDE and the districts should focus more explicitly on evaluating the outcomes of teacher professional development, as indicated by: (a) changes in teacher knowledge and skills, (b) changes in school organization, (c) changes in classroom practice, and (d) changes in student outcomes	
Action Step 4.1	Evaluations should rely on well-designed, validated instruments to measure participant mastery of new knowledge and/or skills
Action Step 4.2	Evaluations should rely on well-designed teacher logs and similar self-report instruments to assess the effect of professional development on classroom instruction
Action Step 4.3	Evaluations should rely on data from walk-throughs and other carefully structured observations of teacher performance linked to clearly defined indicators of intended professional development outcomes
Action Step 4.4	Evaluations should rely on multiple indicators of student learning

Recommendation 5	
MSDE and district investments (including people, time, and money) in evaluations of professional development should be consistent with overall improvement priorities and priorities in professional development program and practices	
Action Step 5.1	MSDE and the districts should allocate sufficient resources for evaluation to ensure that the evaluations will yield useful information about the results of key professional development activities and activities that are central to the success of major reform initiatives

IV. The Deployment of School-Based Professional Development Staff in Maryland Schools

The Issue

The Council's interest in the role of school-based professional development staff has been shaped in large part by an interest in school-based, job-embedded professional development, which is viewed by many as the most valuable kind of professional learning. By working with individual teachers and small groups of teachers in their schools and classrooms, school-based professional development staff can, among other things, tailor professional development to address individual professional learning needs, facilitate more rapid application of new knowledge and skills, and provide early feedback and guidance.[5]

Although the particulars of these assignments vary depending on local priorities, needs, and improvement strategies, districts rely on staff in these positions to:[6] [7]

- Guide and facilitate the introduction and use of new instructional strategies across the curriculum
- Provide support to new teachers and teachers who may be struggling in the classroom

[5] These positions carry a variety of titles (e.g., coaches; mentors; resource teachers; technology coaches; *e*coaches; staff development teachers; reading, literacy, or math resource teachers; instructional support teachers; student achievement specialists). In most cases, they are based in schools, although some are based in district offices. No matter where their "home offices" are, they spend all or almost all of their time in schools.

[6] For a more extensive discussion of the roles and potential contributions of school-based professional development staff, see: *Coaching: A strategy for developing instructional capacity* (2003) by Barbara Neufeld and Dana Roper. This report is available at www.aspeninstitute.org. See also *Taking the lead: New roles for teachers and school-based coaches* (2006) by Joellen Killion and Cindy Harrison, which is available from the National Staff Development Council (Visit www.nsdc.org.) The authors review the various roles that school-based staff can play and the kinds of support necessary to ensure effectiveness. The authors also provide recommendations for evaluating the work of school-based professional development staff.

[7] Research on teacher efficacy and strategies to develop it lend empirical support for decisions to deploy school-based professional development staff, especially when there is an expectation that these staff will help teachers develop and apply new knowledge and skills as well as give them the confidence to do so. See, for example: Ross, J.A., & Bruce, C.D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. *Teaching and Teacher Education, 23*, pp. 146-159; Goddard, R.D., Hoy, W.K., & Hoy, A.W. (2000, Summer) Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal,37*(2), pp. 479-507; Ross, J., & Bruce, C. (2007, September/October). Professional development effects on teacher efficacy: Results of randomized field trial. *Journal of Educational Research, 1*(1), pp.50-60; Mawhinney, B.H., & Haas, J.C. (no date). *Design principles for learner-centered schools: Developing professional learning communities to improve student learning.* Monograph prepared for the Council of Educational, Administrative, and Supervisory Organizations of Maryland.

- Work with principals and other school leaders to increase school capacity for change and improvement
- Help teachers develop their leadership skills
- Identify resources that may be available to support improvement efforts

The *Maryland Teacher Professional Development Standards* do not specifically call for the deployment of school-based professional development staff. Nevertheless, the Council considers the increase in job-embedded professional learning associated with these assignments as a significant indicator of district efforts to provide professional development that reflects the core dimensions of quality included in the standards. The Council also notes that these potentially valuable professional learning activities can also reduce the amount of time that teachers are out of their classrooms and schools for attending traditional workshops and other centralized activities. Moreover, participation in these school-based activities can reduce or, in some cases, eliminate the need for substitutes.

Although the Council has been well aware of the presence of school-based professional development staff in Maryland, the members wanted to know more about the particulars of these assignments. In particular, they were interested in the following questions:

- What are the statewide patterns in the deployment of school-based professional development staff?
- What responsibilities do they have?
- What challenges do they encounter in their work?
- What kinds of infrastructures have been developed to support these positions?

To develop a snapshot of the statewide deployment of school-based professional development staff, the Council sought the assistance of district professional development coordinators, other district staff, and staff at MSDE. Professional development coordinators worked with their colleagues to provide profiles of school-based professional development positions in their districts. MSDE staff provided information about statewide efforts to support the work of school-based professional development staff.

Observations about School-Based Professional Development Staff in Maryland Schools

In 2007-2008, Maryland school districts have deployed approximately 1,800 staff in 86 categories of school-based professional development positions.[8] An estimated 85 percent of staff assigned to these positions are assigned to them full-time and just under 70 percent have 10-month contracts. Professional development staff who are not full-time often teach one or more periods during the school day, and some assume administrative responsibilities. School-based professional development staff are typically—but not always—recruited from the ranks of teachers and may be assigned to elementary schools, middle schools, or high schools. Many of the staff in these positions are assigned to a single school, with some working in two or three or even more schools in some cases. These variations as well as differences in the substantive focus of these positions make it difficult to provide a clear picture of the number of teachers served by individual school-based professional development staff or the actual amount of time spent with individual teachers. Indeed, as many of the position profiles provided by the district indicate, these patterns vary by individual staff members as they go about their work. In addition, these patterns are subject to change over time as teacher and school needs change.

Overall, districts spend an estimated $135 million annually on these positions.[9] This investment represents a very small portion of the total amount spent on education in Maryland, although it represents a rather large portion of the resources allocated to teacher professional development.

Criteria for selecting school-based professional development staff are fairly consistent across the districts.[10] For example, almost all positions (97 percent) formally require evidence of successful teaching experience, and a number of districts require a particular type of certification, typically an Advanced Professional Certificate, and a minimum number of years of teaching experience,

[8] This estimate is based on information provided by the districts. A review of 2007 master plan updates, district budget materials, and other reports available from MSDE indicates that some districts did not provide profiles of all of the school-based professional development positions that they have created. Hence, the numbers of positions and staff assigned to them are somewhat larger than reported here.

[9] This estimate is also based on information provided by the districts and does not include expenditures for training and other support for these positions. Districts provided estimates of the average salaries and benefits for staff in these positions, and the overall estimate was calculated by multiplying these averages by the number of staff assigned to these positions. Because of the under-reporting of the number of positions and staff assigned to them as well as the fact that information on spending on training and other support was not available, the actual spending regarding these positions is probably somewhat higher than reported here.

[10] It was not within the scope of this review to examine how and to what extent the criteria for selecting school-based professional development staff and assigning them to school were actually applied.

typically five years, as indicators of qualification. School-based professional development staff are also expected (a) to possess solid oral and written communication skills (90 percent of positions), (b) to have demonstrated their ability to work with adults (77 percent of positions), and (c) to be familiar with the Voluntary State Curriculum (72 percent of positions). Other criteria are also cited for some of these positions and the application of these criteria no doubt reflects district-specific expectations for the work. For example, school-based professional development staff who are responsible for helping teachers integrate technology into instructional programs are expected to have expertise in using instructional technology. In a second example, one district requires that mathematics resource teachers demonstrate familiarity with a particular mathematics program as a qualification.

Criteria for assigning school-based professional development staff to individual schools vary, although three are mentioned more frequently than others. These include (1) a school's improvement needs, (2) the fit between the principal's needs and the school-based professional development staff skills, and (3) school-specific professional development needs. District staff cited these major criteria for assignments in just under half of the positions. Prior experience in the school and principal preferences were cited less often.

School-based professional development staff face a number of challenges in their work. Given the substantive scope of their responsibilities and the high volume of teachers they are expected to work with, it is not surprising that "juggling competing demands for their time" was cited as a major challenge for staff in 70 percent of these positions. Other factors identified as major challenges include (a) "remaining focused on their primary responsibilities," (b) "establishing a positive working relationship with teachers," and (c) and "establishing a role in the school."

Local and state infrastructures to effectively support and facilitate the work of school-based professional development staff are emerging. The complexity of the work of school-based professional development staff, including the scope of their responsibilities as well as the potentially large number of teachers with whom they work, points to the need for various kinds of support to ensure that they can succeed. The districts and MSDE are making considerable progress in addressing this need. Consider the following examples:

- ***Districts have developed and published position descriptions to guide recruitment and selection of school-based professional development staff and to clarify responsibilities, expectations, and qualifications.*** In some cases, the original position descriptions have been modified to reflect changing priorities and expectations as staff learn from experience and successful practice.

- ***Districts provide a variety of training for staff in these positions.*** Although there is considerable variation in the training portfolios, they typically include an initial orientation and on-the-job training and professional development during the school year. In some districts, these sessions may occur as often as every several weeks or once a month, with each session lasting several hours or longer. Over the course of the year, training can cover a broad range of topics and include presentations by external consultants, seminar-type discussions convened by district staff, and opportunities to identify and solve problems, to name some of the activities identified by district staff who work with school-based professional development staff.

  Nine districts complement their training of school-based professional development staff by training school leaders to work with these staff. Three of these counties prepare principals to work with all of these staff, and six others report training principals to work with staff in some of the positions in the district. Training can include sessions for principals and for principals and school-based professional development staff together. In addition, principals may attend sessions designed for the professional development staff.

  Training for principals is important because they need to understand the expectations for these positions, the knowledge and skills that these staff possess, and how best to support and facilitate their work.

- ***Districts report that all or almost all school-based professional development staff go through some sort of a performance review.*** One district has developed an especially comprehensive performance review system for school-based professional development staff. The system, which is described in detail in a handbook prepared by the district, rests on seven domains that specify areas of responsibilities and expectations for working with teachers in a professional development capacity. The seven domains include professional responsibilities, professional development, curriculum, assessment and data-based decision making, interpersonal skills, instructional and student support, and technology. Each domain is further articulated by specific components that serve as indicators of quality performance by resource teachers. Each component is, in turn, defined by four proficiency levels. The performance review process includes a formative and summative evaluation, each of which comprises self-assessments, goal-setting, collecting artifacts, observation, and feedback.

This performance review process can serve three important functions in the district. First, the formative stage of the process can help identify strengths and weaknesses in individual performance and can pinpoint areas where improvement may be warranted. Second, the summative phase can provide a detailed assessment of the work of individual instructional resource teachers. Third, the system as a whole can help assess the districtwide impact of the deployment of instructional resource teachers.

Currently, the majority of performance appraisal systems are less comprehensive. A few districts have developed performance appraisal forms for the school-based professional development positions, but many rely on the same forms used in teacher performance appraisals or generic forms developed for non-teaching positions.

- ***Several MSDE activities and program initiatives support and encourage increased use of school-based professional development staff.*** In one, MSDE staff have convened a network of 19 school-based professional development staff and central office staff. With support from a foundation grant, members of the network participate in the National Staff Development Council's National Coaching Academy. The academy provides ongoing training and technical assistance and is currently pilot testing an online reporting system that provides detailed information about the day-to-day work of school-based professional development staff. Data generated by this system make it possible to monitor their work, diagnose problems, and plan needed training and other support. In Maryland, this network is supported by Desire2Learn, which is an online learning community. MSDE has also used regular meetings of professional development coordinators for sharing information about school-based professional development staff and the activities of the National Coaching Academy.

  In a second example of MSDE's role in this area, the Request for Applications for Math Science Partnership Grants encourages applicants to submit plans to "develop and implement programs that include job-embedded professional development, such as coaching or mentoring" to improve elementary school and middle school teachers' content knowledge in math and science.

  In a third example, MSDE staff who provide professional development under the district partnership initiative frequently work with school-based professional development staff to plan these activities and to prepare them to provide follow-up to complement initial presentations. In some cases, school-based professional development staff

participate in the professional development to enhance their own knowledge and skills.

Finally, MSDE staff facilitate the Teacher Mentor Program (TMP) Network, which is a network of district staff responsible for the mentoring components of district programs to support new teachers. Members of this longstanding network meet quarterly to exchange information and ideas about promising practices. The network sponsors an annual conference that attracts several hundred participants. The conference includes numerous small-group sessions that feature mentoring and induction programs and activities in Maryland school districts. The TMP Network members also work together on informal data collection activities to keep track of the size and scope of local mentoring programs.

Consistent with the earlier observation about the overall paucity of rigorous evaluations of teacher professional development (in Section III), the Council found very few examples of formal evaluations of the work of school-based professional development staff. Anecdotal reports clearly indicate that district staff think that school-based professional development staff have a positive effect on instruction, but there has been little systematic effort to document and report on their influence.

Overall, seven districts reported having completed some sort of an evaluation of the impact of school-based professional development staff. Together these evaluations focused on a total of 13 (or less than a fifth) of these positions and the work of just over 600 (about a third) of these staff. Two of these evaluations do, however, stand out as examples of the ways that evaluations can inform practice. One of these evaluations focused on the early years of implementation of a comprehensive, districtwide professional development system and the other focused on the districtwide deployment of school-based professional development staff whose role was to help teachers use data to plan and implement new instructional programs. Although these evaluations were different in several ways, they shared a number of important features. For example, both were guided by carefully developed theories of change. In addition, both (a) included large samples of respondents, (b) addressed a core set of issues from the perspectives of key role groups (e.g., school-based professional development staff, teachers, principals), (c) included well-designed strategies for collecting candid feedback on progress and problems associated with the deployment of school-based professional development staff, and (d) featured well-developed working relationships between the evaluation teams and the districts that began at the design phase and continued throughout the evaluations.

Both evaluation reports provide extensive documentation of progress in implementing the two district-wide systems of school-based support. These reports also identify and document concerns expressed by various groups of respondents

and offered clear and concrete suggestions for how these concerns could be addressed. Staff who are familiar with these evaluations agree that they were very useful in focusing discussions about how to strengthen the work of school-based professional development staff and in providing clear starting points for making the necessary improvements. At the same time, by focusing on early implementation, neither of these evaluations yielded concrete information about the impact of these positions on teacher performance or student outcomes.

Based on this snapshot of the deployment of school-based professional development staff in Maryland, the Council applauds the considerable progress in this area. The Council also concludes that this effort holds significant promise as a strategy for enhancing job-embedded professional development and views it as an important indicator of progress in providing professional development that meets the *Maryland Teacher Professional Development Standards*.

The Council's recommendations focus on enhancing state and local infrastructures to support these positions. Because these positions represent an important dimension of instructional leadership and because of the roles that principals play in facilitating the work of staff in these positions, the recommendations also focus on providing support for principals. Third, the recommendations call for more extensive documentation of the work done by school-based professional development staff and for more systematic evaluations of their contributions to teacher performance and student learning.

Recommendations to Support and Enhance the Deployment of School-Based Professional Development Staff

Recommendation 1 **MSDE should expand the statewide learning communities on coaching and mentoring**	
Action Step 1.1	MSDE and the districts should continue to rely on these learning communities to collect and share examples of (a) job descriptions, (b) recruitment strategies, (c) training strategies and materials, (d) promising and successful practices, and, (e) evaluations

Recommendation 2 **Districts should expand their support for the work of school-based professional staff through more extensive preparation of principals and other school leaders to work effectively with these staff**	
Action Step 2.1	Districts should train principals and other school leaders to understand the responsibilities and facilitate the work of school-based professional development staff, with special attention to (a) the district's expectations and related indicators of success for staff in these positions, (b) the parameters of their authority and responsibilities, and (c) principals' responsibilities for monitoring the performance of school-based professional development staff, and (d) coordinating the work of multiple staff assigned to these positions

Recommendation 3	
Districts should document the work of school-based professional development staff and assess its effect on teachers, schools, and student learning	
Action Step 3.1	Districts should use individual logs and similar instruments to document the work of school-based professional development staff
Action Step 3.2	Districts should survey school-based professional development staff, teachers, and principals to gauge overall satisfaction with the work of these staff, perceptions of their contributions to improving instruction, and gaps in assistance and other challenges associated with the work
Action Step 3.3	Districts should conduct rigorous evaluations of the effect of school-based professional development staff on classroom instruction and student outcomes, with these evaluations relying on direct observation of classroom instruction and analysis of student data, and focusing on clearly defined indicators of success that are specified in advance

V. Concluding Comments and Next Steps

Progress in Implementing the *Maryland Teacher Professional Development Standards*

In reviewing (a) state and local efforts to use the *Maryland Teacher Professional Development Planning Guide,* (b) the state of the art in evaluating teacher professional development, and (c) the deployment of school–based professional development staff, the Council found clear evidence of progress in implementing the standards. Both MSDE staff and district staff say that using the planning guide has helped them to focus on the standards. The increase in the amount of evaluations and heightened sensitivity to the need for evaluations indicate recognition of the need for quality and accountability in teacher professional development. The widespread deployment of school-based professional development staff reflects a positive trend toward more professional development that explicitly addresses teacher needs and school improvement priorities.

As noted in the Introduction, the Council's recommendations for next steps in each of these areas reflect four themes. First, MSDE plays a critical leadership role by modeling good practice. Second, active collaboration among key stakeholders is an essential ingredient in all efforts to improve professional development. Third, implementation of many of the recommendations, especially those related to applying the planning framework included in the *Maryland Teacher Professional Development Planning Guide* and to increasing the scope and quality of evaluations of teacher professional development, require considerable capacity-building at the state and local levels. Finally, implementation of the recommendations can be accomplished by improving and expanding existing programs, policies, and practices and not by creating new programs and policy initiatives.

The recommendations related to evaluating professional development, as well as those related to applying the planning framework and assessing the impact of the work of school-based professional development staff, also address the need for accountability for ensuring that professional development is of high quality and that it is yielding acceptable returns on the very substantial investments made by MSDE, the districts, and teachers.

The Council urges MSDE and the districts to review their options and opportunities for implementing the recommendations and following the action steps in the larger context of comprehensive planning to address state and local needs and priorities. The Council recognizes that considering the recommendations as part of comprehensive planning necessarily means that implementation will look different in different places and that the pace of the changes will also vary. Finally, the Council recognizes that decisions about following the recommendations and taking the action steps will depend on the availability of resources.

In anticipation of expected changes in the federal *No Child Left Behind Act,* the Council notes that in addition to addressing increasing demands for accountability at the local and state levels, the recommendations anticipate the heightened attention to professional development that seems likely to be a part of the reauthorization. For example, Senate Bill 1979, which contains a proposal for the new statute, offers a more extensive definition of high-quality professional development than the one included in the original legislation, and it calls for rigorous evaluations that focus on the effect of professional development on teachers and their students.

Maryland is already positioned to address these provisions of the new law. Implementing the Council's recommendations will further enhance state and local capacity in these areas.

Looking Ahead

The Council will continue its work by examining the following three issues in the months ahead:

- ***Local programs to support new teachers.*** A growing body of research suggests that well-designed teacher induction programs can facilitate new teachers' entry into the profession and greatly reduce the attrition of new and experienced teachers. The Council will examine district programs to support new teachers to learn about (a) the kinds of support that these programs provide, (b) the number of new teachers that they serve, and (c) indicators of their success in retaining new teachers and helping them become skilled practitioners.

- ***Strategies for finding sufficient time for professional development.*** In Maryland and elsewhere, teachers, principals, and central office staff generally agree that one of the biggest impediments to teacher participation in high-quality professional development is the lack of time. The need to cover comprehensive curricula and to address the needs of diverse learners makes it difficult for teachers and others to find time in regular school schedules for comprehensive, long-term professional development. As the Council noted above, the deployment of school-based professional development staff can help address this problem. In addition, some schools have found ways to include professional learning activities into the routine work of teachers. The Council intends to look at examples of these strategies and to learn more about how they have been implemented and sustained.

- ***Enrollment in college and university courses as professional development.*** Every year thousands of teachers enroll in college and university courses to enhance their teaching skills and to accumulate credits toward certification or advanced degrees. The Council will examine ways that districts and institutions of higher education are working together to ensure that coursework meets standards for academic rigor and also addresses district improvement priorities. The Council will also examine how current accreditation standards and reporting requirements address district interests in understanding how coursework is addressing their priorities.

In addition to examining these three issues, the Council anticipates watching the development of two tools that will be available to districts and MSDE to support ongoing professional development. The tools, which are being developed by a small consortium of districts, include (a) a guide for evaluating teacher professional development to complement the *Maryland Teacher Professional Development Planning Guide,* and (b) a guide for districts to use in reviewing annual expenditures for teacher professional development. The Council will review drafts of these two tools as well as the results of local pilot tests. The Council's next report will discuss these tools and possible options for their use.

SYSTEM	MSA Reading (% Proficient + Advanced)			MSA Math (% Proficient + Advanced)		
	MSA '09 (All Students--Grades 3-8) **Schools with Maryland Principals' Academy Principal(s) for 3 Years or More** **School Average**	**MSA '09** All Students Grades 3-8 **System Average**	**MSA '09** All Students Grades 3-8 **State Average**	**MSA '09** (All Students--Grades 3-8) **Schools with Maryland Principals' Academy Principal(s) for 3 Years or More** **School Average**	**MSA '09** All Students Grades 3-8 **System Average**	**MSA '09** All Students Grades 3-8 **State Average**
Allegany County (5/18)	88.94	84.1/+4.84	85/+3.94	90.18	80.1/+10.08	78.7/+11.48
Anne Arundel County (13/108)	90.25	89/+1.25	85/+5.25	87.81	85.2/+2.61	78.7/+9.11
Baltimore City (31/153)	74.99	73/+1.99	85/-10.01	72.13	64.2/+7.93	78.7/-6.57
Baltimore County (29/135)	88.35	85.6/+2.75	85/+3.35	83.76	78.7/+5.06	78.7/+5.06
Calvert County (9/19)	89.77	92.1/-2.33	85/+4.77	86.91	88.1/-1.19	78.7/+8.21
Caroline County (1/7)	96.5	84.52/+12	85/+11.5	94.1	82.3/+11.8	78.7/+15.4
Carroll County (6/33)	88.28	91.4/-3.12	85/+3.28	83.3	87.8/-4.47	78.7/+4.63
Cecil County (6/23)	85.73	82.3/+3.43	85/+.73	78.85	74.6/+4.25	78.7/+.15
Charles County (6/29)	81.98	82.8/-.82	85/-3.02	77.52	76.8/+.72	78.7/-1.18
Dorchester County (5/9)	81.42	75.8/+5.62	85/-3.58	76.72	69.9/+6.82	78.7/-1.98
Frederick County (15/50)	90.87	90.1/+.77	85/+5.87	86.44	84.8/+1.64	78.7/+7.74
Garrett County (2/13)	88.5	85.8/+2.7	85/+3.5	83.45	80.9/+2.55	78.7/+4.75

SYSTEM	MSA Reading (% Proficient + Advanced)			MSA Math (% Proficient + Advanced)		
	MSA '09 (All Students--Grades 3-8) **Schools with Maryland Principals' Academy Principal(s) for 3 Years or More** **School Average**	**MSA '09** All Students Grades 3-8 **System Average**	**MSA '09** All Students Grades 3-8 **State Average**	**MSA '09** (All Students--Grades 3-8) **Schools with Maryland Principals' Academy Principal(s) for 3 Years or More** **School Average**	**MSA '09** All Students Grades 3-8 **System Average**	**MSA '09** All Students Grades 3-8 **State Average**
Harford County (7/41)	86.19	88.4/-2.21	85/+1.19	84.87	81.8/+3.07	78.7/+6.17
Howard County (11/58)	91.27	92.5/-1.23	85/+6.27	89	88.6/+.4	78.7/+10.3
Kent County (2/7)	91.5	85.9/+5.6	85/+6.5	89.25	75.5/+13.75	78.7/+10.55
Montgomery County (30/169)	90.51	90.2/+.31	85/+5.51	83.83	83.5/+.33	78.7/+5.13
Prince George's County (42/173)	74.5	75.5/-.74	85/-10.4	70.55	65.3/+5.25	78.7/-8.15
Queen Anne's County (7/12)	89.13	89/+.13	85/+4.13	86.44	85.5/+.94	78.7/+7.74
St. Mary's County (6/21)	91.73	86.8/+4.93	85/+6.73	90.4	85.2/+5.2	78.7/+11.7
Somerset County (2/6)	82.2	80.1/+2.1	85/-2.8	78.75	71.4/+7.35	78.7/+.05
Talbot County (2/6)	87.95	85.6/+2.36	85/+2.95	87.25	77.6/+9.65	78.7/+8.55
Washington County (8/32)	88.73	88.4/+.33	85/+3.73	87.56	86.4/+1.16	78.7/+8.86
Wicomico County (3/20)	82.73	83/-.27	85/-2.27	77.8	77.1/+.7	78.7/-.9

SYSTEM	MSA Reading (% Proficient + Advanced)			MSA Math (% Proficient + Advanced)		
	MSA '09 (All Students--Grades 3-8) **Schools with Maryland Principals' Academy Principal(s) for 3 Years or More** **School Average**	**MSA '09** All Students Grades 3-8 **System Average**	**MSA '09** All Students Grades 3-8 **State Average**	**MSA '09** (All Students--Grades 3-8) **Schools with Maryland Principals' Academy Principal(s) for 3 Years or More** **School Average**	**MSA '09** All Students Grades 3-8 **System Average**	**MSA '09** All Students Grades 3-8 **State Average**
Worcester County (0/9)	**N/A**	**90.1**	**82.2**	**N/A**	**88.2**	**76.1**
Average Academy School Gain (248/1142) 21.72%		**+3.17**	**+2.05**		**+4.16**	**+5.08**

Maryland Teacher Professional Development Standards

Introduction

Research, insights from practice, and common sense converge around the understanding that skilled teachers have a significant impact on student learning. Helping teachers develop the knowledge and skills they need begins with rigorous teacher training programs. Subsequently, effective professional development helps teachers continue enhancing their knowledge and skills throughout their careers.

Maryland's Teacher Professional Development Standards are intended to guide efforts to improve professional development for all teachers. These standards call on teachers, principals and other school leaders, district leaders and staff, the Maryland State Department of Education, institutions of higher education, and cultural institutions and organizations[1] across the state to work together to ensure that professional development is of the highest quality and readily accessible to all teachers. These standards also acknowledge that teacher professional development encompasses a wide variety of learning activities. The list includes, but is certainly not limited to, teacher study groups, coaching and mentoring relationships, teacher networks, participation on school improvement teams and committees that develop curricula and assessments, workshops, and college and university courses.

When fully implemented, these standards and the related indicators can help improve the quality of professional development by:

- Providing a clear vision of high-quality professional development that recognizes local needs, priorities, and resources;
- Guiding planning, designing, implementing, and evaluating high-quality professional development, including both professional development programs and an entire professional development agenda;
- Supporting alignment of professional development with goals for improving student learning and state, district, and school policies and priorities;
- Informing allocation of resources for professional development; and
- Defining accountability for ensuring that professional development is of the highest quality and readily accessible to all teachers.

Context for High-Quality Teacher Professional Development in Maryland

The Maryland Teacher Professional Development Standards are derived from the National Staff Development Council's (NSDC) Standards for Staff Development.[2] Like the NSDC standards, the Maryland Teacher Professional Development Standards rest on several fundamental assumptions about contextual factors that are critical to ensuring that professional development is effective.

- **Professional development is most effective when it takes place in vibrant professional learning communities**. These learning communities take various forms, but they all value ongoing learning by teachers and students. They encourage individual and collaborative experimentation, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

- **Professional development is most effective when there are strong leaders.** These leaders recognize the value of high-quality professional development, encourage and facilitate teacher participation, and communicate about the benefits of professional development to key stakeholders (e.g., parents, school boards, county commissioners). Ideally, leadership for professional development is distributed among teachers, principals and other administrators, district staff, MSDE, institutions of higher education, and various cultural organizations. At the same time, no single formula defines the appropriate distribution of leadership.

Maryland Teacher Professional Development Standards

• **Professional development is most effective when there are adequate resources.** Resources include money, people, and time. Just as leadership should be distributed, resources (people and money) can come from a variety of sources, with no single organization or stakeholder group expected to shoulder the whole burden. Careful analysis of how time is used in school schedules, district calendars, negotiated agreements, and other policy documents can lead to more time for teacher learning. All of these resources will be used most effectively when allocations are coordinated and when there is careful assessment of the returns on investments in professional development. As with leadership, no single formula defines the adequacy of resources. Instead, resources are adequate when they ensure that all teachers can study, practice, and implement the knowledge and skills necessary to be effective with their students.

The Maryland Teacher Professional Development Standards rest on a fourth assumption which is consistent with the NSDC definition of effective professional development.

• **Professional development is most effective when there is consensus around clear expectations for what teachers should know and be able to do to help all students learn.** These expectations are shared among all stakeholders and district and school leaders work to build understanding and consensus around them. The expectations are reflected in negotiated agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

In the end, the formula for effectiveness is simple: When these four elements are in place, professional development can be highly effective. When they are missing or underdeveloped, professional development will not be effective and will have limited impact on teaching and learning.

Standards and Indicators Define High-Quality Professional Development

Content Standards

I. Content knowledge and quality teaching - Effective professional development deepens all teachers' content knowledge and the knowledge and skills necessary to provide effective instruction and assess student progress.

Indicators:

1a. Professional development includes learning experiences and resources to ensure that teachers understand how the subject(s) they teach addresses the Maryland content standards and the relationships between the subjects they teach and other subjects in the curriculum.
1b. Professional development provides opportunities for teachers to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to help all of their students master Maryland content standards.
1c. Professional development provides ongoing opportunities for teachers to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to (1) understand and report on student mastery of Maryland content standards, (2) identify gaps in student learning, and (3) adjust instruction.

II. Research-based - Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to apply research to decision making.

Maryland Teacher Professional Development Standards

Indicators:

2a. Professional development includes ongoing opportunities for teachers to read and reflect on current research on topics of interest to them and consistent with state and local school improvement priorities.
2b. Professional development may involve two-way interactions with researchers to discuss research design, data collection, analysis, and reporting to assist teachers in understanding what works, particularly in areas where there may be competing perspectives and conclusions.
2c. Professional development involves individual teachers or teams of teachers, often in collaboration with researchers, in action research to test their own hypotheses and to report the

[1] Cultural institutions include libraries, museums, and similar kinds of organizations.

[2] The NSDC standards were developed in 1995 and revised in 2001. The Maryland Teacher Professional Development Standards are derived from the 2001 version of the NSDC standards.
results about professional development program impact or the effectiveness of particular instructional strategies and programs for teachers and students.

III. Collaboration - Effective professional development ensures that teachers have the knowledge, skills, and dispositions to collaborate with others to improve instruction.

Indicators:

3a. Professional development provides ongoing opportunities for teachers to practice working with colleagues, including other teachers, principals, counselors, social workers, and others, and emphasizes that collaboration is a means and not an end in addressing issues related to school improvement and improved student learning.
3b. Professional development emphasizes constructive management of conflict and fosters understanding that disagreement and conflict are potentially beneficial elements of professional discourse.
3c. Professional development relies on communication technologies to broaden the scope of collaboration.

IV. Diverse learning needs - Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to meet the diverse learning needs of all of their students.

Indicators:

4a. Professional development focuses on developing teachers' understanding of and disposition to acknowledge the diversity of student learning styles and needs.
4b. Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.
4c. Professional development fosters teachers' respect for all students and guides teachers in setting and maintaining high expectations for all students to demonstrate proficiency on Maryland content standards.

V. Student learning environments - Effective professional development ensures that all teachers are able to create safe, secure, and supportive learning environments for all students.

Maryland Teacher Professional Development Standards

Indicators:

5a. Professional development fosters a safe, inclusive, equitable learning community where teachers, administrators, and students participate in maintaining a climate of caring and respect.
5b. Professional development provides opportunities for teachers to develop and practice student ownership of management routines and practice creative solutions to conflicts.
5c. Professional development provides opportunities for teachers to use data on student behavior, such as discipline referrals, suspension information and school climate surveys to analyze and refine practices that promote optimal learning environments.

VI. Family involvement - Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to involve families and other community members as active partners in their children's education.

Indicators:

6a. Professional development provides opportunities for teachers to develop and demonstrate oral and written communication skills to build partnerships with parents and community members and to communicate expectations for student mastery of Maryland content standards and success on approved national, state, and local assessments.
6b. Professional development fosters teachers' understanding and respect for varying cultural backgrounds of students, families, and the community and how the diversity and richness of these cultural backgrounds can serve as foundations for student learning.
6c. Professional development includes opportunities for teachers to master the use of technology to strengthen partnerships with families and the community.

Process Standards

VII. Data-driven - Effective teacher professional development relies on rigorous analysis of data.

Indicators:

7a. Individuals who plan professional development have ready access to high-quality student data from various sources that are organized in user-friendly formats.
7b. Individuals who plan professional development have the knowledge and skills necessary to use disaggregated student data (by race, gender, English language learners, special education, and eligibility for free or reduced price meals) for planning, implementation, and evaluation of professional development and instructional programs.
7c. School and district schedules set aside time for teachers and others to examine student data as the starting point for planning professional development.
7d. Individuals who plan professional development carefully analyze a variety of disaggregated student data to identify gaps between student learning and standards for proficiency to inform the choice of the content of professional development.
7e. As appropriate to school and district needs, data analysis focuses on results from approved national, state, and local assessments, student work samples and portfolios, and behavioral indicators, such as attendance and disciplinary referrals.

VIII. Evaluation - Rigorous evaluations assess the impact of professional development on teaching and student learning.

Maryland Teacher Professional Development Standards

Indicators:

8a. Individuals who plan professional development ensure that plans include adequate resources for an objective evaluation and for reporting and disseminating the results.

8b. Individuals who plan professional development (1) identify the kinds of evidence about teaching and student learning that will be collected and used as indicators of the success of professional development, and (2) consistent with progress benchmarks and goals, determine how and when the data will be collected and reported.

8c. Evaluation should also assess the impact of professional development on school culture and organization to support school improvement efforts.

8d. Sponsors of professional development communicate the results of evaluations to key stakeholder groups, including teachers, school and district leaders, central office staff, providers, policymakers, and parents, in a timely fashion.

IX. Design and teacher learning - Effective professional development content and process reflect best practices in workplace learning and in-depth understanding of how and why adults learn.

Indicators:

9a. Professional development matches learning experiences, including the intensity and duration, with individual teacher needs, current knowledge and skills, and learning goals.

9b. Professional development combines a variety of learning experiences, including, but not limited to, individual study, demonstrations, observation, practice, feedback, and reflection as well as opportunities for collaboration and problem solving among colleagues.

9c. Professional development provides extensive follow-up, including, but not limited to, classroom demonstrations, feedback on mastery of new knowledge, feedback on demonstration of new skills, peer coaching and mentoring, and opportunities for additional study.

9d. Professional development relies on information technologies to provide more extensive and diverse content, and it also relies on communication technologies to expand access and participation and to create virtual professional learning communities.

9e. Professional development recognizes and draws on the knowledge, skills, and dispositions of successful teachers by including them as leaders, facilitators, and resources in professional learning opportunities.

§ 2-103. State Superintendent responsible for administration of Department.

(a) *Administration of Department.*- Acting under the bylaws, rules, and regulations of the State Board, the State Superintendent is responsible for the administration of the Department and has general supervision of all professional and clerical assistants of the Department.

(b) *Appointment and powers of State Superintendent.*- The State Superintendent shall be appointed and has the general powers and duties as provided in Subtitle 3 of this title.

[An. Code 1957, art. 77, § 30; 1978, ch. 22, § 2.]

§ 2-205. Powers and duties.

(a) *In general.*- In addition to the other powers granted and duties imposed under this article, the State Board has the powers and duties set forth in this section.

(b) *Determination of policies and administration of article.*- The State Board shall:

(1) Determine the elementary and secondary educational policies of this State; and

(2) Cause to be carried out those provisions of this article that are within its jurisdiction.

(c) *Bylaws, rules, and regulations.*-

(1) The State Board shall adopt bylaws, rules, and regulations for the administration of the public schools.

(2) These bylaws, rules, and regulations have the force of law when adopted and published.

(3) The bylaws, rules, and regulations apply to each county. However, they do not apply to Baltimore City to the extent that they relate to matters that are the subject of other provisions of this article that do not apply to Baltimore City.

(d) *Enforcement.*- The State Board may institute legal proceedings to enforce:

(1) The provisions of this article that are within its jurisdiction; and

(2) The bylaws, rules, and regulations adopted by the Board.

(e) *Explanations of law; controversies and disputes.*-

(1) Without charge and with the advice of the Attorney General, the State Board shall explain the true intent and meaning of the provisions of:

(i) This article that are within its jurisdiction; and

(ii) The bylaws, rules, and regulations adopted by the Board.

(2) The Board shall decide all controversies and disputes under these provisions.

(3) The decision of the Board is final.

(f) *Administering oaths to witnesses.*- As Secretary to the State Board, the State Superintendent may administer oaths to witnesses in any matter before the Board.

(g) *Control and supervision over public schools.*-

(1) This subsection does not apply to Baltimore City to the extent that it relates to matters that are the subject of other provisions of this article that do not apply to Baltimore City.

(2) Through the State Superintendent, the State Board shall exercise general control and supervision over the public schools and educational interests of this State.

(3) Through the State Superintendent, the Board shall consult with and advise county boards, county superintendents and their staffs, principals, teachers, and interested citizens.

(4) The Board shall seek in every way to direct and develop public sentiment in support of public education.

(h) *Policy and guidelines for programs of instruction.*-

(1) With the advice of the State Superintendent, the State Board shall establish basic policy and guidelines for the program of instruction for the public schools.

(2) The policy and guidelines shall be printed in sufficient quantities to provide copies to:

(i) Public school officials and teachers;

(ii) Private schools; and

(iii) Interested citizens of this State.

(3) The State Board of Education shall require the establishment of criteria in each county for the selection of applicants for enrollment in public secondary school career and technology education programs. Enrollment criteria developed for this purpose shall ensure equal access to programs.

(i) *Investigation of educational needs.*-

(1) With the advice of the State Superintendent, the State Board shall investigate:

(i) The educational needs of this State; and

(ii) Methods to improve educational conditions.

(2) If necessary, the Board may employ additional expert assistance for these investigations.

(j) *School budget.*-

(1) The State Board shall send the Governor an annual State public school budget including, subject to the Maryland Constitution and existing laws, the appropriation for:

(i) The Department; and

(ii) State aid to the counties for current expenses, for student transportation and for the construction of school buildings.

(2) The budget shall be certified by the State Superintendent before it is sent to the Governor.

(k) *Recommendation for legislation.*- The State Board shall:

(1) Consider the educational needs of this State; and

(2) With the advice of the State Superintendent, recommend to the Governor and the General Assembly any legislation that it considers necessary.

(l) *School construction.*-

(1) On the recommendation of the State Superintendent, the State Board shall establish standards and guides for planning and constructing school building projects.

(2) These standards and guides shall be used as the basis for reviewing plans and specifications submitted to the State Superintendent for approval.

(3) The State Board shall maintain a school construction planning service to:

(i) Assist in the development and review of preliminary and final plans and specifications for any public school building project and the educational program that it is designed to house; and

(ii) Advise county boards as to the suitability of these construction plans on the basis of educational effectiveness, construction, and reasonable economy of costs.

(4) The State Board shall collect, publish, and distribute to the county boards information on school construction procedures, methods, and materials.

(m) *Ratio of professional employees to students.*-

(1) In this subsection, "professional employee" means an employee:

(i) For whom a certificate has been issued by the State Superintendent; and

(ii) For whom a salary scale has been established by law for the position or who meets or exceeds the qualifications required for an established salary scale.

(2) From time to time, the State Board shall adopt bylaws, rules, and regulations that establish a minimum ratio of professional employees to students enrolled in the public schools or any combination of grades in these schools.

(3) The ratio established by the State Board for the total number of professional employees for each county, calculated to the nearest whole position on a pro rata basis, may not be more than:

(i) 46 for each 1,000 of the first 5,000 students enrolled as of September 30 of each year; and

(ii) 45 for each additional 1,000 students.

(4) A county may employ more professional employees than the number permitted in this subsection as it considers necessary.

(5) At least 95 percent of the permitted number of professional employees shall be assigned to public schools.

(n) *Reports from private schools.*- With the advice of the State Superintendent, the State Board shall require each private educational association, corporation, and institution to report annually, on or before August 31, its enrollment and courses of study on the forms that the Board provides.

(o) *Items of information to be recorded; financial accounts; forms for reports.*-

(1) With the advice of the State Superintendent, the State Board shall specify the information each county board, school official, and teacher is to record and shall require the following information to be recorded:

(i) All financial accounts, including the annual budget; and

(ii) All educational records.

(2) The reports containing this information shall be made on the form that the State Board, with the advice of the State Superintendent, requires.

(3) If the State Superintendent agrees, the required information may be sent in automatic data processing, machine-usable form.

(p) *Annual report to Governor.-*

(1) The State Board shall submit an annual report to the Governor on:

(i) All operations of the Department;

(ii) The support, conditions, progress, and needs of elementary and secondary education in this State; and

(iii) The overall plan for elementary and secondary education in this State.

(2) This annual report shall be printed in sufficient quantities for general distribution in this State.

(q) *Future growth and development.-*

(1) The State Board shall coordinate the overall growth and development of elementary and secondary education in this State.

(2) In consultation with the State Superintendent, the State Board shall develop and periodically update an overall plan consistent with the bylaws that shall identify:

(i) The present and future needs of elementary and secondary education throughout the State, including a discussion of the demographic composition of the elementary and secondary population;

(ii) The present and future capabilities of the public elementary and secondary education system in this State;

(iii) The short-range and long-range objectives and priorities for elementary and secondary education and methods and timelines for achieving and maintaining them;

(iv) Whether current programs adequately prepare graduates for employment opportunities in this State, or postsecondary education opportunities;

(v) The status and needs of the career and technology education program, the vocational rehabilitation program, and the library system of these programs;

(vi) The technological advancements that would enhance elementary and secondary education throughout the State;

(vii) Methods to upgrade and improve teacher education and teacher certification programs;

(viii) The school systems that have dropped below the statewide test averages and shall assess the options available to improve the test averages of these school systems;

(ix) The methods to improve the diagnosis of basic reading skill deficiencies of elementary and secondary school students and to improve the literacy rates of these students;

(x) The methods to increase the rate of retention and graduation of secondary school students;

(xi) The short-range and long-range objectives for the resolution of the problem of substance abuse by elementary and secondary school students; and

(xii) The short-range and long-range objectives for the resolution of the problems of youth and teenage pregnancy.

[An. Code 1957, art. 77, §§ 6-10, 14-17, 19-21, 68; 1978, ch. 22, § 2; ch. 967; 1981, ch. 236, § 2; ch. 507; 1988, ch. 764; 1989, ch. 95; 1990, ch. 6, § 11; 1991, ch. 662, §§ 1, 2; 1996, ch. 77; 1997, ch. 105, § 1; 1998, ch. 21, § 1; 2006, ch. 59, § 1; 2008, ch. 36.]

13A.01.04.07

.07 School Improvement, Corrective Action, and Restructuring—Local School Systems.

A. School Identified for Improvement.

(1) Annually, before the beginning of the school year following a failure to make adequate yearly progress, each local school system shall identify for school improvement each elementary or secondary school that has not made AYP because that school did not make the annual measurable objective in the same reported area for 2 consecutive years. The reported areas are reading, mathematics, or as applicable, attendance rate or graduation rate.

(2) To insure that all students reach the State's proficient level in reading, mathematics, and science by 2013 —14, within 3 months or sooner after identification, each identified school shall develop a 2-year school improvement plan that:

(a) Focuses on strengthening core academic subjects;

(b) Incorporates strategies based on scientifically based research that will strengthen core academic subjects;

(c) Includes funds for high quality professional development; and

(d) Has specific measurable objectives for each student subgroup.

(3) Each local school system within 45 days of receiving a plan shall:

(a) Establish a peer review process to assist with review of the plan;

(b) Promptly review the plan;

(c) Work with the schools as necessary; and

(d) Approve the school plan if the plan meets the requirements of all applicable federal and State laws and regulations.

(4) The school improvement plan shall be implemented the school year following identification except for school year 2003—04 when the plan shall be implemented as soon as practicable during the 2003—04 school year.

(5) Each local school system shall provide a school identified for improvement with technical assistance grounded in scientifically based research that includes the following:

(a) Assistance in analyzing data from the State assessment system, and other examples of student work, to:

(i) Identify and develop solutions to problems in instruction;

(ii) Increase parental involvement;

(iii) Improve professional development; and

(iv) Implement the school plan;

(b) Assistance in identifying and implementing professional development and instructional strategies and methods that have proved effective, through scientifically based research, in addressing the specific instructional issues that caused the local school system to identify the school for improvement; and

(c) Assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement and remove the school from school improvement status.

B. School Identified for Corrective Action.

(1) Annually, before the beginning of the school year following a failure to make adequate yearly progress, each local school system shall place a school in corrective action if a school has not made AYP because that school did not make the annual measurable objective in the areas for which it was identified for improvement, that is, in reading, mathematics, or as applicable, attendance rate, or graduation rate, after 2 years in school improvement.

(2) For a school under corrective action, each local school system shall continue to provide technical assistance as required under §A(5) of this regulation and shall take at least one of the following corrective actions:

(a) Replace the school staff who are relevant to the failure to make adequate yearly progress;

(b) Institute and fully implement a new curriculum, including providing high qualify professional development for all staff who are relevant to the failure to make AYP, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;

(c) Significantly decrease management authority at the school level;

(d) Appoint an outside expert to advise the school on its progress toward making AYP based on its school plan;

(e) Extend the length of the school year or school day for the school; or

(f) Restructure the internal organizational structure of the school.

C. School Identified for Restructuring.

(1) Annually, before the beginning of the school year following a failure to make adequate yearly progress, a local school system shall identify a school for restructuring if after 1 full year of corrective action the school does not make AYP because that school did not make the annual measurable objective in the areas for which it was identified for improvement, that is, in reading, mathematics, or as applicable, attendance rate, or graduation rate.

(2) The local school system shall prepare a plan for alternative governance and implement the alternative governance arrangement not later than the beginning of the next school year.

(3) One of the following alternative governance arrangements shall be implemented consistent with State law and as approved by the State Superintendent of Schools and the State Board:

(a) Reopening the school as a public charter school consistent with the requirements of State law and regulation;

(b) Replacing all or most of the school staff including the principal who are relevant to the failure to make AYP;

(c) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school; or

(d) Any other major restructuring of the school's governance arrangement that makes fundamental reform such as significant changes in the school's staffing and governance to improve academic achievement in the school and that has substantial promise of enabling the school to make AYP.

D. General Requirements for School Improvement, Corrective Action, or Restructuring.

(1) Before identifying a school for school improvement, corrective action, or restructuring, a local school system shall provide the school with an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based.

(2) Supporting Evidence.

(a) If the principal of a school that a local school system proposes to identify for school improvement, corrective action, or restructuring believes, or a majority of the parents of the students enrolled in the school believe, that the proposed identification is in error for statistically significant reasons, the principal may provide supporting evidence to the local school system.

(b) The local school system shall consider the evidence referred to in §D(2)(a) of this regulation before making a final determination.

(c) The local school system shall submit its final determination to the Department for its review and approval.

(3) The local school system shall make public a final determination of the status of the school with respect to identification not later than 30 days after it provides the school with the opportunity to review the data on which the proposed identification is based.

(4) Each local school system shall provide to parents of each student enrolled in a school identified for improvement, corrective action, or restructuring, notice and an explanation of what the identification means, the reasons for the identification, what the school is doing to address the problem of low achievement, how parents can become involved in addressing the academic issues, and any other information required by applicable federal or State law or regulation.

(5) If a school makes the annual measurable objective for which it was identified for improvement for 1 year or has extenuating circumstances beyond its control, such as an act of nature or an extraordinary fiscal constraint beyond its control, a local school system may delay the progression of the school into the next phase of the school improvement process for 1 year; but no such period of delay shall be taken into account in determining the number of consecutive years of failure to make AYP.

(6) If any school identified for school improvement, corrective action, or restructuring makes AYP for 2 consecutive years, the local school system may not subject the school to the requirements of school improvement, corrective action, restructuring or identify the school for school improvement for the succeeding year.

(7) A school receiving funds under Title I of the No Child Left Behind Act must comply with all applicable State and federal requirements for schools identified for improvement, corrective action, and restructuring.

(8) If the State Board determines that a local school system has failed to fulfill its responsibilities as set forth in this regulation, the State Board shall take appropriate corrective action, including withholding or redirection of State and federal funding.

E. Schools Previously Identified for Improvement, Corrective Action, or Reconstitution.

(1) A school in the first or second year of school improvement under Title I on January 8, 2002, shall be treated by the local school system as a school in the first or second year of school improvement for the 2002—03 school year.

(2) A school in the first or second year under local reconstitution on January 8, 2002, that is not also a school under Title I, shall be treated as a school in the first or second year of school improvement for the 2002—03 school year.

(3) A school in school improvement under Title I for 3 or more consecutive school years preceding January 8, 2002, shall be treated by the local school system as a school under corrective action for the 2002—03 school year.

(4) A school under local reconstitution for 3 or more consecutive school years preceding January 8, 2002, that is not also a school under Title I, shall be treated by the local school system as a school under corrective action for the 2002—03 school year.

(5) Any school that was in corrective action on January 8, 2002 shall be treated by the local school system as a school requiring restructuring for the 2003—04 school year.

13A.01.04.08

.08 Requirements for Local School System Improvement and Corrective Action.

A. Local School System Improvement.

(1) The State Board, upon the recommendation of the State Superintendent of Schools or upon its own motion, shall identify for improvement any local school system that for 2 consecutive years fails to make the annual measurable objectives in reading, mathematics, or as applicable, attendance rate, or graduation rate at each of the elementary school grades (3— 5), middle school grades (6—8), and high school grades (9—12).

(2) Before identifying a local school system for improvement, the State Board shall:

(a) Provide the local school system with an opportunity to review the data on which the proposed identification is based;

(b) Give the local school system an opportunity to provide supporting evidence if the system believes that the proposed identification is in error for statistically significant reasons; and

(c) Make a final determination of the status of the local school system with respect to identification not later than 30 days after it provides the system with the opportunity to review the data on which the identification is based.

(3) The State Board shall promptly provide parents of each student enrolled in the schools served by the local school system identified for improvement notice, the results of the review, the reasons for identification of the school system for improvement, and how parents can participate in upgrading the quality of the local school system.

(4) Within 3 months of identification, the local school system shall revise applicable components of the school system master plan to:

(a) Incorporate scientifically based research strategies that strengthen the core academic program in the schools in the system;

(b) Identify actions that have the likelihood of improving student achievement to meet the State's proficiency standards;

(c) Address professional development needs of staff in schools not making AYP;

(d) Include specific measurable achievement goals and targets for each of the subgroups of students;

(e) Address the fundamental teaching and learning needs in schools and specific academic problems of low-achieving schools;

(f) Incorporate as appropriate activities before school, after school, during the summer, and during an extended school year;

(g) Specify the responsibilities of the local school system under the plan; and

(h) Include strategies to promote effective parental involvement in the school.

(5) The local school system shall implement the plan not later than the school year following the year in which the school system was identified for improvement.

(6) Technical Assistance.

(a) The Department shall, if requested, provide technical assistance grounded in scientifically based research that better enables the local school system to develop and implement its plan and work with schools needing improvement.

(b) The Department may use an entity to provide the technical assistance.

B. Local School System Corrective Action.

(1) The State Board, upon the recommendation of the State Superintendent of Schools or upon its own motion, shall identify a local school system for corrective action if a local school system does not make the system improvement performance targets in reading, mathematics, or as applicable, attendance rate or graduation rate for 2 consecutive years at each of the elementary school grades (3—5), middle school grades (6—8), and high school grades (9—12) after identification of the school system for system improvement.

(2) Before identifying a local school system for corrective action, the State Board shall:

(a) Provide the local school system with an opportunity to review the data on which the proposed identification is based;

(b) Give the local school system an opportunity to provide supporting evidence if the system believes that the proposed identification is in error for statistically significant reasons; and

(c) Make a final determination of the status of the local school system with respect to identification not later than 30 days after it provides the system with the opportunity to review the data on which the identification is based.

(3) For a local school system identified for corrective action, the State Board and the State Superintendent of Schools shall continue to make available technical assistance and shall take at least one of the following corrective actions:

(a) Defer, reduce, or redirect State and federal programmatic and administrative funds including per pupil funding;

(b) Order the local school system to institute and fully implement a new curriculum aligned with the State curriculum that is based on State and local academic content and achievement standards, including high quality professional development based on scientifically based research;

(c) Order the local school system to replace school principals and executive officers who are relevant to the failure to make AYP with qualified personnel approved by the State Board and the State Superintendent of Schools;

(d) Remove particular schools from the direct control of the local school board and establish alternative arrangements for public governance and supervision of such schools;

(e) Order a reorganization of the local school system as approved by the State Board and the State Superintendent of Schools that groups specified schools under the direct supervision of an executive officer approved by the State Superintendent of Schools who reports directly to the local school superintendent or chief executive officer;

(f) Through court proceeding, appoint a receiver or trustee to administer the affairs of the local school system in place of the superintendent and school board; or

(g) With legislative authorization, abolish or restructure the local school system.

(4) The State Board shall publish and disseminate to parents and the public information on any corrective action the State Board takes.

(5) The State Board may delay implementation of corrective action if a local school system makes the annual measurable objective for which it was identified for corrective action for 1 year or its failure to make the annual measurable objective is due to exceptional circumstances such as acts of nature or an unforeseen decline in financial resources beyond the control of the local school system. A period of delay under this subsection may not be taken into account in determining the number of consecutive years of failure to make AYP.

(6) If a local school system makes the annual measurable objective in the reported area in the elementary school grades (3—5), middle school grades (6—8), or high school grades (9—12) for 2 consecutive years and continues to meet objectives in other reported areas in the elementary school grades (3—5), middle school grades (6—8), or high school grades (9—12) beginning after the date of identification, the State Board shall not identify the local school system for improvement or for corrective action for the succeeding school year.

(7) If, after 2 years in corrective action, the local school system continues to remain in corrective action, the State Board shall review the actions taken by the local school system and determine if modifications to the corrective action plan are appropriate.

C. Hearings.

(1) If the State Superintendent of Schools recommends that a local school system be placed under corrective action, the State Superintendent of Schools shall provide a written explanation of the basis for the recommendation.

(2) Within 10 days of the date of the recommendation by the State Superintendent of Schools, the local board of education may file a written request for a hearing before the State Board. If a hearing is requested, the hearing shall be scheduled promptly.

(3) The hearing shall proceed in the following manner:

(a) The State Superintendent of Schools or designee shall describe the rationale for the recommendation and submit supporting documentation;

(b) The local board of education through a designee shall present the board's position with respect to the recommendation and submit supporting documentation;

(c) Members of the school community and parents of students in the school may file written comments regarding the recommendations;

(d) The State Board may ask questions during each presentation; and

(e) Counsel may be present and assist each board, but staff members shall make the presentations.

(4) The State Board shall determine by a preponderance of the evidence if the State Superintendent of Schools has provided a sufficient and reasonable basis to support the State Superintendent's recommendation.

D. Transition.

(1) For the 2003—04 school year, the State Board shall identify for corrective action any local school system that as of January 8, 2002, has had 25 percent or more of its schools under local or State reconstitution for more than 3 school years.

(2) For the 2003—04 school year, the State Board shall identify for improvement any local school system that as of September 1, 2003, has 25 percent or more of its schools newly identified for school improvement or corrective action.

Office of the Attorney General

Maryland State Department of Education
200 St. Paul Place
Baltimore, Maryland 21202
(410) 576-6465

April 9, 2010

TO: Nancy S. Grasmick, State Superintendent of Schools

FROM: Elizabeth M. Kameen, Principal Counsel EMK

SUBJECT: Authority to Intervene in the State's Lowest Achieving Schools

You have asked for my advice on the extent of the Department's and the State Board's legal authority to intervene in the governance and operation of the State's lowest achieving schools. It is my view that the regulations the State Board promulgated at the inception of No Child Left Behind provide the Department and the State Board with extraordinary authority to intervene directly in low performing schools. *See* COMAR 13A.01.04.07-.08.

Among other things, for schools in restructuring, the regulations mandate that those schools submit a Restructuring Plan to the Department for review and approval by the State Superintendent and the State Board. COMAR 13A.01.04.07(C)(3). That Plan must explain in detail how the schools will implement one of the following alternative governance options:

> (a) Reopening the school as a public charter school consistent with the requirements of State law and regulations;
> (b) Replacing all or most of the school staff including the principal who are relevant to the failure to make AYP;
> (c) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school; or
> (d) Any other major restructuring of the school's governance arrangement that makes fundamental reform such as significant changes in the school's staffing and governance to improve academic achievement in the school and that has substantial promise of enabling the school to make AYP.

COMAR 13A.01.04.07(C)(3).

The Department works directly with the school and reviews the Plan. The State Board can approve or deny the Plan. If the State Board does not approve the Plan, it can direct further

corrective actions and withhold or redirect federal or State funds to effectuate improvement. COMAR 13A.01.04.07(D)(8).

I hope this advice is helpful.

ADVICE OF COUNSEL NOT AN OPINION OF THE ATTORNEY GENERAL

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List of Tier I, Tier II, and Tier III Eligible Schools as Identified by the SEA

ELIGIBLE SCHOOLS

The following list, by Local Education Agency (LEA), identifies each Tier I, Tier II and Tier III eligible school in the Maryland Public School System. Maryland has not elected to identify newly eligible schools, made eligible by the Consolidated Appropriations Act, 2010. LEAs with Tier I and Tier II schools will receive their funds from the Title I 1003(g) ARRA School Improvement Grant. The LEA may apply for funds ranging from $50,000-$2,000,000 per each Tier I, Tier II and Tier III school annually for up to three years. LEAs with Tier III schools will be funded in priority order, according to school improvement level under Maryland's Differentiated Accountability Pilot.

Baltimore City Public Schools, NCES ID# 2400090						
SCHOOL NAME	**NCES ID #**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
Booker T. Washington Middle	00160	X				
Paul Lawrence Dunbar Middle	01427	X				
Calverton Elementary/Middle	00164	X				
Garrison Middle	00228	X				
William C. March Middle	01568	X				
Francis M. Wood Alternative High	01343		X			
Frederick Douglas High	00209		X			
Augusta Fells Savage Institute of Visual Arts High	01387		X			
Institute of Business and Entrepreneurship High	01533		X			
Maryland Academy of Technology and Health Sciences High Public Charter	01538		X			
Cherry Hill Elementary/Middle	00171		X			
Commodore John Rogers Elem/Middle	00180		X			
Masonville Cove Academy Middle	00157			X		
City Springs Elem. Public Charter	00175			X		
Northeast Middle	00289			X		
Gilmore Elementary	00221			X		
Patapsco Elementary/Middle	00296			X		
Collington Square Elem. Public Charter	00179			X		
Furman L. Templeton Elementary	00211			X		
Dr. Rayner Browne	00189			X		
Highlandtown Elementary/Mid. #215	00243			X		
Samuel F.B. Morse Elementary	00310			X		

Baltimore City Public Schools, NCES ID# 2400090						
SCHOOL NAME	**NCES ID #**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
Winston Middle School	00338			X		
Steuart Hill Academic Academy Elem/Middle	00319			X		
Lakeland Elementary/Middle	00264			X		
Dr. Martin Luther King, Jr. Elem.	00188			X		
Frederick Elementary	01430			X		
Dr. Carter Godwin Woodson Prek-8	00167			X		
Moravia Park Primary	00282			X		
Rognel Heights Elementary/Middle	00305			X		
Westport Academy Elem. /Middle	00331			X		
Beechfield Elementary/Middle	00155			X		
Harlem Park Elementary Middle	00239			X		
Arundel Elementary/Middle	00148			X		
Harford Heights Intermediate Elem.	01153			X		
Pimlico Elementary/Middle	00299			X		
Waiverly Elementary/Middle	00329			X		
New Song Academy Elem./Middle	00884			X		
Sarah M. Roach Elementary	00312			X		
Belmont Elementary	00156			X		
Curtis Bay Elementary	00183			X		
The Historic Samuel Coleridge-Taylor Elementary	00309			X		
Tench Tilghman Elementary/Middle	00320			X		
Mary E. Rodman Elementary	00277			X		
North Bend Elementary/Middle	00602			X		
Charles Carroll Barrister Elementary	00153			X		
Edgewood Elementary	00193			X		
Furley Elementary	00210			X		
Walter P. Carter Elem./Middle	00328			X		
Hampstead Hill Academy Public Charter	00234			X		

Prince George's County Public Schools, NCES ID# 2400510						
SCHOOL NAME	**NCES ID #**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
G. James Gholson Middle	01211		X			

Prince George's County Public Schools, NCES ID# 2400510						
SCHOOL NAME	**NCES ID #**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
Benjamin Stoddert Middle	01464		X			
Drew Freeman Middle	01034		X			
Thurgood Marshall Middle	01465		X			
Claggett Elementary	01173			X		
William Wirt Middle	01186			X		
Stone Elementary	01176			X		
Nicholas Orem Middle	01112			X		
Ridgecrest Elementary	01138			X		
Judge Sylvania W. Woods	01137			X		
Carmody Hills Elementary	00998			X		
Buck Lodge Middle	00993			X		
Templeton Elementary	01171			X		
Samuel P. Massie Elementary	01555			X		
Robert R. Gray Elementary	01183			X		

Baltimore County Public Schools, NCES ID# 2400120						
SCHOOL NAME	**NCES ID #**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
Riverview Elementary	00464			X		
Halstead Elementary	00407			X		

Dorchester County Public Schools, NCES ID# 2400300						
SCHOOL NAME	**NCES ID #**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
Maple Elementary	00617			X		

Kent County Public Schools, NCES ID# 2400450						
SCHOOL NAME	**NCES ID #**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
Rock Hall Elementary/Middle	**00771**			**X**		

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Accountability Requirements for Schools that have missed the Annual Measurable Objectives (AMO) for the first time in 2009

Early Intervention. Differentiated accountability will allow Maryland to begin diagnostic interventions earlier and to target these activities to the needs of the schools. Schools that do not achieve Adequate Yearly Progress (AYP) for the first time in any particular year are flagged for Local Education Agency (LEA) evaluation under differentiated accountability. These schools are listed as local attention schools for internal communications only; they will not be identified on the official Maryland State Department of Education (MSDE) school improvement list. The LEA should evaluate the causes for not achieving AYP and step up appropriate services for these schools.

School Inventory. MSDE will provide a *School Inventory* to facilitate the local evaluation of the school's current status. MSDE will provide training in the administration of the instrument and in the interpretation of the results. MSDE will also provide a list of the schools requiring local attention for planning purposes.

Requirements. All schools that fail to make the AMOs for one year in the "All Students" category or in three or more subgroups (Comprehensive Needs Pathway) are required to administer the *School Inventory*. The Superintendent or designee must send notification to MSDE once the inventory has been administered. LEAs are requested to send this notification to the attention of Maria E. Lamb, via email at mlamb@msde.state.md.us. The LEA must maintain evidence supporting the administration of the School Inventory. Schools that make the AMOs in the "All Students" category but fail to make the AMOs in only one or two subgroups (Focused Needs Pathway) may at their discretion administer the *School Inventory*.

Years Not Achieving AYP	NCLB Designation	Differentiated Accountability STAGES	Intervention
0	Schools not in School Improvement	Achieving Schools • Meeting AYP • Exited Schools	▪ No Interventions
1	Schools not in School Improvement	Achieving Schools not making AYP for one year	▪ Schools requiring local attention in the Comprehensive Needs Pathway must administer the *School Inventory* ▪ Schools requiring local attention in the Focused Needs Pathway may choose to administer the *School Inventory*

If you have any questions about this document, contact:
Maria E. Lamb, Director
Program Improvement and Family Support Branch
Division of Student, Family, and School Support
Maryland State Department of Education
200 W. Baltimore Street
(410) 767-0286
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Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Accountability Requirements for Schools in Improvement

The Maryland State Department of Education (MSDE) requires each Local Education Agency (LEA) with schools that have not made AYP for two consecutive years to collect evidence that it has complied with the school improvement requirements of No Child Left Behind (NCLB) and COMAR. In order to assist the LEA with documentation of this compliance, the Differentiated Accountability Pilot Guidance Document, which outlines the requirements of each phase of the approved pilot, was developed. The LEA must maintain all evidence supporting the components in each designation. Only Title I schools are required to implement School Choice and Supplemental Educational Services.

NCLB/COMAR	Differentiated Accountability Pilot
Notification Requirements for Parents	**Developing Focused Schools** **Developing Comprehensive Schools** **Priority Focused Schools** **Priority Comprehensive Schools**
School Improvement Plans	**Developing Focused Schools** **Developing Comprehensive Schools** **Priority Focused Schools** **Priority Comprehensive Schools**
LEA Technical Assistance	**Developing Focused Schools** **Developing Comprehensive Schools** **Priority Focused Schools** **Priority Comprehensive Schools**
School Choice Option—Title I Schools Only	**Developing Focused Schools** **Developing Comprehensive Schools** **Priority Focused Schools** **Priority Comprehensive Schools**
Supplemental Educational Services—Title I Schools Only	**Developing Focused Schools** **(Not making AMO for two years in this pathway)** **Developing Comprehensive Schools** **(Not making AMO for two years in this pathway)** **Priority Focused Schools** **Priority Comprehensive Schools**
NCLB Corrective Action	**Developing Focused Schools** **Developing Comprehensive Schools**
Planning for School Improvement Plans with Alternative Governance	**Priority Focused Schools** **Priority Comprehensive Schools**
Alternative Governance	**Priority Focused Schools** **Priority Comprehensive Schools**

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Summary- Revised 7/8/09

Differentiated Pathways under Maryland's New Differentiated Accountability Pilot

After failing to achieve AYP for two consecutive years, school results will be analyzed. Schools that missed AMOs in the same reported area (reading, mathematics or the other academic indicator) for two consecutive years will be placed on two different pathways, pending the scope of school needs demonstrated in those results. The two pathways are:

Comprehensive Needs Pathway	***Focused Needs Pathway***
This pathway is similar to the traditional NCLB designations previously used in Maryland. However it is limited to schools with a wider pattern of student subgroup failures. Typically, these schools will have failed to meet the AMO in the "All Students" subgroup or will have failed to achieve the AMO for 3 or more subgroups.	*This new pathway includes schools that have not achieved the AMO for (a) 1 or 2 subgroups or (b) 100% Special Education subgroup school. The Focused Pathway will permit the school system to attend to the specific needs of each school in that pathway.*
DEVELOPING Comprehensive Needs Schools	***DEVELOPING Focused Needs Schools***
• LEA will provide oversight to address the *specific* needs of students in the focused areas not meeting the AMO; • LEA interventions include development of a comprehensive plan within 90 days of AYP designation. Plan must include strategies to address all areas of curriculum, instruction, assessment, professional development, leadership, organizational structure, **and/or** school culture/climate which contributed to the identified subgroups missing the AMO. • Plan must be signed by the principal, superintendent, and the president of the local board of education. • School must administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive plan. • The LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals. • School will participate in services offered through MSDE's Statewide System of Support. • Title I schools must provide school choice and supplemental education services (SES). • Schools beginning their third consecutive year in this pathway without making AYP will have to implement one or more state approved corrective actions and incorporate them into their school improvement plans.	• LEA Administration will provide oversight to address the *specific* needs of students in the focused areas not meeting the AMO; • LEA Interventions include development of a focused plan within 90 days of AYP designation. Plan must include strategies to address specific areas of curriculum, instruction, assessment, professional development, leadership, organizational structure, **and/or** school culture/climate which contributed to the identified subgroups missing the AMO. • Plan must be signed by the principal, superintendent, and the president of the local board of education. • The LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals. • Title I schools must provide school choice and supplemental education services (SES). • Schools beginning their third consecutive year in this pathway will accelerate the work on the issues related to the subgroups and subjects failed. These schools may implement one or more state approved corrective actions and incorporate them into their school improvement plans. • Intervention options for schools serving 100% special education populations may be implemented.
PRIORITY Comprehensive Needs Schools	***PRIORITY Focused Needs Schools***
• MSDE and LEA Administrations will provide school oversight; MSDE will monitor the school restructuring plan implementation. • The LEA and school must choose an approved Alternative Governance model. • LEA and school must develop a restructuring plan that **focuses on restructuring the entire school**, including: comprehensive Planning, curriculum; instruction; assessment; professional development; leadership; organizational structure; and school culture/climate. • LEA superintendent must present a detailed restructuring plan to MSDE for State Board approval, and once approved, the school must implement the plan. • Title I schools must provide school choice and/or supplemental education services (SES) . • Schools in their tenth year will undergo an MSDE audit to determine the specific causes of their inability to achieve standards. The audit will be used to determine the next steps for the MSDE and the LEA.	• MSDE and LEA Administrations will provide school oversight; MSDE will monitor the school restructuring plan implementation. • The LEA and school must choose an approved Alternative Governance model. • LEA and school must develop a restructuring plan **focused on subgroups** and **content areas** where the school did not meet the AMOs and areas that may be beginning to show declines. • The LEA superintendent must present to the State Board of Education the detailed plan for restructuring the school, once approved, the school must implement the plan. • Title I schools must provide school choice and supplemental education services (SES). • Priority Focus Needs Schools that are unable to exit their Priority status after year 7 will be transitioned to Priority Comprehensive Needs status and must fulfill the requirements associated with that category. • Intervention options for schools serving 100% special education populations must be implemented.

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

NCLB Requirements		
	Developing Comprehensive Needs Schools	**Developing Focused Needs Schools**
Schools beginning their first year in this pathway. ***(These schools have not made AYP for two consecutive years.)***	• Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I)	• Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I)
Schools beginning their second consecutive year in this pathway without making AYP.	• Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Services (Title I)	• Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Services (Title I)
Schools beginning their third consecutive year in this pathway without making AYP.	• Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Services (Title I) • NCLB Actions Required	• Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Services (Title I) • Intensified school improvement efforts related to underperforming subgroups.
	Priority Comprehensive Needs Schools	**Priority Focused Needs Schools**
Schools beginning their fourth consecutive year in this pathway without making AYP.	• Plan for Alternative Governance and Restructuring • Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Services (Title I)	• Plan for Alternative Governance and Restructuring • Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Services (Title I) • Intervention options for schools serving 100% special education populations may be implemented. • Intervention options for schools serving 100% special education populations must be implemented.
Schools beginning their fifth consecutive year in this pathway without making AYP.	• Approved Alternative Governance and Restructuring Plan Implementation • Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Service (Title I)	• Approved Alternative Governance and Restructuring Plan Implementation • Parent Notification • School Improvement Plan • LEA Technical Assistance • School Choice Option (Title I) • Supplemental Education Services (Title I) • Intervention options for schools serving 100% special education populations must be implemented.

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

All documentation is subject to review by MSDE and/or US Department of Education. All school districts with Priority Focused and Priority Comprehensive Schools should contact Teresa A. Knott, Coordinating Supervisor of School Performance, at 410-767-0362 or tknott@msde.state.md.us regarding the planning for Alternative Governance.

Comprehensive Needs Pathway

Developing Comprehensive Needs Checklist

1. Schools beginning their first year in the comprehensive needs pathway. ***(These schools have not made AYP for two consecutive years.)***

Notification Requirements for Parents

Provide parents:

- ❑ **prompt** notice of the school's designation;
- ❑ an explanation of what the identification means;
- ❑ an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- ❑ the reason the school was identified;
- ❑ an explanation of what the identified school is doing to address the problem of low achievement;
- ❑ an explanation of how the LEA or SEA will help the school address the achievement problem; and
- ❑ an explanation of how they can become involved in addressing the academic issues that led to the identification.

Required Interventions

School Improvement Plan

LEA will provide technical assistance as the school develops a comprehensive plan within 90 days of AYP designation which must include strategies to address the curriculum, instruction, assessment alignment, professional development, leadership, organizational structure, and school culture/climate.

School Requirements:

- ❑ Provide both parents and school staff the opportunity to participate in the development of the **comprehensive** school improvement plan.
- ❑ Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- ❑ Design the plan to address:
  - o strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - o professional development that meets *Maryland Teacher Professional Development Standards*,
  - o technical assistance,
  - o parent involvement,
  - o measurable annual objectives for progress by each group of students,
  - o activities that extend beyond the regular school day/year,
  - o incorporation of a teacher mentoring program, and
  - o school improvement plan implementation responsibilities
- ❑ Administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive school improvement plan;
- ❑ Plan must be signed by the principal;
- ❑ Participation in MSDE's Statewide System of Support

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

	LEA Requirements: ❑ Provide oversight to address the specific needs of students in the focused areas not meeting the AMO. ❑ Conduct a peer review of the proposed plan **within 45 days of submission** for LEA revisions and approval to be implemented upon approval **no later than the beginning of the next school year.** ❑ Each school improvement plan must be signed by the superintendent and the president of the local board of education. ❑ LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan goals. Note: Title I Schools implementing a schoolwide plan must include the 10 schoolwide components for schoolwide plans and the 10 Requirements for school improvement in their two-year plans. Title I Schools implementing targeted assistance programs must include the 7 targeted assistance components and the 10 Requirements for school improvement in their two-year plans. ***LEA Technical Assistance—*** ❑ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation. ❑ Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. ❑ Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis. ***School Choice Option —Title I Schools Only*** ❑ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school. ❑ Provide transportation cost for the duration the school is in improvement. ❑ *Allow adequate time for parents to make the decision prior to the opening of the new school year.*
2. Schools beginning their second consecutive year in the comprehensive needs pathway without making AYP.	***All Requirements in #1, and*** ***Supplemental Educational Services—Title I Schools Only*** ❑ Notify parents of the availability of supplemental educational services for **eligible** students (those from all low-income families). ❑ Prioritize low-achieving, low-income students based on LEA determination of criteria if funds are insufficient to serve all eligible students. ❑ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications. ❑ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.
3. Schools beginning their third consecutive year in the comprehensive needs pathway without making AYP.	***All Requirements in #1 and #2, and*** ***School must implement at least ONE of the following NCLB corrective actions and incorporate it/them into the school plan:*** 1. Provide, for all relevant staff, appropriate, scientifically research-based professional development, aligned with the Maryland Teacher Professional Development Standards, that is likely to improve academic achievement of low-

Differentiated Accountabilty Pilot Guidance Document 2009-2010

	performing students; 2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation; 3. Extend the length of the school year or school day; 4. Replace the school staff who are deemed relevant to the school not making adequate progress; 5. Significantly decrease management authority at the school; 6. Restructure the internal organization of the school; or 7. Appoint one or more outside experts to advise the school on a. how to revise and strengthen the improvement plan it created while in school improvement status; and b. how to address the specific issues underlying the school's continued inability to make AYP. 8. Provide parents and teachers the opportunity to comment on the action(s) chosen.

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Priority Comprehensive Needs Checklist

4. Schools beginning their fourth consecutive year in the comprehensive needs pathway without making AYP.

Planning for Alternative Governance

Under the *No Child Left Behind* Act of 2001 (NCLB),the Maryland State Department of Education (MSDE) is charged with the responsibility of reviewing and facilitating State Board approval of the alternative governances selected by schools in year four of improvement, "restructuring planning," and also for schools in "restructuring implementation" wishing to change their State Board approved alternative governances. NCLB requires these schools to select an alternative governance structure after having completed a comprehensive analysis of the total school's teaching and learning environment. NCLB further requires schools in improvement to develop two-year school improvement plans to address student and teacher needs (Federal Register Section 200.41 (b)).

The LEA is responsible for ensuring that schools in improvement receive assistance as they adopt an alternative governance structure, develop or revise their school improvement plans, and provide technical assistance throughout the implementation of the plans. Specifically, the LEA must ensure that the school in need of improvement receives technical assistance grounded in scientifically based research in three areas: 1) data analysis, 2) identification and implementation of strategies, and 3) budget analysis.

MSDE will provide technical assistance and training to the school and/or LEA on the use of the Guidelines for Alternative Governance as each school prepares its Alternative Governance proposal for State Board of Education approval.

Schools and LEAs may choose from the following alternative governance options:

1. Replace all or most of the staff, including the principal. Note: a school may not remove just the principal to meet this requirement.
2. Contract with a private management company.
3. Re-open the school as a public charter school.

Note: The LEA is required to present alternative governance plans to the State Board of Education within a time period that will allow for implementation of the plan should the school fail to make AYP in this pathway for the fifth consecutive year.

Notification Requirements for Parents

Provide parents:

- ❑ **prompt** notice of the school's designation;
- ❑ an explanation of what the identification means;
- ❑ an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- ❑ the reason the school was identified;
- ❑ an explanation of what the identified school is doing to address the problem of low achievement;
- ❑ an explanation of how the LEA or SEA will help the school address the achievement problem; and
- ❑ an explanation of how they can become involved in addressing the academic issues that led to the identification.

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Required Interventions

School Improvement Plan

LEA will provide technical assistance as the school develops a comprehensive plan to restructure the entire school, which must include strategies to address the curriculum, instruction, assessment alignment, professional development, leadership, organizational structure, and school culture/climate. The school and LEA must choose an alternative governance structure from the MSDE approved list and incorporate it into the plan.

School Requirements:

- ❑ Provide both parents and school staff the opportunity to participate in the development of the **comprehensive** school improvement plan.
- ❑ Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- ❑ Design the plan to address:
  - o strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - o professional development that meets *Maryland Teacher Professional Development Standards*,
  - o technical assistance,
  - o parent involvement,
  - o measurable annual objectives for progress by each group of students,
  - o activities that extend beyond the regular school day/year,
  - o incorporation of a teacher mentoring program, and
  - o school improvement plan implementation responsibilities
- ❑ Administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive school improvement plan;
- ❑ Plan must be signed by the principal;
- ❑ Participation in MSDE's Statewide System of Support
- ❑ Principal must be present during the superintendent's presentation to the State Board of Education.

LEA Requirements:

- ❑ Provide oversight to address the specific needs of students in the focused areas not meeting the AMO.
- ❑ Conduct a peer review of the proposed plan **within 45 days of submission** for LEA revisions and approval to be implemented upon approval **no later than the beginning of the next school year.**
- ❑ Each school improvement plan must be signed by the superintendent and the president of the local board of education.
- ❑ LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan goals.
- ❑ Superintendent must present the detailed restructuring plan to the State Board of Education for approval.

MSDE Requirements:

- ❑ Provide technical assistance to the LEA and schools in the development of their school improvement plans and the selection of their alternative governance structure.
- ❑ Monitor school restructuring plan implementation.
- ❑ Review alternative governance plans and make recommendations to the State Superintendent of Schools, Dr. Nancy S. Grasmick to present to the State Board of Education for Approval.

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

	LEA Technical Assistance— ❑ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation. ❑ Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. ❑ Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis. ***School Choice Option —Title I Schools Only*** ❑ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school. ❑ Provide transportation cost for the duration the school is in improvement. ❑ Allow adequate time for parents to make the decision prior to the opening of the new school year. ***Supplemental Educational Services—Title I Schools Only*** ❑ Notify parents of the availability of supplemental educational services for **eligible** students (those from all low-income families). ❑ Prioritize low-achieving, low-income students based on LEA determination of criteria if funds are insufficient to serve all eligible students. ❑ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications. ❑ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.
5. Schools beginning their fifth consecutive year in the comprehensive needs pathway without making AYP.	***All Requirements in #4, and*** ❑ Implement the State Board of Education approved alternative governance. ❑ Schools in their tenth year will undergo an MSDE audit to determine the specific causes of their inability to achieve standards. The audit will be used to determine the next steps for the MSDE and the LEA.

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Focused Needs Pathway

Developing Focused Needs Checklist

1. Schools beginning their first year in the Focused Needs Pathway. ***(These schools have not made AYP for two consecutive school years.)***

Notification Requirements for Parents

Provide parents:

- ❑ **prompt** notice of the school's designation;
- ❑ an explanation of what the identification means;
- ❑ an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- ❑ the reason the school was identified;
- ❑ an explanation of what the identified school is doing to address the problem of low achievement;
- ❑ an explanation of how the LEA or SEA will help the school address the achievement problem; and
- ❑ an explanation of how they can become involved in addressing the academic issues that led to the identification.

Required Interventions

School Improvement Plan

LEA will provide technical assistance as the school develops a school work plan within 90 days of AYP designation which must include strategies to address the curriculum, instruction, assessment alignment, professional development, leadership, organizational structure, and/or school culture/climate which contributed to identified subgroups missing the AMO.

School Requirements:

- ❑ Provide both parents and school staff the opportunity to participate in the development of the **comprehensive** school improvement plan.
- ❑ Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- ❑ Design the plan to address:
  - strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - professional development that meets *Maryland Teacher Professional Development Standards*,
  - technical assistance,
  - parent involvement,
  - measurable annual objectives for progress by each group of students,
  - activities that extend beyond the regular school day/year,
  - incorporation of a teacher mentoring program, and
  - school improvement plan implementation responsibilities
- ❑ Plan must be signed by the principal;

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

	LEA Requirements: ❑ Provide oversight to address the specific needs of students in the focused areas not meeting the AMO. ❑ Conduct a peer review of the proposed plan **within 45 days of submission** for LEA revisions and approval to be implemented upon approval **no later than the beginning of the next school year.** ❑ Each school improvement plan must be signed by the superintendent and the president of the local board of education. ❑ LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan goals. Note: Title I Schools implementing a schoolwide plan must include the 10 schoolwide components for schoolwide plans and the 10 Requirements for school improvement in their two-year plans. Title I Schools implementing targeted assistance programs must include the 7 targeted assistance components and the 10 Requirements for school improvement in their two-year plans. ***LEA Technical Assistance—*** ❑ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation. ❑ Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. ❑ Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis. ***School Choice Option —Title I Schools Only*** ❑ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school. ❑ Provide transportation cost for the duration the school is in improvement. ❑ Allow adequate time for parents to make the decision prior to the opening of the new school year.
2. Schools beginning their second consecutive year in the Focused Needs Pathway without making AYP.	***All Requirements in #1, and*** ***Supplemental Educational Services—Title I Schools Only*** ❑ Notify parents of the availability of supplemental educational services for **eligible** students (those from all low-income families). ❑ Prioritize low-achieving, low-income students based on LEA determination of criteria if funds are insufficient to serve all eligible students. ❑ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications. ❑ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.
3. Schools beginning their third consecutive year in the Focused Needs Pathway without making AYP.	***All Requirements in #1, #2, and*** ***Schools beginning their third consecutive year in this pathway will accelerate the work on the issues related to the subgroups and subjects failed. These schools may implement one or more state approved corrective actions and incorporate them into their school improvement plans.*** ***Intervention options for schools serving 100% special education populations may be implemented.***

Differentiated Accountabilty Pilot Guidance Document 2009-2010

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Priority Focused Needs Checklist

4. Schools beginning their fourth consecutive year in the Focused Needs Pathway without making AYP.

Planning for Alternative Governance

Under the *No Child Left Behind* Act of 2001 (NCLB),the Maryland State Department of Education (MSDE) is charged with the responsibility of reviewing and facilitating State Board approval of the alternative governances selected by schools in year four of improvement, "restructuring planning," and also for schools in "restructuring implementation" wishing to change their State Board approved alternative governances. NCLB requires these schools to select an alternative governance structure after having completed a comprehensive analysis of the total school's teaching and learning environment. NCLB further requires schools in improvement to develop two-year school improvement plans to address student and teacher needs (Federal Register Section 200.41 (b)).

The LEA is responsible for ensuring that schools in improvement receive assistance as they adopt an alternative governance structure, develop or revise their school improvement plans, and provide technical assistance throughout the implementation of the plans. Specifically, the LEA must ensure that the school in need of improvement receives technical assistance grounded in scientifically based research in three areas: 1) data analysis, 2) identification and implementation of strategies, and 3) budget analysis.

MSDE will provide technical assistance and training to the school and/or LEA on the use of the Guidelines for Alternative Governance as each school prepares its Alternative Governance proposal for State Board of Education approval.

Schools and LEAs may choose from the following alternative governance options:

4. Replace all or most of the staff, including the principal. Note: a school may not remove just the principal to meet this requirement.
5. Contract with a private management company.
6. Re-open the school as a public charter school.

Note: The LEA is required to present alternative governance plans to the State Board of Education within a time period that will allow for implementation of the plan should the school fail to make AYP in this pathway for the fifth consecutive year.

Notification Requirements for Parents

Provide parents:

- **prompt** notice of the school's designation;
- an explanation of what the identification means;
- an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- the reason the school was identified;
- an explanation of what the identified school is doing to address the problem of low achievement;
- an explanation of how the LEA or SEA will help the school address the achievement problem; and
- an explanation of how they can become involved in addressing the academic issues that led to the identification.

Required Interventions

School Improvement Plan

LEA will provide technical assistance as the school develops a focused plan which must include strategies to address the curriculum, instruction, assessment alignment, professional

Differentiated Accountabilty Pilot Guidance Document 2009-2010

development, leadership, organizational structure, and school culture/climate. The school and LEA must choose an alternative governance structure from the MSDE approved list and incorporate it into the plan.

School Requirements:

- Provide both parents and school staff the opportunity to participate in the development a school improvement plan **focused** on the subgroups and content areas that contributed to the school not making AYP.
- Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- Design the plan to address:
  - strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - professional development that meets *Maryland Teacher Professional Development Standards*,
  - technical assistance,
  - parent involvement,
  - measurable annual objectives for progress by each group of students,
  - activities that extend beyond the regular school day/year,
  - incorporation of a teacher mentoring program, and
  - school improvement plan implementation responsibilities
- Administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive school improvement plan;
- Plan must be signed by the principal;
- Participation in MSDE's Statewide System of Support
- Principal must be present during the superintendent's presentation to the State Board of Education.
- Intervention options for schools serving 100% special education populations must be implemented.

LEA Requirements:

- Provide oversight to address the specific needs of students in the focused areas not meeting the AMO.
- Conduct a peer review of the proposed plan **within 45 days of submission** for LEA revisions and approval to be implemented upon approval **no later than the beginning of the next school year.**
- Each school improvement plan must be signed by the superintendent and the president of the local board of education.
- LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan goals.
- Superintendent must present the detailed restructuring plan to the State Board of Education for approval.

MSDE Requirements:

- Provide technical assistance to the LEA and schools in the development of their school improvement plans and the selection of their alternative governance structure.
- Monitor school restructuring plan implementation.
- Review alternative governance plans and make recommendations to the State Superintendent of Schools, Dr. Nancy S. Grasmick to present to the State Board of Education for Approval.

LEA Technical Assistance—

- Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation.
- Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program.

Differentiated Accountabilty Pilot Guidance Document 2009-2010

	❑ Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis. ***School Choice Option —Title I Schools Only*** ❑ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school. ❑ Provide transportation cost for the duration the school is in improvement. ❑ Allow adequate time for parents to make the decision prior to the opening of the new school year. ***Supplemental Educational Services—Title I Schools Only*** ❑ Notify parents of the availability of supplemental educational services for **eligible** students (those from all low-income families). ❑ Prioritize low-achieving, low-income students based on LEA determination of criteria if funds are insufficient to serve all eligible students. ❑ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications. ❑ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.
5. Schools beginning their fifth consecutive year and beyond in the Focused Needs Pathway without making AYP.	***All Requirements in #4, and*** ❑ Implement the State Board of Education approved alternative governance. ❑ Intervention options for schools serving 100% special education populations must be implemented. ❑ Priority Focused Needs schools that are unable to exit priority status in this pathway will be transitioned to Priority Comprehensive Needs status and must pursue requirements associated with that category.

TITLE 9. MARYLAND PUBLIC CHARTER SCHOOL PROGRAM

§ 9-101. Maryland Public Charter School Program.

(a) *Established*.- There is a Maryland Public Charter School Program.

(b) *Purpose*.- The general purpose of the Program is to establish an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

[2003, ch. 358.]

§ 9-102. Public school charter, defined.

In this title, "public charter school" means a public school that:

(1) Is nonsectarian in all its programs, policies, and operations;

(2) Is a school to which parents choose to send their children;

(3) Is open to all students on a space-available basis and admits students on a lottery basis if more students apply than can be accommodated;

(4) Is a new public school or a conversion of an existing public school;

(5) Provides a program of elementary or secondary education or both;

(6) Operates in pursuit of a specific set of educational objectives;

(7) Is tuition-free;

(8) Is subject to federal and State laws prohibiting discrimination;

(9) Is in compliance with all applicable health and safety laws;

(10) Is in compliance with § 9-107 of this title;

(11) Operates under the supervision of the public chartering authority from which its charter is granted and in accordance with its charter and, except as provided in § 9-106 of this title, the provisions of law and regulation governing other public schools;

(12) Requires students to be physically present on school premises for a period of time substantially similar to that which other public school students spend on school premises;

and

(13) Is created in accordance with this title and the appropriate county board policy.

[2003, ch. 358; 2004, ch. 25.]

§ 9-103. Public chartering authority.

(a) *Primary chartering authority*.- The primary public chartering authority for the granting of a charter shall be a county board of education.

(b) *Secondary chartering authority*.- The secondary public chartering authority for the granting of a charter shall be the State Board acting in its appeal review capacity or as the public chartering authority for a restructured school in accordance with § 9-104(a) of this title.

[2003, ch. 358; 2004, ch. 25.]

§ 9-104. Public charter school - Application.

(a) *In general*.-

(1) An application to establish a public charter school shall be submitted to the county board of the county in which the charter school will be located.

(2) An application to establish a public charter school may be submitted to a county board by:

(i) The staff of a public school;

(ii) A parent or guardian of a student who attends a public school in the county;

(iii) A nonsectarian nonprofit entity;

(iv) A nonsectarian institution of higher education in the State; or

(v) Any combination of persons specified in items (i) through (iv) of this paragraph.

(3) A public chartering authority may not grant a charter under this title to:

(i) A private school;

(ii) A parochial school; or

(iii) A home school.

(4) (i) Except as provided in subparagraph (ii) of this paragraph, the county board shall review the application and render a decision within 120 days of receipt of the application.

(ii) For a restructured school:

1. The county board shall review the application and render a decision within 30 days of receipt of the application;

2. The county board may apply to the State Board for an extension of up to 15 days from the time limit imposed under item 1 of this subparagraph;

3. If an extension is not granted, and 30 days have elapsed, the State Board may become a chartering authority; and

4. If an extension has been granted, and 45 days have elapsed, the State Board

may become a chartering authority.

(b) *Denial and appeal.*-

(1) If the county board denies an application to establish a public charter school, the applicant may appeal the decision to the State Board, in accordance with § 4-205(c) of this article.

(2) The State Board shall render a decision within 120 days of the filing of an appeal under this subsection.

(3) If the county board denies an application to establish a public charter school and the State Board reverses the decision, the State Board may direct the county board to grant a charter and shall mediate with the county board and the applicant to implement the charter.

[2003, ch. 358.]

(b)

§ 9-105. Public charter school - Professional staff.

A member of the professional staff of a public charter school shall hold the appropriate Maryland certification.

[2003, ch. 358.]

§ 9-106. Public charter school - Obligations and waiver.

