

HOUSE BILL 1326

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4lr3050

By: **Delegate Atterbeary**

Introduced and read first time: February 9, 2024

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

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

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

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

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

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

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

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



Article – Education

1
2 4–142.

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

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

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

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

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

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

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

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

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

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

25 (1) FROM A DIVERSE BACKGROUND; AND

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

28 6–119.

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

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

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

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

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

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

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

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

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

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

29 6–124.

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

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

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

5 (b) Both programs shall:

6 (1) Be:

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

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

9 (iii) Job–embedded to allow for application of knowledge and
10 techniques;

11 (iv) Tailored to program participants using self–diagnostics and
12 school–level diagnostics; and

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

15 (2) Include training on the Blueprint for Maryland’s Future, as defined in
16 § 5–401 of this article.

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

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

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

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

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

28 **(5) A REVIEW OF RESEARCH REGARDING:**

29 **(I) THE BENEFITS TO STUDENTS FROM ACCESS TO**
30 **HIGH–QUALITY AND DIVERSE TEACHERS;**

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

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

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

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

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

9 (i) Building instructional leadership teams;

10 (ii) Implementing career ladders for teachers;

11 (iii) Overseeing teacher induction and mentoring systems; and

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

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

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

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

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

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

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

27 **[(7)] (8)** Lessons in transformational leadership.

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

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

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

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

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

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

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

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

18 (i) School;

19 (ii) Gender;

20 (iii) Race;

21 (iv) Ethnicity;

22 (v) Average length of service;

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

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

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

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

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