



**Strengthening Teacher  
Preparation &  
Licensure in Maryland**

## **An Overview of Proposals and Progress**

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| November 12, 2019

# Commission on Innovation and Excellence in Education Recommendations

Regulatory language has been aligned to each of the design assumptions identified by the Kirwan Commission as necessary for achieving **Elements 2a and 2b**.



**Element 2a:** Teacher Preparation will be much more rigorous and induction will be integrated with teacher preparation more systematically.

**Element 2b:** Raise standards for licensing new teachers in Maryland to levels comparable to the standards for teachers in the top-performing nations.

Regulatory development involved multiple stakeholders over the past three years including members of the State Board of Education (SBOE), and the Professional Standards Teacher Education Board (PSTEB).

# Regulatory Development Timeline



# TIRA Workgroup

Senate Bill 493 (2016) required the Maryland State Department of Education (MSDE) convene a workgroup to determine how to recruit, retain, and promote quality teachers at all levels of education in the state. Topics to be addressed included, but were not limited to, incorporating the principles of National Board Certification, teacher recertification, loan forgiveness, and induction.

## June 2016 – September 2017

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### 16 Meetings of the TIRA Workgroup involving more than 70 stakeholders representing:

- Maryland Higher Education Commission (MHEC)
- Baltimore Teachers Union (BTU)
- Maryland Association of Directors of Teacher Education at Community Colleges (MADTECC)
- Maryland Independent College and University Association (MICUA)
- Maryland Association of Elementary School Principals (MAESP)
- University System of Maryland (USM)
- Public School Superintendents Association of Maryland (PSSAM)
- Maryland Association of Secondary School Principals (MASSP)
- Maryland State Board of Education (SBOE)
- Maryland State Department of Education (MSDE)

## June 2016 – September 2017

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- Six opportunities for Public Comment - four individuals testified
- Two meetings of the SBOE to consider workgroup recommendations
- Nine meetings of the PSTEB to discuss ongoing progress of the workgroup, as well as consider workgroup recommendations

# TIRA Workgroup Recommendations

- **Standards and accountability for educator preparation programs in Maryland**
  - Strong instructional framework
  - Extensive pre-professional field and clinical experience
  - Adoption of Maryland-specific standards
  - Align requirements for traditional and alternative preparation programs
- **Certification of Maryland educators**
  - Develop direct pathway for National Board Certification
  - Require edTPA or PPAT as the pedagogy assessment
  - Allow GPA as an alternative to the basic skills assessment
  - Review current structure of regulations to determine their appropriateness
- **Mentoring and professional development (PD) for current teachers**
  - Create statewide PD with career-wide opportunities
  - Develop micro-credentials and micro-degrees to strengthen teaching and career advancement
  - Assure PD is linked to certification renewal
  - Amend mentor requirements

# Maryland State Board of Education Teacher Preparation/Certification Subcommittee

December 2017 – April 2018

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- The subcommittee was established in response to the recommendations from the TIRA workgroup and to ensure alignment to the Kirwan Commission's recommendations.
- In May 2018, the subcommittee presented its recommendations to the full SBOE.
- In June 2018, the subcommittee recommendations were presented to the PSTEB.

# SBOE Subcommittee Recommendations

- Increase the rigor of educator preparation programs
  - Standardize entrance and exit requirements
  - Establish content standards and competencies
- Extend and professionalize the clinical internship
- Adopt rigorous educator assessments (content/performance-based) as a certification requirement
- Develop an accountability system for Maryland's educator preparation programs that utilize multiple measures





## October 2018 – Present

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- SBOE and PSTEB members continued to discuss changes to the educator preparation and certification regulations:
  - Each major topic was presented and discussed by both boards prior to granting MSDE permission to proceed with writing the regulations.
  - Significant differences and proposed language changes between the boards were included in presentations to both boards.
  - Refer to Attachment A
- Demonstrated alignment of the proposed regulatory language with the recommendations from the SBOE subcommittee to ensure fidelity to the Kirwan Commission’s work.
- Public Comment is available during each monthly meeting of the SBOE and PSTEB:
  - SBOE heard public comment on the proposed regulations at their 2019 June, September, and October meetings.
  - PSTEB heard public comment on the proposed regulations at their 2019 July and August meetings.

