

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

**PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD**

**June 2, 2016  
Minutes**

The 407<sup>th</sup> meeting of the Professional Standards and Teacher Education Board (PSTEB) was held at the Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201 on June 2, 2016. Mr. Darren Hornbeck called the meeting to order at 9:45 a.m.

**The following members were in attendance:** Mr. Peter Baily, Ms. Merlyn Bell, Ms. Jennifer Berkley, Dr. Kandace Hoppin, Mr. Darren Hornbeck, Dr. Alyssia James, Ms. Kathleen Kelbaugh, Dr. Mary Ellen Lewis, Mr. Christopher Lloyd, Dr. Donna Newcomer, Ms. Dawn Pipkin, and Dr. Jamey Tobery-Nystrom.

**The following members were absent:** Dr. Lorraine Cornish-Harrison, Ms. Louise DeJesu, Mr. Charles Hagan, Mr. Philip Kauffman, Ms. Maleeta Kitchen, Dr. Barbara Martin-Palmer, Ms. Debra Poese, and Ms. Sarah Spross.

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

Ms. Kelly Meadows, Ms. Jessica Bancroft, Ms. Miya Simpson, Ms. Amanda Conn, Ms. Mary Voorhees, Ms. Linda Bongiovano, Ms. Ruth Downs (Recorder), and Mr. Derek Simmons, Esq., Attorney General's Office.

**PRELIMINARY ITEMS**

**Recognition of Guests**

Ms. Geraldine Duval, MSEA  
Mr. Eric Steinhauer, ETS  
Dr. Deborah Ball, Teaching Works  
Dr. Troy Hutchings, ETS  
Ms. Jessica Stern, ETS  
Dr. Edwin Oliver, Baltimore Lab School

**Public Comment**

Dr. Edwin Oliver, Director of Research and Program Partnerships at the Baltimore Lab School did a brief presentation in regards to "Right to Read". He stated that since 2002 he has worked at the Baltimore Lab School, which was founded by Sally L. Smith. Dr. Oliver stated that Ms. Smith was his teacher and mentor.

Dr. Oliver stated Ms. Smith taught him so much:

1. Kindergarten readiness and its measures are aligned with exploratory, research-based multi-sensory strategies that help reading. Rote worksheets which are standard practice, rarely deliver such mastery.
2. Kids don't always need more of what they're worse at. They always need more what they're best at.
3. Brilliance and struggle co-exist, and in fact may be part of the same construct. Reading problems cut across race, income and the theoretical construct of intelligence.
4. Academic frustration, discouragement and learned helplessness are co-morbid. As you've heard from the parents testifying here, there is rarely a "pure" joy when you're not reading like your peers. The experience is painful and frustrating. There is no "pure" dyslexia.

These truths change students, change families and change futures.

Dr. Oliver stated, that like most certified teacher, he didn't learn these truths in graduate school, or when studying for his licensure as a psychologist in Maryland, Virginia or Delaware. Therefore as a psychologist at Lake Clifton High School,

when called to weigh upon as reading as a “primary disability” – he wasn’t prepared. Dr. Oliver emphasized that for him and many of the others, learning disabilities were at the bottom of the syllabus in one class, like Cognitive Psychology.

Dr. Oliver stressed to the Board that he more convinced now than ever of what Right to Read Maryland Chair, Barbara Donick opined in the November 3<sup>rd</sup> in the Baltimore Sun – we have “a cure for a disease and are locking it in a vault!!”

There are still certified teachers who think that dyslexia is simply reversing your d’s and b’s. Dr. Oliver stated that he heard statement as a certified teacher testified in a due process hearing in February.

There are still certified special educators who think that reading problems are “expected and commensurate with a student’s ability. Dr. Oliver heard this statement at an IEP meeting.

Dr. Oliver stated that it is time to move forward. Scientific practices – systematic, explicit and multi-sensory have published outcome studies that are yellowing in the journals.

