New Teacher Center's 2016 Review of State Policies on New Educator Induction provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

State Policy Review: New Educator Induction
Maryland

1. **Educators Served**

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

Maryland requires each local school district to “establish and maintain a comprehensive induction program for all new teachers.” ‘New teacher’ means a teacher who is new to the profession or a veteran who is new to the district. All teachers new to the profession are required to participate in induction activities “until they receive tenure.” The probationary period for teachers new to the profession encompasses their first three years. Veteran teachers, in their first year of teaching in a district, must participate in induction as well. [COMAR 13A.07.01.03; 13A.07.01.04; and 13A.07.01.05]

State regulations require each local school district to operate a “comprehensive induction program for new principals.” All beginning principals and those new to local school system must participate in induction activities for one year. Such programs must be differentiated based on the needs of the individual principal and must include [COMAR 13A.07.10]:

- A locally designed orientation program for all principals new to the principalship and/or local school system;
- Ongoing support from a mentor; and
- Appropriate levels of staffing to plan and coordinate all induction activities.

2. **Mentor Quality**

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State policy requires mentors to [COMAR 13A.07.01.06]:

- Demonstrate knowledge of adult learning theory and peer coaching techniques;
- Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee;
- Hold an advanced professional certificate and be rated as a satisfactory or effective teacher or be a retiree from a local school system who was rated as a satisfactory or effective teacher; and
- 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.

3. **Time**

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy requires school districts, as part of their comprehensive teacher induction program, to establish “a cadre of full-time or part-time mentors to support teachers during their comprehensive induction period.” In addition, state policy allows mentors to be assigned school-level administrative duties “only on an emergency basis.” [COMAR 13A.07.01.06]

To the extent practicable, given staffing and fiscal concerns, local school systems should consider providing first-year teachers with “a reduction in the teaching schedule” and/or “a reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support.” [COMAR 13A.07.01.05]

4. **Program Quality**

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers, and encourage the participation of beginning educators in a learning community or peer network.

Each local school system shall establish and maintain a comprehensive induction program “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.” [COMAR 13A.07.01.04] The content and structure of the program should align with the Maryland Teacher Profes-
New Teacher Center

State Policy Review: New Educator Induction / Maryland

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal induction program standards, but in April 2010 the Maryland State Board of Education (MSBE) adopted a comprehensive induction program regulation. The purpose of the 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."

Local induction programs must reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. They must be aligned with the Maryland Teacher Professional Development Standards. State regulations establish the components of an induction program, but allow local school systems to build on their current programs. A comprehensive new teacher induction program must include: (1) An orientation program; (2) Support from a mentor; (3) Observation and co-teaching opportunities; (4) Professional development; (5) Formative review of new teacher performance; (6) Induction program staff; (7) Participation by all new teachers; (8) Reduced workloads for new teachers and mentors (to the extent practical, given fiscal and staffing concerns); and (9) An evaluation model. [COMAR 13A.07.01]

State law requires the Maryland State Department of Education (MSDOE) to "develop guidelines for the establishment of comprehensive induction programs for new teachers employed by hard-to-staff schools. The guidelines must include provisions about: (1) Mentoring; (2) Professional development training and support; (3) Eligibility criteria for teachers to participate in the program; (4) Standards to determine which schools are considered hard-to-staff schools. [MGA Statutes § 6-117]"

State law requires the Maryland State Board of Education to "define the scope of a mentoring program and professional development that will be aligned with the 3-year probationary period." In addition, the State Board must "establish standards for effective mentoring, including provisions to ensure that mentors provide mentoring that is focused, systematic, ongoing, of high quality, geared to the needs of each employee being mentored, and includes observations and feedback." [MGA Statutes § 6-202]

State law also requires the MSBE to "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 trained and apply rigorous teaching standards; and (2) Improve teacher retention during the first five years of service." [MGA Statutes § 6-119]
State Policy Review: New Educator Induction / Maryland

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

Maryland does not provide dedicated funding to support local educator induction programs, but does provide resources through its state funding formula.

