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State Superintendent of Schools

TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: January 28, 2020

SUBJECT: Educator Preparation and Licensure Regulation Update

PURPOSE:

The purpose of this item is to provide an update from the Maryland State Department of Education's (MSDE) recent Educator Preparation and Certification Advisory Committee regarding the proposed regulations pertaining to Code of Maryland Regulations (COMAR) 13A.07.06 *Programs for Professionally Certificated Personnel* and COMAR 13A.12.01-.07 *Educator Licensure*.

HISTORICAL BACKGROUND:

Beginning in January 2019, the State Board of Education (SBOE) established requirements for educator preparation programs leading to initial Maryland teacher certification and tasked the MSDE with developing regulatory language for review and discussion. On June 25, 2019, the SBOE granted permission to publish COMAR 13A.07.06 *Programs for Professionally Certificated Personnel*, and COMAR 13A.12.01-.07 *Educator Licensure*. This action repealed and replaced the current COMAR 13A.07.06 and COMAR 13A.12.01-.06. The proposed regulatory language is aligned to the MSDE's comprehensive plan to increase the rigor and accountability of educator certification and preparation programs in Maryland and to the recommendations of the Commission on Innovation and Excellence in Education.

During the July 11, 2019, Professional Standards and Teacher Education Board (PSTEB) meeting, no action was taken, and the decision was made to discuss both sets of the proposed regulations further during the August PSTEB meeting after members conferred with the constituency groups they represent. During the August 1, 2019, PSTEB meeting, no action was taken, and the decision was made to have further discussion during the September PSTEB meeting.

On September 9, 2019, the PSTEB voted unanimously (with one abstention) to oppose permission to publish the proposed regulatory language in COMAR 13A.07.06 and COMAR 13A.12.01-.07. The PSTEB also voted to request a Joint Conference Committee with the SBOE.

On September 24, 2019, the SBOE voted unanimously, with a super-majority vote, to override the PSTEB's September 9th vote and granted permission to publish the proposed regulatory language in COMAR 13A.07.06 and 13A.12.01-.07.

On October 3, 2019, the PSTEB reviewed the proposed regulatory language submitted by the PSTEB's Maryland State Education Association members. This version makes changes to the following areas:

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- Definitions;
- Types of educator licenses;
- Adds literacy and math coursework as an alternative to presenting a passing score on a Basic skills test;
- Performance Review Route to licensure;
- Approval of Individual Professional Development Plans; and
- Assignment.

The PSTEB members revised the proposed regulatory language and made further changes to the types of teacher licenses [COMAR 13A.12.02.02A(2)-(4)], adding a Master Professional License.

On October 22, 2019, the SBOE considered the proposed changes presented by the PSTEB and chose to continue discussion at its December 3, 2019, meeting.

On December 3, 2019, the SBOE continued its discussion and rescinded permission to publish COMAR 13A.07.06 *Programs for Professionally Certificated Personnel* and COMAR 13A.12.01-.07 *Educator Licensure*. During that meeting, Dr. Salmon indicated that the MSDE would present the concerns pertaining to the regulations to the Educator Preparation and Certification Advisory Committee for review and discussion.

The Advisory Committee met on December 11, 2019, to review COMAR 13A.07.06 *Programs for Professionally Certificated Personnel*. Topics discussed included:

- Content Standards and Maryland Competencies;
- Clinical Internship;
- Program credit hour requirements; and
- edTPA for individuals in dual enrollment programs.

The Advisory Committee met on January 22, 2020, to review COMAR 13A.12.01-.07 *Educator Licensure*. Discussion topics included:

- Master's Degree;
- Renewal Requirements; and
- Basic Skills Assessment.

EXECUTIVE SUMMARY:

This update provides information regarding the discussions and recommendations from the Educator Preparation and Certification Advisory Committee.

ACTION:

For discussion only.

Attachments: PowerPoint Presentation

KBS: sds

Educator Preparation and Licensure: Regulatory Update



STATE BOARD MEETING

January 28, 2020

Background

June 2016-October 2017: Teacher Induction, Retention, and Advancement Act Workgroup

- Over 70 stakeholders representing higher education, teacher unions, and preK-12 communities
- Recommendations focused on:
 - Standards and accountability for educator preparation programs in Maryland
 - Licensure of Maryland educators
 - Mentoring and professional development for current teachers

December 2017-April 2018: State Board of Education (SBOE) Teacher Preparation/ Certification Subcommittee

- The subcommittee was established in response to the recommendations from the TIRA workgroup and to ensure alignment to the Commission on Innovation and Excellence in Education (Kirwan Commission) recommendations.
- Subcommittee recommendations:
 - Increase the rigor of educator preparation programs
 - Standardize entrance and exit requirements
 - Establish content standards and competencies
 - Extend and professionalize the clinical internship
 - Adopt rigorous educator assessments (content/performance-based) as a certification requirement
 - Develop an accountability system for Maryland's educator preparation programs that utilize multiple measures

Background Continued

September 2016-November 2019: Commission on Innovation and Excellence in Education

Element 2a: Teacher Preparation will be much more rigorous and induction will be integrated with teacher preparation more systematically.

Element 2b: Raise standards for licensing new teachers in Maryland to levels comparable to the standards for teachers in the top-performing nations.

October 2018 - Present: SBOE and Professional Standards and Teacher Education Board (PSTEB) members continued to discuss changes to the educator preparation and certification regulations

- Regulatory language has been aligned to each of the design assumptions identified by the Kirwan Commission as necessary for achieving **Elements 2a and 2b**.
- Each major topic was presented and discussed by both boards prior to granting MSDE permission to proceed with writing the regulations. (see attachment A)
- Significant differences and proposed language changes between the boards were included in presentations to both boards.

June 2019- Present: Superintendents' Educator Preparation/Certification Advisory Committee

Educator Preparation and Certification Advisory Committee

Advisory Committee Purpose

- Engage in discussion and solicit feedback pertaining to the implementation of MSDE policies related to the new regulations

14 Members

- 1 Alternative Preparation Community representative
- 6 Local School System (LSS) members representing superintendents, certification partners, and human resource officers
 - Calvert County, Dorchester County, Frederick County, Montgomery County, St. Mary's County
- 6 Institutions of Higher Education representatives
 - Community College of Baltimore County, Loyola University Maryland, Morgan State University, Mount St. Mary's University, Towson University, University of Maryland College Park
- 1 Nonpublic School representative
- 2 MSDE staff

Meetings Focused on Proposed Regulations

- December 11, 2019, and January 22, 2020

Educator Preparation Regulations Expressed Concerns

- **National Content Standards and Maryland Competencies:** Regulations will need to be amended each time the national standards are updated or revised. Competencies from unattributed sources, some of which are offensive.
- **Clinical Experience Requirements:** Too prescriptive when the clinical experience occurs and does not allow flexibility to design practicum experiences aligned to programs. Educator Preparation Programs (EPPs) have “serious concerns” with the year-long practicum requirement
- **Credit Requirements:** Two new course requirements have been added and regulations establish a standard credit hour cap of 120 hours. This requirement may conflict with Maryland Higher Education Commission (MHEC) regulations.
- **Assessment/Dual Enrollment:** With the adoption of a performance assessment, there is concern candidates will need to participate in two versions of the edTPA if that assessment is chosen (in lieu of PPAT).

Standards and Competencies

Advisory Committee Recommendations

Align the national content standards by placing all like standards under subject headings (math, science, etc.).

Assure all national content standards are still current and comprehensive.

Group literacy and cultural competencies into larger headings so they do not read like a checklist.

Use the advisory committee to review the rubrics and tools used for demonstration of compliance with the standards and competencies.

MSDE Recommendations

Concur

Concur. Added Computer Science Standards, Common Core State Standards for English Language Arts, NASM Music Standards, National Core Arts Standards, American Library Association, American School Counselor Association, and WIDA English Development Standards for TESOL and ELL

Concur. Reformatted **literacy competencies** into four clusters aligned to MSDE framework which mirrors Certification. Also added the word “select or” to Literacy Assessment 3b. Reformatted **Cultural Competencies** into six clusters. Removed three **General Competencies** that were overlapping and relocated three to better aligned group.

Concur

Clinical Internship

Advisory Committee Recommendations

Assure all references to the internship reads, “yearlong to include the beginning of the school year” and that placement can be in LSS, Nonpublic Schools, or State Operated programs.

Committee members agreed action research is a current requirement and needs to remain a requirement. LSSs and IHEs need to continue to collaborate to ensure action research is occurring.

The IHEs would like to be able to continue to place teacher candidates outside of Maryland.

Regulatory language pertaining to the pre-practicum experiences is too restrictive by requiring alignment with licensure area being sought.

MSDE Recommendations

Concur. All regulatory citations were reviewed and language was aligned. Added “nonpublic” to “alternative program” definition and added “State-operated and nonpublic school” to “Local School System” and “Professional Development School” definitions.

Concur

Disagree. EPPs are preparing candidates for Maryland licensure. Candidates should receive training utilizing Maryland curriculum standards. Maryland placements are also an opportunity future employment in Maryland LSSs.

Concur. Regulatory language was removed specifying alignment two grade and subject area. Internship placements are still required to be aligned with grade and subject-area for which licensure is sought.

Clinical Internship

Advisory Committee Recommendations

Candidates should be responsible for the instruction and management of the classroom for a minimum of 150 hours during the clinical internship.

MSDE Recommendations

Concur. Language amended to require 150 hours instead of 100 hours. Requiring a minimum number of hours rather than days allows for better flexibility during the internship.

Credit Hour Requirements

Advisory Committee Recommendations

MHEC is currently working with their AG to determine if MSDE's language is sufficient to comply with their regulations and if their regulations need to be changed based on the Kirwan Commission recommendations.

MSDE Recommendations

The MSDE had already amended language to include, "unless otherwise permitted by law." EPPs are encouraged to be creative in designing programs, to eliminate courses that are redundant or extraneous.

Performance Assessment and Dual Enrollment

Advisory Committee Recommendations

For those individuals who are seeking dual certification (i.e., elementary/special education) candidates shall take the edTPA assessment aligned with their internship placement

MSDE Recommendations

Concur

Miscellaneous Recommendations and Changes

Advisory Committee Recommendations

Approval Cycle: Change language from a 5-year to a 7-year cycle to align with the current Council for the Accreditation of Educator Preparation (CAEP) review cycle.

Remove language requiring teacher performance data in the program reporting requirements since this data is not allowed to be collected.

Definitions

MSDE Recommendations

Disagree. Education Article 11-208 was amended in 2017; EPPs choose state approval or accreditation. Five-year cycle aligns with the alternative preparation review cycle, producing more accountability and program feedback.

Concur. Language has been removed.

Removed the definitions for “Interstate Certification Compact” and “Self Study Report” because these terms are not found in the regulations.

Licensure Regulations Expressed Concerns

Removal of an Advanced Credential: Elimination of the master's degree is lowering standards.

Renewal Requirements: The Professional Development Points are too prescriptive and onerous as they require the approval of the principal.

Basic Skills: An alternative measure (coursework) should be provided to potential teacher candidates to demonstrate mastery on a Basic Skills assessment due to the number of individuals that struggle to pass this required assessment.

Licensure Recommendations

Advisory Committee Recommendations

Discontinue Advance Professional Certificate

Renewal Requirements: Professional Development Points are appropriate and involvement of a supervisor is appropriate. Allow a broader range of supervisors to monitor/approve the professional development plan rather than only a “direct supervisor”.

Basic Skills: The current measures in place for basic skills mastery (Praxis Core, SAT, GRE, ACT, 3.0 GPA) are sufficient. No course option should be added.

MSDE Recommendations

Concur. The relationship between teacher education level and student performance is not significant enough to support the continuance of requiring an advanced degree license.

Concur. Language amended pertaining to supervisor and establishing a minimum number of professional development points for a given activity. (e.g., up to 30 points rather than 30 points for designing curriculum

Concur.

Miscellaneous Licensure Recommendations

Advisory Committee Recommendations

National Board Certification (NBC): Add language to the renewal requirements to ensure educators know that the NBC may be used toward the renewal of the Maryland Educator License.

Amend language in Individual Professional Development Plan to clarify that only 90 points are required regardless of the number of licensure areas one holds.

MSDE Recommendations

Concur. Added language in the Professional Development Points section of chapters 2-5. It is important to note that some areas of certification include additional renewal requirements that may not be met by solely by achieving NBC (e.g., school counseling, blind/visually impaired, administrators who are employed)

Disagree. The proposed definition of “license” means *an educator credential issued by the Department, which allows the holder to practice the area(s) of licensure noted*. Clarifying language is not required.

Questions

Attachment A

Summary of Meetings at the SBOE and PSTEB Regarding Proposed Regulatory Topics

SBOE	PSTEB	Regulatory Topic	Comment
10.24.17	11.2.17	TIRA Workgroup Report	Revise IPC, MD Standards to replace IPC, Changes to Internship
5.22.18	6.7.18	Action Plan for Certification and Educator Preparation Programs	Certification Regulations Educator Preparation Program
5.22.18	6.7.18	SBOE Subcommittee Report on Certification and Educator Preparation Programs	Entrance/Exit Requirements, Standards and Competencies, Internship, Licensure Assessments, and Accountability System
10.23.18	11.4.18	Action plan for Certification and Educator Preparation Update	Certification Regulations Educator Preparation Program
12.8.18	12.6.18 1.3.19	Pathways to Obtain a MD Certificate Presentation	The 12.8.18 SBOE presentation contained the areas that PSTEB did not approve during their 12.6.18 meeting. 1.3.19 PSTEB presentation contained SBOE decisions regarding pathways
1.22.19	2.7.19	EPP: Standards and Competencies Presentation	Entrance/Exit Requirements, Clinical Experience Standards/Competencies: general, elementary/secondary literacy, math, ethics, cultural, teacher evaluation
2.26.19	12.7.18	Out of State Pathways to obtain a MD License Presentation	SBOE presentation contained PSTEBs recommendations. SBOE voted to grant permission for the pathway that PSTEB did not approve.
3.26.19	4.4.19	License Types and Renewal Presentation	License Types (removal of Advanced License and Master's degree requirement) Renewal Requirements (Professional Development Points)
3.26.19	4.4.19	Out of State Pathways to Obtain a MD License Regulations	Proposed regulations were presented for discussion only based on the previous month's discussions.
3.26.19	4.4.19	Education Preparation Program Requirements Regulations	Both the SBOE in Jan. and PSTEB in Feb. granted MSDE permission to move forward with proposed regulatory language based on presentation discussions. Topics: entry/exit requirements, standards/competencies, and clinical experiences
4.23.19	5.2.19	Educator Licensure Assessments	SBOE considered Educator Licensure Assessments (Basic Skills, Content, and Pedagogy) PSTEB ran out of time for this update at their May meeting
4.23.19	5.2.19	Educator Preparation Program Requirements Regulations	Topics included purpose and scope, definitions, approval process, review and renewal, oversight and revocation.
4.23.19	5.2.19	Teacher Licensure Regulations	Topics included assignment, types of licenses, pathways to initial licensure, additional teaching endorsements, renewal of a teacher license, individual professional development plans, and professional development points
4.23.19	5.2.19	Suspension and Revocation: Educator Licensure Regulations	Topics included definitions, causes, reporting procedures, denial, hearing procedures, record of hearing, decisions, reconsideration of a decision, and reinstatement
5.21.19	6.6.19	Professionally Certificated Personnel Regulations (Educator Preparation Programs)	Topics included entrance/exit requirements, standards and competencies, clinical experiences, approval process, program approval status and requirements, reporting requirements, and revocation procedures.
5.21.19	6.6.19	Education Licensure: Specialists	Topics: purpose, licenses types, specialist areas, license renewal, Individual Professional Development Plans, and Professional Development Points
5.21.19	6.6.19	Education Licensure: Administrators	Topics: purpose, licenses types, administrator areas, license renewal, Individual Professional Development plans, and Professional Development Points
5.21.19	6.6.19	Education Licensure: Professional and Technical Education and Specialized Areas of Fine Arts Regulations	Topics: purpose, licenses and pathways, renewal, Individual Professional Development Plans, Professional Development Points, and additional licenses
6.25.19 9.24.19 10.22.19 12.3.19	7.11.19 8.1.19 9.9.19 10.3.19 11.7.19	Permission to Publish Regulations for Professionally Certificated Personnel	Full set of regulations presented for permission to publish

Attachment A**Summary of Meetings at the SBOE and PSTEB Regarding Proposed Regulatory Topics**

6.25.19	7.11.19	Permission to Publish Regulations for Educator Licensure	Full set of regulations presented for permission to publish. Shared PSTEBs proposed language changes pertaining to Professional Development Points discussed at the May PSTEB meeting with SBOE for consideration. SBOE kept the current language. Shared PSTEBs plan to discuss the Master's degree at their next meeting.
9.24.19	8.1.19		
10.22.19	9.9.19		
12.3.19	10.3.19		
	11.7.19		

Chapter 06 Programs for Professionally Certified Personnel

Authority: Education Article, §§2-205 and 6-704, Annotated Code of Maryland

.01 Purpose.

A. *This chapter sets the standards that MSDE uses to issue an approval document to an entity that is responsible for governing and operating an educator preparation program, either traditional or alternative, for the training of educators to be licensed in the State.*

.02 Definitions.

A. *In this chapter, the following terms have the meanings indicated.*

B. *Terms Defined.*

(1) *“Accreditation”, also referred to as “national accreditation,” means a teacher education program has met standards set by a national accrediting agency recognized by the Department and the Commission.*

(2) *“Action Research” means a deliberate, solution-oriented investigation to enhance student achievement that is conducted by the teacher candidate, under the guidance of a supervising teacher and clinical faculty.*

(3) *“Alternative Program” means a program provided by any public, nonpublic or private educational association, local school system, corporation or institution that includes coursework, assessment, clinical experiences and training, and, upon completion, renders candidates eligible for licensure in Maryland, but does not confer a degree.*

(4) *“Approval” means a program has met all requirements set by the Department.*

(5) *“Approval with Conditions” means a program has met some, but not all, requirements set by the Department and may operate under certain conditions.*

(6) *“Candidate” means an individual enrolled in an educator preparation program who is preparing for or serving in a position as an educator in schools that educate students in preschool through grade twelve.*

(7) *“Clinical Experience” means guided, hands-on, practical applications and demonstrations of a candidate’s professional knowledge and the application of theory through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings.*

(8) *“Clinical Supervisor” means a supervisor of a candidate who is employed by the education preparation provider, trained or experienced in the field in which the individual is supervising, and is trained to work with and provide feedback to candidates.*

(9) *“Commission” means the Maryland Higher Education Commission.*

(10) *“Department” means the Maryland State Department of Education.*

(11) *“Educator Preparation Program (Program)” means a Maryland approved program, either traditional or alternative that offers a sequence of courses and experiences required by an education preparation provider for the preparation of candidates to become educators in a specific area, subject, or category.*

(12) *“Educator Preparation Provider (Provider)” means a regionally accredited college, university, or other post-secondary institution, public or private educational association, local school system, corporation or institution approved to operate a traditional or alternative educator preparation program in the State of Maryland.*

(13) *“Entrance” means matriculation into a program.*

(14) *“Exit” means completion of a program.*

(15) *“Focused Revisit” means the subsequent review by the Department of a program that holds the status of approved with conditions or probation.*

[(16) “Interstate Certification Compact (ICC)” means a legal agreement with other states to facilitate the certification of out-of-state teachers and other professional educational personnel as

authorized by Education Article, Title 6, Subtitle 6, Annotated Code of Maryland, or as otherwise provided by law.]

