

## Certification 101-Nonpublic School Programs

Technical Assistance for Non-Public Certification Points of Contact May 8, 2017

Linda Bongiovano | Alexandra Cambra | Kelly Meadows

### **OBJECTIVES**

- Review POC Expectations
- Explore Routes to Certification
- Identify Renewal and Reinstatement Requirements
- Identify Endorsement Requirements
- Review Reading and Special Education Ancillary Credit Requirements
- Review the Nonpublic Application for Certification Process
- Discuss Nonpublic Certification Requirements

## **POC Expectations**

- Work directly with the assigned certification specialist on behalf of school educators
- Provide assistance to educators at the school level
- Provide required certification documentation in a complete packet



## MSDE Certification Forms & Letters

- 42 application
- Educator application
- Verification of employment
- Issuance of a Conditional certificate letter
- Transcript analysis, endorsement, and reading evaluations



# Nonpublic School Certification Regulations & Policies

- Regulations
  - <u>13A.09.10.18</u>

General Education vs. Special Education certification requirements

Memos

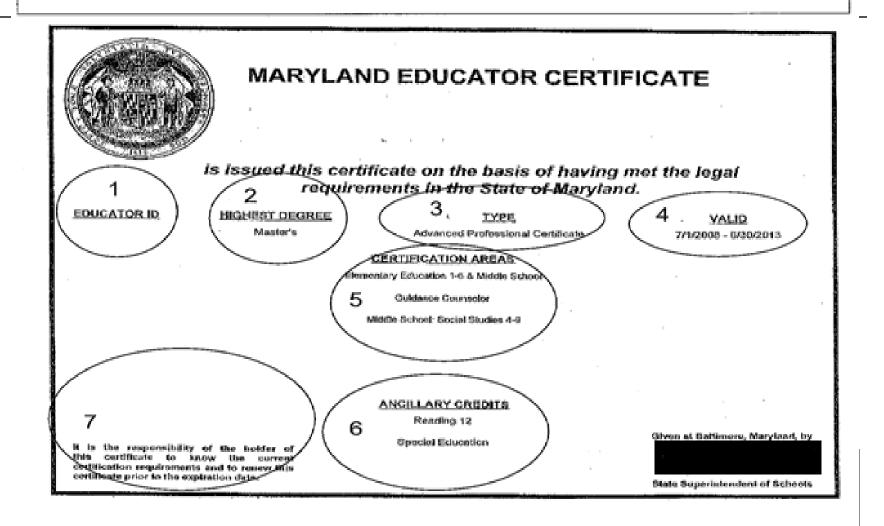


## Types of Certificates

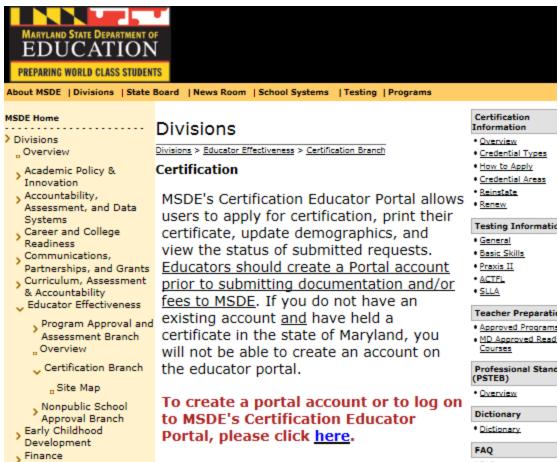
- Professional Eligibility Certificate 5 years (Issued only by MSDE)
- □ Conditional 2 years (1 renewal)
- □ Standard Professional I 5 years
- □ Standard Professional II 5 years
- Advanced Professional Certificate 5 years



### How to Read Your Teaching Certificate



## Navigating the Website



Information Tochnology The portal application is currently not

www.mdcert.org



## Routes to Maryland Certification

- ☐ Approved Programs
- ProfessionalExperience
- ☐ Transcript Analysis



## **Approved Programs- MD Approved Program Graduates**

- □ What do I need to submit?
  - Official transcript with conferred degree
  - Test scores (basic skills, Praxis II)
  - 42 application
  - Educator application
  - CJIS documentation



