

*Pamela Callahan, University of Maryland, Colle*

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| Page(s)<br>from <a href="#">HB 1300</a> | Legislative Language  | Maryland Commission On<br>Innovation & Excellence in<br>Education Report (2019)  |
|---|---|--|
| 110                                     | <p>“When The Accountability And Implementation Board Established Under § 5-402 Of This Article Determines That The Career Ladder System Under Subtitle 10 Of This Title Is Well Established Throughout The State, Mentor Teachers Will Selected For This Role Will Be Selected Using Criteria From The Career Ladder System.”</p> | <p>“Districts will draw their mentor teachers for induction programs and teacher training practicums from their track.” (p. 63)</p>  |
| 116                                     | <p>Boards of Education and school principals will implement a teacher career ladder as one of the strategies for “organizing schools to achieve high performance”</p>   | <p>“...Districts and unions are free to implement a wide variety of designs (including determining pay scale, roles for teachers within schools, the process for grandfathering in teachers, and process for posting and hiring for needed positions) as needed as part of collective bargaining, provided they remain within the design parameters outlined by the State, or they risk losing out on State funding...” (p. 69)</p> <p>“...Although individual bargaining units may have different salary scales (and salary sublevels within each rung of the ladder, if needed), the State expects that moving up each level in the career ladder will result in at least a minimum pay increase as defined in the State framework...” (p. 68)</p> |
| 122                                     | <p>According to the definition of teacher used in the</p>   |  |

legislation, the term teacher does not apply to the following positions: curriculum specialists, instructional aides, attendance personnel, psychologists, social workers, clerical personnel, an individual with a resident teacher certificate, an individual with a certification for career professional

123 Deadline for implementing the career ladder in each district: July 1, 2023

140 Teachers are encouraged to obtain an NB <sup>ca</sup> arsi



the state

make it equitable with other highly trained professions with comparable education requirements" (p. 20).

123

Attract high-performing students to pursue the high-status teaching profession

"Raising the standards and status of the teaching profession, including a performance-based pay system, and salaries comparable to other fields with similar education requirements" (p. 3).

"The State will have to substantially raise its standards for entering the profession of teaching, provide strong incentives for high-quality high school graduates to choose teaching, make a special effort to make sure that students reflect the diversity of the state, and ensure that the teaching profession is a viable career option for all students."



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| 124     | Adequately compensate professional teachers for their work   |   |
| 124     | Support and encourage teachers working in teams to systematically improve schools and curricula  | "...they work in teams pooling their expertise as they create first-rate lessons..." (p. 51)              |
| 124-125 | Provide teachers with the opportunity to identify and work with students who need extra help, including by providing teachers time during the school day to take on those pursuits | "... to increase the amount of time available for teachers to tutor students who need intensive help need |

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125

"Is a state certified teacher"

"The first two





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|  | tutoring students who need additional help, working with the most challenging students, working with students living in concentrated poverty, leading or participating in professional learning |  |
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| 125  | "An NBC Teacher"   |  |
| 125  | If there is no assessment comparable to NBC for the Teacher's Subject Area, a teacher with a Master's Degree in the teacher's Subject Area   | "...Teachers for whom there is not an assessment comparable to NBC in their subject area may earn a master's degree/30 credits in an approved program of study..." (p. 63) |
| 126  | Active NBC required to remain at this level  |  |
| 127  | Teach in the classroom on average 60% of the teacher's working time  |  |
| 127-128  | Spend the remaining time on other teacher activities: improving instruction, identifying working with, and tutoring students who need additional help, working with the most challenging students, working with students living in concentrated poverty, leading or participating in professional learning |  |
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| 126  | A teacher on the teacher leadership track in the following tiers:<br>Lead teacher (p. 126)<br>Distinguished teacher (p. 126)<br>Professor Distinguished Teacher (p. 126) | "There will be three levels on the Teacher Leadership Track: Lead Teacher, Master Teacher, and Professor Master Teacher." (p. 63) |

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teachers and leading workshops and demonstrations at the school level..." (p. 64)

130 Spend the remaining time on other teacher activities: mentoring newer teachers, mentoring struggling teacher, mentoring teachers who are pursuing NBC "...responsible for designing the school's induction program for new teachers and mentoring new and struggling teachers..." (p. 55)

131 Leading workshops and demonstrations at the school level "...leading workshops and demonstrations at the school level..." (p. 64)