# Commission on Innovation and Excellence in Education

## September 2016 – Present

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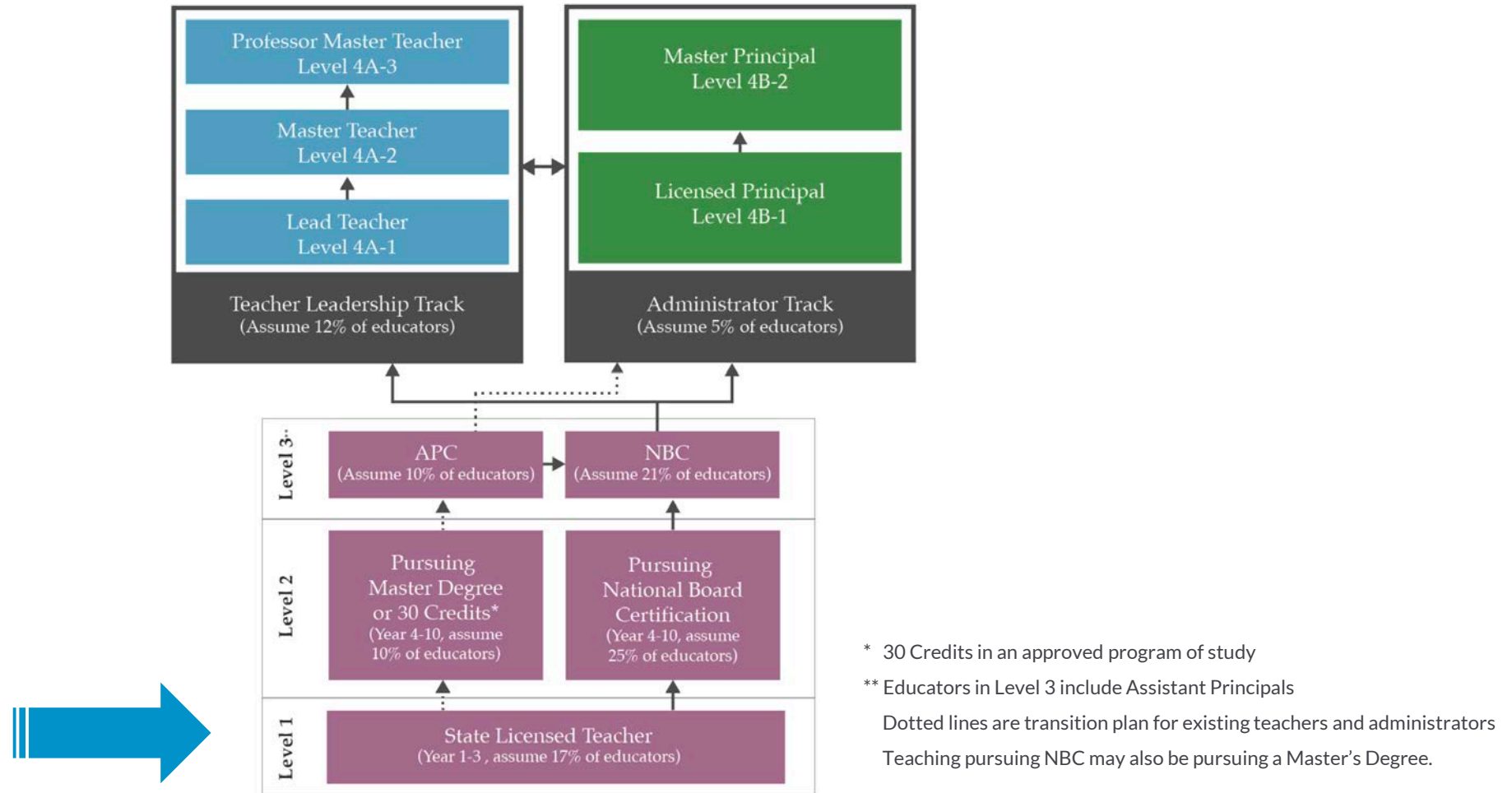
- Two SBOE members and the State Superintendent of Schools were appointed to the Commission.
- One SBOE Member was appointed to serve on Working Group 2, [High Quality and Diverse Teachers and Leaders](#), which focused on raising the standards and status of the teaching profession.
- Policy recommendations regarding Educator Preparedness and Certification can be found in the January 2019 Interim Report.



