

An architectural blueprint of a building floor plan is shown with a wooden ruler placed diagonally across it. The blueprint includes various rooms and corridors, each labeled with a number in a box. The ruler is marked in inches and centimeters. The text 'The Blueprint for Maryland's Future' is overlaid in large white letters, followed by 'Update for the Calvert County Blueprint Committee' in slightly smaller white letters.

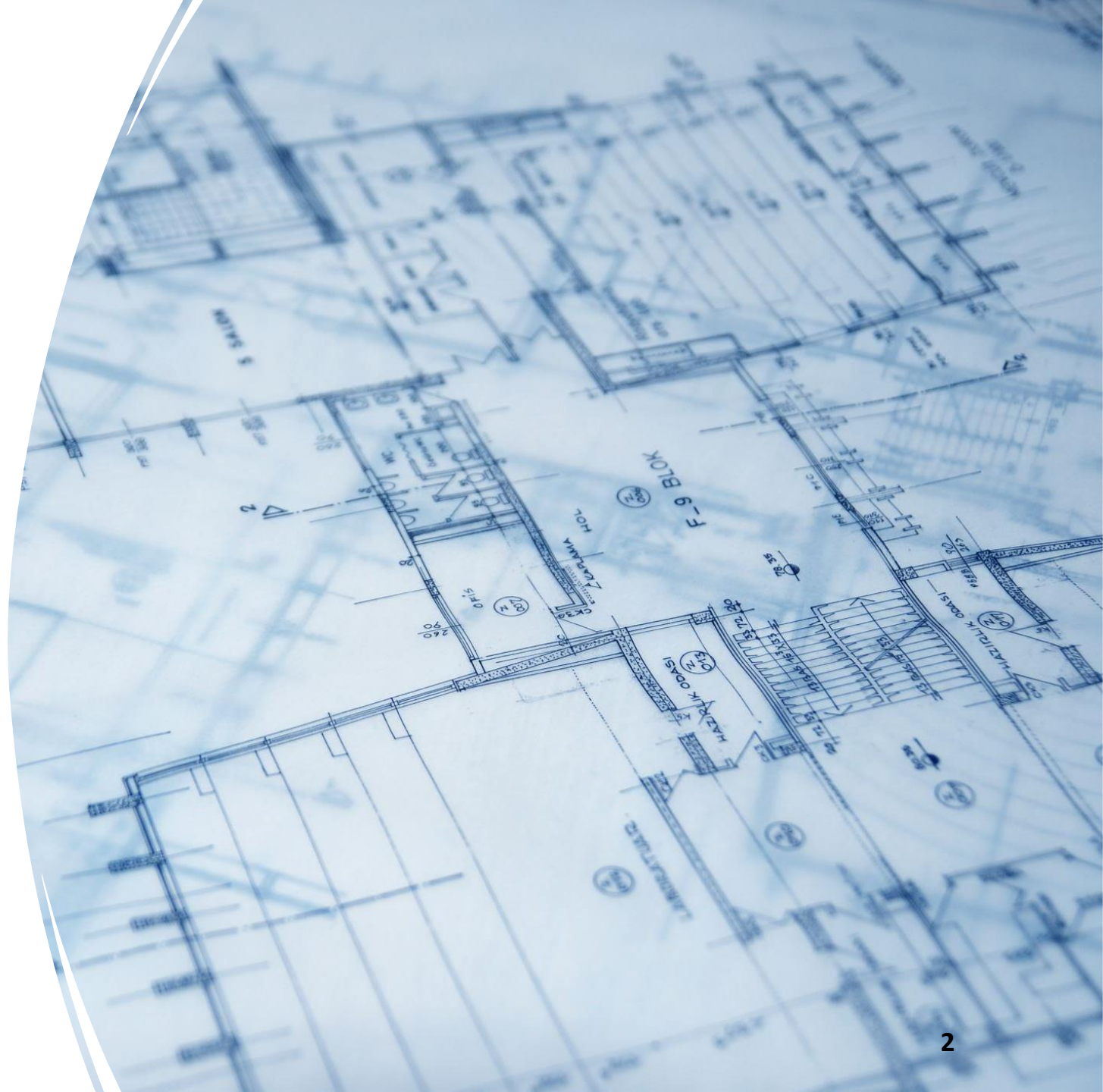
# The Blueprint for Maryland's Future Update for the Calvert County Blueprint Committee

