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TO: Members of the Maryland State Board of Education
FROM: Karen B. Salmon, Ph.D. *KBS/clw*
DATE: October 25, 2016
SUBJECT: COMAR 13A.12.04.04B(3)(a) *Administrator I*
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this item is to request permission to publish amendments to 13A.12.04.04B(3)(a) Administrator I (Attachment I). Amendments are being proposed to align the regulatory language to reflect the current Professional Standards for Educational Leaders.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. The State Board shares joint authority with the Professional Standards and Teacher Education Board (PSTEB) to develop regulations governing teacher certification and preparation.

When PSTEB initiates a regulatory change, the State Board must review the proposed regulation. In order to reject a proposed regulation, a super-majority of the State Board (three-fourths of its members) must vote against the change. Otherwise, the regulation moves forward in the regulation promulgation process.

After the State Board has voted to approve the regulation (or has failed to garner a super-majority vote to disapprove the regulation), the proposed regulation is sent to the AELR Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, MSDE staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

If the State Board moves to adopt the regulation in the form it was proposed, the regulation will be sent back to PSTEB for final adoption.

HISTORICAL BACKGROUND:

In February 2005, Maryland responded, in advance of the nation, to the priority need for an increased focus on instructional leadership by developing and adopting the Maryland Instructional Leadership Framework. The Standards within the Framework highlighted instruction and have supported the preparation, identification, and evaluation of educational leaders for eleven years. In 2008, the nation followed Maryland's lead in producing the ISLLC Standards through the Interstate School Leader Licensure Consortium. Since that time, the ISLLC Standards have been used extensively as a means for validating principal preparation and licensure.

In 2013, a consortium of national educational stakeholders accepted the charge to convert the ISLLC Standards into new professional standards aligned to reflect contemporary educational leadership. With support and endorsement from Higher Education, Superintendents Associations, Principal Associations, and State Leaders; the new Professional Standards for Educational Leaders (PSEL) were constructed with attention to both research and practice. Over the course of two years, the Professional Standards for Educational Leaders were vetted in multiple audiences, refined through repeated feedback loops and presented to the National Policy Board for Educational Leaders for publication and ownership in November 2015. The Professional Standards for Educational Leaders maintains the priority of instructional leadership standards, recognizes the value of non-instructional leadership standards, and elevates attention to the success and well-being of each student.

Maryland was well represented and contributed throughout this process. Information was continually shared with statewide audiences during the formative stages and the interests of Maryland's leadership stakeholders can be observed in the final product. Since November 2015, the new Professional Standards for Educational Leaders have been embraced and endorsed by assistant principal, principal, principal supervisor, superintendent, and LEA focus groups.

On May 5, 2016 the Professional Standards Teacher Education Board granted permission to publish the proposed regulations.

PROPOSED AMENDMENTS:

The proposed amendments align the regulatory language to reflect the current Professional Standards for Educational Leaders.

SUMMARY:

Revision to the regulation pertaining to the requirements for Administrator I certificate is being proposed to validate Maryland's rich history of educational leadership and will provide Maryland school systems with guidance and consistency in offering high quality school and central office leadership based upon the most recent research.

ACTION:

I request permission to publish the amendment to COMAR) 13A.12.04.04B(3)(a) Administrator I.

Attachments (1)

.04 Supervisors of Instruction, Assistant Principals, and Principals.

A. Application of Regulation.

- (1) This regulation applies to obtaining certification as an Administrator I or Administrator II.
- (2) If a principal in a regular school transfers to become a principal in a special education school, the principal shall have special education certification as set forth in Regulation .13A of this chapter.
- (3) If a principal in a special education school transfers to become a principal in a regular school, no additional certification requirements are applicable.

B. Administrator I.

- (1) This certificate 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 satisfactory teaching performance or satisfactory performance on a professional certificate or satisfactory performance as a certified specialist as defined in COMAR 13A.12.03; and
- (3) Completed one of the following:
 - (a) A Department-approved program which leads to certification as a supervisor of instruction, assistant principal, or principal that includes the **outcomes in the Maryland instructional leadership framework [Professional Standards for Educational Leaders]**;
 - (b) An approved program which leads to certification as a supervisor of instruction, assistant principal, or principal in accordance with the interstate agreement; 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 certificate 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 certification assessment.

(3) A principal who enters Maryland from another state may obtain an Administrator II certificate if that principal held a valid professional state certificate and verification of at least 27 months of satisfactory performance as a principal during the past 7 years on the basis of which application is being made for a like or comparable Maryland certificate.

D. Special Provisions.

(1) An applicant who successfully completes the requirements under Regulation .05D of this chapter for the resident principal certificate may obtain an Administrator II certificate.

(2) A Standard Professional certificate or Advanced Professional certificate 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.

(3) A person who holds the position of assistant principal on the date this regulation becomes effective shall meet the requirements of §B of this regulation not later than the end of the first full validity period after the renewal of the currently held certificate.