# Educator Licensure Regulations

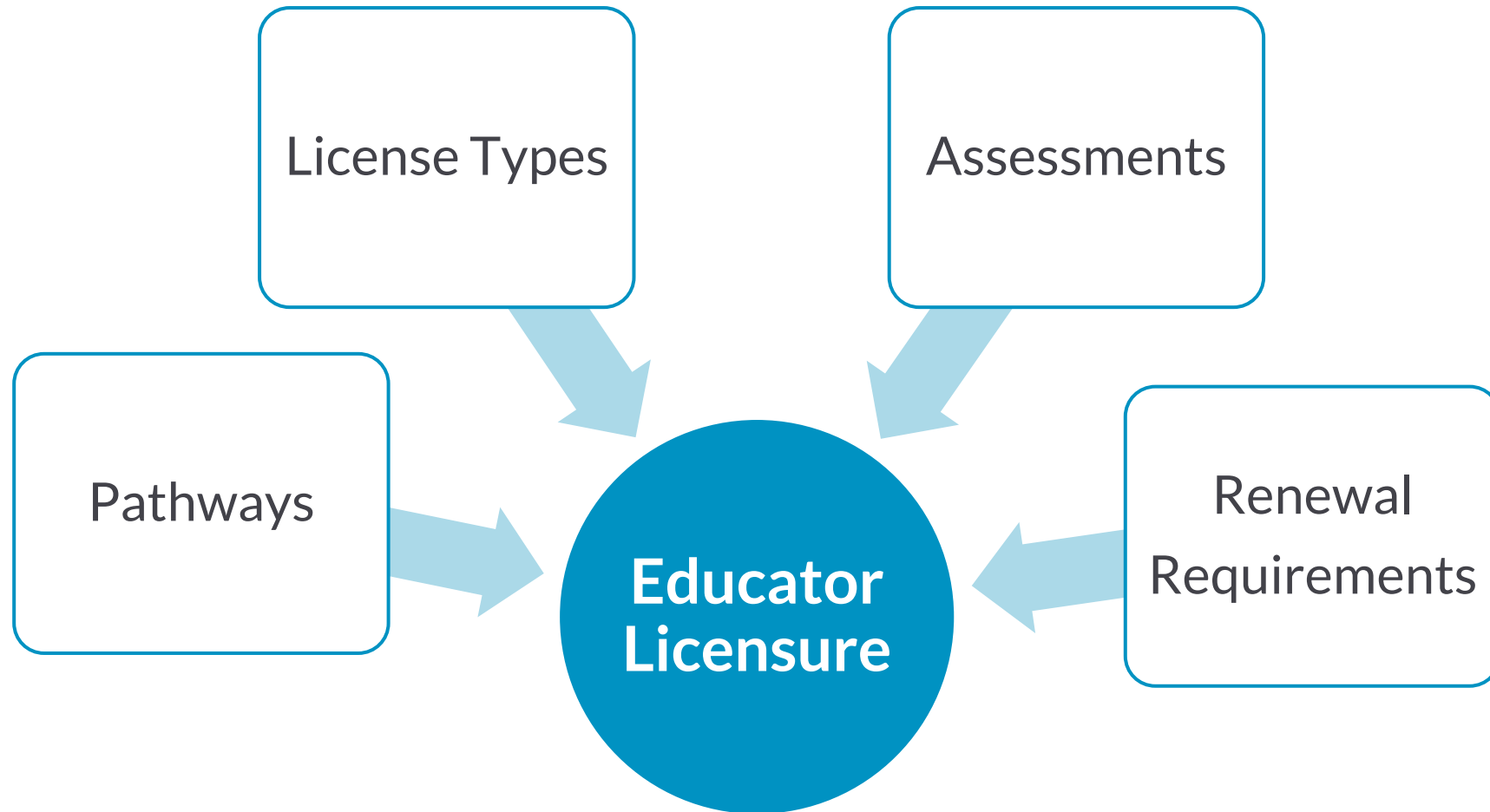
# Kirwan Commission Career Lattice

Exhibit 4.6: Maryland Career Ladder for Educators



\* 30 Credits in an approved program of study  
 \*\* Educators in Level 3 include Assistant Principals  
 Dotted lines are transition plan for existing teachers and administrators  
 Teaching pursuing NBC may also be pursuing a Master's Degree.

# Raise Standards for Licensing New Teachers in Maryland (Element 2b)



# Transforming In-State and Out-of-State Pathways to Licensure

Strengthened Maryland’s pathways by requiring organized programs of teacher training

In-State	Out-of-State
Maryland Approved Educator Preparation Programs	Out-of-State Preparation Program and Maryland Tests
Performance Review Provider	Out-of-State License and Three Years of Experience
Experienced Nonpublic School Teacher	Out-of-State License and Maryland Tests
	National Board Certification

# License Types

License	Validity	Renewal	Requirements
<b>Conditional</b>	5 years	No	<ul style="list-style-type: none"> <li>Issued to an individual, at the request of the LSS, nonpublic school, or State operated school, when the aforementioned entity is unable to fill a position with a qualified person.</li> <li>5 years is recommended to allow an individual to complete a Maryland approved educator preparation program or performance review program.</li> <li>Must be enrolled in an approved program or pursuing the performance review option.</li> </ul>
<b>Temporary Professional</b>	2 years	No	<ul style="list-style-type: none"> <li>Issued to an out-of-state applicant who has completed an out-of-state program and/or has an out-of-state certificate while they complete Maryland tests.</li> <li>Differentiates those who were prepared and/or licensed out of state with individuals who have no preparation or out-of-state licensure.</li> </ul>