[(17)] (16) “Local School System (LSS)” means a Maryland public school system [, a State-operated school, or a nonpublic school].

[(18)] (17) “Maryland Teacher-Principal Evaluation” means an evaluation framework for the performance of teachers administered annually by the local school system, a State-operated school, or a nonpublic school, and recommended by the State.

[(19)] (18) “Partner School” means a school selected by a college or university with which to collaborate in order to provide a geographically preferable location or to meet a subject area need in which a candidate may be placed for their clinical experience in order to prepare teacher candidates across all clinical experiences.

[(20)] (19) “Probation” means a program has seriously failed to meet program requirements or has demonstrated a pattern of noncompliance.

[(21)] (20) “Professional Development” means a variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

[(22)] (21) “Professional Development School” means a collaboratively planned and implemented partnership for the academic and clinical preparation of candidates and the continuous professional development of both school system and provider faculty, implemented through a memorandum of understanding between the local school system, a State-operated school, or a nonpublic school, and the Provider.

[(23)] (22) “Satisfactory Progress” means a teacher candidate is on track to satisfy all program requirements within the required timeframe established by the provider.

[(24)] “Self-Study Report” means the report resulting from the process that a provider and its programs conduct to evaluate themselves against national standards, in a format specified and accepted by the Department.]

[(25)] (23) “Traditional Program” means:

(a) An educator preparation program offered by a college or university leading to a degree[,] that includes:

(i) General education and content coursework;

(ii) Professional coursework;

(iii) Clinical experiences; and

(iv) Demonstration of standards and competencies required to prepare educators for teaching students in the classroom environment; and

(b) Upon completion, renders candidates eligible for licensure in Maryland.

.03 Incorporation by Reference.

In this chapter, the following documents are incorporated by reference:

A. National Standards.

[(1) Standards for School-Based Agricultural Education Teacher Preparation Programs, American Association for Agricultural Education (AAAE), 2017.]

[(2) Accreditation Documents For Undergraduate Programs In Family And Consumer Sciences, American Association of Family and Consumer Sciences (AAFCS), 2010.]

[(3) Standards Framework for Learners, American Association of School Librarians (AASL), 2017.]

[(4) ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, American Council on the Teaching of Foreign Languages (ACTFL)/ Council for the Accreditation of Educator Preparation (CAEP), 2013.]

[(5) Standards for Learning American Sign Language: A Project of the American Sign Language Teachers Association, American Sign Language Teachers Association (ASLTA), 2018.]

[(6) Association for Childhood Education International, Elementary Education Standards and Supporting Explanation, 2007; Council for the Accreditation of Educator Preparation (CAEP), 2018.]

- [(7) *Middle Level Teacher Preparation Standards with Rubrics and Supporting Explanations*, Association for Middle Level Education (AMLE), 2012.]
- [(8) *Introduction to the 2016 CACREP Standards*, Council for Accreditation of Counseling & Related Educational Programs (CACREP), 2016.]
- [(9) *Initial Preparation Standards*, Council for Exceptional Children (CEC), 2015.]
- [(10) *NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education*, National Association for Gifted Children (NAGC) - Gifted and Talented Specialist: Council for Exceptional Children (CEC); *The Association for the Gifted (TAG)*, 2018.]
- [(11) *Standards for the Preparation of Literacy Professionals*, International Literacy Association (ILA) *Standards for the Preparation of Literacy Professional*, (2017).]
- [(12) *Standards for Educators*, International Society for Technology in Education (ISTE), 2019.]
- [(13) *Model Core Teaching Standards and Learning Progressions for Teachers 1.0*, Interstate Teacher Assessment and Support Consortium (InTASC), 2013.]
- [(14) *Standards for Art Teacher Preparation*, National Art Education Association (NAEA), 2014.]
- [(15) *Standards for Initial Early Childhood Professional Preparation*, National Association for the Education of Young Children (NAEYC), 2010.]
- [(16) *Competencies Summary*, National Association of Schools of Theater (NAST), 2019.]
- [(17) *Standards for Graduate Preparation of School Psychologists*, National Association of School Psychologists (NASP), 2010.]
- [(18) *Standards for School Social Work Services*, National Association of Social Workers (NASW), 2012.]
- [(19) *Business Teacher Education Curriculum Guide and Program Standards*, National Business Education Association (NBEA), 2013.]
- [(20) *National Standards for the Preparation of Social Studies Teachers*, National Council for Social Studies (NCSS), 2018.]
- [(21) *NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12*, National Council of Teachers of English (NCTE) /National Council for the Accreditation of Teacher Education (NCATE), 2012.]
- [(22) *Standards for Mathematics Teacher Preparation*, National Council of Teachers of Math (NCTM), 2012.]
- [(23) *Program Recognition Standards: District Level*, National Educational Leadership Preparation (NELP), 2018.]
- [(24) *Standards for Science Teacher Preparation*, National Science Teachers Association (NSTA), 2020.]
- [(25) *Disciplinary Core Ideas (DCI) Arrangements of the Next Generation Science Standards*, Next Generation Science Standards (NGSS), 2013.]
- [(26) *Professional Standards for Educational Leaders*, Professional Standards for Educational Leaders (PSEL), 2015.]
- [(27) *National Standards for Initial Physical Education Teacher Education*, Society of Health and Physical Educators (SHAPE), 2017.]
- [(28) *National Standards for Initial Health Education Teacher Education*, Society of Health and Physical Educators (SHAPE), 2018.]
- [(29) *Standards for Mathematical Practice*, Common Core State Standards Initiative, 2012.]
- [(30) *Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs*, Teaching English to Speakers of Other Languages (TESOL), 2018.]
- [(31) *National Association of Schools of Music, Handbook 2018-19*, 2019.]
- [(32) *Standards for Computer Science Educators*, International Society for Technology in Education (ISTE), 2019.]
- [B. *Model Code of Ethics for Educators (MCEE)*, National Association of State Directors of Teacher Education and Certification, 2015.]

(1) Administrative or Supervisory Areas

- (a) *Professional Standards for Educational Leaders (PSEL)*, [*Professional Standards for Educational Leaders (PSEL)*] National Policy Board for Educational Administration (NPBEA), 2015.
- (b) *Program Recognition Standards: District Level, National Educational Leadership Preparation (NELP)*, 2018.
- (2) *Early Childhood/Elementary Areas*
 - (a) *Standards for Initial Early Childhood Professional Preparation, National Association for the Education of Young Children (NAEYC)*, 2010.
 - (b) *Association for Childhood Education International, Elementary Education Standards and Supporting Explanation*, 2007; *Council for the Accreditation of Educator Preparation (CAEP)*, 2018.
- (3) *English*
 - (a) *NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12, National Council of Teachers of English (NCTE) /National Council for the Accreditation of Teacher Education (NCATE)*, 2012.
 - (b) *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Common Core State Standards Initiative*, 2010.
- (4) *Mathematics*
 - (a) *Standards for Mathematical Practice, Common Core State Standards Initiative*, [2012] (2010).
 - (b) *Standards for Mathematics Teacher Preparation, National Council of Teachers of Math (NCTM)*, 2012.
- (5) *Middle School Areas*
 - (a) *Middle Level Teacher Preparation Standards with Rubrics and Supporting Explanations, Association for Middle Level Education (AMLE)*, 2012.
- (6) *Science*
 - (a) *Standards for Science Teacher Preparation, National Science Teachers Association (NSTA)*, 2020.
 - (b) *Disciplinary Core Ideas (DCI) Arrangements of the Next Generation Science Standards, Next Generation Science Standards (NGSS)*, 2013.
- (7) *Special Education*
 - (a) *Initial Preparation Standards, Council for Exceptional Children (CEC)*, 2015.
- (8) *Secondary Areas (7-12)*
 - (a) *Standards for School-Based Agricultural Education Teacher Preparation Programs, American Association for Agricultural Education (AAAE)*, 2017.
 - (b) *Business Teacher Education Curriculum Guide and Program Standards, National Business Education Association (NBEA)*, 2013.
 - (c) *Standards for Computer Science Educators, International Society for Technology in Education (ISTE)*, 2019.
 - (d) *National Standards for Teachers of Family And Consumer Sciences, National Association of State Administrators of Family and Consumer Sciences (NASAFACS)*, 2018.
 - (e) *National Standards for the Preparation of Social Studies Teachers, National Council for Social Studies (NCSS)*, 2018.
 - (f) *Competencies Summary, National Association of Schools of Theater (NAST)*, 2019.
- (9) *Specialist Areas*
 - (a) *NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education, National Association for Gifted Children (NAGC) - Gifted and Talented Specialist: Council for Exceptional Children (CEC); The Association for the Gifted (TAG)*, 2018.
 - (b) *Introduction to the 2016 CACREP Standards, Council for Accreditation of Counseling & Related Educational Programs (CACREP)*, 2016.

- (c) *American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs, 2019.*
- (d) *Standards Framework for Learners, American Association of School Librarians (AASL), 2017.*
- (e) *Standards for Accreditation of Master's Programs in Library and Information Studies, Adopted by the Council of the American Library Association (ALA), 2015.*
- (f) *Standards for the Preparation of Literacy Professionals, International Literacy Association (ILA) Standards for the Preparation of Literacy Professional, 2017.*
- (g) *Standards for Graduate Preparation of School Psychologists, National Association of School Psychologists (NASP), 2010.*
- (h) *Standards for School Social Work Services, National Association of Social Workers (NASW), 2012.*
- (10) *Specialty Areas (PreK-12)*
 - (a) *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, American Council on the Teaching of Foreign Languages (ACTFL)/ Council for the Accreditation of Educator Preparation (CAEP), 2013.*
 - (b) *Standards for Learning American Sign Language: A Project of the American Sign Language Teachers Association, American Sign Language Teachers Association (ASLTA), 2018.*
 - (c) *Standards for Art Teacher Preparation, National Art Education Association (NAEA), 2014.*
 - (d) *National Association of Schools of Music, Handbook 2018-2019, 2019*
 - (e) *National Core Arts Standards, National Coalition for Core Arts Standards, 2014.*
 - (f) *National Standards for Initial Health Education Teacher Education, Society of Health and Physical Educators (SHAPE), 2018.*
 - (g) *National Standards for Initial Physical Education Teacher Education, Society of Health and Physical Educators (SHAPE), 2017.*
 - (h) *Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs, Teaching English to Speakers of Other Languages (TESOL), 2018.*
 - (i) *WIDA's English Language Development Standards, Kindergarten-Grade 12, WIDA, 2012*
- (11) *General Teaching*
 - (a) *Standards for Educators, International Society for Technology in Education (ISTE), 2019.*
 - (b) *Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium (InTASC), 2013.*
 - (c) *Model Code of Ethics for Educators (MCEE), National Association of State Directors of Teacher Education and Certification, 2015.*

.04 State Consent to Offer Programs.

A. No individual, public or private educational association, corporation or institution of higher education, shall offer an educator preparation program without obtaining the permission of the Commission and the Department by meeting the requirements of this chapter.

B. The Department may grant consent to a provider to operate an educator preparation program if:

(1) The Commission has granted a Maryland institution preparing educators approval to operate in the State of Maryland as applicable; and

(2) The provider obtains and continues to hold accreditation from a national accreditation organization recognized by the Department and the Commission, or the provider meets the approval requirements as outlined in this chapter.

.05 National Accreditation.

A. A provider does not need to meet State approval standards if it holds and maintains accreditation from a national accrediting agency recognized by the Department and the Commission.

- B. The provider shall notify the Department when it applies to a national accreditation organization.*
- C. A provider shall operate its program in a manner that is consistent with the requirements of the national accrediting agency.*
- D. Providers shall submit to the Department proof of accreditation with supporting documentation within 30 calendar days after receiving it.*
- E. A provider shall notify the Department within 15 calendar days of any change in a program's accreditation status.*
- F. Programs that have chosen national accreditation may be reviewed by their accrediting organization at the request of the Department.*
- G. The Department may investigate complaints regarding any aspect of a program separate from any review conducted by the national accrediting agency.*
- H. A provider that holds national accreditation shall inform the Department in writing at least 90 calendar days before a program ceases operating and provide an exit plan for current students that includes notification to those students.*

.06 Application for State Approval.

- A. Application for State Approval for Traditional and Alternative Programs.*
 - (1) Providers shall submit an application for new program approval to the Department that includes the following:*
 - (a) A description of the program and other administrative information, including the plan for implementing Department-mandated program components as defined in §.07 of this chapter;*
 - (b) Documentation that the program is aligned to national content standards, or documentation of the process required in §C of the regulation when national content standards are not available, including:*
 - (i) A needs assessment demonstrating the demand for program graduates in the employment market and demand by potential candidates, which may be met by documentation provided to the Commission;*
 - (ii) The curriculum for the program and a course sequence chart including syllabi for any new courses;*
 - (iii) Descriptions of the expected outcomes of the programs and of how those outcomes will be assessed;*
 - (iv) Identified key assessments in the program, using rubrics aligned to national content standards and Maryland-approved PK-12 competencies;*
 - (v) Vitae for all faculty delivering instruction in or administering the program; and*
 - (vi) Descriptions of materials, media, and resources available for the program, and how technology is integrated into the curriculum or program.*
 - (2) All applications shall be submitted no earlier than six months after notifying the Department that a program will be submitted for approval.*
- B. The Department shall issue a letter of approval to the provider to begin operation of a program or programs when the provider has met the requirements of this chapter.*
- C. The approval letter shall include the following:*
 - (1) Name of the provider;*
 - (2) Location of the provider;*
 - (3) List of programs leading to certification;*
 - (4) Description of degree or degrees awarded upon completion of the program; and*
 - (5) Length of approval.*
- D. A provider shall operate its program in a manner that is consistent with the specifications in its approval letter and the requirements of this chapter.*
- E. If a provider plans a change in operation that is inconsistent with the specifications in its approval letter, the provider shall notify the Department in writing at least 6 months before the intended change*

and include a letter from the Commission indicating approval of the change, if required by the Commission.

F. A provider may not implement a change in the operation of its program until the Department has issued an amended approval letter reflecting the change.

G. The Department shall not approve a change in an approval letter under any of the following circumstances:

(1) The program status is Approval with Conditions, unless the provider provides sufficient evidence that the change is necessary to meet all approval requirements;

(2) The program is on probation;

(3) The program has not filed its annual report with the Department;

(4) The Department is investigating a written complaint alleging that the provider's program is in violation of one or more regulations under this chapter, unless the change is necessary to bring the program into compliance with this chapter; or

(5) The Department is implementing procedures and sanctions as specified in §.11 of this chapter.

H. The Department shall notify a provider that a requested change may not be implemented in writing within 30 days of the date of the written request.

I. A provider shall inform the Department in writing at least 90 calendar days before a program ceases operating and provide an exit plan for current students that includes notification to those students.

J. The approval letter is void if:

(1) The provider ceases operating a program; or

(2) The State Superintendent issues a final order requiring the program to cease operations.

.07 State Program Approval Process.

A. Requirements for Traditional and Alternative Programs.

(1) A provider may seek approval for a new program, or a new specialization in a currently operating program area, if the documentation submitted contains sufficient justification to warrant the program or new specialization, and has been approved by the Commission.

(2) A provider seeking first-time approval for a program shall be subject to annual monitoring and a full review of the program or programs within the first two years of operation and may also include an on-site review if deemed necessary by the Department to confirm information in the application.

(3) The Department shall approve and monitor educator preparation programs according to the national standards listed in § .03 of this chapter.

(4) The Department shall approve or reject the proposal for a new program and notify representatives of the program and provider of the decision.

(5) A new program shall not admit candidates to the program until the Department has provided approval.

B. Special Requirements for Alternative Programs.

(1) In addition to meeting the requirements found in §A of this regulation, alternative programs shall provide at least four weeks of professional development prior to the candidate assuming full responsibility of the classroom.

(2) The professional development shall include, but not be limited to, pre-employment training, initial coursework, pedagogy, and pre-practicum experiences.

C. Program Approval Process Where No National Content Standards Are Available.

(1) The approval process for proposed programs for which there are no national content standards shall consist of Department review of an application, and may also include an on-site review if deemed necessary by the Department to confirm information in the application.

(2) All programs approved pursuant to this section shall complete all requirements in §A to receive program approval.

(3) At least six months before requesting program approval, a provider shall notify the Department of its intent to initiate the review process for a program for which there are no national content standards.

(4) *At least six months before the approval is requested, the provider shall submit the application for approval to the Department.*

(5) *The application shall include:*

- (a) *A description of the proposed program;*
- (b) *A detailed description and outline of proposed program content and coursework; and*
- (c) *Identification of national content standards most closely related and relevant to the proposed program.*

.08 State Program Approval Requirements.

A. Entry Requirements.

(1) *Traditional programs shall require candidates to have a grade point average (GPA) of at least 3.0 on a 4.0 scale during the most recent two years of the candidate's general education, whether secondary or post-secondary, or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment.*

(2) *Alternative Programs shall require candidates to submit:*

- (a) *A GPA of at least 3.0 on a 4.0 scale at the post-secondary level, or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the SBOE, on a basic skills assessment; and*
- (b) *Evidence of one of the following:*
 - (i) *A conferred bachelor's degree or higher with a major related to the program licensure area;*
 - (ii) *A conferred bachelor's degree or higher with a minimum of 30 semester hours of credit related to the licensure area; or*
 - (iii) *Evidence of a qualifying score on an approved content assessment, as established by the State Superintendent of Schools and as approved by the SBOE.*

B. Waiver of Entry Requirements.

(1) *A Program may waive the entrance requirement for up to 10% of the candidates admitted in an annual cohort.*

(2) *Programs shall implement strategies to ensure that candidates admitted under a waiver receive assistance to successfully demonstrate the required standards and competencies and meet requirements for licensure upon exit from the program.*

C. Standards and Competencies.

(1) *Programs shall provide the following for all candidates:*

- (a) *Instruction and experiences aligned with Maryland-recognized national content and pedagogy standards listed under §.03A of this chapter;*
- (b) *Instruction and experiences aligned with Department-approved competencies under §.11-.14 of this chapter;*
- (c) *Instruction in the Department-approved Model Code of Ethics for Educators; and*
- (d) *Instruction in teaching in high poverty, culturally, and linguistically diverse schools under §.15.*

(2) *Programs preparing candidates for elementary education shall [provide] include a minimum of 12 semester hours in each of the following: English language arts, social studies, math, and science.*

(3) *Programs preparing candidates for early childhood education, elementary education, special education, and English for Speakers of Other Languages shall include research-based literacy instruction to include:*

- (a) *Phonological and phonemic awareness including emergent literacy;*
- (b) *Vocabulary and fluency;*
- (c) *Phonics and decoding;*
- (d) *Written expression, spelling and grammar;*
- (e) *Comprehension of literary and informational text; and*
- (f) *Assessment and instructional decision-making.*

(4) *Programs for Specialists.* The Department shall approve Specialists programs according to the national standards listed in §.03A of this chapter.

(5) *Programs for Administrators.* The Department shall approve Administrator programs according to the national standards listed in §.03A of this chapter.

D. Clinical Experiences.

(1) The provisions in this subsection shall be applicable to programs beginning on or after July 1, 2025.

(2) Traditional Programs shall have four phases of clinical experiences in which pre-practicum and practicum experiences occur.