(a) *In general.*- Subject to subsection (b) of this section, a public charter school shall comply with the provisions of law and regulation governing other public schools.

(b) *Waiver.*- Subject to subsection (c) of this section, a waiver of the requirements under subsection (a) of this section may be sought through an appeal to the State Board.

(c) Waiver - Exceptions.- A waiver may not be granted from provisions of law or regulation relating to:

(1) Audit requirements;

(2) The measurement of student academic achievement, including all assessments required for other public schools and other assessments mutually agreed upon by the public chartering authority and the school; or

(3) The health, safety, or civil rights of a student or an employee of the charter school.

[2003, ch. 358.]

§ 9-107. Responsibilities of public chartering authority.

(a) *Granting charters.*- A public chartering authority may not grant a charter to a public charter school whose operation would be inconsistent with any public policy initiative, court order, or federal improvement plan governing special education that is applicable to the State.

(b) *Authorizing process and application.*- A public chartering authority shall ensure that the authorizing process for a public charter school and the charter application address the roles and responsibilities of the county board and the applicants and operators of the public charter school with respect to children with disabilities.

(c) *Operators of school.*- The public chartering authority shall ensure that, prior to opening a public charter school, the operators of the school are informed of the human, fiscal, and organizational capacity needed to fulfill the school's

responsibilities related to children with disabilities.

(d) *Technical assistance*.- The State Board shall provide technical assistance to the operators of a public charter school to help the school meet the requirements of federal and State laws, including 20 U.S.C. § 1400, et seq. and § 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

[2003, ch. 358.]

§ 9-108. Rights of employees of a public charter school.

(a) *In general*.- Employees of a public charter school:

(1) Are public school employees, as defined in §§ 6-401(d) and 6-501(f) of this article;

(2) Are employees of a public school employer, as defined in §§ 6-401(e) and 6-501(g) of this article, in the county in which the public charter school is located; and

(3) Shall have the rights granted under Title 6, Subtitles 4 and 5 of this article.

(b) *Collective bargaining agreement*.- If a collective bargaining agreement under Title 6, Subtitle 4 or Subtitle 5 of this article is already in existence in the county where a public charter school is located, the employee organization and the public charter school may mutually agree to negotiate amendments to the existing agreement to address the needs of the particular public charter school.

[2003, ch. 358; 2004, ch. 25.]

(c)

§ 9-109. Disbursement of funds.

(a) *In general*.- A county board shall disburse to a public charter school an amount of county, State, and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction.

(b) *Surplus*.- The State Board or the county board may give surplus educational materials, supplies, furniture, and other equipment to a public charter school.

[2003, ch. 358.]

§ 9-110. Public charter school policy.

(a) *In general*.-

(1) Each county board shall develop a public charter school policy and submit it to the State Board.

(2) The policy required under paragraph (1) of this subsection shall include guidelines and procedures regarding:

(i) Evaluation of public charter schools;

(ii) Revocation of a charter;

(iii) Reporting requirements; and

(iv) Financial, programmatic, or compliance audits of public charter schools.

(b) Contact person.- The Department shall designate a staff person to function as a contact person for the Maryland Public Charter School Program.

[2003, ch. 358.]

Maryland State Board of Education
POLICY
THE CHARTER SCHOOL PROGRAM

BACKGROUND:

The Maryland Public Charter School Program was adopted into law by Maryland's General Assembly in 2003 through Title 9, §101-110 of the Education Article of the Code of Maryland. The general purpose of the program, as defined by law, is to establish an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

INTENT:

This policy is established to clearly define the obligations of charter schools and their authorizers. The State Board of Education recognizes that providing flexibility and autonomy in exchange for innovation, educational reform and high accountability is a key component of the Charter School concept.

PURPOSE:

Consistent with the intent of federal legislation and the Maryland Charter School Program law, this State Board declares that the purposes of the State's public charter schools are to:

- Allow, through chartering, freedom and flexibility in exchange for exceptional levels of results-driven accountability;
- Improve student learning by creating high-quality public schools with high standards for student performance;
- Increase high-quality educational opportunities within the public education system for all Maryland students and their families;
- Provide parents, community members, and other non-profit entities with expanded opportunities for involvement in the design, development and management of public school models within the public education system.

I. To achieve these purposes, the State Board encourages each County Board to:

A. Adopt charter school policies and regulations acknowledging the purpose of charter schools and what differentiates them from other public schools. These policies will express a commitment to providing increased flexibilities which will enable charter schools to implement innovations in exchange for higher levels of accountability;

B. Adopt charter school policies that include guidelines related to the application process, the process of performance contracting, the process for how charter school operators will be informed of requirements pertaining to children with disabilities, and how commensurate funds will be disbursed to charter schools;

C. Provide flexibility when applying the school system procedures to the charter school, particularly those that could impede or alter a charter school's ability to design and implement innovative practices in school operations, educational program and school governance and address those flexibilities in the performance contracting process;

D. Negotiate flexibilities in collective bargaining agreements that allow implementation of charter school innovations;
E. Provide transparency in the application process by posting their most recent application, along with the description of their review process and assessment rubric on their website thereby making it available to charter school developers and the public;
F. Adopt and implement a performance contract that contains the following:
    1. Roles and responsibilities of both parties (County Board and Charter School Operator),
        a. performance standards that the charter school must meet or exceed,
        b. an evaluation process of public charter schools that includes the use of financial, program and compliance audits,
    2. A renewal and revocation process,
    3. Descriptions of waivers and flexibilities provided to the charter school.

II. To achieve the purposes set forth here, the State Board encourages charter schools to:

A. Commit to high levels of accountability that include:
    1. increased academic growth for all students; and
    2. effective school operations.
B. Create new professional opportunities for teachers, school administrators, and other school personnel that allows them to actively participate in the development of their schools;
C. Encourage the use of different, high-quality models of teaching, governing, scheduling, or other aspects of schooling that meet a variety of student needs;
D. Engage the school community in the development of programs and provide opportunities for involvement through active participation and partnerships;
E. Support the replication of successful public charter schools.

III. To achieve the purposes set forth here, the State Board directs MSDE to:

A. Provide training to County School Boards, Superintendents, Local School System Charter School Liaisons, and Charter School Developers, Operators, Governing Boards and Leaders to ensure an understanding of how to implement the Maryland Charter School Law and this policy to achieve the purpose and intent of the Charter School Program goals;
B. Provide technical assistance in problem solving issues that may impede the implementation of this policy; and
C. Assist MSDE staff in understanding the unique nature of charter schools in the public education system in Maryland and ensure that these differences are recognized and taken into consideration in the development and design of program procedures and initiatives.

COMAR 13A.01.02.03

.03 Approval of Construction Plans.

A. Purpose. The following requirements of this regulation shall be followed by local school systems to obtain the State Superintendent's approval of certain school construction projects pursuant to Education Article, §2-303(f), Annotated Code of Maryland.

B. Applicable projects include the following:

(1) Plans or specifications for the remodeling of or addition to a school building if the remodeling or addition costs more than $350,000;

(2) Plans or specifications for the construction of a new school building; and

(3) Change orders that cost more than $25,000 for the remodeling, restoration, or construction of a school building.

C. Exceptions. A public school construction project or public school capital improvement project for which State planning approval is requested and approved by the Board of Public Works pursuant to Education Article, §5-301, Annotated Code of Maryland, is excepted from the requirements of this regulation.

D. Procedures.

(1) Requests for approval shall be in writing and addressed to the State Superintendent.

(2) The State Superintendent shall approve or disapprove all applicable projects under §B of this regulation.

(3) If the State Superintendent disapproves any plan, specification, proposal, or change order, the Superintendent shall state in writing the reasons for disapproval.

(4) Approvals required by the fire marshal and other State and local agencies shall be obtained by the local school system before submitting a request for approval of the Superintendent.

(5) A local school system may use Interagency Committee/Public School Construction Program (IAC/PSCP) forms for the above referenced requests. If the IAC/PSCP forms are used, a notation of Non-State Funded Project shall be placed at the top of each form.

(6) Requests for approval shall be addressed to the State Superintendent of Schools, c/o School Facilities Branch, 200 West Baltimore Street, Baltimore, Maryland 21201.

(7) Upon completion of the project, a letter shall be submitted to the Superintendent from the local school system certifying that the project is completed.

E. The following information shall be submitted:

(1) Notification of intent to proceed with a project under §B of this regulation;

(2) Educational specifications consistent with the outline for educational specifications in the IAC/PSCP Administrative Procedures Guide;

(3) Schematic plans;

(4) Design development documents;

(5) Construction documents;

(6) Contract award or authorization for use of local staff;

(7) Change orders over $25,000.

§ 6-116. Principal Fellowship and Leadership Development Program.

(a) *Definitions.*-

(1) In this section the following words have the meanings indicated.

(2) "Eligible school" means a public school identified for restructuring under the accountability regulations of the State Board.

(3) "Employer school system" means the local school system where an applicant to the Program is employed at the time of selection as a fellow.

(4) "Fellow" means an individual selected to participate in the Program.

(5) "Program" means the Principal Fellowship and Leadership Development Program.

(6) "Receiving school" means a public school where a fellow is placed.

(7) "Receiving school system" means the local school system in which the public school where a fellow is placed is located.

(b) *Program established.*- There is a statewide elementary and secondary education Principal Fellowship and Leadership Development Program in the Department.

(c) *Criteria.*-

(1) The Department shall develop criteria for the selection of:

(i) Fellows; and

(ii) Receiving schools.

(2) Subject to the approval of the State Board, the State Superintendent may require a school system in corrective action to participate in the Program.

(3) A principal in a local school system in the State may not participate in the Program in an eligible school within the same local school system.

(4) (i) A county superintendent may nominate a principal or assistant principal from within the local school system to participate in the Program in an eligible school within a different local school system.

(ii) A county superintendent may not nominate a principal or assistant principal from within the local school system to participate in the Program in an eligible school within the local school system.

(5) The placement of a fellow in an eligible school satisfies the alternative governance requirement of the accountability regulations of the State Board.

(d) *Compensation.*-

(1) A fellow shall receive an annual compensation that consists of:

(i) A salary at the level and step the fellow would have received according to the salary scale of the employer school system; and

(ii) A $20,000 annual stipend.

(2) For each year of the fellow's placement in a receiving school, the Department shall issue a grant to the receiving school system in an amount that covers:

(i) The annual stipend; and

(ii) If the fellow's salary at the level and step on the salary scale of the receiving school system as of July 1 is less than that of the level and step on the salary scale of the employer school system, the amount of the difference.

(3) The receiving school system shall reimburse the employer school system for:

(i) The salary of the fellow;

(ii) The annual stipend; and

(iii) The fringe benefit costs associated with the fellow's annual salary including the stipend.

(e) *Selection of fellows.*-

(1) Each year the State Superintendent shall select from a list of qualified applicants a maximum of 10 fellows and place them in public schools identified for restructuring in accordance with the selection criteria.

(2) Each fellow shall make a commitment to serve for 3 years if selected.

(f) *Selection of assistant principals by fellow.*-

(1) Subject to the approval of both the State Superintendent and the county superintendent, the fellow may select, from among qualified employees of the receiving school system, the assistant principals in the receiving school where the fellow is placed.

(2) In order to address orderly succession in school leadership, the fellow shall, subject to the approval of both the State Superintendent and the county superintendent of the receiving school system, select a qualified employee of the receiving school system, on or before the start of the third year of the fellow's placement, to serve as the assistant principal in the receiving school who will assume leadership of the school after the fellow's departure.

(3) Provided that the assistant principal selected under paragraph (2) of this subsection has demonstrated satisfactory performance, the assistant principal shall become the principal of the school after the departure of the fellow.

(g) *Department as fiscal agent.*- The Department shall act as a fiscal agent for State funds appropriated under this section.

[2005, ch. 408, § 1; 2006, ch. 618, § 1.]

§ 5-201. General State School Fund.

(a) *General State School Fund established.*- Except for money appropriated for the purposes of § 5-301 (b) through (j) of this title, all money appropriated by the General Assembly to aid in support of public schools constitutes the General State School Fund.

(b) *Annuity Bond Fund.*- Money in the General State School Fund may be appropriated by the General Assembly to the Annuity Bond Fund, as provided in the State budget, and shall be used for principal and interest payments on State debt incurred for public school construction or public school capital improvements.

(c) *Payments from General State School Fund.*- The State Comptroller shall charge against and, as provided in this section, pay from the General State School Fund the following annual appropriations for:

(1) The support of the Department, including the expenses of the State Board and the support and expenses of the office of the State Superintendent;

(2) The Maryland Teachers' Retirement System;

(3) The education of disabled children;

(4) Subsidized or free feeding programs;

(5) The administration and supervision of career and technology education in public high schools and career and technology centers;

(6) Physical education and recreation;

(7) Case and guidance service for individuals with disabilities who need vocational rehabilitation;

(8) Equivalence examinations;

(9) Public libraries;

(10) Adult education;

(11) The State share of the foundation program as provided in § 5-202 of this subtitle;

(12) Student transportation, as provided in § 5-205 of this subtitle;

(13) The school building construction aid as provided in § 5-301(c) of this title;

(14) The State funding for compensatory education under § 5-207 of this subtitle;

(15) The State funding for students with limited English proficiency under § 5-208 of this subtitle;

(16) The State funding for special education under § 5-209 of this subtitle; and

(17) The Guaranteed Tax Base program under § 5-210 of this subtitle.

(d) *Certain payments prohibited.*- Except as provided in this section, the Comptroller may not charge against and pay from the General State School Fund any appropriations made to accomplish the purposes of § 5-301(a), (b), or (d) of this title.

(e) *Funds considered levied by governing body.*-

(1) For the purposes of calculating the local share of the foundation program under § 5-202 of this subtitle and regardless of the source of the funds, all funds that a county board or the Mayor and City Council of Baltimore City are authorized to expend for schools may be considered as levied by the county council, board of county commissioners, or the Mayor and City Council of Baltimore except for:

(i) State appropriations;

(ii) Federal education aid payments; and

(iii) The amount of the expenditure authorized for debt service and capital outlay.

(2) Except as provided in this section, these appropriations to a county, academy, college, or university may not be paid from the General State School Fund.

[An. Code 1957, art. 77, § 124; 1978, ch. 22, § 2; 1981, ch. 507; 1990, ch. 559; 1996, ch. 10, § 16; ch. 77; 2001, ch. 255; 2002, ch. 19, § 4; ch. 288, § 2; 2006, ch. 44, § 6.]

§ 5-401. Comprehensive master plans.

(a) *Definitions.-*

(1) In this section the following words have the meanings indicated.

(2) "Local performance standards" means standards for student and school performance developed by a county board.

(3) "Plan" means a comprehensive master plan.

(4) "State performance standards" means standards for student and school performance approved by the State Board.

(5) "Update" means an annual update to a county board's comprehensive master plan.

(b) *Development and implementation.-*

(1) Each county board shall develop and implement a comprehensive master plan that describes the goals, objectives, and strategies that will be used to improve student achievement and meet State performance standards and local performance standards in each segment of the student population.

(2) (i) Each county board shall submit a plan to the Department on or before October 1, 2003.

(ii) Each county board shall submit an update to the plan required under paragraph (2)(i) of this subsection for review and approval by the State Superintendent of Schools on or before:

1. October 15, 2008; and

2. October 15, 2009.

(3) (i) On or before October 15, 2010, each county board shall submit a plan to the Department.

(ii) Beginning in 2011, each county board shall submit an annual update for review and approval by the State Superintendent of Schools on or before October 15 of each year.

(4) (i) Subject to subsection (i) of this section, the plan and updates required under paragraph (3) of this subsection shall cover a 5-year period.

(ii) At least 60 days before submitting a plan or update to the Department, a county board shall provide a copy of the plan or update to the:

1. County council and if applicable, county executive; or

2. County commissioners.

(5) Each county board shall submit with the update required under paragraph (3)(ii) of this subsection:

(i) A detailed summary of how the board's current year approved budget and increases in

expenditures over the prior year are consistent with the master plan; and

(ii) A summary of how the board's actual prior year budget and additional expenditures in the prior year's budget aligned with the master plan.

(c) *Contents.*- The plan or update shall include:

(1) Goals and objectives as required under subsections (d) through (f) of this section that are aligned with State performance standards and local performance standards;

(2) Implementation strategies for meeting goals and objectives;

(3) Methods for measuring progress toward meeting goals and objectives;

(4) Time lines for implementation of the strategies for meeting goals and objectives;

(5) Time lines for meeting goals and objectives;

(6) A description of the alignment of the county board's budget with goals, objectives, and strategies for improving student achievement;

(7) The impact of the proposed goals, objectives, and implementation strategies on public school facilities and capital improvements that may be needed to implement the plan or update; and

(8) Any other information required by the State Superintendent.

(d) *Goals, objectives, and strategies.*- The plan or update shall include goals, objectives, and strategies regarding the performance of:

(1) Students requiring special education, as defined in § 5-209 of this title;

(2) Students with limited-English proficiency, as defined in § 5-208 of this title;

(3) Prekindergarten students;

(4) Kindergarten students;

(5) Gifted and talented students, as defined in § 8-201 of this article;

(6) Students enrolled in career and technology courses;

(7) Students failing to meet, or failing to make progress toward meeting, State performance standards, including any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole; and

(8) Any other segment of the student population identified by the State Superintendent.

(e) *Strategies to address disparities.*- With regard to subsection (d)(7) of this section, the plan or update shall include strategies to address any disparities in achievement identified for any segment of the student population.

(f) *Review by State Superintendent.*-

(1) (i) The State Superintendent shall review each plan or update to determine whether the plan or update complies with the requirements of subsections (b) through (e) of this section.

(ii) If the State Superintendent determines that a plan or update does not comply with the requirements of subsections (b) through (e) of this section, the State Superintendent may require specific revisions to the plan or update.

(2) (i) The State Superintendent may review the content of each plan or update to assess whether the plan or update will have the effect of improving student achievement and increasing progress toward meeting State performance standards.

(ii) If the State Superintendent determines that a plan or update will not have the effect of improving student achievement and increasing progress toward meeting State performance standards, the State Superintendent may require specific revisions to the plan or update.

(3) A county board may not implement a plan or update unless it has been approved by the State Superintendent.

(g) Repealed.

(h) *Annual review; reports.*-

(1) The State Superintendent annually shall review how each county board's current year approved budget and actual prior year budget align with the master plan and any updates to the master plan. This review may be based on the information required to be submitted by the county board under subsection (b)(5) of this section and any other information required by the State Superintendent.

(2) The State Superintendent annually shall report the results of the budget review by December 31 to the Governor, the county governing body, and, subject to § 2-1246 of the State Government Article, the General Assembly.

(i) *Reassessment and revision of plans.*-

(1) If a school system fails to demonstrate progress toward improving student achievement and meeting State performance standards in each segment of the student population during a school year, the State Superintendent shall review the content of the plan, any updates to the plan, and the results of the annual review required under subsection (h)(1) of this section to assess whether the plan or update will have the effect of improving student achievement and increasing progress toward meeting State performance standards.

(2) If the State Superintendent determines that a plan or update will not have the effect of improving student achievement and increasing progress toward meeting State performance standards, the State Superintendent shall require specific revisions to the plan or update.

(j) *State Superintendent to provide advice concerning distribution of State funds.*- The State Superintendent shall advise the Governor and the General Assembly concerning the distribution of State funds to a county that fails to make progress toward improving student achievement and meeting State performance standards in each segment of the student population.

(k) *State Superintendent to identify and report best practices.-*

(1) The State Superintendent shall review academic intervention programs and behavior modification programs to identify best practices.

(2) The State Superintendent shall periodically report on the best practices to the State Board, the county boards, the Governor, and, subject to § 2-1246 of the State Government Article, the General Assembly.

(l) *Regulations.-*

(1) Subject to paragraph (2) of this subsection, the Department shall adopt regulations as necessary to implement this section.

(2) The Department shall consult with county superintendents and county boards before promulgating proposed regulations to implement this section.

(m) *Technical assistance.-* The Department may provide technical assistance to county boards in developing and implementing a plan.

(n) *Appropriation to be included in budget.-* The Governor shall include an appropriation for the Department in the State budget for each fiscal year in amount sufficient to cover the costs associated with implementing this section.

[2002, ch. 288, § 2; 2003, ch. 388, § 1; 2004, ch. 148; 2005, ch. 226; 2007, ch. 652, § 2.]

§ 8-701. Definitions.

(a) *In general.*- In this subtitle the following words have the meanings indicated.

(b) *At-risk youth.*- "At-risk youth" means an individual who meets at least two of the eligibility criteria determined by the Department and an operator that may include:

(1) Being eligible for free or reduced price meals;

(2) A record of suspensions, office referrals, or chronic truancy;

(3) A failure to achieve a proficient or advanced level on State assessments in reading or mathematics, or both;

(4) Having a disability;

(5) A referral from a teacher, counselor, social worker, or community-based service organization;

(6) The head of household is a single parent;

(7) The head of household is not a custodial parent;

(8) The adjusted gross family income is below the federally established poverty guidelines;

(9) The family receives temporary cash assistance under the State Family Investment Program; or

(10) A member of the family has been incarcerated.

(c) *Board.*- "Board" means the Board of Trustees of Residential Boarding Education Programs.

(d) *Operator.*- "Operator" means a private nonprofit or public entity that develops and operates a program.

(e) *Program.*- "Program" means a residential boarding education program that includes:

(1) A remedial curriculum for middle school grades;

(2) A college-preparatory curriculum for high school grades;

(3) Extracurricular activities such as athletics and cultural events;

(4) College admissions counseling;

(5) Health and mental health services;

(6) Tutoring;

(7) Community service opportunities; and

(8) A residential student life program.

[2006, ch. 397.]

§ 8-710. Additional funding to cover transportation, boarding and program administration.

(a) *In general.*- In addition to the funds disbursed in accordance with § 8-709 of this subtitle, the Governor shall appropriate funds to the Department in accordance with this section to cover the transportation, boarding, and administrative costs of a program.

(b) *Appropriation of funds by Governor.*-

(1) Subject to paragraph (3) of this subsection, beginning in fiscal year 2009, the Governor shall appropriate at least $2,000,000 to the Department in order for a program to serve up to 80 students.

(2) For each additional 10 students enrolled in a program, as reported by the Department, the Governor shall appropriate an additional $250,000.

(3) The total amount of funds appropriated under this subsection may not exceed $10,000,000 for any fiscal year.

(c) *Additional funding.*- This section may not be construed to prohibit a program from receiving funds from private, federal, or other sources.

[2006, ch. 44, § 6; ch. 397.]

§ 8-709. Funding.

(a) *Definitions.*-

(1) In this section the following words have the meanings indicated.

(2) "Cost per pupil" means the amount of money spent by a county board for the operating expenses of public education in the county from county and State sources divided by the full-time equivalent enrollment of the county as defined in § 5-202(a) of this article.

(3) "State sources" means funds provided to a county board in accordance with §§ 5-202, 5-207, 5-208, 5-209, and 5-210 of this article.

(b) *Determination of domicile for calculation of State aid.*- Students participating in a program shall be included in the enrollment of the county in which the student is domiciled for the purposes of calculating State aid under §§ 5-202, 5-207, 5-208, 5-209, and 5-210 of this article.

(c) *Payment of local funds to the Department.*-

(1) To support the cost of instructional programming for a program, each county board shall pay to the Department an amount equal to 85% of the cost per pupil for each student who participates in a program but is domiciled in the county.

(2) Each county governing body shall include a student participating in a program in the full-time equivalent enrollment used for calculating the required local funds appropriated under § 5-202(d) of this article.

(d) *Disbursement of funds.*- The Department shall disburse the funds received in accordance with this section to the program.

[2006, ch. 397.]

CHAPTER 585

(House Bill 932)

AN ACT concerning

Education – Child Care Administration and ~~Programs of the~~ Office for Children, Youth, and Families and Maryland Family Support Centers Network – Transfer to State Department of Education

FOR the purpose of establishing an Early Childhood Development Division within the State Department of Education; transferring the Child Care Administration from the Department of Human Resources to the State Department of Education; repealing a certain obsolete task force; transferring certain programs of the Office for Children, Youth, and Families to the State Department of Education; defining certain terms; providing that nothing in this Act shall be construed to facilitate or effectuate the transfer of certain programs from the Department of Human Resources to the State Department of Education; requiring the State Department of Education to study whether a certain program should be transferred between certain departments at a later date; requiring the State Department of Education to submit a certain report to the General Assembly on or before a certain date; requiring the State Department of Education to develop a certain plan and submit certain reports on or before certain dates; requiring the Department of Disabilities to incorporate a certain plan into the State Disability Plan; providing that employees of the Department of Human Resources and the Office for Children, Youth, and Families who are transferred to the State Department of Education be transferred without any diminution of their rights, benefits, or employment status; providing that nothing in this Act be construed to diminish certain powers and duties of the Social Services Administration, the Department of Juvenile Services, the Department of Health and Mental Hygiene, or the Department of Human Resources; requiring the Department of Legislative Services in conjunction with the publishers of the Annotated Code of Maryland to revise the Code to conform it to the changes made by this Act; and generally relating to the transfer of the Child Care Administration, programs of the Office for Children, Youth, and Families, and Maryland Family Support Centers Network to the State Department of Education.

BY renumbering
Article – Education
Section 2–303(j)
to be Section 2–303(k)
Annotated Code of Maryland
(2004 Replacement Volume and 2004 Supplement)

BY repealing
Article – Family Law
Section 5–559 and 5–585.1

5–572, 5–573, 5–575, 5–580, 5–580.1, 5–581, 5–584, 5–586 through 5–589, 5–590 through 5–594, and 5–594.8
Annotated Code of Maryland
(2004 Replacement Volume)

BY repealing and reenacting, with amendments,
Article – Education
Section 7–4A–01, 7–4A–02, and 7–4A–05
Annotated Code of Maryland
(2004 Replacement Volume and 2004 Supplement)
(As enacted by Section 3 of this Act)

BY repealing and reenacting, without amendments,
Article – Education
Section 7–4A–03 and 7–4A–04
Annotated Code of Maryland
(2004 Replacement Volume and 2004 Supplement)
(As enacted by Section 3 of this Act)

BY repealing and reenacting, with amendments,
Article – Education
Section 7–1201
Annotated Code of Maryland
(2004 Replacement Volume and 2004 Supplement)
(As enacted by Section 4 of this Act)

BY repealing and reenacting, without amendments,
Article – Education
Section 7–1202 through 7–1207
Annotated Code of Maryland
(2004 Replacement Volume and 2004 Supplement)
(As enacted by Section 4 of this Act)

Preamble

WHEREAS, The foundations of lifelong learning and well–being are based on the experiences of early childhood; and

WHEREAS, Maryland has invested in many programs to improve the early experiences of the State's children; and

WHEREAS, These programs have the potential to move the State toward the achievement of one of its foremost goals – that all children arrive at school with the skills and competencies needed to succeed in school and later in life; and

WHEREAS, One of foremost challenges faced by early childhood programs is that they are spread among different State agencies, rather than residing in a single agency that has as its core mission the continuum of learning from birth through high school; and

WHEREAS, The Maryland State Department of Education, which embraces this core mission and already houses a number of major early childhood programs, could provide a unified home for all the programs that nurture and educate the State's children; and

WHEREAS, The benefits of such a reorganization would be substantial, in that the programs would reside in an agency that approaches its work with families and children though an "asset–based" model that identifies strengths and builds on them, rather than focusing solely on deficiencies and remediation; and

WHEREAS, The State's involvement in early child care would thus be understood as beneficial to all children, not just disadvantaged children; and

WHEREAS, Located in a single department, programs could more easily be aligned to support development from birth to completion of high school, and the department being held accountable for children's educational achievement under the No Child Left Behind Act and the Bridge to Excellence in Public Education Act would be in a far stronger position to accomplish that goal; now, therefore,

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That Section(s) 2–303(j) of Article – Education of the Annotated Code of Maryland be renumbered to be Section(s) 2–303(k).

SECTION 2. AND BE IT FURTHER ENACTED, That Section(s) 5–559 and 5–585.1 of Article – Family Law of the Annotated Code of Maryland be repealed.

SECTION 3. AND BE IT FURTHER ENACTED, That Section(s) 46 through 50, respectively, and the subheading "Maryland School–Based Health Policy Advisory Council" of Article 49D – Office for Children, Youth, and Families of the Annotated Code of Maryland be transferred to be Section(s) 7–4A–01 through 7–4A–05, respectively, and the subtitle "Subtitle 4A. Maryland School–Based Health Policy Advisory Council" of Article – Education of the Annotated Code of Maryland.

SECTION 4. AND BE IT FURTHER ENACTED, That Section(s) 6–801 through 6–807, respectively, and the subtitle "Subtitle 8. Maryland After–School Opportunity Fund Program" of Article 41 – Governor – Executive and Administrative Departments of the Annotated Code of Maryland be transferred to be Section(s) 7–1201 through 7–1207, respectively, and the subtitle "Subtitle 12. Maryland After–School Opportunity Fund Program" of Article – Education of the Annotated Code of Maryland.

SECTION 5. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

(f) The Executive Committee may award a planning grant from the Fund to assist an organization in a county to prepare an application for a grant for the next fiscal year.

7–1205.

Subject to § 2–1246 of the State Government Article, the Executive Committee shall report by December 31 of each year to the General Assembly on the implementation of the Program, including an evaluation of the effectiveness of the after–school opportunity programs funded by grants under the Program.

7–1206.

The Executive Committee shall adopt regulations to carry out the provisions of this subtitle.

7–1207.

This subtitle may be cited as the Maryland After–School Opportunity Fund Act.

SECTION 7. AND BE IT FURTHER ENACTED, That:

(a) The functions and activities of the following programs are transferred from the Department of Human Resources to the State Department of Education:

(1) Maryland Child Care Resource Network;

(2) Maryland Family Support Centers Network;

(3) Maryland Child Care Credential; and

(4) any other child care or early childhood development program within the Department of Human Resources.

(b) The functions and activities of the following programs are transferred from the Office for Children, Youth, and Families to the State Department of Education:

(1) Home Visiting Consortium;

(2) Healthy Families Maryland;

(3) School Based Health Care Initiative; and

(4) any other childcare or early childhood development program within the Office for Children, Youth, and Families.

REL MID-ATLANTIC
Regional Educational Laboratory

A Descriptive Review of the Maryland State Department of Education's (MSDE) Science, Technology, Engineering, and Mathematics (STEM) Education Initiative Grants

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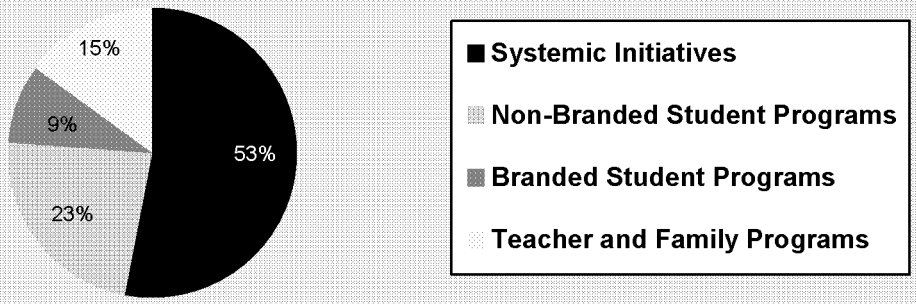
January 2010

Table of Contents

Summary

REL Mid-Atlantic conducted a descriptive review of grant applications that were approved for Maryland school systems during three cycles of the Maryland State Department of Education (MSDE) Science, Technology, Engineering, and Mathematics (STEM) Education Initiative Grants (Grants) to identify program characteristics and practices across school systems and grant cycles. From Fiscal Year (FY) 2007 to FY2009, MSDE invested $6,027,563 across the 24 Maryland school systems to improve STEM education statewide. Funds were allocated toward systemic initiatives, non-branded student programs, branded student programs, and teacher and family programs (Figure S-1).

Figure S-1.
Proportion of Grant Funds Allocated to Each Category of Program across All Grant Cycles, Fiscal Years 2007–2009



Source: Authors' analysis of information gathered from grant applications

The product of this review includes key findings associated with each of the three questions that guided the review:

What systemic initiatives[1] have been funded by the Grants?

- Most school systems partnered with four-year institutions of higher education (83%), while 42 percent partnered with community colleges or technical schools, to provide activities for students (e.g., dual enrollment courses, summer enrichment opportunities, research experiences, competitions), teachers (e.g., preparation, professional development, mentorships) and families (e.g., career-infused STEM activities). Science-related businesses and Federal government agencies provided job shadowing and internships for students and teachers, thus enhancing their education with STEM research expertise and career guidance.
- The most frequently cited goals as established by Maryland school systems to enhance STEM education in their respective schools were to improve students' college- and career-readiness (79%), to improve STEM curriculum (75%), and to increase teacher professional development activities (67%).
- Over half of all funds (53%, or $3,195,576) allocated to school systems through the Grants were categorized as going toward systemic initiatives. Technology and equipment purchased by school systems had the highest price tag of any of the categories, receiving allocations of about $1.5 million, or 24 percent of all grant funds. School systems allocated 4 percent of grant funds to High School Academies and 4 percent of grant funds to STEM magnet schools.

[1] Systemic initiatives were defined for this review as activities, equipment, or services that are purchased to enhance the overall capacity of the school systems' STEM education initiatives.

What STEM programs and activities (for students, teachers, and families) have been funded, annually and longitudinally, by the Grants?

- School systems allocated 23 percent of total grant funding toward five types of non-branded student programs, including STEM courses (10%) and STEM programs (8%). About one-quarter of the school systems allocated funds for STEM summer programs, representing 3 percent of total grant funds. Of the 11 branded student programs identified across grant applications, 4 school systems allocated 5 percent of total grant funds toward Project Lead the Way.
- Teacher professional development programs were incorporated by 83 percent of the school systems, and 14 percent of the total grant funds were allocated to teacher professional development programs. Only 1 percent of total grant funds were allocated for STEM family programs.

What are the outcome measures used by school systems to assess the effectiveness of activities funded by the Grants?

It is still early in the latest grant cycle and the outcome data were not consistently available across school systems to know whether outcomes were achieved.[2] However, reviewers were able to collect information on planned outcome measures and found that 36 of the 50 grant applications listed a variety of outcome measures that school systems were using to assess the effectiveness of their Grants.[3]

- Of the short-term outcome measures, 75 percent of school systems were measuring student participation in grant programs during at least one grant cycle, while 42 percent were measuring teacher participation in professional development. In addition, 21 percent of school systems were measuring community partner involvement in grant activities, and 17 percent indicated they were measuring the availability of STEM programming.
- For the medium-term outcomes that were identified, 42 percent of the school systems included measures of student interest in STEM, 29 percent included measures of teacher knowledge and understanding of STEM-based learning, 17 percent included measures of student school attendance, and 13 percent included measures of student awareness of STEM programs.
- A majority of the school systems planned to measure student achievement as an outcome of their Grants. Overall, 67 percent of the school systems included measures of student achievement, while 8 percent planned to measure graduation rates and college preparation and readiness.

This report is limited to the review of MSDE STEM Education Initiative Grants, and the content is based solely on information gathered through the review of the grant applications. This analysis is not designed to be a comprehensive review of all STEM initiatives at the district or state level in Maryland.

[2] The FY2009 grant cycle runs through December 30, 2009 and final evaluation reports for these Grants are forthcoming, while school systems receiving Grants in FY2007 and FY2008 did not report consistent data on outcome measures.

[3] The remaining 14 grant applications did not include any outcome measures because they were planning grants and not implementation grants.

Technical Assistance Brief

Why This Brief?

The Maryland State Department of Education (MSDE) expressed a need for a review of their Science, Technology, Engineering, and Mathematics (STEM) Education Initiative Grants (herein called Grants) to assist the MSDE Cross Divisional STEM Coordinating Committee in assessing the current state of the Grants. Specific purposes of this review were to: (a) synthesize information across school systems and across three grant cycles to identify program characteristics and practices developed by Maryland school systems in projects funded through the Grants, and (b) provide information to MSDE as they prepare subsequent Requests for Proposals (RFPs) and refine the grantee reporting requirements.

REL Mid-Atlantic conducted a descriptive review of the grant applications that were approved for Maryland school systems during the FY2007, FY2008, and FY2009 grant cycles.[4] The approach to the review of the grant applications was designed to identify program characteristics in the text that answer the following questions:

- What systemic initiatives have been funded by the Grants?
- What STEM programs and activities (for students, teachers, and families) have been funded, annually and longitudinally, by the Grants?
- What are the outcome measures used by school systems to assess the effectiveness of activities funded by the Grants?

[4] In addition, four applications submitted and funded by MSDE to other organizations were treated separately.

First, this brief presents a short description of the Grants and an overview of grant funds allocated to date. Next, findings are presented to answer each of the three questions posed for this review to describe systemic initiatives, programs and activities, and outcome measures. Finally, limitations that should be considered are discussed.

Study Methods

MSDE provided REL Mid-Atlantic staff with copies of the 50 STEM Education Initiative Grants applications from school systems that received funding across three grant cycles (FY2007, FY2008, and FY2009). REL Mid-Atlantic staff used these documents as the basis for a descriptive review of the Grants. These data were supplemented by some related information from the MSDE STEM website and from related documents provided by MSDE.

A review protocol was designed to extract data from each of the grant applications across all grant cycles as reviewers read each application. The review protocol was organized by three major categories, including systemic initiatives, STEM programs and activities, and outcome measures.

Reviewers coded the grant applications to extract information about the systemic initiatives planned and implemented by school systems, including:

- Types of organizations with which the school systems developed partnerships, and the roles of these organizations in STEM activities;
- Goals established by the school systems to enhance STEM education in their respective schools;

- Populations (schools, students, teachers/staff members) served by STEM Education Initiative Grants; and
- Allocated funds for systemic initiatives, including High School Academies, STEM magnet schools, STEM curriculum development, technology and equipment, project staff/consultant salaries/stipends, planning committee/taskforce collaboration, community partner involvement, presentations/ marketing/communications, program evaluation, and project administration.

Reviewers also coded the grant applications for information about programs and activities:

- Student programs and activities offered, including branded student programs implemented as part of the Grants;
- Teacher professional development programs and activities offered; and
- Family programs and activities offered.

Finally, reviewers coded the grant applications to extract information about the types of outcome measures planned by school systems, organized in terms of when these outcomes might be accomplished:

- Short-term (immediate) outcome measures, including availability of STEM programming, community partner involvement, student participation in grant programs and teacher participation in professional development;
- Medium-term (intermediate) outcome measures, like student awareness of and interest in STEM programs, student school attendance rates, and teacher knowledge and understanding of STEM-based learning; and
- Long-term (final) outcome measures, such as, student achievement, graduation rates, and college preparation and readiness.

Data were entered into a database and staff conducted a descriptive analysis of the data across all grant cycles using statistical tabulations and narrative review techniques to synthesize information across all 24 Maryland school systems.

About the MSDE STEM Education Initiative Grants

Maryland is committed to STEM education through various programs and opportunities for students and teachers intended to increase their participation in preparing for careers and advanced studies in STEM fields (MSDE, 2009; O'Malley, 2009). The Governor's Commission on Quality Education in Maryland identified STEM fields as "important priorities for Maryland's continued economic preeminence" (MSDE, 2009). According to their mission and vision statements, "Maryland's STEM education prepares and inspires learners of all ages to contribute to the advancement of the global community. Maryland's vision is to be a leader in STEM education, preparing and inspiring generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving" (MSDE, 2009).

BOX 1

Maryland Superintendent's Statement About STEM Education

"Science, Technology, Engineering, and Mathematics (STEM) is the future for our students. Not only is Maryland in the thick of the nation's economy-driving technologies of aerospace, defense, and systems engineering, computer software and network engineering, and bioinformatics and biotech but also the nation's biggest beneficiary of Base Realignment And Closure (BRAC). The Department is committed to helping our schools prepare globally competitive graduates with the skills necessary for tomorrow's world and the resulting work environment."

— Dr. Nancy Grasmick, Maryland State Superintendent for Education
Source: http://www.marylandpublicschools.org/MSDE/programs/stem/stem_important

The MSDE STEM Education Initiative Grants is a competitive grant program designed to provide state funding to support the implementation of STEM education initiatives within the 24 Maryland school systems.

The MSDE STEM Education Initiative Grants began when $1,885,000 was initially awarded to ten school systems to plan and implement STEM projects and $300,000 to Johns Hopkins University to support new STEM academies throughout Maryland in FY2007. So far, the Grants have continued for four grant cycles (through FY2010, but only the grant applications from the first three grant cycles were reviewed) in amounts ranging from $5,000 to $1,300,000 awarded to school systems, and each school system has received at least one grant. Overall, 7 of the 24 school systems have received a grant each year across the four grant cycles, while 12 school systems have received three Grants in four cycles, and 5 have received two Grants in four cycles. On the whole, 74 Grants have been awarded to Maryland school systems across the four cycles.

BOX 2

About the Governor's STEM Academies

The Governor's STEM Academies are designed "to target the untapped potential of Maryland's students who traditionally have not seen the benefits of studying rigorous mathematics and science in order to pursue careers in these fields." The Governor's STEM Academies are meant to be "highly specialized schools staffed by teachers working with scientists, engineers, and mathematicians from universities and businesses" and also includes partnerships among the Governor's Office, MSDE, local school systems, higher education institutions, and the business, mathematics, science, and engineering communities. The Governor's STEM Academies offer a unique and rigorous course of study to include student research, exposure to the professional STEM communities, and opportunities to develop leadership skills. The curriculum provides a foundation for the knowledge and the advanced skills required for college success and future career opportunities in STEM fields. These innovative programs afford students access to advanced equipment and technology along with regular interactions with practicing scientists and mathematicians. Maryland's goal is "to create a consortium of Governor's STEM Academies throughout the State of Maryland, which will prepare students in STEM subject areas to compete in the global economy as scientists, technicians, engineers, and mathematicians" and to do this by building a pipeline of programs through which students can prepare for this rigorous work. Table A-2 in Appendix A lists the individual Maryland school systems' mission, vision, and goals for STEM education.

TABLE 1

Funding Amounts and Number of Grants Awarded to Maryland School Systems, Fiscal Years 2007-2010

Fiscal Year	Total Amount of Grant Awards	Number of Grants Awarded	Minimum Grant Amount	Maximum Grant Amount	Average Grant Amount
FY2007	$1,885,000	10	$20,000	$1,300,000	$188,500
FY2008	$1,909,294	18	$10,000	$3,000	$106,072
FY2009	$2,233,269	22	$5,000	$277,500	$101,512
FY2007–FY2009	**$6,027,563**	**50**	$5,000	$1,300,000	**$120,551**
FY2010	$1,728,988	24	$20,000	$119,115	$72,041
FY2007–FY2010	**$7,756,551**	**74**	$5,000	$1,300,000	**$104,818**

Note: While FY2010 awards and amounts have been included for reference, only grant applications FY2007, FY2008, and FY2009 were reviewed.
Source: Authors' analysis of grant applications, grant reports, and other program information provided by MSDE.

During the FY2007, FY2008, and FY2009 grant cycles, which are the focus of this report, MSDE funded 50 Grants totaling $6,027,563 across the 24 Maryland school systems. The average amount of the Grants awarded during these three years was $120,551. An additional $1,728,988 was awarded across all 24 school systems in FY2010, with an average amount of $72,041. School system participation has steadily increased from 10 in FY2007 to all 24 districts in FY2010. The funding amount, number of Maryland school systems receiving Grants, range of grant award amounts, and the average grant award amount across these four grant cycles are shown in Table 1.

A more detailed listing is provided in Appendix A, Table A-1, to show specific grant funding by school system[5] for each of the grant cycles. Priorities recognized by MSDE in their award decisions, as indicated in the Grants requests for proposals, included: (a) developing Governor's STEM Academies for high school students, (b) developing STEM programs for students in elementary and middle school grades to build the pipeline of STEM education, (c) incorporating long-term sustainability plans, and (d) providing trans-disciplinary professional development for teachers.

Findings

Findings from the descriptive statistical analyses and narrative review are presented here. Information from the first three cycles of the Grants was synthesized to identify program characteristics and practices developed by Maryland school systems in projects funded through the Grants. When appropriate, the findings are also presented by grant cycle (FY2007, FY2008, and FY2009) to identify any patterns over time. Findings are organized by the three major categories, including systemic initiatives, STEM programs and activities, and outcome measures.

[5] Special circumstances led to the provision of four Grants to universities or specific departments within school systems, and these are listed separately from the 24 Maryland school systems.

What systemic initiatives have been funded by the MSDE STEM Education Initiative Grants?

School systems most often partnered with four-year institutions of higher education (83%), and the most common goals were to improve students' college and career readiness (79%), to improve STEM curriculums (75%), and to increase teacher professional development activities (67%). The school districts tended to serve students in grades 6 through 12 more so than students in elementary school grades. The largest percentage of all grant funds (24%) was allocated to the purchase of new technologies and equipment.

Types and Roles of Partner Organizations

School systems established partnerships with various types of organizations in their community to develop their respective STEM education initiatives. These organizations included institutions of higher education, businesses, government agencies, non-profits, and individual scientists or engineers. Representatives from partner organizations served on STEM advisory groups or committees to help school systems further develop their STEM programs overall. A majority of the school systems partnered with a four-year college or university (83%), while 42 percent partnered with community colleges or technical schools (Table 2).

Institutions of higher education that partnered with school systems collaborated on activities that included dual enrollment courses, summer enrichment opportunities, and research experiences for students; preparation and professional development opportunities for STEM teachers; STEM-focused career days and competitions; career-infused STEM activities for STEM magnet school students and their families; and mentorships for students and teachers.

TABLE 2

Number and Percentage of School Systems Planning to Partner with Various Types of Organizations for the Grants, Fiscal Years 2007–2009

Types of Organizations	FY07 Grants (*n* = 10)		FY08 Grants (*n* = 18)		FY09 Grants (*n* = 22)		All School Systems Across All Grant Cycles (*N*=24)	
	n	%	*n*	%	*n*	%	*n*	%
Colleges or Universities (Four-Year)	4	40%	15	83%	16	73%	20	83%
Science-related Businesses	4	40%	11	61%	8	36%	15	63%
Federal Government Agencies	2	20%	7	39%	8	36%	12	50%
Individual Scientists/Engineers	0	0%	6	33%	7	32%	11	46%
Other Organizations	4	40%	8	44%	3	14%	11	46%
Community Colleges/ Technical Schools	0	0%	6	33%	9	41%	10	42%
Local Government Agencies	0	0%	2	11%	8	36%	10	42%
Other Businesses	1	10%	4	22%	8	36%	8	33%
Science-related Non-Profits	1	10%	2	11%	4	18%	6	25%
Other Non-Profits	0	0%	2	11%	3	14%	4	17%
State Government Agencies	1	10%	0	0%	2	9%	3	13%

Note: School systems could receive multiple grants across grant cycles; therefore, the last column is not a total of the three grant cycles but is instead a synthesis of all grant cycles for the 24 school systems.
Source: Authors' analysis of information gathered from grant applications.

In addition, higher education partners provided access to laboratories and equipment, hosted summer camps and competitions, and provided speakers for various STEM-focused events.

Sixty-three percent of school systems partnered with science-related businesses for job shadowing and internships/mentorships. Half of the school systems partnered with Federal government agencies, while 42 percent partnered with local government agencies. Given that the Federal government agencies provide many employment opportunities throughout Maryland and are associated with research, these agencies provided services similar to the business and higher education partners. Forty-six percent of the school systems partnered with individual scientists and/or engineers who served as guest speakers and provided job shadowing experiences for students and teachers.

Goals to Enhance STEM Education

School systems established various goals, objectives, and milestones for their respective Grants-funded programs and activities to enhance STEM education in their local areas. The top three goals across all grant cycles and among all school systems were to improve students' college- and career-readiness, to improve STEM curriculum, and to increase teacher professional development activities (Table 3).

TABLE 3

Number and Percentage of School Systems Establishing Various Goals, Fiscal Years 2007–2009

Goals	FY07 Grants (*n* = 10)		FY08 Grants (*n* = 18)		FY09 Grants (*n* = 22)		All School Systems Across All Grant Cycles (*N*=24)	
	n	%	*n*	%	*n*	%	*n*	%
To improve students' college- and career-readiness	5	50%	11	61%	13	59%	19	79%
To improve STEM curriculum	5	50%	9	50%	13	59%	18	75%
To increase teacher professional development activities	5	50%	12	67%	11	50%	16	67%
To increase/improve partnerships with businesses	4	40%	11	61%	11	50%	15	63%
To improve programs for elementary and middle school students to create a pipeline for high school academies	2	20%	7	39%	12	55%	15	63%
To increase student achievement	3	30%	6	33%	8	36%	13	54%
To increase enrollment in STEM programs	2	20%	8	44%	8	36%	12	50%
To increase/improve partnerships with community	3	30%	8	44%	6	27%	12	50%
To increase/improve instructional computer technology	3	30%	4	22%	8	36%	11	46%
To improve visibility of STEM initiatives	1	10%	7	39%	4	18%	9	38%
To increase student access to STEM programs/activities	1	10%	6	33%	4	18%	9	38%
To expand efforts to reach specific groups of students	1	10%	2	11%	7	32%	9	38%
To development/add magnet schools	4	40%	2	11%	3	14%	6	25%
To expand STEM co-curricular programs	0	0%	1	6%	2	9%	3	13%
Other	3	30%	6	33%	8	36%	13	54%

Note: School systems could receive multiple grants across grant cycles; therefore, the last column is not a total of the three grant cycles but is instead a synthesis of all grant cycles for the 24 school systems.
Source: Authors' analysis of information gathered from grant applications.

Goals cited in at least half of the school systems' applications at least once across the three grant cycles were to increase or improve partnerships with businesses (63%), to improve programs for elementary and middle school students to create a pipeline for high school academies (63%), to increase student achievement (54%), to increase enrollment in STEM programs (50%), and to increase or improve partnerships with the community (50%).

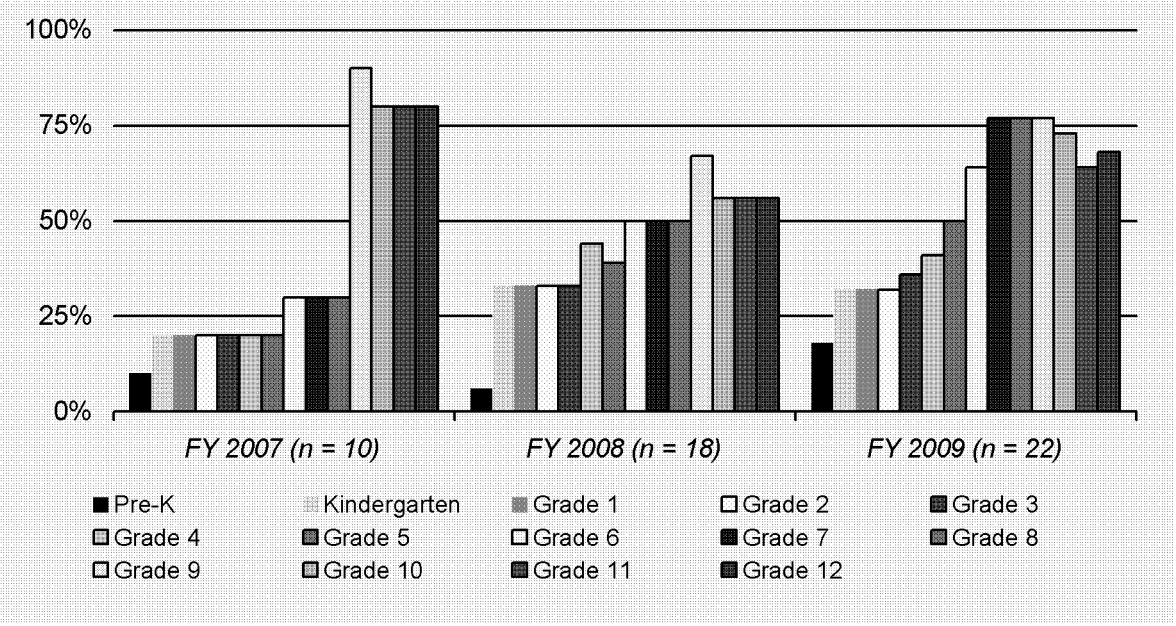
Populations Served by STEM Education Initiative Grants

Data extracted from the grant applications describing the populations served by the Grants were not consistent across school systems. Some applications stated that school systems would target all students throughout the district, while others were more specific. Examples of more targeted populations of students include: (a) students in a specific grade or grade range, (b) students at a specific school, (c) students enrolled in a specific course or program, (d) students in a specific geographic region of the school system, or (e) students with specific demographic characteristics.

The programs targeted a wide range of students in various grade levels. School systems reporting this information tended to serve students in Grade 6 through Grade 12 more so than students in elementary school grades. As shown in Figure 1, during each grant cycle, more Grants were serving middle school and high school students than they were elementary school students. Grade 9 was the most commonly served grade across years: overall 87 percent of the school systems served students in Grade 9.

FIGURE 1

Percentage of Grants Serving Each Grade Level of Students (Pre-K-12) Each Year, Fiscal Years 2007–2009



Source: Authors' analysis of information gathered from grant applications.

Based on available data provided in the grant applications, school systems indicated a wide range in the number of students targeted, with the lowest number of students being 38 to a program that targeted 9,439 students in the entire school system. There was not enough information provided across school systems to determine the number of students served by the Grants.

Inconsistent information was provided in the grant applications regarding the number of teachers and other school staff members targeted to be served by the Grants-funded programs and activities. Despite a focus on teacher professional development, only 18 of the 50 grant applications specifically included plans for providing services to teachers through the Grants.

Allocated Funds for Systemic Initiatives

Over half of all funds allocated to school systems through the Grants (53%) were categorized as going toward systemic initiatives (Table 4). Systemic initiatives are defined for this review as activities, equipment, or services that are purchased to enhance the overall capacity of the school systems' STEM education initiatives. Twenty-four percent of all funds from the Grants during these first three years were allocated to purchase technology and equipment to support school systems' STEM education initiatives. Technology and equipment includes computer hardware and other educational technology, as well as software and licenses needed to support various programs.

TABLE 4

Number and Percentage of School Systems Allocating Funds Toward Systemic Initiatives, Fiscal Years 2007-2009

	All School Systems Across All Grant Cycles (*N* 24)		Funds Allocated To Systemic Initiatives			
Systemic Initiatives	*n*	%	Min	Max	Total Amount	% of Total Grant Funds
Technology and Equipment	15	63%	$1,538	$683,198	$1,449,813	24%
STEM Curriculum Development	17	71%	$850	$125,804	$488,512	8%
Project Staff/Consultant Salaries/Stipends	9	38%	$ 1,980	$145,966	$388,468	6%
High School Academies	7	29%	$2,940	$101,785	$263,805	4%
STEM Magnet Schools	3	13%	$69,397	$100,000	$245,943	4%
Presentations/Marketing/ Communications	10	42%	$2,700	$54,732	$150,378	2%
Project Administration	19	79%	$900	$15,014	$92,521	2%
Planning Committee/Taskforce Collaboration	7	29%	$900	$19,260	$44,556	1%
Program Evaluation	6	25%	$270	$25,530	$56,080	1%
Community Partner Involvement	2	8%	$3,000	$12,500	$15,500	<1%
TOTAL SYSTEMIC INITIATIVES					**$ 3,195,576**	**53%**

Source: Authors' analysis of information gathered from grant applications.

Another 8 percent of total grant funds were allocated for STEM curriculum development, and over half of the Grants (56%) allocated funds for this task. Project staff and consultant salaries and stipends that could not be attributed to a specific program made up 6 percent of total grant funds. These included things like salaries for STEM project coordinators and science consultants. Four percent of the total grant funds were allocated specifically for High School Academies, and another 4 percent of funds were allocated for STEM magnet schools. The total amount of grant funds allocated to systemic initiatives listed by school system is shown in Table A-3 in Appendix A.

What STEM programs and activities (for students, teachers, and families) have been funded, annually and longitudinally, by the Grants?

Numerous branded (i.e., commercially available) and non-branded (i.e., developed by the district or not specifically described) student programs have been funded, accounting for approximately 32 percent of total grant funding across fiscal years 2007-2009. In addition 14 percent of total grant funds were allocated toward teacher professional development.

Allocated Funds for Non-Branded Student Programs

School systems allocated 23 percent of total grant funding toward five types of non-branded student programs (Table 5) across the three grant cycles. Overall, 10 percent of grant funds were allocated to STEM courses, and 8 percent were allocated to student STEM programs. Twenty-nine percent of the school systems allocated funds for STEM summer programs, representing 3 percent of total grant funds. Table A-4 in Appendix A shows the total amount of grant funds allocated to student programs listed by school system.

TABLE 5

Number and Percentage of School Systems Allocating Funds Toward Non-Branded Student Programs, Fiscal Years 2007-2009

Non-Branded Student Programs	All School Systems Across All Grant Cycles (*N* 24)		Funds Allocated To Non-Branded Student Programs			
	n	%	Min	Max	Total Amount	% of Total Grant Funds
STEM Courses	11	46%	$5,836	$153,394	$584,249	10%
STEM Programs	16	67%	$4,326	$170,011	$508,732	8%
STEM Summer Programs	7	29%	$3,024	$58,194	$176,616	3%
Job Shadowing & Mentorships/Internships	6	25%	$120	$53,080	$80,972	1%
STEM Clubs	1	4%	$4,515	$4,515	$4,515	<1%
TOTAL NON-BRANDED STUDENT PROGRAMS					**$ 1,355,084**	**23%**

Source: Authors' analysis of information gathered from grant applications.

TABLE 6

Number and Percentage of School Systems Allocating Funds Toward Branded Student Programs, Fiscal Years 2007-2009

Branded Student Programs	All School Systems Across All Grant Cycles (*N* 24)		Funds Allocated To Branded Student Programs			
	n	%	Min	Max	Total Amount	% of Total Grant Funds
Project Lead the Way	4	17%	$13,572	$154,050	$292,866	5%
VEX Robotics	2	8%	$10,488	$122,148	$132,636	2%
FIRST Robotics	4	17%	$834	$63,753	$82,327	1%
Junior FIRST LEGO League	3	13%	$258	$4,200	$5,291	<1%
FIRST LEGO League	3	13%	$833	$4,520	$6,723	<1%
LEGO Tech Challenge	1	4%	$4,035	$4,035	$4,035	<1%
Destination Imagination	1	4%	$2,500	$2,500	$2,500	<1%
SeaPerch Underwater Robotics Club	1	4%	$4,313	$4,313	$4,313	<1%
Canon Envirothon	1	4%	$4,263	$4,263	$4,263	<1%
StarBase Atlantis	1	4%	$25,000	$25,000	$25,000	<1%
Team America Rocketry Challenge	1	4%	$8,400	$8,400	$8,400	<1%
TOTAL BRANDED STUDENT PROGRAMS					**$ 568,354**	**9%**

Source: Authors' analysis of information gathered from grant applications.

Allocated Funds for Branded Student Programs

The eleven branded student programs toward which school systems allocated grant funds are listed in Table 6. Branded student programs were identified separately from unbranded programs listed in Table 5 when this more specific information was provided in the grant applications.

School systems allocated 5 percent of total grant funds toward Project Lead the Way, a program specifically mentioned in the Grants RFP. (The total amount of grant funds allocated to branded student programs listed by school system is shown in Table A-5 of Appendix A.)

Allocated Funds for Teacher and Family Programs

Teacher professional development programs were incorporated in 83 percent of Grants, and 14 percent of the total grant funds were allocated to teacher professional development programs (Table 7).

Only 1 percent of total grant funds were allocated for STEM family programs. The total amount of grant funds allocated to these programs listed by school system is shown in Table A-6 of Appendix A.

TABLE 7

Number and Percentage of School Systems Allocating Funds Toward Teacher and Family Programs, Fiscal Years 2007-2009

Teacher and Family Programs	All School Systems Across All Grant Cycles (*N* 24)		Funds Allocated Toward Teacher and Family Programs			
	n	%	Min	Max	Total Amount	% of Total Grant Funds
Teacher Professional Development	20	83%	$167	$218,83 8	$ 861,982	14%
STEM Family Programs	5	21%	$1,467	$14,261	$ 45,071	1%
TOTAL TEACHER AND FAMILY PROGRAMS					**$ 907,053**	**15%**

Source: Authors' analysis of information gathered from grant applications.

What are the outcome measures used by school systems to assess the effectiveness of activities funded by the Grants?

Seven of the 10 FY2007 grant applications and 7 of the 18 FY2008 grant applications (all of which were submitted as planning grants rather than implementation grants) had no mention of evaluation or evaluation measures. The remaining 36 grant applications listed a variety of outcome measures that school systems were using to assess the effectiveness of their Grants, which were are a required component of the grant applications. While school systems did not consistently organize their outcome measures based on how soon they expect to see changes, we organized them into three broad categories: short-term outcomes, medium-term outcomes, and long-term outcomes (see Appendix Table A-7). These are terms often used in evaluations to organize outcomes when developing program evaluation logic models through which a program's inputs, outputs, and outcomes are defined. For example, Taylor-Powell and Henert (2008) describe outcomes as "fall[ing] along a continuum from immediate (initial; short-term) to intermediate (medium-term) to final outcomes (long-term), often synonymous with impact" (p. 4).

Short-term Outcomes

Four outcome measures were coded as short-term outcomes (i.e., availability of programming, community involvement, student participation, and teacher participation in professional development). Overall, 75 percent of school systems indicated that they were measuring student participation in grant programs during at least one grant cycle, while 42 percent were measuring teacher participation in professional development. In addition, 21 percent were measuring community partner involvement in grant activities, and 17 percent were measuring the availability of STEM programming.

Medium-term Outcomes

The medium-term outcomes identified in the grant applications across grant cycles include student awareness of STEM programs and interest in STEM fields, attendance rates, and teacher knowledge of STEM. Forty-two percent of the school systems included measures of student interest in STEM, 29 percent included measures of teacher knowledge and understanding of STEM-based learning, 17 percent included measures of student school attendance, and 13 percent included measures of student awareness of STEM programs.

Long-term Outcomes
The long-term outcomes identified in the grant applications across grant cycles include student achievement, college preparation and readiness, and graduation rates. Sixty-seven percent of the school systems included measures of student achievement, 8 percent for graduation rates, and 8 percent measured college preparation and readiness.

Of the 10 multi-award school systems who had defined outcomes, 4 of the school systems were measuring the same outcomes from one year to the next, 4 school systems added at least one outcome measure from one year to the next, and 2 removed at least one outcome measure across grant periods from one year to the next.

Limitations

This report is limited to the review of MSDE STEM Education Initiative Grants, and the content is based solely on information gathered through the grant applications from each of the Maryland school systems. This analysis is not designed to be a comprehensive review of all STEM initiatives at the state level in Maryland.

In addition, since this is a descriptive review, findings are limited by the authors' analysis of the data collected through the review and extraction process. For example, data were organized into narrow categories for the purpose of aggregating narrative data, and in this process, it is possible for some of the detail of each individual grant and the work of individual school systems to get lost.

Not all school systems included the same information or level of detail in the narrative sections of the grant applications, which had page limitations. As a result, some details may have been missing from the grant applications and not captured by the coding process used for this review.

Although each Maryland school system has received at least one grant over the course of the three grant cycles covered by this review, there is not sufficient longitudinal data using consistent measures to draw conclusions about the actual influence of the STEM Education Initiative Grants on planned outcomes for school systems collectively.

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Appendix A
MSDE STEM Education Initiative Grant Awards

TABLE A-1

MSDE STEM Education Initiative Grant Award Amounts by Maryland School System, Fiscal Years 2007–2010

School System	FY2007 Grant Award Amount	FY2008 Grant Award Amount	FY2009 Grant Award Amount	FY2010 Grant Award Amount	Total Grant Award Amount to Date
Allegany County	$ 150,000	$ 150,000	$ 100,000	$ 75,000	$ 475,000
Anne Arundel County	$ 40,000	$ 230,000	$ 174,789	$ 100,000	$ 544,789
Baltimore City	-	$ 149,400	$ 99,900	$ 20,000	$ 269,300
Baltimore County	$ 1,300,000	$ 35,000	$ 46,496	$ 20,000	$ 1,401,496
Calvert County	-	-	$ 98,607	$ 100,000	$ 198,607
Caroline County	-	$ 10,000	$ 100,000	$ 100,000	$ 210,000
Carroll County	$ 25,000	$ 150,000	$ 100,000	$ 119,115	$ 394,115
Cecil County	$ 20,000	$ 143,263	$ 96,844	$ 50,000	$ 310,107
Charles County	-	$ 41,631	$ 100,000	$ 100,000	$ 241,631
Dorchester County	-	$ 10,000	$ 100,000	$ 50,000	$ 160,000
Frederick County	-	-	$ 100,000	$ 100,000	$ 200,000
Garrett County	-	$ 10,000	$ 40,000	$ 75,000	$ 125,000
Harford County	$ 125,000	-	$ 277,500	$ 100,000	$ 502,500
Howard County	-	$ 150,000	$ 100,000	$ 100,000	$ 350,000
Kent County	-	$ 10,000	$ 100,000	$ 50,000	$ 160,000
Montgomery County	$ 100,000	-	-	$ 20,000	$ 120,000
Prince George's County	$ 75,000	$ 150,000	-	$ 20,000	$ 245,000
Queen Anne's County	-	$ 150,000	$ 100,000	$ 100,000	$ 350,000
Somerset County	-	-	$ 5,000	$ 30,000	$ 35,000
St. Mary's County	$ 25,000	$ 350,000	$ 100,000	$ 100,000	$ 575,000
Talbot County	-	-	$ 100,000	$ 50,000	$ 150,000
Washington County	$ 25,000	$ 150,000	$ 100,000	$ 100,000	$ 375,000
Wicomico County	-	$ 10,000	$ 94,133	$ 99,873	$ 204,006
Worcester County	-	$ 10,000	$ 100,000	$ 50,000	$ 160,000
TOTAL All School Systems	**$ 1,885,000**	**$ 1,909,294**	**$ 2,233,269**	**$ 1,728,988**	**$ 7,756,551**

(CONTINUED)

TABLE A-1

MSDE STEM Education Initiative Grant Award Amounts by Maryland School System, Fiscal Years 2007–2010

School System	FY2007 Grant Award Amount	FY2008 Grant Award Amount	FY2009 Grant Award Amount	FY2010 Grant Award Amount	Total Grant Award Amount to Date
Baltimore Area Alliance	-	-	$ 7,865	-	$ 7,865
GT Howard	-	-	$ 12,334	-	$ 12,334
John's Hopkins University	$ 300,000	$ 12,337	-	-	$ 312,337
TOTAL All Auxiliary Grants	**$ 300,000**	**$ 12,337**	**$ 20,199**	**$0**	**$ 332,536**

NOTE: Grant award amounts are the initial amounts allocated to school systems and do not always equal the amount spent. The three auxiliary grants listed separately were awarded to other organizations to support the overall initiative and were not included in the calculation of grant funds allocated to school systems. Furthermore, while FY2010 awards and amounts have been included for reference, only grant applications from FY2007, FY2008, and FY2009 were reviewed.
Source: Authors' analysis of grant applications, interim and final progress reports, and other program information provided by MSDE.

TABLE A-2

Maryland School Systems' Most Recent Mission, Vision, and Goals for STEM Education

School System	STEM Mission, Vision, and Goals
Allegany County	• Make every K-12 student in ACPS aware and excited about the broad spectrum of STEM careers as viable and attainable career options by: ▪ Providing career awareness opportunities at the elementary school level, ▪ Providing career exploration opportunities at the middle school level, and ▪ Providing academic academies in STEM career areas at the high school level.
Anne Arundel County	• Offer suites of STEM academic and co-curricular offerings for preK-12 students during the academic year and summer months to enrich and enhance learning, build STEM career awareness and engage students in challenging STEM-related projects and events. • Expanding the preK-12 learning environment for youth to substantially increase the numbers of young people who see real value and reward in studying and working in STEM discipline areas. • Offer a new STEM Magnet High School at North County High School as an educational choice for students interested in rigorous and relevant studies in the STEM disciplines, which is: ▪ designed to engage students in Grades 9-12 in an exciting project-based, technology-rich learning environment where expectations are high and student success expected; and ▪ driven by a global vision, 21st century technology and communication skills, solid STEM coursework foundations, collaborative problem solving, research and internship opportunities, project-based learning, self-direction, and social responsibility.
Baltimore City	• Graduate all students with the necessary STEM competencies that are needed to become part of the global work force of problem solvers and innovators. • Offer a variety of opportunities for students, ranging from STEM magnet schools at the middle and high school level, to 13 different career and technology programs at 11 of the high schools, to a variety of educational opportunities through after school clubs of Robotics, MESA, and Engineering.

(CONTINUED)

TABLE A-2

Maryland School Systems' Most Recent Mission, Vision, and Goals for STEM Education

School System	STEM Mission, Vision, and Goals
Baltimore County	• Encourage all students to apply the knowledge, skills, values, and behaviors learned through participation in a rigorous STEM-based education in order to realize their maximum potential as citizens and become more productive individuals in the global economy, thus keeping the United States high in global competitiveness. • Provide environments that foster high standards for academics, relationships, and goal setting through a rigorous STEM-based culture.
Calvert County	• Engage all students in a rigorous integrated PK-12 STEM based education that substantially increases the numbers of youth who: ▪ recognize a real value and reward in studying STEM, ▪ believe STEM careers are viable and attainable career options, and ▪ use their experiences to realize their maximum potential in a competitive global marketplace.
Caroline County	• Graduate a larger, more diverse population with experiences in rigorous instruction in STEM throughout their K-12 education that result in increased participation in STEM-related career majors.
Carroll County	• Integrate the content, processes, skills, and language of STEM through authentic, problem-based curricular experiences. • Prepare all students to pursue STEM-related courses in order to be contributing members of the 21st century global community.
Cecil County	• Provide a challenging program of study for students planning to enter prestigious colleges to prepare for STEM careers in an ever-changing and highly technical global society. • Offer to students accepted into the program a rigorous, accelerated curriculum beyond the regular high school curriculum, rich in lab and work-based experiences, with core courses taught at the honors or AP level. • Provide opportunities for all students to take dual-credit courses during at least half of their senior year at Cecil College.
Charles County	• Develop a high-quality, comprehensive STEM program and curricula for use by teachers that will prepare students for STEM-related careers. • Attract and prepare students at all educational levels to pursue course work in STEM areas. • Attract students to pursue STEM postsecondary degrees (two-year through Ph.D.). • Provide growth and research opportunities for both students and teachers in STEM fields. • Expand the capacity of the school system to promote STEM.
Dorchester County	• Provide an advanced opportunity for high school students to study in depth in the STEM content areas while working with local scientists and engineers in these fields. • Encourage academic excellence as well as the pursuit of careers in the STEM areas. • Design the STEM Academy to include both comprehensive high schools in the district, Cambridge-South Dorchester High School and North Dorchester High School. • Provide experiences for elementary and middle school students to ensure that more students will be prepared for accelerated classes and the rigor of the STEM Academy in high school.
Frederick County	• Provide STEM experiences for all students while facilitating an ever-increasing number of highly motivated students with strategically defined opportunities to prepare them for STEM careers. • Carry out five goals by using existing and evolving curricula, business and community partnerships, and STEM-focused instruction to provide students with K-12 learning experiences that build incrementally from awareness, through exploration, to preparation.

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TABLE A-2

Maryland School Systems' Most Recent Mission, Vision, and Goals for STEM Education

School System	STEM Mission, Vision, and Goals
Garrett County	• Be known as a school system with exceptional, innovative, and progressive, STEM education. • Make it the rule, instead of the exception, for every student, every year, to experience high-quality teaching of core STEM concepts. • Improve the STEM achievement of all students at all grade levels in four partner schools by engaging them in deep and authentic science, mathematics, and engineering instructional experiences beginning in the middle grades. • Improve in-service mathematics and science professional learning. Finally, the initiative seeks to improve bridges of collaboration between K-12 and post-secondary institutions in the service of science, technology, engineering, and mathematics education for all.
Harford County	• Provide rich opportunities in the STEM content areas in grades K-12. • Initiate three high school magnet programs that offer focused and accelerated curricula in STEM areas. • Work with many business partners to maximize the cooperation between classrooms and communities concerning STEM education and career awareness. • Increase student participation in STEM courses of study at the post-secondary level. • Prepare students to take full advantage of the many local employment opportunities.
Howard County	• Offer a broad array of STEM opportunities for students. • Expand STEM-related K-12 enrichment, career, and academic advancement opportunities through partnerships with collaborators in the private and public sectors in order to increase the numbers and diversity of students interested in, involved in, and committed to STEM-related content areas, programs, post-secondary education, and careers. • Extend and enrich curricula and learning experiences for students in K-12 programs such as: Project Lead the Way, CTE Academies, Mathematics, Science and Technology Research, MESA and after school STEM clubs. • Recruit and retain highly qualified teachers. • Develop dynamic community partnerships. • Provide meaningful career development, internships, and work experiences.
Kent County	• Help students gain the skills they need to succeed in a world shaped by scientific advances and new technologies. • Commit to a vision of education in STEM • Build strong skills in STEM areas. • Increase student commitment to careers, advanced education, and research in STEM-related fields. • Enhance students' opportunities to learn in new and exciting ways through the use of advanced technology and by building partnerships with local employers and institutions of higher learning. • Offer a comprehensive, problem-based, and project-based curriculum through STEM Academies.
Montgomery County	• Provide opportunities for all students to achieve full STEM literacy through seamlessly integrated instruction that is project-based, problem-based, and standards-based. • Develop STEM literate students who are critical thinkers and able to solve non-routine problems in a globally competitive society.
Prince George's County	• Develop cohorts of students equipped to pursue studies in STEM fields. • Target groups of teachers and students at the elementary, middle, and high school levels. • Target a sample of schools at all levels (Oxon Hill Science and Technology High School, Oxon Hill Middle School, and Oxon Hill Elementary Schools) to create a greater pipeline of students prepared to take more rigorous STEM courses.

(CONTINUED)

TABLE A-2

Maryland School Systems' Most Recent Mission, Vision, and Goals for STEM Education

School System	STEM Mission, Vision, and Goals
Queen Anne's County	• Provide a quality STEM environment by educating, encouraging, and empowering all students to become productive, scientifically, and technologically literate as well as contributing citizens in a diverse and changing world.
Somerset County	• Develop a 21st century workforce capable of competing in the global economy to help reduce poverty. • Develop opportunities for students who are capable of working in the high tech engineering world. • Provide engaging engineering type activities in early grades to capture student focus and motivate them to take rigorous math and science courses leading to STEM careers.
St. Mary's County	• Provide a continuous pathway of education through opportunity that creates STEM-literate graduates ready to accept the challenges of advanced education and the needs of tomorrow's workforce.
Talbot County	• Provide opportunities for each student to learn, grow, and succeed in STEM fields since today's students are 21st century learners who must compete in an increasingly technological global economy. • Prepare students to work using technology. • Prepare students for advanced careers in STEM fields. • Motivate more students to take upper level STEM courses, particularly AP math and sciences and pre-engineering. • Build a pipeline of students prepared for rigorous STEM coursework by targeting overall success as well as focusing on underrepresented populations.
Washington County	• Have all students participate in STEM programs as an integrated component of their K-16 educational experience. • Provide opportunities for students to select more in-depth and targeted involvement through an expanded K-16 continuum of STEM choices inclusive of magnets, academies, and whole-school programs. • Provide enhanced and enriched programs for all students, including STEM magnet programs. • Provide students opportunities to master rigorous curriculum and content standards in STEM courses through integrated, problem-based, inquiry activities that foster critical thinking and provide authentic learning experiences. • Assess student performance and achievement through data collected from local and state assessments, as well as graduation information and student work.
Wicomico County	• Provide K-12 instruction that is relevant and rigorous. • Increase student awareness of STEM careers and educational opportunities, as well as practical and real-world connections to STEM concepts. • Provide opportunities for students to interact with business and community leaders in STEM-related fields.
Worcester County	• Encourage students, especially students in groups underrepresented in the STEM fields, to take rigorous STEM courses in high school to prepare them for postsecondary education in STEM areas of study. • Increase the capacity of the school system to offer such courses at the new Worcester Technical High School.

Source: Authors' analysis and summary of the most recent information provided in STEM Education Initiative grant applications and on the MSDE website (http://www.marylandpublicschools.org/MSDE/programs/stem/stem_links)

TABLE A-3

Amount of Grant Funds Allocated to Systemic Initiatives by School System, Fiscal Years 2007–2009

School System	Fiscal Year 07	08	09	# of Grants	Systemic Initiatives: High School Academies	STEM Magnet Schools	STEM Curriculum Development	Technology and Equipment	Project Staff/ Consultant Salaries/ Stipends	Planning Committee/ Taskforce	Community Partner Involvement	Presentations/ Marketing /Communication	Evaluation	Administration	TOTAL
Allegany County	•	•	•	3	$ 11,797	-	$ 24,338	$ 25,782	$ 145,966	$ 1,565	$ 12,500	-	$ 10,677	$ 10,193	**$ 242,818**
Anne Arundel County	•	•	•	3	-	$ 76,546	$ 25,944	$ 126,969	-	-	$ 3,000	$ 2,700	$ 25,530	$ 4,928	**$ 265,617**
Baltimore City		•	•	2	-	-	-	$ 30,703	$ 9,900	-	-	-	-	$ 2,796	**$ 43,399**
Baltimore County	•	•	•	3	$ 101,785	-	$ 125,804	$ 683,198	-	-	-	$ 10,461	$ 6,496	$ 15,014	**$ 942,758**
Calvert County			•	1	$ 2,940	-	$ 16,140	-	$ 26,780	-	-	-	-	-	**$ 45,860**
Caroline County		•	•	2	-	-	-	$ 46,873	-	-	-	$ 4,710	-	$ 2,000	**$ 53,583**
Carroll County	•	•	•	3	-	-	$ 78,771	$ 21,397	-	-	-	-	-	$ 12,337	**$ 112,505**
Cecil County	•	•	•	3	-	-	$ 55,242	$ 94,180	-	-	-	$ 10,800	-	$ 3,099	**$ 163,321**
Charles County		•	•	2	-	-	$ 24,341	-	-	-	-	$ 6,296	-	-	**$ 30,637**
Dorchester County		•	•	2	$ 6,931	-	$ 4,929	$ 41,990	-	$ 900	-	-	$ 270	$ 1,136	**$ 56,156**
Frederick County			•	1	-	-	-	-	-	-	-	-	-	$ 1,961	**$ 1,961**
Garrett County		•	•	2	-	-	$ 850	-	-	$ 10,000	-	-	-	$ 900	**$ 11,750**
Harford County	•		•	2	-	-	$ 11,388	$ 198,704	$ 41,695	-	-	-	-	$ 2,466	**$ 254,253**
Howard County		•	•	2	-	-	-	-	$ 10,000	-	-	-	-	$ 4,902	**$ 14,902**

(CONTINUED)

TABLE A-3

Amount of Grant Funds Allocated to Systemic Initiatives by School System, Fiscal Years 2007–2009

School System	Fiscal Year 07	08	09	# of Grants	Systemic Initiatives: High School Academies	STEM Magnet Schools	STEM Curriculum Development	Technology and Equipment	Project Staff/ Consultant Salaries/ Stipends	Planning Committee/ Taskforce	Community Partner Involvement	Presentations/ Marketing /Communication	Evaluation	Administration	TOTAL
Kent County		•	•	2	$ 24,265		$ 7,444	$ 1,538	$ 1,980			$ 54,732		$ 2,913	**$ 92,872**
Montgomery County	•			1	-	$ 100,000	-	-	-	-	-		-	-	**$ 100,000**
Prince George's County	•	•		2	-	-	$ 32,000	$ 2,151	-	$ 19,260	-	$ 37,564	-	$ 4,370	**$ 95,345**
Queen Anne's County		•	•	2	-	-	$ 55,880	$ 76,107	-	$ 4,986	-		-	$ 4,968	**$ 141,941**
Somerset County			•	1	-	-	-	-	-	-	-	$ 5,000	-	-	**$ 5,000**
St. Mary's County	•	•	•	3	$ 100,212	-	$ 1,250	$ 30,460	$ 104,170	-	-		$ 12,233	$ 9,146	**$ 257,471**
Talbot County			•	1	-	-	$ 1,722	$ 36,794	$ 18,000	-	-		-	$ 2,000	**$ 58,516**
Washington County	•	•	•	3	-	$ 69,397	$ 20,263	$ 32,967	-	-	-		-	$ 4,746	**$ 127,373**
Wicomico County		•	•	2	$ 15,875	-	$ 2,206	-	$ 29,977	$ 3,647	-	$ 10,760	$ 2,370	$ 2,646	**$ 67,481**
Worcester County		•	•	2	-	-	-	-	-	$ 4,198	-	$ 7,355	-	-	**$ 11,553**
All School Systems	10	18	22	50	$263,805	$ 245,943	$ 488,512	$1,449,813	$ 388,468	$ 44,556	$15,500	$ 150,378	$ 57,576	$ 92,521	$ 3,197,072
% of Total Funds					4%	4%	8%	24%	6%	1%	0.3%	2%	1%	2%	53%

Note: Percent of total funds is the percentage of all funds, including funds allocated to: systemic initiatives, non-branded student programs, branded student programs, and teacher and family programs.

Source: Authors' analysis of information gathered from grant applications.

TABLE A-4

Amount of Grant Funds Allocated to Non-Branded Student Programs by School System, Fiscal Years 2007–2009

School System	Fiscal Year 07	08	09	# of Grants	Non-Branded Student Programs: STEM Programs	STEM Clubs	STEM Summer Programs	STEM Courses	Job Shadowing and Mentorships/ Internships	TOTAL
Allegany County	•	•	•	3	$ 13,621	-	$ 58,194	-	$ 53,080	**$ 124,895**
Anne Arundel County	•	•	•	3	$ 6,700	-	$ 33,518	$ 8,519	$ 16,398	**$ 65,135**
Baltimore City		•	•	2	-	-	-	-	-	**$ 0**
Baltimore County	•	•	•	3	-	-	-	$ 65,730	$ 120	**$ 65,850**
Calvert County			•	1	-	-	$ 3,024	-	-	**$ 3,024**
Caroline County		•	•	2	$ 5,290	-	-	$ 36,230	-	**$ 41,520**
Carroll County	•	•	•	3	$ 7,577	-	-	$ 98,186	-	**$ 105,763**
Cecil County	•	•	•	3	$ 7,108	-	$ 16,978	$ 44,000	$ 3,000	**$ 71,086**
Charles County		•	•	2	$ 64,701	$ 4,515	-	-	-	**$ 69,216**
Dorchester County		•	•	2	$ 8,087	-	-	$ 17,708	$ 8,136	**$ 33,931**
Frederick County			•	1	$ 79,355	-	$ 18,684	-	-	**$ 98,039**
Garrett County		•	•	2	$ 35,750	-	-	-	-	**$ 35,750**
Harford County	•		•	2	$ 13,396	-	-	$ 80,896	-	**$ 94,292**
Howard County		•	•	2	$ 170,011	-	-	-	-	**$ 170,011**

(CONTINUED)

TABLE A-4

Amount of Grant Funds Allocated to Non-Branded Student Programs by School System, Fiscal Years 2007–2009

School System	Fiscal Year 07	08	09	# of Grants	Non-Branded Student Programs: STEM Programs	STEM Clubs	STEM Summer Programs	STEM Courses	Job Shadowing and Mentorships/ Internships	TOTAL
Kent County		•	•	2	$ 4,658	-	-	$ 5,836	-	**$ 10,494**
Montgomery County	•			1	-	-	-	-	-	**$ 0**
Prince George's County	•	•		2	$ 33,500	-	-	$ 34,850	-	**$ 68,350**
Queen Anne's County		•	•	2	-	-	$ 39,218	-	-	**$ 39,218**
Somerset County			•	1	-	-	-	-	-	**$ 0**
St. Mary's County	•	•	•	3	$ 31,000	-	-	$ 153,394	-	**$ 184,394**
Talbot County			•	1	-	-	-	$ 38,900	-	**$ 38,900**
Washington County	•	•	•	3	-	-	-	-	$ 238	**$ 238**
Wicomico County		•	•	2	$ 23,652	-	$ 7,000	-	-	**$ 30,652**
Worcester County		•	•	2	$ 4,326	-	-	-	-	**$ 4,326**
All School Systems	10	18	22	50	$ 508,732	$ 4,515	$ 176,616	$ 584,249	$ 80,972	**$ 1,355,084**
% of Total Funds					8%	0.1%	3%	10%	1%	**23%**

Note: Percent of total funds is the percentage of all funds, including funds allocated to: systemic initiatives, non-branded student programs, branded student programs, and teacher and family programs.

Source: Authors' analysis of information gathered from grant applications.

TABLE A-5

Amount of Grant Funds Allocated to Branded Student Programs by School System, Fiscal Years 2007–2009

School System	Fiscal Year 07	08	09	# of Grants	Branded Student Programs: Project Lead the Way	FIRST Robotics (HS)	Junior FIRST LEGO League (MS)	FIRST LEGO League (ES)	LEGO Tech Challenge	Destination Imagination	SeaPerch Underwater Robotics Club	VEX Robotics	Canon Envirothon	StarBase Atlantis	Team America Rocketry Challenge	TOTAL
Allegany County	•	•	•	3	-	-	-	-	-	-	-	-	-			**$ 0**
Anne Arundel County	•	•	•	3	$ 31,290	$ 12,000	-	-	-	$ 2,500	$ 4,313	-	-	-	-	**$ 50,103**
Baltimore City		•	•	2	-	$ 63,753	-	-	-	-	-	$ 122,148	-	-	-	**$ 185,901**
Baltimore County	•	•	•	3	$ 154,050	-	-	-	-	-	-	-	-	-	-	**$ 154,050**
Calvert County			•	1	-	-	$ 258	$ 1,370	$ 4,035	-	-	-	-	$ 25,000	-	**$ 30,663**
Caroline County		•	•	2	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Carroll County	•	•	•	3	-	-	-	-	-	-	-	-	$ 4,263	-	-	**$ 4,263**
Cecil County	•	•	•	3	-	$ 5,740	-	-	-	-	-	-	-	-	-	**$ 5,740**
Charles County		•	•	2	-	-	$ 4,200	$ 4,520	-	-	-	$ 10,488	-	-	$ 8,400	**$ 27,608**
Dorchester County		•	•	2	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Frederick County			•	1	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Garrett County		•	•	2	-	$ 834	$ 833	$ 833	-	-	-	-	-	-	-	**$ 2,500**
Harford County	•		•	2	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Howard County		•	•	2	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Kent County		•	•	2	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Montgomery County	•			1	-	-	-	-	-	-	-	-	-	-	-	**$ 0**

(CONTINUED)

TABLE A-5

Amount of Grant Funds Allocated to Branded Student Programs by School System, Fiscal Years 2007–2009

School System	Fiscal Year 07	08	09	# of Grants	Branded Student Programs: Project Lead the Way	FIRST Robotics (HS)	Junior FIRST LEGO League (MS)	FIRST LEGO League (ES)	LEGO Tech Challenge	Destination Imagination	SeaPerch Underwater Robotics Club	VEX Robotics	Canon Envirothon	StarBase Atlantis	Team America Rocketry Challenge	TOTAL
Prince George's County	•	•		2	$ 13,572	-	-	-	-	-	-	-	-	-	-	**$ 13,572**
Queen Anne's County		•	•	2	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Somerset County			•	1	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
St. Mary's County	•	•	•	3	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Talbot County			•	1	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Washington County	•	•	•	3	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Wicomico County		•	•	2	-	-	-	-	-	-	-	-	-	-	-	**$ 0**
Worcester County		•	•	2	$ 93,954	-	-	-	-	-	-	-	-	-	-	**$ 93,954**
All School Systems	10	18	22	50	$ 292,866	$ 82,327	$ 5,291	$ 6,723	$ 4,035	$ 2,500	$ 4,313	$ 132,636	$ 4,263	$ 25,000	$ 8,400	**$ 568,354**
% of Total Funds					5%	1%	0.1%	0.1%	0.1%	0.04%	0.1%	2.2%	0.1%	0.4%	0.1%	**9%**

Note: Percent of total funds is the percentage of all funds, including funds allocated to: systemic initiatives, non-branded student programs, branded student programs, and teacher and family programs.
Source: Authors' analysis of information gathered from grant applications.