<b>Initial Professional</b>	5 years	Yes	<ul style="list-style-type: none"> <li>Issued to an individual who has met one of the approved pathways to initial licensure but does not have experience and has not completed a MD induction program.</li> <li>May renew indefinitely</li> </ul>
<b>Professional</b>	5 years	Yes	<ul style="list-style-type: none"> <li>Meets an approved pathway to initial licensure</li> <li>Requires 3 years of teaching and completion of a Maryland induction program.</li> <li>May renew indefinitely</li> </ul>
<b>Adjunct</b>	1 year	Yes	<ul style="list-style-type: none"> <li>Non-transferable, part-time assignment in a specialty area</li> <li>Effective February 25, 2019</li> </ul>

# Assessments

**Basic Skills:** Designed to determine a candidate's readiness for entry into post-secondary programs.

- Adopted a 3.0 GPA in addition to accepting the Praxis Core, SAT, GRE, or ACT

**Content:** Designed to measure subject specific content knowledge. MSDE and SBOE reviewed all current assessments, and adopted the following changes:

- ***Teaching Reading: Elementary:*** Adopted a separate reading test for the initial certification for all Early Childhood, Elementary Education, ESOL, and Special Education Teachers (birth – grade 3, grades 1-8, and grades 6-12)
- ***ESOL and Special Education:*** Increased cut scores +1 Standard Error of Measure
- ***School Leaders Licensure Assessment:*** Adopted the new assessment
- ***National Certification in Unified English Braille:*** Adopted new assessment for teachers of the Blind and Visually Impaired

