



### Supporting New Teachers in Baltimore City

According to the [Maryland State Department of Education](#), about 37% of Baltimore City Public Schools teachers in 2024 had between 1 and 5 years of teaching experience. The unique needs of new teachers are something Dr. Martisha Martin knows well. Martin is the School Success Liaison on the Early Career Induction and Mentoring Team at [Baltimore City Public Schools](#). Herself a former teacher and assistant principal, Martin wrote her doctoral dissertation about teacher retention. "Research shows that teachers are leaving at an alarming rate," she says, and school leadership influences "whether they stay or not." Keeping early career teachers in the profession is especially critical. "If we can retain them in those first three years, it sets the foundation for what's going to happen in the next five years," Martin explains.

The Early Career Induction and Mentoring Team launched an 8-week professional learning class to help principals and assistant principals support their new teachers. The course has been a multidirectional team effort. Martin and her team worked with two faculty members from Towson University (TU)'s [College of Education](#), Dr. Carla Finkelstein and Dr. Paul Koh, to ground course modules in research-backed best practices. Designing the course together was about more than plugging in evidence. Finkelstein describes an interplay between "the theory of action of adult learning undergirding the course" and "respect for what leaders bring to the table." "They designed sessions," Martin recalls, "they really pushed my thinking." The classes, which began in January with 25 participants representing about a dozen schools, are held at [Baltimore Design School](#); the school's principal, Darrin Brozene, co-facilitates the sessions with City Schools staff.

This ongoing collaboration represents an authentic take on research-practice partnership. "We came from an open desire to be of service to the district and help support the goals they have. We didn't come at it primarily from our identities as researchers," observes Finkelstein, who chairs Towson's [Department of Instructional Leadership and Professional Development](#). Koh, who is one of TU's institutional representatives to BERC, agrees. "We ideate, we provide resources, and then they will use it as they see fit," he explains. "However they need us, we try to provide. We're learning how to be useful to this group of district folks." And while the course has a strong basis in research, it's designed for real-world application. "How do we get into this data and take what we just saw and take it into your school?" is the way Brozene describes his approach. "People are so involved in the discussion, helping each other process and problem-solve translating that into the school."

Weekly sessions focus on topics ranging from teacher recruitment to school culture to the Gen Z teacher -- "what it looks like for younger early career teachers and how mentorship may look different from what we were used to," Brozene explains. Participants provide feedback after each session that Martin and her team

discuss with Brozene, Finkelstein, and Koh as they reflect on the course and prepare for its next round in 2027. "As we revise and reiterate the course," Martin predicts, "of course I'm going to ask Carla and Paul to come back."

---

### Coming Home

BERC moved back in to the [Johns Hopkins School of Education](#) building earlier this year, and you're invited to an open house on **April 17!** Join us and your friends at Johns Hopkins for a tour of this beautifully renovated historic building.



---

### It's Our Birthday!

BERC celebrates its twentieth anniversary in 2026. Catch up with our history, and keep up with the latest anniversary updates and events, [on our website!](#)

To unsubscribe, [please click here.](#)