

## COMAR 13A.07.06 Programs for Professionally Certified Personnel

### Element 2a: Teacher Preparation will be much more rigorous

Design Assumption	Regulatory Citation	Comments
<b>Design assumption 1:</b> Universities offer teacher training programs and evaluate their students' competencies at a level of rigor comparable to countries with the top performing students		
<b>a.</b> Require future teachers to pass a set of courses and demonstrate competencies in basic research skills and methods...(p. 52)	13A.07.06.09B(3)(4) 13A.07.06.09E(5)(g-h) 13A.07.06.09F(1-3) 13A.07.06.12B(1-2)(5-6)(8-9)(14) 13A.07.06.13A(6)(8) 13A.07.06.13B(1)(d)(3) 13A.07.06.14D.	
<b>b.</b> Require future teachers to take courses and demonstrate competencies including racial awareness and cultural competence... (p. 52)	13A.07.06.08C(1)(d) 13A.07.06.08D(3)(b) 13A.07.06.09E(5)(a)(b)(e)(f)(g)(h)(j) 13A.07.06.12B(3) 13A.07.06.13A.(2)(7) 13A.07.06.13B(2) 13A.07.06.15A.-B.	
<b>c.</b> Require elementary teachers to take courses in core subjects they will teach... (p.52)	13A.07.06.08C(2) 13A.07.06.13B 13A.07.06.14A.-E.	
<b>d.</b> Require future teachers to take courses and demonstrate competencies pertaining to assessment of the typical deficits students have as the work to succeed in courses, as well as the techniques most likely to help students with those deficits. (p.52)	13A.07.06.08D(3)(c) 13A.07.06.09B(1)(3)(4) 13A.07.06.09E(2)(d) 13A.07.06.09E(5)(k) 13A.07.06.12B(1)(3)(5)(6)(7)(8)(12-15) 13A.07.06.13A(2)(7) 13A.07.06.13B(2) 13A.07.06.15B(4)	
<b>e.</b> Require future teachers to take courses and competencies to enable them to recognize and effectively use high quality instructional materials... (p.53)	13A.07.06.12B(5)(13)(16) 13A.07.06.13B(1)(e-f) 13A.07.06.14(C)(5) 13A.07.06.15B(19)	
<b>f.</b> Require future teachers to skills... to effectively manage student behaviors (p.53)	13A.07.06.08D(3)(c) 13A.07.06.12B(4)(12)(17-18)	
<b>g.</b> Requiring teacher candidates to pass the edTPA or PPAT...to exit a program... (p.53)	13A.07.06.08F(5-6) 13A.07.06.10A(5)(c)	

Design Assumption	Regulatory Citation	Comments
<b>Design Assumption 2:</b> The Practicum in teacher training will produce teachers whose knowledge and skills are comparable in every way to the knowledge and skills of the teachers produced by teacher training institutions in the top-performing countries.		
a. Prospective teachers will complete a full school year of practical experience prior to completing an undergraduate teacher education programs... (master's degree programs... must have a practicum of at least 100 days, but universities are encouraged to offer a full-year practicum) (p. 53)	13A.07.06.08D(5)(a)-(d)	
b. All practicum experiences will be the shared responsibility of the public school district partners, private and nonpublic special education schools and public and private institutions of higher education... (p.53)	13A.07.06.09A-F	
c. Practicum can be consecutive or happen throughout teacher training program... (p.53)	13A.07.06.08D(5)	The regulatory language is open, practicum could start in at any point of the experience
d. Institutions/LSS are encouraged to be creative and flexible in incorporating the additional practicum requirement into the program of study. Institutions must show cause to expand their program by up to 12 credits but in no case should more than 132 credits be required (p.53)	13A.07.06.08D	The various practicum experiences are listed as four phases and can happen throughout the educator preparation program, except a pre-clinical experience (1 <sup>st</sup> year). The intent is to provide candidates with a variety of experience in diverse settings, while also allowing the programs to be creative in their planning.
e. MSDE/MHEC/IHEs should review current State requirements for teacher preparation programs to ensure alignment with the commission recommendations. If misaligned or extraneous, redundant, or no longer necessary they should be eliminated... to complete a program in 120 credits... (p.54)	13A.07.06.08G	MSDE proposed regulations comply with the recommendations.  Regulatory Language states that a BA program be a 4-year, 120 credit program. There is a provision that allows programs to expand by 12 credit with permission from both MSDE and MHEC.
f. Instructional system and ...schools where students are placed for practicum will be designed to reflect the commission's recommendations (p.54)	13A.07.06.09B(5-6)	
g. Mentors of practicum programs will be highly competent teachers (master teachers on the career ladder)... (p.54)	13A.07.06.09B(5-6)	