May 4, 2022

# Agenda

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- Introductions
- Charge for Calvert County Blueprint Committee
- Overview of the Blueprint for Maryland's Future
- Next Steps



# Calvert County Blueprint Committee Charge

Serve in an advisory capacity for the  
BOCC and BOE

Share information about the Blueprint  
with the community

Receive input from the community  
regarding the Blueprint

# Blueprint Overview

- Beginning in 2016, the Maryland Commission on Innovation and Excellence in Education began working under the leadership of Dr. William E. Kirwan
- The Commission's work became the basis for ***The Blueprint for Maryland's Future***
- HB 1300
  - Approved by MD General Assembly in 2020
  - Vetoed by Governor in 2020
  - Overridden by MD General Assembly in 2021
- HB 1372
  - Approved by MD General Assembly in 2021
  - Served to amend the timelines originally found in HB 1300 and add legislation regarding student learning loss due to the pandemic



# Goals of the Blueprint

To transform Maryland's early childhood, primary and secondary education system to the levels of high performing systems around the world

Establish a career ladder system for educators composed of levels through which teachers may progress and gain certain authority, status, and compensation as they gain certain expertise

# Accountability and Implementation Board

- Seven-member Board to be appointed by the Governor
- Responsible for the implementation and evaluation of outcomes under the Blueprint
- Authority to adopt regulations and has broad oversight of funding, reporting, and accountability
- Final authority in cases where there is a conflict between AIB policy and other entities under their authority



# Maryland State Department of Education (MSDE)

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Responsible for assisting in the  
implementation of The Blueprint

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Established Office of Strategic Planning  
and Continuous Improvement

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Scheduled monthly meetings with  
Implementation Coordinators (The  
Hub)

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Provide technical assistance on plan  
development

# Expert Review Teams

- MSDE will develop and supervise Expert Review Teams which will consist of teachers in leadership positions to be responsible for direct contact with schools to determine the extent to which the Blueprint is being implemented
- Visits will be prioritized for schools with the lowest performing students
- All schools will be visited at least once by FY31



# Curriculum & Assessments

- MSDE will develop curriculum standards and resources for each subject at each grade level that build in sequence, including course syllabi, sample lessons, sample student work, and curriculum units aligned with the course syllabi
- The State Board will establish a system of assessments to ensure students are acquiring knowledge contained in the prescribed curriculum standards in English, math, science, and history or social studies. These assessments will be used to identify low-performing schools



# Five Policy Areas for The Blueprint

Early childhood development and education

Preparation of high-quality and diverse teachers and leaders

Rigorous college and career pathways

Funding to ensure all students are successful

Effective governance and accountability



# Early Childhood Education



- The availability of full-day slots for prekindergarten will be expanded through the use of publicly funded local school programs with the addition of private providers in the community
- MSDE will be responsible for distributing funding to each private prekindergarten provider based on income tiers for students' families
- Local school systems must work with private providers to address transportation needs of eligible prekindergarten students
- Private providers must be licensed in Maryland and must enter into an MOU with the local school system
- Teachers and assistants employed by private providers meet certain qualifications
- All prekindergarten provider programs will include structural elements that are evidence-based and recognized nationally



# Kindergarten Readiness Assessment

- Beginning school year 22-23, a racially and culturally unbiased statewide kindergarten readiness assessment will be administered to all incoming kindergarten students with the purpose of measuring school readiness and early detection of learning challenges
- The assessment may include:
  - Language and literacy skills
  - Academic knowledge in math, science, and social studies
  - Physical development
  - Social development
- Assessments are encouraged to be administered during the summer months with remaining portions during the school year

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# Educator Career Ladder

- Each county must implement a career ladder on or before July 1, 2024 that satisfies the Blueprint requirements
- The career ladder must
  - Provide for compensation of teachers
  - Support and encourage collaboration
  - Provide extra time outside the classroom for teachers to work with students who need additional support
  - Provide extra time outside the classroom for increased job embedded professional development for teachers



