

**The MARYLAND STATE BOARD OF EDUCATION
200 West Baltimore Street
Baltimore, Maryland 21201**

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

**September 9, 2019
Minutes**

The 439th meeting of the Professional Standards and Teacher Education Board (PSTEB) was held at the Maryland State Department of Education (MSDE), 200 West Baltimore Street, Baltimore, Maryland 21201 on September 9, 2019. Mr. Christopher Lloyd called the meeting to order at 9:31 a.m.

The following members were in attendance: Dr. Mae Alfree, Ms. Jennifer Berkley, Dr. Debi Gartland, Mr. Charles Hagan, Mr. Darren Hornbeck, Ms. Maleeta Kitchen, Mr. Christopher Lloyd, Ms. Kelli Midgley, Dr. Kindel Nash, Ms. Debra Poese, Ms. Karen Saar, Ms. Sandra Skordalos, Ms. Sarah Spross, Dr. Winona Taylor and Ms. Geralda Thompson.

The following members were absent: Mr. Peter Baily, Ms. Linda Chinnia, Dr. John Mayo, and Dr. Kris McGee.

The following Maryland State Department of Education staff members were present: Dr. Miya Simpson, Ms. Alexandra Cambra, Ms. Kelly Meadows, Ms. Ruth Downs (recorder) and Mr. Derek Simmons, Esq., Attorney General's Office.

PRELIMINARY ITEMS

Recognition of Guests

Ms. Tina Bjarekull, MICUA
Ms. Geraldine Duvall, MSEA
Dr. Jennifer Frank, MICUA

Public Comments

Ms. Michelle Morales (not present)

Announcements

None

State Board Update (Attachment I)

Dr. Miya Simpson presented a summary of the August 27, 2019, Maryland State Board of Education meeting. (Attachment I)

ACTION ITEMS

Approval of July and August Minutes

Mr. Christopher Lloyd entertained a motion to approve the July 11 and August 1 meeting minutes with minor changes.

MOTION: Mr. Charles Hagan/Dr. Deborah Gartland To approve the July 11 and August 1 meeting minutes.

Approval of Proposed Agenda Items for October 2019

- Approval of the Minutes
- State Board update
- Regulations as appropriate
- Election of new officers/schedule of dates for 2020
- Kirwan Commission update

Mr. Christopher Lloyd entertained a motion to adopt the October Agenda.

MOTION: Ms. Maleeta Kitchen/Dr. Winona Taylor To approve the October Agenda.

Regulations

Code of Maryland Regulations (COMAR) 13A.07.06 Programs for Professionally Certified Personnel/COMAR 13A.12 Educator Licensure: Repeal and Replace – Permission to Publish

Mr. Lloyd recommended that the Board act on COMAR 13A.07.06 and COMAR 13A.12. He recommended that they debate the regulations; make a motion on the regulations; and then vote on them. In addition, he recommended writing a letter to the State Board. The letter will then be transmitted to the State Board and he will provide testimony through public comment at the State Board meeting on September 24th in conjunction with the letter written on behalf of the Professional Standards and Teacher Education Board.

Concerns: COMAR 13A.07.06 – Programs for Professionally Certified Personnel

- Concerns about the teacher preparation program requirements, in particular, the prescriptive nature of the clinical requirements. Clinical requirements are very important, but the way they have been laid out in the regulation can cause problems for a majority of the population. Given the current situation where we are in need of teachers, it seems counterproductive to set up more barriers than to remove them.
- A large number of concerns have been expressed in prior meetings and concern with moving the regulation out for publication now is that we have yet to resolve many of those concerns that have been expressed through public comment and expressed by the Board. There is concern about putting this information out until we are sure that this is a document that we fully agree on and that it is really best for the students and the school systems.
- Echoed concerns in regards to Teacher Preparation Programs and the year-long practicum along with the impact it will have (financial constraints). Concerns with moving forward with the proposed regulations ahead of the Kirwan Commission's funding formula. Concern about regulations being on a different cycle than the national accreditation body, even though Maryland currently does not recognize the national accreditation body (Council for Accreditation of Educator Preparation). Concerns with the impact these regulations will have for creating a pipeline for teachers of color. Concern with the teacher competencies that are laid out in the regulations are somewhat mismatched and overly prescriptive.

