

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

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

December 6, 2018

Minutes

The 429th meeting of the Professional Standards and Teacher Education Board (PSTEB) was held at the Maryland State Department of Education (MSDE), 200 West Baltimore Street, Baltimore, Maryland 21201 on December 6, 2018. Mr. Christopher Lloyd called the meeting to order at 9:30 a.m.

The following members were in attendance: Dr. Mae Alfree, Ms. Jennifer Berkley, Ms. Linda Chinnia, Dr. Debi Gartland, Mr. Charles Hagan, Mr. Darren Hornbeck, Ms. Maleeta Kitchen, Mr. Christopher Lloyd, Dr. Kristine McGee, Ms. Kelli Midgely, Ms. Sandra Skordalos, Ms. Sarah Spross, Ms. Geralda Thompson, and Dr. Jamey Tobery-Nystrom.

The following members were absent: Mr. Peter Baily, Dr. John Mayo, Dr. Kindel Nash, Ms. Debra Poese, and Ms. Karen Saar.

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

Ms. Kelly Meadows, Ms. Ruth Downs (Recorder) and Mr. Derek Simmons, Esq., Attorney General's Office.

PRELIMINARY ITEMS

Recognition of Guests

Dr. Winona Taylor, MATE
Ms. Tina Dove, MSEA
Ms. Geraldine Duval, MSEA

Public Comment

None

Announcements

None

State Board Update

Dr. Miya Simpson presented a summary of the December 4, 2018 State Board of Education (SBOE) Meeting. (Attachment I)

Approval of November Minutes

Mr. Christopher Lloyd entertained a motion to approve the November 1 minutes with one correction.

MOTION: Dr. C. Mae Alfree/Ms. Maleeta Kitchen

To approve the November 1 minutes.

Approval of Proposed Agenda Items for January 2019

- Approval of Minutes
- Commission on Innovation and Excellence in Education Update
- Regulations

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- New Member Orientation 12:00-1:00

Mr. Christopher Lloyd entertained a motion to approve the Agenda for January 3, 2019 meeting.

MOTION: Mr. Charles Hagan/Ms. Sandra Skordalos

To approve Agenda for the
January 3, 2019 meeting.

Commission on Innovation and Excellence in Education Update

Working Group 2 -- Element 2G

Develop career ladders for teachers and school leaders comparable in design to the career ladders found in Singapore and Shanghai, with respect to standards for advancement and relationship to the system for compensating teachers and school leaders.

Purpose of Discussion:

Mr. Lloyd stated that the intent was to have a discussion around Element 2G to see if there are areas of disagreement about which the PSTEB may wish to provide written testimony to Dr. Kirwan and the Commissioners. We will follow the same procedure as we did with the telephone conversation. Element 2G deals with Career Ladders and it is a fairly significant element that expands from pages 11 through 21 in the packet. Mr. Lloyd stated that he felt that it would be better to discuss the areas that people might think that we would want to have a position on and proceed that way. For the purpose of the discussion, he suggested that the PSTEB look at page 21 of the packet, because he felt that this was the area that the PSTEB needs to weigh in on, if they were going to weigh in on something.

After a thorough and frank discussion, Mr. Lloyd stated that, if he has the intent of the PSTEB right, he will seek to write a letter. Then when he has the words on paper, he will send it to the members for their feedback. Mr. Lloyd told the Board that by the very fact that we pursue education, we honor the profession, and serve as an example for students that education is important. Mr. Lloyd stated that the following concern is what he would seek to write to Dr. Kirwan and the Commissioners.

PSTEB Shared Interests

- The PSTEB believes that any conversation related to certification of professionals must engage PSTEB fully.
- The PSTEB is concerned with the lack of research and making assumptions related to the efficacy of teachers in the tracks as defined.
- The PSTEB is concerned that a movement towards a single track does not honor the complexity of the profession and the multiple pathways that one can take within the profession of teaching. The profession of education is unique compared to other professions. (What he did not hear but might add.)
- The PSTEB feels that, even with the foundational knowledge of a teacher with 4 years of experience, they may not have enough experience to make an appropriate and good decision related to career pathways and ladders.
- That pursuing degrees and credits is needed to meet the requirements of one's current teaching assignment and future teaching assignment.
- The PSTEB is suggesting that we honor National Board Certification, but we feel that the Master's degree/30 credits track provides content knowledge and should be retained for a variety of reasons.

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- That this is an argument that we have had historically. Recognizing that teaching is a complex task and profession. Having that effectiveness measured on the most minimum of scales on a standardized test is not the way to build a track.

Mr. Lloyd asked for a motion for him to write a letter to Dr. Kirwan and the Commissioners.

Ms. Kelli Midgley put forth a motion requesting that Mr. Lloyd write a letter to the Kirwan Commission highlighting all the points he made on behalf of PSTEB, because we think that it is really important.

MOTION: Ms. Kelli Midgley/Ms. Maleeta Kitchen

To approve that Mr. Lloyd write a letter to the Kirwan Commission.

Educator Certification: Pathways to Obtain a Maryland Certificate (Attachment II)

Purpose:

The purpose of this item is to provide information to the State Board of Education (SBOE) members for discussion, and ultimately, a determination of what pathways leading to initial Maryland Certification are aligned to the MSDE's comprehensive plan to increase the rigor and accountability of educator certification and teacher preparation programs in Maryland.

Executive Summary:

This item provides the necessary information for the SBOE members to engage in a discussion and, ultimately, make decisions about what will be the future pathways to obtain an educator certificate in Maryland. The presentation provides specific decision points so that the MSDE staff can develop policy and/or regulations related to the certification action plan which includes items identified by the MSDE, the SBOE, the PSTEB and recommendations of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup.