Dr. Oliver asked that the standards for certification for all certified teachers and special educators be revised and corrected, to save children and their families from needless struggles.

### **State Board**

Ms. Miya Simpson, Executive Director gave a summary of the at the May 24, 2016 meeting of the Maryland State Board of Education.

### **The following actions were taken:**

- The Board granted permission to publish amendments to the regulations under COMAR for programs for Non-English and Limited English language learners. This was related to incorporating new standards and new federal language in program requirements.
- To grant permission to publish amendments to COMAR related to programs in World Languages. To incorporate revised standards for World Languages.
- Granted permission to adopt amendments to COMAR general regulations to provide flexibility, instructor and location of instruction for Home School students.
- The final regulatory action was to approve changes proposed by PSTEB under COMAR related to the School Counselor. To incorporate the new certification requirements as a result of the legislation through the General Assembly.
- Appointment of Dr. Karen Salmon as State Superintendent will begin on July 1, 2016. A motion for Dr. Salmon as Interim State Superintendent for the period of June 1, 2016 through June 30, 2016.

### **Information Updates:**

Information related to English Language Learners Taskforce and GED options. This is an update on the work that was done by a taskforce that was established by MSDE in May of 2015. They were charged with studying research practices and policies to improve services in academic outcomes for English learners. Along with this presentation, there was an overview of the 2016-2017 GED option for English Language Learners. This is something that will be piloted in four (4) LEAs this coming year.

There was also an information item provided on the Teacher/Principal Evaluation. Mr. Christopher Lloyd was a member of that panel. This included information on the Teacher/Principal Evaluation response and some of the descriptive analysis from some of the work that was done throughout the LEAs. The group that presented offered several recommendations to the Board related to professional practice and growth among students, teachers, and principals. Also included, was a proposed rating calculation to the work.

## Overview of the ESSA Title II

ESSA has become a regular standing part of the Board agenda. This is to provide the Board with updates on what is happening and particularly the accountability requirements established through ESSA. ESSA II is focused primarily on preparing, training, and recruiting high quality teachers, principals, and other school leaders.

The Board recognized Maryland's 2016-2017 Teachers of the Year, which was a nice ceremony and followed by a luncheon that the Board members were able to attend along with the teachers of the years from the 24 LEAs.

The Board also approved five Opinions and one Order for publication.

Meeting materials and Opinions can be found at: [www.marylandpublicschools.org/stateboard](http://www.marylandpublicschools.org/stateboard)

The next meeting of the Maryland State Board of Education will be held on Tuesday, June 28, 2016, at the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, 7<sup>th</sup> Floor Board Room, and Baltimore, Maryland 21201.

## DISCUSSION

### National Observational Teaching Exam (NOTE)

A presentation on the National Observational Teaching Exam (NOTE) was done by Dr. Deborah Ball, Director of TeachingWorks and Mr. Eric Steinhauer, Executive Director for NOTE, ETS.

#### Overview

NOTE is the National Observational Teacher Examination, a **simulation-based performance assessment** designed for teacher licensure testing. NOTE is being created by **Educational Testing Service (ETS)** in collaboration with **TeachingWorks**, using simulation technology developed by and with **Mursion**.

NOTE is in development. Building on phased prototyping of this new type of performance assessment, NOTE will be piloted in the spring of 2017 at educator preparation programs.

The first NOTE assessment is being designed for the elementary education license. Called *Practices for Teaching Content*, the assessment will measure prospective teachers on high-leverage practices of instruction, such as (1) *leading classroom discussion*, (2) *eliciting and interpreting student thinking*, and (3) *modeling and explaining academic content*.

**Stimulation-based performance assessment** is an approach that is well-established in other professions, such as medicine and aviation. This kind of test, delivered in a secure test center, assesses the candidate on critical practices of teaching by placing the candidate "in" a virtual classroom setting with an authentic interactive task of classroom instruction.

With Practices for Teaching Content ETS is developing a performance assessment that will call for a candidate to show the ability, across multiple tasks and multiple virtual classrooms, to carry out critical practices of teaching.