TABLE A-6

Amount of Grant Funds Allocated to Teacher and Family Programs by School System, Fiscal Years 2007–2009

School System	Fiscal Year 07	08	09	# of Grants	Teacher and Family Programs: Teacher Professional Development	STEM Family Programs	TOTAL
Allegany County	•	•	•	3	$ 20,365	$ 11,922	**$ 32,287**
Anne Arundel County	•	•	•	3	$ 60,734	$ 3,200	**$ 63,934**
Baltimore City		•	•	2	$ 20,000	-	**$ 20,000**
Baltimore County	•	•	•	3	$ 218,838	-	**$ 218,838**
Calvert County			•	1	$ 19,060	-	**$ 19,060**
Caroline County		•	•	2	$ 14,897	-	**$ 14,897**
Carroll County	•	•	•	3	$ 38,248	$ 14,221	**$ 52,469**
Cecil County	•	•	•	3	$ 19,960	-	**$ 19,960**
Charles County		•	•	2	$ 12,703	$ 1,467	**$ 14,170**
Dorchester County		•	•	2	$ 19,913	-	**$ 19,913**
Frederick County			•	1	-	-	**$ 0**
Garrett County		•	•	2	-	-	**$ 0**
Harford County	•		•	2	$ 53,955	-	**$ 53,955**
Howard County		•	•	2	$ 65,087	-	**$ 65,087**
Kent County		•	•	2	$ 6,634	-	**$ 6,634**
Montgomery County	•			1	-	-	**$ 0**
Prince George's County	•	•		2	$ 33,472	$ 14,261	**$ 47,733**
Queen Anne's County		•	•	2	$ 68,841	-	**$ 68,841**
Somerset County			•	1	-	-	**$ 0**
St. Mary's County	•	•	•	3	$ 33,135	-	**$ 33,135**
Talbot County			•	1	$ 2,584	-	**$ 2,584**
Washington County	•	•	•	3	$ 147,389	-	**$ 147,389**
Wicomico County		•	•	2	$ 6,000	-	**$ 6,000**
Worcester County		•	•	2	$ 167	-	**$ 167**
All School Systems	10	18	22	50	$ 861,982	$ 45,071	**$ 907,053**
% of Total Funds					14%	1%	**15%**

TABLE A-7

Outcomes Identified in Grant Applications by School System, Fiscal Years 2007-2009

	Fiscal Year			Short-term Outcomes				Medium-term Outcomes				Long-term Outcomes		
School System	07	08	09	Availability of STEM Programming	Community Partner Involvement	Student Participation in Grant Programs	Teacher Participation in Professional Development	Student Awareness of STEM Programs	Student Interest in STEM Fields	Student School Attendance Rates	Teacher Knowledge/ Understanding of STEM-based Learning	Student Achievement	College Preparation and Readiness	Graduation Rates
Allegany County	•	•	•			•	•		•	•				•
Anne Arundel County	•	•	•								•	•		
Baltimore City		•	•			•			•	•	•	•		
Baltimore County	•	•	•									•		
Calvert County			•		•						•	•		
Caroline County		•	•			•		•	•		•	•		
Carroll County	•	•	•			•			•	•	•	•		
Cecil County	•	•	•			•			•			•		
Charles County		•	•			•								
Dorchester County		•	•	•		•	•		•			•		
Frederick County			•	•	•	•					•			
Garrett County		•	•			•	•		•			•		•
Harford County	•		•			•	•		•			•		
Howard County		•	•		•	•	•	•						
Kent County		•	•			•	•					•	•	
Montgomery County	•													
Prince George's County	•	•					•	•						
Queen Anne's County		•	•			•	•					•	•	
Somerset County			•											
St. Mary's County	•	•	•	•	•	•					•	•		
Talbot County			•			•			•			•		
Washington County	•	•	•	•	•	•	•			•		•		
Wicomico County		•	•			•			•					
Worcester County		•	•			•	•					•		
TOTAL # of Grantees	10	18	22	4	5	18	10	3	10	4	7	16	2	2
TOTAL % of All School Systems Across All Grant Cycles (*N*=24)				17%	21%	75%	42%	13%	42%	17%	29%	67%	8%	8%

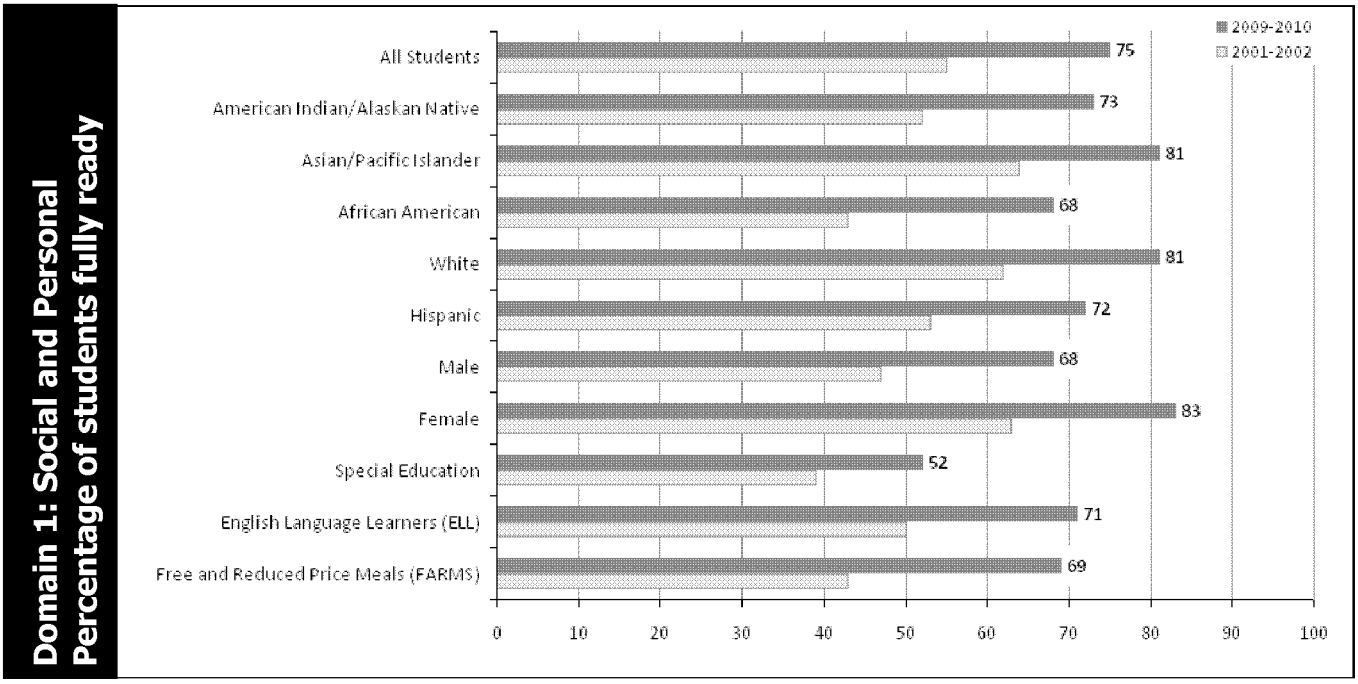
Source: Authors' analysis of information gathered from grant applications.

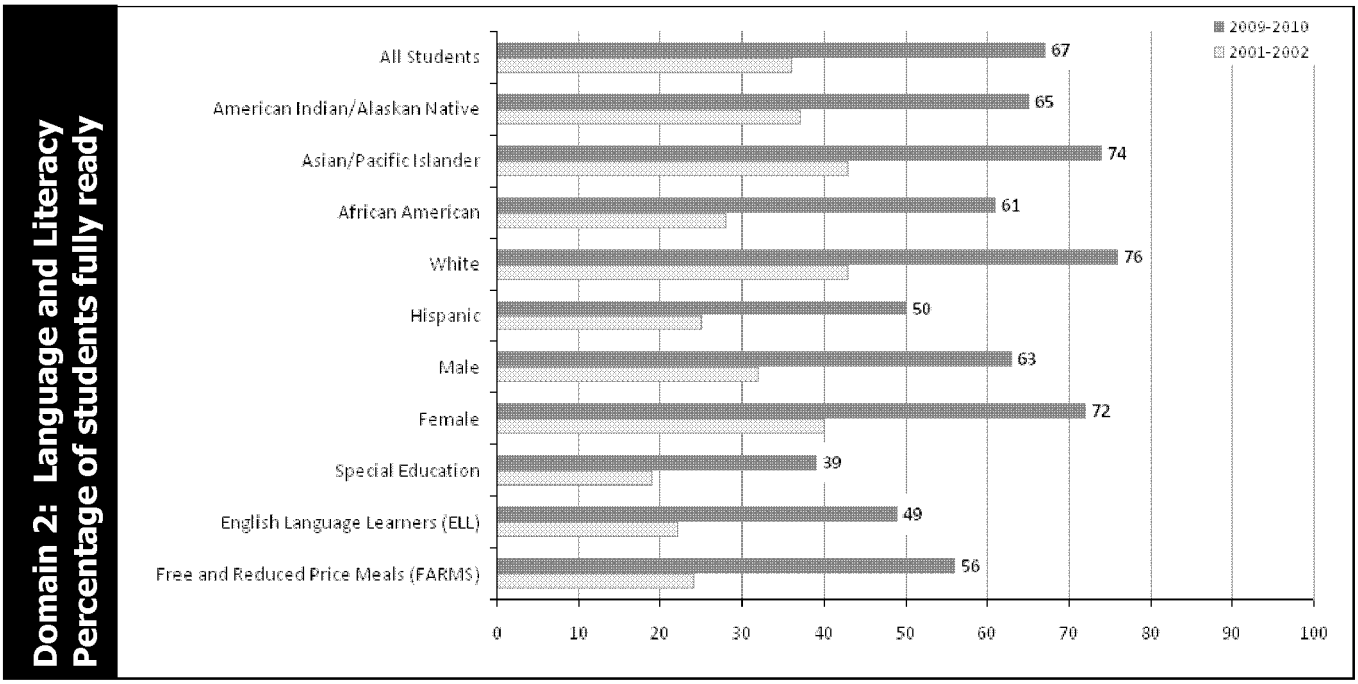
Percentage of Students Fully Ready by Domain

Maryland 2001-2009 Trend Data

Maryland 2001-2009 Trend Data

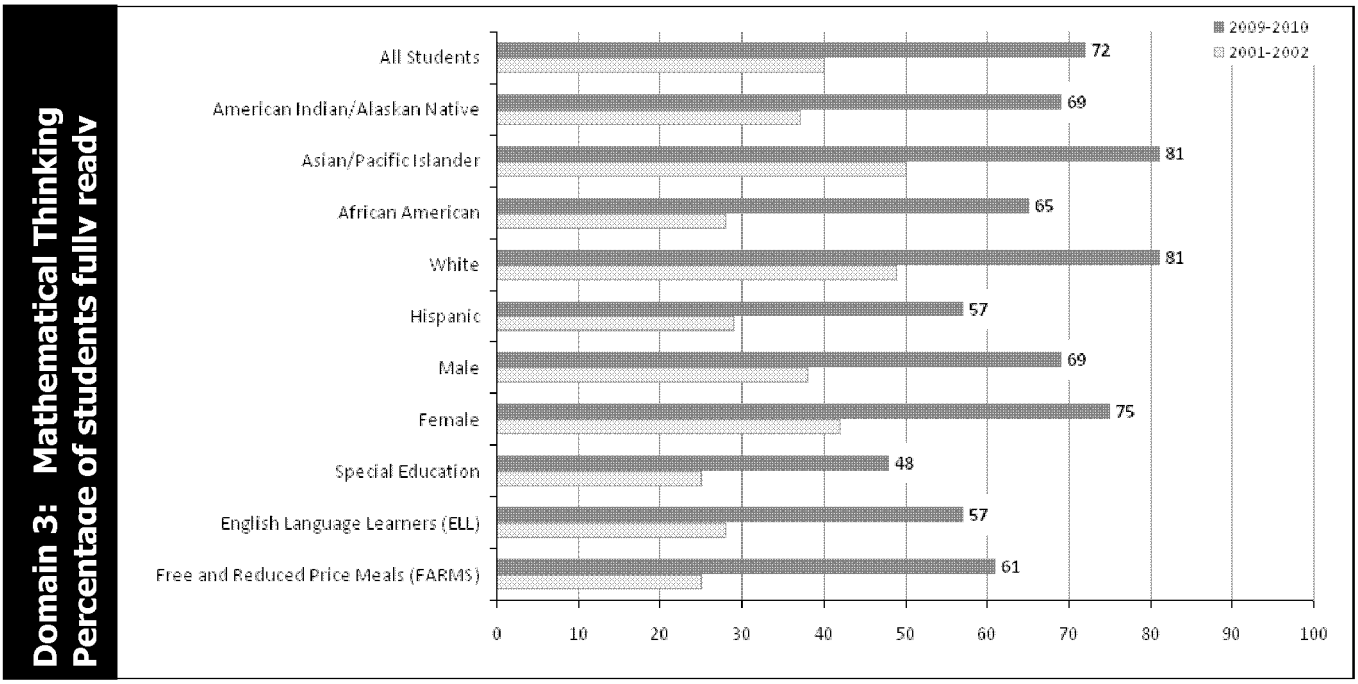
Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010

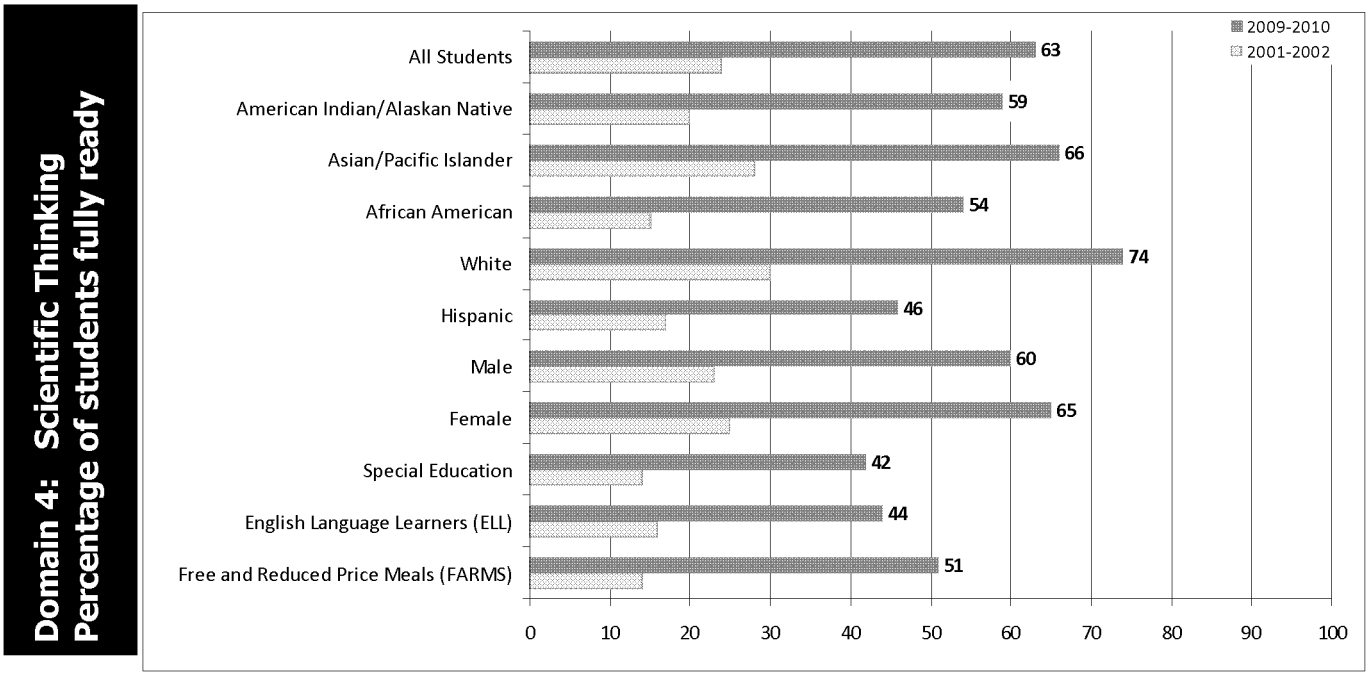




Maryland 2001-2009 Trend Data

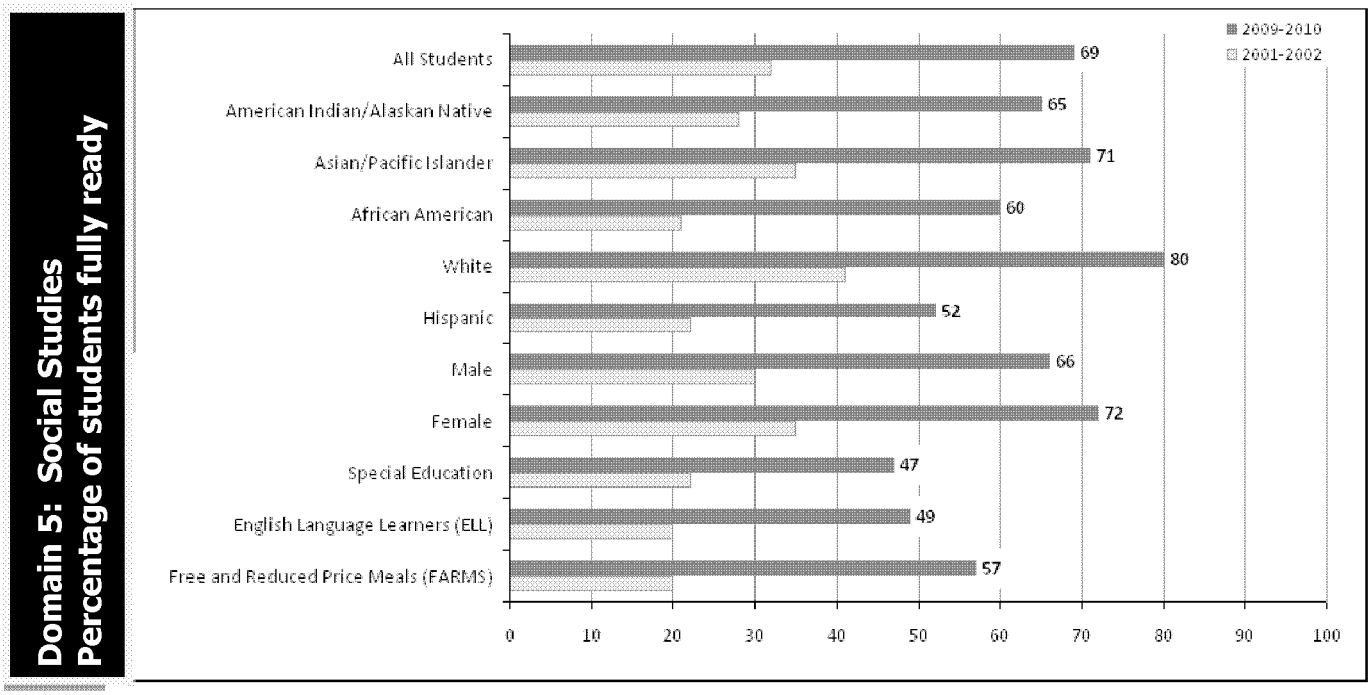
Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010

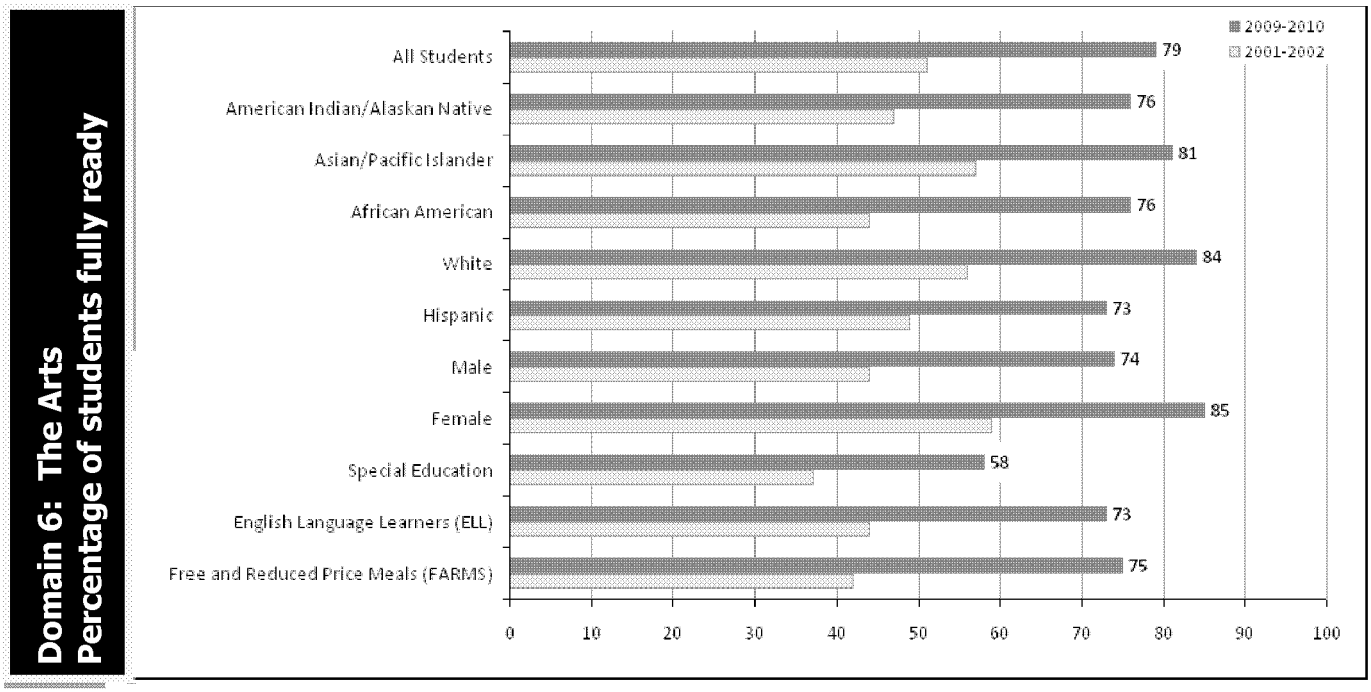




Maryland 2001-2009 Trend Data

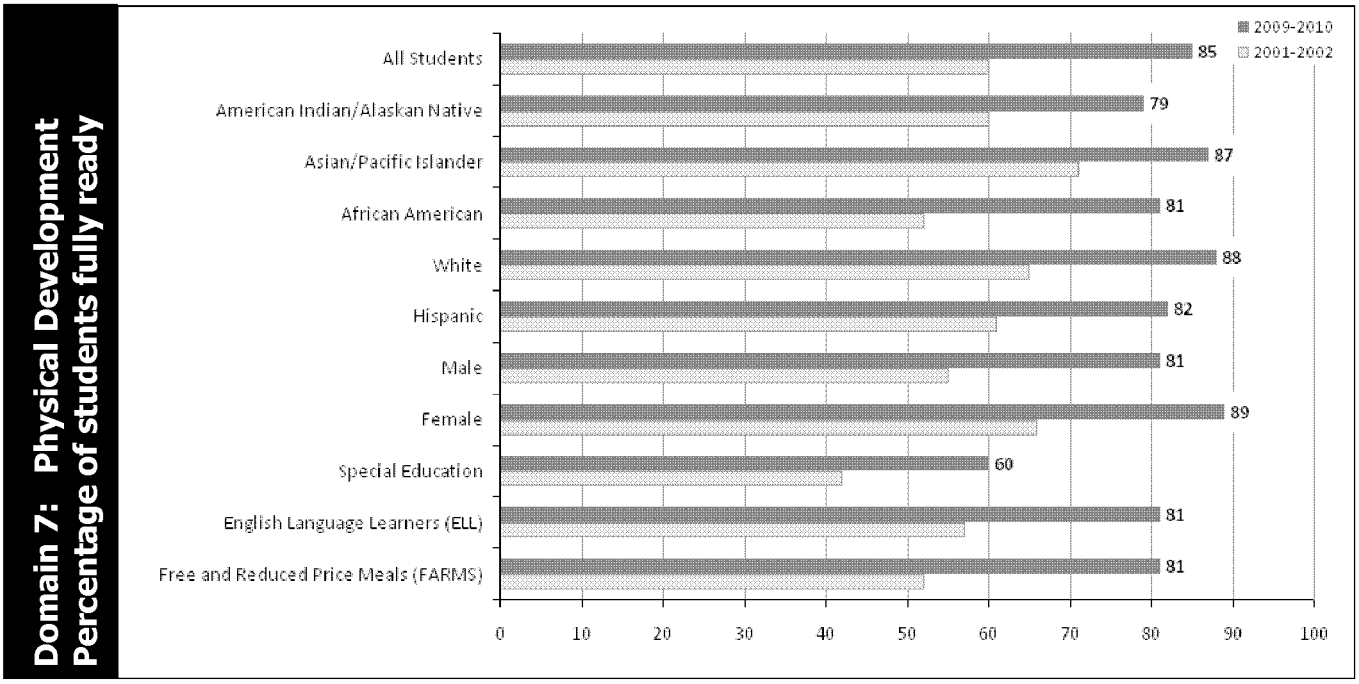
Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010



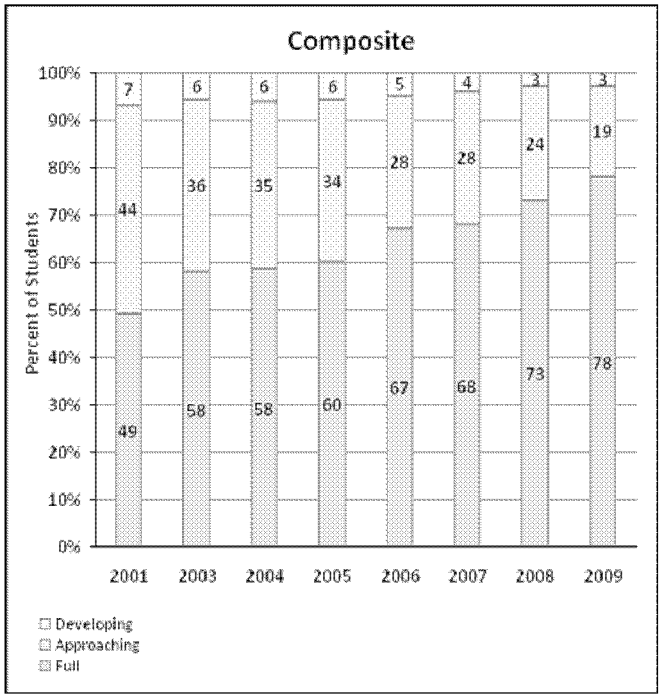


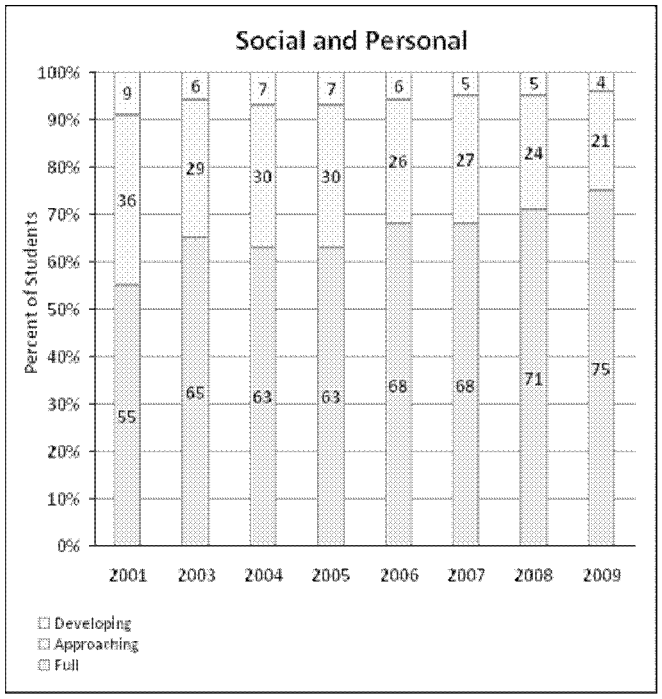
Maryland 2001-2009 Trend Data

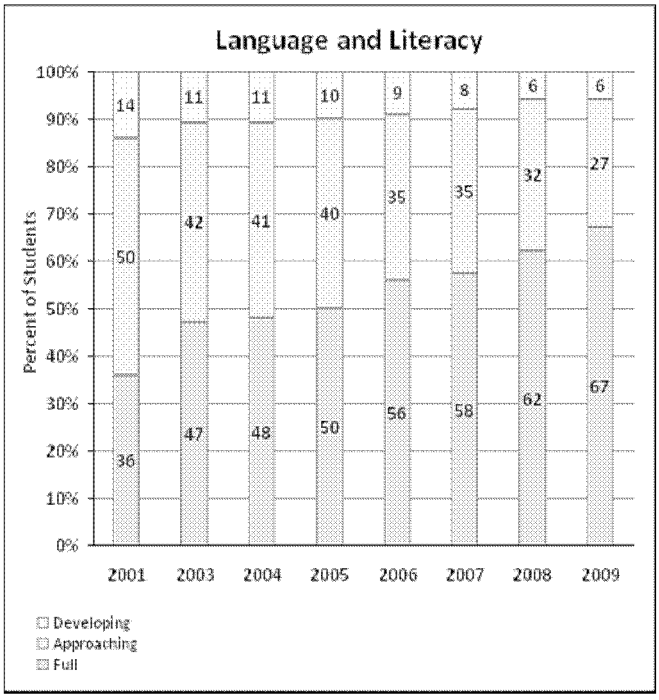
Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010

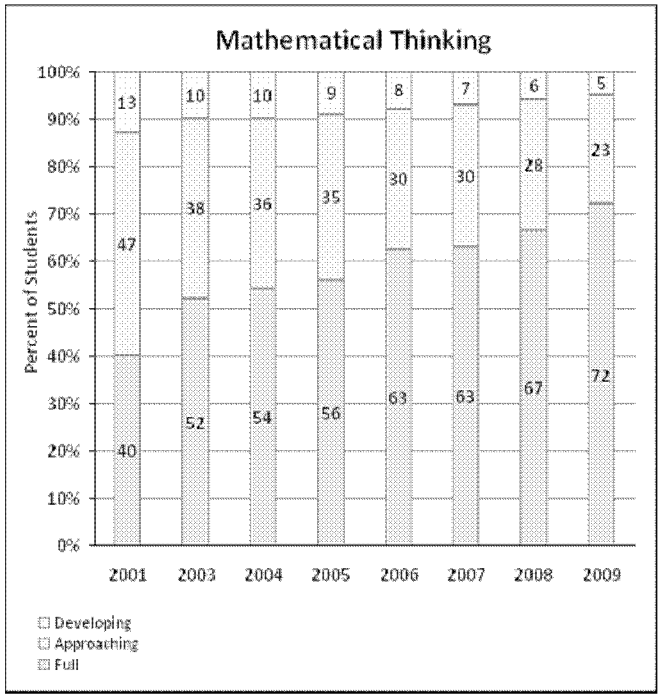


Maryland 2001-2009 Trend Data

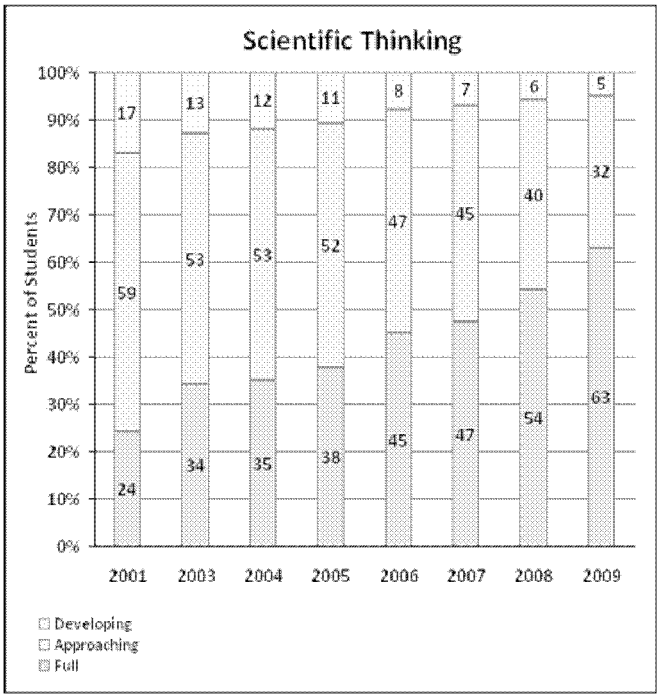


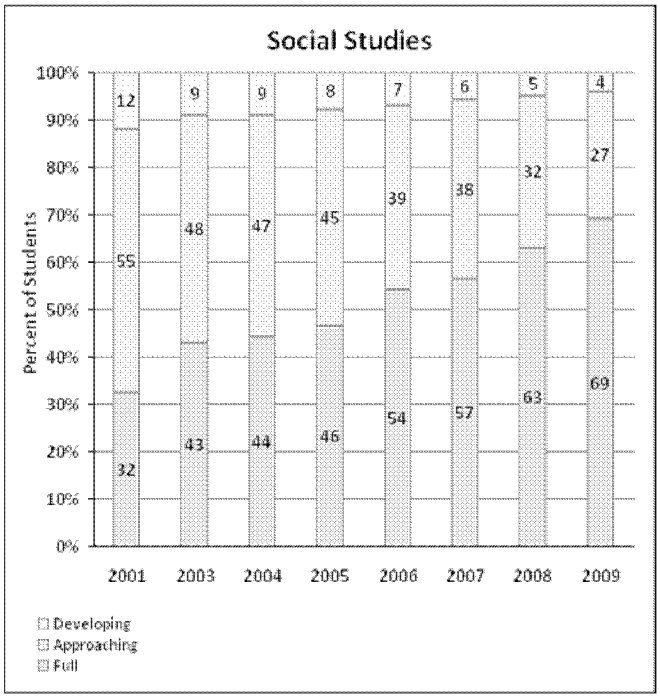


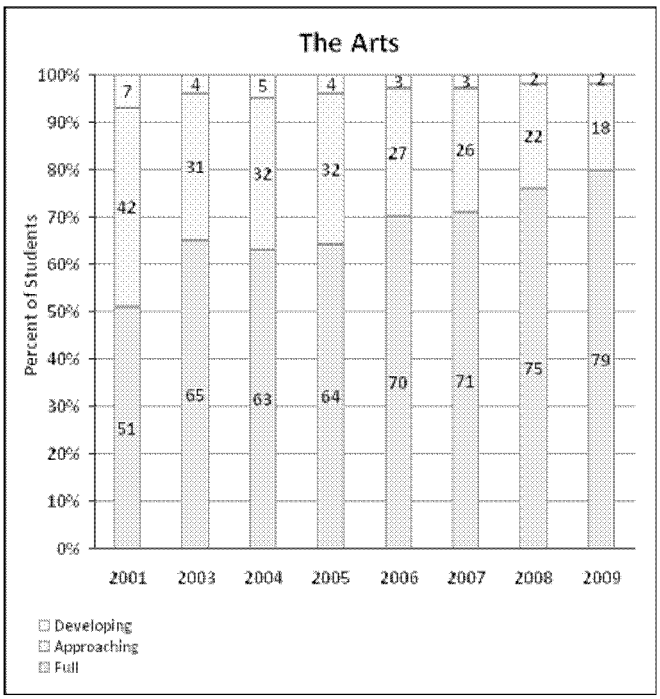


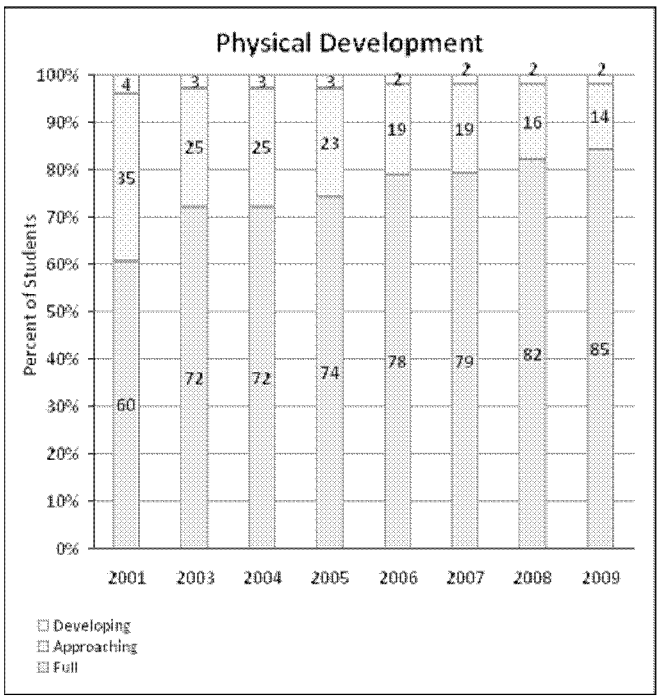


Maryland 2001-2009 Trend Data



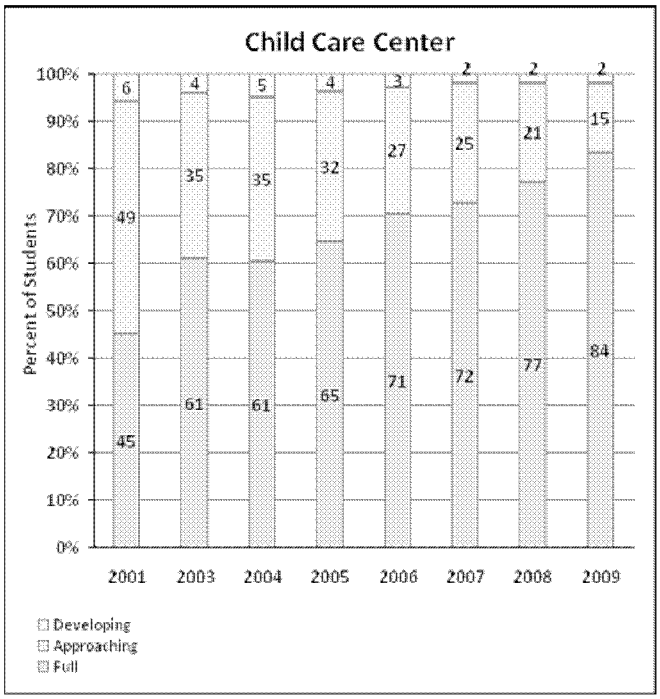


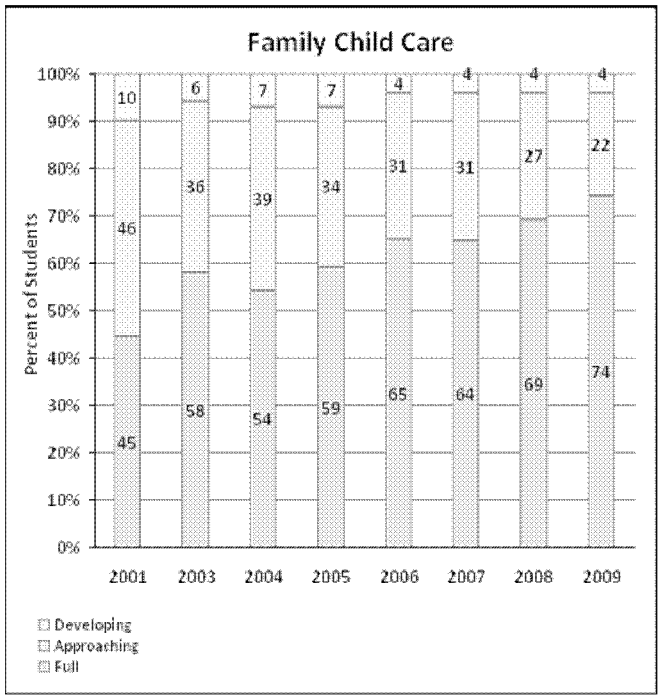


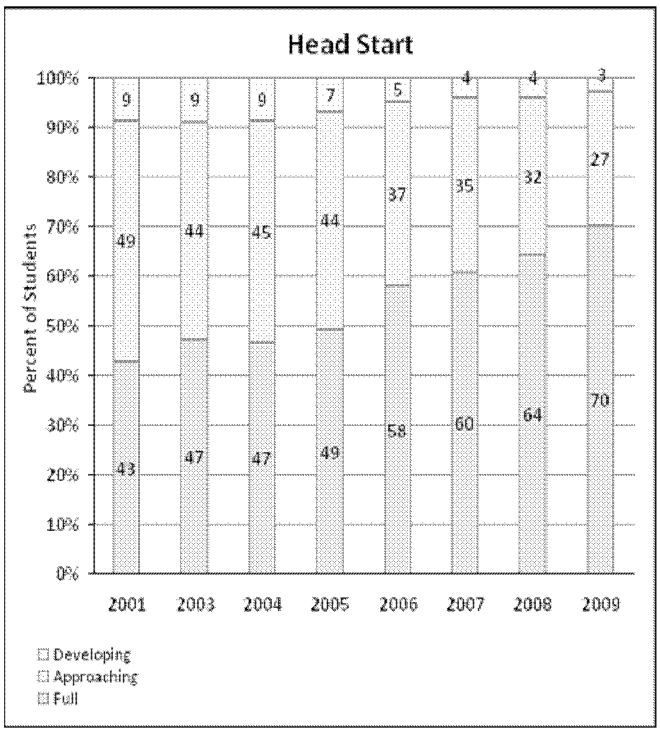


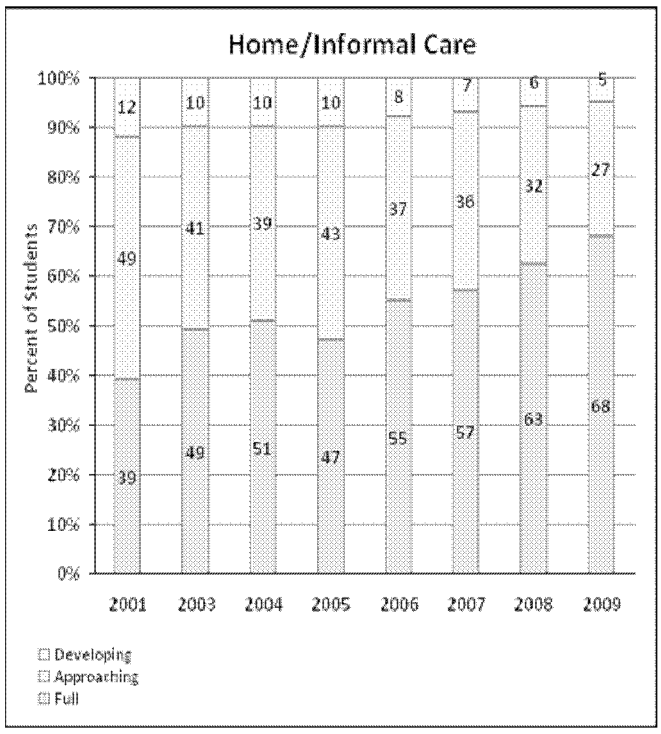
Maryland 2001-2009 Trend Data

Disaggregated by Prior Care









Maryland 2001-2009 Trend Data

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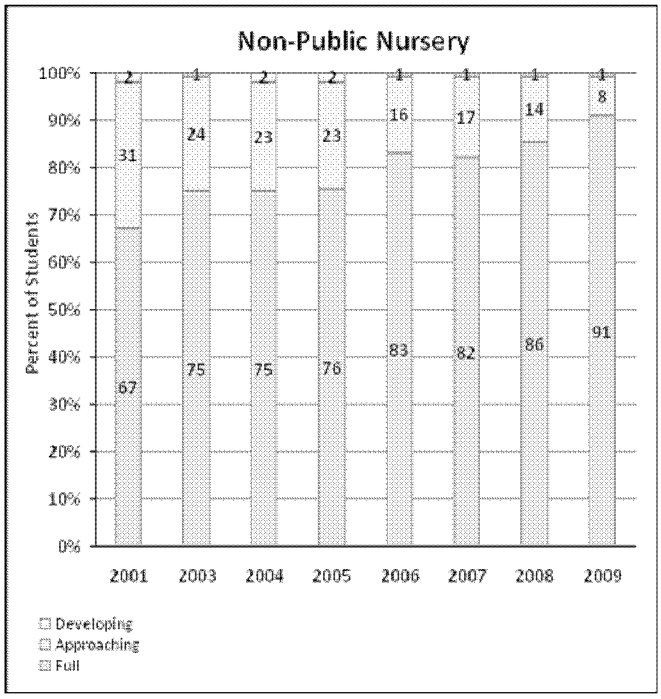

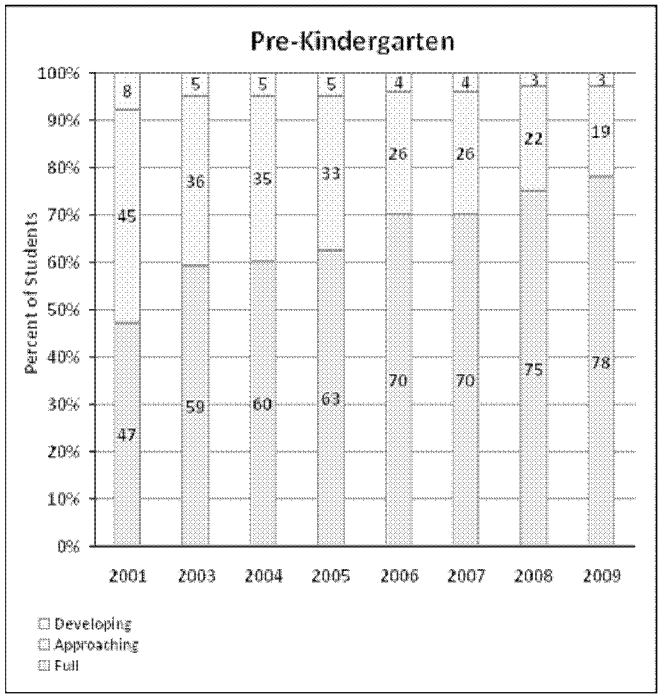

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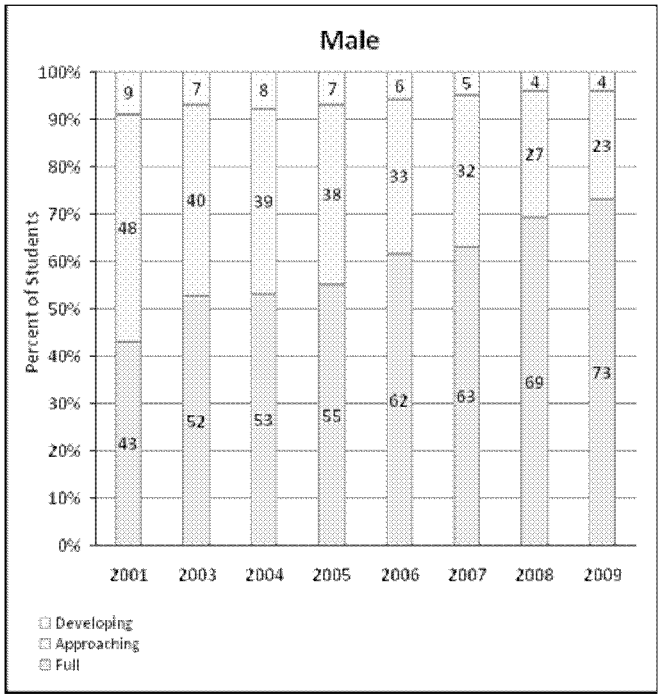

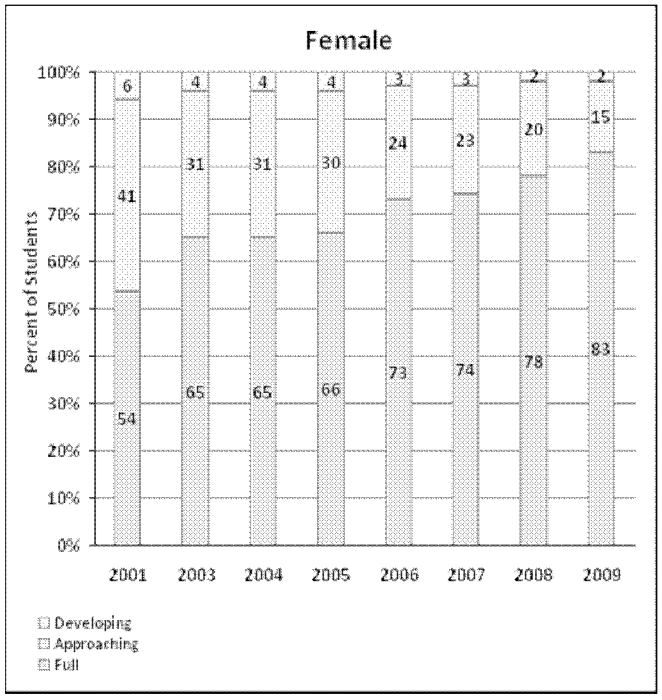

Maryland 2001-2009 Trend Data

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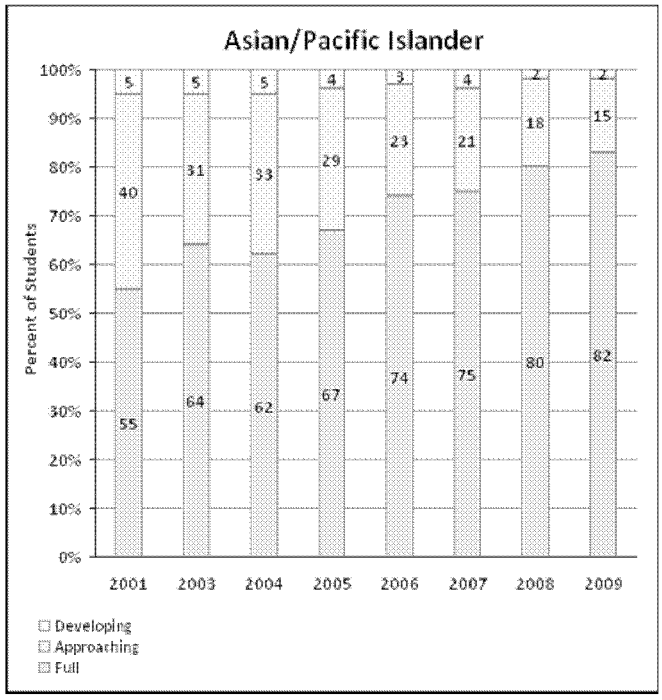

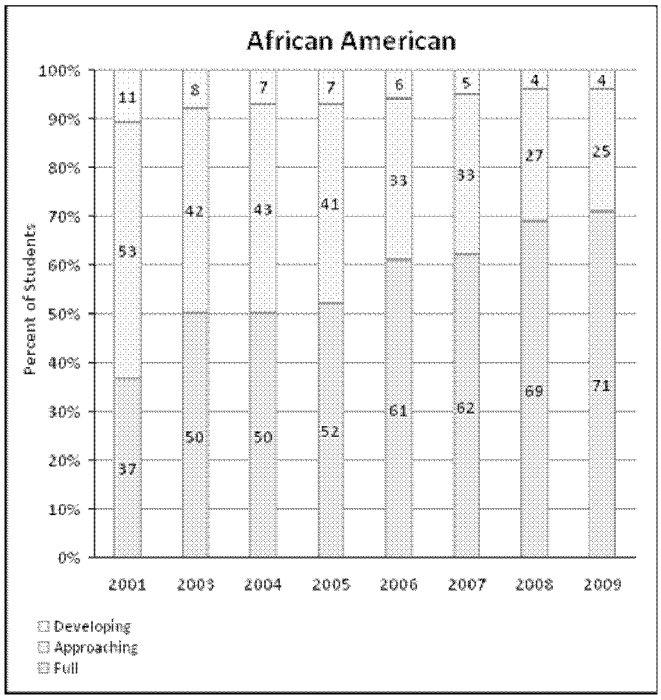

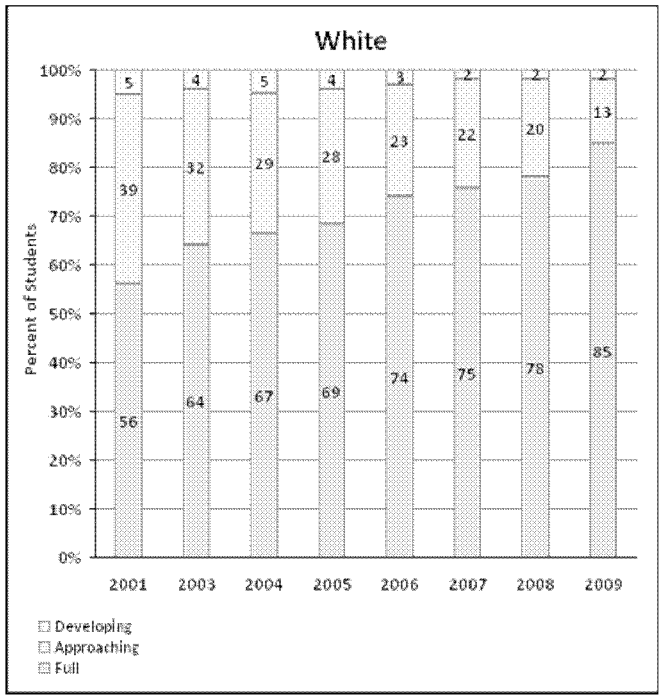

Maryland 2001-2009 Trend Data

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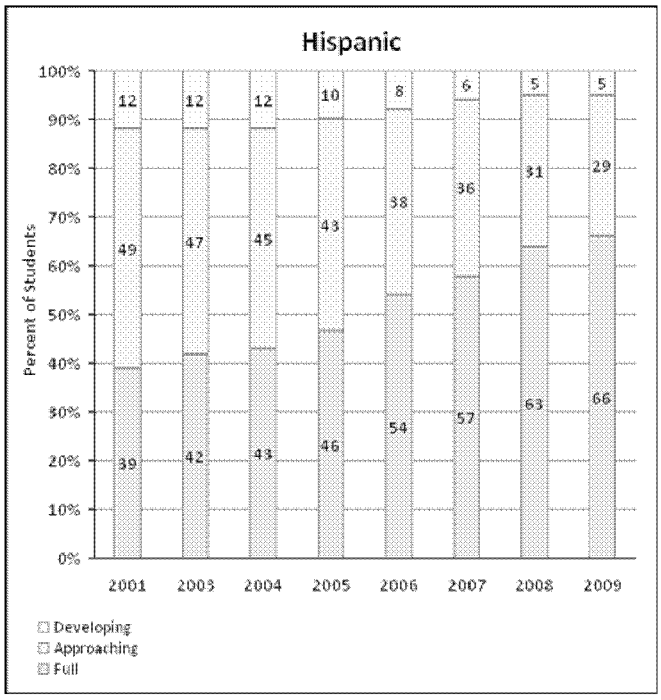

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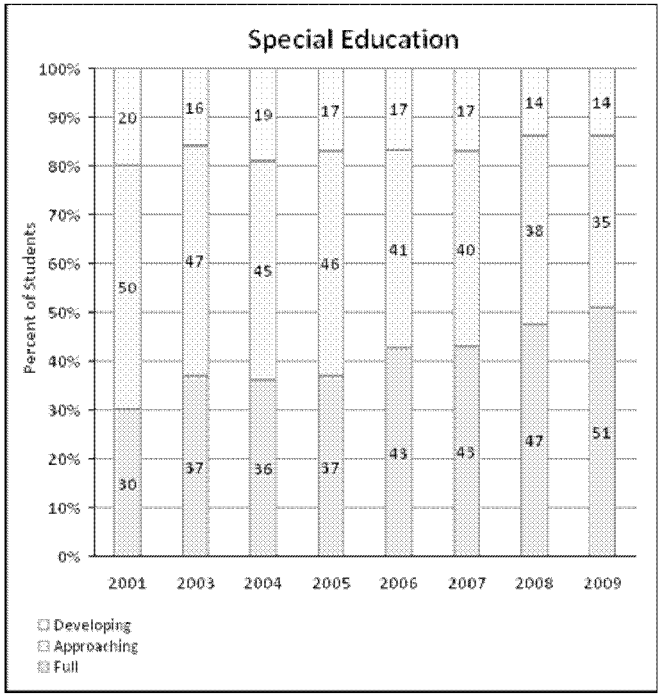

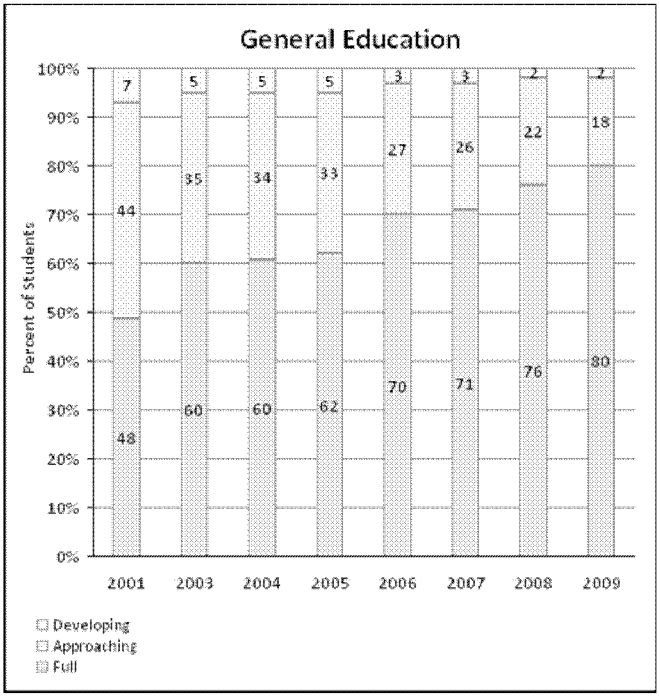

Maryland 2001-2009 Trend Data

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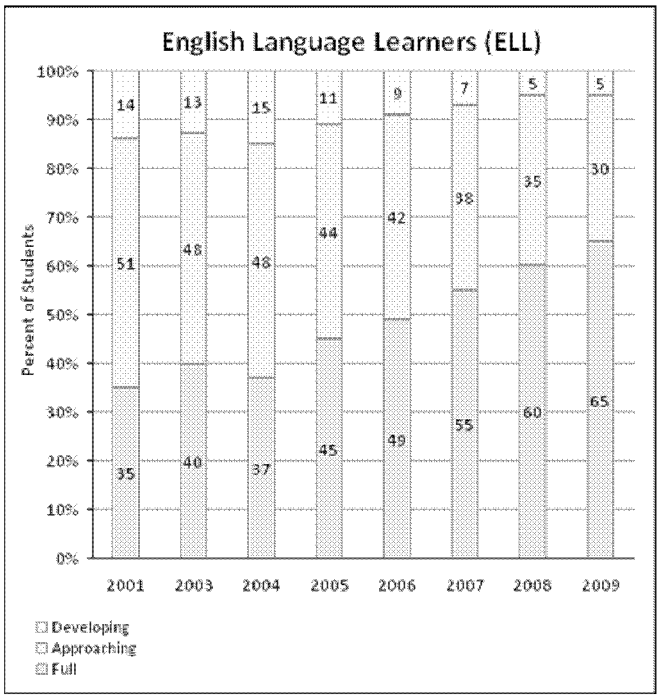

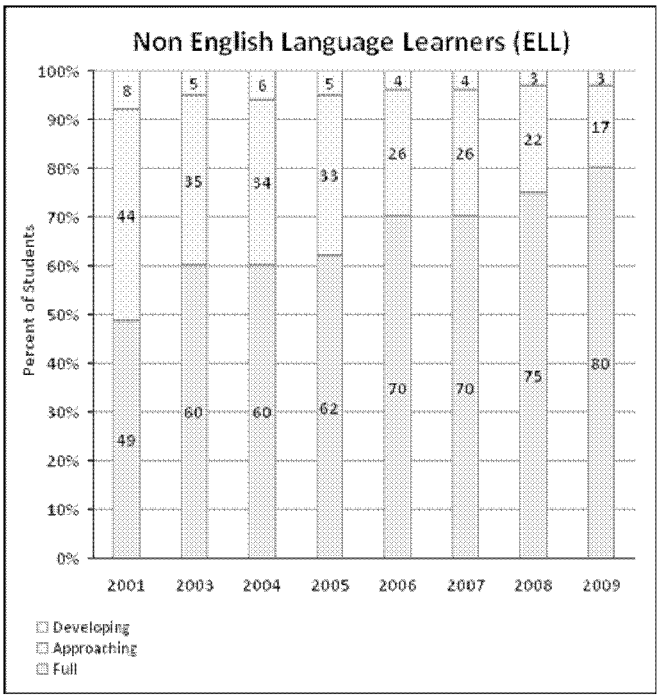

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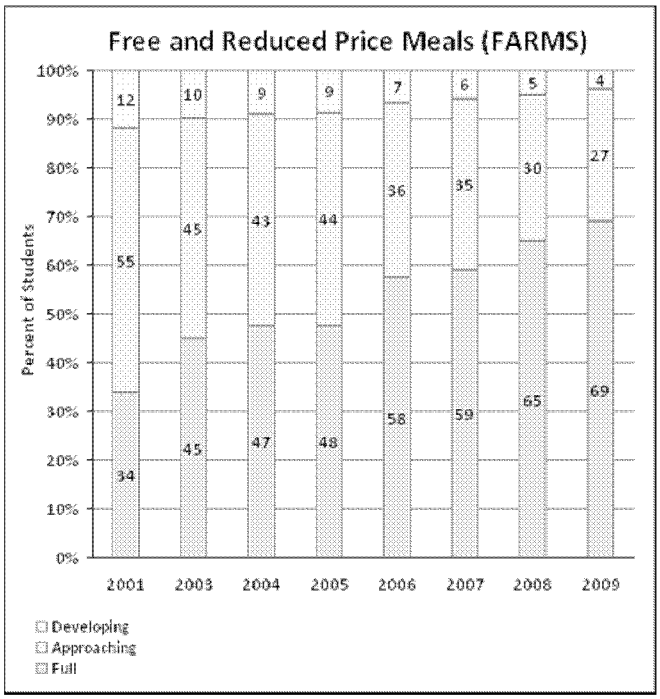

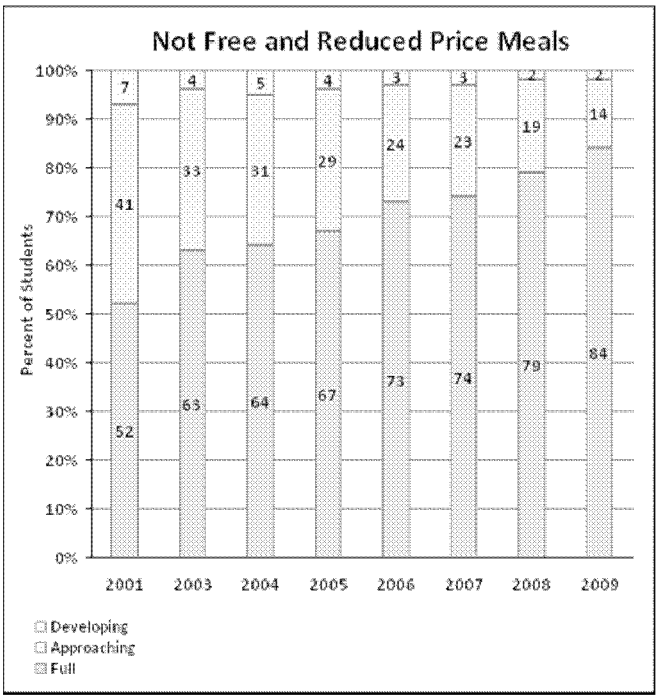

Report of the PreK-16

English Composition Task Force

Approved by the PreK-16 Leadership Council

June 6, 2007

Maryland Partnership for Teaching and Learning, PreK-16

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Table of Contents

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Introduction

To communicate clearly is an imperative for students as they prepare for their future school and work lives. As a matter of fact, the National Commission on Writing in its April 2003 report, *The Neglected "R": The Need for a Writing Revolution*, declared that "writing today is not a frill for the few, but an essential skill for the many." It then stated

> American education will never realize its potential as an engine of opportunity and economic growth until a writing revolution puts language and communication in their proper place in the classroom. Writing is how students connect the dots in their knowledge. Although many models of effective ways to teach writing exist, both the teaching and practice of writing are increasingly shortchanged throughout the school and college years. Writing, always time-consuming for student and teacher, is today hard-pressed in the American classroom. Of the three "Rs," writing is clearly the most neglected.
>
> The nation's leaders must place writing squarely in the center of the school agenda, and policymakers at the state and local levels must provide the resources required to improve writing (p. 41).

According to *The 2007 Survey on Teaching Writing* (National Writing Project, 2007), 74% of the general public thinks that writing should be taught in all subjects and at all grade levels. Two-thirds of the public believes that more resources should be devoted to helping teachers teach writing. More than 80% of the respondents believe that students should learn to write as a graduation requirement. Yet often as a matter of policy, and particularly of practice, the teaching of writing is given little attention in both teacher preparation programs and PreK-12 classrooms. Policymakers can no longer lament this academic tragedy; it is time for action.

Writing is intimately connected with thinking in all academic disciplines. Informal activities such as note taking and journal writing are frequently used to help students develop ideas, gather materials, draw conclusions, and discover new knowledge. Writing is also a primary means of assessing what students know. Assignments such as writing summaries, analyses, interpretations, syntheses, and critiques demand that students understand complex material and apply that knowledge to new situations. All of those skills are valued both in academic settings and in the workplace. Yet in far too many classrooms, students are writing less each year.

To deal with this bourgeoning crisis, policymakers at all levels within Maryland must recognize its urgency. And then they must align funding with stated priorities. Leaders in institutions of higher education need to recognize collectively the importance of common expectations and resolve to establish and communicate those expectations to PreK-12. PreK-12 leaders need to ensure that the Voluntary State Curriculum is aligned with these expectations if students exiting high schools are to be prepared for the rigor of the first college-level writing course. Maryland needs teachers who are able to write and to teach writing when they complete teacher preparation programs. And most of all, students need to enjoy writing, to take pride in their work, and to understand that good writing provides them an indispensable tool for succeeding in the communities in which they live and in the global society where they will work.

Executive Summary

In the spring of 2006, the PreK-16 Leadership Council created the PreK-16 English Composition Task Force. It was charged with the following:

- Studying and recommending revisions or clarifications as necessary for the "Statement of Expectations" document for introductory English composition at the college level
- Studying and recommending revisions or clarifications as necessary for the current "C" paper for introductory English composition
- Studying the current status of English composition in PreK-12 and recommending as necessary additional steps for PreK-12 to prepare students for introductory English composition at the college level
- Preparing a comprehensive report and specific action plan for implementing the recommendations of the Task Force

The Task Force met as a whole four times during the 2006-2007 school year. It also organized around cluster areas -- Standards, Teacher Preparation, and Policy and Practice -- in order to maximize members' time. Those clusters met as needed in addition to the entire Task Force meetings. From the cluster reports, the Task Force created an integrated document with an interdependent set of essential recommendations and strategies.

The recommendations and strategies found in this report fall into seven broad categories.

1. Standards
2. Teacher Preparation
3. Writing Instruction: English Language Arts Teachers
4. Writing Instruction: Non-English Language Arts Teachers
5. Student Portfolios
6. Teacher Workload
7. Professional Development

These recommendations and supporting strategies are a comprehensive response to the Leadership Council's charge to the Task Force. The recommendations and strategies are not a menu of options, but an articulation of a comprehensive approach to the current state of writing instruction. Success depends on the implementation of the entire plan. Therefore, it would be inappropriate to "cherry pick" the recommendations that an individual or group likes while ignoring the others. For instance, the implementation of student portfolios cannot be accomplished without addressing teacher-student workload. Additionally, the recommendations and strategies found in this report must not be reduced to an unfunded mandate. There undoubtedly will be costs associated with this report (see Appendix B). But the already existing cost in terms of unrealized human potential and the subsequent effect on economic development must not be minimized.

Leadership is the essential and cohesive element for implementing the recommendations set forth by this Task Force. At all levels, leaders must understand the issues and the underlying research. These issues are imminently solvable if leaders have the will to do so.

Recommendations and Strategies

Standards

Far too many Maryland high school graduates who attend colleges and universities are required to take developmental courses before they are prepared to enter the first college-level writing course. This situation is a complex problem requiring a multi-pronged approach to improve preparation of students for the rigor of college writing. PreK-12 has a responsibility to prepare better writers, and higher education has a responsibility to prepare teacher candidates who can teach writing. A foundation for this effort is to establish agreed-upon high school exit writing expectations consistent with the entrance writing expectations for the first college-level writing course so that high school teachers can have a clear understanding of what they must do, regardless of where their students matriculate.

The Maryland State Department of Education, in collaboration with higher education colleagues, has been engaged in a year-long review of its English language arts standards as part of its participation in the American Diploma Project (ADP). The intent of this review is to align Maryland's standards with world-class standards in the discipline. Meanwhile, colleges and universities continue to deliver developmental writing courses intended to prepare students for college-level writing courses. It is critical that the ADP standards and high school exit criteria align with the exit standards for developmental courses if high school graduates are to avoid the need for writing remediation in the future.

The *Standards for a "C" Grade in English Composition* as exit writing standards for the first college-level composition course have been in place since 1998. Although there is widespread understanding and use of these standards in the community colleges, these standards are not universally used at the four-year institutions. It is time to review and, if necessary, revise these exit standards so that entrance standards can be developed and thus used as the consistent target for PreK-12.

These and other initiatives are setting the stage for a rich discussion of standards for writing in Maryland. Those discussions and the resolve to implement resulting recommendations will be the first step in preparing high school graduates for the demands of college-level writing.

Recommendation # 1: The PreK-16 Partnership should develop high school exit writing expectations consistent with entrance expectations for the first college-level writing course.

Strategies

1. Create a broad-based, statewide English Language Arts Alignment Committee as a committee of the PreK-16 Workgroup to
    a. review the exit standards for the highest level college/university developmental writing courses;
    b. review the alignment of the PreK-12 English language arts standards developed for the American Diploma Project;
    c. establish a set of criteria for exemplary writing samples and anchor papers for use by English teachers PreK-16;
    d. develop entrance expectations for the first college-level writing course; and

   e. consider the current use in higher education of the *Standards for a "C" Grade in English Composition* and the implications for their potential application in developing PreK-12 exit writing standards.
2. Engage PreK-16 stakeholder communities in dialogue with the intent of securing commitment to the high school exit writing expectations and entrance standards for college writing.
3. Provide high school students feedback related to their readiness for college writing, e.g., college open houses, informal college student visits to high schools, writing review sessions, writing workshops, and summer sessions.
4. Design and implement online "tutorial support…to high school students who aspire to succeed in college," (similar to that used in the *Minnesota Project)* that involves college student peer tutors, as well as college and high school faculty.

Teacher Preparation

The compelling power of personal modeling, which was called "ethical proof" in the *Rhetoric* of Aristotle, undergirds the primary element in this recommendation: all teachers must demonstrate the ability to write. The credibility of teachers to teach writing effectively is predicated upon teacher preparation programs that include rigorous instruction in writing.

The lack of attention to preparation in writing is the key argument of *The Neglected "R"* (The Report of the National Commission on Writing, College Board, 2003). One of the recommendations in this report is to "require successful completion of a course in writing theory and practice as a condition of teacher licensing." The subsequent study and report of the National Commission on Writing (*Writing and School* Reform, 2006) validated the importance of tending to this neglected skill as the business sector and the general public have repeatedly acknowledged the value of competence in writing. Teachers must be able to model effective writing, and they must be able to provide appropriate instruction in writing. Simply stated, no teacher should complete a teacher preparation program without the ability to write and to teach writing.

Controversy continues among English teachers at all levels regarding the proper mix of literature and writing courses in English education programs. Each is important, and they both contribute greatly to students' control of language. But formal instruction in writing is a necessity that cannot be accomplished only by writing about literature. Rather, English education programs in institutions of higher education must strive for a balance between literature and composition/rhetoric courses if the writing skills of teacher candidates and students are to improve. English teachers must have a clear understanding of the writing process as well as the history and culture of language. Teacher candidates of subjects other than English must write extensively and graduate with the training necessary to hold students accountable for standard written and spoken English.

Recommendation # 2: All prospective teachers in teacher preparation programs must demonstrate the ability to write; possess knowledge of the writing process, grammar, usage, and mechanics; and understand how to teach writing as appropriate to their disciplines.

Strategies for All Prospective Teachers

1. Ensure that all prospective teachers in teacher education programs write extensively, respond to student and peer writing, and demonstrate the ability to use a variety of writing strategies.
2. Ensure that all elementary and secondary teacher preparation programs require candidates to complete writing assignments that focus on all phases of the writing process, including reflection, revision, and editing.
3. Incorporate into teacher preparation programs new and emerging technologies, and instruct prospective teachers in the use of emerging technologies in the teaching of writing.
4. Encourage the national teacher accrediting agencies to audit all standards to ensure that the ability to write and the ability to teach writing are included.

Additional Strategies for Prospective English Teachers

1. Ensure that institutions of higher education (IHE) English education programs have a balance between literature and composition/rhetoric and include the history and culture of language.
2. Ensure that students in IHE English education programs can produce different forms of written discourse for a variety of audiences and purposes and can assess the effectiveness of their products in influencing thought and action.
3. Provide explicit instruction in the teaching of the writing process.
4. Teach prospective English teachers how to model various types of writing, conference with student writers, evaluate writing, train and use student peer evaluators, and create an environment of risk-taking in the classroom.
5. Examine certification requirements to ensure that "resident teachers" are able to demonstrate a balanced program of literature and composition/rhetoric.

Additional Strategies for Prospective Non-English Teachers

1. Ensure that non-English teacher candidates are able to hold students accountable for standard written and spoken American English.
2. Revisit the required elementary reading instruction courses at all colleges and in all in-service venues to ensure that both learning to write and writing to learn are emphasized for elementary teacher candidates.
3. Revisit the required secondary content reading courses at all colleges and in all in-service venues to ensure that a balance is placed on both reading and writing strategies in middle and high school classroom instruction.

Writing Instruction: English Language Arts Teachers

Writing is one of the primary areas of study in the English Language Arts curriculum. Teaching students to write requires specialized knowledge and methodologies, just as with any other content area. Teachers of English need to be competent in theoretical, pedagogical, and content knowledge of the language arts. In short, English language arts teachers need to be exemplary users of English language knowing both the what and the how of writing so they can promote students' command of standard written English.

Because writing is a dynamic activity, teachers need to be able to design assignments that provide guided instruction throughout the processes of writing. Part of effective teaching is helping students to develop effective processes for approaching writing tasks. Teaching writing, then, is more than just assigning writing tasks. Teachers need to scaffold activities, providing appropriate support and feedback so students continue to develop techniques and strategies to engage in increasingly complex tasks, producing richer and more complex texts as they move through the curriculum.

Recommendation # 3: English language arts faculty at all levels PreK-16 should structure writing assignments that require students to write effectively for a variety of purposes and audiences and use and exhibit a variety of forms and structures.

Strategies

1. Ensure that regular writing assignments require the use of the entire writing process from initial generation of ideas through the drafting and revision processes to completing the final draft in order to achieve rhetorical proficiency.
2. Ensure that there are multiple opportunities for expository and persuasive writing assignments.
3. Create an expectation for longer and varied writing assignments, in addition to brief and extended constructed responses as required in the Maryland assessment program.
4. Ensure that writing assignments require students to explore themes and social issues, as well as to analyze texts.
5. Construct writing assignments so that students must use a variety of primary and secondary sources.
6. Make available a greater variety of English elective courses focusing on specific writing styles, genres, and student needs.
7. Use strategies from current research to address factors related to culture, gender, and development of writing skills.
8. Implement the strategies related to the teaching of language in *A Practical Guide to Accelerating Student Achievement Across Cultures* developed by the Education That Is Multicultural and Achievement Network.
9. Incorporate and model best practices in the use of technology as defined by the Maryland State Technology Standards, including standards for use of the World Wide Web and the teaching and evaluation of writing, with particular regard to research, plagiarism, etiquette, fair use, and intellectual property.

Writing Instruction: Non-English Language Arts Teachers

Writing is integral to all academic disciplines and thinking. It is not the exclusive domain of English language arts teachers. People write to explore, to inform, to persuade, to discover, to assuage, to remember. Sometimes they write to their families and themselves, or maybe they write to a civic group, a community leader, or a government representative; they may write to co-workers, clients, or special interest groups. In all of these contexts and more, writers must make choices about language, structure, evidence, and other features depending on the particular situation.

Writing is an essential element in education, closely connected with critical thinking and an important means for learning. Academic disciplines, in fact, are defined in part by the specific research methods that they use. Since habits of mind are developed, practiced, and mastered through writing, learning how to write is essential in all disciplines. To be a biologist, historian or lawyer means to write as a biologist, historian, or lawyer. Writing is not separated from the disciplines but rather deeply embedded. Students must learn how to think as a historian or biologist, and writing is an essential element in learning how to think.

For these reasons, as well as those stated earlier in this report, teachers across the disciplines must be involved in the teaching of writing in their disciplines. No one discipline or teacher can be responsible for providing the rich and varied experiences that students require to develop into the mature, flexible writers they need to be to succeed in college and beyond. Teaching writing—not merely assigning it—requires that teachers know their content area, e.g., history, biology, mathematics, literature, as well as appropriate pedagogical strategies to promote learning and to develop students' writing abilities.

Recommendation # 4: Non-English language arts faculty at all levels PreK-16 should assign regular writing experiences, maintain common expectations for standard written American English, and insist on proper grammar, usage, and spelling.

Strategies

1. Use as developmentally and subject appropriate the composition expectations and standards created by the statewide PreK-16 English Language Arts Alignment Committee.
2. Emphasize written literacy in all core subjects in PreK-12 and in college-level general education courses and courses in the major by having teachers stress the importance of all phases of the writing process.
3. Create an interdisciplinary team at each high school and at each institution of higher education to encourage writing in the disciplines and across the curriculum.
4. Increase the use of technology at all levels in the teaching of writing.
5. Identify writing intensive courses in all college catalogues.

Student Portfolios

Student writing portfolios are an established method of authentic assessment. In PreK-12 education, they have been used at the school, district and state levels for both formative and summative assessment purposes. In some colleges and universities, writing portfolios have been used for placement into first-year writing courses and for exit or competency testing. The popularity of portfolios with writing teachers rests with their flexibility, as well as their ability to attend to both the processes and products of writing. In other words, portfolios are context specific, assessing student writers through methods that acknowledge the research on writing and learning to write. Because the contents of portfolios are the products of classroom-based activities, they can provide a range of experiences, tasks and competencies, produced through extended inquiry, feedback, revision, and editing. Portfolio contents likewise allow teachers to track and monitor students' writing progress and writing repertoire of both English and non-English course writing samples, provide a basis for consistent feedback, and facilitate readiness for the first college-level writing course. The scope of the portfolio showcases writers' strengths and weaknesses and reflects the scope and sequence of the writing program.

Characterized by the processes of collection, selection, and reflection, writing portfolios document students' development over time. Portfolios foster self-assessment, a key activity of mature writers who can adapt to different rhetorical situations. By implementing a portfolio process PreK-12, teachers and students will have evidence of students' writing experiences, their language development, and their ability write for various purposes and audiences.

Recommendation # 5: All PreK-12 English teachers should maintain student writing portfolios that include the types of writing experiences assigned, the variety and consistency of feedback provided, and the assessment of writing assignments.

Strategies

1. Create in local school systems a standardized end-of-year summary form to be kept in portfolios with recommendations for improvement and growth for each student.
2. Confer with students to choose representative works from the portfolios, provide reflection and feedback for growth, and complete end-of-year summaries.
3. Pass on to the next year's teacher students' portfolios containing representative compositions of the students' best work.
4. Explore in local school systems the use of technology to provide feedback and to manage, store, and transfer portfolios.

Teacher Workload

Dramatic action is required if teachers of writing are to spend more time engaging students in writing activities, providing more frequent opportunities for meaningful interaction in the classroom, and giving more timely and substantive feedback to students. Producing better writers demands thoughtful consideration of those actions that will bring about the necessary changes. At the very heart of this discussion must be the extremely heavy workload that many teachers of writing face.

Simple mathematics suggests that a teacher with 125 students who spends only 20 minutes per paper will work an additional 41 hours a week grading papers. This does not include one-on-one, teacher-to-student conference time needed to assist students in achieving writing proficiency. In addition to those papers, planning for lessons, delivering those lessons, completing other assigned tasks, and communicating with students and parents make for a minimum of an 80 hour work week – hardly a life attractive to current and prospective teachers. Certainly, there is conflicting research on the impact of class size on student performance, but there is no doubt about the human toll on teachers of writing when their workload is excessive. Such pressures often force teachers of writing to focus more on mechanics than on style and content and on less rigorous and fewer writing assignments. The only way students become better writers is to write more – not less.

A discussion of teacher workload at all instructional levels is a critical first step in addressing the *Neglected "R,"* since there is a direct relationship between that workload and the effective teaching of writing. The NCTE has developed guidelines, based on research, that can form the basis of such conversations. These guidelines should be addressed immediately by all school systems, as well as colleges and universities, to assure that policies and practices embody the principles contained in those guidelines.

Recommendation # 6: Local school systems and institutions of higher education should analyze current student/teacher ratios and total teaching loads with the intent of reaching and maintaining National Council for Teachers of English (NCTE) guidelines (Appendix A).

Strategies

1. Provide additional English teachers to meet NCTE guidelines.
2. Assign more students to teachers who do not have a writing intensive load.
3. Differentiate staffing by providing coaches, tutors, co-teachers, and/or evaluators of writing.
4. Provide English teachers with additional time during the school day for evaluating papers.
5. Eliminate extra duties for teachers of English so that they may spend time evaluating student writing assignments.

Professional Development

Perhaps the most compelling reason for ongoing professional development for teachers emanates from the speed and significance of change within and around education. Technology has had a significant impact on the meaning, development, and expression of literacy. For example, spell checks and Web Sites, e.g., wikipedia, wikis, and instant messaging, are transforming contemporary practices of communication with extensive implications for teaching about language use and research. Evidence of the recognition of the impact of technology on composition is evident in the 2011 Writing Framework to guide the National Assessment of Educational Progress (the Nation's Report Card). These assessment plans require students in grades 8 and 12 to use computers with word processing software, including available editing, formatting, and text-analysis tools, as part of the new test. This requirement will be implemented for students in grade 4 by 2019. The pace of change in technology signifies how it is impossible for initial teacher preparation programs to anticipate the knowledge and competencies that teachers will need within even a few short years of entering the workforce. Teachers will only be able to keep up if their professional development subsequent to initial certification is continuously enriched.

Teacher preparation programs are also hard pressed to equip beginning teachers to succeed in contemporary classrooms increasingly characterized by a diversity of languages, cultural differences, learning styles, and levels of motivation. Ongoing professional development addressing current research and methodology in the teaching of writing is crucial if teachers are to provide all students with opportunities for success.

Collaboration between local school systems and colleges and universities is essential for the ongoing professional growth of teachers. In addition, a variety of professional development options should be available for teachers, and school system leaders must encourage teachers to take advantage of learning opportunities provided by such organizations as the National Council of Teachers of English, the International Reading Association, and the National Writing Project.

Recommendation # 7: Teachers in all disciplines and at all levels PreK-16 should be engaged in ongoing, job-embedded professional development in the teaching of writing.

Strategies

1. Provide ongoing professional development experiences for teachers at all levels PreK-16 on
    a. current research on the effective use of regular writing assignments; appropriate expectations for design, variety, and instruction related to those assignments; and appropriate assessment and evaluation;
    b. methods to develop students' ability to use proper grammar, usage, and mechanics;
    c. methods to model various types of writing for students, to have conferences with student writers, and to create an environment of risk-taking in the classroom; and
    d. knowledge of and training in the use of expanding technologies in the teaching of writing.

2. Create opportunities for PreK-16 faculty to meet and apply aligned grading standards to actual student writing samples.
3. Establish in each local school system a team of writing specialists who will provide model lessons and guidance for non-English classroom teachers in the teaching of writing in the disciplines and across the curriculum.
4. Use professional development schools as a source of job-embedded professional development.
5. Develop regional partnerships between local school systems and colleges and universities to provide professional development opportunities in the teaching of writing to both faculties.
6. Support the extension of the National Writing Project throughout the state.
7. Provide opportunities for professional growth through membership in professional organizations, conference attendance, college courses, and writing projects.
8. Establish new programs and organizations to provide mentoring, coaching, e.g., Literacy Coaching Model, partnerships, and collaboration among all teachers of English and writing.

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Appendix A

Statement on Class Size and Teacher Workload: Secondary

(http://www.ncte.org/about/over/positions/category/class/107623.htm)

NCTE Guideline

A guideline approved by the NCTE Executive Committee and found to be consistent with NCTE positions on education issues

Statement on Class Size and Teacher Workload: Secondary

Prepared by the NCTE Secondary Section, 1990

The Secondary Section of the National Council of Teachers of English recommends that schools, districts, and states adopt plans and implement activities resulting in class sizes of not more than 20 and a workload of not more than 80 for English language arts teachers by the year 2000.

Effective learning demands opportunities for students to become actively involved in their education, and demands many roles for their teachers: teacher as facilitator, as enabler, as empowerer--not only as lecturer and transmitter of knowledge. These opportunities and roles cannot be achieved when teachers are faced with large classes and heavy workloads.

- A teacher who faces 25 students in a class period of 50 minutes has no more than 2 minutes, at best, per pupil for one-to-one interaction during any period.
- The greater the number of students in a class, the fewer the opportunities for students to participate orally.
- The larger the number of students in a class, the greater the amount of time devoted to classroom management rather than instruction.

- The larger the class size, the less likely teachers are to develop lessons encouraging higher-level thinking.

- Teachers of larger classes are more likely to spend less time with each student paper, and to concentrate on mechanics rather than on style and content.

Policymakers must realize that when a teacher spends 20 minutes reading, analyzing, and responding to each paper for a class of 25 students, the teacher must have 500 minutes for those processes alone. A teacher with 125 students who spends only 20 minutes per paper must have at least 2500 minutes, or a total of nearly 42 hours, to respond to each assignment. Therefore, responding to one paper per week for each of their 125 students requires English teachers to work over 80 hours a week.

Simply reducing class size alone does not necessarily result in improved achievement when instructional methods do not change. Therefore, attention to staff development while addressing class-size reduction goals will assure maximum benefits for students.

Researchers have identified the following encouraging results from reducing class size and improving instructional methods:

- Smaller classes result in increased teacher-student contact.

- Students in smaller classes show more appreciation for one another and more desire to participate in classroom activities.

- In smaller classes, more learning activities take place.
- Smaller classes foster greater interaction among students, helping them understand one another and increasing their desire to assist one another.
- Smaller classes allow for potential disciplinary problems to be identified and resolved more quickly.
- Smaller classes result in higher teacher morale and reduced stress.

- Fewer retentions, fewer referrals to special education, and fewer dropouts are the ultimate rewards of class-size reduction.

The Secondary Section recommends the following five-year plan:

1. Establish a goal to reduce each English language arts class to not more than 20 students and to limit each language arts teacher's workload to not more than 80 students. Districts may

demonstrate progress toward this goal in a variety of ways.

2. Write a plan for ongoing staff development to assist teachers as they modify instructional techniques to take advantage of reduced class size. These efforts may include such experiences as conference attendance, inservice courses, college courses, teacher support groups, and writing projects.

3. Collect evidence of support for teacher examination, development, and implementation of effective classroom practices that increase the frequency and quality of teacher-student interactions intended to improve students' language competency.

4. Develop a timeline with annual goals and a report of annual accomplishments.

5. Seek a statement of support for the plan from the local board of education and the administrators and teachers involved.

"No football coach in his right mind would try to teach 150 players one hour per day and hope to win the game on Friday night. No, the team is limited to 40 or 50 highly motivated players, and the coach has three or four assistants to work on the many skills needed to play the game. The 'student- teacher' ratio is maybe 15:1. But the English teacher--all alone--has 150 'players' of the game of composition (not to mention literature, language, and the teaching of other matters dropped into the English curriculum by unthinking enthusiasts)."
--John C. Maxwell

"The way to learn a language is to breathe it in. Soak it up. Live it."
--Doris Lessing

The first curriculum priority is language. Our use of complex symbols separates human beings from all other forms of life. Language provides the connecting tissue that binds society together, allowing us to express feelings and ideas, and powerfully influence the attitudes of others. It is the most essential tool for learning . . . Language . . . is the means by which all other subjects are pursued.
--Ernest L. Boyer

"High schools exist to develop students' powers of thought, taste, and judgment . . . to help them with these uses their mind. Such undertakings cannot be factory-wrought, for young people grow in idiosyncratic, variable ways, often unpredictably."

--Theodore R. Sizer

"Acquiring language; improving one's ability to listen, speak, read, and write; achieving full literacy--these are the tasks of a lifetime. They are also indispensable for a fully human life, a lifetime in which learning never stops."
--Geraldine Van Doren

Related Information:
There is no related information at this time.

Statement on Class Size and Teacher Workload: College

(http://www.ncte.org/about/over/positions/category/class/107626.htm)

NCTE Guideline

A guideline approved by the NCTE Executive Committee and found to be consistent with NCTE positions on education issues

Statement on Class Size and Teacher Workload: College

Prepared by the NCTE College Section, 1987

In an era of increasing public concern over the writing and reading ability of college students, it is especially important that the workload of English faculty members be reasonable enough to guarantee that every student receive the time and attention needed for genuine improvement. Faculty members must be given adequate time to fulfill their responsibility to their students, their departments, their institutions, their profession, the larger community, and to themselves. Without that time, they cannot teach effectively. Unless English teachers are given reasonable loads, students cannot make the progress the public demands.

Economic pressures and budgetary restrictions may tempt administrations to increase teaching loads. With this conflict in mind, the College Section of the National Council of Teachers of English endorses the following standards:

1. English faculty members should never be assigned more than 12 hours a week of classroom teaching. In fact, the teaching load should be less, to provide adequate time for reading and responding to students' writing; for holding individual conferences; for preparing to teach classes; and for research and professional growth.

2. No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Students cannot learn to write without writing. In sections larger than 20, teachers cannot possibly give student writing the immediate and individual response necessary for growth and improvement.

3. Remedial or developmental sections should be limited to a maximum of 15 students. It is essential to provide these students extra teaching if they are to acquire the reading and writing skills they need in college.

4. No English faculty member should teach more than 60 writing students a term: if the students are developmental, the maximum should be 45.

5. No more than 25 students should be permitted in discussion courses in literature or language. Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing. If lecture classes must be offered, teachers should be given adjusted time or assistance to hold conferences and respond to students' writing.

6. Any faculty members assigned to reading or writing laboratories or to skills centers should have that assignment counted as part of the teaching load. Identifying and addressing the individual needs of students is a demanding form of teaching.

7. No full-time faculty member's load should be composed exclusively of sections of a single course. (An exception might occur when a specific teacher, for professional reasons such as research or intensive experimentation, specifically requests such an assignment.) Even in colleges where the English program consists mainly of composition, course assignments should be varied. Repeating identical material for the third or fourth time the same day or semester after semester is unlikely to be either creative or responsive.

8. No English faculty member should be required to prepare more than three different courses during a single term. Even if the faculty member has taught the same course in previous years, the material must be reexamined in the context of current scholarship and the presentation adapted to the needs of each class.

9. The time and responsibility required for administrative, professional, scholarly, and institutional activities should be considered in determining teaching loads and schedules for English faculty members. These responsibilities cover a broad range, such as directing independent study, theses, and dissertations; advising students on academic programs; supervising student publications; developing new courses and materials; serving on college or departmental committees; publishing scholarly and creative work; refereeing and editing professional manuscripts and journals; or holding office in professional organizations.

Related Information:

There is no related information at this time.

Appendix B
PreK-16 English Composition Task Force Action Plan

Recommendation # 1: The PreK-16 Partnership should develop high school exit writing expectations consistent with entrance expectations for the first college-level writing course.

Strategy	Responsibility	Implementation Date/Timeline	Resources Needed	Indicator of Success
1. Create a broad-based, statewide English Language Arts Alignment Committee as a committee of the PreK-16 Workgroup to	PreK-16 Leadership Council	June 2007	NA	- Committee operational by September 2007
a. review the exit standards for the highest level college/university developmental writing courses;	English Language Arts Alignment (ELAA) Committee	October 2007	Staff and committee time	- Written review of standards
b. review the alignment of the PreK-12 English language arts standards developed for the American Diploma Project;	ELAA Committee	October 2007	Committee time	- Minutes of committee meeting
c. establish a set of criteria for exemplary writing samples and anchor papers for use by English teachers PreK-16;	ELAA Committee	January 2008	Staff and committee time	- Writing samples and anchor papers prepared
d. develop entrance expectations for the first college-level writing course; and	ELAA Committee	March 2008	Staff and committee time	- Fully developed expectations ready for stakeholders
e. consider the current use in higher education of the Standards for a "C" Grade in English Composition and the implications for their potential application in developing PreK-12 exit writing standards.	ELAA Committee	March 2008	Staff and committee time	- Minutes of committee meeting

2. Engage PreK-16 stakeholder communities in dialogue with the intent of securing commitment to the high school exit writing expectations and entrance standards for college writing.	Committee	March/April 2008	Staff and committee time	Documented stakeholder sessions
3. Provide high school students feedback related to their readiness for college writing, e.g., college open houses, informal college student visits to high schools, writing review sessions, writing workshops, and summer sessions.	IHEs	Ongoing	Source of funding to pay college professors	# of feedback sessions per IHE
4. Design and implement on-line "tutorial support…to high school students who aspire to succeed in college," (similar to that used in the *Minnesota Project)* that involves college student peer tutors as well as college and high school faculty.	PreK-16 Workgroup to seek funding and college willing to pilot	March 2008	Source of funding to pay college professors	Beginning of pilot by Fall of 2008

Recommendation # 2: All prospective teachers in teacher preparation programs must demonstrate the ability to write; possess knowledge of the writing process, grammar, usage, and mechanics; and understand how to teach writing as appropriate to their disciplines.

