
Comparison of Proposed State Board of Education Regulations Compared to Related Kirwan Commission Recommendations

**Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland**

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Teacher Preparation Programs

Topic/Notes	Proposed Regulations	Kirwan Recommendations
<p><i>Clinical Experience – Number of Days</i></p> <p>Regulations are more prescriptive than Kirwan recommendations, which call for flexibility for how and when the clinical experience occurs.</p>	<p>Beginning on or after July 1, 2025, for State Approved Programs.</p> <p>Traditional Programs must have four phases of clinical experiences in which pre-practicum and practicum experiences occur. The phases are described in detail including a pre-clinical first year experience. Unclear if these requirements also apply to alternative/nontraditional programs.</p> <p>Prior to July 1, 2025, traditional programs shall provide a candidate with a practicum experience of no less than 100 days across two consecutive semesters during which the candidate is responsible for the instruction and classroom management of a roster of students for no less than 40 hours.</p> <p>Prior to July 1, 2022, candidates must develop standards-based portfolios, using student work and other artifacts along with reflections on their experiences to demonstrate their performance according to the national content standards and Maryland’s competencies.</p>	<p>Beginning on or after July 1, 2025, at the latest.</p> <p>Prospective teachers will complete a full school year (180 days) of practical experience prior to completing an undergraduate teacher education program no later than five years following implementation of the enabling legislation.</p> <p>Master’s degree programs in teaching must have a practicum of at least 100 days, but universities are encouraged to offer a full-year practicum.</p> <p>The practicum can be consecutive or occur throughout the teacher training program. Extended induction programs beyond the required practicum are encouraged, with special attention to authentic (financial and accountable) partnerships between universities and school districts.</p> <p>Teacher education majors should have an opportunity to have a classroom observation experience early in the program to determine if they have the aptitude and temperament for teaching, and universities are encouraged to allow students to have experiences in different school settings.</p> <p>Institutions and schools/school districts are encouraged to be creative and flexible in incorporating the additional practicum requirement into the existing program of study.</p>

Educator Licensure

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<p><i>Clinical Experience – Shared Responsibility</i></p> <p>The Commission has a broader definition of shared responsibility and laid out the roles, responsibilities, skills, and knowledge required for mentor teachers.</p>	<p>Public school district partners, nonpublic schools, and public and private institutions of higher education shall share responsibility for finding placements for qualified candidates with qualified supervising teachers.</p>	<p>All practicum (internship) 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> <p>Shared responsibility means that the school districts will share accountability for finding placements for qualified candidates and will compensate qualified “supervising” or mentor teachers (using career ladder criteria as a major criteria for selection).</p> <p>Institutions will collaborate with supervising/mentor teachers to evaluate teacher interns and ensure the interns demonstrate all necessary competencies required of teachers.</p>
<p><i>Career Ladder – Certification Types</i></p> <p>Process for implementing career ladder is unclear. There is no process for a gradual opt-in to the career ladder process. It is unclear if the Kirwan Commission recommendations related to career ladders are implemented at</p>	<p>The process for development of the career ladder is unclear.</p> <p>Eight current certificate types are replaced with five license types for teachers. There are administrator licenses for supervisors of instruction, assistant principals, and principals. However, this is not a clear career ladder built of individuals earning National Board Certification. Or a clear transition pathway for teachers who earned a master’s degree and want to opt-out.</p> <p>There is no longer an Advanced Professional Certificate. Advanced Professional Certificate holders will be issued a professional license.</p>	<p>Implement career ladder for teachers and school leaders with gradual opt-in.</p> <p>All new teachers required to opt in to teacher career ladder beginning July 1, 2025, at the earliest.</p> <p>Commission assumed that during the first years of implementation, roughly 10% of all teachers will opt not to participate in the career ladder and will continue on the Advanced Professional Certificate (<i>i.e.</i>, master’s degree/30 credits) path.</p>

