

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

**PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD**

**February 7, 2019**  
**Minutes**

The 431<sup>th</sup> 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 February 7, 2019. Mr. Christopher Lloyd called the meeting to order at 9:30 a.m.

**The following members were in attendance:** Mr. Peter Baily, Ms. Jennifer Berkley, Dr. Debi Gartland, Mr. Charles Hagan, Mr. Darren Hornbeck, Ms. Maleeta Kitchen, Mr. Christopher Lloyd, Dr. Kristine McGee, Ms. Kelli Midgley, Ms. Debra Poese, Ms. Karen Saar, Ms. Sandra Skordalos, Ms. Sarah Spross, Ms. Geralda Thompson and Dr. Jamey Tobery-Nystrom.

**The following members were absent:** Dr. C. Mae Alfree, Ms. Linda Chinnia, Dr. John Mayo, and Dr. Kindel Nash.

**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

**Public Comment**

None

**Announcements**

None

**State Board Update**

Dr. Miya Simpson presented a summary of the January 22 and 23, 2019 Maryland State Board of Education meetings. (Attachment I)

**Approval of January Minutes**

Mr. Christopher Lloyd entertained a motion to approve the January 3, 2019 minutes with three attachments.

**MOTION:** Ms. Geralda Thompson /Dr. Debi Gartland

To approve the January 3, 2019 minutes.

**Approval of Proposed Agenda Items for March 2019**

- Approval of Minutes
- State Board Update
- Commission on Innovation and Excellence in Education Update (Kirwan Commission)
- Certification Pathways – Regulatory Language (in-state and out-of-state)
- EPP: Standards and Competencies
- Legislative Update

Mr. Christopher Lloyd entertained a motion to adopt the items on the March agenda as discussed with the amended updates.

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**ACTION ITEMS**

**COMAR 13A.12.01.05 – General Requirements for Professional Certificates (AMEND/ADOPT) – (Attachment II)**

**PURPOSE:**

The purpose of this item is to request adoption of the amendments to COMAR 13A.12.01.05 *General Requirements for Professional Certificates*. Amendments were proposed to eliminate the basic skills test requirement for those individuals seeking certification who do not hold a bachelor’s degree (i.e., specialized professional areas and professional technical education candidates.)

**SUMMARY:**

Proposed amendments to COMAR 13A.12.01.05 *General Requirements for Professional Certificates* eliminate the basic skills test requirement for those individuals seeking certification in specialized and professional technical education who do not hold a bachelor’s degree.

**ACTION:**

Ms. Kelly Meadows requested adoption of amendments to COMAR 13A.12.01.05 *General Requirements for Professional Certificates*.

Mr. Christopher Lloyd entertained a motion to grant adoption of amendments to COMAR 13A.12.01.05 *Requirements for Professional Certificates*.

**MOTION:** Mr. Charles Hagan/Ms. Kelli Midgley

To grant adoption of amendments to COMAR 13A.12.01.05 *Requirements for Professional Certificates*.

**COMAR 13A.12.01.08-1 – Adjunct Certificate (PROMULGATION/ADOPT) – (Attachment III)**

**PURPOSE:**

The purpose of this item is to request adoption of new COMAR 13A.12.01.08-1 *Adjunct Certification*. New regulatory language was introduced to provide local education agencies (LEAs) the ability to request an adjunct certificate for individuals with highly specialized content expertise (e.g., engineers, physicists, medical providers, artists) interested in teaching on a part-time basis in the classroom as a teacher of record.

**SUMMARY:**

New regulatory language, COMAR 13A.12.01.08-1 Adjunct Certificate, addresses the LEA’s continuing need to hire individuals with highly specialized content expertise and interest in teaching on a part-time basis as a teacher of record. Specific regulatory language establishes the eligibility criteria for the issuance of the certificate, requires the LEAs to provide specific support and professional development to an individual who holds an adjunct certificate, and establishes the limitations of the certificate.

**ACTION:**

Ms. Kelly Meadows requested adoption of COMAR 13A.12.01.08-1 *Adjunct Certificate*.

Mr. Christopher Lloyd entertained a motion to grant adoption of COMAR 13A.12.01.08-1 *Adjunct Certificate*.

**MOTION:** Mr. Charles Hagan/Ms. Kelli Midgley

To grant adoption of COMAR 13A.12.01.08-1 *Adjunct Certificate*.

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**COMAR 13A.12.02.23 – Blind/Visually Impaired (AMENDMENT – PERMISSION TO PUBLISH) – (Attachment IV)**

**PURPOSE:**

The purpose of this item is to request permission to publish amendments to COMAR 13A.12.02.23 *Blind Visually Impaired*, to remove the current language requiring that a teacher certified in Blind/Visually Impaired present a qualifying score on an approved test of braille competency at the time of the first certificate renewal to align the test submission with all other teaching areas by requiring it at the time of application.

**EXECUTIVE SUMMARY:**

The SBOE tasked the MSDE with amending the language of COMAR 13A.12.02.23 *Blind Visually Impaired* to align the certification assessment requirement with that of all other teaching areas in Maryland, by requiring the test at the time of application.

On January 22, 2019, the SBOE granted permission to publish the amended version of COMAR 13A.12.02.23 *Blind Visually Impaired*, which eliminates the test requirement at the five year renewal.

**ACTION:**

Ms. Kelly Meadows requested permission to publish the proposed amendments to COMAR 13A.12.02.23 *Blind/Visually Impaired*.

Mr. Christopher Lloyd entertained a motion to grant permission to publish the proposed amendments to COMAR 13A.12.02.23 *Blind/Visually Impaired*.

