



MARYLAND STATE BOARD OF EDUCATION  
200 W. Baltimore Street  
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

November 3, 2016  
Minutes

The 411<sup>th</sup> meeting of the Professional Standards and Teacher Education Board (PSTEB) was held at the Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201 on October 6, 2016. Mr. Darren Hornbeck called the meeting to order at 9:45 a.m.

**The following members were in attendance:** Dr. Mae Alfree, Ms. Jennifer Berkley Mr. Charles Hagan, Dr. Kandace Hoppin, Mr. Darren Hornbeck (present for the vote), Dr. Alyssia James, Ms. Kathleen Kelbaugh, Ms. Maleeta Kitchen, , Dr. Barbara Martin-Palmer, Dr. John Mayo, Dr. Kristine McGee, Ms. Dawn Pipkin, Ms. Debra Poese, Ms. Sarah Spross, Ms. Geralda Thompson and Dr. Jamey Tobery-Nystrom.

**The following members were absent:** Mr. Peter Baily, Ms. Louise DeJesu, Mr. Philip Kauffman, Mr. Christopher Lloyd, and Ms. Karen Saar

**The following Maryland State Department of Education staff members were present:**

Ms. Michelle Dunkle, Ms. Ruth Downs (Recorder), and Mr. Derek Simonsen, Esq., Attorney General's Office.

**PRELIMINARY ITEMS**

**Recognition of Guests**

Ms. Geraldine Duval, MSEA  
Karleen Spitulnik, Decoding Dyslexia

**Public Comment**

Jaclyn Paris, Right to Read/Decoding Dyslexia

Ms. Paris stated she has become very active in helping children with dyslexia learn to read. Equally important, helping teachers receive the training for teaching children with dyslexia. What works for children with dyslexia, helps ALL struggling readers learn to read. When teachers are successful, children are successful and vice-versa.

**Problem**

I graduated Cum Laude with a Bachelor's Degree in Elementary and Special Education from Duquesne University. As the recipient of the School of Education Faculty Award for General Excellence in Special Education, I was adept at Standardized Educational Testing and I.E.P. development and excelled at modifying lessons and providing accommodations. While teaching in Baltimore County Public Schools, I was shocked to learn that, in real life, when a child does not learn everything on his/her I.E.P., those goals could simply be placed on the child's I.E.P. for the next year. There was no accountability. I felt completely devastated when I was unable to help a third grade non-reader learn to read. I cried every night for a full year at not knowing how to help dyslexic children and other struggling readers on my caseload. I was hired to help them. I was responsible for teaching them. Nevertheless, I was woefully unprepared and therefore, unsuccessful. I had failed myself, but even more crushing, I had failed the students who had depended on me.

**Action**

That summer, my frustration prompted me to seek Orton-Gillingham training at the Dyslexia Tutoring Program.

## **Result**

After completing the training, I taught the same third grade non-reader (now in 4<sup>th</sup> grade) to read at a second grade level! Did you know that when dyslexic children are taught they learn they can improve several grade levels in one year? From then on, over the next five years, I worked with many small groups to teach struggling readers to read. It became my passion. Why did I have to seek out the training? Why was I hired if I was not prepared to teach the children I was responsible for? The Orton-Gillingham teaching methods have been available for over 50 years, along with many programs that are now based on it. Having the cure for illiteracy and not providing it hurt more than just a child and a child's family. It hurts society as a whole. All of the untapped potential of functionally illiterate individuals is staggering.

Let us prepare all teachers to be able to teach children with dyslexia to read. Let us teach ALL children who are capable of learning to read, to read.

I now work at the Highlands School, which is a private school for children with learning differences such as dyslexia. There are many such private schools in Maryland that teach children with dyslexia such as Jemicy School, Radcliffe Creek, Summit School, Wye River, and The Odyssey School to name a few. Unfortunately, children who attend these schools sometimes have experienced frustration and failure for years in the public schools before experiencing success in these schools.

Did you know that many children who attend the Highlands School do so as an intervention and may only be there one to three years before they catch up or surpass their age-level peers? When children are taught how they learn, they are successful because they are capable and can now demonstrate that. Because not all children can afford to attend these private schools, it is our responsibility to have teachers trained at Universities so that children in all public schools can learn the essential skill of reading. If a teacher has not received the training to teach children with dyslexia perhaps they should be trained before they are hired at public schools or trained immediately when they are hired.