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<p>all. Professional development points were not recommended by the Commission.</p>	<p>Professional licenses need to be renewed every five years. Can be renewed by earning 90 professional development points, which can be earned through semester hours, clock hours, professional development, and other approved ways.</p> <p>Waiver from renewal requirements only available for “senior educators” that are 55 years old or older or employed as a qualified teacher for at least 25 years.</p>	
<p><i>Career Ladder – National Board Certification</i></p> <p>Having National Board Certification (NBC) as a pathway to a teacher certification rather than as part of the career ladder is not aligned with Kirwan Commission recommendations. None of the requirements from the Kirwan Commission recommendations related to NBC are covered in the regulations. NBC as a pathway to Advanced Professional Certificate (APC) is eliminated but a parallel pathway</p>	<p>National Board Certification is considered an out-of-state pathway to earn a professional (teaching) license without attending a teacher preparation program but is no longer a pathway for the new Professional License.</p> <p>National Board Certificate. Teacher candidates who hold a National Board Certificate shall meet the following requirements:</p> <p>(i) bachelor’s degree or higher; and</p> <p>(ii) National Board Certificate issued from the National Board for Professional Teaching Standards for which a comparable Maryland license exists.</p>	<p>The first two levels will be common to both tracks: State-licensed Teacher and NBC Teacher.</p> <p>a. Roughly 50% of all teachers will be on one of these two levels and another 20% will be National Board Certified.</p> <p>b. During the first years of implementation, roughly 10% of all teachers will opt not to participate in the career ladder and will continue on the Advanced Professional Certificate (<i>i.e.</i>, master’s degree/30 credits) path.</p> <p>c. No sooner than 5 years after enactment of legislation implementing a career ladder, <i>and</i> when the Maryland NBC pass rate reaches the national (currently 65%), new teachers receiving a Maryland teaching certificate must participate in the Educator Career Ladder and are not eligible for salary increases based on years of experience and degrees or credits. By the tenth year of teaching, they must achieve NBC. Until NBC is achieved, their salary is frozen except for cost-of-living increases.</p>

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<p>is not provided for teachers who graduate from in-state programs and are pursuing professional development points.</p>		<p>Teachers with 20 or more years of experience who choose to pursue NBC must complete it within 5 years of the legislation’s enactment.</p> <p>d. During the transition period (after enactment of legislation but prior to the threshold requiring all new teachers to pursue NBC), existing teachers may pursue NBC and if they achieve NBC, they will go onto the career ladder, receive the associated NBC salary increase, and are not eligible for salary increases based on years of experience and degrees or credits.</p> <p>Existing teachers who already hold NBC and are receiving a stipend will immediately receive the NBC salary increase (and no longer receive the stipend).</p> <p>e. Teachers for whom there is no assessment comparable to NBC in their subject area may earn a master’s degree/30 credits in an approved program of study.</p> <p>f. After the career ladder is fully implemented, and after all new teachers entering the State will be expected to pursue NBC because of its performance-based approach, local education agencies (LEAs) should continue to encourage master’s degrees in fields that require special expertise, shortage areas, and enhance educators’ professional skills and their qualifications to teach dual-enrollment courses as adjunct faculty at colleges and universities. In appropriate areas, LEAs, through</p>

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		<p>collective bargaining, should provide additional compensation for achieving a master’s degree.</p> <p>g. Once the career ladder is fully implemented and all new teachers in Maryland are required to hold NBC, teachers must renew their NBC every 5 years in order to continue to hold a Maryland teacher certificate and to receive the salary increase associated with NBC renewal under the proposed career ladder. (Current teachers who opt not to participate in the career ladder and do not choose to pursue NBC will be required to hold an Advanced Professional Certificate.) NBC teachers who fail to earn renewal will be given a 1-year grace period to complete the recertification (and will not receive the associated salary increase until renewal is completed). If they do not receive NBC, their salary is frozen except for any cost-of-living increase. After 25 years or more of experience, NBC renewal is optional.</p>
<p><i>Career Ladder – Lead, Master, Professor, and Master Teacher</i></p> <p>Career ladder not implemented.</p>	<p>Not mentioned beyond requirements for supervising teachers for clinical experience.</p>	<p>Lead Teacher, Master Teacher, and Professor Master Teacher described in detail.</p>
<p><i>Career Ladder – Master’s Degree/30-credit Pathway</i></p> <p>There is no clear pathway in regulations.</p>	<p>Unclear what the process is under the regulations.</p>	<p>Teachers for whom there is no assessment comparable to NBC in their subject area may earn a master’s degree/30 credits in an approved program of study.</p>

