

Department of Legislative Services
Maryland General Assembly
2024 Session

FISCAL AND POLICY NOTE
Enrolled - Revised

House Bill 1287

(The Speaker, *et al.*)

Ways and Means

Education, Energy, and the Environment

School Leadership Training Program - Alterations

This bill combines two school leadership training programs, already required to be established by the Maryland State Department of Education (MSDE) in conjunction with the Accountability and Implementation Board (AIB), into one program and modifies the attendance requirement. Specifically, the bill establishes that (1) the State Superintendent of Schools; (2) local superintendents of schools; and (3) the chair and vice chair of the State Board of Education (SBE), local boards of education, and AIB all *must* complete the training. Senior instruction-related staff, other members of local boards of education, and school principals are not required to complete the training but are, to the extent practicable, encouraged to complete the training. The bill also expands the required content areas for the combined school leadership training program, alters the required modes of instruction for the program, and specifies that the program must occur over the course of one year (instead of one to two years). **The bill takes effect June 1, 2024.**

Fiscal Summary

State Effect: MSDE and AIB can adapt the development of the school leadership training program without additional expenditures beyond those already required to implement the two-track program under current law. Minimal savings may be realized for SBE, and additional costs are incurred for AIB, for attendance at the training. Revenues are not affected.

Local Effect: Local school systems can likely facilitate participation of specified board members and superintendents in the training developed by MSDE and AIB using existing resources. Minimal savings associated with attendance at the training may be realized. Local revenues are not affected.

Small Business Effect: None.

Analysis

Bill Summary/Current Law: Chapter 36 of 2021, The Blueprint for Maryland's Future, required MSDE, in collaboration with AIB, to establish two school leadership training programs. One program is for the State Superintendent, local school superintendents, and senior instruction-related staff, and the other is for SBE members, members of local boards of education, and school principals.

Under the bill, MSDE, in collaboration with AIB must establish a single school leadership training program, which the State Superintendent, local school superintendents, and the chair and vice chair of SBE, local boards of education, and AIB all must complete. Senior instruction-related staff, other members of local boards of education, and school principals are not required to complete the training but are, to the extent practicable, encouraged to complete the training.

Under current law, the two programs are both cohort-based, provide leadership training over the course of one to two years, and allow participants to discuss and implement lessons and skills while working as school leaders. The programs must also be job-embedded to allow for application of knowledge and techniques, tailored to program participants using self-diagnostics and school-level diagnostics, evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act, and include training on the Blueprint.

The format for the unified program established by the bill mirrors the format specified for the two separate programs under current law, except the combined program in the bill must (1) include regional gatherings of educational leaders and other meetings when appropriate; (2) be provided through both in-person and virtual sessions; (3) be job-embedded only to the extent practicable; and (4) be for a duration of one year.

The current program for school superintendents and senior instruction-related staff must include:

- 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;
- a model for strategic thinking that will assist education leaders to transform districts under their leadership;
- training to provide a working knowledge of research on how students learn and its implications;
- a research-based model for coaching school leaders; and
- lessons in transformational leadership.

The current program for board of education members and principals must include:

- a method for organizing schools to achieve high performance, including (1) building instructional leadership teams; (2) implementing career ladders for teachers; (3) overseeing teacher induction and mentoring systems; and (4) identifying recruiting and retaining high quality school leaders;
- a model for strategic thinking that will assist school leaders in driving redesign efforts in their schools;
- training to provide a deep understanding of standards-aligned instructional systems;
- 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;
- a research-based model for instructional coaching;
- an overview of ethical leadership directly tied to the school leaders' responsibility to drive equitable learning in their schools; and
- lessons in transformational leadership.

The combined program under the bill incorporates or adapts elements from the requirements for the two training programs as specified under current law, including:

- 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;
- a model for strategic thinking that will assist education leaders to transform districts *and redesign schools* under their leadership;
- training to provide a working knowledge of research on how students learn and its implications;
- a research-based model for coaching school leaders *and instructional coaches*;
- lessons in transformational leadership;
- a method for organizing schools to achieve high performance, including (1) building instructional leadership teams; (2) implementing career ladders for teachers; (3) overseeing teacher induction and mentoring systems; and (4) identifying recruiting and retaining high quality *and diverse* school leaders;
- training to provide a deep understanding of standards-aligned instructional systems; and
- an overview of ethical leadership directly tied to the *educational* leaders' responsibility to drive equitable learning in their schools.

The bill adds two new requirements to the combined training program:

- a review of research regarding (1) the benefits to students from access to high-quality and diverse teachers; (2) methods to attract highly qualified teachers from diverse backgrounds who reflect the demographics of the students they teach; and (3) best practices for teacher retention, including retention of teachers from diverse backgrounds; and
- a review of research methods to attract and retain an inclusive workforce.

State Expenditures: MSDE and AIB have not yet established a superintendent school leadership training program as specified in § 6-124 of the Education Article. Therefore, MSDE and AIB advise that the eventual development of such a program can be adapted to reflect the bill's changes without the need for additional expenditures beyond those required to develop a two-track program as specified in current law. To the extent SBE board members and the State Superintendent would have attended the training under current law, costs of attendance are likely reduced given the potential for virtual participation and shorter program duration. However, AIB incurs additional costs due to the requirement for training for the chair and vice chair and the potential for other members to attend the training. Absent a realized training program, the timing and amount of these costs cannot be estimated; regardless, they are assumed to be minimal.

Local Expenditures: The bill requires regional gatherings of leaders and the use of both virtual and in-person sessions. Therefore, some local governments may face minimal additional costs to facilitate transportation of personnel to such trainings. However, local school systems can likely accommodate participation in such trainings with existing resources as participation is required for only a limited number of local officials (local superintendents and the chairs and vice chairs of local boards of education). This analysis further assumes that senior instruction-related staff, other members of local boards of education, and school principals participate in the training only to the extent that local school systems can accommodate participation using existing resources. Also, to the extent local officials and employees would have attended the training under current law, costs of attendance are likely reduced given the potential for virtual participation and shorter program duration.

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; Accountability and Implementation Board; Baltimore City Community College; University System of Maryland; Morgan State University; St. Mary's College of Maryland; Baltimore City Public Schools; Anne Arundel County Public Schools; Prince George's County Public Schools; Department of Legislative Services

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