# Educator Career Ladder

Level Four A-3 NBC holder and designated as Professor Teacher		
Level Four A-2 NBC holder and designated as Distinguished Teacher		Level Four B-2 Distinguished principal
Level Four A-1 NBC holder and designated as Lead Teacher		Level Four B-1 Licensed principal
	Level Three NBC, or Master's degree (if no NBC in subject area), or Assistant Principal	
	Level Two Certified teacher pursuing a Master's degree, or 30 credits approved by MSDE, or NBC	
	Level One Certified teacher	

# Levels on Educator Career Ladder

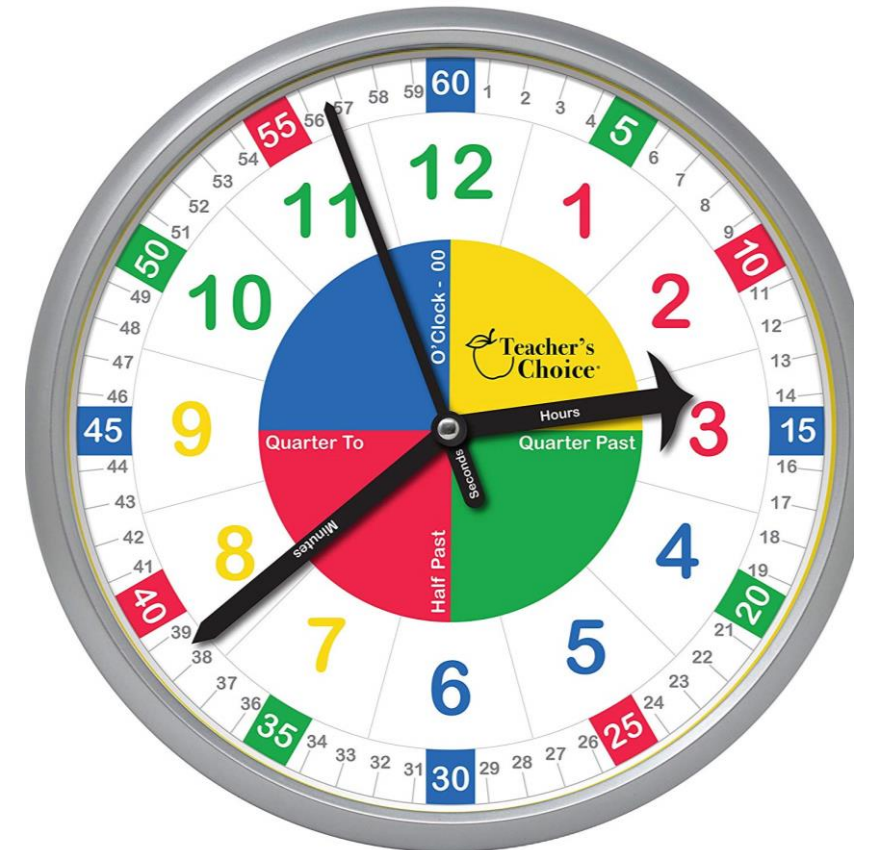
- The career ladder must include (at a minimum) salary increases for teachers who:
  - Become a Level Three Nationally Board Certified (NBC) Teacher (\$10,000)
  - Become a Level Four Lead Teacher (\$5,000)
  - Become a Level Four Distinguished Teacher (\$10,000)
  - Become a Level Four Professor Distinguished Teacher (\$15,000)
  - Become a Level Four Distinguished Principal (\$15,000)
- A Level Three NBC Teacher teaching at a low-performing school as identified by the local school system will receive a \$7,000 salary increase
  - The school system must strive to place NBC teachers throughout the county, prioritizing low-performing schools
- All teachers hired on or after July 1, 2024 will be placed on the Educator Career Ladder
- Effective July 1, 2026, the starting teacher salary will be a minimum of \$60,000