Strategy	Responsibility	Implementation Date/Timeline	Resources Needed	Indicator of Success
Strategies for All Prospective Teachers 1. Ensure that all prospective teachers in teacher education programs write extensively, respond to student and peer writing, and demonstrate the ability to use a variety of writing strategies.	IHEs; MSDE Division of Certification and Accreditation	Immediate	Cost of doing business assuming teacher workload is appropriate	Increased number of student writing assignments as reported to MSDE program approval branch by IHEs
2. Ensure that all elementary and secondary teacher preparation programs require candidates to complete writing assignments that focus on all phases of the writing process, including reflection, revision, and editing.	IHEs; MSDE Division of Certification and Accreditation	Immediate	Cost of doing business	Increased variety of writing assignments as reported to MSDE program approval branch by IHEs
3. Incorporate into teacher preparation programs new and emerging technologies, and instruct prospective teachers in the use of emerging technologies in the teaching of writing.	IHEs; MSDE Division of Certification and Accreditation	Immediate	Unable to calculate; depends on emerging technology; will need funds	Technology inventory and use verification
4. Encourage the national teacher accrediting agencies to audit all standards to ensure that the ability to write and the ability to teach writing are included.	IHEs; MSDE Division of Certification and Accreditation	Fall 2007	Cost of doing business	Change in National standards by spring 2009

Additional Strategies for Prospective English Teachers 1. Ensure that institutions of higher education (IHE) English education programs have a balance between literature and composition/rhetoric and include the history and culture of language.	IHEs; MSDE Division of Certification and Accreditation	Spring 2008	Cost of doing business	Design of approved programs submitted by each institution
2. Ensure that students in IHE English education programs can produce different forms of written discourse for a variety of audiences and purposes and can assess the effectiveness of their products in influencing thought and action.	IHEs; MSDE Division of Certification and Accreditation	Spring 2008	Cost of doing business	Course syllabi and student artifacts for program approval visits
3. Provide explicit instruction in the teaching of the writing process.	IHEs; MSDE Division of Certification and Accreditation	Spring 2008	Cost of doing business	Course syllabi and student artifacts for program approval visits
4. Teach prospective English teachers how to model various types of writing, conference with student writers, evaluate writing, train and use student peer evaluators, and create an environment of risk-taking in the classroom	IHEs; MSDE Division of Certification and Accreditation	Spring 2008	Cost of doing business	Course syllabi and student artifacts for program approval visits
5. Examine certification requirements to ensure that "resident teachers" are able to demonstrate a balanced program of literature and composition/rhetoric.	MSDE Division of Certification and Accreditation	Spring 2008	Cost of doing business	Report to Workgroup

Additional Strategies for Prospective Non-English Teachers 1. Ensure that non-English teacher candidates are able to hold students accountable for standard written and spoken American English.	IHE Teacher Preparation Programs; MSDE C & A	Spring 2008	Cost of doing business	Course syllabi, student artifacts, and interviews for program approval visits
2. Revisit the required elementary reading instruction courses at all colleges and in all in-service venues to ensure that both learning to write and writing to learn are emphasized for elementary teacher candidates.	MSDE C & A and IHEs	Spring 2008	Cost of doing business	Course syllabi, student artifacts, and interviews for program approval visits; reports from in-service programs delivered by MSDE
3. Revisit the required secondary content reading courses at all colleges and in all in-service venues to ensure that a balance is placed on both reading and writing strategies in middle and high school classroom instruction.	MSDE C & A and IHEs	Spring 2008	Cost of doing business	Course syllabi, student artifacts, and interviews for program approval visits; reports from in-service programs delivered by MSDE

Recommendation # 3: English language arts faculty at all levels PreK-16 should structure writing assignments that require students to write effectively for a variety of purposes and audiences and use and exhibit a variety of forms and structures.

Strategy	Responsibility	Implementation Date/Timeline	Resources Needed	Indicator of Success
Strategies 1. Ensure that regular writing assignments require the use of the entire writing process from initial generation of ideas through the drafting and revision processes to completing the final draft in order to achieve rhetorical proficiency.	PreK-12 schools and IHEs; local school systems	Immediate	Cost of doing business assuming teacher workload is appropriate	Evidence of student writing assignments resulting from entire writing process in student portfolios
2. Ensure that there are multiple opportunities for expository and persuasive writing assignments.	PreK-12 schools and IHEs; local school systems	Immediate	Cost of doing business assuming teacher workload is appropriate	Evidence of expository and persuasive writing assignments in student portfolios
3. Create an expectation for longer and varied writing assignments, in addition to brief and extended constructed responses as required in the Maryland assessment program.	PreK-12 schools and IHEs; local school systems	Immediate	Cost of doing business assuming teacher workload is appropriate	Evidence of longer assignments in student portfolios
4. Ensure that writing assignments require students to explore themes and social issues, as well as to analyze texts.	PreK-12 schools and IHEs; local school systems	Immediate	Cost of doing business	Evidence of theme and social issue exploration in student portfolios
5. Construct writing assignments so that students must use a variety of primary and secondary sources.	PreK-12 schools and IHEs; local school systems	Immediate	Cost of doing business	Evidence of use of primary and secondary sources in student portfolios
6. Make available a greater variety of	PreK-12 schools	Fall 2008	Cost of doing	Course offering

English elective courses focusing on specific writing styles, genres, and student needs.	and IHEs; local school systems		business unless additional staff required	booklets/brochures
7. Use strategies from current research to address with factors related to culture, gender, and development of writing skills.	PreK-12 schools and IHEs; local school systems	Fall 2008	Staff time to review research and cost of doing business	Lessening of achievement gap in English
8. Implement the strategies related to the teaching of language in *A Practical Guide to Accelerating Student Achievement Across Cultures* developed by the Education That Is Multicultural and Achievement Network.	PreK-12 schools and IHEs; local school systems	Fall 2008	Staff time to review report and cost of doing business	Lessening of achievement gap in English
9. Incorporate and model best practices in the use of technology as defined by the Maryland State Technology Standards, including standards for use of the World Wide Web and the teaching and evaluation of writing, with particular regard to research, plagiarism, etiquette, fair use, and intellectual property.	PreK-12 schools and IHEs; local school systems	Fall 2008	Cost of doing business except for possible need for new technology purchases	Reduced incidents of plagiarism

Recommendation # 4: Non-English language arts faculty at all levels PreK-16 should assign regular writing experiences, maintain common expectations for standard written American English, and insist on proper grammar, usage, and spelling.

Strategy	Responsibility	Implementation Date/Timeline	Resources Needed	Indicator of Success
1. Use as developmentally and subject appropriate the composition expectations and standards created by the statewide PreK-16 English Language Arts Alignment Committee.	PreK-12 schools and local school systems; IHEs	Upon completion of committee's recommendations in spring of 2008	Cost of doing business	Grading rubrics created to implement expectations
2. Emphasize written literacy in all core subjects in PreK-12 and in college-level general education courses and courses in the major by having teachers stress the importance of all phases of the writing process.	PreK-12 schools and school systems; IHEs	Immediate	Cost of doing business	Review of writing assignments
3. Create an interdisciplinary team at each high school and at each institution of higher education to encourage writing in the disciplines and across the curriculum.	PreK-12 schools and school systems; IHEs	Fall of 2007	Cost of doing business unless they must meet during the school day	Existence of interdisciplinary teams and minutes of meetings
4. Increase the use of technology at all levels in the teaching of writing.	PreK-12 schools ad school systems; IHEs	Immediate	Depends on school or IHE and their current technology inventory	Classroom observations
5. Identify writing intensive courses in all college course catalogues.	IHEs	Fall of 2008	Cost of doing business	Courses in catalogues

Recommendation # 5: All PreK-12 English teachers should maintain student writing portfolios that include the types of writing experiences assigned, the variety and consistency of feedback provided, and the assessment of writing assignments.

Strategy	Responsibility	Implementation Date/Timeline	Resources Needed	Indicator of Success
1. Create in local school systems a standardized end-of-year summary form to be kept in portfolios with recommendations for improvement and growth for each student.	Local school systems	Winter 2008 assuming teacher workload (See Rec. 6) is appropriate	Staff time	Standard portfolio form for every student in local school system
2. Confer with students to choose representative works from the portfolios, provide reflection and feedback for growth, and complete end-of-year summaries.	Classroom teacher	Ongoing from Winter 2008 assuming teacher workload is appropriate	Staff time	Portfolios with student work
3. Pass on to the next year's teacher students' portfolios containing representative compositions of the students' best work.	Classroom teacher	Spring 2008 assuming teacher workload is appropriate	Staff time	Sign off by next year's teacher that portfolio was received
4. Explore in local school systems the use of technology to provide feedback and manage, store, and transfer portfolios.	Local school system	Winter 2008	Staff time and possible technology	Report to superintendent from technology division

Recommendation # 6: Local school systems and institutions of higher education should analyze current student/teacher ratios and total teaching loads with the intent of reaching and maintaining National Council for Teachers of English (NCTE) guidelines (see Appendix A).

Strategy	Responsibility	Implementation Date/Timeline	Resources Needed	Indicator of Success
1. Provide additional English teachers to meet NCTE guidelines.	Local school systems; IHEs	Fall 2008	Depends on school system ; may be additional hires or may be reallocation	Increased # of assigned English teachers
2. Assign more students to teachers who do not have a writing intensive load.	Principals; Deans	Fall 2008	Cost of doing business	Master schedules/ teacher assignments
3. Differentiate staffing by providing coaches, tutors, co-teachers, and/or evaluators of writing.	Local school systems; principals; IHEs, deans	Fall 2008	The number of newly hired teachers in # 1 above will determine cost here	Increased # of coaches, tutors, co-teachers, and evaluators
4. Provide English teachers with additional time during the school day for evaluating papers.	Principals; local school systems; deans; IHEs	Fall 2008	Cost of doing business unless additional staff required	Master schedules/ teacher assignments
5. Eliminate extra duties for teachers of English so that they may spend time evaluating student writing assignments.	Principals; local school systems; deans; IHEs	Fall 2008	Cost of doing business	Master schedules/ teacher assignments

Recommendation # 7: Teachers in all disciplines and at all levels PreK-16 should be engaged in ongoing, job-embedded professional development in the teaching of writing.

Strategy	Responsibility	Implementation Date/Timeline	Resources Needed	Indicator of Success
1. Provide ongoing professional development experiences for teachers at all levels PreK-16 on				
a. current research on the effective use of regular writing assignments; appropriate expectations for design, variety, and instruction related to those assignments; and appropriate assessment and evaluation;	Local school systems; IHEs	Fall 2008	Cost of doing business	Agendas for professional development sessions
b. methods to develop students' ability to use proper grammar, usage, and mechanics;	Local school systems; IHEs	Fall 2008	Cost of doing business	Same
c. methods to model various types of writing for students, to have conferences with student writers, and to create an environment of risk-taking in the classroom; and	Local school systems; IHEs	Fall 2008	Cost of doing business	Same
d. knowledge of and training in the use of expanding technologies in the teaching of writing.	Local school systems; IHEs	Fall 2008	Cost of doing business	Same
2. Create opportunities for PreK-16 faculty to meet and apply aligned grading standards to actual student writing samples.	Local school systems; principals; IHEs; deans	Ongoing	Cost of doing business	# of opportunities provided
3. Establish in each local school system a team of writing specialists who will provide model	Local school system	Fall 2008	Select from available central	Schedule for team of writing specialists

lessons and guidance for non-English classroom teachers in the teaching of writing in the disciplines and across the curriculum.			office staff; in some systems it may require additional staff	
4. Use professional development schools as a source of job-embedded professional development.	Local school systems; IHEs	Immediate as available	Support for Professional Development School	Report from PDS coordinator
5. Develop regional partnerships between local school systems and colleges and universities to provide professional development opportunities in the teaching of writing to both faculties.	Local school systems and IHEs	Fall 2007	Cost of doing business	# of collaborative professional development partnerships created
6. Support the extension of the National Writing Project throughout the state.	Local school systems; IHEs; MSDE	Immediate	Cost of doing business	# of participants in National Writing Project
7. Provide opportunities for professional growth through membership in professional organizations, conference attendance, college courses, and writing projects.	Local school systems	Fall 2007 (depending upon available budget)	Cost of doing business; may need to have budget request fro 2008	# of participants at such events
8. Establish new programs and organizations to provide mentoring, coaching, e.g., Literacy Coaching Model, partnerships, and collaboration among all teachers of English and writing.	Local school systems	Begin in Fall of 2007	Depends on nature of mentoring, coaching, and partnerships; may require budgetary support	Increase in the number of mentors, coaches, and partnerships

Appendix C
List of Stakeholders

The Task Force circulated and/or presented working drafts to the groups listed below. We would like to thank those who offered their thoughtful consideration of the recommendations and strategies found in this report. Their input was invaluable in the development of the final product.

Statewide Groups/Organizations

- Assistant Superintendents for Instruction
- Deans of Education
- Executive Officers
- Local School System English Supervisors
- Maryland Association of Secondary School Principals
- Maryland State Teachers Association Board of Directors
- PreK-12 Principals Advisory Council
- PreK-16 Workgroup
- Maryland Parent Teachers Association
- Statewide Standards for College English Committee
- Superintendents
- University System of Maryland English Chairs
- University System of Maryland freshman writing faculty

Campus/Local Education Agency, School Specific Groups

- Community College of Baltimore County Developmental Education faculty
- Community College of Baltimore County English Department
- College of Notre Dame Education Department
- Howard County English Instructional Team Leaders
- Montgomery and Prince George's County Maryland Writing Project Contacts
- University of Maryland College Park faculty and graduate assistants affiliated with the Center for Literacy, Language and Culture at UMCP (includes all in Reading, English/Language Arts Education, and Second Language Education and Culture)
- University of Maryland College Park faculty listed as Rhetoric and Composition for the English Department
- Wicomico County Secondary English teachers

National/Regional Contacts

- Mary Crovo, Deputy Executive Director, National Assessment Governing Board
- Mid-Atlantic Writing Centers Association
- National Center personnel for the National Writing Project
- National Listserv for the Jesuit Conference on Rhetoric and Composition
- Sandra Murphy, Professor of Education, University of California Davis; co-chair of 2011 NAEP Writing Framework Development Steering Committee
- WPA-L@asu.edu, National List Serve of college composition professionals

Report of the
English Language Arts Alignment Committee

Presented to the Governor's P-20 Leadership Council of Maryland

The Honorable Martin O'Malley, Chair

June 2008

Members of English Alignment Committee

Co-chairs

- Mary Cary, Assistant Superintendent, Maryland State Department of Education
- Joan Johnson, Chair English & Humanities Division, Hagerstown Community College

Members

- Norma Allen, Program Approval Specialist, Maryland State Department of Education
- Ron DeAbreu, Chair of English and Communications, Anne Arundel Community College
- Alison Delaney, English Specialist, Maryland State Department of Education
- Gerry Fisher, Director of Writing Center, Washington College
- Carol Fitzpatrick, Director of Writing & Rhetoric Division, English Department, University of Maryland Baltimore County
- Linda Flanagan, Content Specialist in English Language Arts, Charles County Public Schools
- Jim Foran, Executive Director, Maryland State Department of Education
- Joe Freed, Staff Specialist, Maryland State Department of Education
- Michelle Gallant-Wall, Instructional Resource Teacher, St. Mary's County Public Schools
- William Hawk, Program Specialist, Maryland Virtual Learning Opportunities, Maryland State Department of Education
- Janetta Jayman, Supervisor of English and World Languages, Carroll County Public Schools
- Carol Joseph, Professor of English, Community College of Baltimore County, Catonsville
- Raymond P. Lorion, Dean, College of Education, Towson University
- W. Mark Lynch, Coordinator of MS Language Arts, Anne Arundel County Public Schools
- Chuck Malone, ELA Curriculum/Instructional Specialist, Washington County Public Schools
- Linda Macri, Director of Freshman Writing, University of Maryland College Park
- Heather Miller, Coordinator, Secondary Language Arts, Baltimore County Public Schools
- Sue Ann Nogle, Supervisor of Secondary English, Frederick County Public Schools
- Peggy O'Neill, Associate Professor Director of Composition, Loyola College in Maryland
- Nancy Shapiro, Associate Vice Chancellor Academic Affairs, University System of Maryland
- Danielle Susskind, Graduate Assistant, University System of Maryland
- Sharon West, Branch Chief, Special Education/Early Intervention Services, Maryland State Department of Education
- Siobhan Wright, English Department Chair and professor of English, Carroll Community College
- Kokahvah Zanditu-Selassie, Associate Professor of English, Coordinator of Freshman Composition, Bowie State University

Background

In June 2007, the report of the English Composition Task Force, http://marylandpublicschools.org/NR/rdonlyres/C21C881E-AAA3-4D69-BDC2-E5C46C610E38/13533/FinalReportEnglishCompositionTaskForce_Rev82007.pdf, was approved by the Leadership Council of the Maryland Partnership for Teaching and Learning, PreK-16. This report included a number of recommendations to change the way in which English composition is taught at all levels. The action plan of this report called for the creation of a broad-based, statewide English Language Arts Alignment Committee (ELAAC) as a committee of the PreK-16 Workgroup. As its name implies, this committee was to study further the various alignment issues that arose during the deliberations of the original Task Force.

Specific Charge (approved by the former PreK-16 Leadership Council)

The English Language Arts Alignment Committee will engage the preK-16 community to align writing expectations between high school exit and college entry. To this end, it will pursue the following strategies:

a) Review the exit standards for the highest level college/university developmental writing courses;
b) Review the alignment of the preK-12 English language arts standards developed for the American Diploma Project;
c) Establish a set of criteria for exemplary writing samples and anchor papers for use by English teachers preK-16 (examples to be drawn from across the grade spectrum);
d) Develop entrance expectations for the first college-level writing course;
e) Consider the current use in higher education of the "Standards for a 'C' Grade in English Composition" and the implications for their potential application in developing preK-12 exit writing standards; and
f) Engage the preK-16 stakeholder communities in dialogue with the intent of securing commitment to the high school exit writing expectations and entrance standards for college writing.

Context

As the English Language Arts Alignment Committee was being organized, the Maryland State Department of Education (MSDE) was deeply involved with redesigning its Voluntary State Curriculum for English Language Arts, Grades 9-12 (VSC) as part of its participation in the American Diploma Project. This redesign included two reviews by national panels of experts selected by Achieve, Inc., a highly regarded, standards-based advocacy group in Washington, DC that manages the American Diploma Project, to determine whether the VSC was aligned with world class standards. While the English Language Arts Alignment Committee was beginning its work, Achieve informed MSDE that the new curriculum did indeed, in the opinion of these outside experts, align with world class standards. At the same time, Achieve also informed MSDE that the VSC could be a model for other states in the American Diploma Project network. Having crossed that hurdle, it was now time for MSDE to solicit the input of higher education on the VSC document prior to taking it to the Maryland State Board of Education for adoption.

The English Language Arts Alignment Committee decided that in light of the new VSC, a large part of completing its charge would be to review the VSC and compare it to various other documents to determine the degree of alignment. The committee began its task in this regard by looking at two seminal documents used by community colleges – "Statement of Expectations for First-Year College Composition" and "Standards for a C Paper." The "Statement of Expectations for First-Year College Composition" describes the common knowledge and skills requisite in first-year composition programs in postsecondary education. The "Standards for a C Paper" presents "standards" for students writing upon completion of the composition requirement.

The committee then looked at various rubrics (the SAT writing rubric, the Advanced Placement writing rubrics, and the rubrics used by MSDE for extended constructed responses). The committee recognized that extended constructed responses were being phased out from the high school assessments, but felt that it still needed to consider this rubric as well as the others to ensure that the expectations of satisfactory papers based on a wide variety of rubrics could indeed be found in the new VSC. The committee also reviewed the outcomes for community college highest level developmental courses, once again to ensure that these outcomes could indeed be identified in the new VSC. There was general consensus among the committee that excellent alignment exists between and among these documents and the VSC.

Committee Discussion

In general, the committee agreed that the new VSC was a major step forward for English Language Arts in PreK-12. There was great enthusiasm among higher education members of the committee for receiving students who would be taught under such a curriculum, understanding that the curriculum had not yet even been presented to the State Board of Education. Once that occurs, it will be distributed widely. Local school systems will then review their own existing English Language Arts curricula to make sure that they are aligned with this new document. There will also be a significant amount of professional development required to implement this new curriculum.

There were some specific suggestions surrounding the new VSC that arose in the higher education subcommittee, and the whole committee recommends that the new VSC be revised to take into account these recommendations before it is presented to the State Board of Education. These suggestions are as follows:

1. On page 2, the group suggests that in the Grades 9-12 section (third bullet), reference should be made to non-Western sources as well as Greek, Latin, and Anglo-Saxon roots.
2. On page 7 (Indicator 2.1), the group suggests that there needs to be more of a focus on non-fiction here and throughout the document. Far too many students arrive at college having read a preponderance of fiction, often at the expense of non-fiction.
3. On page 11 in the Grades 9-10 section, the group wants to change the language of the third from last bullet to: "Demonstrate the ability to integrate ideas from a variety of sources using paraphrase, quotations, citations, and summaries into written text."

4. On page 11 in the Grades 11-12 section, the group wants to amend the second to last bullet to read: "Integrate paraphrase, quotations, citations, and summaries into written text skillfully in order to maintain the flow of ideas."
5. On page 19, the group wants to change the language in the Grades 9-10 section, fourth bullet from the bottom to: "Use a resource for punctuation and capitalization conventions."
6. On page 21, the group wants to add language in the third to last bullet to recommend to local school systems that they adopt one style manual for their English Language Arts teachers so that there is consistency across each system and so teachers are not developing their own "style manual" for students.

In addition, there was general discussion about communication among PreK-12 and higher education regarding students with disabilities and the accommodations they will likely require if they are to be successful in college. There are certainly impediments to improved communication because of existing privacy laws. Although this discussion was not a direct part of the charge to the committee, the committee felt nevertheless that at least in part the reason why a number of students may not be successful in their first credit-bearing college writing course is because the college is not aware of the disabilities that the student has unless the student self discloses that information and the need for accommodations. Specific institutions of higher education may require assessment information for the student that has been completed within the last six months of student enrollment. Also, this type of assessment may have to be completed independently and at parent or student expense. Regarding students with Section 504 Plans, they may not have updated assessment information.

Finally, the committee learned that changes could not be made to the language of the "assessment limits" in the VSC since the Maryland assessment program is based on these assessment limits and the entire construct of the assessments would also have to change. That would be a huge expense, and it would have to be weighed against the benefit of making the change. None of the above suggestions, however, are affected by the assessment limits.

Recommendations

The committee has the following recommendations:

1. The Maryland State Department of Education should adopt the six committee suggestions presented above regarding the new VSC before it is presented to the Maryland State Board of Education.
2. Once the report of the English Language Arts Alignment Committee is presented to the P-20 Leadership Council, it should be distributed in a timely manner to the agencies in the P-20 Partnership as well as all appropriate P-20 stakeholders.
3. The P-20 Leadership Council should sponsor a Governor's Conference on Writing in the spring of 2009 with the purpose of bringing together the preK-12 and higher education communities to examine issues related to student writing, including topics such as alignment of expectations, promising practices, examination of student work, ongoing professional development opportunities in the area of writing, and partnerships between PreK-12 and higher education.

4. When the Voluntary State Curriculum documents are revised in disciplines outside of English Language Arts, writing should be explicitly included as a key component in those curricula.
5. Each Institution of Higher Education (IHE) should create a writing placement page on its website that explains the placement process at that institution, posts appropriate cut scores from the institution's placement instrument, and indicates the criteria for placement into the first credit-bearing English course. IHEs should also post samples of sample writing that demonstrate the expectations of the first-required writing course.
6. MSDE should develop a web page/portal linking to a summary of each IHEs college writing placement process and provide a link to each institution's showcase page.

Implementation of Voluntary State Curriculum

Assuming that the above recommendations could be implemented without much difficulty, the committee is concerned about the timing of the implementation of the new VSC. It is extremely important that the State Board adopt the VSC as soon as possible. It is further important that the curriculum be distributed to local school districts in a timely manner so that they can begin the process of adjusting their own curricula and providing professional development for teachers. The committee is enthusiastic about the prospects of better writers coming out of our high schools, and it would like to see the process accelerated as much as possible since this process will be a multi-year effort before the VSC is fully implemented.

Criteria for Exemplary Writing Samples

The committee concluded from the examination of the VSC and other rubrics that appropriate criteria for exemplary writing have already been established through the VSC. However, the manifestation of these criteria will be most effectively exemplified through writing samples specific to each institution's writing program because the context and parameters for writing samples need to be understood within a specific frame of reference. Different colleges and universities have different missions, serve different student populations, and have different entrance requirements. Placement methods for first-year writing as well as relevant writing samples should address the needs and expectations of individual institutions and their entering students, according to professional organizations such as Conference on College Composition and Communication and composition scholars.

In place of a set of anchor papers, the committee made several recommendations to address the underlying concerns in this aspect of its charge. Recommendation 5 above aims to provide high school teachers, students and their parents with the information needed to understand placement processes and writing expectations for entering the credit bearing writing course at a particular institution. Recommendation 6 is aimed at making the information from various institutions readily accessible to all. Finally, Recommendation 3 focuses on developing connections among high school and college English teachers for exchanging information about standards, expectations, and curriculum and establishing meaningful professional relationships that span the high

school-college divide. Committee members agreed that this kind of interaction is the most effective way to establish shared criteria and dialogue.

Appendix A

Voluntary State Curriculum for English Language Arts, Grades 9-12 (VSC)

Maryland
Teacher Shortage Task Force
Report

Presented to the Governor's P-20 Leadership Council of Maryland
in June 2008
The Honorable Martin O'Malley, Chair

FINAL

2008

MARYLAND TEACHER SHORTAGE TASK FORCE

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Table of Contents

Introduction

Background

Maryland faces a crisis in staffing all of its classrooms with qualified and effective teachers. This problem is complex and not unique to Maryland, but it must be solved if we are to see continued progress in student achievement statewide and meet the state's workforce needs. Over the past several years, the Maryland State Department of Education (MSDE) *Teacher Staffing Report* has identified many of the same teacher shortage areas; clear statewide trends in teacher hiring, production, and retention are also evident, yet the critical difficulties remain. Because states across the country share these difficulties, Maryland cannot recruit its way out of the problem. School districts already recruit aggressively for qualified teachers within Maryland, across the country, and even internationally.

At the same time, nationally only 50 to 60% of all teachers remain in the profession longer than five years (AASCU, *Policy Matters*, May 2005, et al.). Although there is clear evidence that teachers prepared in Maryland professional development schools remain in teaching longer than other teachers, retention is also a Maryland problem. Annually, more teaching positions are available in Maryland than the number of students graduated from Maryland teacher preparation programs; some are positions created through school growth, but many are positions open because a teacher decided to leave. Maryland public schools now hire more new teachers prepared at out-of-state institutions of higher education than they hire from Maryland colleges. The 2006-2008 *Teacher Staffing Report* reports that of the beginning teachers newly hired for the 2005-2006 academic year (through October 2005), 1,439 were prepared in Maryland and 2,911 were prepared outside Maryland. Maryland needs to increase its production of teachers in critical shortage areas and increase teacher retention, and both need to happen immediately. The percentage of teachers able to retire today varies by district, but the number is large and by all accounts growing.

The persistence of these problems prompted Dr. Edward Root and the Maryland State Board of Education (MSBE) to request in 2007 that the predecessor to the P-20 Leadership Council, the PreK-16 Leadership Council, make the teacher shortage crisis its top priority. That Council asked the PreK-16 Workgroup to consider the Board's letter articulating its concerns and to come back to the Council with its own review of the issues. That report was offered to the Leadership Council in March 2007. The Council considered this report, as well as comments from other groups, and decided that Maryland needed a high-level task force to conduct a comprehensive review of this matter and report back with its recommendations.

Charge

The Teacher Shortage Task Force was charged with gathering and examining data on what is working and not working within and outside the state to address staffing problems and with developing a comprehensive set of recommendations specific to Maryland and responsive to the Workgroup's summary of issues. The task force was therefore to consider:

- higher education curricular initiatives (interdisciplinary programs, involvement of arts and sciences faculty, differentiated majors),
- certification issues (alternative certification, Praxis scores, career-changers),

- marketing and communications (information for the media, students, career-changers, counselors), and
- incentives (salary, scholarships, tuition waivers, retirement, new teacher assignments, and working conditions).

Task Force Process

The PreK-16 Leadership Council named as task force co-chairs Dr. Edward Root, of MSBE, and Dr. Patricia Florestano of the University System of Maryland Board of Regents. Task force members were nominated through the Council co-chairs, in consultation with constituents. The task force met for the first time in October 2007 and agreed to invite testimony from statewide stakeholders to solicit their input and recommendations (see appendices). Three dates were reserved for hearing testimony, and additional testimony was offered solely in writing. A Web site provided task force members and the general public with easy access to research reports, written testimony, and information about the task force (meeting dates, minutes etc.). Thirty-seven people presented testimony and offered 173 recommendations, though there is significant overlap within the recommendations. Many individuals submitted testimony on behalf of affinity groups. A complete list of those who offered testimony, along with their organizational and institutional affiliation, appears in appendix B. For more information, see the task force site: http://www.marylandpublicschools.org/MSDE/divisions/leadership/programs/tstf/.

After receiving input from stakeholders, the task force split into three subgroups (certification, higher education initiatives, and incentives) to evaluate testimony and research. All subgroups considered marketing issues. The subgroups met in February and March and also used e-mail to discuss and shape recommendations. In April the task force reviewed all draft recommendations and met to discuss and come to consensus on its recommendations. More editing took place after the last meeting based on the discussion and further fact-checking, and task force members had opportunities through e-mail to continue to offer input through the last report revision in order to ensure that consensus was maintained to the end of the process.

Themes

Several key themes informed the shaping of the original charge and emerged forcefully in the recommendations and task force discussions. None of these is unique to Maryland, but all are critical to addressing Maryland's teacher shortage:

- Preparation in critical shortage areas—Maryland school district representatives expressed in testimony a preference for hiring Maryland-prepared teachers: they are well prepared and already familiar with Maryland standards. But Maryland does not produce all the teachers it needs in certain fields. Teacher preparation programs, in conjunction with arts and sciences faculty, must examine how to build academic programs that will put more Maryland graduates into classrooms in those critical areas—and then recruit students into those academic programs. Program development is linked to broader issues of program requirements, approval, accreditation, routes to certification, and capacity.

- Recruitment—Critical shortage areas require teachers *now* and in the future. Attracting undergraduates majoring in high-demand content areas and attracting career-changers, especially in high-demand areas, are part of building a quality teacher corps. But career-

changers need routes to the classroom that cost relatively little in terms of money or time, and graduates in high-demand fields typically have appealing and varied career options, with higher salaries, outside education. Consequently, recruiting well requires skillful marketing but also program flexibility, multiple options, and incentives. To build and sustain its teacher corps over time, Maryland needs students in middle and high school to develop a passion for, and an understanding of, teaching as a professional career option. While recommendations to the task force addressed strategies to "grow our own," there was also discussion that teaching needs a better image both outside and within education. Too many parents, teachers, and college faculty are willing to discourage students from pursuing teaching. Before they ever apply to college or enter the workforce, students who will become the workforce of all fields need preK-12 teachers with a strong content background, cultural competency, and pedagogical skill.

- Retention—Keeping teachers in the profession and in high-need schools longer can have a significant impact on the teacher (and principal) shortage. Prominent educators, researchers, non-governmental agencies, and the media have come to recognize that retention depends upon more than salary or other financial benefits, although those are also factors. The Alliance for Excellent Education February 2008 *Issue Brief* noted the findings of Ingersoll (2003), NCES (2007), the MetLife Survey of the American Teacher, and the Center for Teaching Quality (2007), all of which quantify the role played by working conditions in a teacher's decision to transfer to another school or to leave the profession altogether. The brief also addressed the connection between teacher retention and student achievement. Many submissions to the task force addressed mentoring as a means of improving retention.

- Data—Good data is necessary for making good decisions. The task force found that it could not answer some questions without further study and that further study requires, in some cases, data and data networks not currently available. For example, we cannot say how many people in the state are now preparing to be teachers of mathematics.

The Education Industry Initiative of the Governor's Workforce Investment Board (GWIB) is also examining these issues at this time, although through a broader lens. When the GWIB report is complete, its conclusions should be reviewed alongside the recommendations offered here as part of a State effort to design a robust education policy agenda.

Financial Implications of the Recommendations

Although determining the costs of the various recommendations was not a part of the task force charge, the task force understands the recommendations will be considered at least in part in terms of their financial implications. These costs fall loosely into three categories: attracting candidates into teaching, preparation programs for teaching, and retention of existing teachers.

Attracting teaching candidates (and teachers) involves activities that span a wide range of possibilities. Outreach is more than a matter of additional funding. For example, a statewide marketing campaign could be phased in with relatively modest expenditures. A comprehensive Web site to recruit teachers that costs approximately $200,000 seems less expensive when placed alongside the estimate that it costs a district and a school a total of $78,750 to replace one teacher

into an urban school district (NCTAF 2007, "Policy Brief: The High Cost of Teacher Turnover," Appendix). A second strategy, creating a statewide coordinator for Future Educators of America clubs, is a modest cost compared with incentives such as full tuition support and expanded loan forgiveness. These costs are not without a degree of flexibility, depending on which teaching fields are targeted. Such costs should also be considered within a competitive context in which many states compete for the same teachers. Recent federal legislation (TEACH Grants) has opened the possibility for students choosing to teach in "high-need" fields to receive non-need-based federal financial aid. As of July 2008, institutions of higher education have a chance to participate in the TEACH grant program to support teacher candidates in high-need areas in the state where the college is located. The goal is to identify a variety of strategies to attract as many teacher candidates as possible to increase our teacher supply.

A review of the nearly two-decades-old teacher education *Redesign*, which most educators feel has improved the preparation of Maryland's teachers, should be undertaken in view of the historical perspective now available, new research on teacher preparation, current societal needs, and a determination of the best uses of financial resources available and necessary. The accreditation of teacher education programs should be considered as part of this review process with the purpose of reducing accreditation costs and unnecessary bureaucratic and reporting requirements. To the extent that traditional teacher education programs can be utilized, the need for alternative preparation programs is lessened. For the foreseeable future, however, alternatives will be necessary. It should also be noted that collaborative preparation programs such as the Associate of Arts in Teaching and the Maryland Approved Alternative Preparation Programs make good use of the collective resources of public school systems and two- and four-year colleges.

The problem of teacher turnover falls disproportionately on the local school systems, which have varying ability to respond to this problem. Improving teacher retention starts with the need for higher salaries and items such as mentoring, induction, and professional development. An improvement in retention, however, represents a return on investment given the high cost of teacher turnover. A recent study estimates that each year Maryland spends more than $42 million on teacher turnover (NCTAF 2007, "The High Cost of Teacher Turnover"). Beginning teachers are more concerned about benefits such as health insurance and retirement than earlier generations of teachers, and it was often acknowledged in the task force hearings that teachers moved from one district to another to secure better compensation packages. Some teacher concerns linked to retention are less costly to address, such as paperwork reduction (specifically in special education), student behavior, and safety. In addition, potential cost-savings and efficiencies are possible through judicious and creative use of part-time, retired, and near-retirement teachers.

The issue of the teacher shortage is more than an education problem; it is a societal crisis. Virtually all of our societal endeavors, including the practice of all other occupations, depend upon an adequate supply of well-prepared, competent teachers. At this point in time, Maryland is dependent upon other states to prepare and produce the majority of its newly employed teachers each year, a circumstance that precipitated this task force. It is very dangerous to assume that this source of supply will continue unchanged in the future. Shortages in certain areas are national. Maryland is staking the future of its schools, the education of its students, and

the overall welfare of its workforce on the preparation of its teachers by other states. It is critical that Maryland become increasingly self-sufficient in producing teachers because the outside supply may dwindle while Maryland's needs persist.

RECOMMENDATIONS AND RATIONALES OF THE TEACHER SHORTAGE TASK FORCE

The following recommendations made by the Maryland Teacher Shortage Task Force are numbered consecutively throughout the document for ease of use, but the numbers should not be interpreted as priority ordering.

The recommendations are grouped by the four themes described in the introduction. The task force recognizes that many of the recommendations do not fall cleanly into one of the four identified themes. For example, financial incentives can have a positive impact on both recruitment and retention. The recommendations are placed within the category where they seem likely to have impact first, but in many cases, impact across categories is anticipated.

Preparation in Critical Shortage Areas

1. The Maryland State Department of Education (MSDE) should defer the elimination of the transcript analysis route to initial certification, an outcome required by a recommendation of the Quality Teacher Work Group (i.e., to require that all newly hired teachers come to the profession having completed an approved preparation program) adopted in 2003 by the Maryland State Board of Education, until 2012. In the interim, MSDE should review this certification pathway with supporting data to make recommendations regarding its continuation.

Rationale

The need for conditionally certified teachers is anticipated to continue for the near future. Transcript analysis currently represents a viable initial certification pathway for some individuals. Under the current requirements of *No Child Left Behind*, principals of Title I schools have to notify parents if their child is to be taught by a teacher who is not "highly qualified" (which included conditionally certified teachers), which is one potentially negative impact of this pathway that warrants its further review at a later date.

2. MSDE should review and recommend adjustment to the Maryland Praxis qualifying scores so they are competitive with neighboring states.

Rationale

In 2003 the Quality Teacher Work Group recommended periodic review of qualifying scores by an expert panel; this process remains a viable strategy for determining appropriate scores, and there has not been such a review for a few years. Some nearby states have lower qualifying scores, and engaging in the review process now would address whether Maryland should have a different qualifying score from those states.

3. MSDE should explore a mechanism for providing flexibility in teacher certification tests on the basis of acceptable evidence demonstrating skills and knowledge.

Rationale

Stakeholder groups have indicated that some successful teachers exhibit difficulty in meeting qualifying scores on required assessments. This difficulty excludes potentially effective teachers from Maryland classrooms.

4. MSDE in collaboration with local school systems and deans and directors of teacher education should explore what flexibility may be developed for the required teacher candidacy internship.

Rationale

Testimony to the task force revealed beliefs that the State requirements for the teacher candidacy internship were seen as limiting the teacher pipeline and that alternatives might be offered that did not adversely impact the quality of teacher preparation. The task force did not wish to make specific changes to the requirement without more considered study and asks that a work group by convened to assess the length of the internship, delivery models, and other ways to add flexibility.

This group may also explore the question of how community colleges may be involved in partnerships that supervise teacher candidates.

5. The committee of school system human resource directors and deans and directors of teacher education should be continued with support from MSDE to engage in ongoing efforts to review and to facilitate common understandings of policies concerning certification, program approval, and national accreditation, including what options and flexibility are available within existing law, regulation, and policy.

Rationale

This committee held regional meetings in fall 2007 that generated questions among stakeholders about laws, regulations, policies, and practices governing entry into the field of teaching. Stakeholders sought clarification about such rules and learned that at the very least, they sometimes interpret policy differently. The Maryland Association of Colleges for Teacher Education (MACTE), the Maryland Association of School Personnel Administrators (MASPA), and MSDE will convene this same committee to determine if there are refinements or changes that could increase the teacher pipeline.

6. The 1995 *Maryland Redesign of Teacher Education* should be reviewed for potential revision with consideration of changes in the preparation and induction of professional educators across the multiple pathways that have been developed since the *Redesign* was completed. MSDE and MHEC should oversee this review, with input from stakeholders, and should periodically continue to review and update the *Redesign*.

Rationale

Since the original *Redesign* policy was established in 1995, significant changes have occurred in state and national teacher preparation programs. The need for review is also suggested by changing state and national demographics, as well as new public policies and research findings related to public education, teacher preparation, and national needs. The issue of an adequate supply of teachers as it affects the quality of education and the nation's place in the global marketplace is vastly different than in 1995 and demands attention.

Therefore, the review of the *Redesign* should be comprehensive and address specific issues such as:

- teacher preparation in high-demand areas and meeting the full range of student needs, including academic program development to ensure high quality and academically rigorous college programs that enable students to qualify to teach in more than one field (e.g., interdisciplinary majors), thereby helping to meet the need for teachers in subject areas where few students prepare to teach, enable principals to have more flexibility in staff utilization, better meet the requirements of NCLB, and still meet certification requirements;
- consideration of differentiated majors;
- the cost and productivity of different pathways to certification and their relative effectiveness, especially how they impact the quality and supply of teachers;
- teaching in challenging schools with at-risk student populations;
- the expanded role of IHE and preK-12 partnerships during the teachers' induction years;
- national accreditation requirements and their impact on the costs of teacher preparation, quality of programs, time to degree, and supply of teachers, among other issues; and
- an enhanced research and evaluation component to support further review and updating the *Redesign* in future years.

7. The State of Maryland should provide dedicated funding for professional development schools (PDS) in the MHEC budget in order to maintain the quality and availability of PDS across the state.

Rationale

Through a higher education-school system partnership, PDS provide mentoring to teacher candidates who serve an internship in the PDS and also professional development for school and university faculty. Maryland PDS have proven to be a vital element of teacher preparation programs, and evidence supports the claim that PDS contribute to the retention of teachers (cf. Towson study, Jacob France Institute study). National and state data demonstrate that better retention is critical to solving the teacher shortage crisis. Annually in Maryland, fewer teacher candidates graduate than the number of pre-retirement-age Maryland teachers who leave teaching. PDS are a vehicle of workforce development because teacher candidates can often be successfully recruited by the district where they intern. However, local support for PDS, which operate under shared governance, can vary significantly by the size and resources of the school system partner and on the system's teacher turnover rate.

At the same time, the Maryland State policy requires institutions of higher education to prepare teachers in PDS; Maryland is the only state with such a mandate, although PDS are nationally recognized for their efficacy in teacher preparation. Maryland colleges and universities will require some additional funding if they are to increase production to address the teacher shortage, particularly if more students are to be trained through PDS. Institutions of higher education have already tried to make reallocations internally to replace federal grant funding that essentially built Maryland PDS, but they are not fully able to close the significant gap. Some PDS benefit from short-term grant funding; and still others rely, in part, on volunteer teachers who serve as site coordinators and on coordinating councils. A stable and predictable source of base PDS funding will ensure that this important part of teacher preparation in Maryland is maintained across the state.

Recruitment

8. The State of Maryland through a multi-agency effort, and to include institutions of higher education, should develop a public relations and marketing campaign that publicizes incentives for Maryland teachers and promotes teaching as a profession. Part of the campaign should be a Web-based clearinghouse developed with MSDE as the lead agency that provides national and international outreach to recruit and inform teachers and prospective teachers.

Rationale

For Maryland to recruit and retain an adequate supply of qualified teachers for its public schools, an effective and informative public relations campaign is needed to help develop a teacher pipeline, attract college graduates to teaching in Maryland, and express to the general public the critical importance of the teaching profession. Maryland recruits thousands of teachers from outside the state and hundreds from outside the country, so efforts should not be limited to a Maryland audience. The campaign should include elements addressing compensation, working conditions, professional and personal development, the learning environment, job satisfaction, Maryland as a destination, and additional advantages of being a teacher in Maryland. A tag line such as "Transfer Knowledge, Transform Lives" could be developed and used to help deliver a consistent message. Some part of the campaign should be directed toward addressing perennial designated staffing shortage areas, including underrepresented demographic groups.

A few other states, for example Florida (www.teachinflorida.com) and Virginia, have developed attractive, easy-to-navigate Web sites that provide a one-stop information center to recruit and inform teachers and prospective teachers for the state. Maryland should develop a comprehensive teacher marketing site of this type that:

a) provides information or links to information on:

- certification requirements;
- school system applicant processes;
- available positions in school systems;
- undergraduate and post-baccalaureate teacher preparation programs;
- available career-changer programs and requirements;
- State financial assistance programs and other State incentives for teachers;
- related Maryland employment, recreational, residential, and cultural opportunities;
- other campaign elements noted above (professional development etc.); and

b) offers interested candidates opportunities to post résumés and express interest in employment.

The expertise of offices outside of education could be valuable to shaping a campaign of this type, for example, the Office of Tourism. It is likely the State legislature would have to identify funding for this effort.

9. As part of the comprehensive marketing campaign to promote and support the teaching profession and to increase the number of teachers, initiatives should be collaboratively pursued by members of the education community to focus attention on the value of teaching as a career.

Rationale

This collaboration to promote and support teaching should include both institutions of higher education and preK-12 schools and districts. Such initiatives might include, for example, the creation of a statewide position for a Future Educators of America (FEA) coordinator at MSDE; establishing or publicizing institution of higher education policies that recognize and reward faculty who engage in P16-related activities and work with the public schools; and focused days or weeks promoting teacher education and the teaching profession within all schools and institutions of higher education.

This collaborative effort is necessary because the teaching profession needs an improved image and better public relations, both outside and inside education. Parents, teachers, college faculty members, and others inside education are urged to encourage students to enter a teaching career. Teachers and faculty members need to increase the public's and students' awareness and understanding of teaching as a career option and of the multiple career paths to becoming a teacher. Strategies such as providing district-level support for middle school Future Educators of America (FEA) clubs and club sponsors and for dissemination of model programs such as the Teacher Academies of Maryland (TAM) would support this recommendation. FEA clubs provide early opportunities to reach out to middle school students to encourage them to consider continuing their education through college and become a teacher (http://www.nea.org/teacherquality/futuretchrs.html). FEA clubs have a demonstrated track record in Maryland of introducing students to the profession and marketing teaching as a profession (Unpublished findings from $E=mc^2$, USM, 2007), and these clubs expand the teacher pipeline by encouraging young students from diverse backgrounds to consider teaching as a career. Creating a statewide position for an FEA coordinator would help ensure that all districts will be able to create and sustain FEA clubs.

IHE leaders should promote teaching across their campuses and among their teaching faculty. According to national studies, the reward system is a powerful motivator of faculty behavior. Faculty members are involved in a variety of types of activities including teacher professional development, teacher preparation, teacher recruitment, curriculum alignment and revision, mentoring, and research. If this work is deemed important, faculty should be recognized and rewarded for this work.

10. The State of Maryland should consider legislation similar to the former full tuition waiver program, which existed until about 1972. The full tuition benefit should be available to students in all pathways to teaching in critical shortage fields at the tuition level of the flagship institution and funded insofar as possible by the State so as not to be a financial burden on the institutions of higher education. The service commitment to be eligible for the benefit should be one-for-one-plus-one (e.g., five years of service for four years of full tuition).

Rationale

Making full tuition assistance available to those pursuing a teaching career helps remove one of the primary barriers to entry of the teaching profession. Given that teachers cannot expect to earn incomes as high as those of many of their fellow graduates, either when they start or as their careers progress, it is important to ensure that students do not need to take on substantial student loans to pay to become a teacher. Students with great financial need may be eligible for

additional financial assistance to cover living expenses. Students with financial need may, in some cases, be able to study while they live at home, but they will face high costs for tuition, fees, and books for the foreseeable future. Providing full tuition—at least at the cost level of the flagship—is a substantial incentive to offer prospective teachers with or without financial need. At the same time, it is important to ensure that teachers who receive this assistance do serve Maryland's youth by teaching in the State. The task force would like to see robust and predictable financial support for teacher candidates and in return recommends this increase in service. There is evidence to suggest that teachers who stay at least five years in teaching are likely to remain for an even longer period.

11. The State of Maryland should work to ensure that annual loan forgiveness, as well as tuition waivers and/or scholarships, are available at the tuition level of the state's flagship institution for teachers in critical shortage areas. Eligibility for tuition and loan incentives tied to teaching in a critical shortage area in Maryland schools should include:

- **teachers and prospective teachers from underrepresented demographic groups;**
- **career-changers and those returning to teaching who require additional course work to become certified in a critical shortage area;**
- **Maryland students who attend an out-of-state institution who commit to teaching in Maryland, and**
- **non-Maryland students who choose to attend a Maryland institution of higher education and commit to teaching in Maryland.**

Rationale

All critical shortage areas identified in the *Teacher Staffing Report* should be eligible, as legally possible, for State incentives related to paying educational costs. Because part of meeting school needs for teachers includes attracting career changers, career changers should be eligible for benefits as they often incur significant costs for coursework and training needed to become a teacher. Extending tuition benefits to non-resident students will help Maryland attract more teachers to the State. The last staffing report shows that over 1,400 teacher candidates graduated from Maryland programs but were not hired by Maryland schools; by all estimates, a significant number of them left the state, with many returning to their homes states to teach. Maryland should try harder to retain them to teach in Maryland public schools. Some Maryland students go to college in nearby states, and of that group, some may actually be closer to home while studying in an adjacent state than they would be if they attended a Maryland college. Through a substantial tuition benefit program, Maryland might attract them back to the state to teach once their studies are complete.

12. Institutions of higher education (IHEs) should work with local school systems to design programs geared to teachers returning to the profession and those who have recently retired but wish to continue on a part-time basis.

Rationale

Many teachers leave the profession for a variety of reasons, but not all teachers intend to leave the profession forever and some would like to remain involved on a part-time basis if possible. For those who would like to someday return or who are not sure whether they will return, it is important that the door be kept open. IHEs should work with local school systems to

design programs that would be attractive for those who have left the profession so they can remain engaged with their content area and kept abreast of the latest developments in pedagogy.

Retention

13. Teacher salaries should be competitive with other states in our region and with other professions that require similar professional training, skills, and responsibility.

Rationale

Raising teacher salaries must be a priority. Attracting and retaining highly qualified, well-prepared teachers to a career in teaching will always be a challenge as long as teacher pay lags significantly behind professions of similar requirements, education, and responsibilities. When negotiating, local school districts and employee representatives must work collaboratively to raise salaries and eliminate pay inequities between teachers and other professions. In the recently released book *The Teaching Penalty*, Lawrence Mishel, Sylvia Allegretto, and Sean Corcoran report that in the U.S., teachers on average make 14.3% less than other professionals with similar levels of training, such as accountants, nurses, clergy members, computer programmers, and personnel officers (see also *Education Week*, online edition, April 29, 2008).

14. The State Legislature should provide enhanced tax incentives linked to individual income taxes for teachers in Maryland schools.

Rationale

Maryland school districts now regularly compete with districts across the country for qualified teachers in the U.S. and abroad. This highly competitive environment calls for more aggressive recruitment and incentives. The State Legislature should entertain enhanced tax incentives on individual income taxes for classroom teachers and teachers retired from Maryland schools. A tax break would in effect put money back in the pockets of teachers so they can stretch their monthly income to meet housing costs, which are among the most expensive in the country (rent or purchase), outstanding student loan obligations, or other financial commitments that are difficult to meet on a teacher's salary. Eligibility could be based on the same guidelines that provide educators deductions, credits, or adjustments on their federal tax returns.

15. The State of Maryland should examine local school systems (LSS) participation in existing State homebuyer incentive matching programs, with an eye to determining if additional marketing through LSS will interest teachers in these incentive options or if there are program adjustments that could make the homebuyer incentives more attractive to teachers. Incentives should include reduced interest rates and assistance with closing costs.

Rationale

Policy leaders have recognized that it is very difficult for first-time homebuyers to afford the purchase of a home anywhere in Maryland. That difficulty is exacerbated for teachers due to current salary structures, particularly at entry levels. The State could provide a powerful incentive for teachers to want to teach in Maryland, and to remain in teaching, by working with lending institutions to provide a subsidized, reduced interest rate program benefiting teachers

across the state, especially for those who are first-time homebuyers. That incentive could be enhanced by waiving certain line items in closing documents or providing assistance with closing costs. This incentive could be tied to a certain length of stay in a school system, which should not discourage most individuals prepared to make the commitment of home-buying. A reduced interest rate would be attractive not only to young teachers, but also to those with more experience. In addition, reduced homebuyer costs might be an incentive to some teachers to remain in teaching rather than seek higher-paying positions.

Existing homebuyer incentive programs might be marketed more directly to teachers (by school systems, by a comprehensive website etc.) and, as necessary and appropriate, adapted to serve teachers better. Data from the Maryland House Keys 4 Employees (HK4E) program and other first-time homebuyer programs could be used to determine what program elements are most effective for teachers. School systems might assist in determining why some of them participate in HK4E and some do not, as well as what might attract more teachers to use such programs. A cost-benefit analysis might be done for those districts that participate with matching funds in the House Keys 4 Employees program.

16. The State of Maryland should continue to be responsible for the Maryland State Retirement System for Teachers and should work to make retirement benefits comparable to those offered by other states in the region.

Rationale

The strength of the Retirement System is in no small part a result of its organization as a State benefit and program. The System has been well managed for decades, to the benefit of both the State and System members. The secure and stable retirement this System represents is the State's recognition to each individual educator of that person's years of public service. Maintaining a defined benefit retirement system is one strategy for retaining teachers.

While 2005 Retirement System improvements made Maryland more competitive, surrounding states have pension and tax benefits that continue to outpace Maryland's. Maryland political and educational leaders will use the legislative review requirement included in the 2005 legislation to identify ways to improve the teachers' pension system. The State of Maryland needs to continue to ensure that educators' salaries and benefits are enhanced so as to remain competitive with other states, rather than pass the responsibility for future payments and improvements to local school systems, which have uneven capacity to provide such support.

17. MSDE, in conjunction with institutions of higher education, should create guidelines for an induction program for teachers, principals, and instructional assistants that includes highly qualified, trained mentors and focuses on support, classroom management, cultural competencies, and curriculum, instruction, and assessment. This program should include the first two years of teaching for all teachers and the first three years for teachers in schools in any phase of school improvement.

Rationale

Teacher attrition is both a financial and an instructional problem, and approximately half of all teachers leave the profession within the first five years of teaching. School systems need to address the problems associated with teacher attrition by implementing a comprehensive induction program for new teachers. Replacements are expensive due to the costs of recruitment

and the subsequent training and support of that new teacher. The cost of replacing teachers has been estimated by the National Commission on Teaching and America's Future at $39,250 and $78,750 depending upon whether it is a suburban or urban district ("The High Cost of Teacher Turnover," June 2007).

Research shows that high-quality induction and mentoring programs decrease teacher turnover, provide new teachers with the instructional skills they need to increase student achievement, and improve the satisfaction and skills of veteran teachers. An induction program is important for all new teachers in all schools, but it is exponentially important in high priority (i.e., challenged) schools as part of the basic support system for educators, including the administrative staff. In addition, the current generation of new teachers will see induction as an incentive because it represents a commitment to their professional development, particularly when done in collaboration with institutions of higher education.

18. Local school systems and principals should design teaching assignments and schedule opportunities for job-embedded professional development, with particular emphasis on teachers in their first five years of experience and those in schools in any phase of school improvement.

Rationale

Too often new teachers find themselves in situations where the level of challenge in either the school or their teaching assignment does not match their talent and skills. In cases where the system makes the placement decision, it is critical that system leaders consider each individual's background of study in the specific context of the challenge level at the school, the leadership structure at the school, and the supports for new teachers in place in the school. To motivate, challenge, and keep new teachers, school personnel who craft teacher assignments and then match teachers to those assignments, both to schools and within schools, must give special attention to assignments both to schools and within schools ensure that assignments are attractive in scope, commensurate with their skills, and manageable with other supports in place, such as mentoring, in place. Success is a critical retention factor, and therefore placement and assignments for teachers must be handled with the goal of success as the driving force.

19. Local school systems and institutions of higher education should collaboratively design high-quality professional development aligned with the Maryland Teaching Standards for Professional Development and accessible to teachers without significant financial outlay on their part and without shifting the cost to colleges and universities.

Rationale

Local school districts and institutions of higher education should collaborate with each other and also with MSDE and the Maryland State Teachers Association to ensure that professional development for teachers is research-based, job-embedded, reflective, ongoing, and supported through robust follow-up activities. Teachers need to be directly involved in the planning of their professional development, and principals must also be involved to ensure that the professional development is integrated with other school activities, as appropriate. Best practices should be shared with one another.

The 2004 Report of the Maryland Professional Development Teacher Advisory Council surveyed all public school teachers in Maryland to determine the qualities of the most effective

professional development programs. Among other things, the data in the report support the idea that graduate courses and graduate programs were among the most highly effective and highly valued professional development opportunities available to teachers. In order to expand opportunities for more teachers to have access to this high quality professional development, local school districts are encouraged to work closely with colleges and universities to minimize the initial out-of-pocket expenses to teachers while not shifting the financial burden to institutions of higher education. New teachers are likely to experience financial strain that can make paying for graduate study and professional development courses difficult. Colleges and universities can work with local school districts to expand their direct billing practices to offer payment plans that will allow teachers to participate in graduate study or other professional development with minimal initial out-of-pocket expenses.

20. The Governor and the Maryland Congressional delegation should work with local school systems and MSDE to examine paperwork flow, reporting requirements, and other work requirements to reduce, streamline, and align the related expectations of teachers, principals, and other personnel so they can focus on the core mission of increasing student achievement. This work should result in recommendations for federal and state legislation or policy changes to address policy issues.

Rationale

With each new mandated education program and initiative—whether federal or state—school systems are required to complete a myriad of paperwork that may duplicate existing reports. Working with the assistance of advocacy groups, a thorough examination of currently mandated federal and state reports should uncover areas of duplication and offer opportunities to streamline processes—saving time and resources for both the individual schools and the federal or state agencies receiving the reports.

21. To reduce paperwork and improve teacher working conditions, MSDE should not require short-term objectives in individualized education programs (IEPs) for all students with disabilities in all areas that are not specifically diagnosed through the evaluation process.

Rationale

The Individuals with Disabilities Education Act (IDEA) does not require short-term objectives for other than the most severely disabled students. There are sound reasons for retaining short-term objectives in areas specifically identified by the evaluation process, but there is no requirement to include short-term objectives for areas not specifically identified, yet these are often included in the IEP at the local school level. Making this change improves working conditions for teachers by reducing an unnecessary burden of paperwork that is exacerbated by having to include short-term objectives for all areas for all students with an IEP. Less unnecessary paperwork, along with other improvements to working conditions, can help improve teacher retention.

22. To help improve working conditions and learning environments, MSDE should revise the definition of in-school suspension for students with IEPs. MSDE should ensure that services and instruction continue for these students.

Rationale

Under current regulation, if a student is removed from the classroom for behavioral reasons for more than 30 minutes but remains in the school, the student is considered to be in "in-school suspension." That half-hour is recorded as a full day of in-school suspension and counts toward the cumulative limit of 10 days of suspension allowed by regulation. Increasing the amount of time required to count as an in-school suspension would reduce the number of students in the category of in-school suspension. Making this change with respect to special education would provide teachers and administrators with the flexibility available in federal law: IDEA appears to permit in-school suspension so long as instruction and services continue. This change would be an incentive that could help retain teachers by giving the schools a better tool to deal judiciously with minor infractions and classroom distractions, while meeting all requirements for students with disabilities.

It is critical that action be taken to stem the flow of teachers away from special education. Their working conditions must be addressed, while ensuring that students receive the services they need.

Data

23. MSDE, the Maryland Higher Education Commission (MHEC), the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), St. Mary's College of Maryland, Morgan State University, and the Maryland Independent College and University Association (MICUA) should work together to select or develop a unique teacher identifier for all teacher candidates that stays with them when they are hired by a school system, link that identifier to the MSDE longitudinal database that uses unique student identifiers, and develop a systemic approach to capturing and analyzing data using these identifiers.

Rationale

At this time, Maryland cannot say how many prospective teachers from all avenues of preparation complete their programs and go on to become teachers in Maryland. Stakeholders seek information about high school Teacher Academy participants, students who enter Associate of Arts in Teaching (AAT) programs, Master of Arts in Teaching (MAT) students, career-changers who participate in either the Resident Teacher Certificate or transcript analysis, as well as full-time undergraduates in teacher preparation programs. Many other key data related to teacher production, appropriate preparation, and effective retention are also unavailable. The current staffing report provides limited detail on the origin of teacher hires and little reliable detail on teacher retention. These knowledge gaps present barriers to making data-driven decisions. A teacher identifier linked to a student identifier would help provide information for evaluating preparation programs and various pathways into teaching.

Maryland has a history of inter-agency, inter-segmental cooperation with regard to teacher preparation, and an initiative of this magnitude should be approached with the key constituencies in dialogue together.

Many states have been developing similar statewide data networks to help guide local and state strategies regarding professional development, teacher preparation, and teacher retention. The American Association of State Colleges and Universities (AASCU) makes several related recommendations for state policy-makers in "Toward a National Framework for Evidence of Effectiveness of Teacher Education Programs" (see Alene Russell and Mona Wineburg writing for AASCU in *Perspectives*, Fall 2007, p. 16). The development of such a systemic approach to capturing these data should be planned to include all teachers hired by Maryland school districts, whether prepared in Maryland or in other states or countries.

MSDE, MHEC, USM, MACC, and MICUA should report to the Governor's P-20 Leadership Council on their collaborative progress no later than September 30, 2009.

24. Local and state education agencies and stakeholder groups should use the Governor's Teaching and Learning Conditions Survey and/or other local school system survey results as data points for potential use in addressing issues related to the recruitment and retention of teachers.

Rationale

The Governor's Teaching and Learning Conditions Survey or school district surveys administered locally can be used to assess the perceptions of teaching and learning conditions by professionally certified personnel. The factors that affect the recruitment and retention of teachers should be identified and studied. The findings could inform action taken at the level of individual schools, districts, regions, and the state as a whole to improve teacher recruitment and retention.

Appendix A: Invitation to Offer Testimony

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In mid-October 2007, the following memorandum was disseminated by e-mail to the constituents listed below.

Maryland Teacher Shortage Task Force

TO: Superintendents, Maryland Local Education Agencies (LEA)
Council of Educational Administrative and Supervisory Organizations of Maryland (Association of School Business Officials of MD and the District of Columbia; MD Association of Colleges for Teacher Education; MD Association of Elementary School Principals; MD Association of Secondary School Principals; MD Association of Supervision and Curriculum Development; MD Association of School Personnel Administrators; MD Association of Teacher Educators; MD Council of Staff Developers; MD Middle School Association; MD State Department of Education; Public School Superintendents Association of MD; State of MD International Reading Association Council; University of MD, Dept. of Education Leadership, Higher Education & International Education)
Maryland State Teachers Association Board of Directors
AFT Maryland Board of Directors
PreK-12 Principals Advisory Council
LEA Board of Education Presidents
Maryland Association of Boards of Education
Maryland Association of Student Councils
Maryland Parent Teacher Association
Maryland Council of Teachers of Mathematics
Presidents, Two- and Four-Year Institutions of Higher Education
Chief Academic Officers, Two- and Four-Year Institutions of Higher Education
Deans & Directors of Teacher Education, Two- and Four-Year Inst. of Higher Ed.
Deans of Arts and Sciences, Two- and Four-Year Institutions of Higher Education
Maryland Independent College and University Association
Maryland Association of Community Colleges
Eastern Shore of Maryland Educational Consortium
Maryland Business Roundtable for Education
Members, Education Industry Initiative, Governor's Workforce Investment Board
Maryland Federation of the Council for Exceptional Children

FROM: Dr. Patricia S. Florestano and Dr. Edward L. Root, Co-Chairs
Teacher Shortage Task Force

DATE: October 19, 2007

SUBJECT: Recommendations for the Teacher Shortage Task Force

In the spring of 2007, the Leadership Council of the Maryland Partnership for Teaching and Learning, PreK-16, agreed to convene a task force to develop a comprehensive set of

recommendations to address critical shortages of qualified teachers in the state. As documented by the annual *Maryland Teacher Staffing Report*, shortages of qualified teachers are especially keen in certain fields that are also experiencing national shortages: computer science, English for speakers of other languages, mathematics, the sciences, and special education. Maryland school districts are therefore competing with neighboring states in a highly competitive environment. At the same time, many qualified teachers leave the profession after just a few years.

The co-chairs of the PreK-16 Leadership Council—the State Superintendent of Schools, the Secretary of Higher Education, and the Chancellor of the University System of Maryland—requested that we co-chair the Teacher Shortage Task Force. The task force members are a broadly representative group of individuals who will work over the next several months to report their final recommendations to the newly constituted Governor's P20 Leadership Council of Maryland.

To fulfill our charge, it is important that the Teacher Shortage Task Force hear from the many sectors of the education community. To facilitate the involvement of as many informed stakeholders as possible in this endeavor, three afternoons have been set aside to hear the thoughts of people close to these issues: **December 6, January 8, and January 22**. We invite you to present your concerns and, especially, your recommendations for solutions to one or more of the many overlapping facets of the teacher shortage crisis in Maryland. Presentations should not exceed 15 minutes, with some time reserved for questions from task force members. We also ask presenters to submit in advance a brief written summary of the recommendation(s) to be made and a brief rationale for each (one page per recommendation-rationale). These submissions will enable task force members to have your ideas at hand as they shape their final recommendations. If there are more requests for presentations than there is time, these will also be used to select presenters. **If you wish to offer a recommendation without making a presentation, you may simply submit your written recommendation(s) and rationale(s).**

We ask that you offer your recommendations within one or more of these general categories:

1. Higher education curricular initiatives (for example, interdisciplinary programs, involvement of arts and sciences faculty, differentiated majors, discipline-specific education tracks);

2. Certification issues (for example, alternative certification, Praxis cut scores, career changers); and

3. Incentives (for example, scholarships, tuition waivers, salary, retirement benefits, new teacher assignments, and incentives related to working conditions, including leadership issues [and their effect on retention], student discipline, class size and total student teacher load, preparation time, professional development, and mentoring).

We also ask that your recommendations take into consideration how the strategies you offer might be marketed or otherwise communicated (for example, information for the media, for counselors at all educational levels, and for the purpose of engaging students or career changers).

To schedule a presentation or to offer recommendations, please e-mail your written material **by November 19, 2007**, to Dr. Nancy Shapiro at **nshapiro@usmd.edu**. To request a presentation slot, indicate—in order of preference—on which of the three hearings dates you are available during the period 1:00 – 4:00 pm and include a phone number. Every effort will be made to schedule everyone who requests a presentation time. Presentations for December 6 will be scheduled by November 30 and others as soon thereafter as possible.

For more information, please contact one of the task force staff members:

Candace Caraco, Education Policy Analyst, Maryland Higher Education Commission, ccaraco@mhec.state.md.us; 410-260-4570;

Jim Foran, Executive Director, High School & Postsecondary Initiatives, MD State Dept. of Education (MSDE), jforan@msde.state.md.us; 410-767-0589;

Barbara Frank, Webmaster, Specialist, High School & Postsecondary Initiatives, MSDE bfrank@msde.state.md.us; 410-767-0985;

Nancy Shapiro, Associate Vice Chancellor for Academic Affairs, University System of MD, nshapiro@usmd.edu; 301-445-2753; and

Danielle Susskind, Graduate Assistant, University System of MD dsusskind@usmd.edu; 301-445-2733.

Please share this message with your constituents and other important stakeholders.

cc: Members, Teacher Shortage Task Force

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In early December, the following e-mail message was disseminated to the addressees, extending the deadline to January 21 for recommendations to be submitted to the task force.

Dr. Patricia S. Florestano and Dr. Edward L. Root, co-chairs of the Maryland Teacher Shortage Task Force, have extended the deadline for accepting recommendations to address the teacher shortage in Maryland. The requested format for submissions is 1-2 sentences summarizing each recommendation, followed by a 1-2 paragraph rationale supporting the recommendation.

Recommendations may address any of the following broad categories, as well as marketing strategies to implement changes: (a) higher education curricular issues; (b) certification issues; (c) incentives.

Please e-mail any recommendations you have before January 21, to Dr. Nancy Shapiro, Associate Vice Chancellor for Academic Affairs, University System of Maryland, at nshapiro@usmd.edu. Additionally, if you also wish to make a presentation to the task force, you might still be able to secure a time slot on January 8 or 22; include that request in your e-mail, and Dr. Shapiro's staff will contact you with further information.

For more task force information, see http://www.marylandpublicschools.org/MSDE/divisions/leadership/programs/tstf/

APPENDIX B: Testimony Offered

Those who offered oral testimony as well as written testimony are indicated with an asterisk.

Susan Aldridge* President University of MD University College	Joann Ericson* MD State Department of Education	DeWayne Morgan University System of Maryland
Jon Andes Superintendent Worcester County Public Schools	Dorie Flynn Executive Director, MD Assn. of Nonpublic Special Education Facilities	Stephanie R. Moses* President, MD Assn. of School Personnel Administrators (Wicomico Co. Public Schools HR)
Charlotte Baker* Staff Development Washington County Public Schools	Jennifer V. Frank University System of Maryland	Linda Murray* Washington County Public Schools
Kathryn Barbour* President, MD Council of Community College Chief Academic Officers (VP of Academic Services, Chesapeake College)	Barbara Gimperling Family Services Inc. Jacqueline Haas, Superintendent* Harford County Public Schools	Mary Jo Neil Past President MD Parent Teacher Association
Gary Bauer* Carroll County Board of Education	Lynn Harbison University System of Maryland	Dennis Pataniczek* President, MD Assn. of Colleges of Teacher Education (Dean of Education, Salisbury University)
Florie Bozzella Director of Human Resources Anne Arundel County Public Schools	David Helfman* Executive Director MD State Teachers Association (MSTA)	Jeanne Paynter* MD State Department of Education
Robert Caret* Chair, Education Industry Initiative, Governor's Workforce Investment Board (President, Towson University)	Kevin A. Hettel Asst. Superintendent for Human Resources Charles County Public Schools	Virginia Pilato* MD State Department of Education
Mary Cary Asst. State Superintendent MD State Department of Education	Donald Langenberg* National Research Council & Chancellor Emeritus, University System of MD	Ed Root Past President MD State Board of Education
Robert L. Davis* President Elect, MD Assn. of School Personnel Administrators (Cecil Co. Public Schools HR)	Kittybelle Hosford President, MD Assn. of Teacher Educators (faculty of Hood College)	John Smeallie* Asst. State Superintendent MD State Department of Education
Ernesto Diaz* Manager of Teacher Recruitment & Retention Howard County Public School System	Raymond Lorion* Dean of Education, Towson University	Gene Streagle Executive Director MD Assn. of Secondary School Principals
Michelle Dunkle* MD State Department of Education	Susan Marks Assoc. Superintendent for Human Resources Montgomery County Public Schools	Betty Weller* Vice President MD State Teachers Association
Colleen Eisenbeiser* President, MD Assn. of Dirs. of Teacher Education in the Community Colleges (& Dir. of Anne Arundel Comm. College TEACH Inst.)	Stacy Messick* MD Assn. of School Personnel Administrators (Dorchester Co. Public Schools HR)	Robert Wedge MD Assn. of School Personnel Administrators (Carroll Co. Public Schools HR)

APPENDIX C: List of Resources

On the task force website, the materials were electronically linked to the text.

1. Alliance for Excellent Education. (Feb. 2008). Issue Brief: What Keeps Good Teachers in the Classroom? Understanding and Reducing Teacher Turnover.
2. Alt, M., & Perry, K. (2007). To Teach or Not to Teach? Teaching Experience and Preparation Among 1992-93 Bachelor's Degree Recipients 10 Years After College: Statistical Analysis Report. Washington: Institute of Education Sciences of the National Center for Education Statistics.
3. Bottoms, G. (2008, January 11). Maryland principals must be ready to lead. *Baltimore Sun.*
4. Business Higher Education Forum. (2007). *An American Imperative*. Washington: Author.
5. The Center for Quality Teaching [Hirsch, E., & Emerick, S. et al.]. (2006). *North Carolina Teacher Working Conditions Survey Interim Report*. Chapel Hill, NC: Author.
6. Combs, S. (2006). The Cost of Underpaying Texas Teachers *Updated.* Austin: Texas Comptroller of Public Accounts.
7. Coulter, T., & Vandal, B. (2007). *Community colleges and teacher preparation: Roles, Issues and Opportunities.* Boulder: Education Commission of the States.
8. Eastern Shore Association of Colleges & Eastern Shore Superintendents Association. (2005). Eastern Shore Teacher Recruitment Proposal.
9. Educational Testing Service (ETS). (2007). America's Perfect Storm. Princeton: Author.

10. Educational Testing Service (ETS). (2003). Preparing Teachers around the World. Princeton: Author.

11. Freeland, R. (2008, January 10). A better way to choose a college. *The Christian Science Monitor*.

12. Gitomer, D. (2007). Teacher Quality in a Changing Policy Landscape: Improvements in the Teacher Pool. Princeton: Educational Testing Service.

13. Honawar, V. (2007, December 19). Reports Renew Debate Over Alternative Preparation. *Education Week*.

14. Jacob France Institute. (2007). *Retention of Maryland PDS Graduates Study in Maryland Public School Districts*.

15. Keller, B. (2007, December 19). New Teachers Outdo Peers of Last Decade on Academic Scales. *Education Week*.

16. *Leadership Maryland* material (July 2001) [binder of material from 2001 meeting]

17. Levin, J., Mulhern J., & Schunck, J. (2005). Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts. New York: New Teacher Project.

18. Levine, Arthur. (2006). *Educating School Teachers.* Washington: Education Schools Project.

19. Maryland Higher Education Commission. (March 2006). A Study of the Capacity of Maryland's Teacher Preparation Programs.

20. Maryland State Department of Education. (2006). *Report of the Task Force on the Education of Maryland's African-American Males*.

21. Maryland State Department of Education. (2006-2008). *Teacher Staffing Report.*

22. Maryland State Department of Education. (2003). *Quality Teacher Workgroup Report*.

23. Maryland Teacher Professional Development Advisory Council. (December 2004). *Helping Teachers Help All Students: The Imperative for High-Quality Professional Development*.

24. Mielczarek, N. (2008, January 5). Districts to decide teacher incentives: Pay for performance guidelines are broad. *Tennessean.com*

25. National Commission on Teaching and America's Future (NCTAF). (June 2007). Policy Brief: The High Cost of Teacher Turnover.

26. National Commission on Teaching and America's Future (NCTAF). (2002). Solving the Dilemmas of Teacher Supply, Demand, and Standards: How we can ensure a competent, caring, and qualified teacher for every child.

27. National Commission on Teaching and America's Future (NCTAF). (2002). Unraveling the 'Teacher Shortage' Problem: Teacher Retention is the Key.

28. National Comprehensive Center for Teacher Quality (NCCTQ) and Public Agenda. (2007). They're Not Little Kids Anymore: The Special Challenges of New Teachers in High Schools and Middle Schools. Issue 1. *Lessons Learned: New Teachers Talk About Their Jobs, Challenges and Long-Range Plans*. Washington: Author.

29. National Comprehensive Center for Teacher Quality (NCCTQ). (2007). *America's Challenge: Effective Teachers for At-Risk Schools and Students*. Washington: Author.

30. National Comprehensive Center for Teacher Quality (NCCTQ) and Public Agenda. (2007). Working Without a Net: How New Teachers Describe Their First Year on the Job. Issue 2. *Lessons Learned: New Teachers Talk About Their Jobs, Challenges and Long-Range Plans*. Washington: Author.

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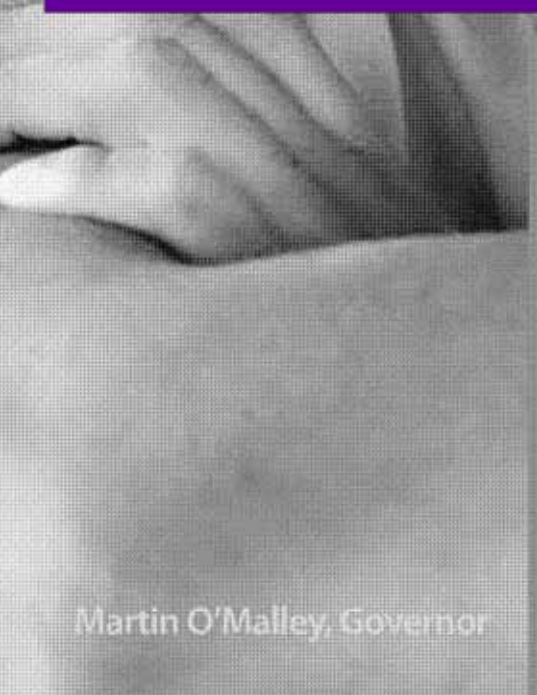

Report of the Task Force on the Education of Maryland's African-American Males

Accepted by the PreK–16 Leadership Council
March 6, 2007

Martin O'Malley, Governor

Maryland Partnership for Teaching and Learning, PreK-16

Task Force on the Education of Maryland's African-American Males

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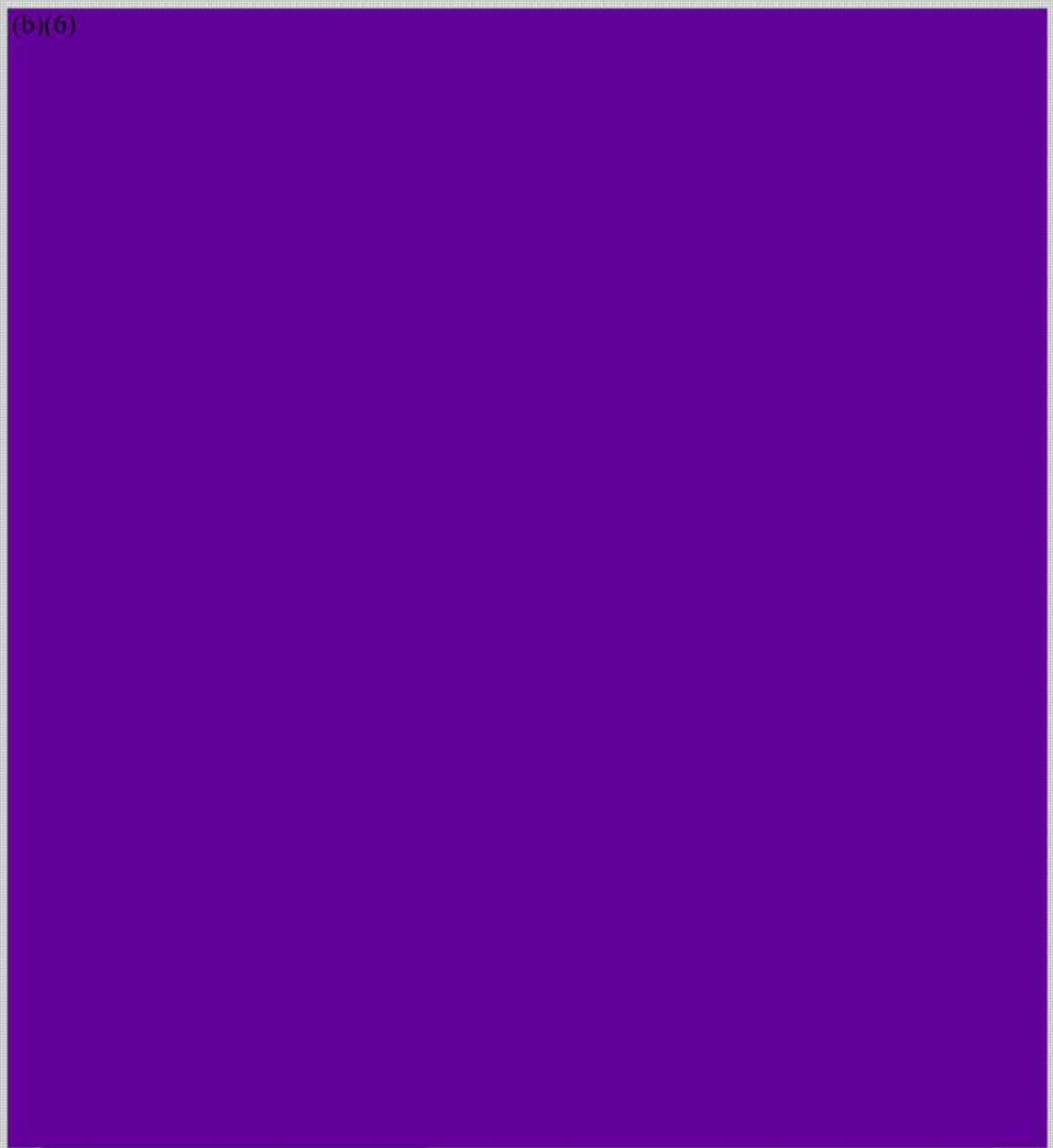

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Acknowledgements

The Task Force is indebted to all those who eagerly shared their time, passion, and expertise with us. We thank you for your inspiring dedication to Maryland's African-American male youth.

We are especially grateful to the African-American boys and young men whose deeply felt dreams and disappointments are the heart of this report. We hope we have recounted your beliefs accurately, rendered your appeals persuasively, and justified your faith in us. We dedicate this report to you: Harbor City High School students, Mentoring Male Teens in the Hood participants, and Morgan State MILE members.

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Note from the Chairs

On June 9, 2003, the Task Force on the Education of Maryland's African-American Males was convened by the Maryland K–16 Leadership Council (chaired by the University System of Maryland Chancellor William E. Kirwan, former Maryland Acting Secretary of Higher Education John A. Sabatini, Jr., and Maryland State Superintendent of Schools Nancy S. Grasmick) to evaluate Maryland's progress in addressing persistent academic achievement problems imperiling African-American boys and men.

Certainly, we don't believe that underachievement is contained to African-American males. Certainly, we don't believe they're the only ones needing focused academic help. However, this was the challenge issued by the Governor's Commission on Black Males more than a dozen years ago, and this was the charge issued by the K–16 Leadership Council—one we adhered to strictly. We hope the work of this Task Force spurs the formation of others and that other groups of students at risk of academic failure get the attention and support they deserve.

Task Force membership was diverse. College presidents and superintendents worked alongside inner-city volunteers and advocates. Some members had advanced degrees; others had none. This diversity in background and perspective was key to our mission and profoundly shaped our report.

We were asked to evaluate the successes and failures of Maryland's public schools with regard to African-American males' school readiness; reading, math, and science achievement; attendance, graduation, suspension, and expulsion rates; participation in advanced academic programs; and college and career preparation. The Task Force did, indeed, address these topics. But because many found it difficult to sever what they consider the inextricable connection between a child's emotional well-being and his academic success, many topics are substantially influenced by the social context in which they occur.

In cataloguing ways to improve the education of African-American boys and men, we were asked to ensure that the practices recommended are scientifically based and supported by solid research, and to comment explicitly on the kind of community involvement and human and financial resources needed to fulfill this mission.

While we indicated the agencies and organizations shouldering primary responsibility for each recommendation, we did not cost each out. For the Task Force felt strongly that we were charged with outlining not what is expedient—but what is necessary—to level the playing field for African-American males.

All Task Force members—without exception—felt that school, itself, is an at-risk environment for African-American male youth, and they wanted this report to justify fixing it—whatever the cost. It's up to all of us now to figure out the financial implications of these recommendations, what we can afford and what we can't, where creativity can compensate for a lack of funds, and when the cost of doing the right thing is simply the burden we have to bear.

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Dunbar Brooks
Co-Chair

Orlan M. Johnson
Co-Chair

Executive Summary

There is a great deal of evidence to demonstrate that all children are not valued equally, that some children are clearly valued more than other children, and finally, that African-American male children are valued least of all. It is not likely that schools, as they are currently structured, will ever look on the majority of children they serve as having unlimited potential.

—Governor's Commission on Black Males

More than 10 years after the Governor's Commission on Black Males, chaired by then-Delegate Elijah E. Cummings, issued its report—with plenty of indictments like the one above—the Task Force on the Education of Maryland's African-American Males finds many of the same problems catalogued by the Commission unresolved.

That does not mean they've been unaddressed. Some of the recommendations in this report have been made before—and some, repeatedly—but they were, for whatever reason, ignored or abandoned. However, the fact remains they're fair—and just. They need policies attached to make them actionable and accountability to make them enforceable. They need the backing of the political leadership and a clear, unequivocal promise from each state agency as to how it will help fix this problem of inequity and inadequacy. These recommendations need an independent group to monitor our progress and to hold our feet to the fire if we fail to make it.

For the African-American male is still imperiled. And while he is ultimately responsible for his own learning, many of the young men we talked to said it's not that they don't respond to education; it's that they don't respond to what passes for it.

We acknowledge that, at every level, there's been a fundamental failure on behalf of our African-American male students and a persistent bias against them. These recommendations are intended to rectify both.

Recommendations

The color line **divides** us **still.**

—W.E.B. Du Bois

Skilled, culturally competent teachers

Place the most effective teachers in the highest need classrooms and place the most effective principals in the highest need schools.

African-American male students will never catch up to their peers if we continue to staff poor, majority-minority schools with the least qualified, least experienced teachers and administrators. This Task Force isn't the first to cite research showing that teacher quality predicts academic success better than anything else, nor is it the first to recommend more equitable staff distribution. But instead of a cogent placement policy, we've gone only so far as to offer incentives to teachers and principals in the hope that they'll voluntarily accomplish this end. The incentives haven't worked. So it's time that local school systems and the teachers' unions together: a) draft a placement policy that will get their best teachers and principals into the schools that need them the most; and b) outline the support teachers will be provided to make them want to stay there.

Recruit African-American men into teaching.

Black males make up 19 percent of Maryland's public school population, but less than 5 percent of its teaching force. Some of the students we talked to said that seeing African-American men in the classroom would make up for their troubling lack in the home. Others said that while a Black man would relate to them better than other teachers and maybe care about them more, he would also be tough with them in a way that many White women—and to a lesser degree Black women—aren't. The Task Force recommends three strategies for getting African-American men into the classroom: 1) Develop a teacher preparation program that allows African-American men to work as paraprofessionals and progress toward full teaching certification. 2) Promote the Associate of Arts in Teaching program to attract African-American men into the profession. 3) Convene private organizations to furnish incentives for African-American men to pursue teaching.

Include in teacher preparation programs cultural competency training, especially as it relates to African-American males, and make teachers demonstrate effectiveness in this area.

Given the overwhelming homogeneity of Maryland's teaching force and the increasing diversity of its student body, it's unsurprising that socio-cultural conflicts occur. It's also unsurprising that these conflicts breed bias, miscommunication, low expectations, low motivation, and ineffective teaching. If we continue producing teachers who look dramatically different than the students they teach, we must prepare them professionally and emotionally for these differences. Colleges of education should train prospective teachers in MSDE's cultural competency standards, and MSDE should hold teachers accountable for meeting them. MSDE should also use the Social Studies Task Force, convened in 2004, to advocate for poor, minority, and urban children in terms of a culturally relevant curriculum and culturally competent teachers.

High standards and academic opportunity

Stop the over-identification of African-American males for special education and draft a plan for exiting students from it.

In special-education categories with subjective eligibility criteria—mental retardation, emotional disturbance, developmental delay—African-American male students are dramatically overrepresented. Misclassification or inappropriate placement in special education is devastating for minority students, especially when the placement means removal from the regular-education setting, the core curriculum, or both. Students facing such exclusionary practices almost always encounter a narrower curriculum and lower expectations than their peers. The state and school systems must systematically examine everything that influences overrepresentation—pre-referral interventions, family involvement, effective instruction in the regular-education classroom, pre-service teacher training, and professional development—so that African-American male students are no longer consigned disproportionately to special education, where their chances of receiving an equal and adequate education are further eroded and their prospects of post-school success dramatically diminished.

Increase the proportion of African-American males taking the PSAT in 10th grade and provide them the academic preparation and support they need to score well on it.

The PSAT is, hands down, the best practice for the SAT. Students who take the PSAT as sophomores and juniors score 115 points higher on the SAT than students who take it as juniors alone. Long before the PSAT raises scores on the SAT, though, it does something equally important: It starts students thinking about the SAT—and, by extrapolation, about college. It encourages them to explore options they may not have considered before and to envision a life they may have thought was destined for someone else. Of course, participation isn't everything. Encouraging African-American students to take the test without giving them the academic support to do well on it sets them up for failure—equally crushing, one imagines, as never having been set up to succeed. We cannot continue to encourage PSAT participation if we're unable to improve performance, for raising expectations only to dash them is a cruel compromise.

Ensure that every public high school offers an Advanced Placement (AP) program and that the prevalence of African-American males enrolled in AP reflects the demographics of the overall student population.

While African-American males' AP participation and performance have seen enormous improvement over the last several years, the fact remains that they've come so far largely because they had so far to go. Of the 32,000 African-American male sophomores, juniors, and seniors who could have taken an AP exam in 2005, just 1,229 did. And fewer than four in ten of them earned a college-mastery score. African-American males are—by far—the most poorly represented among AP test-takers. Improving their test participation and performance is essential because AP is the standard-bearer for rigorous coursework, one of the most highly regarded distinctions on the high school record, and an objective gauge of ultimate college success. Plus, the AP experience has proved especially valuable to students without a family history of college attendance, to students without a "book culture" at home, among peer groups that don't factor education into future plans, and in schools that don't strongly emphasize college preparation. Of course, with an increasingly large and diverse AP population, students are far from invulnerable to program deficiencies. Increasing enrollment among African-American males means little if their schools' programs aren't worth enrolling in.

In-school support

Increase and improve in-school, supervised suspension programs focused on academic development and behavioral counseling. Significantly reduce out-of-school, unsupervised suspensions.

In 2004–05, six in every ten suspensions went to an African-American student (even though studies show that racial differences in behavior fail to sufficiently explain racial differences

in school punishment). And yet suspension, as typically employed, has proved a particularly ineffective deterrent for misbehavior. Some research indicates, instead, that it either puts a child on the path toward delinquency or accelerates his journey there. In-school suspension, however, counteracts many of the more damaging effects of out-of-school suspension in that instructional time continues without interruption, and intensive academic help can be provided to students as needed—as can one-on-one personal and behavioral counseling. In-school suspension tends to reduce the daytime juvenile crime rate highly correlated with out-of-school suspensions and yet it's sufficiently punitive to deter infractions. Of course, administrators still have the authority to use out-of-school suspensions for more serious offenses and for those governed by a zero-tolerance policy. Admittedly, in-school suspension takes a lot of staff time, planning, and money—but, when done right, its pay-off is well worth the investment.

Establish within African-American-majority schools some single-sex classes primarily enrolling students with academic, attendance, and discipline problems.

For historically disadvantaged students, single-sex classes have shown a consistently positive effect on academic outcomes—an effect explained by a number of plausible theories: single-sex classes are typically smaller than co-ed classes; same-gender teachers serve as role models for the students; teachers' gender bias is reduced; enrollment in single-sex classes requires parent and student choice. Nonetheless, this is a controversial recommendation, as many believe that policies and practices segregating students rather than integrating them rarely serve the common good. African-American male youth, however, are already segregated—most notably by disproportionate placement in special education and non-college-prep classes. And integration doesn't always work either. In classes where gender and cultural differences are suppressed—rather than served—it's almost always the African-American male who loses out.

Assign to all high-risk African-American male students an advocate to work through academic and disciplinary problems and provide college and career guidance.

Ideally, every student would have an advocate—someone who listens to him, who intercedes on his behalf, who convenes the people, agencies, and services that can help him, who facilitates his success in school and prepares him for life after it. But given that counselors already carry nearly twice the desired caseload, this kind of personal, intensive advocacy for all is impossible. Therefore, the Task Force recommends that African-American males with significant academic or behavioral problems (those most at-risk for failing or dropping out) be assigned such a person from the school or from the community—someone with the time and training to be an effective mediator/counselor and the inclination to stop the hemorrhaging of Black males from our public schools.

Family and community support

Fund and provide direction for programs in which one-on-one and group mentoring is provided to African-American males. Focus mentor recruitment efforts on African-American men.