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<p><i>Career Ladder – Clinical Experience Requirements</i></p> <p>The regulations for the clinical experience requirements are aligned with the Teacher Leadership Track (Lead, Master, or Professor Master Teacher) described in the Commission report for the supervising teacher for clinical experience.</p>	<p>Supervising teachers shall:</p> <p>(1) have the capacity to lead other teachers working in teams to improve the curriculum, instruction, and assessment in the school in an effective and disciplined way;</p> <p>(2) have the skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills;</p> <p>(3) have sufficient expertise in research, especially action research, to lead teacher teams and candidates that will use research to develop programs, curriculum, teaching techniques, and other interventions;</p> <p>(4) be able to conduct formal evaluations to determine the extent to which those interventions are successful, correcting course as necessary to produce the outcomes for students they want;</p> <p>(5) spend approximately 50% of their working hours teaching and spend most of the additional time mentoring candidates and newer and struggling teachers and leading workshops and demonstrations at the school level; and</p> <p>(6) be on the Teacher Leadership Track as a Lead, Master, or Professor Master Teacher no sooner than July 1, 2025, or until the Maryland National Board Certification pass rate reaches the national average.</p>	<p>Detailed description in Commission report.</p>

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<p><i>Career Ladder – Administrative Track</i></p> <p>The only pathway to becoming an administrator is by earning a master’s degree. This is not aligned with the career ladder model, which states that after a time certain and after meeting certain statewide assessment goals, earning a NBC is the pathway to the Administrator Track. The regulations also do not easily allow individuals from backgrounds outside education to become school leaders.</p>	<p>B. Administrator I.</p> <p>(1) This license qualifies an individual to be assigned as a supervisor of instruction or assistant principal.</p> <p>(2) The applicant shall have:</p> <p>(a) A master’s degree from an institution of higher education (IHE);</p> <p>(b) 27 months of effective teaching performance or effective performance as a certified specialist as defined in COMAR 13A.12.04; and</p> <p>(3) completed one of a list of pathways specified in the regulations.</p> <p>C. Administrator II.</p> <p>(1) This license qualifies an individual to be assigned as a school principal.</p> <p>(2) The applicant, before initial appointment as principal, shall:</p> <p>(a) complete the requirements for Administrator I; and</p> <p>(b) present evidence of a qualifying score as established by the State Board on a department-approved principal licensure assessment.</p> <p>(3) A principal who enters Maryland from another state may obtain an Administrator II license if that principal held a valid professional state license and verification of at least 27 months of effective performance as a principal.</p>	<p>The primary way to become a school principal is to advance along the Administrative Track of the proposed career ladder. However, recognizing that districts must have some flexibility in order to ensure that uniquely talented individuals from backgrounds outside education may still become school leaders. Assistant principals are required to achieve either NBC or Advanced Professional Certificate for administrators.</p> <p>There will be two levels on the Administrative Track: Licensed Principal and Master Principal. The Administrative Track is described in detail in the report.</p>