**Pedagogy:** Designed to measure a candidate's pedagogical knowledge and readiness to enter the classroom.

- Adopted edTPA or PPAT effective July 1, 2025, with a five-year implementation plan



# Renewal Requirements

## 90 Professional Development Points (PDPs) every five years

- One contact hour = 1 PDP

## Must include evidence of all of the following:

- Content related to an endorsement area on a certificate
- Pedagogy
- ESOL
- Students with Disabilities
- Culturally Responsive Teaching

## Earned in the following ways:

- College Credit
- Maryland Approved Continuing Professional Development
- Continuing Education Units
- Professional Conference
- Curriculum Development
- Mentoring/Coaching
- Publication of an Article/Book
- Micro-Credentials
- LSS Approved Professional Development



# Concerns & Responses Related to Educator Licensure Regulations

# Qualifications

**Concern:** Elimination of the master's degree is lowering standards.

**Response:** The empirical results suggest that there is no positive significant relationship between the teacher education level and student test scores.

This empirical finding appears to be robust, as this absence of a relationship is found by both older and more recent studies, across different grade levels and for different subjects.

# Professional Development Point (PDP) Requirements

**Concern:** PDP requirements are too prescriptive.

**Response:** The PDPs require evidence of content related to **endorsement area, pedagogy, ESOL, students with disabilities, and culturally responsive teaching.**

These five areas address the changing demographics of our schools and require teachers to remain current in best practices associated with these areas.

# Renewal Requirements for All Licensed Teachers

**Concern:** Requiring a principal to sign off on all Individual Professional Development Plans is too onerous and may not be done in a timely fashion.

**Response:** The regulations do not require a principal's signature, but do require a supervisor's involvement and signoff.

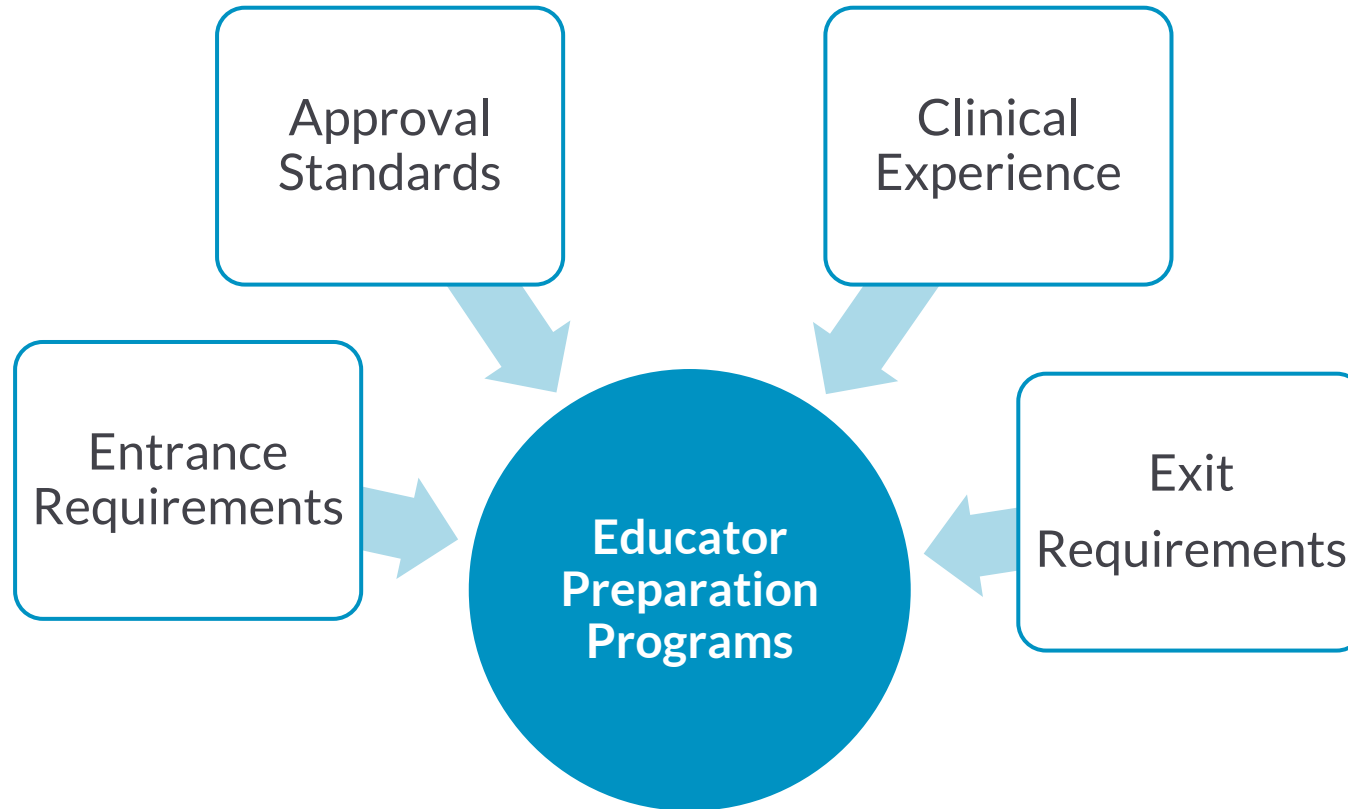
Renewal requirements are now more closely aligned with an individual's teaching assignment. Supervisors are instrumental in assuring teachers receive training in their specified areas.



