

The Maryland State Board of Education Teacher Preparation Subcommittee



STATE BOARD MEETING

May 22, 2018

Charge of the Committee

Review the current state of teacher preparation in Maryland and recommend changes to ensure that teachers in Maryland are prepared to be effective in the classroom from the very start of their professional careers

Committee Members:

- Ms. Stephanie Izsard
- Dr. David Steiner
- Dr. Chester Finn

Staffed by:

- Ms. Sarah Spross

Background

Committee Members:

- Reviewed Maryland statutes, regulations, data, practices from other states, research findings, and briefings related to educator preparation programs (EPPs).
- Recognized that educator preparation involves many stakeholders.
- Assured all deliberations and recommendations put students first and foremost.
- Agreed research on teacher impact is clear. The benefits to a student in a class led by an effective teacher are as dramatically positive as the setbacks to being in a class led by an ineffective teacher are negative.

All Preparation Program Recommendations

Establish Rigorous Entrance Requirements

- Traditional and nontraditional programs.

Link Program Approval

- Assure that programs are using teacher competencies and evaluating their candidates' ability to master those competencies prior to recommending an individual for certification.

Extend and Professionalize the Clinical Internship

- Provide extensive internship opportunities so these competencies can be adequately developed, practiced, and assessed.

Pilot and Adopt the Educative Teacher Performance Assessment (EdTPA) and Praxis Performance Assessment for Teachers (PPAT)

- Require passing levels on the EdTPA or PPAT as a mandatory condition for teacher certification.

Undergraduate Recommendations

Entry Grade Point Average (GPA) *(EPP Action Plan: Page 1)*

- 3.00 GPA or testing equivalent
 - Waiver of up to 10% of candidates with strong exit requirements
- Phased in over a 5-year period
- Testing equivalent to be determined

Course Requirements *(EPP Action Plan: Page 1)*

- Course content must bear directly on knowledge required for teaching
 - Example: Louisiana General Education—54 semester hours. Requirements provide the prospective elementary grades 1 - 5 teacher with basic essential knowledge and skills.

	Louisiana	Maryland
English	12 semester hours	12 semester hours
Mathematics	12 semester hours	12 Semester hours
Sciences	15 semester hours	12 Semester hours
Social studies	12 semester hours	
Arts	3 semester hours	

Financial Incentives *(Dec. 2017 Incentives Action Plan: Page 1)*

- Support legislation that would strengthen the financial supports linked explicitly to years of teaching service and made available to those embarking on the teaching profession

Nontraditional Recommendations

Graduate and Alternative Preparation Programs *(EPP Action Plan: Page 2)*

- Masters of Arts of Teaching (MAT)
- Masters Certification Program (MCert)
- Non-Degree Programs , etc.

Entry GPA *(EPP Action Plan: Page 2)*

- 3.00 GPA or testing equivalent
 - Consideration of a 3.00 GPA in the last 60 credit hours of a completed baccalaureate degree
- Graduate Record Examinations (GRE) score to be considered

Teacher Competency Recommendations

State Board of Education (SBOE) and the Maryland State Department of Education (MSDE) will initiate the process of developing specific subject and grade level competencies for adoption as part of revised Maryland teacher preparation regulations. *(EPP Action Plan: Page 1)*

- Stakeholder workgroup to include educator input and expert guidance

Competencies for teaching special education and English language learners will be included. *(EPP Action Plan: Page 1)*

- These competencies are essentially pedagogical, and are not in any way intended to replace requirements for teachers to possess the relevant content knowledge

Example: Louisiana has developed two sets of competencies which are linked competencies.

- Teacher preparation competencies as described above
- Teacher performance evaluation rubric

Clinical Internship Recommendations

Maryland will move to a year-long residency. *(EPP Action Plan: Page 1)*

- Complete within the 4-year undergraduate program
- Require a multi-year initiative requiring a funding analysis
- Develop unique partnerships between EPPs and local school systems (LSSs)
- Train for both EPP faculty and LSS supervising teachers

MSDE will develop a plan to integrate the new teacher competencies into the practicum. *(EPP Action Plan: Page 3)*

- Demonstrate and evaluate the intergradation of competencies in the practicum

MSDE will create a model set of rubrics for EPPs. *(EPP Action Plan: Page 3)*

MSDE will develop model protocols for the development of Memorandum of Understandings (MOUs) between EPPs and LSSs regarding practicum/resident experience. *(EPP Action Plan: Page 3)*

- Include the supervision, outcomes, and evaluation of candidates
- MSDE to evaluate the Massachusetts on-line calibration tool used by EPP faculty and LSS supervising teachers

Performance Assessment: EdTPA and PPAT Recommendations

MSDE will support the pilot and use of both the EdTPA and/or PPAT as EPP program and certification requirement (*Certification Action Plan: Page 3*)

- Evaluate key dimensions including correlation of results, if possible, to future teacher evaluations
- Number of states currently using EdTPA and/or PPAT
 - EdTPA: 18 states with policies in place or are considering such policies
 - PPAT: 17 states with policies in place or are considering such policies

Educator Certification Recommendations

MSDE will review educator assessments to include passing standards on *(Certification Action Plan: Page 3)*

- Content/subject matter assessments
- Pedagogical knowledge assessments
- Performance based assessments

MSDE will explore the use of an educator characteristics assessment

MSDE will complete comprehensive review of the educator certification regulations *(Certification Action Plan: Pages 1-2 and 4-6)*

Educator Program Accountability Recommendations

MSDE will develop a transparent accountability system for Maryland's EPPs that uses multiple measures to present comprehensive review of each program. *(EPP Action Plan: Page 4)*

- Metrics to include:
 - Percentage of graduates who go on to teach in high-needs schools and or high-needs subjects
 - Percentage of minority candidates enrolled in a given program
 - Value-added measures (VAM), by program cohort, of each EPP
- Consider Delaware dashboard model as an example

State Educator Preparation Program Approval Recommendations

MSDE will develop the process of State approval of EPPs to include a program evaluation. (*EPP Action Plan: Pages 1 and 4*)

- Teacher candidates' success on new performance assessments
- VAM data and other dashboard metrics
- Demonstrated mastery of the teacher competencies
- Candidates' levels of content knowledge

Maryland will delay recognition of Council for Accreditation of Educator Preparation (CAEP) as a national accrediting agency recognized by the State.

- New EPP standards will be developed and approved for use in the recognition process

Comments from Committee Members

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