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<p><i>Competency-based Licensure Tests for Basic Skills</i></p> <p>The Commission proposed three things that a prospective teacher must pass to become licensed: (1) a basic literacy test; (2) content tests that are as rigorous as the Massachusetts assessments; and (3) a performance assessment, either EdTPA or PPAT. It is unclear if the new tests to be approved by the State are consistent with these recommendations since the tests are not specified in the regulations.</p>	<p>Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education required for all new in-state prepared teachers immediately.</p> <p>Out-of-state prepared teachers can be issued a temporary professional license for up to two years if they have not yet passed the Maryland teacher licensure tests.</p> <p>For teachers from “State-approved” traditional and alternative teacher preparation programs:</p> <p>Beginning July 1, 2022, candidates shall complete a department-approved performance-based assessment that is scored by certified reviewers and is not scored by employees of the educator preparation program or unit.</p> <p>Beginning July 1, 2025, candidates shall submit a passing score on a department-approved performance-based assessment that is scored by certified reviewers and is not scored by employees of the educator preparation program or unit</p>	<p>Teachers will be required to pass a test of teaching ability to earn an initial Maryland license (<i>e.g.</i>, PPAT or edTPA) no later than five years after implementation of enabling legislation. This requirement applies to all new teachers, including alternative preparation programs, except those who are teaching career and technical education courses.</p> <p>Teachers coming from out of state must pass the assessment within 18 months of being hired by a Maryland district or hold an active National Board Certification from the National Board for Professional Teaching Standards (NBPTS). After sufficient data has been collected that demonstrates that one assessment is more valuable than another, the State should adjust the licensure requirement.</p>
<p><i>Content Knowledge (literacy and specialized subject matter)</i></p> <p>Unclear if teachers from nonstate-approved teacher</p>	<p>Teachers from “State-approved” traditional and alternative teacher preparation programs must obtain a qualifying score on a specific content assessment in the appropriate area, subject and grade band or specialty area as established by the State Superintendent of Schools and as</p>	<p>Teachers will be required to pass State-specific exams of teacher mastery of reading instruction and content that will be at least on par with the rigor of Massachusetts for elementary education (K-6) and for the middle and high school grade levels by a date certain.</p>

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preparation programs will need to demonstrate content knowledge.	approved by the State Board of Education, if applicable.	
<p><i>Career Ladder – Continued Master’s Degree Encouragement for Certain Areas</i></p> <p>Not mentioned.</p>	Not covered.	<p>After the career ladder is fully implemented, and after all new teachers entering the State will be expected to pursue NBC because of its performance-based approach, local education agencies should continue to encourage master’s degrees in fields that require special expertise, shortage areas, and enhance educators’ professional skills and their qualifications to teach dual-enrollment courses as adjunct faculty at colleges and universities. In appropriate areas, LEAs, through collective bargaining, should provide additional compensation for achieving a master’s degree.</p>
<p><i>Courses – Student Data</i></p> <p>Unclear if only for State approved programs, but generally aligned with the Commission’s recommendations.</p>	<p>The teacher candidate shall:</p> <ul style="list-style-type: none"> (1) employ evidence-based research strategies, learning theories, and methods to help improve student performance. (2) employ inquiry skills and methods regularly to collect meaningful data and improve one’s professional practice. (3) Analyze data to modify instruction appropriately. (4) Use data derived from assessments to develop intervention plans aligned to the specific needs of individual students. 	<p>Requiring all future teachers to pass a set of courses and demonstrate competencies in basic research skills and methods and training on how to routinely evaluate and use research and data to help teachers improve student performance.</p>