# Time in the Classroom (1 of 2)

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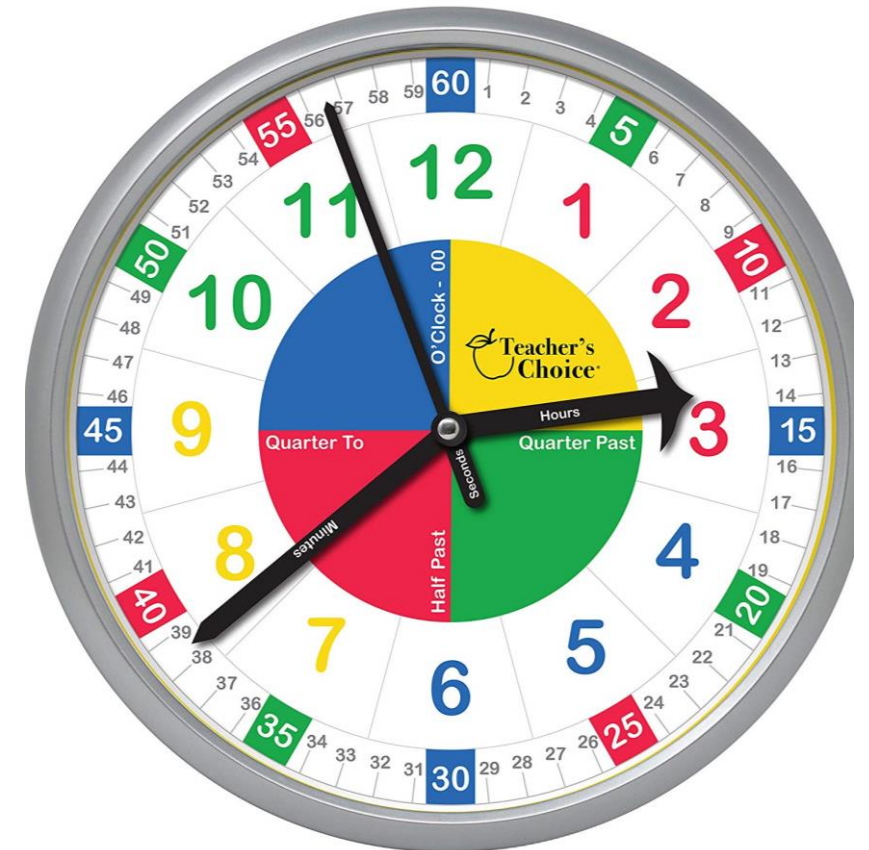
- Beginning July 1, 2025, the percentage of time a teacher spends in the classroom will be reduced in phases over an 8-year period as specified by the county board and approved by the Accountability Board
  - Level One, Two, or Three – teaches on average 60% of time with balance on identifying and working with students needing additional support
  - Level Four Lead Teacher – teaches on average 50% of time with balance on curriculum improvement, teaching technique and evaluations
  - Level Four Distinguished Teacher – teaches on average of 40% of time with balance on mentoring lead teachers and leading professional development across the school/district



# Time in the Classroom (2 of 2)

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- Level Four Professor Distinguished Teacher – teaches on average 20% of time with balance on instruction in higher education, mentoring new teachers, and leading professional development across the state
- Level Three Assistant Principal – teaches at least 20% of time with balance on other teacher activities such as setting priorities for departments and fulfill specialized roles such as head of professional development
- Level Four Administrator – Licensed and Distinguished Principals encouraged to teach at least 10% of time with balance on school administration



# What Is National Board Certification?

## Five Core Propositions of NBC

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.