I also wanted to make you aware of the efforts of the **Center for Effective Reading Instruction (CERI)**, a subsidiary of the International Dyslexia Association. This organization is reviewing and accrediting university teacher preparation programs for their alignment with the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. CERI is now offering an exam certifying teachers, who have appropriate training in the Knowledge and Practice Standards, and can pass the exam. Individual school districts could require this certification exam for their elementary school teachers, special educators and reading specialists to ensure that they have the deep knowledge they need to teach reading.

## **DISCUSSION**

### **State Board**

Ms. Sarah Spross did the report for the Maryland State Board of Education in Ms. Miya Simpson's absence. The Maryland State Board of Education (State Board) met on Tuesday, October 25, 2016. The agenda included the following items:

#### **Information and Discussion:**

- *Every Student Succeeds Act* – an update on the Department's ESSA planning with remarks from the Maryland Association of Boards of Education (MABE).
- *Teacher Induction, Retention and Advancement Act of 2016 Work Group Update* – an update on the interim recommendations of the work group.

#### **Action Taken**

- Approved the *Maryland Teacher Staffing Report: 2016-2018* declaring: (1) critical content areas; (2) geographic areas; (3) gender and diversity areas; and (4) non-classroom professional areas.

- Authorized the State Superintendent of Schools to notify the Comptroller to withhold 10% of the November State aid payment and each subsequent installment for any school system that is not in full compliance with the financial reporting requirements set forth in §5-114 of the Education Article.
- Granted permission to adopt amendments to Regulation .02-3 under Code of Maryland Regulations (COMAR) 13A.08.01.02-3 General Regulations. The purpose of this action is to implement the new provisions of law concerning Kindergarten Readiness Assessment pursuant to HB 657, Ch. W73, Acts of 2016, effective July 1, 2016.
- Granted permission publish amendments to Regulations .01 through .10 under COMAR 13A.06.07 Student Transportation. Amendments have been identified in: (1) definitions; (2) school vehicle attendant qualifications and disqualifications; (3) instructional content requirements; and (4) alcohol and controlled substances use and testing.
- Granted permission to publish amendments to Regulations .01 through .08n under COMAR 13A.04.05 Education that is Multicultural. The amendments incorporate new definitions and program goals.
- Granted permission to publish amendments to Regulations .01 through .09 under COMAR 13A.04.19 Program in Cosmetology. The Program in Cosmetology operates under regulations from the Department of Labor, Licensing and Regulation's (DLLR's) State Board of Cosmetology as well as the Maryland State Department of Education's (MSDE's) regulations for secondary teachers. Thus, the proposed amendments are to align COMAR 13A.04.19 to the regulations from the State Board of Cosmetology and to update language.
- Granted permission to publish amendments to Regulations .02, .04, .05, .07 under COMAR 13A.04.20 Program in Barbers. The Program for Barbers operates under regulations for secondary teachers. Thus, the proposed amendments are to align COMAR 13A.04.20 to changes made to MSDE's teacher certification regulations and to update language.
- Granted permission to publish amendments to Regulation .04 under COMAR 13A.12.04 Administrators and Supervisors. These amendments will align the regulatory language to reflect the current Professional Standards for Educational Leaders.
- Granted permission to publish amendments to Regulations .01 -- .03 under COMAR 13A.05.10 Automated External Defibrillator (AED) Program in High Schools. The proposed amendments expand the requirements of the AED Program mandated by Education Article, §§7-425 and 13-517, Annotated Code of Maryland, to be implemented by each county board of education in each high school and middle school in the county.
- Granted permission to adopt amendments to Regulations .02, .06 and .09 under COMAR 13A.03.02 Graduation Requirements for Public High Schools in Maryland to incorporate an incremental scoring implementation plan for PARCC Algebra I and English 10.
- Executive Order – Starting the School Year After Labor Day – After extensive discussion, the State Board passed three Resolutions:
  - The Executive Order, as amended, creates a very limited scope for waivers to be issued to schools (including charter schools) and districts. We direct MSDE to proceed expeditiously to make known the procedures whereby eligible schools and districts may obtain such waivers for the 2017 -18 school year without further Board action.
  - As directed under Section 7-103.1 of the Education Article of the Maryland Code, as cited in the Governor's Executive Order, the Board will proceed to “explore the use of innovative school scheduling models, including extended year, year-round schooling or other school scheduling models that do not allow for prolonged lapses in instructional time...[and] shall encourage county boards to use the school scheduling models that are determined to be most effective in enhancing student achievement...” We ask Dr. Salmon and MSDE to undertake a study of options and alternatives, as well as relevant research, to assist us in the matter and to provide at our next meeting a timetable by which we can proceed in this direction.
  - The Board notes that under constitutional, statutory and judicial precedent, the Board is invested with “the last word on any matter concerning educational policy or the administration of the system of public education.”
- State Board Vice President Dr. S. James Gates, Jr. announced that he had sent a letter of resignation from the State Board to Governor Hogan and the leadership of Maryland General Assembly, to become effective at the conclusion of the meeting. Dr. Gates has served on the State Board since July, 2009.