Action:

For discussion and approval.

Discussion:

Mr. Lloyd informed the PSTEB members that today's discussion would determine what pathways to certification they should continue to explore. He stated that the PSTEB would not be writing any regs on a pathway that we are not interested in exploring.

Ms. Sarah Spross and Ms. Kelly Meadows provided a detailed and thorough presentation on Educator Certification: Pathways to Obtain a Maryland Certificate. Ms. Spross stated that, currently there are six pathways (Maryland Approved Educator Preparation Program; Out-of-State Approved Educator Preparation Program; Experienced Professional; Transcript Analysis; National Board Certification; and Maryland Resident Teacher Program), with the seventh (Adjunct Teacher) on the way. Ms. Spross informed the Board that Adjunct Teacher is in process and will be coming back to the PSTEB. After a thorough discussion among the PSTEB members with regards to the pathways for obtaining initial certification, a vote was taken on each certification pathway.

In-State Candidate Pathway Decisions

1. Maryland Approved Program – accept traditional approved educator preparation program pathway
 - Members are in favor of pursuing regulatory language.
2. Maryland Approved Alternative Preparation Program – accept alternative approved educator preparation program pathway

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- Members are in favor of pursuing regulatory language.
- 3. Performance Review Option – accept performance review program pathway.
 - 11 out of 13 members are in favor of pursuing regulatory language, which may or may not be in agreement with the State Board.
- 4. Experienced Nonpublic School Teacher – accept nonpublic experience pathway
 - Members are in favor of pursuing potential regulatory language.

Pathways for Out-of-State Candidates

1. Out-of-State Approved Education Preparation Program with certificate and tests
 - Members are in favor of moving forward with the regulatory language.
2. Out-of-State Approved Education Preparation Program without certificate and Maryland tests
 - Members are in favor of moving forward with the regulatory language.
3. Out-of-State certificate with experience (Includes valid license with teaching experience. Take out the requirement where it states that 3 years of experience have to be within the last 7 years.)
 - Members are in favor of moving forward with the regulatory language.
4. Out-of-State certificate and Maryland tests with no experience
 - Members are **opposed** to pursuing this option (0 to 13).
5. National Board Certification
 - Members are in favor of moving forward with the regulatory language.

Certification Tests: Establishment of Qualifying Scores – Update (Attachment III)

Purpose:

The purpose of this item is to provide information to the Professional Standards and Teacher Education Board members regarding the State Board of Education Members’ discussion regarding the following educator certification assessments: Teaching Reading: Elementary Education, braille proficiency, and Basic Academic Skills requirements.

Historical Background:

Since 1987, the Maryland State Department of Education has required state certification tests to assess basic skills, content knowledge, and pedagogy. These tests provide validation that teacher candidates have entry level skills to begin their professional careers. Maryland currently uses the Educational Testing Service Praxis series for certification and supplements with the American Council on the Teaching of Foreign Languages (ACTFL) for certification of foreign language teachers.

Action:

Provided for an update.

Teaching Reading: Elementary Education

Purpose:

Recommend that a separate reading test be required for the initial certification of Early Childhood, Elementary Education, ESOL, and Special Education Teachers (birth – grade 3, grades 1-8, and grades 6-12).

Issue:

Maryland does not currently require a separate foundations for reading test; instead it is an option to be used in lieu of the literacy/reading coursework.

Action:

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- **Require:** 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).
- **Adopt:** New Teaching Reading: Elementary Education (5205) Assessment
 - **Effective:** July 1, 2019
 - **Qualifying Score:** To be determined after April 2019 Multistate Standard Setting Study
- **Require (if #5205 is not available):** Current Teaching Reading: Elementary Education (5203)
 - **Effective:** July 1, 2019
 - **Qualifying Score:** 162

Blind and Visually Impaired

Purpose:

Provide the SBOE members information on two certification assessments for braille proficiency and to determine the next steps for approving the assessment that meets Maryland’s needs.

Current Test Options:

- **National Certification in Unified English Braille (NCUEB):** Intended primarily for teachers, future teachers and other professionals whose responsibilities include teaching or producing braille.
- **Praxis: Braille Proficiency:** Measures the requisite braille knowledge and skills that the entry level teacher of visually impaired students or braille must possess.

Workgroup Recommendation: Adopt the (NCUEB)

Action:

- Amend the current regulations to align the assessment requirement with all certification regulations; to be taken prior to the issuance of a certificate (amend regulation to require it at the initial certification.)
- Adopt the workgroup recommendation to approve the National Certification in Unified English Braille (NCUEB) as the required test for braille competency for teachers of the Blind/Visually Impaired to be used for the first renewal and approve the recommended implementation date and qualifying score as follows:
 - **Effective:** March 1, 2019
 - **Qualifying Score:** Pass with a minimum score of 75 on each subtest

SAT Qualifying Score

Purpose:

Approve an updated qualifying score on the redesigned SAT for those candidates who present this assessment to satisfy the basic academic skills assessment requirement.

Action:

- Approve an updated qualifying score on the redesigned SAT, to include the recommended implementation date.

Test Name	Qualifying Score	Qualifying Score Range	Effective Date
SAT	1180	1160-1190	1/1/2019

Approval of November 15 Telephone Conference Call Notes

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Mr. Christopher Lloyd entertained a motion to approve the November 15 conference call notes.

MOTION: Ms. Jennifer Berkley/Ms. Geralda Thompson

To approve the November 15 conference call notes.

Meeting Adjourned

Mr. Christopher Lloyd adjourned the December 2018 meeting without objection.

Meeting adjourned 12:45 p.m.