ETS is building NOTE with leaders in two fields:

**TeachingWorks** (at <http://www.teachingworks.org/>) is a national organization led by Dr. Deborah Ball and housed at the University Of Michigan School Of Education. TeachingWorks is focused on building strong professional infrastructure for the training, development, and assessment of teaching practice. As part of its dedicated work to ensure that beginning teachers are ready to teach on their first day. TeachingWorks has identified high-leverage practices of teaching (called "HLPs," see <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>). HLPs are critical and learnable practices that support student learning and thriving. HLPs are practices that NOTE will call for teacher candidates to show.

**Mursion** (at <http://www.mursion.com/>) is a leader in the creation of immersive "human-in-the-loop" virtual training environments. In its work with Mursion, ETS is developing an assessment system that brings to assessment the kind of

simulated classroom technology that has been used for training teachers of many institutions, starting with the University of Central Florida where the original classroom simulation capability was created. <http://ets.org/proethica>

### **Questions from PSTEB:**

- Regards to the make-up of the classrooms, are you able to add special education students?
- As for the make-up of the classroom, there is no such thing as a normal classroom. Depending on the area of the school, the make-up of each school is different. How do you handle this situation?
- How do you measure, access culturally relevant, culturally competent instruction and equitable practices?
- What algorithm are you using to seek to generate those kinds of pieces?
- In what ways are candidates provided with the ability to first interact with and to get to know the students?
- How is it planned for artful instruction and deliberate instruction?

### **BREAK**

### **The Proethica Program**

A presentation on the *Proethica* Program was done by Dr. Troy Hutchings, Senior Strategic Advisor and Ms. Jessica Stern, Senior Product Manager, Educator Ethics of ETS.

ETS is proud to introduce the *ProEthica* program, an online ethics training program for beginning and career teachers and school leaders. The *ProEthica* program is convenient, affordable and engaging solution for improving educators' awareness of professional risks and vulnerabilities, the Model Code of Ethics for Educators (MCEE) and the application of professional ethics in daily decision making.

### **About the ProEthica Program**

It's not enough to just know the code. The *ProEthica* program:

- Helps educators understand and apply the principles of the Model Code of Ethics for Educators (MCEE) in their daily practice
- Provides techniques and tools that educators can use to guide their professional decisions long after the course has ended
- Teaches educators how to apply professional ethics in their decision making – how to identify potentially challenging situations, how to clarify risk for themselves and their students and how to use MCEE principles to guide them in tough settings.

### **A Different Approach to Educator Ethics**

Where many other ethics education or development programs focus narrowly on rules and how they apply, the *ProEthica* program digs deeper, inviting each user to examine the process that leads an educator down a path toward risk. Research shows that misconduct is a process, not an event. By examining the risks and vulnerabilities inherent in the profession, the *ProEthica* program helps highlight how to identify and mitigate those risks.

- Focuses on application of professional ethics in daily decision making
- Is research-based – the content within each module is derived from the leading current research in educator ethics
- Leverages highly relevant situations and real-life scenarios to help ensure educator are learning techniques and strategies they can actually use
- Includes the use of real news stories, real case studies and sample policy documents, research papers and best practice suggestions
- Is developed specifically for educators and school leaders
- Is built on content that is vetted through a representative group of practicing educators, educational leaders and state standards board members

- Incorporates ETS's expertise in assessment development and measurement

The *ProEthica* program offers a full learning progression of interactive modules combining the best current thinking and academic research on the ethical challenges educators face.

### **Action Items**

#### **Approval of May Minutes**

The minutes were not available to approve.

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

- Approval of May and June Minutes & SBOE Update
- Continued Discussion of COMAR 13A.12.01
- Secondary Literacy Report Update
- Update on Teacher/Principal Evaluation
- Final Legislative Update

The agenda for the August meeting was set during the June meeting. The August agenda will be adopted at the August meeting.

**The Meeting was adjourned 11:50 a.m.**