# NBC Certification Process

**NBC candidates must successfully complete four components:**

- Component 1: Content Knowledge (assessment)
- Component 2: Differentiation in Instruction (portfolio)
- Component 3: Teaching Practice and Learning Environment (portfolio)
- Component 4: Effective and Reflective Practitioner (portfolio)

❖ **The cost of each component is \$475.00**

❖ **Each registration is \$75.00 per year while completing NBC**

# NBC in Calvert County

- CCPS currently employs less than 20 teachers with NBC
- Those NBC teachers as defined by The Blueprint will receive a \$10,000 salary increase beginning July 1, 2022
- In October 2021, CCPS presented an NBC info session for interested teachers
- Approximately 90 teachers expressed an interest in pursuing National Board Certification

# Five Policy Areas for The Blueprint

Early childhood development and education

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# Career and Technical Education Committee

- A newly established CTE Committee consisting of MD employers, industry/trade associations, labor organizations, agricultural industry, CTE Programming, and community colleges will be under the oversight of the AIB
- Committee duties will include developing a statewide framework determining occupational skill standards, setting content qualification and recruitment standards for CTE instructors, determining programs to count towards high school graduation requirements, develop yearly goals for local school systems, maintain oversight of budgets and progress under Blueprint goals related to workforce development, and adopt regulations



# Gifted and Talented

- Beginning school year 22-23, a gifted and talented student in middle school, grade 9, or grade 10 may meet the college and career readiness standard
- Local school systems will develop accelerated pathways for gifted and talented students to meet College and Career Readiness



# Tracking Student Performance

- In school year 21-22, each school system will implement a grade 9 tracking system to measure each student's progress toward graduating on time, including credit accumulation and number of semester core course failures
- Each county board will report the data collected to MSDE
- Beginning school year 21-22, students will be assessed no later than grade 10 by a method approved by the State Board in order to measure a student's ability to be successful in entry-level credit bearing courses or postsecondary education at community college
- Middle and high school students not progressing in a manner that would predictably result in meeting CCR by grade 10 will be enrolled in an extended curriculum with alternative student-specific approaches



# Five Policy Areas for The Blueprint

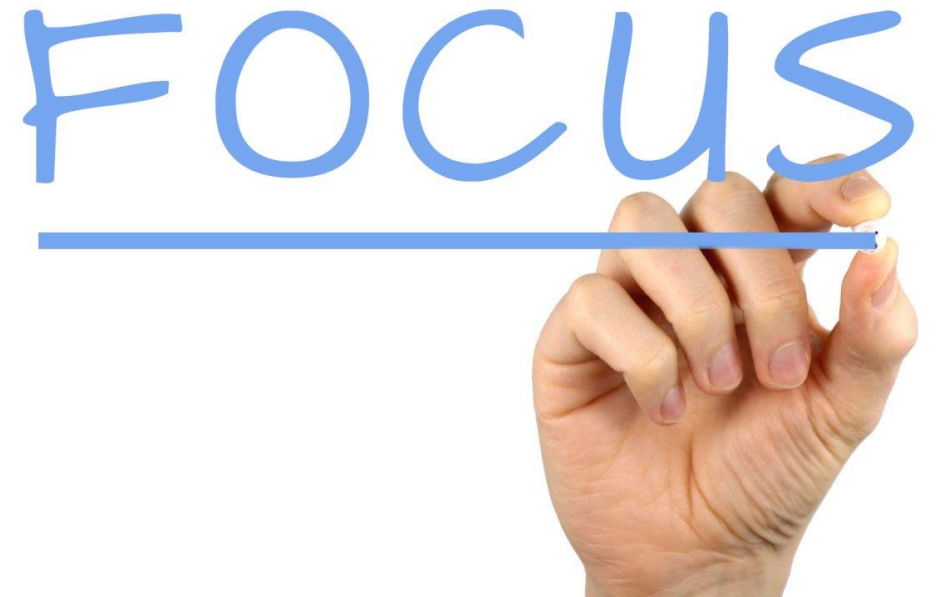
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# Behavioral Health Services

- Beginning November 1, 2022, each school system must report to the AIB, Governor, and General Assembly on a plan to enhance and expand behavioral health services availability to:
  - Enhance and expand school behavioral health service availability to ensure all students have some exposure and access to behavioral health programming and services
  - Ensure that schools without a school-based health center will organize response plans to connect all students to community-based behavioral health and other services
- All certificated personnel who have direct contact with students on a regular basis will be required to complete additional training including recognition of student behavioral health issues and recognition of trauma or violence