# Educator Preparation Regulations

# Rigorous Teacher Preparation Programs

## ✓ Maryland Approved Programs



# Increased Entrance and Exit Requirements

**Entrance:** **3.0 Grade Point Average (GPA)** or demonstrate **mastery of general knowledge** by providing evidence of a qualifying score on a Basic Skills Assessment

**Exit:** Candidates must demonstrate successful completion of:

- **Institutions of Higher Education (IHE) coursework** that is based upon national content standards and Department-recognized competencies
- The **clinical experience**
- **Qualifying scores** on a specific content assessment and performance-based assessment by 2025 in the appropriate **area, subject, and grade band.**

Footnote: Design Assumption 1g: Must pass the edTPA or PPAT to exit program



# Approval Standards

- Institutions of Higher Education provide instruction and experiences aligned with national content and pedagogy standards, Maryland competencies, Model Code of Ethics for Educators, and teaching in high poverty, culturally and linguistically diverse schools.
- Elementary programs must include 12 semester hours in English language arts, social studies, math, and science.
- Early childhood, elementary education, special education, and English Speakers of Other Languages must include research-based literacy instruction.

Footnote: Design Assumptions 1a-f which require courses in research skills, racial awareness and cultural competencies, assessment of type student deficiencies, use of high quality materials, effective management of student behaviors, and elementary education requirements

# Extensive and Diverse Clinical Experiences

- **Embedded** throughout the educator preparation program and **aligned** to the area and subject or category of certification sought
  - **Pre-clinical experience:** to **observe** promising practices
  - **Clinical Experience 1:** to **participate** in classroom and **core pedagogy** practices
  - **Clinical Experience 2:** to **participate** in **specialized field experiences**
  - **Practicum/Internship: year-long practicum** to include action research (problem identification, data collection, reflection, analysis, and lessons learned)
- Clinical experiences can occur at any time during the program.

Footnote: Design Assumption 2a-g, 3, and 6 which establish the expectations for clinical practicum, action research requirements, and collaboration between IHEs and local school systems (LSS) for all practicum experiences.

# Program Credit Requirements

- A program leading to a bachelor's degree shall be a 4-year program and require 120 credits, unless otherwise permitted by law.
- Providers may expand the program by no more than 12 semester hours of credit or an additional semester with the permission of the MSDE and the MHEC.

Footnote: Design Assumption 2d, which encourages programs to be creative and flexible when incorporating clinical experiences. Requires 120 credits with ability to expand by 12 with permission.