- Agrees with everyone who has spoken, especially in regards to the year-long internship and the impact it has on higher education and the higher education calendar. The school year academic calendar is from September to June. The students graduate in May.
- Concern with regulations requiring action research. Release of performance evaluations for the new teachers. That is a privacy issue that is of concern. Since the Kirwan Commission is not complete, is there any way to hold off these issues until it is completed?
- Seconds everything that everybody has previously said, especially in regards to the comment that changing the school calendar would put an undue burden on the school systems in regards to having interns in the schools on the first day that teachers start back and the last day of the school year.
- Communication between the local education agencies (LEAs) and the universities. There needs to be an open, ongoing relationship because there needs to be a check-in that supports the development of what is happening with the new prospective teachers.
- Everything that we have mentioned comes down to the fact that there is really not enough research into the changes. If the two committees come together, we have to go into it with an open mind on saying not what we cannot do but by saying what can we do to make internships and some of the other things better. You have test scores that are going to determine your school's star ranking with your ascending or descending arrow.
- An editorial that has made its rounds in the last couple of weeks talks about teacher shortage. There is not a teacher shortage because there are plenty of people to be teachers. The problem is that those people don't want to be teachers. So attacking why they don't want to be teachers would address it. Some of these supports could be fantastic, but won't help the problem if we can't afford them the release time to pay for their internships. Until we see what the Kirwan funding looks like and what we can and cannot do, the worst place to be is in some other unfunded mandate.

Mr. Lloyd moved to close the debate without prejudice.

VOTE: In favor: 0 Opposed: 14 Abstained: 1

The body failed to provide permission to publish.

Mr. Christopher Lloyd entertained a motion to **Repeal and Replace and providing permission to publish – COMAR 13A.07.06 Programs for Professionally Certified Personnel**

MOTION: Mr. Christopher Lloyd/Dr. Debi Gartland to Repeal and Replace and providing permission to publish – COMAR 13A.07.06 –Programs for Professionally Certified Personnel.

Concerns: COMAR 13A.12 Educator Licensure

- General concerns with the different types of licenses. What happens to the educator who is currently going through the renewal process? What kind of provision are we going to put forth for them?
- One member is up for renewal in 2021. Already has required credits. Concern is if this regulation goes through, will she have to start over with the renewal process to gain the credits needed?
- Concerns about the teacher pipeline. Unresolved concerns with the regulations as written about clogging the teacher pipeline again. Cutting off access particularly when it involves the standardized test scores. We know that these have been problematic in the past for certain racial and economic groups. So the idea that we would be using those college credits and grade point average in lieu seems

to be a way to unclog that pipeline and make things fairer for all the folks who would like to join the teaching profession and it seems our goal is to get more educators into the pipeline.

- Concerns with replacement of the master's degree with National Board Certification for the different teacher pipelines. The concern about who is recording that. The concern is with the extra burden it puts on the principal of the school. Needs to be discussed with principals if the new process goes through.
- Baltimore Teacher's Union is concerned about the required professional development in five distinct areas and not allowing flexibility. The group has gone back and forth with "and vs. or" in two of the areas. We would like flexibility in the topics for professional development.
- There was a lot of discussion among teachers about getting the professional development program approved in addition to the burden/workload on our administrators. Also concern about the inefficiencies in the system and how easy it would be for us to (1) get them approved and (2) appeal them if they are not approved. We don't want to leave our teachers without a plan and still be responsible for meeting all those requirements. There is concern with the structure of the program, the amount of appeals that would be available, and the availability of those particular courses.
- In the regulations, they have renamed the different types of teacher licenses. We also had some concerns about renewal, for instance how often can they renew the initial professional?
- Concern with teachers who currently have their Advanced Professional Certificate. Will they be grandfathered in, having their professional licenses, or will they have to still get an initial professional license? Where does that start?
- We have been going back and forth about the wording on certificate vs. licensure. We discussed it but don't think that we ever came to agreement about the terminology of certificate vs. a teacher's license.
- As a teacher leader, we would have to tell teachers that not only are they no longer going to be certified, but they have to have a license and that their license is now going to be either an initial professional or professional. So is that going to be left up to the LEAs to support the teachers during this transition period or is the MSDE going to do some kind of public forum for teachers to have this conversation?
- A lot of us are still concerned about losing the master's degree as a requirement for teachers to advance in their profession. We feel that if you are going to be called a master teacher, you should have a master's.
- Thinking about the master's degree, one concern that keeps coming up is are we practicing what we teach to our students, to be lifelong learners. It is not only about being a teacher, but continuing to be a lifelong learner.
- The concern that has been raised with regard to educator licensure in this particular COMAR is by institutions of higher education that have developed master's degree programs in response to regional and local needs. The regulations would eliminate the need for a responsive program. If master programs were delegitimized by these COMAR then not only do I share the concerns that others have raised, but I also share the concerns with the way institutions collaborate and work together to be responsive to our local needs.
- From a university standpoint, we are providing the content in those subject areas. So if we do away with the master's degree and go with National Board, where will the teachers get their professional development and the content? What will happen to those programs at the universities and colleges that provide master's programs?
- Concern with the individual professional development plan. There are times within six months and three months. Principals are responsible for this. We don't know if the conversation has been discussed with the LEAs. What is that timeframe? That means that the principal will have to sit down with each teacher on his or her staff, do the evaluation process, and the individual professional development plan

will be on their plate. This is our profession that we have to make sure that it is taken seriously and not put on the wayside, because they have a lot of other duties that they have to take into account.