While non-instructional interventions are, in general, uneven in affecting school achievement, tightly controlled mentoring programs—involving intensive volunteer and youth screening, thorough training, close supervision, and explicit matching and meeting requirements—do have academic benefit. In the largest study of the mentoring effect, Big Brothers Big Sisters found that, in addition to inhibiting risky behaviors and improving parent and peer relationships, mentoring reduced the number of days students skipped school, increased their feelings of competence in doing schoolwork, and modestly improved their grade-point average. We recommend focusing mentor recruitment on African-American men to maximize identification between mentor and mentee; however, we also acknowledge that same-race matches won't always be possible and that matching an African-American male youth with a mentor of a different race is better than never matching him at all. We also recognize that mentoring's cost and reliance on volunteers will necessitate establishing priority placement criteria (age, family income, academic performance, behavior) and establishing group—as well as one-on-one—mentoring programs.

Provide educational materials to young African-American fathers and their children.

Father absence isn't exclusive to the Black family, but it has had a particularly devastating effect there. Sixty-two percent of all African-American households are headed by a single parent—almost always the mother. While we may not be able to immediately influence the social, economic, and cultural forces keeping African-American men from their homes, we can consistently and specifically appeal to them. We can show them how to help their children developmentally and academically. And we can provide them the resources they need to do it. The Task Force suggests using faith organizations as distribution centers because of their urban prevalence and their history of spiritual leadership in and practical partnership with the Black community. We also suggest using libraries, again, for their prevalence and for their dual aim of educational access and community cohesion. Finally, we suggest using Baltimore's Reginald F. Lewis Museum of Maryland African-American History and Culture because its mission complements our own and because the two values the museum so proudly celebrates—freedom and self-determination—are ultimately unobtainable without an adequate education.

Encourage certain ex-offenders convicted of non-violent felonies to volunteer in their communities.

A child's education isn't contained to the classroom, and his teachers aren't the only ones instructing him. The lessons he learns on the street can easily trump those he learns in school. That's why reconnecting African-American men to their communities is so important. And given the scope of African-American incarceration, the men most in need of reconnecting are ex-inmates returning to the neighborhoods they left months or years earlier. There are 170,000 African-American boys in our public schools, and many of them are desperate to have Black men a meaningful presence in their lives. Maybe it's counter-intuitive to put children and ex-offenders together. And maybe it's exactly what each one needs. Life's lessons aren't always learned from those who lived it flawlessly. There is nothing quite so credible as experience, and those who have it will, more effortlessly than others, earn students' attention. Obviously, the program would require strict eligibility restrictions, extensive background checks, and close and continued monitoring.

Prevention and intervention services

Provide high-quality early care and education to all children.

Neurological studies have shown that early experiences have a dramatic and specific effect on cognitive development and capacity, which means that children who start out behind will generally stay there. That's bad news for African-American boys, who start school woefully behind their peers. After a year in kindergarten, just 7 percent of them are reading. The Task Force recommends providing all children high-quality early care and education because the readiness gap is not a factor of socioeconomic status. (The gap is actually larger between more affluent White and African-American kindergarteners than between their poorer counterparts.) Plus, when all children learn together, all children are more successful—the more able children actually help the others learn. And finally, targeting preK programs only to at-risk youngsters tends to create separate and decidedly unequal programs for lower-, middle-, and upper-income children. The Task Force recommends two specific strategies for providing more children high-quality early care and education: 1) Fund a Judith P. Hoyer Early Child Care and Family Education Center for every elementary school where there is a documented gap between African-American and White achievement. 2) Ensure that all early childhood programs—including Head Start, child care centers, family child care, and pre-kindergarten programs—provide a strong focus on emergent literacy.

In areas of high need, provide the physical, dental, and mental health services needed to support greater academic achievement.

Not only are African-American boys more likely than other children to suffer from common and chronic health problems that impair cognition and behavior, they're also less likely to receive treatment for them. Some researchers attribute as much as one-quarter of the gap in school readiness to racial differences in health conditions and maternal health and behavior. Given the inextricable link between a child's physical, emotional, and mental health and his or her academic success, schools must help level the playing field for African-American males, who are so physically imperiled. One way to do so is to expand Maryland's School-Based Health Centers, which supply low-income children with primary, mental, and dental health care; prevention programs; health education; and associated social services. Another is to expand the Maryland Meals for Achievement Program, which provides all students a daily, in-classroom breakfast—regardless of family income.

Increase funding for correctional education programs so that every resident receives the academic and occupational services he needs to transition back into his school and community.

Statewide, nearly one in ten African-American men, aged 20–30, is in prison or jail, and nearly three in ten are under some form of criminal justice control. Unfortunately, the money used to incarcerate Black men rarely stretches far enough to educate them. A 10-year, 54-percent growth in Maryland's inmate population was met with a 4-percent growth in correctional education positions. This means, at any given time, there are about 1,800 inmates on a waiting list for educational programs, and, each day, we'll provide services to fewer than 4,000 of the 24,000 inmates in our correctional facilities. That's unfortunate because, by all accounts, Maryland's correctional education program is a good one. It's unfortunate, too, because studies indicate that attending school behind bars significantly reduces recidivism. Ninety-five percent of all inmates will eventually be released. With most of them no better off academically than when they were sentenced, the majority will commit new crimes within three years. And another generation of children disconnected from their fathers—lacking support, discipline, encouragement, and hope—will make their very same mistakes. Some already have. MSDE is taking over the education programs in Maryland's 13 juvenile facilities. It's an understatement to say that the instructional rooms in these facilities aren't conducive to learning. In fact, they're decaying—which makes a successful transition back to the public school even more elusive.

College preparation and financial assistance

Help African-American males make the transition from high school to college.

African Americans who defy the odds and go to college—even those who complete a college-prep curriculum—may find the hurdles not lowered post-admission, but raised. Forty-eight percent of those on the college track have to take a remedial math course once they enroll; 35 percent have to take a remedial reading course; and 27 percent have to take a remedial English course. African-American students end their first year in college with a lower grade-point average than White or Asian students and are less likely to receive a C or better in their first math and English courses. Remediation doesn't just cost students time and money. It's a morale-sapping endeavor—one that substantially inhibits the likelihood that these students will graduate at all. The Task Force recommends two strategies for helping African-American males make the transition from high school to college: 1) Align high school graduation requirements with the University System of Maryland entrance requirements. 2) Develop in all high schools articulation models with two- and four-year colleges.

Make college financially viable for African-American males.

African-American men constitute just 8.5 percent of Maryland's college population. And only one-third of those enrolled will ever graduate. Admittedly, financial need is just one reason for these dismal numbers—but an important one nonetheless. At Maryland's public four-year colleges, tuition climbed 33 percent from 2000 to 2004. In fall 2006, a year at UMCP will cost an in-state undergraduate one-quarter of what the average African-American family earns. And yet states and universities are increasingly abandoning income-based aid in favor of merit aid, a move credited with denying college access to more than a quarter-million qualified students nationwide—a disproportionate number of them minorities. The Task Force recommends three strategies for helping African-American males afford college:

1. Provide full funding for state need-based grant and scholarship programs and extend them to certain incarcerated students.
2. Promote the availability of federal and state financial aid and scholarship programs to students enrolled at community colleges and Maryland's Historically Black Institutions.
3. Convene private organizations to provide tuition assistance to African-American male students, including certain incarcerated students.

Provide a support system for African-American males in college.

Academic under-preparedness isn't the only reason African-American males drop out of college at a higher rate than any other student population. Nonacademic factors—such as a lack of confidence, social segregation, and emotional isolation—are often just as powerful. Diversity initiatives not only increase access, retention, and success among traditionally underrepresented students, they actually improve all students' level of satisfaction with their institutions and positively influence their academic growth. Curricular diversity; involvement in specialized student organizations; formalized, institutionally supported inter-group contact; and a perceived university-wide commitment to diversity predict greater cohesion, satisfaction, and retention among minority and majority students alike. In fact, for African-American males, this kind of university-based instrumental support appears to be the primary determinant of college satisfaction. While Maryland's community and public four-year colleges have stepped up efforts to recruit and retain African-American students, nearly all still fail on at least one accountability measure. Developing programs that provide for African-American male students' social integration and emotional support—in addition to those promoting academic success—seems a promising place to start.

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Table of Contents

Recommendations

(b)(6)

Equity in education

is a **civil right**

yet unrealized.

National Black Caucus of State Legislators

(b)(6)

We have **people** who are **dying**

physically, **spiritually**, and emotionally…

Rep. Elijah E. Cummings
Governor's Commission on Black Males

Charge

In 1993, the Governor's Commission on Black Males, chaired by then Delegate Elijah E. Cummings, issued a report that studied the conditions of African-American males in Maryland as they related to employment, health conditions, criminal justice, and education. The report provided important findings and powerful recommendations in each of the areas studied. The Commission provided us a "snapshot of the plight of the black males in Maryland." Chairman Cummings further stated that "the picture taking is over and now is the time to use this picture as a guide and catalyst for action."

In the ensuing years, a number of state and local agencies have implemented initiatives to address the issues and recommendations contained within the original report. In 1998, the Maryland State Department of Education—through its Maryland's Achievement Initiative for Maryland's Minority Students (AIMMS)—produced a report entitled *Minority Achievement in Maryland: The State of the State*. A second report, with expanded analysis and additional recommendations, was published in January 2001 by AIMMS. The two reports clearly—and without ambiguity—provided information indicating that many of the factors identified in the 1993 document persist today. While both the 1998 and 2001 reports dealt with education performance for *all* students, the disaggregation of the information once again points to serious and continuing problems concerning the education and development of Maryland's African-American boys and young men.

Therefore, on this the 10th anniversary of the *Report of the Governor's Commission on Black Males*, Maryland's K–16 Leadership Council establishes a Blue Ribbon Task Force, the Task Force on the Education of Maryland's African-American Males, to evaluate and report on the State's efforts and progress to address the continuing school performance and educational achievement problems that so seriously imperil the future of many of our African-American males.

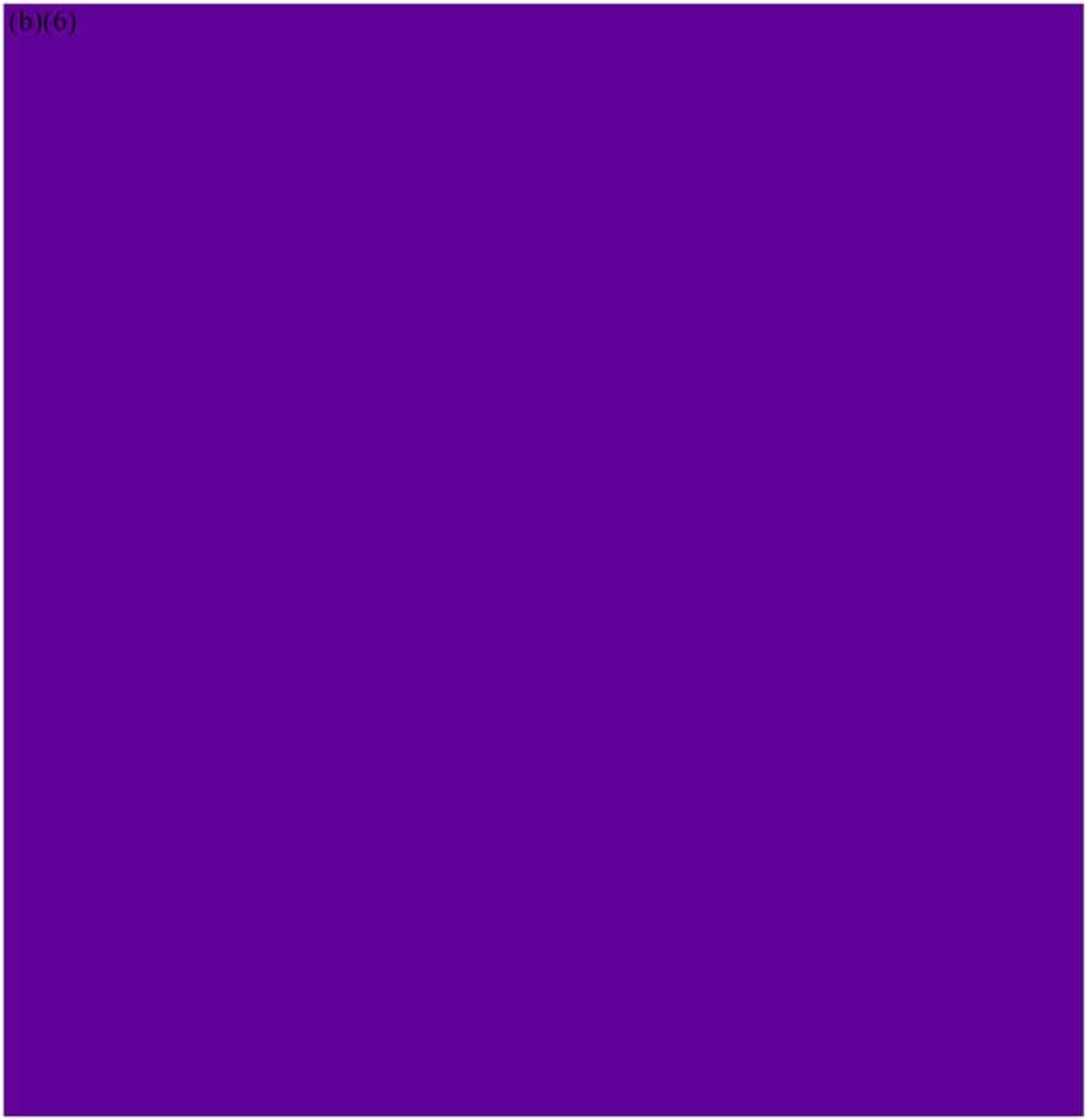
Further, the K–16 Leadership Council provides the following charge to the Task Force:

> Review critically past and current performance information and describe to the public the strengths and weaknesses of the current public education system and community supports as they relate to the education and development of African-American males in the following areas:
>
> - Preparation and development of pre-school readiness;
> - Performance of students on objective measures of academic achievement in reading, math, and science;
> - Performance of schools relating to attendance, suspension/expulsion, and graduation rates;
> - Participation of students in advanced and rigorous programs at the elementary, middle, and high school levels, including gifted and talented programs, core/rigorous high school courses, and PSAT, SAT, and AP participation and performance;
> - Preparation for career development, entrepreneurship, and meaningful employment in Maryland's growing economy;
> - Participation of high school graduates in higher education including enrollment, remediation, and graduation rates;
> - Disproportionate placement in special education and alternative programs;
> - The nature of family and community involvement needed to improve student outcomes;
> - Negative societal and self-perceptions of African-American males as "low achievers"; and
> - The adequacy of human and financial resources within communities to achieve needed advancements.

In fulfilling its task, the Task Force on the Education of African-American Males will review current research and effective interdisciplinary practices from both within the State and across the nation concerning the improvement of the education of African-American males so that its recommendations are scientifically based and supported by solid research and effective practices.

It is further charged that the Task Force on the Education of African-American Males will report its findings, recommendations, and suggested implementation plans (including assignment of lead agencies, an implementation timeline, and responsibilities regarding progress monitoring), and evaluate their effects on student gains to the K–16 Leadership Council on or about April 5, 2004.

June 9, 2003



[This task force] will be important only if **we have the will and the stomach to force the kinds of changes that need to be made.** We don't want this report to be one of those that sits on the shelf, gathering dust.

Orlan Johnson
Task Force Co-Chair

Introduction

African-American male youth have been branded violent, uneducated, uneducable, drug-addicted, malevolent, deficient, defiant, recalcitrant, hostile, ungovernable, immoral, amoral.

And yet when the Task Force talked with the boys, teens, and young men for whom we wrote this report, they told us that—most of all—they want teachers who care for them, who believe in them, who expect as much from them as anyone else, and who will give them as much. They want safe classrooms and secure playgrounds. They want rigor and discipline tempered with compassion and love. They want their school staffed with people who don't think authority and empathy are mutually exclusive or that equity is impossible. The want teachers and administrators who aren't afraid of them but aren't afraid to care about them either.

The young men we talked to weren't angry. They were hurting. And they didn't feel forgotten as much as they felt forsaken.

With good reason. On nearly every indicator—from birth to death—the Black male is at a disadvantage. By almost any standard, he is in trouble. He has the worst academic and attendance records and the most suspensions and expulsions. He is the most likely to drop out or fail out of school, the least likely to be employed, and the most likely to be incarcerated. He is sicker than anyone else in America and will die at a younger age.[1]

And, lest the argument be made, let us say preemptively that these conditions don't plague only *poor* Black males. In too many discussions of African-American achievement, race and poverty become synonymous. They're not. And we've tried hard to separate the two, for literally hundreds of studies have documented depressed achievement among African-American males—even when they suffer no major economic disadvantage. Poverty merely exacerbates it.

The public schools aren't to blame for *all* of this. Not all of society's problems can be fixed in the schoolhouse. But it's incontrovertible that the start one has in life will predict with strong accuracy its balance. The Maryland State Department of Education, therefore, must be a convener of all agencies and organizations that own a part of this problem. And, yes, we all own some of it.

We could explain here why immediate and significant action on behalf of our African-American males is necessary—how with Maryland on pace to soon become a majority-minority state, better educating African-American youth is economically imperative and fiscally prudent. And it is.

We could explain here why the consequences of inaction—perpetual poverty, drug dependency, violent crime, cultural deterioration, pervasive fear—are just too grim to suffer. And they are.

But the reader likely knows as well as we that there is a natural morality of mankind—that there are things that are implicitly and explicitly right and need no defense. This is not only one of those things, it is the most important of them.

The reader also knows that the recommendations in this report—however well-intentioned—mean nothing if they're left to languish on a shelf. Therefore, we recommend that the charging agencies—the Maryland State Department of Education, the Maryland Higher Education Commission, and the University System of Maryland—earmark money in their budgets for an independent implementation evaluation in 2–3 years' time.

[1] Lionel Brown, "America's Black Male: Disadvantaged from Birth to Death," Perspectives on Urban Education, University of Pennsylvania Graduate School of Education, Winter 2004

Skilled, culturally competent teachers

(b)(6)

We **need** to have personal **relationships** with our teachers.

We **need** to know they **care** about us.

We **need** to know they're **trying** to relate.

Student
Harbor City Learning Center

Place the most effective teachers in the highest need classrooms and place the most effective principals in the highest need schools.

This Task Force isn't the first to suggest giving the best teachers to the children who need them the most. It's a popular—if always unimplemented—recommendation. Its popularity stems from the fact that years of research prove not only that teacher quality matters, but that it matters more than anything else. Its implementation status stems from the fact that there's never been sufficient political will in this state to begin the hard work of it—and to confront the organizations, change the culture, and eliminate the boundaries that prevent it from moving forward.

The Teacher Effect

The most painstaking and persuasive studies proving the supremacy of teacher quality were undertaken by William Sanders (and various associates) in the mid- to late 1990s. He found that, in the extreme, 5th-graders with highly ineffective teachers in grades 3–5 scored about 50 percentile points below children—of comparable previous achievement—who had highly effective teachers over those same grades. For 4th-graders scoring in the lowest quartile in math, the probability of passing an 8th-grade-level test ranged from 15 to 60 percent, depending on their sequence of teachers and how effective they were.[1]

The massive scope of the teacher effect wasn't the only notable finding. Among Sanders' other conclusions:

- Teacher effect can be separated from that of race/ethnicity, wealth, and parent influence.
- Teacher effect increases with grade and is most pronounced in math.
- Teacher effect on student achievement is measurable at least four years after students have left that teacher.
- The damage inflicted by having an ineffective teacher—or a series of them—is rarely reversed by having more effective teachers later on.
- Regardless of race, children of similar previous achievement levels tend to respond similarly to the same teacher.
- Teacher quality is a far more reliable predictor of academic success than students' earlier achievement, class size, and ethnic and socioeconomic classification.[2]

Where the Good Teachers Go

There are, of course, many tremendously talented teachers in Maryland's urban, low-income schools. But predictably, you'll find most of our highly qualified teachers in the highly affluent schools. It's in the high-poverty, high-minority schools that one is more apt to find teachers untrained in their subject and inexperienced in general.

Before the No Child Left Behind Act demanded stronger teacher qualifications, 22 percent of all core academic secondary classes in Maryland were taught by teachers without a major—or even a minor—in the subject they taught.[3] In high-minority schools, the number of teachers teaching out-of-field jumped to 35 percent. Nationwide, the math classroom was the hardest hit: In high-poverty schools, 43 percent of all math classes were taught by teachers who neither majored nor minored in math, versus 27 percent of classes in low-poverty schools.[4]

The Highly Qualified Teacher and the Hard-to-Staff School

In May 2005, the Maryland State Teachers Association won an NEA grant to expand two teacher-quality initiatives beyond Montgomery County, where they began.

Teacher Development Schools

Teacher Development Schools use intense professional development to strengthen teaching in high-need, urban schools. The schools—which must be Title I and demonstrably hard to staff—focus on analyzing students' work, building a professional community, and sharing strategies for closing the achievement gap. Teachers are encouraged to pursue National Board Certification and to join an electronic learning community of accomplished teachers. Board-certified teachers serve as external coaches.

Board Certified Teachers Network

The grant will also help maintain a network of Board-certified teachers to study education policy, provide skill development in educational leadership, and encourage minority teachers and those in low-performing schools to pursue National Board Certification.

But even today, the teacher-quality gap persists: In Maryland, 85 percent of classes in wealthy schools[a] are taught by highly qualified teachers,[b] versus just 58 percent of classes in poor schools.[5 c]

Teachers in high-poverty schools aren't just less trained, they're less experienced, too. Twenty percent of teachers in poor schools have three or fewer years of teaching experience, compared with 11 percent of teachers in affluent schools.[6]

Do teacher training and experience matter? Unequivocally, yes. The (quantifiable) variables most closely correlated with student achievement are teachers' subject-matter training,[d] literacy level, selectivity of the college attended, and experience.[7 e]

The formula must be familiar by now: Well-trained, well-rounded teachers produce well-educated students. High-poverty, high-minority schools have substantially fewer of these teachers

Classes in **high-poverty schools** are
77 percent more likely
to be assigned to an **out-of-field teacher**
than classes in low-poverty schools.
All Talk, No Action: Putting an End to Out-of-Field Teaching

than wealthy, White schools. And yet attempts to even out the disparity have been rather weak, if well-intentioned. In 1999, the General Assembly passed the Quality Teacher Incentive Act. Part of the funding package was a $2,000 annual stipend awarded to any teacher with an Advanced Professional Certificate—held by nearly half of Maryland's teaching force[8]—who teaches in a low-performing school. Last year, the number of teachers collecting the stipends dropped 264 to 2,619[9]—fewer than qualified for the stipend when the Act was passed. Perhaps $2,000 isn't the incentive it used to be.

Nationally, efforts to improve teacher quality in high-poverty, low-performing schools have been similarly uneven and unfocused. States and districts generally tackle the problem of overall teacher supply, assuming that increasing the number of teachers will benefit all schools—including those hardest to staff. But the positive effects of such broad efforts rarely trickle down to the most vulnerable schools. Alternatively, districts craft piecemeal solutions that have minimal, short-term impact.[10]

According to many researchers, recruiting teachers into high-poverty, high-minority schools is less than half the problem. It's keeping them there that's hard. Poor schools lose more than one-fifth of their faculty each year. This staggeringly high turnover rate is due, in part, to lower salaries, but also to inadequate support from the school administration, too many intrusions on teaching time, discipline problems, and limited faculty input into decision-making.[11]

That's why the Learning First Alliance has called for improving the leadership and working conditions in high-poverty schools, as well as the preparation and professional support their teachers are provided. The organization recommends incentives for taking on these tougher teaching assignments and for improving student performance once there. It calls for more equitable funding of high-poverty, hard-to-staff schools, a coherent set of federal, state, and local policies that promote recruitment and retention, and practices that facilitate quicker hiring and placement.[12]

The Highly Qualified Principal and the Hard-to Staff School

Distinguished Principal Fellowship Program

When Maryland's Distinguished Principal Fellowship Program was launched in 2002, four of the state's most effective principals were paid $125,000 a year to work in four of Baltimore City's poorest performing schools.

According to an evaluation released in January 2006, test scores and attendance improved in the four participating schools. Plus, surveyed staff and stakeholders said the schools had increased parent and community involvement and aligned school culture to student and adult learning.

Principals selected for the fellowships agree to lead the schools in which they're placed for three years; build the school's capacity to sustain effective leadership over time; and help develop high-quality professional development for the district's principals.

House Bill 995, approved by the General Assembly in 2005, paved the way for a statewide rollout of the program.

New Leaders for New Schools

New Leaders for New Schools is a national non-profit organization that recruits and trains educators and former educators to become urban school principals.

In February 2005, Baltimore became the nation's sixth New Leaders site, and Maryland became the first jurisdiction to allow New Leaders—rather than a college or university—to certify program graduates. New Leaders plans to train 40 principals for Baltimore within three years—enough to fill one-fifth of the City's principalships.

Candidates are recruited and screened through extensive networks, and complete an intensive summer training program. Each shadows an experienced principal for a year, then receives three years of on-the-job coaching when assigned to his or her own school.

About half of the projected $3 million funding the three-year Baltimore program will be paid by the school district and local philanthropies, with national foundations providing the rest. ■

A Commitment Long Overdue

We've known for a long time that the best way to keep African-American children from achieving is to continue staffing their schools with the least experienced, least trained teachers. It's the worst-kept secret in education. A secret better kept is that it doesn't have to be this way. Maryland can be a leader on this issue, we can change the national dialogue, we can resolve to be the first—if we want it badly enough. So the question is, why don't we?

In Achievement Matters Most—where this same recommendation appeared in 2002—the Visionary Panel for Better Schools wrote, "Each year that we talk about what we believe without actually doing it means one more year that we fail to deliver on a promise made to Maryland's students."[13] It's 2006 now, and it's time we stopped failing them.

➲ **Responsibility:** local school systems, Maryland State Teachers Association, Baltimore Teachers Union

1 June C. Rivers and William L. Sanders, "Teacher Quality and Equity in Educational Opportunity: Findings and Policy Implications," *Teacher Quality*, Lance T. Izumi and Williamson M. Evers, eds., 2002
2 ibid
3 Craig D. Jerald, "All Talk, No Action: Putting an End to Out-of-Field Teaching," The Education Trust, August 2002
4 "Education Secretary Paige Addresses First Annual Teacher Quality Evaluation Conference," U.S. Department of Education, June 12, 2002, retrieved at http://www.ed.gov/ news/speeches/2002/06/061102.html?exp=1
5 *2005 Maryland Report Card*, Maryland State Department of Education, 2005
6 *Qualified Teachers for At-Risk Schools: A National Imperative*, National Partnership for Teaching in At-Risk Schools, 2005
7 Kate Walsh and Christopher O. Tracy, *Increasing the Odds: How Good Policies Can Yield Better Teachers*, National Council on Teacher Quality, 2005
8 *2005 Maryland Report Card*, op cit
9 "FY 2001–2004 Teacher Quality Stipend Data," Maryland State Department of Education, Office of Certification and Accreditation, March 2006
10 *Qualified Teachers for At-Risk Schools*, op cit
11 Richard M. Ingersoll, *Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms With Qualified Teachers?* Renewing Our Schools, Securing Our Future: A National Task Force on Public Education, November 2004
12 *A Shared Responsibility: Staffing All High-Poverty, Low-Performing Schools With Effective Teachers and Administrators*, The Learning First Alliance, May 2005
13 *Achievement Matters Most: The Final Report of the Visionary Panel for Better Schools*, Maryland State Department of Education, January 2002

[a] "Wealthy" (low-poverty) schools are those in the lowermost quartile in terms of students receiving free and reduced-price meals. "Poor" (high-poverty) schools are those in the uppermost quartile.
[b] "Highly qualified," as defined by the No Child Left Behind Act, means the teacher has a bachelor's degree and full state certification and has demonstrated content knowledge in the subject(s) he or she teaches.
[c] Overall, 75 percent of classes are taught by "highly qualified" teachers.
[d] secondary teachers only
[e] Research suggests a non-linear relationship between experience and effectiveness. That is, teacher effectiveness improves each year over the first 4 to 5 years in the classroom. After that, the effect diminishes.

(b)(6)

Recruit African-American men into teaching.

There are 167,346 African-American male students in Maryland's public schools,[1] but only 2,672 African-American men teaching them.[2] Black males make up 19.3 percent of the state's student population, but just 4.8 percent of its teaching force. With less than five in 100 teachers Black men, the one student in five who needs them the most likely won't see any at all.

That's especially tragic because the fact is many African-American boys don't see many African-American men—period. Not in school and not at home. In Maryland, more than four in 10 African-American children live in single-parent households—almost all of them run by women.[3] And in Baltimore, where nearly one-quarter of the state's African-American children live and go to school, few of the men they do see are worthy role models. Nearly one in ten Baltimore adults is drug-dependent.[4] Every other African-American man in his 20s is incarcerated, on parole, or on probation. One in five is in jail or prison.[5]

The argument that African-American boys need not just good teachers—but good African-American male teachers—comes most passionately from the boys themselves. The Task Force met with dozens of African-American male students—students in elementary school, middle school, high school, and college—and all said they needed to see more African-American men in the classroom.

Many reasoned that "sober, caring, spiritually guided" men in school might make up for their lack in the home and on the street. And maybe cure their disillusionment. One student said it's not just the drug dealers that feed his disdain for the Black men in his neighborhood; it's the customers—his customers, his friends' customers. These aren't men you look up to; these aren't relationships that breed respect. He said he needs to see Black men who deserve his attention and have earned his esteem.

To some, it's about empathy: "I need someone who can relate to me." To others, compassion: "I need someone who cares about me." To others, control: "Black men aren't scared of us the way other teachers are." And still others, it's simply seeing the option of something else—something better and safer than thug life, and something more realistic than NBA/rap stardom.

If we really **expect** to see a **change** in **the current situation**, men have to **get involved** in this **process**, because it takes a **Black man** to prepare a **Black boy** for whatever **he's going to face** out there.

Spencer Holland
Morgan State University

Develop a teacher preparation program that allows African-American men to work as paraprofessionals and progress toward full teaching certification.

Paraprofessionals[a] are a desirable—yet largely untapped—supply of future teachers.

- Paraprofessionals who become teachers tend to keep teaching. In one pilot program, more than 80 percent of paraprofessionals provided financial assistance and other support while working toward traditional certification were still teaching after three years. Given that half of the 2,700 teachers Maryland annually graduates from its education colleges will never teach in Maryland or will leave within their first five years, a three-year, 80-percent retention figure is encouraging.
- Paraprofessionals help fill critical content and geographical shortages. In the same pilot program, nearly 90 percent of the former paraprofessionals still teaching after three years were teaching in urban areas. A substantially broader National Education Association (NEA) survey found that more than 70 percent of para-professionals work with students in special education.
- Paraprofessionals are part of the community. The NEA survey found not only that three of four paraprofessionals live in the school district where they work but that they have, on average, for 25 years. They understand their students' background, families, culture, and neighborhoods.
- Paraprofessionals inject color into the teaching pool. The majority of paraprofessionals in teacher education programs are minorities. By helping them become teachers, we can close the gap between minorities' prevalence in the student population and their prevalence in the teaching force.[6]

➲ **Responsibility:** Maryland State Department of Education

Promote the Associate of Arts in Teaching program to attract African-American men into the profession.

One teacher in five begins his career at a community college.[7] Forty-three percent of all Black postsecondary students are enrolled in one.[8] And fully half their teacher candidates transfer to a four-year college—doubling the 22-percent transfer rate of other community-college programs.[9] Surely, then, the two-year college is a promising pipeline for producing more African-American male teachers.

Until recently, however, community college degree-holders typically had to retake courses following their transfer to a four-year college. The amount of time and money this tacked onto students' schooling often persuaded them to switch majors. That hurdle is what the Associate of Arts in Teaching (AAT) was designed to eliminate.[b] Because the AAT is a seamless transfer program aligned with MSDE's teacher certification requirements and with National Council of Accreditation of Teacher Education standards, a degree-holder can transfer to any four-year institution in Maryland without taking duplicative coursework. Required field experience in local schools also encourages students to stick with the program.

The AAT degree has a lot of potential: the potential to produce more teachers, to produce more African-American teachers, and to produce more teachers truly prepared for the classrooms—and the students—they'll face.

➲ **Responsibility:** Maryland State Department of Education, Maryland Higher Education Commission

There are some things **Black men need** to teach **Black men.**

Student
Institute for Student Leadership and Character Development
Morgan State University

Convene private organizations to furnish incentives for African-American men to pursue teaching.

To the many philanthropic organizations offering need-based college aid, we must argue that sometimes an applicant's color and gender matter as much as his income. To the many organizations offering college aid for students pursuing specific majors, we must persuade them that teaching is among the worthiest. To the many organizations that haven't thought about offering college aid at all, we must convince them of its benefits.

Because the state is legally unable to offer financial incentives[c] based on race or gender, we must rely on our private partners to do so. And we must prove to them why they should.

➲ **Responsibility:** Maryland State Department of Education, Maryland Business Roundtable for Education

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1 *2005 Maryland Report Card,* Maryland State Department of Education, 2005

2 *The Fact Book:* 2004–2005, Maryland State Department of Education, 2005

3 *Kids Count Pocket Guide: African-American Children*, Annie E. Casey Foundation, 2003

4 "Drug Addiction Treatment Program," Open Society Institute, © 2005, retrieved at http://www.soros.org/initiatives/ baltimore/focus_areas/drug_addiction,

5 Eric Lotke and Jason Ziedenberg, *Tipping Point: Maryland's Overuse of Incarceration and the Impact on Public Safety*, Justice Policy Institute, March 2005

6 Christine L. Smith, "Focus on an Untapped Classroom Resource: Helping Paraprofessionals Become Teachers," Southern Regional Education Board, April 2003

7 "Rx for Solving Nation's Teacher Shortage: Community Colleges Educate One in Five U.S. Teachers; Can Help Cut Shortage of 2.4 Million Teachers by One Quarter," National Teacher Recruitment Clearinghouse, October 23, 2002

8 *2005 Data Book: Creating a State of Achievement*, Maryland Higher Education Commission, 2005

9 "Meeting the Challenge of the Teacher Shortage: Community Colleges Step Up to the Plate," *AAC&U News*, June 2003

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a The No Child Left Behind Act requires all paraprofessionals working in Title I programs to have completed one of the following: two years of postsecondary education, an associate's degree, or a formal assessment that demonstrates their skills.

b It also eliminated the 352 separate articulation agreements between Maryland's 16 two-year and 22 four-year colleges—agreements that did little but obscure for students whether, which, and how many credits would transfer with them. Maryland was the first state to offer the AAT degree.

c scholarships, loan forgiveness, stipends, signing bonuses

If all children are to be **effectively taught, teachers** must be prepared to **address** the **substantial diversity in experiences** students bring with them to **school**.

Linda Darling-Hammond
Arthur Wise
Stephen Klein
A License to Teach

An African-American Journey

In fall 2005, elementary and middle school teachers across Maryland began using **An African American Journey**, 43 lessons connected to the exhibits of the Reginald F. Lewis Museum of Maryland African American History and Culture. The lessons—incorporating history, art, music, literature, geography, and economics—are intended to support a broad, multiyear program of study around the African-American experience.

In development for more than four years, the lessons are closely aligned with Maryland's standards and curriculum; tied to teachers' backgrounds for more expert delivery; designed to be enriched by the museum's artifacts, exhibits, and activities; and endorsed by dozens of local and national experts.

An African American Journey is meant to ensure that *all* public school students understand how the African-American experience shaped our past and appreciate its implications for our future. But the curriculum's mission isn't purely academic. It is explicitly intended to prompt classroom discussion on divisive issues of race, to stimulate and broaden the way students view themselves as agents of change, and to challenge them to make this nation fulfill its promise as a just, inclusive, and equitable society. ■

Include in teacher preparation programs cultural competency training, especially as it relates to African-American males, and make teachers demonstrate effectiveness in this area.

Not only do teacher preparation programs turn out a surprisingly uniform cadre of teachers—European American, low-middle/middle class, monolingual English, from rural or suburban backgrounds[1]—there's evidence that Maryland's teachers are growing even more similar while their students grow more diverse. White teachers comprise 76 percent of Maryland's teaching force—White women alone, 58 percent—while, for the first time ever, White students are a minority in Maryland's public schools.[2]

The Great Race Divide

While the growth in minority student enrollment continues its steady rise, 2004's 1-percent dip in minority teacher candidates erased the spotty improvement in staff diversity that had been made since 1999.[a] And 2004's 2-percent climb in minority new hires still puts us nearly 3-percent shy of 2002's high, when 31 percent of all teachers newly hired in Maryland were minorities.[3] Plus, the 3:1 female-to-male ratio among teachers hasn't budged over the last several years,[4] [b] as surely the much longer running 1:1 ratio among students will not.

But race and gender only scratch the surface of teacher/student differences, because these two differences imply so many more. Twenty-three percent of Maryland's African-American children live in high-poverty neighborhoods, 30 percent live in neighborhoods with a high drop-out population, and 22 percent live in neighborhoods with a high unemployment rate.[5] Forty-three percent of all new cases brought before the Department of Juvenile Services involve African-American male youth.[6]

The Problem of Us vs. Them

The problem with Maryland's teaching force being overwhelmingly White, female, and middle-class and its students not being overwhelmingly any of these things is that studies have documented pre-service teachers' parochial (at best) and negative (at worst) dispositions toward diversity and toward students unlike them racially, linguistically, and socioeconomically.[7]

The socio-cultural mismatch—with or without the accompanying antagonism—breeds bias, stereotyping, conflict, miscommunication, low expectations, low motivation, and ultimately (because can instruction really withstand all that?) ineffective teaching.[8]

The bottom line is this: If we continue to produce teachers who look dramatically different than the students they teach, we must—at the very least—prepare them professionally and emotionally for those differences. Maryland has standards for communicating interculturally, for reducing prejudice, for establishing culturally supportive learning environments, for designing curricula and instruction that improve minority performance, and for using assessments to promote achievement equity. Every college of education should know those standards, should teach those standards, and should hold prospective teachers accountable for meeting them.

The College Civil Right

Because of its history of *de jure* racial segregation, Maryland has an obligation under federal law and court decisions to remedy past discrimination and to remove the vestiges of dual and unequal education.

In December 2000, Maryland entered into an agreement with the U.S. Department of Education's Office for Civil Rights (OCR) to advance equal educational opportunity for African Americans.

Maryland agreed to strengthen academic and teacher preparation programs; partnerships with elementary and secondary schools; recruitment and admissions; retention and graduation; diversity among faculty/staff and governing/advisory boards; and Maryland's Historically Black Institutions.

While the agreement expired in December 2005, Maryland's State Plan for Postsecondary Education calls for MHEC to continue its annual evaluation of the state's performance in meeting the commitments outlined in the agreement with OCR, identify areas that still require attention, and determine how to further the progress that's already been made. ■

Use the Social Studies Task Force to advocate for poor, minority, and urban children in terms of a culturally relevant K–12 curriculum and culturally competent teachers.

In November 2004, State Superintendent of Schools Nancy S. Grasmick convened the Social Studies Task Force to examine:

- the social studies curriculum (content breadth and depth, grade-level indicators, discipline balance);
- the adequacy of instructional time, staff, and resources devoted to social studies;
- the cost and implications of a social studies assessment program;
- partnerships with organizations that can enhance social studies instruction; and
- teacher preparation and professional development in social studies content and pedagogy.

The task force is scheduled to end its work this summer. We recommend it remained convened—or a new group be assembled—to tackle, specifically, the relevance of the social studies curriculum to young African-American males and the cultural competence of those teaching it.

While many subjects offer opportunities to talk about the African-American experience, none lends itself to this discussion as naturally as social studies. It's a conversation that should be aided invaluably by the K–12 curriculum[c] linked to the Reginald F. Lewis Museum of Maryland African American History and Culture (see box on page 11).

➲ **Responsibility:** Maryland Higher Education Commission, Maryland State Department of Education

Use the Maryland State Plan for Postsecondary Education to ensure cultural competence among college and university faculty.

The problem of cultural competence doesn't end at grade 12, for college professors are even more homogenous than K–12 educators. Eighty in every 100 full-time instructors are White. Just five in 100 are Black.[9]

The effects of faculty homogeneity and other alienating conditions are perhaps even starker on college campuses than in K–12 classrooms. For African-American college students simply drop out—an option not open to their elementary and most of their secondary counterparts. At 46 percent, the college graduation rate among African Americans is an appalling 22 percentage points lower than it is among Whites.[10]

And with African Americans constituting a mere 17 percent of graduate students in Maryland and just 7 percent of PhD recipients, it's unlikely we'll fix the problem of a predominantly White faculty anytime soon.[11]

We can, however, fix the problem of cultural competence. Maryland law requires the Maryland Higher Education Commission (MHEC) to have and update a statewide plan for postsecondary education. According to that plan, colleges and universities—their programs, faculty, staff, and infrastructure—must foster a friendly, supportive, and attractive environment for racially and culturally diverse students.

Part of MHEC's response to this imperative is to host workshops focused on developing cultural competence among college faculty. This effort—combined with many others aimed at improving the recruitment, retention, and graduation of minority students—should have the net effect of producing more African-American undergraduates and, in turn, more African-American graduates, more African-American post-graduates, and ultimately, more African-American faculty. So that, in the future, neither cultural competence nor racial uniformity will be the problem it is today.

➲ **Responsibility:** Maryland Higher Education Commission

(b)(6)

[1] Nelly Ukpokodu, "Breaking Through Pre-service Teachers' Defensive Dispositions in a Multicultural Education Course: A Reflective Practice," Spring 2002
[2] *The Fact Book: 2004–2005*, Maryland State Department of Education, 2005
[3] *Maryland Teacher Staffing Report, 2005–2007*, Maryland State Department of Education, August 2005
[4] ibid
[5] *Kids Count Pocket Guide: African-American Children*, Annie E. Casey Foundation, 2003
[6] *FY 2005 Annual Statistical Report*, Maryland Department of Juvenile Services, 2005
[7] Ukpokodu, op cit
[8] ibid
[9] Emily Forrest Cataldi, Mansour Fahimi, and Ellen M. Bradburn, "2004 National Study of Postsecondary Faculty (NSOPF:04) Report on Faculty and Instructional Staff in Fall 2003," National Center for Education Statistics, May 2005
[10] *2004 Maryland State Plan for Postsecondary Education*, Maryland Higher Education Commission, December 2004
[11] ibid

[a] From 1999 to 2004, minority student enrollment grew from 45 percent to 51 percent of total student enrollment. Meanwhile, the proportion of minority teacher candidates among all candidates remained at 18.4 percent.
[b] According to the National Education Association, the proportion of men teaching today is the lowest it's been in 40 years. Just one-quarter of the nation's 3 million teachers are men. The percentage of men teaching in elementary schools has fallen steadily since 1981 (from 18 percent to 9 percent). The proportion of men teaching in secondary schools has fluctuated over the years, but now stands at its lowest level (35 percent).
[c] currently completed for grades 4–8

(b)(6)

High standards and academic opportunity

(b)(6)

If you don't make a choice to learn,

you won't learn.

If you make that choice,

you can learn anything.

Student

Eye-to-Eye: The Power of Personal Invitations to Learning

Stop the over-identification of African-American males for special education and draft a plan for exiting students from it.

In 2005, 2,119 African-American male students were identified as mentally retarded (62 percent of all identified male students); 4,051 as emotionally disturbed (57 percent); and 1,529 as developmentally delayed (44 percent).[1] Given that African-American males make up only 19 percent of Maryland's total student population, the case for over-identification is an easy one to make.

Segregation Redux

Nationally, African-American students are over-represented in 9 of 13 disability categories and, in mental retardation and developmental delay, constitute more than twice their share of the overall student population.[2] Interestingly, in special-education categories where a medical diagnosis is involved—severe mental retardation, visual impairment, hearing impairment, and physical disability—African-American representation is proportional to their percentage of the general school population.[3]

African-American children aren't just overrepresented in special education as a whole, they're also more likely to be placed in separate special-ed classrooms rather than with the general student population. Plus, African-American children in special education are particularly likely to be suspended. Eighteen of Maryland's 24 school systems fail in one of these three areas, meaning they have a "significantly disproportional" share of African-American students in special education, in separate special-ed classrooms, or on their list of suspended students. Five school systems now facing sanctions failed in all three areas.[4] In Maryland and across the U.S., disproportional special-ed representation has been the subject of lawsuits and legislation, picketers and protesters—with good reason.

Misclassification or inappropriate placement in special education is devastating for minority students, especially when the placement means removal from the regular-education setting, the core curriculum, or both. Students facing such exclusionary practices almost always encounter a narrower curriculum and lower expectations than their peers. Of course, disproportionate representation also results in significant *de facto* segregation, which isn't just unethical—it's illegal.

Special education has become an ever-expanding warehouse for African-American males, an option of first resort for teachers unaware of their own cultural bias and under-prepared for the complexities of teaching in a diverse classroom.

The Dumping Ground Explained

While many cite test bias and an over-reliance on testing, in general, for the special-education gap, others blame the subjectivity that inescapably invades testing decisions. After all, teachers decide whom to test, which tests to use, and when to use alternative tests. They have discretion in interpreting student responses and, often, in determining what weight to give results.[5]

Of course, several non-testing factors—such as cultural bias, school politics, the quality of instruction in the regular-education classroom, the power imbalance between parents and school personnel on the evaluation team, and the classroom-management skills of the referring teacher—are equally important, yet often ignored.[6]

Teachers themselves say that because special-ed is so well-funded, they place students there to get the attention and services they need. But the meticulously documented and publicized failings of special education—in 2005, just 28 percent of 8th–graders in special education met the state's proficient standard in reading and just 17 percent met it in math[7]—show just how risky this strategy is.

The state and school systems must systematically examine everything that influences over-representation and everything that reduces it—pre-referral interventions, family involvement, effective instruction in the general education classroom, pre-service teacher training, and professional development—so that African-American males are no longer consigned disproportionately to the special education classroom, where their chances of receiving an equal and adequate education are further eroded and their prospects of post-school success dramatically diminished.

> The disparities are greatest in the categories with the most subjective eligibility criteria: mild mental retardation, specific learning disabilities, and emotional disturbance. In disability categories with a clearer medical or biological origin, such as traumatic brain injury or visual and hearing impairments, group differences are practically nil.
>
> *Debra Viadero*
> *Education Week, Quality Counts 2004*

➲ **Responsibility:** Maryland State Department of Education, Maryland Association of Boards of Education, Public School Superintendents Association of Maryland, local school systems

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[1] Maryland State Department of Education, Office of Special Education, 2005

[2] "Disproportionality: Frequently Asked Questions," Elementary and Middle Schools Technical Assistance Center, © October 2002, retrieved at http://www.emstac.org/registered/topics/disproportionality/faqs.htm

[3] *Minority Students in Special and Gifted Education*, Commission on Behavioral and Social Sciences and Education, National Academies Press, 2002

[4] Daniel de Vise, "Special-Ed Racial Imbalance Spurs Sanctions," *Baltimore Sun*, August 2, 2005

[5] Daniel J. Losen and Gary Orfield, eds, *Racial Inequity in Special Education*, The Civil Rights Project, Harvard University Press, 2002

[6] ibid

[7] *2005 Maryland Report Card*, Maryland State Department of Education, 2005

(b)(6)

Reducing Disproportionate Placement

While MSDE is unable to control the number of students referred for special-education evaluation (once a school system refers a child, IDEA requires that an evaluation be conducted), the Department does provide districts money for early intervention services, which should ultimately mean fewer students, in general—and fewer African-American boys, in particular—in special education. Per IDEA 2004, districts may use up to 15 percent of federal Part B funds on early intervention services. However, Maryland requires that districts with significant disproportionality (five districts in FY 2006) use the full 15 percent on early intervention—a combined $8 million.

Over the last two years, MSDE has awarded $596,000 to school systems to help them correct disproportionate representation. And in FY 2005 another $500,000 was allocated for training in a model proven to reduce unnecessary referrals. The Department reviews students' records to identify factors that may contribute to disproportionate representation and conducted an independent review of its efforts in 2004–05.

The Department is now working on establishing a better measure of disproportionality, developing a data warehouse with the Johns Hopkins University, and providing targeted assistance to districts with the highest disproportionate placement.

MSDE has also assembled a six-member stakeholder team to address disproportionate representation in specific disability categories. The team has consulted with national experts, examined the challenges of cultural responsiveness, agreed on areas of need and of further study, and begun identifying and prioritizing next steps. The team will make recommendations—based on their own discussions and those of the Special Education State Advisory Committee—and draft a 3- to 5-year action plan to guide future efforts. ■

(b)(6)

Increase the proportion of African-American males taking the PSAT in 10th grade and provide them the academic preparation and support they need to score well on it.

The PSAT is critically important because it starts students on the college path—in more ways than one.

First, the test is simply the best practice there is for the SAT, which 80 percent of all colleges without open enrollment use in admissions decisions.[1] Unlike the SAT, though, the PSAT is a diagnostic tool. In addition to students' reading, writing, and math scores and national score comparisons, the test yields a question-by-question review of answers so test-takers can see which ones they got right and which they got wrong. Plus, students receive a personalized statement of specific academic skills that need attention, along with suggested steps to improve them.[2]

It's this preparatory aspect of the test that educators expressly want sophomores to take advantage of. The more practice students have with the PSAT, they reason, the better they'll do on the SAT. And the numbers bear that supposition out: Students who take the PSAT as juniors post an average SAT score of 976, but those who take it as juniors *and* sophomores[a] score 1091.[3]

Long before the PSAT raises scores on the SAT, though, it does something equally important: It starts students thinking about the SAT—and, by extrapolation, about college. It encourages them to explore options they may not have considered before, to dream bigger than they would have otherwise, to envision a life they may have thought was destined for someone else.

Expectation and Achievement

That students will achieve what's expected of them is a maxim for a reason. The literature on motivation and school performance suggests that expectations powerfully shape the learning experience, that merely stating an expectation results in better performance, that higher expectations result in higher performance, and that students with high expectations perform better than those with low expectations, even if their measured abilities are equal.[4]

It's an easy experiment, really, and yet one seldom tried on African-American male students. While the number of Black males taking the PSAT as sophomores or juniors has more than doubled in five years, that's still just half of all who could.[5,b] Overall, African-Americans make up 38 percent of Maryland's student population, but only 30 percent of those taking the PSAT. Among all races, that's the biggest discrepancy between student enrollment and test participants.[6]

That's not to say great strides haven't been made. They have. Twenty-two of Maryland's 24 school systems provide local funds for district-wide PSAT testing of diploma-bound sophomores.[c] And the overwhelming majority of those have set a 100-percent testing standard in their strategic plans.

That commitment has been particularly good to African-American students: In 2005, 63 percent of all African-American sophomores took the PSAT, more than double the proportion who took it in 2001.[d] Tenth-grade PSAT participation among African Americans jumped 44 percent over 2004 alone.[7] And African-American males accounted for 16 percent of all sophomore PSAT takers last year, a proportion that's just 3-percent shy of Black males' prevalence in the 10th–grade population.[8]

And yet, despite these gains, parity is hard to come by for African-American boys. For even on the PSAT—where sophomore census administrations are fast becoming the norm—Black males are more likely to be left behind.

And that's because participation isn't everything—a sentiment at the heart of Part 2 of this recommendation. Advising a student to take the PSAT is an implicit vote of confidence. It shows him that someone else shares his vision of the future—maybe even formed that vision and nurtured it before he did. It is a palpable indication of another's high expectations, a prediction of success.

Offering encouragement without academic support, however, sets that student up to fail—equally crushing, one imagines, as having never been set up to succeed. African-American male

10th–graders score, on average, 5.4 points lower than all students on the reading portion of the PSAT; 6.1 points lower on the math portion; and 6.0 points lower on the writing portion.[9 e] Is this why Black males' promising participation on the PSAT drops so significantly on the SAT?[10 f] We cannot continue to encourage test participation if we're unable to improve performance. Raising expectations only to dash them is a cruel compromise.

➲ **Responsibility:** State and local boards of education

1 "Using Aggregate SAT Scores," The College Board, © 2005, retrieved at http://www.collegeboard.com/about/ news_info/cbsenior/yr2004/related.html
2 "About PSAT/NMSQT," The College Board, © 2005, retrieved at http://www.collegeboard.com/student/testing/ psat/about.html
3 "State Integrated Summary 2004–2005: Maryland Public Schools," The College Board, August 2005
4 Ross Miller, "Greater Expectations to Improve Student Learning," Association of American Colleges and Universities, November 2001
5 "2005 PSAT/NMSQT Trend Report," The College Board, Staff Data Resource Software, 2005
6 "State Integrated Summary 2005: Maryland Public Schools," op cit
7 ibid
8 "2005 PSAT/NMSQT Trend Report," op cit
9 ibid
10 "2005 SAT Trend Report," The College Board, Staff Data Resource Software, 2005

a or younger
b In 2000, 5,652 African-American male sophomores and juniors took the PSAT; in 2005, 11,898 did. Among all races, sophomores and juniors account for 82 percent of all test-takers.
c In 2001, the Task Force to Study College Readiness for Disadvantaged and Capable Students recommended that school systems fully fund the cost of administering the PSAT to every 10th–grader and use the results to intervene with students not performing at grade level.
d In Maryland, 73 percent of all 10th graders took the PSAT in 2005, compared to just 45 percent in 2001. Nationwide, 27 percent of all 10th-graders took the PSAT. This low proportion is due, in part, to the fact that in 25 states, more than half of all college-bound graduates take the ACT college-admission exam, rather than the SAT.
e Each PSAT section is scored on a 20–80 point scale.
f While Black males make up 16 percent of sophomore PSAT-takers (and 14 percent of PSAT-takers overall), they make up only 10 percent of SAT takers.

Ensure that every public high school offers an Advanced Placement (AP) program and that the prevalence of African-American males enrolled in AP reflects the demographics of the overall student population.

Race and Rigor

There's a lot Maryland is doing right when it comes to AP. Nearly every public high school offers AP courses, making Maryland the nation's fourth-best state for AP access. Maryland ranks fifth nationwide in the number of students taking an AP science exam and second in the number taking AP calculus.[1]

Maryland's big push, though, has been to increase AP participation among underrepresented minority students—an effort that's paying off.[a] By 2005, the number of African-American students taking at least one AP exam had more than doubled since 2001. And African-Americans' 11.6-percent participation increase over 2004 eclipsed increases among both White and Asian students.[2 b]

Even more encouraging than booming participation, though, is the fact that—on the whole—it hasn't withered performance. Of the 58,246 AP exams taken in Maryland in 2005, nearly two-thirds were scored 3–5.[3 c] But the best indication of exemplary access *and* achievement is the fact that more than one in five graduating seniors had taken and "passed" an AP test—a measure on which Maryland ranks second nationwide.[4 d]

Obviously, African-American test-takers share in this success: A #2 performance ranking would be virtually impossible to achieve if they didn't. Since 2001, the number of African-American students scoring a 3–5 on at least one exam has jumped 91 percent.[5]

Improvement vs. Equity

Unfortunately, spiking numbers don't erase inequity; they just camouflage it. For the fact remains that African-American students have come so far largely because they had so far to go.

African Americans make up 38 percent of Maryland's public school population but just 12 percent of AP test-takers. A mere 32 percent of the exams taken by African-American students earned a mastery-level score in 2005. And progress is slowing considerably: That 32-percent mastery rate is a meager 4-percent increase over 2004.[6]

African-American males are nearly out of the equity equation altogether, accounting for just one-third of all Black test-takers.

Of the 32,000 African-American male sophomores, juniors, and seniors who could have taken an AP exam in 2005, just 1,229 did. Of the 1,229 who took an exam, just 462—fewer than four in ten—scored a 3–5.[7] [e]

Why AP Matters

All these numbers and proportions—and all their implications for access and equity—are so important because Advanced Placement is the standard-bearer for rigorous coursework, one of the most highly regarded distinctions on the high school record, and an objective gauge of ultimate college success. Forty-five percent of students who take one AP course and 61 percent of students who take two or more graduate from college in four or fewer years. Only 29 percent of students who don't take any AP courses do the same.[8]

The AP experience has proved especially valuable to students without a family history of college attendance, to students without a "book culture" at home, among peer groups that don't factor education into future plans, and in schools that don't strongly emphasize college preparation. It's also proved valuable to minority students who aren't educationally or economically disadvantaged but who nonetheless face low expectations based on race alone.[9]

Quality Counts

Of course, access for minority students isn't everything. What we're granting them access to warrants at least as much attention. Because all AP programs—and, more to the point, all AP teachers—aren't created equal.

A 2002 study suggests that good teachers of minority students in AP classes are good teachers—period. They apply high standards fairly to all students. They have strong content knowledge and teaching skills. They make sure the most fundamental content and skills in the AP curriculum are well covered. They can and do use a variety of teaching techniques. They inform students—and, importantly, their parents—about college work and college life and make them feel comfortable with the prospect of postsecondary education.[10]

The myth that AP students are so well prepared and so motivated that they can practically teach themselves was probably never true. With the AP population growing larger and more diverse each year, it's certainly not true now. AP students are far from invulnerable to teacher deficiencies. And minority students in urban schools are the most vulnerable—and the most exposed—of them all.

Installing good AP programs in high-minority schools won't just help close the deplorable 33-percent mastery gap between African-American students and students overall. It will also attract more African-American students to the AP curriculum. AP teachers say that as their class scores go up, so does their class size.[11] That is, the most effective way to boost AP enrollment is to have an AP program worth enrolling in.

➲ **Responsibility:** State and local boards of education

1 "Good News About Public Schools in Maryland," National Education Association, © 2002–2006, retrieved at http://www.nea.org/goodnews/md01.html#CCS
2 "State Integrated Summary 2004–05: Maryland Public Schools," The College Board, August 2005
3 ibid
4 *Advanced Placement Report to the Nation: 2006*, The College Board, 2006
5 "State Integrated Summary 2004–05: Maryland Public Schools," op cit
6 ibid
7 "2005 AP Trend Report," The College Board, Staff Data Resource Software, 2005
8 "Value of AP to Colleges and Universities," The College Board, © 2005, retrieved at http://apcentral.collegeboard.com/ article/0,3045,154-179-0-36726,00.html
9 Nancy Burton, Nancy Burgess Whitman, Mario Yepes-Baraya, Frederick Cline, and R. Myung-in Kim, "Minority Student Success: The Role of Teachers in Advanced Placement Courses," College Entrance Examination Board, January 2002
10 ibid
11 ibid

[a] In 2004, the College Board gave its inaugural President's Award to Maryland for leading the nation in increasing AP participation among minority and low-income students. In 2006, Maryland was recognized for its overall college-mastery rate (second in nation), for its one-year and five-year (first in nation) rates of college-mastery improvement, and—with Florida and Washington, DC—for eliminating the Latino equity gap.
[b] From 2004 to 2005, participation among White students rose 11.1 percent; among Asian students, participation rose 10.8 percent. From 2001 to 2005, African-American participation rose 106 percent; American Indian, +106 percent; Hispanic, +163 percent; Asian, +87 percent; and White, +69 percent. (All data refer to Maryland public schools only.)
[c] According to the College Board, this score range indicates college-level mastery, but due to the unabated growth in AP participation, some colleges now award credit and/or placement only for scores of 4 or 5.
[d] In Maryland, 21 percent of the class of 2005 scored 3–5 on at least one AP exam, dwarfing the U.S. median of 14 percent.
[e] What do these numbers mean when race defines a district? In Baltimore City, where nearly 9 in 10 students are African American, fewer than 7 in 10 AP test-takers are. Just 3 in 10 are male. In the City, 770 students took an AP exam in 2005, a mere 5 percent of the eligible population. And while Baltimore City boys made a rare show of outpacing their female classmates in improving participation and performance—they posted an unprecedented 34-percent gain in the number of AP exams taken and a 37-percent gain in the number earning a 3–5—overall mastery among African Americans in the City is still an anemic 13 percent.

(b)(6)

In-school support

(b)(6)

If schools **don't change**, **we'll feel** like there's one more place **we're not welcome**, and one more person **who doesn't care**.

Student, Harbor City Learning Center

Increase and improve in-school, supervised suspension programs focused on academic development and behavioral counseling. Significantly reduce out-of-school, unsupervised suspensions.

Suspension and Disproportionality

Since 1994, both violent and non-violent crime in school has dropped.[1 a] But you wouldn't have known it looking at Maryland's suspension data. In 10 years, the number of students suspended from school has increased from 6.6 percent of the total population to 8.4 percent.[2] For years, suspensions were used for increasingly minor infractions—such as truancy, class-cutting, and non-violent opposition to authority—and on increasingly younger students.

Over the last few years, though, Maryland has reversed the suspension trend. Last year alone, the number of suspended students decreased by 7,466—an 11-percent drop. In preK–3, 774 fewer students (4,246) were suspended, an 18-percent drop. And while 44 percent of all suspensions were meted out for transgressions involving attendance or disrespect/insubordination, comparatively small offenses are more often being punished without turning kids out of class.[3 b]

But there are some students who aren't reaping the benefits of this clemency. The students most frequently suspended, by far, are African-American boys. Of the 71,085 students suspended from school in 2004–05, 69 percent were boys, and 59 percent (42,293) were African American. That means 13 percent of the entire African-American student population—and a much larger share of the African-American male population—was suspended from school at some point in 2004–05.[4]

There's considerable evidence that a history of school suspension does one of two things—either it puts a child on the path toward delinquency or accelerates his journey there.[5] Suspension, then, is not only an ineffective deterrent for misbehavior, it's—at best—an accelerant and—at worst—a catalyst for it. There's also considerable evidence that the zero-tolerance policies that beget such high suspension and expulsion rates do little more than increase court referrals for minor misbehavior. They do not make schools safer or more orderly.[6]

Crime and Punishment

Twenty-five years of research show not just that African Americans are more often disciplined than White students, but that they're more harshly disciplined, too. And yet numerous studies investigating behavior, race, and discipline have yet to show that African-American students misbehave at a significantly higher rate than others, nor that their misbehavior is more serious. That is, no study to date has found differences in racial behavior sufficient to explain racial differences in school punishment.[7]

More and more, researchers are looking to institutional procedures—such as those regarding discipline—to explain the difference. Those procedures, they're finding, are fraught with an alarming degree of subjectivity and act more as a perpetuator of racial order than an objective arbiter of infraction and penalty. Discipline decisions are often colored by adults' perceptions of a student's appearance, neighborhood, family, and social background—all of which influence their perception of his behavior. In fact, in deciding punishment, the individual adult/student encounter often takes a back seat to racial and societal perceptions in general.[8]

And those perceptions, says Ann Arnett Ferguson, are rarely good. In her school-specific study of race and punishment, most of the African-American males were sent to the "punishing room" because of the way they reacted to a confrontation with a teacher or administrator. In many cases, these reactions "involved a bodily display of 'stylized sulking' as a face-saving device . . . For boys, the display involved hands crossed at the chest, legs spread wide, head down, and gestures such as a desk pushed away." These culturally specific reactions were seen as more disrespectful—and more threatening—than expressions of defiance by students of other races.[9]

> In-school suspension programs, **unmonitored** and viewed only in terms of the **narrow goal** of keeping students in the school building, can **create an illusion of progress** where little exists.
>
> *The Way Out: Student Exclusion Practices in Boston Middle Schools*

Ferguson also offers a reason for these acts of defiance. She says that African-American males "perform their masculinity through dramatic performances and disruptions in class and they make a name for themselves by using fighting as a strategy to recoup their sense of self and to define themselves as creative, powerful, and competent in the face of the degradation they face in school."[10]

Interventions and Alternatives

In-school suspension counteracts many of the more damaging effects of out-of-school suspension in that instructional time continues without interruption and intensive academic help can be provided to students as needed—as can one-on-one personal and behavioral counseling. In-school suspension tends to reduce the daytime juvenile crime rate highly correlated with out-of-school suspensions and yet it has a sufficient punitive aspect—isolation from the regular classroom—to deter infractions. This option still gives administrators the authority to use out-of-school suspensions for more serious offenses and for offenses governed by a school's zero-tolerance policy.

Of course, in-school suspension takes time, planning, money—and above all—commitment. Successful programs enjoy a supportive staff and involved parents; shared decision-making during the development phase; a clear mission/philosophy, rules, policies, and procedures; adequate resources and funding (for the physical environment, teaching and counseling staff, instructional materials, and additional student services); continuous program monitoring (ideally by teachers, an administrator, counselor, and social worker); scrupulous record-keeping (including student demographic data, infraction, length of stay, and services provided); a thorough evaluation of program benefits (e.g., behavioral change, reduction in referrals and suspensions); and a documented process for program improvement. In-school suspension works best for periods up to 10 days and for fairly serious offenses.[11]

But it isn't a panacea. While in-school suspension can help resolve students' misbehavior, it doesn't correct specific school conditions that contribute to it. And even more than out-of-school suspension, in-school programs risk becoming a dumping ground—for in-school referrals aren't always counted and reported, making them a great smokescreen for the continued disproportionate removal of African-American males from the regular classroom.

... As African-American males, **schoolboys** are **guilty by association** and—***in the view of teachers and administrators***—always one step away from becoming a **troublemaker.**

Jason Fritz
University of Pennsylvania Teacher Education Program

➲ **Responsibility:** Local school systems

1 "Indicators of School Crime and Safety: 2004," National Center for Education Statistics, 2004
2 *Suspension, Expulsions, and Health-Related Exclusions: 2004–2005*, Maryland State Department of Education, November 2005
3 ibid
4 ibid
5 *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline*, Advancement Project and the Civil Rights Project, Harvard University, 2003
6 ibid
7 Russell J. Skiba, Robert S. Michael, and Abra Carroll Nardo, *The Color of Discipline*, Indiana Education Policy Center, June 2000
8 Ann Arnett Ferguson, *Bad Boys: Public Schools in the Making of Black Masculinity*, University of Michigan Press, 2000
9 ibid
10 ibid
11 Anne Wheelock, "What's Behind the High Suspension Rate," retrieved at http://www.middleweb.com/INCASEiss. html#anchor10787655

[a] The victimization rate for students aged 12–18 generally declined both at school and away from school between 1992 and 2002; this was true for the total crime rate as well as for thefts, serious violent crimes (including rape, sexual assault, robbery, and aggravated assault), and violent crimes (that is, serious violent crime plus simple assault).
[b] From 2003–04 to 2004–05, suspensions for class-cutting decreased by 37 percent; refusal to obey school policies by 24 percent; tardiness by 15 percent; insubordination by 7 percent; and classroom disruption by 4 percent.

Positive Behavioral Interventions and Supports

Sometimes the best offense is a good defense. Positive Behavioral Interventions and Supports (PBIS) is a model in which the school staff adopts and uses positive practices to create and maintain healthy learning environments. The system—which relies on early staff engagement and full staff buy-in—clearly defines school behavior expectations, provides training about the rules and consequences for breaching them, and provides feedback through positive reinforcement and corrective actions. PBIS is intended to improve not just students' learning environment but also their quality of life. MSDE credits PBIS with reducing some participating schools' suspension and office-referral rates by 50 percent and now requires any school with a suspension rate above 18 percent to use PBIS. ■

(b)(6)

Establish within African-American-majority schools some single-sex classes primarily enrolling students with academic, attendance, and discipline problems.

Since the passage of the No Child Left Behind Act, which significantly relaxes Title IX regulations, the single-sex movement has gained momentum—with good reason. Single-sex classes work. Specifically, they work for historically disadvantaged students—disadvantaged minorities, low- and working-class youth, and non-affluent girls.[1]

With the limits thus defined, single-sex schools and classes consistently show a positive effect on academic outcomes and have proved a viable alternative to the educational settings to which at-risk students—particularly African-American and Hispanic students—are overwhelmingly consigned.[2]

Harvard Medical School child psychologist Alvin Poussaint sees single-sex classes as a much more effective—and much more humane—alternative to warehousing African-American males in special education, a practice that's common today. "Nowadays, schools take a lot of [African-American] boys they can't work with, and they put them in special education," he says. "They kind of give up on them, and we know that after third grade, a lot of [them] start falling behind. So how do you structure the curriculum and activities during the day to make it more appropriate to the issues around Black male children?"[3]

There are many theoretical rationales for the single-sex effect:

- Youth-culture values are diminished in the single-sex classroom.
- Teachers have greater control over the class.
- Single-sex classes are staffed with same-gender teachers who act as role models.
- Sex-based differences in curriculum and leadership opportunities are reduced.
- Gender bias in teacher-student interactions is reduced.
- Sexist behavior in peer interactions is eliminated.
- Enrollment in single-gender classes requires parent and student choice.
- Single-sex classes are generally smaller than co-ed classes.
- Students in single-sex classes are taught a core curriculum with a stronger emphasis on academics, and ability division in these classes is less prevalent, which means all students access the same curriculum.
- Relationships among teachers, parents, and students are typically stronger, which yields a shared-value community focused on academics and equity.
- Teaching and learning tend to be more active and constructivist in single-sex classes.[4]

To those who worry that single-sex classes send a message that African-American males have to be treated differently to get a quality education, proponents of the movement say African-American males are already treated differently—particularly by White teachers. And in classes where gender and cultural differences are suppressed—rather than served—it's the African-American male who almost always loses out.

➲ **Responsibility:** Local school systems

[1] Rosemary C. Salomone, "Single-Sex Schooling, Law, Policy and Research," Brookings Papers on Education Policy, Diane Ravitch, ed., 1999
[2] Ronald Schachter, "The Single-Sex Solution," District Administration, April 2003
[3] ibid
[4] Rosemary C. Salomone, op cit

What we're basically saying is that we need to explore a **different, more supportive system** for African-American males to learn in, because

in the present system they're being destroyed.

Ken Holt
Principal, Bell Middle School
Milwaukee, Wisconsin

There's no options if you make a mistake.

It's drop out or be put out.

School just isn't set up to handle Black men who bring some issues with them.

High School Student
Mentoring Male Teens in the Hood

Assign to all high-risk African-American male students an advocate to work through academic and disciplinary problems and provide college and career guidance.

According to the American School Counselor Association (ASCA), today's school counselor "help[s] *all* [a] students in the areas of academic achievement, personal/social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow."[1]

Too Many Students, Too Little Time

But given that each counselor is responsible, on average, for 478 students, nearly double what the ASCA recommends, the likelihood of that happening is appallingly low. And the organization knows it. ASCA Spokesperson Amanda Harting admits, "Many counselors will say they don't know half their caseload. We're trying to push them to work with all students, not just the top 5 percent or bottom 5 percent."[2]

Students aren't equally shortchanged on counselor time and attention. Studies show that minority, low-income, and rural students have the least access to guidance and counseling services in their schools.[3]

And wouldn't you know they're the ones who need them the most. "Poor students and students of color have a greater need than their more advantaged peers for caring and committed adult advocates and mentors in school settings because they often lack family and community members who can adequately fill these roles."[4]

The Question of Quality

When it comes to counseling efficacy, the news is good and bad. On the one hand, research suggests that comprehensive counseling programs positively affect students' social and emotional well-being, academic achievement, and career development. On the other, it shows that poor programs actually pose a serious impediment to student success.[5]

While judging program quality is complex, experts who think that counselors' qualities and organizational function need revolutionizing would argue that most programs are pretty poor. They say traditional counselor-education programs teach little about social change, political climates, and school and community power structures. Counselors aren't taught how to instigate or facilitate systemic change, how to advocate effectively, or how to challenge the status quo.[6]

Kids will seek relationships—good or bad.

They're wired to relate.

David Miller
LaMarr Shields
Urban Leadership Institute

Advocacy for All

And yet this is precisely what our African-American male youth—our most at-risk students—need: someone who has the will and the background to advocate effectively; someone who has the power and temerity to challenge the status quo; someone who has the time and inclination to know his students personally and the ability to get the best from them despite what anyone else thought they had to give.

Young Black men aren't just slipping through the cracks; they're falling down the chasm that separates them from everyone else. For every African-American male in Baltimore City who graduates from high school, one drops out.[7] Obviously, we need a corps of advocates reminding us every day that a 50-percent failure rate is unacceptable and that these young men—indeed, any young man—is not disposable.

➲ **Responsibility:** Maryland State Department of Education, local school systems, Maryland Business Roundtable for Education

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1 "Role of the School Counselor," American School Counselor Association, © 2005, retrieved at http://www.schoolcounselor.org/content.asp?pl=327&sl=341&contentid=341

2 William Croyle, "Many Students, Little Time," *Cincinnati Enquirer*, September 11, 2005

3 Reese M. House and Richard L. Hayes, "School Counselors: Becoming Key Players in School Reform," *Professional School Counseling*, April 2002

4 ibid

5 ibid

6 Reese M. House and Susan Jones Sears, "Preparing School Counselors to Be Leaders and Advocates: A Critical Need in the New Millennium, *Theory Into Practice*, Summer 2002

7 *2005 Maryland Report Card*, Maryland State Department of Education, 2005

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[a] emphasis theirs

Family and community support

(b)(6)

Sometimes we need people to listen—**just listen**—to what we have to **say**.

Student

Eye-to-Eye: The Power of Personal Invitations to Learning

Fund and provide direction for programs in which one-on-one and group mentoring is provided to African-American males. Focus mentor recruitment efforts on African-American men.

While mentoring became popular in the mid-1980s, the formal matching of adult volunteers to at-risk youth actually began in 1904 with what is now Big Brothers Big Sisters (BBBS). More than 90 years after its founding, BBBS completed the largest study of the mentoring effect.[a] And the results were good.

The Academic Effect

Mentored youth (Little Brothers and Little Sisters) were 46 percent less likely than those not mentored to begin using drugs during the study period;[b] 27 percent less likely to begin using alcohol; and nearly one-third less likely to hit someone. Little Brothers and Little Sisters skipped half as many days of school, felt more competent about doing schoolwork, and had modest gains in their grade-point averages.[c] Parent and peer relationships were better for mentored youth—peer relationships especially so for minority boys. The researchers found no statistically significant improvement in self-concept, even though many consider this one of the primary benefits of mentoring.[1]

But what most surprised study authors was the academic benefit, as non-instructional interventions are uneven when it comes to influencing school performance. In fact, BBBS doesn't target—or even address—any of the problems it ameliorates. That the provision of a caring, adult relationship *alone* affects children in socially and academically important ways has implications for youth policy and programming in general.[2]

All Mentoring Is Not Created Equal

While the well-controlled BBBS study was encouraging, others are less so. Researchers attribute this, in general, to two things: inferior studies and inferior programs.

The studies: Most are compromised, as they rely on self-reported data, non-random group assignment, and instruments with limited reliability and validity. Because most mentoring programs are funded through donations, well-run studies typically exceed their budgets.[3]

The programs: One thing mentoring studies do reliably confirm is that the less frequent and intense the interaction between mentor and mentee, the less effective the mentoring.[4] In contrast to BBBS's tight delivery system—intensive volunteer and youth screening, thorough training, close supervision, and explicit matching and meeting requirements—many other programs are less structured, largely because meager funding and a reliance on volunteer mentors demand it. In this *laissez faire* atmosphere, the interactions are predictably haphazard: A study of six mentoring programs serving a population similar to that of BBBS found that only 57 percent of the mentors met with their mentees on a somewhat regular basis.[5]

Matching Mentors: The Question of Race

While studies suggest that race does not play a significant role in determining whether a mentor and mentee form a strong relationship and the extent to which that relationship leads to positive change,[d] many support racial matching nonetheless. Same-race mentors can more easily understand their mentees' challenges, they say, and can reinforce their shared cultural identity. Plus, even well-intentioned people show bias, even good people stereotype—things a same-race relationship would substantially inhibit.[6]

This Task Force agrees that same-race mentoring is ideal for African-American male youth. That's why we recommend targeting recruitment efforts to African-American men. However, we also acknowledge that a mentor's qualities and interpersonal skill—not his race—will prove most critical to building a supportive, trusting relationship.

Maryland Mentoring Partnership

The Maryland Mentoring Partnership (MMP) was formed in 1997 to provide leadership, resources, and technical assistance to mentoring programs throughout the state. Linked with 38 local and state mentoring providers, MMP improves provider collaboration and resource use, which ultimately increases the number of youth served. By helping local organizations access research, training, and replicable models, MMP also improves program quality.

In 2004, MMP served 33,000 youth and trained more than 1,600 mentors. The organization averages 1,500 new relationships each year. But there remains a significant gap between youth needing mentors and the number of people making that commitment. MMP's 2007 goal is to have 84,000 Maryland youth in mentoring relationships—a 155 percent increase.

In FY 2004, MMP received $662,000 from private and public sources and spent slightly more than that on personnel, activities, scholarships, and administration. ■

But, above all, this Task Force is practical. If we commit exclusively to same-race matches, those most in need of mentors—Black male youth—will wait the longest for them.[7] Certainly, matching African-American boys with non-Black volunteers is better than never matching them at all.

Cost and Compromise

There are two obvious hurdles to large-scale mentoring in Maryland: sufficient mentors and sufficient money. It's why we'd be well-served to formally link our efforts with those of the Maryland Mentoring Partnership (see box), whose cornerstone activities are mentor recruitment, training, resource development, and public awareness.[8]

The average cost of a well-run mentoring program is $1,000 per child, per year.[9] With 233,000 African-American males in Maryland aged 5–22,[10] we're talking about a program cost approaching $233 million.

Obviously, then, it makes sense to establish priority criteria—such as age,[e] family income, academic performance, and behavior—when making mentor matches. It also makes sense to consider group (in addition to one-on-one) mentoring to expand our reach to as many children as possible.[f]

Merely hitching adults to kids, **without adequate infrastructure,** may create a sense of action, but **is likely to accomplish little**. It may even backfire. **If a relationship engenders hurt** or reinforces negative stereotypes, **it is worse** than no mentoring at all.

Marc Freedman
Founder, Civic Ventures

➲ **Responsibility:** Maryland General Assembly, Maryland State Department of Education

1 Joseph P. Tierney and Jean Baldwin Grossman, *Making a Difference: An Impact Study of Big Brothers Big Sisters*, Public/Private Ventures, September 2000
2 ibid
3 Lisa M. Keating, Michelle A. Tomishima, Sharon Foster, and Michael Alessandri, "The Effects of a Mentoring Program on At-Risk Youth," *Adolescence*, Winter 2002
4 ibid
5 Joseph P. Tierney and Jean Baldwin Grossman, op cit
6 *Same-Race and Cross-Race Matching*, Public/Private Ventures, Northwest Regional Educational Publishing, May 2002
7 ibid
8 *Maryland Mentoring Partnership Annual Report*, 2004, retrieved at http://www.marylandmentors.org/annual_report/ annual rpt/MentorAnRprt2Cinside.pdf
9 Lisa M. Keating, et al, op cit
10 "Total Population Estimates by Age, Race, and Gender for Maryland," Maryland State Data Center, July 1, 2004

a Big Brothers Big Sisters uses just one at-risk characteristic for program participation: single-parent household. However, many of the youths in the BBBS study were economically disadvantaged, as well; more than 40 percent received food stamps and/or cash public assistance. Minority boys made up 34 percent of study participants. All BBBS matches are same-sex; they are not all same-race.
b This effect was most pronounced among minority youth.
c The academic benefit was strongest for minority girls.
d Minor differences appeared in outcomes for boys and girls matched with same-race versus cross-race mentors, but those differences did not suggest a pattern.
e Most mentoring programs focus on young adolescents, as this is typically when children start engaging in risky behavior and when mentoring shows the greatest capacity to mitigate it.
f One-on-one mentoring has the most research support for its effectiveness; however, many researchers offer that group mentoring could serve a complementary function by drawing more volunteers and youth into the process.

(b)(6)

Provide educational materials to young African-American fathers and their children.

"Biologically speaking, the link between mother and child is incontrovertible. Fatherhood, in contrast, is inherently uncertain, which is why societies have tried so hard to connect children to their fathers."[1]

Father Absence

The nearly universal understanding of marriage as an indispensable social institution that binds men to their families is breaking down. "The set of social expectations, codes, and laws that once kept most fathers connected to their families is loosening, and fathers … are increasingly disengaging from their children and from the mothers of their children."[2]

Father absence isn't exclusive to the Black community, but it has had a particularly devastating effect there. Forty-two percent of African-American adults are married, compared to 61 percent of Whites. Nearly seven in ten African-American children are born to unmarried women, compared to three in ten White children. Sixty-two percent of all African-American households are headed by a single parent, compared to 27 percent of White households.[3] And of the 4.5 million U.S. children residing in predominantly fatherless neighborhoods, nearly 80 percent are African American.[4 a]

Father Hunger

The effect of this "radical fatherlessness" on Black male youth is especially poignant. "Boys and young men … without the protection and guidance of fathers, struggle each day to figure out what it means to be a man [and improvise] for themselves expedient—and too often violent and self-destructive—codes of manhood."[5]

When **fathers** are absent, **children** suffer—one child at a time, one **family** at a time. And that suffering reverberates throughout our **society**.

Turning the Corner on Father Absence in Black America

While we may not be able to immediately influence the social, economic, and cultural forces keeping African-American men from their homes,[b] we can consistently and specifically appeal to them—those in the home and outside of it—to be present in their children's lives. We can encourage them to spend time with their children, to talk to them and read to them. We can show them how to help their children developmentally and academically. And we can provide them the resources they need to do it.

We can show them that African-American fathers have value and—when engaged with their children—more power over the health of the African-American community than anyone else.

Are black fathers necessary?
Damn straight we are.

William Raspberry Morehouse Conference on African-American Fathers

We suggest using faith organizations as distribution centers because of their urban prevalence and their history of spiritual leadership and practical partnership in struggles past: slave revolts, the Underground Railroad, abolition, the Civil Rights movement. Many say the Black church has been successful in delivering services and support to African-American women and children, but has fallen far short in engaging African-American men. Churches, they say, must be at the forefront of family renewal—an impossible task without deliberate outreach to the constituency they're least likely to find in their pews: young African-American fathers.[6]

We suggest using public libraries, again, because of their prevalence, and because, more than any other institution, they serve the dual aims of educational access and community cohesion.

And, finally, we suggest using Baltimore's Reginald F. Lewis Museum of Maryland African-American History and Culture because its mission complements our own and because the two values the museum so proudly celebrates—freedom and self-determination—are ultimately unobtainable without an adequate education.

➲ **Responsibility:** Maryland State Department of Education, Maryland Advisory Council on Libraries, faith-based organizations

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1 Sylvia Ann Hewlett and Cornel West, *The War Against Parents: What We Can Do For America's Beleaguered Moms and Dads*, Houghton Mifflin, 1998

2 *Turning the Corner on Father Absence in Black America*, Morehouse Research Institute and Institute for American Values, 1999

3 "African American Healthy Marriage Initiative," U.S. Department of Health and Human Services, Administration for Children and Families, July 8, 2005

4 *Turning the Corner on Father Absence in Black America*, op cit

5 ibid

6 Bernard Franklin, "A Challenge to Urban Churches," The National Center for Fathering, © 1990–2003, retrieved at http://www.fathers.com/urban/artf03articles.htm

[a] As a nation arguably less concerned with obligation than individualism, we've largely ignored the two-parent effect. But the evidence is clear: Controlling for race, income, and education, children living with one parent are worse off than those living with two. They're sicker and poorer. They're more likely to commit a crime and to be the victim of one. They do worse in school and are significantly more likely to drop out of it. (Sara McLanahan and Gary Sandefur, *Growing up with a Single Parent: What Hurts, What Helps*, Harvard University Press, 1994)

[b] though the recommendations in this report should have the collateral effect of doing just that

[1] Nancy G. La Vigne and Vera Kachnowski, *A Portrait of Prisoner Reentry in Maryland*, Urban Institute, Justice Policy Center, 2003

[a] Seventy-six percent of the prisoners released each year in Maryland are African American; more than 90 percent are men.

[b] Of course, the benefits work both ways, in that ex-offenders who make healthy attachments to their communities and to mainstream life substantially decrease their likelihood of re-engaging in criminal behavior.

Encourage certain ex-offenders convicted of non-violent felonies to volunteer in their communities.

A child's education isn't contained to the classroom, and his teachers aren't the only ones instructing him. The lessons he learns on the street can easily trump those he learns in school.

That's why reconnecting African-American men to their communities is so important. And given the scope of African-American incarceration, the men most in need of reconnecting are ex-inmates returning to the neighborhoods they left months or years earlier.

Building an Unconventional (and Uncompromised) Community

On the one hand, Maryland releases about 10,000 people each year from state prisons—most of them African-American men.[1] [a] On the other, we send 170,000 African-American boys to school—many of them leaving homes without a Black man in sight and entering classrooms just as devoid of them. Maybe it's counterintuitive to put children and ex-offenders together. And maybe it's exactly what each one needs. Life's lessons aren't always learned from those who lived it flawlessly.

Activist Malcolm X, actor Charles Dutton, and the Reverend William Stanfield—all were once incarcerated, and all are potent examples of the positive influence ex-offenders can have on African-American male youth tempted to make their same mistakes.[b] There is nothing quite so credible as experience, and those who have it will, more effortlessly than others, earn children's ears.

The Task Force recognizes that this recommendation is controversial. And members agree that not all non-violent felons belong in volunteer positions. (For instance, many voiced concern over the prospect of convicted drug dealers in close company with children.) Obviously, the Task Force proposes strict eligibility restrictions, extensive background checks, and close and continued monitoring.

➲ **Responsibility:** Community and faith-based organizations

(b)(6)

Character,
not circumstance, makes the
person.

Booker T. Washington

Prevention and intervention services

(b)(6)

Fifty years ago, desegregation seemed important and good, but

everything Thurgood Marshall fought for is destroying us.

Student
Harbor City Learning Center

Provide high-quality early care and education to all children.

Even as Maryland celebrated another increase in the percentage of children entering school ready to learn,[a] the yawning readiness gap between White and African-American students remains. Just 52 percent of African-American children were fully prepared to enter kindergarten in 2005–06, compared with 69 percent of White children. While the struggle is evident in every area assessed, perhaps none is as poignant—and potentially devastating—as the Language & Literacy domain, where only 44 percent of African-American children were rated fully ready for school, versus 58 percent of White children.[1 b]

Maryland's school readiness data isn't disaggregated by race and gender together, but one can be confident that our numbers—like the nation's—are even worse for African-American males. Overall, 66 percent of Maryland's girls were fully ready for kindergarten, compared with only 55 percent of boys.[2]

National data back up the readiness gap and offer some explanations for it. Overall, African-American children enter school with fewer of the precursor skills that beget fluent reading. Specifically, they're less able to recognize letters and distinguish beginning and ending sounds. While all children make substantial progress during their kindergarten year, it seems the initial lag is just too large for African-American boys to overcome completely. After a year in kindergarten, 17 percent of White girls, 13 percent of White boys, 9 percent of African-American girls, and just 7 percent of African-American boys can read.[3]

Early Learning: Science and Substance

More troubling than these figures alone is the fact that neurological development practically guarantees that children who start out behind will stay behind. Early experiences have a dramatic and specific impact on subsequent development—not merely influencing the general direction of cognitive growth, but actually affecting how the intricate circuitry of the brain is wired. That's because the majority of brain synapses is produced during the first three years of life. Those activated often through repeated early experiences will likely be permanent, and those used less frequently, eliminated.[4]

Brain development is much more vulnerable to **environmental influences** than we ever suspected, especially in the **earliest years.**

Carnegie Report on Meeting the Needs of Young Children

Therefore, the achievement gap we see during children's earliest years is strikingly predictive of the gap we'll see throughout their schooling. In fact, most researchers say the conversation about closing the gap is a non-starter without a prescriptive and comprehensive early-education plan.

Race and Readiness

We make the case for providing *all* children high-quality early care and education because the readiness gap is <u>not</u> a factor of socioeconomic status. That is, while poverty certainly predicts poor reading achievement, it doesn't predict a reading gap. The gap between more affluent White and African-American kindergarteners is actually larger than it is between their poorer counterparts.[5] Also, when all children learn together, all children are more successful—the more able children actually help the others learn. And finally, targeting preK programs to at-risk youngsters tends to create separate and decidedly unequal programs for lower, middle, and upper income children.[6]

Certainly, universal access to high-quality preschool programs is among the most promising practices for closing the readiness gap. Maryland's Bridge to Excellence in Public Schools Act requires that, by 2007–08, preK be made available to all disadvantaged 4-year-olds. And other states are following suit: In 2005, 20 governors proposed funding increases to their states' preK programs.[7]

However, researchers concede that no matter how effective preK programs are, children's success or failure will continue to be significantly influenced by what happens to them—and for them—at home. This is where earlier programs, focused not only on supporting the child but supporting his family, too, will prove critical.

Fund a Judy Center for every elementary school where there is a documented gap between African-American and White achievement.

In 2001, Maryland established Judith P. Hoyer Early Child Care and Family Education Centers (Judy Centers) to improve school readiness among all children; to close skill gaps between disadvantaged children and their wealthier classmates; to improve families' access to an array of support services; and to formalize community-wide collaboration. Twenty-four centers in 21 school systems now offer integrated full-day, full-year programs serving about 8,000 children, birth–6, and their families. The State Department of Education provides $7.6 million in Judy Center funding each year.

A 2001–2003 evaluation of the centers found that they improved parents' access to early childhood, health, and family-support services; that they increased professional credentials among preK and kindergarten teachers and early childhood staff; and, most importantly, that they helped low-income children, children learning English, and those in special education catch up to their peers by the end of their kindergarten year.[8]

➲ **Responsibility:** Maryland State Department of Education, Governor's Office of Children, early-care affinity groups (e.g., Maryland Committee for Children, Ready at Five)

Ensure that all early childhood programs—including Head Start, child care centers, family child care, and pre-kindergarten programs—provide a strong focus on emergent literacy.

Emergent literacy describes the reading and writing concepts—phonemic awareness, letter recognition, print conventions, story structure, language/vocabulary development, etc.—that precede and develop into conventional literacy. Strategies proven to promote emergent literacy include storybook and "interactive" reading, focused one-on-one verbal interaction, vocabulary development, and print-rich environments.[9]

These strategies are especially important for children in poverty, whose homes are less likely to nurture emergent literacy. For instance, by the time their child turns 3, upper income parents speak about 35 million words to him, middle-income parents speak about 20 million words, and lower income parents speak about 10 million words. Not only is there a striking disparity in the total number of words spoken, but also in the number of different vocabulary words used. The result? By 18–20 months, the vocabulary growth trajectory of the children of upper income parents has already accelerated beyond that of other children. Given that preschool vocabulary knowledge is a strong predictor of reading performance in early elementary school, and early elementary reading performance is a strong predictor of later school performance generally, success looms distant for the low-income child.[10]

Office of Child Care

In July 2005, with the passage of HB 932, responsibilities residing with the Department of Human Resources' Child Care Administration were, in part, transferred to MSDE. Now in MSDE's Division of Early Childhood Development, the Office of Child Care licenses and monitors child care centers and family child care providers, issues contracts and grants to providers to improve early-care quality, and administers the state's Child Care Credentialing System. The move is designed to help MSDE provide a single governance structure for early education programs, better coordinate programs and resources, and offer more training and support for child care providers.

