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Your Question

You were looking for examples of states that require or encourage reduced teaching load for new teachers.

Our Response

In its 2016 report [Support From The Start: A 50-State Review of Policies on New Educator Induction and Mentoring](#), the New Teacher Center recommended states “encourage a reduced teaching load for beginning teachers.” (page 21) The report found that only **Maryland** and **Massachusetts** met this criterion. Additional research information is provided below.

Maryland

- The Code of Maryland Regulations, [Section 13A.07.01.05.B](#), Participation in the Comprehensive Induction Program, states: “To the extent practicable given staffing and fiscal concerns, local school systems shall consider the following options for first-year teachers: A reduction in the teaching schedule; and A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support.” However, according to the [2015 TELL Maryland Survey](#), 86 percent of teacher respondents stated they were not given a reduced workload as a beginning teacher.
- [S.B. 493](#) (enacted May 2016) includes four [major components](#). Among other things, the act 1) created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation and mentoring; and 2) required the Maryland State Department of Education (MSDE) to facilitate a working group of stakeholders to determine effective recruitment, retention and the promotion of quality teachers. According to the working group’s [final report](#) (released November 2017), an “evidence-based approach to increase teacher planning time and reduce class workload [was] being piloted in three counties [during the 2017-18 academic school year] as a result of the Pilot Program in [the] Senate Bill. The local education agencies will report findings to the MSDE [which] will make recommendations regarding the pilot program’s feasibility to implement this initiative on a larger scale.” (page 33)

Massachusetts

- According to [Guidelines for Induction and Mentoring Programs](#) (Massachusetts Department of Elementary and Secondary Education, April 2015), the roles and responsibilities of the principal may vary depending on school setting and may include “ensur[ing] reasonable working conditions for the beginning teacher, which might include schedule modifications. For example, the beginning teacher may be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor’s.” (page 22)
- The [2017 Massachusetts Statewide Induction and Mentoring Report](#) (Massachusetts Department of Elementary and Secondary Education, October 2017) summarizes district data and survey responses related to induction and mentoring programs. Few respondents surveyed (1 percent) indicated that beginning teachers (or teachers with fewer than three years of teaching experience) received a reduced workload. (page 17)

Related State Examples

- The **Colorado** Administrative Code, [301-37:2260.5-R-13.01](#), Criteria for Approval and Review of Induction Programs, recommends districts “make commitments to [...] providing sufficient planning time for inductees.”

- **North Carolina** State Board Policy (4.30) outlines [Beginning Teacher Support Standards](#) for traditional and lateral entry teachers “to ensure that beginning teachers have the opportunity to develop into capable teachers.” Board policy strongly recommends “optimum working conditions for beginning teachers,” including limited preparations, limited non-instructional duties and no extracurricular assignments unless requested in writing by the beginning teacher.
- The **New York** Administrative Code, [100.2](#), General School Requirements, requires that districts outline plans for mentoring activities; and the [Guidelines for Implementing District-Based Teacher Mentoring Programs](#) suggests districts release the mentor and the new teacher from a portion of their instructional and/or non-instructional duties to make time for mentoring.
- **Virginia’s** [Guidelines for Mentor Teacher Programs](#) require the provision of additional time to beginning teachers when they are placed “in more challenging settings.” (page 10)

Teacher Planning Time

- The National Council on Teacher Quality collects 50-state information on teacher planning time. State-specific data on elementary and secondary teacher planning time requirements can be accessed [here](#). Most states leave the decision up to the local school district, but some states do have specific requirements.
- Relatedly, in 2018, **Colorado** passed a bill to improve teacher supports and expand teacher planning time, among other things. [H.B. 1412](#) created the Retaining Teachers Grant Program in the state department of education to assist districts with implementing one or more of the following initiatives: job-sharing for teachers, on-site early childhood care for educators’ families, teacher induction programs for new teachers, peer review and mentorship programs, professional development for career advancement pathways and teacher leadership positions, incentive programs to recognize highly effective teachers, reduced teacher contact hours and additional planning and collaboration time for new and mentor teachers, and increased use of technology to create financial incentives for teacher development and cost savings to support salary increases.

Additional Resources

- [Mitigating Teacher Shortages: Induction and Mentoring](#) (Education Commission of the States, 2016)
- [Mentoring New Teachers: A Fresh Look](#) (Southern Regional Education Board, 2018)
- [The Prevalence of Collaboration Among American Teachers](#) (RAND Corporation, 2018)
- [Time for Teachers: Leveraging Expanded Time to Strengthen Instruction and Empower Teachers](#) (National Center on Time & Learning, 2015)