Design Assumption	Regulatory Citation	Comments
<b>Design Assumption 3:</b> Prospective Teachers will develop strong action research skills through their university training as well as through completing their practicum		
a. Schools in which they practice will have all improvement strategies accompanied by research projects... (p.54)	13A.07.06.09B(1)(3)(4) 13A.07.06.09E(5)(g-h) 13A.07.06.09F(1-3) 13A.07.06.12B(1-2)(5-6)(8-9)(14) 13A.07.06.13A(6)(8) 13A.07.06.13B(1)(d)(3) 13A.07.06.14D.	We have included regulations here for both clinical placement schools and university training
<b>Design Assumption 4:</b> Mentor teachers for induction programs will be highly competent teachers....		
(p.54)	13A.07.06.09B 13A.07.01.06F(1-4)	The regulations governing induction programs can be found in COMAR 13A.07.01. We have included the citations for mentors in induction programs as well as the requirements for supervising teachers in a clinical placement

<b>Design Assumption 5:</b> Teacher training programs and LSS must collaborate regularly and develop closer working relationships to strengthen teacher preparation, induction and ongoing professional development. MSDE must increase its capacity to provide technical assistance and support to teacher training programs and develop systemic means for providing feedback to ensure that IHEs are better informed about content and expectations of a preK-12 classroom		
Teacher training programs and LSS must collaborate regularly and develop closer working relationships to strengthen teacher preparation, induction and ongoing professional development... (p.54)	13A.07.06.09C	
MSDE must increase its capacity to provide technical assistance and support to teacher training programs and develop systemic means for providing feedback to ensure that IHEs are better informed about content and expectations of a pre-K-12 classroom... (p.54)	Not applicable	Various Divisions in MSDE will provide this type of technical assistance and support.

<b>Design Assumption 6:</b> Universities offering graduate –level courses in school administration for certification must ensure (through MSDE/MHEC) program approval process) that they evaluate the potential of candidates to be effective school leaders and that curriculum will ..... Include a clinical experience and an assessment.(p.54-55)		
	13A.07.06.03A(26) 13A.07.06.08D(6)	

## COMAR 13A.12 Educator Licensure & COMAR 13A.07.06 Programs for Professionally Certified Personnel

### Element 2b: Raise standards for licensing new teachers in Maryland.

Design Assumption	Regulatory Citation	Comments
<b>Design Assumption 1:</b> Teachers will be required to pass a test of teaching ability to earn an initial Maryland License (e.g.(PPAT, edTPA)...(p.56)	13A.12.01.06A. 13A.12.02.02B(1)(a)(iii) 13A.12.02.02B(1)(b)(vii) 13A.12.02.02B(1)(c)(iii) 13A.12.02.02B(2)(a)(iii) 13A.12.02.02B(2)(b)(iii) 13A.07.06.08.F(3-6) 13A.07.06.10A.(5)(c)	On April 23, 2019 the SBOE reviewed all educator licensure assessments and adopted the use of the PPAT or edTPA as Maryland’s performance based assessment for teachers. These assessments will be phased in over a 5-year period.
<b>Design Assumption 2:</b> Teachers will be required to pass State-specific exams of teacher mastery of reading instruction and content for elementary education (K-6) and for middle and high school grade levels.... (p.56)	13A.12.01.06A. 13A.12.02.02B(1)(a)(iii) 13A.12.02.02B(1)(b)(vii) 13A.12.02.02B(1)(c)(iii) 13A.12.02.02B(2)(a)(iii) 13A.12.02.02B(2)(b)(iii) 13A.12.02.06B(1) 13A.07.06.10A.(5)(c)	On December 4, 2018 the SBOE adopted the Teaching Reading: Elementary assessment as a licensure requirement for all early childhood, elementary education, ESOL, and Special Education (Birth-3, grades 1-8, and grades 6-12) Teachers effective September 1, 2019. In the proposed regulations, this requirement will extend to those wishing to add an endorsement to an existing teaching certificate in one of these teaching areas.
<b>Design Assumption 3:</b> ...Monitor negative impact on diversity of teacher candidates. (p.56)	Not applicable	This is an ongoing effort and not covered under the regulatory process.
<b>Design Assumption 4:</b> The competencies laid out in Element 2a. Design assumption 1 will also be evaluated through the teacher education program and practicum. (p.56)	13A.07.06.08.C.-E. 13A.07.06.09A.-F. 13A.07.06.10A(4)(c)	Regulations pertaining to the clinical experience and evaluation of the educator preparation program our found in COMAR 13A.07.06.
<b>Design Assumption 5:</b> ...Mid-career changers and taking the one year alternative certification option will participate in a three-year mentorship/induction program with an experienced mentor. (p.56)	13A.12.02.02(3)(b)(i)	To move to a professional license all teachers will need to complete a Maryland induction program. The regulations governing Teacher induction programs can be found in COMAR 13A.07.01.
<b>Design Assumption 6:</b> Alternative Preparation programs: require a minimum teaching practicum of at least 100 hours (2020)...; a full-year within 5 years to include 40 hours of teaching. (p.56-57)	13A.07.06.08D(5) 13A.07.06.08E(2)	Regulations pertaining to the alternative preparation program requirements are found in COMAR 13A.07.06.
<b>Design Assumption 7:</b> The SBOE and PSTEB under their existing authority, shall adopt regulations to implement these new requirements (p.57)	Not applicable	<b>SBOE</b> granted permission to publish regulations on June 25, 2019 <b>PSTEB</b> did not grant permission to publish regulations on September 9, 2019. <b>SBOE</b> with a super majority granted permission to publish regulations on September 24, 2019.