One of the foremost challenges faced by early childhood programs is that they're spread among different state agencies, rather than residing in a single agency that has as its core mission the continuum of learning—from birth through high school. (HB 932)

Our success in this goal will predict our success in every other one. For the research indicates that children attending high-quality early education programs are more likely than non-attenders to succeed in school. They're less likely to be identified for special education, less likely to be held back, more likely to graduate, and more likely to be employed.[11] The inverse, quite simply, is this: If we don't take advantage of the fact that young children are biologically primed for learning, we will consign them to *years* of academic struggle. If we fail African-American males early, we fail them. Period.

➲ **Responsibility:** Maryland State Department of Education, Governor's Office for Children, early-care affinity groups

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1 *Children Entering School Ready to Learn*, Maryland State Department of Education, April 2006
2 ibid
3 Oscar A. Barbarin, "The Black-White Achievement Gap in Early Reading Skills: Familial and Socio-cultural Context," *Love to Read*, Barbara Bowman, ed., National Black Child Development Institute, 2002
4 "How are the Children?" U.S. Department of Education, 1999
5 Oscar A. Barbarin, op cit
6 "Why All Children Benefit from PreK," Pew Charitable Trusts, June 2005
7 "Pre-K Now Leadership Report Shows More Governors Than Ever Propose Increased Investments to Pre-Kindergarten; Southern Governors Lead Nation but Other Regions Gaining Strength," PreK Now, Pew Charitable Trusts, April 21, 2005
8 "Judy P. Hoyer Early Care and Education Enhancement Program Proven to Be Successful," *Judy Center Partnerships*, Maryland State Department of Education, January/February 2004
9 Barbara K. Gunn, Deborah C. Simmons, and Edward J. Kameenui, "Emergent Literacy: Synthesis of the Research," National Center to Improve the Tools of Educators, University of Oregon, 1995

(b)(6)

[10] George Farkas, "The Black-White Test Score Gap," *Contexts*, American Sociological Association, Spring 2004

[11] G. Reid Lyon, "Using Assessment and Accountability to Raise Student Achievement," Testimony before the Subcommittee on Education Reform, Committee on Education and the Workforce, U.S. House of Representatives, March 8, 2001

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[a] When MSDE first collected statewide readiness data in 2001–02, 49 percent of children entering kindergarten were fully prepared for school. That proportion has grown each year since, so that in 2005–06, 60 percent of children entering school were considered "fully ready" for the kindergarten curriculum. Over that same time, the share of African-American children fully ready for school increased 15 percent—from 37 to 52 percent of entering kindergarteners.

[b] Fifty-five percent of African-American children were rated fully ready for kindergarten in the Social and Personal domain (vs. 69 percent of White kindergarteners); 46 percent were ready in Mathematical Thinking (vs. 65 percent); 29 percent were ready in Scientific Thinking (vs. 47 percent); 37 percent were ready in Social Studies (vs. 56 percent); 60 percent were ready in The Arts (vs. 68 percent); and 68 percent were ready in Physical Development (vs. 78 percent).

[c] In his proposed FY 2007 budget, Governor Ehrlich includes an additional $750,000 for the Maryland Child Care Resource and Referral Network. The Network helps parents locate and evaluate child care and provides training for current and prospective child care providers and for employers concerned about their employees' child care needs.

(b)(6)

In Maryland, **27 percent** of urban children **skip breakfast** three or more times a week.

Journal of the American Dietary Association
March 2003

In areas of high need, provide the physical, dental, and mental health services needed to support greater academic achievement.

Not only are African-American boys more likely than other children to suffer from common and chronic health problems that impair cognition and behavior, they're less likely to receive treatment for them. Janet Curry, UCLA professor of economics, attributes about a quarter of the gap in school readiness to racial differences in health conditions and maternal health and behavior.[1]

The Picture of Health

For instance, the prevalence of "clinically significant" attention deficit hyperactivity disorder (ADHD)[a]—which increases disruptive behavior, interferes with the ability to follow instructions and complete basic tasks, and is linked with cognitive impairment—is highest among African-American boys (5.7 percent). It should be at least mildly surprising, then, that a survey of parents of high-risk children found that 51 percent of the White children had been evaluated for ADHD, while only 28 percent of the African-American children had. Of those evaluated, 31 percent of the White children—versus just 15 percent of the African-American children—received treatment.[2]

Asthma[b]—the most common chronic condition among children and the leading cause of trips to the emergency room, of hospitalization, and of absenteeism—is also more common among African-American children (15.7 percent) than White children (12.2 percent). But the "consequence gap" is even bigger. Between 1998 and 1999, 5.7 percent of African-American children under 18—versus just 1.6 percent of White children—had been hospitalized for asthma. So either African-American children's asthma is much more serious than White children's or it's much less likely to be controlled.[3]

Tragically, the list goes on. Twice as many African-American children as White children are iron deficient.[4] African-American children—and boys in particular—are more likely to have elevated blood-lead levels.[5][c] They're 2½ times more likely to suffer untreated tooth decay.[6] They're less likely to received needed mental health care and when they do, it's usually poorer quality.[7] What do African-American children suffer as a result? Chronic pain, impaired immune function, aggressive behavior, depression, anxiety, poor cognitive functioning, excessive restricted-activity days, sluggish metabolism, and slurred speech.

Obviously, there is an inextricable link between a child's physical, emotional, and mental health and his or her academic success. Given that our African-American male students are so physically imperiled, schools must help level the playing field in terms of student health and well-being.

Expand Maryland's School-Based Health Centers.

One way to do so is to expand Maryland's school-based health centers (SBHCs). Sixty-one SBHCs—enrolling roughly 31,000 students and logging 84,000 visits in 2004–05[d]—have opened in low-income, high-risk communities. They provide medical, dental, and mental[e] health care; prevention programs; health education; and associated social services.[8]

The Maryland State Department of Education distributes more than $2 million a year to SBHCs in ongoing grant support, an amount supplemented by funds and in-kind contributions from the federal government, local health departments, schools and school systems, private health care organizations, and public and private insurers.[9] With this kind of collaboration and endorsement, surely we could secure additional funds to serve the thousands more high-need children who so desperately need our help.[f]

Each year, financial, geographic, and cultural barriers deny

8.4 million children

access to consistent, high-quality health care. **Fifty-five percent** of these uninsured children went an entire year without regular, preventive care; **42 percent** went one year without any medical care at all.

Urban Institute, 2003

Expand the Maryland Meals for Achievement Program.

In Maryland, 27 percent of urban 4th-graders skip breakfast three or more times a week.[10] That's a significant problem because the health and academic benefits of breakfast in general—and school-provided breakfast, in particular—are well-documented. Children who eat breakfast are less likely to be overweight.[11] They're less apt to make mistakes, more able to distinguish among similar objects, and have quicker recall. Children who eat a school-provided breakfast score higher on standardized tests; earn higher grades in reading and math; work faster, especially on math- and number-related tasks; are absent and late for school less often; exhibit fewer behavioral, discipline, and psychological problems; have longer attention spans; and visit the nurse's office less frequently.[12]

No One Pays to Eat

The Maryland Meals for Achievement Program (MMFA) provides *all* children a daily, in-classroom breakfast—regardless of family income. Researchers from Harvard University credit the program with improving students' behavior, academic performance, and well-being.[13 g]

While the bulk of the program is paid for with federal money, state funds help cover the cost of providing a free breakfast to children who would otherwise pay the partial or full amount. The all-student, in-classroom aspects of the program are important, for they reduce the stigma associated with free-meals programs and dramatically increase low-income students' participation in them. That is, students eligible for a free breakfast anyway are more likely to eat it if it's served in the classroom and if their wealthier classmates eat it, too.[h] Statewide, just 12 percent of students routinely eat school breakfast—even though 33 percent could do so at little or no cost. In MMFA schools, nearly three out of every four students eat a free morning meal.[14]

What a Good Meal Costs

The $1.93 million allocated to MMFA in FY 2006 funded 129 of the 182 schools that applied to the program. Funding all 182 applicants would cost $2.95 million. And funding all 591 schools that *could* apply—schools in which at least 40 percent of students qualify for free and reduced-price meals—would cost $11 million.[i]

There's a reason for the considerable gap between the number of schools eligible for funds and the number applying for them. MSDE doesn't advertise MMFA. With schools already being turned away, marketing the program better without funding it better would simply mean more refusals. On the other hand, with more money would come more advertising and, in turn, more applicants.

Plus, with more state money comes more federal money. Because MMFA is part of the School Breakfast Program, the federal government reimburses school systems per meal served.[j] In FY 2004, school systems received $4.5 million in MMFA-linked federal reimbursement.[k] In MMFA schools, federal reimbursement increased 600 percent.[15]

While state regulations require that MMFA serve socioeconomically[l] and geographically diverse schools, the program captures those students most in need. Of the 48,000 students currently served by MMFA, about 12,000—or 25 percent—are African-American boys. If every school that applied for MMFA funds got them, the state would feed another 6,000.

MMFA is a proven program, one whose documented returns—financial, physical, and academic—clearly warrant the investment.

➲ **Responsibility:** Maryland State Department of Education, Maryland Department of Health and Mental Hygiene, Governor's Office for Children

[1] Janet Curry, "Health Disparities and Gaps in School Readiness," *The Future of Children*, Spring 2005
[2] ibid
[3] ibid
[4] ibid
[5] ibid
[6] B.L. Edelstein, "Disparities in Oral Health and Access to Care: Findings of National Surveys," *Ambulatory Pediatrics*, March 2002
[7] "Children's Mental Health Needs, Disparities and School-Based Services: A Fact Sheet," The Center for Health and Health Care in Schools, © 2001–2005, retrieved at http://www.healthinschools.org/cfk/mentfact.asp
[8] Donna Behrens, RN, MPH, "Maryland's School-Based Health Care at a Glance," Maryland Assembly on School-Based Health Care, 2004–2005
[9] ibid
[10] S. Gross, Y. Bronner, C. Welch, et al, "Breakfast and Lunch Meal Skipping Patterns Among Fourth-Grade Children From Selected Public Schools in Urban, Suburban, and Rural Maryland," *Journal of the American Dietetic Association*, March 2003
[11] "Pediatric Overweight: A Review of the Literature," Center on Weight & Health, June 2001
[12] "Breakfast for Learning," Food Research & Action Center, retrieved at http://www.frac.org/pdf/breakfastforlearning.PDF
[13] J.M. Murphy, et al, "Maryland Meals for Achievement Year III Final Report," October 2001
[14] "Fiscal Year 2007 Budget Enhancement Proposal Request," Maryland State Department of Education, 2006
[15] ibid

[a] ADHD: Children with ADHD not only perform worse than children without the disorder on cognitive tests, they're also at greater risk of having to repeat a grade and to enroll in special education, even after controlling for a wide range of potential confounders. ADHD affects cognition and behavior more than other chronic health conditions, such as asthma, or poor health generally. Estimates suggest that children with ADHD score at least a quarter of a standard deviation lower on standardized tests of mathematics and reading than other children.
[b] Asthma: Several studies indicate that children with asthma are more likely than other children to have behavior problems, even when the asthma is controlled. One study found that asthmatic children scored between two-thirds to one standard deviation below the normative value on a test of impulse control, while another found that asthma doubled the risk of behavioral problems. One large population-based study found that asthma affected school absences, the probability of having learning disabilities, and grade repetition. Asthmatic children in grades 1–12 were absent from school an average of 7.6 days a year vs. 2.5 days for well children. Nine percent of the asthmatic children (5 percent of the well children) had learning disabilities; 18 percent (15 percent of the well children) repeated a grade.
[c] Elevated Blood Lead: Sixty percent of children aged 1–5 with confirmed elevated blood-lead levels between 1997 and 2001 were African American. In 2001, 2 percent of White children and 8.7 percent of African-American children had confirmed high blood-lead levels. Although some studies have found that increasing blood-lead levels from 10 to 20 microg/dl reduces IQ scores by as much as 7 points (where one standard deviation is about 15 points), two reviews of many studies of blood-lead levels conclude that such an increase would reduce IQ by about 2 points. Elevated lead levels have also been linked to hyperactivity and behavior problems.
[d] SBHC breakdown: 22 elementary schools, 13 middle schools, 19 high schools, and 7 other schools, operating in 11 school systems. The 31,000 students enrolled represent 59 percent of the schools' total enrollment. Medical care visits: 54,849; Mental health visits: 23,971; Oral health visits: 4,516; Other: 731.
[e] Forty-five health centers—75 percent—offer mental health services. Mental health services accounted for 44 percent of all SBHC visits in 2004–05.
[f] In his proposed FY 2007 budget, Governor Ehrlich includes $700,000 in additional SBHC funding.
[g] Researchers documented an 8-percent decrease in tardiness; a 36-percent decline in suspensions; and a 5-percentage-point gain in the number of students scoring at or above satisfactory on the Maryland School Performance Assessment Program. (Comparison schools experienced a slight decline in the number of students scoring at or above the satisfactory level.) Teachers reported fewer complaints of hunger, fewer headaches and stomachaches, longer attention spans, less disruption, and better behavior. Students reported that they were strongly in favor of the program.
[h] Research conducted in Baltimore City found that schools offering cafeteria-based universal free breakfast saw only a 5-percent participation increase. In schools offering classroom-based universal free breakfast, participation tripled.
[i] In his proposed FY 2007 budget, Governor Ehrlich includes $1.2 million in additional MMFA funding. This increase would put MMFA funding at $3.1 million, which would serve 27,000 more students—for a total of 75,000 students.
[j] In 2005–06, the federal reimbursement rate was 23¢–$1.51.
[k] The $1.2 million in additional MMFA funds included in Governor Ehrlich's proposed FY 2007 budget would generate $2.8 million in additional federal reimbursement.
[l] To qualify for MMFA participation, at least 40 percent of a school's students must be eligible for free and reduced-price meals. The poverty threshold was set relatively low, because low-income students in comparatively wealthy schools are typically less likely to take advantage of free meals than students in poor schools.

(b)(6)

Increase funding for correctional education programs so that every resident receives the academic and occupational services he needs to transition back into his school and community.

Where the Black Men Are

If we're serious about educating African-American males, we have to go where they are to do it. In Maryland, that increasingly means to prison: For every four Black men in college, there are three behind bars.[1 2 3]

With African Americans incarcerated at seven times the rate of Whites,[4] more and more Black men are leaving their neighborhoods for a cellblock.[a] Statewide, nearly one in ten African-American men, aged 20–30, is in custody on any given day, and three in ten are in prison, in jail, on probation, or on parole.[5] In Baltimore City, where one in five young Black men is in prison and more than half are under some form of criminal justice control,[6] the African-American family and community have been decimated.

To a large extent, the money goes with the men: Per capita spending on corrections jumped 66 percent between 1990 and 1999. Maryland now spends $22,000–$24,000 a year on each prisoner,[7] but just over $9,000 on each student.[8 b] Unfortunately, the money used to incarcerate Black men rarely stretches far enough to educate them.

Education and Incarceration

On a daily basis, we'll provide educational services to fewer than 5,000 of the 24,000 inmates housed in Maryland's correctional facilities—more than 13,000 of whom are legally entitled to services.[9 c] At any given time, there are about 1,800 inmates on a waiting list for educational programs.

Our anemic 20-percent enrollment rate is especially grim because most inmates read on a 6th- to 8th-grade level (well below functional literacy); less than half have a high school diploma or GED; and most have no job—or even job skills—at the time of their arrest.[10]

It's regrettable, too, because, by all accounts, Maryland's correctional education program is a good one: Maryland exceeded three—and met three—of the seven program-quality standards established by the Education Coordinating Council for Correctional Institutions.[11 d] Another indication of program quality is the fact that inmates who do receive services rarely opt out of them; In FY 2005, the drop-out rate was a negligible 1.58 percent.[12]

In FY 2005, 857 inmates received their high school diploma, 918 completed occupational training (a 9-percent increase over FY 2004), 346 passed basic literacy tests (a 7-percent increase), and 1,253 completed adult literacy and life skills training. The GED pass rate was 64.5 percent[13]—Maryland's pass rate among all test-takers is less than 60 percent[14]—and program attendance was 96 percent.[15] Nearly 2,900 students received pre-employment/transition services—28 percent more than did in FY 2004—and the Occupational Skills Training Center placed about 77 percent of its graduates into the fields for which they trained,[16] a number that officials say could still grow considerably if they had job developers in every region.

Fathers who are in prisons and jails are **not just convicts**. They are **parents**, too.

Dr. Creasie Finney Hairston
University of Illinois—Chicago

Following the Money

Imagine, then, what we could do with sufficient funding. Maryland's adult correctional education budget—in FY 06, $19.9 million—has remained largely unchanged over the past few years—and so has the number of inmates on the waiting list. A 10-year, 54-percent growth in the inmate population has been met with a paltry 4-percent growth in correctional education positions.[17]

Hope blossomed in 2003, when the General Assembly allocated $2 million to hire an additional 30 correctional educational teachers. That hope was dashed when the budget was cut and the positions (plus three) eliminated before they could have any effect on the inmates served. Officials estimate they need 43 more instructors to wipe out the waiting list.[e]

The unwillingness to staff and fund correctional education sufficiently makes little sense—especially if one is "tough on crime." Ninety-five percent of all inmates will eventually be released—6 in 10 to Baltimore City alone.[18] With most of them no better off academically than when they were sentenced, the majority will commit new crimes within three years.[f]

According to the Justice Policy Institute, Maryland's wholesale removal of African-American men from their communities has done little to reduce the crime there, and in some instances, has had the opposite effect—for large-scale incarceration ultimately undermines the stability communities need to keep crime down. Examining certain Baltimore neighborhoods with high and persistent levels of violence, researchers found that local crime rose even as the number of youth living there declined.[19]

Crime Control

Clearly, correctional education works better. A recidivism study involving Maryland, Ohio, and Minnesota shows that simply attending school behind bars reduces the likelihood of reincarceration by 29 percent.[g] And, fiscally, correctional education is sound: Every dollar spent on it returns more than two dollars in slashed prison costs.[20] In fact, correctional education is almost twice as cost-effective as more traditional crime control. One million dollars spent on prison education prevents about 600 crimes, while that same money invested in expanded incarceration prevents 350.[21]

But it's the less direct savings that are perhaps even more compelling: About 65 percent of the recidivism study's participants have children, nearly half are responsible for their children's financial support, and 83 percent of their families receive public assistance.[22] Returning African-American men to their homes, where they can care for their children—financially and emotionally—is our best hope for curing this endemic problem.

There's a reason many of Maryland's inmates have an immediate family member who's been in prison. Legions of children disconnected from their fathers—lacking support, discipline, encouragement, and hope—are making their very same mistakes.[h] That's why this problem is so intractable and the costs—financial, social, and emotional—incalculable. Breaking this cycle of incarceration, once and for all, will finally make up the ground we've so willingly ceded all these years.

Juvenile Offenders

On the first day of the 2003 legislative session, Governor Ehrlich's plan to migrate educational programs in the state's juvenile facilities to MSDE was set in motion. HB 860 was introduced, calling for MSDE to assume responsibility for the education program at the Charles H. Hickey, Jr. School—a move that would mark the Department's first foray into juvenile correctional education.

By 2004, MSDE's mission had expanded considerably. The agency was directed to take over all 13 schools operated by the Department of Juvenile Services (DJS) by 2012, and provide residents middle and high school academic programs, pre-GED and GED preparation, intensive reading and math instruction, special education services, career exploration and occupational education, and life skills training.

MSDE has already assumed operation of the education program at the Lower Eastern Shore Children's Center and the Baltimore City Juvenile Justice Center. While Hickey's Pratt School and Thurgood Marshall Academy are now closed, MSDE continues to run the education program for detention youth remaining there.[i] MSDE and DJS are working on a transition timeline for the remaining programs.[j]

Together, the two agencies are developing operational policies and standards for juvenile correctional education, and staff meet regularly to guide work in special education, instruction, staff development, and transition services.

MSDE has committed to providing residents six hours of rigorous instruction every day. The biggest challenge facing MSDE is reconstructing the decaying buildings in which this instruction will take place—for it's difficult to imagine remaining in these rooms for six hours at a time, much less learning in them. The facilities are woefully inadequate—both in space and condition. Rooms designed to hold 100 students routinely hold double that, even in the newer facilities. And the wear is showing in spades.

About 50,000 children enter Maryland's juvenile justice system each year, and 2,300 are currently in residential facilities. We're not going to be able to successfully transition these students back to their public schools if, while detained, they are confined to spaces that make even the worst schools look appealing.

➲ **Responsibility:** Maryland State Department of Education, Maryland General Assembly

(b)(6)

[1] *Women Students in Maryland Higher Education: Enrollment, Completion, and Employment Trends*, Maryland Higher Education Commission, March 2005
[2] *2005 State Data Book: Creating a State of Achievement*, Maryland Higher Education Commission, 2005
[3] "Populations Under DPSCS Jurisdiction: Offender Characteristics," Department of Public Safety and Correctional Services, June 30, 2005
[4] "Criminal Justice Program," Open Society Institute, © 2005, retrieved at http://www.soros.org/initiatives/baltimore/ focus_areas/a_criminal_justice
[5] Eric Lotke and Jason Ziedenberg, *Tipping Point: Maryland's Overuse of Incarceration and the Impact on Public Safety*, Justice Policy Institute, March 2005
[6] ibid
[7] ibid
[8] *The Fact Book, 2004–2005*, Maryland State Department of Education, 2005
[9] "Fiscal Year 2005 Report," The Educational Coordinating Council for Correctional Institutions, October 2005
[10] ibid
[11] "Maryland School Performance Report for Correctional Education: 2005," Maryland State Department of Education, 2005
[12] ibid
[13] ibid
[14] *The Fact Book, 2004–2005*, op cit
[15] "Maryland School Performance Report for Correctional Education: 2005," op cit
[16] "Fiscal Year 2005 Report," op cit
[17] "Proposed Budget Enhancement, Fiscal Year 2005," Maryland State Department of Education, 2004
[18] "Maryland Sees Major Jump Since 1980 in Release of Prisoners; Reentry Poses Tough Challenges for Distressed Baltimore Areas; 6 in 10 Released Inmates Return to Baltimore City," The Urban Institute, March 18, 2003
[19] Eric Lotke and Jason Ziedenberg, op cit
[20] Stephen J. Steurer, Linda Smith, and Alice Tracy, *OCE/CEA Three-State Recidivism Study*, Correctional Education Association, September 30, 2001
[21] Audrey Bazos and Jessica Hausman, *Correctional Education as a Crime Control Program*, UCLA School of Public Policy and Social Research, March 2004
[22] Stephen J. Steurer, et al, op cit

[a] In 25 years, Maryland's prison population has more than tripled. In 1980, there were 7,731 people in Maryland prisons; in 2005, there were, on average, 24,000 (including pretrial detention, nearly 27,000). African Americans comprise three-quarters of the 1980–2005 prison population growth and about 80% of Maryland's prison population overall.
[b] Cost per pupil ($9,062) includes federal, state, and local funding.
[c] State law requires that inmates entering the system without a high school diploma or GED who have at least 18 months remaining on their sentences be provided educational programming. Federal law requires that all inmates under 22 years old with disabling conditions be provided special education services. About 13,300 inmates met at least one of these eligibility criteria.
[d] Standards Exceeded: Attendance, Occupational Completions, Basic Literacy Completions; Standards Met: High School Completions, GED Passing Rate, Dropout Rate; Standard Not Met: Adult Literacy and Life Skills Completions.
[e] Recruiting and retaining these instructors is another challenge altogether, for they earn far less than their colleagues in the public schools. In the six school districts with the most correctional educator positions, teachers holding a Standard Professional Certificate in the public schools make 11 percent more than their counterparts in correctional institutions; teachers with an Advanced Professional Certificate make 14 percent more; and teachers with a doctorate make 16 percent more. Without parity in educator salaries, correctional institutions will continue to lose their most qualified teachers to the public schools.
[f] Nearly seven in ten will be re-arrested and half will be back in prison.
[g] Inmates who participated in educational programs were less likely to be re-arrested (48 percent of program participants vs. 57 percent of non-participants), re-convicted (27 percent vs. 38 percent), and re-incarcerated (21 percent vs. 31 percent).
[h] More than 50,000 children in the state's public schools have an incarcerated parent.
[i] while construction of a new Baltimore County juvenile detention facility is being completed
[j] The transition sequence will be based on analyses and projections in the DJS Facilities Master Plan, online at http://www.djs.state.md.us/publications.html.

(b)(6)

School is like they're preparing us for **prison**, not **college**.

Middle School Student
Mentoring Male Teens in the Hood

Help African-American males make the transition from high school to college.

College enrollment among African-American men is dismal (see "Make college financially viable for African-American males," page 50). So it seems especially unfair that those who defy the college odds find the hurdles not lowered post-admission, but raised.

The K–16 Crack

Not surprisingly, a good number of African-American students who don't take a college-prep curriculum are unprepared for college. A majority (62 percent) need remediation in math, 48 percent need it in reading, and 41 percent need it in English.[1]

But even those African Americans completing a college-prep curriculum may find the name deceiving: 48 percent of those on the path to college have to take a remedial math course once they get there, 35 percent have to take a remedial reading course, and 27 percent have to take a remedial English course. In both math and English, remedial enrollment among African Americans exceeds the all-race average by 20 percent.[2 a]

African-American students end their first year in college with a lower grade-point average than White or Asian students and are less likely to receive a C or better in their first math and English courses.[b] Grades and GPA are even further suppressed among those who don't take a college-prep courseload: One of every three African Americans coming out of a "non-core" high school curriculum will earn a D or F in his first college math class.[3]

Even among African-American students, there's no parity. First-year women—those who took a college-prep courseload *and* those who didn't—earn sharply higher math and English grades than their male counterparts, and better GPAs.[4]

Remediation doesn't just cost students time and money. It's a morale-sapping endeavor—one that substantially inhibits the likelihood that these students will graduate at all. Only 34 percent of students who take just one remedial reading course complete a two- or four-year degree.[5]

Eighty-eight percent of all 8th–graders expect to go to college. **Seventy-two percent** do within two years of graduating high school. And yet just **47 percent** of them take a college-prep courseload.

Betraying the College Dream
Stanford University Bridge Project

Align high school graduation requirements with the University System of Maryland entrance requirements.

The Stanford University Bridge Project attributes the alarming remediation rate to a formidable division between K–12 and higher education, characterized by a generous array of high school tests that look little like college placement exams, poor K–16 data-gathering and weak governance, virtually no post-secondary accountability, and disconnected K–16 curricula.[6]

Making Amends

In December 2000, USDE's Office of Civil Rights (OCR) and the Maryland Higher Education Commission (MHEC) signed a five-year partnership to redress Maryland's history of *de jure* segregation and eliminate the vestiges of dual and unequal education at its public colleges.

Specifically, Maryland committed to: 1) increase minority enrollment, retention, and graduation; 2) expand partnerships with K–12 education, including articulation agreements; 3) improve academic and teacher preparation programs and include "cultural competence" in those programs; 4) increase diversity among faculty, staff, and governing/advisory boards; 5) improve campus climate; and 6) strengthen historically Black colleges by increasing operating funds, reinforcing institutional identity, and discouraging program duplication with traditionally White proximal colleges.

While the agreement expired in December 2005, Maryland's State Plan for Postsecondary Education calls for MHEC to continue its annual evaluation of the state's performance in meeting these commitments, identify areas that still require attention, and determine how to further the progress that's already been made. ■

African-American students are especially likely to fall through the secondary/post-secondary breach, as they have less access than other students to college-prep courses and, therefore, less access to good, early college counseling.

The vacuum produces a lot of students with little understanding of college requirements or how well they can expect to do once on campus. Just 9 percent of high school students know what the University of Maryland's curricular entrance requirements are. Just 56 percent of low-income students can name three required courses there. Less than half know about the school's placement-testing policy. And a little more than that have ever talked to their teachers about college.[7 c]

Of course, since surveys show that teachers are even less informed about admissions criteria than their students, the reluctant ones may not be missing out on much. Researchers in Maryland found that school counselors had a near-monopoly on college admission materials, but that students talked to them far less than they talked to teachers.[8] [d]

The Math Effect

To some extent, the curricular confusion is unnecessary, as Maryland's graduation requirements are very similar to the University System of Maryland's (USM) entrance requirements[e]—with one important exception. USM requires that graduates applying to any of its campuses take and pass algebra II. High schools don't.[f]

The reason this discrepancy is so important is that the level of math completed in high school has the strongest influence on college completion.[9] Only 8 percent of students taking algebra I as their highest math course—and 23 percent taking geometry—will ever earn a bachelor's degree. The share jumps to 40 percent when algebra II is the highest math course completed.[10] What's more, for African-American and Latino students, high school course rigor is the strongest pre-college predictor of college success.[11]

➲ **Responsibility:** State Board of Education, working with the K–16 Leadership Council

Develop articulation models in all high schools.

By offering college credit for high school work, articulation helps students make the transition to post-secondary education without duplicating courses. While states adopting articulation models draft their own means—subject eligibility, credit standards and caps—the end is the same: Articulation encourages students to enroll in rigorous courses, gives them an incentive to continue their education beyond high school, and helps them do so more affordably.

But articulation doesn't just help students bridge high school and college. It builds a stronger bridge. It gets high school and college faculty talking to one another about course scope, sequence, standards, and expectations. It gets them sharing strategies, technology, and training. It makes the high school program more relevant and remediation less necessary.

2+2+2

2+2+2 is a different take on articulation. It's less about giving high school students a head-start on college and more about keeping them focused and supported once there. Beginning their junior year in high school (add in the senior year for the first "2"), students enrolling in the program are introduced to their field of interest and given pre-internships. Students then apply to the participating community college and four-year college simultaneously. They complete their first two years of coursework at the community college (the second "2") and their third and fourth at the four-year college (the third "2"). With a tightly structured and aligned curriculum, personalized advising, shared resources, and common faculty expectations, the transition between courses and campuses is smooth—with no gaps, duplication, or surprises to slow progress.

With so many African-American students entering higher education through community colleges, and so few ever completing a degree program,[g] 2+2+2 articulation could well be the lifeline they need.

Curricular Alignment

In June 2004, the K–16 Workgroup of the Maryland Partnership for Teaching and Learning K–16 released its final report on teacher and administrator quality and curricular alignment. The Standards and Curriculum Alignment Committee recommended several strategies for smoothing the transition between high school and college.

- Make USM admission requirements the default high school program of study.
- Establish in each school system teams of middle and high school teachers and college faculty to discuss what they expect of students completing a college-prep and an advanced curriculum and to align their content and performance expectations accordingly.
- Accept the K–16 math Bridge Goals* to ease the transition between high school math and the first credit-bearing college math course.
- Increase dual and concurrent enrollment opportunities.
- Establish "early college" opportunities.
- Finalize academic program standards and learning outcomes for general-education disciplines. ■

*The Bridge Goals define the algebra II coursework needed for college success.

➲ **Responsibility:** State Board of Education, working with the K–16 Leadership Council

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1 *Student Outcome and Achievement Report: College Performance of New High School Graduates*, Maryland Higher Education Commission, March 2005
2 ibid
3 ibid
4 ibid
5 Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*, The Stanford Institute for Higher Education Research, March 2003

[6] ibid
[7] ibid
[8] ibid
[9] "Research Shows Positive Effects of a Challenging Curriculum," *The Progress of Education Reform, 1999–2001*, Education Commission of the States, August/September 2001
[10] Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, op cit
[11] ibid

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[a] The percentages of all students requiring remediation:
Math: college prep, 28 percent; non-college prep, 40 percent.
Reading: college prep, 15 percent; non-college prep, 21 percent.
English: college prep, 14 percent; non-college prep, 22 percent.
[b] Grade point average: White, 2.8; Asian, 2.8; African American, 2.3.
Proportion earning a "C" or better in their first course: White: math, 86 percent; English, 92 percent. Asian: math, 81 percent; English, 89 percent. African American: math, 72 percent; English, 85 percent.
[c] refers to students in non-honors courses
[d] In Maryland, 61 percent of students talked to a teacher at least once about college requirements; only 53 percent talked to a school counselor.
[e] The University System of Maryland comprises 11 colleges. What some require, others do not. For instance, while most USM colleges require two years of a foreign language in high school, others let applicants substitute two years of advanced technology. All USM colleges, however, require algebra II.
[f] Statewide, high schools require that students complete algebra I and geometry, but not algebra II.
[g] Three percent of African-American students attending a community college will graduate with an associate's degree; 16 percent will transfer to a four-year college. Just one-third of those transferring will graduate with a bachelor's degree within four years of transfer.

Make college financially viable for **African-American males.**

As bad as the achievement gap is among elementary students, it's one that only widens with age. So it's surprising to see good news in African-American college enrollment. In 10 years, African-American women upped their college enrollment by 55 percent and are alone responsible for nearly half of Maryland's total enrollment growth.[1] The bad news is every year they leave the men further and further behind.

The [Invisible] Man on Campus

Nowhere on the K–16 continuum is the minority gender gap so pronounced. African-American women make up 17 percent of Maryland's college population; African-American men make up just half that.[2] [3] And, still, enrollment is no guarantee of completion. Second-year retention and six-year graduation rates at Maryland's four-year public colleges are lowest for African-American students, and lower for men than women.[a] Nationwide, 45 percent of all enrolled Black women will graduate from college, while just 34 percent of Black men will.[4] [b]

Also suffering are retention and completion rates in community colleges—the first point of post-secondary entry for half of Maryland's Black college students. Just 16 percent of all African Americans enrolled in a Maryland community college will transfer to a four-year school, and just one-third of them will graduate from that school within four years of transfer.[5] [c]

And the picture gets bleaker the higher up the degree ladder you go: In Maryland, African Americans earn 21 percent of all associate degrees, 20 percent of all bachelor's degrees, 15 percent of all master's, and 7 percent of all doctorates.[6]

The Wealth of Nations

There are several compelling reasons for increasing college enrollment and graduation among African Americans. To the students themselves, likely none matters more than earning potential. For every dollar earned by a high school graduate, a college graduate will earn $2, and a master's recipient will earn $2.70.[7] [d] In fact, a bachelor's degree nearly erases the salary gap between Blacks and Whites. In 2003, the median income of degreed African Americans was 95 percent of that earned by comparably educated Whites.[8] [e]

The second reason also involves economic self-interest—but Maryland's this time. Maryland should soon be the nation's fifth majority-minority state.[f] At the same time, about eight in ten new jobs here will require an education beyond high school.[9] Allowing minority under-education to continue will have major implications for us nationally and internationally. All things remaining constant, we simply won't be able to fill these jobs—and certainly not with people who have learned to work productively and creatively with others of different races, ethnicities, and cultural backgrounds, an attribute many business leaders consider key to America's competitiveness in the world economy.

That's why so many of the nation's largest corporations filed briefs supporting the University of Michigan's pro-affirmative action stance during its 2003 court battle. In its *amicus curiae* brief on the heels of *Gratz v. Bollinger*, General Motors wrote, "... the nation's future depends upon leaders trained in diverse academic environments. Indeed, the cross-cultural competence of a business's workforce directly affects its bottom line. Academic institutions offer the best—and for many students, the only—opportunity to acquire these crucial skills."[10]

Unfortunately, college is getting harder and harder to afford. At Maryland's public four-year colleges, tuition for Maryland residents climbed 33 percent from 2000 to 2004.[11] At the University of Maryland, College Park, in-state tuition and fees have jumped 66 percent since FY 2000; this fall, a year at UMCP will cost each in-state undergraduate $8,201.[12] [g] That's more than one-quarter of what the average African-American family earns annually.[13] [h]

It's little wonder that in 2004, among As and Bs earned in college preparation, participation, completion, and benefit, the National Center for Public Policy and Higher Education gave Maryland an F in college affordability.[14]

It's in this climate that states and universities are abandoning income-based assistance in favor of merit aid. According to the National Center for Public Policy and Higher Education, dramatic increases in tuition coupled with the siphoning of need-based aid resulted in more than a quarter-million qualified students being denied access to college in 2003—a disproportionate number of them, minorities.[15]

Provide full funding for state need-based grant and scholarship programs and extend them to certain incarcerated students.

With affirmative action under attack nationwide, need-based financial assistance has become the *de facto*—if less than perfect—remedy for the inequity in college access that's long plagued this country's minority students.

While race-based aid, when properly applied, is permissible when it furthers "a compelling interest of the state in obtaining educational benefits that derive from a diverse student body,"[16] gun-shy states are increasingly abandoning such aid for grant and scholarship programs using race-neutral criteria. And income fits the bill.[i] States, colleges, and other publicly funded organizations and institutions may make awards of financial aid to disadvantaged students, without regard to race or national origin—even if that means that these awards go disproportionately to minority students.[17]

Unfortunately, income-based aid is drying up quickly. In 2003, the U.S. Department of Education revised the formula for which students qualify for Pell Grants, the primary federal college assistance program that's long been a lifeline for lower income families. The grants are meted out according to families' discretionary income. But after the Department eliminated deductions families were allowed to count toward qualification, the agency shaved $270 million off Pell awards—disqualifying 84,000 students and reducing the amount awarded to an additional 100,000.[18]

Even before the cuts, the Pell program hadn't been keeping pace with tuition. Whereas 10 years ago, a Pell Grant pretty much paid a student's way at a state school, it now rarely covers basic tuition, much less books and board.[19] [j]

Maryland must pick up the slack. The state must fully fund its need-based aid and scholarship programs, specifically the Guaranteed Access and Educational Assistance grants, which comprise more than half of all State scholarship funds.[k]

The grants, which have increased 57 percent since FY 2004,[20] do make a difference in college persistence. Among African-American grant recipients enrolled in community colleges, 69 percent returned for a second year or transferred to a four-year college, compared to just 52 percent of non-recipients. Among African-American grant recipients enrolled in four-year colleges, 55 percent were still enrolled or had graduated after four years, versus 49 percent of non-recipients.[21]

➲ **Responsibility:** Maryland General Assembly, Governor

> For most African-American men, a college education is considered a **dream** or a **luxury**.
>
> It is, however, a commodity they can **ill afford to be without.**
>
> *Governor's Commission on Black Males*

Promote the availability of federal and state financial aid and scholarship programs to students enrolled in community colleges and in Maryland's Historically Black Institutions.

Community Colleges

Maryland's F in college affordability is attributable in large part to community college tuition, 11th highest in the nation and 140 percent of the national average. While community college remains students' lowest priced option, "lowest" is increasingly meaningless. From 1996–2006, community college tuition rose 53 percent in Maryland and now requires 22 percent of an average family's income—after financial aid is allocated. (In 1994, the most expensive states required only 15 percent of a family's income.)[22]

The state's investment in need-based financial aid as compared to the federal investment is 33 percent—an inadequate 10-year, 5-percent increase. Plus, as a proportion, fewer community college students receive need-based aid—and those students receive fewer dollars—than four-year students.[23] Unless we limit tuition increases at community colleges, increase need-based aid there, and

intensively promote its availability, many African-American undergraduates—43 percent of whom are enrolled in a community college[24]—will soon find themselves priced out of post-secondary education altogether.

Historically Black Institutions

Of Maryland's 13 degree-granting public colleges and universities, it's the state's four Historically Black Institutions (HBIs) that award nearly half of all the baccalaureates earned by African Americans.[25] And yet these same four colleges have the lowest African-American retention and graduation rates of all four-year public institutions.[26] [1]

At nearly half the nation's HBIs surveyed by the *Journal of Blacks in Higher Education*, at least two-thirds of all freshmen ultimately fail to earn a diploma. Study authors attribute the low graduation rate, in part, to family income (typically much lower at HBIs than other colleges); family background (few books in the home, little history of college attendance); and inadequate endowments. Without sufficient endowments, these colleges are unable to offer financial assistance to incoming freshmen and to generate aid packages that keep the upperclassmen in school.[27]

Additionally, many of these families are completely unaware of the financial help that is available to them. In Maryland, just 44 percent of low-income parents said they had received college information, compared to 71 percent of comparatively wealthy parents.[28]

Is the dearth of financial aid information real or perceived? The Maryland Higher Education Commission already distributes to all enrolled students an annually updated guide on applying for USDE-sponsored grants, loans, and work-study. Perhaps the guide needs to be promoted as heavily as the aid.

➲ **Responsibility:** Maryland Higher Education Commission (Office of Student Financial Assistance)

Convene private organizations to provide tuition assistance to African-American male students, including certain incarcerated students.

Title VI of the Civil Rights Act does not prohibit an individual or organization that is not a recipient of federal financial assistance from directly giving scholarships or other forms of financial aid to students based on their race, national origin, or gender.[29]

Problems arise only when the college has a role in the selection of recipients or provides resources for the raising of funds. Therefore, schools may administer minority scholarships funded by private donors if the donors select the recipients directly or if they specify a selection method that gives the school little or no room for subjective judgment, such as requiring the scholarship to be awarded to the most academically talented minority student who demonstrates financial need.[30]

➲ **Responsibility:** Maryland State Department of Education, Maryland Business Roundtable for Education

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20 "Maryland Community College Affordability and Funding," Department of Legislative Services, November 2, 2005
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[26] "Retention and Graduation Rates at Maryland Public Four-Year Institutions," Maryland Higher Education Commission, May 2005
[27] "The Persisting Racial Gap in College Student Graduation Rates," op cit
[28] Michael W. Kirst and Andrea Venezia, "Undermining Student Aspirations: The Frayed Connections Between K–12 and Postsecondary Education Set Students Up for Failure," National CrossTalk, Spring 2003
[29] FinAid, op cit
[30] ibid

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[a] In Maryland, African-American students' 74-percent two-year retention rate trails the all-race average by 7 percent; their 46-percent six-year graduation rate trails the all-race average by 17 percent. The six-year graduation rate for women entering college in 1998 was 66 percent; for men, it was 57 percent.
Nationwide, 40 percent of African-American students will graduate (MD: 46 percent), versus 61 percent of White students (MD: 68 percent)—so while our graduation rates are significantly higher than the national average, the discrepancy between races is comparable.
[b] From 1990 to 2003, the nation's Black men improved their college completion rate from 28 to 34 percent, a 6-percentage-point gain. Black women nearly doubled that gain, improving their completion rate from 34 to 45 percent.
[c] Among all students, 24 percent will transfer to a four-year college, and 46 percent of them will graduate within four years of the transfer.
[d] Majors matter: In 2003, African Americans accounted for just 2 percent of PhDs awarded in the physical, biological, and information sciences, and in engineering. Nationwide, just 19 African Americans earned a PhD in math.
[e] In 2003, African Americans with a bachelor's degree earned, on average, $36,694—95 percent of Whites' $38,667 and double that of African-American high school graduates ($18,396). However, the parity comes less from African-American men—whose $41,916 annual salary is only 82 percent of that of comparably educated White men—than degree-holding African-American women, whose income averages 110 percent of White women's.
[f] joining California, Texas, New Mexico, and Hawaii
[g] … not including room and board. On-campus housing and meals more than double the annual tuition cost.
[h] In 2004, the median income for Black households was $30,134—62 percent of the median for non-Hispanic White households ($48,977).
[i] When all reported incomes are adjusted for family size, 41 percent of Hispanics, 33 percent of African Americans, and 14 percent of non-Hispanic Whites are living in families with resources below the "minimum but adequate" level, as defined by the U.S. Department of Labor.
[j] At a public two-year college, the maximum Pell Grant will cover 68 percent of tuition, fees, and room and board; at a four-year college, it will cover 41 percent.
[k] The Guaranteed Access Grant (GAG) covers a student's need up to 100 percent of full-time undergraduate expenses. The Educational Assistance Grant (EAG) covers a student's need up to 35 percent of full-time undergraduate expenses.
[l] Two-year retention rates: Bowie, 74.0 percent; Coppin, 66.1 percent; UMES, 67.4 percent; Morgan, 71.2 percent; All-institution average, 74.1 percent. Six-year graduation rates: Bowie, 42.9 percent; Coppin, 26.6 percent; UMES, 49.7 percent; Morgan, 41.5 percent; All-institution average, 45.6 percent.

Provide a support system for African-American males in college.

About one student in five who attends a four-year college will leave without completing his degree.[1] But academic underpreparedness is only one reason why. Nonacademic factors are often just as powerful. Students who are less confident upon entering college are more likely to drop out. Students who have little contact with faculty are more likely to drop out. And most persuasively, students who feel marginalized are more likely to drop out.[2]

Many minority students feel this marginalization palpably. They feel disaffected and disconnected from the majority college population. They feel the institutional climate is unresponsive to their needs, experiences, and expectations. And they feel it not just through overt hostility or exclusion, but, rather, through simple acts of passive invisibility or ignorance.[3]

The effects of this marginalization are significant. African-American men make up just 8.5 percent of Maryland's undergraduate population,[4] and nearly two-thirds of them won't graduate.[5]

Conducting a meta-analysis of 300 research studies, the Association of American Colleges and Universities found that diversity initiatives not only increase access, retention, and success among traditionally underrepresented students, they actually improve *all* students' level of satisfaction and interaction with their institutions and positively influence their academic growth.

Curricular diversity; involvement in specialized student organizations (support centers, housing, academic departments); formalized, institutionally supported inter-group contact; and a perceived university-wide commitment to diversity (substantiated in increased minority recruitment and retention) predict greater cohesion, satisfaction, and retention among all students—minority and majority alike. In fact, for African-American *males*, this kind of university-based instrumental support appears to be the primary determinant of college satisfaction.[6]

Of course, by the very nature of marginality, the most disaffected students are the least likely to use the campus services that could reduce their dropout risk.

There is a **need** for much more vigorous use of **economic affirmative action**. College admissions officers and the public say that any definition of merit should be tempered by a **consideration of obstacles overcome,** yet low-income students are hugely underrepresented at selective colleges. Much of the solution simply involves **aggressive outreach.**

Anthony P. Carnevale & Stephen J. Rose
Socioeconomic Status, Race/Ethnicity, and Selective College Admissions

But marginality explains only so much. For the fact is two- and six-year retention rates at Maryland's Historically Black Institutions (HBIs) are the lowest among all four-year public colleges.[7] We need to ensure parity in funding and academic rigor—for resource and program gaps could explain, at least in part, retention problems where social isolation is less likely the cause.

The retention problem hasn't gone unnoticed in Maryland. For more than five years, the Governor and General Assembly have supported the Access and Success Grant Initiative, which provides funding to Maryland's four public HBIs earmarked for retention activities. In addition, every three years, Maryland's colleges and universities report on their activities to attract and retain more African-American students.

Among community colleges, retention activities include hiring more minority faculty; expanding tutoring, counseling, advising, and mentoring services; training faculty in diversity issues; reorganizing and improving remedial course delivery; improving the academic monitoring of at-risk students; strengthening relationships with HBIs; and developing first-year programs for minority students.[8]

Among four-year colleges, activities include establishing articulation programs with community colleges; improving faculty-student interaction and intervention; reducing freshman-class size; expanding minority-targeted advising, counseling, mentoring, and tutoring services; conducting student satisfaction surveys; improving campus climate; increasing institutional need-based aid; and promoting full-time undergraduate enrollment.[9]

But with nearly all public institutions failing on at least one minority-achievement measure,[10 a] despite these varied efforts, it's clear there's much more work to be done. Looking at programs that provide needed social and emotional support for African-American males—in addition to those promoting their academic success—seems a promising place to start.

➲ **Responsibility:** Maryland Institutions of Higher Education, Maryland Higher Education Commission

1 Valerie McGaha and Jacki Fitzpatrick, "Personal and Social Contributors to Dropout Risk for Undergraduate Students," *College Student Journal*, June 2005

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6 Tamara L. Brown, "Gender Difference in African-American Students' Satisfaction with College," *Journal of College Student Development*, September/October 2000

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a Measures are established by the Maryland Higher Education Commission. Community Colleges: 1) Minority student enrollment as a percent of service-area population; 2) Percent minority of full-time faculty; 3) Percent minority of full-time administrative/professional staff; 4) Transfer/graduation rates of minority students. Public Four-Year Colleges and Universities: 1) Recruit and retain a growing number of under-represented minority undergraduates and prepare them for success; 2) Increase retention and graduation rates of under-represented minority undergraduates.

Social integration has a more influential role in predicting student persistence than does academic integration. **Social support** appears to be a major determinant of both **success** and **satisfaction**.

Tamara L. Brown
"Gender Differences in African-American Students' Satisfaction with College"

(b)(6)

K-16 Workgroup

Ad Hoc Committee on Special Education Teacher Preparation

Maryland State Department of Education
September 2006

Maryland State Board of Education

For information or questions regarding the contents of this publication
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The Maryland State Department of Education, Division of Special Education/Early Intervention Services gratefully acknowledges the committee members work and contributions to the preparation of this document.

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TABLE OF CONTENTS

Executive Summary

The Ad Hoc Committee for the K-16 Workgroup was established to develop strategies for enhancing the preparation of special educators to ensure they meet "highly qualified teacher" requirements of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). Additionally, the committee addressed the preparation of general education teachers who collaborate with special educators and provide access to curriculum and instruction for students with disabilities in general education settings.

The charge to the Ad Hoc Committee on Special Education Teacher Preparation was to:

- Review, evaluate, and assess the recommendations of the Education Advocacy Coalition for Students with Disabilities (EAC) PowerPoint presentation entitled, *Teacher Preparation in Maryland: Barriers and Solutions,* and other documents that the co-chairs of this committee deemed appropriate,
- Identify fiscal impact, if appropriate, and
- Identify and recommend possible next steps to the K-16 Workgroup.

The full report of the Ad Hoc Committee on Special Education Teacher Preparation that follows this Executive Summary lists each recommendation in the *Barriers and Solutions* PowerPoint and describes activities already in place or ongoing activities that address the recommendations, and includes strategies for addressing recommendations that have yet to be addressed.

It is suggested that the K-16 Council consider the following strategies that are described in detail in the full report:

- The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services in collaboration with the Division of Certification and Accreditation and Institutions of Higher Education (IHE) representatives developed a resource document entitled, *Performance Assessments: A Resource for Elementary Education Teacher Educators.* This new resource will assist elementary teacher educators in evaluating the skills and competencies of elementary general education teachers providing instruction to students with disabilities.
- MSDE, Division of Special Education/Early Intervention Services should establish a workgroup to begin the process of developing another document to assist secondary teacher educators in evaluating the skills and competencies of teachers serving students with disabilities at the secondary level, prior to the fall of 2007.
- MSDE, Division of Certification and Accreditation should develop and implement guidelines to be used during the accreditation and program approval processes. This will evaluate the extent to which performance assessments of all teacher candidates include competencies in making curricular accommodations and modifications for students with disabilities.
- MSDE, Division of Certification and Accreditation should develop and implement guidelines to be used during the accreditation and program approval processes. This

will evaluate the extent to which performance assessments of all teacher candidates include competencies in functional behavior assessment and positive behavior support for students with disabilities.

- MSDE, Division of Certification and Accreditation should develop and implement guidelines to be used during the accreditation and program approval processes. This will evaluate the extent to which performance assessments of all teacher candidates include competencies in (a) basic understanding of disabilities and the special education process, (b) identifying students potentially eligible for special education by means of classroom-based assessments, (c) analyzing student performance data, (d) providing appropriate interventions and strategies for students who need additional academic or behavioral supports in order to achieve in a general education environment, and (e) communicating and collaborating with parents and professionals.
- MSDE, Divisions of Special Education/Early Intervention Services and Certification and Accreditation are forming a task force to examine the certification requirements for special education teachers in light of current educational and scientifically-based research and NCLB.
- MSDE should develop certification requirements to ensure that the preparation of special education teachers incorporates sufficient core academic content to enable candidates to meet the requirements of "highly qualified" teachers.
- MSDE should ensure that the preparation and continuing professional development of general education teachers incorporate sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children.
- Local school system's (LSS) Master Plans (prepared under the Bridge to Excellence in Public Schools Act), in order to be approved by MSDE, should assure that the competencies specified above for pre-service teacher preparation are also assessed, developed and demonstrated by in-service teachers.
- MSDE should develop guidelines for and provide technical assistance to LSSs in the development of Master Plan components that address how their professional development systems assure that all teachers have the pedagogical knowledge, skills, and dispositions to make the general education curriculum and environment accessible to all children described above, including:
    (a) making curricular accommodations and modifications,
    (b) conducting functional behavior assessment and implementing positive behavior support,
    (c) basic understanding of disabilities and the special education process,
    (d) identifying students potentially eligible for special education by means of classroom-based assessments,
    (e) analyzing student performance data,
    (f) providing appropriate interventions for students who need additional academic or behavioral support in order to achieve in a general education environment, and
    (g) communicating and collaborating with parents and professionals.

- Continue developing dual certification Institutions of Higher Education (IHE) programs.
- Continue implementing PRAXIS training opportunities.
- Continue implementing an alternative preparation program entitled, *Resident Teacher Certificate Program in Special Education and Elementary or Secondary Education.*
- Develop mentoring programs in cooperation with IHEs and LSSs.
- Continue implementing mentor trainings.
- Develop a common set of standards for IHE-Based and Alternative Certification Programs.
- Facilitate a Statewide Collection System for Praxis I and II Preparation Programs.
- Coordinate and align issues and policies related to teacher preparation across all interagency constituents.
- Create a middle school certification endorsement for incumbent teachers.
- Continue ongoing dialogue and collaboration between MSDE and IHEs to support the recommendations of the Quality Teacher Workgroup to ensure a quality teacher workforce for the future.

Additional recommendations included consideration of the following:

- In the development of guidelines and technical assistance, MSDE should address alignment of professional development to individual teacher evaluations such that professional development is provided in identified areas of need, is aligned with school improvement plans, and is consistent with MSDE's Maryland Teacher Professional Development Standards.
- MSDE should continue to model general and special education collaboration to LSSs in providing integrated technical assistance to special and general education staff at State Briefings and in publications.
- MSDE should support professional development for administrators to specifically address the professional development alignment and focus on addressing diverse learning needs of students.
- The committee did not feel it was necessary for MSDE to initiate a longitudinal study on teacher retention at this time.

K-16 Workgroup
Ad Hoc Committee on Special Education Teacher Preparation Report

Purpose

The Ad Hoc Committee to the K-16 Workgroup was established to develop strategies for enhancing the preparation of special educators to ensure they meet "highly qualified teacher" requirements of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). Additionally, the committee addressed the preparation of general education teachers who collaborate with special educators and provide access to curriculum and instruction for students with disabilities in general education settings.

Charge

To address these issues, the K-16 Leadership Council endorsed the creation of the Ad Hoc Committee on Special Education Teacher Preparation through the K-16 Workgroup. The Committee required representation from K-12 special education and institutions of higher education (IHEs), and general education leadership to review the recommendations of the Education Advocacy Coalition for Students with Disabilities (EAC) PowerPoint presentation entitled, *Teacher Preparation in Maryland: Barriers and Solutions* and other relevant documents. Using the PowerPoint presentation recommendations, the charge to the Ad Hoc Committee on Special Education Teacher Preparation was to:

- ✓ Review the *Barriers and Solutions* report and other documents that the co-chairs of this committee deemed appropriate.
- ✓ Evaluate and assess the recommendations of the *Barriers and Solutions* document.
- ✓ Identify fiscal impact, if appropriate.
- ✓ Identify and recommend possible next steps to the K-16 Workgroup.

Background

At the June 2004 meeting of the Maryland K-16 Leadership Council, the EAC reported that special education teacher preparation has been in crisis. As presented in the EAC PowerPoint this crisis has affected 113,000, or 13% of all Maryland students. According to the presentation, there are four recurring issues affecting students with disabilities: academic achievement, access to the general curriculum, disproportionality, and suspensions/ expulsions. These issues require changes in the way teachers are prepared to address the diverse needs of students with disabilities.

The following are the recommendations from the *Barriers and Solutions* presentation that were considered by the committee:

- ✓ The K-16 Partnership should create a workgroup to further develop, refine, and implement the recommendations II-VII.
- ✓ The MSDE should develop a performance assessment manual for general educators regarding students with exceptional learning needs.
- ✓ IHEs, in light of NCLB, and in order to reduce the number of suspensions, should reexamine their curricula to ensure that teacher candidates know how to meet the needs of the students who will be in their classes, particularly with respect to understanding the components of curriculum modification and accommodation and positive behavior supports.
- ✓ IHEs, MSDE, and the K-16 Partnership, in light of NCLB, should review the recommendations of the MSDE Division of Special Education/Early Intervention Services' *Teacher Preparation Task Force Report* and reexamine teacher certification requirements to determine the need for any changes.
- ✓ IHEs, MSDE, and the K-16 Partnership, in light of NCLB, should increase the number of certified, qualified teachers to meet the needs of all students with and without disabilities in Maryland. A continuation of approved programs, a transcripts analysis, or the Resident Teacher Certificate program continues to be part of the solution for the shortage of teachers.
- ✓ IHEs, MSDE, and the K-16 Partnership, in light of NCLB, should implement the recommendations made in the Quality Teacher Work Group Final Report. Among these recommendations are:

    a. By July 1, 2009 Maryland will require all newly hired teachers to have completed an approved program. Approved programs will utilize traditional, alternative and newly created programs leading to certification under a common set of standards.
    b. MSDE should facilitate a Statewide collection system of recognized and successful Praxis I and II preparation programs to be administered by IHEs.
    c. The Education Coordinating Committee (ECC) through the Maryland Partnership for Teaching and Learning K-16 Leadership Council, should ensure that issues and policies related to teacher education are coordinated and aligned across all interagency constituents.
    d. That MSBE should direct MSDE to create a middle school certification endorsement for incumbent teachers who have a minimum of 30 credits in an academic content area OR pass a portion of the Praxis II for that field.

- ✓ MSDE should develop a longitudinal study to look at outcomes for teacher retention to track teachers who leave Maryland to determine what factors are important to retention: salary, mentoring, etc.

This report summarizes the review of each recommendation from the Barriers and Solutions Report, and describes strategies and activities already in place, as well as additional strategies for those recommendations that have yet to be addressed.

Barriers and Solutions Recommendations and the Committee's Recommended Strategies

Barriers and Solutions

Recommendation I

The K-16 Partnership should create a workgroup to further develop, refine, and implement the recommendations II-VII.

To address Recommendation I the following activities described under the sub-heading of Process occurred.

Process

The Ad Hoc Committee on Special Education Teacher Preparation was co-chaired by Kimberly Lewis, Program Manager for the Division of Special Education/Early Intervention Services at the Maryland State Department of Education (MSDE), and by Jane Neapolitan, Associate Professor of Elementary Education and Chair of the Institute for Professional Development Schools (PDS) Studies at Towson University. The Ad Hoc committee membership complied with the distribution of IHEs and PDSs deemed necessary to implement the K-16 Leadership Council charge. The committee members and their affiliations are included in the acknowledgement section of the report.

The Ad Hoc Committee on Special Education Teacher Preparation was comprised of:

- ✓ Two co-chairs, one each representing K-12 and IHEs,
- ✓ Equal representation among K-12 and IHEs, and
- ✓ At least one member representing Professional Development Schools (PDSs).

The committee met monthly during 2005-2006, researching, studying, and collectively reflecting upon the most up-to-date research on special education teacher preparation in Maryland. Meeting notes summarized these discussions and listed the documents reviewed.

Barriers and Solutions

Recommendation II

The MSDE should develop a performance assessment manual for general educators regarding students with exceptional learning needs.

To address Recommendation II, the following activities have occurred and are planned for the future.

Performance Assessments for Identifying Teacher Competencies

Maryland educators have been using performance assessments with preschool through grade 12 (PreK-12) students and have found them to be an effective tool to assess student progress. Performance assessments come in a variety of formats such as portfolios, projects, demonstrations, lessons taught, reflections on lessons taught, and so forth.

Teacher educators preparing teacher education candidates should model the design, administration, and evaluation of appropriate performance assessments as part of their instructional program in higher education.

Through the Maryland State Improvement Grant (MSIG), *Performance Assessments: A Resource for Special Education Teacher Educators in Maryland* (2003) has been developed to provide special education teacher educators in Maryland with sample performance assessments to evaluate pre-service special educators. The sample performance assessments have been designed to be consistent with the Council for Exceptional Children (CEC) Special Education Content Standards; the National Council for Accreditation of Teacher Education (NCATE) standards; the Interstate New Teachers Assessment and Support Consortium (INTASC) principles 2001; the Maryland teacher preparation standards, the Essential Dimensions of Teaching (EDoTs) which are aligned with the INTASC core principles; and the Maryland Teacher Technology Standards (MTTS).

Maryland, through its partnership with NCATE, requires that all institutions develop assessment systems that document the candidate's ability to meet the CEC standards. NCATE defines performance assessments as comprehensive assessments through which candidates demonstrate their proficiencies in subject, professional and pedagogical knowledge, skills, and dispositions, which include candidates' abilities to positively affect student learning. The sample performances in this document may be used as models for the development of other performance assessments by institutions of higher education (IHEs) in preparation for NCATE or MSDE reviews.

The assessments in *Performance Assessments: A Resource for Special Education Teacher Educators in Maryland* (2003) are intended to be examples of assessments that IHEs in Maryland can use for instructional purposes and CEC/NCATE program reviews. Although these assessments follow a prescribed format, they should not be considered as all-inclusive models from a content perspective.

Prior to becoming certified, special educators must demonstrate teaching competencies in their field experiences and clinical practice. Ultimately, these special education teacher candidates must have the knowledge, skills, and demonstrated ability to appropriately assess student learning and make necessary classroom adjustments to have a positive effect on student learning. For example, teacher candidates will examine individual PreK-12 students with disabilities' work samples for evidence of learning to determine whether their teaching has had a positive effect on student learning. As a teacher education program implements its assessment system, performance data are collected on teacher candidates. The assessments must reflect professional, state and institutional standards, and they must contain multiple assessments incorporated throughout the program.

All Maryland teacher education programs in special education must be aligned with the CEC standards. Performance assessments are embedded in Maryland teacher education programs, and are used for both formative and summative purposes. Rubrics or criteria for decision-making are carefully developed so special education teacher candidates clearly understand performance expectations.

Candidates are provided continuous feedback on their progress in meeting the CEC standards. Performance assessments can serve to document that the graduates possess certain knowledge, skills, and dispositions through performance assessment results. It is insufficient for teacher candidates merely to acquire information; they must be able to demonstrate and apply their knowledge for the enhancement of student learning.

The successful teacher candidate will be able to apply the CEC standards. These selected performance assessment tasks are the tools to measure successful application of the standards. For example, in the CEC standards, Standard 10, Collaboration, requires special education teachers to have a strong relationship with the family of their PreK-12 students. In the field, teacher candidates can observe and/or participate in, plan, and hold meetings with parents of students who have disabilities.

Currently, through the MSIG an additional resource is in development. This resource, *Performance Assessments: A Resource for Elementary Education Teacher Educators*, is projected to be completed and disseminated in the spring of 2007. This new resource will assist elementary teacher educators in evaluating the skills and competencies of elementary general education teachers providing instruction to students with disabilities. Performance assessments are being designed for each of the ten INTASC principles. At this time over twenty-five (25) performance assessments are being reviewed by Maryland IHE faculty, pre-service teachers, and experienced teachers. Suggestions as a result of the reviews will be incorporated into the final document. Once completed, *Performance Assessments: A Resource for Elementary Education Teacher Educators*, will be made available in hard copy and on the MSDE website. (http://perfstds.msde.state.md.us)

Prior to the fall of 2007, a new group of teacher educators, teachers, and MSDE staff should be established to begin the process of developing another document for secondary teacher educators. The intent of this new document is to assist secondary teacher educators in evaluating the skills and competencies of teachers serving students with disabilities at the secondary level.

Barriers and Solutions

Recommendation III

IHEs, in light of NCLB, and in order to reduce the number of suspensions, should reexamine their curricula to ensure that teacher candidates know how to meet the needs of the students who will be in their classes, particularly with respect to understanding the components of curriculum modification and accommodation and positive behavior supports.

Re-examination of IHE Curricula Pertaining to Curriculum Modification/Accommodation and Positive Behavioral Interventions and Support

Maryland has a high rate of suspensions and expulsions of students with disabilities. In 2002-03, 14.8% of students with disabilities were suspended compared to 7.7% of students without disabilities. Several local school systems in Maryland also struggled with a disproportionate suspension of students of color. There are several recommendations necessary in order to address these concerns. Two of which are the provision of positive behavior supports and the effective use of accommodations and modifications in the classroom to address challenging behaviors.

The placement of students with significant disabilities and students with behavioral challenges has become commonplace in education in the last two decades. It is reported that preparing teachers to control student behavior is one of the greatest deficits in teacher training. (Arick, Falco & Brazeau, 1989; Coates, 1989; Horner, Diemer & Brazeau, 1992; Kampwirth, 1988; Merrett &Wheldall, 1993; Munk & Repp, 1994). Both regular and special education teachers report similar difficulties in addressing problem behavior (Weigle, 1997). The techniques learned for classroom management are typically passed along through anecdotal means rather than through formalized instruction (Kampwirth, 1988; Merrett & Wheldall, 1993). A 1995 study found special educators utilize a "one size fits all" approach to behavior management rather than designing individualized supports. Students who receive special education as a result of behavior problems must have individualized education programs that include behavior goals, objectives, and intervention plans. While current laws driving special education do not require specific procedures and plans for these students, it is recommended that their IEPs be based on functional behavioral assessments and include proactive positive behavioral interventions and supports.

Positive behavior support designed to address challenging behavior has engendered wide-spread support in the last two decades. Positive behavior support is defined as: "an approach designed to address challenging behaviors of individuals within a broad, lifestyle context using the most current, empirically-validated technologies." (See *Training in Positive Behavior Support Trainer's Guide,* developed by the West Virginia University Affiliated Center for Developmental Disabilities, 1994, and Anderson, 1994). The use of positive behavior support and the need for a functional behavior assessment as part of the positive behavior interventions is well documented. (See Asmus, J.M., Vollmer, T.R., & Borrero, J.C., 2002, Functional behavioral assessment: A school based model in *Education and Treatment of Children, 25(1)* 67-90). Positive behavior support was originally designed as an alternative to aversive interventions that were used with students with severe disabilities who engaged in extreme forms of self-injury and aggression (Durand & Carr, 1985; Meyer & Evans, 1989).

The Individuals with Disabilities Education Act was revised in 1997 and required that schools utilize positive behavior interventions, strategies, and supports in order to address challenging behavior or behavior that threatens the removal of a student from a regular education classroom. In fact, IEP teams are required by IDEA to consider the use of positive behavior support and behavior intervention plans for children with disabilities whose behavior impedes their learning or the learning of others.

In 2002, the Maryland legislature requested that MSDE organize a Task Force to review and develop regulations that addresses the use of restraints and seclusion activities in public and non-public schools that educate students with disabilities. A task force with representative stakeholders met throughout the year in 2003 and developed regulations. (See COMAR 13A.08.04.01).

The regulations require the use of behavior intervention plans: "a proactive plan to address problem behaviors exhibited by a student in the education setting through the use of positive behavior interventions, strategies and supports" COMAR 13A.08.04.02.A(1). Furthermore, the COMAR regulations contain a definition of a functional behavior assessment. (See COMAR 13A.08.04.02(5). These definitions are consistent with "best practices" in the field of special education. Importantly, the COMAR regulations contain general requirements for the use of restraint or seclusion. The use is prohibited in public and non public schools unless: there is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined to be inappropriate. COMAR13A.08.04.05A(1)(a)(i).

MSDE has taken positive steps through policy implementation and collaborative planning with stakeholders by means of the following:

- ✓ Maryland Teacher Professional Development Standards
- ✓ Suspension Study Group
- ✓ State Improvement Grant Performance Assessment Manual
- ✓ Disproportionality Conferences
- ✓ Positive Behavior Intervention Support Training
- ✓ Performance Assessments for Special Educators

Finally, accommodations and modifications are types of changes that can be made to the environment, curriculum, instruction, and assessment practices in order for students to be successful learners. Many people use these terms in different ways and at times, it can become confusing. For purposes here, we will use these terms with the following meanings:

Accommodations are changes in how a student accesses information and demonstrates learning. In other words, the teaching and testing procedures are changed in order to give the student equal access to instruction and equal opportunity to demonstrate what they know. Accommodations do not substantially change the instructional level, the content, or the performance criteria. Examples of accommodations are:

- *Scheduling* (e.g., breaks, time extensions)
- *Setting* (e.g., special seating arrangements, small grouping, location change)
- *Equipment or Materials* (e.g., large print, brailled materials, electronic speller, bilingual dictionary)
- *Presentation* (e.g., repeated directions, written copies of orally presented material, audiotape of written materials, sign language interpreter)
- *Response* (e.g., use of word processor, dictated vs. oral responses, pointing or gesture response)

Modifications are changes in what a student is expected to learn and demonstrate when participating in the general education curriculum. While a student may be working on modified course content, he or she is working in the same subject area or within the same instructional activity as other students. Modifications do significantly change the instructional level, the content, and/or the performance criteria.

Examples of modifications are:

- *Same, only less*
  The assignment is the same but the number of items is reduced.
- *Same activity with streamlined performance requirements*
  The assignment is reduced in size, breadth, or focus.
- *Same activity with a focus on embedded skills.*
  The assignment remains the same, but the underlying skills required to perform the task are identified as IEP objectives. Often, these are language and communication skills or social and behavioral skills.(See Fisher D., Frey N., and Sax, C. (1999). *Inclusive Elementary Schools: Recipes for Success*. Colorado Springs: PEAK Parent Center).

In Maryland, accountability for teacher preparation programs for all teacher candidates is assessed through the Program Approval and National Accreditation process. Upon examination of the current process, the following strategies have been recommended.

Strategy III.1 MSDE, Division of Certification and Accreditation should develop and implement guidelines to be used during the accreditation and program approval processes that will evaluate the extent to which performance assessments of all teacher candidates include competencies in making curricular accommodations and modifications (refer to MSDE definitions) for students with disabilities.

Strategy III. 2 MSDE, Division of Certification and Accreditation should develop and implement guidelines to be used during the accreditation and program approval processes that will evaluate the extent to which performance assessments of all teacher candidates include competencies in functional behavior assessment and positive behavior support (refer to MSDE definitions) for students with disabilities.

Strategy III.3 MSDE, Division of Certification and Accreditation should develop and implement guidelines to be used during the accreditation and program approval processes that will evaluate the extent to which performance assessments of all teacher candidates include competencies in (a) basic understanding of disabilities and the special education process, (b) identifying students potentially eligible for special education by means of classroom-based assessments, (c) analyzing student performance data, (d) providing appropriate interventions and strategies for students who need additional academic or behavioral supports in order to achieve in a general education environment, and (e) communicating and collaborating with parents and professionals.

Barriers and Solutions

Recommendation IV

IHEs, MSDE and the K-16 Partnership, in light of NCLB, should review the recommendations of the MSDE Division of Special Education/Early Intervention Services' *Teacher Preparation Task Force Report* and reexamine teacher certification requirements to determine the need for any changes.

Maryland is among one of nineteen states that awards non-categorical special education certification (Special Education Certification by State), distinguished by grade levels. Maryland offers three types of generic special education certificates in the following areas.

- ✓ Infant/primary (birth – grade 3),
- ✓ Elementary/middle (grade 1 – grade 8), and
- ✓ Secondary/adult (grade 6 –grade 12).

In addition, Maryland offers the following three categorical certificates:

- ✓ Hearing Impaired,
- ✓ Visually Impaired, and
- ✓ Severely and Profoundly Disabled.

While the performance outcomes specifically related to the categorical disability vary, for program approval, the CEC standards are utilized for special education programs. The CEC standards address the need for candidates to demonstrate knowledge and proficiency in the areas of human growth and development, assessment, and curriculum and instruction. All candidates must have a year long internship experience with the categorical population. (COMAR 13A.12.02 .20 Certification in Special Education)

All six certificates require passing the appropriate certification tests, which includes Praxis II for the area of special education. Under the provisions of NCLB, special educators must be "highly qualified" in the core academic subject that they teach. In order to help veteran teachers meet this requirement, The State Board of Education adopted Maryland's High, Objective, Uniform State Standard of Evaluation (HOUSSE). Using rubrics that award points for the level of special education certificate, years of satisfactory teaching, course work in reading and core academic subject areas, continuing professional development and a variety of activities, service awards, and presentations, the HOUSSE allows experienced teachers to demonstrate competency in core academic subject areas without having to take additional tests.

Since many special educators and teachers of English as a Second Language programs teach multiple subjects, completing one HOUSSE rubric for each core academic subject area taught became a redundant and burdensome process. In October of 2004, the State Board adopted a Special Education HOUSSE for teachers who provide direct instruction in core academic subjects. The rubrics and procedures for applying them are contained in *Achieving "Highly Qualified" Status Under No Child Left Behind (NCLB): A Guide for Maryland Teachers-Using Maryland's HOUSSE* available on the MSDE website at www.marylandpublicschools.org

The HOUSSE process for (1) experienced elementary and secondary teachers certified in special education and teaching core academic subjects in special education assignments; and (2) experienced K-12 teachers in English for Speakers of Other Languages (ESOL) and teaching core academic subjects in ESOL assignments will be available only to teachers with experience prior to the 2010-11 school year, in order to remain an option during teacher preparation program transition. The use of HOUSSE for these educators (except multi-subject special educators who are highly qualified in language arts, mathematics, or science at the time of hire) will end at the conclusion of the 2013-14 school year regardless of prior experience.

Special educators who do not provide direct instruction in core academic subjects or who provide only consultation services to highly qualified teachers on the use of accommodations, curricula modifications, and behavioral supports and interventions, do not need to demonstrate subject-matter competency in the core academic areas.

Re-examination of Initial Teacher Certification Requirements

Accountability for the education of all children is the shared responsibility of all educators, both general and special. To be consistent with the spirit of the NCLB Act, children should be taught by teachers who are "highly qualified" in core content areas, and who have the pedagogical knowledge, skills, and dispositions to make the general education curriculum and environment accessible to all children consistent with the principles of universal design. These principles differentiate curriculum to provide multiple and flexible methods of presentation, instruction, and assessment of student progress to ensure access to the core content areas.

Upon examination of the current requirements, the following strategies have been recommended:

Strategy IV.1 MSDE Divisions of Special Education and Certification and Accreditation are forming a task force to examine the certification requirements for special education teachers in light of current educational and scientifically- based research and NCLB.

Strategy IV.2 MSDE should develop certification requirements to ensure that the preparation of special education teachers incorporates sufficient core academic content to enable candidates to meet the requirements of "highly qualified" teachers.

Strategy IV.3 MSDE should ensure that the preparation and continuing professional development of general education teachers incorporate sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children.

Re-examination of Local School System Master Planning/Professional Development

Local School Systems (LSS) design their professional development plans under the framework of the Maryland Teacher Professional Development Standards. Standard IV: *Diverse learning needs* includes opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards."

Strategy IV.4 LSS Master Plans (prepared under the Bridge to Excellence in Public Schools Act), in order to be approved by MSDE, must assure that the competencies specified above for pre-service teacher preparation are also assessed, developed and demonstrated by in-service teachers.

Strategy IV.5 MSDE should develop guidelines for and provide technical assistance to LSSs in the development of Master Plan components that address how their professional development systems assure that all teachers have the pedagogical knowledge, skills, and dispositions to make the general education curriculum and environment accessible to all children described above, including: (a) making curricular accommodations and modifications, (b) conducting functional behavior assessment and implementing positive behavior support, (c) basic understanding of disabilities and the special education process, (d) identifying by means of classroom-based assessments, (e) analyzing the data, (f) providing appropriate interventions for students who need additional academic or behavioral support in order to achieve in a general education environment, and (g) communicating and collaborating with parents and professionals.

In addition, MSDE staff should consider the following:

- ✓ In the development of the guidelines and technical assistance, MSDE should address alignment of professional development to individual teacher evaluations such that professional development is provided in identified areas of need, is aligned with school improvement plans, and is consistent with MSDE's Maryland Teacher Professional Development Standards.

- ✓ MSDE should continue to model general and special education collaboration to LSSs in providing integrated technical assistance to special and general education staff at State Briefings and in publications.

- ✓ MSDE should support professional development for administrators to specifically address the professional development alignment and focus on addressing diverse learning needs of students.

Barriers and Solutions

Recommendation V.

IHEs, MSDE and the K-16 Partnership, in light of NCLB, should increase the number of certified, qualified teachers to meet the needs of all students with and without disabilities in Maryland. A continuation of approved programs, a transcripts analysis, or the Resident Teacher Certificate program continues to be part of the solution for the shortage of teachers.

Recruitment and Retention

In July 2006, MSDE submitted a detailed plan to the U. S. Department of Education describing the actions the state and local education agencies will take to reach the Highly Qualified Teacher Goal in 2006-2007 and beyond. We have included here some of the activities specifically related to the preparation of special educators.

Strategy V.1 *Developing Dual Certification (Institutions of Higher Education) IHE Programs*

Using Maryland State Improvement Grant (MSIG) funds, the following IHEs have developed or are developing dual certification programs that will produce **highly qualified teachers (HQT).**

- ✓ Towson University developed a dual certification program (elementary education/special education) program. By spring 2007, this program is expected to produce over 100 graduates per year. Presently this program is the fastest growing undergraduate education program at Towson University despite the high academic requirements for admission.
- ✓ Also, Towson University is in the process of developing a dual certification program in early childhood and special education.
- ✓ Mount St. Mary's University redeveloped its undergraduate special education program to become a dual certification program beginning in the fall of 2006.
- ✓ Loyola College is in the process of redeveloping its early childhood graduate program in special education to become a blended/dual certification program.
- ✓ Hood College has redeveloped its undergraduate special education program for dual certification at the elementary level.
- ✓ McDaniel College is currently exploring redevelopment of its graduate special education program to become a dual certification 5 year program at both the elementary and secondary levels.

Strategy V.2 *Implementing PRAXIS Training Opportunities*

Using Maryland State Improvement Grant (MSIG) funds, the MSIG team hired a consultant team to research and report on effective interventions for teacher candidates who have difficulty passing PRAXIS I. This work has been completed and compiled into a written report. The consultant will disseminate the project's findings to Maryland IHEs for use to support pre-service training opportunities. The PRAXIS consultant will share a written document and verbal report of the information to the 13 IHEs that have special education teacher preparation programs.

Eight (8) of the 13 IHEs that have special education teacher preparation programs, developed new PRAXIS training/preparation programs (funded through Part B). They include:

- ✓ Bowie State University
- ✓ College of Notre Dame
- ✓ Goucher College
- ✓ Hood College
- ✓ Towson University
- ✓ Towson University - Shady Grove
- ✓ University of Maryland, Eastern Shore
- ✓ University of Maryland, College Park

Strategy V.3 *Implementing alternative preparation programs for career changers and others who did not complete undergraduate education programs. (Alternative Preparation Program)*

Using Maryland State Improvement Grant (MSIG) funds, competitive grants have been awarded to IHEs and their partner school systems for the purpose of recruiting, training, dually certifying, and retaining **highly qualified teachers** in special education and a content area or elementary education through a pilot Resident Teacher Certificate (RTC) Program. Four grants were awarded under the MSIG II: (a) College of Notre Dame partnered with Baltimore City and Anne Arundel County; (b) Goucher College partnered with Baltimore and Harford Counties; and (c) Chesapeake Community College partnered with Upper Eastern Shore Counties. By June 2006, approximately 36 RTC teacher candidates completed the program and another 63 RTC teacher candidates completed the first year of the two-year program. Also, 77 teacher candidates entered the RTC program in summer of 2006. These programs will be revised by January 2007 to meet new state requirements of alternative preparation programs.

Strategy V.4 *Developing Mentoring Programs in Cooperation with IHEs and Local School Systems*

Using MSIG funds, $56,500 grants were awarded to IHEs and their partner school systems to developing mentoring programs. These three-year mentoring grants are supporting conditional teachers and beginning teachers who are working toward or have certification in special education. The grants provide each IHE $56,500 for each of the three years. The IHEs along with their partner school systems and priority areas include:

- ✓ Towson University/Howard County Public Schools – mentoring new special education teachers;
- ✓ University of Maryland Eastern Shore/Lower 9 Eastern Shore Counties – mentoring new special education teachers;
- ✓ Goucher College/Baltimore County, Baltimore City, Harford County – coaching provisional teachers, who are individuals in need of support to become certified;
- ✓ University of Maryland College Park/Prince George's County Public Schools – mentoring and fellowships for teachers seeking a Master's degree in Special Education Certification.

Strategy V. 5 *Implementing Mentor Training*

MSIG is in the process of developing and implementing a Special Education Mentor Institute for the 2006-2007 school year. Consultants have been hired to develop and implement the special education mentor training.

- ✓ Nine mentoring sessions have been schedule for 50 participating mentors.
- ✓ Mentors are the individuals who support the candidates in the RTC in Special Education Programs or participating in the IHE and LSS partnership grants discussed previously.
- ✓ Best practices in mentoring and adult learning strategies serve as the foundation for the institute sessions.

Barriers and Solutions

Recommendation VI.

IHEs, MSDE and the K-16 Partnership, in light of NCLB, should implement the recommendations made in the Quality Teacher Work Group Final Report. Among these recommendations are:

e. By July 1, 2009 Maryland will require all newly hired teachers to have completed an approved program. Approved programs will utilize traditional, alternative and newly created programs leading to certification under a common set of standards.
f. MSDE should facilitate a statewide collection system of recognized and successful Praxis I and II preparation programs to be administered by IHEs.
g. The Education Coordinating Committee (ECC) through the Maryland Partnership for Teaching and Learning K-16 Leadership Council, should ensure that issues and policies related to teacher education are coordinated and aligned across all interagency constituents..
h. That MSBE should direct MSDE to create a middle school certification endorsement for incumbent teachers who have a minimum of 30 credits in an academic content area OR pass a portion of the Praxis II for that field.

Quality Teacher Workgroup

The committee supports the recommendations of the Quality Teacher Work Group as they pertain to the recruitment, preparation and retention of quality special education teachers and general education teachers who serve children with disabilities in Maryland. The committee recognizes that recruitment, preparation and retention are a joint and collaborative responsibility of the state and IHEs, and that continuous dialogue and mutual representation between the groups help ensure a quality teacher workforce for the future.

Strategy VI.1 *Developing a Common Set of Standards for IHE-based and Alternative Preparation Programs.*

Common sets of standards are already in use for IHE-based programs. In order to address the shortage of special education teachers in the state, it was necessary to utilize several pathways or "routes" to certification, including IHE-based and alternative preparation programs. First, the Redesign Performance criteria are used for approval of all teacher preparation programs. In addition, the specific standards of the certification areas offered at the IHE (e.g. CEC, National Council of Teachers of English standards, National Council of Teachers of Mathematics standards) are utilized, and either the INTASC or EDOT standards are used for teacher education. Other standards which also must be met are the Maryland Standards for Professional Development Schools and the Maryland Teacher Technology Standards are. In addition, for State/NCATE joint visits, the NCATE standards have been used to accredit the teacher education unit. All alternative preparation programs have to meet program approval standards in accordance with the *Guidelines for Implementing Alternative Preparation Programs,* as adopted by the MSBE and PSTEB. Like IHE-based programs, alternative preparation programs must adhere to the INTASC or EDoT standards and the specific standards of the certification area, e.g., CEC standards. MSDE has begun a statewide project to develop Alternative Preparation Program Standards of Practice. Procedures for approving and maintaining state approval of alternative preparation programs are those used for IHE-based programs.

Strategy VI. 2 *Facilitating a Statewide Collection System for Praxis I and II Preparation Programs*

The committee recognizes that in order to recruit and retain teachers inclusively, support must be provided for taking Praxis I and II. At present, Praxis I and II are gatekeepers for those applying for certification or seeking re-certification and/or additional endorsements. A statewide collection system of recognized and successful testing preparation programs administered by IHEs would optimize the possibilities for all teachers to reach HQ status.

Strategy VI. 3 *Coordinating and Aligning Interagency Constituents*

The committee supports the work of the Education Coordinating Committee (ECC) through the Maryland Partnership for Teaching and Learning K-16 Leadership Council to coordinate and align issues and policies related to teacher preparation across all interagency constituents.

Strategy VI. 4 *Creating a Middle School Certification Endorsement for Incumbent Teachers*

A middle school certification endorsement was created for incumbent teachers to ensure that all middle school teachers, regardless of initial preparation and/or certification area, could attain HQ status in compliance with NCLB. The committee supported the development of a middle school endorsement in order to expedite teachers' attaining HQ status. By providing supports, such as the previously mentioned support for Praxis examinations, and content area courses offered through IHEs and PDS partnerships, teacher retention and quality would be optimized. These collaborative efforts would continue the joint responsibility of the state and IHEs for ensuring a quality teacher workforce.

Barriers and Solutions

Recommendation VII.

MSDE should develop a longitudinal study to look at outcomes for teacher retention to track teachers who leave Maryland to determine what factors are important to retention: salary, mentoring, etc.

Longitudinal Study of Teacher Retention

The committee did not feel it was necessary for MSDE to initiate a longitudinal study at this time. Annual data are collected by MSDE to complete the Maryland Staffing Report. Additionally, Towson University is currently completing a study with some preliminary information provided as follows:

The most common figure cited is that between 30-50% of teachers leave the profession within the first five years (Fleener, 1998; Ingersoll & Smith, 2003; Texas Education Agency, 1995). However, critics justifiably argue that this statistic masks complexities. For example, Colgan (2004) and Adams and Dial (1994) point out the important distinction between "movers" and "leavers": teachers who move from one teaching position to another vs. those who leave the profession entirely, never to return. Technically, movers should not be included in national or regional attrition rates; however, for the school and the district, a teacher who relocates is still a teacher who must be replaced and is thus viewed as a "loss." Another crucial distinction relates to school-level characteristics. Smith and Ingersoll (2004) found that the risk of teacher turnover increased by 50% in schools where 75% or more students received free or reduced lunch.

In an effort to fine-tune the picture, researchers have analyzed survey data to determine causes of teacher turnover. Reasons for leaving a teaching position, other than layoff or termination, fall into five broad categories: retirement, horizontal migration, vertical migration, career hiatus, and dissatisfaction with the profession. The first three categories are natural and unavoidable causes of turnover in any profession: veteran teachers retire; younger teachers migrate to similar positions elsewhere or advance to non-teaching positions such as principals or curriculum specialists. The fourth category, career hiatus, may be rather unique to teaching. As educational sociologists have long observed, teaching is a profession one can exit and re-enter relatively easily. Women who wish to "take time off" to raise children are especially drawn to this aspect of teaching (Biklen, 1995).

The research literature has emphasized the fifth category, dissatisfaction with the profession, presumably because this is the only category over which school induction and teacher preparation programs may have direct influence. Reform efforts are designed to ameliorate the factors that drive new teachers to quit the profession altogether. A review of eight studies on teacher dissatisfaction showed teachers left the profession due to (1) student-related factors, such as discipline problems, motivation, and language barriers; (2) collegial factors, such as lack of collegiality, administrative support, and participation in decision-making; (3) resource factors, such as class size, materials, and work load; and (4) status-related factors, such as comparatively low salary and benefits (Neapolitan et al, 2006).

Research has shown that novices who experience an extended internship are less likely to quit the profession within the first three years (Andrew & Schwab, 1995; Darling-Hammond, 2000). This finding suggests that a more extended period of practice teaching may prepare new teachers to confront the same challenges that cause less well-prepared teachers to quit in frustration. The *Redesign of Teacher Education in Maryland* (Maryland Higher Education Commission, 1995) requires all approved teacher preparation programs to include year long internship in a Professional Development School (PDS). The internship features connections between theory and practice as teacher candidates take courses on site, use their teaching placements as "laboratories" for planning, instruction, and assessment; receive feedback and support from qualified mentor teachers and university supervisors; interact as "semi-professionals" with all members of the school community, including parents; and participate in service learning and action research projects.

As a school-university-community partnership (Holmes Group, 1990), the PDS brings together the major stakeholders in the teacher retention endeavor. School districts and building principals need to keep well-qualified and effective teachers in classrooms to provide sustained, high-quality instruction that ensures all children will learn and meet with success during the course of their schooling. This is a central strategy for improving schools (National Commission on Teaching and America's Future, 1996). From this perspective, teacher retention means keeping teachers continuously employed in the same school or district. When a teacher takes a position outside of the district, a considerable financial and professional education investment is lost that ultimately affects the community. However, from a teacher education perspective, teacher retention also means keeping teachers *in the profession*. "Staying" in teaching should be redefined in light of the expectations of present day candidates who seek "a variety of career trajectories with multiple avenues for leadership roles and advancement during the career span" (Cochran-Smith, 2004, p. 391).

In order to address this problem, a group of faculty and administrators at Towson University conducted a mixed methods study from 2001-2006 in collaboration with Baltimore County Public Schools (BCPS), the largest employer of Towson University graduates in education. The university has been preparing teacher candidates through its PDS model since 1994 and employs the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools (2001) and the Maryland Standards for Professional Development Schools (2003) to guide its clinical work (Proffitt, Madden, Wittmann, & Field, 2004). The research team worked with the Office of Human Resources at BCPS to secure a valid list of beginning teachers who graduated from either PDS or non-PDS undergraduate programs at Towson and accepted teaching positions in the district beginning in 2000. This year was chosen for the study because it was prior to full implementation of PDS, with approximately 50% of candidates in PDS and 50% in traditional student teaching, thus creating an opportunity for a viable comparison.

Beginning with the Class of 2001, a total of 87 teachers who graduated from the B.S. degree programs in Early Childhood Education, Elementary Education, and Secondary Education were employed by the district; 39% (n=34)were from PDS programs, while 61% (n=53) were from non-PDS programs. The major difference between the two programs was the duration and nature of activities in the Professional Internship year (described above).

After four years, 80% (n=27) of the PDS prepared teachers compared with 46% (n=24) of the non-PDS prepared teachers were still teaching in BCPS. In-depth interviews conducted with 7 PDS-prepared teachers revealed a strong focus on (1) reflection and thoughtfulness in planning and assessment; (2) consideration for what is developmentally appropriate for students, especially regarding the diverse composition of one's classroom; and (3) considerations for the physical and psychological environment in which teaching and learning occur, e.g., how time, space, materials, groups, and social interactions support learning. Follow-up interviews with the same teachers in 2006 showed connections to their PDS preparation. Teachers felt that learning to teach in a PDS had "accelerated" their performance, making them more realistic and confident in their teaching. They also felt more prepared to take on leadership roles in their schools as a result of understanding the *whole* school, not just their classroom. Strong relationships with cooperating teachers and university faculty and supervisors provided support that often continued into their professional teaching. Involvement with the PDS through activities such as service learning and action research projects compelled them to become involved with the school, thus making them an educational "insider" from the start of their careers (Neapolitan et, al., 2006).

Report Conclusion

In summary, the Ad Hoc Committee on Special Education has recommended action steps that bring the recommendations within the PowerPoint presentation entitled, *Teacher Preparation in Maryland: Barriers and Solutions* to life. The strategies enable MSDE, IHEs and LSSs to work in collaboration in order to provide all Maryland's students with highly qualified teachers. As a result, all students, including students with disabilities, will be ensured a quality education and enhanced opportunities for learning.