### Approved Programs-Out-of-State Approved Program Graduates (Without Out-of-State Certificate)

- □ What do I need to submit?
  - Official transcripts
  - Praxis scores (basic skills, MD Praxis II)
  - 42 application
  - Educator application
  - CJIS documentation



### Approved Programs-Out-of-State Approved Program Graduates (With Out-of-State Certificate)

- □ What do I need to submit?
  - Official transcripts
  - Out-of-state professional certificate
  - Qualifying test scores from state which issued certificate or verification of two years of full time satisfactory out-of-state experience
  - 42 application
  - Educator application
  - CJIS documentation



### **Approved Professional Experience**

- □ What do I need to submit?
  - Verification of 3 years of full time satisfactory experience within the past 7 years in the certification area being sought
  - Valid out of state professional certificate
  - 42 application
  - Educator application
  - CJIS documentation



### **Transcript Analysis**

- □ What do I need to submit?
  - Official transcript/s
  - Test scores (basic skills, Praxis II or ACTFL)
  - 42 application
  - Educator application
  - CJIS documentation



### **Transcript Analysis- Evaluations**

- The applicant shall present verification of satisfactory completion of outlined requirements (courses and tests) on a specific evaluation
  - Generic Special Education B-3/1-8 Evaluation
  - Generic Special Education 6-Adult Evaluation
  - Supervisor of Special Education Evaluation



#### Renewals and Reinstatements

- 6 semester hours of acceptable credit earned or taught at a regionally accredited IHE or through MSDE approved Continuing Professional Development (CPD) credits.
- Credits must be related to a school assignment and earned within five years immediately preceding the date on which the new certificate is issued.
- Must be earned in reading or special education if educator has not fulfilled those requirements.
- To verify course work <u>taught</u>, submit a letter from the chair of the department on college/university letterhead with the course title, semester in which it was taught, and number of credit hours.

## Renewals and Reinstatements-Specialists

#### CEUs

- Semester hours issued to renew licenses issued by other licensing boards (e.g., social work)
- Requirements
  - 90 clock hours or 9 CEUs or 6 semester hours
- Clock hours
  - □ 10 clock hours = 1 CEU
  - □ 15 clock hours = 1 semester hour
- Contact hours
  - □ 10 contact hour = 1 CEU
  - □ 1 contact hour = 1 clock hour
- Teachers may not use CEUs to renew/ reinstate



# Renewal Requirements- School Counselors

- On October 6, 2016, regulations were adopted that established additional renewal/reinstatement requirements for school counselors
- □ COMAR 13A.12.03.02
- Policy allows school counselors who currently hold a valid certificate <u>one full renewal cycle</u> prior to having to meet this requirement.
- Must be met at every renewal



# Continuing Professional Development Credits (CPDs)

- Must be MSDE Approved (look for MD CPD number)
- MPT Thinkport
- MSDE Blackboard
- Learner's Edge
- □ LSS
- □ Google!
- Must submit MSDE CPD form given to educator upon completion

### Senior Teacher Waiver- Renewal

- Renewal requirements for any professionally certificated employee may be waived without regard to Regulation .11 of this chapter if the:
  - (1) Renewal is recommended by the Education Director (must submit letter); and
  - (2) Professionally certificated employee is:
    - □ (a) 55 years old or older; or
    - (b) Employed for at least 25 years in public school service or approved nonpublic school service
- Does not apply to reinstatement



#### **Endorsements**

- Teaching endorsements may be added via:
  - Credit count

OR

- Test
  - Praxis II Content
  - ACTFL Content (world languages)
- Endorsements must be requested



## Endorsements- Specialists and Administrators

 Must meet individual requirements of 13A.12.03 (specialists) or 13A.12.04 (administrators)

 May not add a teaching area via test/credit count to a specialist or administrator certificate



## Career and Technical Education Areas of Certification

- Teachers of CTE areas in schools offering a true CTE program (e.g., barbering, cosmetology, nursing, automotive, carpentry) should be certified in CTE and licensed appropriately
- Teachers of CTE areas in SPED schools that are NOT offering a true CTE program may be certified in Generic Special Education or CTE