(3) The phases shall be:

(a) A pre-clinical experience(s) aligned to the pre-practicum phase in the first year of a program where teacher candidates observe promising practices in the profession;

(b) A first clinical experience(s) aligned to the pre-practicum phase where teacher candidates participate in the classroom and core pedagogy practices, including but not limited to, lesson planning, literacy instruction, culturally-responsive pedagogy, and the growth mindset;

(c) A second clinical experience(s) aligned to the pre-practicum phase where teacher candidates participate in specialized field experiences, including differentiated instruction, assessment, and classroom management; and

(d) A practicum phase where teacher candidates complete a year-long experience, to include the beginning of the school year, in a professional development school or partner school in order to meet all the regulatory requirements set forth in COMAR 13A.07.06.07D.

(4) Pre-practicum experiences shall be incorporated throughout the program that:

(a) Align with program curriculum;

[(b) Align with the area, subject, and grade band of licensure being sought by the candidate;]

[(c)] (b) Begin in the first year of the program;

[(d)] (c) Vary across school settings and student populations; and

[(e)] (d) Provide candidates the opportunity to reflect on experiences within the classroom setting.

(5) Programs leading to licensure in an area of teaching shall include a year-long practicum experience in a partner school or professional development school, to include the [opening] beginning of the school year, and shall:

(a) Be located in a Maryland public school, State-operated school, or nonpublic school;

(b) Be aligned with program curricula that encompass the area, subject, or category of licensure being sought by candidates;

(c) Provide candidates on-site supervision by a supervising teacher and ongoing support by a clinical supervisor from the provider, including:

(i) A minimum of four documented observations;

(ii) Collaboration between clinical supervisors and supervising teachers to evaluate candidates for demonstration of required competencies;

(iii) Observations and evaluations of candidates, aligned to a Department-approved educator evaluation system; and

(iv) Feedback, placement, remediation, or supports, informed by candidate evaluation; and.

(d) Ensure candidates are responsible for the instruction and classroom management of a roster of students for a minimum of [100] 150 hours during the year-long practicum, demonstrated by:

(i) 100 days across two consecutive semesters for programs leading to a Master[’s] of Arts in Teaching; or

(ii) [One full school year] A year-long practicum that includes the beginning of the school year for all other programs leading to licensure in a teaching area.

(6) Programs for Administrators shall include a supervised clinical experience totaling a minimum of 240 hours equitably distributed within the program to include observations and evaluations of candidates aligned to a Department-approved administrator evaluation system.

(7) *Programs for Specialists shall include a supervised clinical experience in the specialty area being pursued.*

E. Special Provisions.

(1) *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.*

(2) *Prior to July 1, 2025, alternative programs shall provide a candidate with a practicum experience of no less than 100 hours in which the candidate is responsible for the instruction and classroom management of a roster of students for no less than 40 hours.*

(3) *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.*

F. Exit Requirements. Traditional and alternative program practicums shall establish exit requirements that demonstrate candidates are licensure-ready by being able to:

(1) *Demonstrate successful completion of required coursework that is based upon Department-recognized national content standards and Department-approved competencies;*

(2) *Demonstrate successful completion of the clinical experience outlined in §.08D of this chapter;*

(3) *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 approved by the State Board of Education, if applicable; and*

(4) *Obtain a qualifying score on a pedagogy assessment, as established by the State Superintendent of Schools and as approved by the State Board of Education, in teaching areas only.*

(5) *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.*

(6) *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.*

G. Credit Requirements.

(1) *A program leading to a bachelor's degree shall be a 4-year program and award 120 credits, unless otherwise permitted by law.*

(2) *Providers may expand the program by no more than 12 semester hours of credit or an additional semester only with the permission of the Department and the Commission.*

.09 Clinical Experience Placements.

A. 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.

B. Supervising teachers shall:

(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;*

(2) *Have the skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills;*

(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;*

(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;*

(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.

(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.

C. Program Collaboration with Clinical Experience Placements.

(1) The Program shall collaborate with the public school district partner or nonpublic school to provide the supervising teacher:

(a) Initial training on best practices in coaching, mentoring, and reflective strategies; and

(b) Additional professional development after the first year of mentorship, then every four years thereafter.

(2) The program shall collaborate with supervising teachers to evaluate teacher candidates on teacher competencies.

D. Partner School Requirements. Partner schools collaborate with programs to prepare candidates during one or more phases of the clinical rotation to include:

(1) Diverse, clinical experiences that are selected purposefully to complete a well-rounded clinical experience based on:

(a) Student population;

(b) Urban, suburban, or rural school setting;

(c) Distinguished instructional practices; and

(d) Accomplished State-licensed, supervising teachers in the area in which a candidate may be placed.

(2) Partner schools must actively collaborate with programs to ensure mentoring and growth of teacher candidates.

E. Professional Development School (PDS) Requirements.

(1) The PDS partnership between a provider and a school shall:

(a) Collaboratively integrate PreK-12 instructional content priorities in the program and into clinical experiences;

(b) Engage candidates in the full range of teacher activities in the school community;

(c) Require candidates to reflect on their learning experiences with their peers and with school and program faculty;

(d) Collaboratively create, conduct and participate in needs-based professional development to improve instruction and positively impact student achievement;

(e) Plan and participate in activities where all school staff is encouraged to support and interact with interns; and

(f) Have interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.

(2) PDS partners shall work together to carry out the collaboratively defined mission of the PDS partnership by:

(a) Planning and implementing curricula for interns to provide authentic learning experiences;

(b) Sharing the responsibility for meeting the needs of, and evaluating the performance of, candidates;

(c) Providing ongoing support for all educators, including non-tenured and provisionally certified teachers; and

(d) Using demographic and performance data to modify instruction to improve student achievement.

(3) The PDS shall uphold Maryland approved standards, competencies, and regulations governing the preparation of candidates by:

(a) Upholding the exit requirements defined in §.08F. of this chapter;

(b) Soliciting and incorporating feedback from candidates to modify and enhance the program;

(c) Assessing the collaborative professional development provided in the PDS;

- (d) Assuming responsibility for improving PreK-12 student achievement; and
 - (e) Collaborating to determine the impact of PDS on student achievement.
- (4) PDS partners shall allocate resources to support the continuous improvement of teaching and learning by:
- (a) Communicating regarding roles, responsibilities, operating procedures, and integrating feedback to continuously improve operations within the partnership;
 - (b) Establishing a governing body at both the program level and local school system level, **as applicable**, to review data to inform ongoing and future review of the PDS partnership to include placements, supervising teacher trainings, action research work, and induction and/or professional development needs.
 - (c) Requiring the governing body at each level to:
 - (i) Meet three times annually at a minimum; and
 - (ii) Include director-level membership of the Program and local school system, **as applicable**, principal or designee, PDS site coordinator, and faculty member(s);
 - (d) Recognizing and rewarding the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the program;
 - (e) Modeling professional ethics and engaging in substantive examination of ethical issues affecting research and practice; and
 - (f) Providing resources to ensure the continuity of the PDS.
- (5) The PDS shall support equitable involvement of faculty at both the program and local school system levels, **as applicable**, to support equitable outcomes for diverse learners by providing candidates with:
- (a) Equitable access to a clinical experience working with students of diverse backgrounds and abilities;
 - (b) Work in diverse urban, suburban, and rural school settings;
 - (c) The opportunity to benefit from working with accomplished supervising teachers;
 - (d) Full access to professional development and other professional enrichment activities;
 - (e) Training to support knowledge, skills and dispositions surrounding equity issues;
 - (f) Partnerships that represent diverse backgrounds;
 - (g) Action research and inquiry on issues of equity;
 - (h) Research findings related to student equity used for program improvement;
 - (i) Collaboration with parents and community members in support of student learning;
 - (j) Collaboration to ensure that all education is multicultural; and
 - (k) A focus on meeting the needs of diverse learners to eliminate achievement gaps.
- (6) Programs shall have a variety of PDS sites in their networks.
- (7) Programs and local school systems, **State-operated schools, or nonpublic schools** shall have a signed memorandum of understanding to commit to the shared mission, expectations of placements, roles and responsibilities, professional development, and resources.

F. Action Research.

- (1) All programs shall require teacher candidates to conduct action research during the practicum.
- (2) Candidates shall present findings to local school system, **State-operated school, or nonpublic school** and clinical faculty.
- (3) Findings shall include the ongoing cycle of problem identification, data collection, reflection, analysis, and lessons learned for the next cycle.

.10 State Program Review and Reporting.

A. Compliance with Program Requirements.

- (1) Providers shall provide evidence of adherence to program requirements as outlined in this regulation.

(2) If Providers submit annual reporting to a national accreditation agency recognized by the Department and the Commission, the provider shall submit a copy of the annual report to the Department within 30 calendar days.

(3) Providers shall submit data and annual reports demonstrating each program's compliance with requirements.

(4) The annual reports shall include documentation of compliance with the following measures:

(a) Entry requirements as stated in §.08A of this chapter;

(b) Clinical experience requirements as stated in §.08D of this chapter;

(c) Standards and competencies requirements as stated in §.08C of this chapter;

(d) Exit requirements as stated in §.08F of this chapter, including candidate passing rates on content exams and performance assessments, as well as rate of program completion and attrition data; and

(e) Candidate evaluation requirements as stated in §.08D(5)(c) of this chapter, including documentation of evaluation processes and remediation policies as defined by the Program.

(5) Providers shall compile and report data to the Department for each graduating cohort, and for the most recent five years of program cohorts, on a selection of Department-identified metrics that may include:

(a) Program completion rates, including number and demographics of completers, non-completers, degrees granted and demographics;

(b) Placement in Maryland schools by subject-area, grade-level, and LSS employer;

(c) Performance, including passing rates and cut scores on Department approved performance assessments and content-exams,

(d) Enrollment trends, including past and projected enrollment in each program;

(e) Employment of graduates/completers; and

[(f) Performance on the Teacher-Principal Evaluation or other Maryland-approved evaluation tool; and]

[(g)] (f) Retention of program completers through the first 5 years of employment.

(6) The Department may monitor or conduct an interim review of an approved program at any time.

.11 State Program Renewal, Oversight, and Revocation.

A. Review.

(1) The Department shall review programs every five years.

(2) Programs that meet the requirements and standards set by the Department shall be approved for five years.

(3) Programs that fail to meet all the requirements and standards addressed in this chapter may be approved with conditions or placed on probation.

(4) Program extensions.

(a) Providers may request an extension of the Department's 5-year review.

(b) Requests shall be in writing and submitted at least 180 calendar days before the end of the program's five-year approval.

(c) The Department may grant up to a one-year extension based on documentation submitted to justify the extension.

B. Approval with Conditions.

(1) If the approved program fails to meet all the standards and competencies, reporting, or compliance requirements, it may be approved with conditions for a period of two years.

(2) The Department shall conduct a focused review of a program approved with conditions within two years of the original review.

(3) The Department may extend a program's approval with conditions for good cause beyond the original 24-month period.

(4) Programs may continue to accept candidates for entry while approved with conditions.

(5) *Approval with conditions shall last two years unless, through its annual reports, the program provides sufficient evidence to meet program approval requirements, after which it may be removed from approval with conditions after one year, granted approval, and returned to its original five-year review cycle.*

(6) *A program approved with conditions shall continue to provide all annual reporting.*

(7) *If a program has not made satisfactory progress toward meeting Department requirements and national standards, reporting, and/or compliance requirements after two years, the program may be placed on probation or revoked.*

C. Probation.

(1) *Programs that have seriously failed to meet the standards and benchmarks, reporting or compliance requirements, or have demonstrated a pattern of noncompliance may be placed on probation.*

(2) *Programs that do not submit data or required reports to the Department, or who lose national accreditation status by revocation or by expiration, may be placed on probation status or may face immediate revocation of Department approval.*

(3) *The Department may conduct a full review within one year of the last focused revisit for a program on probation unless, through annual reporting requirements, the program provides sufficient evidence to meet program approval requirements.*

(4) *Programs may not accept candidates for entry while on probation.*

(5) *A program on probation shall continue to provide all annual reporting to the Department.*

(6) *Within 30 calendar days of the notification of probation, the provider must notify each candidate individually in writing of the probation of program, explain what probation means, and provide documentation of the notification to the Department.*

(7) *The Department shall monitor program progress towards meeting the Department requirements and national standards for the program throughout the probationary period, including review of required reports and monitoring visits as deemed necessary.*

(8) *If a program provides evidence of meeting all program requirements, the Department may remove it from probation.*

(9) *The Department may request an annual follow-up report with an annual re-visit for institutions removed from Probation.*

(10) *If a program has not made satisfactory progress toward meeting program standards, reporting and/or compliance requirements after the one-year probation, the Department may revoke its approval.*

D. Revocation.

(1) *The Department may revoke a program if a provider fails to meet the standards, reporting or compliance requirements set forth by this chapter.*

(2) *The Department shall notify the provider, the program, and appropriate representatives of the provider in writing of a decision to revoke.*

(3) *Upon provision of the notification, the program must cease operating.*

(4) *A revoked program shall not recruit or accept new candidates.*

(5) *Within 30 calendar days of the notification of revocation, the provider shall notify each candidate individually, in writing, of the revocation of program approval, explain what revocation means, and provide documentation of the notification to the Department.*

(6) *Candidates enrolled in the program who have accumulated enough credits to be on track for graduation within the current academic year may exit.*

(7) *A provider shall wait two years after revocation of a program before it may apply to the Department for approval of a program that is substantively the same as the one revoked.*

E. Appeal.

(1) *A provider may request a hearing to challenge the revocation if the provider files a written request with the State Superintendent within 20 calendar days of receipt of the notice of revocation.*

(2) *The State Superintendent shall promptly refer the case to the Office of Administrative Hearings.*

F. Hearing Procedures.

(1) *The hearing procedures for appeals referred to the Office of Administrative Hearings are in accordance with the Administrative Procedure Act, State Government Article, §§10-201—10-226, Annotated Code of Maryland, and with COMAR 28.02.*

(2) *The Office of Administrative Hearings shall prepare an official case record as provided in COMAR 28.02.01.23.*

(3) *The administrative law judge shall submit in writing to the State Superintendent a proposed decision containing findings of fact, conclusions of law, and recommendations, and distribute a copy of the proposed decision to the parties.*

(4) *A party objecting to the administrative law judge's proposed decision may file exceptions with the State Superintendent within 15 calendar days from the date of the decision. A party may respond to the exceptions within 15 calendar days of the date of the exceptions.*

(5) *If exceptions are filed, any party may request an opportunity for oral argument before the State Superintendent before a final decision is rendered. Oral argument before the State Superintendent shall be limited to 15 minutes per side.*

(6) *The State Superintendent shall make a final decision in writing containing findings of fact and conclusions of law.*

(7) *A Provider may seek judicial review of a State Superintendent's determination under this regulation as provided by the Administrative Procedure Act, State Government Article, §10-222, Annotated Code of Maryland.*

.12 Teacher Preparation Competencies: General Competencies.

A. Purpose.

(1) *The general teacher preparation competencies apply to teacher candidates across all content areas and grade levels, including students with learning differences, to determine readiness to enter the profession.*

(2) *The teacher candidate shall demonstrate essential knowledge and skills of general competencies that align with current expectations for teacher candidates to exit a program.*

B. Required General Competencies. The teacher candidate shall:

(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) *Incorporate personal reflection, professionals' feedback, best practice, and expert opinion to improve one's professional practice.*

~~[(3)]~~ (4) *Demonstrate that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching of the following students:*

(a) *Students from different racial, ethnic, and economic backgrounds;*

(b) *Students for whom English is not their primary language;*

(c) *Students with different learning abilities; and*

(d) *Students with social and emotional needs.*

~~[(4)]~~ (5) *Create, build and sustain a safe, inclusive learning environment by effectively:*

(a) *Using strategies to meet social and emotional needs;*

(b) *Implementing restorative practices; [and]*

(c) Employing active listening, conflict de-escalation to include bullying, and other strategies; and

~~[(c)]~~ (d) *Managing student behavior.*

~~[(5)]~~ (5) *Effectively use high-quality instructional materials and existing curriculum with digital resources and computer technology.]*

~~[(6)]~~ (6) *Analyze data to modify instruction appropriately.]*

~~[(7)]~~ (7) *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.]*

[(8)] (6) 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.

[(9)] (7) Develop action research that advances one's knowledge base, promotes equity, and addresses an academic need.

[(10)] (8) Collaborate effectively with colleagues, families, school professionals, businesses, and social services agencies to support student development and student achievement.

[(11) Incorporate personal reflection, professionals' feedback, best practice, and expert opinion to improve professional practice.]

(9) 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.

[(12)] (10) Evaluate student behaviors and unique learning needs in the adaptation of various learning environment, such as physical arrangement, student grouping, instructional intensity, pacing, and embedded assistive technology supports.

[(13)] (11) 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.

[(14)] (12) Analyze and [U]se data derived from assessments to develop intervention plans aligned to the specific needs of individual students.

[(15)] (13) Implement Response to Intervention (RtI), Universal Design for Learning (UDL), Direct Instruction (DI), and Specially Designed Instruction (SDI) to differentiate instruction.

[(16)] (14) 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.

[(17) Employ active listening, conflict de-escalation, and other strategies to promote a positive and productive classroom environment.]

[(18) Provide strategies to students to address bullying and harassment.]

.13 Teacher Preparation Competencies: Literacy Competencies.

A. Literacy Competencies for Secondary and PreK-12 Teaching Areas. Teacher candidates completing programs that lead to certification in secondary and PreK-12 content areas shall demonstrate an understanding of the following competencies:

[(1) Learner development. The teacher candidate shall:]

[(a) Describe the developmental characteristics of adolescent literary learners;]

[(b) Describe and explain the characteristics of active, independent readers using appropriate theoretical orientations and practical frameworks;]

[(c) Analyze the characteristics of active, independent readers in relationship to specific content areas;]

[(d) Analyze the processes of constructing meaning in relationship to reader, text, contextual, and task factors;]

[(e) Interpret the processes of making meaning to critically analyze, synthesize, or transform information to specific content areas;]

[(f) Define and distinguish motivation and engagement and identify factors impacting each in the context of literacy development; and]

[(g) Identify instructional techniques to support motivation and engagement when planning content area literacy instruction.]

[(2) Learning Differences. The teacher candidate shall:]

[(a) Define and distinguish features of diversity that impact literacy development and learning;]

[(b) Examine and apply relevant factors of diversity to ensure inclusive content area literacy environments;]

[(c) Interpret linguistic and cultural differences among adolescent learners and demonstrate understanding of their effects on learning;]

[(d) Examine diverse student needs to create inclusive content area literacy environments;]

[(e) Evaluate learner differences to plan inclusive content area literacy instruction that ensures equity and learning opportunities to close achievement gaps;]

[(f) Define and describe the characteristics of a high quality learning environment; and]

[(g) Construct high quality learning environments that support individual and collaborative interaction and engagement.]

[(3) Learning Environments. The teacher candidate shall:]

[(a) Describe the characteristics of a high quality learning environment; and]

[(b) Construct high quality learning environments that support individual and collaborative interaction and engagement;]

[(4) Content Knowledge. The teacher candidate shall:]

[(a) Describe purposes and opportunities for reading, writing, and communicating within and across content areas;]

[(b) Analyze types of new literacies and their uses for acquiring content knowledge and student understandings; and]

[(c) Employ new literacies for acquiring and developing content knowledge and student understandings;]

[(5) Application of Content. The teacher candidate shall:]

[(a) Identify and select appropriate multimodal sources and resources for inquiry; and]

[(b) Evaluate and employ discipline specific processes of inquiry to engage in collaborative problem-solving and critical thinking.]