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130 When a lead teacher position becomes available in a county: Priority shall be given to teacher who have experience in schools that: reflect the racial and ethnic diversity of the state or have received a grant under 5-223

130 Distinguished teachers, professor distinguished teachers, and in cases of limited distinguished/professor distinguished teachers lead



“...these teachers will teach roughly 40% of their working hours and spend most of the additional time mentoring Lead Teachers and reading workshops and demonstrations at the school and district level...” (p. 65)

132 Spend the remaining time on activities such as: mentoring lead teacher and leading workshops and demonstrations at the school and district level

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131 Priority will be given to teachers with experience teaching in classrooms and leading teams of teachers in schools that: reflect the racial and ethnic diversity of the state or have received a grant under 5-223

132 Professor distinguished teachers (and if necessary due to number of available distinguished teachers in so

publications of research





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|     | the position at the next level; and (iii) there is an open position at the next level.  |  |
| 138 | Promotion up the career ladder is not guaranteed  | "Because promotion happens only when there is an opening for the position in question, promotion is not guaranteed." (p. 68) |
| 139 | In choosing a candidate for an open position in the career ladder, consideration shall be given to the candidate's experience in schools that represent the demographic and economic diversity of the school system |  |
| 139 | As a teacher moves up the career ladder and receives positive effective evaluations, the teacher shall be given increased authority, responsibility, and autonomy for making school-level decisions.                | "Effective teacher evaluation systems that provide rigorous, reliable, and relevant feedback for educators is key." (p. 73)  |
| 139 | Movement from one level or tier to a higher level or tier shall result in a salary increase consistent with § 6-1009 of this subtitle   |  |
| 139 | A teacher may move from one track of the career ladder to a different track with the approval of the principal of the school in which they teach.   | "Teachers can move between tracks with approval from their principal." (p. 68)   |

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| 126  | Time release: Percentage of time spent teaching will be effective for 8 years beginning July 1, 2025  |  |
| 127  | Priority for time release will be phased according to the following criteria:<br><ul style="list-style-type: none"> <li>Newly licensed, teachers especially those in low-performing and/or schools with a high concentration of students living in poverty</li> <li>Teachers in schools that are low-performing</li> <li>Teachers in schools with a high concentration of students living in poverty</li> </ul> |  |



Teachers in schools exhibiting large  
achievement gaps between students are not better

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143 -144

Beginning on July 1, 2021, teacher salary increases  
associate with the career ladder shall at a minimum  
include the following:

Becoming an NBC teacher - \$10, 000 salary  
increase

An NBC teacher teach

Earning a third maintenance of NBC - \$6, 000  
increase

144 If a teacher is eligible



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|     |   | Standards and include a peer assistance and review model". (p. 73)  |
| 146 | Include a peer assistance and review model  | "An effective system must be aligned with the five core propositions of the National Board for Professional Teaching Standards and include a peer assistance and review model". (p. 73)   |
| 146 | Define the system's expectations for an evaluator's level of skill and knowledge  | "It must include defined expectations of what evaluators must know and be able to do; calibrated methods to measure performance; and personalized feedback that is aligned with individual strengths, needs, and contexts". (p. 73) |
| 146 | Included a calibrated method to measure performance and to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context | "...Movement up the ladder is a function of performance and experience, (i.e. knowledge (experience   |



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| 93  | Monitor public schools and local school systems to ensure that sufficient numbers of teachers are participating in the career ladder and achieving NBC  |  |
| 105 | Trends in the rates at which teachers are acquiring the credentials needed to advance up the career ladder, established under title 6, subtitle 10 of this article, including national board certification and higher steps on the ladder | “...trends in the rates at which teachers are acquiring the credentials needed to go up the new career ladders, including National Board Certification and higher steps on the ladder...” (p. 131) |
| 105 | Trends in the distribution of teachers along the steps of the career ladder   | “...trends in the distribution of teachers along the steps of the new career ladder...” (p. 131)   |

A review of HB 1300 in conjunction with the Maryland Commission on Innovation & Excellence In Education January 2019 Interim Report offers district leaders a set of guidelines for establishing a teacher career ladder in their public school systems. It is clear from the alignment above that the language of HB 1300 stems from the goals and designs put forth by the Commission in the Interim Report, therefore the two documents taken together offer rich context regarding the legislative requirements for the creation of teacher career ladders. As district leaders draft and implement a teacher career ladder they will also notice that the goals of the Interim Report offer