Meeting materials, Opinions and Order can be found at:

[www.msde.maryland.gov/stateboard/index.html](http://www.msde.maryland.gov/stateboard/index.html). The next meeting of the Maryland State Board of Education will be held on Monday, December 5, 2016, at the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, 7<sup>th</sup> Floor Board Room, Baltimore, Maryland 21201.

## **DISCUSSION**

### **Deaf and Hard of Hearing Workgroup Update**

Ms. Alex Cambra, MSDE and Ms. Joyce Matney, HR Specialist for Anne Arundel County, gave a brief update the Deaf and Hard of Hearing Workgroup to the Board.

#### **Purpose:**

The purpose of this item is to provide the opportunity for discussion regarding a proposed change in the regulations governing an applicant's certification to become a teacher of the deaf and hard of hearing. The current regulations require an applicant to meet the requirements for certification in generic special education, require specific content and professional education courses, and demonstration of successful teaching experience.

#### **Historical Background:**

Currently, COMAR 13A.12.02.21 titled "Hearing Impaired", requires an applicant to meet the requirements for certification in generic special education at any level, requires specific content and professional education courses, and demonstration of successful teaching experience established by a series of at least four observation periods per year. Teachers trained in colleges and universities, such as Gallaudet, a federally chartered private university for the education of the deaf and hard of hearing, are currently unable to become certified to teach the deaf and hard of hearing population under the current regulation. Furthermore, the Maryland Teacher Staffing Report, 2016-2018, produced by the Maryland State Department of Education in conjunction with Local School systems and institutions of higher education with teacher preparation programs, has declared deaf and hard of hearing a critical teacher shortage area.

Based on a request from Maryland School for the deaf (MSD) on April 2, 2015, at your direction, the Maryland State Department of Education (MSDE) established a workgroup to review the certification requirements for the teachers of the Deaf and Hearing Impaired community and make recommendations as applicable. That workgroup, consisting of representatives from the Governor's Office of the Deaf & Hard of Hearing, McDaniel College, Maryland School for the Deaf, Anne Arundel County Public Schools, the Steering Committee for Students Who Are Deaf/Hard of Hearing, Towson University, and MSDE, met on four occasions to discuss barriers to certification for teachers of the community and to review and revise, as appropriate, the current COMAR regulation.

The workgroup recommended that, for initial deaf and hard of hearing certification, out-of-state programs be accepted, the number of general special education coursework requirements be reduced, and the content-specific for coursework in deaf and hard of hearing be updated. At the last meeting on October 14, 2016, the workgroup agreed upon proposed regulatory language. The proposed amendments to COMAR 13A.12.02.21 are attached.

#### **Summary:**

The current regulation, COMAR 13A.12.02.21, Hearing Impaired, requires changes due to current teacher staffing needs and the need for updated language. New language would increase opportunities for teacher candidates and expand the pool of teachers eligible for certification to teach the deaf and hard of hearing students while still maintaining the requirement of relevant essential coursework.

#### **Action:**

This item is presented for discussion only.

Ms. Dawn Pipkin asked if the workgroup looked at the variety of coursework and where they are being offered. Ms. Matney stated that they are offered at McDaniel and Gallaudet but not everywhere. Dr. Alyssia James suggested that a list of schools that offer the course should be sent to the schools. Ms. Matney stated that McDaniel has a bachelor and master's program, Gallaudet and Towson University offers deaf study courses.