[(6) Assessment. The teacher candidate shall:]

[(a) Describe guiding principles and practices for content literacy assessment;]

[(b) Examine assessment types, tools, and purposes for content literacy assessment;]

[(c) Select and/or develop content-specific assessment tools;]

[(d) Evaluate student performance and the effectiveness of assessment tools for content-specific assessment;]

[(e) Examine factors of text complexity in relationship to instructional materials and context;]

[(f) Analyze student data to inform and evaluate instructional practice; and]

[(g) Synthesize multiple data points to evaluate and to refine content area instructional practice.]

[(7) Short- and Long-Term Planning for Instruction. The teacher candidate shall:]

[(a) Identify professional and literacy standards and curricula for lesson development;]

[(b) Plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes;]

[(c) Employ professional and literacy standards and curricula to plan, implement, and evaluate lessons and instructional units of study within content areas; and]

[(d) Critique effectiveness of instruction and design next steps for students and teachers.]

[(8) Evidence-Based Multimodal Instructional Practices. The teacher candidate shall:]

[(a) Examine research and theoretical frameworks for comprehension;]

[(b) Investigate evidence-based multi-modal instructional practices to develop comprehension;]

[(c) Employ evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas;]

[(d) Examine research and theoretical frameworks for vocabulary acquisition and development;]

[(e) Investigate evidence-based multi-modal instructional practices to develop general academic and content specific vocabulary; and]

[(f) Employ evidence-based multi-modal instructional practices to develop and evaluate general academic and content specific vocabulary use.]

[(9) Professional Learning and Ethical Practices. The teacher candidate shall:]

[(a) Examine current trends, initiatives, and educational reform efforts as relative to content literacy;]

[(b) Explore professional dispositions and ethical decision-making for contemporary educators; and]

[(c) Engage in critical self-reflection in order to construct a professional development plan as a content area literacy teacher.]

[(10) Leadership and Collaboration. The teacher candidate shall:]

[(a) Investigate opportunities for collaboration with families/school/communities;]

[(b) Identify organizational structures and school-based resources for specific needs; and]

[(c) Develop leadership capacities through actively participating in school-based opportunities for growth and development.]

(1) The Learner and Learning. The teacher candidate shall:

(a) Define, describe, explain and analyze the developmental characteristics of adolescent literary learners, active independent readers; processes of making meaning, and motivation and engagement;

(b) Interpret, synthesize, and apply learning of active independent readers; processes of making meaning, and motivation and engagement to specific content area instruction;

(c) Define and distinguish features of diversity and interpret linguistic cultural differences among adolescent learners;

(d) Examine, evaluate, and apply learning of inclusive content area literacy environment and instruction to close achievement gaps;

(e) Describe the characteristics of a high quality learning environment; and

(f) Construct high quality learning environments that support individual and collaborative interaction and engagement;

(2) Content Knowledge. The teacher candidate shall:

(a) Describe purposes and opportunities for reading, writing, and communicating within and across content areas and analyze types of new literacies and their uses for acquiring content knowledge and student understandings;

(b) Employ new literacies for acquiring and developing content knowledge and student understandings;

(c) Identify and select appropriate multimodal sources and resources for inquiry; and

(d) Evaluate and employ discipline specific processes of inquiry to engage in collaborative problem-solving and critical thinking.

(3) Assessment and Instruction. The teacher candidate shall:

(a) Describe guiding principles and practices and examine assessment types, tools, and purposes for content literacy assessment;

(b) Select and/or develop content-specific assessment tools to evaluate student performance and the effectiveness of assessment tools for content-specific assessment;

(c) Examine factors of text complexity and analyze student data to inform and evaluate instructional practice;

(d) Synthesize multiple data points to evaluate and to refine content area instructional practice;

(e) Identify professional and literacy standards and curricula for lesson development to plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes;

(f) Employ professional and literacy standards and curricula to plan, implement, and evaluate lessons and instructional units of study within content areas;

(g) Critique effectiveness of instruction and design next steps for students and teachers;

(h) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices to develop comprehension;

(i) Employ evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas; and

(j) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices for general academic and content specific vocabulary use.

(4) Professional Responsibility. The teacher candidate shall:

- (a) Examine current trends, initiatives, and educational reform efforts as relative to content literacy;*
- (b) Explore professional dispositions and engage in critical self-reflection in order to construct a professional development plan as a content area literacy teacher.*
- (c) Identify organizational structures and school-based resources for specific needs;*
- (d) Investigate opportunities for collaboration with families/school/communities and develop leadership capacities through actively participating in school-based opportunities for growth and development.*

B. Literacy Competencies for Early Childhood, Elementary, Special Education, and English to Speakers of Other Languages. Teacher candidates completing programs that lead to certification in early childhood, elementary, English to speakers of other languages, and special education areas shall demonstrate an understanding of the following:

(1) Literacy Processes. The teacher candidate shall:

- (a) Identify the component processes involved in reading and writing;*
- (b) Apply that knowledge to understand the reading and writing processes of native English speakers and English learners;*
- (c) Describe how key components of reading and writing processes **develop** and what biological, cognitive, linguistic and sociocultural factors may influence literacy development;*
- (d) Identify characteristics that define evidence-based practices in literacy programming and instruction;*
- (e) Use evidenced-based criteria to select and organize print and multimedia resources for teaching reading and writing; and*
- (f) Use a variety of print and multimedia resources to engage students as readers and writers.*

(2) Literacy Instruction in the Diverse Classroom. The teacher candidate shall:

- (a) Provide instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students;*
- (b) Provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students;*
- (c) Design speaking and listening opportunities that lead to more active, equitable and academically oriented conversations for all students;*
- (d) Identify the role of classroom literacy instruction in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers; and*
- (e) Provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through inclusive and equitable literacy learning opportunities.*

(3) Effective Literacy Assessment. The teacher candidate shall:

- (a) Identify the foci, purposes and features of literacy assessments and application;*
- (b) **Select or [D]** design appropriate literacy assessments and use data from those assessments to make valid educational decisions, differentiate instruction, collaborate with instructional specialists, and evaluate the effectiveness of literacy instruction; and*
- (c) Use effective techniques for communicating assessment information to a variety of stakeholders.*

.14 Teacher Preparation Competencies: Math Competencies.

A. Math Competencies. Teacher candidates seeking certification to provide mathematics instruction should demonstrate the competencies applicable to the area of certification (PreK- Grade 3; Grade 1-6; Middle School and/or High School).

B. Content knowledge. The teacher candidate shall:

- (1) Apply mathematics content knowledge for teaching within one's area of certification;*

(2) Demonstrate conceptual understanding, proficiency with procedural skills, and the ability to solve real world problems;

(3) Recognize the coherent progression of mathematical concepts both within an age/range/grade/course and across an age/range/grade/course;

(4) Use mathematics to model real world problems; and

(5) Use precise mathematical language.

C. Pedagogical skills. The teacher candidate shall:

(1) Identify the appropriate sequence of mathematical learning targets for both a unit of study and an individual lesson;

(2) Construct collaborative and self-directed learning opportunities that reflect active student engagement in learning and a growth mindset;

(3) Develop strategies for responding to anticipated and present student misconceptions;

(4) Design rich mathematical tasks that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets;

(5) Integrate instructional strategies and/or teaching aides that enhance the learning of mathematics, such as multiple representations, manipulatives, calculators and other technological aides; and

(6) Recognize productive struggles and unproductive struggles to promote perseverance and thinking flexibly.

D. The teacher candidate shall use multiple assessment tools and evidence-based instructional strategies to guide the mathematics instructional process.

E. The teacher candidate shall identify the cognitive process, learning theories and developmental strategies related to the teaching and learning of mathematics.

.15 Teacher Preparation Competencies: Cultural Responsiveness.

A. Cultural Responsiveness.

(1) All educator candidates seeking certification shall be trained to support diverse students.

(2) Demonstration of required knowledge and skills shall include application of principles and demonstration of competencies in racial awareness and cultural competence, addressing how to teach students, and manage teaching faculty, from different racial, ethnic, and socioeconomic backgrounds as well as implementation of restorative practices.

B. Cultural Competencies. The teacher candidate shall:

[(1) Identify cultural responsiveness issues such as racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators;]

[(2) Seek purposeful immersion experiences;]

[(3) Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;]

[(4) Apply strategies for meeting the unique learning needs of students;]

[(5) Incorporate the parent's point of view related to school culture to determine strategies for improving interaction between the school and families;]

[(6) Demonstrate respect for students' cultures;]

[(7) Identify values and expectations of the school with different perspectives of students and colleagues;]

[(8) Build meaningful relationships with students, parents, colleagues, administrators, and other stakeholders in multiple contexts, including school, community, classroom, and sporting events;]

[(9) Develop effective communication skills that reflect sensitivity to cultural norms;]

[(10) Provide opportunities for families to be involved in their child's educational experiences;]

[(11) Integrate the role of family and community into teaching and learning;]

[(12) Differentiate instruction with consideration of cultural and linguistic diversity;]

[(13) Identify strategies when students are internalizing negative messages in order to positively impact their ability to achieve;]

[(14) Identify the impact of poverty on a student's learning and his/her sociological, physical, and psychological development with the human and brain development;]

[(15) Identify the impact of being a non-native speaker who may also face the challenge of being a new immigrant, arriving with little prior schooling, or being homeless;]

[(16) Provide information regarding school and community resources that are available for students, educators, and families;]

[(17) Identify cultural differences based on ethnicity, social class, and skin color;]

[(18) Provide strategies to students to support them with responses to discrimination and negative attitudes associated with cultural differences;]

[(19) Incorporate a variety of culturally sensitive visual aids to support student learning, including children of color and families of immigrants;]

[(20) Demonstrate awareness of their own assumptions, values, and biases that may impact responses to a diverse student population, to include gender; and]

[(21) Determine learning environments for diverse student populations that facilitate active participation in individual and group activities.]

(1) Acknowledge their own biases and inequitable actions

(a) Identify cultural responsiveness issues such as racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators;

(b) Demonstrate awareness of their own assumptions, values, and biases that may impact responses to a diverse student population, to include gender;

(c) Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;

(2) Make effort to learn about their students' cultural backgrounds

(a) Demonstrate respect for students' cultures;

(b) Seek purposeful immersion experiences;

(c) Incorporate a variety of culturally sensitive visual aids to support student learning, including children of color and families of immigrants;

(3) Examine curriculum and learning materials for bias;

(a) Differentiate instruction with consideration of cultural and linguistic diversity;

(b) Provide strategies to students to support them with responses to discrimination and negative attitudes associated with cultural differences;

(4) Build a safe environment, respectful of all individuals

(a) Determine learning environments for diverse student populations that facilitate active participation in individual and group activities;

(b) Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;

(c) Demonstrate respect for students' cultures;

(d) Identify values and expectations of the school with different perspectives of students and colleagues;

(5) Build relationships with families and communities

(a) Incorporate the parent's point of view related to school culture to determine strategies for improving interaction between the school and families

(b) Provide opportunities for families to be involved in their child's educational experiences

(c) Integrate the role of family and community into teaching and learning;

(d) Provide information regarding school and community resources that are available for students, educators, and families.

(6) Demonstrate knowledge of instructional implications of cultural and linguistic diversity of children at all developmental levels

(a) Understands the lived experiences of students are fundamental in connecting and teaching each learner;

(b) Identifies the impact of poverty on a student's learning and the sociological, physical, and psychological development with the human and brain development;

(c) Recognizes students' internal and external stressors, and provides constructive outlets for responses to those stressors;

(d) Understands the developmental learning process.

KAREN B. SALMON, Ph.D.
State Superintendent of Schools

Title 13A STATE BOARD OF EDUCATION

Subtitle 12 EDUCATOR LICENSURE

Chapter 01 General Provisions

Authority: Education Article, §§2-205, 2-303(g), and 6-701—6-706, Annotated Code of Maryland

.01 Purpose.

Licensure is established to offer assurance to the citizens of this State that professional public educational staff possess the minimum essential knowledge and skills needed to achieve outcomes for public education declared by the State Board of Education, and maintain competent practice through career long-engagement with their content area, research, best practice, and expert opinion.

.02 Definitions.

A. In this subtitle, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Accredited nonpublic school" means a nonpublic school accredited by a national organization or regional organization.

(2) "Approved nonpublic school" means a nonpublic school approved by a state department of education.

(3) "Bilingual Education" means the teaching of academic content in two languages, in a native and second language.

(4) "Certificate" is the term for an educator credential issued by the Department. The term certificate has been replaced by the word license.

(5) "Class" means a period allocated for lessons during a school day.

(6) "Conditional License" means a non-renewable license issued while the applicant pursues a pathway to professional licensure.

(7) "Content coursework" means course work completed in academic disciplines as differentiated from pedagogical course work.

(8) "Continuing Education Units (CEUs)" means credit issued from an accredited International Association for Continuing Education and Training provider; or approved by another Maryland State agency for purposes of licensure.

(9) "Continuing Professional Development (CPD) credit" means credit earned through continuing professional development experiences approved by the Department.

(10) "Culturally Responsive Teaching" means pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

(11) "Crime against children" means any crime defined in Criminal Law Article, §3-601, Annotated Code of Maryland

(12) "Crime of violence" means any crime as defined in Criminal Law Article, §14-101, Annotated Code of Maryland.

(13) "Department" means the Maryland State Department of Education.

(14) "Educator" means an individual who holds a license in an area of teaching, professional and technical education, specialized areas for fine arts, specialist, administrator or supervisor.

(15) "Effective teaching experience" means professional, full-time experience as a teacher in a public school, approved nonpublic school, or accredited nonpublic school for which the annual overall evaluation rating is at least effective or equivalent.

(16) "Effective performance" means professional, full-time experience as a specialist, administrator, or supervisor in a public school system, approved nonpublic school, or accredited nonpublic school for which the annual overall evaluation rating is at least effective or equivalent.

(17) "English as a Second Language (ESOL)" means the practice and theory of learning and teaching English to students of which English is not the native language.

(18) "English Language Learners (ELL)" means students who come from non-English speaking homes and who are learning English.

(19) "Full-time teaching experience" means a period of not less than 9 consecutive months as the responsible teacher in a classroom pursuant to an appointment requiring service for 50 percent or more of the school week or the equivalent.

(20) "Higher degree" means a degree earned that is higher than a bachelor's degree such as a Ph.D., Ed.D., Ed.S., Master's degree, J.D., M.D., D.D.M., D.D.S. or L.L.M.

(21) "Historic Professional Certificate" means a previously issued certificate or area of certification that no longer exists.

(22) "Historic Professional License" means a license or area of licensure that no longer exists.

(23) "Individual Professional Development Plan (IPDP)" means a plan developed in partnership with a supervisor, if employed, to provide appropriate and relevant professional learning.

(24) "Initial License" means the first Maryland professional license issued to an educator.

(25) "Internship" means a supervised period of clinical experience offered by an educator preparation program designed to allow pre-service teachers to practice and refine their teaching skills.

(26) "Interstate Certification Compact (ICC)" means a legal agreement with other states to facilitate the certification of out-of-State teachers and other professional educational personnel as authorized by Education Article, Title 6, Subtitle 6, Annotated Code of Maryland, or as otherwise provided by law.

(27) "License" means an educator credential issued by the Department, which allows the holder to practice the area(s) of licensure noted.

(28) "Local School System (LSS)" means a Maryland public school system

(29) "Long-term substitute experience" means full-time, continuous substitute teaching service rendered in the same classroom for not less than 3 months.

(30) "Member State" means a state that participates in the Interstate Certification Compact (ICC).

(31) "Micro-credential" means a digital form of certification indicating the demonstration of competency/mastery in a specific skill or set of skills

(32) "Nonpublic school approved under COMAR 13A.09.09" means a school that is issued a Certificate of Approval by the State Board, excluding the federal government or any State, county, or municipal agency or division of these, to operate an educational program in a nonpublic kindergarten, elementary school, and secondary school.

(33) "Nonpublic school approved under COMAR 13A.09.10" means:

(a) An entity which is responsible for governing and operating a school that provides a Type I, Type II, Type III educational program in a facility licensed by a unit of State government to provide treatment of care, or both; or

(b) Educational programs that provide special education to children in a nonpublic school in accordance with Education Article, §8-406, Annotated Code of Maryland.

(34) "Occupational experience" means experience gained while employed performing in the career area to be taught.

(35) "Out-of-area assignment" means assignment of a licensed teacher to teach in a subject area other than in the area in which the teacher is licensed.

(36) "Pedagogy" means the method and practice of teaching.

(37) "Performance Review Program" means the scheduled review of educator performance and provision of supports to ensure quality of teaching.

(38) "Professional and Technical Education" means areas of study which include skilled trades, applied sciences, modern technologies, and career preparation.

(39) "Professional conference" means a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

(40) "Professional education course work" means course work dealing with the knowledge and process of teaching to prepare to become a teacher, as differentiated from content course work.

(41) "Professional development activity" means an activity, approved by the Department, Local School System, State Agency, Maryland approved nonpublic school, or another state department of education, that improves the professional knowledge, competence, skill, or effectiveness of the license holder.

(42) "Professional Development Point (PDP)" means a unit used to renew teacher licenses earned through completion of specific professionally aligned tasks and assignments.

(43) "Reinstatement" means restoration of an expired license.

(44) "Renewal" means the extension of the validity period of a license.

(45) "Required grade" means a grade of C or better, pass, or satisfactory.

(46) "School" means a public school, an approved nonpublic school, or an accredited nonpublic school.

(47) "Sheltered English instruction" means an instructional approach that engages English Language Learners (ELL) in developing grade-level content-area knowledge, academic skills, and increased English proficiency.

(48) "Specialists" means individuals licensed under COMAR 13A.12.04.

(49) "Teaching Endorsement" means a teaching area added to a professional license of an educator who has met the qualifications of COMAR 13A.12.02.02B.

.03 Licensure Requirements of Education Personnel.

A. The regulations in this subtitle are established as licensure standards for personnel educating students in a Maryland local school system, a State-operated school, and a nonpublic school approved under COMAR 13A.09.10.

B. A local school system, State-operated school, and approved nonpublic school approved under COMAR 13A.09.10 may establish additional requirements as a condition of employment.

C. Personnel Subject to Licensure. Teachers, specialists, administrators, and supervisors employed in a Maryland local school system, a State-operated school, and a nonpublic school approved under COMAR 13A.09.10 are subject to licensure.

(1) Teachers. A teacher employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

(2) Professional and Technical Education/Specialized Areas for Fine Arts. A Professional and Technical Education teacher or Specialized Area of Fine Arts teacher employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.03.

(3) Specialists. A specialist employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.04 or a license in certain areas as otherwise provided in State law.

(4) *Administrators and Supervisors.* Administrators and supervisors who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction shall meet the requirements for a professional license under COMAR 13A.12.05.

.04 Issuance and Types of Licenses.

A. Application Procedure.

(1) To obtain licensure in a specific area, an applicant, or local school system on behalf of the applicant, shall submit an application and documentation as required by the Department.

(2) Documentation shall be evaluated by the Department, or its designee, and if the applicant satisfies the requirements, the license shall be issued.