# Concerns & Responses Related to Educator Preparation Regulations

# Credit Requirements

## Concern:

Two new course requirements have been added at the same time regulations establish a credit hour cap of 120 hours.

## Response:

The proposed language allowing educator preparation programs to expand their credit requirements by 12 credits is a direct recommendation of the 2019 Kirwan Commission Interim Report (Design Assumption 2d, pages 53-54).

The request for permission included in the proposed regulations was intended to encourage educator preparation programs to think strategically about construction of programs with regard to credits. To meet this requirement, IHEs are encouraged to review program requirements and make changes to what courses are offered and when they are offered.

While the proposed regulations currently indicate, “as applicable” and “with approval from the MHEC and MSDE”, the **MSDE will consider adding clarifying language to reflect that other credit amounts may be allowed only in a manner consistent with law.**

# National Content Standards

**Concern:** Proposed regulations require providers to comply with the national standards of over 30 professional organizations. Some of the national standards are not consistent with the Maryland competencies.

Regulations will need to be amended each time the national standards are updated or revised.

**Response:** Currently, educator preparation programs are required to comply with national standards through the use of Specialized Professional Associations.

The inclusion of the national standards in the regulations assures transparency for not only the educator preparation programs, but also for the general public.

Furthermore, the competencies were developed to address specific needs of Maryland and the recommendations of the Kirwan Commission and the SBOE subcommittee.

# Competencies

**Concern:** Competencies are taken from unattributed sources, some of which are offensive.

**Response:** The MSDE is, and has been, open to suggested language changes.

Teacher candidate competencies emphasize knowledge and skills a teacher candidate must demonstrate prior to exiting a program. Over the past three years, several workgroups have focused on raising the standards for educator preparation programs and educator licensure.

Specific recommendations pertaining to the competencies were the culmination of several workgroups including recommendations from the Kirwan Commission and the SBOE Educator Preparation Subcommittee.

The TIRA workgroup reviewed cultural competencies found in the *Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers, and Principals (2014)* and recommended that the competencies be required for all education preparation programs.

## Competencies, continued

These standards served as a foundation for the regulatory competencies and were enriched with information and recommendations from the Kirwan Commission, the SBOE Educator Preparation Subcommittee, and the standards identified in the *Region X Equity Assistance Center at Education Northwest Manual Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students (2016)*.

Two workgroups consisting of literacy experts independently recommended **literacy competencies** at the elementary and secondary level.

The proposed competencies aim to pinpoint specific skills identified as necessary to teach in Maryland, not to duplicate or replace national standards.



# Clinical Experience

**Concern:** Regulations require four years of clinical experience.

**Response:**

The regulations require **multiple placements in diverse settings** and provide opportunities for clinical experience in all four phases.

Only the **pre-clinical phase**, the observation of teachers in the classroom, is required to occur in the first year of the program and could occur simultaneously with the first or second clinical experience.

Language is purposefully **nonspecific** to allow flexibility in course and program planning.

# Year-Long Residency

**Concern:** Maryland’s teacher preparation programs have “serious concerns” with the year-long practicum requirement aligned with K-12 school year.

**Response:** The Kirwan Commission Interim Report, published January 2019, specifically requires prospective teachers to complete a full school year of clinical experience. (Design Assumption 2b, page 53)

The regulatory language states, “...shall include a year-long practicum experience...to include the opening of the school year.”

This language was deliberately chosen to allow educator preparation programs flexibility with the design of their programs. As the regulation allows, programs may choose to not include periods when the IHEs are not in session, such as January or post-graduation.

# Action Research

**Concern:** Teacher candidates are required to use K-12 student data for action research. Release of data is prohibited by many LSSs.

**Response:**

The regulations do not require the use of student data. The regulations require problem identification, data collection, reflection, analysis, and lessons learned.

Action research is designed to diagnose problems or weaknesses in the classroom setting to help educators develop practical solutions. Action research has been an integral part of Maryland's Professional Development Schools and is currently required of individuals enrolled in a Maryland Approved Program.