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<p><i>Courses – Race and Culture</i></p> <p>Unclear if these regulations only apply to State approved programs, but generally aligned with Commission recommendations</p>	<p>Demonstrate that knowledge of the learner’s physical, cognitive, emotional, social, and cultural development is the basis of effective teaching of the following students:</p> <p>(a) students from different racial, ethnic, and economic backgrounds;</p> <p>(b) students for whom English is not their primary language;</p> <p>(c) students with different learning abilities; and</p> <p>(d) students with social and emotional needs.</p> <p>(e) create, build and sustain a safe, inclusive learning environment by effectively:</p> <p>(f) using strategies to meet social and emotional needs;</p> <p>(g) implementing restorative practices; and</p> <p>(h) managing student behavior.</p>	<p>Requiring future teachers to take courses and demonstrate competencies, including racial awareness and cultural competence, designed to enable them to teach the Maryland curriculum frameworks, including how to teach students from different racial, ethnic, and economic backgrounds as well as different learning abilities and social/emotional needs and how to implement restorative practices in such a way to enable students to reach the college- and career-readiness standards.</p>
<p><i>Courses-Elementary Core Subjects</i></p> <p>Not mentioned.</p>	<p>Not covered.</p>	<p>Requiring elementary teachers to take courses in the core subjects they will teach in order to have deep content knowledge in the core subjects in elementary school.</p>
<p><i>Courses-Typical Deficits</i></p> <p>Generally aligned with Commission recommendations.</p>	<p>(a) Apply instructional supports including a 504 Plan and an Individualized Education Plan to support a student with exceptionalities by providing developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.</p> <p>(b) Apply multiple, valid assessment approaches, both formal and informal, modifying when appropriate, that address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals.</p>	<p>Requiring future teachers to take courses and demonstrate competencies to enable them to conduct expert assessment of the typical deficits students have as they work to succeed in courses, as well as the techniques most likely to help students with those deficits.</p>

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	<p>(c) Develop action research that advances one’s knowledge base, promotes equity, and addresses an academic need.</p> <p>(d) Collaborate effectively with colleagues, families, school professionals, businesses, and social services agencies to support student development and student achievement.</p> <p>(e) Incorporate personal reflection, professionals’ feedback, best practice, and expert opinion to improve professional practice.</p> <p>(f) Evaluate student behaviors and unique learning needs in the adaption of various learning environment, such as physical arrangement, student grouping, instructional intensity, pacing, and embedded assistive technology supports.</p> <p>(g) Use assistive technologies ranging from low-tech to high-tech devices or equipment, materials, and resources to educate individuals whose exceptionalities interfere with written or verbal communication.</p> <p>(h) Use data derived from assessments to develop intervention plans aligned to the specific needs of individual students.</p> <p>(i) Implement Response to Intervention (RtI), Universal Design for Learning (UDL), Direct Instruction (DI), and Specially Designed Instruction (SDI) to differentiate instruction.</p>	

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<p data-bbox="203 241 414 388"><i>Courses – High Quality Instructional Materials</i></p> <p data-bbox="203 409 438 514">Generally aligned with Commission recommendations.</p>	<p data-bbox="462 241 966 493">Effectively use high-quality instructional materials (including online) and adapts existing curriculum to make it stronger using standards-aligned tools, including the ability to use digital resources and computer technology.</p>	<p data-bbox="1002 241 1485 640">Requiring future teachers to take courses and demonstrate competencies to enable them to recognize and effectively use high-quality instructional materials (including online) and to adapt existing curriculum to make it stronger using standards-aligned tools, including the ability to use digital resources and computer technology.</p>
<p data-bbox="203 672 438 745"><i>Courses – Student Behavior</i></p> <p data-bbox="203 766 438 871">Generally aligned with Commission recommendations.</p>	<p data-bbox="462 672 933 850">Demonstrate that knowledge of the learner’s physical, cognitive, emotional, social, and cultural development is the basis of effective teaching of the following students:</p> <ul style="list-style-type: none"> <li data-bbox="462 871 917 955">(a) Students from different racial, ethnic, and economic backgrounds; <li data-bbox="462 976 941 1060">(b) Students for whom English is not their primary language; <li data-bbox="462 1081 917 1165">(c) Students with different learning abilities; and <li data-bbox="462 1186 958 1270">(d) Students with social and emotional needs. <li data-bbox="462 1291 925 1396">(e) Create, build, and sustain a safe, inclusive learning environment by effectively: <li data-bbox="462 1417 950 1501">(f) Using strategies to meet social and emotional needs; <li data-bbox="462 1522 966 1606">(g) Implementing restorative practices; and <li data-bbox="462 1627 868 1669">(h) Managing student behavior. 	<p data-bbox="1002 672 1485 808">Requiring future teachers to learn the skills necessary and demonstrate competencies to effectively manage student behavior.</p>