(3) An applicant shall present official transcripts verified to the satisfaction of the Department.

(4) An applicant shall present test scores to the Department in one of the following ways:

(a) Directly from the testing company;

(b) By notation on an official transcript;

(c) By verification from a college or university;

(d) By verification from a state department of education; or

(e) With the applicant's original score report or a copy of the score report verified to the satisfaction of the Department.

(5) The file of an applicant for licensure who is not eligible for a license shall be maintained by the Department for 1 year from the date of the last correspondence, at which time the applicant must reapply.

(6) It is the responsibility of the licensed individual to maintain the validity of the license and to provide the Department with current information including name, email address, mailing address, and phone number.

B. Fee. The fee for the initial issuance and renewal of a license is provided in Education Article, §6-704(b), Annotated Code of Maryland, and shall be made payable to the Maryland State Department of Education by money order, certified check, cashier's check, or electronic payment.

C. Types of Educator Licenses.

(1) **Conditional License.** The Conditional License is a nonrenewable license valid for a period not to exceed 5 years issued only for licenses under COMAR 13A.12.02.02A and 13A.12.03.02A.

(2) **Temporary Professional License.** The Temporary Professional License is a nonrenewable license valid for a period not to exceed 2 years and issued only for licenses under COMAR 13A.12.02.02A and 13A.12.03.02A.

(3) **Initial Professional License.** The Initial Professional License is a renewable license valid for a period not to exceed 5 years.

(4) **Professional License.** The Professional License is a renewable license valid for a period not to exceed 5 years.

(5) **Adjunct Teacher License.** The Adjunct Teacher License is a renewable license valid for a period not to exceed 1 year issued only for licenses under COMAR 13A.12.02.02A and 13A.12.03.02A.

D. A historic Maryland license may not be issued as an initial license.

E. Effective Dates of Licenses.

(1) **Issuance of an Initial License.**

(a) A license will be effective from the date of hire until the last day of the validity period.

(b) Those applicants who are not currently employed in a local school system, state-operated school, or nonpublic school approved under COMAR 13A.09.10, shall be issued a license that is valid from the date of approval until the last day of the validity period.

(2) **Multiple Licenses.** Educators may hold multiple licenses. The validity period for an additional license is the same as the initial license and will be renewed when the initial license is renewed.

(3) **Teaching Endorsements.** An individual who meets the qualification for initial licensure under COMAR 13A.12.02.02B may add additional teaching endorsements to the existing license. The validity period for an endorsement is the same as the initial license and will be renewed when the initial license is renewed.

(4) **Reinstatement of an expired license.** A reinstated license shall be valid from the date of approval until the last day of the validity period.

F. Deactivate a License or Teaching Endorsement.

(1) An educator may request, in writing, to deactivate a license or teaching endorsement.

(2) The educator shall meet the current regulatory requirements if they wish to hold that license and/or teaching endorsement in the future.

(3) An educator may not request the deactivation of a license to avoid disciplinary action.

G. Licensure Plan. A licensure plan may be issued to an applicant who does not meet the qualifications for a license.

(1) A licensure plan shall be effective for a three-year period.

(2) If an applicant fails to satisfy the requirements for a professional license within the 3-year period, the applicant shall meet the requirements of the current applicable regulation.

.05 Reinstatement of an Expired Professional License.

A. General.

(1) An educator may not be employed under an expired license.

(2) An educator who holds an expired Maryland Initial Professional or Professional license in a teaching area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.02.05.

(3) An educator who holds an expired Maryland Initial Professional or Professional license in an area of professional and technical education or specialized area of fine arts may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.03.05.

(4) An educator who holds an expired Maryland Professional license in a specialist area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.04.15.

(5) An educator who holds an expired Maryland Professional license in an administrator area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.05.15.

B. Exemption. A teacher holding an expired Maryland Initial Professional or Professional license who presents a valid professional license issued by a member state, may reinstate the Maryland license.

C. Historic Professional Certificate or License.

(1) An educator who holds an expired Maryland Professional Eligibility Certificate or Standard Professional Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation, shall be issued an Initial Professional or Professional License.

(2) An educator who holds an expired Maryland Advanced Professional Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation, shall be issued a Professional License.

(3) An educator who allows a license to expire that includes a historic area may not reinstate that area.

.06 Waiver of Licensure Requirements.

A. Waiver of Licensure Requirements. Except for educator licensure tests, the State Superintendent of Schools or designee may waive the specific requirements for a certificate in an individual case if it is determined, after thorough investigation, that the applicant's preparation or experience, or both, are adequate to justify a waiver.

B. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

(1) The professionally certificated employee is:

(a) 55 years old or older; or

(b) Employed in public or approved nonpublic school service for at least 25 years; and

(2) The request is recommended by the county superintendent, executive director, or chief officer of the legal authority having jurisdiction over the employee.

Chapter 02 Teachers

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-705, and 8-3A-03, Annotated Code of Maryland

.01 Purpose.

A teacher employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

.02 Licenses and Pathways for Teachers.

A. Types of Teacher Licenses.

(1) Temporary Professional.

(a) The Temporary Professional Teacher License is valid for 2 years and may not be renewed.

(b) An applicant who has completed an out of state teacher preparation program or holds a valid out of state professional license but has not submitted passing scores on Maryland teacher licensure tests may request a Temporary Professional Teacher License.

(c) An educator may be issued a Temporary Professional License under COMAR 13A.12.02.03A(3) as a result of failure to meet the renewal requirements of a professional license.

(2) Initial Professional.

(a) The Initial Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under §B of this regulation is eligible for an Initial Professional Teacher License.

(3) Professional.

(a) The Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under §B of this regulation may be eligible for a Professional Teacher License if they submit the following requirements:

(i) Completion of a Maryland induction program under COMAR 13A.07.01; and

(ii) Verification of 3 years of effective teaching performance.

(4) Conditional.

(a) The Conditional License is valid for 5 years and may not be renewed.

(b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a Conditional License only if the school is unable to fill a position with a person who qualifies for a license under §B(1)—(3) of this regulation, if the person meets the following requirements:

(i) Possession of a bachelor's degree or higher; and
(ii) Passing scores on an approved basic skills assessment or a minimum Grade Point Average of 3.0 on their most recent degree.

(c) An applicant who is issued a Conditional License must pursue a pathway to professional licensure under §B of this regulation.

(5) Adjunct Teacher.

(a) The Maryland State Department of Education may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.

(b) The request for an adjunct license shall include:

(i) The name and credentials of the individual;

(ii) The course name and content to be taught; and

(iii) An explanation as to why the position cannot be filled by a qualified licensed educator.

(c) The adjunct license is nontransferable between local school systems.

(d) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.

(e) An applicant for an adjunct license shall:

(i) Hold a high school diploma or its equivalent;

(ii) Hold an industry license, when applicable for the profession; and

(iii) Have 5 years of satisfactory occupational experience in the field to be taught.

(f) An individual who is issued an adjunct license shall be provided with the following, by the employing local school system or nonpublic school:

(i) A professionally licensed mentor;

(ii) Side-by-side coaching or co-teaching with a professionally licensed teacher;

(iii) A minimum of 45 hours of professional development, with 30 hours delivered prior to entry to the classroom and the remainder to be delivered throughout the school year; and

(iv) Evaluations of the individual's teaching effectiveness.

(g) The adjunct license issued in accordance with this regulation is valid for a 1-year period and may be renewed upon the request of the local school system or nonpublic school.

B. Pathways to Teacher Licensure.

(1) In-State Pathways to Initial Teacher Licenses.

(a) Maryland Approved Program. Teacher candidates who complete a Maryland approved educator preparation program as set forth in COMAR 13A.07.06 shall meet the following requirements:

(i) Bachelor's degree or higher;

(ii) Completion of an approved program as set forth in COMAR 13A.07.06; and

(iii) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.

(b) Performance Review Program. Teacher candidates who hold a Conditional license and are hired as a teacher of record may complete a Performance Review Program through a Department approved provider. Candidates seeking licensure under the Performance Review Program route shall meet the following eligibility requirements to enter the program:

(i) Bachelor's degree or higher related to the field of the license sought;

(ii) Possession of a Conditional license in the field and at the grade level of the license sought;

(iii) At least three school years of employment in the role of the Conditional license issued under §A(4) of this regulation;

(iv) Documentation of seminars, courses, and experiences relevant to the Professional Standards and Maryland Competencies for Teachers in COMAR 13A.07.06;

(v) A recommendation from the principal, or education director of the current school, local school system, or nonpublic school approved under COMAR 13A.09.10 where the candidate is employed under the Conditional license in the role of the license sought;

(vi) Completion of an induction and mentoring program as set forth in COMAR 13A.07.01; and

(vii) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.

(c) Experienced Nonpublic School Teacher. Experienced teacher candidates working in Maryland nonpublic schools approved under COMAR 13A.09.09 shall meet the following requirements:

(i) Bachelor's degree or higher related to the field of the license sought;

(ii) Verification of five years of effective teaching experience in the field and at the grade level of the license sought at a Maryland nonpublic school approved under COMAR 13A.09.09; and

(iii) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.

(2) Out of State Pathways to Initial Teacher License.

(a) *Out of State Teacher Preparation Program.* Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:

(i) Bachelor's degree or higher, or a U.S. equivalent for a foreign degree;

(ii) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought; and

(iii) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.

(b) *Out of State License.* Teacher candidates who hold a valid professional license/certificate from another state or foreign country shall meet the following requirements:

(i) Bachelor's degree or higher, or a U.S. equivalent for a foreign degree;

(ii) Valid, professional license or certificate from another state or foreign country in the license area being sought;

and

(iii) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education or verification of 3 years of effective teaching experience, verified by the employer, in the license area being sought.

(c) *National Board Certificate.* Teacher candidates who hold a National Board Certificate shall meet the following requirements:

(i) Bachelor's degree or higher; and

(ii) National Board Certificate issued from the National Board for Professional Teaching Standards, for which a comparable Maryland license exists.

C. *Special Provision.* Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is final.

.03 Renewal of a Teacher License.

A. General.

(1) An applicant who receives a license is responsible for initiating the renewal of the license.

(2) Renewal requirements shall be received by the Department prior to the expiration date of the license in order to be considered continuous.

(3) *Failure to Meet Requirements.* Failure to meet the requirements of this section results in loss of the license.

(4) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License pursuant to Regulation .02A(2) of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional or Professional License.

B. *Professional Development Requirements.* The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .05 of this chapter based on an individual professional development plan as set forth in Regulation .04 of this chapter that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) An educator may renew their Initial Professional or Professional License by submitting the individual professional development plan, renewal application, fee, and verification of completion of all renewal requirements of this chapter.

(2) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.

(3) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. *Senior Educator Waiver.* Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

(1) The professionally certificated employee is:

(a) 55 years old or older; or

(b) Employed in public or approved nonpublic school service for at least 25 years; and

(2) The request is recommended by the county superintendent, executive director, or chief officer of the legal authority having jurisdiction over the employee.

.04 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) An individual professional development plan shall be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.

(2) An individual professional development plans shall include a minimum of 90 professional development points as set forth in Regulation .05 of this chapter, to renew the educator's License.

(3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.

B. Approval of an Individual Professional Development Plan.

(1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed individual professional development plan from their supervisors.

(2) Approval for proposed individual professional development plans shall be from the educator's [direct] supervisor, or an appropriate designee.

(3) Educators shall obtain initial approval of their individual professional development plan within six months of issuance of the license to be renewed.

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within three months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any professional development points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.

(5) Signatures.

(a) Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan shall not be unreasonably withheld by a supervisor.

(7) In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

.05 Professional Development Points.

A. Professional Development Point (PDP). A unit of measurement of professional development activities.

(1) One clock hour is equivalent to one PDP.

(2) One semester hour is equivalent to 15 PDPs.

(3) One Department approved continuing professional development credit is equivalent to 15 PDPs.

(4) One continuing education unit is equivalent to ten PDPs.

B. Educators applying to renew an Initial Professional or Professional License are required to complete a minimum of 90 PDPs to include:

(1) Content related to an area on the educator's license;

(2) Pedagogy;

(3) English as a Second Language, Sheltered English, or Bilingual Education;

(4) Strategies for teaching students with disabilities or diverse learning styles; and

(5) Culturally Responsive Teaching or diversity in education.

C. Additional requirements. Teachers who hold a license in the area of the Blind/Visually Impaired must present a minimum of 15 PDPs in braille maintenance.

D. Professional development points may be accrued by the completion of one of more of the following:

(1) College credit earned or taught at a regionally accredited institution of higher education.

(2) Continuing professional development (CPD) credits, earned or taught, approved by the Department.

(3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

(5) Curriculum development.

(a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.

(b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

(c) For each curriculum developed, the educator will be awarded up to 30 PDPs.

(6) Publication of a book or article.

(a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.

(b) An article shall be published in a recognized professional journal.

(c) Books shall be published for purchase.

(d) For each book published, the educator will be awarded up to 75 PDPs. For each article published, the educator will be awarded up to 10 PDPs.

(7) *Mentorship.*

(a) *Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.*

(b) *Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.*

(c) *Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.*

(8) *Micro-credentials.*

(a) *Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.*

(b) *Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.*

(c) *Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.*

(d) *For each micro-credential earned, the educator will be awarded up to 10 PDPs.*

(9) *Professional development activity.*

(a) *Professional development activities approved by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or another state department of education, will be accepted. [Each activity must be a minimum of one contact hour.]*

(b) *Each activity must be a minimum of one contact hour.*

E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate at the time of the subsequent renewal of their Maryland Educator License as a substitute for §B of this regulation .

.06 Teaching Endorsements.

A. *An individual who meets the qualification for initial licensure under Regulation .02B of this chapter may add an additional teaching endorsement by meeting one of the following requirements:*

(1) *Submit a qualifying score, as established by the State Superintendent of Schools, on the content-specific test(s) approved by the State Board of Education.*

(2) *Obtain 30 content credits as follows:*

(a) *For elementary or early childhood education, obtain 30 credits distributed across the four content areas of English, social studies, math, and science, with at least 6 credits in each content area. The remaining credits 6 credits may be in content-related areas; or*

(b) *For secondary, middle school, prekindergarten – 12 education, obtain 30 credits at least 15 of which are in the area for which the new certification is sought and 15 of which are in content-related areas; or*

(c) *For special education, obtains 30 credits of which at least 15 credits are in the age-appropriate area of special education and 15 are in related areas.*

(d) *Content coursework means course work completed in academic disciplines as differentiated from pedagogical course work.*

(3) *Meet the requirements for initial licensure under Regulation .02B of this chapter.*

B. *Exceptions.*

(1) *To receive an endorsement in Elementary Education, Early Childhood Education, English for Speakers of Other Languages, and Generic Special Education, an educator shall qualify under §A of this regulation and submit a passing score on a reading instruction test, approved by the State Board of Education.*

(2) *To receive an endorsement in Deaf and Hard of Hearing or Blind/Visually Impaired, an educator shall meet the requirements for initial licensure under Regulation .02B of this chapter.*

C. *Certain areas of licensure require that the educator hold an existing teacher license and shall only be added as an endorsement, as follows:*

(1) *Mathematics Instructional Leader Grades PreK-6. To add Mathematics Instructional Leader, grades PreK—6, an applicant shall:*

(a) *Hold a valid, professional license;*

(b) *Complete a minimum of 18 semester hours of post-baccalaureate credit, or Department-approved continuing professional development credits, which include the following areas:*

(i) *Content knowledge for teaching mathematics, including numbers and operations, algebra and functions, geometry and measurement, and data analysis and probability;*

(ii) *Pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment;*

(iii) *Leadership knowledge and skills; and*

(iv) At least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the applicant works with a range of students in grades PreK–6 and adult learners in a variety of professional development settings; and

(c) Present verification of 27 months of satisfactory teaching experience including mathematics.

(2) *Mathematics Instructional Leader Grades 4-9.* To add *Mathematics Instructional Leader, grades 4–9*, an applicant shall:

(a) Hold a valid, professional license in *Middle School Mathematics*;

(b) Complete a minimum of 21 semester hours of post-baccalaureate credit, or Department-approved continuing professional development credits, which include the following areas:

(i) Content knowledge for teaching mathematics, including number and operations, algebra and functions, geometry and measurement, data analysis and probability, calculus, and discrete mathematics;

(ii) Pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment;

(iii) Leadership knowledge and skills; and

(iv) At least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the candidate works with a range of students in grades 4–9 and adult learners in a variety of professional development settings; and

(c) Present verification of 27 months of satisfactory teaching experience including mathematics.

(3) *Instructional Leader: STEM Grades PreK-6.* To add *Instructional Leader: STEM, grades PreK–6*, an applicant shall:

(a) Hold a valid, professional license in *early childhood education or elementary education*;

(b) Complete a minimum of 12 semester hours of post-baccalaureate credit or Department-approved continuing professional development credits, to include the following:

(i) 12 semester hours in *STEM education* which integrates a balance of authentic problem-based and project-based learning;

(ii) Essential skills including questioning, spatial reasoning, communication, critical thinking, and problem solving;

(iii) *Engineering design process*;

(iv) *Application of scientific practices and content*;

(v) *Application of mathematical practices and content*;

(vi) *Technology literacy*; and

(vii) *Collaborative learning*.

(c) Complete 3 semester hours or the equivalent in leadership knowledge and skills in providing professional learning in a school/district setting;

(d) Complete at least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the applicant works with a range of students in grades PreK–6 and adult learners in a variety of professional development settings; and

(e) Present verification of 27 months of satisfactory teaching experience.

(4) *Severe and Profound Disabilities.* To add a *Severe and Profound Disabilities endorsement*, an educator shall meet the following requirements:

(a) *Special Education Licensure.* The applicant shall meet the requirements for licensure in generic special education at any age/grade level;

(b) *Content and Professional Education Courses.* The applicant shall have:

(i) Three semester hours in human growth and development emphasizing knowledge of the developmental characteristics (physical, biological, cognitive—learning, and social/emotional) of the severely and profoundly disabled as part of or in addition to the requirement in Regulation .20B(2) of this chapter;

(ii) Six semester hours in assessment, diagnosis, and prescriptive techniques emphasizing specialized knowledge, interpretation and application of appropriate assessment, diagnostic and prescriptive methods to evaluate and develop programs geared toward the individualized needs of the severely and profoundly disabled;

(iii) Six semester hours in curriculum and instructional methods emphasizing specialized strategies, techniques, materials, and adaptations appropriate to the instruction of the severely and profoundly disabled; and

(iv) Six semester hours in practicum with students with severe and profound disabilities or 2 years of successful teaching experience with students with severe and profound disabilities.