# Other Services and Requirements

- **School-Based Health Centers** – funds available to maintain or establish school-based health centers
- **Family Support Centers** – funds available to establish centers to support families and parenting skills
- **English Learners Workgroup** – new workgroup to study and report on data regarding English learners, services and accessibility, methods of teaching, and recommendations for improvement
- **COVID** – local school systems must take measures to mitigate learning loss due to COVID
- **Hiring Practices Report** – each system must evaluate hiring practices regarding diversity and report findings
- **Leadership Training** – MSDE to develop school leadership training programs on best practices
- **Data Verification** – MSDE will be required to verify data with local systems prior to public release

# FY23 Implementation Timeline (1 of 2)

- July 1, 2022 PreK slots provided by eligible private providers account for at least 30% of the total PreK slots
- July 1, 2022 Tier 1 (new threshold) for full day children 3 or 4 years old may be enrolled
- July 1, 2022 LEA's to establish MOU with each eligible private provider
- July 1, 2022 Eligible NBC teachers shall receive \$10,000 salary increase
- July 1, 2022 LEAs submit hiring report findings and proposed changes
- Sep. 1, 2022 LEA's submit 9<sup>th</sup> grade tracker report to measure each student's progress toward graduating on time
- Sep. 1, 2022 MSDE criteria for local implementation plans due
- Oct. 10, 2022 LEA's administer statewide kindergarten readiness assessment to all incoming kindergarten students
- Nov. 1, 2022 LEAs report on plans to enhance and expand behavioral health services