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MARYLAND PARTNERSHIP FOR TEACHING AND LEARNING, PreK-16

Maryland Higher Education Commission	*Maryland State Department of Education*	University System of Maryland
James E. Lyons, Sr., Secretary	*Nancy S. Grasmick, Superintendent*	*William E. Kirwan, Chancellor*

DUAL ENROLLMENT & EARLY COLLEGE ACCESS:

RECOMMENDATIONS FOR MARYLAND

Report Prepared by the Early College Access Committee of the Maryland Partnership for Teaching and Learning, PreK-16

October 2007

Table of Contents

Executive Summary

In the spring of 2007, legislation passed the Maryland General Assembly for a Dual Enrollment Grant Program. This legislation is effective from June 1, 2007, through June 30, 2009, at which point it will sunset unless the General Assembly takes further action. Section 18-14A-04.2 (SB 525/Ch. 296, Sec. 2, 2007; HB 538/Ch. 297, Sec. 2, 2007) calls for the Maryland Partnership for Teaching and Learning, PreK-16, to provide the Governor and General Assembly with "a comprehensive list of recommendations that will surmount barriers to dual-enrollment and will facilitate dual-enrollment opportunities." This report is offered in response to that legislation, and as required, is being submitted on or before November 1, 2007.

The report has been prepared by a committee of the Maryland Partnership for Teaching and Learning, PreK-16, which had begun work to develop recommendations to enhance dual enrollment opportunities in Maryland before the legislation was passed. In 2005, the PreK-16 Leadership Council of the Maryland Partnership charged the PreK-16 Workgroup to study the options for dual enrollment policies in Maryland. A dual enrollment/early college access committee was established and charged with investigating the potential structure, financial implications, and feasibility of an early college access program for the state of Maryland that provides high school students multiple options for earning college credit without placing an undue financial burden on students or their families. Dr. Jackie Haas, Superintendent of Harford County Public Schools, and Dr. George Funaro, education consultant and former Deputy Secretary of Higher Education in Maryland, co-chaired the committee.

Definition--Early College Access:

Early on, the committee found several definitions of "dual enrollment" and decided that "early college access" was a more representative term as it could include the multiple, sometimes competing definitions of "dual enrollment." For the purposes of this report, "early college access" is used rather than "dual enrollment" to address those concerns expressed by the Dual Enrollment Grant legislation.

A student participating in an **early college access (ECA)** program is a student who is enrolled in:

- a secondary school; and
- an institution of higher education

At the discretion of local education agencies (LEA), credit awarded by an institution of higher education (IHE) may also fulfill high school graduation requirements.

The following are the principal recommendations of the committee:

Program:

- *Encourage IHEs and LEAs to form local and regional partnerships designed to provide students enhanced educational opportunities that include access to college credit-bearing courses.*
- All courses under consideration will be defined as college credit-bearing courses.
- All faculty in early college access (ECA) programs will be qualified to teach college credit-bearing courses through higher education institutions.
- All students will be qualified to take college credit-bearing courses by completing requirements established by the partnering institutions together with recommendations from their principals and/or superintendents.
- Enrollment in such ECA courses does not constitute admission to the college or university offering them.
- Encourage IHEs and LEAs to develop ECA implementation models that would make early college an expectation for all students.
- Involve high school guidance counselors in ECA implementation models to ensure the appropriate selection of college courses by students. Counselors should also participate in overall evaluation of ECA program effectiveness.

Funding:

- *Support State policies that ensure that neither preK-12 nor higher education funding will be negatively affected and that provide funding to students with financial need to ensure broad access to ECA programs.*
- Provide tuition assistance for low-income students so all students have access to enroll in appropriate college courses at the Maryland institutions of their choice.
- Seek financial support from other sources (i.e., community, businesses, foundations, other state and federal grant programs) for ECA programs and student access to them.
- Existing practices that include ECA students in enrollment for funding should continue.

Policy Alignment:

Identify regulatory barriers that interfere with early college access and propose new policies to overcome barriers.

- Compile and analyze all state and local regulations related to early college access.
- Propose COMAR revisions, if necessary, to remove all barriers to student access in early college access programs.
- To facilitate alignment between local practices and State goals of expanded ECA, transfer of credit policies, and AP and IB expansion efforts, develop and implement local memoranda of understanding (MOU) for ECA pathways.

Public Outreach:

- *Develop an intensive information dissemination program to inform students and parents about early college access benefits for career and college preparation, pathways students might use to participate in early college access, and financial assistance available for early college access.*
- Develop a marketing and public outreach campaign for a statewide early college access (ECA) initiative in Maryland.

- Create a website that provides guidance in understanding college pathways, college course requirements, and college course options for ECA.
- Disseminate ECA information through a catalog to middle and high school guidance offices and via website.
- Conduct a survey of all public schools and colleges and universities in the state of Maryland to develop a catalog of all current ECA access opportunities.
- Conduct college preparatory seminars for students and parents that address ECA options.

Evaluation:

- *Collect data to document trends in the early college access entrance of high school students in Maryland.*
- Develop a data tracking system for early college access (ECA) that is integrated in the reporting requirements typical for the Maryland Higher Education Commission (MHEC) and institutions of higher education.
- Structure an ongoing workgroup that examines ECA-related data, including program evaluation data to promote program improvement. The workgroup should include the involvement of high school guidance counselors.
- Assess the impact of ECA efforts by demographic element, credits achieved, postsecondary pathways, costs, and achievement results.
- Continuously reassess variables that influence college student retention and degree completion.

Overview

Early College Access: National Context

What is early college access?

Early college access programs are for students who are taking college courses while still attending high school Such programs allow high school students to enroll in postsecondary courses, usually for college-level credit (early college), sometimes for both college credit and high school credit (dual enrollment). Students are generally taught by postsecondary faculty, either at the college campus or high school, or through distance education. Some states allow high school students to earn postsecondary credit for these courses, while others do not. In some states, school districts pay for the cost of the postsecondary courses, while in other states, individual students must pay. In other states, student tuition is paid out of a special state fund.

Benefits and Incentives	*Challenges and Barriers*
• Provides additional educational opportunities at the high school level and thereby promotes the completion of rigorous academic programs • Increases student awareness of and aspirations to attend college • Saves students time, and sometimes money, through the acceleration of progress toward the college degree • Enables and encourages greater collaboration between high school teachers and college faculty • Builds closer ties between postsecondary institutions and their communities • Eases the transition between pre-K-12 and postsecondary education for students. • Demonstrates to qualified students that they can succeed in college, as college faculty have reported	• Course restrictions or difficulty transferring courses to colleges other than the sponsoring college, especially when local high school-college agreements are made without substantial higher education faculty involvement • Financial and administrative burdens of program coordination • Financial barriers for low-income high school students in areas where no tuition assistance or financial aid is available • Lack of information for parents, students, and school personnel about program availability and requirements • School districts' or colleges' reluctance to promote early college access because State funding policies may not support per-pupil funding for either the school district or postsecondary institution • Reduction in the number of high school students in Advanced Placement (AP) or International Baccalaureate (IB) programs, potentially leaving fewer academic options for other students.

	• Variation among institutions of higher education regarding dual enrollment policies • Resistance from some college faculty to have high school students enrolled in their classes

Early College Access: Maryland Context

Underlying Principles for Early College Access in Maryland		
• A high school diploma is no longer sufficient to ensure personal fulfillment and career success in the state's competitive economy. • We can improve graduation rates and increase postsecondary success in college and careers for all students, regardless of race/ethnicity and socioeconomic status, by judiciously implementing an early college access policy within a preK-16 framework and a high school reform initiative. • The successful implementation of an early college access program requires the involvement and support of <u>all</u> stakeholders throughout the high school years – particularly the acceptance and commitment of students themselves.		
Identified Barriers	***Committee Recommendations***	***Implementation Strategies***
There are currently no statewide models, policies, or parameters for early college access partnerships or their local implementation in Maryland.	Institutions of higher education and local education agencies in Maryland are encouraged to form partnerships designed to provide students enhanced educational opportunities, including access to college credit-bearing courses.	• All courses under consideration will be defined as college credit-bearing courses. • Postsecondary courses for dually enrolled students will not compete with other options for early college credit (AP, IB, etc) available to the students at their home high school. • All faculty who teach in these programs will be qualified to teach college credit-bearing courses through institutions of higher education. • All students will be qualified to take credit-bearing courses by completing requirements established by the local partnering institutions. • Institutions of higher education and local education agencies are urged to develop early college access implementation models that would make early college an expectation for all students. • Early college access implementation models should include consistent and intensive involvement and collaboration of both high school and college counselors to ensure the appropriate selection of college courses by students. Counselors should also participate in the overall evaluation of program effectiveness. • Tuition, books, and fees for college classes should be the responsibility of the students who can afford to pay. Need-based grant funds should be available to the students for whom early college would otherwise not be an option.

		• Develop and implement memoranda of understanding (MOU) signed by state officials, local coordinating officials, and their local counterparts. • Compile and analyze all state and local regulations related to Early College Access. • Propose COMAR revisions as needed to remove any barriers to student access in early college access programs.

Underlying Principles for Early College Access in Maryland (continued)

Identified Barriers	*Committee Recommendations*	*Implementation Strategies*
Financial support for early college access students and programs is not addressed by the state's current preK-12 or higher education funding models or by financial aid systems. (The current grant program for dual enrollment was authorized for just two years.)	Support State policies to ensure that neither preK-12 nor higher education have financial disincentives for encouraging early college access. PreK-12 Funding Guidelines: One full-time equivalent student course load may include postsecondary courses in the required course load. Higher Education Funding Guidelines: Maintain current funding structures for both community colleges and four-year institutions. Treat early college access students like other college students. Financial aid: Provide tuition assistance for low-income students.	• Early college access students should be included as part of the enrollment numbers that would be used when four-year higher education institutions report progress toward reaching enrollment targets. Also, the State policy for community colleges, which already includes these students as part of the FTE count for community colleges when calculating state support, should be reaffirmed. • Seek and encourage financial support from other sources (i.e., community, businesses, foundations, and other state and federal grant programs). • Renew legislation for a need-based dual enrollment/early college access grant program and ensure funding for it.

Underlying Principles for Early College Access in Maryland (continued)

Identified Barriers	*Committee Recommendations*	*Implementation Strategies*
The public at large, including students, parents, and guidance counselors, is generally unaware of early college access opportunities. There is no single source of information on successful models and local policies related to early college access.	Develop an intensive information program to inform students and parents about the academic work that is required to prepare for college, gain admissions, obtain financial aid, and graduate with a degree prepared to pursue a career.	• Work with the existing statewide transfer and articulation committee to develop and sustain such a site. • Develop a marketing and public outreach campaign for a statewide early college access initiative in Maryland. • Disseminate information through a catalog and Web site to middle and high school guidance offices. • Develop an informational Web site where school systems and higher education institutions can go for models of good practice and implementation. • Survey Maryland public schools and colleges and universities to develop a catalog of all current early college access opportunities. • Focus on career and college awareness/access through curriculum delivery and community outreach initiatives K-12. • For some communities, an LEA central office point person to coordinate of college/business collaborations may be helpful.
The state's current data reporting systems are not set up to track early college access students because of the current incompatibility between the K-12 and higher education data systems.	Establish a P-20 data collection system capable of collecting data to document trends in the early college access of high school students in Maryland.	• Develop a data tracking system for Early College Access that is integrated in the reporting requirements for the Maryland Higher Education Commission and institutions of higher education. • Structure an ongoing workgroup that examines date related to early college access, including program evaluation to promote program improvement. The group should include the involvement of high school guidance counselors. • Assess the impact of early college access efforts by demographic element, credits achieved, postsecondary pathways, costs, and achievement results. • Continuously reassess variables that influence college student retention and degree completion.

Dual Enrollment/Early College Access JCR Report

I. Introduction, National Context, and Background

Introduction

In September 2005, the co-chairs of the PreK-16 Leadership Council, Chancellor William Kirwan, Superintendent Nancy Grasmick, and Maryland Higher Education Secretary Calvin Burnett, charged the PreK-16 Workgroup to examine the feasibility of pursuing early college access and dual enrollment in Maryland. Peter Blake, Virginia's Secretary of Education, was invited to present the recent changes that have been made in that state surrounding high school reform that included a model program that allows high school students the opportunity to earn college degree credit and high school credit at the same time. In Virginia, all high school students are eligible and courses can be taken through Advanced Placement, International Baccalaureate, or dual enrollment. All of the state's two and four-year public institutions (except Virginia Military Institute) and 24 of its private institutions participate. Those involved in this endeavor include the Governor's Office, State Council of Higher Education for Virginia, Virginia Department of Education, Virginia Community College System, Council of Independent Colleges in Virginia, and Institutional Administrators.[1]

During that year, the PreK-16 Committee on Early College Access gathered data on issues and questions related to advising, location of courses, and credentials of those teaching dual enrollment courses, financial implications, data on enrollment and allocation of full-time equivalent (FTE) counts, and the transfer of credits. The Committee also recommended thinking in terms of "early college access" programs rather than the narrow definition of "dual enrollment" so as to include all courses that are taken for both high school and college credit and any other credit-bearing postsecondary courses taken by high school students. This broader definition was used in the legislation authorizing the current dual enrollment grant program, which the Maryland Higher Education Commission renamed as the Early College Access Grant Program.

In December 2006, representatives from Achieve, Inc., presented a paper to the PreK-16 Leadership Council on "Preparing Today's High School Students for Tomorrow's Opportunities." According to the Achieve data, Maryland graduates 74% of all ninth-graders in the state but only sees 19% of them earn a college degree in Maryland.[2] The PreK-16 Early College Access Committee was asked to take this information into consideration in their deliberations and make recommendations on how to increase the number of Maryland students who earn postsecondary certificates and degrees in Maryland.

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[1] For more information, see http://www.education.virginia.gov.

[2] Achieve, Inc. (December 2006). *Preparing Today's High School Students for Tomorrow's Opportunities.* Paper presented to the Maryland PreK-16 Leadership Council.

One of the major challenges associated with early college access is that different sectors of the education community--K-12, community colleges, and four-year institutions -- have some different goals and purposes in mind for these programs. Among other goals, K-12 schools implement early college access to increase academic rigor, expand educational opportunities, provide strategies for students from groups traditionally underrepresented to view college as a realistic option, and promote college attendance among high school students. In addition to these goals, community colleges often structure these programs for building their student pipeline and increasing enrollments including some programs that focus on students for whom attending a postsecondary educational institution is not likely. In comparison, four-year colleges and universities often implement early college access programs to recruit high-achieving college-bound students into their institutions. The challenge is how the State of Maryland can create a coherent, high-quality early college access policy framework that addresses all of these goals and meets the needs of the broad population of high school students at the same time.

National Context and Background

According to a policy analysis prepared by the Education Commission of the States in 2001, many states are offering high school students the opportunity to take postsecondary courses in state two- and four-year institutions. According to generally accepted definitions, "dual" or "concurrent" enrollment is when a high school student is enrolled in a postsecondary institution for credit while still in high school. In some contexts, "dual enrollment" refers specifically to courses that count for both high school and college credit, while "concurrent enrollment" includes those courses for which students receive only college credit. These concurrent and dual enrollment programs are encouraged and implemented for a variety of reasons, including:

- To promote rigorous academics and to provide more educational options;
- To save students time and money on a college degree;
- To accelerate student progress towards a degree in order to free up additional space on campus to meet the increased demands for college access by the children of the "baby boom" generation;
- To eliminate artificial barriers that impede students from moving "seamlessly" between K-12 and postsecondary systems;
- To provide greater academic opportunities for students at small rural schools;
- To enable greater collaboration between high school and college faculty, including aligning outcomes and expectations in curriculum areas;
- To increase student aspirations to go to college;
- To build closer ties between colleges and their communities;
- To build a stronger focus on academics by students in their senior year of high school when they are prone to "senioritis."[3]

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[3] ECS Center for Community College Policy. (July 2001). Postsecondary Options: Dual/Concurrent Enrollment.

A recent policy analysis, *The College Ladder*, prepared by the American Youth Policy Forum last year, recommends that states should expand the access to various programs that link secondary and postsecondary education in order to increase the rigor and motivate students, (especially first generation, low-income, and low performing students) to increase entry to and retention in postsecondary education.[4]

Cliff Adelman's recent research on college completion rates states that having earned "less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, or spring) is a serious drag on degree completion."[5] Adelman asserts that helping students get a head start on earning college credit while in high school is a positive move: "It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary coursework so that students enter higher education with a *minimum* of six additive credits to help them cross that 20-credit line. Six is good, nine is better, and 12 is a guarantee of momentum."[6]

Postsecondary options programs vary from state to state. Some states allow students to earn postsecondary credit for postsecondary classes while others do not. In some states, school districts pay for the costs of postsecondary courses, while in other states the student must pay. Tuition is paid out of a special state fund in some states. The following broadly defined categories give an overall view of postsecondary options programs:

- College High Programs: Agreements between high schools and postsecondary institutions to offer college-level courses at the high school, typically for credit (secondary, postsecondary or both secondary and postsecondary credit). Curriculum content and standards are jointly agreed upon when credit is given for both college and high school. For various reasons, there may be provisions that when courses are taught by high school faculty, they should hold the same credentials as postsecondary faculty.
- Tech Prep or 2+2 Programs: These programs provide an articulated high school/community college curriculum for professional or technical fields. The courses often reduce duplication between high school and college, thereby helping students move seamlessly between the systems. Courses may be taught either by high school or community college faculty.
- Advanced Placement: Overseen by the College Board, Advanced Placement (AP) courses are offered at high schools and taught by high school faculty. The AP

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[4]Lerner, J. L, & Brand, B. (2006). *The College Ladder: Linking Secondary and Postsecondary Education Success for All Students*. Washington, DC: American Youth Policy Forum.

[5] Adelman, C. (2006, February). *The Toolbox revisited paths to degree completion from high school through college*. Washington, DC: US Department of Education, 24.

[6] Adelman, 2006, p. 26.

curricula are standardized and the exams are administered nationally in May each year. Students with scores of 3 or better, out of a total score of 5, may earn college course credit and/or advance to higher-level courses at the colleges and universities where they enroll, depending on the policies and practices of the individual institutions.

- International Baccalaureate (IB): Offered at high schools, IB has a rigorous and specific curriculum with several required areas of study. The comprehensive curriculum fulfills the requirements of various national education systems. Upon successful completion of a series of national examinations and a research project, students earn an IB diploma and may receive college credit when admitted to a college or university.
- College Level Examination Program: The College Level Examination Program (CLEP) permits students to test out of beginning level college courses at colleges and universities differentiated by type of exam and score.

The American Youth Policy Forum drew a number or conclusions from its national study of secondary/postsecondary learning options.[7] Unfortunately, not enough data were available for the American Youth Policy Forum to draw conclusions about course grades and GPAs, college retention, degree attainment and time to degree, cost savings, or job market outcomes; however, they did arrive at the following findings:

- The secondary/postsecondary learning options are viewed as strategies to increase postsecondary access for underserved populations.
- Funding formulas must distribute dollars fairly so the institutions are paid based on the amount of service they provide to students (p.116).
- Secondary/postsecondary learning options need to ensure they provide college-level courses and work. Several program elements include location, faculty preparation, prerequisites and program length.
- An important aspect of secondary/postsecondary learning options is the transfer of credit earned.
- Data on students moving through the pipeline is essential to assessing the success of the programs, but most states do not have adequate data systems in place to fully understand the impact of the programs (p.123).

Most recently, a new report, *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States* , issued by National Research Center for Career and Technical Education, University of Minnesota (2007) provides one of the most comprehensive analyses to date of dual-enrollment programs, which allow students to take college classes for both high school and college credit. The study used longitudinal data to examine how the programs worked for students in two locations: the state of Florida and the city of New York. According to the findings, once in college, former dual-enrollment students were more likely to stay enrolled and to have significantly higher grade point averages, even after two years in college.

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[7] American Youth Policy Forum, 2007

II. Barriers and Incentives

While many states' dual enrollment programs are highly successful and offer incentives for students to take postsecondary courses, some states' policies have had unintended consequences, and some present barriers to students. In general, it is easier to access postsecondary learning options where there are statewide policies, either by statute or board policy. When institutions establish their own individual policies, the opportunities are more difficult to access and disseminate.

Policies that include the following factors can provide incentives for students to enroll in early college access courses:

- Tuition and fees paid by the state, school district or college;
- Easy transfer of course credit; and
- Few or no course restrictions.

Some barriers that students encounter in enrolling in early college access courses include:

- Student responsibility for paying early college access (college) tuition and fees; (This practice might exclude low-income students from such programs when no tuition assistance or financial aid is available.)
- Difficulty in transferring courses;
- Inconsistent or unclear IHE policies relating to transfer of college credit earned through early college access
- Course restrictions; and
- Lack of information about the availability of, eligibility for, and requirements of postsecondary options programs.

Concerns about early college access courses have been raised by college faculty, school districts, parents and policymakers. Some of these concerns include:

- The quality and rigor of dual/concurrent enrollment courses;
- Dual/concurrent enrollment agreements made between community colleges and high schools without the involvement of four-year institutions or input of faculty, thereby creating problems with transferring community college credits to the four-year institutions;
- The financial and administrative burdens of the dual/concurrent enrollment programs;
- A perceived "double dipping" when paying for student enrollment at the secondary and postsecondary levels (without accounting for other benefits) and the related loss, in some states, of per-pupil funding either by the school district or the college when students participate in early college access; and
- Early college access programs may reduce the number of high school Advanced Placement enrollments, which in turn may result in the loss of AP courses, thus leaving fewer options for students.

Dual and concurrent enrollment programs receive support from parents, students, colleges, school districts and policymakers for the following reasons:

- Savings in time and money for postsecondary courses leading to a degree;
- A stronger focus on academics by students in their senior year of high school when they are prone to "senioritis";
- Closer ties between colleges and their communities; and
- Elimination of artificial barriers that impede students from moving "seamlessly" between K-12 and postsecondary systems.

According to the analysis done by the American Youth Policy Forum, college-going rates for participants in what they call secondary/postsecondary learning options (SPLOs), i.e., early college access programs, were higher than for non-participants, especially middle- and low- achieving students.[8] College-going rates are one indicator that these types of programs increase access and participation in higher education for historically underserved student populations.

[8] Lerner & Brand, 2006.

III. Two State Models: Virginia and Florida

In addition to hearing from Maryland educators, the ECA committee closely examined a number of different state models including Virginia and Florida.

Virginia: The Virginia Initiative comprises three primary program elements: Senior Year Plus, Virginia Virtual AP School, and the Commonwealth College Course Collaborative (CCCC). The last element offers a coordinated approach that dictates some learning options while respecting institutional diversity. Statewide education leaders defined three core subjects eligible for dual credit: Biology, U.S. History I and II, and Psychology. All qualified secondary students may pursue these subjects through dual enrollment, Advanced Placement, and International Baccalaureate, and may earn as many as 13 college credits.

CCCC also encourages institutions to identify other courses for which they will award credit to high school students. As a result, students may earn up to 20 additional degree credit hours in subjects such as composition, economics, math, physics, and the arts. A Virginia high school graduate can start higher education with as many as 30 credits.

State appropriations "hold harmless" both secondary and postsecondary institutions for early college access. That means high schools continue to receive full average daily attendance (ADA) funding, and community colleges receive full time equivalent (FTE) funding for participating high school students even if they attend college classes during the normal K-12 school day. However, consistent with State policy to allow individual colleges some flexibility, there are no uniform policies governing costs. Higher education institutions are encouraged to offer dual enrollment at no charge to students, but some choose to charge tuition. The AP picture is similarly variable: the Early College Scholars program pays tuition and exam fees for eligible students, but other students may have to pay. Televised AP courses are free to all students, but an exam fee is charged. Some colleges offer subsidies for AP courses and exams, and the state's Department of Education offers financial assistance to some students.[9]

The PreK-16 Early College Access Committee recommended that Maryland not restrict its program to this limited context, but work toward the goal of having most students leave high school with 12-15 transcripted credits.

Florida: Florida has a strong history of supporting a variety of dual enrollment programs. Florida law encourages collaboration between K-12 and postsecondary systems, including requiring all community colleges and four-year state universities to offer dual enrollment classes to high school students. Legislation also sets aside funding to ensure that classes are available to students at limited or no cost. Additionally, Florida has engaged in substantial longitudinal research, including data on dual enrollment courses offered at or through community colleges, to study issues of preparedness for subsequent courses, impact of instructor type on course grades, and credit transferability.

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[9] Jump Start on College, p 28.

Much of the credit offered through community colleges is for programs that allow qualified high school faculty to offer courses for both high school and community college credit in their classrooms. Research on the Florida programs has been instrumental in providing guidance on improving the statewide program, including improving the statewide course numbering system to ease the transfer of credits among postsecondary institutions.

Participation in dual enrollment is free for all qualified students in Florida (AYPF 28), and most dual enrollment classes with community colleges are offered in high school classrooms and taught by high school teachers; students can also enroll in dual enrollment programs housed on a community college campus. In Florida, dual enrolment students who have taken one college course or more enroll in higher education at rates "significantly higher than students who do not enroll." The data are particularly strong for African American and Hispanic students. Approximately 70% of African American and 69% of Hispanic dual enrollment students enrolled in higher education as opposed to 45% of African American and 54% of Hispanic students who were not dual enrollment students.[10]

Florida has one of the most sophisticated data systems to track students through the pre-K-16 pipeline and into the workforce. They are a model of what is considered the "gold standard" for educational data systems.

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[10] Florida Department of Education. (2004). *Dual enrollment students are more likely to enroll in postsecondary education.* Tallahassee, FL.: Florida Department of Education. Retrieved July 7, 2007, from http://www.fldoe.org/news/2004/2004_03_10/DualEnrollStudy.pdf).

IV. Context in Maryland
Formation of the PreK-16 Committee on Early College Access

In 2005, PreK-16 Leadership Council charged the workgroup to study the options for dual enrollment policies in Maryland. The Early College Access Committee was established and charged with investigating the potential structure, financial implications, and feasibility of an early college access program for the state of Maryland that provides high school students multiple options for earning college credit without placing an undue financial burden on students or their families. The charge to the committee included a request for recommendations to be brought to the K-16 Leadership Council for approval, and following the approval of the Council, the development of an action plan supported by all PreK-16 stakeholders. Included in the charge were these specific elements:

- Defining and describing types of early college, dual enrollment programs that are available in Maryland and other states,
- Assessing the financial implications and feasibility of early college and dual enrollment programs,
- Making recommendations to the K-16 Leadership Council with respect to next steps on early college and dual enrollment. (See Appendix 1 for complete charge.)

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The PreK-16 Committee on Early College Access (ECA) was constituted according to an agreement that included representatives of two-year colleges, four -year colleges, and K-12 schools. The committee was co-chaired by Dr. Jackie Haas, Superintendent of Harford County Public Schools and Dr. George Funaro, Education Consultant and former Deputy Secretary of Higher Education in Maryland. The ECA committee met regularly over the course of 24 months, reporting regularly to the PreK-16 Leadership Council.

The committee reviewed national reports and studies, identified national models, invited regional and local experts to make presentations, and conducted surveys of local school districts and community colleges and colleges to collect data on the status of dual enrollment programs in Maryland. (See Appendix 2 for a complete list of meetings.)

Proposed goals included: increasing the number of students who define themselves as candidates for college admission and/or career pathway programs, increasing the number of students who aspire to go to college, increasing the number of high school students who enter higher education with college credits, and developing consistent statewide policies and standards for acceptance of early college access (ECA) credits.

The committee also proposed implementation strategies to reach the above goals. They proposed that the Leadership Council:

- recommend consistent statewide policies and standards for ECA initiatives,
- pilot and evaluate a core set of courses and outcomes,
- recommend the inclusion of the ECA plan in the strategic/master plans of participating colleges, universities, and local school systems,
- establish a state-level data collection system, and
- support a default college preparation curriculum for all Maryland high schools.

Maryland has a rich and diverse array of early college access programs. In spite of multiple attempts to catalogue all the early college access programs in Maryland, there is no master list, nor is there a single source for information on how many students are enrolled in these programs. The PreK-16 ECA Committee attempted to survey two-year and four-year higher education institutions to determine the types of different programs, and came up with a reasonable approximation, but it is clear that the list is not yet complete or comprehensive (see Appendix 3).

Maryland has traditionally ECA left policies and decisions in the hands of local school systems and partner postsecondary institutions, allowing participating partners to decide who can take college courses for credit and who pays the college tuition. The ECA Committee affirmed the local control of these partnerships, but offered recommendations that would facilitate and encourage institutions to enter such partnerships, and encourage students to take advantage of the various postsecondary learning options.

A number of programs in Maryland are geared toward high-achieving students, providing academic acceleration and enrichment, such as Montgomery College's (MC) partnership with Montgomery County Public Schools, the *Gateway to College*, and the recently signed MOU between the University System of Maryland and Montgomery County. But Maryland colleges and universities are also in partnerships with local school districts to provide programs that increase postsecondary access for underserved populations. One example of this type of program is the Community College of Baltimore County (CCBC) *College Readiness Program t*hat encourages lower-achieving students to consider college and prepares them for more rigorous academic study.

The committee recognized that many students in AP already see themselves as college-bound; and the Leadership Council confirmed that early college access programs such as AP and dual enrollment should not be put in competition with each other. Rather the early college access goals are to provide multiple alternative pathways to postsecondary learning options with the goal of encouraging broader participation in college-level work.

The intended audience of expanded opportunities for early college access is all high school students, but especially those who may not have thought of themselves as college-bound.

Appendix 3 is a document developed in response to a survey sent to community colleges during the ECA Committee deliberations. The report describes the variety of dual enrollment partnership projects among Maryland community colleges and demonstrates the diversity of programs and fiscal arrangements.

Maryland also has a strong portfolio of tech prep programs that are fully articulated programs between public secondary schools and two- and four-year colleges. Programs like "Project Lead the Way" build pipelines into undergraduate engineering programs at

community colleges and four-year colleges and universities. Universities review the certificates of completion before awarding credit.

A 2005 Maryland Association of Community Colleges (MACC) survey of dual enrollment programs in the state's 16 community colleges found the following:

- 14 of 16 community colleges had dual enrollment programs in coordination with their local high schools, with statewide headcount in these programs estimated at over 3,000 students; most community colleges limit these programs to students in grades 11 and 12;
- high school and college credit is provided in all of these programs, with students typically taking one course at a time;
- admission criteria generally differ from requirements for typical community college students, including GPA thresholds, high school guidance counselor or administrator approval, and parental consent/commitment to the program;
- classes are taught at both the community college and high schools in half of the programs; the rest are solely community college-based; and one program is primarily distance learning;
- seven community colleges allow high school teachers (approved as instructors) to teach dual enrollment courses;
- the majority of dual enrollment programs are full cost for high school students, with five discounting tuition by 50%, one discounting tuition by 25%, and one waiving tuition and fees for courses taught at the high school;
- nine community colleges have institutional financial aid available for dual enrollment students; and
- five community colleges offer dual enrollment programs for at-risk students, with the statewide enrollment of at-risk students estimated at over 1,000.

Because Maryland does not yet have a comprehensive P-20 data system, the committee encountered challenges in trying to determine how many early college programs currently exist; how many students are enrolled in such programs, and how these programs are funded. Currently, there is no single database that tracks students in these programs; the information resides is local school district offices and college admissions offices.

One recommendation of the Early College Access Committee is that a comprehensive database be developed to track participants from high school into college and beyond, into the workforce, in order to have a better understanding of the real costs and benefits of these programs.

V. Implications for Funding and Fiscal Impact

The Abell Foundation report also did an extensive analysis of funding models for early college access programs.[11] According to their report, depending on the definitions of early college access used, between 38 and 40 states have instituted policies, regulations, and/or funding to guide college access practices. Legislative mandates vary widely. Support service systems range from minimal offerings for singleton programs to a full menu of academic, social, and support services in enhanced comprehensive programs. Most early college access programs rely, at least in part, on tuition paid by parents and students.

In its comprehensive surveys of early college access programs across the country, the National Center for Educational Statistics (NCES) identified a range of funding mechanisms, even as some states were reviewing their policies and considering change.[12] Federal funding for students is limited because Pell grants cannot be used by high school students to attend college classes. In light of the declining value of Pell grants–they currently cover only 40 percent of a public four-year education, compared with 84 percent in 1980–and considering the growing federal deficit, a change in this funding policy is unlikely. Recognizing that individual institutions or school systems may use multiple funding sources for their initiatives, researchers report the following from surveys of higher education institutions. Nearly two-thirds of all higher education institutions offering dual enrollment reported that students or their parents paid at least a portion of tuition, and 20 percent reported that families assumed the full cost of tuition.

- 38 percent reported that colleges contributed actual dollars or tuition waivers.
- 37 percent reported that high schools and school districts provided funding.
- 26 percent reported that state governments were a source of funding.
- 9 percent used other sources, such as grants, and scholarship funds from businesses and foundations.

The financial arrangements in Maryland vary from programs where students pay tuition, books and fees (The College Institute, Montgomery College [MC]) half the cost of tuition, books, and fees (Essence Dual Credit/Enrollment Programs, Hagerstown CC and Parallel Enrollment Program, CCBC) and programs where students are not required to pay any of the costs (Gateway to College, MC and College Readiness Program, CCBC).

The way the costs are covered also varies. In some programs the cost is split between the college and the school system (CCBC), whereas in others, state funding subsidizes

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[11] Abell Foundation. (June 2007). *A "Jump Start" on College: How Early College Access Programs Can Help High School Students in Baltimore City.* Baltimore, MD: Author.
[12] Waits, T., Seltzer, J. C., & Lewis, L. (2005). *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003.* NCES Quarterly, Vol. 7, Issues 1 & 2. Washington, DC: National Center for Education Statistics.

students' costs through a need-based grant program and still in others the community college is absorbing the costs within its own budget (Hagerstown CC).[13]

The PreK-16 Early College Access Committee recommendations regarding funding recognize that in order to encourage both secondary and postsecondary participation in these partnership programs, the state would benefit from policies that hold both public schools and colleges and universities harmless in any fiscal arrangement, while at the same time, providing students with financial need some additional resources to cover the cost of tuition.

Various options for financial support for students in the programs in Maryland are also difficult to pin down. Some programs are supported entirely by counties and school systems, such as Montgomery College's College Institute. In the past, some community colleges have used a portion of State Part-Time Grant Program funds to support high school students (who are not yet eligible for Pell Grants until they graduate from high school). This is no longer possible because of legislative changes in 2007.

As a result of the 2007 Maryland General Assembly, a new need-based, decentralized grant was created, the Dual Enrollment Grant Program. The Maryland Higher Education Commission has renamed this the "Early College Access Grant Program" to be consistent with the goals and nomenclature of the PreK-16 Partnership. This program was established for the purpose of providing financial assistance for students concurrently enrolled in a secondary school in Maryland and an institution of higher education in Maryland. The program was enacted into law (MD Code Ann. §18-14A-01 through §18-14A-04) providing the Maryland Higher Education Commission (MHEC) with the authority to establish guidelines and regulations necessary for administering the program. According to statute, the program provides funds to Maryland public and independent colleges and universities based on the number of high school students who are taking at least one course at a Maryland higher education institution with priority given to students who demonstrate financial need. The legislation includes a sunset clause that limits this program to two years. The same legislation requires that a report be submitted to the legislature by November 1, 2007.

The new legislation for the program removes dually enrolled students from those who are eligible for the Part-Time Grant Program, which used to provide institutions with the choice of using up to 10 percent of its funds to provide financial assistance to Maryland residents who received credit at the college and at a high school for courses taken at a college. The new Early College Access program expands eligibility to students taking college credit courses that do not simultaneously count for high school credit.

MHEC administers the Early College Access (originally Dual Enrollment) Grant Program in cooperation with institutions of higher education. Program funds are allocated to institutions of higher education based on the number of eligible enrolled high

[13] Abell Foundation, 2007.

school students at each institution. Institutions that receive program funds must submit an annual report to MHEC.

The college institutional financial aid office will identify the enrolled students who are eligible to receive the award. Each financial aid office is responsible for establishing institutional guidelines for making the awards, with priority given to students who demonstrate financial need. The minimum annual award given is $200, and the maximum annual award is $1,000. Each institution is responsible for awarding its allocation to eligible students. If an institution is unable to award all of its funds for a fiscal year, the remaining funds are returned to MHEC for reallocation to other institutions.

The following eligibility conditions apply to prospective recipients of this grant:

1. must be a permanent resident of Maryland according to guidelines established by the Commission;

2. must be attending a secondary school in Maryland;

3. must not be a home school student;

4. must be attending a public or independent institution of higher education in Maryland;

5. must meet any other condition for the award as established by the institution, and

6. is not required to receive credit from a secondary school and an institution of higher education at the same time for courses completed under this program.

At this time, however, the Early College Access Grant Program is unfunded. It is unclear if funds will be available for FY 2008, and the legislation now precludes colleges from using up to ten percent of the Part-Time Grant Program funding for dually enrolled students. It is hoped that funds will be available for FY 2009.

VI. Early College Access (ECA) Committee: Findings and Recommendations

On March 6, 2007, the ECA Committee co-chairs made a formal presentation of recommendations to the PreK-16 Leadership Council. They prefaced their report with a statement of purpose and a description of the guiding principles that shaped the work of the committee.

The ECA Committee began with the premise that the high school learning experiences should be academically rigorous. The presentations by invited educators and community members presented to the committee confirmed the research studies that support the claim all students benefit from high expectations, and expanding opportunities for students to have postsecondary options. The committee reviewed research findings indicating that high school students who have taken one or more college course(s) have higher college enrollment and completion rates than do other students.[14] The co-chairs emphasize that whether college courses are offered at high schools, on college campuses, or via the Internet, Maryland educators can, if we choose, make early college an expected pathway for a student working to achieve a high school diploma and to provide equal access for all Maryland students to a college degree or a postsecondary certificate."[15]

Maryland's economic security is dependent on highly educated, highly skilled workforce, and by expanding opportunities to extend education beyond high school, the state is investing in that workforce.

During the year of research and outreach, the Committee endorsed the following statements in their original report, which have also been incorporated here (see above, and see the introductory tables):

- that a high school diploma is no longer sufficient to ensure personal fulfillment and career success in today's competitive economy;
- that we can improve graduation rates and increase postsecondary success in college and careers for all students, regardless of race/ethnicity and socioeconomic status, by judiciously implementing an early college access policy within a PreK-16 framework and a high school reform initiative[16];

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[14] Lerner, J.L., & Brand, B. (2006). *The college ladder: Linking secondary and postsecondary education for success for all students*. Washington, D.C.: American Youth Policy Forum. Retrieved July 7, 2007, from http://www.aypf.org/projects/LuminaProjectonSPLOs.htm

[15] ECA Committee Report, March 6, 2007; PreK-16 Leadership Council page 1

[16] According to Clifford Adelman, "The first year of postsecondary education has to begin in high school . . . If all traditional aged students entered college or community college with a minimum of 6 credits of the 'real stuff' not fluff, their adaptation to the critical first year will not be short circuited . . ." (p. 115.)
[16] Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college.* Washington: D.C.: U.S. Department of Education

- that the successful implementation of the early college access program requires the involvement and support of all stakeholders throughout the high school years-- particularly the acceptance and commitment of students themselves.

The Early College Access Committee identified four goals for a statewide program:

- increase the number of postsecondary education and career options for all students, [17]
- save families' time and money by decreasing time to degree,[18]
- facilitate a stronger focus on academics by students in their senior year of high school,
- encourage closer ties between colleges and their communities; and
- promote the elimination of artificial barriers that impede students from moving "seamlessly" between PreK-12 and postsecondary systems.

Finally, and most importantly, we recognize that the credibility of these efforts is dependent, in large part, on the ability of those who design, implement, and evaluate these programs to maintain the highest academic standards consistent with a rigorous and quality educational experience.

Definition--Early College Access:
A student participating in an early college access (ECA) program is a student who is enrolled in:

- a secondary school; and
- an institution of higher education

At the discretion of local education agencies (LEA), credit awarded by an institution of higher education (IHE) may also fulfill high school graduation requirements.

Definition--Full Time Equivalent (FTE):
A student will be considered one full (100%) FTE in the LEA if s/he is enrolled in a total of four courses for the year at either the high school or the institution of higher education regardless of the proportion of the load being taken at either institution as long as at least one course is taken at the high school.

Implementation Recommendations:
#1 The Program: IHEs and LEAs are encouraged to form partnerships designed to provide students enhanced educational opportunities including access to college-credit bearing courses. The development of these partnership programs will be guided by the following considerations:

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[18] Adelman, Toolbox Revisited, 2006, p.116. (See citation above).

- All courses under consideration will be defined as college-credit bearing courses.
- All faculty will be qualified to teach college-credit bearing courses through higher education institutions.
- All students will be qualified to take college-credit bearing courses by completing requirements established by the partnering institutions together with recommendations from their principals and/or superintendents.
- Enrollment in such courses does not constitute admission to the college or university offering them.
- IHEs and LEAs are urged to develop early college access implementation models that would make early college an expectation for all students.[19]
- Early college access implementation models should include consistent and intensive involvement/collaboration of both high school and counselors to ensure the appropriate selection of college courses by students. Counselors should also participate in overall evaluation of ECA program effectiveness.

#2 Funding: Establish or maintain State policies that ensure that neither PreK-12 nor higher education funding will be negatively affected.[20]

A. PreK-12 Funding Guidelines. The per-pupil funding at the high schools provides support and advisement for students in early college access to ensure successful completion of the early college access programs. This funding is necessary so secondary schools can provide adequate transition and follow through (supervision/advising) for students in early college access/career pathways. Without adequate support for advising, schools are less likely to encourage participation in early college access programs.

B. Higher Education Funding Guidelines. Maintain current funding guidelines for higher education institutions, while providing sufficient State need-based grant support to high school students enrolled in college courses. Support for students enrolled in the ECA program would be derived from a combination of funding options.

Recommendation 1. Early college students should be included as part of the enrollment numbers that would be used when four-year higher education institutions report progress

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[19] An illustration of such a partnership, the planning agreement between Prince George's County Public Schools and Prince George's Community College, is attached.

[20] Similar funding models have been endorsed by the American Youth Policy Forum in "The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students." The authors, Lerner and Brand (2006) say:

"The ideal scenario, according to many participating systems, is for the K-12 system to maintain its full average daily attendance funding for students participating in secondary-postsecondary learning options (SPLOs) (despite their being out of the school building for a period of time each day) and for the institution of higher education to be able to count these students as part-time students in their full-time equivalent headcount for state reimbursement" (p. x)

toward reaching enrollment targets. Also, the state policy for community colleges, which includes early college students as part of the FTE count for community colleges when calculating the state support for community colleges, should be reaffirmed.

Recommendation 2. Provide tuition assistance for low-income students so all students have access to enroll in appropriate college courses at the Maryland institutions of their choice.

Recommendation 3. Seek and encourage financial support from other sources (i.e., community, businesses, foundations, other state and federal grant programs)

 # 3 Policy Alignment: Identify regulatory barriers that interfere with early college access. Implementation strategies include, but are not limited to, the following:

- Develop and implement regional and local memorandums of understanding (MOU) signed by State officials, coordinating officials, and their local counterparts, or, alternatively, establish regulations that provide guidance for establishing early college access programs.
- Compile and analyze all state and local regulations related to early college access.
- Propose COMAR revisions to remove all barriers to student access in early college access programs.

 # 4 Public Outreach: Develop an intensive information program to inform students and parents about the academic work that is required to prepare for college, get admitted to college, gain financial aid, and graduate with a degree, prepared to pursue a career. Implementation strategies include, but are not limited to the following:

- Develop a marketing and public outreach campaign for a statewide early college access initiative in Maryland.
- Create a website that provides guidance in understanding college pathways, college course requirements, and college course options for early college access.
- Disseminate information through a catalog to middle and high school guidance offices and via Web site.
- Conduct a survey of all public schools and colleges and universities in the state of Maryland to develop a catalog of all current early college access opportunities.
- Conduct college preparatory seminars for students and parents.

#5 Evaluation: Collect data to document trends in the early college access entrance of high school students in Maryland, with the following considerations:

- Develop a data tracking system for early college access that is integrated in the reporting requirements consistent with Maryland Higher Education Commission (MHEC) and MSDE reporting requirements
- Structure an ongoing committee within the PreK-16 Council to examine early college access related data, including program evaluation data to promote

program improvement. The taskforce (or work group?) should include the involvement of high school guidance counselors.
- Assess the impact of early college access efforts by demographic element, credits achieved, postsecondary pathways, costs, and achievement results.
- Continuously reassess variables that influence college student retention and degree completion.

Conclusion

This report summarizes the research and outreach that led to the recommendations described above. The benefits of a state-supported early college access policy have been documented in both national and statewide reports. These programs share common elements of strong academics keyed to postsecondary standards, increased student engagement through interesting classes, exposure to college expectations, and are often accompanied by supports to ensure student success. Implementation strategies that have a broad impact include:

- Establishing a comprehensive P-20 data system;
- Establishing fair funding models so that institutions are paid based on the amount of services they provide to students, and students have access to need-based financial aid;
- Establishing support for multiple pathways to postsecondary learning options which do not create competition among pathways (i.e., AP vs. dual or concurrent enrollment); and
- Establishing benchmarks and outcomes to assess the success of various programs

Early college access programs are flourishing in Maryland. The goal of the early college access policies should be to enhance and expand those programs so that more Maryland students will be prepared for tomorrow's opportunities.

Appendices

Appendix 1: Charge to the PreK-16 Committee on Early College/Dual Enrollment

Maryland Partnership for Teaching and Learning, K-16
K-16 Workgroup – Early College/Dual Enrollment Committee

Background
One of the key recommendations coming out of the 2004 K-16 Action Plans is an exploration of early college access opportunities for Maryland high school students. At the first K-16 Leadership Council meeting of 2005, Chancellor Kirwan announced that a key initiative for this year's work will be to prepare recommendations related to early college and dual enrollment in Maryland.

The research on college access has led to three major conclusions: (1) More education is better for individuals and society. (2) Access to college is necessary but not sufficient. (3) Targeted investments will help close the "attainment gap" in the rates of college success for underrepresented youth compared to all young people.

The overriding goal of college access and dual enrollment programs is to increase rates of high school graduation, college entrance, and college success.

Definitions:

Early College High Schools are small schools from which students leave with not only a high school diploma but also an Associate's degree or two years of college credit toward a Bachelor's degree. By changing the structure of the high school years and compressing the number of years to college degrees, Early College High Schools have the potential to improve graduation rates and better prepare students for entry into high-skill careers. This approach helps people acquire the education and experience they need to succeed in life and a family-supporting career.

Dual Enrollment refers to the arrangements by which high school students take college courses during the junior and senior year. According to proponents of the strategy, dual enrollment also has the potential to save money for families and taxpayers and shorten time to degree.

College Access means providing early academic advising and appropriate financial aid to encourage and help individuals successfully complete education beyond high school. The goal is to help more students go on to college. College access programs include support systems focused on creating and sustaining community based college access organizations. Since passage of the Higher Education Act of 1965, the U.S. higher education system has focused on increasing access to college, with particular attention to raising the percent of low-income high school graduates entering college.

Key issues to be considered by the committee include:

- Defining and describing types of early college, dual enrollment programs that are available in Maryland and other states,

- Assessing the financial implications and feasibility of early college and dual enrollment programs,
- Making recommendations to the K-16 Leadership Council with respect to next steps on early college and dual enrollment.

Charge

The committee is charged with investigating the potential structure, financial implications, and feasibility of an early college access program for the state of Maryland that provides high school students multiple options for earning college credit without placing an undue financial burden on students or their families. Recommendations will be brought to the K-16 Leadership Council, and following the approval of the Council, the committee will develop a specific action plan for adoption that is supported by all K-16 stakeholders.

Membership

The Early College/Dual Enrollment Committee membership will include:

- Two co-chairs, one each representing K-12, the other, higher education. The co-chairs will serve as representatives of the Committee on the K-16 Workgroup,
- Equal representation among K-12 and higher education; and, in addition,
- At least one member of the committee will represent the Intersegmental Coordinating Committee

Committee Reporting and Next Steps

- The co-chairs of the Early College/Dual Enrollment Committee will provide status reports on the work of the Committee to the K-16 Workgroup as deemed appropriate by the Committee's co-chairs and as requested by the K-16 Workgroup co-chairs.
- The committee may be asked to provide a status report to the K-16 Leadership Council as requested by the K-16 Leadership Council or Workgroup.
- The work of the Early College/Dual Enrollment Committee will come to a conclusion at the end of the year, with a final report to the K-16 Leadership Council at the last meeting of the year. A decision will be made at the conclusion of the school year as to whether this committee will be on-going and if so, with what modifications to charge and membership.

Appendix 2: Early College Access Committee Membership and TimelinePreK-16

Early College and Dual Enrollment Committee

Revised: May 21, 2010

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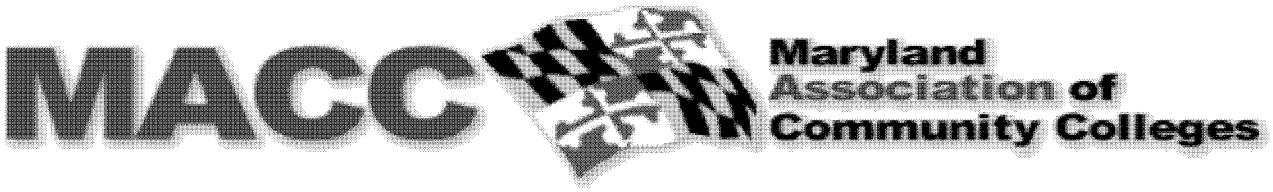
Early College Access Committee Timeline

October 2005- Leadership Council charges the Early College Access (ECA)/Dual Enrollment (DE) Committee
October 17, 2005- ECA/DE Committee Meeting
January 24, 2006- ECA/DE Committee Meeting (with presentations from local school district personnel and community college partners).
February 7, 2006- ECA/DE Committee Meeting
February 8, 2006- Update to the K-16 Workgroup
February 21, 2006- ECA/DE Committee Meeting- Subcommittee Formed
March 8, 2006- ECA/DE Committee Meeting
April 2006- First Draft of Report Completed
May 2006- Draft circulated among ECA/DE subcommittee for revisions
May 23, 2006- Draft Progress Report circulate to committee
June 7, 2006- Update to the K-16 Leadership Council
June 20, 2006- Report Revised
July 6, 2006- Request made to Higher Education Registrars for Information on ECA/DE numbers
July 7, 2006- Conference Call between ECA/DE Chairs
July 26, 2006- Draft Progress Report circulated to the committee
August 31, 2006- Report Revised
September 11, 2006- ECA/DE Committee Meeting
September 21, 2006- Conference Call between ECA/DE Chairs
October 9, 2006- Conference Call between ECA/DE Chairs
October 10, 2006- Goal Statement drafted and revised
October 19, 2006- ECA/DE Committee Meeting
October 25, 2006- Draft of Introduction to Report
October 31, 2006- Conference Call between ECA/DE Chairs
November 8-9, 2006- Subcommittee reviewed and revised report and recommendations
November 14, 2006- Presentation to K-16 Workgroup
November 22, 2006- Conference Call between ECA/DE Chairs
December 6, 2006- Presentation to the K-16 Leadership Council
January 12, 2007- Conference Call between ECA/DE Chairs and Subcommittee
January 18, 2007- Presentation to the K-16 Workgroup
February 2007- Research and Discussion about COMAR Language via email between chairs and subcommittee
March 6, 2007- Presentation to the K-16 Leadership Council
March 30, 2007- Conference Call between ECA/DE Chairs and Subcommittee
April 19, 2007- ECA/DE Committee Meeting
April 26, 2007- Conference Call between ECA/DE Chairs and Subcommittee
May 7, 2007- ECA/DE Committee Meeting
May 22, 2007- ECA/DE Subcommittee Meeting
May 30, 2007- ECA/DE Chairs Met with the LC Chairs
June 6, 2007-ECA/DE Updated Report to PreK-16 Leadership Council
June 19, 2007- Report Revised
August 7, 2007- Letter to request data from LEAs drafted
August 8, 2007- Report Revised
August 22, 2007- Conference Call between ECA/DE Chairs and Subcommittee
August 22, 2007- Letter requesting data from LEAs sent to MSDE

Appendix 3: Profiles of Community College Early Access Programs



Profiles of Community College Early College Programs

Allegany College
A high school student (age 16 or older) may be permitted to enroll at Allegany College of Maryland, with their principal's approval, either as a full-time (if they have completed all high school graduation requirements except for English) or part-time. As a reward for their interest in furthering themselves through education, early college students receive a 50 percent tuition discount.

Anne Arundel Community College
AACC offers high school students several options for attending the institution:

- Concurrent Enrollment allows qualified students to enroll in a limited number of courses at the college while completing high school graduation requirements.
- Jump Start College is a program jointly sponsored by Anne Arundel Community College and the Anne Arundel County Public High Schools. This program allows seniors who have completed the majority of their high school graduation requirements to explore college-level courses and programs while they are still in high school. Jump Start participants qualify for reduced tuition--eligible participants will receive a 50% reduction in tuition costs. Eligible students may take regular college classes during specified times (typically during the day) that will complement their high school schedules. Evening, weekend, online, telecourse, summer- and winter-term courses are not eligible for the reduced tuition.
- Early Admission allows high school students with a minimum 3.0 grade point average at the end of their junior year to apply to Anne Arundel Community College with permission from their high school. Requirements for high school graduation may be completed at the college during the summer term following the junior year or may be fulfilled by successfully completing the first year of college, including the required courses.
- The Tech Prep partnership program allows students to earn AACC college credit, at no cost, for courses taken in high school. Tech Prep programs offer a sequence of courses in a career and technology field beginning in high school and continuing at AACC.

Baltimore City Community College
Baltimore City Community College's Early College Institute is intended to provide early awareness of college education opportunities to individuals who might otherwise not consider continuing into post-secondary education. The PASS program, established in 1999, was a collaboration with the Baltimore City Public School System that identified and offered English and math remedial courses to high school students not on pace to graduate with the necessary skills for college. Selected students take BCCC's placement test, and BCCC provides the remedial instruction at their schools. BCCC replaced PASS in Summer 2003 with a more ambitious plan for students' remediation before their arrival at BCCC. With the promise of numerous community partners, ancillary resources and new supports for participating students (intensive five-day-a-week classes, counseling, clubs, summer camps, graduation ceremonies, etc.), the program was called the Early College Institute. The new program began in Baltimore City middle schools in Spring 2004, and was implemented later in high schools. The high school component uses Academic Systems' developmental software; because BCPSS lacks funding and middle schools are poorly equipped technologically, the middle school portion of the program is taught traditionally using textbooks.

Carroll Community College
High school students can choose to attend Carroll Community College part time with permission from their high school, or full time through Early Admission. An Early Admission student chooses to by-pass the traditional senior year of high school, with the approval of their secondary school. An "early admission" student is expected to show an above average achievement record, typically defined as a "B" grade point average.

CCBC
The Community College of Baltimore County has an articulation agreement with BCPS, in which CCBC grants college credit to students completing specified programs of study while in high school. To create this integrated Tech Prep program, college and high school faculty work to match upper level high school courses with introductory level college courses. If a student completes the high school program – and after graduation – the corresponding high school credits articulate to college credits at CCBC. "Career Completer" programs at the 25 Baltimore County public high schools relate to many associate's degree programs at CCBC. "Career clusters" include Construction and Development, Manufacturing Engineering Technology, Health and Biosciences, Business and Finance, and Human Resource Services.

Cecil
Cecil Community College has several options for students who have not yet completed high school:

- Concurrent enrollment allows qualified students (age 16 or older) to enroll in a limited number of courses at the College while still enrolled in high school. Students must take the appropriate college skills assessment and meet the College standards for enrollment.
- The On-Site College Program is jointly sponsored by Cecil Community College and Cecil County Public Schools. This program allows academically prepared students age 16

or older to begin exploring college-level courses and programs while they are still enrolled in high school. Eligible students may take regular college classes at their home high schools that will complement their high school schedules. These courses are taught during the students' regular daytime schedules and allow students to get a jumpstart on required college courses. Students must take the appropriate college skills assessments and meet the college standards for enrollment.

- Under the College Campus Program, students age 16 or older may enroll in college courses as long as their college schedule does not conflict with their required high school schedule. Students typically enroll in college courses that meet after their high school day is completed, such as evening or weekend classes. Students must take the skills assessments and meet the College's standards for enrollment.
- The Gifted and Talented Program is the only program in which students under age 16 may be eligible to take college credit courses. This program is for students who have been identified as having exceptional academic talent. Students under 16 years of age who have completed seventh grade or the equivalent may be able to take college-level classes in subjects not available at their high schools. Students and parents/ guardians are required to meet with the Director of Admissions or their designee.
- The Senior Waiver Program allows Cecil County Public School students to waive all or part of their senior year and still graduate with their high school class. Permission is required from the school system and the parents of the student. Students should contact their high school counselor to initiate the approval process.

Chesapeake

Dual Enrollment is a program that allows high school juniors and seniors 16 years of age and older who have a cumulative high school grade-point average of at least 2.5 to earn college credit while still in high school, with their high school's permission. Chesapeake College's program, which offers a 25 percent tuition reduction to participants, is available to high school students in Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties. The college credit earned by Dual Enrollment students can often be applied toward high school graduation requirements. In all cases, the credits earned at Chesapeake will be part of the student's permanent college record.

College of Southern Maryland

- The college's Part-Time Early Admission Program allows high school juniors and seniors the opportunity to enroll in college during the fall semester, spring semester, and/or summer sessions, at times that do not conflict with their high school schedules. Registration is limited to a maximum of 11 credits per semester. Students may select any college-level course numbered 1001 or above as long as the prerequisites are met and space is available. To be eligible, a high school student must have completed the tenth grade and must have maintained a minimum high school grade point average of 2.50. (The school system may require a higher grade point average.) Students are responsible for paying all tuition and fees and purchasing textbooks. Scholarships for Early Admission students are available through the J.N. Carsey Scholarship.
- The college's Full-Time Early Admission Program offers high school seniors the opportunity to attend the college on a full-time basis by enrolling in a minimum of 12 credits per

semester during the fall and spring semesters of their senior year of high school. Students selecting this program will not attend high school but will earn college credits that will apply toward high school graduation. To be eligible, the high school senior must have maintained a minimum high school grade point average of 2.50. (The school system may require a higher grade point average.) Students are responsible for paying all tuition and fees and purchasing textbooks. Scholarships for Early Admission students are available through the J.N. Carsey Scholarship.

- Through the Enrichment program, high school students or equivalent homeschooled students may register for up to four college credits a semester outside of their normal school hours (including the summer session). To participate in this program, students must, through skills survey scores or other means, demonstrate the ability to profit from the instruction.
- The Gifted and Talented Students program provides that the college may accept for special admission certain underage students who are designated by their school as gifted or talented but who are not yet recipients of a high school diploma or a high school equivalency certificate. Students who are under the age of 16 and who have completed at least the seventh grade may be considered for admission on a case-by-case basis. Students will be considered for such admission if they demonstrate the ability to profit from instruction based on evidence of gifted and talented status as defined by their local school system or through other evidence of exceptional academic or fine arts talent.

Frederick

Frederick Community College has the following alternatives for students who have not completed high school:

- High School Students/Open Campus Program allows qualified students to enroll in courses at the college while concurrently enrolled in high school (administrative waiver program of the FCPS). Students who seek such enrollment must first gain approval from their high school. Students enrolled under the open campus program are subject to the same assessment and placement policies as other students.
- The college may accept for special admission certain underage students who are designated as “gifted and talented” but who are not yet recipients of a high school diploma or a high school equivalency certificate. Students who are under the age of 16 and who have completed at least the seventh grade may be considered for admission on a case-by-case basis. Students will be considered for such admission if they demonstrate the ability to profit from instruction based on a set of specific criteria.
- Students who are home schooled and under the age of 16 must follow the procedures set forth in "Gifted & Talented Students under 16 Years of Age." Home- schooled students who are 16 years of age or older must follow the requirements for new student admissions. Alternatively, home-schooled students who seek to enrich their learning but not obtain college credit should contact Continuing Education for learning opportunities in the sciences, foreign languages, and English.

Garrett

Garrett College has the following opportunities for students who have not completed high school:

- Dual-enrolled: High school students may be admitted to specific college courses and earn both high school and college credit upon satisfactory completion of the course(s). Dual enrollment courses are usually offered via distance learning or through arrangement with the Board of Education and participation in select Academies, such as the Information Technology Academy. Students must evidence readiness for these courses through completion of the college placement indicators. Dual enrolled high school students are held to the rules, regulations, and standards of the college regardless of their physical location at the time the course is offered.
- ECAP: The Early College Admissions Program is administered by the Board of Education in conjunction with Garrett College. Admission is selective. Participating students spend their senior year taking courses at Garrett College, enrolled full-time.
- Students may, upon approval of the Board of Education in conjunction with Garrett College, enroll in a mixed schedule whereby they spend part of their day at the high school and part of the day at Garrett College. To qualify for this opportunity, students must be enrolled as full-time students in the Garrett County public school system as indicated by the Board of Education. Admission is subject to Board approval.
- Students who are enrolled in high school while attending Garrett College are eligible for a 50% discount on the first eight credits taken at the College each semester; $5 of the combined student fee is waived.
- Under the newly-implemented Commissioners Scholarship Program, certain students, identified as Joint-Enrolled students as approved by the Board of Education and according to the Program's dictates, may be eligible for the Commissioners Scholarship Program to cover the cost of tuition and combined fees. Program restrictions apply.
- Students under the age of 16 may apply to the College for admission as Gifted and Talented students. Admission is selective and must be validated through a series of certified instruments as well as by the Office of the Dean of Academic Affairs. However, such students may not matriculate into a degree program or certificate until they are at least 16 years of age.

Hagerstown

The ESSENCE Program is designed to give high academic achievers, who are over 15 years old and residents of Washington County, the opportunity to earn up to twelve college credits while still in high school or home school. High school students enrolled through the ESSENCE Program receive a fifty percent reduction in HCC's regular in-county tuition rate. Financially needy students attending WCPS may be eligible to receive funds to cover the remaining fifty percent tuition with an ESSENCE scholarship through the HCC Foundation and the Community Foundation of Washington County.

The tuition discount available through the ESSENCE program is available to high school students who are either dually enrolled or not. Students may obtain both high school and college credits in selected courses with the permission of their high school and parents, have a minimum GPA of 2.5 and/or passing COMPASS (HCC entry test) test scores of reading (91), English (71)

and math (dependent on curriculum), and have a minimum GPA of 2.75 in core and specialized courses related to the area of study.

Harford

High school juniors and seniors have four options by which they may attend Harford Community College. Before selecting any of these options, students should consult with their parent(s)/guardian(s) and the high school guidance counselor.

- Waiver of Senior Year — Students may waive all of their senior year and still graduate with their high school class. Students must contact the high school guidance office to complete the Harford Public Schools Application for Waiver of Senior Year, which requires a student letter explaining reasons for applying for this waiver and a parent letter supporting the application. Students may be required to take HCC courses that match high school requirements that have not been met at the time the application for the waiver is submitted. Upon completion
of the first year at HCC when the student has earned 24 college-level credits, the student will receive a high school diploma.
- Dual Enrollment — Students may enroll in college credit courses and use these courses for high school graduation credit as well as college credit. Students must contact the high school guidance office to complete the Harford County Public Schools Application for Dual Enrollment at Harford Community College and to receive enrollment guidelines. Generally, students will be limited to earning two high school credits through HCC courses.
- Part-Time Attendance — Students may enroll in college courses that meet during the regular school day and spend only a part of each day at the high school. When choosing this option, the HCC courses would not be used for high school transfer credit. Students must contact the high school guidance office to complete the Harford County Public Schools Application for Part-Time Attendance.
- Concurrent Enrollment — Students may enroll in college courses that meet beyond the regular school day but choose not to use these courses for high school transfer credit. A Harford County Public Schools application is not required. Some restrictions exist for students under the age of 16.

Howard

- The Early Entrance Program helps high school students who want to enroll in HCC courses during their junior or senior years. The program enables students to plan their high school and HCC schedules at the same time and complete all or most procedures, including application, testing, and registration well in advance of general registration periods.
- The EMS Pathways Program, a partnership between the Howard County Public School System, Howard County Fire and Rescue, and Howard Community College is a program that allows students articulating into Howard's Emergency Medical Services A.A.S degree program to begin their college coursework in their senior year of high school.

Montgomery
Montgomery College (MC) partners with Montgomery College Public Schools (MCPS) in delivering a variety of college for credit offerings to high school students:

- The College Institute is a partnership between Montgomery College and Montgomery County Public Schools. The Institute currently provides an opportunity for identified high achieving seniors (based on G.P.A. and/or test scores) at John F Kennedy, Gaithersburg, Seneca Valley, and Wootton High Schools to earn college credits on a high school campus during a regular school day. The Montgomery College courses enhance and supplement advanced placement classes offered at the high schools. The courses are Montgomery College credit courses and are taught by Montgomery College faculty. They include general education courses, a foundation course, or are beginning courses in a professional series, such as engineering and business. Students are required to pay for all tuition, fees and books (financial assistance is available through Montgomery College).
  There were approximately 325 students enrolled in over 30 sections during the Spring 2006 semester. Students in this program are counted for State funding by both MCPS and Montgomery College.
- The Gateway to College© program at Montgomery College serves at-risk youth, 16 to 20 years old, who have stopped attending Montgomery County Public High Schools and for whom high school completion is at risk. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate. In addition to reading, writing, and math, cohort students take a career development class to help focus their academic goals, and a college survival and success class, to learn how to take effective notes, study for tests, and juggle school, work, and family life. The entire program is delivered on the campuses of Montgomery College using Montgomery College faculty. The program was started with support from Portland Community College, a national intermediary of the Bill and Melinda Gates Foundation and its partners the Carnegie Corporation of New York, The Ford Foundation, and the W.K. Kellogg Foundation.

  The program is currently funded primarily through Montgomery College and our partners in student success, Montgomery County Public Schools. Approximately 250 students are served through this program as cohorts of about 50 students move through. Portions of this program are offered through the Workforce Development and Continuing Education area of Montgomery College. Students in this portion of the program are counted for State funding only by MCPS. Students in the credit portion of the program are counted for State funding only by Montgomery College. They are dually enrolled, receiving both high school and college credit.

- The new Institute for Global and Cultural Studies (IGCS) at Wheaton High School will offer an opportunity for students to earn up to 15 college credits before graduating from high school, through Montgomery County Public Schools' partnerships with the University

of Maryland, Baltimore County (UMBC) and Montgomery College (MC). The program is scheduled to open in the fall of 2006.

IGCS students will participate in specialized research projects, summer enrichment experiences, and courses on learning strategies. They will travel to college campuses and benefit from added support from mentors and tutors. The Institute's rigorous program will provide a series of college classes for juniors and seniors held at Wheaton High School and taught by professors from the partner institutions. High school students will be able to earn as many as 15 college credits before graduation from high school. Summer college residency programs for students entering their senior year in high school also will be among the offerings of this unique partnership.

- Students who complete the program successfully and who meet admissions requirements will be guaranteed admission to UMBC and MC. There is an anticipated enrollment of between 60 and 100 students to start the program with growth expected. Both MCPS and Montgomery College will count students for State funding.
- Montgomery College provides support of various kinds to Academies and Signature programs throughout Montgomery County Public Schools. In the Fall 2006 semester, the College has plans for thirteen for credit sections in three high schools with a minimum of 10 students per section. We anticipate this number growing as Montgomery College is in discussion with five other schools for potentially adding credit classes to their academies. Both MCPS and Montgomery College count students for State funding.

PGCC

Prince George's Community College has three options for high school students who want to matriculate before secondary school completion:

- The Concurrent Enrollment Program is for those 16 or older who wish to take courses from the college while still enrolled in high school or an approved home study program. Students must be high school seniors or, if in an approved home study program, provide documentation of the completion of junior-level work. In addition, each student must have a cumulative grade-point average of 2.50, be approved for participation by their high school.
  High school juniors may be eligible for participation provided they are 16 years of age and have completed all high school coursework in a particular field with a 2.50 cumulative grade-point average and a 3.00 in the field in question. Concurrent enrollment students may take no more than two courses each semester.
- The Early Admission Program is for those who wish to complete their high school graduation requirements by attending the college as full-time students during the senior year. Since students must first meet all high school requirements for participation in this program, each student should contact a high school counselor to determine his or her eligibility before contacting the college.
- The Talented and Gifted Program is for underage students who do not yet have a high school diploma or GED and who cannot meet the grade-level or age requirements for

concurrent enrollment. Such students must meet one or more of criteria identifying them as gifted and talented. Any student who wishes to enroll under this program must, in addition, pass the college's placement tests. Students allowed to enroll under this program will be limited to two daytime courses per semester, with continuance dependent upon satisfactory performance in all previous semesters.

Wor Wic

Wor-Wic Community College and the Worcester County Board of Education entered into a new dual enrollment arrangement whereby Wor-Wic will offer statistics and English classes for high school students at Stephen Decatur, Pocomoke and Snow Hill high schools, beginning in the fall of 2005. Dual enrolled students from Wicomico and Somerset counties also attend Wor-Wic, but on the Wor-Wic Community College campuses. High school juniors or seniors must be 16 years old or older at the start of the class, have at least a 2.5 cumulative grade point average and obtain a passing score on the college's diagnostic assessments. Dual enrolled students pay 75 percent of Wor-Wic's regular tuition rate.

Appendix 4: Spreadsheet for Superintendents requesting Dual Enrollment Data

Student-by-Student

Superintendent: _____

LEA: _____ _____

Schedule Type: _____

High School: _____ _____

Staff Member Providing Data: _____

Email: _____

Phone: _____ **Date:** _____

Student (enumeration only, not identification)	High School Grade Level	Eligible for Free or Reduced Meals? (Yes or No)	# of Courses in HS as of 9/30/07	# of Courses in 2-Year IHE as of 9/30/07	# of Courses in 4-Year IHE as of 9/30/07

Appendix 5: Dual Enrollment Definitions

Charge to the Pre K-16 Dual Enrollment Committee:

> "The committee is charged with investigating the potential structure, financial implications and feasibility of an early college access program for the State of Maryland that provides high school students with options for earning college credit and postsecondary certificates without placing an undue financial burden on students or their families."

COMAR Title 13B Maryland Higher Education Commission:

> .07.01.02 Definitions:
>
> B. (10): "Dual enrollment student" means a secondary student who is enrolled in college courses and receives both high school and college credit for the courses completed.

Senate Bill 525:

> 18-14A-01,
>
> A . "Dually enrolled student" means student who is dually enrolled in:
>
> 1. A secondary school in the State; and
> 2. An institution of higher education in the State
>
> D. For courses completed under the program, a recipient of a dual enrollment grant is not required to receive credit from a secondary school and an institution of higher education at the same time.

Bailey, T. and Karp, M. (2003). "A review of credit-based transition programs. USDOE, Office of Vocational and Adult Education.

> "Unlike Advanced Placement or International Baccalaureate programs, dual enrollment courses are actual college courses—rather than college-like or college level—and usually result in students' progress being recorded on a college transcript from a postsecondary institution."
>
> "Dual enrollment is an opportunity for high school students to attend college and simultaneously earn high school and college credit. The credits earned in college count toward the student's high school diploma, but may also be applied toward a degree at the post secondary institution." (Potter, AACC)

"The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students," American Youth Policy Forum: 2006:

> "Often dual enrollment and concurrent enrollment are considered together, but there is an important distinction between the two. Dual enrollment describes courses from which students receive both high school and college credit simultaneously. Concurrent enrollment represents college courses for which students only receive college credit and are ineligible for credit from their high school."

"Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students," Jobs for the Future, 2005:

> "Dual enrollment—the arrangements by which high school students take college courses during the junior and senior year—is a promising 'next best thing' for states wishing to increase the number of under-represented students gaining a postsecondary credential."

Appendix 6: SB 525: Higher Education—Dual Enrollment Grant Program

CHAPTER 296
(Senate Bill 525)
AN ACT concerning
Higher Education – Dual Enrollment Grant Program
FOR the purpose of requiring certain money carried forward from a previous fiscal year to be used for dual enrollment grants, in addition to certain other financial aid programs; repealing certain provisions of law relating to the inclusion of dually enrolled students in a certain part–time grant program; requiring the Maryland Higher Education Commission, in cooperation with certain institutions of higher education, to establish and administer a grant program for dually enrolled students; requiring a recipient of a dual enrollment grant to be a resident of the State and, be a dually enrolled student, and demonstrate financial need; providing that, for courses completed under the program, a recipient of a dual enrollment grant is not required to receive credit from a secondary school and an institution of higher education at the same time; requiring the Commission to administer funds for the Dual Enrollment Grant Program and to distribute funds to an institution of higher education on behalf of a dual enrollment grant recipient allocate funds to an institution of higher education based on the number of dually enrolled students receiving credit for certain courses; requiring funds for the Dual Enrollment Grant Program to be as provided in the annual budget of the Commission by the Governor; requiring the Commission to establish guidelines for the awarding of dual enrollment grants to dually enrolled students; requiring the Commission to adopt certain regulations; requiring the Governor to include certain funds in the State budget for certain fiscal years for the Dual Enrollment Grant Program requiring an institution of higher education that receives certain funds for dual enrollment grants to provide the Commission with a certain annual audit; requiring a certain council to provide certain recommendations to the Governor and the General Assembly on or before a certain date; providing for the termination of this Act; defining a certain term; and generally relating to the Dual Enrollment Grant Program.
BY repealing and reenacting, with amendments,
Article – Education
Section 18–107(b) and 18–1401
Annotated Code of Maryland
(2006 Replacement Volume)
Ch. 296 2007 LAWS OF MARYLAND
– 2 –
BY adding to
Article – Education
Section 18–14A–01 through 18–14A–03 18–14A–04 to be under the new subtitle

"Subtitle 14A. Dual Enrollment Grant Program"
Annotated Code of Maryland
(2006 Replacement Volume)
SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:
Article – Education
18–107.
(b) (1) Except as otherwise provided in this title, money appropriated under this title that is not used by the end of the fiscal year may not revert to the State Treasury.
(2) All money retained under paragraph (1) of this subsection shall be used to make awards to students during subsequent fiscal years as provided in §§ 18–301, 18–706(f), 18–1401, **18–14A–01,** and 18–1501 of this title and § 13–613(d)(1) of the Transportation Article and may not be used for administrative expenses.
18–1401.
(a) In this section, "part–time student" means a student who is**[**:
(1) Enrolled**]** **ENROLLED** in a degree–granting program at an eligible institution and taking at least 6 but no more than 11 semester hours of courses each semester**[**; or
(2) Dually enrolled in a secondary school in the State and an institution of higher education**]**.
(b) **[**(1)**]** In cooperation with the institutions of higher education in the State, the Commission shall establish and administer a grant program for undergraduate part–time students.
MARTIN O'MALLEY, Governor Ch. 296
– 3 –
[(2) Each institution of higher education that participates in the grant program shall establish criteria for awarding a grant or waiver to dually enrolled students.**]**
(c) A recipient of a part–time grant shall:
(1) Be a resident of the State; and
(2) **[**(i)**]** Have demonstrated a definite financial need according to criteria established by the Commission**[**; or
(ii) Be a dually enrolled student**]**.
SUBTITLE 14A. DUAL ENROLLMENT GRANT PROGRAM.
18–14A–01.
(A) IN THIS SECTION, "DUALLY ENROLLED STUDENT" MEANS A STUDENT WHO IS DUALLY ENROLLED IN:
(1) (I) A SECONDARY SCHOOL IN THE STATE; OR
(II) A PROGRAM OF SECONDARY SCHOOL INSTRUCTION IN THE STATE; AND
(2) AN INSTITUTION OF HIGHER EDUCATION IN THE STATE.

(B) THE IN COOPERATION WITH INSTITUTIONS OF HIGHER EDUCATION IN THE STATE, THE COMMISSION SHALL ESTABLISH AND ADMINISTER A GRANT PROGRAM FOR DUALLY ENROLLED STUDENTS.

(C) A RECIPIENT OF A DUAL ENROLLMENT GRANT SHALL:

(1) BE A RESIDENT OF THE STATE; AND

(2) BE A DUALLY ENROLLED STUDENT; AND

(3) DEMONSTRATE FINANCIAL NEED ACCORDING TO CRITERIA ESTABLISHED BY THE COMMISSION.

Ch. 296 2007 LAWS OF MARYLAND

– 4 –

(D) FOR COURSES COMPLETED UNDER THE PROGRAM, A RECIPIENT OF A DUAL ENROLLMENT GRANT IS NOT REQUIRED TO RECEIVE CREDIT FROM A SECONDARY SCHOOL AND AN INSTITUTION OF HIGHER EDUCATION AT THE SAME TIME.

18–14A–02.

(A) FUNDS FOR THE DUAL ENROLLMENT GRANT PROGRAM SHALL BE:

(1) ADMINISTERED BY THE COMMISSION; AND

(2) DISTRIBUTED TO AN INSTITUTION OF HIGHER EDUCATION ON BEHALF OF A DUAL ENROLLMENT GRANT RECIPIENT ALLOCATED BY THE COMMISSION TO AN INSTITUTION OF HIGHER EDUCATION BASED ON THE NUMBER OF DUALLY ENROLLED STUDENTS RECEIVING CREDIT FOR COURSES COMPLETED AT THE INSTITUTION.

(B) FUNDS FOR THE DUAL ENROLLMENT GRANT PROGRAM SHALL BE AS PROVIDED IN THE ANNUAL BUDGET OF THE COMMISSION BY THE GOVERNOR.

18–14A–03.

THE COMMISSION SHALL:

(1) ESTABLISH GUIDELINES FOR THE AWARDING OF DUAL ENROLLMENT GRANTS TO DUALLY ENROLLED STUDENTS; AND

(2) ADOPT ANY OTHER GUIDELINES OR REGULATIONS NECESSARY FOR THE ADMINISTRATION OF THIS SUBTITLE.

18–14A–04.

AN INSTITUTION OF HIGHER EDUCATION THAT RECEIVES STATE FUNDS UNDER THIS SUBTITLE SHALL PROVIDE THE COMMISSION WITH AN ANNUAL AUDIT OF THE USE OF THE FUNDS.

SECTION 2. AND BE IT FURTHER ENACTED, That, beginning with the fiscal year 2009 State budget and each year thereafter, the Governor shall appropriate to the Maryland Higher Education Commission for the administration of the Dual

MARTIN O'MALLEY, Governor Ch. 296

– 5 –

Enrollment Grant Program established under Title 18, Subtitle 14A of the Education Article, as enacted by Section 1 of this Act, an amount not less than 10% of the amount

appropriated to the Commission for the administration of the Part–Time Grant Program established under Title 18, Subtitle 14 of the Education Article.
SECTION 2. AND BE IT FURTHER ENACTED, That on or before November 1, 2007, the Maryland Partnership for Teaching and Learning PreK – 16 Council shall provide the Governor and, in accordance with § 2–1246 of the State Government Article the General Assembly, a comprehensive list of recommendations that will surmount barriers to dual–enrollment and will facilitate dual–enrollment opportunities.
SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2007. It shall remain effective for a period of 1 year *2 years* and 1 month and, at the end of June 30, 2008 *2009*, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.
Approved by the Governor, May 8, 2007.

Appendix 7: Research Bibliography

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The State of Maryland

Executive Department

EXECUTIVE ORDER
01.01.2007.20

Governor's P-20 Leadership Council of Maryland

WHEREAS, Both the State's economic competitiveness and the earning potential of its individual residents depend on the quality of education at all levels;

WHEREAS, By providing graduates with the basic, critical-thinking, and technical skills they need, Maryland's elementary, secondary, and postsecondary schools play critical roles in preparing graduates to succeed in the competitive global economy;

WHEREAS, Maryland's business and education communities recognize the importance of aligning education policies to the State's economic needs in order to better prepare students for the job market and to allow the State to grow economically;

WHEREAS, The education community has shown a commitment to improving student preparation in science, technology, engineering, and mathematics (STEM) by investing in STEM programs at the elementary, secondary, and postsecondary levels;

WHEREAS, Implementation of the federal government's 2005 Base Realignment and Closure (BRAC) process will bring to Maryland thousands of new jobs requiring a highly skilled workforce;

WHEREAS, Maryland has an extremely tight labor market with an unemployment rate that has been at 4.5 percent or lower since July 2003;

WHEREAS, Maryland's changing demographics will bring a growing number of African American, Hispanic, Asian, and other minority students who will constitute a larger proportion of the State's workforce;

WHEREAS, Many companies in the health care, tourism and hospitality, biotechnology, life sciences, security, and defense sectors face shortages of skilled workers;

WHEREAS, The State's education and workforce creation initiatives exist in multiple departments and agencies making it difficult to design and implement an integrated statewide system; and

WHEREAS, Improving student achievement and promoting workforce skills requires a statewide approach that ensures that every student has a chance to succeed in school and in the workplace.

NOW THEREFORE I, MARTIN O'MALLEY, GOVERNOR OF THE STATE OF MARYLAND, BY VIRTUE OF THE AUTHORITY VESTED IN ME BY THE CONSTITUTION AND LAWS OF MARYLAND, HEREBY PROCLAIM THE FOLLOWING EXECUTIVE ORDER, EFFECTIVE IMMEDIATELY:

A. Establishment. There is hereby established a P-20 Leadership Council of Maryland (the Council). The Council shall be a partnership between the State, educators, and the business community to better prepare Maryland students for the jobs of the 21st Century while enhancing the State's economic competitiveness by creating a workforce with 21st Century skills.

B. Membership. The Council shall consist of not more than 35 members, including the Governor or his designee and representatives of the education, workforce creation, and business communities.

(1) Membership shall include at least the following:

(a) The Governor, or his designee;

(b) The Secretary of Higher Education;

(c) The Secretary of Labor, Licensing, and Regulation;

(d) The Secretary of Business and Economic Development;

(e) The Chancellor of the University System of Maryland;

(f) The State Superintendent of Schools;

(g) The Chairman of the Maryland Higher Education Commission;

(h) A member of the State Board of Education;

(i) A representative of local superintendents;

(j) A representative of local boards of education;

(k) A representative of elementary and secondary school teachers;

(l) A representative of elementary and secondary school principals;

(m) An expert in early childhood education;

(n) An expert in career and technology education;

(o) Two representatives of community colleges;

(p) Two representatives of independent colleges or universities;

(q) A representative of public institutions of higher education outside the University System of Maryland;

(r) A representative of college or university deans who has responsibility for a science, technology, engineering, and math (STEM) discipline;

(s) Four representatives of the University System of Maryland;

(t) The Chair and the Executive Director of the Governor's Workforce Investment Board; and

(u) Three representatives of the business community.

(2) The Governor or his designee shall chair the Council.

(3) Members of the Council shall be appointed by the Governor and serve at the pleasure of the Governor.

(4) Members of the Council may not receive any compensation for their services. Public members of the Council may be reimbursed for reasonable expenses incurred in the performance of their duties, in accordance with the Standard State Travel Regulations, and as provided in the State budget.

C. Executive Committee. The Council shall be led by an executive committee that includes the following members: the Governor or his designee, the Secretary of Higher Education, the Secretary of Labor, Licensing, and Regulation, the Secretary of Business and Economic

Development, the Chancellor of the University System of Maryland, and the State Superintendent of Schools.

D. Other Committees and Task Forces. The Council may establish other committees or task forces as are necessary to accomplish its work.

E. Areas of Focus. The Council shall investigate ways to improve education, advance workforce creation, and make the State more competitive through some or all of the following strategies:

(1) Ensuring that all students have the basic, critical thinking, and technical skills necessary to succeed in the modern workplace;

(2) Reducing the dropout rate and increasing graduation rates;

(3) Improving student achievement and closing student achievement gaps;

(4) Improving teaching quality;

(5) Improving teacher retention;

(6) Strengthening and expanding educational leadership programs;

(7) Redesigning career and technology education programs to meet college expectations and employer needs;

(8) Expanding the availability of career and technology programs and high school centers;

(9) Strengthening STEM programs at the high school and college level;

(10) Connecting high school expectations and college expectations with employer needs;

(11) Creating pathways for all students to obtain college degrees;

(12) Providing teachers the resources and professional training they need to help students reach higher standards;

(13) Expanding opportunities for continuous learning;

(14) Aligning high school graduation requirements with college admission requirements;

(15) Improving the connections between the pre-kindergarten, elementary, middle school, high school, college, and graduate education systems;

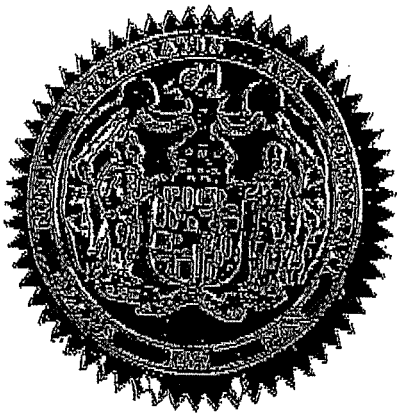
(16) Creating programs and incentives to encourage mutually beneficial relationships between schools, school systems and the business community; and

(17) Any other strategies requested by the Governor.

F. Members of the Executive Committee shall provide the primary staff support necessary for the business of the Council.

G. Meetings and Reports. The Council shall meet at least quarterly and provide the Governor with interim updates, timely recommendations and an annual report of its progress. Unless otherwise indicated, members may not send designees to represent them at Council meetings.

GIVEN Under My Hand and the Great Seal of the State of Maryland, in the City of Annapolis this 1st day of October, 2007.



Martin O'Malley
Governor

ATTEST:

Dennis Schnepfe
Interim Secretary of State

SENATE BILL 286

F5 (0lr0152)

ENROLLED BILL

— Education, Health, and Environmental Affairs/Ways and Means and Appropriations —

Introduced by **The President (By Request – Administration) and Senators Currie and Conway**

Read and Examined by Proofreaders:

_____

Proofreader.

_____

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____M.

_____

President.

CHAPTER _____

AN ACT concerning

Governor's P–20 Leadership Council of Maryland

FOR the purpose of establishing the Governor's P–20 Leadership Council of Maryland; providing for the membership, tenure, chair, and staffing of the Council; establishing an Executive Committee of the Council; providing for the duties of the Executive Committee and the Council; requiring the Council to submit a certain annual report to the Governor and General Assembly on or before a certain date; and generally relating to the Governor's P–20 Leadership Council of Maryland.

BY adding to

Article – Education

EXPLANATION: **CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.**

[Brackets**]** indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

Italics indicate opposite chamber/conference committee amendments.

Section 24–701 to be under the new subtitle "Subtitle 7. Governor's P–20 Leadership Council of Maryland"
Annotated Code of Maryland
(2008 Replacement Volume and 2009 Supplement)

Preamble

WHEREAS, Both the State's economic competitiveness in the United States and internationally and the earning potential of its residents depend on the quality of education at all levels; and

WHEREAS, By providing students with the basic, critical thinking, and technical skills they need, Maryland's elementary and secondary schools and postsecondary institutions play critical roles in preparing their graduates to succeed in the competitive global economy; and

WHEREAS, Maryland's business and education communities recognize the importance of aligning education policies to the State's economic needs in order to better prepare students for the job market and to allow the State to grow economically; and

WHEREAS, The education community has shown a commitment to improving student preparation in science, technology, engineering, and mathematics (STEM) by investing in STEM programs at the elementary, secondary, and postsecondary levels; and

WHEREAS, Implementation of the federal government's 2005 Base Realignment and Closure (BRAC) process will bring to Maryland thousands of new jobs requiring a highly skilled workforce; and

WHEREAS, Maryland's changing demographics will bring a growing number of African American, Hispanic, Asian, and other minority students who will constitute a majority of the State's workforce; and

WHEREAS, Many companies in the health care, tourism and hospitality, biotechnology, life sciences, security, and defense sectors face shortages of skilled workers; and

WHEREAS, The State's education and workforce creation initiatives exist in multiple departments and agencies making it difficult to design and implement an integrated statewide system; and

WHEREAS, Improving student achievement and promoting workforce skills require a statewide approach that ensures that every student has a chance to succeed in school and in the workplace; and

WHEREAS, Maryland has developed connections within the education community through several iterations of an ad hoc multiagency council since the mid–1990s; and

WHEREAS, The Governor's P–20 Leadership Council of Maryland was established by Executive Order in 2007 to formalize the Council under the Governor's leadership and to expand the Council's efforts to focus on workforce development and economic competitiveness; and

WHEREAS, Codifying the Governor's P–20 Leadership Council of Maryland and adding legislative participation to the Council will strengthen its role in guiding State policy on education and workforce development and will demonstrate Maryland's commitment to developing strong P–20 connections, which could help Maryland leverage federal and private funds for its P–20 efforts; now, therefore,

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

Article – Education

SUBTITLE 7. GOVERNOR'S P–20 LEADERSHIP COUNCIL OF MARYLAND.

24–701.

(A) IN THIS SECTION, "COUNCIL" MEANS THE GOVERNOR'S P–20 LEADERSHIP COUNCIL OF MARYLAND.

(B) (1) THERE IS A GOVERNOR'S P–20 LEADERSHIP COUNCIL OF MARYLAND.

(2) THE COUNCIL IS A PARTNERSHIP BETWEEN THE STATE, EDUCATORS, AND THE BUSINESS COMMUNITY TO BETTER PREPARE MARYLAND STUDENTS FOR THE JOBS OF THE 21ST CENTURY WHILE ENHANCING THE STATE'S ECONOMIC COMPETITIVENESS BY CREATING A WORKFORCE WITH 21ST CENTURY SKILLS.

(C) THE COUNCIL SHALL CONSIST OF THE FOLLOWING MEMBERS:

(1) THE GOVERNOR OR THE GOVERNOR'S DESIGNEE;

(2) THE SECRETARY OF HIGHER EDUCATION;

(3) THE SECRETARY OF LABOR, LICENSING, AND REGULATION;

(4) THE SECRETARY OF BUSINESS AND ECONOMIC DEVELOPMENT;

(5) THE CHANCELLOR OF THE UNIVERSITY SYSTEM OF MARYLAND;

(6) THE STATE SUPERINTENDENT OF SCHOOLS;

(7) THE CHAIRMAN OF THE MARYLAND HIGHER EDUCATION COMMISSION;

(8) THE CHAIR AND THE EXECUTIVE DIRECTOR OF THE GOVERNOR'S WORKFORCE INVESTMENT BOARD;

(9) TWO MEMBERS OF THE HOUSE OF DELEGATES, APPOINTED BY THE SPEAKER OF THE HOUSE;

(10) TWO MEMBERS OF THE SENATE OF MARYLAND, APPOINTED BY THE PRESIDENT OF THE SENATE; AND

(11) THE FOLLOWING MEMBERS APPOINTED BY THE GOVERNOR:

(I) A MEMBER OF THE STATE BOARD OF EDUCATION;

(II) A REPRESENTATIVE OF LOCAL SUPERINTENDENTS OF EDUCATION;

(III) A REPRESENTATIVE OF LOCAL BOARDS OF EDUCATION;

(IV) ~~**A REPRESENTATIVE OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS**~~ ***TWO MEMBERS OF EMPLOYEE ORGANIZATIONS THAT REPRESENT ELEMENTARY AND SECONDARY SCHOOL PERSONNEL IN THE STATE*****;**

(V) A REPRESENTATIVE OF ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS;

(VI) TWO REPRESENTATIVES OF NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS;

~~**(VI)**~~ **(VII) AN EXPERT IN EARLY CHILDHOOD EDUCATION;**

~~**(VII)**~~ **(VIII) AN EXPERT IN CAREER AND TECHNOLOGY EDUCATION;**

~~(VIII)~~ (IX) TWO REPRESENTATIVES OF COMMUNITY COLLEGES;

~~(IX)~~ (X) TWO REPRESENTATIVES OF INDEPENDENT COLLEGES OR UNIVERSITIES;

~~(X)~~ (XI) A REPRESENTATIVE OF PUBLIC INSTITUTIONS OF HIGHER EDUCATION OUTSIDE THE UNIVERSITY SYSTEM OF MARYLAND;

~~(XI)~~ (XII) A REPRESENTATIVE OF COLLEGE OR UNIVERSITY DEANS WHO HAS RESPONSIBILITY FOR A SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) DISCIPLINE;

~~(XII)~~ (XIII) FOUR REPRESENTATIVES OF THE UNIVERSITY SYSTEM OF MARYLAND; ~~AND~~

~~(XIII)~~ (XIV) THREE REPRESENTATIVES OF THE BUSINESS COMMUNITY*; AND*

(XV) SIX ADDITIONAL MEMBERS WITH EXPERIENCE AND KNOWLEDGE THAT WILL BENEFIT THE WORK OF THE COUNCIL.