(5) *Work-Based Learning Coordinator Grades 7-12.* To add *Work-Based Learning Coordinator*, an educator shall meet the following requirements:

(a) Hold a professional license in a secondary teaching area or PreK-12 teaching area;

(b) Complete 6 semester hours of content course work taken at a regionally accredited institution of higher education or through CPDs, with a minimum of 3 semester hours in each of the following content areas:

(i) Organizing, coordinating, and marketing of work-based learning programs; and

(ii) Instructional management and curriculum development for work-based learning programs; and

(c) Complete a work experience requirement through any of the following:

(i) Documented evidence of employment equivalent to a minimum of 1,000 hours of satisfactory, wage-earning, nonteaching occupational experience;

(ii) Documented evidence of employment equivalent to a minimum of 1,000 hours which shall include 500 hours of satisfactory, wage-earning, nonteaching occupational experience and 500 hours of self-employment;

(iii) *Participating in a supervised and approved teacher externship experience of at least 150 hours, to include all aspects of the industry in accordance with the local school system guidelines for work-based learning coordinator externships at a work site approved by the local school system; or*

(iv) *Complete 3 semester hours of content course work in contemporary workplace practices taken at a regionally accredited institution of higher education through CPDs that includes site visits to business and industry settings and exposure to all aspects of the industry.*

(d) *All work experience under §C(5)(c)(i) of this regulation shall have occurred within the last 10 years. Verification of occupational experience shall be submitted in the form of a notarized letter by former employers, listing specific job titles, duties performed, dates of employment, and hours worked.*

(e) *All work experience under §C(5)(c)(ii) of this regulation shall have occurred within the last 10 years. Verification of occupational experience shall be submitted by former employers in the form of a notarized letter, listing specific job titles, duties performed, dates of employment, and hours worked. Verification of self-employment shall be verified by license or by submitting tax forms.*

.07 Assignment.

A. *License Required for Major Assignment. Each teacher employed in Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall hold a professional license in the teacher's area of major assignment.*

B. *Assignment to More Than Two Classes Outside Area of Licensure.*

(1) *A teacher should not be assigned to teach more than two classes outside the teacher's area of licensure.*

(2) *If a school finds it necessary to assign a teacher to teach more than two classes outside the teacher's area of licensure, the teacher shall obtain the license prior to the next school year.*

(3) *Class means a period allocated for lessons during a school day.*

C. *Exception. A teacher shall not be assigned to provide special education services to students with disabilities per an Individualized Education Program unless they hold the appropriate special education license.*

D. *Monitoring. The State Department of Education shall monitor the assignment practices of local school systems, State-operated schools, and nonpublic schools approved under COMAR 13A.09.10 on a periodic basis.*

Chapter 03 Professional and Technical Education and Specialized Areas for Fine Arts

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-705, and 8-3A-03, Annotated Code of Maryland

.01 Purpose.

A. *Professional and Technical Education and Specialized Areas for Fine Arts teachers shall meet the requirements for a professional license under Regulation .02 of this chapter.*

B. *A Professional and Technical Education or Specialized Areas for Fine Arts license shall only be used for instruction in a specialized program or at a specialized school.*

C. *An initial Professional and Technical Education or Specialized Areas for Fine Arts license shall be requested by a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10.*

D. *An individual licensed in Professional and Technical Education or Specialized Areas for Fine Arts who is no longer employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request the renewal of that license directly from the Department.*

.02 Licenses and Pathways for Professional and Technical Education and Specialized Areas for Fine Arts.

A. *Types of Professional and Technical Education and Specialized Areas for Fine Arts Licenses.*

(1) *Temporary Professional.*

(a) *The Temporary Professional License is valid for 2 years and may not be renewed.*

(b) *A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an applicant who has completed an out of state teacher preparation program or holds a valid out of state professional license but has not submitted passing scores on Maryland teacher licensure tests.*

(c) *An educator may be issued a Temporary Professional License under COMAR 13A.12.03.03A(3) as a result of failure to meet the renewal requirements of a professional license.*

(2) *Initial Professional.*

(a) *The Initial Professional License if valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.*

(b) *An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met the requirements of one of the pathways to licensure under §C of this regulation is eligible for an Initial Professional License.*

(3) *Professional.*

(a) *The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.*

(b) An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met one of the pathways to licensure under §C of this regulation may be eligible for a Professional License if they submit the following requirements:

- (i) Completion of a Maryland induction program under COMAR 13A.07.01; and
- (ii) Verification of 3 years of effective teaching performance.

(4) Conditional.

(a) The Conditional License is valid for 5 years and may not be renewed.

(b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Conditional License if:

- (i) The school is unable to fill a position with a person who qualifies for a license under §A(1)—(3) of this regulation;
- (ii) The person presents verification of 3 years of occupational experience in the career area to be taught as defined in §C(5)(a) of this regulation.

(c) An applicant who is issued a Conditional License must pursue a pathway to professional licensure under §C of this regulation.

(5) Adjunct Teacher.

(a) The Maryland State Department of Education may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.

(b) The request for adjunct license shall include:

- (i) The name and credentials of the individual;
- (ii) The course name and content to be taught; and
- (iii) An explanation as to why the position cannot be filled by a qualified certificate holder.

(c) The adjunct license is nontransferable between local school systems.

(d) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.

(e) An applicant for an adjunct license shall:

- (i) Hold a high school diploma or its equivalent;
- (ii) Hold an industry license, when applicable for the profession; and
- (iii) Have 5 years of satisfactory occupational experience in the field to be taught.

(f) An individual who is issued an adjunct license shall be provided with the following, by the employing local school system or nonpublic school:

- (i) A professionally licensed mentor;
- (ii) Side-by-side coaching or co-teaching with a professionally licensed teacher;
- (iii) A minimum of 45 hours of professional development, with 30 hours delivered prior to entry to the classroom and the remainder to be delivered throughout the school year; and
- (iv) Evaluations of the individual's teaching effectiveness.

(g) The adjunct license issued in accordance with this regulation is valid for a 1-year period and may be renewed upon the request of the local school system or nonpublic school.

B. In addition to holding an educator license, the applicant shall be governed by current licensure, certification, or registration regulations administered by professional organizations or legally constituted authorities in the State, in the career area to be taught, if applicable.

C. Pathways to Professional and Technical Education/Specialized Areas for Fine Arts Licensure.

(1) Maryland Approved Program. Candidates who complete a Maryland approved educator preparation program as set forth in COMAR 13A.07.06 shall meet the following requirements:

- (a) Bachelor's degree or higher;
- (b) Completion of an approved program as set forth in COMAR 13A.07.06; and
- (c) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.

(2) Out-of-State Preparation Program. Candidates who complete a state-approved educator preparation program leading to licensure in that state shall meet the following requirements:

- (a) Bachelor's degree or higher;
- (b) Complete a preparation program, to include a clinical internship, approved to lead to professional and technical education licensure in another state, in the license area being sought; and
- (c) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.

(3) Out-of-State License. Candidates who hold a license/certificate from another state or foreign country shall meet the following requirements:

- (a) Valid, professional license/certificate from another state or foreign country in the license area being sought; and
- (b) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education or verification of 3 years of effective teaching experience, verified by the employer, in the license area being sought.

(4) National Board Certificate (Professional and Technical Education only). Candidates who hold a National Board Certificate shall meet the following requirements:

(a) National Board Certificate issued from the National Board for Professional Teaching Standards in the area of Career and Technical Education; and

(b) Valid or expired professional license/certificate from another state or foreign country in the license area being sought.

(5) Occupational Experience. Candidates with occupational experience in a Professional and Technical area or Specialized Area of Fine Arts shall meet the following requirements:

(a) Occupational experience.

(i) Verification of 3 years of occupational experience in the area to be taught that may include satisfactory post-secondary teaching experience in the area to be taught; and/or satisfactory occupational employment.

(ii) The applicant may substitute a Department-accepted, current industry recognized credential for 1 year of the occupational experience requirement.

(iii) The applicant may substitute a bachelor's or associate's degree in the area to be taught for 1 year of the occupational experience requirement.

(b) Completion of 12 credits of professional education coursework from an IHE or through Department-approved continuing professional development credits to include the following topics:

(i) Planning, delivering, and assessing instruction;

(ii) Classroom management;

(iii) Differentiating Instruction to accommodate students with special needs; and

(iv) Teaching literacy in the content area.

(c) Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.

D. Special Provision. Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

E. Exception. An individual applying for licensure in a Professional and Technical or Specialized Area of Fine Arts is exempt from submitting evidence of qualifying scores, as established by the State Superintendent of Schools, on the basic skills teacher certification tests approved by the State Board of Education.

F. Additional Professional and Technical Education/ Specialized Areas for Fine Arts Licenses.

(1) An individual who holds a Professional and Technical Education/ Specialized Areas for Fine Arts license may add an additional Professional and Technical Education/ Specialized Areas for Fine Arts license by meeting one of the following requirements:

(a) Present a valid, Department-recognized industry credential in the area to be taught; or

(b) Meet the requirements for initial licensure under Regulation .02 of this chapter.

(2) An additional Professional and Technical Education/ Specialized Areas for Fine Arts license area shall be requested by a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10.

.03 Renewal of a Professional and Technical Education/ Specialized Areas for Fine Arts License.

A. General.

(1) An applicant who receives a license is responsible for initiating the renewal of the license.

(2) Renewal requirements must be received prior to the expiration date of the license in order to be considered continuous.

(3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license. A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License pursuant to Regulation .02A(2) of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional or Professional License.

B. Professional Development Requirements. The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of professional development points (PDPs), as set forth in Regulation .05 of this chapter, based on an individual professional development plan, as set forth in Regulation .04 of this chapter, that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) An educator may renew their Initial Professional or Professional License by submitting the individual professional development plan, renewal application, fee, and verification of completion of all renewal requirements of this chapter.

(2) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.

(3) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

(1) The professionally licensed employee is:

(a) 55 years old or older; or

(b) Employed in public or approved nonpublic school service for at least 25 years.

(2) The request is recommended by the county superintendent, executive director, or chief officer of the legal authority having jurisdiction over the employee.

.04 Individual Professional Development Plans- Professional and Technical Education/ Specialized Areas for Fine Arts.

A. Individual Professional Development Plans.

(1) An individual professional development plan shall be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.

(2) An individual professional development plan shall include a minimum of 90 professional development points, as set forth in Regulation .05 of this chapter, to renew the educator's license.

(3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.

B. Approval of an Individual Professional Development Plan.

(1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed individual professional development plan from their supervisors.

(2) Approval for proposed individual professional development plans shall be from the educator's direct supervisor, or an appropriate designee.

(3) Educators must obtain initial approval of their individual professional development plan within six months of issuance of the license to be renewed.

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within three months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any professional development points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.

(5) Signatures.

(a) Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan shall not be unreasonably withheld by a supervisor.

(7) In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

.05 Professional Development Points- Professional and Technical Education/ Specialized Areas for Fine Arts.

A. Professional Development Point (PDP). A unit of measurement of professional development activities.

(1) One clock hour is equivalent to one PDP.

(2) One semester hour is equivalent to 15 PDPs.

(3) One Department approved continuing professional development credit is equivalent to 15 PDPs.

(4) One continuing education unit is equivalent to ten PDPs.

B. Educators applying to renew an Initial Professional or Professional License are required to complete a minimum of 90 professional development points (PDPs) to include:

(1) Content related to an area on the educator's license;

(2) Pedagogy;

(3) English as a Second Language, Sheltered English, or Bilingual Education;

(4) Strategies for teaching students with disabilities or diverse learning styles; and

(5) Culturally Responsive Teaching or diversity in education.

C. Special Requirement. A teacher who holds a license in the area of the Blind/Visually Impaired must present a minimum of 15 PDPs in braille maintenance.

D. Professional development points may be accrued by the completion of one or more of the following:

(1) College credit earned or taught at a regionally accredited institution of higher education.

(2) Continuing professional development (CPD) credits, earned or taught, approved by the Department.

(3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

(5) Curriculum development.

- (a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.
- (b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.
- (c) For each curriculum developed, the educator will be awarded **up to** 30 PDPs.
- (6) Publication of a book or article.
- (a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.
- (b) An article shall be published in a recognized professional journal.
- (c) Books shall be published for purchase.
- (d) For each book published, the educator will be awarded **up to** 75 PDPs. For each article published, the educator will be awarded **up to** 10 PDPs.
- (7) Mentorship.
- (a) Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.
- (b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.
- (c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.
- (8) Micro-credentials.
- (a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.
- (b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.
- (c) Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.
- (d) For each micro-credential earned, the educator will be awarded **up to** 10 PDPs.
- (9) Professional development activity.
- (a) Professional development activities approved by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or another state department of education, will be accepted. **[Each activity must be a minimum of one contact hour.]**
- (b) Each activity must be a minimum of one contact hour.
- (10) Occupational Experience.
- (a) Occupational experience related to the career area being taught may be used to earn PDPs.
- (b) For every 10 hours worked, the educator may earn 1 PDP.
- (c) Occupational experience is limited to 15 PDPs.
- E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate at the time of the subsequent renewal of their Maryland Educator License as a substitute for §B of this regulation**

Chapter 04 Specialists

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-705, and 8-3A-03, Annotated Code of Maryland

.01 Purpose.

Specialists employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.04 or a license in certain areas as otherwise provided in State law.

.02 Licenses for Specialists.

A. Types of Specialist Licenses.

(1) Initial Professional.

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for an Initial Professional License.

(2) Professional.

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter may be eligible for a Professional License if they submit the following requirements:

- (i) Verification of 3 years of effective performance as a specialist; and
- (ii) Completion of a Maryland induction program, if applicable.

B. Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

.03 School Counselor.

A. School Counselor. To qualify for a license, a candidate must meet the requirements of one of the following pathways:

(1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a school counselor.

(2) National Board of Certified Counselors (NBCC). Candidates who possess a master's degree in school counseling or school guidance and counseling, a valid National Board of Certified Counselors certificate, and two years of effective performance as a teacher or school counselor in a school setting.

(3) National Board for Professional Teaching Standards (NBPTS). Candidates who possess a master's degree in school counseling or school guidance and counseling and present a valid National Board Certificate in the area of School Counseling.

(4) Out of State Program. Candidates who possess a master's degree in school counseling or school guidance and counseling from an out of state approved program and 2 years of effective performance as a teacher or school counselor or 500 clock hours in a supervised practicum in school counseling.

(5) Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates who possess a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs.

(6) Experienced Professional. Candidates who possess a master's degree and a valid, professional certificate from another state and verification of at least 27 months of effective performance as a school counselor.

.04 Library Media Specialist.

A. Definitions.

(1) "Library media specialist" means an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.

(2) "Library media" means a variety of communication and information formats and their accompanying technologies appropriate to learning and instruction.

B. Pathways to licensure. To qualify for a Professional Specialist License, a candidate must meet the requirements of one of the following pathways:

(1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a library media specialist.

(2) Out of State Preparation Program. Candidates who possess a master's degree and complete an approved program leading to licensure as a library media specialist in another state.

(3) Experienced Professional. Candidates who possess a master's degree, hold a valid professional library media license from another state or country, and submit verification of 3 years of full time effective experience as a library media specialist.

(4) National Board Certification. Candidates who possess a master's degree and a National Board Certificate in the area of Library Media.

(5) Master's Equivalent.

(a) The applicant shall have a bachelor's or higher degree from an IHE to include a program of 36 semester hours of post-baccalaureate credit with 15 semester hours completed at one institution and a minimum of 24 semester hours of graduate credit in the content coursework listed in §B(5)(a) of this regulation.

(b) Content course work shall include:

(i) Administration of library media programs, including an understanding of State and national library media standards and technology standards;

(ii) Materials for children in all formats, including concepts related to the teaching and learning of reading;

(iii) Materials for young adults in all formats, including concepts related to the teaching and learning of reading;

(iv) Selection, evaluation, and use of materials in all formats to meet student curriculum and instructional needs;

(v) Access and delivery of information, including reference and bibliographic systems in all formats;

(vi) Organization of knowledge, including cataloging and classification, and information retrieval in all formats;

(vii) Principles of communication, including dissemination and use of information in all formats; and

(viii) The design, creation, and implementation of library media in all formats for instructional use.

(c) Professional education coursework shall include:

(i) History and philosophy of education

(ii) Student developmental levels, learning theory, and strategies for identifying student information and learning

needs;

(iii) Theory, principles, and methods of instructional design and delivery; and

(iv) Inclusion of special needs student populations.

(d) The professional education course work listed in §B(5)(b) of this regulation may be met by course credits earned in addition to, or as part of, the undergraduate degree program. The total number of post-baccalaureate credits needed for

licensure shall not be reduced for course requirements that are met in the applicant's bachelor's degree program. Additional post-baccalaureate or graduate courses may be substituted.

(e) An applicant shall satisfactorily complete a school library media practicum, 1 year of full-time teaching experience, or 1 year of full-time school library media-related experience.

.05 Pupil Personnel Worker.

The requirements for licensure as a pupil personnel worker are that the applicant shall have:

A. A master's degree from the IHE in pupil personnel or a related field, such as:

- (1) Counseling or guidance services, or both;
- (2) Early childhood, elementary, or secondary education;
- (3) Human growth and development;
- (4) Sociology, social work, or psychology;
- (5) Special education; or
- (6) Administration and supervision.

B. In addition to or as part of §A of this regulation, 21 semester hours of graduate credit or State-approved CPDs, to include school law and at least six of the following seven areas:

- (1) Counseling methods;
- (2) Early childhood or adolescent psychology, or both;
- (3) Multicultural issues;
- (4) Family systems/dynamics;
- (5) Delivery of pupil personnel services and programs;
- (6) Abnormal psychology or juvenile delinquency, or both; or
- (7) Educational assessment interpretation.

C. Three years of effective teaching experience, or, at the recommendation of a local superintendent of schools, related experience may be substituted for teaching experience; and

D. Three semester hours of credit or State-approved CPDs in inclusion of special needs student populations.

.06 Reading Specialist.

The requirements for certification as a reading specialist are that the applicant shall:

A. Meet the requirements for licensure in early childhood education, elementary education, or a secondary education area;

B. Submit verification of 3 years of effective teaching or clinical experience; and

C. Meet the requirements of one of the following pathways:

- (1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a reading specialist;
- (2) Out of State Preparation Program. Candidates who possess a master's degree and complete an approved program leading to licensure as a reading specialist in another state; or
- (3) Professional Coursework. Candidates who possess a master's degree or equivalent of 33 post-baccalaureate graduate credits from an IHE in reading and related areas to include:

(a) 15 semester hours of reading course work with at least one course in each of the following areas:

- (i) Foundation or survey course;
- (ii) Diagnosis and correction of reading difficulties;
- (iii) Clinical or laboratory practicum;
- (iv) Assessment or evaluation, or both;

(b) Additional coursework selected from at least four of the following areas:

- (i) Emergent literacy;
- (ii) Literacy Leadership;
- (iii) English Learners;
- (iv) Content area literacy;
- (v) Writing;
- (vi) Effective use of technology in the literacy classroom;
- (vii) Early Childhood, Elementary, or Adolescent literacy;
- (viii) Literacy research;
- (ix) Linguistics; and
- (x) Special education.

.07 Reading Teacher.

The requirements for licensure as a reading teacher are that the applicant shall:

A. Meet the requirements for licensure in early childhood education, elementary education, or a secondary education area;

B. Have 12 semester hours of post-baccalaureate graduate credit from an IHE in reading, including a foundation or survey course and a course in diagnosis and correction of reading difficulties; and

C. Have 2 years of successful teaching experience.

.08 Psychometrist.

A. Definition.

(1) "Psychometrist" means an individual who works directly under the professional supervision of a school psychologist or supervisor of school psychological services. The purpose of this position is limited to providing assistance to the school psychologist by administering psychological tests and other related psychometric tasks.