Currently all Maryland Approved programs are required to complete action research as a part of their clinical experience.

## MHEC Pre-Approval

**Concern:** There are inconsistencies with State law and regulations concerning “pre-approval from MHEC”.

**Response:** The proposed language requires that an educator preparation program be “pre-approved by MHEC” in order for a provider to seek approval from the MSDE.

The terminology “pre-approved” was intended to mean “approved before.”

The MSDE has indicated that it will strike the word “pre” from the regulatory language in order to avoid any confusion.

# Mentor Teachers

**Concern:** K-12 Teachers who supervise and mentor student teacher interns are required to have a 50% teaching workload reduction.

**Response:** This is a direct reference to the Kirwan Commission's proposed career ladder model.

By definition, a lead teacher will teach roughly 50% of their time and spend the remainder mentoring and leading workshops and demonstrations (p.64).

Only those individuals who achieve the level of a **lead teacher or higher** are identified as having the skills and knowledge to mentor other teachers.

# Performance Evaluations

**Concern:** Educator Preparation Programs will be required to obtain performance evaluations for a period of five years after graduation.

**Response:** The SBOE subcommittee recommended the development of an **accountability system** for Maryland's educator preparation programs that uses multiple measures to present a comprehensive review of each program including:

- 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 by program cohort

This recommendation is based on other states that have developed similar systems such as Tennessee and Delaware.

# 2018 Delaware Educator Preparation Program Reports

## PROGRAM PERFORMANCE

OVERALL RATING

Tier 2



PERCENT OF POINTS EARNED

59%

Programs rated as Tier 2 have received the second highest classification as it pertains to preparing educators to serve students and schools in Delaware.

HOW IS THE OVERALL RATING MEASURED?

DOMAINS	POINTS POSSIBLE	TIER	PERCENT OF POINTS EARNED
Recruitment	10.00	4	38%
Candidate Performance	10.00	2	63%
Employment and Placement	15.00	3	51%
Retention	15.00	1	80%
Graduate Performance	35.00	2	57%
Perceptions	15.00	2	65%

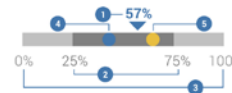
## HOW TO READ THIS PROGRAM REPORT

This program report contains six (6) domains: Recruitment, Candidate Performance, Employment and Placement, Retention, Graduate Performance and Perceptions. Each domain is comprised of two(2) to four(4) metrics.

A program must generate a score on at least one metric in the Graduate Performance domain in order to merit a program report. Delaware's program reports consider the past five years of program data. This program report includes data on candidates entering the program or graduating from the program between July 1, 2012 and June 30, 2017.

Program performance is displayed for each metric in the format to the right. The program data is displayed to the left of and above the bar. If the program scores below the minimum standard, it earns zero points for the metric. If it scores at or above the state target, it receives all the points for the metric. Within the established range, the program earns a proportional share of the points available.

LEGEND



- 1 This is the program's performance for the metric.
- 2 These numbers are the minimum threshold and state target for the metric. A program scoring below the minimum threshold earns zero points for the metric. If it scores at or above the state target, it receives all the points for the metric. Within this established range, the program earns a proportional share of the points.
- 3 These mark a range of possible performance on the metric (extreme range).
- 4 This marks the state's average for the metric for those students prepared in Delaware educator preparation programs.
- 5 This marks the national average for the metric (where available).

For more information regarding the minimum threshold and state target for metrics, as well as other metric details, business rules, and example calculations, see the [Technical Specification](#) manual.

# Publication of Regulations Prior to Funding Recommendations

**Concern:** Until the funding formulas are finalized by the legislature and governor, costs associated with the revised COMAR could result in several unfunded mandates on LSSs.

**Response:** The Kirwan Commission Interim Report was published January 2019 with recommendations to increase the rigor and accountability of educator preparation and certification. As a result, the SBOE has promulgated regulations to address these recommendations.





Building A  
Future  
that is for **Everyone**