**MOTION:** Ms. Debra Poesse/Ms. Sandra Skordalos

To grant permission to publish the proposed amendments to COMAR 13A.12.02.23 *Blind/Visually Impaired*.

**DISCUSSION:**

**Educator Preparation Programs Leading to Certification Standards and Competencies – (Attachment V)**

Ms. Sarah Spross provided a detailed and thorough presentation on Educator Preparation Programs Leading to Certification Standards and Competencies Certification. Due to time constraints, Ms. Maleeta Kitchen asked Ms. Spross to complete the presentation but for the PSTEB members to postpone subsequent discussion of the Standards and Competencies until the next board meeting in March. Ms. Spross completed the presentation as requested by Ms. Kitchen.

**PRESENTATION POINTS OF DISCUSSION**

**Educator Preparation Program**

All states have Educator Preparation Programs that lead to Certification.

Approval of Educator Preparation Programs

- State Approval
- National Accreditation

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- Council for Accreditation of Educator Preparation (CAEP)
- Association for Advancing Quality in Educator Preparation (AAQEP)
- Combination of State Approval and National Accreditation

**Education Article §11-208 governs approval of Maryland’s educator preparation programs (EPPs)**  
**Code of Maryland Regulations (COMAR) 13A.07.06.01 state the regulatory requirements for program approval.**

**Entrance Requirements: Current**

**Maryland:**

- **Traditional Program:** Determined by Institutes of Higher Education
  - Components may include: minimum GPA, test score, essay, interview, fingerprinting, background check, recommendations, etc.
- **Alternative Program:** Three (3) Options
  - Option 1: Qualifying score on a state-approved content test and 2.75 GPA
  - Option 2: BA with major matching the desired certification area and 2.75 GPA in major area
  - Option 3: BA with 30-hour core area of study matching desired certification area, regardless of the stated major, and 2.75 GPA in that content area required

**Delaware:**

- GPA of at least 3.0 on a 4.0 scale, or
- GPA in the top 50<sup>th</sup> percentile for coursework completed during the most recent two years of the applicant’s general education, secondary or post-secondary
- Demonstrate mastery of general knowledge, including the ability to read, write, and compute, by achieving a score deemed to be College Ready on a test of general knowledge

**Massachusetts:**

- **Traditional and Alternative Program:** Determined by the approval program
  - Components may include: minimum GPA, test score, essay, interview, fingerprinting, background check, recommendation, etc.

**EXIT REQUIREMENTS: Current**

**Maryland:**

- Determined by Institutes of Higher Education

**Delaware:**

- Passing Score on a Content-Readiness Exam, as available and approved
- Passing Score on a Performance Assessment, as available and approved
  - Must consist of an evaluation of candidate’s teacher or professional practice via a portfolio of clinical assignments, including an evaluation of independent teaching or practice
  - May not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers

**Massachusetts:**

- The Guidelines for Program Approval do not stipulate or address specific program exit requirements

**CLINICAL EXPERIENCE: Current**

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- **Traditional Program:** 100 days of field-based preparation in Prek-12 schools with diverse populations, within two consecutive semesters, in sites collaboratively planned, and follow the Maryland Professional Development School Standards
- **Alternative Program:** Internship lasting from four to eight weeks with intensive supervision provided through daily supervision of classroom teaching and the observation of the supervising teacher

**DELAWARE:**

- **Clinical Experiences:** Required throughout program, aligned with curriculum and with the area, subject, or category of certification sought
- **Capstone Clinical Residency:** Candidate is supervised on-site by a high quality cooperating teacher, receives on-going support from a high quality supervisor, and is responsible for the instruction and classroom management of a roster of students

**MASSACHUSETTS:**

- **Pre-Practicum:** Begun early in the preparation program and integrated into courses and seminars
- **Practicum:** Jointly supervised by EPP and LEA, 300 hours of which the candidate must assume full responsibility for the classroom for a minimum of 100 hours

**LOUISIANA:**

- **October 2016:** Adopted year-long residency model and competency based curricula
- **July 2018:** All teacher preparation programs will include a year-long residency

**STANDARDS/COMPETENCIES: Current**

**Three (3) approaches to EPP standards/competencies**

- **National Standards:** Maryland, Delaware, New Jersey, Virginia, West Virginia
- **State Standards:** Massachusetts, Pennsylvania
- **Hybrid of the Two:** Louisiana
  - National Standards
    - **Other Special Education Areas:** Special Education and Academically Gifted Standards
    - **Middle Grades 4-8:** Science and Social Studies Standards
    - **Secondary Grades 6-12:** Agriculture, Business, Computer Science, Family and Consumer Science, Foreign Languages, Journalism, Science Education, Social Studies Education, and Technology Education
  - The Louisiana Teacher Preparation Competencies (Attachment D)
    - **General Competencies:** All Educators
    - **Special Education Teacher Competencies:** Special Educators
    - **English Language Arts and Literacy Competencies:** Early Childhood, Elementary, Middle (4-8) and Secondary (6-12)
    - **Disciplinary Language Arts and Literacy Competencies:** Content Area Educators: Middle and Secondary
    - **Mathematics Teacher Competencies:** Early Childhood, Elementary, Middle and Secondary
    - **Early Childhood Competencies:** Early Childhood Educators (Birth – Kindergarten)

**Meeting Adjourned**

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Ms. Maleeta Kitchen entertained a motion to adjourn the February 7, 2019 PSTEB meeting with the recommendation to continue the discussion at the March meeting.

**MOTION:** Ms. Jennifer Berkley/Ms. Kelli Midgley                      To adjourn the February 7, 2019 meeting.

**Meeting adjourned 12:35 p.m.**