Mr. Lloyd moved to close the debate without objection.

VOTE: In favor: 0 Opposed: 14 Abstained: 1

The body failed to provide permission to publish.

Mr. Christopher Lloyd entertained a motion to **Repeal and Replace - providing permission to publish – COMAR 13A.12 Educator Licensure**

MOTION: Mr. Christopher Lloyd/Ms. Sandra Skordalos To Repeal and Replace - providing permission to publish – COMAR 13A.12 – Educator Licensure.

BREAK

Mr. Lloyd reconvened the meeting with the intent to draft a letter to the State Board and then present the letter with public comment at the September State Board meeting on September 24. He stated that he had provided the members with a copy of the letter based upon the notes he had taken at the August PSTEB meeting and from the August minutes starting on page nine. Mr. Lloyd asked the members to review the two pieces of COMAR and the language that he has used to see if there are areas that they would want to consider or that he missed. If so, he would go back and add whatever language he needed to support the Board’s thinking.

Mr. Lloyd stated that if the State Board agrees to a conference committee then what we will have to do obviously is figure out what we are willing to talk about. We have the frame of that in the conference committee but we will have to figure that out. So that will be an opportunity for us to further engage in this discussion. If the State Board decides to publish, we will also have an opportunity for discussion because it will be a period of input and feedback which will come back to the State Board and we would have an opportunity to provide some feedback. Is that correct Sarah?

Ms. Spross stated that if it goes out for publication and the State Board makes that decision, it goes out for public comment for 30 days. All of the public comment received during that 30 day period is presented to the initiating Board which is the State Board. The State Board takes action on those comments and the action that the State Board can take is one of two actions:

- 1. To adopt the regulations as they went out for publication.
- 2. Consider the comments they received. If they are non-substantive they would be adopted at the time. If they are substantive, the process starts again and the SBOE would vote whether or not to grant permission to publish. Once permission to publish is granted that version of the regulations comes back to the PSTEB for their review.

Dr. Nash – In paragraph four that talks about LEAs and higher education partners, you might include a phrase or sentence that speaks to the changes in renewal oversight and revocation which is on page 24 in COMAR. – Suggested changes in COMAR would also transform program approval requirements which, as noted, may be

overly prescriptive. In COMAR – Program Approval requirements on page 14 under #3, there is a section that talks about programs preparing candidates for early childhood, elementary, [English to Speakers of Other Languages] and [special education] shall include research literacy instruction. Then there is an A-F list that contains the big five and, in addition, a couple of other things. We know that the Maryland professional organizations and the institutions of higher education raised concerns about the prescriptive nature of outlining these particular requirements for programs. These were not teacher competencies and it might be missing from the letter.

Ms. Poese – Concern with the discussion of teacher competencies and the need for them. The statement where it says we think it is critical to examine the competencies seems like it doesn’t give us any direction about what might need to be examined. Trying to think whether that could bear some more emphasis. Thinking about the fact that across the competencies there are some that are nicely written and then there are some that should not be put forward. Would have grave concerns about allowing some of them to be published. Teacher preparation competency, cultural responsiveness, .15.

Mr. Lloyd stated that he heard in the discussion about competencies the belief that they are critical to professional learning within the profession and teacher effectiveness and based upon that, because they are foundational, we believe it is critical.

Dr. Gartland requested that the process that Ms. Spross had spoken about in regards to the regulation process be placed in the minutes.

Mr. Lloyd instructed the members to look at page nine of the minutes to see if they have captured what is talked about in the letter. He stated that, “formation of such a committee prior to publication would be beneficial and provides an opportunity to build an investment among various stake holders who seek to advise on COMAR language”. He will try to add something in the letter around the notion that there is clearly a lot of interest to be able to reach a consensus for additional time to allow bodies to be able to reach consensus around shared interest. He suggested that he would write a revised letter based on the discussion and then send it to Sarah and Ruth who will share the letter with the State Board. The letter would be for a point of information. He will take the letter along with his testimony to the State Board meeting on September 24 to represent the PSTEB.

Mr. Christopher Lloyd entertained a motion that the PSTEB authorize Christopher Lloyd to make adjustments to the letter and to submit it to the State Board. **(Attachment II)**

VOTE: In Favor: 13 Opposed: 0 Abstain: 1

A motion was entertained to have Christopher Lloyd represent the PSTEB on September 24 at the State Board of Education meeting.

MOTION: Dr. Winona Taylor/Ms. Geralda Thompson to have Christopher Lloyd represent PSTEB at the September 24 State Board meeting.

VOTE: In Favor: 13 Opposed: 0 Abstain: 1

Adjourned

Mr. Lloyd adjourned the meeting without objection at 11:37 a.m.