## Special Education Ancillary Credit

 Specialists and Administrators shall meet the requirements for a professional certificate under COMAR 13A.12.01.04.06, as applicable, including 3 semester hours in special education

Currently, this requirement may be satisfied at the time of renewal

## Reading Requirements

- Early Childhood, Elementary, or SPED Infant-3/1-8 must earn 12 semester hours in reading
- Secondary education, SPED 6-Adult, and PreK-12 areas must earn 6 semester hours in reading
- Teachers with Elem Ed, Early Childhood, and SPED Infant-3/1-8 may instead submit qualifying scores on the Praxis 5203 to meet the reading requirement

## Reading Summary

Maryland State Department of Education Division of Educator Effectiveness Certification Branch

REQUIRED READING COURSE WORK SUMMARY

Social Security Number   Last Name   First Name   MI   Provious Name	REQUIRED READING COURSE WORK SUMMARY							
Prepared	Social Security Number I set Name			Firs	t Name	М	Provious Name	
Date:   Date:   Double:	Prepared						-	
Certification Areas Requiring 12 Credits of Reading:	Revised Date							
Certification Area: Requiring 12 Credits of Reading:								
Barly Childhood Education PK - 3								
Early Childhood Education PK - 3	Certification Areas Requiring 12 Credits of Reading:			1011				
Elementary Education: Infant-3 or 1-8				_				
Special Education: Infant-3 or 1-8	1 = *			_ =		y 5-12/7-12		
Ed Media Generalist, Ed Media Specialist   Special Education: 6-Adult, SPD, Visually Impaired or Hearing Impaired								
MET NEEDED*    Processes & Acquisition of Reading Shills   Explains the process of language development, including the impact of phonemic awareness, and how the brain responds to reading acquisition   Methods of Reading Instruction   Methods of Reading Instruction Shows teachers how to use a balanced program of phonestics, semantics, and syntactics in teaching reading   Methods of Teaching Reading     Exposes teachers to a variety of texts to be used in their classes and explains strategies for selecting and evaluating materials   Assessment for Reading Instruction   Assessment for Reading Instruction   Requirements Satisfied   Requirements Satisfied	Special Education: Infant-3 or 1-8			П				
MET NEEDED*    Processes & Acquisition of Reading Skills   Explains the process of language development, including the impact of phonemic awareness, and how the brain responds to reading acquisition    Methods of Reading Instruction   Introduces teachers to the assessment of student reading, cognitive strategies in reading, incorporating reading, incorporating reading skills through student-centered instruction and intrinsic/extrinsic motivation for reading    Methods of Reading Instruction   Methods of Teaching Reading   Methods of Teaching Reading in the Secondary Content Area, Part II   Expands on the Secondary Con							•	
MET NEEDED*    Processes & Acquisition of Reading Skills   Explains the process of language development, including the impact of phonemic awareness, and how the brain responds to reading acquisition    Methods of Reading Instruction   Reading   Methods of Teaching Reading   Reading   Methods of Teaching Reading in the Secondary Content Area, Part II   Expands on our It   Expands on the Secondary Content Area, Part II   Expands on the Secondary Content Area, Part II					•			
Processes & Acquisition of Reading Skills   Secondary Content Area, Part I   Introduces teachers to the assessment of student reading, cognitive strategies in reading, incorporating reading, incorporating reading skills through student reading, cognitive strategies in reading, incorporating reading skills through student centered instruction and intrinsic/extrinsic motivation for reading motivation for reading   Methods of Teaching Reading   Methods of Teaching Reading in the Secondary Content Area, Part II   Expands on Feaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading in the Secondary Content Area, Part II   Expands of Teaching Reading incorporating reading, cognitive strategies in reading, cognitive strategies in reading, cognitive strategies in reading, cognitive strategies in reading, incorporating reading, cognitive strategies in reading, cognitive strategies, cognitive strategies in reading, cognitive strategies in reading, cognitive strategies in reading, cognitive strategies in reading, cognitive strategies, cognitive strateging, cognitive strateging, cognitive strateging, cognitive strategin					Visually:	Impaired or H	learing Impaired	
Reading Skills  Explains the process of language development, including the impact of phonomic awareness, and how the brain responds to reading acquisition  Methods of Reading Instruction  Shows teachers how to use a balanced program of phonoetics, semantics, and syntactics in teaching reading  Materials for Teaching Reading  Exposes teachers to a variety of texts to be used in their classes and explains strategies for selecting and evaluating materials  Materials  Assessment for Reading Instruction  Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied  Requirements Satisfied	MET NEEDED*			MET 1	VEEDED.			
