

Department of Legislative Services
Maryland General Assembly
2024 Session

FISCAL AND POLICY NOTE
First Reader

House Bill 1326 (Delegate Atterbeary)
Ways and Means

**Primary and Secondary Education - Teachers - Retention and Support Policies,
Guidelines, and Training**

This bill requires each local board of education to adopt a new teacher retention policy. The bill also alters the content required to be included in the teacher support and retention guidelines developed by the State Board of Education (SBE). Consequently, SBE must update the teacher and retention guidelines to reflect the bill's requirements by July 1, 2025. Further, the bill alters the content required to be included in the school leadership training program developed by SBE and the Accountability and Implementation Board (AIB). **The bill takes effect July 1, 2024.**

Fiscal Summary

State Effect: No effect on State expenditures as the changes required for the school leadership training programs reflect work that was completed by the Maryland State Department of Education (MSDE) and a consultant in 2023. Revenues are not affected.

Local Effect: Local school systems expenditures may increase, potentially significantly, to meet the additional requirements for a teacher retention program, costs could include stipends for new and retired teachers, and substitute teachers. Revenues are not affected. **This bill may impose a mandate on a unit of local government.**

Small Business Effect: None.

Analysis

Bill Summary:

Teacher Retention Policy

The goal of a new teacher retention policy is to provide support to new teachers to ensure that they continue to be motivated and retain their passion to teach.

In addition to current requirements, a teacher retention policy must:

- provide new teachers from different schools with regular cohort-based opportunities to share experiences and lessons learned on the job;
- pair new teachers with retired teachers in the county who can serve as a source of support and information;
- survey new teachers on the challenges they face and the climate at their schools;
- provide principals with the resources and support needed to help new teachers succeed in their first years of teaching and to remain teaching at their schools; and
- incorporate the guidelines developed by the State for the Teacher Incentive Program.

In developing and implementing a policy under this section, a county board must prioritize issues faced by new teachers (1) from a diverse background and (2) in schools or subject areas with high rates of teacher turnover.

Teacher Support System Guidelines

In developing guidelines for a teacher support system, the SBE must:

- incorporate research on successful approaches to new teacher retention and keeping new teachers motivated;
- analyze the information provided by the Maryland Educator Recruitment, Retention, and Diversity dashboard to develop strategies to support the most vulnerable teachers;
- examine issues faced by teachers from a diverse background and the policies necessary to preserve a teaching workforce that resembles the diversity of the public school students of the State;
- seek to address the unique needs of teachers in schools or subject areas with high rates of teacher turnover; and
- conduct an assessment of the advisability and feasibility of providing support to local boards of education, including through competitive grants, *professional*

development, and sustained program support, to assist in the development and implementation of a teacher support program.

As under current law, it is the intent of the General Assembly that, if money becomes available, the Governor include an appropriation in the State budget for grants for teacher support programs established in accordance with the guidelines developed.

Current Law:

Teacher Incentive Program

SBE must develop guidelines for an incentive program to encourage public school systems to (1) adopt a teacher support system that provides year-long assistance and support to teachers through a teacher consulting program in which consulting teachers are fully training and apply rigorous teaching standards and (2) improve teacher retention during the first five years of service.

In develop the guidelines, SBE must conduct an assessment of the advisability and feasibility of providing competitive grants to county boards to assist in the development and implementation of a teacher support incentive program.

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

School Leadership Training Programs

MSDE, in collaboration with AIB, must establish separate school leadership training programs for (1) the State Superintendent, local school superintendents, and senior instruction-related staff and (2) members of SBE, members of county boards of education, and school principals.

Both programs must last 12 to 24 months and be:

- cohort-based to encourage collaboration and shared learning;
- job-embedded to allow for application of knowledge and techniques;
- tailored to participants using self-diagnostics and school-level diagnostics; and
- evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act.

Additionally, both programs must include training on the Blueprint for Maryland's Future.

The program for school superintendents and senior instruction-related staff must include specified elements, including, reviewing education in the United States relative to top-performing countries and its implications. The program for board of education members and school principals must include specified elements, including a method for organizing schools to achieve high performance such as building instructional leadership teams.

Diversity Dashboard

By January 1, 2025, MSDE must establish and maintain a Maryland Educator Recruitment, Retention, and Diversity Dashboard. The dashboard must include demographic information and specified key data points. The dashboard must not include any demographic information that could be used to identify specific individuals. By December 1, 2024, and each December 1 thereafter, each local board must report to MSDE demographic and job status information as specified. Each local board must report the information required disaggregated as specified.

Local Expenditures: Local school systems costs depend on current teacher retention and support programs currently operated by local school systems. Two local schools systems advise implementing a program that meets the requirements of the bill increases annual expenditures significantly. St. Mary’s County Public Schools advises costs increase by an estimated \$465,000 annually, which reflects \$8,000 stipends for retired teachers to serve as mentors and \$800 stipends for new teachers to participate in activities. Prince George’s County Public Schools estimates costs of at least \$1.0 million annually. On the other hand, Montgomery County Public Schools advises minimal additional costs.

Additional Comment: MSDE advises that the Maryland Teacher Induction workgroup compared current Maryland induction guidelines to national best practices, recommended guidelines for induction based on evidence-based practices, and identified specific resources and assistance required for local school systems to implement a robust induction program based on the recommended guidelines. The final product of the workgroup was new regulations, intended to replace the Code of Maryland Regulations (COMAR 13A.07.01) Comprehensive Teacher Induction Program. The regulations have been written and will enter the promulgation process.

Additional Information

Recent Prior Introductions: Similar legislation has not been introduced within the last three years.

Designated Cross File: None.

Information Source(s): Maryland State Department of Education; Montgomery County Public Schools; Prince George's County Public Schools; St. Mary's County Public Schools; Department of Legislative Services

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