(D) THE GOVERNOR OR THE GOVERNOR'S DESIGNEE SHALL CHAIR THE COUNCIL.

(E) MEMBERS OF THE COUNCIL APPOINTED BY THE GOVERNOR SHALL SERVE AT THE PLEASURE OF THE GOVERNOR.

(F) A MEMBER OF THE COUNCIL MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE COUNCIL, BUT IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS, AS PROVIDED IN THE STATE BUDGET.

(G) (1) THERE IS AN EXECUTIVE COMMITTEE OF THE COUNCIL THAT SHALL DIRECT THE COUNCIL IN ITS WORK.

(2) THE EXECUTIVE COMMITTEE SHALL INCLUDE THE FOLLOWING MEMBERS:

(I) THE GOVERNOR OR THE GOVERNOR'S DESIGNEE;

(II) THE SECRETARY OF HIGHER EDUCATION;

(III) THE SECRETARY OF LABOR, LICENSING, AND REGULATION;

(IV) THE SECRETARY OF BUSINESS AND ECONOMIC DEVELOPMENT;

(V) THE CHANCELLOR OF THE UNIVERSITY SYSTEM OF MARYLAND; AND

(VI) THE STATE SUPERINTENDENT OF SCHOOLS.

(H) (1) THE COUNCIL MAY ESTABLISH OTHER COMMITTEES OR TASK FORCES AS ARE NECESSARY TO ACCOMPLISH ITS WORK.

(2) A COMMITTEE OR TASK FORCE MAY INCLUDE AS A MEMBER AN INDIVIDUAL WHO IS NOT A COUNCIL MEMBER.

(I) THE COUNCIL SHALL INVESTIGATE WAYS TO IMPROVE EDUCATION, ADVANCE WORKFORCE CREATION, AND MAKE THE STATE MORE COMPETITIVE THROUGH SOME OR ALL OF THE FOLLOWING STRATEGIES:

(1) ENSURING THAT ALL STUDENTS HAVE THE BASIC, CRITICAL THINKING, AND TECHNICAL SKILLS NECESSARY TO SUCCEED IN THE MODERN WORKPLACE;

(2) REDUCING DROPOUT RATES AND INCREASING RETENTION AND GRADUATION RATES IN HIGH SCHOOL AND COLLEGE;

(3) IMPROVING STUDENT ACHIEVEMENT AND CLOSING STUDENT ACHIEVEMENT GAPS;

(4) IMPROVING TEACHING QUALITY;

(5) IMPROVING TEACHER RETENTION;

(6) STRENGTHENING AND EXPANDING EDUCATIONAL LEADERSHIP PROGRAMS;

(7) REDESIGNING CAREER AND TECHNOLOGY EDUCATION PROGRAMS TO MEET COLLEGE EXPECTATIONS AND EMPLOYER NEEDS;

(8) EXPANDING THE AVAILABILITY OF CAREER AND TECHNOLOGY PROGRAMS AND HIGH SCHOOL CENTERS;

(9) STRENGTHENING STEM PROGRAMS AT THE HIGH SCHOOL AND COLLEGE LEVELS;

(10) CONNECTING HIGH SCHOOL EXPECTATIONS AND COLLEGE EXPECTATIONS WITH EMPLOYER NEEDS;

(11) CREATING PATHWAYS FOR ALL STUDENTS TO OBTAIN COLLEGE DEGREES;

(12) PROVIDING TEACHERS THE RESOURCES AND PROFESSIONAL TRAINING THEY NEED TO HELP STUDENTS REACH HIGHER STANDARDS;

(13) EXPANDING OPPORTUNITIES FOR CONTINUOUS LEARNING;

(14) ALIGNING HIGH SCHOOL GRADUATION REQUIREMENTS WITH COLLEGE READINESS REQUIREMENTS;

(15) IMPROVING THE CONNECTIONS BETWEEN THE PRE–KINDERGARTEN, PRIMARY, SECONDARY, AND HIGHER EDUCATION SYSTEMS;

(16) CREATING PROGRAMS AND INCENTIVES TO ENCOURAGE MUTUALLY BENEFICIAL RELATIONSHIPS BETWEEN SCHOOLS, SCHOOL SYSTEMS, HIGHER EDUCATION, AND THE BUSINESS COMMUNITY; AND

(17) ANY OTHER STRATEGIES REQUESTED BY THE GOVERNOR OR GENERAL ASSEMBLY.

(J) MEMBERS OF THE EXECUTIVE COMMITTEE SHALL PROVIDE THE PRIMARY STAFF SUPPORT NECESSARY FOR THE COUNCIL.

(K) THE COUNCIL SHALL MEET AT LEAST QUARTERLY AT SUCH TIMES AND PLACES AS IT DETERMINES.

(L) (1) THE COUNCIL SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2–1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 15 OF EACH YEAR.

(2) THE REPORT SHALL SET FORTH ANY RECOMMENDATIONS FROM THE COUNCIL AND SUMMARIZE THE COUNCIL'S ACTIVITIES DURING THE PRECEDING YEAR.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2010.

Approved:

_____

Governor.

_____

President of the Senate.

_____

Speaker of the House of Delegates.

Governor's
Principals' Task Force Report

Presented to the Governor's P-20 Leadership Council of Maryland

May 2009

The Honorable Martin O'Malley, Chair

Membership: Principals' Task Force

Ms. Mary Cary... ...*Assistant State Superintendent, Division for Leadership Development, MSDE*
Dr. Elizabeth M. Morgan ... ...*Superintendent, Washington County Public Schools*

Ms. Mita Badshah... ... ...*Principal, Ballenger Creek Elementary School*
Ms. Diane S. Bragdon... ... ...*Principal, Wiley H. Bates Middle School*
Ms. Anissa K. Brown-Dennis... ... ...*Principal, Deep Creek Middle School*
Ms. Betty Ann Clark... ... ...*Specialist, Baltimore City Public Schools*
Mr. Lawrence H. Cohen... ... ...*Member, Howard County Board of Education*
Ms. Jan Hastings Conway... ... ...*Retired Principal, Wicomico County*
Mr. Gerald R. DeGrange... ... ...*Principal, Brunswick Elementary School*
Dr. Judy Ringgold Docca... ... ...*Member, Montgomery County Board of Education*
Ms. Debbie S. Drown... ... ...*Executive Director, Maryland Association of Elementary School Principals*
Dr. Albert P. DuPont... ... ...*Principal, College Gardens Elementary School*
Ms. Colleen Eisenbeiser... ... ...*Director, Anne Arundel Community College*
Ms. Maha Fadli... ... ...*Principal, Kenmoor Middle School*
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Table of Contents

Executive Summary

The Maryland State Board of Education (MSDE) has declared the principalship a critical shortage area. Research shows that one of the key predictors of student achievement gains is strong leadership in the school. It is common knowledge that excellent principals are "magnets" for excellent teachers. Thus it behooves policymakers to create policies that will ensure that every child in every school has an outstanding principal.

The issue of finding outstanding principals is complex. Certainly, the broad area of compensation is of major importance. Moreover, it is critical for those entering the path to the principalship to know that they will get the kind of support and professional development they need. Principals also need to have a sense of security about their jobs and work in an environment with minimal distractions (*Clearing the Plate*, 2001) so that they can be the kind of instructional leaders that Maryland needs. Compensation and clearing the plate are not new concepts. They both appeared in the report of *Maryland Task Force on the Principalship* (2000). Much remains to be done in that regard.

The Principals' Task Force offers the following recommendations, all of which are priorities but in no specific priority order, to deal with this burgeoning crisis:

Short Term Recommendations

1. Provide by July 1, 2010, an array of financial incentives for principals that will entice high-quality, aspiring leaders to seek and stay in the principalship.

2. Provide by July 1, 2010, a building manager whose primary responsibility is to handle managerial tasks associated with the operation of the school, thereby allowing the principal the time to be the instructional leader.

3. Provide by July 1, 2010, contracts for all principals that are school specific and that can only be voided for cause as outlined in COMAR or by mutual consent; and

   Provide by July 1, 2010, contracts for assistant principals that can only be voided for cause as outlined in COMAR or by mutual consent.

4. Allow principals of schools in any stage of differentiated accountability by July 1, 2010, the flexibility to select their entire administrative teams from the pool of available candidates;

   Allow all principals by July 1, 2011, the flexibility to select a minimum of one member of their administrative teams from the pool of available candidates; and

   Require school systems to develop a plan by July 1, 2012, that would allow all principals the flexibility to choose their entire administrative teams from the pool of available candidates.

5. Provide by July 1, 2010, a systemic, comprehensive structure for professional growth of principals and assistant principals.

6. Provide by July 1, 2010, an annual statewide Principals' Academy available to all principals based on the *Maryland Instructional Leadership Framework*.

7. Provide by July 1, 2010, a comprehensive mentoring program for newly assigned principals and assistant principals.

8. Provide by July 1, 2010, multiple opportunities for aspiring principals to engage in instructional leadership in order to properly prepare them for the principalship.

Long Term Recommendations

9. Establish by July 1, 2012, Administrator III certification based on the work currently under way with the National Board for Professional Teaching Standards.

10. Create by July 1, 2011, a pipeline of potential principals by developing an *Officers to Principals* program modeled after the *Troops to Teachers* program.

Introduction

Background

In October 2008, Governor Martin O'Malley's P-20 Leadership Council agreed to convene a task force to develop a comprehensive set of recommendations to address critical questions concerning the recruitment, retention, and development of qualified principals in the state. The Governor appointed Ms. Mary Cary, Assistant Superintendent, Maryland State Department of Education, and Dr. Betty Morgan, Superintendent, Washington County Public Schools, to co-chair the Principals' Task Force. The Task Force members are a broadly representative group of individuals who deliberated on the Governor's charge during the 2008-2009 academic year.

Charge to Task Force

The Principals' Task Force was responsible for the following charge developed by the Governor's P-20 Leadership Council:

School leadership is a key to enhancing student achievement and a key to developing a productive citizenry and a world-class workforce. Nevertheless, the Maryland State Board of Education has identified a critical shortage of principals in the state. To address this shortage, the Principals' Task Force shall develop a plan of recommended actions to provide additional support for current principals and create an infrastructure for the training of future principals and other school leaders.

In developing the plan, the Task Force shall:

- develop a clearer understanding of the current and emerging roles of school principals;
- identify efficient and effective means to provide guidance to school leaders through the *Maryland Instructional Leadership Framework*;
- identify best practices for recruiting, developing, and retaining principals in Maryland;
- identify the characteristics of successful leaders in Maryland schools, especially those who have been successful in challenging circumstances;
- discuss alternative pathways to principal licensure;
- discuss core standards for the evaluation of principals; and
- identify strategies to promote organizational structures that distribute school leadership responsibilities and allow principals to enhance their roles as instructional leaders

The Principalship

Emerging Role of the Principal

The report of the *Maryland Task on the Principalship* (2000) called for a change in how the role of the principal is viewed. Rather than continuing to look at principals as managers of buildings, this report called for them to be viewed as instructional leaders in their schools. The Visionary Panel for Better Schools in *Achievement Matters Most* (2003) stated that "The principal's primary role must be that of instructional leader, and that role must take priority over all other roles and responsibilities." Current performance results, including the recent announcement that

Maryland was named as the # 1 state in the country by *Education Week*, suggest that this change in role has been effective. As Maryland moves toward international benchmarking, it will be even more critical for principals to assume the role of instructional leader to a greater degree than ever before.

Characteristics of Successful School Leaders

Much research has been done over the years on the characteristics of effective school leaders. Maryland has its own experience with a legislatively funded Distinguished Principal program. These principals have been effective in turning around challenging schools, and they all have a common characteristic – instructional leadership.

Marzano, Waters, and McNulty (2005) conducted a meta-analysis of thirty-five years of research on school leadership. This meta-analysis was one of the foundation documents for the *Maryland Instructional Leadership Framework*. From this synthesis of the research, they identified twenty-one characteristics of school leaders that correlate with student academic achievement. Some of these characteristics overlap, but as a whole, they confirm findings from previous studies about the nature of leadership. The twenty-one characteristics are:

1. Affirmation – recognizing and celebrating accomplishments and acknowledging failures
2. Change agent – willingness to challenge the status quo
3. Contingent rewards – rewarding individual accomplishments
4. Communication – establishing lines of communication with students and teachers
5. Culture – fostering shared beliefs
6. Discipline – protecting teachers from influences that detract from their primary jobs
7. Flexibility – adapting leadership styles to situations
8. Focus – establishing clear goals
9. Ideals/Beliefs – operating from a strong belief system
10. Input – involving teachers in decision-making
11. Intellectual stimulation – creating a culture of continuous learning for staff
12. Involvement in curriculum, instruction, and assessment – direct involvement
13. Knowledge of curriculum, instruction, and assessment – understanding the relationship
14. Monitoring/evaluating – ongoing monitoring of school practices
15. Optimizer – inspiring others and leading innovative initiatives
16. Order – establishing standard operating procedures
17. Outreach – advocating for the school to all stakeholders
18. Relationships – demonstrating personal awareness of teacher and staff needs
19. Resources – providing teachers with necessary materials and professional development
20. Situational awareness – awareness of details and undercurrents in school
21. Visibility – regular, quality contact with teachers and students

Core Standards for Evaluation

The evaluation of principals is a local responsibility in Maryland. However, the core standards that should be part of such evaluations can be found in the outcomes and evidences in practice in the *Maryland Instructional Leadership Framework* (2005). These research-based "standards" represent the key instructional concerns to which principals must pay attention. Principals have other managerial responsibilities as well, but the core of their work is focused on improving

instruction and increasing student learning in their schools. Hence, these standards should be part of all principal evaluations across the state.

The standards found in the *Framework* include:

1. Facilitate the development of a school vision
2. Align all aspects of a school culture to student and adult learning
3. Monitor the alignment of curriculum, instruction, and assessment
4. Improve instructional practices through the purposeful observation and evaluation of teachers
5. Ensure the regular integration of appropriate assessments into daily classroom instruction
6. Use technology and multiple sources of data to improve classroom instruction
7. Provide staff with focused, sustained, research-based professional development
8. Engage all community stakeholders in a shared responsibility for student and school success

Distributed School Leadership

The role of principal is critical to the success of any school. However, it is also important for principals to be aware that in order to maximize the potential of a school, leadership opportunities should be distributed among the staff in a way that helps develop future leaders while ensuring that the entire staff embraces the vision and mission of the school. In fact, the *Maryland Instructional Leadership Framework* establishes the principal's responsibility to demonstrate collaborative decision making as well as the ability to identify and develop potential school leaders.

Principals need to recognize that leadership extends beyond their role; it includes aspiring and potential leaders as well as teacher leaders. Nurturing these key people is a fundamental responsibility of the principal. Using their talents in a constructive manner allows for a schoolwide sharing of responsibility for student performance. It also creates a culture of student and adult learning that permeates the entire building. The successful principal understands that he or she cannot "do it alone." Several of the recommendations in this report discuss the need to develop leaders throughout the school. Effective principals will then find ways to allow these leaders in the school to emerge and practice their leadership with the understanding that a distributed leadership model provides greater opportunity for adults to grow and children to achieve.

Description of Task Force Process

The Task Force had its initial meeting on December 2, 2008, at the Cultural Arts Center in Ellicott City, Maryland. At that meeting the Task Force members reviewed the background for their work and the charge to the Task Force. They also discussed the process for completing the work in a timely manner. The meeting schedule was reviewed, and a research background paper on the state of the principalship was shared with the group. The Task Force also examined information on leadership work currently taking place in Maryland through the efforts of MSDE, local school systems, and institutions of higher education. Next steps were discussed, and members selected preferred committee assignments.

To fulfill the Task Force's charge, it was important to hear from a wide variety of stakeholders. Task Force members helped identify constituencies that would be invited to offer written testimony to be considered by the group in its deliberations. For the sake of organizing the anticipated recommendations, stakeholders were advised to submit their recommendations regarding principal recruitment, development, and retention. As testimony was received, it was posted on the Task Force website for access by all Task Force members, as well as other constituencies.

The second meeting of the Task Force was held on January 21, 2009, at the Johns Hopkins University building in Columbia, Maryland. At this meeting there was a general discussion of the issues. This discussion was followed by the Task Force separating into three committees in order to streamline the work of the group. Each committee further defined the issues and attempted to decide on initial recommendations based on these identified issues. Committee members agreed to meeting dates during the month of February to continue deliberations and prepare for the March meeting of the Task Force.

In order to prepare for these additional meeting dates in February, the committees were asked to review research, resources, and stakeholder input posted on the website. Each committee was charged in February with the responsibility of revising the recommendations they had created based on the issues raised in the January meeting. In addition, each committee composed a draft rationale to accompany and explain the recommendations. Recommendations and rationale were sent out electronically for review by committee members and then to the entire task force. The subsequent revisions formed the basis for the draft to be reviewed at the March meeting.

The third meeting of the Task Force was held on March 12, 2009, at the Anne Arundel County Board of Education. At this meeting Task Force members arrived at general consensus for the language they wanted to see in the final report. Staff revised the recommendations based on the conversations at the March meeting. The chairs reviewed the language of those recommendations. Staff then sent the recommendations back to Task Force members for their review and comment. Comments received were submitted to the Task Force members so key issues could be voted on prior to the April meeting and further discussed at that meeting. Staff also prepared and distributed electronically a final draft report for the Task Force to consider and discuss at its April meeting.

The final meeting of the Task Force was held on April 23, 2009, at the National Academy Foundation High School in Baltimore City. At this meeting the Task Force reached consensus on final recommendations and edits they wanted to see in the final report. Staff was assigned the task of completing these edits in time for submission to the Governor's P-20 Leadership Council meeting on May 5, 2009.

Financial Implications
The executive committee of the P-20 Leadership Council has approved a template for task force reports that requires the Task Force to develop both short-term and long-term recommendations. Additionally, the responsible parties named in the recommendations are expected to determine the fiscal impact of the recommendations. The Task Force urges funding authorities to make certain that adequate funding undergirds any required implementation of these recommendations.

If Maryland schools are to become the best in the world, they will only do so with appropriate resources. Adequate funding must be directed to local school systems and to the Maryland State Department of Education to ensure they have sufficient resources to fund implementation of the recommendations in this report. Many of the recommendations do indeed have financial implications. For example, providing all schools with a building manager or providing mentors for principals will have immediate financial implications. However, providing principals with contracts and allowing principals to select members of their administrative teams in a phased-in manner have no immediate financial implications. These fiscal notes will be submitted by responsible parties as they complete their action plans.

Action Plans
Action plans are to be developed by the designated responsible party(ies) following the recommendation. Action plans should include a complete timeline, strategies designed to implement the recommendations, interim benchmarks, and fiscal note. Action plans should also include a reporting schedule in order to update the P-20 Council on the then current status of the recommendations.

Principals' Task Force Recommendations

Short Term Recommendations

1. **Provide by July 1, 2010, an array of financial incentives for principals that will entice high-quality, aspiring leaders to seek and stay in the principalship.**

   Responsibility: State Legislature; Local School Systems

   Rationale: The Task Force believes that providing enhanced financial incentives for principals is a critical aspect of attracting high quality aspiring leaders to assume those positions. In many instances, it is not financially advisable for a teacher to pursue an administrative career because of the current financial disincentive to do so. The compensation that principals receive is not commensurate with the responsibilities and the expectations of the job, especially when compared with compensation in the private sector for leaders with similar responsibilities. Retirement benefits do not serve as an inducement to leave the teaching profession or to stay any longer than necessary in the principalship. The first Task Force on the Principalship (2000) addressed compensation issues. However, these issues persist, and they need to be considered again.

   Specifically, the Task Force believes the following incentives could make the principalship much more attractive to potential candidates:

   - Salary: Assistant Principals should make a minimum annual salary greater than the equivalent of the highest paid 12 month teacher in that school system. Principals should make a minimum annual salary significantly greater than the highest paid assistant principal in that school system.
   - Retirement: Principals should receive a 1.2 multiplier effect for retirement benefits if they serve a minimum of ten years in the principalship.
   - Tax Credits: Principals should receive individual tax credits on their state income tax returns.
   - Professional Growth: Principals should receive sufficient resources to allow them to maintain membership in appropriate professional organizations and attend state, national, and international conferences critical to staying current in the field.
   - Tuition Reimbursement: Principals should be reimbursed for advanced coursework and degrees at the rate of the least expensive institution in the University System of Maryland.
   - Differentiated Pay: Principals serving in challenging schools should receive a substantial stipend for their willingness to accept challenging assignments. Although all schools can be said to have challenges, principals should earn differentiated pay based on specific, identified school "challenge factors." Principals should receive a base salary commensurate with other principals in the local education agency (LEA), but a stipend should be added to the base for challenge factors that include the size of the school; high student poverty as determined by the FARMS rate; high student

mobility; a school under renovation or construction while students are in attendance; and a school in any stage of not meeting AYP. Other factors that make it difficult to attract and retain quality principals should be considered for a stipend that would be added to base pay.

- Benefits Package: Principals should receive an enhanced benefits package (e.g., medical, life, and disability insurance; deferred compensation; sabbatical leave) as an enticement to seek and stay in the principalship.

2. **Provide by July 1, 2010, a building manager whose primary responsibility is to handle managerial tasks associated with the operation of the school, thereby allowing the principal the time to be the instructional leader.**

   Responsibility: State Legislature; Local School Systems

   Rationale: Historically, the principal has been expected to be both a manager and an instructional leader. For too many years, however, principals have been overwhelmed with the managerial aspects of the job. With the advent of increased accountability and the need to focus on raising student achievement, the principal's primary role has shifted much more to that of instructional leader. At the same time, additional support has not been provided to principals to meet these expanded expectations. The current reality is that the job of the principal has grown beyond an individual's ability to be effective in both areas without significantly sacrificing quality of life issues, a major reason that it is difficult to get people to consider the principalship as a career path. With additional support for building management, the principal will be able to focus on the most critical aspect of the job, that of instructional leader. The building manager's responsibilities would be those of a non-instructional nature as determined by the LEA in order to allow the principal greater focus on improving the instructional program.

   The first Task Force on the Principalship (2000) offered this as one of its primary recommendations. However, few school systems have implemented the recommendation. It needs to be addressed if the job of the principal is to be manageable and desirable.

3. **Provide by July 1, 2010, contracts for all principals that are school specific and that can only be voided for cause as outlined in COMAR or by mutual consent; and**

   Provide by July 1, 2010, contracts for assistant principals that can only be voided for cause as outlined in COMAR or by mutual consent.

   Responsibility: State Legislature; Local School Systems

   Rationale: One disincentive for potential school leaders is lack of job security, which could be alleviated by providing contracts for principals. The Task Force also believes that

contracts would be beneficial not only to the principal, but also to the school system as well, particularly if strong principal professional growth programs are in place. Contracts would offer the incentive of job security to attract good leaders to the principalship, and the school system would be able to retain high quality principals for a substantial period of time in order to be able to maintain stability and effect progress in student achievement. The contracts should contain provisions pertaining to renewal or non-renewal. Additionally, there would need to be provision to allow for possible reassignment of the principal in the event that the school moves into the priority stage of the differentiated accountability* for *No Child Left Behind*.

The rationale for assistant principals is the same as for principals with one exception. The Task Force believes that contracts for assistant principals should not be limited to a specific school. Assistant principals expand their skills by working with different principals and having a variety of other learning experiences prior to assuming the principalship. Being assigned to a specific school for an extended period may not be in the best interest of an assistant principal who is being groomed for the principalship. The assistant principal should have an automatic renewal clause similar to that of the principal.

*"Differentiated accountability" refers to a school in any stage of improvement status for not making Adequate Yearly Progress as structured by the present *No Child Left Behind* law.

4. **Allow principals of schools in any stage of differentiated accountability by July 1, 2010, the flexibility to select their entire administrative teams from the pool of available candidates;**

   Allow all principals by July 1, 2011, the flexibility to select a minimum of one member of their administrative teams from the pool of available candidates; and

   Require school systems to develop a plan by July 1, 2012, that would allow all principals the flexibility to choose their entire administrative teams from the pool of available candidates.

   Responsibility: Local School Systems

   Rationale: Unless there is a compelling reason to do otherwise, principals who are held accountable for student performance in their schools should be given flexibility to select the persons who will be critical to their success from a pool of available candidates identified by the superintendent. The Task Force realizes that allowing principals to select their own administrative teams may cause some initial upheaval in the school system, so a phase-in approach to this action is recommended. It should be noted, however, that the Task Force believes such upheaval will be good for students in the long run because it encourages greater stability and cohesiveness among administrative teams. The Task Force also recognizes the need to assure racial, ethnic, and gender diversity among administrative teams, and guidelines should be established in each local school system to accomplish that goal.

5. **Provide by July 1. 2010, a systemic, comprehensive structure for professional growth of principals and assistant principals.**

   Responsibility: MSDE; Local School Systems

   Rationale: The development and recognition of leadership requires a structured plan and process – one that is cumulative and ongoing in nature – to ensure the success of all who choose to undertake the role of a leader. As instructional leaders, principals and assistant principals need to engage in activities that provide them with opportunities to develop a broader perspective related to current issues and to continue their profession growth. Participating in a variety of learning opportunities, consistent with the LEA's professional development plan, offers principals and assistant principals the chance to learn from leading experts in the education field, network with colleagues facing similar challenges in different environments, and present their own unique ideas and programs. Principals and assistant principals should also be allowed time for leadership training, for visits to other schools, for participation in professional organizations, and for expanding opportunities for electronic means for professional development. The goal of the LEA should be to ensure quality performance of administrators by looking at consistency and alignment with professional development standards and the *Maryland Instructional Leadership Framework.* There also should be a balance between "centralized" staff development, such as is afforded through MSDE's Division for Leadership Development and through local "grow your own" programs.

6. **Provide by July 1, 2010, an annual statewide Principals' Academy available to all principals based on the *Maryland Instructional Leadership Framework.***

   Responsibility: State Legislature; MSDE

   Rationale: Because improving student achievement is the primary goal of every school in Maryland, instructional leadership has emerged as the major responsibility of every principal and assistant principal in the state. The Maryland State Department of Education has taken the leadership in developing the *Maryland Instructional Leadership Framework*. Based on extensive research and drawing on several local and national studies, this document describes the outcomes that are expected of Maryland's principals as they provide instructional leadership for their schools. All principals in the state should complete an in-depth analysis of the *Framework* and identify the specific steps they need to take to exercise the level of instructional leadership that will be necessary for all students in their schools to be successful. The Principals' Academy will focus on the *Framework* outcomes and will provide the opportunity for all principals to interact in both formal and informal venues with state and national experts in the field of instructional leadership. Attendees will also be able to network with other principals in regional and topic-specific forums to update their knowledge and skills.

As an outgrowth of this Academy, provision should be made for multi-county and/or statewide symposia on varied topics listed in an electronic clearinghouse as development opportunities for principals. The Academy could also lead to the establishment of an Electronic Learning Community designed to support the work of principals throughout the state. Progressive pedagogy, a bibliography of best practices, and a bank of current and relevant resources would support the creation of professional learning communities as a means of collaboration, continuous growth, and collegiality. Principals need a mechanism to share best practices in real time and to find solutions to common problems and issues throughout the state. Time management for principals would also be enhanced through Electronic Learning Communities. This format allows for the various learning styles of principals, as well as meeting scheduling needs. The use of an electronic network would open up the possibility of mentoring, idea-sharing, and problem-solving on a broader scale than ever before. Turnaround time for question and response and/or discussion would be minimal, and the statewide network would provide an excellent opportunity for the continuation of the principal-to-principal networking that is established each summer at the Maryland Principals' Academy.

7. **Provide by July 1, 2010, a comprehensive mentoring program for newly assigned principals and assistant principals.**

Responsibility: State Legislature; MSDE; Local School Systems

Rationale: A comprehensive mentoring program should exist in all jurisdictions for all newly assigned principals and assistant principals, consistent with the LEA's overall professional development plan for principals. The mentors may come from a variety of sources – current principals, members of the central office staff, or retired principals. There would also be possibilities for online mentoring when a sufficient structure is put in place. The design and structure of such a program would be based on local circumstances and would be consistent with state professional development standards as delineated in COMAR. Standards for mentoring should be developed, and retiree mentors should be required to have a valid state certificate on file.

It should be noted that the Task Force further believes that newly assigned principals throughout the state could benefit from the valuable resources that exist in retired administrators who have both the knowledge of the principalship and the understanding of the local LEA. However, the retired principals currently may not be rehired to mentoring positions without severe limitations imposed by the current pension laws. Part of the overall mentoring strategy should be to revise the Maryland State Retirement System regulations to allow retire/rehire principals to return as mentors to the LEA from which they retired without pension limitations.

8. Provide by July 1, 2010, multiple opportunities for aspiring principals to engage in instructional leadership in order to properly prepare them for the principalship.

Responsibility: State Legislature; MSDE; Local School Systems; Principals

Rationale: Assistant principals need multiple opportunities for instructional leadership, and they need to be nurtured in that regard by the principal, one of whose responsibilities is to identify and support potential candidates for the principalship. Quality leadership succession requires attention to those who will one day assume higher leadership positions. The *Leadership Succession Planning Guide for Maryland Schools* identifies the kinds of instructional and managerial experiences that assistant principals should have. Principals need to ensure that such experiences are part of the job assignment for their assistant principals.

Additionally, where possible, the Task Force believes that carefully selected classroom teachers should be provided similar opportunities by being relieved of teaching responsibilities for a specified period of time in order to experience various leadership positions. Because in some systems in Maryland, the teacher interns retain full teaching responsibilities, their internship activities tend to be limited and fragmented. The Task Force suggests funding of internships, during which teachers with high leadership potential, as identified by their school systems, are relieved of their teaching responsibilities and able to focus full time on learning the essential responsibilities of being an assistant principal. Each district should be encouraged to develop such programs so that teacher interns can devote full time and energy to learn how to become a school leader.

Professional Development Schools* (PDS) in Maryland are showing extraordinary success in the preparation of teachers for Maryland schools. The retention rate of teachers who come through these schools significantly exceeds the comparable rate for teachers who do not receive such training. The Task Force believes that the State should replicate the concept of PDS for potential school leaders by creating Leadership Development Schools. These Leadership Development Schools could be a culminating experience for potential school leaders who engage in a year-long professional development experience to prepare them for an internship. Following the internship experience, the candidate would be deemed ready for an assistant principalship.

* Professional Development School: A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools. (www.marylandpublicschools.com)

Long Term Recommendations

9. Establish by July 1, 2012, Administrator III certification based on the work currently under way with the National Board for Professional Teaching Standards.

Responsibility: State Legislature; MSDE

Rationale: Certification requirements for principals in Maryland are found in the Code of Maryland Regulations (see COMAR 13A.12.04.05). In order to become an assistant principal in Maryland a candidate must achieve Administrator I status. Those who wish to become principals must achieve Administrator II status. At the present time, the only difference between Administrator I status and Administrator II status is passing a test approved by the Maryland State Board of Education (currently the School Leaders Licensure Assessment). This assessment is in the process of being revised, and the new assessment, once it is completed, will be monitored to ensure that it meets Maryland's recruitment needs in the future. There is an additional section in the regulations (COMAR 13A.12.04.05) that allows for an alternative pathway to the principalship. Recipients of this certificate are called Resident Principals, similar to the Resident Teacher status conferred on teachers who pursue the appropriate alternative route.

In addition, states throughout the country are working to develop, recognize, and retain highly effective principals after they have received the required state certification. To this end, the National Board for Professional Teaching Standards (NBPTS) is developing Advanced Principal Certification geared to the successful principal who creates a culture that advances student learning and engagement, recruits and retains the best teachers, and improves teacher and school performance. The system is similar to what is already in place for teachers. Principals should be afforded the same opportunity as teachers to successfully complete the certification process set forth by the NBPTS. The State should create a new classification - Administrator III - that would reward principals monetarily for reaching this advanced level of certification.

10. Create by July 1, 2011, a pipeline of potential principals by developing an *Officers to Principals* program modeled after the *Troops to Teachers* program.

Responsibility: Federal Government; State Legislature; MSDE; Institutions of Higher Education

Rationale: There already exists an alternative pathway for professionals from other fields to enter the principalship. The Code of Maryland Regulations (13A.12.04.05) describes the Resident Principal Certificate. This provision allows a local superintendent to recommend a person with appropriate professional experience (e.g., a CEO of a company) to serve as a principal under certain conditions. An *Officers to Principals* program is a specific proposal

that can meet an identified need due to emerging world circumstances and the drawdown of troops from overseas. This program would help address the principal shortage issue by increasing the pool of qualified leaders, and, in so doing, could be a model for the country. Such a program would also benefit the state financially by enticing retired military officers to remain in Maryland. The *Officers to Principals* structure could mirror the national *Troops to Teachers* program that is already in place. Maryland is an ideal state in which to initiate this type of program because of the large number of military bases. Maryland bases include Andrews Air Force Base (P.G. Co.); Meade Army (A.A. Co.); PAX River Air Force (St. Mary's Co.); Aberdeen (Harford Co.); Fort Dietrich (Frederick Co.); Walter Reed (Washington D.C.); and National Guard units statewide. With the influx of large numbers of military personnel due to the Base Realignment and Closure (BRAC), Maryland is very well positioned for such an initiative.

This program would capitalize an officer's desire, commitment, and lifelong philosophy relative to public service. The officers selected for the program would continue to contribute in a meaningful way, use their leadership skills, and be paid at an appropriate level. Since officers at the level likely targeted for this program retire at an approximate yearly income of $55,000-$70,000 including benefits, coupling this retirement benefit with a beginning salary at the assistant principal level would be an attractive incentive. Their training would center on instructional leadership matters and pedagogy related to the principalship to augment the officers' already existing administrative and managerial skills. Their coursework would be accomplished through a partnership with an institution of higher education and would also include seminars facilitated by members of MSDE.

.

Appendix A: Invitation to Offer Written Testimony

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TO: Superintendents, Maryland Local Education Agencies (LEA)
Public School Superintendents Association of Maryland
Maryland State Teachers Association Board of Directors
Maryland Association of Elementary School Principals
Maryland Association of Secondary School Principals
Maryland Association of School Personnel Administrators
PreK-12 Principals Advisory Council
LEA Board of Education Presidents
LEA Human Resources Directors
Maryland Association of Boards of Education
Maryland Parent Teacher Association
Presidents, Two and Four-Year Institutions of Higher Education
Chief Academic Officers, Two and Four-Year Institutions of Higher Education
(to be shared with Deans, etc.)
Deans & Directors of Teacher Education, Two and Four-Year Inst. of Higher Ed.
Maryland Association of Colleges for Teacher Education
Maryland Association of Teacher Educators
Educational Administration Higher Education Coordinators
Achievement Initiative for Maryland's Minority Students Steering Committee
Maryland Independent College and University Association
Maryland Association of Community Colleges
Eastern Shore Educational Consortium
Maryland Business Roundtable for Education
Members, Education Industry Initiative, Governor's Workforce Investment Board
Executive Officers
Principals (to be shared with Assistant Principals)

FROM: Ms. Mary Cary and Dr. Betty Morgan, Co-Chairs
Governor's Principals' Task Force

DATE: November 21, 2008

SUBJECT: Recommendations for the Governor's Principals' Task Force

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In the fall of 2008, Governor Martin O'Malley's P20 Leadership Council agreed to convene a task force to develop a comprehensive set of recommendations to address critical questions concerning the recruitment, retention, and development of qualified principals in the state.

The Governor has requested that we co-chair the Principals' Task Force. The Task Force members are a broadly representative group of individuals who will work over the next several months to report their final recommendations to the P20 Leadership Council of Maryland.

To fulfill our charge, it is important that the Principals' Task Force hear from the many sectors of the education community. We invite you to present in writing your recommendations for solutions to one or more of the many overlapping facets of the concerns facing us in Maryland as we work to ensure that each school has an outstanding leader. We ask that you submit a written summary of your recommendation(s) and a brief rationale for each (one page per recommendation-rationale). These submissions will enable Task Force members to have your ideas at hand as they shape their final recommendations. Please feel free to share this with other stakeholders as you deem appropriate.
We ask that you offer your recommendations within one or more of these general categories:

1. Principal recruitment (for example, alternative certification, mentoring programs, and professional development experiences)
2. Principal retention (for example, tuition reimbursement, bonuses and stipends, and rewards)
3. Principal development (for example, professional development experiences, and mentoring)

We also ask that your recommendations take into consideration how the strategies you offer might be marketed or otherwise communicated (for example, information for the media, for stakeholders at all educational levels, and for the purpose of engaging aspiring leaders or career changers).

Please e-mail your written recommendations **by January 9, 2009**, to Joe Freed, Staff Specialist of High School and Postsecondary Initiatives, at the Maryland State Department of Education, at jfreed@msde.state.md.us.

For more information, please contact one of the Task Force staff members:

1. Tom DeHart Specialist, Succession Initiatives, MD State Dept. of Education (MSDE), tdehart@msde.state.md.us; 410-767-0232
2. Joe Freed, Specialist, High School & Postsecondary Initiatives, MD State Dept. of Education (MSDE), jfreed@msde.state.md.us; 410-767-0725
3. Jeanne Hammond, Specialist, Elementary School Initiatives, MD State Dept. of Education (MSDE), jhammond@msde.state.md.us; 410-767-0761
4. Shulamit Finkelstein, Executive Assistant for Strategic Planning, Board & Community Relations, Washington County Public Schools, Finkeshu@wcboe.k12.md.us

Please share this message with your constituents and other important stakeholders.

cc: Members, Principals' Task Force

Appendix B: Written Testimony Offered

Sydney Cousin, Superintendent, Howard County Public Schools

Barbara Dezmon, Chair, Achievement Initiative for Maryland's Minority Students (AIMMS) Steering Committee

Dr. Judith Docca, Member, Board of Education, Montgomery County Public Schools

Patricia Dorsey, Principal, Friendship Valley Elementary School, Carroll County Public Schools

John W. Festerman, Principal, Whittier Elementary School, Frederick County Public Schools

Peter Kannam, New Leaders for New Schools

R. Owen Johnson, Member, Prince George's County Board of Education

Walter Mills III, Principal, Middle River Middle School, Baltimore County Public Schools

Diane Mohr, Montgomery County Public Schools

Dr. Peter Murrell, Dean, School of Education, Loyola College

Janet E. Pauls, Principal, Church Hill Elementary School, Queen Anne's County Public Schools

Principals' Advisory Committee, Division for Leadership Development

Provost, Chairs, and Deans, University of Maryland Baltimore County

James Richmond, Superintendent, Charles County Public Schools

Debbie Ritchie, President, Maryland PTA

Cheryl Thim, Principal, Bear Creek Elementary School, Baltimore County Public Schools

Dr. Traki Taylor-Webb, Dean, College of Education, Bowie State University

Rob SantaCroce, Principal, Sparrows Point High School, Baltimore County Public Schools

Sr. Sharon Slear, Dean, School of Education, College of Notre Dame

M. Jacques Smith, Principal, Chesapeake Bay Middle School, Anne Arundel County Public Schools

Henry V. Wagner, Jr., Assistant Superintendent for Instruction, Dorchester County Public School

Appendix C: Bibliography

In addition to the bibliography below, the Task Force wishes to acknowledge that the *Maryland Instructional Leadership Framework (2005)*, the *Leadership Succession Planning Guide for Maryland Schools (2006)*, *Achievement Matters Most: Report of the Visionary Pane*l (2002), and the *Maryland Task Force on the Principalship (2000)* all had a rich list of bibliographic entries that were the foundation of the recommendations in those reports. By using those reports, we feel that we have also incorporated those entries into our work but did not feel it was necessary to include the entire list from each of those reports into our own bibliography.

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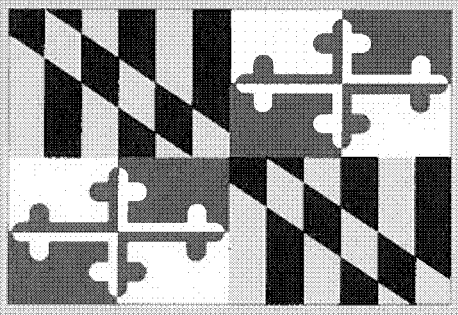
The Governor's P-20 Leadership Council of Maryland



Career and Technology Education Task Force

Final Report
May 2009

The Governor's P-20 Leadership Council of Maryland

CTE Task Force

Task Force Membership

Co-Chairs:

Katharine Oliver, Assistant State Superintendent, Maryland State Department of Education

Grant Shmelzer, Executive Director, Independent Electrical Contractors (IEC) Chesapeake

Kathleen Beauman
Anne Arundel Community College

Joseph Biglin
TrainingPort Strategies, LLC

Valerie Brennan
Baltimore County Public Schools

Michelle Butt
Associated Builders and Contractors, Inc.

Peter Cevenini
Cisco Corporation/ Cisco Networking Academy

Trudy Chara
Governor's Workforce Investment Board
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North Harford High School

Terry Wolfe
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Anthony Wong
Cecil College

Table of Contents

The Governor's P-20 Leadership Council of Maryland
CTE Task Force

Executive Summary

When the report of the Maryland Commission on Vocational-Technical Education was released in 1989, it provided a vision and framework for a new system that today is known as Career and Technology Education (CTE). Maryland's education and business leaders recognized that the increasingly competitive pressures of a global economy would result in changed educational requirements and workforce demands. At the time, the principle concern of the Commission was whether the existing system of vocational-technical Education was adequate to meet the demands of the future. It was determined that it was not. Strong leaders at both state and local levels embraced the Commission's observations and recommendations and considerable progress has been made to update, restructure, and evolve vocational-technical education to become what is now called CTE.

In appointing the Governor's P-20 Leadership Council of Maryland Career and Technology Education (CTE) Task Force in the fall of 2008, Governor Martin O'Malley had similar concerns about the ability of CTE to meet the demands of the future. This time, however, a complete transformation was not deemed necessary. The Governor's interests focused on expanding CTE, improving access, and increasing rigor. The Governor charged the Task Force to:

> *Create an action plan designed to expand the CTE programs that prepare students for entry into postsecondary education, apprenticeships and a career where there is current and future employer demands. Priority will be given to expanding programs that support critical infrastructure needs such as construction, health and biosciences, manufacturing, information technology, and consumer services; particularly those vital to industries related to Base Realignment and Closure (BRAC) and Science, Technology, Engineering, and Mathematics (STEM).*

The Maryland State Department of Education (MSDE), Division of Career Technology and Adult Learning (DCTAL), embraced the earlier Commission's recommendations and transformed vocational-technical education into a system of CTE that is respected throughout the nation today. During the past twenty years, Maryland's extensive experience in school reform included major, innovative changes in CTE to create a new model that prepares students for both employment and continuing education. Currently, Maryland's public education system ranks first in the nation by *Education Week*. To maintain this standing and ensure the state's international competitiveness, all students must engage in high quality CTE programs of study.

While progress has been made to organize and frame the system of CTE at the state level, a major challenge is to ensure full implementation and expansion of high-quality CTE throughout Maryland that leads to high-paying, skilled jobs reflective of economic and workforce development needs. With the state CTE system in place, Maryland is ready to accelerate its efforts to expand access and availability to CTE programs in local school systems; infuse CTE with greater rigor; and direct attention to the continuous improvement of curriculum, instruction, and assessment.

Today's economy demands that students develop problem-solving and critical thinking skills in "greener" environments. The Executive Summary of the report titled *Tough Choices or Tough Times* states: "The core problem is that our education and training systems were built for another era, an era in which most workers need only a rudimentary education" (National Center on Education and the Economy, (NCEE) 2007, p. 8). The problem is not with our educators. It is with the system in which they work. Changes in the educational system will necessitate changes in workforce development.

It will be essential to prepare a workforce that has "strong skills in English, mathematics, technology, and science as well as literature, history and the arts… candidates will also have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well organized, able to learn very quickly and work well as a member of a team and have the flexibility to adapt quickly to frequent changes in the labor market as the shifts in the economy become even faster and more dramatic" (NCEE, 2007, p.8). In Maryland, these are known as the *Skills for Success*: thinking, communicating, learning, technology, and interpersonal skills. These skills are often discussed, but are challenging to embed in instruction in a meaningful way that leads to enduring knowledge and skills that can be applied to any situation. Full implementation of the *Skills for Success* is needed in order for Maryland to achieve its goal of rigorous CTE that prepares students for college and careers.

Changing the PreK-20 system to include an expanded presence of CTE, with access for all, and increased rigor is imperative for improving the standard of living for all Marylanders. The alternative is accepting a lower standard of living. What is the legacy that Maryland wants to leave for its future generations? Will the next generation of students be the first to have less than their parents? More students must participate in CTE; there must be greater access for those who want to enroll in programs that are oversubscribed or not offered due to costs; and the academic and technical components of CTE must be enhanced to ensure that all students leave high school prepared for both employment and continuing education.

The 11 recommendations of the CTE Task Force are designed to be implemented by leaders with the courage to embrace change at every level of education. In presenting its report to Governor O'Malley, the CTE Task Force requests that the Governor require MSDE to convene a broadly representative stakeholder's group to develop action plan specifics that will ensure the recommendations herein are fully implemented with measurable outcomes and tangible results.

Background – A New Model for Career and Technology Education

School reform in Maryland has included major changes in career and technology education (CTE). In 1989, in concert with the release of the report of the Maryland Commission on School Performance, the Maryland Commission on Vocational-Technical Education issued recommendations calling for a new model of career and technology education that prepared students for both employment and continuing education. Its recommendations provided impetus for the establishment of CTE completer programs, sequential programs of study guided by industry standards that result in students learning all aspects of the industry; the implementation of a system of career development; the use of blended or integrated instruction to ensure that students develop academic knowledge and skills as part of their technical programs; and linking learning levels using articulation agreements through Tech Prep. The commission's intent was to ensure students' access to challenging CTE programs that include academic, technical, and workplace skills.

In 1992, the State Board of Education included State-approved CTE completer programs as one of the three elective, focused programs of study required for high school graduation. Maryland's CTE programs of study provide opportunities for students to prepare for careers as they progress through high school. A CTE program of study includes a sequence of high school courses, work-based learning experiences and opportunities for career advancement though industry certifications and early college credit. All of Maryland's CTE programs connect the high school experience to career advancement and further study in various postsecondary environments. Most CTE programs also provide opportunities for high school students to earn industry certifications.

Three years later, the State Board of Education took the bold step of stating in its strategic plan that every student needed to graduate from high school prepared for both college and careers. Indeed, CTE is an integral part of Maryland high schools whether designed as a technical school, a comprehensive high school, or shared-time technical center. Virtually all high schools offer some CTE programs, and all school systems allow students to choose CTE programs of interest. Today, almost 50 percent of high school students are enrolled in courses which are part of a CTE program.

Data show that CTE completers are also preparing for postsecondary education at an increasing rate. In 2008, 22 percent of graduates completed course requirements for a CTE program of study. For the last several years, close to 50 percent of those completing a CTE program of study also completed the course requirements for admission to the University System of Maryland (USM). This contrasts with 1992, the year this was first measured, when only 14 percent of CTE completers met this level of postsecondary preparedness.

Historically, school systems, guided by their local advisory councils, determined and developed CTE programs for state approval. The Maryland State Department of Education (*MSDE's) Policies and Procedures for the Development and Continuous Improvement of Career and Technology Education Programs of Study* guide the development, implementation, and continuous improvement of CTE programs. Program Advisory Committees (PACs) work with teachers and administrators to guide and advise program improvement.

As the requirements for the 21st Century's global workforce have changed, CTE programs have changed to ensure Maryland's graduates are prepared for the challenges ahead. Considerable progress has been made to update, restructure, and evolve vocational-technical education to become what is now called career and technology education. The new model of CTE includes:

Career Clusters – Maryland organizes secondary CTE instructional programs within 10 career clusters that represent core business functions across broad industry areas in the State. Developed by business and industry partners in collaboration with secondary and postsecondary educators, the Clusters and their Career Pathways provide students with multiple career options leading to employment and continuing education, rather than training in specific job-related skills. Career Clusters allow students to explore a wide range of career options and to apply academic and technical skills in a career area. Career Pathways are like road maps of learning that help students plan for and pursue further education and careers.

Maryland CTE Programs of Study – Forty-eight State developed CTE programs of study (POS) have evolved from the Career Clusters and their pathways. The POSs provide a sequence of courses, generally four or more, that include foundation knowledge and skills as well as specific technical skill development and capstone work-based learning experiences. They align to industry standards and at least the first two years of subsequent postsecondary study. Prerequisite academic knowledge is applied and expanded within a program of study. Important outgrowths of the POSs include statewide instructional consistency, opportunities for statewide articulation, and efficiencies in the provision of teacher professional development.

Maryland CTE Affiliate Partnerships – Maryland is establishing new state-wide postsecondary and industry partnerships specifically aligned to a Maryland CTE Program of Study. Affiliate partners take a lead role in offering state-wide professional development, updating program curriculum, articulating college credit, and identify options for industry certification.

Career Development Framework – As of 2009, local school systems will be required to implement Maryland's K-16 Career Development Framework to ensure a cycle of career development experiences – awareness, exploration, and preparation – to inform students' educational and career decisions. The career development framework uses Maryland's Career Clusters to guide student's exploration of careers and understanding of the requirements of the 21st Century's global workforce.

Statewide Articulation – The Tech Prep movement accelerated the development of planned, sequential CTE programs of study that include at least the last two years of high school and the first two years of postsecondary education. Today's high school students may earn college credit based on the successful completion of the high school CTE program. The alignment is being strengthened by establishing statewide articulation agreements with two- and four-year colleges and universities throughout the region.

Technical Skill Attainment – CTE programs prepare students for employment and continuing education in alignment with current industry standards. The alignment to industry standards permits valid and reliable assessments providing students with an additional high school credential -- an industry-recognized certificate or license.

Accountability – At the state and local school system level, CTE program data are used for school improvement efforts as well as system level improvement. Core Indicators of Performance (student academic achievement, technical skill attainment, graduation rate, and placement after high school) measure progress toward established targets and inform program improvement efforts.

The recommendations of the task force build on this model to expand Maryland's system of CTE, strengthen the rigor of CTE programs and increase access so all graduates successfully transition to college and careers.

Charge to the Task Force

Create an action plan designed to expand the CTE programs that prepare students for entry into postsecondary education, apprenticeships and a career where there is current and future employer demands. Priority will be given to expanding programs that support critical infrastructure needs such as construction, health and biosciences, manufacturing, information technology, and consumer services; particularly those vital to industries related to Base Realignment and Closure (BRAC) and Science, Technology, Engineering, and Mathematics (STEM).

Description of Task Force Process

Co-Chairs Katharine Oliver and Grant Shmelzer convened the CTE Task Force, which was comprised of representatives from business, industry, workforce and economic development as well as secondary and postsecondary education. Appointed in late October 2008, the Task Force met five times between December 2008 and April 2009.

The initial meetings gathered input from national and state customers and stakeholders. This included panel presentations and interactions with representatives from:

- The American Youth Policy Forum,
- The National Governors Association,
- The Maryland State Department of Education CTE Leadership Team,
- Current and former CTE students,
- Secondary and Postsecondary educators and administrators, and
- Business and Industry.

The Task Force examined national and state-level requirements for CTE programs, reviewed current CTE programs, heard from customers and stakeholders regarding the delivery and outcomes for CTE in Maryland, and used a review process called SWOT to identify and analyze CTE's strengths, weaknesses, opportunities, and threats. The following major issues surfaced:

Strengths: Maryland's system of CTE is recognized as a national model. State leadership and policy support the practice and implementation of high quality CTE. Career and Technology Education provides value-added opportunities for students by offering industry-recognized credentials and developing employability skills while preparing students for postsecondary education. The contextual, hands-on nature of the CTE learning environment provides relevance and actively engages students.

Weaknesses: The perception and image of CTE are problematic. Career and Technology Education is still viewed by many parents, students as well as educators and policy makers as an instructional program that limits students' options for postsecondary education. Expansion of CTE is also challenged by a limited pool of qualified instructors. And, the process of articulating secondary CTE programs to apprenticeship and college is not transparent or easily accessible to students.

Opportunities: Opportunities for CTE rest primarily in the State's demand for a qualified, competitive workforce in a broadly diversified economy. Maryland's Career Clusters reflect the economic and workforce needs of the state. BRAC, the State's STEM infused economy, and Maryland's infrastructure needs will continue to require a robust system of CTE to ensure a pipeline of skilled workers.

Threats: Insufficient resources to keep programs current and responsive to industry standards are a major threat to high quality CTE. Costs to maintain and improve programs are difficult for local school systems to sustain, especially in today's economy. High quality, technical programs in areas such as engineering, information technology and automotive technology, schools need skillful CTE teachers with the up-to-date knowledge and skills. These skill sets, which are needed in both education and business, foster a competitive environment with business/industry that often leaves schools with a very small pool of qualified CTE teachers. The persistence of 20th century perceptions about CTE's role in preparing students for their next steps also threatens the growth of CTE. When students and their parents are painted a picture of CTE as a program for less talented, non-college bound students, enrollment and program completions will suffer.

The Task Force continually revisited and updated the SWOT as part of its ongoing environmental scanning. The ideas generated from the on-going SWOT analysis served as the basis for the development of the Task Force recommendations contained in this report.

Key Themes: Expansion, Rigor and Accessibility

Throughout the process of gathering information, examining the current system of CTE, and learning about exemplary CTE programs, several key themes emerged that shaped the formation of the Task Force recommendations. The key elements of each theme –Expansion, Rigor and Accessibility are described below.

Theme: Expand CTE program offerings to ensure responsiveness to economic and workforce development needs and provide career opportunities for all Maryland students.

While CTE programs are available in all local school systems and in virtually every high school in Maryland, there are increased opportunities for Maryland's graduates in several high-skill, high-wage career fields, such as those in STEM disciplines and in BRAC-related fields. Expanding Maryland's system of CTE to increase the number of programs in these areas will provide greater opportunities for graduates and will provide Maryland employers the skilled workforce needed to grow Maryland's economy. To expand the system of CTE, the Task Force recommends strategies aimed at: ensuring the alignment of new programs to Maryland's economic and workforce needs; increasing school system resources for CTE program delivery; and support for new and current CTE teachers.

Theme: Ensure academic and technical rigor of CTE programs that prepare Maryland high school graduates for successful transition to college and careers.

All CTE programs are designed to support the transition of high school graduates onto college and careers. All CTE programs include options for students to earn early college credit and/or industry certification as way for students to get a jump start on the chosen career. However, not all of Maryland's graduates take advantage of these opportunities. Unfortunately, many students complete high school without the full advantage of a college-preparatory academic core and CTE program of study. The Task Force recommends strategies designed to: increase the percentage of Maryland graduates prepared for college and career entry; support teachers and guidance counselors in reinforcing the requirements of the 21st Century Global Workforce; strengthen articulation agreements for early college access and transition to college; and provide support for students earning industry certification and licensure.

Theme: Increase access to CTE programs so that all of Maryland's students have opportunities for career preparation and are provided support for successful transition from high school to college and careers.

Each year, nearly half of all high school students participate in CTE programs of study and all students are provided career awareness information. There is strong evidence of the positive impact of CTE programs in terms of advanced career development, technical skill attainment and early college access, however, there remains a negative image of the "old vocational education". In an effort to increase the number of students accessing CTE programs across the state, the Task Force recommends strategies to: increase public awareness of CTE opportunities; strengthen career development implementation; and increase support services so that all students may successfully complete a CTE program of study.

The Task Force recommendations which follow are designed to accelerate the growth of Maryland's Career and Technology Education (CTE) system so that the State's high school students will have access to quality career preparation for high skill, high wage opportunities in the State's infrastructure industries, as well as those industries that will make Maryland a leader in Science, Technology, Engineering and Mathematics (STEM) disciplines and able to support the requirements associated with the Base Realignment and Closure (BRAC) initiatives. The 21st century economy demands that students graduate from high school fully prepared for next steps to begin a career and pursue the continuing learning that today's workplaces demand. The recommendations seek to build on the current strengths of the Maryland CTE system and to fully implement the many initiatives for which Maryland has gained national accolades. They also seek to address the external and internal challenges facing CTE's educators and business partners that surfaced as the result of the Task Force's environmental scanning.

Recommendations

Theme: Expand CTE program offerings to ensure responsiveness to economic and workforce development needs and provide career opportunities for all Maryland students.

Recommendations:

1. **Increase the number of Maryland CTE Programs of Study. Continue working with industry to identify appropriate new Maryland CTE Programs of Study. Complete and fully implement the 48 currently identified Maryland CTE Programs of Study so that a full complement of career preparation programs is offered in each of the 24 local school systems. Ensure alignment with the GWIB's Industry Initiatives.**

   Outcome: By 2012, Maryland CTE programs of study will comprise at least 50% of each school system's total CTE program offerings.

   Rationale: Maryland leads the nation in the redesign of CTE programs required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006. Using the Maryland Career Cluster Framework, MSDE and its business and education partners have identified 48 high school appropriate programs of technical study that allow students to earn college credit and/or industry certification in a career field of interest. CTE programs of study provide the opportunity for students to understand the relevance in completing high school. These programs of study include at least one foundation course, two or more specialty courses, and a capstone course that provides workplace experiences. Curriculum is aligned to Industry standards, instruction applies and extends academic knowledge and skill, and assessments result in industry certification or college credit, or both. Currently, 30 of the 48 planned programs of study are ready for implementation and all school systems are offering at least two state programs of study. This systemic expansion of CTE programs of study will ensure consistent instruction across the state, maximize the efficient involvement of industry partners, and allow for targeted, cost effective teacher professional development.

   Resources Needed: In addition to the current Perkins federal and local funds that support the expansion of CTE, the Governor's budget should include resources for the development of the state programs of study and start-up costs associated with local school system implementation.

2. **Prioritize funding to ensure CTE classrooms and equipment meet industry standards in order to successfully prepare students for industry certification and post high school technical learning.**

   Outcome: By 2011, begin the phase-in of targeted actions to ensure that CTE schools and classrooms are assessed and modernization is underway so that equipment and technology meets industry standards.

   Rationale: CTE programs of study are resource intensive. Equipment, software, instructional materials must be continuously upgraded to allow teachers to provide students with authentic and relevant learning experiences. In addition many CTE programs require additional square footage encompassing both classroom and lab space. This need for additional space is relevant in both CTE centers and comprehensive high schools. Unlike other states, Maryland has no dedicated funding or funding priority to ensure that CTE classrooms are kept current.

   Resources Needed: In addition to the current Perkins federal and local funds that support the expansion of CTE, public/private partnerships are needed as well as additional capital dollars that support industry-standard equipment and new, renovated or expanded CTE facilities.

3. **Establish policy and funding support to increase the number of CTE teachers in critical infrastructure areas.**

Outcome: By 2010, establish an action plan that includes baseline and targets to increase the number of CTE teachers in critical infrastructure areas.

Rationale: CTE programs of study require a teacher that possesses an educational background, pedagogical knowledge, and specialized skill and content knowledge for the specific program of study they will teach. Currently, few of Maryland's institutions of higher education offer teacher preparation programs in CTE areas — especially, for those programs where critical shortages exist. Additionally, the specialized skill and content knowledge that is needed in the classroom is also needed by industry, so education often finds itself in competition with business/industry over the small number of qualified instructors. Therefore, local school systems often rely on recruiting staff from either out-of state or from industry and are challenged to find appropriate professional development opportunities. A solution would be to expand teacher preparation programs, at the baccalaureate level, focused on CTE teachers. Another solution would be focused statewide recruitment and a support system for CTE teachers new to the teaching profession from business and industry. For all CTE teachers, there needs to be extensive and on-going standards-based professional development and leadership preparation for central office personnel and school building leaders in order to ensure that high quality CTE programs are available.

Resources Needed: Establish policy and funding decisions to provide financial incentives for CTE teachers, one of which is tuition credits for teachers as well as their children. Establish policy to facilitate the hiring of adjunct faculty as CTE teachers.

Theme: Ensure academic and technical rigor of CTE programs that prepare Maryland high school graduates for successful transition to college and careers.

Recommendations:

4. Require all students to graduate from high school both college and career ready.

Outcomes: By 2012, sixty percent of CTE students will complete a college preparatory curriculum meeting the credit requirements for admission to the University System of Maryland. In addition, DCTAL will establish baseline and target measures for CTE students participating in higher level coursework including Advanced Placement (AP), college level courses and CTE courses that receive weighted or honors credit in local school systems.

Rationale: In the past, the demands of the workforce often did not require CTE graduates to pursue postsecondary education. Today, however, almost everyone will need some form of education after high school, whether it is employer training, an apprenticeship, a private career school, or a two- or four-year college degree. "Research demonstrates that CTE students have higher grade point averages, increased test scores, higher graduation rates, and increased college and university enrollments when there is an increase in academic course taking within a curriculum integration framework and when CTE students are placed in smaller learning communities" (Brand, 2008, p. 5). By establishing a college-and career-ready diploma, including a college-prep curriculum for all that incorporates Maryland's *Skills for Success* and expands access to higher level academics, students will graduate with the knowledge and skills needed for entry into college and careers as well as the ability to participate in lifelong learning.

Resources Needed: Amend the Code of Maryland Regulations (COMAR) so all CTE students are expected to meet the requirements for admission to the USM. Establish annual targets for increasing the number and percent of CTE students who complete both a CTE program of study and meet the USM admission requirements (dual completer). Establish baseline data for the number and percent of CTE students who receive weighted or honors credit for participating in CTE. Integrate in the data collection system methods to identify and track the number of CTE students who take and pass AP courses. Using Maryland's CTE Programs of Study, develop consistent criteria to assist local school systems in designating CTE courses for weighted or honors credit.

5. Target professional development aligned with Maryland's Teacher Professional Development Standards to ensure high quality instruction to CTE teachers and guidance counselors. Provide CTE administrators with professional development and leadership skills necessary to implement, monitor, and evaluate high quality CTE programs of study.

Outcomes: By 2011, establish baseline and targeted increases of CTE teachers with industry-recognized credentials. By 2012, implement a CTE leadership academy to assist administrators in the continuous expansion, rigor and assess of CTE programs. By 2014, all Maryland CTE Programs of Study will have affiliate partners to provide ongoing professional development.

Rationale: There are few colleges of education in Maryland that have teacher preparation programs for CTE, thus contributing to the shortage of qualified CTE teachers. Often, potential educators are unaware of teaching strategies that employ real-world, project-based and applied learning, which is a cornerstone in CTE instruction. Teacher education programs as well as systemic professional development are needed to increase the pool of qualified teachers. Guidance counselors need current information on CTE to better inform students and parents of the advantages of enrolling and the requirements and expectations of CTE programs of study. As principals and administrators are expected to effectively use data to raise the quality of instruction and CTE program offerings, leadership training and ongoing professional development will be needed for success.

Resources Needed: On-going partnerships with professional organizations, education foundations and colleges (affiliates) to deliver intensive and on-going professional development to strengthen instruction and assessment in Maryland CTE programs of study. Common instructional resources for Maryland CTE programs of study are also needed. This would include using the same syllabus, assigning comparable work and giving the same examinations that are equivalent to courses taught at the postsecondary level or the content assessed through the award of industry-recognized credentials. Also needed are dedicated funds supporting a CTE leadership academy.

6. **Expand statewide program articulation for Maryland CTE programs of study to include opportunities for apprenticeships as well as early college options such as transcripted credit and increase student access and use of articulated credit.**

   Outcomes: By 2010 establish baseline and targets to increase the number of statewide articulation agreements for Maryland CTE programs of study. By 2010 establish baseline and targets to increase the number of students applying for and receiving articulated credit.

   Rationale: Early access to postsecondary education and training has the potential to result in substantial benefits for high school students and their families, particularly for those who may not have initially considered college. New research provides early evidence that dual enrollment programs can help students complete college faster and improve their performance (Hoffman, Vargas and Santos, 2008, p. 7) especially when the course standards are available to high school CTE programs. There is a need for improved systems allowing high school students who complete college-level courses to apply that credit to their postsecondary programs of study. Furthermore, since articulated credit often expires before students can apply it, the timeframes in which to use the credit must be more flexible.

   Resources Needed: Policies are needed for better alignment and transition of students from CTE to postsecondary education as well as a longitudinal data system to track progress. Also needed is a feedback system on student performance from postsecondary to high schools to better prepare future students, especially those who are following a sequential CTE program of study. The feedback should include information on the extent to which articulated credit is applied for and awarded. Provide funds for early college access and ensure students are prepared for postsecondary work through the use of standard college placement tests to allow for remediation while still in high school.

7. **Increase the number of CTE graduates who take and pass industry-recognized credentials.**

   Outcome: By 2010 establish baseline and targets to increase the number of CTE graduates who earn industry-recognized credentials

   Rationale: "CTE leaders are responsible for contributing to the education and preparation of high school students who are academically and technically competent. The measures used to assess student learning through CTE studies must reflect rigorous and relevant content coverage and the psychometric quality necessary for making appropriate judgments about achievement. Policy-makers and educators who are less familiar with the nature of industry-based examinations need assurance that the foundations of science, mathematics, reading comprehension, logic and critical reasoning are embedded in technical examinations. The application of these skills and knowledge to work settings provides significant proof that what is learned in CTE studies has direct and productive relevance to solving real-world problems." (SREB, 2009).

   Resources Needed: There is a need to provide funding to establish regional testing centers to facilitate student access to technical assessments leading to industry certification or licensure. Also needed is a public/private fund to pay the testing fee for CTE students who are near the completion of their program to earn industry-recognized credentials aligned with their CTE program of study. A partnership with industry and government leaders is needed to facilitate a process that yields the results of the technical skill assessments. The data from the assessments will then be used for improved instruction and learning.

Theme: Increase access to CTE programs so that all of Maryland's students have opportunities for career preparation and are provided support for successful transition from high school to college and careers.

Recommendations:

8. **Establish an ongoing marketing campaign to increase public understanding of the Maryland system of CTE, including the full range of value-added opportunities provided for CTE graduates upon completion of a program of study.**

   Outcome: Annually increase CTE student enrollment and completion in Maryland CTE Programs of Study.

   Rationale: Although career and technical education (CTE) has been a part of the public school system since the Smith-Hughes Act of 1917, its focus has changed from one of specific procedural skill development to one that demands the acquisition of academic *and* technical knowledge and skills that can be effectively applied in new and unpredictable situations. Typically, students not considered "college-bound," were "tracked" to these vocational education programs. Despite a change in workplace expectations and requirements, many still perceive CTE as a program of study for those not interested in, or capable of, college level work. CTE, rather than being a barrier to college participation, can now facilitate student success in transitioning to higher education, yet many parents, students, administrators, and policy makers still view CTE as it was in 1917.

   Resources Needed: Resources are needed to develop and implement a public awareness campaign designed to inform, students, parents, legislators, educators, and business people of the value CTE has to offer.

9. **Fully implement Maryland's Career Development standards using resources available from MSDE.**

   Outcome: Every Maryland student has a career plan aligned to the standards that is reviewed on an annual basis.

   Rationale: Maryland's Career Development Framework was created in 2007 and has five standards: Self-awareness, career awareness, career exploration, career preparation, and job seeking and advancement. Part of this model ensures every student completes a four-year high school plan that is updated annually and is informed by the student's interest in college and careers. Implementing this model with the *Skills for Success* – learning, thinking, communication, technology and interpersonal skills, will ensure Maryland's students make sound educational and career choices.

   The career development framework should also include opportunities for students to experience online field trips, career advisories, job-shadowing, work-based learning, mock and actual interviews, and resume writing. Partnering with business and community leaders and postsecondary institutions to expand career exploration opportunities and resources aimed at elementary and middle school students as they learn about careers and CTE programs of study will add to the value and relevance of these experiences. Lastly implementing statewide summer centers focused on CTE related programs will provide students with the opportunity to experience hands-on learning in a variety of high-skill, high-wage career options.

   Resources Needed: Resources are required to provide professional development to local schools systems to implement the career development model. Resources need to be provided to the local school system to hire staff to implement and deliver the career development program. Resources to create and implement the CTE summer centers are also needed for full implementation.

10. **Provide academic, technical and career development support services to CTE students, including those with special needs, to ensure successful completion of a CTE program and transition to college and careers.**

    Outcomes: By 2012, the percent of special needs students who successfully complete a CTE program will meet or exceed the rate of all students.

    Rationale: All students need to benefit from CTE. This includes students with a disability, English language learners (ELL) and those economically disadvantaged. These students may need instructional support to master technical content and prepare for industry certifications.

    Resources Needed: Support collaboration among CTE, Special Education, ELL and other support staff to develop resource materials that differentiate instruction. Expand extended day/extended year CTE classes for students who need additional supports to be successful in CTE programs.

11. **Strengthen the alignment of data collection and reporting to federal and state systems to increase accuracy of information concerning Maryland graduates as they transition to college and the workforce.**

    Outcome: By 2012, complete the integration of Maryland's longitudinal data system (K-12, Higher Education, Teachers, Workforce).

    Rationale: Complete and accurate data are needed to manage the effective implementation of the aforementioned recommendations. Absent a P-20 longitudinal data system and data exchange with the Department of Labor Licensing and Regulation and other research institutions regarding graduate participation in higher education, apprenticeship and employment, it will be difficult to attain the goals of the Task Force.

    Resources Needed: Dedicated and sustained funding needs to be directed toward aligned information management systems and the support for data exchange.

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MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

The Governor's P-20 Leadership Council of Maryland

CTE

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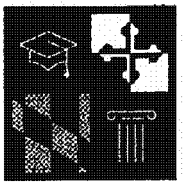

MHEC
Creating a state of achievement

May 20, 2010

Dear Secretary Duncan,

President Obama's call for all Americans to complete at least a year of postsecondary education was warmly greeted by those of us who work in postsecondary education and know how absolutely central this type of education is to the economy and in shaping individual lives. In Maryland, under Governor Martin O'Malley's leadership, we have committed to graduating significantly more students from our two- and four-year colleges and universities so that in 2020, we can lead the nation in leading the world in educational attainment. These goals for higher education are inextricably linked with our PreK-12 educational system. Maryland is fortunate to have a strong public PreK-12 system, which has been making great strides over time in improving student achievement and narrowing achievement gaps. But Maryland is committed to doing better so all children can reap the benefits of great teachers and great schools—and ultimately, great colleges. It is thus with pride and pleasure that I write to support our state's application for Race to the Top competitive grant funds.

This competition coincides with a major P-20 education reform effort underway in Maryland. In his first year in office, Governor O'Malley issued an executive order creating a P-20 Leadership Council that brings together PreK-12 education, postsecondary education, and workforce development partners. Recently added to statute, the Council will soon include four legislators. The priorities of the Council overlap with those of the Race to the Top competition, while pre-dating it. The Council is very interested in how low-achieving schools and districts can be transformed through innovation and strong school leadership, and it has made some relevant recommendations related to principals. Other priorities include improved accountability through improved use of data, aligning standards and expectations, ramping up STEM education, and increasing the production and retention of effective teachers, especially for high-need fields and schools. I identify the Council's priorities to emphasize that while we keenly hope for the opportunity to accelerate our reforms with Race to the Top funds, our state is committed to moving ahead with the work described in our application.

In fact, last March, Governor O'Malley and the P-20 Leadership Council charged a high-level working group called the College Success Task Force. State Superintendent Grasmick and I co-chaired this group, which included representation from all of our public education sectors and four committee chairs from our General Assembly. The group was asked to look at gaps in alignment and at other issues related to success in college; consequently, the group's work includes strategies that span the P-20 continuum. Completed this spring and supported by our many P-20 partners, the task force report clearly dovetails with our Race to the Top application, including recommendations that call for the revision of the State Curriculum, assessments, and accountability system so they will be based on the Common Core State Standards. It also recommends steps to tie professional development and teacher preparation to the new standards to help ensure all students have access to a college- and career-ready curriculum. Less explicit in

this report, but clearly a part of our collaborative P-20 work over the past two years, is our commitment to assisting in developing a statewide technology infrastructure to help inform not only policy but also instruction.

Higher education in Maryland is ready to partner with PreK-12 in implementing reform. As Maryland moves toward common assessments tied to the Common Core, my agency will work with our institutions and our P-20 data team to prepare our statewide data systems and reports to use these assessments. (We also have support for common assessments from institutions in our private sector, which is another indication of our strongly collaborative spirit here.) In the areas of STEM, attracting and retaining great teachers and leaders in Maryland schools, and turning around struggling schools, Maryland institutions of higher education stand ready to help transform our schools through innovative P-20 work.

We are proud of our Maryland reform plan, and we thank you and President Obama for making this grant opportunity available to states. We also thank you for your tremendous leadership in consolidating the national effort to improve education for all of America's students, especially for those who should be served better. The well-being our states and our nation depend on us doing a better job of reaching all of our students. To this end, higher education in Maryland looks forward to working with the Maryland State Department of Education and our other PreK-12 partners to implement the reforms described in this application.

Sincerely,

James E. Lyons, Sr.
Maryland Secretary of Higher Education

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May 21, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

The Maryland Independent College and University Association (MICUA), representing seventeen private, nonprofit institutions in Maryland, supports Maryland's application for a Race to the Top (RTTT) grant and pledges to work with the Maryland State Department of Education, local school systems, institutions of higher education, the business community, and other stakeholders to improve educational outcomes for all students.

Maryland has been a national leader in P-20 partnerships since 1995, when the first K-16 partnership was formed by you, as State Superintendent of Schools, the Chancellor of the University System of Maryland, and the Secretary of Higher Education. This successful partnership fostered an environment of innovation and high achievement through collaboration. In 2007, Governor Martin O'Malley established the P-20 Leadership Council to build on past successes and expand participation to other stakeholders. MICUA and its member institutions have been actively involved in several P-20 efforts to address issues impacting educational access, success, and competitiveness. Dr. Mary Pat Seurkamp, President of the College of Notre Dame of Maryland, and I serve on the Council and numerous MICUA representatives currently serve or have served on task forces, committees, and workgroups to address issues such as college and career readiness; science, technology, engineering, and mathematics (STEM) education; seamless student transfer; and career and technology education, to name a few. In this collaborative environment, all teacher preparation programs at Maryland's public and independent institutions are well aligned with State standards. Maryland's independent colleges and universities pledge to continue this collaborative work to achieve higher levels of student success and participation.

Maryland's independent institutions take pride in their contributions to the State of Maryland in the field of teacher education. MICUA institutions produce 36 percent of all new teacher candidates in the State, and their graduates are recognized as some of the best educators in Maryland. Each year, a plurality of MICUA graduates is selected by local school systems as *Teachers of the Year*. MICUA colleges and universities operate Professional Development Schools (PDS) at 140 local public schools. These PDS programs provide comprehensive internship experiences for future teacher candidates, mentoring for new teachers, and professional development for veteran teachers. Additionally, the deans and directors of teacher education at public and private colleges and universities meet regularly and collaborate with elementary and secondary educators.

Several MICUA institutions offer alternative teacher preparation programs for career changers. Many of these alternative certification programs are offered in the evenings, on weekends, and during the summer, and several are offered in partnership with local public school systems. For example, Goucher College offers a dual certification in special education and elementary and secondary education as an alternative education program in partnership with the Baltimore County Public School System. The College of Notre Dame of Maryland offers an alternative path to teacher preparation through a tri-county program with Calvert County, Charles County, and St. Mary's County public school systems.

While MICUA pledges to work with the Maryland State Department of Education on efforts to expand these alternative paths to teacher education, its member institutions will not deemphasize the critical role traditional teacher preparation programs play in supporting a successful, comprehensive, and integrated system of high-performing schools. The traditional setting of the liberal arts philosophy and approach to undergraduate education is fertile ground for the exceptional teacher preparation programs offered at institutions such as Hood College and Washington College.

The leaders who manage these traditional teacher education programs are often the first to respond to evolving State needs. When the Maryland State Department of Education challenged the higher education community to develop a middle school education program to equip students with the necessary knowledge, skills, and dispositions to meet the unique needs of adolescent learners, Stevenson University was the first to answer the call.

Additionally, MICUA institutions have established innovative programs to improve academic achievement and success for disadvantaged students, such as the Center for Innovation in Urban Education (CIUE) at Loyola University Maryland. The Center is dedicated to supporting scholarship in urban education, proactive work in urban communities, and research of scholars dedicated to confronting the educational, social, and developmental challenges facing urban children and youth. Through collaborations with research scholars, neighborhood

associations, urban schools, and community-based organizations, CIUE aims to improve the educational experience of students in Baltimore.

Many MICUA programs are targeted to students with special needs. For example, McDaniel College partnered with the Maryland School for the Deaf to develop a unique, nationally-renowned program training students to teach the deaf and hearing impaired. Philosophically, the program views deaf students from a bilingual-bicultural perspective, which translates into genuine acceptance of and respect for the language and culture of deaf people. This perspective also defines the program's commitment to provide students with experiences that encourage literacy development and academic achievement. McDaniel currently trains teachers in 13 Maryland counties to work with deaf or hearing impaired children.

In addition, MICUA institutions have numerous programs to meet the needs of students with diverse backgrounds. For example, the Summer Teaching Institute at Washington Adventist University (WAU) offers certification preparation and professional development courses for pre-service teachers and teachers seeking certification and continuing education credits. The program, is designed to provide quality learning experience for students from diverse backgrounds.

MICUA colleges and universities offer several unique programs targeted to students who have special career interests. For example, the Maryland Institute College of Art provides leadership in art education through its nationally recognized Center for Art Education. The Center provides outstanding preparation for teachers of art, integrating hands-on teaching experience with coursework in practice, current theory, and research. Additionally, Johns Hopkins University partners with Dunbar High School to give students opportunities to pursue allied health, medical business, and biotechnology professions through an innovative school-to-career curriculum. The Dunbar-Hopkins partnership responds to the career and employment needs of Dunbar graduates, as well as the health of the surrounding East Baltimore community and the demand for more minority health professionals by the 21st century.

I share these examples to demonstrate the past performance and on-going commitment of Maryland's independent colleges and universities to excellence in elementary and secondary education. We pledge to continue our work with the State to prepare highly effective teachers and principals who will foster an environment conducive to learning. In addition, we commit to work with the Maryland State Department of Education to develop appropriate accountability measures to identify success.

The Maryland application includes a commitment to build a statewide longitudinal data system linking elementary and secondary education and higher education. MICUA supported legislation introduced during the 2010 session of the Maryland General Assembly to establish a longitudinal data system and create an independent P-20 Longitudinal Data System Center with a separate governance structure to build on existing organizational structures and current

technological capabilities. The legislation authorizes private institutions of higher education and private secondary schools to provide student data, but does not mandate participation. It is important to note that MICUA institutions already submit certain student-level data, including enrollment, degree, and financial information, to the Maryland Higher Education Commission and have agreed to add specific elements to link this data with elementary and secondary data.

In conclusion, Maryland's independent colleges and universities have supported many of the efforts that have made the Maryland public school system the top ranked system in the nation, as reported by *Education Week*. Building on this success, MICUA institutions pledge to work with the State to increase the number of highly effective teachers and principals, turn around low-performing schools, boost student achievement, and close achievement gaps. MICUA looks forward to its continuing partnership with the Maryland State Department of Education and other stakeholders on these efforts.

Sincerely,

Tina M. Bjarekull
President

The WALTERS ART MUSEUM
600 North Charles Street
Baltimore, Maryland 21201-5185
telephone 410-547-9000
www.thewalters.org

May 12, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

This letter is to express the Walters Art Museum's enthusiastic support of the Maryland State Department of Education's (MSDE) proposal to the U.S. Department of Education's "Race to the Top Fund" to bring innovative change to Maryland schools.

The Walters reaches more than 34,000 students and teachers annually through its school programs and recognizes the importance of the arts in the lives of school children. The museum makes a concerted effort to ensure the arts are accessible for all students - regardless of background, race, or economic class. The Walters looks forward to working with MSDE's reform plan to actively engage underperforming schools and redesign the process in which Maryland prepares, supports, and evaluates educators and school officials.

MSDE has a proven track record of implementing positive reform in schools throughout Maryland. From revising State Curriculum to evaluating the quality of educational programs, the organization has helped make great strides in student achievement. MSDE is an important partner with school systems and a significant resource for nonprofit organizations such as the Walters.

Sincerely,

(b)(6) [redacted]

Gary Vikan
Director

...helping people win in life!

CELEBRATION CHURCH

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Robbie Davis
Lead Pastor

Dr. Robert S. Davis, Sr.
Covering Bishop

Robin Davis
Deputy Visionary

Larry Walker
Deputy Pastor

Handel Smith
Deputy Pastor

Ernest Davis, Sr.
Deputy Pastor

Craig Thompson
Deputy Minister

Paul B. Haley
Director of Operations

Dr. A. Stephen Turner
Director of Finance & Business Development

May 19, 2010

Nancy S. Grasmick
Maryland State Superintendent of Schools
200 West Baltimore Street,
Baltimore, MD 21201

Dear Dr. Grasmick,
I am writing to express my support for the Maryland State Department of Education's application to participate in the federal Race to the Top grant program. While a condition of the RTTT grant is the establishment of bold and innovative plans for development, implementation, evaluation and improvement of several critical aspects of public education, history shows that our leadership will meet and exceed these requirements. As a pastor of a large church which ministers to hundreds of families in five surrounding counties and Baltimore City I understand how critical a constantly improving education system is to the growth and development of our community. A strong, vibrant and productive community must be established on the foundation and leadership of a world class education system.

The passionate leadership you exhibit making difficult choices propels and will keep our state public school system the "best" in the nation. In almost any performance rated arena, being selected as the best by independent authorities as the "best" is a great honor. Receiving this recognition in consecutive years is a reflection of a system that obviously works to achieve the desired outcome. Your visionary leadership is focused to ensure that Maryland Public Schools provide an opportunity for all children to receive a quality education second to none. The children and families of our great state are very fortunate to have a dedicated leader at the helm as we reshape the vision for the future of public education.

Great leaders are remembered for the legacy they leave for future generations; Dr. Grasmick you have established a legacy of excellence in education which is the envy of education leaders across the country. I have appreciated interacting with you over these past few years because your commitment, caring, and compassion for improving the educational environment for all students is clear. You can depend on me to support efforts to bring millions of federal Race to the Top dollars to our state to enhance education. Some will be resistant to change our approach to education, others will say we haven't gone far enough; please don't be swayed from your vision to keep Maryland the best public education system in the nation, the future of our children depends on it.

Sincerely,

(b)(6)

Lawrence E. "Larry" Walker, Sr.
Deputy Pastor

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Columbia, MD 21045
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www.wininlife.com

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Baltimore, MD 21202-4047

REISTERSTOWN PLAZA CENTER
6764A Reisterstown Road
Baltimore, MD 21215-2306

May 19, 2010

Dr. Nancy Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

Baltimore City Community College (BCCC) is pleased to support the grant application of the Maryland State Department of Education (MSDE) to the United States Department of Education (USDE) for funding through its ***Race To The Top*** (RTTT) initiative. BCCC and MSDE have a long history of collaborations that have worked toward high school graduates being college- and career-ready.

MSDE's vision for reform through the RTTT initiative will strengthen Maryland's nationally recognized system of standards and accountability originally implemented as a result of the 1989 Governor's Commission on School Performance (the "Sondheim Report"). The RTTT funding will allow the MSDE to continue the Sondheim Report momentum by: revising the Pre-K through 12 Maryland State Curriculum, assessments, and accountability to assure that all graduates are college- and career-ready; developing a statewide technology infrastructure that links data elements with tools to promote student achievement; redesigning professional development for teachers and principals; and transforming low-performing schools.

We hope to hear that the USDE favorably reviewed your application. BCCC looks forward to working with you to continue the progress that has been made in school reform.

Sincerely,

Carolane Williams, Ph.D.
President

DEPARTMENT OF DEFENSE
DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT
6490 SAUFLEY FIELD ROAD
PENSACOLA, FLORIDA 32509-5243

IN REPLY REFER TO

1560
Ser 02/0045
May 18, 2010

Dr. Nancy Grasmick
Superintendent
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Grasmick:

I am pleased to support your Race to the Top submission. Troops to Teachers has had a long and successful working relationship with the State of Maryland in recruiting teachers from the armed forces. The Maryland Approved Alternative Preparation Program has supported career changers as they prepare to enter the teaching workforce in many different venues, as well.

In addition, I believe that Maryland with its long history of serious school reform is poised for the next level of accountability. Maryland has made great strides in improving student achievement by utilizing a standard state curriculum, providing extensive "teacher tools," and promoting sound professional development throughout the state held accountable by the Maryland Professional Development Standards. The Race to the Top grant would accelerate Maryland's ability to facilitate a third wave of reform that would further enhance the accountability structure for all professional educators to the benefit of all children.

Troops to Teachers supports Maryland's efforts to revise the State Curriculum, assessments, and accountability system based on the Common Core Standards as well as to build a statewide technology infrastructure to help inform instruction. With Base Realignment and Closure (BRAC) activity a prominent factor to the Maryland economy, families of our military will benefit from a strong educational system that is focused on closing the achievement gap and providing the best possible education for all children.

Thank you for your leadership in this important reform.

If you have any questions or require additional information, please contact me at 1-800-231-6242, extension 3155.

Sincerely,

WILLIAM P. MC ALEER
Chief, Troops to Teachers

STENY H. HOYER
MAJORITY LEADER
5TH DISTRICT, MARYLAND

Congress of the United States
House of Representatives
Washington, DC 20515–6502

May 21, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

I am writing to express my support for Maryland's application for Race to the Top Phase 2. While Maryland is home to the best public schools in the nation, the state remains committed to principles of reform that will further strengthen the public education system and serve as a model for other states to follow.

Maryland would meet the priorities laid out by the department by:

- Revising accountability systems, curriculum and assessments to align with state-developed Common Core Standards;
- Building a statewide technology infrastructure to help instructional practices;
- Redesigning how the state supports and evaluates teachers and principals; and
- Engaging in innovative ways to transform low-achieving schools and districts.

The State of Maryland has worked diligently with local school districts, stakeholders across the spectrum and education advocates to make the case that the state stands ready to lead the country once again. No matter the outcome of this competition, Maryland educators remain committed to the principles outlined in this application. However, I strongly believe based upon Maryland's long history of educational excellence that it represents among the best in terms of its ability to implement initiatives that will benefit students and families.

In closing, I want to reiterate my support for Maryland's application for Race to the Top, and hope you will give full and appropriate consideration to Maryland in this competition.

With warmest personal regards, I am

Sincerely yours,

STENY H. HOYER

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(301) 843-1577
(301) 843-1331 (FAX)

1301 K Street
Washington, DC 20005-3307

May 19, 2010

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Re: Letter of Support for State of Maryland Race to the Top Application

Dear Dr. Grasmick:

We are writing to express strong support for the comprehensive reforms outlined in the State of Maryland's Race to the Top (RTTT) application. We believe that RTTT presents an unparalleled opportunity for Maryland to dramatically improve student performance and outcomes; prepare, develop and evaluate teachers and principals; and implement an innovative approach for transforming low-achieving schools.

We support the strong emphasis on revising the State Curriculum, assessments, and accountability system based on the Common Core Standards and building a statewide technology infrastructure to help inform instruction. We believe the State has identified important and effective initiatives in its RTTT application including developing evaluation frameworks with student growth being a significant component while also expanding professional development opportunities for teachers and principals.

As an Information Technology company, we want to encourage the education community in training a workforce that is capable of being college and career ready with 21st century skills and proficiencies. We are committed to collaborating with the Maryland State Department of Education to help implement these reforms throughout the state. IBM has a long history of supporting education reform in Maryland through its participation on the Maryland Business Roundtable for Education and through our many business and philanthropic activities with the state and local districts.

We look forward to working with the State of Maryland and other stakeholders to implement the initiatives outlined in Maryland's Race to the Top application. Please keep me informed of RTTT progress and any opportunities to assist in the implementation of the RTTT plan.

Sincerely,

(b)(6)

Sally Scott Marietta
IBM Corporate Citizenship and Corporate Affairs Manager, Maryland

MCSN
MARYLAND CHARTER SCHOOL NETWORK
expanding excellence in education

May 26, 2010

The Maryland Charter School Network strongly supports awarding Race to the Top funding to Maryland.

A dollar used to raise student achievement is worth infinitely more than a dollar spent on programs that fail to yield improvement. Maryland does not have a monopoly on education professionals capable of doing the former and avoiding the latter. However, behind the headlines of Maryland's number one Education Week ranking are, as those active in school reform efforts here can attest, education professionals possessed of extraordinary knowledge and adaptability. In that sense, therefore, Maryland public schools are sure to be among the best at leveraging Race to the Top funding into the student achievement gains targeted by the President's initiative.

Someone once joked that not only is education impossible, it is also extremely difficult. In other words, what works and what does not is a matter of endless, difficult to verify conjecture. What stands out in Maryland, given that intrinsic difficulty, is an openness to information about successes and failures. Maryland's public school educators have, to an exceptional degree, an institutional willingness to submit procedures and programs to the discipline of data and to respond to problems, anomalies and trends that new information brings. There is a demonstrated commitment to embrace, fund and build on successes and to address failures.

One of the most interesting accomplishments of Maryland's public school administrators is the support of charter schools that has allowed these autonomous public schools to "go mainstream." Today public charter schools are treated by Maryland policymakers as a permanent and valuable tool for advancing core public school educational goals.

Examples of why include the astonishing, almost too good to be true, success of charter schools in closing the minority achievement gap (in both suburban and urban districts), and the unprecedented level of parent involvement at public charter schools. Although it is more difficult to measure parental involvement than test scores, the almost obsessive determination of public charter schools to draw parents into the educational process is a large contributing factor to several *measurable* categories of success: closing the achievement gap, fewer disciplinary problems, diminished teacher turnover and the proliferation of after school programs.

But hidden further in the background is another gathering success, high levels of job satisfaction among teachers at public charter schools. Several Maryland public charter schools have *no*

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teacher turnover some years, and many have a far lower level of faculty turnover than that of similar, neighboring district-run schools.

While it's fair to say that charter school operators and teachers can claim a fair part of the credit for these successes, they would not have been possible without the ungrudging support of MSDE and many local districts.

Difficult budgetary times require that every public dollar be well and productively spent. The compelling accomplishments of public schools in Maryland, not least of its public charter schools, suggest that our state offers the highest probability of doing so with Race to the Top.

(b)(6)

David Borinsky, President

Maryland Charter School Network