### **Teacher Staffing Report Update**

Ms. Michelle Dunkle gave an update to the Board in regards to the Teacher Staffing Report 2016-2018.

## **Background:**

- Teacher Staffing Report has been produced since 1986 at the direction of the Maryland State Board of Education (MSBE) in conjunction with:
  - Local School Systems (LSS)
  - Institutions of Higher Education (IHE)
- Data collected and analyzed annually; report published biennially
- MSDE provides identified shortage areas to Maryland Higher Education Commission, local superintendents, and to the federal government in a required annual report

## **Contents of Report:**

- Enhanced information on both traditional and alternative teacher preparation programs
- Demographic data
- Teacher attrition
- Retire/rehire Allowances in accordance with SB 639

## **Enhanced Contents of Report:**

- Incentives for Recruitment and Retention
- State Initiatives
- Staffing Patterns
- Geographic Areas of Shortage
- Shortage of Non-Classroom Professionals

## **Utilization of Report Data:**

- Award state grants and scholarships to prospective teachers
  - HB 688 *Workforce Shortage Student Assistance Grants*, Education Article §18-708
- Exempt certain retired educators from an earnings limitation if reemployed in one of the critical shortage areas and/or qualifying schools
  - SB 633 *Retirement and Pensions – Reemployment of Retirees*
- Participation in the TEACH Grant Program
  - Provided by the US Department of Education

## **Origins of Data:**

- Local School Systems
  - Hires by Certification Area and Demographics
  - New Hires Transferred from other LSS
  - Teachers by Years of Experience
  - Number of Conditional Teachers
  - Projected Needs for the Following Year by Certification Areas
- Maryland Institutes of Higher Education (IHE)
  - Actual number of program completers including demographics of candidates
  - Projected completers for following year including demographics
- Maryland Approved Alternative Preparation Programs (MAAPP)
  - Number of teachers hired by LSS and state approved programs as teachers of record using Resident Teacher Certificate
  - Delineated by area of certification and demographics

**Formula:**

- MSDE, with Maryland Assessment Research Council (MARC), developed revised formula in summer 2015
- Formula utilizes actual supply and demand data calculated over time
- Major shift to use real-time data as opposed to projected data

**Determining Shortage Areas:**

- Data Used
  - Statewide hiring data for each certification area
  - Statewide college/university teacher production data
  - Most recent LSS-projected need for teachers for the upcoming school year in each certification area
  - Formula and Rubric for determining critical shortage areas can be found on page 35 of the report

**MAAPP Requirements**

<b>Program Entrance Requirements</b>	<b>Training Requirements</b>	<b>Pre-Residency Testing Requirements</b>	<b>Internship Requirements</b>	<b>Residency Requirements</b>
At least a Bachelor’s degree with no less than a 2.75 GPA	Outcomes-based training including segments in classroom management, state curricular priorities, required Maryland literacy coursework, content support	Praxis Core or Equivalent	4-8 weeks with daily supervision by a master teacher certified in same content area	1-2 years of mentored teaching as teacher of record,
Recommendation Letters		Praxis II or ACTFL		Evaluation of Effective or higher
Interview				Additional reading courses if required Praxis II Pedagogy

**Additional MAAPP Information**

- **Standards Used**
  - Interstate Teacher Assessment and Support consortium (In TASC)
  - Maryland College and Career Ready Standards
  - Standards for Maryland Approved Alternative Preparation Programs
  - Institutional Performance Criteria based on the Redesign of Teacher Education in Maryland (for all state-approved programs)
- **Evaluations**
  - Annual evaluation data collected from participants, supervising teachers, mentors and principals
  - Cyclical (five years) state program approval evidence/data-based peer site review
- **Principal Evaluations**
  - 2013/2014: 82% of hiring principals rated Resident Teachers Well Prepared to Extremely Well Prepared

### **Recommendation 1: Critical Shortage Areas**

- Art
  - Chemistry
  - Earth/Space Science
  - Physical Science
  - Physics
- Business Education
- Career and Technology Education
  - Technology Education
  - Family and Consumer Sciences
- Computer Science
- Dance
- English
- English for Speakers of Other Languages (ESOL)
- Mathematics
- **Middle School Education**
- Science Areas
  - **Biology**
- Special Education Areas
  - Generic: Infant/primary
  - Generic: Elementary/Middle
  - Generic: Secondary/Adult
  - Hearing Impaired
  - Blind and Visually Impaired
- World Languages
  - French
  - Spanish

