

**HB1287/853225/1**

BY: Ways and Means Committee

AMENDMENTS TO HOUSE BILL 1287

(First Reading File Bill)

AMENDMENT NO. 1

On page 1, strike in their entirety lines 2 and 3 and substitute “**School Leadership Training Program – Alterations**”; strike beginning with “requiring” in line 4 down through “Commissioners” in line 14 and substitute “altering the school leadership training program developed by the State Department of Education and the Accountability and Implementation Board to require that certain individuals complete the training at least once; combining two leadership trainings into a single training; providing for the content of the school leadership training; and generally relating to the school leadership training program”; and in line 17, strike “2–302, 4–201, 4–201.1, and 4–304” and substitute “6–124”.

AMENDMENT NO. 2

On pages 1 through 9, strike in their entirety the lines beginning with line 23 on page 1 through line 3 on page 9, inclusive, and substitute:

“6–124.”

(a) **(1)** The Department shall establish, in collaboration with the Accountability and Implementation Board established under § 5–402 of this article, [separate] A school leadership training [programs] PROGRAM for[:

(1) The] THE State Superintendent, [local school] COUNTY superintendents, [and] senior instruction–related staff[; and

(2) Members], MEMBERS OF THE ACCOUNTABILITY AND IMPLEMENTATION BOARD, MEMBERS of the State Board, members of county boards, and school principals.

**(2) AN INDIVIDUAL LISTED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL COMPLETE THE SCHOOL LEADERSHIP TRAINING PROGRAM AT LEAST ONCE.**

(b) [Both programs] THE SCHOOL LEADERSHIP TRAINING PROGRAM shall:

(1) Be:

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

(ii) Cohort-based to encourage collaboration and shared learning, INCLUDING THROUGH REGIONAL GATHERINGS OF EDUCATION LEADERS AND OTHER MEETINGS WHEN APPROPRIATE;

(iii) [Job-embedded] TO THE EXTENT PRACTICABLE, JOB-EMBEDDED to allow for application of knowledge and techniques;

(iv) Tailored to program participants using self-diagnostics and school-level diagnostics; [and]

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

**(VI) PROVIDED THROUGH BOTH IN-PERSON AND VIRTUAL SESSIONS; AND**

(2) Include training on the Blueprint for Maryland's Future, as defined in § 5-401 of this article.

(c) [A] THE SCHOOL LEADERSHIP TRAINING program [for school superintendents and senior, instruction-related staff] shall include:

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

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

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

(4) A research-based model for coaching school leaders AND INSTRUCTIONAL COACHES; [and]

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

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

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

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

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

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

**(1)] (7) A method for organizing schools to achieve high performance, including:**

**(i) Building instructional leadership teams;**

**(ii) Implementing career ladders for teachers;**

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

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

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

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

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

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

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

(10) A REVIEW OF RESEARCH REGARDING METHODS TO ATTRACT AND RETAIN AN INCLUSIVE WORKFORCE.

[(7) Lessons in transformational leadership.]”.