Maryland’s education funding system is based on providing adequacy and equity of resources to its 24 local school systems. It does not utilize categorical funding, but rather provides local school systems with programmatic flexibility to apply state funding as needed. However, with this state funding, all local school systems are accountable to meet all statutory and regulatory requirements. Beginning in the 2009-2010 school year, new teacher induction became a regulatory requirement. Local school systems are required to meet this regulatory requirement using resources provided through the state’s school funding formula.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

State policy requires all new teachers to participate in induction activities until they receive tenure. There is a three-year-long probationary period of employment for teachers new to the profession. [MGA Statutes § 6-202]

Teachers moving from a Standard Professional Certificate I (initial license) to either a Standard Professional Certificate II or an Advanced Professional Certificate must, among other requirements, present verification of a minimum of three years of satisfactory school-related experience. Therefore, teachers must have completed their induction activities prior to moving from an initial license to a higher-level professional license. [COMAR 13A.12.01.06]

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

State policy requires local school districts to evaluate the effectiveness of the comprehensive induction programs and use the Maryland Teacher Professional Development Evaluation Guide as a resource for developing an evaluation model. [COMAR 13A.07.01.07]

The model must address:
- The components of the comprehensive induction program, including the extent to which they are coherent, coordinated and implemented as planned or not;
- Participating teachers’ perceptions of the adequacy, relevance, and usefulness of all elements of the induction program;
- The extent to which all participating teachers demonstrate mastery of the teaching standards used by local school systems; and
- Participating teacher retention and attrition during the first 5 years after their initial teaching assignment.

State regulations require local school systems to include their comprehensive induction program report in their Bridge to Excellence Master Plan Annual Update to the MSDOE. The report must include:

A. A description of the local Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Locals have the option to include local Action Plans and TELL Maryland survey data.

B. Data regarding the scope of the mentoring program, including the number of probationary teachers and the number of mentors who have been assigned. Also, the breakdown of mentors’ roles: (1) Full-time mentors (mentoring is their full-time job); (2) Part-time mentors (Mentoring is their part-time job); (3) Retirees (Mentoring is done by retirees hired to mentor); and (4) Full-time teachers (Teaching is their full-time job and they mentor). [COMAR 13A.07.01.09]

C. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

The state does not have formal standards for teaching and learning conditions. However, the state has worked with New Teacher Center (NTC) since 2009 to administer the Teaching, Empowering, Leading, and Learning (TELL) Maryland survey, a statewide online survey of school-based, licensed educators and designated education support personnel. The survey includes questions regarding: community engagement and support, teacher leadership, managing student conduct, use of time, professional development, facilities and resources, instructional practices and support, and new teacher support.
The TELL Maryland survey was administered for the first time in 2009 and biennially in 2011, 2013, and 2015. The Comprehensive Teacher Induction Program, adopted by the MSBOE in 2010, was prompted by results of the first TELL Maryland survey which revealed discrepancies between policy requirements and actual assistance provided to new teachers. Over the years, TELL Maryland data has been integrated into professional learning for mentors as well as school and district level administrators. Survey data has been utilized to inform the design and evaluation of school and district improvement plans. The state has also used TELL Maryland data to evaluate new teacher support throughout the state which has led to stronger state policies and notable improvements in the receipt of induction assistance and mentoring support for new teachers. The TELL Maryland initiative is incorporated in the state’s continuing budget.

**Links**


Maryland State Board of Education Regulation – Comprehensive Teacher Induction [COMAR 13A.07.01]: [http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01](http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01)


Teaching, Empowering, Leading, and Learning (TELL) Maryland - [http://www.tellmaryland.org](http://www.tellmaryland.org)

*The Maryland State Department of Education has reviewed this state summary.*

*This information is accurate as of January 2016.*