**Red indicates new addition since the 2014-2016 report**

### **Early Indications of Projected Shortage Areas**

- Music
- Theater
- Early Childhood
- Elementary Education
- All areas of Foreign Language
  - Both LSS need and production are limited for foreign languages other than Spanish and French

### **Recommendation 2: Geographic Areas of Shortage**

- All LSS Superintendents indicated a need to be included in listing of geographic areas of shortage
  - Qualifying Factors
    - Identified as a critical shortage area for the past three years
      - Computer science, technology education, ESOL, mathematics, chemistry, earth/space science, physical science, physics, and all special education areas.
    - Superintendents chooses to have their LSS declared an area of geographic shortage
  - This may include shortages in any content area, in the ability to recruit minority teachers, or unlisted and specialized areas of teaching such as nanotechnology, diesel mechanics, etc.

### **Recommendation 3: Teacher Shortages**

- Shortage of teachers who are male
- Shortage of teachers who are members of minority groups

### **Recommendation 4: Non-classroom Shortages**

- Library /Media Specialist
- School Psychologist
- Speech Language Pathologist

## **Current State Initiatives**

- Certification
  - Maryland's Alternative Pathway to Certification
    - Maryland Approved Alternative Preparation Programs (MAAPP)
    - Review of Conditional Certificate Renewal requirements
    - Exploration of revisions to Professional and Technical Education
    - Exploration of the addition of an Adjunct Certificate
- Outreach to LSS and IHE
  - Proposed options for MAAPP to Eastern Shore and Western Counties
  - Mentor Alignment between teacher preparation and induction

## **BREAK**

### **Proethica Presentation Follow-up Discussion**

The follow-up discussion was postponed until the December meeting.

### **ACTION ITEMS**

#### **Election of Officers**

Ms. Sarah Spross entertained a motion to for nominations of Officers for election.

Dr. Alyssia James and Ms. Dawn Pipkin were both nominated for the Chair of PSTEB. Ms. Pipkin deferred the position of Chair to Dr. James.

<b>MOTION:</b> Dr. Alyssia James – Chair Ms. Dawn Pipkin – Co-Chair	To approve Dr. Alyssia James as Chair and Ms. Dawn Pipkin as Co-Chair of PSTEB.
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**VOTE:** UNANIMOUS

#### **Calendar Discussion**

Dr. Alyssia James entertained a motion to post a disclaimer, that the July 6, 2017 meeting maybe canceled or to just cancel the meeting.

<b>MOTION:</b> Ms. Dawn Pipkin/Ms. Debra Poesse	To approve the cancellation of the July 6, 2017 meeting.
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**VOTE:** UNANIMOUS

Dr. Alyssia James entertained a motion to move the September 7, 2017 meeting to September 14, 2017.

<b>MOTION:</b> Dr. Mae Alfree/Dr. Jamey Tobery-Nystrom	To approve moving the September 7, 2017 meeting to September 14, 2017.
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**VOTE:** UNANIMOUS

### **Approval of October Minutes**

Dr. Alyssia James entertained a motion to approve October minutes.

**MOTION:** Ms. Dawn Pipkin/Ms. Debra Poese

To approve the October minutes.

**VOTE:** UNANIMOUS

### **Approval of Proposed Agenda Items for December**

- Approval of November Minutes & SBOE Updates
- ESSA Update
- Testing Commission Update
- Deaf and Hard of Hearing: Permission to Publish
- Teacher Induction, Retention, and Advancement Act of 2016 Workgroup Update

Dr. Alyssia James entertained a motion to adopt the items that Ms. Spross mentioned for the December Agenda.

**MOTION:** Dr. Kandace Hoppin/Dr. Jamey Tobery-Nystrom

To approve the December Agenda.

**VOTE:** UNANIMOUS

### **Meeting Adjourned**

Dr. James entertained a motion to adjourn the meeting.

**MOTION:** Ms. Dawn Pipkin/Dr. Kristine McGee

To adjourn the meeting.

**VOTE:** UNANIMOUS

**Meeting adjourned 11:55 a.m.**