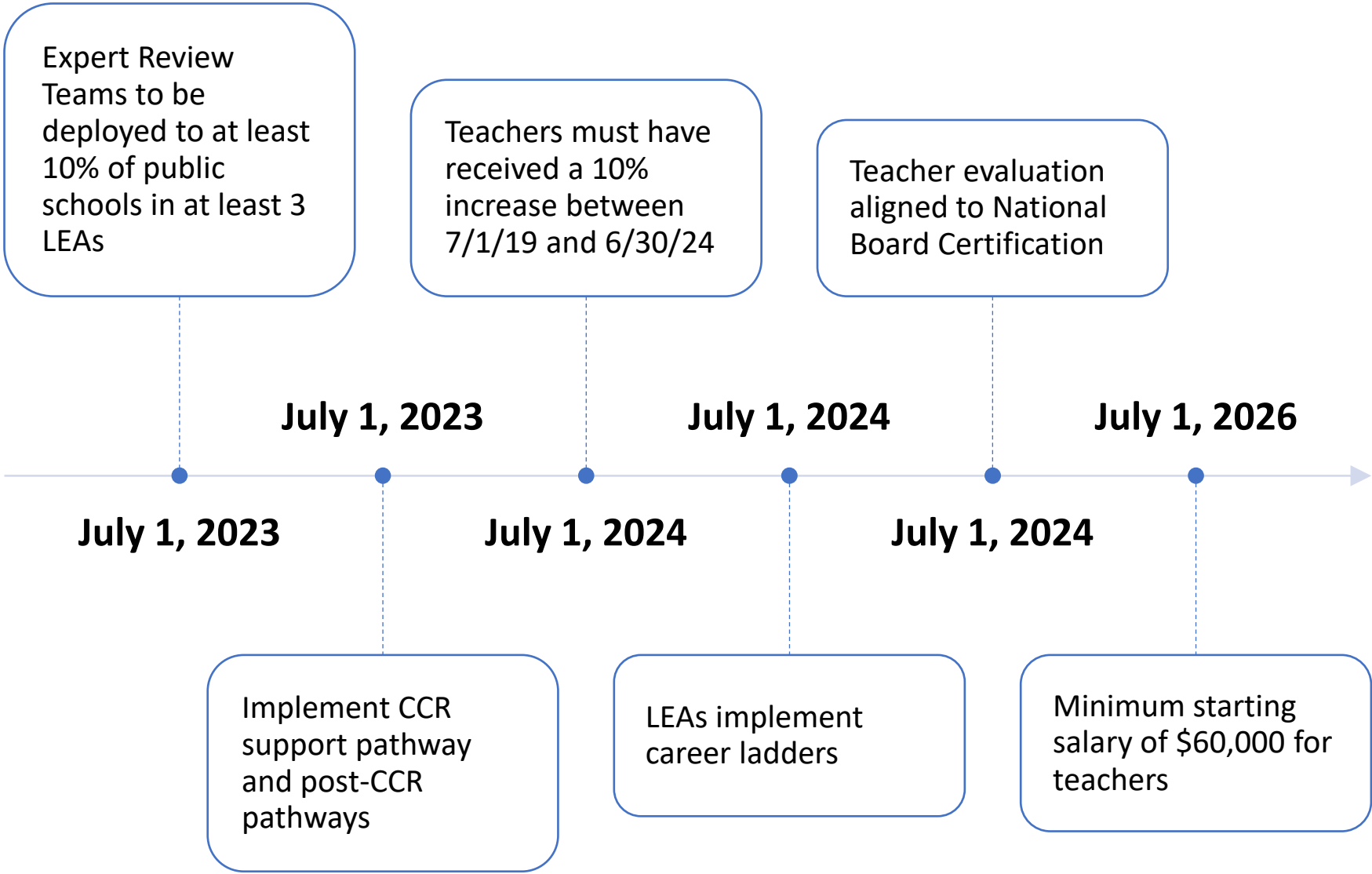


# FY23 Implementation Timeline (2 of 2)

- Nov. 15, 2022 LEA's submit report on technology spending and percentage of students/staff with adequate access to devices/connectivity
- Dec. 1, 2022 AIB to issue final comprehensive implementation plan
- Dec. 1, 2022 LEA's submit disaggregated data by eligible public and private PeK provider
- Dec. 1, 2022 All staff in direct contact with students must complete annual behavioral and trauma training
- Dec. 1, 2022 LEA's must submit report on use of federal and state funding
- Jan. 1, 2023 LEA's must submit summer school implementation plan
- Jan. 1, 2023 LEA's must report how FY22 COVID funds were spent for trauma and behavioral health issues
- Mar. 15, 2023 LEAs develop and submit local implementation plans to MSDE and AIB



# Future Implementation Dates (Partial)



# Legislative Update

## HB 1450

### Overview



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Extends dates for the development, adoption, and submission of plans to implement the Blueprint for Maryland's Future

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Prevents any reduction in local funding for FY23 regardless of MOE calculations

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Clarifies that the release of Blueprint funds in FY23 will be contingent on the LEA's timely submission of a local implementation plan that satisfies AIB expectations

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Delays the implementation of the College and Career Readiness Support Pathway from SY22-23 to SY23-34

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Passed both chambers and was sent to Governor

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# Legislative Update

## HB 1450

### Adjusted Implementation Plan Deadlines



Extends the deadline for MSDE to develop criteria to evaluate local implementation plans from 4/1/22 to 9/1/22

Extends the deadline for LEA's to develop local implementation plans from 6/15/22 to 3/15/23

Sept. 1, 2022

Dec. 1, 2022

Mar. 15, 2023

Extends the deadline for AIB to develop the state comprehensive implementation plan from 2/15/22 to 12/1/22

## **Legislative Update**

**HB 1349**

**SB 0831**

### **Education Support Professionals Bonus and Report**

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Provides a \$500 bonus to each noncertificated education support professional in fiscal year 2024

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Each LEA will report to MSDE the number of noncertificated education support professionals employed during the 2021-2022 school year

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Passed both chambers and was sent to the Governor

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Note: The Governor included funding for a \$500 bonus to each noncertificate education support professional in fiscal year 2023 via a supplemental budget



## Discussion Topics Across the State

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10% salary increase for teachers

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Low-performing schools

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Definition of teacher

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\$10,000 salary increase for NBC teachers

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Other embedded implementation  
deadlines

# Calvert County Public Schools (CCPS)

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CCPS steering committee meets monthly to analyze Blueprint requirements and issues