B. Education. An applicant for licensure as a psychometrist shall have the following:

- (1) A master's degree from an IHE in psychology or education; and
- (2) 45 semester hours of graduate and undergraduate course work from an IHE which shall include the following areas:
 - (a) Tests and measurements;
 - (b) Individual intelligence testing of children;
 - (c) Individual educational assessment of children, reading assessment, curriculum-based assessment;
 - (d) Assessment of personality (including social, emotional, and behavioral assessment of children);
 - (e) Practicum in psychological testing of children;
 - (f) Developmental psychology child and adolescent psychology;
 - (g) Statistics/research methods, research design;
 - (h) Personality theory;
 - (i) Learning process/theory;
 - (j) Abnormal psychology, psychopathology;
 - (k) Educational psychology;
 - (l) Curriculum and instruction;
 - (m) Intervention techniques, consultation, counseling;
 - (n) Social bases of behavior, social psychology, multicultural psychology; and
 - (o) Physiological and neurological bases of behavior.
- (3) Coursework required in §B(2)(a), (h)—(l), and (n) of this regulation may be taken at the undergraduate level.

C. Experience. The experience requirements for licensure as a psychometrist shall comply with the following:

(1) Option I.

(a) 500 clock hours of field experience in school psychology which is approved by and under the direction of an institution of higher education that has an approved program in psychology.

(b) The field experience shall include experience in regular and special education programs and shall emphasize assessment.

(c) The field supervision shall be under an individual licensed as a school psychologist.

(2) Option II.

(a) 2 years of successful experience of at least 600 clock hours per year providing psychometric services to children in an educational setting under the supervision of an individual licensed as a school psychologist.

(b) The supervision requirement may be waived if an applicant has previously provided these services as a licensed psychologist.

.09 School Psychologist.

A. Definition. "School psychologist" means an individual who is licensed to provide psychological services to children in a public or State-approved nonpublic school setting and supervises interns and psychometrists.

B. Education. An applicant for licensure as a school psychologist shall meet one of the following:

(1) Option I:

(a) Submit a master's or higher degree in school psychology from a Maryland-approved program; and

(b) Qualifying scores on the Maryland-approved test for school psychologist.

(2) Option II:

(a) Submit a master's or higher degree and complete an out-of-state-approved program in school psychology, culminating a minimum of a 1,200-hour internship in school psychology; and

(b) Submit qualifying scores on the Maryland - approved test for school psychologist.

(3) Option III: Submit a valid Nationally Certified School Psychologist certificate issued by the National School Psychology Certification Board.

(4) Option IV:

(a) Submit a master's or higher degree from an IHE; and

(b) Submit a valid professional license in school psychology from another state and verification of at least 27 months of effective performance as a school psychologist during the past 7 years on the basis of which application is being made for a comparable Maryland license.

.10 Therapists (Occupational Therapists, Physical Therapists, Speech-Language Pathologists, or Audiologists).

An occupational therapist, physical therapist, speech-language pathologist, or audiologist holding a valid license issued by the State Board of Occupational Therapy Practice, the State Board of Physical Therapy Examiners, or the State Board of Audiologists, Hearing Aid Dispensers, and Speech-Language Pathologists, in accordance with the relevant provisions of the

Health Occupations Article, Annotated Code of Maryland, shall be considered professionally licensed and does not require an additional educator license.

.11 School Social Worker.

To obtain educator licensure as a school social worker, the applicant shall be licensed by the Maryland State Board of Social Work Examiners as a:

- A. Masters Social Worker;*
- B. Certified Social Worker; or*
- C. Certified Social Worker — Clinical.*

.12 Gifted and Talented Education Specialist.

To be licensed as a Gifted and Talented Education Specialist, an applicant shall:

A. Earn a master's degree from one of the following:

- (1) A Department-approved master's program that leads to licensure in Gifted and Talented Education;*
- (2) An out-of-State approved master's program that leads to Gifted and Talented licensure; or*
- (3) An IHE and:*

(a) Complete 15 semester hours of graduate course work in Gifted and Talented Education from an IHE, which includes a balance of content in the following competencies:

- (i) Understanding the foundations of gifted education, including historical perspectives, key philosophies and theories, social, cultural, and economic influences, key issues, and trends;*
 - (ii) Understanding the unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds;*
 - (iii) Understanding processes and procedures for the identification of gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds and those with disabilities;*
 - (iv) Understanding evidence-based instructional strategies for differentiating instruction for gifted and talented students, including strategies that enhance acquisition of knowledge and skills in specific domains, critical and creative thinking, problem solving, and metacognition;*
 - (v) Understanding theories and models for developing and implementing curriculum, instruction, and assessments for gifted and talented students; and*
 - (vi) Understanding how to create learning environments that foster the social and emotional well-being of gifted and talented students, including the development of self-awareness, coping skills, positive peer relationships, and leadership; and*
- (b) Complete at least 3 semester hours in a clinical/laboratory internship; and*

B. Present verification of 27 months of effective teaching experience or clinical experience.

.13 Renewal of a Specialist License.

A. General.

- (1) An applicant who receives a license is responsible for initiating the renewal of the license.*
- (2) Renewal requirements must be received prior to the expiration date of the license in order to be considered continuous.*
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license.*

B. Professional Development Requirements. The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .15 of this chapter based on an individual professional development plan as set forth in Regulation .14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

- (1) An educator may renew their Initial Professional or Professional License by submitting the individual professional development plan, renewal application, fee, and verification of completion of all renewal requirements of this chapter.*
- (2) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.*
- (3) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.*

D. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

- (1) The professionally licensed employee is:*
 - (a) 55 years old or older; or*
 - (b) Employed in public or approved nonpublic school service for at least 25 years.*
- (2) The request is recommended by the county superintendent, executive director, or chief office of the legal authority having jurisdiction over the employee.*

E. Renewal Requirements that May Not Be Waived. School counselors are required to present one semester hour of coursework from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

- (1) Depression;*

- (2) Trauma;
- (3) Violence;
- (4) Youth Suicide;
- (5) Substance Abuse; and
- (6) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

.14 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) An individual professional development plan must be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.

(2) An individual professional development plans shall include a minimum of 90 professional development points, as set forth in Regulation .15 of this chapter, to renew the educator's License.

(3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.

B. Approval of an Individual Professional Development Plan.

(1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed individual professional development plan from their supervisors.

(2) Approval for proposed individual professional development plans shall be from the educator's direct supervisor, or an appropriate designee.

(3) Educators must obtain initial approval of their individual professional development plan within six months of issuance of the license to be renewed.

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within three months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any professional development points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.

(5) Signatures.

(a) Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an Individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan shall not be unreasonably withheld by a supervisor.

(7) In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:

- (a) The superintendent of schools, or designee, if employed with a local school system;
- (b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or
- (c) The Executive Director, or comparable position, if employed with a State-operated school.

.15 Professional Development Points.

A. Professional Development Point (PDP). A unit of measurement of professional development activities.

(1) One clock hour is equivalent to one PDP.

(2) One semester hour is equivalent to 15 PDPs.

(3) One Department approved continuing professional development credit is equivalent to 15 PDPs.

(4) One continuing education unit is equivalent to ten PDPs.

B. Specialists applying to renew a Professional License are required to complete a minimum of 90 PDPs to include:

(1) Content related to an area on the educator's license;

(2) Students with disabilities; and

(3) Culturally Responsive Teaching or diversity in education.

C. Additional requirements. An educator who is licensed as a School Counselor must present one semester hour of coursework from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(1) Depression;

(2) Trauma;

(3) Violence;

(4) Youth Suicide;

(5) Substance Abuse; and
(6) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

D. Professional development points may be accrued by the completion of one of more of the following:

(1) College credit earned or taught at a regionally accredited institution of higher education.

(2) Continuing professional development (CPD) credits, earned or taught, approved by the Department.

(3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

(5) Curriculum development.

(a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.

(b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

(c) For each curriculum developed, the educator will be awarded up to 30 PDPs.

(6) Publication of a book or article.

(a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.

(b) An article shall be published in a recognized professional journal.

(c) Books shall be published for purchase.

(d) For each book published, the educator will be awarded up to 75 PDPs. For each article published, the educator will be awarded up to 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.

(b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.

(c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.

(8) Micro-credentials.

(a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.

(b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.

(c) Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.

(d) For each micro-credential earned, the educator will be awarded up to 10 PDPs.

(9) Professional development activity.

(a) Professional development activities approved by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or another state department of education, will be accepted. **[Each activity must be a minimum of one contact hour.]**

(b) Each activity must be a minimum of one contact hour.

E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate at the time of the subsequent renewal of their Maryland Educator License as a substitute for §B of this regulation

Chapter 05 Administrators and Supervisors

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-705, and 8-3A-03, Annotated Code of Maryland

.01 Purpose.

Administrators and supervisors who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction shall meet the requirements for a professional license under COMAR 13A.12.05, as applicable.

.02 Licenses for Administrators and Supervisors.

A. Types of Administrator/Supervisor Licenses.

(1) Initial Professional.

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .15 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for an Initial Professional License.

(2) *Professional.*

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .15 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter may be eligible for a Professional License if they submit the following requirements:

- (i) Verification of 3 years of effective administrative or supervisory performance; and
- (ii) Completion of a Maryland induction program, if applicable.

B. Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

.03 Supportive Services Personnel.

A. *Purpose.* The State Superintendent of Schools may license as Supportive Services Personnel a qualified employee of a local school system who is assigned to administrative or supervisory responsibilities not otherwise covered in these regulations, and who has responsibilities comparable to those assigned to persons who hold specific supervisory licenses.

B. *Education.* An applicant for licensure as Supportive Services Personnel shall have a bachelor's degree or higher appropriate to the area of responsibility from an IHE.

C. This license is issued at the request of a local school, State-operated school, or nonpublic school approved under COMAR 13A.09.10.

.04 Superintendents.

A. *Superintendent I.*

(1) This license qualifies an individual to be assigned as a county deputy superintendent, assistant superintendent or associate superintendent through either Traditional or Reciprocal Licensure.

(2) An applicant for Traditional Licensure shall meet the education and experience requirements.

(3) Education Requirements for Traditional Licensure. The applicant shall have:

(a) A master's degree from an IHE; and

(b) Completed one of the following:

(i) A Department-approved program which leads to licensure as a superintendent;

(ii) A program offered by an IHE leading to licensure as a superintendent in the state in which the institution is

located; or

(iii) 45 semester hours of graduate course work, including a minimum of 15 semester hours in education administration taken at an IHE. Graduate course work earned under §A(3)(a) of this regulation may be applied toward the 45 required semester hours.

(4) Experience Requirements for Traditional Licensure. The applicant shall have:

(a) 27 months of effective teaching performance or effective performance as a licensed specialist as defined in COMAR 13A.12.03 in a PreK—12 setting; and

(b) 24 months of effective administrative or supervisory experience in a PreK—12 setting.

(5) Requirements for Reciprocal Licensure. A deputy, associate, or assistant superintendent who enters Maryland from another state may obtain a Superintendent I license if that individual:

(a) Holds a valid professional state license in a like or comparable area; and

(b) Presents verification of at least 36 months of effective performance as a deputy, associate, or assistant superintendent during the past 7 years.

B. *Superintendent II.*

(1) This certificate qualifies an individual to be a county superintendent through either Traditional or Reciprocal Licensure.

(2) An applicant for Traditional Licensure shall meet the education and experience requirements.

(3) Education Requirements for Traditional Licensure. The applicant shall have:

(a) A master's degree from an IHE; and

(b) Have completed one of the following:

(i) A Department-approved program which leads to licensure as a superintendent to include course work covering public school administration, supervision, and methods of teaching;

(ii) A program offered by an IHE leading to licensure as a superintendent in the state in which the institution is located to include course work covering public school administration, supervision, and methods of teaching; or

(iii) 60 semester hours of graduate course work, including a minimum of 24 semester hours in education administration taken at an IHE, to include public school administration, supervision, and methods of teaching. Graduate course work earned under §B(3)(a) of this regulation may be applied toward the 60 required semester hours.

(4) Experience Requirements for Traditional Licensure. The applicant shall have:

(a) 27 months of effective teaching performance or effective performance as a licensed specialist as defined in COMAR 13A.12.03 in a PreK—12 setting; and

(b) 24 months of effective administrative or supervisory experience in a PreK—12 setting.

(5) *Requirements for Reciprocal Licensure.* A superintendent who enters Maryland from another state may obtain a Superintendent II license if that individual:

(a) Holds a valid professional state license in a like or comparable area;

(b) Presents verification of at least 36 months of effective performance as a superintendent during the past 7 years; and

(c) Presents verification of 2 years of graduate work at an IHE to include course work covering public school administration, supervision, and methods of teaching.

.05 Supervisors of Instruction, Assistant Principals, and Principals.

A. Application of Regulation.

(1) This regulation applies to obtaining licensure as an Administrator I or Administrator II.

(2) If a principal transfers to become a principal in a special education school, the principal shall hold a Supervisor of Special Education license as set forth in Regulation .10 of this chapter.

B. Administrator I.

(1) This license qualifies an individual to be assigned as a supervisor of instruction or assistant principal.

(2) The applicant shall have:

(a) A master's degree from an IHE;

(b) 27 months of effective teaching performance or effective performance as a certified specialist as defined in COMAR 13A.12.04; and

(3) Completed one of the following:

(a) A Department-approved program which leads to licensure as a supervisor of instruction, assistant principal, or principal;

(b) An approved out-of-state program which leads to licensure as a supervisor of instruction, assistant principal, or principal and includes a supervised clinical practicum; or

(c) 18 semester hours of graduate course work taken at an IHE at the post-baccalaureate level to include a balance of content in the following categories:

(i) Curriculum, instruction, and assessment;

(ii) Development, observation, and evaluation of staff;

(iii) Legal issues and ethical decision-making;

(iv) School leadership, management and administration; and

(v) Practicum, internship, or a collaboratively designed and supervised experience by the local school system and IHE to include Department approved instructional leadership outcomes with verification of this experience submitted by the applicant.

C. Administrator II.

(1) This license qualifies an individual to be assigned as a school principal.

(2) The applicant, before initial appointment as principal, shall:

(a) Complete the requirements for Administrator I; and

(b) Present evidence of a qualifying score as established by the State Board on a Department-approved principal licensure assessment.

(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.

D. Special Provision. An Initial Professional license or Professional license shall be considered valid for service as principal of an elementary school of not more than six teachers if the principal teaches at least 50 percent of the school day.

.06 Library Media Administrator.

A. Definition. "Library media administrator" means a person designated by the local superintendent of schools as having responsibility for the:

(1) Administration and supervision of the library media program, including the supervision of the library media program in the individual schools; and

(2) Development of policies, programs, budgets, and procedures for the library media services of the school system and its schools.

B. Education and Experience. To be licensed as library media administrator, the applicant shall:

(1) Meet the requirements for licensure as a library media specialist;

(2) Have a master's degree from an IHE;

(3) Have 3 years of effective library media program experience, but, at the recommendation of the local school superintendent, 2 years of related effective experience may be substituted for 2 years of library media program experience; and

(4) Complete one of the options listed under Regulation .05 of this chapter that would lead to certification as Administrator I.

.07 Supervisor of School Counseling.

The requirements for certification as a supervisor of school counseling are that the applicant shall:

- A. Meet the requirements for licensure as a school counselor;
- B. Have 3 years of effective performance as a school counselor; and
- C. Have 12 semester hours of graduate credit from an IHE in any of the following areas with at least 6 semester hours in school supervision or school administration:
 - (1) Management,
 - (2) School supervision,
 - (3) School administration,
 - (4) Program development,
 - (5) Program evaluation.

.08 Supervisor of School Psychological Services.

The requirements for licensure as a supervisor of school psychological services are that the applicant shall:

- A. Meet the requirements for licensure as a school psychologist under COMAR 13A.12.03.07;
- B. Have a doctoral degree:
 - (1) From a state or regionally accredited school psychology program, a national educator preparation accreditation organization, National Association of School Psychologists, or American Psychological Association accredited school psychology program; or
 - (2) In psychology or education or human development.
- C. As part of or in addition to §B of this regulation, have 9 semester hours of graduate credits including 3 semester hours in school law and 6 semester hours in supervision, management, or administration of schools; and
- D. Have 3 years experience as a school psychologist under COMAR 13A.12.04.09.

.09 Supervisor of Pupil Personnel.

The requirements for licensure as a supervisor of pupil personnel are that the applicant shall:

- A. Meet the requirements for licensure as a pupil personnel worker;
- B. Have a master's degree from an IHE;
- C. As part of or in addition to §B of this regulation, have a graduate course in the area of administration and supervision; and
- D. Have 3 years of successful teaching experience. At the recommendation of the local superintendent of schools, related experience may be substituted for teaching experience.

.10 Supervisor of Special Education.

A. Principal Public Separate School. The requirements for certification as a principal in a public separate school are that the applicant shall:

- (1) Meet the requirements for licensure in special education; and
- (2) Meet the requirements for licensure as an Administrator II.

B. Supervisor of Special Education (Sole Assignment). The requirements for licensure as a supervisor of special education are that the applicant shall:

- (1) Meet the requirements for licensure in special education; and
- (2) Meet the requirements for licensure as an Administrator I.

C. Special Provision. Supervisors with multiple area assignments shall meet the requirements set forth in Regulation .05 of this chapter.

.11 Supervisor of Speech Pathologists and Audiologists.

The requirements for a license as a supervisor of speech pathology and audiology are that the applicant shall:

- A. Meet the requirements for certification or licensure as otherwise provided in Health Occupations Article, §2-301, Annotated Code of Maryland, as a speech pathologist or audiologist;
- B. Have a master's degree from an institution with an approved program at the time of graduation with at least one course in administrative and supervisory techniques and one course in the development of school curriculum; and
- C. Have 4 years full-time paid experience or its equivalent as a speech and hearing clinician, 2 years of which shall have been in a school setting.

.12 Supervisor of Teachers of Deaf and Hard of Hearing.

The requirements for licensure as a supervisor of teachers of the deaf and hard of hearing are that the applicant shall:

- A. Meet the requirements for licensure as a teacher of the deaf and hard of hearing;
- B. Have a master's degree from an IHE with at least one course in administrative and supervisory techniques and one course in curriculum development; and
- C. Have experience that includes:
 - (1) Three years of successful teaching experience with the deaf and hard of hearing, or
 - (2) Four years paid experience or its equivalent in a school setting with 2 years successful teaching experience with the deaf and hard of hearing.

.13 Renewal of an Administrator/Supervisor License.

A. General.

- (1) An applicant who receives a license is responsible for initiating the renewal of the license.
- (2) Renewal requirements must be received prior to the expiration date of the license in order to be considered continuous.
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license.

B. Professional Development Requirements. The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .15 of this chapter based on an individual professional development plan as set forth in Regulation .14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) An educator may renew their Initial Professional or Professional License by submitting the individual professional development plan, renewal application, fee, and verification of completion of all renewal requirements of this chapter.

(2) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.

(3) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

- (1) The professionally licensed employee is:
 - (a) 55 years old or older; or
 - (b) Employed in public or approved nonpublic school service for at least 25 years.
- (2) The request is recommended by the county superintendent, executive director, or chief office of the legal authority having jurisdiction over the employee.

.14 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) An individual professional development plan must be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.

(2) An individual professional development plans shall include a minimum of 90 professional development points, as set forth in Regulation .15 of this chapter, to renew the educator's License.

(3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.

B. Approval of an Individual professional development plan.

(1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed individual professional development plan from their supervisors.

(2) Approval for proposed individual professional development plans shall be from the educator's direct supervisor, or an appropriate designee.

(3) Educators must obtain initial approval of their individual professional development plan within six months of issuance of the license to be renewed.

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within three months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any professional development points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.

(5) Signatures.

(a) Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan shall not be unreasonably withheld by a supervisor.