Reading Skills  Explains the process of language development, including the impact of phonomic awareness, and how the brain responds to reading acquisition  Methods of Reading Instruction  Shows teachers how to use a balanced program of phonoetics, semantics, and syntactics in teaching reading  Materials for Teaching Reading  Exposes teachers to a variety of texts to be used in their classes and explains strategies for selecting and evaluating materials  Materials  Assessment for Reading Instruction  Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied  Secondary Content Area, Part II  Introduces teachers to the assessment of student reading, cognitive strategies in reading, incorporating reading, cognitive strategies in reading, incorporating reading, cognitive strategies in reading, cognitive strategies in reading, incorporating reading, cognitive strategies in reading, cognitive strategies, incorporating reading, cognitive strategies, cognitive strategies, and intrinsiclextrinsic motivation for reading, cognitive strategies, incorporating reading, cognitive strategies, and intrinsiclextrinsic motivation and intrinsiclextrinsic motivation and intrinsiclextrinsic motivation and intrinsiclextrinsic motivation and intrinsiclextrin	□ □ Processes & Ac	conisition of		П	ПМ	thods of Tea	ching Reading in the	
Explains the process of language development, including the impact of phonomic awareness, and how the brain responds to reading acquisition    Methods of Reading Instruction   Methods of Reading Instruction					_			
the impact of phonemic awareness, and how the brain responds to reading acquisition    Methods of Reading Instruction   Methods of Teaching Reading   Methods of Teaching Reading   Methods of Teaching Reading in the Secondary Content Area, Part II   Expands on a variety of texts to be used in their classes and explains strategies for selecting and evaluating materials   Assessment for Reading Instruction   Assessment for Reading Instruction   Requirements Satisfied   Requiremen								
responds to reading acquisition    Methods of Reading Instruction   Inst								
Methods of Reading Instruction   motivation for reading	responds to reading acquisition							
Shows teachers how to use a balanced program of phonetics, semantics, and syntactics in teaching reading    Methods of Teaching Reading					centered	instruction an	d intrinsic/extrinsic	
phonetics, semantics, and syntactics in teaching reading    Materials for Teaching Reading   Methods of Teaching Reading in the Secondary Content Area, Part II   Expands on Part I, enabling teachers to apply theories, strategies for selecting and evaluating materials   Assessment for Reading Instruction   Assessment for Reading Instruction   Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions   Requirements Satisfied   Requirements Satisfied	☐ Methods of Read	ing Instruction			motivatio	n for reading		
phonetics, semantics, and syntactics in teaching reading    Materials for Teaching Reading   Methods of Teaching Reading in the Secondary Content Area, Part II   Expands on Part I, enabling teachers to apply theories, strategies for selecting and evaluating materials   Assessment for Reading Instruction   Assessment for Reading Instruction   Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions   Requirements Satisfied   Requirements Satisfied	Shows teachers how to use a halanced program of							
Materials for Teaching Reading   Secondary Content Area, Part II   Expands on Part I, enabling teachers to apply theories, strategies for selecting and evaluating materials   Assessment for Reading Instruction   Assessment for Reading Instruction   Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions   Requirements Satisfied   Requirements Satisfied								
Materials for Teaching Reading   Secondary Content Area, Part II   Expands on Part I, enabling teachers to a variety of texts to be used in their classes and explains strategies for selecting and evaluating materials   Expands on Part I, enabling teachers to apply theories, strategies, and practices in daily classroom instruction   Assessment for Reading Instruction   Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions   Requirements Satisfied   Requirements Satisfied	,			_	_			
Exposes teachers to a variety of texts to be used in their classes and explains strategies for selecting and evaluating materials  Assessment for Reading Instruction  Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied  Expands on Part I, enabling teachers to apply theories, strategies, and practices in daily classroom instruction  Expands on Part I, enabling teachers to apply theories, strategies, and practices in daily classroom instruction  Requirements Satisfied					_			
classes and explains strategies for selecting and evaluating materials classroom instruction  Assessment for Reading Instruction  Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied  Requirements Satisfied								
materials classroom instruction  Assessment for Reading Instruction  Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied Requirements Satisfied								
Assessment for Reading Instruction Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied Requirements Satisfied							i practices in daily	
Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied Requirements Satisfied	materials				CIASSFOOL	n meducaen		
Shows teachers how to use state, local, and classroom reading assessment data to make ongoing instructional decisions  Requirements Satisfied Requirements Satisfied	l							
reading assessment data to make ongoing instructional decisions  Requirements Satisfied Requirements Satisfied	Assessment for R	eading Instruction						
decisions  Requirements Satisfied Requirements Satisfied								
Requirements Satisfied Requirements Satisfied		oing instructional						
	decisions							
*The Reading Courses can be mat through MSDF CRD cradin	Requirements Satisfied				Require	ments Satisfic	ed	
THE RESUME COURSE CAN BE MET THIOUGH AIDER OF D CIVING.	*The Reading Courses can be met the	rough MSDE CPD cred	its.					