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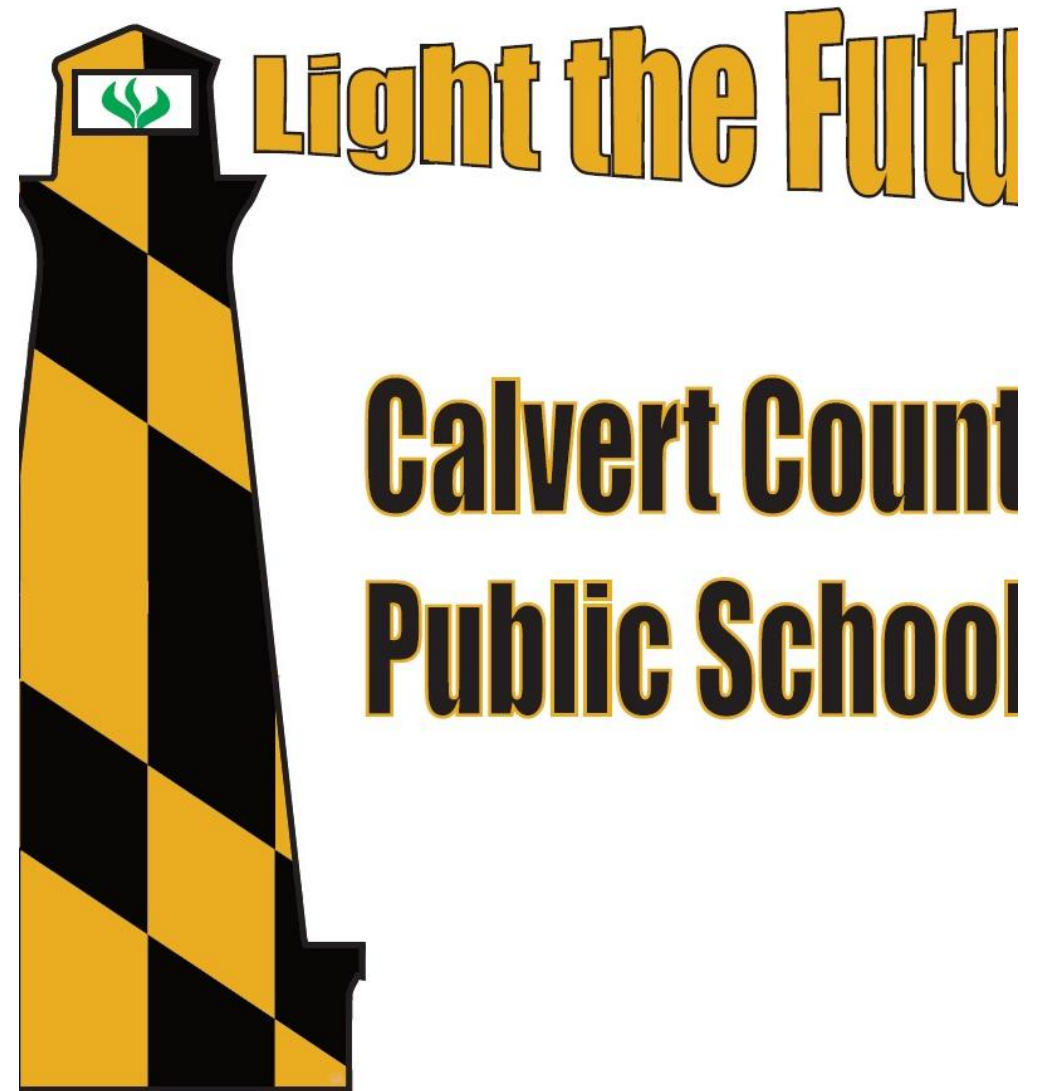
CCPS policy area work groups meet at least monthly to unpack the legislative requirements and plan implementation

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CCPS meets monthly with representatives from CEA, CAESS, and CASA

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Calvert, Charles, and St. Mary's county implementation coordinators meet weekly to share resources and discuss issues



# Initial Resources

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- Background for work of Kirwan Commission
  - [AIB Committee Session, 11/29/2021 #1 - YouTube](#)
- Overview of the Blueprint Legislation
  - [AIB Committee Session, 12/14/2021 #1 - YouTube](#)



# Next Steps

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