(7) In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

.15 Professional Development Points.

- A. Professional Development Point (PDP). A unit of measurement of professional development activities.
- (1) One clock hour is equivalent to one PDP.
 - (2) One semester hour is equivalent to 15 PDPs.
 - (3) One Department approved continuing professional development credit is equivalent to 15 PDPs.
 - (4) One continuing education unit is equivalent to ten PDPs.
- B. Administrators/Supervisors applying to renew a Professional License are required to complete a minimum of 90 PDPs to include:
- (1) Administration and supervision;
 - (2) Students with disabilities;
 - (3) Culturally Responsive Teaching or diversity in education; and
 - (4) If employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, [thirty] PDPs submitted must [be earned] include [through] the completion of a Department-approved evaluator training.
- C. Professional development points may be accrued by the completion of one of more of the following:
- (1) College credit earned or taught at a regionally accredited institution of higher education.
 - (2) Continuing professional development (CPD) credits, earned or taught, approved by the Department.
 - (3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.
 - (4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.
 - (5) Curriculum development.
 - (a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.
 - (b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.
 - (c) For each curriculum developed, the educator will be awarded up to 30 PDPs.
 - (6) Publication of a book or article.
 - (a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.
 - (b) An article shall be published in a recognized professional journal.
 - (c) Books shall be published for purchase.
 - (d) For each book published, the educator will be awarded up to 75 PDPs. For each article published, the educator will be awarded up to 10 PDPs.
 - (7) Mentorship.
 - (a) Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.
 - (b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.
 - (c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.
 - (8) Micro-credentials.
 - (a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.
 - (b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.
 - (c) Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.
 - (d) For each micro-credential earned, the educator will be awarded up to 10 PDPs.
 - (9) Professional development activity.
 - (a) Professional development activities approved by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or another state department of education, will be accepted. [Each activity must be a minimum of one contact hour.]
 - (b) Each activity must be a minimum of one contact hour.
- E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate at the time of the subsequent renewal of their Maryland Educator License as a substitute for §B(1)-(3) of this regulation

Chapter 06 Disciplinary Actions and Denials

Authority: Education Article, §§2-205, 2-303(g), and 6-701—6-705; Family Law Article, §10-119.3; Annotated Code of Maryland

.01 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Charge" means the written cause upon which a proposed suspension or revocation is based.

(2) "Revocation" means that the right to hold a license is withdrawn permanently.

(3) "Suspension" means that the right to hold a license is withdrawn for a specified period of time.

(4) "Voluntarily surrendered" means a license holder relinquishes the license while under investigation for a cause that could lead to the suspension or revocation of the license, or while a suspension or revocation action is pending against the license holder, and is equivalent to a revocation.

(5) "Denial" means that an individual shall not be issued a license because the individual has committed one or more causes that could lead to the suspension or revocation of a license.

.02 Causes for Disciplinary Action or Denial.

A. A license and all specific license areas issued under this subtitle shall be suspended, denied, or revoked by the State Superintendent of Schools for the causes set forth in this regulation.

B. Suspension Only. A license may be suspended by the State Superintendent of Schools under the following conditions.

(1) Breach of Contract. A license may be suspended for not more than 365 days if the license [certificate] holder leaves the employment of a local school system after July 15 in the absence of an emergency and without the consent of the local board of education in violation of the provisions of the Regular State Teacher's Contract set forth in COMAR 13A.07.02.01B. In case of emergency, the local board may not unreasonably withhold its consent.

(2) Failure to Pay Child Support. A license shall be suspended upon notification by the Department of Human Services, Child Support Enforcement Administration, that the license holder's failure to pay child support meets the criteria for suspension of a professional license pursuant to Family Law Article, §10-119.3, Annotated Code of Maryland.

(i) Prior to suspending the license, the State Superintendent shall send written notice to the license holder of the proposed suspension and the right to contest the identity of the individual whose license shall be suspended.

(ii) An individual may appeal the decision to suspend a license based on failure to pay child support in accordance with State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland. At the appeal hearing, the issue shall be limited to whether the Department of Human Services, Child Support Enforcement Administration, has mistaken the identity of the individual whose license was suspended.

(iii) The State Superintendent shall immediately reinstate any license suspended for failure to pay child support if notified by the Department of Human Services, Child Support Enforcement Administration, that the license should be reinstated and the individual otherwise qualifies for the license.

C. Suspension, Revocation, or Denial. A license shall be suspended, denied, or revoked by the State Superintendent of Schools if the license holder:

(1) Pleads guilty or nolo contendere with respect to, receives probation before judgment with respect to, or is convicted of, a crime involving:

(a) Contributing to the delinquency of a minor;

(b) Moral turpitude if the offense bears directly on the individual's fitness for employment in education;

(c) Sexual offense in the third or fourth degree; or

(d) A controlled dangerous substance offense if:

(i) The offense occurred on school property or during a school event; or

(ii) The individual has been convicted and the clerk of the court has certified and reported the controlled dangerous substance conviction to the Department based on a finding by the court that a relationship exists between the conviction and the license.

(2) Willfully and knowingly:

(a) Makes a material misrepresentation or concealment as part of any licensure request;

(b) Files a false report or record, or makes any false document, as part of any licensure request;

(c) Presents a false certificate or misrepresents one's licensure status to the Department or an employer; or

(d) Commits a violation of the test security and data reporting policy and procedures set forth in COMAR 13A.03.04;

(3) Fraudulently or deceptively obtains a license;

(4) Knowingly fails to report suspected child abuse in violation of Family Law Article, §5-701, Annotated Code of Maryland;

(5) Is dismissed or resigns after notice of allegation of misconduct involving a student in any school system or any minor, or allegation of misconduct involving any cause for suspension or revocation of a license provided in this regulation;

(6) Has had a license suspended, revoked, denied, or voluntarily surrendered in another state for a cause which would be grounds for suspension or revocation under this regulation.

D. Revocation or Denial. A license shall be revoked or denied if the license holder:

(1) Pleads guilty or nolo contendere with respect to, receives probation before judgment with respect to, or is convicted of, a crime involving:

- (a) Child abuse or neglect as defined in Criminal Law Article, §§3-601—3-603, Annotated Code of Maryland, or a comparable crime in another state;
- (b) Possession, distribution, receipt, or production of child pornography;
- (c) Sexual solicitation of a minor;
- (d) A crime of violence as defined in Criminal Law Article, §14-101, Annotated Code of Maryland, or a comparable crime in another state; or
- (2) Is dismissed or resigns after notice of allegations of sexual child abuse.

.03 Reporting Procedures.

A. Except as provided in Regulation .02B(2) of this chapter, the following individuals shall notify the State Superintendent of Schools in writing of charges against a license holder pursuant to Regulation .02 of this chapter:

(1) The local superintendent of schools or a state agency employer if the:

(a) License holder was employed by the local school system or state agency employer at the time the conduct occurred, or

(b) Conduct is reported to the local school system in a criminal background investigation required under Family Law Article, §§5-560—5-568, Annotated Code of Maryland;

(2) The administrator of a nonpublic school if the:

(a) License holder was employed by the nonpublic school at the time the conduct occurred, or

(b) Conduct is reported to the nonpublic school in a criminal background investigation required under Family Law Article, §§5-560—5-568, Annotated Code of Maryland; or

(3) The Assistant State Superintendent of Educator Licensure and Program Approval.

B. The written report shall include all of the following:

(1) Name and current or last known address, e-mail, and phone number of the person against whom the charges are being filed;

(2) Type of license or licenses held by the person against whom the charges are being filed;

(3) Specific grounds as set forth in Regulation .02 of this chapter and the specifications that support the grounds for either suspension or revocation;

(4) Confirmation that the employee has foregone an appeal or exhausted appeal rights if any employment-related discipline was issued; and

(5) A recommendation on the type of disciplinary action that should be issued.

C. The State Superintendent of Schools shall suspend or revoke a license pursuant to written notification by a local superintendent of schools, an administrator of a nonpublic school, or the Assistant Superintendent of Educator Licensure and Program Approval, of the charges against the license holder.

D. Before suspending or revoking a license, the State Superintendent of Schools shall:

(1) Send the license holder written notice of the charges; and

(2) Advise the license holder of the right to request a hearing within 15 calendar days of the date of the written notice.

E. The State Superintendent of Schools shall e-mail and mail one copy of the written notice and the procedures applicable to the suspension or revocation of a license by certified mail to the current or last known address of the license holder.

F. The license holder against whom charges have been filed may request a hearing in writing within 15 calendar days of the date of the written notice.

G. If the license holder does not request a hearing in writing on the charges within the 15-day period set forth in §D(2) of this regulation, the State Superintendent of Schools shall suspend or revoke the license holder's certificate.

H. Voluntary Surrender.

(1) An educator who is under investigation or facing charges for a cause listed in Regulations .02B and D of this chapter may voluntarily surrender his or her license.

(2) A license that is voluntarily surrendered shall be treated as a revocation by the Department and may not be reinstated, except as described in Regulation .08 of this chapter.

I. Placing An Alert On An Educator's Record.

(1) The Department may place an alert on a licensure record upon the request of a local school system, non-public school, state agency, or on its own accord, if an educator:

(a) Has had action taken on a license by another state; or

(b) Is facing the suspension or revocation of a license after being informed of charges by the State Superintendent of Schools.

(2) An alert does not affect the validity of an educator's license.

(3) The local school system, non-public school, or state agency shall immediately inform the Department if grounds no longer exist to suspend, deny, or revoke an educator's license.

(4) The Department shall immediately remove the alert from an educator's record if it becomes aware that grounds no longer exist to deny, suspend or revoke an educator's license.

J. Action On An Expired License. The Department may take action against an educator's license even if the license has expired as long as the basis for the action occurred while the license was active.

K. Denial.

(1) The Department shall deny a license to an individual who has committed a cause listed under Regulations .02B and D of this chapter, but does not currently hold a license.

(2) An individual who has been denied a license may appeal the decision through the process outlined in Regulations .03—.07 of this chapter.

.04 Hearing Procedures.

A. If the license holder requests a hearing in writing within the 15-day period, the State Superintendent of Schools shall promptly refer the case to the Office of Administrative Hearings.

B. If the written charges were filed against the license holder by the local superintendent of schools or an administrator of a nonpublic school under Regulation .03 of this chapter, a representative from the local school system or nonpublic school shall present the case before the Office of Administrative Hearings.

C. Hearing procedures shall be in accordance with the Administrative Procedure Act, State Government Article, §10-201 et seq., Annotated Code of Maryland, and with COMAR 28.02.

D. The administrative law judge shall determine if the charges against the license holder are supported by a preponderance of the evidence.

E. The parties may agree to forgo a hearing in favor of a joint recommendation to the State Superintendent of Schools on the resolution of the case. The joint recommendation is not binding and the State Superintendent of Schools may accept or reject the recommendation.

F. The administrative law judge shall submit in writing to the State Superintendent of Schools proposed findings of fact, proposed conclusions of law, and recommendations. The written proposed decisions shall be distributed to the parties.

G. A party objecting to the administrative law judge's proposed decision may file exceptions with the State Superintendent of Schools within 15 calendar days of the date of the decision. A copy of the exceptions shall be provided to the opposing party. An opposing party may respond to the exceptions within 15 calendar days of the date of the exceptions.

H. If exceptions are filed, all parties shall have an opportunity for oral argument before the State Superintendent of Schools before a final decision is rendered. Oral argument before the State Superintendent of Schools shall be limited to 15 minutes per side.

.05 Record of Hearings.

A. The Office of Administrative Hearings shall prepare an official case record as provided in COMAR 28.02.01.23.

B. The proceedings before the administrative law judge shall be recorded by the Office of Administrative Hearings. A transcript of the proceedings, or part of the proceedings, shall be paid by the party requesting the transcript, and costs of an expedited transcript shall be paid by the party requesting the expedited transcript.

.06 Decisions.

A. The State Superintendent of Schools shall make the final decision in all contested cases dealing with the revocation, suspension, or denial of a license.

B. The final decision of the State Superintendent of Schools shall be in writing and contain findings of fact and conclusions of law.

C. A copy of the decision shall be promptly delivered or mailed to each party as well as the party's attorney of record.

D. The State Superintendent of Schools shall notify all other states of suspension, revocation, and denial decisions as part of the interstate certification data exchange.

.07 Reconsideration of a Decision.

A. A party aggrieved by the decision may file a written request for reconsideration with the State Superintendent of Schools within 30 calendar days of the date of the decision.

B. The party requesting reconsideration shall serve copies of the request on all other parties.

C. A response to a request for reconsideration shall be filed within 15 calendar days of the date of the request for reconsideration.

D. Action on the application for reconsideration shall lie in the discretion of the State Superintendent of Schools, except that a decision may not be disturbed unless there is sufficient indication in the application that new facts material to the issues have been discovered or have occurred after the decision.

E. The State Superintendent of Schools may refuse to consider facts that the party could have produced at the hearing.

F. The original decision is not stayed pending the outcome of the request for reconsideration. The State Superintendent of Schools may stay the enforcement of the original decision at his or her discretion.

G. The State Superintendent of Schools may remand the case to the administrative law judge.

.08 Reinstatement.

A. A professional license which has been suspended under this chapter is automatically reinstated at the end of the suspension period, if the license did not expire during the period of suspension. If the license expired during the period of suspension, the holder of the former license may reapply but shall meet the licensure requirements that are in effect at the time of the application for the new license.

B. If a decision of suspension, revocation, or voluntary surrender is based on Regulation .02C(1) or D(1) of this chapter and if the plea, probation before judgment, or conviction is overturned, or expunged, and there is no subsequent proceeding leading to a plea, probation before judgment, or conviction, the individual whose license is suspended, revoked, or voluntarily surrendered may file a written request for reinstatement, including documentation of the final status of the judicial proceeding.

C. Reinstatement Review Panel.

(1) An individual whose license was revoked under Regulation .02C of this chapter or voluntarily surrendered may petition the Reinstatement Review Panel for reinstatement of the license not sooner than 10 years from the date of revocation.

(2) The Reinstatement Review Panel shall consist of one member of the Maryland State Board of Education appointed by its president, one member of the Professional Standards and Teacher Education Board appointed by its chairperson, and the State Superintendent of Schools or designee.

(3) The individual seeking reinstatement shall submit to the Reinstatement Review Panel a written petition showing credible evidence, by affidavit or otherwise, of the factors set out in §C(4) of this regulation, and may request an opportunity to appear in person before the Panel.

(4) The Reinstatement Review Panel shall consider all of the following facts in evaluating a petition for reinstatement:

(a) The nature and circumstances of the individual's original misconduct;

(b) The individual's subsequent conduct and reformation;

(c) The individual's present character; and

(d) The individual's present qualifications and competence.

(5) The Reinstatement Review Panel may place conditions upon a reinstatement, including requiring an individual to complete ethics training.

(6) Upon unanimous vote of the Reinstatement Review Panel and if the individual has met all current licensure requirements, and subject to any conditions placed on the reinstatement by the Reinstatement Review Panel, the State Superintendent of Schools shall reinstate the license.

(7) Upon the Reinstatement Review Panel's request, MSDE staff may advise the panel regarding the licensure regulations.

D. A license revoked or voluntarily surrendered while an educator is under investigation or facing charges under Regulation .02D of this chapter may not be reinstated.

Chapter 07 Professional Standards and Teacher Education Board

Authority: Education Article, §6-706 and §6-707, Annotated Code of Maryland

.01 Promulgation of Regulations.

A. The State Board of Education and the Professional Standards and Teacher Education Board (PSTEB) shall develop for consideration regulations for:

(1) The licensure of teachers and other professional personnel; and

(2) Requirements for preparation of teachers and other education personnel.

B. Regulations that are initiated by either the State Board or the PSTEB and submitted for review to the non-initiating Board shall be acted upon within 60 days by the non-initiating Board.

.02 Review Board — Scope.

The procedures in Regulations .02—.08 of this chapter govern all appeals from rulings of the licensure staff taken to the Review Board of the PSTEB. The appeals do not constitute contested cases under the Administrative Procedure Act, State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland.

.03 Review Board — Method of Appeal.

A. An appeal to the Review Board shall be taken by filing a written request for appeal within 30 days from the date the appellant receives notice of the ruling of the licensure staff.

B. The written request for appeal shall be addressed to the chairperson of the Review Board, with a copy to the Assistant State Superintendent for Educator Licensure and Program Approval.

C. The written request for appeal shall specify whether the appeal is to be on the record pursuant to Regulation .03 of this chapter or in person pursuant to Regulation .04 of this chapter. It shall include a statement of the appellant's objections to the ruling of the licensure staff and the reasons supporting each objection.

D. Upon receipt of a copy of the request, the Assistant State Superintendent for Educator Certification and Program Approval shall:

(1) Cause the entire file concerning the ruling to be transmitted to the Review Board.

(2) Acknowledge receipt of the request in writing to the appellant;

(3) Send a copy of this chapter to the appellant; and

(4) Schedule the appeal promptly before the Review Board, allowing reasonable advance notice to all parties.

.04 Review Board — Appeal on the Record.

A. At the appellant's option, the Review Board may make findings and submit recommendations to the PSTEB based solely on the written record.

B. The appellant may provide additional relevant documents to the Review Board, and shall submit a written statement explaining the appellant's position. Additions to the file shall be submitted at least 15 days before the scheduled appeal.

C. Licensure staff may submit a written response to the appellant's statement and provide any additional relevant documents to the Review Board at least 10 days before the scheduled appeal.

D. The appellant may submit a written reply to staff's response at least 5 days before the scheduled appeal.

.05 Review Board — Appeal in Person.

A. At the written request of the appellant, the Review Board shall allow oral argument on the appeal.

B. Oral presentations at the hearing shall be limited to 15 minutes for a representative of the licensure staff, followed by 15 minutes for the appellant.

C. The Review Board may ask questions of either party. Other oral presentation or testimony is not permitted.

D. Both parties may present a written summary of their oral presentation.

.06 Review Board — Findings and Recommendations.

A. The Review Board shall deliberate the appeal in closed session and, by majority of the quorum present, make findings and recommendations to the PSTEB.

B. The Review Board's findings and recommendations shall be submitted by the chairperson in a written report to the PSTEB. This report shall include:

(1) Issues in question;

(2) Findings of fact;

(3) Conclusions of law; and

(4) Recommendations and reasons for them.

C. The written findings and recommendations shall be submitted to the PSTEB. A copy shall be mailed to the appellant.

.07 Review Board — Exceptions.

A. The appellant may file written exceptions to the Review Board's findings and recommendations by submitting these exceptions to the chairperson of the PSTEB within 15 days from the date of the Review Board's report.

B. The licensure staff may file a written response to the exceptions within 10 days of the date the exceptions are filed.

.08 Review Board — Final Determination.

A. The PSTEB shall make the final determination in each appeal from rulings of the licensure staff.

B. Before making a final determination, each member of the PSTEB shall be provided with:

(1) A copy of the ruling of the licensure staff which is the subject of the appeal;

(2) The written request for appeal;

(3) The written report of the Review Board;

(4) Any documents in the file cited in the report; and

(5) Any written exceptions and response to exceptions.

C. The entire appeal file shall be made available to the PSTEB members upon request.

D. The PSTEB shall, by majority vote of the quorum present, accept or reject the recommendation of the Review Board. The decision of the PSTEB is final.

E. The chairperson of the PSTEB shall notify the appellant in writing of the final determination, including the rationale for it.