## **Practice Activity**





## Applying for a MD Certificate

Create a Portal Account (Educator)



Submit Documentation (POC)



Verification Email with Assigned Specialist



## Submitting Documents to MSDE

□ US Mail:

**MSDE** Certification

200 West Baltimore St.

Baltimore, MD 21201

□ Electronically:

certdocuments.msde@maryland.gov

Subject Line: 42 APP: Cert Specialist Name

## Submitting Payment

- Money order, cashier's check, or certified check with 42 application packet
   OR
- Online payment by educator <u>if portal</u> <u>account is established</u>



### Common Mistakes

- □ Grade band missing from 42 application
- More than one cert area requested on a conditional certificate application
- Educator application missing (online application is not functioning)
- Forwarding an email from an educator to the cert specialist and vice versa
- Having the educator send a document directly to MSDE
- Failing to submit all documents as a packet

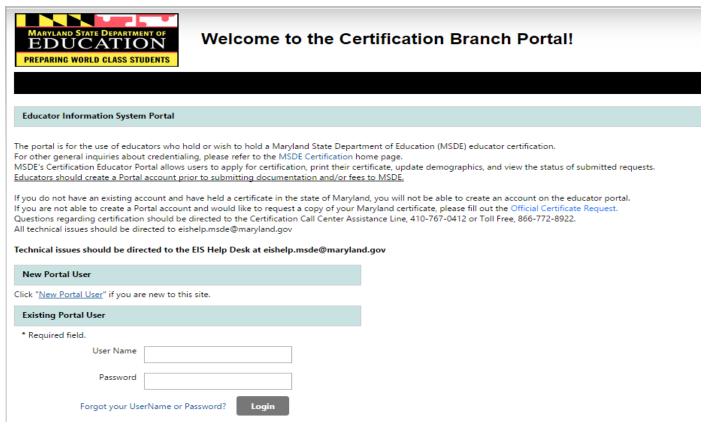


## Frequently Asked Questions...

- How does an educator add extra grade bands for Generic Special Education?
- What cert area does my general education educator need to teach....?
- Can this course be used for renewal?
- Can a teacher certificated in SPED 1-8 teach kindergarten?
- Can we have a co-teaching model?



### **Educator Portal**



Technical Assistance- eishelp.msde@maryland.gov



### Telephone Assistance

Maryland Certification Assistance Line

Monday through Friday

8:00AM - 12:00PM 12:15PM - 4:15PM

Tuesdays

4:15 PM-5:45 PM

1-410-767-0412 1-888-772-8922

\*Questions should be funneled through POC whenever possible\*



## Questions?



